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ABSTRACT

Ten problem areas identified by the State Legislature of California in regard to vocational education are reviewed in terms of Alameda and Contra Costa Counties, California. The problem areas are discussed in terms of present status and required direction and specific activities needed to achieve objectives. They include: (1) assessment of opportunities for vocational education, including financing vocational opportunities, funding procedures, organization of labor market information, and vocational discrimination practices; (2) quality standards, including vocational competency, occupational analyses for teaching, vocational instructional packages, certificates, instructional costs, and financial incentives for quality; (3) followup, including comprehensive monitoring system; (4) prevocational education, including curriculum; (5) vocational guidance, including vocational competency--self guidance and vocational counselors; (6) dual attendance, including college credits for college work; (7) advanced placement, including vocational competency evaluation; (8) remedial programs, including evaluation; (9) work experience, including promotion, work experience credits and education placements, and training of teacher-coordinators; and (10) informing the publics, including coordination of public information activities. The Area Five Planning Committee members and evaluation and participation form to be filled out in response to the document are appended. (LH)

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ALAJUCA
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COUNTRIES



PLAN

FOR THE IMPROVEMENT
OF
VOCATIONAL EDUCATION

Area V Vocational Planning Committee
April 1973

DEPARTMENT OF REG.
EDUCATION AND
NATIONAL SERVICE

MINISTERIO DE REG.
EDUCACION Y SERVICIO
NACIONAL
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EDUCACION

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INTRODUCTION

The Vocational Planning Committees were established because of perceived an objective and independent analysis of certain specific problem areas in vocati

The present document is part of a series which has provided an analysis of trying to provide needed vocational education programs and services in Alameda

Although several specific problem areas have been recognized by the Legis considered in this document, many of these problems are symptomatic of more seri lie much of vocational education but which in large part are beyond local district

This report recognizes three needs which permeate most of these problem a tion and which must be resolved: (1) the need for valid, current information and c tem of certification of levels of competency acquired by those trained in vocation tem of financing vocational education which links level of funding to quality of pro needs will provide the key to improvement in the other areas of concern.

The Committee, which recognizes the significance of these three needs, has cern requested by the State Legislature and has provided recommendations.

INTRODUCTION

Vocational Planning Committees were established because of perceived need by legislators for independent analysis of certain specific problem areas in vocational education.

This document is part of a series which has provided an analysis of difficulties encountered in the needed vocational education programs and services in Alameda and Contra Costa Counties.

Several specific problem areas have been recognized by the Legislature, and they are contained in this document, many of these problems are symptomatic of more serious conditions which underlie vocational education but which in large part are beyond local district control.

This report recognizes three needs which permeate most of these problem areas in vocational education which must be resolved: (1) the need for valid, current information and data, (2) the need for a system of levels of competency acquired by those trained in vocational programs, and (3) a system of vocational education which links level of funding to quality of program. Resolution of these three needs will provide the key to improvement in the other areas of concern.

The committee, which recognizes the significance of these three needs, has reviewed each area of concern and has provided recommendations by the State Legislature and has provided recommendations.

A. Assessment of Opportunities for Vocational Education

Goal:

Education Code 6268.4 (a). Assess whether a proper assortment, as measured by skill demands determined from local and area employment surveys, of programs in the educational curriculum is offered in the area, while avoiding unnecessary duplication of programs. "

All residents and w
convenient access
to an occupation of

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
1. <u>Financing vocational opportunities.</u>	1.	1.
<p>The autonomy of schools and colleges has made it possible to be sensitive to the particular needs of students and has resulted in the establishment of some of the more common training programs. Unfortunately, because of the broad range of interests and abilities of students, only a few schools or colleges can offer more than a minimal selection of vocational education.</p>	<p>Each county superintendent of schools (Alameda, Contra Costa) should establish countywide ROP's which contract with schools and colleges, employers, and private organizations. Each county ROP is required to have a management advisory board with carefully constructed management controls. The county management advisory board should have representation from various community and vocational interest groups.</p>	<p>The co schools may au lines fo gional engage ducers educati enable ployer vate on of a co cupatio</p>
<p>In general, when students want a vocational program or if they want to enroll in vocational courses, they take what is available. With the present limited number of choices, the probability of student satisfaction is low. To a high degree, local school financial limi-</p>	<p>These agencies should specify and publish their procedures, policies, and rules for membership on allocation boards.</p>	<p>The Ar primar superi a joint and loc person the foll ings a</p>

Opportunities for Vocational Education

Goal:

3.4 (a). Assess whether a proper assortment by skill demands determined from local surveys, of programs in the educational field in the area, while avoiding unnecessary programs.

All residents and workers in Area V will have convenient access to a training program leading to an occupation of his or her choice.

STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
<p><u>Equal opportunities.</u></p> <p>Schools and colleges possible to be particular needs resulted in the some of the more programs. Un- of the broad and abilities of schools or col- e than a minimal nal education.</p>	<p>1.</p> <p>Each county superintendent of schools (Alameda, Contra Costa) should establish countywide ROP's which contract with schools and colleges, employers, and private organizations. Each county ROP is required to have a management advisory board with carefully constructed management controls. The county management advisory board should have representation from various community and vocational interest groups.</p>	<p>1.</p> <p>The county superintendent of schools (Alameda, Contra Costa) may authorize and provide guidelines for a county-operated regional occupational program which engages the participation of all producers and recipients of vocational education in Area V. This would enable every school, college, employer training program, and private organization to become part of a county-operated regional occupational program.</p>
<p>Students want a or if they want al courses, ailable. With number of ility of student To a high de- financial limi-</p>	<p>These agencies should specify and publish their procedures, policies, and rules for membership on allocation boards.</p>	<p>The Area V Committee, with the primary assistance of each county superintendent of schools, assembles a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) findings and recommendations for (a)</p>

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACHIEVEMENTS
1. (cont.)	<p>tations prevent any degree of real choice in vocational education.</p> <p>Through county-operated regional occupational programs, substantial State school apportionment funds are available for financing a greater variety and amount of vocational education in Area V.</p> <p>This county-operated approach to financing vocational education is already practiced in San Diego and Santa Cruz Counties.</p> <p>Senate Bill 90 of the 1972 Legislature makes it possible for Area V, like other areas, to serve all occupations equitably.</p> <p>First, SB 90 lumped local override tax revenues for ROP/ROC into the general public school budget.</p> <p>Second, SB 90 provides \$950 basic ADA (less deductions).</p> <p>County-operated ROP's and ROC's are also eligible for \$950 ADA, but there</p>	<p>1. (cont.)</p> <p>a county-operated vocational program with production and control board primary components; and local vocational education in the</p>

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a county-operated regional occupa-
tional program, which contracts
with producers of vocational edu-
cation and (b) a management con-
trol board representative of pri-
mary community vocational inter-
ests; and (2) assistance to assure
local vocational agency participa-
tion in the county regional program.

