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EDUCATION LEGISLATION, 1968

HEARINGS

BEFORE THE

BCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON
OR AND PUBLIC WELFARE
UNITED STATES SENATE

NINETIETH CONGRESS

SECOND SESSION

ON

S. 3098

TO AMEND THE HIGHER EDUCATION ACT OF 1965, THE NATIONAL DEFENSE EDUCATION ACT OF 1958, THE NATIONAL VOCATIONAL STUDENT LOAN INSURANCE ACT OF 1965, THE HIGHER EDUCATION FACILITIES ACT OF 1963, AND RELATED ACTS

S. 3099

TO AMEND THE VOCATIONAL ACT OF 1963, AND FOR OTHER PURPOSES

AND RELATED BILLS

PART 5

APRIL 2, 1968

Printed for the use of the
Committee on Labor and Public Welfare

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U.S. GOVERNMENT PRINTING OFFICE

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EDUCATION LEGISLATION, 1968

TUESDAY, APRIL 2, 1968

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to recess, at 10:10 a.m., in room 4232, New Senate Office Building, Senator Wayne Morse (chairman of the subcommittee) presiding.

Present: Senators Morse (presiding), and Randolph.

(Also present: Wright Patman, Representative in Congress from Texas.

Committee staff present: Stewart E. McClure, chief clerk; Charles Lee, professional staff member; Richard D. Smith, associate counsel; and Roy H. Millenson, minority clerk.

Senator MORSE. The hearing will come to order.

The hearing before the Subcommittee on Education of the Senate Committee on Labor and Public Welfare on S. 3099, an act to amend the Vocational Education Act of 1963, and for other purposes, is now open.

The subcommittee is highly honored this morning in having appear before it a most distinguished representative of the House of Representatives, the Honorable Wright Patman of Texas, who is Chairman of the House Committee on Banking and Currency. He brings to our subcommittee a wealth of experience in the area of our concern, and I know that, speaking for myself and my colleagues, I can assure him that his testimony will be carefully weighed.

He will be speaking on the insured loan provisions of the administration bill and his testimony will be incorporated in our hearings record on S. 3098. Following his presentation the subcommittee will open its hearings on amendments to the Vocational Education Act, S. 3099, and at that time I will present my opening statement on the vocational bill.

I want to make now this personal statement to the Congressman, and I know him to be a modest man, but I think he ought to know the great influence he has had on the thinking of the chairman of this subcommittee over the years that I have been in the Senate. As my record shows, you have been one of my most outstanding teachers in this whole matter of fiscal policy of our Government, and I have found myself a most ardent advocate of your position on issue after issue, and that is why I am particularly pleased to have one of my teachers before me this morning to teach again.

You may proceed in your own way.

STATEMENT OF HON. WRIGHT PATMAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Mr. PATMAN. Thank you, Senator Morse. I was viewing it just the opposite way. I have been following you all these many years and I appreciate the very fine and kind complimentary remarks concerning my record. I appreciate it, Senator Morse.

Senator MORSE. We are honored to have you.

Mr. PATMAN. On this issue I feel very strongly about it. Of all the the lenders who want more money for student loans, the commercial banks are the last to be considered. I appreciate the commercial banks. They are wonderful, they have served this country in time of war and time of peace, and served our country well. We have had a very profitable banking system which I am for, too. You cannot have a good banking system unless it is profitable; therefore, I have no desire to deprive the banks of reasonable profits. They should have them, but they are the only ones in America that have the U.S. Government credit absolutely free. They create money on their books just by a fountain pen transaction. They create money, manufacture it on the books of the bank. It does not cost them anything.

Now, I heard of two fellows selling rattraps made of wire, in a certain town. One of them complained to the police that this other fellow across the street was outselling him because he put the profit way down low, and the policeman said, "Well, obviously, he just buys his material a lot cheaper than you are buying your wire to make the rattraps." He said, "That couldn't be so, because I steal my wire from my employer." So, the commercial banks, of all people, should be the last to be considered. They do not pay anything for their money, like the rattrap man doesn't pay anything for his wire. So, 6 percent ought to be pretty good interest.

You know, when we were writing the FDIC Act back over 30 years ago I well remember that one-twelfth of 1 percent that they would have to pay on their deposits for FDIC insurance. They considered that very expensive, and they objected to it very much. They said it is going to cost the banks a lot of money, one-twelfth of 1 percent, to guarantee its deposits. So, finally Congress was persuaded to write a little clause in there that it would be unlawful for the banks to pay interest on demand deposits. Ordinarily banks are against Federal regulations and regimentation, and I look with great disfavor on it, but in this case they liked it. That meant billions of dollars to them in profits. If they had to pay a reasonable sum to those demand deposits it could have cost them billions of dollars a year. This one-twelfth of 1 percent has not actually meant much, because as the fund would get up high they had a way of declaring a sort of dividend so they could profit more by it. Therefore, I think they are in a position to render a little public service for the great franchise that the U.S. Congress has given to them.

And besides that, we protect them against competition. No other financial institution can have checking accounts. The savings and loan cannot, the mutual savings bank cannot, the credit unions cannot. It is the only institution in America that has this exclusive franchise of checking accounts, which is so very valuable and allows them to create money on the books of the banks.

Well, since they are in such a wonderful position to render public service on this, and since they have a pioneering venture here of lending money to students for the purpose of education, now I have a feeling they ought to go along with us awhile until at least we have a fair trial run and see whether or not this 6 percent is enough.

Now, in the House committee they were adamantly opposed to the seemingly high $35 and not withstanding that one of the lobbyists from the American Bankers' Association told the banks to go ahead and make the loans and that the loans would be retroactive to July 1, 1967, and that they would get the $35 bonus. He had no right to say that. It infers strongly that he has our votes in his pocket, and I do not think Congress wants to be in that position. I never heard of anybody making such a wild statement in my life, but it is upon that basis that they are now asking for this $35 and asking for it to be dated back to June 1967.

That, of course, is presuming a lot, I think, and I am afraid a lot of people would kind of feel like Congress was not looking after the public business if they were to get into such absurd things as giving interest rates retroactively. So, I do not think Congress should consider that for a minute, but I know that the banking lobby is pretty powerful. They make some pretty persuasive arguments and they get all of us in positions where we kind of want to favor them sometimes, and we do, we vote with them when we feel they are right. And in this case the fiscal year, Senator, June 30, 1967, we made 328,000 loans under the program. That is 6 percent, just like it has been all the time. But now, then, in just a few months in the present fiscal year we have made 404,000 loans. We did more in half of a fiscal year this year than they did in the whole fiscal year preceding, so it shows that the program is not going badly. So, if they are increasing so rapidly, why should we be in such a big hurry to make the students pay more money?

Now, if we were to pay back this $35 back to July 31, 1967, it would mean an outlay of about $15 million extra just for that one purpose alone. That would make a lot of extra loans to students and it would just be giving them something that they do not have any right to. Bankers are pretty smart people, they are nice people, they are good public citizens. I have nothing to say against bankers. One thing about them, they are very sharp, they are very smart, they are clever, and nobody would ever make me believe that a banker would say he would make a loan now expecting lobbyists in Washington to get a law through in the future that would give him an extra bonus. It just does not hardly make sense to me, and as oftentimes people say, it does not make any kind of sense, common, book, or horse sense, neither kind—common, book, or horse. I do not believe many of them made loans on that basis. It would be interesting if we insisted on saying, well, all right, we will just poll these banks that made these loans and see how many of them made these loans on that basis. I do not think you would find any that say that they did. If they did, they probably would convict themselves of using poor judgment.

So, the truth about this is that the President asked Joe Barr to look into it and see what can be done, see if the bankers were entitled to more. Now Joe is a good friend of mine, he is a wonderful fellow. I

think he is dedicated to public service, but Joe says he is a banker, and being a banker and conferring with bankers I do not know who is representing the public interest there myself. I am sure he was conscientiously doing a job for the public interest. He just took their package, the bankers' package, lock, stock, and barrel. He did not make any change at all, did not recommend any change, just threw it out to us, you know, saying that the administration is now behind the bill. I do not think that is anyway for the administration to support things, myself, and I do not think that is a good basis for this legislation. The American Bankers' Association put out the word that if the banks made the loan that the bankers' association would do anything they could to get the $35 paid later, and that is the part that I think is a reflection on the Congress if we do it.

The question now is who is looking into this. I think one of the best agencies of our Government is the General Accounting Office. It is an Agency of Congress, Comptroller General of the United States, and it was suggested on the House side that the General Accounting Office be requested to look into this proposal, see whether or not it is justified, and it came up with the opinion that it was not justified and it went into it very thoroughly, and it is an Agency I think we can trust. I know I believe we can trust it and I think the Congress generally has always trusted the General Accounting Office. So, the General Accounting Office says no, and certainly there is no proof here to show that this extra amount is needed, and not being needed, it should not be allowed.

ROLE OF THE GENERAL ACCOUNTING OFFICE

Senator MORSE. Congressman, may I supplement at this point. Of course, the General Accounting Office is our agent. It is an agent of Congress. It is responsible for surveying for the Congress these fiscal matters, including the expenditures of the public funds. I use the General Accounting Office a great deal in my work on the Foreign Relations Committee in connection, for example, with the administration of millions and millions of dollars of foreign aid funds around the world. As you know, many reports on the expenditures of those funds have been devastatingly critical, and it has been found that the funds have been used for fraud, corruption, inefficiency, and shocking waste in the underdeveloped areas of the world. In some instance this money lines the pockets of crooked politicians abroad. Of course, those reports are not received enthusiastically in certain quarters of the administration, but I just wanted to add my support to your observation that we have every reason to trust the accuracy of the General Accounting Office. That does not mean that we have to accept its recommendations. That is for us, as public officials, to decide what would be the best public policy.

Mr. PATMAN. Thank you, sir, and may I invite your attention to the fact, Mr. Chairman, that this bill, as agreed to by Mr. Walker, comes from the same shop down there in the Treasury that I have had some very unfortunate experiences with. Now, I will just give you one. It is enough to shock you; it is enough to shock anybody. It is going on right here in the United States Government in the principal offices

of the Secretary of the Treasury. You know, I was very much concerned about the certificates of deposit which a few banks in New York were having to raise interest rates to 37 and one-half percent to save about half a dozen banks in New York. I did not like it a bit, so I wrote the Secretary of the Treasury then and asked him to give me certain information about certificates of deposits, and I did not get a reply for a long time. Finally, I kept on urging a reply and I finally got it. By mistake the person submitting the information had overprinted an inter-office memo, one of the committee's copies that clearly was not meant for our eyes. The inter-office memo read, and I am quoting:

Attached is a review of developments—

This, of course is the underlying to the ultimate Secretary of the Treasury information that I wanted—

Attached is a review of developments in the certificates of deposit market which may temporarily answer the question raised by the Patman committee after the influence of certificates of deposit on our Treasury bill rates. As you note, we have purposefully not answered the question except in a very indirect way.

And, I, of course, took that up with people in important positions and asked what they were going to do about it. Well, nothing has ever been done about that. It would appear the Treasury is continuing its indirect answering methods in its testimony before this subcommittee.

Now, the rate I think is adequate. I think it is sufficient, and I ask unanimous consent, Mr. Chairman, to put my whole remarks in the record.

Senator MORSE. The request will be granted. To the official reporter: I would like to have Congressman Patman's statement printed at the beginning of his remarks, and his remarks will show that he summarized and digested his statement.

Mr. PATMAN. And just one concluding remark—this is simply a banker's bonus bill. Now, we have had ABC legislation, every other kind of legislation, but we have a 4(b) legislation, and this is Barr's BANKER'S BONUS BILL. Joe Barr ought not to have agreed with this. If he did he made a terrible mistake, and I do not think the committees of Congress should underwrite his mistakes because it is wrong and it is doing the students a great disservice, and doing the country a great disservice.

Thank you very much.

PURPOSES OF TWO STUDENT LOAN PROGRAMS

Senator MORSE. Well, I want to thank you, Congressman, very much. I want to advise you that I have been notified that since I arrived in the committee room Senator Yarborough wanted you to know that he regretted very much that he could not be here. He has been detained in Texas, where I understand he is involved in an official Senate business today. As you know, I do not speak for him on all aspects of the legislation we are considering, but you know that Senator Yarborough has been one on this committee who has given a great deal of attention to this matter of student loans. He has been an ardent advocate of the

"NDEA program." He has made that very clear. I have joined him in that we do not want the NDEA program to be jeopardized, in any way, by any program of loans to official banks. As I have heard him say many times, the commercial bank owes it to the stockholders to proceed to make its loans on the basis of sound credit programs. In many of these cases, the student who comes from a very poor family just does not have the background of credit.

The Senator from Texas has expressed concern, from time to time, that he thought we always had to be on guard to see to it that we did not diminish our NDEA program which is designed to be available to that student who comes from families so poor, or comes from an economic background where there cannot be any assurance given of sufficient credit backing. As you said in your statement, Congressman, the record of student repayment is phenomenal. I have served on two campuses in my academic career on the faculty student loan board, the University of Minnesota and the University of Oregon, and when there exists a situation of nonpayment, there is usually a case of such hardship that the nonpayment is not due to any desire on the part of the student not to repay. Even in those cases we found where there had been a serious illness and a dropout as a result, you continue to give the extension and most of those so-called bad loans were finally repaid. So, I agree with the Senator from Texas. I am not going to support any diminution of the NDEA program. I hope that we can work out with the banking interests of the country a program where they can be of assistance in regard to supplying loans. However, I think as you have pointed out, they have a public service responsibility in this field.

I want to thank you.

Mr. PATMAN. I want to say that the people of Texas appreciate Senator Yarborough, and I personally appreciate him. He is a great Senator, he is making a wonderful record, and he is almost invariably right on areas affecting the public interest. You know, there are too few people that regard that with the great importance that it really is—the public interest. I think Congress oftentimes gets away from the public interest. They offer reasons that we are distracted by, you know, the propaganda and the reasoning on the other side, and sometimes we are actually fooled and we get away from the public interest. But, I believe that Senator Yarborough comes as near going right down the line for the public interest on every issue and on every problem as any Senator I have ever known, and we are real proud of him.

Thank you, Senator, and we are proud of you, too.

Senator MORSE. I am very glad you made the statement and I am sure that Senator Yarborough will be very, very pleased to read it, because I know of his high esteem for you.

Mr. PATMAN. Thank you, Senator.

(The prepared statement of Mr. Patman follows:)

PREPARED STATEMENT OF HON. WRIGHT PATMAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Mr. Chairman and members of the subcommittee, I appreciate the honor and privilege of appearing before you to discuss S. 3098, the Higher Education Act of 1968.

Since your subcommittee is made up of experts on educational legislation and has a far vaster knowledge of what is needed in educational fields than I do, I would like to limit my testimony this morning solely to the question of the placement fee payments of the guarantee student loan program contained in S. 3098.

Last August when the House had the amendments to the Higher Education Act under consideration, there was a great deal of pressure to quickly enact the conversion fee section into law. It was suggested by witnesses that unless the conversion fee section was immediately put into effect and even made retroactive to July 1, the whole student loan program would fold and thousands of college students would not be able to return to school. This was only a baseless emotional appeal and the dire consequences predicted by those who were crying "wolf" never happened. Not only did the student guarantee loan program not fold, but rather it prospered and now shows every sign of reaching the heights originally predicted for the venture.

During the last fiscal year, ending June 30, there were 328,943 loans made under the program. As of February 29, 1968, the current fiscal year, there were 404,469 loans made. Thus, in only a little more than one-half year, the program has passed its entire output during the previous year and there are indications that in the current fiscal year beginning June 30, 1968, 750,000 loans will be made. Thus, it can easily be seen by even the most casual observer that the program is not on its last legs but rather is doing a brisk business. The gains, of course, have been made without the necessity of paying bonuses in the form of conversion fees to financial institutions.

I feel that one of the problems of the program in its formative stage was that it was being judged solely on the basis of how many loans were made as compared to the number of loans that had been predicted would be made. It was said that the program was in trouble solely because it had not reached the number of projected loans. Even so, by June of 1967, the program was operating at slightly more than 60 percent of its projected level.

But projections, unfortunately, are not totally reliable, particularly when a new program is born. If newspaper stories had reported that by the end of June 1967, more than 357,000 loans had been made to college students under the student guarantee loan program, this fact would have been widely hailed. It would have been pointed out that more than one-third of a million students were being helped and that the program was doing a wonderful job. But instead, the program had a projected figure of more than one-half a million loans hanging over its head and the only way it could be credited with doing an outstanding job was to exceed the projected figure.

I feel that the student loan program has performed an excellent service from the very beginning and its record of achievement is constantly increasing. Perhaps the projection was unrealistic or not enough information was plugged into the decisions that lead to the projection or, perhaps, as is too often the case, there were too many variables.

New programs must experience growing periods. There has to be adequate time for the word about the program to reach all corners of our country and for students and their parents not only to become

acquainted with the program, but to have faith in it. I feel that the experience during this fiscal year shows that the program is now ready to stand on its own two feet.

From the beginning, I have felt strongly that the placement fee, whether it be $35 or $25 or whatever the figure, should not be allowed. I feel even more strongly at this time that the conversion fee feature of the legislation should not be adopted.

First, let us look at the amount of money it would cost the Government if the conversion fee were adopted. If, as predicted, there are 750,000 loans made during the next fiscal year and a $35 conversion fee is enacted, it would mean that the cost of paying the conversion fee on that amount of loans would be more than $26 million. And, if the Government were also required to pay 6 percent interest on each of these loans, it would mean an additional $56 million outlay. But since the 6 percent interest would be paid whether or not the conversion fee is adopted, let us drop that figure and consider only the conversion fee payments amounting to $26 million. If, for example, we take an average 1-year college loan as being $1,000, we could send 26,000 deserving students to college for 1 year, instead of handing the money to the banks.

If the Government set up its own loan revolving fund, it would save the 6 percent a year, plus the conversion fee payment or a total of $82 million. Of course, the cost of obtaining the leading funds would have to be deducted from that amount but there would still be a multimillion dollar savings.

If, instead of operating the student loan program as a basis for further subsidizing the banks, the Government set up its own loan fund, the savings obtained by not paying the bank subsidies each year would equal the initial loan fund investment in 10 years. Eventually, the repayments into the fund would make the program virtually self-sustaining on a monetary basis.

Of course, it would require additional funding to get the program in operation. To accomplish this, one alternative might be a new type of Government bond to be issued and sold directly to the public as savings bonds are now sold. The sale of these bonds would be a one- or two-time affair at the most, since once the program had adequate initial funds, it could operate on a revolving basis. These bonds would carry a yield slightly in excess of existing savings bonds, but would have longer maturities so that they would not compete with savings bonds. In addition, the bonds which we, perhaps, could call U.S. educational bonds, would be sold only to individuals who hold a specified number of savings bonds. Thus, the educational bond not only would not compete with our regular savings band program, but, in effect, would stimulate the sales of the savings bond. Under such an arrangement, the student lending program would not require an appropriation and as the program progresses, I believe that the 6 percent interest rate could be reduced because of the revolving fund nature of the setup. And, because defaults on student loans are so small, less than 1 percent I believe, there would be little chance of money being lost in the program. Based on this, I feel that a direct Government lending program would be far more in the public interest than the bank subsidy program being recommended by the American Bankers Association and Under Secretary of the Treasury, Barr.

One of the great disappointments of this program to me has been the role played by Under Secretary of the Treasury Barr. He has joined the American Bankers Association in the fight to gain the $35 placement fee. The American Bankers Association is, indeed, fortunate in having such an outstanding individual as Mr. Barr helping, whether intended or not, in its lobbying campaign. But, I am afraid that Mr. Barr is doing a great disservice to our country, to millions of college students, and to thousands of banks across the country.

During Mr. Barr's appearance before the House Special Subcommittee on Education in mid-February, it was pointed out by Congressman Hathaway that he had ben told by a number of banks in his district that they did not want the extra money but felt that the gauranteed loans should be made as part of the bank's public service program. I have experienced a similar situation in that a number of bankers have written to me expressing opposition to the placement fee payments. These bankers have pointed out that they would rather see a cutback in the amount of paperwork connected with the loans rather than an increase in the fees paid to the banks. Almost every one of the letters I have received in this regard has touched on the belief that the college loans should be made on a public service basis.

Why then is the American Bankers Association and Under Secretary of the Treasury Barr fighting so hard fort he extra payments, if, in general, banks do not want the money? Perhaps the answer is contained in the February 23d issue of the American Baker. To discussing the possibilities of the placement fee's adoption, the paper, in part, reports:

> It also made some American Bankers Association staff members nervous because some banks were enticed into the program with the expectation that the loan fee would be approved by Congress * * *

Although there is no mention of who the American Bankers Association staff members might be, I am sure the article refers to the bank lobby's hired Ebenezer Scrooge, Dr. Charls Walker, who last summer, told bankers to start making the college loans because the $35 placement fee would be retroactive to July 1, 1967.

Of course Dr. Walker had no basis for such a statement and he later admitted that he had, indeed, crawled out on a limb in making the statement. It would appear now that Mr. Barr is leading the effort to get Dr. Walker off the limb before it is sawed out from under him. Certainly such a motive should not be the driving force behind any type of legislation, particularly if it effects the future of thousands or even millions of college students.

But there is, perhaps, a hidden reason why Dr. Walker and Mr. Barr are fighting so hard for the placement and conversion fee section of this legislation. Section 426 of the legislation provides that the payment of the $35 fee shall be retroactive to June 1, 1967. At first blush, this language seems fairly innocuous but upon closer study, it develops that this section of the bill is a hidden bankers' bonus that will cost the taxpayers, in addition to other charges, nearly $15 million in placement fees.

A check with the Department of Health, Education, and Welfare reveals that from June 1, 1967 through the end of February 1968, there

were 427,848 loans made that would be eligible for the $35 placement fee if this legislation were passed. That means that the taxpayers are going to have to come up with $14,974,680 to hand over to the banks. And, additional money will have to be obtained to pay the banks for the loans they have made from the end of February 1968 until the bill is enacted.

In light of this hidden bonus I think it is clear why the American Bankers Association is pushing so hard for the legislation.

I sincerely wonder, in view of the needs of our boys in Vietnam, if we can justify turning nearly $15 million over to the banks.

The American Bankers Association is one of the local leaders seeking cuts in Government spending but while the American Bankers Association wants other areas of Government spending reduced, they want to make certain that nothing is done to touch the bank subsidies and that every effort is made to see that new subsidies are uncovered for the banks.

The action by the American Bankers Association and Dr. Walker in advising member banks to make college loans because the fee would be retroactive, is not only a bold attempt by the bankers to run Congress, but at the same time completely negates an attempt to assess the early effectiveness of the guaranteed loan program. Because Dr. Walker has preempted the rights of Congress, we do not know whether or not the 6-percent rate is enough to attract money into the program or whether banks are making the loans solely because Dr. Walker has promised them that he would lobby the $35 placement fee through Congress. Thus, Dr. Walker's bold statement has completely ruined an attempt to gage the effectiveness of this program and is a shocking display of how the banker's lobby will place their own fortunes ahead of the needs of the people of this country.

A great deal has been said regarding the cost to the banks in making these student loans. Secretary Barr and Dr. Walker have presented figures that purport to show the cost to the banks. Both Dr. Walker and Secretary Barr, in obtaining their figures, completely ignored the fact that banks obtain roughly one-half of their funds at no cost, as in the form of demand deposits. Nor does Dr. Walker or Secretary Barr mention the millions of dollars that banks receive every year interest free in the form of Federal, State, and local government deposits. Nor do they mention any of the other subsidies that banks receive.

Recently, the General Accounting Office completed a study concerning the bank profit margin on the student loans. The General Accounting Office, which has no ax to grind nor any members to pacify, reported that rather than losing money on the loans, as contended by Dr. Walker and Mr. Barr, banks were making a tidy profit on these loans. Of course, the ABA contends that the GAO figures are naive and unrealistic, but after seeing Dr. Walker's performance in the student loan matter, perhaps it is he that is unrealistic. I think this subcommittee would be interested in hearing from the GAO auditors who examined the American Bankers Association's figures. Dr. Walker would have you believe that the ABA's figures were obtained through a carefully conducted study of member banks. However, when the GAO auditors interviewed ABA officials, they found out that the figures for the study were obtained in a slipshod manner consisting

mainly of quicky phone calls to a few banks. The GAO investigators said they had a great deal of difficulty obtaining any worthwhile information from the ABA.

I was highly interested in the rebuttal of my statement that Dr. Walker has filed with your committee. I think it is extremely interesting to note that out of a 10-page statement, Dr. Walker attempts to rebut only one small point and tries to accomplish that rebuttal through the typical ABA tactic of slight of hand semantics. Not once does Dr. Walker deny that the banks will receive a huge windfall from passage of this legislation. Nor does he deny that he is on the hook with his members for advising them to make the loans because a retroactive feature would be contained in the legislation. Not only does Dr. Walker fail to support his position with his rebuttal, but he also shows that while he is employed by the banking industry, his knowledge of banking is faulty. He contends, for instance, that banks can make more money on business loans than they can on installment loans. In short, Dr. Walker is saying that a bank can make more money by making a business loan at 6 percent simple interest than it can at making an installment loan at 12 percent. And, of course, a business loan is normally a term affair with no principal payments made until the end of the loan. On an installment loan, the principal is being partially repaid each month so that the bank's exposure is not as great as it would be on a term loan.

Also, I cannot understand if banks are making loans that are classified as costing the banks money, why the profit picture of the banks does not reflect these losses. In 1966, bank earnings topped the $3 billion mark for the first time in history and indications are that in 1967, bank profits increased by 8 percent over the previous year. Perhaps Dr. Walker or Mr. Barr would be willing to explain to your subcommittee why bank profits have soared if they are making so many loss loans.

Mr. Barr's lack of candor is in keeping with the philosophy of some Treasury officials.

During the 89th Congress, the Banking and Currency Committee attempted to obtain some information from the Treasury Department concerning interest rates on various types of debt and savings instruments. It was information the Treasury was reluctant to supply. After much delay, the committee was finally given what appeared to be the requested information. By mistake, however, the persons submitting the information had overprinted an interoffice memo onto the committee's copy that clearly was not meant for our eyes. The interoffice memo read:

> Attached is a review of developments in the certificates of deposit market which may temporarily answer the question raised by the Patman committee as to the influence of certificates of deposit on our Treasury bill rates. As you note, we have purposefully not answered the question except in a very indirect way.

It would appear the Treasury is continuing its indirect answering methods in its testimony before this subcommittee.

I am certain you will recall last summer that Dr. Walker and Mr. Barr testified in the House that the Banks were losing money on student loans and a rather loose set of figures that purportedly justi-

fied the American Bankers Association's position was presented to the committee. I suggested that these figures were perhaps not on the up-and-up but rather were obtained to prove a specific point rather than to lay the full truth before your committee. According to my calculations at the time, the banks were not losing money as claimed by the American Bankers Association but rather were making money on these loans. I am, indeed, gratified that the General Accounting Office study strongly questions the accuracy of the American Bankers Association's figures and makes it clear that the banks are making a tidy profit on these loans.

In closing, let me point out that Commissioner on Education, Harold Howe, has suggested that consideration should be given to using pension funds as a student loan pool. I personally favor such an idea and feel that if these funds were offered an earning asset of 5 percent a year, they would jump at the opportunity to provide money for the loans. Or as an alternative, as I suggested earlier, consideration should be given to an educational bond that could be sold to the general public with an attractive interest rate. These bonds could carry a longer maturity so that they would not compete with savings bonds. Not only would this make millions, if not billions, of dollars available for student loans, but would greatly aid this country's banking industry so that it would not have to continue making loss loans.

Mr. Chairman, I sincerely hope that when your committee has worked its final will on this legislation that it will drop the placement fee section and give the student loan program an opportunity to function in an atmosphere free of panic button pushers. In short, the program is just beginning to reach its potential. Let us not take any hasty action while this program is in a period of forward movement. We need a much stronger experience factor before making any drastic alterations.

In closing, I would like to point out that if the placement fee of $35 is adopted, and a year or 6 months from now the American Bankers Association decides that it is not enough money for its banks, it will be a simple task for that association to instruct its members not to make additional loans until the fee is raised. Then we can look for Dr. Walker to put on his mask and strap on his gun and hold up Congress again in the name of higher education. Can we afford to treat our students in this manner?

Thank you very much.

CHAIRMAN'S OPENING STATEMENT ON S. 3099

Senator MORSE. Our next witness will be Dr. J. Graham Sullivan, Deputy Commissioner of Education, accompanied by Mr. Grant Venn, Associate Commissioner, Bureau of Adult, Vocational and Library Programs; Mr. Sherill McMillen, Acting Director, Division of Vocational and Technical Education; Mr. David S. Bushnell, Division of Comprehensive and Vocational Education Research, Bureau of Research; and Mr. Richard E. Johnson, Specialist in Legislation, Office of Legislation.

You gentlemen all know the way that I conduct these hearings. We conduct them as a seminar. The committee members will be your students for the duration of the seminar. I have a very brief statement that I want to make on behalf of the committee.

As I open the hearings on Vocational Education, the chairman is pleased to welcome representatives of the administration, presenting testimony on this bill.

I direct that in the hearing record there be inserted the text of the bill and all relevant materials which have been received concerning it. I further direct that there be inserted into the record correspondence, memoranda and other materials pertaining to the bill which have been received by the committee from public sources.

It is now 5 years since the Vocational Education Act of 1963 became law. That act made provision for a complete evaluation and review of the operation of the vocational education program by a National Advisory Council. That council has completed its work and has submitted its report to the Congress. That report has been printed as a committee print and is available to those interested in this legislation.

I would like to open these hearings with a few observations on vocational education. Vocational education is of great concern to me because, in my judgment, vocational and technical education at the secondary school level is at a crossroad. Our schools are charged with the responsibility for preparing American young people for life in the 21st century. The fantastic changes now taking place in our society and our economy indicate that the lives of these young people will be filled with opportunities, crises, and problems which are beyond present imagination. In my opinion it is no longer possible for our schools to train young people for jobs which they will have for the rest of their lives. We do not know which employment opportunities will be available 30 years from now. So how can we train young men and women during their 11th and 12th grades for employment 30 years from now?

It is only possible to provide them with an education which will permit them to be ready to take advantage of every opportunity, withstand unforseen crises and solve heretofore unsolvable problems.

Our school children could well be the Nation's leaders in an era later to be know as the American golden age. Modern technology, the rapidly expanding world of knowledge, and freedom from poverty could lay the foundation for a civilization which, for the first time in human history, would offer every American an opportunity to develop to his full potential. It is also possible that technological progress and the economic advantages accruing to those who have mastered that technology will leave a large segment of our society in their wake, separated from the benefits of the mainstream of the society and the economy. Should that happen it could very well be the end of the American republic as we know it.

It is time that we examine the basic precepts behind vocational education at the secondary school level. There are some educators who believe that vocational education as we know it at the secondary school level no longer has a reason for being. This is because, as I said earlier, it is no longer possible to train young people for a career with a terminal secondary school vocational program. If this be true, it would appear that the future of vocational education at the secondary level depends upon its adaptation to modern manpower needs and modern technology.

Therefore I would hope that the testimony offered during these hearings would speak to this point: what is the future of vocational

education? Personally I see three very important areas which should be examined:

1. vocational education for young people who have "special needs." By that I mean young people who are disadvantaged by their socio-economic background or by physical and mental handicaps;

2. vocational or technical programs designed to prepare high school students for continued training at the post-secondary level; and

3. increased emphasis on post-secondary vocational and technical education and continuing adult education.

Again I would like to say that I am pleased to welcome representatives of HEW to testify on the legislation before us. The subcommittee will conduct an in-depth study of the administration and operation of the act of 1963. Therefore, the subcommittee will need a considerable amount of material from the Office of Education. I would like to have the Office of Education submit to the subcommittee, as soon as possible, a copy of the State plan guide for the act of 1963, a copy of all published or printed materials sent to the States in the past 5-years concerning the administration of the act, and a copy of each State plan submitted by the States.

We are going to institute what may be a new procedure in hearings and that is that Dr. Venn and Mr. Johnson be available throughout the course of our hearings to sit with subsequent witnesses on this legislation and comment on all testimony as it is offered. As you know, I have always conducted my hearings in the form of a seminar. On a number of occasions we have received testimony regarding the administration of the programs and have needed the comment of the Office of Education immediately. In keeping with our seminar approach we would hope that the Office of Education would have representatives present at all times so that we may have the benefit of the advice and comment of that Office during the course of our discussions.

(The committee print on S. 3099 follows:)

90th Congress
2d Session } COMMITTEE PRINT

BILL TEXT, CHANGES IN EXISTING LAW, AND SECTION-BY-SECTION ANALYSIS OF S. 3099

VOCATIONAL EDUCATION AMENDMENTS OF 1968

(Partnership for Learning and Earning Act of 1968)

(LANGUAGE IN WHICH NO CHANGE IS PROPOSED IS SHOWN IN ROMAN TYPE; LANGUAGE PROPOSED TO BE DELETED IS SHOWN IN BLACK BRACKETS; AND LANGUAGE PROPOSED TO BE ADDED IS SHOWN IN *ITALIC* TYPE)

PREPARED FOR THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE

UNITED STATES SENATE



MARCH 1968

Printed for the use of the Committee on Labor and Public Welfare

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FOREWORD

The material which follows in this committee print was assembled by the Office of Education in order that the subcommittee might have pertinent materials readily available in a convenient form.

The Administration is proposing a major revision to the Federal approach to encouraging and assisting vocational education. Since our secondary schools are now preparing young people who will be working in the twenty-first century, it is imperative that our vocational education programs be designed to meet the educational needs of the working force at that time.

It is the hope of the Chairman that these materials will be of assistance in preparing legislation which will focus on the rapidly changing world of work which faces American young people.

WAYNE MORSE,
Chairman, Education Subcommittee.

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90TH CONGRESS
2D SESSION

S. 3099

IN THE SENATE OF THE UNITED STATES

MARCH 5, 1968

Mr. MORSE introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend the Vocational Education Act of 1963, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Partnership for Learning and Earning Act of 1968".

SEC. 2. The purpose of this Act is to consolidate, broaden, and strengthen existing vocational and technical education programs; to encourage further the development and establishment of vocational and technical education programs at the secondary, postsecondary, and adult levels; to promote the development and establishment of new and

exemplary programs and methods in vocational education, including exploratory occupational education programs and work experience programs; and to make certain other amendments which will improve such programs and increase flexibility in their administration.

TITLE I—EXEMPLARY PROGRAMS AND PROJECTS IN VOCATIONAL EDUCATION

SEC. 101. (a) Part A of the Act of December 18, 1963 (77 Stat. 403; Public Law 88-210), which part is known as the Vocational Education Act of 1963, is amended by—

(1) inserting "TITLE I—VOCATIONAL EDUCATION" immediately above the heading of such part A; and

(2) changing the heading of such part A to read "PART A—GRANTS FOR COMPREHENSIVE PROGRAMS".

(b) Parts B and C of such Act of December 18, 1963, relating to laws other than vocational education laws, are redesignated as titles II and III of such Act; and sections 21 through 28 and 31 through 33 of such Act are, respectively, redesignated as sections 201 through 208 and 301 through 303.

(c) There is inserted immediately after section 17 of such Act the following new part:

"PART B—EXEMPLARY PROGRAMS AND PROJECTS

"FINDINGS AND PURPOSE

"SEC. 101. The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people who will not go on to college, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 102. There are authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1969, and such sums as may be necessary for the four succeeding fiscal

years, to be used by the Commissioner for making grants to or contracts with State boards or local educational agencies for the purpose of stimulating and assisting, through programs or projects referred to in sections 104 and 105, the development, establishment, and operation of programs or projects designed to carry out the purposes of this part. The Commissioner also may make grants to other public or nonprofit private agencies, organizations, or institutions, or contracts with public or private agencies, organizations, or institutions, when such grants or contracts will make an especially significant contribution to attaining the objectives of this part. The amount appropriated under this section for the fiscal year ending June 30, 1969, shall be available for obligation for grants or contracts pursuant to applications approved during that year and the succeeding fiscal year.

"LIMIT ON PAYMENTS TO ANY STATE; APPORTIONMENTS AMONG STATES

"SEC. 103. (a) The total of the payments from the appropriation under this part for the fiscal year ending June 30, 1969, or for the succeeding fiscal year, made with respect to programs or projects in any State may not exceed an amount equal to 10 per centum of such appropriation for such fiscal year. In approving programs or projects under this part during such period, the Commissioner shall, insofar as practicable and consistent with the

purposes of this part, give due weight to the objective of adequate participation by all appropriate regions in such programs or projects.

"(b) (1) From the sums appropriated for any fiscal year beginning after June 30, 1970, pursuant to section 102, the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine and shall apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this part.

"(2) From the remainder of such sums the Commissioner shall apportion $150,000 to each State, and he shall in addition apportion to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteen, both inclusive, in the State bears to the population of such ages in all the States. For the purposes of this paragraph, the term 'State' does not include Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

"(3) Any amount apportioned to a State under paragraphs (1) and (2) of this subsection for any fiscal year which the Commissioner determines will not be required for grants or contracts for programs or projects in that State during the period for which such apportionment is available

shall be available for reapportionment by him from time to time to other States in accordance with their respective needs.

"(4) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

"USES OF FEDERAL FUNDS

"SEC. 104. (a) Grants or contracts pursuant to this part may be made by the Commissioner, upon terms and conditions consistent with the provisions of this part, to pay all or part of the cost of—

"(1) planning and developing exemplary programs or projects such as those described in paragraph (2), or

"(2) establishing, operating, or evaluating exemplary programs or projects designed to carry out the purposes set forth in section 101, and to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps, which programs or projects may, among others, include—

"(A) those designed to familiarize postelementary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

"(B) programs or projects for students providing educational experiences through work during the school year or in the summer;

"(C) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement;

"(D) programs or projects designed to broaden or improve vocational education curriculums;

"(E) exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry;

"(F) programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment.

"(b) (1) A grant under this title to a State board or local educational agency may be made only if the Commissioner determines—

"(A) that there is satisfactory assurance that in the planning of that program there has been, and in the establishing and carrying out of that program there will be, participation of agencies which are responsible for manpower planning, training, employment, and related activities such as the Cooperative Area Manpower Planning System, and, as appropriate, persons broadly repre-

sentative of employers, labor organizations, community action agencies, and other community institutions; and

"(B) that to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students.

"(2) No grant or contract (other than a grant or contract with a State board) shall be made by the Commissioner under this part with respect to any program or project unless such program or project has been submitted to the State board in the State in which it is to be conducted and has not been disapproved by the State board within sixty days of such submission or within such longer period of time as the Commissioner may determine pursuant to regulations.

"WORK EXPERIENCE PROGRAMS

"SEC. 105. (a) Programs or projects referred to in section 104(a)(2)(B) may include cooperative work-study arrangements, other educationally related public or private employment, or volunteer work. Preference in compensated work under such programs or projects shall be given to students from low-income families.

"(b) No grant or contract shall be made by the Commissioner under this part with respect to any such program

or project unless such program or project will not result in displacement of employed workers or impair existing contracts for services.

"(c) Funds appropriated under this part shall be available to pay any part of the compensation of a student involved in a program or project referred to in section 104 (a) (2) (B) only if the work is performed for a public or private nonprofit agency, organization, or institution, except that such funds may also be made available for reimbursement of other employers for limited periods when student employees are not fully productive during the period of transition from learning to earning and when work is being performed as part of a work experience program either during the school year or during vacation periods.

"NON-FEDERAL CONTRIBUTION

"SEC. 106. In determining the cost of a program or project under this part, the Commissioner may include the reasonable value (as determined by him) of any goods or services provided from non-Federal sources.

"PAYMENTS

"SEC. 107. Payments under this part to any State board, local educational agency, or other agency, organization, or institution, may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

"LIMITATION ON DURATION OF ASSISTANCE

"SEC. 108. Financial assistance may not be given under this part to any program or project for a period exceeding three years.

"TRANSFER OF FUNDS

"SEC. 109. In addition to the authority for utilization of other agencies in section 123 (b), funds available to the Commissioner for grants or contracts under this part shall, with the approval of the Secretary, be available for transfer to any other Federal agency for use (in accordance with an interagency agreement) by such agency (alone or in combination with funds of that agency) for purposes for which such transferred funds could be otherwise expended by the Commissioner under the provisions of this part, and the Commissioner is likewise authorized to accept and expend funds of any other Federal agency for use under this part."

TITLE II—CONSOLIDATION AND IMPROVEMENT OF EXISTING VOCATIONAL EDUCATION PROGRAMS

EFFECTIVE DATE OF TITLE II

SEC. 200. Except as otherwise hereinafter provided, the amendments made by this title shall be effective on July 1, 1969.

REMOVAL OF CEILING ON AUTHORIZATION OF APPROPRIATIONS

SEC. 201. Section 2 of the Vocational Education Act of 1963 is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 2. There are hereby authorized to be appropriated for each fiscal year such sums as may be necessary for the purpose of making grants to States as provided in this part."

INCREASED FLEXIBILITY IN REALLOTMENTS

SEC. 202. Section 3 (c) of the Vocational Education Act of 1963 is amended to read as follows:

"(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under section 5 shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the uses set forth in section 4 (a). Any amount reallotted to a State under this subsection during such year shall be

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deemed part of its allotment under subsection (a) for such year."

INCLUSION OF TRUST TERRITORY OF THE PACIFIC ISLANDS

SEC. 203. (a) Paragraphs (1), (2), and (3) of section 3(d) of the Vocational Education Act of 1963 are amended by striking out the words "and the Virgin Islands" each time they occur and by inserting in lieu thereof "the Virgin Islands, and the Trust Territory of the Pacific Islands".

(b) Paragraph (6) of section 8 of the Vocational Education Act of 1963 is amended by striking out "and American Samoa" and by inserting in lieu thereof "American Samoa, and the Trust Territory of the Pacific Islands".

ELIMINATION OF MATCHING BY SEPARATE CATEGORIES; SPECIAL MATCHING PROVISION FOR TRUST TERRITORY

SEC. 204. (a) That part of section 4(a) of the Vocational Education Act of 1963 which precedes the colon is amended to read as follows:

"SEC. 4. (a) Except as otherwise provided in subsection (b), allotments to States under section 3 may be used, in accordance with approved State plans, for paying 100 per centum of the expenditures of the Trust Territory of the Pacific Islands, and not to exceed 50 per centum of

the expenditures of other States, for any or all of the following purposes".

(b) Section 6 of the Vocational Education Act of 1963 is amended by deleting subsections (a), (b), and (c), and by striking out the subsection designation "(d)".

REQUIRED USE OF STATE ALLOTMENTS

SEC. 205. Subsection (b) of section 4 of the Vocational Education Act of 1963 is repealed effective with respect to appropriations for the fiscal year ending June 30, 1969, and there is inserted in lieu of such subsection, effective with respect to appropriations for fiscal years beginning after such date, the following new subsection:

"(b) At least 25 per centum of that portion of each State's allotment for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4) of subsection (a). As used in this subsection, the term 'base allotment' means the sum of the allotments to a State for the fiscal year ending June 30, 1969, under (1) section 3 of this Act, (2) the Smith-Hughes Act (that is, the Act approved February 23, 1917 (39 Stat. 929; 20 U.S.C. 11-15, 16-28)), (3) the Vocational Education Act of 1946, and (4) any of the supplementary vocational educa-

tion Acts (including, in the case of American Samoa, section 2 of the Act of September 25, 1962, 48 U.S.C. 1667)."

ALLOWING CONTRACTING AND DISSEMINATION OF INFORMATION UNDER SECTION 4(C)

SEC. 206. Section 4 (c) of the Vocational Education Act of 1963 is amended by inserting ", or to make contracts with private agencies, organizations, or institutions for, (1)" immediately after "cost of"; striking out "and of" immediately preceding "experimental" and inserting in lieu thereof ", (2)"; and inserting immediately prior to the period the following: ", or (3) for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education".

STATE ADVISORY COUNCIL

SEC. 207. (a) Section 5 of the Vocational Education Act of 1963 is amended by redesignating subsections (a), (b), (c), and (d) and references thereto as subsections (b), (c), (d) and (e), respectively, and by inserting immediately before the subsection herein redesignated as subsection (b) the following new subsection:

"(a) (1) A State which desires to receive its allotments of Federal funds under section 3 for any fiscal year shall—

"(A) establish a State advisory council (hereinafter referred to as 'State advisory council') which meets the requirements set forth in paragraph (2); and

"(B) submit through its State board to the Commissioner a State plan for each fiscal year which meets the requirements of subsection (b).

"(2) The State advisory council, established pursuant to paragraph (1), shall—

"(A) include as members (i) persons familiar with the vocational education needs and problems of management and labor, and persons familiar with manpower problems, in the State, (ii) persons representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of technical or vocational training meeting the definition of vocational education in section 8 (1) of this title, (iii) persons familiar with the administration of State and local vocational education programs, (iv) other persons with special knowledge, experience, or qualifications with respect to vocational education, (v) persons representing manpower agencies in the State, including persons from the Cooperative Area Manpower Planning System of the State, and (vi) persons representative of the general public;

"(B) advise the State board on the development, and policy matters arising in the administration, of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs (2) and

(3) of subsection (b), and the allocation of Federal funds among the various uses set forth in section 4 (a) of this part and to local educational agencies pursuant to paragraph (4) of subsection (b);

"(C) evaluate vocational education programs, services, and activities assisted under this part; and

"(D) prepare and submit through the State board to the Commissioner and to the National Advisory Council on Vocational Education established by section 122 of this title an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (i) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan provided for in paragraph (2) of subsection (b) and the annual program plan provided for in paragraph (3) of subsection (b), and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations."

(b) Paragraph (1) of section 5 (b) of the Vocational Education Act of 1963 (as redesignated by subsection (a) of this section) and that part of section 5 (b) which precedes paragraph (1) is amended to read as follows:

"(b) A State plan submitted under this part for any

fiscal year shall be in such detail as the Commissioner deems necessary and shall—

"(1) designate the State board as the sole agency for administration of the State plan, or for supervision of the administration thereof by local educational agencies; and provide that the State board shall consult with the State advisory council to the extent required in paragraph (2) of subsection (a);"

(c) Section 5(b) of the Vocational Education Act of 1963 (as redesignated by subsection (a) of this section) is further amended by striking out "sets forth" in paragraph (5) and inserting in lieu thereof "set forth", and striking out "provides" in paragraphs (3), (4), (6), and (7) and inserting in lieu thereof "provide".

LONG-RANGE AND ANNUAL PROGRAM PLANS

SEC. 208. Section 5(b) of the Vocational Education Act of 1963 (as redesignated by section 207(a) of this Act) is further amended by redesignating paragraphs (2), (3), (4), (5), (6), and (7) as paragraphs (4), (5), (6), (11), (12), and (13), respectively, and inserting immediately after paragraph (1) the following new paragraphs:

"(2) set forth a long-range program plan for vocational education, or a supplement to or revision of such

a program plan previously submitted as part of an approved State plan, which (A) has been prepared by the State board in consultation with the State advisory council, (B) extends over such period of time (but not more than five years), beginning with the fiscal year for which the State plan is submitted, as the Commissioner deems necessary and appropriate for the purposes of this part, (C) describes the present and projected vocational education needs of the State in terms of the purposes of this part set forth in section 1, and (D) sets forth a program of vocational education objectives which affords satisfactory assurance of substantial progress toward meeting the vocational education needs of the State;

"(3) set forth an annual program plan, which (A) has been prepared by the State board in consultation with the State advisory council, (B) describes the content of, and allocations of funds to, programs, services, and activities to be carried out under the State plan during the following year (whether or not supported with Federal funds under this part), (C) indicates how, and to what extent, such programs, services, and activities will carry out the program objectives for the year covered by the annual plan set forth in the long-range program plan provided for in paragraph (2), (D) in-

dicates how, and to what extent, allocations of Federal funds allotted to a State will take into consideration the criteria set forth in the State plan pursuant to paragraph (4), and (E) indicates the extent to which consideration was given to the findings and recommendations of the State advisory council in its most recent evaluation report submitted pursuant to paragraph (2) (D) of subsection (a);".

CRITERIA FOR ALLOCATION OF FEDERAL FUNDS

SEC. 209. Paragraph (4) of section 5 (b) of the Vocational Education Act of 1963 (as redesignated by section 208 of this Act) is amended to read as follows:

"(4) set forth the policies and procedures to be followed by the State in allocating its allotment under section 3 among the various uses set forth in paragraphs (1), (2), (3), (4), (5), and (6) of section 4 (a), and in allocating Federal funds to local educational agencies in the State, which policies and procedures insure that—

"(A) due consideration will be given to the results of periodic evaluations of State and local vocational education programs, services, and activities in light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, State, and National levels;

"(B) due consideration will be given to the relative vocational education needs of all population groups in all geographic areas and communities in the State, particularly persons with academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs;

"(C) due consideration will be given to the relative ability of particular local educational agencies within the State, particularly those in economically depressed areas or with high rates of unemployment, to provide the financial and other resources necessary to meet the vocational education needs in the areas or communities served by such agencies;

"(D) Federal funds made available under this part will not be allocated to local educational agencies in a manner, such as the matching of local expenditures at a percentage ratio uniform throughout the State, which fails to take into consideration the criteria set forth in paragraphs (A), (B), and (C) of this paragraph; and

"(E) applications from local educational agencies for funds made available under this part will include a comprehensive plan, related to the local Cooperative Area Manpower Plan (if any), for meeting the vocational education needs in the area or community served by such agency; and indicate how, and to what extent,

the vocational education programs, services, and activities proposed in the application will meet those needs;".

COOPERATIVE ARRANGEMENTS WITH OTHER AGENCIES

SEC. 210. Section 5(b) of the Vocational Education Act of 1963 (as redesignated by section 207(a) of this Act) is further amended by inserting immediately after paragraph (6) (as redesignated by section 208) the following new paragraph:

"(7) provide that, in the development and conduct of vocational education programs, services, and activities under this part, there will be, in addition to the cooperative arrangements provided for in paragraph (6), appropriate and effective cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such as business and labor organizations, institutions of higher education, and community action organizations;".

INCLUSION IN STATE PLAN OF EXEMPLARY AND OTHER SPECIAL PROGRAMS

SEC. 211. Section 5(b) of the Vocational Education Act of 1963 (as redesignated by section 207(a) of this Act) is further amended by inserting immediately after paragraph (7) (as added by section 210 of this Act) the following new paragraph:

"(8) provide that effective use will be made of the results and experience of programs and projects assisted under part B, and research, training, and experimental, developmental, and pilot programs assisted under section 4(c) of this part;".

PUBLIC PARTICIPATION AND INFORMATION

SEC. 212. Section 5(b) of the Vocational Education Act of 1963 (as redesignated by section 207(a) of this Act) is further amended by inserting immediately after paragraph (8) (as added by section 211 of this Act) the following new paragraph:

"(9) provide assurances that the State plan has been submitted by the State board only after affording to all local educational agencies in the State reasonable notice and opportunity for a public hearing thereon, and that copies of the State plan and all statements of general policies, rules, regulations, and procedures issued by the State board in its administration of such plan will be made reasonably available to the public;".

MAINTENANCE OF EFFORT

SEC. 213. Section 5(b) of the Vocational Education Act of 1963 (as redesignated by section 207(a) of this Act) is further amended by inserting immediately after paragraph (9) (as added by section 212) the following new paragraph:

"(10) provide assurance that Federal funds made available under this part will be so used as to supplement and, to the extent practical, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses set forth in section 4(a), and in no case supplant such State and local funds;".

ANNUAL EVALUATION REPORTS

SEC. 214. Paragraph (13) of section 5(b) of the Vocational Education Act of 1963 (as redesignated by section 208 of this Act) is amended by striking out "making such reports" and inserting in lieu thereof "submitting to the Commissioner an annual evaluation report which meets the requirements of paragraph (2)(D) of subsection (a), and such other reports".

REPEAL OF EARLIER VOCATIONAL EDUCATION ACTS AND TECHNICAL AMENDMENTS RELATED THERETO

SEC. 215. (a) The Smith-Hughes Act (that is, the Act approved February 23, 1917, 39 Stat. 929, as amended, 20 U.S.C. 11–15, 16–28), the Vocational Education Act of 1946 (that is, the Act of of June 8, 1936, as amended, 20 U.S.C. 15i–15m, 15o–15q, 15aa–15jj, 15aaa–15ggg), section 1 of the Act of March 3, 1931, relating to vocational education in Puerto Rico (20 U.S.C. 30), the Act of March 18, 1950, relating to vocational education in the Vir-

gin Islands (20 U.S.C. 31–33), section 9 of the Act of August 1, 1956, relating to vocational education in Guam (20 U.S.C. 34), and section 2 of the Act of September 25, 1962, relating to vocational education in American Samoa (48 U.S.C. 1667) are hereby repealed.

(b) Section 8 of the Vocational Education Act of 1963 is amended by—

(1) deleting from paragraph (1) the following: "including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by Federal funds under the Vocational Education Act of 1946 and supplementary vocational education Acts,"; and

(2) amending paragraph (7) to read as follows:

"(7) The term 'State board' means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration thereof by local educational agencies, in the State."

(c) Sections 10 and 11 of the Vocational Education Act of 1963 are hereby repealed.

SEPARATE AUTHORIZATION FOR HOMEMAKING EDUCATION

SEC. 216. The Vocational Education Act of 1963 is further amended by inserting after section 9 thereof (in lieu

of the matter repealed by section 215 (c)) the following new section:

"HOMEMAKING EDUCATION

"SEC. 10. (a) (1) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1970, and for each fiscal year thereafter, such sums, not exceeding $15,000,000 for any fiscal year, as may be necessary for the purpose of this section. From the sums appropriated pursuant to this paragraph for each fiscal year, the Commissioner shall allot to each State an amount which shall be computed in the same manner as allotments to States under section 3 of this part.

"(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the purposes set forth in paragraph (2) of subsection (b). Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

"(b) To be eligible to participate in this section, a State must have in effect a plan approved under section 5 and must submit through its State board to the Commissioner a supplement to such plan (hereinafter referred to as a 'supplementary plan'), in such detail as the Commissioner determines necessary, which—

"(1) designates the State board as the sole agency for administration of the supplementary plan, or for supervision of the administration thereof by local educational agencies;

"(2) sets forth a program under which Federal funds paid to a State from its allotment under subsection (a) will be expended solely for (A) educational programs designed to fit for homemaking persons who have entered, or are preparing to enter, the work of the home, and (B) ancillary services and activities to assure quality in all homemaking education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional programs, and State administration and leadership;

"(3) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this section; and

"(4) provides for making such reports in such form and containing such information as the Commissioner may reasonably require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

"(c) Subsections (c), (d), and (e) of section 5 (pertaining to the approval of State plans, the withholding of Federal payments in case of nonconformity after approval, and judicial review of the Commissioner's final actions in disapproving a State plan or withholding payments) shall be applicable to the Commissioner's actions with respect to supplementary plans under this section.

"(d) From a State's allotment under this section for the fiscal year ending June 30, 1970, and for each fiscal year thereafter, the Commissioner shall pay to such State an amount equal to 50 per centum of the amount expended for the purposes set forth in paragraph (2) of subsection (b). No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

"(e) Such payments (adjusted on account of overpayments or underpayments previously made) shall be made by the Commissioner in advance on the basis of such estimates.

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in such installments, and at such times, as may be reasonably required for expenditures by the States of the funds allotted under subsection (a)."

ADDITIONAL AMENDMENTS TO DEFINITIONS

SEC. 217. (a) The second sentence of paragraph (1) of section 8 of the Vocational Education Act of 1963 is amended by inserting "(individually or through group instruction)" immediately after "counseling", and by inserting "or for the purpose of facilitating occupational choices" immediately after the word "training" the first time such word appears in that sentence.

(b) Paragraph (5) of section 4 (a) and paragraph (2) of section 8 of the Vocational Education Act of 1963 are amended by deleting "area" immediately before "vocational education school".

ESTABLISHMENT OF PERMANENT NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION IN LIEU OF AD HOC COUNCIL AND INTERAGENCY COMMITTEE

SEC. 218. (a) Section 9 of the Vocational Education Act of 1963 is amended to read as follows:

"NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

"SEC. 9. (a) There is hereby created a National Advisory Council on Vocational Education (hereinafter referred to as 'Council') consisting of fifteen members appointed by the

Secretary for three-year terms and without regard to the civil service laws: *Provided*, That with respect to the initial appointments, five of the Council members shall be appointed for one-year terms, and five shall be appointed for two-year terms. The Secretary shall designate a Chairman from among the Council members. To the extent possible, the Council shall include persons familiar with the vocational education needs and problems of management and labor and persons familiar with manpower problems and administration of manpower programs, persons knowledgeable about the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualification with respect to vocational education, and persons representative of the general public. The Council shall meet at the call of the Chairman, but not less often than four times a year.

"(b) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 5 and the approval of programs and projects under section 4(c) of part A and under part B of this title.

"(c) The Council shall review the administration and operation of vocational education programs under this title, make recommendations with respect thereto, and make an-

nual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary.

"(d) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding the rate specified at the time of such service for grade GS–18 in section 5332 of title 5, United States Code, including traveltime; and while so serving away from their home or regular places of business, members of the Council may be allowed travel expenses, including a per diem allowance as authorized in section 5703 of title 5, United States Code, for persons in Government service employed intermittently.

"(e) The Council is authorized, without regard to the civil service laws, to engage such technical assistance as may be required to carry out its functions, and the Secretary shall, in addition, make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out such functions."

(b) Section 12 of the Vocational Education Act of 1963 is hereby repealed.

(c) This section shall become effective on the date of its enactment.