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACHIEVEMENTS
<p>1. (cont.)</p> <p>are no deductions. County ROP's and ROC's may contract with vocational agencies.</p> <p>Third, the net gain for school districts and ROP's and ROC's will vary from district to district.</p>		
<p>2. <u>Funding Procedures.</u></p> <p>Procedures governing allocations of State and Federal Manpower Boards and resources are unclear or unknown to community groups. For example, these programs include:</p> <ol style="list-style-type: none"> 1. MAPC funded programs 2. Health Manpower 3. Law enforcement <p>Although this provides independence of action, it results in a lack of coordination and encourages a duplication of effort and waste of resources.</p>	<p>2.</p> <p>The procedures and policies for funding of training programs should be readily available to training agencies.</p>	<p>2.</p> <p>The Area Committee assistant of Human Resources assembly accumulated the policy funding to prepare which pr</p>
<p>3. <u>Organization of labor market information.</u></p> <p>It is generally thought that vocational programs are initiated or continued on the basis of student interest, faculty interest, program costs, job</p>	<p>3.</p> <p>Coordination of effort is needed among the agencies representing major sources, processors and users of labor market information.</p>	<p>3.</p> <p>The Area primary Department Develop</p>

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2.

The procedures and policies for funding of training programs should be readily available to training agencies.

2.

The Area V Vocational Planning Committee, with the primary assistance of the State Department of Human Resources Development, assembles a task force to (1) accumulate from funding agencies the policies and procedures for funding training programs; (2) prepare and distribute a brochure which provides this information.

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Coordination of effort is needed among the agencies representing major sources, processors and users of labor market information.

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The Area V Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint

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<p>market needs, and licensure regulations. However, the present lack of coordinated effort and appropriate funding procedures result in duplication of function, a limited number of offerings, a lack of vertical relatedness and limited evidence of labor market needs.</p>	<p>Initiation of a comprehensive labor market information system is needed for the Bay Area.</p> <p>State and national policies should reflect the desirability of a comprehensive labor information market system.</p>	<p>task f local sonne follow multi- (a) co inform prehe and p to the Requi Labor for a Marga Laner stitute Unive Novem</p>
<p>The development of labor market and occupational information has been the responsibility of the Department of Human Resources Development. But, unfortunately, these types of services have not been budgeted, with few exceptions.</p>	<p>Initiation of a comprehensive educational inventory and projection system for the Bay Area is needed.</p>	<p>The p lature (This spons Guida</p>
<p>It has been assumed that, because the Department of Human Resources Development is a State agency, its priorities and guidelines are those established by the Legislature.</p>		
<p>Actually, the Department of Human Resources Development is financed almost entirely by federal funds, and federal priorities must be followed to acquire this funding. Thus the</p>		

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SPECIFIC ACTIVITIES TO
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3. (cont.)

Initiation of a comprehensive labor market information system is needed for the Bay Area.

State and national policies should reflect the desirability of a comprehensive labor information market system.

Initiation of a comprehensive educational inventory and projection system for the Bay Area is needed.

3. (cont.)

task force consisting of State and local education agencies and personnel training directors, with the following objectives: drafting of a multi-county plan which integrates: (a) comprehensive labor market information system and (b) comprehensive educational inventory and projection system, pursuant to the design recommendations of Requirements and Design of a Labor Market Information System for a Large Metropolitan Area, by Margaret Thal-Larsen, Stephen Laner, and Donald Mayall (Institute of Industrial Relations, University of California, Berkeley, November 1972.)

The plan is submitted to the Legislature for funding.

(This function falls within the responsibilities of the California Guidance Center (AB 814)).

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priorities are those of the funding agency rather than the Legislature, generally.

Because the Department of Human Resources Development has not budgeted that occupational information service needed by the schools, the educational agencies have by necessity expended their own funds for the same purpose. But the Department does have a high budget priority for job placement and counseling services.

The Department has also found it necessary to budget large sums for supplementing school and college training programs, which sorely need occupational information services. Thus the Department is a rival, rather than a service resource, to the educational system, as originally intended. Schools and colleges continue to finance occupational and labor market information services without the resource base of the Department.

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Department of Human
Resources has not
adequately provided
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purpose. What does
it have a policy for
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services.

It has also found it
difficult to get large
sums of money for
school and col-
lege programs, which
is a major source of
information. Thus the
Department rather than
the State is primarily
responsible to the
educationally intended.
The State continues to
provide financial and
labor services with-
out the assistance of
the Department.

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC AC
<p>4. <u>Vocational discrimination practices.</u></p> <p>Despite numerous civil rights statutes and Constitutional protections, systematic exclusion practices often prevent minorities, women, and the handicapped from whole categories of occupations due to arbitrary licensure, experience, and academic degree requirements. No areawide survey exists in Area V to detail the magnitude of the numbers of persons involved, yet such a survey would provide goal targets for overcoming specific discrimination handicaps suffered by women, those with physical abnormalities, and the respective minority groups in Area V.</p>	<p>4.</p> <p>An accounting should be made of the composition of minorities and women in training programs, and specifically the number in high cost and low cost programs.</p> <p>A manpower sampling survey (audit) is needed to determine the specific occupational needs of women, the physically abnormal, and minority communities. Such a survey would provide concrete goals for occupational training programs to be established for these groups.</p>	<p>4.</p> <p>The A primar Depart Develop task fo local e munity sonnel the fol lish br and pr sults; recom needed grams and (3) school bodies groups tional groups</p>

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An accounting should be made of the composition of minorities and women in training programs, and specifically the number in high cost and low cost programs.

A manpower sampling survey (audit) is needed to determine the specific occupational needs of women, the physically abnormal, and minority communities. Such a survey would provide concrete goals for occupational training programs to be established for these groups.

The Area V Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint task force consisting of State and local education agencies, community action groups, and personnel training directors, with the following objectives: (1) publish brochure(s) describing plans and procedures of survey and results; (2) describe findings and recommendations for providing needed occupational training programs among the target groups; and (3) provide assistance to schools and colleges, licensure bodies, employers and community groups in fulfilling the occupational training needs of the target groups.

B. Quality Standards

Goal:

Education Code 6268.4 (b). "Review quality standards of vocational instruction in the area."

Each training agency of instruction in vocational and services.