NEW PART C—GENERAL

SEC. 219. (a) Sections 8 and 9, as hereinbefore amended, of the Vocational Education Act of 1963, and references thereto, are redesignated as sections 121 and 122, respectively, and are transferred so as to follow immediately after section 109 (as added by title I of this Act); sections 16 and 17 of such Act, and references thereto, are redesignated as sections 126 and 127, respectively, and are transferred so as to follow immediately after the section herein redesignated as section 122; the word "part" as it occurs in any such redesignated section is changed to read "title"; there is inserted immediately above the section herein redesignated as section 121 the center heading "PART C—GENERAL"; and the following new sections are inserted immediately after the section redesignated as section 122:

"FEDERAL ADMINISTRATION

"SEC. 123. (a) The Commissioner may delegate any of his functions under this title, except the making of regulations, to any officer or employee of the Office of Education.

"(b) In administering the provisions of this title, the Commissioner is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution in accordance with appropriate agreements, and to pay for such services

either in advance or by way of reimbursement, as may be agreed upon.

"(c) In administering the provisions of this title, the Commissioner shall consult with the Department of Labor and with other Federal departments and agencies administering programs which may be effectively coordinated with programs carried out pursuant to this title, and to the extent practicable for the purposes of this title shall (1) coordinate such programs on the Federal level with the programs being administered by such other departments and agencies, and (2) require that effective procedures be adopted by State and local authorities to coordinate the development and operation of programs and projects carried out under this title with other public and private programs having the same or similar purposes.

"COLLECTION AND DISSEMINATION OF INFORMATION

"SEC. 124. (a) For the purpose of carrying out more effectively the provisions of this title, the Commissioner—

"(1) shall collect data and information on programs qualifying for assistance under this title for the purpose of obtaining objective measurements of their effectiveness in carrying out the purposes of this title;

"(2) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agen-

cies and institutions, catalogs, reviews, bibliographies, abstracts, analyses of research and experimentation, and such other materials as are generally useful for such purpose;

"(3) may upon request provide advice, counsel, technical assistance, and demonstrations to State boards, local educational agencies, or institutions of higher education undertaking to initiate or expand programs under this title in order to increase the quality or depth or broaden the scope of such programs, and shall inform such agencies and institutions of the availability of assistance pursuant to this clause;

"(4) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions an annual report setting forth developments in the utilization and adaptation of programs carried out pursuant to this title; and

"(5) may enter into contracts with public or private agencies, organizations, groups, or individuals to carry out the provisions of this section.

"(b) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1969, and for each fiscal year thereafter, such sums as may be necessary to carry out the provisions of this section.

"LIMITATION ON PAYMENTS UNDER THIS TITLE

"SEC. 125. Nothing contained in this title shall be construed to authorize the making of any payment under this title for religious worship or instruction, or for the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship."

(b) The amendments made by this section to the Vocational Education Act of 1963 shall be effective on the date of enactment of this Act, except that section 124 of the Vocational Education Act of 1963, as herein added, shall be effective with respect to appropriations for fiscal years ending on or after June 30, 1969.

ADEQUATE LEADTIME AND PLANNING AND EVALUATION

SEC. 220. (a) Section 401 of the Elementary and Secondary Education Amendments of 1967 (Public Law 90–247, 81 Stat. 814) is amended by inserting "the Vocational Education Act of 1963," immediately after "the Elementary and Secondary Education Act of 1965,".

(b) This section shall be effective with respect to appropriations for fiscal years beginning after June 30, 1968, except that to the extent that it relates to the required transmittal of evaluation reports pursuant to section 404 of the Elementary and Secondary Education Amendments of 1967

(Public Law 90–247, 81 Stat. 814), this section shall be effective on July 1, 1969.

TITLE III—REDUCING AGE LIMIT IN ADULT EDUCATION PROGRAM

SEC. 301. Effective with respect to appropriations for fiscal years beginning after June 30, 1969—

(a) section 303 (a) of the Adult Education Act of 1966 (title III of Public Law 89–750, 80 Stat. 1216) is amended by striking out "eighteen" and inserting in lieu thereof "sixteen"; and

(b) section 304 (a) of such Act is amended by striking out "10" and "20" and inserting in lieu thereof "20" and "40", respectively.

CHANGES IN EXISTING LAW

(Changes in existing law made by S. 3099 are shown as follows: Existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman.)

VOCATIONAL EDUCATION ACT OF 1963

(Part A of Public Law 88–210) [1]

TITLE I—VOCATIONAL EDUCATION

PART A—[VOCATIONAL EDUCATION] *GRANTS FOR COMPREHENSIVE PROGRAMS*

DECLARATION OF PURPOSE

SECTION 1. It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

AUTHORIZATION OF APPROPRIATIONS

SEC. 2. There are hereby authorized to be appropriated [for the fiscal year ending June 30, 1964, $60,000,000, for the fiscal year ending June 30, 1965, $118,500,000, for the fiscal year ending June 30, 1966, $177,500,000, and for the fiscal year ending June 30, 1967, and each fiscal year thereafter, $225,000,000,] *for each fiscal year such sums as may be necessary* for the purpose of making grants to States as provided in this part.[2]

ALLOTMENTS TO STATES

SEC. 3. (a) Ninety per centum of the sums appropriated pursuant to section 2 shall be allotted among the States on the basis of the

[1] Pts. B and C of Public Law 88–210, although redesignated by the bill, are unrelated to the subject matter of the bill and are not set forth in this comparative print.
[2] Amendment to be effective on July 1, 1969.

number of persons in the various age groups needing vocational education and the per capita income in the respective States as follows: The Commissioner shall allot to each State for each fiscal year—

(1) An amount which bears the same ratio to 50 per centum of the sums so appropriated for such year, as the product of the population aged fifteen to nineteen, inclusive, in the State in the preceding fiscal year and the State's allotment ratio bears to the sum of the corresponding products for all the States; plus

(2) An amount which bears the same ratio to 20 per centum of the sums so appropriated for such year, as the product of the population aged twenty to twenty-four, inclusive, in the State in the preceding fiscal year and the State's allotment ratio bears to the sum of the corresponding products for all the States; plus

(3) An amount which bears the same ratio to 15 per centum of the sums so appropriated for such year, as the product of the population aged twenty-five to sixty-five, inclusive, in the State in the preceding fiscal year and the State's allotment ratio bears to the sum of the corresponding products for all the States; plus

(4) An amount which bears the same ratio to 5 per centum of the sums so appropriated for such year, as the sum of the amounts allotted to the State under paragraphs (1), (2), and (3) for such year bears to the sum of the amounts allotted to all the States under paragraphs (1), (2), and (3) for such year.

(b) The amount of any State's allotment under subsection (a) for any fiscal year which is less than $10,000 shall be increased to that amount, the total of the increases thereby required being derived by proportionately reducing the allotments to each of the remaining States under such subsection, but with such adjustments as may be necessary to prevent the allotment of any such remaining States from being thereby reduced to less than that amount.

(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under section 5 shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, [to other States in proportion to the original allotments to such States under such subsection for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use under the approved plan of such State for such year and the total of such reductions shall be similarly reallotted among the States not suffering such a reduction.] *and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the uses set forth in section 4(a).* Any amount reallotted to a State under this subsection during such year shall be deemed part of its allotment under subsection (a) for such year.[1]

(d)(1) The "allotment ratio" for any State shall be 1.00 less the product of (A) .50 and (B) the quotient obtained by dividing the per capita income for the State by the per capita income for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and

[1] Amendment to be effective on July 1, 1969.

the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands*), except that (i) the allotment ratio shall in no case be less than .40 or more than .60, and (ii) the allotment ratio for Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands* shall be .60.

(2) The allotment ratios shall be promulgated by the Commissioner for each fiscal year, between July 1 and September 30 of the preceding fiscal year, except that for the fiscal year ending June 30, 1964, such allotment ratios shall be promulgated as soon as possible after the enactment of this part. Allotment ratios shall be computed on the basis of the average of the per capita incomes for a State and for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands*) for the three most recent consecutive fiscal years for which satisfactory data is available from the Department of Commerce.

(3) The term "per capital income" for a State or for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands*) for any fiscal year, means the total personal income for such State, and for all such States, respectively, in the calendar year ending in such fiscal year, divided by the population of such State, and of all such States, respectively, in such fiscal year.

(4) The total population and the population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.[1]

USES OF FEDERAL FUNDS

SEC. 4. (a) Except as otherwise provided in subsection (b), [a State's allotment under section 3 may be used, in accordance with its approved State plan] *allotments to States under section 3 may be used, in accordance with approved State plans, for paying 100 per centum of the expenditures of the Trust Territory of the Pacific Islands, and not to exceed 50 per centum of the expenditures of other States,* for any or all of the following purposes:

(1) Vocational education for persons attending high school;

(2) Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;

(3) Vocational education for persons (other than persons who are receiving training allowances under the Manpower Development and Training Act of 1962 (Public Law 87–415), the Area Redevelopment Act (Public Law 87–27), or the Trade Expansion Act of 1962 (Public Law 87–794)) who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment;

(4) Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program;

(5) Construction of [area] vocational education school facilities;

[1] Amendment to be effective on July 1, 1969.

(6) Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.[1]

[(b) At least 33⅓ per centum of each State's allotment for any fiscal year ending prior to July 1, 1968, and at least 25 per centum of each State's allotment for any subsequent fiscal year shall be used only for the purposes set forth in paragraph (2) or (5), or both, of subsection (a), and at least 3 per centum of each State's allotment shall be used only for the purposes set forth in paragraph (6) of subsection (a), except that the Commissioner may, upon request of a State, permit such State to use a smaller percentage of its allotment for any year for the purposes specified above if he determines that such smaller percentage will adequately meet such purposes in such State.][2]

(b) At least 25 per centum of that portion of each State's allotment for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4) of subsection (a). As used in this subsection, the term "base allotment" means the sum of the allotments to a State for the fiscal year ending June 30, 1969, under (1) section 3 of this Act, (2) the Smith-Hughes Act (that is, the Act approved February 23, 1917 (39 Stat. 929; 20 U.S.C. 11–15, 16–28)), (3) the Vocational Education Act of 1946, and (4) any of the supplementary vocational education Acts (including, in the case of American Samoa, section 2 of the Act of September 25, 1962, 48 U.S.C. 1667).[3]

(c) Ten per centum of the sums appropriated pursuant to section 2 for each fiscal year shall be used by the Commissioner to make grants to colleges and universities, and other public or nonprofit private agencies and institutions, to State boards, and with the approval of the appropriate State board, to local educational agencies, to pay part of the cost of, *or to make contracts with private agencies, organizations, or institutions for,* (1) research and training programs, [and of] (2) experimental, developmental, or pilot programs developed by such institutions, boards, or agencies, and designed to meet the special vocational education needs of youths, particularly youths in economically depressed communities who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs, *or (3) for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education.*[4]

SEC. 5. *(a)(1) A State which desires to receive its allotments of Federal funds under section 3 for any fiscal year shall—*

(A) establish a State advisory council (hereinafter referred to as "State advisory council") which meets the requirements set forth in paragraph (2); and

[1] Amendment to be effective on July 1, 1969.
[2] Repealed effective with respect to appropriations for the fiscal year ending June 30, 1969.
[3] Amendment effective with respect to appropriations for fiscal years beginning after June 30, 1969.
[4] Amendment to be effective on July 1, 1969.

(B) submit through its State board to the Commissioner a State plan for each fiscal year which meets the requirements of subsection (b).

(2) The State advisory council, established pursuant to paragraph (1), shall—

(A) include as members (i) persons familiar with the vocational education needs and problems of management and labor, and persons familiar with manpower problems, in the State, (ii) persons representative of junior colleges, technical institutes or other institutions of higher education which provide programs of technical or vocational training meeting the definition of vocational education in section 121(1) of this Title, (iii) persons familiar with the administration of State and local vocational education programs, (iv) other persons with special knowledge, experience, or qualifications with respect to vocational education, (v) persons representing manpower agencies in the State, including persons from the Cooperative Area Manpower Planning System of the State, and (vi) persons representative of the general public;

(B) advice the State board on the development, and policy matters arising in the administration, of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs (2) and (3) of subsection (b), and the allocation of Federal funds among the various uses set forth in section 4(a) of this part and to local education agencies pursuant to paragraph (4) of subsection (b);

(C) evaluate vocational education programs, services, and activities assisted under this part; and

(D) prepare and submit through the State board to the Commissioner and to the National Advisory Council on Vocational Education established by section 122 of this title an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (i) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan provided for in paragraph (2) of subsection (b) and the annual program plan provided for in paragraph (3) of subsection (b), and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations.[1]

[(a)[2] A State which desires to receive its allotments of Federal funds under this part shall submit through its State board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which—

[(1) designates the State board as the sole agency for administration of the State plan, or for supervision of the administration thereof by local educational agencies; and, if such State board does not include as members persons familiar with the vocational education needs of management and labor in the State, and a person or persons representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of technical or vocational training meeting the definition of vocational education in section 8(1) of this Act, provides for the designation or creation of a State ad-

[1] Amendment to be effective on July 1, 1969.
[2] Redesignated "(b)" and amended as indicated herein.

visory council which shall include such persons, to consult with the State board in carrying out the State plan;]

(b) A State plan submitted under this part for any fiscal year shall be in such detail as the Commissioner deems necessary and shall—

(1) designate the State board as the sole agency for administration of the State plan, or for supervision of the administration thereof by local educational agencies; and provide that the State board shall consult with the State advisory council to the extent required in paragraph (2) of subsection (a);

(2) set forth a long-range program plan for vocational education, or a supplement to or revision of such a program plan previously submitted as part of an approved State plan, which (A) has been prepared by the State board in consultation with the State advisory council, (B) extends over such period of time (but not more than five years), beginning with the fiscal year for which the State plan is submitted, as the Commissioner deems necessary and appropriate for the purposes of this part, (C) describes the present and projected vocational education needs of the State in terms of the purposes of this part set forth in section 1, and (D) sets forth a program of vocational education objectives which affords satisfactory assurance of substantial progress toward meeting the vocational education needs of the State;

(3) set forth an annual program plan, which (A) has been prepared by the State board in consultation with the State advisory council, (B) describes the content of, and allocations of funds to, programs, services, and activities to be carried out under the State plan during the following year (whether or not supported with Federal funds under this part); (C) indicates how, and to what extent, such programs, services, and activities will carry out the program objectives for the year covered by the annual plan set forth in the long-range program plan provided for in paragraph (2); (D) indicates how, and to what extent, allocations of Federal funds allotted to a State will take into consideration the criteria set forth in the State plan pursuant to paragraph (4); and (E) indicates the extent to which consideration was given to the findings and recommendations of the State advisory council in its most recent evaluation report submitted pursuant to paragraph (2)(D) of subsection (a);

[(2)[1] sets forth the policies and procedures to be followed by the State in allocating each such allotment among the various uses set forth in paragraphs (1), (2), (3), (4), (5), and (6) of section 4(a), and in allocating Federal funds to local educational agencies in the State, which policies and procedures insure that due consideration will be given to the results of periodic evaluations of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities, and to the relative vocational education needs of all groups in all communities in the State, and that Federal funds made available under this part will be so used as to supplement, and, to the extent practical, increase the amounts of State or local funds that would in the absence of such Federal funds be made available for the uses set forth in section 4(a) so that all persons in all communities of the State will as soon as possible have ready access to vocational

[1] Redesignated "(4)" and amended as indicated herein.

training suited to their needs, interests, and ability to benefit therefrom, and in no case supplant such State or local funds;]

(4) set forth the policies and procedures to be followed by the State in allocating its allotment under section 3 among the various uses set forth in paragraphs (1), (2), (3), (4), (5), and (6) of section 4(a), and in allocating Federal funds to local educational agencies in the State, which policies and procedures insure that—

(A) due consideration will be given to the results of periodic, evaluations of State and local vocational education programs, services, and activities in light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, State, and national levels;

(B) due consideration will be given to the relative vocational education needs of all population groups in all geographic areas and communities in the State, particularly persons with academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs;

(C) due consideration will be given to the relative ability of particular local educational agencies within the State, particularly those in economically depressed areas or with high rates of unemployment, to provide the financial and other resources necessary to meet the vocational education needs in the areas or communities served by such agencies;

(D) Federal funds made available under this part will not be allocated to local educational agencies in a manner, such as the matching of local expenditures at a percentage ratio uniform throughout the State, which fails to take into consideration the criteria set forth in paragraphs (A), (B), and (C) of this paragraph; and

(E) applications from local educational agencies for funds made available under this part will include a comprehensive plan, related to the local Cooperative Area Manpower Plan (if any), for meeting the vocational education needs in the area or community served by such agency; and indicate how, and to what extent, the vocational education programs, services, and activities proposed in the application will meet those needs:

[(3)] *(5)* provide[s] minimum qualifications for teachers, teacher-trainers, supervisors, directors, and others having responsibilities under the State plan;

[(4)] *(6)* provide[s] for entering into cooperative arrangements with the system of public employment offices in the State, approved by the State board and by the State head of such system, looking toward such offices making available to the State board and local educational agencies occupational information regarding reasonable prospects of employment in the community and elsewhere, and toward consideration of such information by such board and agencies in providing vocational guidance and counseling to students and prospective students and in determining the occupations for which persons are to be trained; and looking toward guidance and counseling personnel of the State board and local educational agencies making available to public employment offices information regarding the occupational qualifications of persons leaving or completing vocational education

courses or schools, and toward consideration of such information by such offices in the occupational guidance and placement of such persons;

(7) provide that, in the development and conduct of vocational education programs, services, and activities under this part, there will be, in addition to the cooperative arrangements provided for in paragraph (6), appropriate and effective cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such as business and labor organizations, institutions of higher education, and community action organizations;

(8) provide that effective use will be made of the results and experience of programs and projects assisted under part B, and research, training, and experimental, developmental, and pilot programs assisted under section 4(c) of this part;

(9) provide assurances that the State plan has been submitted by the State board only after affording to all local educational agencies in the State reasonable notice and opportunity for a public hearing thereon, and that copies of the State plan and all statements of general policies, rules, regulations, and procedures issued by the State board in its administration of such plan will be made reasonably available to the public;

(10) provide assurance that Federal funds made available under this part will be so used as to supplement and, to the extent practical, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses set forth in section 4(a), and in no case supplant such State and local funds;

[(5)] *(11)* set[s] forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this part;

[(6)] *(12)* provide[s] assurance that the requirements of section 7 will be complied with on all construction projects in the State assisted under this part; and

[(7)] *(13)* provide[s] for [making such reports] *submitting to the Commissioner an annual evaluation report which meets the requirements of paragraph (2)(D) of subsection (a), and such other reports* in such form and containing such information as the Commissioner may reasonably require to carry out his functions under this part, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.[1]

[(b)] *(c)* The Commissioner shall approve a State plan which fulfills the conditions specified in subsection [(a)] *(b)*, and shall not finally disapprove a State plan except after reasonable notice and opportunity for a hearing to the State board designated pursuant to paragraph (1) of such subsection.

[(c)] *(d)* Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State board administering a State plan approved under subsection [(b)] *(c)*, finds that—

(1) the State plan has been so changed that it no longer complies with the provisions of subsection [(a)] *(b)*, or

[1] Amendment to be effective on July 1, 1969.

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(2) in the administration of the plan there is a failure to comply substantially with any such provision,

the Commissioner shall notify such State board that no further payments will be made to the State under this part (or, in his discretion, further payments to the State will be limited to programs under or portions of the State plan not affected by such failure) until he is satisfied that there will no longer be any failure to comply. Until he is so satisfied, the Commissioner shall make no further payments to such State under this part (or shall limit payments to programs under or portions of the State plan not affected by such failure).

[(d)] (*e*) A State board which is dissatisfied with a final action of the Commissioner under subsection [(b)] (*c*) or [(c)] (*d*) may appeal to the United States court of appeals for the circuit in which the State is located, by filing a petition with such court within sixty days after such final action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner, or any officer designated by him for that purpose. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code. Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part, temporarily or permanently, but until the filing of the record the Commissioner may modify or set aside his action. The findings of the Commissioner as to the facts, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence. The judgment of the court affirming or setting aside, in whole or in part, any action of the Commissioner shall be final, subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code. The commencement of proceedings under this subsection shall not, unless so specifically ordered by the court, operate as a stay of the Commissioner's action.[1]

PAYMENTS TO STATES

SEC. 6. [(a) Any amount paid to a State from its allotment under section 3 for the fiscal year ending June 30, 1964, shall be paid on condition that there shall be expended for such year, in accordance with the State plan approved under section 5 or the State plan approved under the Vocational Education Act of 1946 and supplementary vocational education Acts, or both, an amount in State or local funds, or both, which at least equals the amount expended for vocational education during the fiscal year ending June 30, 1963, under the State plan approved under the Vocational Education Act of 1946 and supplementary vocational education Acts.

[(b) Subject to the limitations in section 4(b), the portion of a State's allotment for the fiscal year ending June 30, 1965, and for each succeeding year, allocated under the approved State plan for each of

[1] Amendment to be effective on July 1, 1969.

the purposes set forth in paragraphs (1), (2), (3), (4), and (6) of section 4(a) shall be available for paying one-half of the State's expenditures under such plan for such year for each such purpose.

[(c) The portion of a State's allotment for any fiscal year allocated under the approved State plan for the purpose set forth in paragraph (5) of section 4(a) shall be available for paying not to exceed one-half of the cost of construction of each area vocational education school facility project.]

[(d)] Payments of Federal funds allotted to a State under section 3 to States which have State plans approved under section 5 (as adjusted on account of overpayments or underpayments previously made) shall be made by the Commissioner in advance on the basis of such estimates, in such installments, and at such times, as may be reasonably required for expenditures by the States of the funds so allotted. [1]

LABOR STANDARDS

SEC. 7. All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this part shall be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a–5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z–15) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c). [2]

[AMENDMENTS TO GEORGE-BARDEN AND SMITH-HUGHES VOCATIONAL EDUCATION ACTS

[SEC. 10. Notwithstanding anything to the contrary in title I, II, or III of the Vocational Education Act of 1946 (20 U.S.C. 15i–15m, 15o–15q, 15aa–15jj, 15aaa–15ggg), or in the Smith-Hughes Act (that is, the Act approved February 23, 1917, as amended (39 Stat. 929, ch. 114; 20 U.S.C. 11–15, 16–28)), or in supplementary vocational education Acts—

[(a) any portion of any amount allotted (or apportioned) to any State for any purpose under such titles, Act, or Acts for the fiscal year ending June 30, 1964, or for any fiscal year thereafter, may be transferred to and combined with one or more of the other allotments (or apportionments) of such State for such fiscal year under such titles, Act, or Acts, or under section 3 of this part and used for the purposes for which, and subject to the conditions under which, such other allotment (or apportionment) may be used, if the State board requests, in accordance with regulations of the Commissioner, that such portion be transferred and shows to the satisfaction of the Commissioner that transfer of such portion in the manner requested will promote the purpose of this part;

[(b) any amounts allotted (or apportioned) under such titles, Act, or Acts for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the

[1] Amendment to be effective on July 1, 1969.
[2] Sec. 8, Definitions, as originally enacted is amended and renumbered Part C, Sec. 121.
Sec. 9, Advisory Committee on Vocational Education, as originally enacted is amended and renumbered Part C, Sec. 122.

farm or of the farm home, and such education may be provided without directed or supervised practice on a farm;

[(c)(1) any amounts allotted (or apportioned) under such titles, Act, or Acts for home economics may be used for vocational education to fit individuals for gainful employment in any occupation involving knowledge and skills in home economics subjects;

[(2) at least 10 per centum of any amount so allotted (or apportioned) to a State for each fiscal year beginning after June 30, 1965, may be used only for vocational education to fit persons for gainful employment in occupations involving knowledge and skills in home economics subjects, or transferred to another allotment under subsection (a), or both.

[(d) any amounts allotted (or apportioned) under such titles, Act, or Acts for distributive occupations may be used for vocational education for any person over fourteen years of age who has entered upon or is preparing to enter upon such an occupation, and such education need not be provided in part-time or evening schools;

[(e) any amounts allotted (or apportioned) under such titles, Act, or Acts for trade and industrial occupations may be used for preemployment schools and classes organized to fit for gainful employment in such occupations persons over fourteen years of age who are in school, and operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time be given to practical work on a useful or productive basis, if such preemployment schools and classes are for single-skilled or semi-skilled occupations which do not require training or work of such duration or nature; and less than one-third of any amounts so allotted (or apportioned) need be applied to part-time schools or classes for workers who have entered upon employment.] [1]

[EXTENSION OF PRACTICAL NURSE TRAINING AND AREA VOCATIONAL EDUCATION PROGRAMS

[SEC. 11. (a)(1) Section 201 of the Vocational Education Act of 1946 (20 U.S.C. 15aa) is amended by striking out "of the next eight fiscal years" and inserting in lieu thereof "succeeding fiscal year".

[(2) Subsection (c) of section 202 of such Act is amended by striking out "of the next seven fiscal years" and inserting in lieu thereof "succeeding fiscal year".

[(b) Section 301 of such Act (20 U.S.C. 15aaa) is amended by striking out "of the five succeeding fiscal years" and inserting in lieu thereof "succeeding fiscal year".] [1]

HOMEMAKING EDUCATION

SEC. 10. (a)(1) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1970, and for each fiscal year thereafter, such sums, not exceeding $15,000,000 for any fiscal year, as may be necessary for the purpose of this section. From the sums appropriated pursuant to this paragraph for each fiscal year, the Commissioner shall allot to each

[1] Amendment to be effective on July 1, 1969.

State an amount which shall be computed in the same manner as allotments to States under section 3 of this part.

(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the purposes set forth in paragraph (2) of subsection (b). Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(b) To be eligible to participate in this section, a State must have in effect a plan approved under section 5 and must submit through its State board to the Commissioner a supplement to such plan (hereinafter referred to as a "supplementary plan"), in such detail as the Commissioner determines necessary, which—

(1) designates the State board as the sole agency for administration of the supplementary plan, or for supervision of the administration thereof by local educational agencies;

(2) sets forth a program under which Federal funds paid to a State from its allotment under subsection (a) will be expended solely for (A) educational programs designed to fit for homemaking persons who have entered, or are preparing to enter, the work of the home, and (B) ancillary services and activities to assure quality in all homemaking education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional programs, and State administration and leadership;

(3) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this section; and

(4) provides for making such reports in such form and containing such information as the Commissioner may reasonably require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(c) Subsections (c), (d), and (e) of section 5 (pertaining to the approval of State plans, the withholding of Federal payments in case of nonconformity after approval, and judicial review of the Commissioner's final actions in disapproving a State plan or withholding payments) shall be applicable to the Commissioner's actions with respect to supplementary plans under this section.

(d) From a State's allotment under this section for the fiscal year ending June 30, 1970, and for each fiscal year thereafter, the Commissioner shall pay to such State an amount equal to 50 per centum of the amount expended for the purposes set forth in paragraph (2) of subsection (b). No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

(e) Such payments (adjusted on account of overpayments or underpayments previously made) shall be made by the Commissioner in advance

on the basis of such estimates, in such installments, and at such times, as may be reasonably required for expenditures by the States of the funds allotted under subsection (a).[1]

[PERIODIC REVIEW OF VOCATIONAL EDUCATION PROGRAMS AND LAWS

[SEC. 12. (a) The Secretary shall, during 1966, appoint an Advisory Council on Vocational Education for the purpose of reviewing the administration of the vocational education programs for which funds are appropriated pursuant to this Act and other vocational education Acts and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such vocational education programs and the Acts under which funds are so appropriated.

[(b) The Council shall be appointed by the Secretary without regard to the civil service laws and shall consist of twelve persons who shall, to the extent possible, include persons familiar with the vocational education needs of management and labor (in equal numbers), persons familiar with the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualification with respect to vocational education, and persons representative of the general public.

[(c) The Council is authorized to engage such technical assistance as may be required to carry out its functions, and the Secretary shall, in addition, make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out such functions.

[(d) The Council shall make a report of its findings and recommendations (including recommendations for changes in the provisions of this part and other vocational education Acts) to the Secretary, such report to be submitted not later than January 1, 1968, after which date such Council shall cease to exist. The Secretary shall transmit such report to the President and the Congress.

[(e) The Secretary shall also from time to time thereafter (but at intervals of not more than five years) appoint an Advisory Council on Vocational Education, with the same functions and constituted in the same manner as prescribed for the Advisory Council in the preceding subsections of this section. Each Council so appointed shall report its findings and recommendations, as prescribed in subsection (d), not later than July 1 of the second year after the year in which it is appointed, after which date such Council shall cease to exist.

[(f) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding $75 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5. U.S.C. 73b–2) for persons in Government service employed intermittently.]

[1] Amendment to be effective on July 1, 1969.

WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS [1]

SEC. 13. (a)(1) From the sums appropriated pursuant to section 15 and determined to be for the purposes of this section for each fiscal year, the Commissioner shall allot to each State an amount which bears the same ratio to the sums so determined for such year as the population aged fifteen to twenty, inclusive, of the State, in the preceding fiscal year bears to the population aged fifteen to twenty, inclusive, of all the States in such preceding year.

(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under paragraph (1) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year and the total of such reductions shall be similarly reallotted among the States not suffering such a reduction. Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(b) To be eligible to participate in this section, a State must have in effect a plan approved under section 5 and must submit through its State board to the Commissioner a supplement to such plan (hereinafter referred to as a "supplementary plan"), in such detail as the Commissioner determines necessary, which—

(1) designates the State board as the sole agency for administration of the supplementary plan, or for supervision of the administration thereof by local educational agencies;

(2) sets forth the policies and procedures to be followed by the State in approving work-study programs, under which policies and procedures funds paid to the State from its allotment under subsection (a) will be expended solely for the payment of compensation of students employed pursuant to work-study programs which meet the requirements of subsection (c), except that not to exceed 1 per centum of any such allotment, or $10,000, whichever is the greater, may be used to pay the cost of developing the State's supplementary plan and the cost of administering such supplementary plan after its approval under this section;

(3) sets forth principles for determining the priority to be accorded applications from local educational agencies for work-study programs, which principles shall give preference to applications submitted by local educational agencies serving communities having substantial numbers of youths who have dropped out of school or who are unemployed, and provides for undertaking such programs, insofar as financial resources available therefor make possible, in the order determined by the application of such principles;

(4) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and ac-

[1] Authorization of appropriation expires June 30, 1968.

counting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this section;

(5) provides for making such reports in such form and containing such information as the Commissioner may reasonably require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(c) For the purposes of this section, a work-study program shall—

(1) be administered by the local educational agency and made reasonably available (to the extent of available funds) to all youths in the area served by such agency who are able to meet the requirements of paragraph (2);

(2) provide that employment under such work-study program shall be furnished only to a student who (A) has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the State board and the local educational agency for vocational education programs assisted under the preceding sections of this part, or in the case of a student already enrolled in such a program, is in good standing and in full-time attendance, (B) is in need of the earnings from such employment to commence or continue his vocational education program, and (C) is at least fifteen years of age and less than twenty-one years of age at the commencement of his employment, and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his vocational education program while employed under the work-study program;

(3) provide that no student shall be employed under such work-study program for more than fifteen hours in any week in which classes in which he is enrolled are in session, or for compensation which exceeds $45 in any month or $350 in any academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance from his home, in which case his compensation may not exceed $60 in any month or $500 in any academic year or its equivalent;

(4) provide that employment under such work-study program shall be for the local educational agency or for some other public agency or institution;

(5) provide that, in each fiscal year during which such program remains in effect, such agency shall expend (from sources other than payments from Federal funds under this section) for the employment of its students (whether or not in employment eligible for assistance under this section) an amount that is not less than its average annual expenditure for work-study programs of a similar character during the three fiscal years preceding the fiscal year in which its work-study program under this section is approved.

(d) Subsections (b), (c), and (d) of section 5 (pertaining to the approval of State plans, the withholding of Federal payments in case of nonconformity after approval, and judicial review of the Commissioner's final actions in disapproving a State plan or withholding

payments) shall be applicable to the Commissioner's actions with respect to supplementary plans under this section.

(e) From a State's allotment under this section for the fiscal year ending June 30, 1965, and for the fiscal year ending June 30, 1966, the Commissioner shall pay to such State an amount equal to the amount expended for compensation of students employed pursuant to work-study programs under the State's supplementary plan approved under this section, plus an amount, not to exceed 1 per centum of such allotment, or $10,000, whichever is the greater, expended for the development of the State's supplementary plan and for the administration of such plan after its approval by the Commissioner. From a State's allotment under this section for the fiscal year ending June 30, 1967, and for the next succeeding fiscal year, such payment shall equal 75 per centum of the amount so expended. No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

(f) Such payments (adjusted on account of overpayments or underpayments previously made) shall be made by the Commissioner in advance on the basis of such estimates, in such installments, and at such times, as may be reasonably required for expenditures by the States of the funds allotted under subsection (a).

(g) Students employed in work-study programs under this section shall not by reason of such employment be deemed employees of the United States, or their service Federal service, for any purpose.

RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS [1]

SEC. 14. For the purpose of demonstrating the feasibility and desirability of residential vocational education schools for certain youths of high school age, the Commissioner is authorized to make grants, out of sums appropriated pursuant to section 15 to State boards, to colleges and universities, and with the approval of the appropriate State board, to public educational agencies, organizations, or institutions for the construction, equipment, and operation of residential schools to provide vocational education (including room, board, and other necessities) for youths, at least fifteen years of age and less than twenty-one years of age at the time of enrollment, who need full-time study on a residential basis in order to benefit fully from such education. In making such grants, the Commissioner shall give special consideration to the needs of large urban areas having substantial numbers of youths who have dropped out of school or are unemployed and shall seek to attain, as nearly as practicable in the light of the purposes of this section, an equitable geographical distribution of such schools.

AUTHORIZATION FOR SECTIONS 13 AND 14 [2]

SEC. 15. There is authorized to be appropriated for the purpose of carrying out the provisions of sections 13 and 14, $30,000,000 for the fiscal year ending June 30, 1965, $50,000,000 for the fiscal year ending June 30, 1966, and $35,000,000 for the fiscal year ending June 30, 1967, and the succeeding fiscal year. The Commissioner

[1] Authorization of appropriation expires June 30, 1968.
[2] Provision expires June 30, 1968.

shall determine the portion of such sums for each such year which is to be used for the purposes of each such section.

PART B—EXEMPLARY PROGRAMS AND PROJECTS

FINDINGS AND PURPOSE

SEC. 101. The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people who will not go on to college, who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

AUTHORIZATION OF APPROPRIATIONS

SEC. 102. There are authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1969, and such sums as may be necessary for the four succeeding fiscal years, to be used by the Commissioner for making grants to or contracts with State boards or local educational agencies for the purpose of stimulating and assisting, through programs or projects referred to in sections 104 and 105, the development, establishment, and operation of programs or projects designed to carry out the purposes of this part. The Commissioner also may make grants to other public or nonprofit private agencies, organizations, or institutions, or contracts with public or private agencies, organizations, or institutions, when such grants or contracts will make an especially significant contribution to attaining the objectives of this part. The amount appropriated under this section for the fiscal year ending June 30, 1969, shall be available for obligation for grants or contracts pursuant to applications approved during that year and the succeeding fiscal year.

LIMIT ON PAYMENTS TO ANY STATE; APPORTIONMENTS AMONG STATES

SEC. 103. (a) The total of the payments from the appropriation under this part for the fiscal year ending June 30, 1969, or for the succeeding fiscal year, made with respect to programs or projects in any State may not exceed an amount equal to 10 per centum of such appropriation for such fiscal year. In approving programs or projects under this part during such period, the Commissioner shall, insofar as practicable amd consistent with the purposes of this part, give due weight to the objective of adequate participation by all appropriate regions in such programs or projects.

(b)(1) From the sums appropriated for any fiscal year beginning after June 30, 1970, pursuant to section 102, the Commissioner shall reserve such amount, but not in excess of 2 per centum thereof, as he may determine and shall apportion such amount among Puerto Rico, the Virgin Islands,

Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this part.

(2) From the remainder of such sums the Commissioner shall apportion $150,000 to each State, and he shall in addition apportion to each State an amount which bears the same ratio to any residue of such remainder as the population aged 15 to 19, both inclusive, in the State bears to the population of such ages in all the States. For the purposes of this paragraph, the term "State" does not include Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

(3) Any amount apportioned to a State under paragraphs (1) and (2) of this subsection for any fiscal year which the Commissioner determines will not be required for grants or contracts for programs or projects in that State during the period for which such apportionment is available shall be available for reapportionment by him from time to time to other States in accordance with their respective needs.

(4) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

USES OF FEDERAL FUNDS

SEC. 104. (a) Grants or contracts pursuant to this part may be made by the Commissioner, upon terms and conditions consistent with the provisions of this part, to pay all or part of the cost of—

(1) planning and developing exemplary programs or projects such as those described in paragraph (2), or

(2) establishing, operating, or evaluating exemplary programs or projects designed to carry out the purposes set forth in section 101, and to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socio-economic, or other handicaps, which programs or projects may, among others, include—

(A) those designed to familiarize post-elementary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

(B) programs or projects for students providing educational experiences through work during the school year or in the summer;

(C) programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement;

(D) programs or projects designed to broaden or improve vocational education curriculums;

(E) exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry;

(F) programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment.

(b)(1) A grant under this title to a State board or local educational agency may be made only if the Commissioner determines—

(A) that there is satisfactory assurance that in the planning of that program there has been, and in the establishing and carrying out of

that program there will be, participation of agencies which are responsible for manpower planning, training, employment, and related activities such as the Cooperative Area Manpower Planning System, and, as appropriate, persons broadly representative of employers, labor organizations, community action agencies, and other community institutions; and

(B) that to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students.

(2) No grant or contract (other than a grant or contract with a State board) shall be made by the Commissioner under this part with respect to any program or project unless such program or project has been submitted to the State board in the State in which it is to be conducted, and has not been disapproved by the State board within 60 days of such submission or within such longer period of time as the Commissioner may determine pursuant to regulations.

WORK EXPERIENCE PROGRAMS

SEC. 105. (a) Programs or projects referred to in section 104(a)(2)(B) may include cooperative work-study arrangements, other educationally related public or private employment, or volunteer work. Preference in compensated work under such programs or projects shall be given to students from low-income families.

(b) No grant or contract shall be made by the Commissioner under this part with respect to any such program or project unless such program or project will not result in displacement of employed workers or impair existing contracts for services.

(c) Funds appropriated under this part shall be available to pay any part of the compensation of a student involved in a program or project referred to in section 104(a)(2)(B) only if the work is performed for a public or private nonprofit agency, organization, or institution, except that such funds may also be made available for reimbursement of other employers for limited periods when student employees are not fully productive during the period of transition from learning to earning and when work is being performed as part of a work experience program either during the school year or during vacation periods.

NON-FEDERAL CONTRIBUTION

SEC. 106. In determining the cost of a program or project under this part, the Commissioner may include the reasonable value (as determined by him) of any goods or services provided from non-Federal sources.

PAYMENTS

SEC. 107. Payments under this part to any State board, local educational agency, or other agency, organization, or institution, may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

LIMITATION ON DURATION OF ASSISTANCE

SEC. 108. Financial assistance may not be given under this part to any program or project for a period exceeding three years.

TRANSFER OF FUNDS

SEC. 109. In addition to the authority for utilization of other agencies in section 123(b), funds available to the Commissioner for grants or contracts under this part shall, with the approval of the Secretary, be available for transfer to any other Federal agency for use (in accordance with an interagency agreement) by such agency (alone or in combination with funds of that agency) for purposes for which such transferred funds could be otherwise expended by the Commissioner under the provisions of this part, and the Commissioner is likewise authorized to accept and expend funds of any other Federal agency for use under this part.

PART C—GENERAL

DEFINITIONS

SEC. [8] *121.* For the purposes of this [part] *title*—

(1) The term "vocational education" means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a State board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations [including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by Federal funds under the Vocational Education Act of 1946 and supplementary vocational education Acts,] [1] but excluding any program to fit individuals for employment in occupations which the Commissioner determines, and specifies in regulations, to be generally considered professional or as requiring a baccalaureate or higher degree). Such term includes vocational guidance and counseling (*individually or through group instruction*) [2] in connection with such training *or for the purpose of facilitating occupational choices,*[3] instruction related to the occupation for which the student is being trained or necessary for him to benefit from such training, the training of persons engaged as, or preparing to become vocational education teachers, teacher-trainers, supervisors, and directors for such training, travel of students and vocational education personnel, and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipment, but does not include the construction or initial equipment of buildings or the acquisition or rental of land.

(2) The term "[area] [4] vocational education school" means—

(A) a specialized high school used exclusively or principally for the provision of vocational education to persons who are

[1] Amendment to be effective July 1, 1969.
[2] Amendment to be effective July 1, 1969.
[3] Amendment to be effective July 1, 1969.
[4] Amendment to be effective on July 1, 1969.

available for full-time study in preparation for entering the labor market, or

(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market, or

(C) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, or

(D) the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State Board, leading to immediate employment but not leading to a baccalaureate degree,

if it is available to all residents of the State or an area of the State designated and approved by the State Board, and if, in the case of s school, department, or division described in (C) or (D), it admits as regular students both persons who have completed high school and persons who have left high school.

(3) The term "school facilities" means classrooms and related facilities (including initial equipment) and interests in land on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

(4) The term "construction" includes construction of new buildings and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

(5) The term "Commissioner" means the Commissioner of Education.

(6) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, [and American Samoa] *American Samoa, and the Trust Territory of the Pacific Islands.*[1]

[(7) The term "State board" means the State board designated or created pursuant to section 5 of the Smith-Hughes Act (that is the Act approved February 23, 1917 (39 Stat. 929, ch. 114; 20 U.S.C. 11–15, 16–28)) to secure to the State the benefits of that Act.]

(7) *The term "State board" means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration thereof by local educational agencies, in the State.*[2]

(8) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

(9) The term "high school" does not include any grade beyond grade 12.

[1] Amendment to be effective on July 1, 1969.
[2] Amendment to be effective on July 1, 1969.

(10) The term "Vocational Education Act of 1946" means titles I, II, and III of the Act of June 8, 1936, as amended (20 U.S.C. 15i-15m, 15o-15q, 15aa-15jj, 15aaa-15ggg).

(11) The term "supplementary vocational education Acts" means section 1 of the Act of March 3, 1931 (20 U.S.C. 30) (relating to vocational education in Puerto Rico), the Act of March 18, 1950 (20 U.S.C. 31–33) (relating to vocational education in the Virgin Islands), and section 9 of the Act of August 1, 1956 (20 U.S.C. 34) (relating to vocational education in Guam).

[ADVISORY COMMITTEE ON VOCATIONAL EDUCATION

[SEC. 9. (a) There is hereby established in the Office of Education an Advisory Committee on Vocational Education (hereinafter referred to as the "Advisory Committee"), consisting of the Commissioner, who shall be chairman, one representative each of the Departments of Commerce, Agriculture, and Labor, and twelve members appointed, for staggered terms and without regard to the civil service laws, by the Commissioner with the approval of the Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary"). Such twelve members shall, to the extent possible, include persons familiar with the vocational education needs of management and labor (in equal numbers), persons familiar with the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualification with respect to vocational education, and persons representative of the general public, and not more than six of such members shall be professional educators. The Advisory Committee shall meet at the call of the chairman but not less often than twice a year.

[(b) The Advisory Committee shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this part, the Vocational Education Act of 1946, and supplementary vocational education Acts, including policies and procedures governing the approval of State plans under section 5 and the approval of projects under section 4(c) and section 14.

[(c) Members of the Advisory Committee shall, while serving on the business of the Advisory Committee, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding $75 per day, including travel time; and, while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.]

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Sec. 122 (a) There is hereby created a National Advisory Council on Vocational Education (hereinafter referred to as "Council") consisting of 15 members appointed by the Secretary for three-year terms and without regard to the civil service laws: Provided, That with respect to the initial appointments, five of the Council members shall be appointed for one-year terms, and five shall be appointed for two-year terms. The Secretary shall designate a chairman from among the Council members.

To the extend possible, the Council shall include persons familiar with the vocational education needs and problems of management and labor and persons familiar with manpower problems and administration of manpower programs, persons knowledgeable about the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualification with respect to vocational education, and persons representative of the general public. The Council shall meet at the call of the Chairman, but not less often than four times a year.

(b) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 5 and the approval of programs and projects under section 4(c) of part A and under part B of this title.

(c) The Council shall review the administration and operation of vocational education programs under this title, make recommendations with respect thereto, and make annual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary.

(d) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding the rate specified at the time of such service for grade GS–18 in 5 U.S.C., § 5332, including travel time; and while so serving away from their home or regular places of business, members of the Council may be allowed travel expenses, including a per deim allowance as authorized in 5 U.S.C., § 5703, for persons in Government service employed intermittently.

(e) The Council is authorized, without regard to the civil service laws, to engage such technical assistance as may be required to carry out its functions, and the Secretary shall, in addition, make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out such functions.

FEDERAL ADMINISTRATION

SEC. 123. (a) The Commissioner may delegate any of his functions under this title, except the making of regulations, to any officer or employee of the Office of Education.

(b) In administering the provisions of this title, the Commissioner is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution in accordance with appropriate agreements, and to pay for such services either in advance or by way of reimbursement, as may be agreed upon.

(c) In administering the provisions of this title, the Commissioner shall consult with the Department of Labor and with other Federal departments and agencies administering programs which may be effectively coordinated with programs carried out pursuant to this title, and to the extent practicable for the purposes of this title shall (1) coordinate such programs on the Federal level with the programs being administered by such other departments and agencies, and (2) require that effective procedures be adopted by State and local authorities to coordinate the development and operation

of programs and projects carried out under this title with other public and private programs having the same or similar purposes.

COLLECTION AND DISSEMINATION OF INFORMATION

SEC. 124. (a) For the purpose of carrying out more effectively the provisions of this title, the Commissioner—

(1) shall collect data and information on programs qualifying for assistance under this title for the purpose of obtaining objective measurements of their effectiveness in carrying out the purposes of this title;

(2) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions, catalogs, reviews, bibliographies, abstracts, analyses of research and experimentation, and such other materials as are generally useful for such purposes;

(3) may upon request provide advice, counsel, technical assistance, and demonstrations to State boards, local educational agencies, or institutions of higher education undertaking to initiate or expand programs under this title in order to increase the quality or depth or broaden the scope of such programs, and shall inform such agencies and institutions of the availability of assistance pursuant to this clause;

(4) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions an annual report setting forth developments in the utilization and adaptation of programs carried out pursuant to this title; and

(5) may enter into contracts with public or private agencies, organizations, groups, or individuals to carry out the provisions of this section.

(b) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1969, and for each fiscal year thereafter, such sums as may be necessary to carry out the provisions of this section.[1]

LIMITATION ON PAYMENTS UNDER THIS TITLE

SEC. 125. Nothing contained in this title shall be construed to authorize the making of any payment under this title for religious worship or instruction, or for the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship.

FEDERAL CONTROL

SEC. [16] *126.* Nothing contained in this [part] *title* shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

SHORT TITLE

SEC. [17] *127.* This [part] *title* may be cited as the "Vocational Education Act of 1963".

[1] Effective with respect to appropriations for the fiscal years ending on or after June 30, 1969.

Vocational Education Act of 1917 (Smith-Hughes Act) [1]

[AN ACT To provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections two, three, and four of this Act, to be paid to the respective States for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects; and the sum provided for in section seven for the use of the Federal Board for Vocational Education [2] for the administration of this Act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education, which sums shall be expended as hereinafter provided.

[SEC. 2. That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States, subject to the provisions of this Act, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of $3,000,000. Said sums shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census: *Provided,* That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than $10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be necessary, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $48,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $24,000; for

[1] Repeal effective on July 1, 1969.

[2] Federal Board for Vocational Education, to which reference is made throughout this Act, was abolished July 16, 1946, 1946 Reorg. Plan No. 2, sec. 8, 11 F.R. 7875, 60 Stat. 1196; authority transferred to the Dept. of Health, Education, and Welfare April 11, 1953, 1953 Reorg. Plan No. 1, secs. 5, 8, 18 F.R. 2053, 67 Stat. 631.

the fiscal year ending June thirtieth, nineteen hundred and twenty-one the sum of $18,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $14,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $34,000; and annually thereafter the sum of $28,500.

[SEC. 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of $3,000,000; and annually thereafter the sum of $3,000,000. Said sums shall be allotted to the States in the proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than $10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $66,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $46,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $28,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $25,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $22,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $19,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $56,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of $50,000.

[That not more than twenty per centum of the money appropriated under this Act for the payment of salaries of teachers of trade, home economics, and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects.

[SEC. 4. That for the purpose of cooperating with the States in preparing teachers, supervisors, and directors of agricultural subjects

and teachers of trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter the sum of $1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and nineteen, nor less than $10,000 for any fiscal year thereafter. And there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $46,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $32,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of $105,200.

[SEC. 5. That in order to secure the benefits of the appropriations provided for in sections two, three, and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act, and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State board of education, or other board having charge of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board, for the purposes of this Act.

[In any State the legislature of which does not meet in nineteen hundred and seventeen, if the Governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

[Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted: *Provided*, That after June thirtieth, nineteen hundred and twenty, no State shall receive any appropriation for salaries of teachers, supervisors, or directors of agricultural subjects, until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this Act, and that after said

date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this Act.[1]

SEC. 6. * * *

[SEC. 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of $200,000 annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section six of this Act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses as the board may deem necessary to the execution and administration of this Act.[2]

[SEC. 8. That in order to secure the benefits of the appropriation for any purpose specified in this Act the State board shall prepare plans showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this Act, the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this Act.

[SEC. 9. That the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board for Vocational Education. The cost of instruction supplementary to the instruction in agricultural and in trade, home economics, and industrial subjects provided for in this Act necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this Act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of

[1] Section 6 repealed by Public Law 89-554, 80 Stat. 643.

[2] Effective July 1, 1935, the permanent appropriation for salaries and expenses provided for in this section was repealed by the act of June 26, 1934 (Public Law 473, 73d Cong., 48 Stat. 1226), such act authorizing, in lieu thereof, annual appropriations from the general fund of the Treasury in identical terms and in such amounts as provided by the laws making such permanent appropriations.

Federal money so expended for maintenance, the State or local community, or both, shall expend an equal amount for the maintenance of such training.

[SEC. 10. That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this Act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control, that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefits of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board as the minimum for such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.

[SEC. 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects the State board of any State shall provide in its plan for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment, that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement in such State for education for any given trade or industrial pursuit; that the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State; that such schools or classes giving instruction to persons who have not entered upon

employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; that at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age; that such part-time schools or classes shall provide for not less than one hundred and forty-four hours of classroom instruction per year; that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal Board for Vocational Education: *Provided*, That for cities and towns of less than twenty-five thousand population, according to the last preceding United States census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

[SEC. 12. That in order for any State to receive the benefits of the appropriation in this Act for the training of teachers, supervisors, or directors of agricultural subjects, or of teachers of trade, industrial, or home economics subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board; that such training shall be given in schools or classes under public supervision or control; that such training shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home economics subjects; that not more than sixty per centum nor less than twenty per centum of the money appropriated under this Act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.

[SEC. 13. That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive

and provide for the proper custody and disbursements of all money paid to the State from said appropriations.

[SEC. 14. That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this Act. On or before the first day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this Act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this Act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this Act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this Act.

[SEC. 15. That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this Act, a sum equal to such portions shall be deducted by the Federal board from the next succeeding annual allotment from such fund to such State.

[SEC. 16. That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act. If any allotment is withheld from any State, the State board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury.

[SEC. 17. That if any portion of the moneys received by the custodian for vocational education of any State under this Act, for any given purpose named in this Act, shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation of such education shall be paid to such State. No portion of any moneys appropriated under this Act for the benefit of the States shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

[SEC. 18. That the Federal Board for Vocational Education shall make an annual report to Congress, on or before December first, on the administration of this Act and shall include in such report the reports made by the State boards on the administration of this Act by each State and the expenditures of the money allotted to each State.]

Vocational Education Act of 1946 [1]

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

[TITLE I—VOCATIONAL EDUCATION IN AGRICULTURE, HOME ECONOMICS, TRADES AND INDUSTRY, AND DISTRIBUTIVE OCCUPATIONS [1]

[SHORT TITLE

[SECTION 1. This title may be cited as the "Vocational Education Act of 1946."

[DEFINITIONS

[SEC. 2. As used in this title—

[(1) the term "States and Territories" means the several States, the island of Puerto Rico, and the District of Columbia:

[(2) the terms "State plan" and "State board" shall have the meaning which said terms have in the Smith-Hughes Vocational Education Act; and

[(3) the term "Smith-Hughes Vocational Education Act" means the Act approved February 23, 1917 (39 Stat. 929, ch. 114).

[AUTHORIZATION FOR APPROPRIATIONS FOR VOCATIONAL EDUCATION

[SEC. 3. (a) For the purpose of assisting the several States and Territories in the further development of vocational education, there is authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter—

[(1) $10,000,000 for vocational education in agriculture, including supervision by the vocational agriculture teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America, and the New Farmers of America, to be apportioned for expenditures in the several States and Territories in the proportion that their farm population bears to the total farm population of the States and Territories, according to the last preceding United States census;

[(2) $8,000,000 for vocational education in home economics, to be apportioned for expenditure in the several States and Territories in the proportion that their rural population bears to the total rural population of the States and Territories, according to the last preceding United States census;

[(3) $8,000,000 for vocational education in trades and industry, to be apportioned for expenditure in the several States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the States and Territories, according to the last preceding United States census;

[(4) $2,500,000 for vocational education in distributive occupations, to be apportioned for expenditure in the several States and Territories in the proportion that their total population bears to the total population of the States and Territories, according to the last preceding United States census;

[1] Repeal effective July 1, 1969.

[(5) $375,000 for vocational education in the fishery trades and industry and distributive occupations therein, to be apportioned for expenditure in the several States and Territories on an equitable basis, as determined by the United States Commissioner of Education after consultation with the Secretary of the Interior, taking into account the extent of the fishing industry of each State and Territory as compared with the total fishing industry of the United States (including Territories).

[(b) The funds appropriated under authority of paragraphs (1) to (5), inclusive, of subsection (a) of this section may be used for assisting the several States and Territories, for the purposes therein specified, is the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: *Provided*, That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education.

[(c) Notwithstanding the provisions of subsection (a), the amount to be available for expenditure in any State or Territory shall not be less, for any fiscal year, than $40,000 each for vocational education in agriculture, in home economics, and in trades and industry; $15,000 for vocational education in distributive occupations and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter, such additional sums as may be needed for the purpose of providing such minimum amounts.

[REQUIREMENTS AS TO MATCHING OF FUNDS

[SEC. 4. The several States and Territories, in order to receive the benefits of this title, shall be required to match by State and local funds or both 100 per centum of the appropriations made under authority of section 3.

[MAKING OF PAYMENTS

[SEC. 5. The Secretary of the Treasury, through the Fiscal Service of the Treasury Department, shall, upon the certification of the United States Commissioner of Education, pay, in equal semiannual payments, on the first day of July and January of each year, to the custodian for vocational education of each State and Territory designated in the Smith-Hughes Vocational Education Act, the moneys to which the State or Territory is entitled under the provisions of this title.

[AVAILABILITY OF FUNDS FOR SALARY AND EXPENSES OF STATE DIRECTORS

[SEC. 6. Funds appropriated under authority of section 3 shall be available, on a prorated basis determined by the State board, for the

salary and necessary travel expenses of a State director of vocational education selected by the State board, in accordance with the requirements of the State plan, on the basis of his technical and professional qualifications including experience in vocational education.

[APPLICABILITY OF SMITH-HUGHES VOCATIONAL EDUCATION ACT

[SEC. 7. The appropriations made under authority of this title shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made to carry out the Smith-Hughes Vocational Education Act: except that (1) the appropriations made under authority of this title for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under the Smith-Hughes Vocational Education Act, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; (2) such moneys as are provided under authority of this title for trade and industrial subjects, and public and other service occupations, may be expended for part-time classes operated for less than one hundred and forty-four hours per year; (3) the provisions of section 11 of the Smith-Hughes Vocational Educational Act, requiring at least one-third of the sum appropriated to any State to be expended for part-time schools or classes shall be held to include any part-time day-school classes for workers sixteen years of age and over, and evening-school classes for workers sixteen years of age and over; (4) the appropriations made by this title for distributive occupational subjects shall be limited to part-time and evening schools as provided in the Smith-Hughes Vocational Education Act, for trade, home economics, and industrial subjects and is qualified by the provisions of this section; (5) preemployment schools and classes organized for persons over eighteen years of age of who have left the full-time school may be operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time must be given to shop work on a useful or productive basis, and (6) the appropriations available under section 9 of this title shall be available for expenses of attendance at meetings of educational associations and other organizations and for expenses of conferees called to meet in the District of Columbia or elsewhere, which in the opinion of the Commissioner, are necessary for the efficient discharge of the provisions of this title.

[RESTRICTIONS AND CONDITIONS

[SEC. 8. (a) No part of the appropriations made under authority of this title shall be expended in industrial-plant training programs, except such industrial-plant training be bona fide vocational training, and not a device to utilize the services of vocational trainees for private profit.

[(b) After June 30, 1951, not more than 10 per centum of the amount appropriated for each of the purposes specified in section 3(a) shall be used for the purchase or acquisition of equipment.