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACHIEVEMENT
<p>1. <u>Vocational competency.</u></p> <p>Accreditation and professional associations set standards for schools, home-study, and on-the-job instructional programs, but ultimately the setting of standards and evaluation of a program in terms of standards are primarily a local instructional responsibility. Contemporary Area V standards are so general as to be without meaning to teachers, counselors, employers, and students.</p>	<p>1.</p> <p>The purpose of vocational programs is to prepare students for jobs (and for upgrading in jobs).</p> <p>Vocational educators, from high school through graduate schools, must set standards which provide reasonable assurance that the students will be effective in the occupations for which prepared.</p> <p>The curriculum services and instruction must be designed so that all students can move efficiently toward acquisition of competencies relative to desired, demand occupations.</p>	<p>1.</p> <p>An agency of Guidance and Educational Services, San Francisco, will coordinate curriculum achievement and certification competencies.</p> <p>In cooperation with the Commission on the Force Development Support a Bay Area brochure related.</p>
<p>2. <u>Occupational analyses for teaching.</u></p> <p>Most training programs today are designed and evaluated in terms of regulations that specify hours of instruction required, use of properly credentialed teachers,</p>	<p>2.</p> <p>Current detailed occupational analyses must be available on a basis for the development of instructional objectives for each vocationally-related curriculum.</p>	<p>2.</p> <p>The Area Commission assistance of Human Resources assembly</p>

Goal:

B. 4 (b). "Review quality standards
instruction in the area."

Each training agency will maximize the quality
of instruction in vocationally-oriented programs
and services.

STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
Agency. Professional standards for y, and on- l programs, etting of ation of a f standards al instruc- y. Contem- dards are so hout meaning lors, em- ts.	1. The purpose of vocational pro- grams is to prepare students for jobs (and for upgrading in jobs). Vocational educators, from high school through graduate schools, must set standards which provide reasonable assurance that the stu- dents will be effective in the oc- cupations for which prepared. The curriculum services and in- struction must be designed so that all students can move efficiently toward acquisition of competencies relative to desired, demand oc- cupations.	1. An agency, such as a California Guidance Center, (Section 37000ff, Education Code) is needed in the San Francisco Bay Area to coor- dinate the effort in developing cur- riculum units, evaluating vocational achievement, and establishing cer- tification procedures for occupational competencies. In cooperation with the Area V Committee, a multi-county task force develops plans and local support for the establishment of a Bay Area Guidance Center. A brochure is published and circu- lated.
es for teaching. ams today are ted in terms of cify hours of , use of prop- achers,	2. Current detailed occupational analyses must be available on a basis for the development of in- structional objectives for each vocationally-related curriculum.	2. The Area V Vocational Planning Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint task force,

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACHIEVEMENT
<p>2. (cont.)</p> <p>square footage of instructional space, etc., and not in terms of the attainment of designated skills or knowledge levels of the students.</p>		<p>2. (cont.)</p> <p>consist cation a training tive of occupat agencie ornia G vide thi in the S</p>
<p>3. <u>Vocational instructional packages.</u></p> <p>Instructional objectives are largely used as general curriculum planning aides and sometimes as evaluation measures but only occasionally as (1) written goals and objectives for classroom and on-the-job instruction correlated to a detailed occupational analysis, or as (2) an orientation brief for an occupation, or as (3) a communication device among teachers of related instruction, or as (4) a medium for articulation between educators and employers and trainees.</p> <p>Vocational instructional modules (Vocational Learning Activity</p>	<p>3.</p> <p>Administrators, teachers and students of each vocational program should have access to (1) a resource file regarding required textbooks, equipment, and instructional materials needed for Vocational Learning Activity Packages and the location of said resources throughout the Area V, (2) an evaluation checklist, including advisory committee rating panel, for measuring achievement for specific modules of the Learning Activity Packages, and (3) the standards of achievement of each phase of the program.</p>	<p>3.</p> <p>The Are Commit sistanc of Educ of repre local ed for the effort to dissemin cational typical and unit objectiv equipme so forth and pre is devel</p>

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consisting of State and local edu-
cation agencies, and personnel
training directors with the objec-
tive of making available detailed
occupational analyses to training
agencies as needed. (The Calif-
ornia Guidance Center will pro-
vide this service when implemented
in the San Francisco Bay Area.)

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Administrators, teachers and stu-
dents of each vocational program
should have access to (1) a resource
file regarding required textbooks,
equipment, and instructional mater-
ials needed for Vocational Learning
Activity Packages and the location
of said resources throughout the
Area V, (2) an evaluation checklist,
including advisory committee rating
panel, for measuring achievement
for specific modules of the Learning
Activity Packages, and (3) the
standards of achievement of each
phase of the program.

The Area V Vocational Planning
Committee, with the primary as-
sistance of the State Department
of Education, forms a task force
of representatives of State and
local educational training agencies
for the purpose of coordinating
effort to establish, maintain and
disseminate a resource file. Vo-
cational Learning Activity Packages,
typical course outlines, program
and unit guidelines, instructional
objectives, facility descriptions,
equipment lists, textbooks, and
so forth. An Area V in-service
and pre-service staff training plan
is developed utilizing teacher

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTION
<p>3. (cont.)</p> <p>Packages), based upon detailed occupational analyses, are seldom used in program planning by Area V teachers.</p>	<p>3. (cont.)</p> <p>training (The C when e San Fr an app this se</p>	
<p>4. <u>Vocational certificates.</u></p> <p>Although trainees may be granted diplomas, degrees or certificates bearing technical titles, these credentials seldom contain standardized specifications of occupational competencies. Consequently, these credentials have almost no utility to either employers or trainees. Notwithstanding Title VII of the U.S. Civil Rights Act of 1964, Area V employers still favor training certificates containing the highest possible prestige content, that is, training preceded by high-level academic degrees.</p>	<p>4.</p> <p>A uniform system is needed for certifying the competencies of students. Each school, college, and formal on-the-job training program should offer the trainee a certificate of competency (based upon training methods and procedures adopted under the fair employment practices codes) to express the specific vocational skills and knowledges attained. Ideally, certification should entitle the bearer to receive placement services from any agency issuing comparable certificates within Area V.</p> <p>Those state boards and commissions issuing occupational licenses and journeymanship certificates should specify pro-</p> <p>The A Comm sistan of the leges, force educat trainin ing ob wide v mittee tions; establ ing co or mo instru and w recom Guida (Educa gardin</p>	

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A uniform system is needed for certifying the competencies of students. Each school, college, and formal on-the-job training program should offer the trainee a certificate of competency (based upon training methods and procedures adopted under the fair employment practices codes) to express the specific vocational skills and knowledges attained. Ideally, certification should entitle the bearer to receive placement services from any agency issuing comparable certificates within Area V.

Those state boards and commissions issuing occupational licenses and journeymanship certificates should specify pro-

3. (cont.)

training and employer facilities. (The California Guidance Center, when established in the San Francisco Bay Area, will be an appropriate agency to provide this service.)

4.

The Area V Vocational Planning Committee, with the primary assistance of the Chancellor's Office of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) creation of area-wide vocational competency committees for major demand occupations; (2) recommendations for establishing procedures for certifying competencies, based upon one or more of the following: classroom instruction, home-study instruction, and work station experience, (3) recommendations for the Career Guidance Center Advisory Committee (Education Code Section 37022) regarding procedures for crediting

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
5. <u>Vocational instructional costs.</u>	<p>4. (cont.)</p> <p>cedures whereby vocational certificates of occupational competency (described above) are given full credit toward a state license or certificate.</p> <p>Each licensure or vocational certificate program should specify the skills and knowledges and other characteristics attested to by that agency's issuance of a certificate and the validation criteria for tests required thereto.</p> <p>Contractual vocational education should take place where such certificate system is established in order to assure that public education is maintaining a comprehensive vocational program.</p>	4. (co vocati licens dentia of lia to sta prenti
<p>The determination of the cost of most occupational programs in relationship to the level of skills obtained by trainees is difficult to determine since programs are not generally evaluated in terms</p>	<p>5.</p> <p>Each school, college and employer training program should adopt a standardized cost accounting system to determine the comparative value of vocational education programs.</p>	5. The A Comm sistan of Edu task f local

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cedures whereby vocational certificates of occupational competency (described above) are given full credit toward a state license or certificate.

Each licensure or vocational certificate program should specify the skills and knowledges and other characteristics attested to by that agency's issuance of a certificate and the validation criteria for tests required thereto.

Contractual vocational education should take place where such certificate system is established in order to assure that public education is maintaining a comprehensive vocational program.

onal costs.

5.

Each school, college and employer training program should adopt a standardized cost accounting system to determine the comparative value of vocational education programs.

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vocational certificates toward state licenses and journeyman^{ship} credentials, and (4) maintaining a list of liaison personnel with respect to state licensure boards and apprenticeship bodies.

5.

The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, establishes a joint task force consisting of State and local education agencies and

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
<p>5. (cont.)</p> <p>of skills attained.</p> <p>No standardized cost accounting system is in general use throughout Area V to determine the comparative value of vocational education programs.</p>	<p>6.</p> <p>A financial incentive should be provided to vocational programs whose students achieve high levels of occupational competency.</p>	<p>5. (co</p> <p>perso</p> <p>the fo</p> <p>start-</p> <p>equip</p> <p>and in</p> <p>gram</p> <p>6.</p> <p>The A</p> <p>Comm</p> <p>sistan</p> <p>Chanc</p> <p>munit</p> <p>a join</p> <p>State</p> <p>and pe</p> <p>with t</p> <p>estim</p> <p>of fina</p> <p>dation</p> <p>the fin</p> <p>menda</p> <p>statut</p>
<p>6. <u>Financial incentives for quality.</u></p> <p>Generally, very little status accrues to vocational instruction operating at a high efficiency level, and the greatest status is given to highly inefficient vocational instruction requiring academic degrees as a prerequisite for enrollments.</p> <p>Too often there is no direct correlation between the quality of a training program and its future funding.</p>	<p>6.</p> <p>A financial incentive should be provided to vocational programs whose students achieve high levels of occupational competency.</p>	<p>6.</p> <p>The A</p> <p>Comm</p> <p>sistan</p> <p>Chanc</p> <p>munit</p> <p>a join</p> <p>State</p> <p>and pe</p> <p>with t</p> <p>estim</p> <p>of fina</p> <p>dation</p> <p>the fin</p> <p>menda</p> <p>statut</p>

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personnel training directors with the following objective: determine start-up costs, instructional costs, equipment costs, materials costs, and indirect services costs of programs in Area V.

6.

A financial incentive should be provided to vocational programs whose students achieve high levels of occupational competency.

6.

The Area V Vocational Planning Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, should establish a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) estimate of the appropriate amount of financial incentive; (2) recommendations for procedures for executing the financial incentive; (3) recommendations for changes in appropriate statutes.

C. Follow-Up

Education Code 6268.4 (c). "Assure that information derived from follow-up studies is shared among educational institutions offering vocational education."

Goal:

Follow-up studies in education planning and Federal agency standardized, information as to the programs, units and

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SP A
1. <u>Comprehensive monitoring system.</u>	1.	1.
<p>Public schools and most training agencies conduct those follow-up studies required for reporting purposes. In general, few additional studies are made.</p>	<p>Follow-up systems must be designed which provide the necessary reliability of data, are adaptable and acceptable to the school, college and training programs in Area V, and which are reasonable in cost. The systems should provide information on the effectiveness of instruction, the employability status of former students, and the appropriateness of services and procedures.</p>	<p>The Com sist of E task sent educ dire grou taki prac agen spec adop in A chur proc syst tatic ing</p>
<p>Evidence presented to the Area V Committee indicates that many of these studies provide unreliable results and that the procedures vary considerably from training agency to training agency.</p>		
<p>The follow-up studies which are undertaken are oriented almost entirely to the status of the person after leaving the training institution.</p>		



68.4 (c). "Assure that information
 w-up studies is shared among educa-
 offering vocational education."

Goal:

Follow-up studies conducted for vocational
 education planning and as required by State
 and Federal agencies should be reliable,
 standardized, and should provide valid infor-
 mation as to the effectiveness of training pro-
 grams, units and services.

STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
<p><u>Monitoring system.</u></p> <p>most training those follow-up or reporting pur- , few additional</p> <p>d to the Area V es that many of ide unreliable e procedures from training agency.</p> <p>lies which are ented almost tus of the per- he training</p>	<p>1.</p> <p>Follow-up systems must be de- signed which provide the nec- essary reliability of data, are adaptable and acceptable to the school, college and training pro- grams in Area V, and which are reasonable in cost. The systems should provide information on the effectiveness of instruction, the employability status of former students, and the appropriateness of services and procedures.</p>	<p>1.</p> <p>The Area V Vocational Planning Committee, with the primary as- sistance of the State Department of Education, assembles a joint task force consisting of repre- sentatives from State and local educational agencies, training directors, and other involved groups, for the purpose of (1) taking inventory of follow-up practices available in training agencies and recommending a specific follow-up system for adoption by educational agencies in Area V; (2) developing a bro- chure describing the system and procedures for implementing the system; and (3) offering consul- tation to schools, colleges, train- ing agencies, employers, and pub-</p>

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There is little inclination by training agencies to follow up students in regard to the student selection process, the effectiveness of the testing program, or the remedial services.

Although numerous systems have been developed which could provide the necessary information, there has been little success in Area V in agreeing on use of a common system.

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lic employment agencies to en-
courage widespread adoption of
the recommended system.

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8.4 (d). "Encourage and assist local
offer effective prevocational programs."

prevocational education is defined
ort to prepare students for success-
ss in a vocational education program,
prepare them for employment.)

Goals:

Students should understand and be able to demon-
strate how basic academic education is applied
in several occupations.

Each student should become aware of his own
abilities, interests and aptitudes - and their
applicability to the world of work.

Each student should be prepared - by the tenth
grade - for entry into and success in a vocational
program. Exploratory courses should be avail-
able to all student including adults.

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Educational personnel must orient
curriculum and instruction toward
the realization that each student
will become a productive member
of society and must prepare for
eventual employment.