[APPROPRIATIONS FOR OFFICE OF EDUCATION

[SEC. 9. For the purpose of carrying out the provisions of this title there is hereby authorized to be appropriated to the Office of Education, Department of Health, Education, and Welfare, for vocational education, for the fiscal year beginning July 1, 1937, and annually thereafter the sum of $350,000, to be expended for the same purposes and in the same manner as provided in section 7 of the Smith-Hughes Vocational Education Act, as amended October 6, 1917.

[TITLE II—VOCATIONAL EDUCATION IN PRACTICAL NURSE TRAINING [1]

[AUTHORIZATION OF APPROPRIATION

[SEC. 201. There is hereby authorized to be appropriated for the fiscal year ended June 30, 1957, and for each succeeding fiscal year, a sum not to exceed $5,000,000, for grants to States with State plans for practical nurse training pursuant to section 203.

[GRANTS TO STATES FOR PRACTICAL NURSE TRAINING

[SEC. 202. (a) From the sums appropriated for any fiscal year pursuant to section 201, each State shall be entitled to an allotment of an amount bearing the same ratio to such sums as the total of the amounts apportioned under title I, and the Act of March 18, 1950 (20 U.S.C. 31–33), and the Act of August 1, 1956 (20 U.S.C. 34), to such State for such year bears to the total of the amounts so apportioned to all the States for such year. The allotment to any State under the preceding sentence for a fiscal year which is less than $10,000 (or, in the case of the Virgin Islands or Guam which is less than $5,000) shall be increased to that amount, the total of the increases thereby required being derived by proportionately reducing the allotments to each of the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotment of any such remaining States from being thereby reduced to less than that amount.

[(b) The amount of any allotment to a State under subsection (a) for any fiscal year which the State certifies to the Commissioner will not be required for carrying out the State plan (if any) approved under this title, shall be available for reallotment from time to time, on such dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for such year. Any amount so realloted to a State shall be deemed part of its allotment under subsection (a).

[(c) From each State's allotment under this section for any fiscal year, the Commissioner shall pay to such State a portion of the cost of carrying out the State plan approved under this title. To the extent permitted by the State's allotment under subsection (a) for any fiscal year, the portion of the cost of carrying out the State plan paid under this section shall be 75 per centum of such cost in the case of the fiscal year ending June 30, 1957, and the fiscal year ending June 30, 1958, and 50 per centum of such cost in the case of each succeeding fiscal year.

[1] Repeal effective on July 1, 1969.

STATE PLANS

[SEC. 203. (a) To be approvable under this title, a State plan for practical nurse training shall—

[(1) designate the State board as the sole agency for the administration of the plan or for the supervision of administration of the plan by local educational agencies;

[(2) provide that the individual supervising the functions of the State board under the plan shall be a registered professional nurse or shall have the consultative services of a registered professional nurse available to him;

[(3) show the plans, policies, and methods to be followed in providing practical nurse training under the State plan, and in administering and supervising the administration of the plan, and provide such accounting, budgeting, and other fiscal methods and procedures as are necessary for the proper and efficient administration of the plan;

[(4) contain minimum qualifications for teachers, teacher-trainers, supervisors, and directors; and

[(5) provide that the State board will make such reports, in such form and containing such information, as the Commissioner may from time to time resonably require to carry out his functions under this title, and comply with such provisions as he may from time to time find necessary to assure the correctness and verification of such reports.

[(b) The Commissioner shall approve any plan which he finds fulfills the conditions specified in subsection (a) of this section.

[(c) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State agency administering or supervising the administration of the State plan approved under this section, finds that—

[(1) the State plan has been so changed that it no longer complies with a requirement of subsection (a) of this section; or

[(2) in the administration of the plan there is a failure to comply substantially with such a requirement; the Commissioner shall notify such State agency that no further payments will be made to the State from its allotments under section 202 (or, in his discretion, that further payments will not be made to the State for parts of the State plan affected by such failure), until he is satisfied that there will no longer be any such failure. Until he is so satisfied the Commissioner shall make no further payments to such State from its allotments under section 202 (or shall limit payments to parts of the State plan in which there is no such failure).

[(d)(1) If any State is dissatisfied with the Commissioners action under subsection (c) of this section, such State may appeal to the United States court of appeals for the circuit in which the State is located. The summons and notice of appeal may be served at any place in the United States.

[(2) The findings of fact by the Commissioner, unless substantially contrary to the weight of the evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new of modified findings of fact and may modify his previous action.

Such new or modified findings of fact shall likewise be conclusive unless substantially contrary to the weight of the evidence.

[(5) [1] The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in title 28, United States Code, section 1254.

[METHOD OF MAKING AND COMPUTING PAYMENTS

[SEC. 204. The method of computing and paying amounts pursuant to section 202 shall be as follows: The Commissioner shall. prior to the beginning of each calendar quarter or other period prescribed by him, estimate the amount to be paid to each State under the provisions of such section for such period; and shall pay to the State, from the allotment available therefor, the amount so estimated by him for such period, reduced or increased, as the case may be, by any sum (not previously adjusted under this section) by which he finds that his estimate of the amount to be paid the State for any prior period under such section was greater or less than the amount which should have been paid to the State for such prior period under such section. Such payments shall be made in such installments as the Commissioner may determine.

[ADMINISTRATION

[SEC. 205. (a) In carrying out his duties under this title, the Commissioner shall—

[(1) make studies, investigations, and reports with respect to matters relating to practical nurse training;

[(2) cooperate with and render technical assistance to States in matters relating to practical nurse training; and

[(3) disseminate information as to the studies, investigations, and reports referred to in paragraph (1) and other matters relating to practical nurse training.

[(b) The Commissioner is authorized to make rules and regulations governing the administration of this title and to delegate to any officer or employee of the Office of Education such of his powers and duties, except the making of rules and regulations, as he finds necessary.

[ADVISORY COMMITTEES

[SEC. 206. (a) The Commissioner is authorized to appoint an advisory committee or committees to advise him on matters of general policy in connection with the administration of this title.

[(b) Members of any such committee who are not otherwise in the employ of the United States, while attending meetings or conferences of their committee or otherwise serving at the request of the Commissioner, shall be entitled to receive compensation at a rate to be fixed by the Secretary of Health, Education, and Welfare, but not exceeding $50 per diem, including travel time, and while away from their homes or regular places of business they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law (5 U.S.C. 73b–2) for persons in the Government service employed intermittently.

[1] So in original. Probably should be "(3)".

[EFFECT ON OTHER LAWS

[SEC. 207. Nothing in this title shall in any way affect the availability for practical nurse training of amounts paid the States under the Act of February 23, 1917 (39 Stat. 929) as amended and extended, or title I of this Act, as amended and extended.

[REPORTS

[SEC. 208. The Commissioner shall include in his annual report a full report of the administration of this title.

[AUTHORIZATION OF APPROPRIATIONS FOR ADMINISTRATION

[SEC. 209. There are hereby authorized to be included for each fiscal year in the appropriations for the Department of Health, Education, and Welfare such sums as are necessary to administer the provisions of this title.

[DEFINITIONS

[SEC. 210. For purposes of this title—

[(a) The term "Commissioner" means the Commissioner of Education.

[(b) The term "practical nurse training" means training of less than college grade which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control and is conducted as part of a program designed to fit individuals, engaged in or preparing to engage in employment as practical nurses, for such employment. The term includes also training of a similar nature, which is of less than college grade and is given and conducted as provided above, designed to fit individuals engaged or preparing to engage in other health occupations in hospitals or other health agencies, for such occupations. In addition, the term includes vocational guidance in connection with any such program and the in-service training of teachers, teacher-trainers, supervisors, and directors for any such program, but does not include courses which have only incidental relationship to the specialized training needed by an individual for useful employment as a practical nurse or in such other health occupations.

[(c) The term "practical nurse" means a person who is trained to care for subacute, convalescent, and chronic patients under the direction of a licensed physician or under the supervision of a registered nurse, or to assist a registered nurse in the care of acute illness.

[(d) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public secondary schools in a county, township, independent, or other school district, or having such control and direction over vocational education in such schools.

[(e) The term "State" includes the Virgin Islands, Guam, Puerto Rico, and the District of Columbia.

[(f) The term "State board" means the State board of vocational education, or the State board primarily responsible for the supervision of public elementary and secondary schools, as designated in the State plan.

[(g) The cost of administration of a State plan for practical nurse training may not include any portion of the cost of the purchase, preservation, erection, or repair of any building or buildings or the purchase or rental of any land.

[TITLE III—AREA VOCATIONAL EDUCATION PROGRAMS [1]

[AUTHORIZATION OF APPROPRIATIONS

[SEC. 301. There is authorized to be appropriated for the fiscal year ending June 30, 1959, and for each succeeding fiscal year the sum of $15,000,000 for area vocational education programs, to be apportioned for expenditure in the States as provided in section 302.

[ALLOTMENTS TO STATES

[SEC. 302. (a) From the sums appropriated for any fiscal year pursuant to section 301, each State shall be entitled to an allotment of an amount bearing the same ratio to such sums as the total of the amounts apportioned under title I of this Act, the Act of March 18, 1950 (20 U.S.C. 31–33), and section 9 of the Act of August 1, 1956 (20 U.S.C. 34), to such State for such year bears to the total of the amounts so apportioned to all the States for such year.

[(b) The amount of any allotment to a State under subsection (a) for any fiscal year which the State certifies to the Commissioner will not be required for carrying out area vocational education programs (under the part of the State plan meeting the requirements of section 305) shall be available for reallotment from time to time, on such dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for such year. Any amount so reallotted to a State shall be deemed part of its allotment under subsection (a).

[PAYMENTS TO STATES

[SEC. 303. (a) Any amount paid to a State from its allotment under section 302 for any fiscal year shall be paid on condition:

[(1) that there shall be spent for such year an equal amount in State or local funds, or both, for area vocational education programs operated under the provisions of this title;

[(2) that funds appropriated under this title will not be used to reduce the amount of State or local funds, or both, being spent for vocational education programs operated under provisions of the Smith-Hughes Vocational Education Act and titles I and II of this Act and reported to the Commissioner, but such State or local funds, or both, in excess of the amount necessary for dollar for dollar matching of funds allotted to a State under provisions of the Smith-Hughes Vocational Education Act and titles I and II of this Act may be used to match funds appropriated under this title;

[(3) that funds appropriated under section 301 of this title shall be used exclusively for the training of individuals designed to fit them for useful employment as highly skilled technicians in recognized occupations requiring scientific knowledge, as determined

[1] Repeal effective on July 1, 1969.

by the State board for such State, in fields necessary for the national defense.

[(b) The Commissioner shall, prior to the beginning of each calendar quarter or other period prescribed by him, estimate the amount to be paid to each State for area vocational education programs under this title for such period; and shall pay to the State, from the allotment available therefor, the amount so estimated by him for such period, reduced or increased, as the case may be, by any sum (not previously adjusted under this subsection) by which he finds that his estimate of the amount to be paid to the State for any prior period for such purpose under this title was greater or less than the amount which should have been paid to the State for such prior period under this title for such purpose. Such payments shall be made in such installments as the Commissioner may determine.

[USE OF FUNDS

[SEC. 304. (a) Funds paid to a State under this title for area vocational education programs may be used, in carrying out such programs (under the part of the State plan meeting the requirements of section 305), for—

[(1) maintenance of adequate programs of administration, supervision, and teacher-training;

[(2) salaries and necessary travel expenses of State or local school personnel, including teachers, coordinators, supervisors, vocational guidance counselors, teacher-trainers, directors, administrators, and others;

[(3) travel expenses of members of advisory committees or State boards;

[(4) purchase, rental, or other acquisition, and maintenance and repair of instructional equipment;

[(5) purchase of instructional supplies and teaching aids;

[(6) necessary costs of transportation of students;

[(7) securing necessary educational information and data as a basis for the proper development of area vocational education programs and programs of vocational guidance;

[(8) training and work-experience training programs for out-of-school youths;

[(9) related instruction for apprentices; and

[(10) determining the need for, and planning and developing, area vocational education programs.

[(b) Any equipment and teaching aids purchased with funds appropriated to carry out the provisions of this title shall become the property of the State.

[ADDITIONAL STATE PLAN REQUIREMENTS

[SEC. 305. (a) To be eligible to participate in this title, the State plan must be amended to include a new part which—

[(1) designates the State board as the sole agency for administration of such part of the plan (or for the supervision of the administration thereof by State or local educational agencies);

[(2) provides minimum qualifications for teachers, teacher-trainers, supervisors, directors, and others having responsibilities under the plan;

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[(3) shows the plans, policies, and methods to be followed in carrying out such part of the State plan;

[(4) provides such accounting, budgeting, and other fiscal methods and procedures as are necessary for the proper and efficient administration of such part of the State plan; and

[(5) provides that the State board will make such reports to the Commissioner, in such form and containing such information, as are reasonably necessary to enable the Commissioner to perform his functions under this title.

[(b) The Commissioner shall approve a part of any plan for purposes of this title if he finds that it fulfills the conditions specified in subsection (a) of this section.

[(c) Whenever the Commissioner after reasonable notice and opportunity for hearing to the State board finds that—

[(1) the part of the State plan approved under subsection (b) has been so changed that it no longer complies with any provision required by subsection (a) of this section to be included in such part; or

[(2) in the administration of such part of the plan there is a failure to comply substantially with any such provision;

the Commissioner shall notify such State board that no further payments will be made to the State from its allotments under section 302 (or, in his discretion, that further payments will not be made to the State for projects under or for portions of such part of the State plan affected by such failure) until he is satisfied that there is no longer any such failure. Until he is so satisfied the Commissioner shall make no further payments to such State from its allotments under section 302 (or shall limit payments to projects under or portions of such part of the State plan in which there is no such failure).

[(d)(1) If any State is dissatisfied with the Commissioner's action under subsection (c) of this section, such State may appeal to the United States court of appeals for the circuit in which such State is located. The summons and notice of appeal may be served at any place in the United States. The Commissioner shall forthwith certify and file in the court the transcript of the proceedings and the record on which he based his action.

[(2) The findings of fact by the Commissioner, unless substantially contrary to the weight of the evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the transcript and record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive unless substantially contrary to the weight of the evidence.

[SEC. 306. There are hereby authorized to be included for each fiscal year in the appropriations for the Department of Health, Education, and Welfare such sums as are necessary to administer the provisions of this title.

[DEFINITIONS

[SEC. 307. For the purposes of this title—

[(a) The term "State" includes the Virgin Islands, Puerto Rico, the District of Columbia, and Guam.

[(b) The term "Commissioner" means the Commissioner of Education.

[(c) The terms "State plan" and "State board" shall have the meaning which said terms have in the Act approved February 23, 1917 (39 Stat. 929, ch. 114).

[(d) The term "area vocational education program" means a program consisting of one or more less-than-college-grade courses conducted under public supervision and control and on an organized systematic class basis, which is designed to fit individuals for useful employment as technicians or skilled workers in recognized occupations requiring scientific or technical knowledge, and which is made available to residents of the State or an area thereof designated and approved by the State board, who either have completed junior high school or, regardless of their school credits, are at least sixteen years of age and can reasonably be expected to profit by the instruction offered.]

[Public Law 791, 71st Cong., 46 Stat. 1489:

[AN ACT To extend the provisions of certain laws relating to vocational education and civilian rehabilitation to Puerto Rico

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That Porto Rico shall be entitled to share in the benefits of the Act entitled "An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 23, 1917, and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1932, and annually thereafter, the sum of $105,000, to be available for allotment under such Act to the island of Porto Rico: *Provided,* That of the sum authorized to be appropriated for the purposes of this Act, the sum of $30,000, if expended, shall be expended for the salaries of teachers of agricultural subjects; the sum of $30,000 if expended, shall be expended for the salaries of teachers of home-economics subjects; the sum of $30,000, if expended, shall be expended for the salaries of teachers of trade and industrial subjects; and the sum of $15,000, if expended, shall be expended for the maintenance of teacher training, including supervision.] [1]

[Public Law 462, 81st Cong., 64 Stat. 27

[AN ACT To extend the benefits of the Vocational Education Act of 1946 to the Virgin Islands

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the Virgin Islands shall be entitled to share in the benefits of the Vocational Education Act of 1946, approved August 1, 1946, and any Act amendatory thereof or supplementary thereto, upon the same terms and con-

[1] Repeal effective on July 1, 1969.

ditions as any of the several States. There is hereby authorized to be appropriated, out of any moneys in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1950, and annually thereafter, the sum of $40,000, to be available for allotment to the Virgin Islands under such Act and the modifications hereinafter provided.

[SEC. 2. Sums appropriated under authority of section 1 of this Act shall be allocated for vocational education in (1) agriculture, (2) home economics, (3) trades and industries, and (4) distributive occupations, in the proportions specified by the Vocational Education Act of 1946, except insofar as the Commissioner of Education, with the approval of the Federal Security Administrator, deems it necessary to modify said proportion to meet special conditions existing in the Virgin Islands.

[SEC. 3. The provisions of sections 3, 5, 6, 7, and 8 of the Vocational Education Act of 1946, relating to the use and payment of sums under said Act, shall apply to sums appropriated under this Act with such modifications as the Commissioner of Education, with the approval of the Federal Security Administrator, shall deem necessary to meet the special conditions existing in the Virgin Islands.] [1]

Public Law 896, 84th Cong., 70 Stat. 909

* * * * * * *

[SEC. 9. (a) Guam shall be entitled to share in the benefits of the Vocational Education Act of 1946 (60 Stat. 775), and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is hereby authorized to be appropriated, for the fiscal year ending June 30, 1955, and annually thereafter, the sum of $80,000, to be available for allotment to Guam under such Act and the modifications hereinafter provided.

[(b) Sums appropriated under the authority of subsection (a) of this section shall be allocated for vocational education in (1) agriculture, (2) home economics, (3) trades and industries, and (4) distributive occupations, in the proportion which the amount authorized to be appropriated under paragraphs (1), (2), (3), and (4), respectively, of section 3 of the Vocational Education Act of 1946, bears to the sum of such amounts except insofar as the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, deems it necessary to modify said proportions to meet special conditions existing in Guam.

[(c) The provisions of section 3 (60 Stat. 775; 20 U.S.C., sec. 15j), section 7 (60 Stat. 775, 777; 20 U.S.C. sec. 15o), and section 8(b) (60 Stat. 775, 777; 20 U.S.C. sec. 15p(b)), of the Vocational Education Act of 1946, shall apply to sums appropriated under this section with such modifications as the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, shall deem necessary to meet special conditions existing in Guam.

[(d) In addition to the sums authorized to be appropriated under section 9 of the Vocational Education Act of 1946 (60 Stat. 775, 777; 20 U.S.C., sec. 15q), there are hereby authorized to be appropriated such additional sums as may be necessary to carry out the provisions of this section, such sums to be expended for the same purposes and in the same manner as provided in section 7 of the Act of February 23, 1917 (39 Stat., 929, 933), as amended (20 U.S.C., sec. 15).] [1]

[1] Repeal effective on July 1, 1969.

Public Law 87–688, 76 Stat. 586

* * * * * * *

[VOCATIONAL EDUCATION

[SEC. 2. (a) American Samoa shall be entitled to share in the benefits of the Vocational Educational Act of 1946 (20 U.S.C. 15i et seq.), and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is hereby authorized to be appropriated, for the fiscal year ending June 30, 1962, and annually thereafter, the sum of $80,000, to be available for allotment to American Samoa under such Act and the modifications hereinafter provided.

[(b) Sums appropriated under the authority of subsection (a) of this section shall be allocated for vocational education in (1) agriculture, (2) home economics, (3) trades and industries, and (4) distributive occupations, in the proportion which the amount authorized to be appropriated under paragraphs (1), (2), (3), and (4), respectively, of section 3 of the Vocational Education Act of 1946, bears to the sum of such amounts except insofar as the Commissioner of Education, with the approval of Secretary of Health, Education, and Welfare, deems it necessary to modify said proportions to meet special conditions existing in American Samoa.

[(c) The provisions of section 3, section 7, and section 8(b) of the Vocational Education Act of 1946, shall apply to sums appropriated under this section with such modifications as the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, shall deem necessary to meet special conditions existing in American Samoa.

[(d) In addition to the sums authorized to be appropriated under section 9 of the Vocational Education Act of 1946, there are hereby authorized to be appropriated such additional sums as may be necessary to carry out the provisions of this section, such sums to be expended for the same purposes and in the same manner as provided in section 7 of the Act of February 23, 1917 (20 U.S.C. 15).][1]

Elementary and Secondary Education Amendments of 1967

(Public Law 90–247, 81 Stat. 783)

ACTS SUBJECT TO THIS TITLE

* * * * * * *

SEC. 401. The provisions of this title shall apply to title I of the Elementary and Secondary Education Act of 1965 (title II of Public Law 81–874), titles II, III, V, VI, VII, and VIII of the Elementary and Secondary Education Act of 1965, *the Vocational Education Act of 1963*,[2] and the Adult Education Act of 1966 (title III of the Elementary and Secondary Education Amendments of 1966), as now in effect or hereafter from time to time amended.

[1] Repeal effective on July 1, 1969.

[2] Effective with respect to appropriations for fiscal years beginning after June 30, 1968, except that to the extent that this amendment relates to the required transmittal of evaluation reports pursuant to section 404 of the Elementary and Secondary Education Amendments of 1967, such amendment shall be effective on July 1, 1969.

* * * * * * *

DEFINITIONS

SEC. 303. As used in this title—

(a) The term "adult" means any individual who has attained the age of [eighteen] *sixteen.*[1]

* * * * * * *

GRANTS TO STATES FOR ADULT BASIC EDUCATION

SEC. 304. (a) From the sums appropriated pursuant to section 314, not less than [10] *20* per centum nor more than [20] *40* per centum shall be reserved for the purposes of section 309.[1]

[1] Effective with respect to appropriation for fiscal years beginning after June 30, 1969.

SECTION-BY-SECTION ANALYSIS OF S. 3099

THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

First section.

Short title.—This section provides that the bill may be cited as the "Partnership for Learning and Earning Act of 1968."

Sec. 2. Purpose.—This section states that the purpose of the bill is to consolidate, broaden, and strengthen existing vocational and technical education programs; to encourage further the development and establishment of vocational and technical education programs at the secondary, postsecondary, and adult levels; to promote the development and establishment of exemplary programs and methods of vocational education, including exploratory occupational education and work experience programs; and otherwise to improve, and increase flexibility in the administration of vocational educational programs. It should be noted that, in addition, title III of the bill would make an amendment to the Adult Education Act of 1966.

TITLE I—EXEMPLARY PROGRAMS AND PROJECTS IN VOCATIONAL EDUCATION

This title of the bill consists of a single section (sec. 101) which would amend the Vocational Education Act of 1963 by inserting in it an entirely new part, "Exemplary Programs and Projects in Vocational Education." To accommodate this new part within the framework of the Vocational Education Act of 1963, which consists of sections 1–17 of Public Law 88–210, the act would be divided into three parts (A, B, and C), of which the new program would be part B.[1] This new part would be designated as "Part B—Exemplary Programs and Projects," of the Vocational Education Act of 1963, and would be inserted after section 15 of the act.[2] The new part B would consist of new sections 101 through 109 of the act as follows:

Section 101. Findings and declaration of purpose.—This new section would state a finding by Congress that it is necessary to reduce the continuing high level of youth unemployment by giving to the job preparation needs of the two out of three youths who end their education at or before completion of high school the same kind of attention as that given to the college preparation needs of youths who go on to college; and would declare it to be the purpose of the new part B to stimulate new ways of creating a bridge between school and earning a living for youths who do not go on to college and the promotion of cooperation between public education and manpower agencies.

Section 102. Authorization of appropriations.—This new section would authorize to be appropriated $15 million for fiscal year 1969

[1] The rest of Public Law 88–210, which is unrelated to vocational education, would become title II of Public Law 88–210 and its sections renumbered.

[2] This placement of the new pt. B would be accomplished in part by sec. 219 of the bill. The portion of the Vocational Education Act of 1963 preceding the new pt. B would be designated as "Part A—Grants for Comprehensive Programs", and the portion following the new pt. B would be designated as "Part C—General".

and such sums as may be necessary for the next 4 years, for use by the Commissioner to make grants to or contracts with State boards of vocational education or local educational agencies for exemplary programs and projects referred to in sections 104 and 105. The Commissioner would also be authorized to make a grant to or contract with other public or private agencies or institutions in any case in which such a grant or contract would make an especially significant contribution to carrying out the purposes of the new part B. Appropriations for fiscal year 1969 are to be available for obligation through fiscal year 1970.

Section 103. Limit on payments to any State; apportionments among States.—Subsection (a) of new section 103 applies only to appropriations for fiscal years 1969 and 1970. It would limit payments from such appropriations with respect to programs or projects in any one State to 10 percent of the appropriation involved, and direct the Commissioner, to give due weight to the objective of adequate participation by all appropriate regions in considering programs or projects submitted to him for approval.

Subsection (b), which applies to subsequent fiscal years, would direct the Commissioner to make apportionments among States in accordance with the following formula: (1) No more than 2 percent of each appropriation would be set aside by him for apportionment to Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this part. (2) From the remainder of each appropriation, the Commissioner would first apportion $150,000 to each State (other than the territories mentioned above), and then an amount to each such State which bears the same ratio to the residue of such remainder as its population aged 15 to 19 bears to the population of such ages in all such States. (3) Any amount apportioned to a State which the Commissioner determines is not needed by the State would be available to him for reapportionment to other States in accordance with their respective needs. (4) The population figures used in the apportionment formula would be based on the latest available estimates from the Department of Commerce.

Section 104. Uses of Federal funds.—Subsection (a) of this new section would authorize the Commissioner to make grants or contracts pursuant to this new part to pay all or part of the cost of (1) planning and developing, or (2) establishing, operating, and evaluating programs and projects to broaden the occupational aspirations and opportunities of youths, especially those with academic, socioeconomic, or other handicaps. Examples of such programs or projects stated in the bill are (A) those designed to familiarize postelementary students with the broad range of occupations requiring special skills, (B) those providing students educational work experience, (C) those providing intensive occupational guidance and counseling and initial job placement, (D) those broadening or improving vocational education curriculums, (E) exchanges of personnel between schools and other agencies, organizations, and institutions (including manpower agencies and industry) participating in activities to achieve the purposes set forth in the new section 101, and (F) those for young workers released from their jobs on a part-time basis to increase their educational attainment.

Subsection (b) would require that a grant to a State or local educational agency be made only upon a determination by the Commissioner (1) that there is satisfactory assurance of participation of manpower agencies and, as appropriate, persons broadly representative of employers, labor organizations, community action organizations, and other community institutions in the planning, establishment, and carrying out of the program or project, and (2) that there will be participation of students enrolled in nonprofit private schools in the area to be served by the program or project to the extent consistent with the number of such students with educational needs of the type to be met by the program or project.

Subsection (b) would further provide that no grant or contract (other than a grant to or contract with a State board) may be made under this part unless the program or project involved has been submitted to the State board in the State where it is to be conducted and has not been disapproved by the board within 60 days or within such longer period as the Commissioner may allow pursuant to regulations.

Section 105. Work experience programs.—Subsection (a) would describe the eligible work experience programs or projects referred to in section 104(a)(2)(B) as including cooperative work-study arrangements, other educationally related public or private employment, or volunteer work; and would require that preference in compensated work under such programs or projects be given to students from low-income families.

Subsection (b) would provide that a grant or contract be made by the Commissioner with respect to a program or project only if such program or project will not displace employed workers or impair existing contracts for services.

Subsection (c) provides that funds appropriated under this new part shall be available for compensation of students in a work-experience program or project only if the work is performed for a public or nonprofit private entity, except that such funds may also be made available for reimbursement of other employers; that is, private businesses for limited periods when the work-experience student is not fully productive during the transition from learning to earning.

Section 106. Non-Federal contribution.—If a grant or contract is awarded by the Commissioner for only part of the cost of an exemplary program or project, this section would allow the Commissioner to accept goods and services as well as cash as the non-Federal contribution to the program or project.

Section 107. Payments.—This is a standard provision stating that payments under the new part B may be made in installments, and in advance or by way of reimbursement, with adjustments on account of overpayments or underpayments.

Section 108. Limitation on duration of assistance.—This section would limit financial assistance under the new part B to 3 years.

Section 109. Transfer of funds.—This section would permit the Commissioner, with the Secretary's approval, to transfer funds available to him under the new part B to other agencies to be used for the same purposes as part B, and to accept and expend funds from other Federal agencies for use under part B. Similar provisions have been inserted by Congress in the Cooperative Research Act, and in the Education Professions Development Act; that is, title V of the Higher Education Act of 1965 as amended by Public Law 90–35.

TITLE II—CONSOLIDATION AND IMPROVEMENT OF EXISTING VOCATIONAL EDUCATION PROGRAMS

Section 200. Effective date of title II.—This section of the bill provides that the amendments in title II of the bill shall be effective on July 1, 1969, except as otherwise provided in subsequent sections of title II.

Section 201. Removal of ceiling on authorization of appropriations.—Section 2 of the Vocational Education Act of 1963 now contains a permanent appropriation authorization of $225 million for each fiscal year. Section 201 of the bill would amend section 2 of the act so that the authorization is for such sums as may be necessary.

Section 202. Increased flexibility in reallotments.—Section 3(c) of the Vocational Education Act of 1963 now authorizes the Commissioner to reallot funds not needed in some States to other States only in proportion to their original allotments. Section 202 of the bill would amend section 3(c) so as to allow the Commissioner to make reallotments to other States that are able to use the funds without delay on the basis of such factors as he determines to be equitable and reasonable.

Section 203. Inclusion of the Trust Territory of Pacific Islands.—This section would amend sections 3(d) and 8(6) of the Vocational Education Act of 1963 to the extent necessary to make the Trust Territory of the Pacific Islands eligible for assistance under that act on the same basis as U.S. territories.

Section 204. Elimination of matching by separate categories; special matching provision for Trust Territory of Pacific Islands.—Section 6(b) of the Vocational Education Act of 1963 now provides that the portion of a State's allotment allocated for each of the five program purposes set forth in section 4(a) not involving construction of area vocational education school facilities shall be available for paying one-half of the State's expenditures for each such program purpose; and section 6(c) requires that the portion of a State's allotment allocated for construction of area vocational education school facilities shall be available for paying not to exceed one-half of the cost of an area vocational education school construction project. Section 204 of the bill would repeal section 6(b) and 6(c) (as well as the maintenance-of-effort provision in section 6(a) which is now a dead letter), and would amend that part of section 4(a) preceding the enumeration of the six program purposes so as to provide that State allotments shall be available for paying 100 percent of the expenditures of the Trust Territory of the Pacific Islands and 50 percent of the expenditures of all other States for the six purposes in the aggregate. Matching on the basis of each purpose or each construction project would no longer be required.

Section 205. Required use of State allotments.—Section 4(b) of the Vocational Education Act of 1963 now requires that at least 25 percent of a State's allotment for each fiscal year be used only for the purposes set forth in paragraphs (2) (postsecondary vocational education) or (5) (construction of area vocational education schools) of section 4(a), or both, and that at least 3 percent of a State's allotment be expended for the purposes set forth in paragraph (6) of section 4(a) (ancillary services and activities). It also authorizes the Commissioner, upon request of a State, to waive these percentage

requirements with respect to that State if he determines that a smaller percentage would adequately meet such purposes in that State. Section 205 of the bill would amend section 4(b) by eliminating all percentage requirements for the fiscal year 1969, and by requiring that there be expended for the purpose set forth in paragraph (4) of section 4(a) (vocational education for persons with academic, socio-economic, or other handicaps) an amount equal to 25 percent of that portion of a State's allotment for each fiscal year beginning with 1970 that exceeds the sum total of all of its allotments for fiscal year 1969 under section 3 of the Vocational Education Act of 1963 and under all of the earlier Federal vocational education acts (that is the Smith-Hughes and George-Barden Acts and the acts extending the benefits of those acts to the various U.S. territories and possessions). The fiscal year 1969 allotments under existing laws enacted before the 1963 act are included in the base on which the excess over 1969 is to be computed, because another section of the bill; that is, section 215 would repeal those earlier acts effective July 1, 1969.

Section 206. Allowing contracting and dissemination of information under section 4(c).—Section 4(c) of the Vocational Education Act of 1963 now authorizes the Commissioner to make grants to public or private nonprofit agencies, institutions, and organizations for research and training programs and experimental, developmental, and pilot programs. Section 206 of the bill would amend section 4(c) so as to authorize the Commissioner (1) to make contracts with any public or private entity for these purposes as well (as grants to public and nonprofit private entities), and (2) to make grants or contracts for the dissemination of information derived from section 4(c) programs or from research and demonstrations in vocational education.

Section 207. State advisory council.—Paragraph (1) of section 5(a) of the Vocational Education Act of 1963 presently requires the State plan to provide that if the State board does not include as members persons familiar with the vocational education needs of management and labor in the State and persons representative of institutions of higher education in the State, the State plan shall provide for the designation or creation of an advisory council including such persons.

Subsection (a) of section 207 of the bill, after redesignating all the present subsections of section 5, would insert in section 5 a new subsection (a) which would require that all States have a State advisory council (regardless of the composition of the State board) and would make the establishment of such a council (as well as the submittal of a State plan for each fiscal year) a condition for receiving Federal funds. Under the bill, in addition to persons with the qualifications now required on the State board or advisory council and described above, the State advisory council must also include persons familiar with manpower problems, persons representative of manpower agencies, persons familiar with State and local vocational education programs, other persons with special knowledge, experience, and qualifications with respect to vocational education, and persons representative of the general public. The duties of the State advisory council specified in the bill include advising the State board on the development and administration of the State plan; evaluating vocational education programs, services, and activities, and submitting through the State board to the Commissioner and the National Advisory Council on Vocational Education (provided for by sec. 218 of

the bill) an annual evaluation report, accompanied by whatever additional comments the State board deems appropriate.

Subsection (b) of section 207 of the bill would amend paragraph (1) of section 5(a) of the Vocational Education Act of 1963 (redesignated sec. 5(b) by this section to make room for the new sec. 5(a) described above) by requiring the State plan to provide for consultation between the State board and the State advisory council to the extent required in the new section 5(a).

Section 208. Long-range and annual program plans.—As pointed out above, the amendments to section 5 of the Vocational Education Act of 1963 made by section 207 would require the submission of a State plan for each fiscal year. In conjunction with the requirement for submittal of a State plan for each fiscal year, this section would add to the State plan requirements of the present act (in present sec. 5(a) redesignated by the bill as sec. 5(b)) two new paragraphs, i.e., a paragraph requiring a long-range program plan and a paragraph requiring an annual program plan, to be included in the State plan submitted each year. (Those paragraphs would become pars. (2) and (3) of sec. 5(b), and other paragraphs would be renumbered accordingly.) The long-range program plan would be supplemented or revised annually and would have to extend over such period of time beginning with the fiscal year for which the State plan is submitted, as the Commissioner deems necessary (but not more than 5 years). It would describe the vocational education needs of the State and set forth a program of objectives to meet those needs. The annual program plan, to be submitted each year with the State plan, would describe the content of, and the allocation of funds to, programs, services, and activities to be carried out under the State plan for the fiscal year ahead (whether or not with Federal funds) and indicate how and to what extent these programs, services, and activities (and allocation of funds thereto) will carry out the objectives set forth in the long-range program plan, take into consideration the criteria for allocation of Federal funds set forth in the State plan pursuant to paragraph (4) discussed under the next section below, and take into consideration the findings and recommendations of the State advisory committee in its evaluation report. Both the long-range plan and the annual program plan would be prepared by the State board in consultation with the State advisory council.

Section 209. Criteria for allocation of Federal funds.—Section 5(a)(2) of the Vocational Education Act of 1963 (redesignated sec. 5(b)(4) of the act as amended) now requires the State plan, among other things to set forth policies and procedures for allocation of Federal funds to the six purposes in section 4(a) and to local educational agencies which insure (A) that due consideration will be given to periodic evaluations of State and local vocational education programs and services in light of current and projected manpower needs and job opportunities, (B) that due consideration will be given to the relative needs of all vocational needs of all groups in all communities in the State. Section 209 of the bill adds to the first criterion (set forth in subpar. (A)) a particular reference to new and emerging manpower needs and job opportunities on the local, State, and National levels, and to the second criterion (set forth in subpar. (B)) a particular reference to persons with academic, socioeconomic, and other handicaps, and adds the following three additional criteria for allocation

of Federal funds: The relative ability of particular local educational agencies, especially those in economically depressed or high unemployment areas, to provide the financial and other resources necessary to meet their vocational education needs; that Federal funds will not be allocated to local educational agencies in a manner, such as the matching of local expenditures at a uniform matching ratio throughout the State, which fails to take into consideration criteria (A), (B), and (C); and finally, that applications from local educational agencies for funds will include a comprehensive plan, related to the local cooperative area manpower plan (CAMPS) if any, for meeting local vocational education needs.

Section 5(a)(2) of the present act, redesignated as section 5(b)(4) by this bill, also contains a maintenance-of-effort requirement which while omitted from paragraph (4) as revised by this section of the bill, is reinserted in the State plan requirements as a new paragraph (10) by section 213 of the bill. This involves no substantive change.

Section 210. Cooperative arrangements with other agencies.—Section 5(a)(4) of the Vocational Education Act of 1963 (redesignated by the bill as sec. 5(b)(6) of the act as amended) requires the State plan to provide for cooperative arrangements between the State board and local educational agencies and the system of public employment offices in the State. This section would insert immediately after section 5(b)(6) a new paragraph (7) requiring the State plan to provide for cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such as business and labor organizations, institutions of higher education, and community action agencies.

Section 211. Inclusion in State plan of exemplary and other special programs.—This section would add to section 5(b) of the Vocational Education Act of 1963 (as redesignated) a new paragraph (8) requiring the State plan to provide that effective use will be made of the results and experience of exemplary programs and projects assisted under the new part B, and of research, training, and experimental, developmental, and pilot programs assisted under section 4(c).

Section 212. Public participation and information.—This section would add to section 5(b) of the Vocational Education Act of 1963 (as redesignated) a new paragraph (9) requiring the State plan to assure that it has been submitted only after all local educational agencies had been offered reasonable notice and opportunity for a public hearing; and that the State plan and all statements of general policy, rules, regulations, and procedures used in the administration of the State plan will be made reasonably available to the public.

Section 213. Maintenance of effort.—Section 5(a)(2) of the Vocational Education Act of 1963 (redesignated sec. 5(b)(4) of the act as amended) now provides that the State plan shall include policies and procedures for allocations of Federal funds which insure, among other things, that Federal funds will be so used as to supplement, and, to the extent practical, increase (but not supplant) State or local funds that would otherwise have been made available for the six purposes in section 4(a). As above mentioned in the analysis of section 209 of the bill, that provision is omitted from the revised paragraph (4) of section 5(b) (because germane to the listing of criteria, in that paragraph, for allocation of Federal funds to local educational agencies) but the

present section of the bill adds the maintenance-of-effort provision to section 5(b) (as redesignated) as new paragraph (10).

Section 214. Annual evaluation reports.—This section adds to section 5(a)(7) of the Vocational Education Act of 1963 (redesignated by the bill as section 5(b)(13) in the act as amended), which requires the State plan to provide for the making of reports, a particular reference to the annual evaluation reports to be submitted by the State advisory council (see discussion of section 207 above).

Section 215. Repeal of vocational education acts and technical amendments related thereto.—Subsection (a) of this section would repeal the Smith-Hughes Act, the Vocational Education Act of 1946 (George-Barden Act), and the various acts extending the benefits of those acts to Puerto Rico, the Virgin Islands, Guam, and American Samoa. Subsection (b)(1) would delete from the definition of "vocational education" in section 8(1) of the Vocational Education Act of 1963 the parenthetical reference to business and office programs and to programs assisted with Federal funds under the Vocational Education Act of 1946 and supplementary vocational education acts; and subsection (b)(2) would amend the definition of "State board" in section 8(7) of the Vocational Education Act of 1963 so as to eliminate the reference to the board created or designated pursuant to section 5 of the Smith-Hughes Act and define "State board" in more general terms as the State board designated or created by State law as the sole agency responsible for the administration, or supervision of the administration, of vocational education in the State. Subsection (c) would repeal section 10 of the Vocational Education Act of 1963, which amended the Smith-Hughes Act and the Vocational Education Act of 1946, and section 11, which made permanent the provisions of titles II and III of the Vocational Education Act of 1946.

Section 216. Separate authorization for homemaking education.—This section would insert in the Vocational Education Act of 1963 a new section 10 authorizing allotments to States for homemaking education. (This section 10 is not to be confused with the section 10 which would be repealed by section 215 of the bill.) Subsection (a) of the new section 10 would authorize appropriations for each fiscal year, beginning with fiscal year 1970, of such sums as may be necessary for the purpose of the new section 10 but not exceeding $15 million for any year, and provides for allotment and reallotment of such appropriations in the same manner as that prescribed for allotments and reallotments to States under section 3 of the Vocational Education Act.

Subsection (b) of the new section 10 would require any State participating in this section to have in effect a State plan approved under section 5 and to submit a supplementary plan which (1) designates the State board (as defined in section 8(7) of the act) as the sole agency for administration, or supervision of the administration, of the State plan; (2) sets forth a program under which Federal funds will be expended solely for (A) homemaking education for persons who have entered, or are preparing to enter, the work of the home, and (B) ancillary services and activities; (3) sets forth fiscal control and fund accounting procedures; and (4) provides for submitting reports, keeping records, and affording the Commissioner access to such records.

Subsection (c) would make the subsections in section 5 pertaining to the approval of State plans, the withholding of Federal payments

in case of nonconformity after approval, and judicial review of the Commissioner's disapproving of a State plan or withholding of payments, applicable to the Commissioner's actions with respect to supplementary plans for homemaking education.

Subsection (d) provides that the Commissioner shall pay 50 percent of the amount expended for homemaking education and ancillary services and activities, but in no case more than a State's allotment.

Subsection (e) is a standard payments provision stating that payments shall be made in advance, in such installments, and at such times as needed by the States, and adjusted on account of overpayments or underpayments.

Section 217. Additional amendments to definitions.—Subsection (a) would amend the definition of "vocational education" in section 8(1) of the Vocational Education Act of 1963 so as to include guidance and counseling through group instruction and training for the purpose of facilitating occupational choices—two types of activities not heretofore supportable with Federal vocational education funds under the Vocational Education Act of 1963 and earlier acts, but which may be included in exemplary programs or projects under the new part B inserted by the bill (see section 104(a)(2)(A) and (C)). Subsection (b) would delete the word "area" from the term "area vocational education school" in sections 8(2) and 4(a)(5) of the act.

Section 218. Establishment of permanent National Advisory Council on Vocational Education in lieu of ad hoc council and interagency committee.—Section 9 of the Vocational Education Act of 1963 now provides for an Advisory Committee on Vocational Education, including ex officio representatives of the Departments of Agriculture, Commerce, and Labor, and other persons appointed by the Commissioner, which advise the Commissioner on the preparation of regulations and other matters of administrative policy. Section 12 of the act provides for an ad hoc Advisory Council on Vocational Education, appointed by the Secretary every 5 years to review the administration of federally assisted vocational education programs, make recommendations regarding such administration or changes in legislation, and submit a report of its findings and recommendations to the President and Congress. Effective on enactment, this section would abolish both the advisory committee and advisory council by repealing section 12 and amending section 9 so as to provide for a single National Advisory Council on Vocational Education which will generally perform both the function of the interagency advisory committee and the ad hoc advisory council on a continuing basis.

Subsection (a) of the new section 9 would provide that the council shall consist of 15 members, appointed by the Secretary, serving for 3-year staggered terms and shall include persons familiar with the vocational education needs and problems of management and labor and persons familiar with manpower problems and manpower program administration, persons knowledgeable about the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualifications with respect to vocational education, and persons representative of the general public. It also provides that the Council shall meet no less than four times a year at the call of the Chairman.

Subsection (b) of the new section 9 would provide that the Council shall advise the Commissioner on the preparation of regulations and

on policy matters relating to approval of State plans under section 5 and programs and projects under section 4(c) of part A, and under part B. Subsection (c) would provide that the Council shall review the administration and operation of programs under the act and make annual reports to the Secretary of its findings and recommendations on such administration and operations (including recommendations on legislative changes). Subsection (d) contains the usual authority for compensation of Council members (at a maximum rate equivalent to the GS–18 rate) while on the business of the Council plus per diem in lieu of subsistence and travel expenses while away from home. Subsection (e) would authorize the Council to engage any needed technical assistance without regard to the civil service laws, and would direct the Secretary to make available to the Council such secretarial, clerical, or other assistance as it might require.

Section 219. New part C—General.—Subsection (a) includes in the Vocational Education Act of 1963 a new "Part C—General" to follow part B, redesignates sections 8, 9, 16, and 17 as sections 121, 122, 126, and 127 of the new part C. and inserts in part C three new sections—sections 123, 124 and 125. A section-by-section analysis of each of the new sections follows:

Section 123. Federal administration.—This section is patterned after section 803 of the Elementary and Secondary Education Act of 1965 (Public Law 90–15, 20 U.S.C. 883). Subsection (a) would authorize the Commissioner to delegate any of his functions (except the making of regulations) under the Vocational Education Act of 1963 to any subordinate in the Office of Education. Subsection (b) would authorize the Commissioner to utilize the services and facilities of any Federal or public nonprofit agency or institution pursuant to an agreement, and to pay for such services in advance or by way of reimbursement as agreed upon. Subsection (c) would direct the Commissioner to consult with the Department of Labor and other Federal departments and agencies administering programs which may be coordinated with those carried out under the Vocational Education Act of 1963, and to the extent practicable to coordinate such programs on the Federal level with those of other Federal departments and agencies and to require State and local authorities to coordinate their programs with programs and projects of other public or private programs with the same or similar purposes.

Section 124. Collection and dissemination of information.—This section is patterned after section 806 of the Elementary and Secondary Education Act of 1963 (Public Law 89–15, 20 U.S.C. 886). Subsection (a) provides that the Commissioner (1) shall collect data on programs qualifying for assistance under the Vocational Education Act of 1963, (2) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions such materials as are generally useful for carrying out the purposes of the act, (3) may provide advice, counsel, technical assistance, and demonstrations to State boards, local educational agencies, and institutions of higher education initiating or expanding programs under the act, and shall inform such agencies and institutions that such assistance is available, (4) shall prepare and disseminate to State boards, local educational agencies, and other agencies and institutions an annual

report on the use and adaptation of programs under the act, and (5) may enter into contracts with public or private persons, agencies, organizations, or groups to carry out the purposes of this section. Subsection (b) would authorize such appropriations as may be necessary to carry out this section.

Section 125. Limitation on payments under this title.—This section states that nothing in the Vocational Education Act of 1963 shall be construed to authorize any payment for religious worship or instruction, or for the construction, operation, or maintenance of any facility to be used for such purposes.

Subsection (b) of section 219 of the bill provides that the amendments made by this section to the Vocational Education Act of 1963 shall take effect on their enactment, except for the addition of section 124 (the section on collection and dissemination of information) which shall become effective with respect to appropriations beginning with fiscal year 1969.

Section 220. Adequate leadtime and planning and evaluation.—Subsection (a) of this section amends section 401 of the Elementary and Secondary Amendments of 1967 (Public Law 90–247, 81 Stat. 814) so as to make applicable to the Vocational Education Act of 1963 the provisions of title IV of those amendments. This has the effect of (1) authorizing the appropriation for each fiscal year for which appropriations are authorized under the Vocational Education Act of 1963, of such sums as may be necessary for planning and evaluation of programs and projects authorized under the act; (2) authorizing the inclusion of appropriations to carry out the provisions of the Vocational Education Act of 1963 in the appropriation act for the fiscal year preceding the fiscal year for which they are available for obligation; (3) requiring the Secretary to transmit to the committees having legislative jurisdiction and the appropriations committees of each House of the Congress not later than March 31 of each year a report evaluating programs and projects assisted under the Vocational Education Act of 1963, which shall include his recommendations relating thereto (including legislative recommendations); and (4) making appropriations under the Vocational Education Act for any fiscal year available on an academic or school year basis differing from a fiscal year, in accordance with regulations of the Secretary.

Subsection (b) of this section provides that this amendment shall be effective with respect to appropriations for fiscal years beginning after June 30, 1968, except that the provision requiring transmittal of evaluation reports to the congressional committees shall not be effective with respect to the Vocational Education Act of 1963 until July 1, 1969.

TITLE III—AMENDMENTS TO ADULT EDUCATION PROGRAM

Section 301. This section, which is to become effective with respect to appropriations for fiscal year beginning after June 30, 1969, (a) would enlarge the definition of "adult" in section 303(a) of the Adult Education Act of 1966 (title III of Public Law 89–750, 20 U.S.C. 1203(a)) so as to include all individuals who have attained the

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age of 16 (rather than 18), and (b) would amend section 304(a) of the act so as to increase the portion of each fiscal year's appropriation which may be reserved for special project and teacher-training grants under section 309 from a 10- to 20-percent range to a 20- to 40-percent range.

EXPLANATION OF VOCATIONAL EDUCATION AMENDMENTS OF 1968

(S. 3099, 90th Cong., 2d sess.)

Background and Need

The 1917 Smith-Hughes Vocational Education Act was enacted to meet the demands of an economy just reaching industrial maturity. Dominant allotments went to vocational agriculture and home economics; provisions were also included for training in trades and industry.

The 1946 George-Barden Act was introduced to meet changes in labor force demands over the nearly 30-year period. Support for vocational education was increased and a new category of occupational support was added. During the war years preceding 1946, agricultural productivity had jumped from an annual increase of 1 percent to an annual increase of 5 percent. This rising farm productivity had freed labor from agriculture for industrial purposes. A heavy emphasis on the need for industrial workers during the war had also caused the public schools to establish new training programs for industrial contribution to the war effort. More than 7 million persons had left farm and fireside to work in the factories and industrial complexes. The act added support for vocational education in the distributive occupations and increased support for existing categories. Ten years later two new categories were added—training in the fishery trades and industry and practical nurse training.

The American economy continued to change over the next few years and manpower needs shifted considerably. A changing industrial and occupational mix and a more sophisticated technology led to a shift from a primarily blue-collar and agricultural labor force toward the white-collar employment. The labor market became characterized by a paradox of persistent unemployment occurring simultaneously with the rising demand for skilled manpower. There was a drop of 772,000 workers in low skill manufacturing occupations between 1957 and 1962. Yet, it was estimated that there would be a 40 percent increase in the number of jobs for professional and technical workers by the 1970's.

In response to this shift in manpower needs, the Congress reviewed the operation of existing laws and enacted the Vocational Education Act of 1963. The new funds were to be expended for State and local vocational education programs under six broad categories; it was designed to fit individuals for gainful employment, including business and office occupations not covered by the previous laws. In fiscal year 1965, $123,500,000 was appropriated for operation of programs under this law; fiscal year 1968 appropriations were $199,310,000.

Under the Vocational Education Act of 1963, the number of vocational students in secondary schools rose by 1,504,000 from 1964 to 1966.

Of these, 1,238,000 were persons who were trained in a business occupation. Of the remaining increase of 266,000 persons, 200,000 were trained in trades and industries occupations. The number of post-secondary vocational students rose by 907,000; 798,000 of which took training in business education and 70,000 of which were trained in trades and industries occupations.

In the next few years, employment opportunities in the professional, semiprofessional, and technical fields will continue to increase. Demand in the public service field alone exceeds labor supply by 5 to 1. The technological breakthroughs that have been witnessed in the past 5 years have led to greater and greater demands for trained personnel in scientific research, development, production and services in all fields of applied science. At present, it is estimated that there should be two technicians to every engineer or professional physical scientist; there should be six to 10 technicians for every medical doctor or professional researcher in the health fields and four to five for each professional biological scientist.

The job of our Nation's schools is particularly critical in view of these new and emerging occupations and the resultant demands to be faced by the labor force. Broader training must be offered to high school students in vocational education; students must be encouraged to stay in school and to undertake technical training or other occupational work at the postsecondary level. Adults must be retrained to assume the duties of three to four new careers per lifetime predicted for the future.

Proposal

TITLE I—EXEMPLARY PROGRAMS OR PROJECTS IN VOCATIONAL EDUCATION

The purpose of this Title is to develop new methods for preparing noncollege youth for and helping them make the transition from school to a job.

The Title is designed to help young people who will not go on to college, who are still in school, who have left school either by graduation or dropping out, or who are in post-secondary programs of vocational preparation.

A key element in this effort would be the promotion of cooperation between public education agencies and manpower agencies.

The Commissioner of Education would have authority to make grants for exemplary programs or projects to the State boards administering the vocational education system or local educational agencies, and other public and private agencies. Grants will be approved only when there is satisfactory assurance that in the planning, establishing, and carrying out of the program there will be participation of agencies responsible for manpower programs, and where appropriate persons broadly representative of employers, labor organizations, community action agencies, and other institutions. No project may be approved if the State board for vocational education disapproves.

Examples of programs which might be supported are:

Exploratory occupational education programs;

Programs or projects to provide students educational experience through part-time work to assist in their maximum development and to help link school and employment;

Guidance and counseling to assure that all students' interests and capabilities are developed in relation to career objectives and to ease the transition from school to work by initial job placement;

Improvement of curricula to stimulate broad-scale innovative changes to provide more realistic vocational education programs for youths and adults at all skill levels;

Exchanges of personnel between schools, manpower agencies, industry and other agencies participating in programs; and

Programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing the educational attainment.

Fifteen million dollars would be authorized for fiscal year 1969, and such sums as may be necessary for the four succeeding fiscal years.

Beginning with fiscal year 1971, the funds appropriated for this program would be apportioned among the States and outlying areas as follows: $150,000 would be apportioned to each State, not more than 2 percent would be reserved for outlying areas, and the remainder would be apportioned according to population aged 15 through 19.

The Commissioner could pay part or all of the cost of projects assisted under this title, and if he required a non-Federal contribution, it could be made either in cash or in kind.

TITLE II—CONSOLIDATION AND IMPROVEMENT OF EXISTING PROGRAMS

The proposed legislation would consolidate in fiscal year 1970, existing authority for vocational education programs under the Smith-Hughes and George-Barden Acts. The earmarking by purpose of uses of funds under section 4(a) of the Vocational Education Act of 1963, such as the 25 percent minimum expenditure for construction and/or postsecondary vocational education would also be removed. Nonoccupational homemaking would receive an independent program authorization.

Starting in fiscal year 1970, 25 percent of the funds appropriated for the consolidated vocational education authority above the appropriations level for fiscal year 1969 would be earmarked for vocational programs specifically designed for the disadvantaged.

The proposed legislation would remove the requirement for separate matching purpose-by-purpose and project-by-project and instead provide for overall statewide matching. The proposal would provide more flexibility in that varying proportions of Federal funds could be used in matching State and local funds. Federal funds could then be directed to areas of greatest need.

The proposal would also amend the Vocational Education Act of 1963 to establish a National Advisory Council on Vocational Education to be appointed by the President and to provide for a broadly representative State advisory council on vocational education in every State.

The proposed legislation also includes the requirement, effective in fiscal year 1970, that every State submit a State plan each year which would contain, in the first year, a 5-year plan—specifying long-range objectives for vocational education in that State—to be supplemented and updated in the State plans for subsequent years so as to always extend over a 5-year period.

The State plan for each year would also contain an operational annual program plan which would set forth detailed program information for the school year and relate annual objectives to those set forth in the 5-year plan.

Each State advisory council on vocational education would advise the State board for vocational education on the development of the State plan, including long-range and annual program objectives. Each State advisory council would also submit to the State and to the National Advisory Council an annual detailed report and evaluation of vocational education programs in the State, including recommendations for changes considered necessary.

The State plan should indicate each year that consideration had been given to the State advisory council's recommendations. The State plan would also include detailed information on the extent to which State vocational education programs are utilizing the experiences and knowledge gained from exemplary programs and projects. The State plan would contain assurances that all policies and procedures concerning administration of the vocational education programs would be a matter of public record and be made reasonably available to the public. The State plan would also indicate that all local educational agencies in the State had reasonable notice and opportunity for public hearings on the State plan.

The National Advisory Council would advise the Commissioner on regulations and policy matters, including procedures concerning the approval of the State plans as well as exemplary programs and projects. It would also submit an annual report to the President and the Congress on administration of the vocational education programs in the country.

The provisions for leadtime and advance funding authorized in Public Law 90–247, the Elementary and Secondary Education Amendments of 1967, would be broadened to include vocational education programs under the Partnership for Learning and Earning Act of 1968.

The Commissioner is authorized to enter into contracts to collect and disseminate information on vocational education programs in order to measure the effectiveness of the program and make available materials and technical assistance to State boards and local educational agencies or institutions of higher education initiating or expanding vocational education programs.

The Federal share for the cost of the program in the Trust Territory of the Pacific Islands would be 100 percent.

TITLE III—ADULT EDUCATION

The proposal would lower the minimum age eligibility requirement for participation in the adult education program from 18 to 16 years of age.

The proposal would also increase the variable percentage for the set-aside for special projects in adult education to from 20 to 40 percent.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
March 27, 1968.

Hon. LISTER HILL,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: This is in response to your request of March 6, 1968, for a report on S. 3099, a bill "To amend the Vocational Education Act of 1963, and for other purposes."

This bill, to be known as the "Partnership for Learning and Earning Act of 1968", embodies a legislative proposal submitted to the Congress by this Department on February 5 to carry out the President's recommendations on this subject in his message on education. As said in the message:

This new program—streamlining and strengthening our vocational education laws—will:

Give new flexibility to our system of matching grants, so the States can concentrate their funds where the need is greatest;

Provide $15 million for special experimental programs to bridge the gap between education and work: for alliances between schools, employment services and private employers; for new summer training programs combining work and education;

Totally revise and consolidate our existing vocational education laws, reducing paperwork for the States, the schools and other training centers;

Encourage the States to plan a long-range strategy in vocational education."