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The Area V Vocational Planning
Committee with the primary as-
sistance of the County Superin-
tendents of Schools, assemble a
joint task force of representatives
of State and local educational and
training agencies for the purpose
of determining the present status
of prevocational education, to ac-
quire models of curriculum ma-
terials, and to stimulate the de-
velopment of prevocational edu-
cation in all schools in the area.

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At such time as a California Guidance Center is established in the San Francisco Bay Area, it will supplement this activity.

E. Vocational Guidance

Education Code 6268.4 (e). "Insure that guidance and counseling information relative to vocational education and occupational experience is made available to all junior high school, high school, and community college students in the area, and insure that a substantial part of such guidance and counseling is provided by busines and industry personnel. "

Goals:

Every individual County area shou counseling.

Every individual County area shall materials which and reasonably co pations and their San Francisco Ba

Every individual counseling mater abilities, and apt petencies in orde ucation choices.

Training program will be convenien persons in Area

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. <u>Vocational competency -- self-guidance.</u> Although there are notable exceptions, it is typical that the students have little understanding of their strengths in relation to specific occupational requirements and the specific training	1. Each student should be issued a vocational self-assessment package which includes: an occupational interest inventory, prospective choices for work experience education, short-form	1. The A Comr sista Chan munit joint

8.4 (e). "Insure that guidance and coun-
relative to vocational education and occu-
is made available to all junior high
1, and community college students in the
at a substantial part of such guidance and
ded by busines and industry personnel."

Goals:

Every individual in the Alameda-Contra Costa
County area should have access to vocational
counseling.

Every individual in the Alameda-Contra Costa
County area shall have available for review,
materials which will provide factual, current,
and reasonably complete information on occu-
pations and their labor conditions in the
San Francisco Bay Area.

Every individual should have access to self-
counseling materials which assess interests,
abilities, and aptitudes and occupational-com-
petencies in order to facilitate vocational ed-
ucation choices.

Training programs for vocational counselors
will be conveniently available to all interested
persons in Area V.

STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
<p>ncy -- self-</p> <p>notable ex- cal that the understand- hs in relation ional require- ific training</p>	<p>1.</p> <p>Each student should be issued a vocational self-assessment pack- age which includes: an occupa- tional interest inventory, pro- spective choices for work experi- ence education, short-form</p>	<p>1.</p> <p>The Area V Vocational Planning Committee, with the primary as- sistance of the Office of the Chancellor of the California Com- munity Colleges, establishes a joint task force consisting of State</p>

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
<p>1. (cont.)</p> <p>needed to attain vocational competency. (Especially in those occupations which are licensed or covered by journeymanship certificates.) Similarly, many employers lack assurance that the students have completed such a self-assessment. Consequently, many persons have invested large sums in their occupational education, without the benefit of such self-assessment.</p>	<p>1. (cont.)</p> <p>evaluation for occupational competencies in field of their interest, wage and salary information, availability of student education loans, and recommendations for becoming competent in the desired occupation.</p>	<p>1. (cont.)</p> <p>and local persons the following vocation; describing survey findings a stand for a s (4) pro such a widesponsi a Calif establish Bay A</p>
<p>2. <u>Vocational counselors.</u></p> <p>Although vocational counseling is professed to be available in most schools and colleges, public employment offices, and employer personnel offices,</p>	<p>2.</p> <p>Training institutions must provide a realistic program for preparation of counselors who are qualified in vocational counseling. Education, employment</p>	<p>2.</p> <p>The A committee of the Calif assem</p>

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education loans, and recommen-
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in the desired occupation.

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and local education agencies and
personnel training directors with
the following objectives: (1) con-
duct a sampling survey (audit) of
vocational self-assessment prac-
tices; (2) publish brochure(s) des-
cribing plans and procedures of
survey and results; (3) present
findings and recommendations for
a standard format and checklist
for a self-assessment package;
(4) provide assistance to users of
such a package and encourage its
widespread adoption. This re-
sponsibility will be supported by
a California Guidance Center when
established in the San Francisco
Bay Area.

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Training institutions must pro-
vide a realistic program for
preparation of counselors who
are qualified in vocational coun-
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The Area V Vocational Planning Com-
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of the Office of the Chancellor of the
California Community Colleges,
assembles a joint task force consist-

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PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
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<p>the number of persons actually receiving vocational counseling is extremely limited. Unfortunately, much of the counselors' time is spent in clerical tasks.</p> <p>There is little evidence that special funds will be made available to provide for more vocational counseling.</p> <p>Most counselor training programs offered in California provide little opportunity to gain competency in vocational counseling.</p>	<p>and personnel agencies should provide access to qualified vocational counseling.</p>	<p>ing of agenci direct jectiv surve seling eralis counse descri of sur findin gener counse traini users adopti</p>

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and personnel agencies should provide access to qualified vocational counseling.

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ing of State and local education agencies and personnel training directors with the following objectives: (1) conduct a sampling survey (audit) of vocational counseling functions respecting generalist and specialized vocational counselors; (2) publish brochure(s) describing plans and procedures of survey and results; (3) present findings and recommendations for generalist and specialist vocational counselor activities and competency training; (4) provide assistance to users of such proposals such that adoption is widespread.

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F. Dual Attendance

Goal:

Education Code 6268.4 (f). "Assist in arranging, wherever appropriate, for high school juniors and seniors to take courses in community college vocational programs."

High school student college credit course competency requirements

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACHIEVEMENT
<p>1. <u>College credits for college work.</u></p> <p>The opportunity for a high school student to attend a community college was authorized by the Legislature, but the extent of participation by vocational students has, until recently, been negligible. However, from both the local and State levels, high schools and community colleges are being encouraged to participate more fully.</p> <p>The lag in participation is not due to lack of motivation, but rather because of scheduling and transportation barriers between separate and sometimes distant school and college campuses. Contractual education, whereby high schools contract for on-site community college instruction is not being widely used.</p>	<p>1.</p> <p>High school students should be admitted to courses and programs for which they are competent without regard to typical college admissions requirements.</p> <p>Course schedules and attendance requirements should be sufficiently flexible to make it practical for students to undertake dual enrollment courses.</p> <p>With the advent of county-operated regional occupational programs, it is possible to contract with the complete range of post-secondary colleges, public and private, for both on-site and off-site instruction. This action will diversify and upgrade vocational competency programs immeasurably.</p>	<p>1.</p> <p>The Act... primary... of the... Comm... a joint... State a... and pe... with th... sampl... credit... school... (colleg... publish... cedure... sults;... ommer... format... ing col... school... (colleg... campu... to sch... and pu... such th... is wide</p>

Goal:

4 (f). "Assist in arranging, wherever a school juniors and seniors to take college vocational programs."

High school students should be able to enroll in college credit courses subject to vocational competency requirements.

PURPOSE	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
<p><u>College work.</u></p> <p>High school community college by the Legislature of participation has, negligible. the local and schools and community being encouraged more fully.</p> <p>Education is not due, but rather integrated and transferred between separate distant schools. Contracting by high on-site construction is not-</p>	<p>1.</p> <p>High school students should be admitted to courses and programs for which they are competent without regard to typical college admissions requirements.</p> <p>Course schedules and attendance requirements should be sufficiently flexible to make it practical for students to undertake dual enrollment courses.</p> <p>With the advent of county-operated regional occupational programs, it is possible to contract with the complete range of post-secondary colleges, public and private, for both on-site and off-site instruction. This action will diversify and upgrade vocational competency programs immeasurably.</p>	<p>1.</p> <p>The Area V Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) sampling survey (audit) of college credit course activities on high school campuses and contract (college) education practices; (2) publish brochure(s) describing procedures of survey, plans, and results; (3) present findings and recommendations for a standardized format and checklist for establishing college credit courses on high school campuses and contract (college) education on high school campuses; (4) provide assistance to schools, colleges, employers, and public employment agencies such that adoption of the proposals is widespread.</p>

Goals:

4 (g). "Assure that workable arrangements to grant advanced placement to vocationally outstanding high school graduates."

Individuals who have vocational skills or knowledges should be evaluated for vocational competencies without regard to classroom admissions practices of schools and colleges.

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An areawide system of certification and evaluation of vocational competencies should be established.

Areawide adoption of the system as the basis for advanced placement should take place in all vocational programs.

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The Area V Vocational Planning Committee, with the primary assistance of the Office of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) sampling survey (audit) of vocational evaluation practices; (2) publish brochure(s) describing procedures of survey, plans, and results; (3) present findings and recommendations for a standardized format and checklist for evaluation of vocational competencies for vocational certificate programs in connection with areawide vocational competency committees; (4) provide assistance to schools, colleges, and employers such that adoption of the proposals is widespread.

H. Remedial Programs

Goals:

Education Code 6268.4 (h). "Assure that remedial programs are available, in high schools, in adult schools, in community colleges, to allow young people who desire to enter technical programs (or who desire to enter apprenticeship), but who lack the academic qualifications, to have the opportunity to acquire those qualifications."

Remedial program available so that each competency for vocational-occupational

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPE AC
1. <u>Evaluation.</u>	1. A comprehensive systematic evaluation should be made available to each student when needed. A systematic identification of academic deficiencies must be made for each student desiring vocational training. Easy access to remedial education should be provided.	1. The A Comm sistan of Edu task f local ing di jectiv of edu used i specif system relati in a te applic tory o struct media

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6268.4 (h). "Assure that remedial programs are available, in high schools, in adult schools, colleges, to allow young people who desire to enter technical programs (or who desire to enter vocational programs) but who lack the academic qualifications, the opportunity to acquire those qualifications."

Goals:

Remedial programs should be widely available so that each person can develop needed competencies for entry into and success in a vocational-occupational training program.

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A comprehensive systematic evaluation should be made available to each student when needed.

A systematic identification of academic deficiencies must be made for each student desiring vocational training.

Easy access to remedial education should be provided.

1.

The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, assembles a joint task force consisting of State and local agencies, and personnel training directors with the following objectives: (1) acquiring an inventory of educational diagnostic procedures used in Area V, (2) recommending specific evaluation and diagnostic systems which are effective and relatively inexpensive, and which, in a technical sense, are readily applicable, (3) acquire an inventory of remedial services and instructional units designed for remedial education in Area V, (4)

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develop a brochure describing such services, and (5) recommend specific remedial services which can be provided in a comparatively inexpensive and effective manner.

I. Work Experience

Goal:

Education Code 6268.4 (i). "Encourage the greater use of cooperative or work experience education programs."

Every individual older should have participate in work experience a vocational certificate

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIONS
<p>1. <u>Promotion.</u></p> <p>Work experience education has been considered less prestigious than classroom education. Most jobs continue to be learned directly on-the-job, thus attesting to the efficacy of work experience education. Where competency in an occupation is the objective, work experience education is an important learning path to the attainment of that objective.</p> <p>Work experience education enables students to explore a career choice by actual experience in a job setting, to develop or improve vocational skills by on-the-job application of skills and knowledge learned in class, and may provide needed income.</p>	<p>1.</p> <p>Students, employers, and educators must become aware of the advantages and disadvantages of work experience education programs. This includes a checklist of those schools, colleges, and employers offering work experience education programs, the particular occupational specializations, work experience regulations, and those state licensure and apprenticeship boards which do and do not recognize work experience education credits.</p>	<p>1.</p> <p>The Administration, primary Department, Development task force, local personnel, follow-up and citizenship, providing professional work, making and (4) employing work.</p> <p>The Commission also a</p>

Goal:

8.4 (i). "Encourage the greater use of work experience education programs."

Every individual of junior high school age or older should have the opportunity to participate in work experience programs leading to a vocational certificate.

STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
<p>Education has less prestige than formal education. It is to be learned through experience, thus attesting the value of work experience. Where cooperation is the key, experience education is the most important learning experience of that objective. Education encourages students to explore a career path, gain experience in a field, develop or improve skills, and apply on-the-job application and knowledge. It may provide</p>	<p>1. Students, employers, and educators must become aware of the advantages and disadvantages of work experience education programs. This includes a checklist of those schools, colleges, and employers offering work experience education programs, the particular occupational specializations, work experience regulations, and those state licensure and apprenticeship boards which do and do not recognize work experience education credits.</p>	<p>1. The Area V Committee, with the primary assistance of the State Department of Human Resources Development, establishes a joint task force consisting of State and local education agencies and personnel training directors with the following objectives: (1) publication and circulation of brochure; (2) provide a sampling survey (audit) of promotional practices respecting work experience education; (3) make findings and recommendations; and (4) assist schools, colleges, and employers to participate in promoting work experience education.</p> <p>The California Guidance Center can also assume this responsibility.</p>

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Unfortunately, records indicate that less than 6% of high school students are involved in these programs, partly due to the many barriers to employment of students and to the rigidity of class schedules which prevent students from acquiring employment when it is available. It follows that post-secondary students are not significantly different in their exposure to work experience education.

2. Work experience credits.

The lay public, educators in industry and schools and colleges, and students are generally uninformed as to procedures for monitoring and evaluating skills and knowledges gained through work experience education. This is most significant as regards state boards and commissions which issue occupational licenses and journeymanhip certificates.

2.

All work experience education programs must provide for evaluation of vocational skills and knowledges and other occupational characteristics attained by the individual trainee and must grant full credit for such experience toward a vocational certificate, where available.

Each person should be given an employment skill evaluation at beginning, intermediate, and

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All work experience education programs must provide for evaluation of vocational skills and knowledges and other occupational characteristics attained by the individual trainee and must grant full credit for such experience toward a vocational certificate, where available.

Each person should be given an employment skill evaluation at beginning, intermediate, and

2.