The details of the bill are summarized in an explanation and section-by-section analysis of the bill and a comparison of the bill with existing law previously furnished to the Committee at staff level.

We urge enactment of this bill. We hope to have the opportunity of appearing before your Committee in the near future to supplement the statement in the message as to the need for this legislation.

Sincerely,

WILBUR J. COHEN, *Acting Secretary.*

EXECUTIVE OFFICE OF THE PRESIDENT,
BUREAU OF THE BUDGET,
Washington, D.C., March 13, 1968.

Hon. LISTER HILL,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: This is in response to your request of March 6, 1968, for our views on S. 3099. This bill would amend the Vocational Education Act of 1963 and would enact the "Partnership for Learning and Earning Act of 1968."

In a special message to Congress on education on February 5, 1968, the President emphasized the need to strengthen and streamline our vocational education laws. As the President stated, S. 3099 would "build stronger links between the schools and their students, and local industries and employment services, so that education will have a direct relationship to the world the graduating student enters."

The Bureau of the Budget recommends the enactment of S. 3099 which is in accord with the President's program.

Sincerely yours,

WILFRED H. ROMMEL,
Assistant Director for Legislative Reference.

COMPTROLLER GENERAL OF THE UNITED STATES,
Washington, D.C., May 7, 1968.

B–164198.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee,
Committee on Labor and Public Welfare,
U.S. Senate.

DEAR MR. CHAIRMAN: We have reviewed S. 3099, 90th Congress, 2d Session, a bill to amend the Vocational Education Act of 1963, and for other purposes.

The bill is designed to improve vocational educational programs through assisting high schools, vocational schools, technical institutes and community colleges to modernize their programs and experiment with new approaches to job training. While we make no comment concerning the overall objectives of the bill, we offer the following observations for your consideration.

Section 106 as added by section 101(c) of the bill, page 9, would authorize the Commissioner, in determining the cost of programs or projects to include the reasonable value of goods and services provided from non-Federal sources. It seems to us that this authority with respect to goods should be limited to those instances where dedication of a previously acquired asset to vocational education uses necessitates a further expenditure for replacement of the goods in connection with the purposes to which they were previously applied. In the absence of such limitation, it is conceivable that surplus assets will be transferred to vocational education programs resulting in Federal funds being used essentially to reimburse the recipients for prior expenditures unrelated to the program.

Part B of title I, as added by section 101(c) of the bill, page 2, does not contain any provision similar to section 5(a)(7) of the 1963 act relating to the necessity for maintaining records and providing access thereto by the Commissioner. See also section 10(b)(4) as added by section 216 of the bill, page 27. We would suggest that the bill be appropriately revised to cover Part B in this regard.

We would also point out that neither the basic act nor the bill provides for access to records at the State and subordinate levels by the Secretary of Health, Education, and Welfare or Comptroller General of the United States. We suggest that language be included in the bill, as appropriate, which would authorize access to the records of any recipient of Federal funds under the act by the Secretary and the Comptroller General, or their duly authorized representatives, for purposes of audit and examination.

Sincerely yours,

FRANK H. WEITZEL,
Assistant Comptroller General of the United States,

PROGRESS REPORT

VOCATIONAL-TECHNICAL EDUCATION PROGRAM DEVELOPMENT

FOR PERSONS WITH SPECIAL NEEDS

BY STATES

Vocational Education Act of 1963
Section 4(a) (4)--P. L. 88-210

U.S. Department of Health, Education,
and Welfare
John W. Gardner, Secretary

Office of Education
Harold Howe II, Commissioner

Bureau of Adult, Vocational, and
Library Programs
Grant Venn, Associate Commissioner

Division of Vocational and Technical Education
Sherrill D. McMillen, Acting Director

Program Planning and Development Branch
Michael Russo, Acting Director

Program Planning and Development Section
Otto P. Legg, Assistant Director

February 6, 1968

(1885)

This Progress Report was prepared by the following Committee, working under the Program Planning Section, Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Library Programs of the Office of Education, Department of Health, Education, and Welfare:

Albert L. DeMond

John Calvin Dupree

Barbara H. Kemp

Elmer L. Schick

James W. Warren, Jr.

February 6, 1968

PROGRESS REPORT

VOCATIONAL-TECHNICAL EDUCATION PROGRAM DEVELOPMENT

FOR PERSONS WITH SPECIAL NEEDS

BY STATES

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INTRODUCTION

This progress report describes vocational education programs for persons with special needs developed since the passage of the Vocational Education Act of 1963. This report has been prepared on a State-by-State basis. Time and the resources with which we had to work were far too limiting for the staff to produce an indepth study. Rather, we had to rely on each State's annual reports and projected program activities which were up-dated through personal contact with the State officials when possible. Where additional material was provided, we were happy to include it.

Some 24 States have appointed a member of the State staff to work full or part-time on the development of programs for persons with special needs. Other States have made this a responsibility of all of the State staff. Some States have described their accomplishments and programs in considerable detail, other States have indicated limited program development and accomplishments.

In Section 4(a)(4) of the Vocational Education Act of 1963 it is stated that vocational education funds may be spent ... "for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program ..." In the Appendix is a listing of some of the major characteristics of the youth and adults which fit into this heading of special needs. It might be said that these are students who are not receiving special education and are not able to do the work required or assigned to the regular classes. This may be due to one or a combination of the following factors: (1) they are physically handicapped; (2) they are genetically mentally retarded; (3) they have emotional problems which hinder their learning processes; (4) they are slow learners and learn at a different pace from the general student body; and (5) they come from environments which are not conducive to learning and where education is not adequate.

Except for those who are genetically mentally retarded, every one who is in the special needs category has the capacity to succeed in the regular vocational educational programs to the highest technician level. And there are many low skilled occupations for which the mentally retarded can qualify if given the training.

The major thing we have learned since the Act was implemented is that there must be a commitment and a willingness to serve this population on the part of all vocational-technical educators as well as the top administrative staff. Without this support, both moral and financial, the extra efforts which must be made will never be put into operation. Business as usual, or in this case, education as usual, will not reduce the need for corrective programs to reduce the unemployment lines, the welfare rolls, the enrollees for Job Corps and Manpower Development and Training, and the disillusioned and purposeless.

The second major thing we are learning is that there is no magic formula which, if applied, will eliminate our special needs problems. Whole new educational philosophies will have to be developed. New techniques for teaching will have to be used. Teacher training will have to be revised. It will take more millions of dollars, more dedicated staffs, and more experimental approaches to find some of the solutions.

The efforts described on the following pages illustrate vocational education's contribution to serving persons with special needs. It is hoped that this progress report will stimulate more intensive efforts in the coming years. The State officials who are already involved in this endeavor know the dedication required, the amount of literature which must be perused, the contacts which must be established, the meetings which should be set up and/or attended, the site visits which must be paid, and the support and cooperation they must have.

The Division of Vocational and Technical Education views this booklet as one of many tools needed to do the job. The names of the State officials responsible for developing programs for persons with special needs is given in the Appendix. If programs are described which are of particular interest, these men and women can send out more descriptive material or direct the inquirer to the persons who can. This interchange of ideas and program inputs is just an overview for the reader and the user. The imagination and courage are illustrated in the communities themselves where the activities are taking place. The youth and adults with special needs are not the only beneficiaries of additional and creative efforts. We all are.

February 1, 1968

Barbara H. Kemp
Albert L. DeMond

SUMMARY

This report shows considerable improvement in quantity and quality of programs in Vocational Education for persons with special needs, as a general rule, throughout the nation. This improvement is unevenly reported for several reasons. Many States have excellent programs which are constantly expanding to meet increasing needs. However, many of these States have not collected or reported data on these programs which show their efforts, as they have been too busy concentrating on development and improvement of programs and with the necessary follow-through activities. On the other hand, quite a few States have been aware of the need for departing from traditional procedures and routines, making special efforts to develop new, different, and effective means of serving the needs of the handicapped. Working on the stated theory that Vocational Education serves all of the needs of all of the people, programs in many instances were developed in all of the occupational areas of vocational education to serve the needs of the handicapped and disadvantaged student. These were not always reported as programs for special needs. In many instances such special programs served as a means of channeling disadvantaged and handicapped students into regular vocational programs upon removal of deficiencies, and enrollments were looked upon as regular programs.

It is true that many of these handicapped persons may be served by adaptations and adjustments of present vocational education curricular offerings, especially when reinforced with supplementary instruction in basic education and coupled with adequate resources for guidance, counseling, and placement in entry-level jobs. Vocational education has always acknowledged this responsibility and is able to do it satisfactorily. Notable examples of this are found in all branches of vocational education which have curriculum flexibility and job opportunities for a spectrum of abilities and skill requirements with the broadest possible range. It is felt by some educators that vocational education is losing the opportunity to serve a large portion of this important and growing segment of the population of secondary school age which has turned away from the regular school program as a solution to their problems. This feeling will continue, and doubtless increase, unless and until effective means are found to equip the disadvantaged and the handicapped with job-entry level skills, a working command of communication and computation skills, a wholesome attitude toward work, and the system of rewards for services rendered under the present organization of our economic system. A comprehensive program must be developed and put into operation which will produce highly visible and immediate results in meeting these needs.

A review of what is going on in this area in every State and Territory is a good starting point for program analysis in each State. Awareness of efforts to observe the mandate of Section 4(a)(4) of the Vocational Education Act of 1963 in all other States furnishes the basis of evaluation for any State. States which have exemplary and successful programs may be reached for aid and assistance in program development. Innovative and effective techniques may be examined without the penalties of the trial and error method. Interchanges of information should be most helpful.

This report reveals that a large number of successful programs are being developed, which are getting substantial results in the reduction of dropout rates, increases in school attendance and achievement, gratifying results in rehabilitation of school-leavers and unemployed youth and adults, regeneration of school "sit-ins" with new motivation, and successful placement at job-entry level of persons who demand early entry into the work force without the crippling handicaps of academic deficiencies and lack of job skills. These promising results should be duplicated in many parts of the nation where similar problems are present.

Some States will stand out as examples of good and successful programs in this area of vocational education. From the point of view of emphasis through allocation and matching of Federal funds for vocational education, the following listing of leading States is presented:

Estimate of Total Expenditures--1968 *
All Vocational Education Acts

	State	Total Expenditures	Special Needs	Percent
	Total U.S.	$225,343,000	$8,366,000	3.7
1.	New York	17,000,000	2,900,000	17.
2.	Texas	12,595,000	849,000	6.7
3.	California	14,985,000	749,000	5.
4.	Illinois	10,114,000	452,000	4.4
5.	New Jersey	7,470,000	300,000	4.
6.	Pennsylvania	13,547,000	197,000	1.45
7.	Connecticut	2,644,000	171,000	6.5
8.	Kentucky	5,373,000	155,000	2.9
9.	Mississippi	4,720,000	153,000	3.24
10.	Indiana	4,908,000	153,000	3.1

* Projected Program Activities, 1968 -- State Vocational Services/AVLP/OE, September 28, 1967. More complete presentation of statistical data is shown in the appendix.

There are many States where the services rendered in programs for persons with special needs is much greater than that revealed by the national average expenditure of 3.7 percent of Federal funds for vocational education. Many States which do not rank high in per capita wealth or income or average expenditure per pupil for education, approach or exceed the national average. Such States are Mississippi, Kentucky, Arkansas, Alaska, Louisiana, West

Virginia, Wyoming, and Puerto Rico, and others. Many of these States are offering excellent programs where the pressing needs of the disadvantaged and handicapped are great. For many persons with special needs this may be the first time that a vocational education program especially tailored to fit their specific needs has been offered. It will improve as time and continued Federal and State assistance permit.

From the viewpoint of noteworthy exemplary programs, there are States which have reported significant contributions. Such a list is:

California

Service to persons with special needs through the regular vocational programs. In FY 1967, 32,048 out of 951,000 enrolled in vocational education were served in special needs programs. This is 3.3 percent of the total vocational education enrollment. The highest priority is given to such students. Approximately five percent of Federal funds for vocational education was allocated for this purpose in California in 1968.

Colorado

A system of special programs for inmates of correctional institutions has been developed. Four percent of the Federal funds is allocated for persons with special needs.

Connecticut

A Center for Vocational Arts has been established for persons with special needs, at Norwalk. Two regional Centers for mentally retarded educables have been established. The State estimates expenditures of 6.5 percent of its Federal appropriation for vocational education for special needs. A full-time State Supervisor has been appointed for this work.

Delaware

In cooperation with the Delaware Research Coordinating Unit, the State Board for Vocational-Technical Education prepared a series of five resource papers about the disadvantaged. These are most helpful for personnel engaged in special needs programs.

Florida

An excellent Guide for Planning Special Vocational Programs for the Disadvantaged was prepared by the Division of Vocational, Technical, and Adult Education. Brochures were developed and distributed on the junior high school work experience program. Statewide activities in program development for special needs are exemplary.

Indiana

A method of selecting referrals for special needs programs through a special committee of Guidance Counselors and Principals was noted.

Kentucky

A two-week Seminar for Supervisors and Teacher Educators of Teachers of persons with special needs was held at the University of Kentucky, June 12-23, 1967. This was sponsored jointly by the Kentucky Research Coordinating Unit and the Bureau of Vocational Education, funded under Section 4(c) of the Vocational Education Act of 1963.

Maryland

The development os six general vocational high schools for students who have special vocational interests or for those who find the regular high school programs not entirely suited to their needs was observed in Baltimore. A two-year program offering occupational training and remedial education at the 9th and 10th grade level is offered. Provision is also made for students below this level in a special occupational school for the severely handicapped or mentally retarded students, with strong supportive counseling and placement services.

Minnesota

Rehabilitation Centers are to be established for persons with special needs. The first of these is now in operation in Minneapolis. It is designed for culturally and educationally deprived youth and adults who might enter a skill training program if basic educational deficiencies are corrected.

New York

Strengthened and expanded programs in Distributive Education and Office Education for special needs students were noted. Comprehensive development of Work Experience programs in five major cities is serving as a model for expansion.

New Jersey

Increased awareness of the need for occupational training has placed special emphasis on cooperative vocational education. "Introduction to Vocations" in 26 New Jersey high schools for 9th grade students is an excellent basis for referrals to regular programs as well as for persons with special needs.

North Carolina

An excellent format for pre-employment programs has been designed in the "Introduction to Vocations." Exploratory courses leading into the regular vocational sequences and occupational training for the handicapped are being offered.

Ohio

Vocational Rehabilitation and Job Preparation Centers are operated in Cincinnati and Cleveland in cooperation with Vocational Rehabilitation and vocational education. Plans are near completion for opening a second Center in Cleveland and one each in eight major cities, for a total of eleven in 1968. These operations emphasize work adjustment and evaluation, counseling, social adjustment, ancillary rehabilitation service, remedial education, occupational work experience and placement, and supervision on jobs with private business and industry. Cooperation with the Bureau of Work Programs, Neighborhood Youth Corps, and Bureau of Employment Service is noted.

Oregon

Personalized Employment Program for high school dropouts and near-dropouts is a dual program to assist youth now out of school who can benefit by appropriate training and to improve the educational program still attending secondary schools who might benefit from improved procedures and more appropriate control. A reservoir of 5,000 dropouts and near-dropouts is served. This is operated by the State Department of Education in cooperation with Portland Public Schools and other school systems and the University of Oregon. Boys' and girls' residence facilities are provided in Portland and in Yamhill and Lincoln Counties. Study, recreational, and cultural programs are presented, as well as special occupational classes in job skills, with opportunities for a wide variety of metropolitan work experience openings. Many ideas from the

Job Corps have been incorporated. Costs for 1967-68 are estimated at $3,211,795, or $4,015 per trainee for 800 trainees.

Tennessee

An excellent Workshop for Special Needs was conducted August 7-11, 1967, at Middle Tennessee State University, Murfreesboro, Tennessee. The theme was "Motivated Vocational Related Remedial Training." Twenty participants attended, including special needs teachers, supervisors, and coordinators from all parts of the State. A comprehensive report of the workshop with valuable materials for personnel dealing with special needs was prepared.

Texas

Pioneer work was done on Occupational Work Experience programs for junior high schools in sixty communities.

Wisconsin

A Day Continuation School for youth who drop out of high schools in in operation as the Milwaukee Continuation School. This is operated as a part of the Milwaukee Vocational Technical and Adult School. The excellent program for rehabilitation of handicapped, disadvantaged youth, with combinations of remedial and skill training is noteworthy.

Utah

The State of Utah Department of Public Instruction has just developed an "Education Guide for Service Occupations." This is most useful in the design and construction of occupational programs for persons with special needs.

These examples were selected at random. There were many others which could be mentioned. Information of this type may be gleaned from this progress report which may supply ideas to other States which have resources, personnel, and time for further exploration and experimentaion in this field of vocational education. This may be an annual report which can be improved and developed with each issue.

Providing vocational education for persons with special needs is a difficult and complex problems which requires adequate staffing on the State level. The increasing demands for trained manpower, economic and social development, continuing changes in the various occupational fields, advancements in science and technology, and other developments make it necessary to expand the scope and coverage of vocational education programs to include

large numbers of people who have not been included in such training in substantial numbers. To develop, promote, and implement such programs requires educational leadership on the State level which reaches all parts of the State and every segment of the population. This indicates that a staffing pattern should center upon carefully selected personnel with adequate educational qualifications, diversified experience, and total commitment to the advancement of persons with special needs in vocational education. Many States are developing such a staff, which shows the wisdom of such selection in increased services and qualitative improvements in this area.

A third of the States now have a full-time Supervisor with a supporting staff for vocational education programs for persons with special needs. Almost half of the States have appointed supervisors who work with committees and others in cooperation with the State. Others work with various combinations of State supervisory personnel under the State Director for Vocational Education. Continued improvement in effectiveness is noted in each State as program development is organized and strengthened to provide the services required for persons with special needs.

On the Regional level, there is hope that a program officer responsible for matters related to vocational education for persons with special needs will be on the staff in each of the nine reagions. At present there are three, assigned to Region III, Charlottesville, Virginia, (Mr. James W. Warren, Jr.); Region VI, Kansas City, Missouri, (Mr John Calvin Dupree); and Region VII, Dallas, Texas, (Mr. Elmer Schick).

On the Federal level, the Division of Vocational and Technical Education has two full-time Program Specialists in the Program Planning and Development Branch who have responsibility for planning and development of vocational education programs for persons with special needs. Their activities include the giving of technical assistance, the planning and conduct of conferences on special needs, preparation of materials such as this progress report, and other supporting activities for the program. Program planning and development with long-range as well as short-run perspectives, with continuous contact and communication with Regional, State, and inter-agency representatives is an over all requisite for such support.

The Office of Education does not imply that it should set priorities, goals, or quotas for educational programs within the States, but it should lend a helping and supporting hand. Current developments in our large urban communities and neglected rural areas are revealing needs for programs for persons with special needs in vocational education. Attention to these needs of youth, especially disadvantaged youth and adults beset with handicaps specifically designated in Section 4(a)(4) of the Vocational Education Act of 1963, has placed the highest priority on the development of these programs, now and in the immediate future. An annual report of this kind in 1969 should reveal that vocational education continues to respond to the mandate and challenge of the Vocational Education Act of 1963 as stated in the preamble and in Section 4(a)(4). It is hoped that the continued dedication, full commitment, and the high level of efficiency demonstrated in the development of programs for persons with special needs during the current year will bring us to new levels of great accomplishment in 1969 in each and every State.

ALABAMA

Introduction

Full or part-time responsibility for vocational education programs for persons with special needs has not been assigned to anyone. All members of the field staff in vocational education have been alerted to the necessity and desirability of giving attention to youth with special needs. Working with teachers of adult basic education to provide instruction in appropriate vocational courses, the State has identified over 13,000 such persons in classes. Some whole classes are so identified and in other classes the number varies from one up. This avoids "tagging" students and programs as for "disadvantaged" or those not quite as good as others. Alabama plans to recruit 75 teachers for persons with special needs and two administrative staff persons in 1968.

The Occupational Areas

In alabama it is generally felt that the disadvantaged can be helped more by keeping them with other students but giving them special help and adjusting the curriculum for individual requirements. Each vocational area is expected to develop special programs for persons with special needs. No new or additional occupational fields are anticipated. However, disadvantaged youths who may have limitations that warrant it will be trained in only a part of an occupation, or in some cases, trained to make good "helpers" in the occupation.

Relatively few new teaching personnel will be required for this segment of the population. In the State Vocational Technical schools there will be added 75 or more teachers to better serve this group. A special teacher for communication skills will be provided in each school. A special teacher for mathematics and science will be provided. A vocational counselor will be provided. This is being done in order that persons with low levels of educational achievement may be admitted and brought up to an educational level necessary to pursue successfully the training for the occupation chosen. In some instances it will be found that some students' abilities indicate such limitations that they should be trained as machine operators, helpers, or workers in a limited area of an occupation. Courses will be adjusted to provide for these.

A similar plan is followed in the secondary schools. Remedial instrution is provided where necessary. In both the State Area Vocational schools and the secondary programs, close cooperation is maintained with the State Rehabilitation Service whereby handicapped person are accepted and trained. The State school for the Deaf is supported in providing vocational education for the deaf. The State Prison system is supported financially in providing vocational education for inmates.

The estimate of total expenditures for persons with special needs for fiscal year 1968 is $169,751, of which $15,000 is Federal, $28,551 is State and $126,200 is local funds. The total estimated expenditures for vocational education for fiscal year 1968 is $22,591,966, of which $4,610,512 is Federal, $7,781,781 is State and $8,915,494 is local funds.

ALASKA

Introduction

The growth of the vocational program in Alaska is such that attention for the fiscal year '68 must be turned to the development of programs in adult education and for persons with special needs rather than in the technical and agricultural areas at this time. No reductions in previously operating programs for agriculture or technical areas will occur.

Attention to the needs of the adults in the socio-economic depressed areas of the State must include development of new types of programs which will lead them from a "hunter-fisherman" existence to an ability to cope with the problems of obtaining and holding jobs in our society of today. Transfer of Federal funds of $49,038 from George-Barden Act to P. L. 88-210 is planned to develop and operate effective programs of a continuing nature to bring our indigeneous people to a point of acceptance by employing agencies. This small amount will not cover the need, but will at least provide a base for future expansion of this effort which is vital toward attempting to train and place in jobs as many of the approximately 50,000 Alaskans as can be reached.

Occupational Areas

Of the 43 adult home economics programs in Alaska, 25 percent were for persons with special needs. Training for these persons was provided in the areas of home management, clothing, foods, money management, and citizenship.

The home economics section of the Division of Vocational Education cooperated with the following agencies: Bureau of Commercial Fisheries (the home economics program on St. Paul Island offered training to junior high school students in addition to the wage-earning adult program and courses for those with special needs) and the Alaska Housing Authority (home management courses for the purpose of up-grading homemaking skills were conducted in the low-rent housing projects in Ketchidan, Juneau, and Anchorage).

Since a large area of the State is a wilderness area and many socio-economic handicapped students reside in that area, the State supervisor has started compiling audio-visual materials to be sent to these areas on a free-loan basis from the State Audio-Visual Center at the University of Alaska. Two films have been donated by the J. C. Penney Company and the Minnesota Mining and Manufacturing Company.

Work has been done with the Department of Health, Education, and Welfare in developing programs for the exceptional child.

Two of the Alaskan supervisors are meeting in State-wide committees relative to health needs and special needs of Alaskans including work with the handicapped and retarded.

There are nine programs in home economics and one in office occupations in the State. There is one area vocational school in Nome, serving the entire State which offers five programs, one each in home economics, office occupations, distributive education and two in trades and industry. Plans are now being developed for three such centers in 1969.

ARIZONA

Arizona is budgeting an expenditure of $21,000 for Vocational Education programs for persons with special needs in FY 1968 out of total expenditures of $6,399,674 according to their estimates. The state has named a Supervisor for Program Development for persons with special needs.

Four new demonstration programs for the educable mentally retarded and border-line students are to be started. These programs will need 15 new vocational education teachers to serve 1,620 students in a variety of occupational areas. An agricultual program for 23 trainees on the Gila Indian Reservation will continue. At least two similar programs for unemployed adults is anticipated. Four nurses' aid programs will be conducted with the cooperation of the State Department of Public Welfare for 60 people. Home Health Aide Programs are also being considered in cooperation with the Department of Public Welfare.

Each of the services plans to conduct teacher-training workshops for vocational education teachers, stressing services to persons with special needs and emphasizing vocational guidance.

Thirteen additional instructors will be needed for part-time or full-time adult classes in expanded and diversified vocational education offerings. Three new positions will be created for coordinators of Adult Distributive Education programs for persons with special needs. Fifteen new teachers will be needed for vocational education for persons with special needs in FY 1968.

ARKANSAS

Introduction

Vocational education for persons with special needs is under the supervision of each vocational service State Director. The entire program is under the direction of the State Director of Vocational Education. Some 2,000 "special needs" students in the State are receiving occupational training in special or regular vocational classes. The expansion of the program is reflected in the fact that 70 additional instructors (some of them part-time) have been needed to implement the program in the several vocational services.

The Occupational Areas

Agriculture--Over 400 students with special needs are receiving occupational training in this area. Although a substantial number of them are receiving instruction in agricultural production, the greatest percentage (approximately 80 per cent) is receiving training in agricultural mechanics. The latter program is being conducted in some 30 schools, and the students are receiving job orientation and basic trades skills instruction. Working under the supervision of the regular vocational agriculture teacher, non-professional part-time instructors are providing the basic skill instruction.

A. M. and N. College is sponsoring courses at the post-secondary level in ornamental horticulture, farm mechanics technology and occupational technology [illegible].

Instruction in horticulture is also being offered at the Arkansas School for the Deaf where $10,000 has been budgeted for a greenhouse and other facilities.

Distribution--Nearly 100 "special needs" persons are receiving training in distributive education. In addition to the three continuing distributive education programs offered in the previous year (one of which was designed for service station attendants), the following other programs are being implemented:

(1) Training for managers of eating stands sponsored by the Arkansas Enterprises for the Blind.

(2) A high school cooperative work experience program in basic distributive education.

Health--Over 50 students in the "special needs" categories are receiving training in the Practical Nurse and Nurse's Aide programs.

Home Economics--Nearly 800 students with special needs are receiving pre-vocational or vocational training in this area. Home economics is providing this training in 27 of the 75 counties in the State. In addition to the occupational training in food service preparation which is being provided a number of girls in the State's Correctional Training School, this same type of training is being expanded for "special needs" students at the secondary and adult levels in the public schools. Adult classes are also being held in housekeeping aide instruction.

A number of students are enrolled in "Preparation for the World of Work" classes conducted by the Home Economics departments (this program was initiated last year in five pilot classes). This instruction is specifically directed at assisting students with special needs and it includes such instructional units as:

"The World of Work"
"Self-Analysis in Relation to Employment"
"The Place of a Self-Analysis and Personal Development in Preparation for Employment"
Management of Time, Energy, Money and Properties"
"Securing Occupational Information"
"Policies, Conditions, and Regulations for Employment"
"Making Applications for Jobs"

Office--Over 100 students in the "special needs" categories are receiving training in office occupations. The greatest percentage of these students are at the Arkansas School for the Deaf where they are enrolled in general clerical office, typewriting and punch card instructional classes.

Courses in office occupations are also being offered at two community colleges for students in the Neighborhood Youth Corps.

Trades and Industry--Some 350 "special needs" students are receiving training in trade and industrial education. At the Arkansas School for the Deaf training is being offered in the following occupational fields: small boat repair, graphic arts, dry cleaning, upholstery, commercial art, and body and fender repair.

In the public schools of the State at the secondary, post-secondary and adult levels, instruction is being provided persons with special needs in auto mechanics, appliance repair, carpentry and cabinet making, diesel mechanics, electronics--radio/TV, machine shop, welding, cosmetology, food processing, and refrigeration. Students with special needs are being served through trade and industrial education in 10 of the State's area vocational schools.

Ancillary Services

Curriculum Development--Home Economics teachers, with help from the State staff, developed curriculum material in "Preparation for the World of Work." Four teachers who participated in the pilot programs which implemented this instruction have shared experiences which they had with these classes, have evaluated the curriculum materials and have made suggestions for other teachers who are participating in this instructional program for the first time.

CALIFORNIA

Introduction

The State of California has plans for twenty programs in Vocational Education for persons with special needs in FY 1968. This includes ten in office occupations, six in trades and industry, three in vocational agriculture and one in health occupations. Approximately thirty new teachers will be needed to initiate programs designed to accommodate individuals identified as having special needs.

No single person has been made responsible for full-time responsibility for vocational education for persons with special needs. The State Director of Vocational Education continues to serve in this capacity, developing programs through the various service areas. The estimate of expenditures for persons with special needs totals $1,769,250, compared to a total budget of $69,068,075 for vocational education, Federal, State and local funds.

Two in-service teacher education programs will be operated in FY 1968 to assist teachers in developing methods and designing instructional aids and materials necessary to accomodate the educational demands of these students.

Research

The Research Coordinating Unit of the California State Department of Education, Vocational Education Section has made a survey of studies completed in the area of development of vocational education programs for persons with special needs. Included in this review are reports of related studies currently underway, project proposals that have been funded under Section 4(c) of P. L. 88-210, reports found in current journals, and dissertation abstracts. Although it is felt that this review is representative of recent research concerning the vocational needs of special groups, it is not intended to be considered as a comprehensive coverage.

This study was prompted by the importance of identifying and studying the needs of these groups to whom occupational opportunities have been limited and of developing training programs by which their needs can be met. The special problems facing such individuals and groups are listed as physical or mental abnormalities, racial origin, aging, socioeconomic and cultural disadvantages, and inadequate schooling. These special problems place an added burden not only on the persons with these characteristics, but also upon those responsible for their training.

The survey contains valuable definitions and characteristics of these special groups with identifiable needs, findings of importance on the

culturally deprived, mentally retarded, socio-economic problems, delinquency problems, minority racial groups, underachievers, and many other such groupings. Important bench marks are available for the development of programs for persons with special needs, with copious references for details of research conducted. An excellent bibliography is appended.

The Research Coordinating Unit will continue to encourage research in the area of ways and means of evaluting vocational education. A contract has been signed with Arthur D. Little, Inc., to conduct a comprehensive statewide study of vocational education. This project will be developed over a two year period beginning June, 1967, with periodic progress reports and a final report which will provide an indepth evaluation of the vocational education program in California.

The Occupational Areas

Business Education for Students With Special Needs

In developing vocational business education programs to better prepare students with special needs (i.e. potential drop-outs, low ability students, handicapped students, disadvantaged students, and minority students) so that these students would be competitive in the employment market, districts have brought their many and diverse talents to bear.

Office education programs have been developed for low ability students in the low entry occupations such as: file clerk, general office clerk, and duplicating machine operator, with specific emphasis on the teaching of the necessary personal and employment skills and competencies which will enable these students to obtain initial employment. Many districts have found that the attitudinal, personality, and grooming habits are of primary importance for students seeking their first job. Courses of instruction have been developed to give the potential employee a sequence of very simple machine calculation skills, orientation to filing, proper use of English, and office duplication skills. The increase in demand for office duplication machine operators has created several exemplary programs. Several school districts have developed excellent programs aimed at training the student with special needs for this occupation.

Of particular note in the development of these programs has been the emphasis placed on experiential programs; that is, those having as part of the sequence of instruction some on-the-job training or orientation. These take the form of office education cooperative programs, exploratory and general work experience, and observation trips which give students some appreciation of the day-to-day activities on the job. This type of program when properly coordinated with the in-class instruction, has proven to be an excellent vehicle for the student with special needs.

Development of programs for this group of students is characterized throughout the state by the increasing realization that programs must be

job oriented. They must be developed based on a thorough understanding of the occupations to which these students will be engaging initially, and designing sequences of instruction to guarantee that students may obtain these jobs.

Work Experience Education Programs for Potential Dropouts

El Monte Unified School District organized a business education program for potential dropouts. It was reported that:

There was a significant change in attitude of students toward the school program.

There was an increased interest of students to remain in school to gain skills required on the job.

Work Experience Education Programs Improve the Educational Program

A VEA project, "Work Experience for Vocational Business and Distributive Occupations," had the following outcomes as reported by Opportunity High School:

1. Student workers who have diligently pursued their VEA jobs have performed better as classroom students, as indicated by their instructors.

2. The 29 students who have completed the work program have attended their classes more regularly than those students who are not on the VEA work program.

3. Stability of citizenship and improvement of work attitudes has been shown by most student workers.

4. Several students appear to have made a vocational choice which they may pursue as their life's work.

5. The counseling each student worker has received from his employer and work coordinator appears to have helped stabilize school, job, and community attitudes.

Seminar on Small Business Management for Negroes

Los Angeles Unified School Districts conducted a seminar on small business management in cooperation with business leaders representing the Negro community. There were over 50 persons enrolled in an eight-week seminar. Guest speakers were included. Negroes represented a large proportion of those who enrolled.

Special Business Education Program for the Slow Learner

Crawford High School, San Diego City Schools, offers beginning typewriting to large groups of students with one teacher and two teachers aides.

The typing room used for large group instruction at Crawford High School is composed of two rooms. The smaller room is used for students needing special attention or remedial work. This arrangement is especially beneficial for the slower students who require more explanation than the teacher who is burdened with a large group of students - say 60 - would be able to give.

Office Education for Continuation Students

Oakland Unified School District has placed increased emphasis on development of vocational training in its two continuation high schools. Continuation schools have unique problems which require specialized instructional programs which will meet the extremely diverse needs of students. Oakland has developed an individualized office occupations training program, which required complete remodeling of the office education facilities as well as curriculum revision. The development of innovative methods of instruction, and specialized equipment was of prime importance. District personnel and continuation vocational teachers concentrated their efforts in revising and upgrading the office education program with the result that they now have redesigned facilities which provide for individualized instruction for all students within one instructional area, and a curriculum which is implemented in an extremely individual way. Preliminary evaluative data indicates that the program has been successful in preparing this highly diversified group of students for initial employment.

Office Education for Spanish-speaking Students

San Francisco Unified School District has operated a successful program to upgrade the vocational skills of Spanish-speaking San Francisco residents. The program emphasizes pretraining testing to ascertain the educational level and needs of the individuals in the classes.

The skills curriculum is similar to that generally found in programs aimed at developing entry skills in the various competencies necessary. This program concentrates attention on the speech skills that these people must have for employment. The program maintains a flexible approach to developing the multiple skills necessary for obtaining jobs.

Business Education for the Culturally Deprived

At Berkeley Adult School, emphasis was placed during the year on developing a program of instruction aimed at preparing culturally deprived and low income adults for immediate employment as stenographers and clerk-typists.

A program was developed which assessed enrollees basic education level, ability; and occupational goal. Based upon this information a vocational and basic education curriculum was formulated which was designed to bring each person to entry skill. This district found, as did others, that the program was successful for those who remained to completion; however, because of the individual problems the students must face that cannot be solved by the school, drop-out rates are high.

Parent Advisory Group in Disadvantaged Area

In addition to a very successful program in terms of employment of students, the teacher-coordinator at McClymonds High School (Oakland) developed a parent advisory committee for the purpose of both advising the school on needs of individual students, and serving as a media for communication to the parents on the part of the school. Also, the coordinator developed a buidling level club called "Mac's Merchants" which was very active in school and community activities.

Merchandise Handling Occupations Training for Lower Ability Students

Oakland Unified School District has recently developed for implementation in one high school and one continuation high school, a program designed to train low-ability students for entry into the so-called merchandise handling occupations. Jobs in this category would include: shipping clerk, warehouseman, receiving clerk, stock clerk, and order clerk. Program development included setting up an advisory committee made up of employers in these occupations, surveying the employment market, developing job specifications, translating specifications into curriculum, plus the many other tasks entailed in curriculum development.

Summer Session Program for Business Students

Mt. Diablo Unified School District, serving a large heterogenous suburban population, has operated a summer vocational program for several summers. Emphasis has been on providing both vocational orientation for some students to assist them in choosing an occupation for further training during the regular school year, and specific occupational training for students entering the employment market. The program operates for six weeks with students enrolled for four hours daily. Work experience placement is an integral part of the program, with the majority of stu-

dents employed in training stations during the afternoon.

Office education programs include: data processing, clerk-typist, medical and legal clerk. The curriculum and methods of instruction differ from the regular school year programs in that they are oriented to both formal class work in skill development, and use of vast outside resources such as speakers, field trips, and specialized equipment. The methods used emphasize flexibility to integrate community resources, and orientation to individual student needs.

Special Program for Mentally Retarded

The Santa Cruz County Program for severely mentally retarded children was expanded to include instruction in ornamental horticulture. Twenty-four students were identified as being trainable in this field and were enrolled in the program.

The facilities provided included a greenhouse, lath house, several garden plots, appropriate machinery and hand tools. The students constructed some of the equipment, such as benches, flats, etc., propagated plants using several methods; landscaped two schools; operated power machinery. Most of the students used their new skills outside of school. Many of them maintained home gardens and lawns. Four boys had part-time yard maintenance jobs; one boy assisted his father, who is employed at a local nursery. After conducting the program for a year, the instructor and other staff members concluded that at least 80 percent of the students will continue to need direct supervision while at work. Furthermore, the training program must be of a long term nature.

Migrant Education Centers

Another proposal was developed and funded for $116,469, for eight Comprehensive Migrant Education Centers under the Office of Economic Opportunity, providing educational day care, nursery school and elementary enrichment to approximately 800 children of migrants and seasonal agricultural workers. These programs are directly related to meeting special needs as specified under the Vocational Act of 1963.

A plan was developed and funded for participation in an interstate project headed by the State of California, on Leadership in Migrant Education. This project is funded under Title V, section 505 of the Elementary Secondary Act. A grant of $14,503, has been made available for the first four months of this three year project.

Summary

Officially, as verified in enrollment statistics, California's achieve-

ment in 1966-67 under the P. L. 88-210 matching purpose of "Vocational Education for Persons with Special Needs," 32,048 individuals were served. Representing less than four percent of the 951,000 enrolled in vocational programs in California last year, this number is not large--and neither is it an accurate measurement of the manner in which vocational education is serving people with "special needs." In the truest sense, all persons served by vocational educational have special needs, with some having greater need than others. With this recognition, California has not developed specific guidelines as to the exact identification of persons who fit the "special need" category. Instead, local districts are asked to indicate in their enrollment reports an estimate of the numbers of persons who seem to fall into such a category.

While the reported number of persons recorded as "special need" students is not large, and will not become large, this does not mean that California is unwilling or unable to perform specialized services for persons with "special" needs. To the contrary, the California State Board of Education has, by official action, placed the highest funding priority upon Vocational education programs that serve youth or adults who, because of their academic, socioeconomic, or other handicaps, have the most urgent need for occupational preparation. In adopting this policy, California has declared that regardless of any matching purpose in P. L. 88-210, the first call on all funds will be for persons who have academic, socioeconomic, or other handicaps of such nature that vocational education becomes the decisive, genuine, realistic opportunity for them to reduce, compensate for, or remove such handicaps that pertain to employability.

This policy tends to obliterate statistical evidence of the "special needs" categorial purpose, for it intends that all the categorical purposes shall emphasize the development of vocational education services for persons with employability handicaps.

A listing of types of programs of this nature offered in California would be little different than in other states. On the basis of the funding priority, vocational instruction has been extended to both youth and adults who, because of a variety of reasons, were not reached in prior years. Most of the extension involves "regular" programs of vocational education. In very few instances has it been necessary to "tailor-make" or substaintially nodify curriculum patterns. For the most part, experience in California has indicated that the greatest need for modification in the program of vocational education, as it applies to the "special needs" categorical purpose, is the adjustment in prodedures in inaugurating programs, in soliciting trainees, and in communication. Adjustment in content--and even in teaching methods--has not had to be changed a great deal.

COLORADO

Introduction

Enrollment estimates for Colorado in fiscal year 1968 include the following figures for Persons with Special Needs: Agriculture 50, Office Occupations 850, Distributive Education 300, Health Occupations 40, Home Economics 206 and Trades and Industry 711, a total of 2,067 out of a total estimated enrollment for vocational education of 86,265. This is 2.4%

The Occupational Areas

Programs for persons with special needs will be conducted in the following occupational areas:

Agriculture 6 programs, Distributive Education 8 programs, Home Economics for gainful employment 7 programs, Office Occupations 11 programs and Trades and Industry 6 programs.

To expand vocational and technical education for persons with special needs in fiscal year 1968, the following new teaching personnel will be required:

Office Occupations	3
Special Projects	12
Trades and Industry	3
	18

Expanding and Improving Vocational-Technical Education for Persons With Special Needs

Agriculture

A secondary level ornamental horticulture program was initiated for a group of deaf students at the Colorado School for Deaf and Blind. This will develop into a two-year preparatory program, but enrollment will be small due to the limitations in teaching the deaf.

Business and Office

Six new special need programs were established at the following

institutions: East and Manual High Schools in Denver, Mesa Junior College, Booth Memorial Hospital, Florence Crittenton Home, and the Jewish National Home. These programs are providing vocational business training for persons having academic or other handicaps that prevent them from participation in a regular program. Seven hundred ninety-eight persons participated.

Distributive Education

Some time was spent during the past year acquainting school administrators, teachers of special education classes, and others, with the potential training that could be provided through the Distributive Education program for people with special needs. From present indications, classes for these people will be organized and taught next year.

Health Occupations

None

Home Economics

Three vocation-of-homemaking programs served 186 disadvantaged homemakers. These classes were held in a housing development in Denver, at Florence Crittenton Home, and in an area of the State designated as a poverty area, Antonito.

A vocational food services program for the Mount View Girls School was planned to start in the fall of 1967. The purpose of the program was "to provide youth an opportunity to develop interests and job entry skills leading to employment upon release" from the institution.

In Fort Collins an occupations course was taught for a group of 13 special needs girls. The teacher reports them as very disadvantaged, shy, lacking in trust, having trouble with their families, lacking in confidence. She worked hard to build a feeling of worth and to develop personality traits which would make them acceptable to employers. The training offered was in four phases--homemaker's aide, food service (training in Colorado State University dormitory facilities), child care, nurses' helpers. All had some phase of employment during the summer.

Manual and North High Schools continued their program for special needs youth. This program is offered in the tenth through twelfth grades for youth who without it might not complete high school, and to prepare them for job entry level. The seniors completed their training

with intensive work experience---Fountain Work-Lunch Counter: Housekeeper Aides. The enrollment in both programs was 62.

Technical

None

Trade And Industrial

The objectives for persons with special needs must of necessity be flexible, as the needs for service and the numbers of persons involved are subject to constant change. The trade and industrial education program for persons with special needs was expanded to include baking and piano tuning at the Colorado School for the Deaf and Blind, and the program at Emily Griffith Opportunity School was expanded to include clothing and refinishing in addition to bench assembly, which has been offered previously.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	6,795,327	2,447,258	849,065	3,449,004
Total for Persons with Special Needs	267,322	79,979	49,219	138,124

CONNECTICUT

Introduction

In addition to four Occupational Training Centers at Bridgeport, Hartford, Danbury, and Norwalk, it is anticipated that there will be expansion in two other cities. This expansion will reflect the need for approximately 15 to 20 additional staff members.

The State Consulting Committee is expected to assist in identifying programs for which special needs may develop. All programs developed will be related to manpower needs and to opportunities in the job market. It is also planned to further expand the cooperative work-experience program in many of the public high schools throughout the State. This will also require additional coordinators and related teaching personnel. Plans for equipping the two new Occupational Centers will probably mean the expenditure of approximately $200,000. The total cost of these two facilities will be approximately $400,000.

In addition to the planned Occupational Training Centers, there will be an increase in occupational training programs in the local high school districts. Expanded activities will involve more school-alienated youth, the socially, emotionally, and economically disadvantaged, the mentally and physically handicapped, and many who are confined to institutions.

It is anticipated that specific occupational laboratories for special needs students will be developed in at least 20 additional communities during the fiscal year 1968. Training needs seem to be indicated in the following fields:

Business and Office Occupations
Food Services
Health Services
Vocational Agriculture
Small Machine Operations in Manufacture (Machine Tending)
Assembly and Inspection Work in Manufacture

The development of these 30 to 35 additional occupational laboratories in 20 communities will require a minimum expenditure of $500,000 for facilities, equipment, and staff. It is assumed that part of this would be local responsibility, with the balance funded from Federal and State funds. Total estimated expenditures for persons with special needs in Connecticut for FY 1968 are $870,600, of which $170,600 will come from P.L. 88-210, $500,000 from the State, and $200,000 from local communities.

Cooperation with Other Agencies

In the absence of funds for work-study programs, plans have been made

to work cooperatively with the Office of Economic Opportunity and the Department of Labor for this kind of activity. Extensive cooperation is also planned for working with Vocational Rehabilitation, Special Education, Elementary and Secondary Education Act, and the State Employment Service.

Occupational Areas

Specific data in the occupational services is not presented here, but plans involve programs to be served by:

Trades and Industry(Cook-helper, baker, maintenance man)
Vocational Agriculture--Agri-business --Off-farm Occupations
Office Occupations - General Clerical, supply worker
Distributive Education--grocery checker, cashier, hostess, salesperson, stock clerk, waitress
Health Occupations - Nurse's Aides, orderlies
Psychiatric Aides, social service aides, records clerks, etc.
Home Economics - housekeeper, cook-helper, laundress

Agriculture

An occupational center has been developed at the Vocational Arts Center at Norwalk to provide programs in horticulture for alienated youth who need job-entry skills. This include greenhouse operation to serve girls 16 years of age and up who have been institutionalized. Two regional centers are carrying out programs for mentally retarded educables to determine what agriculture skills are most suitable for them.

Business and Office Education

A program for students who have dropped out of school, or who have been identified as potential dropouts is being conducted at the Norwalk Vocational Arts Center, with a new staff member added for office occupations. The enrollment increased from 94 in 1966 to 128 in 1967. There is also a new program at the American School for the Deaf in Office Occupations. This program is available for students from other New England states. Training includes: tapewriting machines, magnetic or perforated; addressing machines; embossing machines; electric or manual typewriting; adding and calculating machines; bookkeeping and accounting machines; and card punch machines.

Distributive Education

The center for Vocational Arts in Norwalk has instituted an experimental program in Distributive Education for school alienated youth who

are dropouts or potential dropouts. Twenty students have performed satisfactorily to date and remained in school to receive high school diplomas in 1967.

Health Education

Persons with special needs were served by programs leading to employment in health services in two centers during the year. Disadvantaged youth were provided with training as nurse's aides, male orderlies, and for housekeeping maintenance duties, etc.

Home Economics

Teachers in this area have for many years studied the special needs of the physically handicapped, mentally retarded, emotionally disturbed, slow-learners, as well as those with environmental handicaps. Findings of research studies have been used for individualizing instruction and concept teaching.

Trade and Industrial

The addition of a full-time consultant on the State staff, with principal responsibility for developing programs for persons with special needs, has made it possible to initiate new programs for these students. This development was possible with the cooperation of local school authorities.

Program Objectives Achieved:

A special program involving approximately 114 potential dropouts was organized under 4c with the cooperation of the Vocational Division in the city of Norwalk, known as the Vocational Arts Center. A number of programs involving cooperative work-experience as the central core are being planned in some of the high schools to prevent dropouts.

Manpower Development and Training completed a massive training effort for the Electric Boat Company. During the past year 3,000 trainees participated in programs most of which were conducted in the State operated Vocation-Technical Schools. Almost 7,000 people were enrolled in trade and industrial extension programs. And of the 16,681 Institute people served as mentioned in item three, 15,085 of these were enrolled in extension.

Programs were established with the American School for the Deaf, the Mansfield State Training School and the Danbury Prison Inmates to provide for occupational training. A number of students with special needs are involved in the work-study program as indicated in the next paragraph. The

M. D. T. A. offered special basic education programs for adults preparatory for occupational training as part of the continuing program. Many vocational programs have enrolled students with special needs but have not been identified as such.

During the school year, the available work study funds were distributed to more than 300 young men and women in 16 local school districts and through State operated Vocational-Technical Schools. Plans were completed to provide the work study program for an additional 375 students during the summer months.

In a State in which 80,000 people receive financial help from the State Welfare Department, it has been difficult to spread the limited funds which were available and create a great impact on the serious problems faced by children whose parents were unemployed or desperately poor. In general, the youngsters identified for work study aid were in those school districts in which the incidence of welfare aid was the greatest. With the limited funds available, more than 400 youngsters were enabled to continue their vocational education. This would not have been possible without the availability of work study funds.

The Division of Vocational Education cooperated with non-educational agencies such as Community Progress, Jail Administration, the Welfare Department, Community Action Groups to develop specialized training programs for youths and adults with special needs such as the inmates at the Hartford Jail, and unemployed adults on Welfare. These pilot programs hold great promise for restoration of human dignity and economic worth.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	28,866,748	2,721,748	21,500,000	4,645,000
Total for Person with Special Needs	870,600	170,600	500,000	200,000

DELAWARE

Administrative

The importance of Vocational Education for persons with Special Needs is shown in the reorganization of the Department of Public Instruction for the State of Delaware. Five functional areas comprise the Division of Vocational Education:

1. General Services
2. Secondary Education
3. Adult and continuing Education
4. Special needs (work study, drop outs, orphans, veterans, migrants, handicapped)
5. Occupational Information and Career Services (Curriculum career opportunities, evaluation and follow-up)

Occupational Areas

Distributive Education--In order to meet the needs of adults, a state wide study was conducted informally by the teacher-coordinators. It was decided that persons with the greatest need were those competing in the employment market who had not completed high school. As a result, it was proposed that Distributive Education be included in the curriculum of the James Groves High School. The proposal was accepted and the program was begun in the fall of 1966.

Home Economics

In a majority of schools there are not separate home economics classes for persons with special needs. These students are given individual attention within the regular class. However, there were ten classes in local districts for special education and individual progress students.

Additional programs for this classification were conducted at various state institutions. In schools for the traininable mentally retarded the fifteen to twenty-one year olds, male and female, receive training in homemaking skills. Each school has a completely furnished apartment so students can learn bed making, laundry procedures, care of the bathroom, simple meal preparation and other procedures in realistic situations. The objective of this program is to enable the students to make some contribution to their home and family.

The home economics program in the state school for delinquent girls is two-fold, it trains for homemaking and for gainful employment. The state supervisor is a consultant for the program and also serves on the Advisory Committee to the Youth Services Commission which operates all state delinquent youth facilities. A third type of institution providing home

economics education is one for emotionally disturbed children operated by the State Department of Mental Health. Home economics classes are held in the third through tenth grade levels.

Trades and Industry

Programs related to career services--The objectives for the Kent Center the Sussex Center and the H. Fletcher Brown Technical High School were met with programs not only for the graduate but for the dropout. As an example, the Kent Center ran programs for this type student in the following areas: printing, drafting and design, data processing, electronics, radio and television, electrician apprentice, electrical construction, building trades, auto mechanics and welding. Approximately 300 participated.

Many persons, already having entered the labor market, in the three counties, participated in evening school programs at Brown, Kent and Sussex.

Innovative Programs

Delaware has an interesting program for persons with special needs known as SWEP (Students Work Experience Program). Thirty boys are enrolled in a special program which combines remedial instruction, related occupational information and work experience in the 7th and 8th grades. The boys are all potential drop-outs, 13 to 15 years. The aim of the program is retention in school while remedying computation and communication skills, developing good work habits and some elementary occupational skills with some work experience.

The community is involved through an advisory committee which includes members from business and industry, vocational education, labor unions, the public employment service, and other organizations and parents. Employers are urged to take these youth on entry level jobs and to pay them wages for part-time work, developing them into full-time workers upon completion of remedial and related programs in school.

Delaware also has programs in correctional institutions for girls where vocational instruction is combined with a rehabilitation program. Vocational education funds are used for the direction of the program, for subject matter instructors while a case-worker and ancillary services are provided by vocational rehabilitation funds. When the training plan has advanced far enough, arrangements will be made for some of the inmates to be let out during the day for work, coming back to the institution to live at night.

Another exemplary program is planned for potential drop-outs. This is a special work program for mentally retarded students involving strong

guidance counseling, special teaching methods and small classes with special equipment. It is funded jointly by vocational education and special education money. The work is in the field of custodial and maintenance occupations in work stations operated by local and nearby school systems. It is now in operation on a limited basis in De La Warr, near Wilmington.

Research

The Delaware Occupational Research Coordinating Unit, under the State Board for Vocational-Technical Education, has produced a series of five resource papers about the disadvantaged. These papers, with biblographies and references, make excellent source materials for program developers, coordinators, supervisors, teachers, counselors and others working on Vocational Education for persons with special needs. The following titles are of special interest:

#1. Rehabilitating The Disadvantaged: A Review of The Literature--
Raymond A. Ehrle

Topics:

Where are the Disadvantaged?
Genesis in Problem Families
Verbal and Intellectual Disability
Inadequate Motivation and Work Value Orientation
Need for Immediate Gratification
Treatment: Work Therapy
Training and Placement
Group Counsiling and Therapy
Phychodrama

#2. Cultural Methods and Activities Needed To Overcome Inadequacies of Children who are Culturally Different -- Ruth M. Laws

Topics:

Methods and Activities
A Study of the Community
A Realistic Curriculum
Research Related to the Culturally Different
Research Relevant to Teaching Communication Skills
Seven Modelities of Behavior Modification
Early Education Experiences
Promising Practices in Educational Organization
The Teacher is the Key

#3. Developing Counseling and Placement Services for Psychologically Disadvantaged Youth -- Raymond A. Ehrle

Topics:

Seven Modalities of Behavior Modification
The Middle Class Family as Instruments of Behavior Change
Psychologically Disadvantaged Youth
The Role of Counseling and Placement

#4. Goals of Adult Basic Education Based On The Needs Theory -- Ruth M. Laws

Topics:

Identification of Needs
Frustration Aggression Hypothesis
Goals of Adult Basic Education

#5. A Summary of Major points in Developing Programs for Persons with Special Needs

Topics:

Characteristics of Persons with Special Needs
Provisions of the Vocational Education Act of 1963
Relating to Persons with Special Needs

This collection of resource papers on Persons with Special Needs has been disseminated by the Delaware Research Coordinating Unit. It was included in the Fact Book because of its usefulness to teachers of Vocational Education for persons with special needs.

Research

A research proposal developed earlier was funded for a Teacher's Institute on Low Achieving Disadvantaged Junior High School Youth. The institute was conducted cooperatively by the Vocational Division and the Reading Study Center of the University of Delaware. It had four major purposes: (1) to orient teachers to the needs and problems of the disadvantaged; (2) to demonstrate to teachers methods of remediation; (3) to develop occupational materials of high interest level and low reading level to disadvantaged youth as a means of motivation; and (4) to provide remediation, motivation and culturally enriching experiences for the class of sixteen disadvantaged youth. In this workshop, through experi-

mentation in teaching low achieving disadvantaged junior high school youth, a series of conclusions were drawn which would promote better teaching methods and delineate the role of the vocational teacher in providing remediation and employing motivational devices to increase the schools holding power.

In addition, ten occupational booklets were developed and tested with the junior high school demonstration class. Those booklets have been received by the U. S. Office of Education and plans are being developed for reproduction and use with both junior high school youth and in manpower programs for low achievers.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	1,917,155	580,985	1,256,170	80,000
Total for Persons with Special Needs	40,000	20,000	20,000	--

DISTRICT OF COLUMBIA

Introduction

In the District of Columbia, responsibility for the development of programs in Vocational Education for Persons with Special Needs has been delegated to the Director of Industrial and Adult Education on a part-time basis.

Significant Activities

I. Programmed Instruction:

The Center for Adult Learning Laboratory, housed in the Library of the Armstrong Adult Education Center, opened to students October 2, 1967.

Dubbed Project CALL 629-2822 (Center for Adult Learning Laboratory, followed by the telephone number for Armstrong Adult Education Center), the Laboratory operates fourteen hours a day from 8:30 A.M. to 10:30 P.M.

The general aim of Project CALL is to provide adults an opportunity to study at their own convenience the courses they need for advancement or personal improvement by using programmed instruction.

The staff includes 4 coordinators working full time, 1 coordinator working part time, and a supervisor --- the education specialist of the Adult Basic Education Program. Three of the four coordinators were teachers in Project Interchange with NEA at the Job Corps Conservation Center at Blackwell, Wisconsin during the school year 1966-67.

Eighty-five persons have registered in Project CALL. Of this number, 25 are enrolled in the MDT program; and 25 have been referred to the laboratory from WTOC classes at Armstrong Adult Education Center.

The instructional materials used in the laboratory are programmed. They were recommended by Dr. Edward T. Brown, who established the fundamental learning labortories in North Carolina. In addition to using programmed materials, Project CALL students receive individualized instruction and tutoring in the basic subjects from the coordinators.

Programs offered in Project CALL include coverage in broad subject areas as (1) Reading and Language, (2) Mathematics, (3) Social Studies, (4) Science, (5) Foreign Languages, and (6) Academic Skills -- how to study; how to use maps.

A strong component in Project CALL is the counseling and guidance effort. The world of work, consumer education, personal and family

living, civic education, and human relations are greatly emphasized in the Basic Education segment of the program.

Project CALL is under the general administration of the Department of Industrial and Adult Education and the immediate administration of the Principal, Armstrong Adult Education Center.

II. Remedial Teaching and Tutorial Services

Qualified full-time teachers of remedial subjects are faculty members at three of the four vocational high schools, and at the Armstrong Adult Education Center. Communication skills improvement receive heavy emphasis. Students who are academically retarded three or more years below their appropriate grade level are assigned to special math and communication skills classes which enable them to advance in their vocational training programs. All schools offer extensive extra-curricular tutoring services in addition to the scheduled remedial classes.

Approximately 800 part-time adult students are served with courses, principally in the category of Home Economics, designed for the preparatory and supplementary training of the disadvantaged, such as the physically and emotionally handicapped and the economically and socially disadvantaged. Most of these programs are located in community centers, settlement houses, a senior citizen center, and a home for pregnant girls.

Completion of an additional facility at the Chamberlain Vocational High School housing a pilot Basic Learning Laboratory, which was budgeted in FY 1967, is expected in the coming year. This pilot program will make extensive use of programmed instruction material to strengthen educationally retarded vocational high school students to the point that they can succeed in the regular classes at appropriate grade levels.

Most of these students will be simultaneously enrolled in vocational courses. This program evolved from activities initiated with funds from the Economic Opportunity Act of 1964, P.L. 88-452, for communities to mobilize resources to combat poverty through Community Action programs. As a part of the Model School Division as a Community Action participant, an English Communications Skills Laboratory was funded in the spring of 1965. This idea resulted in the first junior high school English Communications Laboratory, fully equipped with new learning stations, study skills materials, listening tapes and reading materials at the Banneker Junior High School. Nine teachers, specialists in remediation, served 450 students. Later, a similar communications laboratory was established at the Bell Vocational School, funded by the Vocational Education Act of 1963.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	2,347,506	772,678	1,574,828	-
Total for Persons with Special Needs	43,774	21,718	22,056	-

FLORIDA

Introduction

The growth of vocational programs for persons with special needs in Florida continues. In some larger counties, where vocational and general educational services have been unified and coordinated, multi-occupational programs have developed and operated.

There has been no standard pattern in the development of the special needs programs. One vocational service may be represented in one school, or in instances, two or more vocational instructional services are represented in a given school. Occupational experience or training is provided on-campus or off-campus in laboratory or shop, or by work-experience. The most distinct arrangement is the "center" as exemplified in the Manatee Area-Technical Center at Bradenton.

Perhaps another approach is developing - providing for the disadvantaged in occupational laboratories in the manner of the comprehensive school. Dade County for example, is planning programs to be placed in eight senior high schools. Provisions are also made to support programs for the mentally retarded in sheltered workshops.

The Manatee Project for mentally and educationally deprived youth 14-19 years of age provides training in a number of semi-skilled occupations. These are; domestic employment, aid to the elderly or infirm person, custodial and building maintenance man, landscape maintenance man and commercial nursery helper, service station attendant, and mechanics assistant. The basic education related to the occupations is provided in home schools for a half day.

At Manatee, vocational classes are restricted to ten students, permitting much individual attention and the use of a variety of appropriate instructional techniques. The program is conducted in close cooperation with the Employment Service, the Vocational Rehabilitation Division, the County Public Health and Welfare Department, and other county educational agencies.

The Southwest Junior High School at Melbourne has provided a coordinated program to serve the special needs group. Approximately 80 educationally retarded ninth grade students ages 14-16 have been provided with special pupil personnel services, coupled with occupational education in; home economics, auto mechanics assistant, and small engine repair, with basic educational support as needed.

Currently, plans are under way to improve the facilities for occupational training at Southwest Junior High, with the addition of a portable building to be utilized for occupational education. Plans provide for the special needs group which is moving to the tenth grade at

Melbourne High School. Thus providing vocational education in the tenth grade and retaining students until they reach the grade level at which a greater variety of vocational training opportunities will be available to them.

Consultants of the Vocational Division in Tallahassee, at the request of the administrative and instructional personnel of Southwest Junior High School, have provided assistance in the preparation of an evaluation of special needs program of the school.

The Douglas MacArthur School of Dade County, was founded to provide a special program for boys who have not been able to succeed in the regular school program. Each student assigned to this special school has a parent school, but his attendance is full-time at the "center". Progressively, the school plans to add a grade a year to become a secondary institution providing graduation at grade twelve.

The instructional program at Douglas MacArthur is heavily oriented to the values of occupational training and work. The occupational training is provided on campus, by means of shops or laboratories or on-the-job; agriculture, automotive service station attendant, building and grounds maintenance, food service, small engine mechanics and fabrication of products of wood and metal, some of which are produced for commercial purposes.

The graphics program has been broadened and more closely allied to vocational laboratory or on-the-job experience. The instruction in the graphics area includes: mechanical drawing, silk screening, photography and art.

Vocational Agriculture at Douglas MacArthur is supported by the Vocational Division and is especially oriented to meeting the needs and interests of the special needs group. Good results have been reported in animal husbandry, poultry raising, gardening, and plant care. The instructor is skillful in relating the two subjects of agriculture and science.

The school also emphasizes guidance - basic education, special education - recreation, electives in art and music. Vocational Rehabilitation personnel are reported to be on the school site to assist the students in making the proper adjustments to the world of work and society.

One of the more recent developments in the Vocational Division at Tallahassee, has been the designation of a special needs consultant from each occupational area. This group has met with the Consultant for Special Vocational Programs for the purpose of discussing an overall guide for sectional or divisional special needs program operation. Meetings will continue for planning and coordination or as needs arise.

Occupational Areas

Vocational Agriculture is expanding in special needs program participation as indicated in an increase in teacher involvement from five last year to twelve for 1967-1968. Further identification of disadvantaged students and program needs will likely increase the number of students being served by vocational agriculture.

Home Economics and Vocational Agriculture Education both have a long record of service to the disadvantaged. Recent national and state concerns for this group of youngsters has brought into sharper focus the need to identify these students and the programs being provided for them. More attention and support can now be given.

Industrial Education is increasing significantly in providing for the identified special needs group. Last year there were no units for the disadvantaged who might have need for the instruction in the Industrial Education area. At this time, it appears that more than 15 units are or will be requested.

In the area of Health Related Occupations, good results have been reported from the Manatee project. A portion of the two years instructional program for the disadvantaged has been "Care of Invalid and Infirm". The Manatee project is requesting two additional units for this area of instruction. It is felt here that further expansion and improvement will result now that there are consultants in the Division to assist local administrators and instructors in course development and planning in the health related occupations.

Junior High Work Experience Programs are undergoing continous growth. Eight counties in 1966-67 were involved in 20 programs, whereas as proposed for 1967-1968, 14 counties will be involved with approximately 50 programs. Junior High Work Experience provides occupational training in broad employment fields of wholesale trade, general merchandising, food and other retailing, automotive service, restaurant work, schools, and others.

Escambia County, jointly with the University of West Florida, is developing a proposal for a center for multi-occupational training for youths with special needs. The University of West Florida, as now planned, will conduct a survey for the Escambia school system in relation to the special needs program. It is envisioned that once the program is in operation a dual purpose will be served; to provide vocational education for youth with special needs, and to serve as a laboratory for the training of instructional personnel in teaching the disadvantaged.

Distributive Education

Presently one-fourth of the State's 67 counties are offering programs

in distributive education which are adapted to persons with special needs. This is also true of office occupations to some extent where general clerical programs are in operation. All programs have certain common characteristics such as orientation to the world of work, basic and remedial instruction directly related to the students' occupational goals, improvement of personal habits and individual self-concept as well as assistance with health and economic problems.

All vocational services provide at least some programs for the disadvantaged in cooperation with other agencies such as Vocational Rehabilitation Special Education, Neighborhood Youth Corps, Title I of the Elementary and Secondary Education Act as well as with interested groups and agencies in local communities.

A consultant for special industrial education programs has been appointed on a full-time basis for the development and supervision of vocational education for persons with special needs in Florida.

The Estimate of Total Expenditures for Vocation Education in FY 1968 in Florida includes $511,361 for persons with special needs. This includes $128,861 Federal, $248,625 State and $133,875 local funding. The total estimated expenditure for the Vocational Education for FY 1968 is $31,354,171 which includes $7,354,171 Federal, $15,600,000 State and $8,400,000 local funds.

A further development of considerable significance is the planned allocation of special vocational instructional units specifically for the support of programs for the disadvantaged, providing a larger funding support base for matching Federal allocations and permitting needed program expansion.

GEORGIA

Introduction

Early in Fy 1968, a State Supervisor for Vocational Education for Persons with Special Needs was appointed. He works closely with the State Supervisor of Guidance, State Supervisors of Research and the State Supervisors of Curriculum materials in coordinating his program with other programs. He works as a consultant to State Department Heads in establishing special needs classes and is responsible to the State Director for vocational Education through the Associate State Director for Vocational Education, Leadership Services, and Guidance.

Definition

Georgia uses the following definition for persons with special needs: "Any person who needs Vocational Education and is not benefitting from existing Vocational Education programs and falls in the classification of educable mentally retarded, slow learner, underachieve, and those other classifications set forth in the guidelines of the U. S. Office of Education, September 1965."

The Occupational Areas

The Program of Projected Activities for Fy 1968 for persons with special needs is based upon the full-time activity of the State Supervisor who will work to establish a task force committee for the work with two approaches. An attempt will be made to establish a "Special Needs" program in each of the subject areas in Vocational Education. The other approach will be through the use of specially selected and prepared teachers who will be made available across all service areas without special emphasis to subject matter fields. The latter approach is hampered by a shortage of qualified Vocational Education personnel at all levels. It is estimated that 50% of enrolled students leave Georgia's public schools before they can benefit from Vocational Education under current school policies. Only 60 high schools of more than 500 in the State have enrollments large enough to support vocational education programs. Work has been initiated on a Research Coordination Project for the development of a master Plan for Vocational Education covering all of these needs adequately for the State.

Nine programs for persons with special needs have been developed in the State, all in Trades and Industry. Four hundred-seven students have been enrolled in 177 counties, 123 on the secondary level, 175 post-secondary and 109 adult.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	24,093,116	7,273,616	8,799,500	8,020,000
Total for Persons with Special Needs	187,000	92,500	74,500	20,000

HAWAII

Introduction

A considerable number of Federal and State directed programs currently are in effect to meet the needs of special interest groups who because of limited general education cannot be provided training in the regular vocational education programs. Special projects have been offered successfully to inmates of the State penal institutions through a vocational program in preparation for placement in the world of work.

The Occupational Areas

Home Economics

Waipahu High School has successfully carried out a pilot program for training Supervised Food Service Workers for two years. This course was designed for junior boys who were identified as potential dropouts and also for those with lower academic ability. A selected group of boys from the first group were enrolled for the second year program. This training designed for gainful employment, either part-time or full-time in private and public institutions, though not a bonafide reimbursed program has enabled many of the boys to qualify for paid trainee positions in food service.

General Statement

The State of Hawaii is now engaged in a study involving many States and local agencies, private citizens and interested groups, which is expected to result in a Rehabilitation Master Plan for Vocational Education for the State. This plan is expected to include vocational education for persons in the special needs category. The basic education program will be expanded to better prepare low ability groups for entry level job placement. The vocational program for potential prison parolees will be expanded to include carpentry and diesel mechanics.

The FY 1968 estimate of Total Expenditures for Vocational Education for Hawaii lists $58,723 for persons with special needs, including $29,341 Federal, $29,382 State, and no local funding. The total for all Vocational Education purposes under Vocational Education Acts is listed as $2,771,389 with $1,062,786 Federal and $1,708,603 State funding. No local funds were listed for estimated expenditures for Vocational Education in FY 1968.

The responsibility for the development and supervision of vocational education programs for persons with special needs has not been delegated to a specific individual. This is handled in the Office of the State Director of Vocational Education on a part-time basis.

IDAHO

Introduction

Many persons with special needs are being served in the current vocational education programs. The two area vocational-technical schools plan to employ a special basic education teacher on a trial basis to meet the needs of students with basic educational deficiencies. Training in occupational skills will be combined with remedial instruction to fit these people for entry level jobs in the labor market and to encourage them to continue their formal training on a long-term basis. Some voluntary instructors have been secured on a part-time basis to assist vocational teachers. Dropouts from high school are enrolled in the post-secondary schools, where they are served with remedial programs as well as vocational education and heavy doses of supportive services, including guidance.

Plans are also well under way for consolidation of school districts and for transportation facilities which will make vocational education available to everyone in isolated rural areas. Academic instruction may be given in local areas and the students may be bussed to two area vocational schools for skill training.

Occupational Areas

Short term programs are being planned for persons with special needs such as waitress, grocery checker, service station attendant, nurse's aide, and homemaking assistant.

There are two area vocational schools in Idaho. These provide vocational education for high school graduates, non-high school graduates, and persons with special needs.

Occupational advisory committees will assist in reviewing and improving current instructional materials for persons with special needs. The Home Economics Division plans to develop curricula for three new occupational units. In the areas of food processing and maintenance mechanic technology, curriculum development will be undertaken by the Occupational Research Unit at the University of Idaho

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	3,706,801	1,263,801	1,269,000	1,174,000
Total for Persons with Special Needs	10,000	5,000	--	5,000

ILLINOIS

Introduction

The continuing influx of minority group members into the cities and more densely populated areas who lack basic marketable skills and with minimal educational attainment, imposes problems. Literacy is a prerequisite for communication and arithmetical skills before vocational training can begin. Social retardation, coupled with an attitude of indifference, created by long-standing economic dependency often makes such persons non-receptive.

7657 were enrolled in continuation or other special needs classes... This was out of 36,156 students enrolled in trade and industrial classes. Twenty-five teachers were employed in the division of special needs. Of this number, 21 were employed as part-time teachers. Within the Division of Vocational and Technical Education in the Program Services Unit, there are consultants for persons with special needs.

Program Expansion

The public schools, working in close cooperation with public, quasi-public and private agencies, welfare groups, neighborhood youth centers, and minority group representatives have sought to formulate and implement plans which would serve persons with special needs. Vocational education for these people has included pre-apprenticeship experiences in the area of iron working, electricity and pipefitting, and training for women in cosmetology.

Special pre-vocational courses for over-age under-achievers of limited educational capacity have been made available to boys and girls at the Drake Vocational Guidance and Education Center in auto mechanics, electric shop, sewing and tailoring. The aim is to offer basic skills in these occupational fields which will make the students employable in single skill entry jobs, while working intensively on academic remediation.

Among the programs being reorganized in accordance with the new State Plan are: "on-the-job training," especially directed toward gainful employment, which includes the "interrelated," "supervised job training," and "work-study" program. Also a number experimental programs such as the "diversified metals" classes designed for all of the above who may have academic, socio-economic or other handicaps that might prevent them from succeeding in a regular vocational education program. These are exploratory and pre-vocational.

Experimental programs were operated in nine school systems encompassing 1,499 students with special needs. The level of enrollment for these

students varied from elementary school over-age under-achievers to 12th grade drop-outs who were reenrolled in a part-time work experience program in order to complete their high school graduation requirements.

The majority of these students were enrolled in work experience programs. Two effective sheltered work shop programs provided an in-school program to prepare disadvantaged youngsters for entry into low skilled jobs for further training. Both of these programs utilized a basic learning center in conjunction with the occupational laboratory.

Occupational Areas

In the area of special needs, much yet is to be done in the office education field. Only one program in the Chicago area was developed this year in this area of training. It is felt that there were many enrollees involved in the regular programs, particularly at the adult level, who might do better under this purpose if programs and staff were available.

In Home Economics Related Occupations classes for persons with special needs were not organized as such; however, many enrollees receiving occupational training had special needs. Carbondale Community High School planned a cooperative class to be started next year for girls with special needs. These girls had been placed in "adjusted" Homemaking I and II classes as freshmen and sophomores. They received help from the school's sociologist, guidance counselors, special education director, and homemaking teacher. These homemaking courses were planned to prepare them for entering gainful employment class as juniors.

In Homemaking many teachers reported working with Educable Mentally Handicapped students but not in special classes. Seven teachers reported having special sections for E.M.H. (Educable Mentally Handicapped) students.

One of the State goals was to increase understanding of low-income families and to meet some needs of students from such families. State supervisors participated in two regional conferences in the State on working with Low-Income Families.

The Home Economics teachers taught classes to Public Aid recipients, taught head Start groups and cooperated with other Community Action Programs, contributed materials to Community Action Groups organizing a preschool program, served on committees, American Field Service, and Community Action Programs, worked with Child Welfare Agency, Family Service, and Catholic Charities to obtain help for individuals.

At the University of Illinois, a pilot study (adult education in homemaking for mothers on public aid, with volunteer home economists as teachers) is in progress. A project proposal has been prepared to develop a curriculum guide in parent and consumer education for functionally illiterate adults.

The special needs area has received less specific attention in technical education development than any other area. Although most of the junior colleges provide some means by which persons with inadequate preparation to enter technical programs can take remedial work, there has been no real effort made to expand such opportunities and to recruit students who need this special help.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	39,052,000	10,707,049	7,700,000	20,644,951
Total for Persons with Special Needs	905,000	452,500	--	452,500

INDIANA

Introduction

The program of occupational training is designed for students enrolled in a public secondary school who have academic, socio-economic, or other handicaps preventing them from succeeding in regular on-going programs of vocational education. The program consists of a combination curriculum, academic and practical vocational experience developed to fit the level of the students concerned and directed toward the preparation of these young people for entry jobs in business or industry. The jobs for which they are trained are almost exclusively at the helper-level.

Criteria for Selecting Students for Program

1. Must be 16 years of age or over and who has been identified by trained guidance counselors as not being qualified for enrollment in any of the regular skilled or technical occupations normally offered by public school vocational education programs.

2. Students with low ability in communication skills.

3. Students who are irregular in attendance and who in general seem to have no interest in school and its traditional offerings.

4. Students who are members of families in low income brackets or long time recipients of welfare payments.

5. Those who have failed several courses in the traditional curriculum offerings but who possess average or above ability.

6. Low - or under - achievers - retarded one or more grades and are potential drop-outs.

The Program as Now Operated

Academic Phase

The academic phase of the program is sufficiently flexible to be presented on the achievement level of the student. Students with handicaps on communication and mathematics skills are given remedial instruction in these areas. This phase of the program is closely related to the occupational skills required on the job.

Occupational Training Phase

This is a cooperative type program, with the students attending school in the mornings and working on a job in the afternoon. It should be emphasized again that the jobs on which these students are employed are at the helper-level. There are, nevertheless, jobs on which the students after leaving school can earn a livelihood.

Programs of this type are currently being conducted in Evansville, with six sections, and in Berne, with one section and are reimbursed from Federal funds.

A recent visit to one of these sections in Evansville brought attention to a few significant points.

- In a class of 19 students, 18 were working and had been since initial employment. A spot check of several employers indicated that each employer was very well pleased with his student and hoped to be able to retain him on a full-time basis when he left school.

- The coordinator had encouraged each employed student to save a portion of his pay check - for a worthwhile purpose - and once enough money had been accumulated to draw it out and buy the object in question - and then to set another goal. A personal examination of each student's passbook (at their urgent insistence) revealed that each one had made a substantial savings.

- The most significant point was that in every case where one of the students was employed, he was the sole wage earner in his - or - her family!

Occupational Areas

Agriculture

Plans are underway to better prepare teachers for instruction regarding this group.

Home Economics

Programs meeting the needs of disadvantaged and low-income youth and families is one way home economics is attempting to work with special needs. The supervisory staff cooperated with the Indiana Home Economics Association in having district meetings for teachers to help them in working with the disadvantaged and low-income groups.

Teachers replied on the Annual Report that they worked with disadvantaged and low-income families in numerous ways. Most of the teachers reporting were in the southeast and southwest districts.

Sixty schools reported major emphasis in helping students from low-income families with food needs. Experiences included using government commodities, left over foods, meat extenders, dried milk, low cost and nutritious meals, and food preservation.

Approximately forty teachers reported a greater emphasis last year on money management, housekeeping and furniture repair. Three home economics departments provided after-school jobs for students. Two schools provided a register of available local after-school jobs such as housecleaning, babysitting, and ironing.

Thirty-six teachers stated that emphasis was placed on alteration, mending, care and wise selection of clothing, rather than the usual construction of new garments. Several mentioned that charitable agencies bought material for dresses for needy girls.

Ten teachers reported cleanliness and grooming was being stressed to help individual students become more acceptable to the student body.

Rochester High School offered a general homemaking course for freshman girls of limited ability. The course serves as an orientation background for Homemaking II for this group for the coming year. Emphasis in the second course will be on employment skills, largely as housekeeping aides. Limited work experience will be given. A few additional schools are contemplating such a course.

Trade and Industrial Education

One local school district participated in a program for persons with special needs. A total of 113 students of 80 I.Q. and below were enrolled in six classes. Nearly all of these students were employed on a co-op basis in a wide variety of jobs mostly at the helper level. The program is identified as the P.V.E. program - Practical Vocational Experience. This program was reimbursed from Federal funds.

Vocational and technical school facilities that have been constructed will serve persons with special needs in Business and Office Education. These facilities are other than the area vocational education schools constructed under the Vocational Education Act of 1963.

Status of Vocational Programs

Home Economics

Because of the urgency felt in continuing to interpret and promote occupational programs and to work with disadvantaged and low-income youth and families, the State supervisory staff and the Indiana Home Economics Association jointly conducted one day meetings in each of the four districts of the State during 1965-66. Approximately 300 teachers participated in the four district meetings.

Research and Studies

Several teachers doing graduate work involving research have made studies concerning the education of the socio-economically deprived:

The Culturally Deprived Child
Guidance as a Compensatory Factor in the Education of the Culturally Deprived
Project on Low-Income Families
Administration of Public Welfare Services in Indiana to Promote Family Conservation and Rehabilitation

A laboratory school which draws pupils from a cross-section of socio-economic levels is available for pilot projects involving home economics areas. The laboratory school is a district public school of the Vigo County School Corporation; however, it is staffed by college faculty members and is owned, maintained and administered by the college. It has approximately 750 students. Special classes for physically handicapped children, emotionally handicapped children, and mentally retarded children and adolescents are maintained. A pilot study with drop-outs was carried on at the laboratory school. Methods students participated in this program.

Efforts are underway at present for a cooperative program for persons with special needs, utilizing the resources of the Divisions of Vocational Education, Special Education and Vocational Rehabilitation. This will provide training for a greater number of persons with special needs with occupational objectives.

Action Plans

1. Become more sensitive to the needs and problems of individuals and families with low incomes by:

   a. Reading current publications, newspapers, and professional magazines
   b. Seeing films (in study groups) such as "Superfluous People" by CBS; "Children Without" by NEA; and "Captive" by a religious organization.

2. Become familiar with the services and programs of agencies who serve low-income and disadvantaged families.

3. Provide experiences for students, which contribute to the needs of youth and adults in low-income and disadvantaged families.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	14,688,589	6,541,414	2,613,884	5,533,291
Total for Persons with Special Needs	306,000	153,000	55,480	97,520

IOWA

Introduction

A new staff member now has full-time responsibility for secondary and merged area school education programs for persons who have academic, socioeconomic, or other handicaps. and to evaluate job adjustments of persons with special needs in order to strengthen vocational and technical education for these people.

Iowa has continued to make gains in improving vocational and technical education for persons with special needs by:

(a) Providing additional opportunities for secondary and merged area school educational programs as advocated by new state legislation.
(b) Interpreting, more adequately, the handicapping areas of persons with special needs.
(c) Evaluating job adjustment of persons with special needs in order to strengthen vocational and technical education areas for more adequate pre-vocational and/or vocational preparation.
(d) Providing institutes for professional personnel for improved structure of educational programs for persons with special needs.

Occupational Areas

In FY 1968 Iowa plans to operate vocational education programs for persons with special needs in the following occupational areas:

Trades and Industry	27 Programs
Home Economics	9 Programs

Agriculture

Some local vocational agriculture programs will be adapted to include training for boys without farm backgrounds for employment in agri-business industry.

Health Occupations

In health occupations, cooperation with the vocational rehabilitation and social welfare will continue.

Trades and Industry

With the rapid expansion of Iowa's trade and industrial and technical education programs in the newly formed area schools, programs for persons with special needs will continue to be developed. The sub-curricula approach will be used. For example, auto mechanics would be divided into

sub-curricula, such as service station attendants, service station mechanics, and auto mechanics. Programs for CY 1968 are emphasizing the cluster approach.

A consultant served on an Iowa Home Economics Association Committee to plan and conduct a State-wide workshop on working with low-income families. This conference was sponsored by the Iowa Home Economics Association, and attended by approximately two hundred (200) individuals.

One high school has initiated a three-year program for girls considered to be disadvantaged or potential high school drop-outs. The course is designed to introduce girls to at least four vocations related to four areas of home economics and to provide opportunity for part-time employment in one of these areas during the senior year. Eleven girls were enrolled in its initial year. Two new classes in the school are planned for 1967-68.

Teachers are being trained to teach at any socio-economic level. The program at Iowa State University gave student teachers opportunities to work with low-income groups in such projects as helping them with buymanship problems and with using the commodity foods provided through the Welfare Department.

Included in a Summer Session for homemaking teachers who are already employed is "Teaching the Special Student", a two credit course. The course, taught at Iowa State University, includes principles, procedures and materials for use in teaching and counseling the special student (mentally handicapped) in homemaking education; and field trips to selected centers.

One of the research projects being conducted under Section 4c at Iowa State University is concerned with persons having special needs.

Vocational Education Project No. 9.

Title: Pilot Study of Employment-Oriented Courses in Home Economics for Academically Retarded
Leader: Alberta D. Hill

Purposes of the project include:

1. Development of curriculum plans and materials for the educable mentally retarded student.

2. Evaluation of the effectiveness of certain teaching methods to be used with mentally retarded. The curricular suggestions developed will be focused on the following major goals:

a. Support and supplement the instructions given in the "core program" which is designed to develop habits, skills, and attitudes needed for independent living.
b. Provide special training for developing ability to carry out homemaking tasks.
c. Prepare students for wage earning jobs.

An extensive review of literature related to education of mentally and academically retarded has been made. Reference materials such as curriculum guides not available through the library have been ordered.

Office Education

Two series of area in-service programs for teacher-coordinators of vocational office education and distributive education will be held in addition to the summer conference for all personnel. A survey will be made to determine the number of persons with special needs who are being served in the distributive education and office education programs.

During the current fiscal year, emphasis will center on the following areas to encourage new programs for persons with special needs:

a. Continue to determine the extent to which persons with special needs are identified.
b. To determine what plans have been made for vocational training of these persons through special programs or through existing vocational programs.
c. To continue to develop a conceptual model designed in developing instruction and work orientation related to the needs and capabilities of persons with special needs.
d. To continue to encourage, within each occupational service area, the development of specially structured curricula to meet the needs of persons with special needs.
e. To provide programming for persons with special needs representative of various organizational school levels in Iowa, i.e., local, district, county, and multi-county sponsored.
f. To promote in-service training for guidance counselors, improving guidance services for the handicapped student.

Working with Other Agencies and Services

Vocational programs for persons with special needs require acceptance by other public educational programs. This indicates a need for the utilization of existing facilities, staff and equipment which may be modified or restructured to serve all student enrollment. The acceptance of persons with special needs as students in any educational structure calls for approaches such as:

a. Integrated educational experiences
b. Specialized curriculum approaches
c. Standard curriculum areas modified
d. Opportunities to enroll in regular vocational programs when progress and adjustment indicates.

Vocational Rehabilitation

Cooperation with vocational rehabilitation will continue, and as new programs are developed, students referred by vocational rehabilitation will be enrolled in the programs, rather than being sent out of the State for training.

Guidance

Increased emphasis will be given to the development of an awareness of occupational opportunities, in choosing from alternatives commensurate with their interests, aptitudes and ability; in developing occupational competencies; and in gaining a position as a productive individual in today's dynamic economy and democratic social structure.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	27,543,569	4,950,434	13,270,000	9,323,135
Total for Persons with Special needs	175,000	75,000	--	100,000

KANSAS

Introduction

Stress has been placed on the development of programs for persons with special needs. Concentration of such programs was placed in the Wichita and Kansas City areas and adjacent communities. It is in these areas, the greatest numbers of socially and economically deprived persons are found. A program was operated again in Kansas City under the Manpower Development and Training Act to provide counseling services and basic education needed by individuals prior to beginning of occupational training available in the existing vocational programs. A similar program began operation in Wichita. It has been difficult to stimulate local directors' interest in programs for persons with special needs, in the face of the many pressing staff and budget problems already confronting the local school administrator in maintaining the existing and more traditional programs. Some argue that such programs are the responsibility of the Vocational Rehabilitation Division rather than the direct responsibility of vocational-technical education. However, Section 4(a)4 of P.L 88-210 clearly states the responsibility of vocational education for persons with special needs. Some progress is being made, however, in the development of programs in the area vocational-technical schools geared specifically to the needs of the socially, economic deprived individuals.

Administration and Supervision - The State of Kansas does not have a specified person responsible for the supervision of Vocational Education for Persons with Special Needs. These duties are now performed by the State Director for Vocational Education.

Occupational Areas

Home Economics - State staff members attended the conference on "Working with Low-Income Families," sponsored by the Kansas Home Ecomics Association at Kansas State University. One supervisor served on the planning committee and made a presentation about contributions vocational education is making to programs for low-income families.

Classes for adults in Pine Ridge Manor will be continued to meet the needs of the economically deprived. Plans have been made to offer classes for adults in the areas served by the North Topeka day-care center which opened May 1, 1966. Agencies cooperating in this project are Shawnee County Extension Service, Social Welfare, and Vocational Education. It appears there will be opportunity and enrollment for one clothing class. This project, which was begun through the Office of Economic Opportunity, specified this type of adult education as a special need.

Industrial and Trade Education - This office is working with the Kansas Department of Labor and the Bureau of Apprenticeship and Training to promote and develop related instruction for apprentices. This office maintains a close working relationship with the Kansas penal institutions in assisting them with upgrading teachers, organizing training records.

The State of Kansas lists 111 programs for persons with special needs, all in the Trade and Industrial Occupations Area. These programs are scattered in 21 counties. Within the Kansas State system of Area vocational-technical schools, there are no specific programs for persons with special needs. Program enrollments are open to any person.

The trade and industrial staff has worked with the State Department of Social Welfare in promoting and presenting adult trade preparatory classes for welfare recipients. The program has proved highly successful in several counties of the State. A large number of welfare recipients have gained employment as a result of the program.

To more nearly meet the needs of all students, the trade and industrial education office is encouraging local schools to experiment with programs that will serve the needs of low-ability individuals and students with social and economic problems.

Area vocational-technical schools are providing trade and industrial education to rural communities and are making programs available to rural youths. These young people do not plan to return to the farm, but will migrate to the urban areas to seek employment in industry.

Distributive Education - The supervisor made a study covering disadvantaged youth enrolled in the regular DE cooperative programs in Fiscal Year, 1966. Coordinators sent lists of disadvantaged students to the State office. They reported 13 types of disadvantages, covering 165 students in 75 percent of the programs. Over 75 percent of the disadvantages were socioeconomic or educational.

The DE staff recognizes that more programs for special groups need to be provided and that cooperation between special educators and vocational education needs to be stimulated in order to promote new programs for special groups.

Health Occupations - Nurse's aide classes for nursing home personnel will be explored and hopefully started.

Planning Ahead

In general, extensive plans have been perfected for planning and operating exemplary and innovative vocational education programs in FY 1968, which will broaden occupational aspirations and opportunities for youths

who have academic, socioeconomic or other handicaps with funds expected from HR 8525 which would amend the Vocational Education Act of 1963. The immediate problem appears to be the securing of cooperation of agencies such as Vocational Rehabilitation, Special Education, Department of Labor and Office of Economic Opportuntiy programs which might better serve the vocational education needs of persons with special needs through the pooling of resources. This will be the major effort of new activity in this area in Kansas in 1968.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	10,797,734	3,267,181	1,942,925	5,587,787
Total for Persons with Special Needs	50,000	17,500	8,000	24,500

KENTUCKY

A full-time Supervisor--Programs for Persons with Special Needs was employed by the Bureau of Vocational Education, State Department of Education, July 1, 1966.

A national seminar for supervisors and teacher educators of teachers of persons with special needs was held at the University of Kentucky, June 12-23, 1967. The guidelines and project reports from this seminar will be disseminated in the summer of 1968.

A pilot project in occupational training for youth with special needs in Northern Kentucky is moving into its operational phase. A facility to house the training center has been secured, equipped, and named the Occupational Training Center. One of the two teachers employed for the project attended a summer session at the University of Kentucky for special training under a WHAS scholarship. The project is a joint activity conceived and planned by representatives of the Covington Board of Education, the Bureau of Vocational Education, the Bureau of Rehabilitation Services, the State Department of Mental Health, and the Kentucky Research Coordinating Unit.

A three-year demonstration project to provide a vocationally oriented program for youth with special needs in Fayette County schools has been initiated. The Supervisor--Persons with Special Needs, representing the Bureau of Vocational Education, cooperated with the Fayette County schools; Division of Special Education, College of Education, University of Kentucky; and the Kentucky Research Coodinating Unit for Vocational Education, and designed the program that was accepted as a part of Region IV B, ESEA Title III Project.

Agricultural Education

A committee of supervisors is working to integrate instruction for persons with special needs in the regular ongoing vocational agriculture program.

A pilot project for vocational agriculture of boys with special needs has been initiated in the Fleming County High School.

Kentucky started in February, 1966, six APA Farmer, General classes in six counties. These classes are 36 weeks in length. Twenty low-income farmers are enrolled in each class. These classes are conducted in cooperation with the Economic Development Administration with Vocational Agriculture providing the facilities and instruction.

Business and Office Education

In-service training sessions for business and office teachers were held in four sections of the state with 205 teachers participating. These sessions were arranged to help the teachers identify youth with special needs and to explore ways of training them in business and office programs.

Distributive Education

Two sessions of seminars were held to help teachers identify youth with special needs. One was for pre-service teachers, the other for in-service teachers.

Health Occupations Education

A curriculum for a nurse aide training program was developed for the Men's Reformatory, Department of Corrections.

Course outlines in the areas of personal health and grooming and nutrition were developed for the Women's Reformatory, Department of Corrections.

Home Economics Education

Following the passage of the 1963 Vocational Act, home economics in Kentucky has given special emphasis to working with persons with special needs. This resume includes activities from July 1, 1965, through November, 1967.

Publication

A pamphlet, "Hints for Teaching Homemakers with Special Needs," was prepared and distributed to teachers at the state conference (1966). A staff member, working with a committee of the state home economics teachers organization, prepared this bulletin to give home economics teachers some suggestions and guides for providing homemaking instruction for out-of-school youth and adults with special needs.

Enrollment - 1966-67

Expanded and improving home economics education for persons with special needs included 24 classes with an enrollment of 248; whereas 302 homemaking teachers reported serving 2,814 individuals with special needs in regular homemaking classes.

Instruction in homemaking for out-of-school groups included 33 classes for persons with special needs with an enrollment of 661.

Personnel

A supervisor was added to the home economics supervisory staff to work with programs for special needs groups from grades 7-12. Title I funds of the ESEA Act made possible the employment of the additional staff member.

Pilot Projects

Eight home economics teachers attended a workshop on Teaching Home Economics to Special Needs Groups at Eastern Kentucky University, Richmond, June 5-21, 1967.

The eight workshop participants are participating in pilot programs of homemaking for persons with special needs. There are nine classes with an enrollment of 146 pupils.

Low-Income Workshop

A low-income workshop, sponsored by the Kentucky Home Economics Association and held in Louisville, included representatives of the Kentucky Association of Home Economics Teachers Organization. These representatives were officers of the state teachers' organization and the district presidents

The state director of home economics served as chairman of program planning for the low-income workshop.

In-Service Activities

"Our Task in Home Economics" was the theme of the State Conference for Home Economics Teachers, August 8-11, 1967. One of the goals for the conference was: To better understand persons with special needs.

Six of the twelve district teachers organizations worked toward expanding the homemaking program for out-of-school groups.

One of the goals for the Kentucky Association of Home Economics Teachers Organization is "To improve instruction for persons with special needs."

One district organization worked toward meeting the needs of persons with special needs at the fall meeting. A representative of the state staff worked with the teachers at this meeting.

and teachers of trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter the sum of $1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and nineteen, nor less than $10,000 for any fiscal year thereafter. And there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $46,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $32,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of $105,200.

[SEC. 5. That in order to secure the benefits of the appropriations provided for in sections two, three, and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act, and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State board of education, or other board having charge of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board, for the purposes of this Act.

[In any State the legislature of which does not meet in nineteen hundred and seventeen, if the Governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

[Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted: *Provided*, That after June thirtieth, nineteen hundred and twenty, no State shall receive any appropriation for salaries of teachers, supervisors, or directors of agricultural subjects, until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this Act, and that after said

date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this Act.[1]

SEC. 6. * * *

[SEC. 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of $200,000 annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section six of this Act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses as the board may deem necessary to the execution and administration of this Act.[2]

[SEC. 8. That in order to secure the benefits of the appropriation for any purpose specified in this Act the State board shall prepare plans showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this Act, the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this Act.

[SEC. 9. That the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board for Vocational Education. The cost of instruction supplementary to the instruction in agricultural and in trade, home economics, and industrial subjects provided for in this Act necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this Act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of

[1] Section 6 repealed by Public Law 89-554, 80 Stat. 643.

[2] Effective July 1, 1935, the permanent appropriation for salaries and expenses provided for in this section was repealed by the act of June 26, 1934 (Public Law 473, 73d Cong., 48 Stat. 1226), such act authorizing, in lieu thereof, annual appropriations from the general fund of the Treasury in identical terms and in such amounts as provided by the laws making such permanent appropriations.

thirty-two area vocational-technical schools. These fifteen programs have an enrollment of 451 students who are receiving basic education in reading, mathematics, language and spelling in preparation for entering into a vocational training field.

Occupational training is provided in all the vocational services except agriculture. A large percentage of these 451 students spend three hours per day in basic education and three hours in a selected vocational training program. The other students are enrolled full-time in basic education and will be enrolled in a vocational training program when they have reached the education level as determined by the vocational guidance counselor.

Close working relationships between employment security, welfare agencies and the guidance counselors of the vocational schools are maintained. Students are recruited into the program through the cooperative efforts of the above three groups. There is also a close working relationship between the special basic education teachers and the guidance counselors and the regular vocational education instructors of the schools. Counseling is an important element of this program, especially as it relates to the solution of student social problems. The regular vocational instructors serve in advisory positions in assisting teachers of special classes in tailoring the training to meet vocational objectives. The best teaching material (particular attention is given to the interest level of the students) and equipment for basic education have been provided for these classes. Definite guidelines have been set to keep every program in the State pointed in the same direction and geared to the same objectives.

Although the special basic education classes meet the same requirements for enrollment, attendance, etc., as other vocational classes in the school, they are usually smaller so that instruction can be highly individualized. The classes are flexible in that no one deficiency of a student enrolled needs to be omitted from attention of the instructor. Remarkable progress is being made by the students in the basic education phase of the program. The usual progress of students is two to four years advancement per year of this training as indicated by the California Achievement Test. This special needs program is providing the opportunity to make available vocational training to people who in the past were rejected by the vocational schools because they did not have the required basic education background. Besides the above-mention 451 students an additional 1,074 "special needs" students are being served in secondary and correctional institution rehabilitation vocational education programs.

Secondary

For the first time special needs programs are being offered at the secondary level. Four such programs in distributive education are in

operation in Orleans Parish. Students are enrolled in the regular school cooperative program and are given special instruction as suited to the individuals by the teacher coordinators.

Of the 130 "special needs" students enrolled in home economics, (child care services, food services and homemaker aide) 59 are entered in a one-year homemaker's aide program for women who are eligible for subsistence under Title V of the Social Security Act. A special course and syllabus have been prepared.

The average educational level of the trainees is first or second grade. The school had to include special supplementary pre-vocational training consisting of English, reading and mathematics courses in addition to basic home economics. The course is designed to include orientation to the nature of work and desirable personal qualities for job success, basic laundry and laundry procedures, preventing home accidents and assisting with home care of the sick, food preparation and serving, care of children during mother's absence, and handling emergencies and meeting people outside the family.

Correctional Institutions

In the past, rehabilitation programs for inmates in the State's correctional institutions had been neglected. The initiation of occupational programs in these institutions has marked the first time that an organized program has been worked out to prepare inmates of these institutions for re-entry into society with some vocational training.

Four vocational training programs are in operation at Louisiana State Penitentiary. These programs are: welding with twenty enrollees, meat cutting with seventeen enrollees, electricity with seventeen enrollees, and auto mechanics with seventeen enrollees. A screening program is utilized, thus evaluating aptitudes and interests and correlating training completion relatively close to release dates. The officials at the institution are extremely proud of those programs and have indicated an interest in expanding the vocational training program to include other areas.

Plans are being formulated to start two classes at the women's correctional institution, two classes at the first offenders institution, and one class each at the juvenile homes for boys and girls.

Ancillary Services

Evaluation of Programs

Plans have been formulated for vocational-technical school counselors to prepare comprehensive follow-up studies in 1967-68 of dropouts and graduates. A significant number of students involved in the follow-up studies will be those in the special needs categories.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	16,067,361	5,596,361	1,471,000	9,000,000
Total for Persons with Special Needs	315,000	150,000	-	165,000

MAINE

Introduction

There will be a need for about eight new teachers for programs for persons with special needs in FY 1968. This does not include teachers of existing cooperative work experience programs which may be reclassified in 1968 on the basis of the students enrolled. One Regional Center is planning to establish a skill center or general trades program to permit short-term training in a variety of single-skilled or semi-skilled occupations such as painting, paperhanging, carpet laying, upholstery and building maintenance. It is also anticipated that new programs will be started in certain State institutions such as the Girls Training Center, Women's Reformatory, Boys' Training Center, and the School for the Blind.

Occupational Areas

Vocational education programs for persons with special needs were conducted in 1967 for the following areas:

Home Economics	-	1 program
Office Occupation	-	1 program
Trades and Industry	-	14 programs

Eight new programs will be added to those in operation in 1967. New programs will be offered in Food Service and in Distribution. It is also planned to approve applications for new or additional equipment needed to conduct programs for these activities.

No programs for persons with special needs were conducted in the 11 area vocational schools.

In the long-range plan, each approved regional center will provide necessary facilities and personnel to carry on systematic programs for persons with special needs. The estimate of total expenditures for vocational Education for persons with special needs in Maine in FY 1968 is $103,000 of which $50,000 is Federal, $4,500 State and $48,500 local funds. The total expenditures for Vocational Education in Maine for FY 1968 is $3,841,075 of which $1,548,075 is Federal, $1,679,500 State and $613,500 local funds.

The State has not placed a full-time person in charge of developing and supervising vocational education for persons with special needs. This responsibility is handled by the State Director of Vocational Education.

MARYLAND

Introduction

In the State of Maryland responsibility for the supervision of Vocational Education for persons with special needs has been delegated on a part-time basis to the State Supervisor of Home Economics. Supervisors of each Vocational service in the State are cooperating in the development programs for persons with special needs. According to the figures of approved programs for Fy 1968, there are 52 course offerings in eight subdivisions of the State, with enrollments of 2,248.

Program Descriptions

In visiting some of the programs and the staff members, one notes a thread of similarity. Each of the programs, in its own way,is aimed at assiting the student with special needs to become occupationally competent, within his limits, and to become a responsible citizen in his community. In most of the schools, the development of curriculum is in a stage of experimentation, but there is always a sincere effort to develop curricula that will meet the special needs of the students. The curricula include courses in personal development, communication skills, and related math-science skills, as well as job-oriented skills.

At present, the Maryland State Department of Education does not have a count of the number of special needs students enrolled in the regular vocational programs. These eight subdivisions have meaningful programs in progress. Though most are in the developmental stage, each is presently serving a need in the total school curriculum.

Prince George's County

An illustration is the special needs school at Croom, Maryland, which opened in 1965 with a program developed to meet the vocational and educational needs of students who fail to meet expected standards of academic achievement in other existing curricula. The training program is geared to the abilities of the youth enrolled and is directed toward the development of salable skills and job placement. The Croom School provides short term, intensive courses of training in a variety of occupational skills. This training in no way duplicates or competes with other vocational programs in Prince George's County.

Academic skills and job-oriented skills are taught on a priority basis, with emphasis being placed on developing reasonable proficiency in those skills required for economic survival in a complex society.

The academic program is divided into three major groupings: communication skills, mathematics, and a science-social studies workshop. In addition to the basic program in communication skills, verbal communications are introduced in an organized fashion throughout the entire Croom program. Programmed materials in mathematics are used so that individualized programs can become a reality; and the science-social studies phase of the program is operated on a project-oriented workshop plan.

The occupational aspects of the program have been developed with consideration of both the needs of the students and the local job market. Placement of students in jobs for which they have been trained is a major responsibility of the school; therefore, training is offered only in areas where jobs actually exist. At present, the following courses are being offered: gardening and groundskeeping, painting, decorating, refinishing, custodial and building maintenance, food service, and auto servicing.

Special adaptations of the vocational program to the students' needs include the following:

1. Emphasis is directed toward the development of skills needed in semi-skilled occupations.

2. Occupational information is part of each course. This is in addition to an occupational orientation program in which all students participate.

3. Consideration is given to the student's ability to adjust socially and emotionally to the job for which he has been trained.

4. A job-coordinator teaches the occupation orientation program and is responsible for placement and follow-up on each student.

5. Retraining or additional extended work in the vocational areas is available when necessary.

A full-time guidance counselor meets with every student at least one period every two weeks. Small group sessions are conducted with students to discuss and evaluate student goals and achievements. Individual counseling is also available to each student.

Queen Anne's County

With the opening of the new Queen Anne's County High School, a Special Needs program, the General Occupations or GO program, was inaugurated. This program was designed to help those students who could not fully qualify for a regular vocational offering. Attempts will be made, through this program, to make it possible for the students to move into a regular vocational program at a later time. Each student will be given instruction on an individual basis in order to help him achieve vocational competence.

The boys and girls General Occupations programs are organized separately, each with a coordinator. However, effort is made to combine activities when appropriate, and the boys and girls do cooperate on certain work activities such as upholstering furniture. Other vocational teachers are available to work with these students.

Skilled teachers will teach the related subjects of English, history, and science to supplement the students' needs. Experiences will be provided to help the students develop language skills, family relationships, social and recreational skills, as well as a salable skill.

Dundalk Regional Vocational Center

Baltimore County opened the Dundalk Regional Vocational Center with the aim of serving the special needs of the students in that particular industrial area of the county. The community served by this school has one of the highest dropout rates in Baltimore County.

During the 1967-68 school year, business and office programs, a nurses' aide program, and a commercial foods program are being offered in addition to ten trade and industry programs. The trade and industry programs include appliance repair, automobile service station attending, and bricklaying. The students attend their home school one-half day and The Vocational Center one-half day. The related general education courses are offered at the home school.

A full-time guidance counselor is assigned to the Center.

Baltimore City

The programs at the Carrollton School and at the Jane Addams School are excellent examples of the Special Needs programs in Baltimore City. The Carrollton School was opened in September 1963 to provide a program for the slow learner who desired to remain in school beyond the ninth grade. The school is still in an experimental stage of developing curricula for the academic and vocational needs. The school was opened specifically for students who had completed the ninth grade in a comprehensive junior high school or a special curriculum junior high school.

The Carrollton School serves boys and girls of secondary school age; it provides training for service occupations commensurate with the abilities of the trainees, and it makes an attempt to locate employment for all eligible employable students. In this program, the emphasis is placed on instruction and training in the service occupations which do not require a high degree of professional skill but merely an aptitude for the work. Some of these are custodial services, duplicating services, family service, food services, home mechanics, lawn and flower care, painting and decorating, shoe repairing, retail services, small appliance repairing, and valet services.

A student entering the school from the ninth grade special curriculum will remain for two years. At the close of the second year, the instruction is terminated and the student receives a certificate that states, "In recognition of satisfactory effort and attendance in the JOB PREPARATORY CURRICULUM."

The program of Academic studies is experimental each year since the student's attitude toward learning may change with each succeeding year. Therefore, a teacher of a given subject may be implementing new methods of approach to learning with each entering class. The emphasis in the vocational area is placed on instruction and training in the service occupations that do not require high professional skill, but which demand an aptitude for the job and a specific amount of training.

The majority of the school population is provided individual counseling service which allows the counselee and counselor a one-to-one relationship. Every effort is made to help the youngster understand that he has the right and also the responsibility of making and implementing his own decisions.

The Jane Addams School is one of several general vocational high schools in Baltimore City whose purpose it is to provide job-oriented educational programs to students of seemingly lower academic ability. At the Jane Addams School for girls, many of the students have been in the special education curriculum through the ninth grade.

The vocational offerings at the Jane Addams School include food services, junior sales, industrial sewing, and dressmaking. In the tenth grade, each girl is placed in a rotating program that gives her an opportunity to have an educational experience in each of the vocational areas. During the next two years, she is allowed to enroll in the vocational offering that meets her interests and abilities.

Field trips and educational experiences outside the school are considered an important phase in the total school program. Each girl has a class in personal grooming two periods each week.

Wicomico County

A program was initiated in Wicomico County through a cooperative venture of Special Education and Vocational Rehabilitation. Vocational Education has recently joined them in supporting this evolving program.

The Special Education program in Wicomico County is established on four levels...Levels I and II are concerned with providing the basic educational and social skills in the elementary schools. Level III, centered in the junior high schools, is also concerned with basic skills on an individual basis and stresses manipulative skills. Level IV,

centered in the senior high schools, stresses employment. It begins in the classroom with job readiness activities and is followed in subsequent years with a work study program that utilizes community employment training opportunities.

The job-oriented program was developed to meet the needs of Level III special education students, many of whom are currently dropping out of school at age 16. The two general areas of training offered are home arts for girls and building maintenance for boys.

The students are in special education classes where basic educational skills are stressed for one-half of each day; the remainder of the day the students are in the job-oriented program.

There is a coordinator for each of the two areas of training. In the home arts program, the girls participate in a grooming and home care program throughout the year. In addition, they have the opportunity to learn skills in cooking, child care, sewing, and use of the telephone.

The boys in the building maintenance program participate in physical fitness and woodworking programs. The major part of the woodworking program is assembly work. For instance, the boys have a contract to assemble pallets for a trucking company. The students also have the opportunity to learn skills relating to building maintenance, lawn and shrubbery care, and grounds maintenance.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	28,296,285	3,987,980	12,612,233	11,696,072
Total for Persons with Special Needs	1,267,000	141,000	558,000	568,000

MASSACHUSETTS

Introduction

Most of the "Special Needs" programs which were described in the FY 1967 projections were undertaken. Cooperative programs have expanded, pre-vocational and exploratory courses in the junior high school have been initiated, and remedial English and remedial math courses have been instituted. However, it is now clear that most local directors have serious reservations about the heavy emphasis on socio-economic and academically handicapped students. This is not because they feel that they are not worth helping, but because of difficulties in defining and locating these students; uncertainty as to the most productive teaching techniques and instruction media for such students; (most agree that low pupil-teacher ratios, and flexible, adjustable but sophisticated media are necessary and expensive), and most of the vocational schools do not have physical facilities or the qualified personnel to accommodate and serve adequately, these students with special needs. Naturally, these considerations have restricted the development of programs in vocational for persons with special needs.

It is the feeling of the Vocational Bureau that separate and distinct programs and in many cases, special facilities must be provided in order to make an appreciable dent in this problem. Nevertheless, many communities have been advised of the need for programs aimed at the student with handicaps and some of these have indicated plans for instituting these. Most of them will be for ninth grade students who can not qualify for Unit Trade Programs. These students will take a remedial English-Math-History program for three hours in the morning, then a three-hour shop program in the afternoon. This schedule will continue during the student's tenth grade and, in grades eleven and twelve, he will embark on a work-cooperative program designed specifically for his abilities and interests. The following schools plan this type of program:

South Shore Regional Vocational-Technical High School	(45)
Southeastern Regional Vocational-Technical High School	(30)
Southeastern Regional Vocational High School	(30)
Greater Lawrence Regional Vocational-Technical High School	(45)
Brockton High School	(75)
Cole Trade High School	(30)

Westfield Trade High School is admitting fifteen students who would not ordinarily qualify for entrance into Unit Trade Programs, but who will be integrated into such programs and allowed to progress according to their capacities. Remedial academic work will be given.

Haverhill, which has a ninth grade General Vocational Program, ordinarily has to return about fifty of these students to the academic high school after completion of this grade. To eliminate this, the school is preparing a special remedial program plus shopwork for the tenth grade. In subsequent grades, the work cooperative pattern will be followed.

The projected program of activities for Vocational Education in Massachusetts for FY 1968 estimates that expenditures for vocational education for persons with special needs at a total of $435,000 of which $135,000 is Federal, $150,000 is local, and $150,000 is State funds. The Total estimated expenditures for Vocational Education under all Federal Acts for Massachusetts for FY 1968 is $25,490,000 of which $4,905,000 is Federal, $6,868,000 is State, and $13,717,000 Local funds. The Special Needs Program is supervised by the State Senior Supervisor in Education.

Some pilot programs were established to help the potential dropout to stay in school and receive up-grading and training. These are being operated in schools having drop-out problems and where the students are having difficulty in obtaining admission to regular vocational programs.

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Occupational Areas:

Home Economics--

A state Supervisor of Home Economics served on the planning committee for the Massachusetts Home Economics Workshop on "Working with Low Income Families" conducted at Framingham State College on September 23, 24, and 25.

The State Supervisor of Home Economics worked closely with the State Supervisor of Trade and Industrial Education in establishing programs for socio-economic deprived youth in Newton and Worcester. These programs have shown possibility in the training of simple occupations from which this type of youth may obtain more profitable employment.

Trade and Industrial Education--

Waltham - Shop Study Program in junior and senior high school for potential dropouts. This program consists of 3 hours of academic and 3 hours of shop work in the Vocational Schools after the vocational students are dismissed. Pupils are rotated for a period of ten weeks each in auto, auto body, carpentry, and welding. Several of these boys have been accepted for enrollment into the regular Vocational Program. There were 36 boys enrolled in this course.

Boston - "Techniques of Industry" course inaugurated for those that had either left school or were contemplating leaving school. This consisted of 3 hours of related and academic work and then 3 hours of shop course where the boys learned something about a variety of trades. The shop was equipped with metal lathes, woodworking machines, and equipment for tile setting, electricity and welding. Some boys are upgraded so that they attended the Cooperative Machine Program, others learn enough so that they became helpers in the other trades. There are 15 boys enrolled in this class. This course is held during the regular school hours in the East Boston High School.

Worcester - Occupational Preparatory Courses were started in 3 of the 5 junior high schools for the potential dropouts. A course for boys and a course for girls was held in each school. The students traveled in a group through special academic classes geared to their level of learning. The last 2 periods of the day were spent in shop. There were a total of 15 boys and 15 girls in each school. This made a total of 90 students in the 3 schools. This program was so successful that it will be placed in the remaining 2 junior high schools this fall. This will mean that every junior high school in Worcester will have an Occupational Preparatory Course for potential dropouts. There were several boys and girls from these programs that were upgraded so that they were accepted into the Girls' and Boys' Trade Schools in Worcester.

Northern Berkshire Regional Vocational High School - South Shore Regional Vocational High School and Tantasqua Regional Vocational High School held remedial reading courses both during the school year and in the summer program for the slow learner. There was a total of 30 students in these courses during the school year and 47 during the summer months. These courses are becoming very popular because of the value to the students. Many more are planned for next year.

Newton - Programs for the Academic, Socio-economic, and Other Handicapped were held during the school year in Electro-Mechanical Devices, Nurses Aid Child Care, Business Education, Food Preparation. There were a total of 90 students enrolled in these courses. These courses were also held during the summer with approximately the same number of students. A new course, landscaping was added during the summer with an enrollment of 20 boys.

Haverhill - The Board of Public Welfare in the city of Haverhill proposed a course in Custodial Training which was funded. Fifteen (15) married men on Welfare were trained in Custodial work in a course that lasted seven weeks. Following the seven week training program, each student was placed in work-experience positions under the auspices of the Work Training and Experiences Program operating with funds from Title V of the Economic Opportunity Act. The work experience positions will extend up to six months. This program is a good example of working with other agencies. Involved in this program were the Division of Employment,

Security, Work Training and Experience of the Economic Opportunity Act, and the Board of Public Welfare.

Distributive Education

Plymouth and Silver Lake Regional - Two waitress training courses were set up in each of these communities. A course in the morning for adults and one in the afternoon for girls who were graduating in June. There were a total of 60 pupils enrolled in these four programs.

Thus, programs for the academic, socioeconomic and other handicaps were established in Waltham, Boston, Worcester, South Shore Regional Vocational High School, Charles H. McCann Regional Vocational High School, Tantasqua Regional Vocational High School, Plymouth, Silver Lake Regional Vocational High School, Newton, and Brookline.

Health Occupations

Practical Nurse Education and Other Health Occupations

The Supervisor is working with the Medical Sub-Committee (Health Career Committee) for Human Rights, ODWIN (Open Doors Wide in Nursing) Committee, and Upward Bound programs in the Greater Boston area. The major focus of these conferences and meetings is to plan and develop methods of approach in order to facilitate a meaningful exposure to health careers to the deprived youth within the Boston area. The supervisor spoke on Health Occupations training programs to approximately 40 secondary school students.

Cooperation With Other Agencies

Pupil Personnel Services in P.L. 88-210, the Vocational Act of 1963, and Title I, E.S.E.A. Programs

The pupil personnel services can and should play important roles in school district programs of compensatory education for disadvantaged pupils. The intent of such programs is the same as the primary purpose of pupil personnel - to facilitate the full development through education of such child and youth.

Pupil personnel services are "helping" services. They assist pupils in adjusting, progressing, and planning in school. They help teachers to understand pupil characteristics and potentialities related to education. They help parents to support the pupil's school progress.