The Area V Committee, with the primary assistance of the Chancellor of the California Community Colleges, establishes a joint task force consisting of State and local education agencies and personnel training directors, with the following objectives: (1) conduct a sampling survey (audit) of present practices; (2) make findings and recommendations; (3) publish a brochure containing plans, procedures, and results; (4) assist

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
3. <u>Work experience education placements.</u>	2. (cont.) and final stages of the vocational program. Each person registered with the public employment agency should be informed in writing of how to obtain work experience education credits in the occupational specialization.	2. (con schools to part experie This re assume Center
The lay public, educators in industry and schools and colleges, and students at all levels are relatively uninformed as to procedures for placement, compensation, labor regulation, and state school apportionment fund credits for work experience education.	3. A single designated agency should serve as both community coordinator and placement office in respect to work experience education placements. As community coordinator, this agency should establish liaison relationships with schools, colleges, and employer programs, whereby work experience education placements can be promoted and filled through the respective vocational program specialities.	3. The Ar mittee, of the S Resour a joint resenta educati labor c training objectiv recomm for plac regulat tionmen perienc circula
Several problems particularly plague work experience education placements. First, many schools and colleges fail to provide a flexible class schedule for potential work experience stu-		

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and final stages of the vocational program. Each person registered with the public employment agency should be informed in writing of how to obtain work experience education credits in the occupational specialization.

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schools, colleges, and employers to participate in evaluating work experience credits.

This responsibility can also be assumed by a California Guidance Center.

3.

A single designated agency should serve as both community coordinator and placement office in respect to work experience education placements. As community coordinator, this agency should establish liaison relationships with schools, colleges, and employer programs, whereby work experience education placements can be promoted and filled through the respective vocational program specialities.

3.

The Area V Vocational Planning Committee, with the primary assistance of the State Department of Human Resources Development, assembles a joint task force consisting of representatives from State and local educational agencies, county central labor council representatives and training directors with the following objectives: (1) present findings and recommendations as to procedures for placement, compensation, labor regulations, and state school apportionment fund credits for work experience education, (2) publish and circulate brochures for both the

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPEC ACH
<p>3. (cont.)</p> <p>dents. Secondly, schools and labor organizations do not now have basic understandings as to the limits of unpaid and paid work experience education programs. Third, duplication among competing agencies for available placements.</p>	<p>3. (cont.)</p> <p>Schools and colleges should maintain course and class schedules and attendance requirements that permit trainees to engage in work experience education. Opportunities for work experience should be regulated for safe working conditions, job security of present employees, and fair labor compensation.</p>	<p>3. (con</p> <p>general the ma demand assista schools to part educati</p>
<p>4. <u>Training of teacher-coordinators.</u></p> <p>There are few teacher-coordinators of work experience education in schools, colleges, and personnel departments. This is especially the case for universities. In-service and pre-service training opportunities are very limited.</p>	<p>4.</p> <p>Local educational agencies and employers should be informed as to the advantages and disadvantages of pre-service and in-service training of teacher-coordinators. This includes a checklist of schools, colleges, and employers offering such training.</p>	<p>4.</p> <p>The Ar mittee, of the S assemb ing of local e sonnel followi sampli practic recom ing pro utility, taining</p>

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Schools and colleges should maintain course and class schedules and attendance requirements that permit trainees to engage in work experience education. Opportunities for work experience should be regulated for safe working conditions, job security of present employees, and fair labor compensation.

3. (cont.)

general situation and for each of the major licensed and non-licensed demand occupations, (3) provide assistance and encouragement to schools, colleges and employers to participate in work experience education placements.

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Local educational agencies and employers should be informed as to the advantages and disadvantages of pre-service and in-service training of teacher-coordinators. This includes a checklist of schools, colleges, and employers offering such training.

4.

The Area V Vocational Planning Committee, with the primary assistance of the State Department of Education, assembles a joint task force consisting of representatives from State and local education agencies and personnel training directors with the following objectives: (1) conduct a sampling survey (audit) of present practices, (2) present findings and recommendations as to model training programs and their potential utility, (3) publish brochure containing plans, procedures, results,

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4. (cont.)

and (4) provide assistance and encouragement to schools, colleges and employers to participate in the training of teacher-coordinators.

This is a responsibility which could be assumed by the California Guidance Center.

J. Informing the Publics

Goal:

Education Code 6268.4 (j). "Inform the public of the merits and strengths of vocational education to the end that vocational education will be moved toward a parity of esteem with all other curricular areas."

The public shall be informed of the merits and strengths of vocational education and need to participate in such programs as employers and educators.

PRESENT STATUS	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACHIEVEMENTS
<p>1. <u>Coordination of public information activities.</u></p> <p>To many students and parents, traditional vocational education is viewed as a form of education which trains for dirty, dead-end, low-paying jobs and which, in the process, prevents a person from acquiring broadly-based education, or a college education, or acquisition of professional standing. This traditional belief is contrary to fact; however, the public is relatively unaware of such.</p> <p>Philosophically, many educators believe that a liberal education makes it possible to function successfully in most occupations and that vocational education is unnecessary. In today's complex, technological labor market, voca-</p>	<p>1.</p> <p>An intentional and coordinated effort must be made to provide students, parents, teachers, counselors, educational administrators, employers, taxpayers, and Legislators with a realistic understanding of the purposes and results of contemporary vocational education so that each can make appropriate decisions regarding this field. In large part this effort should be coordinated at three levels--at the state level, at the Area V level, and at the local community level. The effort must allocate resources specifically for this purpose and should make use of professionals in the field of communications for the preparation and broad dis-</p>	<p>1.</p> <p>The Area V Commission shall assist and coordinate a joint representative local educational public with the development of bi-county activities forming a vocational Master plan and (2) church plans.</p>

Goal:

4 (j). "Inform the public of the merits of vocational education to the end that vocational education be moved toward a parity of esteem with other areas."

The public shall become aware of the merits and strengths of vocational education, and the need to participate in vocational education programs as employers, students, and educators.

US	REQUIRED DIRECTION TO ACHIEVE OBJECTIVES	SPECIFIC ACTIVITIES TO ACHIEVE OBJECTIVES
<p><u>Information</u></p> <p>parents, education of education, dead-end, which, in the person from ed education, a, or acq- standing. f is contrary public is such.</p> <p>y educators education function occupations. ducation is y's complex, market, voca-</p>	<p>1.</p> <p>An intentional and coordinated effort must be made to provide students, parents, teachers, counselors, educational administrators, employers, taxpayers, and Legislators with a realistic understanding of the purposes and results of contemporary vocational education so that each can make appropriate decisions regarding this field. In large part this effort should be coordinated at three levels--at the state level, at the Area V level, and at the local community level. The effort must allocate resources specifically for this purpose and should make use of professionals in the field of communications for the preparation and broad dis-</p>	<p>1.</p> <p>The Area V Vocational Planning Committee, with the primary assistance of the County Superintendent of Schools, (Alameda and Contra Costa Counties) assembles a joint task force consisting of representatives from state and local educational agencies, elected public officials and business leaders, with the following objectives: (1) develop a schedule of planned State, bi-county, and local informational activities, for the purpose of informing the publics regarding vocational education and Area V Master Plan task force activity; and (2) publish and circulate brochure(s) describing goals and plans.</p>

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tional competencies and vocational specializations require new educational procedures and strategies not yet visible to the public. This is particularly important with the advent of millions of dollars of special State vocational funds, which permit students and workers to learn and enter the complete range of occupations.