They assist school authorities in studying the educational needs, progress, and problems of individual pupils and of groups of pupils. They can contribute, from a variety of contacts and disciplines, to the continuous assessment and improvement of the school district's educational program.

As a school district plans and develops more adequate and effective programs to serve the particular needs of pupils who are culturally and economically disadvantaged or educationally handicapped, some of the provisions which might be considered in relation to the overall pupil personnel program are as follows:

1. The definite assignment of a qualified person to spend part or full time in the systemwide coordination and direction of the pupil personnel program, giving particular attention to the effective use of these services in assistance to disadvantaged children and their parents.

2. In-service education for all pupil personnel staff members in order: that they may know and understand better the needs and problems of the disadvantaged; that they may be well aware of and competent in using the most effective ways of assisting these pupils; and, that they may become more aware of the need for cooperative action in assistance to these pupils and their parents.

3. A program of weekly pupil personnel conferences for each school building in which administrator(s), one or more teachers, and pupil personnel workers discuss and plan for ways of meeting the needs and problems of individual pupils. This is a very effective activity for the in-service education and sensitization of faculty to the needs and problems of disadvantaged pupils.

4. A school system pupil personnel council including representation from administration, teaching and pupil personnel for discussion, on a monthly basis, or program development for the various services in the light of the needs and problems of pupils, giving particular attention to program planning for disadvantaged pupils.

5. Adequate clerical assistance to allow pupil personnel workers to spend their time and energy on professional tasks: and the physical facilities, equipment, and materials necessary for effective performance of pupil personnel activities with disadvantaged pupils and their parents.

6. A provision of consultative and supervisory assistance for the staff members of each pupil personnel service, by a competent and experienced professional in each discipline involved.

Some of the provisions which might be considered in relation to the programs of the separate pupil personnel services (attendance, guidance, school health, psychological and social work services) are given below.

Attendance

1. Attendance teacher service adequate to provide for the immediate and thorough casework approach to attendance problems of disadvantaged pupils.

2. Definite attention in the attendance program to activities which foster and support a preventative approach to attendance and school dropout problems.

3. Particular attention given in the school census program to the identification of the handicapped and of other disadvantaged pupils for whom the school will need to provide compensatory programs and services.

4. Particular attention given by well prepared census enumerators to interpreting the school program to disadvantaged parents and in alerting them to sources of assistance in the school.

5. Employment certification procedures planned to facilitate issuance of working papers to eligible disadvantaged youth and to assist them in a successful combination of earning and continued learning.

Guidance

1. The assignment of qualified counselors to the development and conduct of elementary school guidance (including pre-kindergarten) activities for disadvantaged pupils and their parents.

2. School counselor time to provide for "saturation" of guidance and counseling services for disadvantaged pupils (one counselor for each 200 or 250 such pupils), including provisions for counseling in school guidance center, study center, employment certification, work-study, late afternoon, evening and summer situations.

3. School counselor time to provide for adequate guidance assistance to the parents of disadvantaged pupils, including individual interviews, home visits, and guidance activities for large and small groups.

4. A variety of group guidance activities in school and outside of school to acquaint disadvantaged pupils with wider and higher horizons for future careers, provide them with successful role models, inform them about, and orient them to higher educational levels, and provide them a chance to discuss their problems in relation to education and career planning.

5. Particular guidance and counseling attention given to help disadvantaged pupils in respect to college plans, admissions and financial aids, part-time and full-time job placement, and adequate attention given to follow-up and guidance assistance for dropouts and other out-of-school youth.

School Health Service

1. The assignment of qualified school health personnel to develop and conduct the school health component of all compensatory education projects, with a focus on promotion of health and prevention of disabilities for all disadvantaged pupils.

2. Adequate school health personnel time to carry out the appropriate school health services for the disadvantaged pupils participating in regular school, pre-school, late afternoon, evening, Saturday, and summer programs. The greater needs among disadvantaged pupils for more extensive school health services suggest ratios of one school nurse-teacher for each 500-600, and one dental hygiene teacher for each 1,000-1,200 such pupils.

3. Organization of the school health program for disadvantaged pupils to assure immediate identification of health problems and intensive follow-through activities including health counseling with the pupil, their parents, and when appropriate, with teachers and community agencies.

4. The school health service personnel time needed for coordinated activity with official and voluntary health agencies, and with professional organizations, in order to encourage the development and full utilization of adequate community health resources.

5. Enrichment of all school health service activities by coodination with the curriculum in health and safety education. School health personnel should extend their consultant roles to assist teachers in developing and conducting a highly functional health instructional program for all disadvantaged pupils and to include participation in related parent education.

School Psychological Services

1. Under the supervision of certified school psychologists, and as a means of conserving and using more efficiently the presently limited available school psychologist manpower, develop and execute plans for utilization of other school personnel who can perform certain routine and time-consuming tasks which lead to evaluative, interpretive, and remedial action by certificated school psychologists.

2. In close cooperation with other pupil personnel service workers, as well as community agencies, develop a center for the study and remediation of learning difficulties of disadvantaged children.

3. Establish realistic pupil-school psychologist ratios in order that adequate attention can be given to the educational needs of disadvantaged children as part of the regular school program, and in order to permit more extensive use of school psychologists as consultants to classroom teachers of the disadvantaged in the application of principles and practices of psychology to education.

4. Develop and execute studies of teaching methods, learning characteristics and classroom climate as they relate to the educational growth problems of disadvantaged children.

5. At all grade levels, provide psychological examinations to disadvantaged children for the early identification of learning difficulties, including marked or severe reading problems, and as a basis for cooperative planning with other school staff for developmental or remedial programs of instruction.

School Social Work

1. School social worker service for direct assistance to disadvantaged pupils in overcoming social and emotional problems having adverse effects on their school adjustment and progress.

2. School social worker time for assistance to parents of disadvantaged pupils in locating community resources for needed help in solving problems affecting the school progress of their children.

3. Enough school social worker time for assistance to these parents in becoming comfortable and effective in their contacts with teachers and other school personnel.

4. Sufficient time for the school social workers to interpret needs and problems of disadvantaged pupils to teachers and to assist teachers in specific problem situations.

5. Participation of school social workers with other pupil personnel workers, teachers and administrators in case conferences and in discussion of school planning for disadvantaged children and youth.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	25,490,000	4,905,000	6,868,000	13,717,000
Total for Persons with Special Needs	435,000	135,000	150,000	150,000

MICHIGAN

Introduction

A staff member of the Division of Vocational Education has been assigned to work with local educational agencies in developing programs for persons with special needs. Two such proposals have been received in the Division since the Michigan Projected Activities Report was forwarded to Washington. A special committee is planned for the Department of Education to coordinate and further develop programs for persons with special needs. Represented on the committee, in addition to Vocational Education, will be representatives of Vocational Rehabilitation, Special Education, and Title I of the Elementary and Secondary Education Act.

There were five programs offered in vocational education in Michigan in fiscal year 1967, all in Trades and Industry. No programs of this kind were offered in Area Vocational Schools in fiscal year 1967. The projected estimate of expenditures for vocational education in Michigan for fiscal year 1968 lists only $7,400 for the programs for persons with special needs, $1,332 to come from PL 88-210, $518 from State funds and $5,550 from local funding. This is a contrast with total expenditures for vocational education in Michigan of $38,980,378 of which $10,153,355 is Federal, $4,812,126 is State and $24,014,897 is local money.

Programs for persons with special needs were operated in six school districts on a reimbursable basis. Many others were operated either without reimbursement or through a special appropriation of the state Legislature or through funds made available from other Federal sources.

Programs supported from funds available through P.L. 89-10 for special needs groups for occupational training are reviewed jointly by that staff and representatives from the Division of Vocational Education.

There is inadequate interest on the part of local schools in programs for persons with special needs. Many of the programs for this group which could be supported from vocational education funds are now being supported by title I of P.L. 89-10. Local school districts prefer to operate such programs; under Title I because requirements are generally less rigid and reimbursement rates are high. More programs for persons with special needs who are not financially disadvantaged could be operated under provisions of the Michigan State Plan for Vocational Education.

The Occupational Areas

Home Economics--Albion--Developed a strong adult program and has worked with others to meet needs of under privileged mothers. On June 29, they received the Pacemaker Award for this program at the Miami Beach Convention. Bay City--The homemaking Class for special education students was continued

as a separate section. Mercy College--Reported an informal study of 24 low-income families to lay the groundwork for a workshop adapting home economics to low-income groups.

Trades and Industry

Publications: Mathematics for the Reluctant Learner.

New Programs : At Portage, Michigan, students who have not made satisfactory progress in regular vocational classes have, through counseling and testing, had the opportunity to join a class under direction of a single teacher-coordinator. During this program, special effort is made to develop the occupational interests and skills of the individual. These students work closely with the coordinator in obtaining their academic and practical education so that there is constant adjustment between the learning ability and success in performance. This program is proving to be highly successful in the educational development of youth and is being studied by several other school districts.

Program Priorities to Expand

The Detroit Public Schools are presently planning at least three programs in landscaping-custodial training for persons with special needs and it is expected that two additional teachers will be needed for these programs.

Five other metropolitan areas are considering programs for persons with special needs. The areas in which training would be provided has not been definitely decided.

The on-going cooperative program for persons with special needs at Portage High School will be expanded and a full-time coordinator will be employed to handle the program. Resource persons with specialized skills in special education, sociology, and psychology will be used on a part-time basis in the program.

The custodial training in one Detroit high school will be a new type of program, one which was formerly confined to landscaping.

The Portage program will be enlarged to include cooperative occupations not included in the program previously.

The other metropolitan areas interested in programs for persons with special needs are exploring several occupational areas in which these programs might be operated.

MINNESOTA

INTRODUCTION

It has become increasingly clear that there is a great need for educational programs which would develop entry-level job skills, serve critical needs for remedial instruction in communication and computation skills and develop wholesome attitudes toward the world of work for youth who are not able to succeed in the regular vocational education program because of academic, socio-economic, cultural, psychological or other handicaps. There are two major reasons why these handicapped individuals pose a difficult problem in group instruction. The instructors often find such persons inattentive, slow to learn, and frequently disruptive of orderly teaching processes. Secondly, the technical level of vocational and technical courses are usually too high for persons with academic deficiencies, limited experiences and capacities. They are sometimes overwhelmed by social and economic handicaps and are either not admitted or drop out because of the difficulties they have in keeping up with other students. The net effect is that these persons with special needs and special problems cannot compete in most skill development programs. The programs are not individually tailored or administered, or they are too complex. These individuals often drop out of school or remain high school "sit-ins" until graduation, entering the labor market with substantial skill deficits, handicapped in basic educational requirements in language arts and computation, compounded in many cases with unacceptible attitudes toward work, and misconceptions regarding the operation of the economic system.

Minnesota has considered as a special resource, rehabilitation centers for persons with special needs; potential dropouts, high school dropouts, and chronically unemployed adults. Rehabilitation centers and sheltered workshops are equipped to deal with marginal individuals who have severe psychological, social and cultural problems, lacking marketable skills and with academic deficiencies. Strengthening the skill development programs and the use of on-the-job training programs are partial answers to this problem. There is a substantial need to develop skill training programs at the entry occupational level for persons with special needs. The center anticipates serving 500 individuals during FY 1968 composed of persons with severe and unusual employment problems requiring special assistance in entering the labor market, high school dropouts and potential dropouts referred to the program.

Unique features of this program are: resources of vocational rehabilitation, special education, and vocational education combined to serve handicapped students, and housing in a technical-vocational school where handicapped students will be taught by vocational instructors.

The first of these centers is the School Rehabilitation program in Anoka-Hennepin School District #11. It is coordinated through the Special Education Office of District #11 and operates in conjunction with the Minneapolis Office of the Division of Vocational Rehabilitation. It involves a staff of instructors from Coon Rapids High School, Anoka High School and the Area Vocational School. Vocational Adjustment Coordinators will work with handicapped students in the work adjustment center as well as with employers in the community. The services of numerous social agencies will be utilized. Minimum age for enrollment

is 16. Screening procedures have been developed to nominate candidates for the program. Opportunities for job-simulated experiences will be provided for in the following units: motel unit, office practice unit, auto unit, woodworking unit, production unit, metals unit, food service unit, nurses aide unit, stock work unit, production sewing unit, laundry unit, and miscellaneous vocational preparation in other service units.

The total annual budget for the school rehabilitation programs is $95,000. This was budgeted as follows:

		Salary	D.V.R.	State Special Ed.	Voc. Ed.	District No. 11 Funds
1	Program Coordinator	$10,500		$ 4,000		$6,500
* 3	Vocational Adjustment Coordinators	24,000	$12,000	12,000		
** 2	Classroom Instructors	16,000		8,000		8,000
4	Vocational Instructors--Work evaluators	32,000		16,000	$16,000	
***4	Clerical	12,000			6,000	6,000
		$95,000	$12,000	$40,000	$22,000	$20,500

Renovation

18,000 sq. ft. @ $6.00 per sq. ft.

$108,000	D.V.R. Share (75%)	$81,000
	District #11 share (25%)	27,000

Equipment and Supplies

$40,000	D.V.R. share (75%)	$30,000
	District #11 share (25%)	10,000

* 1 V.A.C. position in existence
** Existing positions
*** 1 clerical position in existance

The Center is now in operation on a limited basis, but will be formally dedicated in late January or February 1970.

The estimate of total expenditures for vocational educational purposes under all vocational education acts for FY 1968 was $19,906,733, of which $5,174,914 is Federal, $7,220,925 is State, and $6,611,754 local funds. For persons with special needs the estimated expenditures for Minnesota in FY 1968 was $326,780, of which $90,775 is Federal, $90,775 is State, and $145,240 is local funds.

Through the vocational education services, programs are operated for persons with special needs as follows:

Agriculture	4 programs
Distributive Education	74 programs
Health Occupations	1 program
Home Economics	2 programs
Office Occupations	58 programs
Trades and Industry	11 programs

OCCUPATIONAL AREAS

Agriculture

No new staff is anticipated for FY 1968. The regular programs of vocational agriculture does in many situations make provisions for students with special needs. Two schools plan to conduct programs in agriculture education for persons with special needs.

Business and Office

As a significant portion of cooperative part-time training for students who are persons with special needs, the increase in the cooperative programs will support and increased expansion of programs for these persons. All cooperative high school programs make provisions for people with special needs.

Distributive Education

It is anticipated that two new teacher-coordinators for programs involving youth with special needs will be needed. Five schools will do some replacement of equipment and two schools will purchase new equipment for these programs. Five schools are improving facilities through remodeling and one school will be building new facilities in FY 1968.

Home Economics

As in other vocational services, present programs serve individuals with special needs, but some specific programs planned for groups of persons with special needs in this area for FY 1968 are:

Work Opportunity Center in Minneapolis:
Programs in Child Day Care
Food Services, Production
Serving, Interior Design Assistant
Homemaker Assistant
Clothing Services and related areas

Rochester: Homemakers aide for emotionally disturbed persons programs for homemaking occupations in two juvenile corrections centers, Lino Lakes Reception and Diagnostic Center and Sauk Centre Home School will be operating in FY 1966.

Trade and Industrial

Provision is being made to include students with special needs in the T & I part-time cooperative program. Comprehensive centers have been established at Duluth and St. Paul and additional centers will be established at Anoka and Pipestone to assist disadvantaged people with remedial help in basic education and pre-vocational training. A vocational adjustment center is in the planning stage for Cokato which will provide vocational training to the mentally retarded.

MISSISSIPPI

Introduction

The Mississippi Employment Security Commission, in cooperation with the Delta Council and farmers in 18 Delta area counties conducted a survey showing the extent in the decline in farm labor use. The survey revealed that 54,830 individuals are affected by the reduction in farm labor needs in the 18 county area. It also found that 86.7% of these people were continuing to live on the farms despite the fact that there was no employment for them. About a third of those who would be included in the work force are persons between 16 and 21 years of age, equally divided between sexes and amounting to 7,854 persons. This is indicative of a state-wide situation in a state which is predominantly rural and agricultural. This data is useful for determining the needs for specific vocational programs that should be maintained as well as new programs which should be started in a state where such a large segment of the population may be classified as persons with special needs.

The Occupational Areas

In fiscal year 1967, vocational education programs for persons with special needs was conducted in 23 classes, nine of which were Trades and Industry with 207 students, two in agriculture with 27 students and twelve in home economics for wage earning with 281 students. These students attended classes for trade training three hours each day, with two hours in academic classes. The academic instruction was adjusted to the occupational objectives enabling students to make progress in their vocational training. It was planned for these students eventually to pass the G.E.D. test and to receive the equivalent of a high school diploma. These 23 classes did not approach the demand for this type of training in Mississippi, and it is hoped that programs of this type can be developed in all service areas.

In fiscal year 1968 special needs programs in vocational education will be increased as follows:

Agriculture	9	Programs
Home Economics	12	"
Trades and Industry	31	"
Total	52	"

Of these 52 classes, 17 will be in correctional institutions located in Parchman, Oakley and Columbia.

General

It is the plan to further expand these special classes in correctional institutions and to increase supportive services and special counseling to all of the programs. Persons with special needs are to be given additional remedial instruction along with the development of occupational skills and counseling.

The responsibility for the development and supervision of vocational education for persons with special needs has been delegated to the State Supervisor of work study programs. In the estimate of total expenditures for vocational education in fiscal year 1968, the State plans to spend for persons with special needs, $393,000, including $153,000 Federal, $128,000 State and $112,000 local funding. The total estimated expenditures for vocational education in fiscal year 1968 are $12,777,639, including $4,403,392 Federal, $3,525,000 State and $4,849,297 local funding.

MISSOURI

Introduction

Program offerings in vocational education for persons with special needs in Missouri include twelve programs in Office Education, four in Trades and Industry, and two in Home Economics in FY 1968, according to Projected Program Activities reports. Area Vocational Schools plan to offer four programs in Trades and Industry and one in Agriculture.

The expansion of these programs continues to be an area of real concern. Many meetings have been held with school administrators and individuals concerned with the operation and administration of programs at the local level. These meetings stress the need for local initiative in determing needs for such programs, followed by conferences to perfect programs to meet these needs. Three approaches are taken. Classes will be organized for these special groups. A second approach will be to enroll students in regular vocational programs with supplementary instructional experiences to meet specific needs. A third proposal is to support other agencies which are instituting such programs. The chief problem at present is alerting local personnel to the urgency of developing programs for persons with special needs.

Occupational Areas

Business and Office Education

Twelve experimental programs were initiated during the past year. Nine of these were located in rural counties where economic and social levels were low, as well as educational achievement. In addition to staff for these programs, several programs will incorporate a cooperative phase in 1968. One program located in Kinloch, an all-Negro community in North St. Louis County, will expand its offerings to include an additional remedial class and provide an office co-op for students enrolled in the terminal phase of the program.

Distributive Education

Youth with special needs were served in five high schools in programs to bring them to the level needed for entering existing vocational programs in distributive education. These sections enrolled 94 students in varying grade levels from the 9th through the 11th grades. An extensive plan for serving youth with special needs in St. Louis was developed and enrolled 10th grade students in the spring of 1966 for classes in September. It is called "Education for Employment in Distributive Occupations." Five of the St. Louis high schools will install this program. The St. Louis Public School System developed a curriculum in basic business practice for secondary students with special needs. Additional

programs of this type must be instituted at the sophomore level to provide salable skills for students who refuse to continue their education beyond the legal compulsory age of 16. Additional experimental programs of this type will provide data necessary to develop a better understanding of the facilities and equipment required in programs for individuals with special needs. Plans were completed for a program in the Parkville School District located in the metropolitan Kansas City area to train special education students and others of low academic standing for jobs requiring repetitive skills.

Agriculture

Three departments of vocational agriculture provided instruction for boys with special needs. The curriculum was designed to assist these boys in developing skills which could be used in performing agricultural services. The placement of these boys has been high.

Trade and Industry

In trade and industrial education, persons with special needs were served largely through trade preparatory classes which were organized for a short period of time with a definite job in view. Job placement from these training classes was very good.

Health Occupations

In health occupations, the percentage of enrollees with less than four years of high school indicates that an effort is being made to meet one special needs group. Fifteen students who were recipients of State welfare were enrolled in a course in basic reading, spelling and mathematics preparatory to employment and on-the-job training for nurse aides.

Home Economics

During the past year, special emphasis has been given to the instructional program in homemaking for the academically disadvantaged student. A special curriculum was developed and administrators have been encouraged to initiate classes to enable the slow learner to develop personally and to prepare for roles of homemaker and wage earner. Six classes with an enrollment of 72 pupils were held. To increase competency in teaching and interest in the special student, teachers have been required to take special professional courses. A specially developed guide was used by selected teachers during the 1966-67 school year. Plans include the development of the four-level sequence leading to homemaking or occupational home economics. Preliminary steps were taken to establish a program for terminal students in the City of St. Louis. The program with occupational objectives will include training for homemaker's aides. Four classes for

girls in the Florence Crittenden Home in Kansas City were concerned with teaching family life education. A program designed to prepare selected girls for service occupations was initiated in the 8th grade at West Junior High School in Kansas City with 17 students participating. A consultative service was given to teachers and administrators at the Missouri State Prison for Women where a home economics program serves two purposes--preparation for homemaking or employment. A Boys Special Needs Class in Occupational Home Economics with 12 boys attending was held in a secondary school.

1. Curriculum Development A 4-level curriculum for the retarded learner (IQ 49-79) was begun three years ago. It is not complete, but will be completed within the year if all goes well. It was designed by teachers and supervisors who work with the "special education" program. The teachers in day schools programs were from St. Louis, Kansas City, and Hermann. A special supervisor from St. Louis was an advisor and assistance was given by the state director of special education, assistant director of special education, teacher educator in home economics education, Lincoln University, and the state director of home economics education. To teach special education classes, home economics teachers must have courses in methods of teaching the exceptional child or psychology of the exceptional learner.

2. Practicum in Teacher Training Students from the Home Economics Education program at the University of Missouri work with handicapped learners at the Woodhaven School south of Columbia during the time they are enrolled in methods of teaching home economics.

3. Adult Education A food service course for economically and culturally disadvantaged adults was initiated at Hickman High School, Columbia, during the summer vacation. Two teachers worked with adults, a number who were learners on welfare rolls, to train them to be food workers in schools hospitals, dormitories, and local restaurants. An excellent local advisory team participated in planning. The program enjoyed excellent publicity.

Kansas City and St. Louis have had classes for the disadvantaged homemaker to help her improve the quality of personal and family life. In many instances, these women have learned a skill that doubled as an aid in homemaking and as an avocation which earned money to supplement the family income. Classes were also held in family life education, child development, and in the use of donated foods.

4. Out-of-School Youth Classes were held at the Florence Crittenden Home in Kansas City for the unwed mother. Topics included personal and family life education.

5. High School Classes

a. Lee's Summit A program for 13 ninth graders was designed to

prepare them to obtain jobs in home and community service occupations. The course changed somewhat as the teacher discovered the students needed a basis for job orientation.

b. St. Louis In September, 1966, five teachers in three high schools initiated a program to interest approximately 160 girls in terminal education programs in education for employment. This class will continue this year.

This fall, two schools in St. Louis have initiated a food service program to prepare seniors to enter occupations of less than technical level.

c. Kansas City A program at Westport Junior High School is in the third year of operation this fall, September 1967. It began in the fall of 1965 with 20 students. It is called the BEST program utilizing the beginning letters in Basic Education Student Training. At first, plans included a house or residence adjacent to the school to serve as a laboratory. This did not develop. Class space is provided in the school building.

d. Special District, St. Louis County A program for non-graded learners who are mentally retarded was initiated in Northview and Wirtz schools in the fall of 1966. Students are "graded" as Adolescent I and Adolescent II. A basic program in homemaking is offered. One to train the student to use skills of home management and food service adds the occupational phase. The girls are from 16-18 years of age. Curriculum includes topics such as: personal care and relationships; care and arrangement of home furnishings; grooming and health; clothing construction, care, repair, and buying; child care; holidays in the family; foods and nutrition; manners; filling out job applications; learning about different jobs; and on-the-job training for specific occupations. The on-the-job training is conducted within the school plant. Twenty-five youth were involved in this program last year. It is continuing to operate during the 1967-68 year.

A child development program in St. Louis, to begin September, 1968, will include a four-year program at O'Fallon Technical High School, and will train girls to work in child and day-care situations.

Teacher training

Home Economics education majors at the University of Missouri, Columbia, have chosen out-of-class activities with a professional focus to increase or develop competencies essential to effective teaching. Some of these activities concerned special needs students.

A special grant from 4-C funds, Vocational Education Act of 1963,

made it possible to sponsor an interdisciplinary pilot training program to supplement the educational and experience background of the professional educator, whose programs serve the needs of persons handicapped by socio-economic status differences. The program attracted 30 individuals from a number of states. Classrooms and housing were provided at Lewis and Clark Residence Center.

Special features of the program at the University were instruction in the use of television and participation in teaching disadvantaged youth in neighboring living-in hospitals for the handicapped.

Curriculum Development

The curriculum project, which was started last year, continued with committees meeting two or three times during the year in order to complete several urgently needed guides for semester courses. Working with four, five, or six selected teachers were subject matter specialists, teacher educators, and supervisors. A guide for the Special Education Homemaking course has been completed.

Pilot programs

An experimental program designed to prepare selected girls for service occupations was initiated in the 8th grade at West Junior High School in Kansas City in 1967. Twenty girls were selected by the counselor on the basis of poor scholastic attainment, dropout potential, behavior difficulty, and student interest. Of the twenty, 16 have completed the year, fifteen of whom received average or above-average grades. The teacher, who has had work experience, had the girls for two hours daily. Basic instruction included food service, clothing service, child care service, home cleaning processes, personal development, formation of good work habits, and development of simple work skills. Many field trips were arranged to broaden the students cultural horizons and to acquaint them with the community.

Home visitation and conferences with students and parents have been a valuable part of the program. The girls have improved considerably in general behavior, ability to work together, poise, acquiring simple skills, habits and attitudes, and the use of language. More advanced occupational skills was included in a 2 1/2 hour block for these students in 1966-67. During the summer, 12 have worked as either candystripers in hospitals oro assistants to homemakers in private homes.

An experiment was conducted at Eureka High School in which a group of 9th grade boys with special problems in school and personal life were involved. An attempt was made to help the boys, some of whom were potential dropouts, to develop acceptable habits related to cleanliness and as grooming, personal health and management, manners, foods and nutrition,

and housing. Attendance was good and the class a challenge to the teacher.

A statewide curriculum committee was appointed in June to write a supplemental vocational business and office education curriculum guide for the five clusters designated in the State Plan. A curriculum guide is being formulated in the special needs category.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	21,529,000	5,862,368	3,237,000	12,429,632
Total for Persons with Special Needs	700,000	100,000	250,000	350,000

MONTANA

Introduction

Montana is a sparsely populated state with no large population centers. There is no single area providing the numbers of potential participants to support a concentrated program. Generally, those with special needs are accommodated in the regular vocational classes with additional remedial instruction and supportive services and counseling. Dropouts are encouraged to attend all improvement classes where these are available.

The Occupational Areas

Programs are offered in vocational education for persons with special needs in the following occupational areas: Agriculture - 1, Home economics - 2, Office Education - 1, Trades and Industry - 2. No programs for persons with special needs are offered in the two area vocational schools.

Students with special needs were assisted in obtaining vocational training at two of the state's correctional institutions, in services related to trades and industry, home economics, and business practices.

Vocational education was provided for persons with special needs to a limited degree in specific cases. Two correctional institutions were aided in developing and offering programs for youth from unfortunate socio-economic situations which resulted in their developing attitudes and habits causing their detention for correctional purposes.

The vocational offerings are proving to be a most valuable means of rehabilitation and corrective treatment with results that will make these youth self-sustaining taxpayers rather than a social burden.

Continuation and extension of this effort is planned to include a third state correctional institution in the coming year.

Responsibility for the development and supervision of vocational education programs for persons with special needs has been delegated to the State Supervisor for Vocational Guidance and Work Study. He will be working with local counselors on a format for the identification of persons with special needs. He will also develop an in-service program for counselors with emphasis on determination of specific types of programs and training that will serve persons with special needs. Local counselors will cooperate with vocational education instructors on specialized curriculum approaches and on modification of standard curricula in adopting them for persons with special needs.

At the correctional institutions, new courses will be provided in meat cutting, drafting, building trades, home economics and basic office education. Additional equipment will be provided at two correctional institutions for this work which will facilitate training for those who have academic and socio-economic handicaps and who are institutionalized.

The estimated expenditures for vocational education for persons with special needs for Montana in fiscal year 1968 are $46,252 including $17,818 Federal, $5,308 State, and $23,126 local funds.

Ancillary Services

Teacher Education--A workshop was held June 20-24 on teaching Home Economics to the Educable.

The purpose of this workshop was to assist home economics teachers and special education teachers in adapting home economics curriculum to meet the needs of these students. It was also intended to help the teachers better understand these special students, what their needs, abilities, etc., entail, as well as to exchange ideas for class scheduling, to have special demonstrations with the educable student to observe teaching methods, curriculum, etc.

The planning committee for the workshop included the Supervisor of Special Education, two special education teachers, a home economics teacher who had a class of special education students, the teacher educator from the University of Montana and the state staff in home economics education.

The workshop was held in the Home Economics Department of the University of Montana. Twenty-eight students were enrolled. Four were special education teachers (one Male), eighteen were home economics teachers, one high school principal and seven students represented miscellaneous areas of interest, such as elementary education, special training in gainful employment for the educable, etc.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	4,222,834	1,34,702	495,377	2,592,755
Total for Persons with Special Needs	46,252	17,818	5,308	23,126

NEBRASKA

Introduction

It is possible, in Nebraska, to set up classes for students with special needs either under an occupational area in the school, or as a separate class or program. We have two options in the second part. Option #1 is offered for one year, with the students privileged to move into a regular program the following year. Option #2 is offered one or more years to those students not suitable for other vocational courses, with an objective of going directly into employment.

At the present time, the special needs students are primarily set up in classes under the various occupational areas. This seems to carry a lesser stigma than those classes set up separately, and it appears that students are more prone to go in this direction.

Characteristics

The age group ranges from 14-17 years in most of our special needs programs. In some cases we have a few students up to 21 years of age.

In the Lincoln Vocational Special Needs Program, the types of needs to overcome include students who come from low income families with poor educational backgrounds, many with health and nutrition problems. Many students are from families on ADC with excessive unemployment. Many are from the minority ethnic groups. They are from culturally deprived families, many who do not have telephones, do not get newspapers, magazines, etc. Some students are emotionally disturbed, with psychological problems, but these are not serious enough to be referred to other agencies. They all lack motivation for obtaining an education or acquiring a job. Many are dependent upon social agencies to take care of them. Some have physical difficulties with their sight and hearing which need correcting. Many need dental care as well. Many are from broken homes and have come up through schools with little special attention and are prime subjects for dropouts. They are put into this group to help motivate them to stay in school and also to interest them in a vocational objective. In some cases, they are being rehabilitated to advance themselves for regular vocational programs. In the training they are divided into small groups and given supplemental education necessary to bring them to the level of achievement whereby they can benefit from occupational course offerings. Some are returned to regular classes when they are able to profit. Some are placed on the job in preparation for the time when they separate from formal education. Considereable effort is made to counsel with parents so they will recognize the need for career planning. Much effort is expended in correcting the attitude the students have toward school and society. Constant counseling and guidance has taken place to meet some of the needs.

Occupational Areas

There were three programs in Trades and Industrial Education, one in each of the counties of Douglas, Lancaster and Sarpy: and one program in Distributive Education in Lancaster. Provisions were made in the "Guidelines for Vocational Education Programs in Nebraska" whereby schools may set up special courses for these persons.

Two classes were conducted on the high school level at Bellevue. In the General Shop class there were 27 enrolled. In the Mechanical Drawing classes, 67 males and four females were enrolled.

In the Omaha Technical High School, five classes were offered. In the Special General Mechanics class, 36 were enrolled. In the three classes of Advanced General Mechanics a total of 77 enrolled. One class was conducted in Stage Scenery Designer with an enrollment of 37.

In the Lincoln High School, three classes were conducted in Woodwork with a total enrollment of 55. Two classes were held in Mechanical Drafting with an enrollment of 71. All classes were on the high school level.

On the adult level, for Distributive Education, two classes were conducted. One class was held at Lincoln High School in Food Service Selling. There was an enrollment of 29, of which 14 were male and 15 female. One class was offered at the Lincoln Southeast High School in Gift Wrapping for Business. Twenty-five males were enrolled.

After the first year (FY 1967) approximately 25% of these students have been rehabilitated and can now enter regular classes. Considerable effort has been put forth to work with community agencies, agencies such as the Kiwanis, in the area of visual impairment, and also the Kiwanis Youth Employment Service. The Lincoln Vocational Special Needs Program started this year with 21 students and ended with 74 students. Twenty-six of these were in job training stations by the end of the year. It is projected that the number of students in this program will more than double for fiscal year 1968.

In the trade and industrial area, the special needs students are primarily located in the Omaha and Lincoln programs. Types of needs to overcome are quite similar to those described above. The students in these classes cannot succeed in the regular vocational programs and are being given special instruction in an attempt to train them for an entry into a single or a semi-skilled occupation in the industrial area.

There were 726 students in these programs in Lincoln and Omaha (FY 1967). Approximately the same number is anticipated for next year. Other trade and industrial programs in the state are much smaller than the Lincoln and Omaha programs, and therefore the special needs students are incorporated in the regular classes, with additional attention given as needed.

In the agricultural area, the special needs students have similar problems to overcome as previously described. These students are training primarily for semi-skilled level jobs in off-farm agriculture occupations such as agricultural mechanics, and ornamental horticulture. One special needs program was conducted last year with 38 students enrolled. This was conducted in separate classes from the regular Program. Another program or two is planned for fiscal year 1968 in this area. The number of students should double. Many special needs students are incorporated in the regular vocational agriculture classes. These will be identified in fiscal year 1968 and about 400 are projected in this category.

Recognizing the need for training for office occupations for students with special needs, the state vocational staff discussed the possibility of such programs with many school administrators. A major problem encountered was the high cost per student of such a program. It was then discovered that these programs would be eligible for funding under ESEA Title I. Fourteen such programs were implemented during the school year 1966-1967. All of them call for intensive laboratory training, which in some cases is coordinated with on-the-job training. The student-teacher ratio is kept at a minimum. The largest ratio of any school is fifteen students per teacher. Each of these programs was promoted, developed, designed and supervised by the state vocational staff, and all of the teachers in these programs are qualified vocational teachers. The reason they were funded under ESEA Title I funds is because vocational education funds are limited and do require matching. Title I funds are more readily available. The programs can be funded completely through Title I. The teachers receive all the help our regular vocational office classes do; however, since these are entirely funded under Title I, we do not include enrollments, etc. under vocational education.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	5,372,342	2,215,980	558,242	2,598,120
Total for Persons with Special Needs	51,994	25,997	--	25,997

NEVADA

Introduction

In 1968 emphasis will be placed upon providing vocational and technical education for persons with social-economic, educational or other handicaps. Considerable work has already been accomplished through the Manpower Development and Training Act, Vocation Rehabilitation services, special education programs in public schools, and by the Department of Interior, Bureau of Indian Affairs. It was realized that more needed to be done for persons with special needs. Upon recommendation of the Nevada State Vocational-Technical Advisory Council, the first effort was providing vocational education in the Navada Youth Training Center for Boys at Elko and for girls at Caliente. These centers are actually classified as schools rather than penal institutions. It was also recommended that efforts be made to aid in the establishment of meaningful vocational education programs for prisoners confined in the minimum security prison at Carson City. Nevada has a difficult problem to meet the entire needs of its population falling within this purpose of the Vocational Education Act of 1963. It must be realized there are numerous Indian reservations in the State; pockets of urban depressed areas combined with a heavy immigration of individuals who lack salable skills.

Much planning and coordination have gone into meeting the needs of persons with socio-economic, educational, or other handicaps. A statewide coordinating committee was established during the year. Some programs were conducted through the State Board and local schools, but primarily financed through Title V of the Economic Opportunity Act. The adult basic education program administered through the Vocational-Technical and Adult Education Division was also brought into play in attacking the problem. A number of programs established under the Manpower Development and Training Act pointed out the need for much greater emphasis in this purpose of the Vocational Education Act. Like other programs, a definite handicap is placed upon the Division because funds are entirely inadequate to do the job that needs to be done in Nevada.

In the projections, it was anticipated to use three vocational agriculture instructors, three home economics instructors, three instructors of health occupations, seven trade and industrial instructors, one distributive education coordinator and two office occupations instructional personnel. These goals were not fully met in all areas. Difficulty was experienced in working with the Nevada Youth Training Centers, primarily because administrative personnel at these centers were not fully cognizant of vocational education requirements. It took many orientation conferences before the full awareness of what the vocational educational education program purposes were; consequently, much time was lost before programs were implemented. Arrangements were made through the Ormsby County School District in Carson City to handle the administrative arrangements and

supervision of vocational programs instituted for the benefit of minimum security prisoners. Relationships with other agencies dealing with these persons also involved considerable time before cooperative arrangements in regard to instruction and financing were accomplished. The planning paid off during the second half of the fiscal year. At the Nevada Youth Training Center for Girls, located in Caliente, a training program involving a cluster of occupations was established. Training was provided in the occupational categories of hotel-motel housekeeping aide, counter girl, and waitress. The trade and industrial education service made good headway in establishing an auto mechanics program at the Nevada Youth Training Center for Boys located at Elko, Nevada. Likewise, a special summer program was initiated in the occupational area of commercial art for selected needy students in the Reno area. Full-time training programs for minimum security prisoners were implemented in the occupational categories of laundry and dry cleaning, auto body and fender repairs, auto mechanics, and general metals. Another program that reached the approval stage during the year, but actually was not fully implemented, was in the area of cafeteria management at the Nevada Youth Training Center for Girls at Caliente.

Several conferences were held with the special education administrators and instructors in the Clark County School District in an effort to establish a distributive occupations training program for selected special education students. The program operated in that district at the present time does involve work experience; however, there is no organized in-school related instruction that would supplement the work experience of the student.

An exploratory program approved at midyear in the Washoe County School District involved the employment of a vocational guidance counselor with special training in dealing with needy and handicapped students. The assignment given the counselor was to explore all avenues whereby vocational training could be afforded such students in the district. Seventy-four students were placed on a coordinated work-experience program and many job opportunities were uncovered in the community for such students. A survey revealed a definite need for instituting short-term courses in vocational skill training and related vocational and academic training for the students.

A committee was appointed and directed to meet at least on a monthly basis. This committee involves the Deputy Administrator of Vocational-Technical Education and the Assistant Director of Vocational Rehabilitation in charge of readjustment centers. The committee assignment was to explore all avenues of cooperation between the two divisions of Department of Education and determine what programs might be established through the public schools or through the readjustment centers for needy students.

In the agricultural education service a cooperative arrangement was entered into with the State Welfate Department and Title V of the Economic

Opportunity Act administered by the State Welfare Division. A full-time vocational agriculture instructor was employed at the McDermitt Indian Reservation whose assignment was to provide classroom, laboratory and shop experiences to those enrolled in the work experience program. Likewise, a full-time home economics teacher was assigned to the same project to take care of the educational and training needs in home economics, child care and home economics related occupational areas. These programs were funded by Title V of the Economic Opportunity Act but are mentioned here because the recruitment, certification and guidance of the personnel were performed by the Vocational-Techinical and Adult Education Division; likewise, arrangements were made with the county school district for part-time use of the vocational agriculture shop and the home economics department.

A specialized adult preparatory program was conducted by the vocational agriculture service in the occupational area of welding. Title V of the Economic Opportunity Act paid for the instructional salaries, whereas vocational education the the 1963 Vocational Education Act acquired the instructional equipment for the project.

In office occupations training, two programs for persons with special needs were offered, one in the Las Vegas area and the other in the Reno area. Both programs served some 85 adults and here again the programs were conducted in cooperation with Title V of the Economic Opportunity Act administered by the State Welfare Division.

Much time and effort was spent trying to institute office occupations training programs at the Nevada Youth Training Centers for girls at Caliente and for boys at Elko. The interest was high; however, there was difficulty in securing instructional personnel. Staff committee functioned between State Department of Education, Division of Vocational-Technical and Adult Education and the Vocational Rehabilitation Division to develop ways and means to provide training and rehabilitation for persons with special needs.

The Welfare Department has used funds, made available to it through the Economic Opportunity Act, to pay for training programs administered and supervised by the State Vocational Education Division in cooperation with local educational agencies. Likewise, funds made available under the provisions of Title II-b of the Economic Opportunity Act have played an important part in furnishing basic education skills and raising the educational attainment level preparatory to vocational instruction programs.

Occupational Areas

Office Education

Two men and 83 women with special needs were given vocational office educational office education instruction. The programs, which were for adults with special needs were offered in Reno and Las Vegas areas with assistance from Title V Work Experience Program, administered through the Nevada State Health and Welfare, Welfare Division.

Distributive Education

One program for persons with special needs was surveyed in the Las Vegas area. However, due to financial problems, the class did not materialize.

The need is fulfilled as much as possible in the Distributive Education programs. This is done by accepting these persons into the DE program. In doing this, individual programs are set up to help them in their areas.

Homemaking Education

The State Supervisor helped homemaking teachers work more effectively with low income families by arranging an entire day at the annual vocational homemaking teachers conference to be devoted to the objective of identifying the home economist's role in improving the economic status of families.

Trade and Industrial

Sixty persons with special needs are enrolled in classes. Auto Mechanics class are conducted at the Nevada Youth Training Center for Boys, Elko, Nevada; Laundry and Dry Cleaning, Auto Body and Fender Repair and Metal Shop classes were conducted at the Nevada State Prison, Carson City, Nevada. An additional program is being planned in Cafeteria Management at the Nevada Youth Training Center for Girls at Caliente, Nevada.

Curriculum revisions were made at these institutions to adapt to the unique situation the correctional institutions work under.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	3,671,687	595,785	570,902	2,505,000
Total for Persons with Special Needs	89,000	43,000	25,000	21,000

NEW HAMPSHIRE

Introduction

The heavy commitment to new construction, and lack of staff prohibited much emphasis on persons with special needs. It was felt that the expanded programs for vocational education now under development at the secondary level will provide opportunities for persons with special needs not previously being served in the academic or general program.

A close working relationship has been maintained with the State Advisory Committee for Manpower Development and Training. A close liaison has been maintained with the Division of Vocational Rehabilitation in hopes that programs for disadvantaged youth may be developed during the coming fiscal year.

At the fall meeting of the New Hampshire Home Economics Association the main speaker, Dr. Francena Nolan, Chairman, Department of Home Economics, University of Connecticut, spoke on the theme, "Working With the Low-Income Family." Delegates to the Chicago Conference and Tri-State Conference in Portland, Maine, on low-income families, reported and gave recommendations for further consideration. Plans were made to continue working with this theme at fall regional teachers meetings. At the regional meetings, each area worked with the low-income family theme on different projects. For example, developing menus for use of surplus foods, assisting families with the preparation of surplus foods, marketing techniques for low-incomes, teaching techniques for students from low-income families, etc.

Among the courses offered for teachers during the summer was Home Management for the Physically Disabled at the University of New Hampshire.

No staff is employed for work with programs for persons with special needs. The consultant for vocational guidance is assuming this responsibility and has developed with other staff members some plan for fiscal year 1968. Attempts to develop programs with individual school districts which have funds allocated for this purpose will be made.

Currently, a three-man task force including a consultant from Vocational Rehabilitation, a Department of Education Consultant in Special Education, and the Consultant in Vocational Guidance is preparing proposals to work on programs for persons with special needs. The programs are to be in the Trade and Industrial field to provide competency at entry level in a variety of occupations. A total of $5,000 is estimated for expenditures in fiscal year 1968 for programs for persons with special needs. This consists of $2,500 Federal, $2,000 State and $500 local funds. The total estimated expenditures for fiscal year 1968 for vocational education in New Hampshire is $3,597,987 consisting of $827,487 Federal, $1,940,000 State, and $830,500 local funds.

NEW JERSEY

Introduction

Regular and special programs of vocational education were offered to meet the education and training needs of young people, the disadvantaged pupil, the older worker, the unskilled and the semi-skilled worker, and workers in depressed areas.

Positions of responsibility at the State level have been established for the development of high priority vocational programs for persons with special needs. The Director of Cooperative Industrial Education and Special Needs Program will be the State official responsible for the supervision of this program. The ultimate aim will be to make training available to persons handicapped in many different ways, who cannot succeed in the regular programs of vocational education.

Persons with special needs were provided for within the framework of the Part-Time Cooperative Trade and Industrial Occupations Program. This program was broadened to include slow learners and special education students who, although lacking the potential for the highly skilled job, can be placed in occupations which match their abilities.

Persons with academic and socioeconomic handicaps were provided for at the Newark Manpower Skills Center where basic education courses in English, reading, and arithmetic were included in the training and education programs.

Estimated expenditures for vocational education for persons with special needs in New Jersey for fiscal year 1968 total $600,000, consisting of $300,000 Federal, $200,000 State, and $100,000 local funds. Total vocational education funds are $21,850,000 with $7,725,000 Federal, $6,000,000 State, and $8,125,000 local funding.

New Jersey has established three distinct programs to fit the needs of most students.

Cooperative Trade Education - For high level skill training
Cooperative Industrial Education - For simple skill training
Cooperative Employment Orientation Education - For simple skill training for the mentally retarded

The Occupational Areas

Agriculture

The Agricultural Education staff worked cooperatively with Special

Education in developing programs for pupils with special needs. A program at Bridgeton, is functioning on a pilot basis. Pilot programs have been started for employment orientation in agriculture for special students.

Home Economics

Extension courses geared to meet needs of the teacher-in-service hhave been discussed and planned by each college - Glassboro State College, Douglass College and Montclair State College. Courses have been planned to cope with concerns such as working with the economically disadvantaged. A staff member participated in the "Regional American Home Economics Association Workshop on Low Income Families" held in Philadelphia. The Director met with a representative of O. E. O. regarding program suggestions for management aides in low income housing developments.

Industrial Arts

The educable child has become a part of the regular class in the industrial arts area. Schools are giving these educable students from the Special Education area a chance to work with regularly scheduled Industrial Arts students. The results so far have been gratifying. One school shop is using the mass production method as a means of teaching the educable boy how to use his hands to construct projects. Most of the schools with educable children are scheduling a few of these students with the regular classes and the results here too have been rewarding.

The industrial arts area in one school is the setting for project construction by two educable classes of students. These students participated in the designing and construction of a model car project known as "Pinewood Derby," which was sponsored by the Cub Scouts of America. The students involved demonstrated a great deal of ingenuity in the designing of the models to adapt them for greater speed and yet keep within the rules of the contest.

Trades and Industry

Through cooperation with the Office of Special Education Services, a program which provides cooperative work experience for the mentally retarded has been developed. This unique program is entitled Cooperative Employment Orientation. The New Jersey Rehabilitation Commission worked with us to provide additional aid and service to the mentally retarded students who participated in the Cooperative Employment Orientation program. County Child-Study Supervisors helped to promote and explain the new program for the mentally retarded.

Programs for Vocational Education for persons with special needs are planned for the following occupational areas in fiscal year 1968 in

New Jersey: Agriculture-2 programs, Home Economics-2 programs, Office occupations-2 programs, Trades and Industry-1 program.

Pilot Programs

Pilot programs are being conducted which will provide, sometimes through use of relaxed standards and generous funding, demonstration programs which can serve as examples to guide other school districts. A three-phase pattern is emerging in which pupils at a low level in the junior high school will be exposed to employment orientation, cooperative employment exploration, job conditioning and attitudinal training as well as remedial academic instruction.

Pilot programs in occupational education for the handicapped are being operated in ten high schools for 710 pupils.

1. Bridgeton

   Agricultural Training for Educables - Seasonal 20 to 60 students, Homemaking also.

2. Jersey City

   A. Harry Moore School for Handicapped - Office Procedure for the Handicapped

3. Lower Cape May

   Employment Orientation - 26 students

4. Newark

   Introduction to Vocations - Boys School (Montgomery Street - 75 students)

   Four generations of students - Girls School (Girls Trade School - 52 students)

5. Ocean County Vocational-Technical School

   Carpentry for Educables

6. Piscataway

   Conackamack School - Introduction to Vocations (Neurologically Impaired) 24 students

   Quibbletown - Introduction to Vocations (Educables) 35 students

7. Trenton

   Marie H. Katzenbach School for the Deaf - Visual Communications Technology - 40 students

   Total - 315 (Home Economics, Trade and Industrial, Office Occupations and Agriculture)

8. Union County Regional

   Diversified Occupations - 30 to 35 students

9. Union

   Introduction to Vocations (Educables) 15 students

Efforts are now being expanded in the direction of developing new in-school pilot programs of a pre-vocational nature which will better prepare those with various kinds of handicaps to enter such regular programs as Employment Orientation, or as a stimulus to the entering of regular academic or vocational training.

Three pilot programs for Special Needs have just been approved for the balance of 1966-67 and 1967-68.

1. Sparta, in northern New Jersey, for the mentally retarded with 75 to 90 I. Q. for 14 boys and 19 girls.

2. Haddon Township, in central New Jersey, for brain damaged children consisting of eight students who have been carefully selected and who can perform well with machinery. Two teachers are included in the funding.

3. Bridgeton, in southern New Jersey, for the mentally retarded with 75 to 90 I. Q. for 15 students.

On State Board approval, these pilots will be funded 100% for two years and 50% thereafter. In order to start the programs March 1, 1967, these programs had to be funded 100% because the New Jersey school budgets were closed.

In establishing pilot demonstration projects for those with special needs, a four-phase pattern has begun to crystallize in the thinking of those involved at the State level. The phases are:

1. Introduction to vocations for handicapped. This program has already been established for the normal youngster--and might be started with pupils about twelve years of age requiring only some modifications of content so that vocations studied are

realistic in terms of abilities of pupils.

2. Occupational conditioning. This is a pre-vocational program of explorations and evaluations operated within the school in which the pupil participated in simulated work situations--industrial, food service, health care, needle trades, maintenance, custodial, store management, etc. Every effort should be made to establish an atmosphere of working rather than study or skill training while the student is participating in this phase. In the case of the industrial work experience, real products of value will be produced from raw material through the combined efforts of the pupil participants. The situation may greatly resemble a sheltered work shop with time-clocks, break time, and even pay envelopes. Following this phase, pupils will move to phase three or directly to phase four.

3. Simple skill training. In this phase, action will be taken based on evaluation results achieved in the previous phase. The pupil should be at least 14 years old, and only those who have shown a potential for profiting from skilled training should be involved in this phase. This program could resemble the general shop of the area vocational schools although skills taught should be directly connected with possible employment for the handicapped pupils.

4. Cooperative Education for the handicapped. In this phase, pupils from phase three (or even from phase two when conditions warrant it) are placed in part-time employment for pay while attending classes part time. A cooperative program for the mentally retarded has already been established and this program has now been standardized.

NEW MEXICO

Introduction

For the most part the development and supervision of vocational education programs for persons with special needs is under the direction of the appropriate vocational service State Supervisors, under the coordinatorship of the State Director of Vocational Education. Except for some special programs, which have been developed and are being operated successfully at certain large high schools, the State has been expanding regular vocational education programs and enrolling persons at the secondary level with special needs in these programs. Individual attention can then be given to these individuals. This plan of operation is deemed necessary because of the very large number of small high schools in the State. The State, through both special and regular vocational education programs, offers occupational training to over 3,600 persons with special needs.

The Programs

It is estimated that some 1,100 students enrolled in the regular high school vocational agriculture programs could be classified as students with special needs. This estimate can be reinforced by the fact that in many areas of the State the student population is largely Mexican-American or Indian.

A new program in landscape maintenance, primarily designed for school dropouts, is operating at the Technical-Vocational Institute in Albuquerque.

In the Carrizozo Public Schools, some 35 disadvantaged boys and girls are receiving occupational training. Both groups are receiving remedial basic education. In addition, the boys are receiving basic trade skill instruction through the vocational agriculture program and the girls are receiving basic home economic and health occupational skill instruction to prepare them for occupations in hospitals, motels and food handling and serving establishments.

The Divisions of Office Education, Home Economics, Health Occupations, and Trade and Industrial Education are working closely with the State correctional institutions in planning and setting up programs. These same divisions are working with the State Schools of the Visually Handicapped and for the Deaf on program development and implementation. Training is being provided in twelve trade and skill areas at the New Mexico's State Girls' and Boys' Schools. Home Economics has had a pilot program in housekeeper aide at the adult level, and there is every expectation that this vocational service will implement during the year programs in child care aide, food handler, motel aide, and florist aide.

A basic course in Nurse's Aide is being offered at Northern Mexico Area Vocational School to provide assistant aides to Public Health personnel in rural Migrant Health Programs and in extremely rural health centers and hospital facilities.

The new area vocational school at Roswell will move rapidly into the development of programs to serve persons with special needs. This represents the greatest hope for promoting special needs vocational education programs on a State-wide basis.

The Vocational Core Program

The Vocational Core Program at Hobbs is outstanding in innovation and ongoing practices. Some 150 students are now being served by the program, and it is being implemented at both the Hobbs Senior High School and the city's Houston Junior High School. It is designed to serve the needs of students who, for reasons of an economic, cultural or academic nature, have no interest in or ability to adapt to a regular school program and, therefore, are potential dropouts. The Vocational Core Program has three basic components--a flexible school schedule for each student, the Vocational Core class, and on-the-job experience. ...

The flexible school schedule includes subjects (academic and/or vocational) which will serve the special needs and interest of the individual student. This schedule is planned and decided upon by the Vocational Core instructor, the school principal and the student. The Vocational Core teacher is careful not to let the student take any course that would cause him to drop out of school, and no Vocational Core student is placed in a class where the teacher does not fully understand and appreciate the purposes of the Vocational Core Program and is not cognizant of the problems of the Vocational Core student.

Each student in the program is enrolled in the Vocational Core class which is conducted by the Vocational Core teacher--the heart and coordinative force of the program. For some students this class is a two-or three-hour block of time; while for others it may only be one hour, and then not for every day in the week. The boys in this class, both at the junior and senior high school levels, participate in activities which are aimed at strengthening their communication and social skills, providing citizenship training, offering practical economics, and helping them with their personal adjustment, health and appearance problems. Typewriting is also an important activity in the Vocational Core class. In addition to the above activities, the girls participate in home economics and health occupationally related activities. For both the boys and girls, individual and group counselling and guidance is a vital activity in the Vocational Core class.

All the Vocational Core Programs offer the student an opportunity to obtain and succeed in a job outside of school. The Vocational Core teacher plays a key role in helping the student to get and hold the job, and he works closely with the student's employer or work supervisor. The junior high boys' program uses principally the chain groceries in the community for its source of employment. Also, the boys at Houston Junior High School participate in a plan whereby a percentage of their earnings are placed into a savings account. The high school boys in the program work at various occupations, depending upon their qualifications or areas of interest in which they can secure employment. Some of these are welders, plumbers, fry cooks, workers in dry cleaning establishments, etc. The girls, both in the junior and senior high programs, work at a variety of jobs--as teachers' aides for elementary or special education teachers, as office workers or aides in non-profit institutions (hospitals, nursing homes, etc.) or as homemaker aides in private homes.

At the secondary level, some of the boys and girls have the privilege of working at a steady job where the only connection with the school is the Vocational Core teacher. However, one of the principal objectives of the Vocational Core Program is to guide the student back into the regular curriculum whenever this is possible. In fact, many students after participating in the program have returned to the regular curricula of the schools.

Research, Experimental and Developmental Programs

The State's Research Coordinating Unit is working on a special study of students who are mentally retarded and a system of early identification and vocational training for such students.

A project has been submitted by the Las Cruces Public Schools to follow dropouts through work supervised experience in the Neighborhood Youth Corps Program. By using pre - and post-tests the project will determine if attitudes and social values have changed.

Evaluation and Follow-Up

The State's RCU is conducting or will be participating in the following follow-up projects during FY 1968.

1. In cooperation with the New Mexico State School at El Rito and the Manpower Division of the State Department of Vocational Education, the RCU is helping to prepare a final report on the three-year follow-up of persons graduating from training programs at the school.

2. A project submitted by Hobbs Municipal Schools has been funded by the RCU. This is a follow-up study of past Vocational Core Program students to evaluate the success of the program for the purpose of curriculum evaluation and research.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	4,230,727	1,591,250	339,467	2,300,000
Total for Persons with Special Needs	90,000	45,000	--	45,000

NEW YORK

Introduction

The local development of specialized courses to meet the needs of school drop-outs has been encouraged and guided through planning sessions with teachers and administrators.

The availability of diversified occupational curriculums at the developing area centers and the expansion of existing programs in the major urban areas to include a wider spectrum of curriculum opportunities encouraged students to remain in school. In the fields of business and distributive education, the establishment of orientation-to-work and sales-supporting occupations courses designed primarily for students experiencing learning difficulties has improved the school retention of potential drop-outs. The development of second track or lower-skill level offerings and short-term intensive non-prerequisite courses has a special appeal to those students unable to identify a vocational objective. Emphasis on manipulative skills and laboratory oriented project activities together with some type of compensatory work experience provide an incentive for the prospective drop-out to remain in school.

Occupational Areas

Trade and Industry

During the year, attention was given in four counties to the organization of programs to meet the special needs of educationally disadvantaged groups in the trades and industry curriculums. Types of courses designed to serve these groups were second track automobile mechanics, general metal shop, general occupations, maintenance and repair and automotive service station attendant.

Office Occupations

The office occupations offered a wide variety of job opportunities for physically handicapped persons. Special attention has been directed to the planning of facilities that are conducive for training these individuals. The professional staff of the New York State Education Department responsible for educational programs for the physically, mentally and emotionally handicapped was engaged actively in the planning of special or modified courses to accommodate the particular needs peculiar to the individual students.

Distributive Education

At this point, distributive education programs for persons with special needs have been limited in number and somewhat experimental. Successful experience with occupational training in the distributive education service and public contract jobs initiated under the Manpower Development and Training Act has resulted in the development of special courses of study and curriculums for use in several metropolitan areas. Experimental projects involving upgraded classes were offered for persons with special needs to prepare them for positions as wrappers, packers,checkers, inventory clerks, warehcusemen and stock maintenance personnel and they appear to be quite promising.

Agriculture

It is recognized that there are employment opportunities in the agricultural field for persons having a wide range of ability levels. In assisting with the planning of programs, consideration was given to the individual differences in ability levels of student for both high school and out-of-school persons to better accommodate their needs. During the year, assistance was given for developing ornamental horticulture programs which served youth identified as brain damaged, emotionally disturbed or otherwise educationally handicapped.

Home Economics

During the 1965-66 school year, personnel in the New York State Education Department responsible for home economics education initiated a series of endeavors designed to provide instructional and developmental programs for persons with special needs. District workshops were conducted for the purpose of exploring developments and progress relative to educational programs for the disadvantaged. Reviews and reactions were made to proposed plans by a non-profit agency in one of the large cities to provide an occupational training program for teen-age girls with social and emotional problems. Ways to strengthen program proposals in area occupational centers were proposed to broaden the guidance and instructional service for limited learners identified as potential drop-outs. Assistance was rendered to local communities in developing courses to enhance personal employability and provide orientation for students at the early secondary level who have social, economic and educational handicaps.

Inter-Agency Cooperation

Suggestions and resource materials were provided through conferences with local community action program personnel for the development of the Economic Opportunity Act projects to echance the environment of

pre-school age children and upgrade the homemaking skills for women in the lower economic areas. Resources of a non-profit agency were supplemented in the development of a personal and counseling service for women. Cooperation was given a non-profit educational agency in the evaluation of teaching resource materials developed for use in improving skills and understanding and redefining values and standards for homemakers in culturally and economically deprived homes. Suggestions to strengthen educational opportunity for children from low-income families were provided for the proposed Elementary-Secondary Education Act programs. Assistance was also given to teacher educators in planning a summer workshop on Teaching Home Economics to the Disadvantaged."

Research

The following "in-house" research study has been initiated for 4 (c) funding: "A feasibility Study to Investigate the Use of Mass Media to Mold and Influence Public Opinion and the Disadvantaged as to the Importance of Occupational Education for the Disadvantaged."

The following local level research proposals have been funded under 4(a) grants and are either in full operation or in final stages of development:

1. "A Research and Experimental Junior High School Study to Measure the Effectiveness of Reducing Stress Factors in A Special Pre-Vocational Program for Boys over 14 who are Academically Retarded, Lack Basic Skills, and Often Have Personality Problems."

2. "The Evaluation of the Effectiveness of a Pilot Program for Under-Achievers."

Although findings from recently initiated research studies are inconclusive at this time, it is anticipated that these will provide valuable indices for effective means of strengthening occupational education programs, particularly in the areas of occupational information dissemination and programs for persons with special needs.

Outstanding features, Strengths and Weaknesses of the State's Program.

The reorganization of the Department services to provide for the planning, development and implementation of a total occupational education program to meet the needs of all the State's Citizens has proved beneficial. The establishment of goals to maximize training opportunities for all with emphasis on those persons having special needs has resulted in the development of a continuous sequence of courses and curriculums representing the total spectrum of occupational education.

Curriculums were revised and training devised in occupational clusters to better begin meeting the needs of persons associated with the lower socio-economic levels, lesser educational abilities or disadvantaged by physical handicaps.

In several curriculum areas, a shortage of qualified instructors is acute, particularly those prepared to work with out-of-school youth, adults and the disadvantaged. The necessity to adapt instructional activities to meet the needs of students with varying levels of ability is being achieved but must be extended to adults and persons with special needs.

Program emphasis to date has been on the development of pilot programs for persons with special needs. A representative sampling of pilot programs being conducted across the State follows:

Special Needs Study - A county-wide study to: determine the youth population with special needs and the employment opportunities available to them; enlist the cooperation of schools, business-industrial community, governmental agencies and interested groups concerned with the disadvantaged; develop curricular innovations to meet needs; establish methods of evaluating the program; orient staff members in implementing evolved plan; determine facilities, equipment, staff needed to carry out programs.

Occupational Education Work-Experience Program for EMH - educable mentally handicapped students entering the secondary program will take a curriculum designed for four years. Each school year to be a phase planned to develop students' potential and prepare him to take part in the world of work. With teacher guidance and direction, pupils progress on individual basis.

Phase I - orientation period during which student learns to adjust to school surroundings; follow rigid schedule; gain poise and self-control, become familar with world of work; gain competence in basic skill subjects; grow in self-realization to a point where he more readily accepts handicap without personal shame; investigate job opportunities available; perfects job interview techniques; realizes necessity of positive interpersonal relationships.

Phase II - extension of Phase I, but also includes detailed Job Analysis section relative to local community; how to get and hold a job in preparation for in-school and out-of-school work experiences; guidance in the use of functional skill subjects as independent agent while working in community; broadening experience in citizenship, local government and regional geography.

Phase III - incorporates an in-school work-experience program where students are placed within the school structure as workers without remuneration in such services as: bookroom helper, custodian helper, audio-visual deliveryman, office messenger, cafeteria helper.

Phase IV - provides half-day work-experience program conducted in the community with the remaining day devoted to correlating in the classroom experiences faced on the job. The basic aim of this phase is to enable the pupil to gain at the level of his ability, the skills required to retain a job after graduation from the four-year program. The program is supported with funds from VEA '63 and Vocational Rehabilitation.

Summer Occupational Education Programs in the Large Cities - to help alleviate potential unrest of unoccupied youth in the large Metropolitan areas during the 1967 summer months, short-term occupational education programs were made available in the large cities to students identified by appropriate school authorities as potential high school dropouts, unemployed out-of-school youth, seniors who had not as yet made an occupational choice and high school students who lacked employable skills.

Project GROW - provides potential dropout students with a program consisting of: guidance in analyzing strengths and weaknesses so that new goals may be established and plans developed to increase opportunities for well adjusted, productive adult lives; remedial and developmental programs in communication skills and numberical processes; occupational orientation in ornamental horticulture, office skills, distribution, dental assisting, cosmetology, drafting, service station operation, building construction, graphic arts, work-experience to assist in appreciation and understanding of the working world.

Recognition of the emphasis needed in encouraging the development of programs for persons with special needs in the cities was provided through financial support at the local level. Two-thirds of the funds allocated to the Big Six Cities were categorically designated for the purpose of developing and expanding programs for persons with special needs.

Committees have been organized for the development of curriculum materials appropriate for use at the secondary level for persons with special needs in the areas of agriculture and home economics.

In addition to the pilot programs being developed and conducted, exploration has been made with one of the big six cities and an area program regarding the possibility of an extended school year and the subsequent effect on scheduling occupational education programs. Of particular concern and interest would be the implications of freeing facilities and equipment for the scheduling of occupational education programs for persons with special needs.

A proposal to the State legislature submitted by the Board of Regents requests State appropriations to supplement Federal monies for work-study funds for vocational students. This request is a part of a massive attack on urban education problems.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	78,700,000	17,000,000	32,500,000	29,200,000
Total for Persons with Special Needs	9,300,000	2,900,000	3,600,000	2,800,000

NORTH CAROLINA

Introduction

Redirection, expansion, and improvement of vocational education programs continued this year in line with the objectives and purposes of the Vocational Education Act of 1963 and related policies adopted by the State Board of Education in 1964. A suggested pattern of courses was set up in 1963 with the intention that local school unit planning committees and administrators would select from it those courses best suited to these localities. This pattern begins with tenth grade exploration, with courses in "Introduction to Vocations" and/or "Home Economics 1-711.1 or 711.2" and/or "Introduction to Agriculture." Ninth grade level courses, initiated or redesigned within the past three years, are survey courses to introduce students to a wide variety of courses. Tenth grade courses afford opportunity for further exploration of clusters of occupations, including "Home Economics 11, "Introduction to Industrial Education." "Agricultural Science and Mechanics" and "Basic Economics for Business Occupations." Eleventh and twelfth grade specialization present diversified sequences of specialized courses in Home Economics, Trade and Industry, Agricultural Education, Distributive Education and Vocational Office Education to prepare students for employment upon graduation or for continuation in Vocational or Technical education at the post-secondary level.

The Occupational Areas

Agricultural Education

Greater emphasis is being placed this year on such courses as Ornamental Horticulture, Agricultural sales and services, Agricultural Machinery and Equipment and Agricultural Chemicals.

Home Economics Education

Emphasis is on basic courses in homemaking in most schools, with newer occupational courses designed to prepare students for jobs under purpose 4 (a) 4. They include custom sewing, housekeeping aide, day-care and food service.

Distributive Education

With the development of the trade preparatory programs Distributive Education has been extended to more and more consolidated rural schools. There are now special programs for persons with special needs, and joint

programs in cooperation with vocational agriculture preparing students for entry-level employment in "Agri-business."

Trade and Industrial Education

Increasing labor demands have made this the fastest growing program in vocational education in North Carolina. Prior to 1963, instruction was limited to grades eleven and twelve. Since then, a series of tenth grade courses have been developed and were introduced in 61 schools last year. These courses are being further expanded this year and should serve to hold potential dropouts. In addition to the traditional cooperative program in grades eleven and twelve, which is being expanded this year, 33 trade preparatory courses have been developed to provide a more diversified curriculum.

Vocational Office Education

In 1965-66 six reimbursed programs were approved for Office Education. In 1967 the program has expanded significantly with further expansion planned for fiscal year 1968. The cooperative work experience program in Office Education is recommended for schools in urban areas.

The number of students enrolled in courses especially designed for persons with special needs has more than doubled the enrollment for last year. However, the number enrolled in special classes remains comparatively small. In many schools, the most appropriate way to deal with students having special needs is through individualized and small group instruction within regular programs.

The Division of Vocational Rehabilitation, State Department of Public Instruction, has an extensive program for both youth and adults who are physically or mentally handicapped. The State Board of Education has authorized the employment of a person in the Division of Vocational Education to devote full time to the development of occupational programs especially designed for youth with special needs. This additional staff should result in the expansion of this part of the vocational program. Several pilot projects are already on the drawing board.

The changing employment pattern within the State has increased the need to provide additional preparatory and supplemental training for disadvantaged persons who seek to enter the labor market. The post-secondary institutions operate under an open door policy, where the door of opportunity is open to anyone. Testing is used for counseling and placement. Persons with basic educational deficiencies or special needs are identified and directed into a program consistent with their need and capability. Institutions are using several methods to correct educational

deficiencies. Basic adult education, developmental study courses, or programmed instruction is used to correct deficiencies in English, reading, mathematics, or science. A program of basic adult education and occupational training is provided by those institutions located near one of the State's prison units. Rehabilitation of short-term prison inmates is being aided through voluntary enrollment in this program by prisoners.

At all levels, greater emphasis is placed upon providing programs which reduce academic deficiencies. Individuals are encouraged to enter occupational training upon removal of the deficiency. A few occupational areas are offered which do not require a high level of academic proficiency. However, individuals are encouraged to seek the highest level of education and training of which they are capable.

The estimated expenditures for persons with special needs for North Carolina in fiscal year 1968 is $50,000, of which $25,000 is Federal, $12,500 is State and $12,500 is local funds. The total expenditures for vocational education purposes under all vocational education acts for North Carolina in fiscal year 1968 is $43,381,943 of which $8,966,196 is Federal, $28,015,197 is State and $6,400,550 is local funds.

NORTH DAKOTA

Introduction

Plans are in process for the development of programs for persons with special needs in fiscal year 1968. The estimate of total expenditures for vocational education includes $32,400 for this purpose, $12,500 Federal, $18,900 State and $1,000 local funding. The total expenditures for the State for Vocational Education is estimated at $4,260,671 of which $1,271,595 is Federal, $1,006,065 State, and $1,983,011 local funds.

The Occupational Areas

Three programs will be operated in Trades and Industry in three counties. In addition to these, area vocational schools will offer programs for persons with special needs in the following occupational areas:

Agriculture	1	Program
Distributive Education	1	Program
Home Economics	1	"
Office Occupations	1	"
Technical Education	2	"
Trades and Industry	1	"

Cooperation With Other Agencies

A very successful program is in operation at the North Dakota State School of Science at Wahpeton, North Dakota for the training of the blind for occupational competency. This is a cooperative venture of Federal and State Vocational Rehabilitation and Vocational Education programs. Students spend 40 hours a week in shops and classrooms, about equally divided. Students are all men, ages 18 to 55 from many states. Plans for this program to be continued under State sponsorship are now being developed.

OHIO

Introduction

A coordinating committee with representation from each of the vocational education areas, is providing leadership in the development of programs to serve youth with special needs. The position of supervisor of disadvantaged youth and work-study programs has been established as a means of expanding efforts in this area.

Vocational education programs designed specifically to serve youth with special needs in Ohio are of three main types. There is the occupational work experience type which involves a student half day in school and one half day on service level jobs of an interrelated nature. The job education is learned on the job and the remedial, compensatory, and related information necessary for proper work adjustment is learned in school. The second type of program is called the in-school preparatory and is offered in each of the major vocational service areas. The programs are conducted in laboratories, shops and classrooms within the school with occupational work experience placement being included as a supplemental part rather than a basic part of the curriculum. The third major type of program is designed for the large city's specific problem. These are embodied in the description and programs beginning to operate in Ohio through our large city centers for vocational rehabilitation and job preparation. These centers combine the multiple facets of education, occupational experience, work-study and rehabilitation programmed toward the student's need and centered around their individual job goals.

Presently Ohio's schools have 145 programs of occupational work experience programs in operation. These programs enroll 2,875 boys and girls in 76 different school districts. In addition, there are 1,736 boys and girls in 83 different in-school preparatory programs for youth with special needs. The center for rehabilitation and job preparation being piloted at the Edison Center in Cleveland's inner city area has enrolled 94 students. Other centers are being planned.

Two residential vocational schools have been developed for disadvantaged youth and adults. These two centers, The Mahoning Valley Vocational School, located at the Youngstown Air Base near Vienna, Ohio for youth sixteen to twenty-one years of age and the other located at Jackson, Ohio for out-of-school youth, are the only such residential centers established in the nation under state vocational education direction and with the assistance of Manpower Development and Training Act funds. 1,441 unemployed or under-employed males, 16 to 21, completed training programs at Mahoning Valley in 16 different occupational areas since 1964.

While several hundred trainees left the Center to accept employment before graduation, 3,590 of the graduates, including 57 in the military,

have been placed in jobs related to their training. This is a controlled environment constituting an ideal residential vocational school. It has four dormitories housing 485 men. Those are 23 class sections operating five at night, with coordinated basic education programs. Programmed instruction has been used successfully with 300 different kinds of programs. There is a reading improvement center, each with carrels, special equipment and special teachers. Team teaching is used with vocational instructors and basic education teachers working side by side.

A large measure of its success is due to the close cooperation between the Division of Vocational Education, the Bureau of Unemployment Compensation, and the Bureau of Vocational Rehabilitation.

Three area vocational-technical schools have a Bureau of Vocational Rehabilitation diagnostic and evaluation unit as an integral part of the center. These units couple the vocational rehabilitative services, remediation, and follow-up with job preparation programs as an aid for preparing youth with special needs.

In addition to the aforementioned programs designed specifically for youth with special needs, approximately 14,000 students who have special needs are currently enrolled in regular vocational education programs in Ohio.

Staffing

The growth of the Vocational Work-Study Program coupled with the need for leadership and direction in the area of developing vocational programs for youth with special needs pointed to the need for the establishment of a supervisor of disadvantaged youth and work-study programs. This appointment enabled Ohio to develop sound allocation and contracting procedures which permitted the allocation of $1,016,483 for vocational work-study programs during the 1966 fiscal year. This position has also brought about the development of a coordinated effort and standardized guide lines in regard to vocational education programs for youth with special needs in FY 1967 and 1968.

Junior High School Programs

Cleveland public schools will begin vocational information and training classes for 700 students in five junior high school next semester. It will be the first large scale vocational program for eighth and ninth graders. Classes will be offered at Wilson, Addison, Patrick, Henry, Lincoln, and Rawlings. The program is an expansion of a pilot project at Addison.

About 500 eighth graders will attend job guidance information

classes. Teachers in industrial arts, English and social studies will discuss this information in their lessons. Another 200 ninth graders will earn $2.50 a week in dropout prevention programs designed to encourage "favorable attitudes towards work and maintain an interest in school."

Girls will cook or sew aprons and boys will make toys for kindergarten classes or build flower boxes during an extra shop or home economics class.

A third phase of the program will train 240 tenth graders in basic job skills at six high schools. Girls will study health service occupations, while boys repair small gasoline engines and learn metal work. These classes will be at Glenville East Tech, East John Hay, Lincoln, and West high schools.

Occupational Areas

Agricultural Education

A workshop was held June 15-30, 1965, on Teaching Disadvantaged Youth. Its purpose was to provide teachers with the competency to conduct programs to meet the needs of disadvantaged youth. It was held for 7 1/2 hours daily; 97 1/2 hours total. 15 Teachers participated. The consultants were from the staff, university specialists, and State Department Specialists.

Programs for disadvantaged youth may be established in vocational agriculture. Those to be served are youth with limited ability (I.Q. 75 to 90). Successful programs of this type have been in operation in Warren and Cleveland for several years. Graduates would seek employment as groundskeepers, park employees, and greenhouse workers and other semi-skilled vocations.

A pilot program was conducted in agricultural education for disadvantaged youth. All of the pilot programs were conducted with the students enrolled in a separate class for the technical and related instruction and the laboratory experience was provided by the school or on-the-job training through a cooperative education program. Throughout the year members of the supervisory staff met with the teachers conducting these programs to note progress being made and make recommendations for the continuation of the pilot program. State and local advisory committees have been used to give direction to these programs.

Business and Office Education

A workshop was held in June 1966, on a grant basis for teacher upgrading, "Disadvantaged Youth, Clerical Services." It was of two weeks duration, 16 teachers attended at the University of Cincinnati. A report

was prepared by Cincinnati Supervisor John Roman on the subject.

A pilot program for disadvantaged youth (DAVY) in Clerical Services was conducted at Bucyrus this year. It was abandoned for several reasons, primarily due to lack of firm placement in this rural county seat. It would seem to indicate that we need to further train teachers in this program, and be more sure of placement potential before approving further programs. Those planned in 1967 are keyed to metropolitan areas and the suburbs around metropolitan areas. The Cincinnati DAVY Programs is still the best.

This type of programming in the urban and suburban communities will continue, but the problems indicated in the rural areas will have to be solved. In effect, city problems are minor as compared to rural problems in school programming. The Ohio Joint Vocational School District law provides a solution.

Home Economics

There has been an increase in programs for the slow learner. To supplement students' (teachers in training) experiences, both from the standpoint of adult education and low economic groups, arrangements were made for a field trip to several programs, some of which are cooperatively sponsored by the Metropolitan Housing Agency, the Welfare Department and the Cincinnati Public Schools. Senior students developed plans and gave a demonstration relating to play materials appropriate for pre-school children. The group of mothers were participants in a neighborhood project in the Economic Opportunity Program.

At Ohio University this year the Department of Home Economics Education at Ohio University and the Occupational Therapy Division at the Athens State Mental Hospital worked together to develop a home economics program for the women who were almost ready to be released. Courses were taught in consumer education, personal grooming, clothing construction, and wage earning. All of the student teachers observed and had limited participation in this program. Five of the student teachers had teaching experience in these classes for one semester.

"The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for the Dual Roles of Homemaker and Wage Earner" is the second cooperative research project involving Cornell, Purdue, and the Ohio State Universities. The purpose is to demonstrate the effectiveness of a homemaker-wage earner course with a curriculm and materials for teaching especially planned for work with the disadvantaged.

At Bowling Green State University, teacher educators and child development personnel cooperated with psychology, sociology, and education for slow learner areas to draw up a project for federal approval. The teacher education personnel is coordinating the program consisting of two Head

Start training centers serving as training laboratories as well as teaching the home economics portion of the program.

Trade and Industrial Education

Considerable effort by staff personnel was provided to the Ohio Youth Commission for the establishment of sound vocational programs in Ohio's institutions at Lancaster-Fairfield School for boys, Mansfield Reformatory, Scioto School for Girls. Additional assistance was given to the establishment of programs at the Soldiers and Sailors Orphan Home, Training Institute of Central Ohio, as well as the Federal Reformatory at Chillicothe.

Through membership on an inter-agency committee assistance was given to the Department of Mental Hygiene to coordinate program activity in public schools.

Special Projects

Two outstanding programs in Vocational Education for persons with special needs have been developed in Ohio. They are known as Vocational Rehabilitation and Job Preparatory Centers.

Operated by the Cincinnati Public Schools, pupils may enroll at any time and may advance as rapidly or as slowly as suits their needs, abilities and interests. No one fails. It uses the simulated approach to training, resembling a large company, with time clocks, close supervision, and one part of the daily training related to production of a useful product.

This center is coeducational for in-school or out of school youth and includes any person, 14-20 years old who can profit from the Center. Pre-skill training is followed by skill training and job preparation in office services, mechandise handling and delivery, health and homemakers aides, warehousing and transportation, small appliance repairs, child care, food preparation and service, fabric service and product fabrication.
Work study is a significant part of the program. Pupils may work for pay 45 hours per month in public or private agencies.

The Cleveland program is found at the Thomas A. Edison Occupational School in the Hough Area. This is for boys only who find it difficult to follow the regular junior and senior high school courses of study with any degree of success, and who are seeking practical training for employment. To learn by doing is the keynote of the school's functional program, with equal emphasis upon remediation in communications and numbers skills as well as in academic subjects of science and social studies. There is a strong guidance and counseling porgram, with supportive services secured from Vocational Rehabilitation. A full-time work experience coordinator has been placed in the school by the Neighborhood Youth Corps for the in-school work experience program. Occupational areas include engine

mechanics, small appliance repair, production woodwork, shoe repairs, horticulture, building maintenance, office production, engine lothe operating and occupational work experience labortory. Three classes are operated on the Sheltered Work Shop plan (earn while you learn) and produces small projects for sale.

The supportive health services include a physician, a nurse, a dentist, a dental hygienist, a medical aide, a speech therapist and a psychologist part time. 750 boys grades 7-12 are currently enrolled.

Other Activities of the State Staff

The State Division of Vocational Education has issued a special bulletin describing programs for persons with specail needs. This includes the occupational work experience program, in-school preparatory programs and the center for vocational rehabilitation and job preparation.

A very close working relationship has been established with the State Employment Service through the common efforts of the Manpower Development and Training Act. The cooperative relationships developed in regard to the Manpower Development and Training Program have proved to be of use in the development of the total program of vocational education. A close working relationship has also been established with the Ohio Office of Economic Opportunity and Appalachia. This has resulted in support for vocational technical education in the Appalachian area of Ohio in addition to other valuable assistance.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	36,166,576	12,414,665	10,384,402	13,367,509
Total for Persons with Special Needs	324,559	65,301	137,346	121,912

OKLAHOMA

Introduction

The State Supervisor of Special Services is charged with the dual responsibility of developing programs in vocational education for persons with special needs. Directing the implementation of the "special needs" programs is the responsibility of each vocational service State Supervisor and his staff.

Some 4,000 persons in the "special needs" categories are being served in special or regular vocational education programs throughout the State. The State is to date concentrating much of its vocational education program effort in serving the following special needs groups: the physically handicapped (deaf and blind), trainees in public welfare institutions, and inmates in correctional institutions.

The Occupational Areas

Agriculture

Almost 1,800 students with special needs are receiving instruction in this vocational service. The majority (approximately 1,500) are receiving training in agriculture production; other programs are agricultural supplies, agricultural mechanics, and ornamental horticulture.

Distribution

A pilot program in this occupational field is operating at the Oklahoma School for the Blind.

Health Occupations

Nurse aide classes have been conducted for selected inmates at the Federal reformatory, for welfare recipients, and for Neighborhood Youth Corps students. Students with special needs are also being served in the State's practical nursing schools.

Home Economics

A training program in food service is being implemented at Oklahoma School for the Deaf. Also, a home economics for gainful employment program is being offered for students at the orphan's home and public welfare institutions at Taft.

In cooperation with the Adult Basic Education program, Home Economics is developing a personal services training program at the adult level. Gainful employment home economics is being offered at Central State Hospital at Norman and the State home economics staff has provided cooperation and consultant services for this rehabilitation project in home economics training. Also, in the Altus area, home economics training is being provided to the wives of migrant farm workers. This is a multi-agency effort.

Office

Some 20 students are receiving unit record training at the Oklahoma School for the Deaf at Sulpur. A total of 40 persons are enrolled in general clerical training with unit record familiarization at the Reformatory for White Girls at Tecumseh and at the Reformatory for Negro Girls at Taft.

In Oklahoma City some 20 pregnant girls are receiving cooperative office education training. The program is enabling these girls to finish their schooling. A number of office occupational categories are included in this program and the on-the-job training phase of the project is being provided by such organizations as the American Red Cross, Ministerial Alliance, interested civic organizations, etc.

Trades and Industry

Special programs in specific trade occupations have been initiated in the State's boys' and girls' correctional schools. Training in the trades occupations is also being offered in the orphan's homes of the State. In addition to these special programs, some 1,600 students with special needs are being served by regular trade and industrial education programs.

A basic education (functional English, etc.) program for the academically handicapped high school vocational student is being offered at Watonga.

Ancillary Services

Teacher Education

Special emphasis has been given to the training of additional trade and industrial instructors to work with students with special needs.

Curriculum Development

The Oklahoma Research Coordinating Unit has identified as one of its priority tasks for 1968 that of developing programs of vocational education for low ability students.

Research, Experimental and Developmental Programs

A program for partially educable, mentally retarded adults will be examined for feasibility and possible learning experiences in cooperation with the State Department of Vocational Rehabilitation and the Midwest City Public Schools. Plans are being made to offer a cooperative program at Elk City to provide vocational training for educable, mentally handicapped youth.

Under the sponsorship of the Ford Foundation the following project is being conducted: "The Rehabilitation of School Dropouts in Oklahoma City; An Experimental Appraisal."

Oklahoma State University, under the sponsorship of the State Department of Vocational Rehabilitation, is making the "Oklahoma Survey of Physical Disabilities."

Oklahoma State University, under the sponsorship of the U. S. Department of Labor is conducting "An Evaluation of Institutional Vocational Training received by American Indians through the Muskogee Area Office of the Bureau of Indian Affairs."

It is anticipated that the State-wide survey which has been conducted of all seniors terminating vocational training will have significant implications for vocational education of persons with special needs.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	17,418,295	4,084,295	1,647,000	11,687,000
Total for Persons with Special Needs	40,000	20,000	10,000	10,000

OREGON

Introduction

Research studies conducted in the State reflect the need to provide realistic educational programs for large groups of students with socio-economic and academic problems that inhibit maximum development in school. Recent statistics indicate that approximately 22 percent of Oregon youth become dissatisfied with their educational environment and leave high school before completing grade 12. It has been estimated that as many as 25 to 40 percent of the students that do remain in school achieve little by being there because of interest, ability, economic or social problems and would drop out of school if it were not for family, peer groups, or social pressures that oppose such action.

Special vocational programs are being developed to provide for these youth the type of meaningful education so important to them at this crucial stage in their life, and at the same time prepare them for a productive place in the work force.

Vocational funds have been used, as well as time of the state vocational staff in cooperation with school officials in five geographic areas in the state and the University of Oregon, to develop a proposed personalized education program for the school dropout or potential dropout. The program is for the out-of-school or the in-school youth, both boys and girls, who have failed to benefit substantially from their high school educational experience. It is designed to reorient, on an experimental basis, a minimum of 19,500 high school age youth within the next five year period. After the five year experimental period, the program will be expanded, providing funds are available, to reach and help the balance of the socio-economically and academically deprived youth in the state. Participants in the program will receive intensified guidance and counseling, occupational orientation and instruction, and appropriate on-the-job work experiences. Steps will be taken to identify the students' educational weaknesses and suitable remedial instruction will be included in the reorientation process. For those youth whose living environment is unsatisfactory, adequate home environment will be provided as well as the physical and cultural needs of these underprivileged.

A number of students, considered to have special needs, are served continuously by regular vocational programs. Although such students are recognized and provided with special educational and experimental treatment, they are not set apart or grouped into special categories. It is recognized that these students do exist and are being assisted even though they may not be identified as those being served by the special provisions of the 1963 act.

Occupational Areas

Home Economics' Special Needs Programs

Portland Community College, in cooperation with the Department of Special Services, Portland Public Schools, continued and expanded a series of classes for parents of children with "hesitant speech." This program was initiated during the 1965-66 school year. Two series of classes for parents with elementary children were held in two locations within the school district. A new series for high school students and their parents was initiated by the Adult Family Life Education Division. Program development is underway to meet requests for training diet therapy aides to work under a qualified dietician in areas where there are extreme shortages of trained persons to meet Medicare requirements in nursing homes. Projected plans also call for establishing a one and two-year training curriculum for aides and assistants in child care occupations.

Agriculture

The recognition of the special needs of low ability students interested in agriculture has prompted the planning of vocational skill oriented agriculture programs on the secondary level. Five secondary schools in Oregon will offer programs next year which will combine extensive field and laboratory practice to develop competent minimum entry occupational skills to keep them in school and to prepare them for semi-skilled and employment opportunities in farm and off-farm opportunities related to agriculture.

The Oregon Personalized Education Program (P.E.P.)

Much time and effort has been spent during the past year in planning and developing vocational education programs for persons with special needs. The P.E.P. program developed by the State Department of Education in cooperation with representatives of the Portland Public Schools, Yamhill County Schools, and The Lincoln County Schools was submitted to several Federal agencies for cooperative funding and will be carried out in part during the current fiscal year.

One phase of the program is funded by the Office of Economic Opportunity and will be operated by the Portland Public School system. This will include a center for dropouts and near-dropouts as a residential and educational venture. Four high schools and the Portland Community College are involved. Objectives include provision of assistance to economically and educationally disadvantaged youth, ages 16-21, in order for them to become independent, responsible and productive citizens through: an adjusted curriculum of basic education,

supportive programs designed to improve self concepts, understanding of our culture and social and economic institutions, a counseling service emphasizing vocational alternatives based on exploratory experiences in various occupational fields. This program will test Job Corps methods, innovations, and instructional materials in the public school setting, serve as an educational laboratory for developing and testing effective ways of working with disadvantaged youth, and will determine feasible ways of integrating local, State and Federal resources for the education of these youth. A vocational skills center is to be established at the residential center. The program will also include strong supportive services, including counseling, tutoring, social, cultural, and recreational activities, and health services.

Exploratory skill areas to be developed include: landscape horticulture, service station operators, auto mechanics and small engine repair, office education, health and nursery school occupations, and food services.

The State Department of Education plans to assist in funding a special staff which will be responsible for coordinating activities related to the P. E. P. program, not only in the Portland Public Schools, but with other school districts involved.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	9,624,014	2,548,544	3,925,970	3,149,500
Total for Persons with Special Needs	83,900	28,500	29,400	26,000

PENNSYLVANIA

INTRODUCTION

Pennsylvania has no Divisions of Special Education in the Vocational Education Bureau at this time. Responsibility for the development and supervision of vocational education programs for persons with special needs has been delegated to the Chief of the Instruction Consultation Division. The programs developed have been broad in scope in an effort to aid any and all persons who have evidenced special needs in the area of vocational training. A problem has been encountered in reporting and accounting for these students, as much is done for them in the regular vocational education courses with supplementary remedial instruction as well as providing for occupational skill development, counseling, and other supportive services. Plans for FY 1968 contemplate further growth and expansion of the current efforts to serve persons with special needs in vocational education.

The estimate for total expenditures in Pennsylvania for FY 1968 for persons with special needs in vocational education is $997,134, of which $197,134 is Federal, $300,000 State, and $500,000 local funds. The total estimated expenditures for Vocational Education purposes under all vocational education acts for FY 1968 is $100,909,843, of which $13,965,242 is Federal, $33,544,601 is State, and $53,400,000 is local funds. Pennsylvania recognizes the fact that vocational education for persons with special needs deserves high priority and special attention, but at present, this is recognized as a problem of the whole, and given individual help wherever possible to correct the problems presented.

OCCUPATIONAL AREAS

AGRICULTURE

Our most comprehensive pilot agriculture program has been established by the school district of Philadelphia as the "Walter Biddle Saul High School of Agriculture and Horticulture". Six certificated teachers and a Senior Coordinating Teacher of Vocational Agriculture have been employed to meet the needs of the 350 boys and girls now enrolled. It is anticipated that this program will expand to eight teachers and better than six hundred students by the opening of the 1967-68 school term.

The educational program will offer occupational training in (1) production agriculture, (2) agricultural business and industry, (3) commercial horticulture, (4) agricultural mechanization and automation, and (5) animal technician training.

The curriculum has been designed so that the total program of studies for these students shall include a full academic program directed toward preparation for post-high education and college education for those who so desire. This program will accommodate students with special needs.

The repeated requests for the immediate employment of graduates of this program indicate that there are many and varied agricultural occupation pursuits available to persons in the Philadelphia area.

The physical plant is located on a 78 acre farm in West Philadelphia, a very strategic agricultural-business employment area. Philadelphia is the only major city in the Commonwealth that will provide such a program.

It is planned to make these facilities available for extensive in-service training for all teachers of Vocational Agriculture in the southeastern part of Pennsylvania.

A non-teaching, full-time farm manager is employed to meet the needs of the school's 78 acre farm. A full line of farm equipment is available

Additional facilities now under construction at this location are a 40' x 100' dairy barn, a 32' x 100' commercial greenhouse, an agricultural mechanics shop of 40' x 100', four combination agricultural laboratory-classrooms, and a large assembly-type room for demonstrations.

HOME ECONOMICS

1. Development and Evaluation of a Curriculum for Retarded Youth to Improve Their Social Skills Related to Wage Earning

This is a pilot program designed to improve the ability of handicapped youth to live as independent responsbile adults and to improve their wage earning capacity by improving their skills in relating to other people. The program has three phases: (1) Orientation, (2) Planning and conducting the classes, and (3) Publish materials. It is now in the third phase. Dr. Arthur Gravatt of the Pennsylvania State University has been in charge of the program.

Approximately 25 students (male and female) have been involved in this study which has been conducted in cooperation with Skills, Inc.

2. Home and Institutional Health Aide

A pilot program in adult vocational education to meet a growing need for workers to care for the aged and the ill. It is an experimental program to determine whether a training program for home and institutional health aides can be made effective so that trainees will be able to secure employment. It is a cooperative program taught by the home economics teacher and a registered nurse. Field trips were used to provide opportunities for greater understanding of the responsibilities of the job.

The November , 1966, class graduated 52. Twenty-three are employed in the occupations for which they were trained; seven are employed in related occupations· thirteen are employed in other occupations; five are unemployed, and; four are unavailable for employment due to illness. The November, 1967, class graduated 58. Follow-up on these persons is not complete.

3. Food Service

An educational "Big Cities" training program designed to train boys and girls in food service for hospitals, nursing homes, homes for the aging, child care centers, and schools. The work experience is to be provided through the school food service programs.

This is the Philadelphia School District. The program started during the 1966-67 school year and no students have as yet joined the labor force

4. Home-Craft

This program is funded out of George-Barden and Smith-Hughes funds. It is a Home Craft program which has been developed cooperatively between the Chester Housing Authority and the Chester Public Schools to work with disadvantaged mothers to improve their living situation. It operates in an apartment located in a housing development and is designed to lead to training for employment in occupations using the knowledge and skills of home economics.

Approximately 250 adults are involved each year.

5. "Big Cities" Program

Seven programs have been given money for equipment to make it possible to initiate a variety of wage earning programs such as: Food Service, Child Care, Housekeeping Aides, Home Institutional Management, Home Institutional Assistant, Merchandising and Clothing, and Commercial Laundry and Dry Cleaning.

These programs are in the city of Pittsburgh. Graduates of 1966-67 were: Child Care - 44; Merchandising and Clothing - 21; Food Service - 56; Home Institutional Management - 12; and Home Institutional Assistant - 29.

6. Community Services

An employment program in the area of community service occupations which provides training for students with special needs. The areas of specialization are: Child Care, Food Service, and Homemaker-Home Health Service. This program began in September of the 1967-68 school year. It will be a two year program with work experience as an organize part of the curriculum. No graduates as yet. There are approximately 80 students enrolled.

7. Crafts for Sale

A post secondary educational program which will provide training for retired persons, young adults, and homemakers with leisure time who wish to add to their income. Local materials will be used to produce craft items for gift shops and the tourist trade. It is a community oriented program to contribute to the productivity of the area. This program was just started in the fall of 1967. There are no graduates as yet. Approximately 20 students are enrolled.

OFFICE EDUCATION

Philadelphia School District

The Philadelphia School District has developed an excellent three-year clerical practice course in helping the slow learner or pupil with special needs. Material included in each of the three years of the course has been designed in a specific order and pattern.

Clerical Practice 1 (Tenth Year) is devoted to vocational record keeping, designed to capture the interest of the beginning high school student and orient him to business practices. It begins with a guidance unit which introduces the student not only to clerical work, but also points out opportunities in business and business courses.

Handwriting is emphasized during this first year. The student receives one full period of training a week. Considerable emphasis is also placed on arithmetic, grammar, spelling, and good work habits.

Clerical Practice 2 (Eleventh Year) deals with the informational aspects of office work. While a certain amount of work with forms is included, the course is primarily concerned with giving the student information regarding the operation of a business office; the development of skills in using forms is secondary. In addition to the business information and business vocabulary, it offers units in filing, income tax work, the use of the telephone in business, credit management, job information, and Philadelphia place geography. During the eleventh year, also, the teacher continues emphasizing arithmetic, grammar, spelling, handwriting, and good work habits.

Clerical Practice 3 (Twelfth Year) is a job preparation subject and the capstone of the clerical practice program. It reviews and is concerned with the entire field of clerical office work with special guidance in the taking of employment tests. Spelling and vocabulary building are again stresses. Areas of review include grammar, punctuation, business arithmetic, filing, and preparation for securing and holding a job.

While each school may select the texts which best meet the needs of its students, the units prescribed for the work of each year comprise the course content in clerical practice and should be followed.

Brookville Area High School, Brookville

A new course titled "General Business" was designed and instituted in Brookville Area High School during the 1965-66 school year for the slow learning student.

The plan was organized so that the student on the sophomore level entered the curriculum and continued for a period of three years.

A special type of teacher with a strong background in methods and techniques and with the ability to recognize the students' problem in subject matter, in self-confidence, and in social behavior not generally present with this type student was hired to teach the group.

Three items were kept in mind in structuring the curriculum:

1. The students, if classified, fall into those who are socially and emotionally maladjusted, untrained, and in many instances, the failures in the school program. To inspire, motivate, retain, and educate them the classes would be small enough for the teacher to recognize the varying abilities and interests, and to transform these students into useful, self-supporting employees. The materials used were adapted to the student's ability; and classes taught on a practical basis instead of a factual basis.

2. The task could be accomplished if the student were given enough time to acquire an employable skill. The educational blocks insurmountable for them in the regular program would be overcome by basic retraining and individual tutelage by extending the time for teaching the subject.

3. The program was developed for flexibility. No one is dismissed because he is unable to make the grade. An opportunity is given each to become what he is capable of becoming.

Interboro High School, Glenolden

A duplicating machines operators course has been added recently to the curriculum offerings of Interboro High School, Glenolden, Pennsylvania. This program provides specialized vocational education to seniors who have not developed a marketable skill. Twelve pupils spend approximately two and a half hours daily learning to operate machines such as the offset press, stencil duplicator, spirit-duplicator, photo copier, folder, binding equipment, and microfilm copiers. The course has been instituted as a result of an extensive study which revealed that local industry offers unusually good employment opportunities for skilled duplicating machines operators.

DISTRIBUTIVE EDUCATION

Currently two types of special needs are being administered by the Distributive Education Section.

The one is the diversified occupations program being operated in the Northern York County High School, Towanda Area High School, State College Senior High School and Shippensburg Area Senior High School. These programs for the most part deal with students who are potential dropouts. By offering the students an opportunity to work in the afternoon in lieu of spending a full day in school there has been a major decline in the number of dropouts in these four districts of students enrolled in this program. The program is administered by a teacher who also acts as the coordinator for the job experience phase. In most cases he meets with the students one period a day imparting general knowledge about the business world i.e., grooming, personal habits, employer-employee relations, basic salesmanship, etc. The students come from all curriculums within the district and are homogeneous in only so far as they are receiving job experience.

The second special needs is being administered at the Eastern Montgomery Area Vocational-Technical School. Their philosophy is that we must bear in mind that a student cannot advance to a higher skill without learning the basics. Therefore, regardless of social or economic status, the students who expresses a need to activate the basic learning process must be given the opportunity to do so.

In the Eastern Montgomery Area Vocational-Technical School at the 11th grade level, a modified* project approach has been intertwined in the "occupational Mix Units have been developed that incorporate audio-visual transparencies as well as specific basic instructional projects with evaluating criteria. Transferability of skills insofar as individual development in concerned is maintained between the units as well as from project to project.

The Occupational Mix Units, for the most part, are common to most instructional areas in the technical school so very little revision is necessary in the instructional or project content when a new group is taken into the course. Because of this fact, it is advisable to retain at least one of the previous group students for reinforcement purposes as well as for peer instruction and group confidence.

*Modified project approach is one that instead of utilizing the community resources, per se, the area instructor in the technical school may be used as the resource person. If the area instructor has an active craft or advisory committee, the community indirectly is involved through this medium. The modified project student may gather information through the area instructor while instructional objectives may be tailored through the same instructor to meet specific needs based on recommendations of the advisory committee. This approach fully satisfied the condition that a project is a practical activity which is substituted for actual work experience.

Experimentation, to date, has been with small homogeneous groups, having common career goals, selected by the area instructor. 180 minutes time slots, equally divided between laboratory performance and project work over a three to four week period of time with no formal grading procedure, seem to provide a controlled in-school learning activity that is stimulating and rewarding to the student.

These two types of programs would be considered special needs.

TRADE & INDUSTRIAL EDUCATION

In compliance with your directive of December 1, 1967, the following summary of Technical and Industrial programs is submitted. These programs are fully covered and authorized under the "Plan for the Administration of Local Programs of Technical and Industrial Education", Pennsylvania Department of Public Instruction, promulgated August 1967.

Penn Hill School District

This school district is conducting an approved project to provide students having unmet needs with incentives to continue their high school education by offering to them learning opportunities in service occupation fields. The suggested occupational services curriculum is provided for occupational clusters. They are commenced in the 9th grade with exploratory non-vocational programs for 5 periods per week. These are completed in grades 10 and 11, and the occupational experience is finalized with field experience in grade 12. A specially designed general education curriculum has been prepared to supplement the shop instruction. It is anticipated that this program will meet the requirements of many pupils with special needs, as a supplemental program to the skilled and technical occupation offerings in the area technical school in which the school district participates.

Bucks County Technical School

Bucks County Technical School is conducting an approved program of "Occupational Cooperative Education" for the student with special needs. In this program the student spends part time in his home high school and part time in employment in business or industry. During the time the student is engaged in business or industry, he will be earning wages as well as receiving on-the-job instruction. This program is set up to meet the needs of selected pupils with special needs and in special occupational fields not offered as a part of the technical school program. The program also provides sufficient appeal so that the pupils will complete their high school education and upon graduation have an opportunity to gain a position in a wage earning occupation.

Chester City Schools

A proposal to use competent, trained, and certified instructors in a 100% shop centered environment in several senior high schools in the City of Chester to conduct an operational program for those pupils who can profit from and through a special needs program be gainfully employed in a work skill in the labor market. The necessary related and general education instruction with emphasis on job success orientation content. This program is available only to persons over 14 years of age, or the age of employability upon leaving the educational program.

Philadelphia School District

Vocational Projects: Upon application of the Philadelphia School District, vocational courses have been approved for operation during the 1967-68 school year in selected high schools and special purpose schools in the Philadelphia Area to meet the requirement of selected students and to provide an organized program in which work skills are taught. These skills are:

Food Service Worker	Service Station Attendant
Valet Service	Cabinet Making
Shoe Repair	Nurses Aide

Work Experience Program

The work experience program started at Northern High in the 1965-66 school year with fifteen enrollees. In a follow up, it is to be noted that eleven of these students are employed in the same line of work started under the program--two are attending college and two changed to other jobs. This gives us a record of 100% occupation for the group.

The 1966-67 program has an increased enrollment over last year of ten, making a total of twenty-five.

This in itself is an indication that this program meets the needs of students in preparation for coping with the competition in today's labor market.

A graduate who can bring to a job the proper attitudes, work habits, an understanding of work routines, the importance of personal integrity, and experience in working for and with others, has no problem in obtaining and holding jobs.

With the cooperation of the administration, guidance department, and the Advisory Committee (which consists of a farmer and school board member, a businessman, a banker, school superientendent, and guidance counselor), the work experience program will become one of the most important parts of the school curriculum to the high school senior.

The majority of the students in this course are not planning to attend college, therefore the program is one of the most important ways of giving these boys and girls a solid foundation in job experience under supervision. This means that they are ready to become self-supporting citizens with the ability to start work at a better wage and a confidence that only previous experience can give.

The employer also has the advantage of being able to train young workers in the way they want them trained, to build up a group of better trained workers in the community, to develop better understanding and cooperation with the schools.

The school, too, benefits by providing training in diversified fields without an elaborate outlay of shops and personnel. The school is given an opportunity to work more closely with local industries and professions thus promoting good will in the community.

RHODE ISLAND

Vocational-Technical School of Rhode Island

The Vocational-Technical Division is presently making plans to expand programs to enable more students with special needs to receive vocational education. A committee was formed to study the curriculum and to recommend changes which would allow more flexibility in order to accept more students with special needs. It is tentatively planned that when the present building program of eight area vocational schools in Rhode Island is completed, the curriculum in the State-operated vocational-technical school can be adjusted to meet more of the special needs in vocational education.

Just begun this year are programs to allow students from the Rhode Island School for the Deaf and the Rhode Island Training School for Boys in the State detention center for adolescent boys to enroll in programs at the School. The students from the School for the Deaf spend the morning in their own school taking their academic subjects and the afternoon at the Vocational-Technical School receiving vocational training.

Boys from the Training School are enrolled full-time and come to the School by bus each day. It is hoped that after the boys are released from the Training School, they will continue to attend the Vocational-Technical School.

A number of other students with various handicaps have been accepted as special students at the School and are receiving vocational training and individual consideration.

Providence

The vocational-technical department at Central High School is accepting a number of ungraded students with special needs into its program. Its furniture refinishing shop is geared primarily to these students. There are students with special needs also enrolled in printing, sheet metal, and woodworking.

Central Falls

The Trade School in Central Falls is set up specifically to handle students with special needs. Three-year training programs are offered to students in carpentry, electricity, machine shop, and printing. A limited amount of academic work is offered which is closely related to the vocational training. The only criteria for admittance to the program is that the student be 14 years of age and have completed the seventh grade.

Home Economics Programs for Persons with Special Needs

Special classes have been developed for such groups as the socio-economic handicapped. Classes have been conducted in Food Service at the Boys' Training School for the past two years. It is planned to expand further the scope of this curriculum consistent with the needs of the trade and the counsel of the Educational Advisory Committee.

The Girls' Training School (State detention center for adolescent girls) has offered a course in Family Living for the past two years. Slowly, "gainful employment" projects such as waitress training have been incorporated into the curriculum. It is hoped that a short intensive course in waitress training and cafeteria service can be initiated during the coming year.

A program in Family Living which has been in existence for the past five years at the Children's Center, (State school for homeless children) for both boys and girls, has grown from a class in the manipulative skills of food preparation to one with greater depth in everyday living. This program will continue during the coming fiscal year.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	10,548,214	1,157,923	5,033,886	4,356,405
Total for Persons with Special Needs	47,000	-	25,000	22,000

SOUTH CAROLINA

Introduction

We in South Carolina have two programs for students with special needs in operation at this time along with programs which other services of Vocational Education have in progress. The two programs have one hundred students enrolled and are working very successfully.

In one program we have forty students broken down into groups of twenty-three and seventeen. These students are enrolled for three hours of agriculture, agricultural mechanics, air-conditioning, auto mechanics, auto-body and fender, business, machine repair, building construction, distributive education, electricity, and home economics with regular vocational students. The students are given special instruction as to their ability and are learning the skills which will help them be employable, otherwise they would be dropouts. They are also grouped in English and social studies and science and math according to their ability with one teacher teaching English and social studies and another teacher teaching science and math.

The other programs the students are receiving instruction in are woodcraft, auto mechanics, general maintenance, machine shop, welding, brick masonry, cosmetology (girls), aide to the elderly, general office helpers, and service station attendants. This group will take math and English on their level of comprehension and ability.

We tell these students that there will be no failures if they will apply themselves. We feel that these programs are helping the students and are keeping them in school because they felt as if they are learning something worthwhile.

We have asked for more money next year to begin three other programs over the state.

The proposed enrollment for the program for persons with special needs is selected by a committee of school system guidance personnel and secondary principals. It will be kept at a level of 15 students per teacher for academic courses, with students mostly at 8, 9, or 10 grade level, 16 years of age or above. About one-half of the time of the teacher in charge of this program is reserved for counseling and home visits purposes. All-out efforts will be made to assure regular attendance of the students as well as contact relations with employers in cases where the student is working.

It is conceivable that with the two-group plan that the more advanced group would within a year be ready for return to the regular classroom, or in other cases return to the same program with greater emphasis on voca-

tional or skill subjects. Such a system might provide for enrollment control and still be somewhat a continuous program.

The first program of this type is designed for the Southside High School of Florence, South Carolina at a total cost of $17,000. The second program is a comprehensive, semi-vocational track for students with special needs in the Union Area Schools of Union, South Carolina. This operates with vocational education funds for students of Union and Sims High Schools, to provide a program of instruction leading to attainment of a saleable skill and/or a high school diploma for students with special needs. The cost of this program is $30,450 for FY 1968.

The greatest expansion in Vocational Education will continue to take place in Trades and Industry. Local high school programs are being expanded and new programs are being established. The next greatest expension will be in office occupations and distributive education. The demand for clerical workers will increase and the number of sales workers is expected to grow faster as population grows and per capita income increases. However, insufficient funds and an inadequate supply of qualified teachers will limit expansion in both fields. There will not be a big increase in establishment of new programs in office occupations and distributive education, but enrollments are expected to increase rapidly. In agriculture, more emphasis is being placed on off-the-farm occupations. Additional courses will be provided here. There are many employment opportunities in service occupations which require home economics knowledge and skills. Additional programs will be organized and offered in the areas of food service, child care and nursing services, home management, clothing maintenance, and hotel and motel services. The development of health programs and expansion of hospital facilities has created a great demand for trained people. There will be some expansion in this area, but again, lack of funds and qualified instructional personnel will prevent the expansion needed.

The estimate of expenditures for Vocational Education Purposes in South Carolina for FY 1968 is $13,336,223, of which $4,703,274 is Federal, $5,207,947 is State, and $3,425 is local funds.

Occupational Areas

Agriculture

Four new teachers will be added for agricultural occupations in newly established area vocational schools. Twenty part-time teachers will be added for courses in regular high schools with ten part-time teachers to conduct post-high school courses. Three part-time teachers will conduct programs for persons with special needs. Twenty part-time teachers will teach special courses for young and adult farmers. Courses will be offered in ornamental horticulture, sales and service, forestry, and veterinarian aide.

Distributive Education

Twelve additional teachers will be added to provide new and exapnded programs. Dillon and Union counties have requested programs for persons with special needs.

Home Economics

Twenty additional teachers are needed for new and expanded high school programs. Four of these are needed to conduct new programs for persons with special needs. Occupational classes for homemakers assistants and waitress training will be offered. Programs will also be offered for persons who live in low-rent housing units and in a women's correctional institution.

Office Occupations

Twenty teachers for new and expanded programs. Two teachers will conduct programs for persons with special needs. Courses will be offered for general office clerks, files clerks, and general office work.

Trade and Industry

A program has been initiated at an industrial school for girls in health occupations. This program, in addition to preparing students for job entry skills, stresses attitude and personal hygiene.

SOUTH DAKOTA

Introduction

South Dakota plans to develop programs for persons with special needs in fiscal year 1968. Estimated expenditures for this purpose in 1968 are $30,000 consisting of $15,000 from P.L. 88-210 and $15,000 from local funds. There are no State funds in the estimate. Total expenditures for vocational education in the State for fiscal year 1968 are $3,093,619, consisting of $1,389,415 Federal funds, $195,000 State funds, and $1,509,204 local funds. Responsibility for development and supervision of these programs has been delegated to the State Supervisor of Trade and Industrial Education on a part-time basis.

A program for persons with special needs in South Dakota has been implemented in Sioux Falls on a pilot project basis. The first year has proved to be satisfactory. Rapid City, Aberdeen, Watertown and Mitchell are considering implementing such a program in September.

A study of the feasibility to implement vocational programs at the South Dakota Training School and the School for the Deaf is now under consideration.

It is believed that a special program similar to the Comprehensive Youth Facility which is in operation at Sioux Falls, funded under the Manpower Development and Training, would meet the needs of the youth that have been assigned to the training school. After the interests of the students have been identified they could be referred to an area school. Other programs to develop skills could be implemented in the present facilities.

The excellent program in operation at the Comprehensive Facility at Sioux Falls is an MDTA program with rules of eligibility which do not cover high school students. However, this program is of great value for determining needs of persons with special needs before they become dropouts. Similar programs may be developed for secondary schools for potential dropouts and dropouts who return to school. Without benefits of training allowances and other services of MDTA programs, vocational education programs may be developed which would serve the needs of these persons before they drop out of school. This is an eye-opener for what might be done under the Vocational Education Act of 1963.

No other programs are noted for 1968 in South Dakota.

TENNESSEE

INTRODUCTION

Tennessee plans to continue the development of vocational education for persons with special needs in fiscal year 1968. Twelve additional full-time remedial instructors and five new vocational instructors will be required for this expansion. Occupational fields to be emphasized include low-level office occupations, light machine operators, hotel and motel service workers, laundry and dry cleaning occupations, building maintenance, health occupations and other service occupations. Plans for purchase of new equipment embrace the setting up of thirty additional remedial laboratories and twelve vocational laboratories. In addition the State staff will provide consultative services for planning, building construction and improvement of facilities for this area of instruction. A State Supervisor for vocational education for persons with special needs is now serving with full-time responsibility for the development and supervision of these programs.

Estimated expenditures for vocational education for persons with special needs in Tennessee for fiscal year 1968 are $400,000, of which $150,000 is Federal, $150,000 State, and $100,000 local funds.

THE OCCUPATIONAL AREAS

Vocational education programs for persons with special needs are planned for fiscal year 1968 in the following areas:

Agriculture	two programs
Distributive Education	" "
Home Economics	Homemaking (6 progs.); Gainful occup. (7 progs.)
Office Occupations	five programs
Trades and Industry	fifteen programs

The Department of Education, Division of Vocational Education held a workshop for teachers, couselors, coordinators, supervisors, administrators and other persons involved in the development and operation of programs in vocational education for persons with special needs, August 7 - 11, 1967. The Program Services Section developed an outstanding five-day program led by James R. Vinson, State Supervisor, Special Needs and Ed. B. Hudgens, Coordinator of Program Services for Vocational Education on the campus of Middle Tennessee State University at Murfreesboro.

Discussions centered aroung questions which many are asking about special needs. Examples are: "What is the philosophy of vocational education?" "What is the purpose of vocational education?" "For whom is vocational education intended?" "Why is vocational education necessary?" "What is the philosophy of vocational education for persons with special needs?" "What is the State Board for Vocational-Technical Education Organizational struc-

ture for administering vocational education in Tennessee?"

Special sessions of the workshop dealt with topics of motivation of special needs students; program development for special needs, teacher qualifications and behavior, special methods of working with special needs students, understanding the problems and basic needs of special needs students and the administrators role in the program.

Guidelines for developing special needs programs were presented. Lectures by experts on "attitudes," "a variety of methods," "Individual vs. group instruction," "Teaching Aids," "Grouping for more effective remedial instruction," "Communications," and "Special methods in reading and mathematics."

Two skill centers in operation in Memphis with 120 low achievers and eleven instructors were analyzed. Interesting pass-out materials with help for special needs personnel were discussed and distributed.

In general, this workshop is a fine example of what State leadership can do to stimulate interest and activity for purpose 4 (a) 4 of the Vocational Education Act of 1963.

TEXAS

Introduction

It is predicted that by 1970 seventy percent of all participants in the labor market will be high school graduates. Statistics reveal, however, that 49 percent of all students who begin first grade do not graduate from high school and one-third do not finish the tenth grade. The Occupational Training Program (the State's vocational education program for persons with special needs) is specifically aimed at combating this serious dropout problem. The program is designed for in-school students fourteen years of age or older who have academic, socio-economic or other handicaps preventing them from succeeding in regular programs of vocational education. The program is designed to increase the holding power of schools by providing practical instruction in which students can succeed. The program consists of a combination of occupational training and a modified or up-graded academic curriculum. Students are assisted in the supporting academic phase to increase their basic education to minimum satisfactory levels through provision of modified and remedial curricula. In addition, students are provided occupational training that will prepare them for entrance into regular vocational education programs or equip them with salable knowledge and skills commensurate with their abilities should they terminate their school careers prior to high school graduation.