In respect to education for vocational competencies, minority communities, women, and handicapped, and low income persons are just as uninformed as are employers and public employment offices. And only a small fraction of the Area V population is aware of the Committee's Master Plan activities, which aim at resolving these major problems.

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semination of information through television, radio, and the news media. Producers of vocational education should assist in this effort and should be responsible for the dissemination of information through the schools, colleges, employers, and public employment offices.

Special focus should be directed toward the Area V Master Plan task force (California Guidance Center) activities. A bi-county committee, composed of political, business, and educational leaders should be established to bring about public awareness of Area V task force activities.

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task force (California Guidance
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committee, composed of political,
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A P P E N D I X

AREA V VOCATIONAL PLANNING COMMITTEE

Representatives of the Governing Boards of Community College Districts:

Dr. C. Curtis Aller, Peralta Community College District
Mrs. Ann Duncan, South County Joint Community College District
Mr. Kenneth L. Foster, Fremont/Newark Community College District

Representative of the Department of Human Resources Development:

Mr. George T. Jarrett, H. R..D. Administrator, Human Resources
Development, San Francisco

Public Members Who, Through Knowledge and Experience, are Representative of the Industries in the Area:

Mr. Philip Brubaker, Training Director, Standard Oil Co., Richmond
Mrs. Pat Cochrane, Pacific Telephone Company, Walnut Creek
Mr. Gene Johnson, Director, Project Upgrade, Oakland
Dr. W. G. Hawkins, Dental Consultant, State of California Department
of Health Care Services, Oakland

Public Members Who are Knowledgeable About the Disadvantaged.

Mr. Frank Dodson, Electrical Engineer, Naval Air Station, Alameda
Mrs. Lupana Villalreal Flores, Job Developer, Concentrated Employment
Office, Richmond

Representatives of Private Post-Secondary Educational Institutions:

Mr. William Z. Barnes, Owner/Operator, Dickinson-Warren School of
Business, Berkeley
Mr. Morteza Fadavi, Director, Market Trade School, Oakland
Mr. Richard C. Ivey, Educator, Armstrong College, Berkeley

Representative from a County Office of Education:

Dr. Harley Sorensen, Coordinator of Special Curriculum Services,
Alameda County Schools Department, Hayward

Representatives of School Districts Maintaining High Schools Within the Area:

Mrs. Edith Draemel, Board Member, Mt. Diablo Unified School District
Mr. Barney E. Hilburn, Board Member, Oakland Unified School District
Mr. J. Cecil Smith, Board Member, San Leandro Unified School District

Former Area V Vocational Planning Committee Members:

Mr. Jack K. Chapman
Mr. E. J. (Jay) Chinn
Mr. Ray Dones
Mr. Charles K. Hum
Mr. Donald Oliphant

Mr. Mark Sanders
Mrs. Arabella Springer
Mr. John Torres
Dr. Lee R. Winters
Miss Phyllis Woodward

Staff, Vocational Planning Area V:

Executive Director
Secretary

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William F. Banaghan, Ph. D.
Ellice Darrow

Appendix B
~~PAGES 1-6~~ OF THIS DOCUMENT ^{WAS} WERE REMOVED
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(Education Code
State of California
Article 10.4 Vocational Areas)

ACKNOWLEDGEMENT

Unfortunately, it has become impossible to give due recognition to the many individuals, organizations and agencies which have helped the Area V Vocational Planning Committee in the development of this document. However, the Committee readily acknowledges that its effectiveness is due in large part to the cooperation and input of the many people involved.

**VOCATIONAL PLANNING AREA V
EVALUATION AND PARTICIPATION FORM**

VOCATIONAL PLANNING AREA V
EVALUATION AND PARTICIPATION FORM

The primary theme of the master plan is recommendation of bi-county (Alameda; Contra Costa) action, involving state, county, and local vocational interest groups. All recommendations are organized in terms of areawide task forces which emphasize specific responsibilities and use of community resource persons. Widespread participation is vital and encouraged.

A decision checklist has been conveniently arranged in order to register your evaluation and to solicit your participation in task forces which aim at resolving the problems described by the Area V Vocational Planning Committee after its two-year period of study.

On the left, this form lists the topics considered in the Area V Plan for the Improvement of Vocational Education. (Page numbers are also provided.)

Space is also provided for identifying a person(s) who would serve on the recommended task force.

You are asked to respond regarding task force participation and acceptance and feasibility of implementing the recommendations. Early completion of this evaluation will be appreciated.

Topic and Page No.

Acceptability and Feasibility of Implementing Recommendations

Representative You Designate for Task Force Participation
(name, office, address, phone)

A. 1 Financing Vocational Opportunities
Page 2

A. 2 Funding Procedures
Page 4

A. 3 Organization of Labor Market Information
Page 4

Evaluation and Participation Form
Page 2

<u>Topic and Page No.</u>	<u>Acceptability and Feasibility of Implementing Recommendations</u>
A.4 Vocational Discrimination Practices - Page 7	-----
B.1 Vocational Competency (California Guidance Center - Page 8	-----
B.2 Occupational Analyses for Teaching - Page 8	-----
B.4 Vocational Certificates - Page 10	-----
B.6 Financial Incentives for Quality - Page 12	-----
C.1 Comprehensive Monitoring System Page 13	-----
D.1 Curriculum (Pre-Vocational)-Page 15	-----
E.1 Vocational Competency - Self Guidance - Page 17	-----

Participation Form

Acceptability and Feasibility of Implementing
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Evaluation and Participation Form
Page 3

<u>Topic and Page No.</u>	<u>Acceptability and Feasibility of Implementing Recommendations</u>	<u>Re fo (n</u>
E.2 Vocational Coun- selors - Page 18	-----	
F.1 College Credits for College Work Page 20	-----	
G.1 Vocational Compe- tency Evaluation Page 21	-----	
H.1 Evaluation (and Remediation) Page 22	-----	
I.1 Promotion (Work Experience Edu- cation) - Page 24	-----	
I.2 Work Experience Credits - Page 25	-----	
I.3 Work Experience Education Place- ments - Page 26.	-----	

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Evaluation and Participation Form

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Topic and Page No.

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I.4 Training of Teacher-
Coordinators (Work
Experience Educa-
tion) - Page 27

J.1 Coordination of
Public Information
Activities - Page 29

Name _____

Agency _____

Participation Form

Acceptability and Feasibility of Implementing
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