The program is administered through the office of Vocational Program Development, Public Schools, where a director and two State consultants are in charge of developing, directing, expanding, and evaluating the program.

Some 6,500 students are currently being served by the program. The growth of the program is reflected in the fact that there are now 59 school districts participating in the program. Over 209 teachers are now implementing the program. The Texas program is in its third year of operation. Requests from superintendents for programs in their school systems make it appear that the program could double in size by the next school year if the funds are available.

Criteria for selecting students for enrollment in this program have been clearly and specifically established. This criteria reveals that the State has concretely determined and defined what it believes is the "special needs" student who is also the potential dropout. Counselors and other school personnel use the following criteria for selection and placement of students in programs of Occupational Training:

Low or under-achievers, usually average. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. They must be retarded by one or more grades, or one or more years behind in achievement level.

Low ability in communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, ability to think abstractly, capacity for deferred gratification short attention span, and slowness of learning.

Irregular in attendance, frequently tardy, and disinterested in school. They feel that they are second-class citizens at school and as a result do not like school, believe they cannot learn, and feel their teachers neither accept nor understand them.

Have no personal goal, lack a sense of purpose, lack self-confidence, and often develop negative self-images. Because there is lack of opportunity for them at home or in the immediate neighborhood to become acquainted with a way of life different from their own or with persons in occupations of a higher status than those with whom they associate, they may not be motivated to attend school or to want something better. In other words, they are potential dropouts.

An in-service teacher training program is conducted by the State for the purpose of developing appropriate curricula and instructional media and materials and to assure that the teachers of this program are skilled in working with and teaching the type of student enrolled in the program.

Phases of the Occupational Training Program and its Organization

Academic Phase

The academic portion of the program is a special academic curriculum departing from traditional standards, and is conducted on an ungraded basis. Language, mathematics, science, and other courses are adapted to the level and learning ability of the students. Students handicapped in reading ability are provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics, science or social studies are given remedial instruction. Other academic provisions are:

1. Curricula are flexible in all subject matter in order to teach on the achievement level of the student.

2. Remedial work is given students in areas of low level achievement parallel with identified ability.

3. Primary emphasis is on the basic tools of language arts and mathematics, including skills in reading, speaking, writing and listening, and in acquiring basic arithmetic skills.

4. Content of academic instruction is functional with practical application to occupational training.

Occupational Phase

The occupational training portion of the program consists of a combination of classroom instruction with shop training, or actual on-the-job training, with students placed in part-time employment in the community. Training is on a level adapted to the interest, aptitudes and ability of students.

The beginning phases of the training program for boys may be in relation to a cluster of occupations such as (1) general construction trades, (2) horticultural occupations, (3) building maintenance occupations, (4) litho related occupations, (5) general metal trades, (6) general mechanical repair and (7) general marine repair.

The program for girls in the initial stages may be in occupational clusters relating to employment available to women,such as (1) domestic jobs, (2) employment in food service, (3) apparel service, (4) furnishings service, (5) lodging and related service, (6) commercial display and decoration and (7) office duplication work. Since employment in the above occupations in many cases are open to both men and women, it is not implied that separate programs are organized for boys and girls. Since the students enrolled in the Occupational Training Program must be, at least initially, one or more years below normal achievement in several academic courses, the occupational clusters embraced in this program are a result of job requirement analysis. Instructional content areas within each occupational cluster are also a product of actual job analysis.

Program Organization

For effective instruction and supervision every effort is made to keep enrollment down to 15 students per any one shop or laboratory class.

Laboratory or shop classes are taught for a minimum of two consecutive class periods per day, five days each school week.

Occupational guidance and counseling is provided by a qualified counselor outside of the laboratory or shop class.

The training of all students enrolled in part-time cooperative training is, with the exception of grade placement, conducted in accordance with policy applicable to all part-time cooperative vocational programs in the State.

A teacher who teaches two or more occupational training laboratory or shop classes or two cooperative occupational training classes is considered to be a full-time teacher.

Students in the laboratory programs are taught individually, in teams or in small groups. They are given the opportunity to progress through

all units of the course. Related information necessary to perform the work assignments is taught concurrently with the development of manipulative skills.

Ancillary Services

Teacher Education

State-wide one-week workshops will be conducted for the new and experienced teachers of the Occupational Training Program. During the first month of FY 1968 a five-day workshop was held in San Angelo for some 150 teachers of the Occupational Training Program. The principal activity of this workshop was the development of instructional units for the several occupational clusters. Approximately 120 teachers teaching vocational subjects on a laboratory basis were involved in three 10 clock-hour sessions on instruction. The sessions by title were (1) "Introduction in Methods of Teaching," (2) "Organization and Use of Instruction Materials," and (3) "Shop and Classroom Organization and Management." The other 30 teachers who were teacher-coordinators of cooperative part-time programs were involved in a 30 clock-hour session entitled "Cooperative Training Orientation."

Activities which are being considered if funds can be obtained are as follows:

1. A pre-service program for vocational teachers for students with special learning needs.

2. A State or regional institute for academic teachers who are teaching students enrolled in the vocational program.

3. A study of the prepared instructional materials with revisions as indicated by the study group.

Curriculum Development

Occupational training study guides will continue to be developed for persons with special needs. The development of academic courses coordinated with occupational training will also be continued. Also, a guide for teachers in these programs will be written.

Research, Experimental and Developmental Programs

One experimental program is being conducted by an independent school district to determine to what extent vocational education is of benefit to the educable mentally retarded. This project has been approved for a two-year study.

A two-week workshop held at Texas Technological College and funded by the Research Coordinating Unit of the Vocational Department to provide learning experiences for both vocational and academic teachers of students with special learning needs. The main objective of this workshop was to make the teachers more knowledgeable of the youth they were teaching and how to work with them.

A four-week workshop for Teachers of Occupational Training under the guidance of the State's Vocational Department was held in El Paso. This project was also funded by the State's RCU. The workshop was held for the purpose of assisting the occupational training teachers of El Paso school district to develop program designs and curriculum guides for shop programs and related ungraded academic instructional materials appropriate to the particular needs of the students in this school district, a large number being Mexican-Americans.

Occupational Training for the Educable Mentally Retarded

The program of Occupational Training for Educable Mentally Retarded In-School Students fourteen years of age or older whose IQ's are at least 50 and no higher than 70 is as follows:

The program consists of a combination of a modified or ungraded academic curriculum and occupational training designed to prepare students for gainful employment.

Objectives of the Program

1. To provide students with occupational training preparing them for gainful employment in jobs requiring low levels of knowledge and skills.

2. Provide a terminal education program for the Educable Mentally Retarded student, suited to his ability and aptitude, that will prepare him for citizenship as a gainfully employed adult.

3. Encourage the educable mentally retarded student who has left school to return to school.

4. To develop student attitudes, appreciations and understandings in relation to the school and the value of an education, respect for himself, his peers, and his country, and through providing motivation and opportunity to achieve at his level, providing him with a sense of succeeding.

5. To provide specialized vocational guidance and counseling for these students, including psychological and occupational aptitude testing.

Student Eligibility

Students who meet the criteria for admission to Special Education as outlined in the State Plan for Special Education, November, 1965, pages 10-11 are eligible. Additionally, students must have completed the first four levels of development in Special Education.

The following information will be used to determine pupil eligibility:

1. Chronological age (14).

2. Minimum mental age 3.5.

3. Intelligence quotient approximately 50 to 70.

4. Written comprehensive psychological report signed by examiner.

5. Physician's written report of medical evaluation.

6. Signed recommendation of local placement committee.

7. Signed statement from parents or guardian approving admission to class for educable mentally retarded.

Programs of Instruction

The program should be devised to permit participation of both boys and girls.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	59,418,392	15,312,184	37,605,352	6,500,856
Total for Persons with Special Needs	1,698,280	849,140	699,140	150,000

UTAH

Introduction

Some new programs will be attempted for persons with special needs. Approximately four new teachers will be employed. In addition, some persons with special needs may be selected for inclusion in regular vocational education programs. Where needed, special classes will be established for welfare recipients. It is most likely that these programs will be in the service occupations and in lower-skilled, short-term programs.

The Occupational Areas

Service occupation expansion will take place in food service, agricultural sales and services, auto servicing, distributive education, and hotel, motel service occupations and health occupations. These programs are in the process of development.

Expansion Program

Increased efforts will be made to secure industry's support of cooperative programs involving special education students. This may increase requirements for teachers. The possibility of establishing workshops manned by special education personnel to do piece, part, or subcontract work is being investigated. If established, this program will also increase the number of teachers needed. Continued attention will be directed toward training "companions for the Elderly" and "Homemaker Aides" and similar occupational areas. A gradual increase in the service occupations programs for 11th and 12th grade special education students is planned. Cooperation with other agencies through such agencies as CAMPS should permit a wider variety of occupational offerings. Through close liaison with Vocational Rehabilitation, Special Education, Elementary and Secondary Education Act, Employment Service, and other agencies, it is hoped that the breadth of effective vocational education offerings for persons with special needs will be expanded.

Utah estimates expenditures for persons with special needs of $423,267 in fiscal year 1968, of which $37,315 is Federal, $92,760 State, and $293,192 local funding. The total estimated expenditures for vocational education in fiscal year 1968 for the State is $7,824,999 of which $1,466,054 is Federal, $2,483,094 State and $3,875,851 local funding.

The State of Utah has delegated the responsibility for the development and supervision of vocation education for persons with special needs to the Specialist in Distributive Education, who will be responsible for both programs. A Service Occupations Education Guide has been prepared for the use of Administrators, supervisors, coordinators and teachers in the organization and operation of general and specialized educational programs in the fields of service, semi-skilled and unskilled occupations. The consultative services for this Guide were under the general direction of Mark Nichols, Afton Forsgren and Charles S. Winn of the Utah State Board for Vocational Education. This is a most useful resource for the development of vocational education programs for persons with special needs.

VERMONT

Introduction

The estimated expenditures for Vocational Education for persons with special needs in Vermont for FY 1968 are $15,000 which includes $7,000 Federal and $8,000 local funds. There are no State funds in this allocation. Total estimated expenditures for Vocational Education are $8,823,000, including $845,000 Federal, $6,994,000 State, and $984,000 local funds. Program priorities to expand Vocational Education for persons with special needs include the addition of two instructors to teach persons with special needs at the North County Union High School at Newport. Other vocational instructors may offer special courses designed for persons with special needs as the occasion arises.

Occupational areas

Programs for slow learners may be provided to include diversified occupational training at the maintenance-custodial level, foods products and processing, ornamental horticulture, gainful home economics areas such as hotel-motel aides, salad girls, pressers, etc. An ungraded occupational training program in special education will be offered at one school.

VIRGINIA

Introduction

Virginia is one of the few states which has been able to supply statewide figures that give an estimate of the number of students with special needs. This is not a closely accurate estimate as the figures are based upon the number retained by grades for the year 1965-66:

Grade	No. Retained	Percent Retained	No. Promoted
7	5,541	6	76,043
8	9,084	11	69,839
9	7,107	10	63,349
10	5,897	9	56,010
11	4,125	7	51,418
12	3,144	6	49,107
	34,898		

It is realized that the fact that a student is retained and not promoted does not mean that he could not succeed in the regular vocational program, but it is estimated that many of this group should be classified as having special needs and that this figure gives the best information available. If 50% of those retained are special needs students, there were about 17,000 students in the state in 1966-67 and at that time there were only about 10% of this group actually enrolled in special needs classes. In some schools students who are enrolled in special needs classes are also enrolled in special academic classes geared to their abilities and needs. In other situations, particularly in the smaller schools having limited facilities, these students are enrolled in regular classes with their limitations being recognized.

Special emphasis is to be placed on vocational programs for persons with special needs in FY 1968. It is expected that those responsible for this training would also be responsible for placement in entry-level jobs. This requires additional work in job development and cooperation with prospective employers.

Occupational Areas

Home Economics

Two types of special needs will be provided, i.e., gainful occupations classes and classes directed toward the vocation of homemaking. The gainful occupations classes will follow a program of studies adapted to the needs of the students, including: development of positive attitudes toward the world of work, orientation to gainful

occupation courses in home economics which are available in upper grades of high school, development of personal characteristics which make one more employable, development of skills needed in personal improvement, including health and personal appearance, and development of some abilities in handling money and in providing for personal needs for the necessities of life. Opportunities will be given to observe employees at work in jobs similar to those for which the training is planned.

In some schools separate classes in homemaking will be provided. Classes will be provided in grades eight and nine, and in some situations grade seven, with an enrollment period of one, two, or three years, depending on the needs of individuals and progress made in overcoming deficiencies. The degree of concentration of instruction will be determined by the needs of the students, objectives of the course, instructional time of the teacher, and available facilities. Projected Program Activities for Virginia in FY 1968 show that 65 programs will be offered in Home Economics in Virginia, the largest field for persons with special needs. Enrollment increased 18 percent in 1966-67. Instruction was provided for 1,249 persons with special needs in 1967, mostly in food, clothing, health, child-care, home-care, money management, etc.

Agriculture

Emphasis in this area for special needs students is primarily in general mechanics and off-farm occupations related to agriculture for persons whose needs are not being met by present school offerings. At least one-half of the total time would be spent in group instruction either in classrooms or laboratories. The remainder of the time is spent in the laboratory with skill development activities. There will be 38 programs in Agriculture for persons with special needs, primarily in high schools having limited vocational offerings which provide opportunity for students to learn skills needed for entry level jobs. Twenty-nine high school teachers taught one or more classes for youths with special needs in 1967, and four additional instructors were added for rural high schools. Most of these were in general mechanics classes, but some were in forestry, masonry, small gasoline motors, welding, and carpentry.

Distributive Education

To provide the estimated 14,000 new workers needed annually in distributive occupations, D. E. continues to expand its offerings to more secondary students and a major expansion for adults. The preparatory project plan has made possible the extension of D. E. programs into more rural high schools in the state. Two cities now offer a course for 8th and 9th grade potential dropouts entitled

"Education for Employment," under D.E. Fifteen pre-employment classes in five metropolitan centers to train 128 unemployed dropouts were offered in cooperation with the Virginia Employment Commission.

Trades and Industry

Construction and service trades occupational programs are increasing in number. There will be 26 programs in Trade and Industry for persons with special needs. Air-conditioning and refrigeration, building trades clusters, certified laboratory assistants, food trades, maintenance and repair are examples.

Health Occupations

Some expansion has been going on in programs for persons with special needs. There are eleven programs planned for FY 1968 in training for Nurses's Aides, Male orderlies, etc.

Office Education

The popularity of these programs parallels the labor market needs in Virginia. Continued labor shortages in higher skilled areas indicate the need for more programs for persons with special needs in the general clerical field with continued training in stenography, accounting, data processing, and records management.

Business Education courses are offered in every school division in the state, but not in every high school. Of 352 high schools offering business education, 299 are either reimbursed or reimbursable. Programs for deaf and blind students were offered at the Woodrow Wilson Rehabilitation Center for 157 students and five teachers. Further expansion of programs for persons with special needs is under way.

The estimated expenditures for vocational education purposes under all vocational Acts for FY 1968 in Virginia are $13,949,294 of which $6,974,647 is Federal; $1,409,282 is State; and $5,565,365 is local funds. For persons with special needs the estimated expenditures for Virginia in FY 1968 are $90,000 of which $45,000 is Federal; $15,000 is State; and $30,000 is local. While this is a small percentage of the total for all vocational education, it does show that special plans and programs are to be implemented with a specific allocation of funds for this purpose.

WEST VIRGINIA

Introduction

West Virginia continues to remain predominantly rural in composition and the common association of declining rate of population growth with such conditions as urbanization, industrialization and mass education clearly does not pertain to the State. In contradistinction to the National population growth, West Virginia sustained a population decline of 145 thousand, or a loss of 7.5% between 1950 and 1960. This percentage decline exceeded all other states, and in the early sixties, West Virginia was the only state which continued to lose population. More than 60% of the people live in towns with a population of less than 2,500. Seven cities account for 50% of the total urban population. The other half of the urban population lives in centers with population ranging from 2,500 to 19,180.

The acceleration of technological change has aggravated the problems of employment and unemployment. Although a rising economy has provided an increased number of jobs for laborers and semi-skilled workers, the greatest increases in jobs occur in the clerical, technical and professional positions. Farm employment has declined from one out of six workers in 1945 to one out of sixteen in 1965. The adequacy of the state's labor force is measurable in years of education completed by those who operate in todays work force. West Virginia reports the median school years completed by persons 25 years and over in 1960 as 8.8 for both sexes, 8.7 for male and 8.9 for female. Comparable figures for the United States are 10.6, 10.3 and 10.9. In 1960, West Virginia reported 109,800 persons 25 years and over with less than five years of schooling, or 11% compared to National figures of 8,302,600 or 8.3%. These facts turn attention to the need for education, the need for vocational education and the need for vocational education for persons with special needs.

In the projected program of activities in vocational education for fiscal year 1968, the estimated total expenditures for vocational education purposes under all vocational education acts is $8,498,027 of which $2,838,027 is Federal, $1,100,000 is State, and $4,560,000 are local funds. For vocational education for persons with special needs, the estimated total expenditures for fiscal year 1968 are $180,000, of which $90,000 is Federal, $135,000 State, and $55,000 local funds. Responsibility for the development and supervision of programs for persons with special needs has not been delegated to a full-time supervisor. This is managed from the Office of the State Director for Vocational Education.

The Occupational Areas

Trades and Industry

Six programs are to be operated on secondary level, with three programs for persons with special needs in the area vocational schools. Four new teachers are to be added in fiscal year 1968. New and additional instructional fields are:

Occupational Shop
Building Maintenance
Building Construction
Woodworking Machine Operator

Vocational Business and Office Education

New and additional instructional fields are:

Duplicating Machines Operator
File Clerks

Distributive Education

New fields of retailing occupations are to be explored.

WASHINGTON

Introduction

More and more emphasis is being given to the development of vocational programs for persons with special needs. In the city of Pasco, for example, a program will be implemented in September 1967 which will focus on school leavers and which will begin with study of the individuals concerned and programs developed on the basis of needs, aptitudes, formal education completion, and employment opportunities. In this program it is anticipated that basic education instruction will be interlocked with gainful employment objectives.

Throughout the State of Washington, there is a high level of interest, particularly in the high schools, to provide more curriculum dimensions for students who are potential dropouts, or students who have no discerible commitment to either an occupational goal or education beyond the high school. Thought is being given to the possibility of assisting a number of such districts with the establishment of research and development positions. Each of these positions would be tied into an over-all State attack on this problem. It is hoped through such a frontal attack with the potential support from research activities that considerable progress can be made during the twelve month period in FY 1968.

A critical part of the concern for people with special needs involves minority groups. Much activity will be concentrated on this phase, particularly in urban centers such as Seattle and Tacoma. In Central Washington an additional dimension is needed for Spanish-speaking minorities who have language and cultural problems as a beginning point.

It should not be overlooked, however, that on an individual basis, taking care of people with special needs in an on-going program and has been a part of the traditional activity for sometime. In this instance, an individual is given assistance and as soon as appropriate he will be placed in an ongoing program where he can profit from the instruction. These instances tend to lose their identity and are difficult to tally when it is necessary to indicate statistically how many people with special needs have been assisted. The traditional technical institute or area vocational school program is an effort to take care of people with special needs. The newer program development in the immediate future will include much more attention to helping indivduals and groups to improve their educational base so they can profit from ongoing vocational programs.

The estimated expenditures for persons with special needs for Washington in FY 1968 is $342,100 of which $74,300 is Federal, $126,200 is State, and $141,600 is local funds. The estimate of total expenditures for vocational education purposes under all vocational education Acts for FY 1968 in Washington is $14,386,160 of which $3,779,090 is Federal, $4,605,970 is State and $6,001,100 is local funds. It is the intent in FY 1968 to focus on those high school students who tend to remain uncommitted to an educational objective at present. This will be a major part of the program and represents the highest priority of attention.

Occupational Areas

Home Economics

Nine programs are to be operated in FY 1968, with seven of these for Home Economics for gainful employment for persons with special needs. An increase of 15% in enrollments is expected in FY 1968. Fifty new teachers will be needed. Food service worker, clothing alterer, child care aide, retirement home aide and homemaker's assistance courses will be offered.

Office Occupations

Six programs are to be operated in office occupations for persons with special needs. Business and office occupation fields anticipate a growth of 30% or more during FY 1968. One hundred to one hundred fifty new teachers will be needed. Data processing, business machines, duplication equipment operation, and general clerical courses will be offered.

Technical Education

Two programs will be in operation in FY 1968 for persons with special needs.

Trades and Industry

Four programs will be in operation in FY 1968 for persons with special needs in Trades and Industry. New curriculum designs with the job family or job cluster approach will be emphasized. Sixty new teachers will be needed.

Distributive

A growth of 30% or more is expected in enrollments in Distributive Education for FY 1968. Ten new teachers will be needed. Preparatory programs in sales and distribution fields will be offered. Agri-distributive courses will be developed.

Agriculture

A growth in enrollments of 10% is anticipated in FY 1968, principally in off-the-farm related occupations. Twenty-five new teachers will be needed. Ornamental horticulture, floriculture, turf management courses will be offered.

WISCONSIN

Introduction

Through a close working relationship with the Wisconsin State Employment Service and other organizations, a continuous attempt is being made to identify occupational fields for which high school vocational education and training is appropriate. Special emphasis will be given to identification of occupations for which students of low ability or those with special needs might benefit. The identification of a great impending need for providing workers for hospitals and other areas of health occupations is a case in point. Analysis of such occupations and the determination of the level of activity in vocational education appropriate for high schools is now under serious study.

Persons with special needs constitute a continuing concern of Wisconsin schools. The philosophy of "Education For All of the People," is fulfilled through meeting the needs of idividuals whatever or wherever they may be. Opportunity through special funds to seek out persons with needs not previously served are assiduously sought. The Projected Program Activities for Wisconsin in FY 1968 shows that estimated expenditures for persons with special needs in vocational education are $120,000, of which $60,000 is Federal; $30,000 is State; and $30,000 is local money. The total estimated expenditures for all Vocational Education Acts for Wisconsin in FY 1968 is $11,399,822, of which $5,699,911 is Federal; $835,660 is State; and $4,864,251 local funds.

Other funds are available under MDTA, ARA, cooperative projects under OEO, NYC, Vocational Rehabilitation, Special Education, FSEA, EDA, etc., which are sought for cooperative funding and operation to serve the needs of persons with special needs in vocational education.

New staff positions have been created in the fields of Health, Agriculture, Business, Technical Education; and a program administrator for persons with special needs. A full-time supervisor of guidance and student services is now at work in this area, with additional staff assigned as needed. A full-time supervisor has been employed in the area of Women's Wage-earning occupations. In addition, a variety of general and specific in-service activities will be provided for the strengthening of the supervisors and program administrators now serving in the vocational education program. Strong emphasis is placed on interesting teachers in specialized summer workshops in these fields for upgrading purposes and for keeping abreast of new teacniques and media.

About 400 full-time teachers will be needed to meet the demands of new and expanded programs in vocational education in FY 1968.

The Occupational Areas

No programs were reported in specific occupational categories for persons with special needs. It is apparent that provisions for these students are made in the regular vocational offerings, with supplementary instruction in remedial areas of communication and computation skills. Some special programs designed specifically for persons with special needs are reported under occupational categories. There is some information on occupational areas:

Home Economics

Various community groups are expressing the need for more Day Care Centers and a training program for personnel which would utilize semi-skilled or unskilled persons. A Day Care Aid Program has been developed for the Milwaukee School of Vocational, Technical and Adult Education in 1967. The Madison School of Vocational, Technical and Adult Education has developed programs in clothing, textiles and tailoring. Efforts will be made to develop offerings in the following fields: Food Service Worker, Food Service Supervisor, Catering Personnel, Hostess Assistants (waitresses), Drapery Construction, Clothing Alterations, Nursing Home Service Aides, Management Aides, Homemaker Assistants and Day Care Aides.

Office Occupations

The development of office and marketing courses for the adult basic education program is being initiated course outlines in both fields are being developed. There has been an increase in the number of occupations served in office occupations, including such areas as general clerical, data processing, office machines, filing, clerk-typist, cashier training, show-card writing and holiday and extra sales training, etc. which may well utilize persons with special needs.

Distributive Education

The one-year or less full-time programs in Distributive Education will be expanded to serve more students with special needs. Plans are in process to expand the service business areas, such as motel, hotel and restaurant services. Distributive Education offerings for management and mid-management show a majority of enrollees from small businesses. These very often have employees and executives who are high school dropouts seeking to upgrade themselves.

Trades and Industry

Programs are preparatory for entering occupations and extension for individuals already employed. The trade and industrial program employs 710 full-time teachers and approximately 850 part-time teachers throughout the State. Service to young adults is of special importance. Courses available to persons with special needs include auto mechanics, auto repair, barbering, quantity food preparation, cosmetology, diesel mechanics, appliance servicing, etc. There are 180 programs of this type available in Wisconsin.

Health Occupations

These programs are offered mainly on post-high school level, with ages of students from 17 to over 50. Some have previous work experience, and educational backgrounds range from no high school to one or two years of college.

Indian Education

Adult classes for Indians were established in bookkeeping, typewriting, English and speech, furniture renovating, and draperies and slipcovers in Menomonee County. A class in homemaking was also organized. Fifty adults were enrolled. Special programs have also been organized in Milwaukee for Negroes, Puerto Ricans and Mexicans. Kenosha and Stevens Point Vocational Schools have organized vocational classes for migratory workers from Texas.

Another Opportunity

The State of Wisconsin established day continuation schools for youth who drop out of high school without graduating. These persons are helped to become self-sustaining workers and good citizens. This type of special needs program has operated in a most successful manner, helping disadvantaged youth to receive additional educational opportunities. The Milwaukee Continuation School, maintained by the Milwaukee Board of Vocational, Technical and Adult Education is an excellent example of an effective program for persons with special needs in all vocational and remedial educational areas.

Any person 16 or 17 years old, who has not completed high school is required by law to attend full-time public or parochial school until he completes high school, or becomes 18. He may transfer to the Vocational School with parental consent and principals endorsement at age 16 and attend full-time the Milwaukee Continuation School.

Diagnostic and remedial services are provided with exploration in many trade areas. School hours are 8:50 a.m. to 3:15 p.m. daily, with 30 minutes for lunch. The school has a placement department which cooperates with the Wisconsin State Employment Service through the Youth Opportunity Center.

The first quarter of the year is devoted to the Diagnostic Center, which offers courses in reading, measurement, social studies, health, social living, general homemaking, general business, general auto servicing, general cabinet making, general foundry, general metals, general woodworking, drawing, general home maintenance, general drafting and general machine shop.

After completion of the diagnostic quarter, most students are given a program of half work area and half in general education. Work area courses are three periods and furnish work experience and develop work habits and attitudes which help him get a job. The student then decides on the major subjects or program that best fits his interests and abilities. These are:

Business Division: Record Keeping, General Business, Typewriting
Graphic and applied arts: Advertising, Commercial Art, Photography, Printing and Applied Arts and Crafts
Home Economics: Homemaking, Clothing, Foods, Laundry, Dry Cleaning
Family Health: Grooming, Child Care, Home Nursing, Physiology, Personal Improvement, Occupational Orientation, Money Management, Brides course
Service and Health Occupations: General Foods, Waitress Training
Industrial Division: General Baking, Cabinet Making, Foundry Masonry, Machine Shop, Mechanical Drafting, Power Servicing, Shoe Servicing, Auto Servicing, Upholstery, Power Sewing
General Education Division: Driver Education, Social Living, Special Reading, Special Mathematics, and Recreation

Research, Leadership Training and Pilot Programs

General workshops were held for teachers at Appleton and Eau Claire. Three regional D. E. workshops were held during the year. A continuous teacher-training program in Home Economics is functioning with one annual State conference involving teachers and coordinators. A two-day teacher training workshop was held in May for Restaurant training. Three one-day workshops were held for coordinators who have or plan occupational training programs.

WYOMING

Introduction

An increase in programming for vocational education for persons with special needs is anticipated during FY 1968. However, it is not planned to secure additional teachers. No specific person has been placed in charge of vocational education for persons with special needs on a full-time basis. The State Director assumes this function or delegates it on a part-time basis to others. The State estimate of expenditures for vocational education for persons with special needs for 1968 is $50,000 which is $20,000 Federal and $30,000 local funds. No State funds are involved. The estimate of Total Expenditures for Vocational Education in 1968 is $2,569,132, of which $598,758 is Federal, $79,232 is State and $145,000 is local funds.

In many cases programs in basic education are important components for special needs requirements, therefore, close cooperation is maintained with the Adult Basic Education program. Some of the more populous school districts are giving considerable attention to special needs programs.

Occupational Areas

Special needs programs will be continued and developed further for students in Office Occupations, Distributive Education, Home Economics and in Trade and Industrial Occupations.

In many instances, special needs individuals are on a rather isolated basis throughout the State. Every effort will be made to give these persons whatever help is necessary to meet occupational objectives commensurate with their abilities. The State has suffered population losses through out-migration, particularly in ages 22 to 45 groups. Many could find no employment. Only five out of twenty-three counties failed to show population losses. Much work needs to be done in job development and placement as well as in training in specific areas such as office and distributive occupations, health occupations, home economics and trades and industry.

GUAM

Introduction

Special courses in remedial English and remedial mathematics will continue to be offered at the area vocational schools in 1968. A GED testing program has been developed cooperatively by the area vocational school and the College of Guam for high school dropouts. Three additional academic teachers will be required for this. An experimental English program utilizing trade related materials is being developed specifically for the area vocational school during 1968. This program is for high school dropouts, with instruction provided in the area of academic need, enabling these students to earn a certificate of high school equivalency.

Occupational Areas

Three programs in vocational education for persons with special needs will be offered in Trades and Industry at the Guam Trade and Technical School in FY 1968. No other courses are contemplated for 1968.

The estimated expenditures for vocational education for persons with special needs for Fy 1968 are: $4,455 of which $2,227 is Federal and $2,228 is State funds. The total estimated expenditure for vocational education for all Federal Acts for 1968 is $486,132 of which $243,066 is Federal and $243,066 is State funds.

PUERTO RICO

Introduction

Manpower shortages of skilled workers and technicians continue to be a serious handicap, both to established and potential industry and business in Puerto Rico. In addition, 23% of the population ages 20-24 is neither in school or at work, with the expected negative effects upon the expanding Puerto Rican economy. This situation requires urgent attention. Acute shortages of skilled and semi-skilled personnel for health occupations, office occupations, distributive occupations and in trades and industry demands a more vigorous approach to the provision of vocational training for persons with special needs as a means of utilizing the unsued labor potential which is available in the face of unfilled job opportunities.

Occupational Areas

Programs to assist persons with special needs are planned for Trades and Industry, Home Economics, Distributive Education, Health Education, and Agriculture in 1968. Over 1,500 persons are to be served, including 75 in pre-technical remedial education, 55 in home related occupations, 260 in Trades & Industry, 600 in Agriculture, and 30 in Distributive Education. This will require 14 full-time teachers and several part-time teachers. In the Area Vocational Schools, there will be six Trades and Industry programs and one in Home Economics.

Estimated expenditures for vocational education for persons with special needs in Puerto Rico for 1968 is $470,000, of which $170,000 is Federal, $300,000 State and no local funds. The estimated total expenditures for Vocational Education under all Federal Acts for Puerto Rico in FY 1968 is $14,241,635, of which $5,127,535 is Federal, $9,114,100 is State, and no local funds.

VIRGIN ISLANDS

Introduction

The Division of Vocational is presently coordinating its activities with the Office of Economic Opportunity and the Neighborhood Youth Corps in providing vocational education training programs for youngsters who are experiencing difficulties in the regular vocational education programs. Responsibility for developing and supervising programs for persons with special needs has been delegated to the Coordinator for Vocational Education, on a part-time basis. The estimated expenditures for vocational education for persons with special needs for the Virgin Islands, FY 1968 is $27,000, of wihich $12,500 is Federal and $14,500 State funds.

Occupational Areas

Proposed programs have been designed for:

Service Station Attendants	Distributive Education
Nurse's Aides	Health Occupations
General Office Practice	Office Occupations
Carpentry (Helper)	Trades and Industry
General Metal Worker (Helper)	Trades and Industry

It is estimated that 45 individuals will be available for training in the above areas in 1968. Teaching Centers and facilities will be available in the Charlotte Amalie Senior High School in St. Thomas and the St. Croix Central High School in St. Croix. Five additional instructors will be needed to implement this program.

SUMMARIES OF RESULTS OF PROJECTS DEALING WITH THE HANDICAPPED

FUNDED UNDER SECTION 4(c) OF THE VOCATIONAL EDUCATION ACT OF 1963

A Curriculum Development Study of the Effectiveness of Upgrading the Technical Skills of Educationally Disadvantaged Union Members (ED 010 430) 28 Nov 1966
by Kopas, Joseph S.

Sponsored: Negro American Labor Council, Region 4, Cleveland, Ohio

Descriptors: Curriculum Development; Educationally Disadvantaged; Electromechanical Aids; Skill Development; Union Members, Cleveland, Industrial Education, Ohio, Teaching Machines, Teaching Techniques

A section of a job training program consisting of thirty 10-hour job instruction curriculum modules was developed for updating and upgrading the technical skills of electrical maintenance employees. This job training program was tried out in classes consisting of maintenance employees of the electrical departments in a steel company. Members of the classes were divided into 2 groups of 20 each. Half of the trainees in each group was loaned an electronic tutor to use at home. The other half studied text material in a normal way without electronic tutors. A test was prepared and used as pretest and post-test to measure the mastery of the subject matter covered in the 30 curriculum units. The conclusions indicated that trainees who had electronic tutors achieved higher on all measures. (RS)

Project Notify--Needed Occupational Television Instruction for Youth
(ED 010 641) June 1966
by Lawson, William H.; Bancroft, John,

Sponsored: San Bernardino Valley College, California

Descriptors: Information Dissemination; Occupational Guidance; Occupational Information; Program Evaluation; Video Tape Recordings, Audiovisual Aids, California, Career Opportunities, High School Students, San Bernardino

An evaluation was made of the effectiveness of video tapes as a means of disseminating occupational information to high school students. After criteria for selection were determined, seven occupational areas were chosen for presentation by video tape. The television programs were designed to identify entry level jobs in the occupational areas covered, which were secretarial work, food retailing, department store retailing, automotive technology, lodging and food services, financial institution employment, and law enforcement. The population of the study consisted of 11th and 12th grade students in eight senior high schools. To determine the effectiveness of the program, a foolowup study was conducted by use of inventory

questionnaires. A majority of the students had a very favorable reaction to the tapes, indicating that television in the classroom is an effective medium for providing occupational information. Student evaluation given in interviews 2 months after broadcast agreed closely with evaluation made immediately following broadcast. In the order of amount of help given, with "high" listed first, the programs were ranked - (1) those that presented clear development of facts, (2) those that encouraged students to remain in school, and (3) those that motivated students to think about matters specifically related to job planning. Programs that acquainted students with available job possibilities were considered beneficial, with most benefit being gained by disadvantaged minority students. (GD)

Groundsman-Gardener for Special Class Students (Educable Mentally Retarded Youth) Final Report (ED 010 280) 22 Jul 1965
by Nicolaysen, G. Roy

Sponsored: Oakland Unified School District, California

Descriptors: Educable Mentally Handicapped; High School Students; Occupational Training; Summer Programs; Work Experience programs, California, Oakland, Pilot Projects, Service Education, Service occupations, Special Classes, Vocational Rehabilitation.

A summer pilot program was conducted to vocationally train educable mentally retarded (EMR) students. Special class students (16) in the 11th and 12th grades were enrolled and successfully completed the 6-week course. The groundsman-gardener course was divided into two parts, classroom study and work experience. The goals to be realized were (1) training and placement of EMR students, (2) student absorption into the regular class program, (3) part-time employment, and (4) continued training as department of vocational rehabilitation clients. In evaluating the program, the participants concluded that all of the goals were met, and the overall success of the program was attributed to the planned curriculum. Recommendations were made that the program be expanded to afford opportunity to more EMR students. (RS)

A Curriculum for Dropout-Prone Students--Delinquency Study and Youth Development Project (ED 010 331) May 1966
by Matthews, Charles V. and others

Sponsored: Southern Illinois University, Edwardsville Campus

Descriptors: Curriculum Guides; Disadvanted Youth; Dropout Prevention; Potential Dropouts, Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Demonstration Programs, Edwardsville, Illinois, School Holding Power

A curriculum guide was prepared for a demonstration program (ED 010 332) with high school students who were considered potential dropouts. Selection was on the bases of (1) intelligence, (2) reading achievement, (3) general

achievement, (4) socioeconomic status, and (5) school adjustment. Major emphasis was on providing the students with a sense of pride and accomplishment. Curriculum elements included (1) individualized reading, (2) social understanding, (3) science, and (4) arithmetic. (RS)

A Curriculum Demonstration Program for Dropout-Prone Students--Delinquency Study and Youth Development Project. (ED 010 332) August 1966
by Matthews, Charles V. and Roam, John E.

Sponsored: Southern Illinois University, Edwardsville Campus

Descriptors: Demonstration Programs; Disadvantaged Youth; Dropout Prevention; Potential Dropouts; Problem Children; Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Edwardsville, Illinois, School Holding Power.

A demonstration program was conducted with slow-learning, socially alienated students (potential dropouts). Full-time classes were established for grades 7 to 12, containing special learning units in language arts, social studies, arithmetic, science, industrial arts, home economics, physical education, and work experience. The curriculum content and methodology of the classes were reported in a companion volume (ED 010 331). The experimental (demonstration) group was selected from students judged to be most dropout-prone on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic status, and (5) school adjustment. A matched control group was formed which received neither curricular adjustments, work experience, nor services of nonteaching personnel who worked with the demonstration program. A statistical analysis of data obtained during a 3-year study indicated (1) the program was significantly successful in improving the holding power of school, (2) special reading and arithmetic programs produced significant gains in achievements, and (3) students in the work experience program did not significantly improve in their academic performance when compared with students in the control group. Additional study and revision of the curriculum were recommended. (RS)

The Development of a Master Teacher Training Curriculum for Teachers of Occupational Level Training Programs Final Report (ED 010 161) 31 May 1966
by O'Brian, John L.; O'Neill, John J.

Sponsored: Rutgers, the State University, Graduate School of Education

Descriptors: Course Organization; Curriculum Development; Disadvantaged Youth; Inservice Teacher Education; Vocational Education, Consultants, Degrees (Titles), Graduate Study, New Brunswick, New Jersey.

A curriculum and course of study were developed to provide graduate training for teachers of disadvantaged youth. An interdisciplinary committee of specialists was organized to develop background materials and to evaluate and refine the work of its members. Practitioners were also invited to

prepare papers on various aspects of student-teacher needs, skills, and characteristics. The curriculum was designed to provide teacher training at the Master's degree level. It was based on a progression from orientation to conceptualization, and from experiencing to integration of experiences. Included were presentations on (1) curriculum, (2) orientation workshop, (3) social psychology of the disadvantaged, (4) seminar in urban society, (5) field experience, (6) seminar in learning, development, and measurement, (7) educational processes for teaching the disadvantaged youth, (8) educational practicum for teaching disadvantaged youth, (9) seminar on professional issues, and (10) integrating option. Recommendations were that those implementing the program be cognizant of the need to develop adequate evaluation procedures. (RS)

A Study in Communication Between High School Teachers of Vocational Agriculture and Socio-economically Disadvantaged Youth by the Use of Semantic Differential (ED 010 181) August 1966
by McMillion, Martin B.

Sponsored: University of Illinois, Urbana

Descriptors: Agriculture; Communication (thought transfer); Disadvantaged Youth; Rural Youth; Vocational Education, Illinois, Secondary School Students, Socioeconomic Status, Urbana

The study attempted (1) to determine whether or not socioeconomically disadvantaged pupils and two other socioeconomic groups of pupils in secondary school grades placed a significantly different connotative meaning on selected words and phrases which are of importance to vocational education in agriculture, (2) to determine whether or not the connotative meaning which the agriculture teachers of these pupils place on the words and phrases was more like that of the higher socioeconomic pupils than that of the lower socioeconomic pupils, and (3) to determine the extent to which teachers recognize any difference in connotative meaning for selected words and phrases which may exist among the various classifications of pupils. A stratified random sample of 240 high school students completed a semantic differential instrument. Multivariate analysis of variance was the major statistical procedure employed in the study. Among other recommendations, it was suggested that low-status pupils value leadership more highly than do high-status pupils and should be afforded an opportunity to assume positions of leadership. (JM)

PREP--A Program for Recovering and Extending Academic Potential for High School underachievers Seeking Entrance at a Regional Community College (ED 010 120) June 1966
by Shea, J. J.

Sponsored: Greenfield Community College, Massachusetts

Descriptors: Counseling Programs; Junior Colleges; Remedial Programs; Testing; Underachievers, Achievement, Counselors, Davis Reading Test, Greenfield, High School Graduates, Lorge-Thorndike Test of Intelligence, Massachusetts, Post-Tests, Pretests, Remedial Instruction, Scholastic Aptitude Test, Summer Programs

This project was to determine--(1) the effectiveness of a summer remedial program in preparing underachieving high school graduates for successful completion of the first semester of a 2-year terminal junior college program, and (2) if vocational-personal counseling has a differentiating effect in their achievement of that goal. Forty subjects were selected who failed to meet normal college admission criteria. A 7-week remedial treatment program was administered, after which all subjects were enrolled in a junior college. Pre- and post-remediation test information as collected. Twenty students were selected for counseling. Effects of the program were evaluated in terms of academic growth. Statistical analysis of data indicated that the remedial program was a causative factor in upgrading student scores on the Lorge-Thorndike test of intelligence, the Davis reading test, and the Scholastic Aptitiude test. Performance was not affected by vocational counseling. Only 40 percent of the participants had failed by the end of the first semester, whereas based upon admission criteria, none of these should have succeeded. (HC)

A Developmental Program for Vocational Counselors Directed Toward Serving Disadvantaged Youth More Effectively (ED 010 074) 1966
by Sweeney, Thomas J.

Sponsored: University of South Carolina, School of Education

Descriptors: Counselor Training; Disadvantaged Youth; Inservice Courses; Institute-Type Courses; Vocational Counseling, Columbia, Cooperative Programs, Field Trips, South Carolina

A 2-week summer institute was conducted to serve as inservice training for a group of 29 counselors in employment, trade, technical, and school settings as to how they might better serve disadvantaged youth through individual and joint action projects. Open discussions were held among the participants to stimulate worthwhile ideas in this area, and field visits afforded each of the counselors opportunities to meet and talk with young people and their families. In addition, social workers, psychologists and urban rehabilitation personnel discussed their work and the problems which they encounter in attempting to aid this population of young people. A series of three followup meetings to the institute were held on weekends during the following year. Colleagues and administrative supervisors of the participants were invited to the last two meetings. The meetings served to introduce new dimensions regarding the vocational future of disadvantaged youth and the necessity of professional teamwork in assisting them. The recommendations generated by the institute participants fell under two major headings--(1) joint action by agencies working with

disadvantaged youth, and (2) counselor education and inservice training. Primary evaluation was conducted through the administration of a participant questionnaire. All respondents indicated enthusiasm for continuing programs to serve disadvantaged youth. It should be noted that emphasis in this developmental program was applied primarily to the State of South Carolina. (JH)

The Production and Validation of Educational Systems Packages for Occupational Training of Depressed Area Students Final Report
(ED 010 014) 30 March 1966
by Bushnell, Don D.

Sponsored: Brooks Foundation, Santa Barbara, California

Descriptors: Instructional Improvement; Instructional Materials; Mathematics Instruction; Teaching Techniques, California, Santa Barbara, Tenth Grade, Tutoring, Vocational Education

Individual tutorial sessions were conducted with 42 10th-grade students in a large inner-city high school, with the purpose of revising a unit of general mathematics from a standard text. The hypothesis tested was that material so revised would yield more learning for students of this population than materials revised under standard curriculum workshop conditions. The experimental group (50 students) studied tutorially revised materials, and the control group (50 students) studied teacher-prepared materials based on the same unit. Students in the experimental group scored significantly higher on criterion tests administered immediately upon completion of the material. The hypothesis appeared to have been supported by this study. Recommendations were made for a major research project aimed at the production and validation of five semester units of instruction in subject areas basic to programs of vocational education. (GD)

A Teacher Institute to Prepare Teachers and Materials for the Education of Rural, Low Achieving, Disadvantaged Junior High School Students for Entry into Vocational-Technical Programs (ED 003 095) 1965
by Hodgson, Paul H.; Laws, Ruth M.

Sponsored: Delaware State Department of Public Instruction, Dover

Descriptors: Core Curriculum; Curriculum Development; Prevocational Education; Vocational Education, Delaware, Dover, Gates Reading Survey, Junior High Schools, Rural Schools, Teacher Seminars, Underachievers

A twofold program was designed to prepare vocational teachers to participate as instructors in a prevocational occupational program for rural underachieving junior high school students. Initially, a demonstration class of 20 underachievers served as an experimental unit for the design, construction, and testing of prevocational occupational core curriculum. Objective and subjective measurement of pupil progress was

conducted for 6 weeks. Measurements included the Gates reading survey, differential aptitude tests, taped interviews, student questionnaires, and pre- and post-analysis of written and dictated stories. The second phase of the program involved--(1) the selection of 17 vocational teachers and their orientation to the needs, characteristics, and problems of the disadvantaged, (2) instruction in corrective and remedial programs, and (3) acquaintance with skilled and semiskilled occupations to be used in motivating the disadvantaged through formal classroom instruction, lectures, collateral reading, field trips to poverty areas, and practice teaching. The results indicated that vocational teachers can be oriented to the needs of the disadvantaged and that disadvantaged students can be motivated through a prevocational curriculum centered around the study of occupations and through vocational teachers using their knowledge about skilled and semiskilled occupations. (HS)

A Pilot Study of Personality Factors Related to Occupational Aspirations of Negro College Students (ED 003 521) 1966
by Littig, Lawrence W.

Sponsored: Howard University, Washington, D.C.

Descriptors: Aspiration; College Students; Negro attitudes; Occupational Choice; Personality Studies, District of Columbia, Negro Achievement, Questionnaires, Test Anxiety Questionnaire, Test of Insight

An exploratory study was made on occupation-related behavior traits of Negro college students. Certain personality correlates of the occupational aspirations and success expectancies were examined. Subjects were 70 male and 30 female students at Howard University. The personality variables were measured by the test of insight, test anxiety questionnaire, and a self-rating questionnaire. Occupation-related data were obtained by questionnaires. The results indicated that (1) motivations for success and for avoiding failure were not related to realistic or unrealistic aspirations, (2) middle-class males and females, and working-class females aspired toward occupations which have been traditionally open to Negroes, (3) working-class males aspired toward traditionally closed occupations, and (4) male subjects, other than middle class males, had low expectancy of occupational success. (RS)

A Pilot Work-Study Project to Develop a Program of Occupational Training for School Alienated Youth Between the Ages of Fifteen and Twenty-one
Interim Report and Statistical Evaluation Aug. 31, 1967
by Parker, Forrest E. and others

Sponsored: Norwalk, Conn. Board of Education
New York University School of Education

Descriptors: Vocational orientation and on-the-job evaluation; Basic education for individual differences; Psychological-sociological growth; Adjustment of school-alienated youth; Personal-social adaptation; Attitudinal changes; Strengthen pupil-counselor relationships; Non-graded educational program; Establishment of vocational certificates and competency diploma standards

The primary educational and vocational objectives of the Center for Vocational Arts (Norwalk, Conn.) are:

1. To provide a program of vocational education which will enable school-alienated youth to acquire occupational skills for available job opportunities.

2. To provide within a framework of an occupational training program teaching techniques and materials which will effectively combine basic education with occupational skill.

3. To provide a program of individualized study for those students who desire more than a certificate of vocational competency and who are willing to put forth the extra effort which can lead to the receipt of a Center for Vocational Arts diploma.

The Center for Vocational Arts is a program with new emphasis--a compensatory educational program providing remedial and basic instruction and extensive guidance services. Students progress at a rate limited only by their own motivation and ability. They attend classes for three hours daily and are placed in part-time employment for four hours. Their progress in occupational training is based, not upon the length of time spent in the training program, but rather upon their demonstrated competencies in their chosen field.

The Center for Vocational Arts represents an educational innovation which has won the 1966 Pacemaker Award, a national award given for the programs offered and the facilities involved.

OTHER RESEARCH IN VOCATIONAL EDUCATION (NOT 4(c) FUNDED)

DEALING WITH INDIVIDUALS WITH SPECIAL NEEDS

A National Survey of Vocational Education Programs for Students with Special Needs (VT 001 317) (ED 011 041) 20 May 1966
by Groves, Ramsey M.

Sponsored: Ohio State University, Columbus, Ohio Center for Voc. & Tech. Ed.

Descriptors: Disadvantaged Youth; Vocational Education; Special Education; High School Students, Questionnaires, Educational Surveys, Program Administration, High Schools, Curriculum, School Personnel, Teachers

The major objective was to ascertain the status of vocational education for students with special needs. The study included only programs operated in public high schools, funded either partially or fully by Public Law 88-210, and designed specifically for students who have academic, socio-economic, or other handicaps that prevent them from succeeding in regular vocational education programs. Programs for students who have low mental capacity and require a high degree of attention by specially trained school personnel were excepted. Of the 333 teachers receiving a survey questionnaire, 229 responded. However, only 79 questionnaires were usable because of the scope of the study. The programs were similar to the regular vocational programs. A majority were operated for more than one type of disadvantaged student and the curriculums were planned and adapted to the students' abilities. They were often designed to train the student for employment in a broad spectrum of occupations rather than for a particular skill. A national survey to determine the numbers and locations of students with special needs and research to determine numbers and kinds of jobs for which students with special needs could be trained were recommended. (SL)

Vocational Education for Persons with Special Needs (VT 001 550) 1966

Sponsored: California Coordg. Unit for Occup. Res. and Develop.

Descriptors: Vocational Education; Special Education; Educational Problems, Dropout Identification, Dropout Research, Bibliographies, Ability; Educational Research, Potential Dropouts, Dropout Prevention, Culturally Disadvantaged, Mentally Handicapped, Middle Aged, Aged, Socioeconomic status, Continuing Education, Emotionally Disturbed, Small Schools; Educational Needs, Delinquents, Minority Groups, Underachievers, Physically Handicapped, Employment Opportunities.

A survey of research was made to identify the vocational needs of individuals with special problems. Completed studies, research-in-progress, and current proposals were included. Topics covered in this summary are --

(1) Aging, (2) Continuation Education, (3) The Culturally Deprived, (4) Delinquency, (5) Dropout, (6) Emotional Disturbance, (7) Low Ability, (8) Mental Retardation, (9) Minority Racial Groups, (10) Physically Handicapped Students, (11) Small Schools, (12) Socioeconomic Studies, (13) Underachievers, and (14) Work Opportunities. A bibliography is included. (MS)

Vocational Core Program (VT 001 733) (ED 011 296) 1966
by Manzanares, Jess and Barnes, Bill

Sponsored: New Mexico Occup. Res. and Develop. Coordinating Unit
Hobbs Municipal Schools, N. Mex.

Descriptors: Work Experience Programs, Junior High Schools; Student Rehabilitation, Senior High Schools, High School Students, Admission Criteria; Disadvantaged Youth, Vocational Education.

A 10-year program for disadvantaged youths is described. Its objectives are to--(1) meet the needs of students who have no interest in or ability to adapt to a regular school program, (2) relieve the classroom teacher of discipline problems which become time consuming to the point that other class members are penalized, and (3) establish a flexible school program which includes activities both in and out of the regular school day. Criteria for student selection are -- (1) poor general attitude, (2) lack of interest in the regular curriculum, (3) chronic misbehavior, (4) petty criminal activities, (5) incorrigible truancy, (6) inability to get along with other people, and (7) dropout potential. Scheduling is done on an individual basis by the vocational core teacher. Students are encouraged to participate in a work experience program and take courses which they want to take and in which they can succceed. The program operates at the junior and senior high school level. Junior high students receive credit as recommended by the vocational core teacher and at the senior high level, the principal cooperates in this recommendation. The student may transfer to the regular curriculum at will. Extensive individual counseling is done by the vocational core teacher. (EM)

A Report on Dropouts From North Dakota Public High Schools (Research Report No. 1) (VT 002 220) August 1966
by Boyles, Gary E.

Sponsored: North Dakota University, Grand Forks

Descriptors: Dropout Characteristics; Dropouts

Studies from other States were reviewed to determine the more common characteristics of dropouts. Forms were sent to all high schools in North Dakota for reporting pupil dropouts. The first set of 229 dropout forms returned was analyzed, and the following data for dropouts are given--sex, race, part-time employment, program of studies, general scholastic achievement, rank in class when dropping out, number of courses failed last report, attendance record of dropouts, disciplinary record, number of schools attended,

special efforts by school to retain dropouts, conditions for staying in school, persons conducting exit interview, parental attitudes about son or daughter dropping out of school, source of idea to leave school, persons with whom pupil resided, occupations of parents, relationship with person, reasons for dropping out of school, and future plans of dropouts. Reasons given by the school for male dropouts included--(1) academic difficulty, 20 percent, (2) parental influence, 21 percent, and (3) marriage, 20 percent. Reasons given by male dropouts included--(1) academic difficulty, 24 percent, and (2) dislike of school, 29 percent. Pregnancy accounted for approximately 43 percent of the female dropouts. (PS)

Study of Illiteracy in Texas as Related to Vocational Education (VT 000 063) (ED 010 792) Sep. 1964
by Adair, J.B.

Sponsored: Texas Education Agency, Austin

Descriptors: Mexicans, Racial Differences, Negro; Illiteracy, Migrants; Adult Vocational Education, Literacy Classes, Crime; Unemployment, Economically disadvantaged; Ethnic Groups, Educational Disadvantagement, Academic Achievement, Aliens, Population Trends, Economic Factors.

Because one of the major concerns of leaders in Texas is the large educationally deficient segment of their population, a study was authorized to relate illiteracy to adult vocational education. The study was based on assumptions that there is a significant relationship between illiteracy and--(1) membership in an ethnic group, (2) low socio-economic status, (3)crime, and (4) unemployment and ability to pursue vocational training. The report is divided into five sections--(1) development of literacy programs in Texas, (2) distribution of illiteracy in Texas, (3) illiteracy in relation to crime, (4) economic status and illiteracy, and (5) unemployment among illiterates. Little organized effort had been made from 1942 to 1957 to combat illiteracy. The Texas Literary Council was organized in 1959 and has 25 affiliated councils, with all teaching done by voluntary teachers. Illiteracy among Latin Americans and nonwhites was almost four times that of the Anglo population. About one-fourth of the illiterate population was located in areas of high concentration of migrant workers. One of the eight recommendations was that the Texas Education Agency should assume responsibility for initiating a program of basic and vocational education. (MS)

Research Project. Experimental Program 00018 (VT 000 065) July 1965
by Halager, David

Sponsored: Aurora Board of Education, Illinois, District 131

Descriptors: Slow Learners; Self Contained Classrooms; Grade 10; Work Experience Programs

In 1964, Aurora East High School introduced the learning center program for the academically handicapped, whichwas an extension of the self-contained junior high school program. A work experience program was created to

supplement the classroom curriculum. Job placements were within the school with teachers supervising. A vocational counselor and teacher-coordinator were included in the personnel. The program began with 48 students and ended the school year with 41. Comparisons of 20 work experience enrollees and 21 students not enrolled in the work experience program by their own choice were made by using attendance and grade records at various intervals, California Test of Mental Maturity scores, percentile rank, and Science Research Associates Reading Laboratory Test scores. Questionnaires were distributed to 88 teachers in the school (52 percent were returned) and the students in the English classes of the program for their evaluation of the program. A list of strengths included the stimulation of interest in reading. Among the weaknesses was the need for more orientation for parents who have children in the program. The course of study for mathematics and a list of occupations and guidance topics discussed in the program are included. (SL)

Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project. (VT 000 342) April 1963
by Karageusian, Mugitch A.

Sponsored: Michigan University, Ann Arbor, School of Education

Descriptors: Vocational education, Dropouts; Vocational Retraining, Federal Programs, Labor Unions, Motivation, Academic Achievement; Unemployed.

Area Redevelopment Act, Michigan Employment Security Commission

Mott Foundation Retraining Program, Michigan, West Virginia

In the fall of 1961 there were approximately 300,000 unemployed in Michigan. About half of these were located in the Detroit Metropolitan area. Of the 61.8 percent who had not completed high school, 30.1 percent dropped out during grades 9-11, and the remainder had 8 years or less of education. Some attempts to relieve the unemployment situation have been made by the Michigan Employment Security Commission, the Mott Foundation Retraining Program in Flint, union-management agreements, and federal legislation. The low response of the unemployed to retraining programs clearly indicated a motivation problem. Most of the unemployed contacted about a retraining program in West Virginia were not interested, expected to be called back to work soon, or felt they were too old to be starting over again. The vocational training facilities and personnel in public schools must be effectively used to help alleviate the present unemployment emergency. Training must be undertaken with the cooperative efforts of the school and the community. Schools must be reorganized to meet the needs of both students and society at large. (PS)

Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964 (VT 001 270)
by Oppenheim, Irene

Sponsored: New York University, Dept. of Home Economics

Descriptors: Conferences; Low Income Groups; Home Economics; Consumer Economics, Community Agencies (Public), Research, Social Services, Family Programs; Family Problems, Family Income, Economic Disadvantagement, Bibliographies

The participants in this workshop were interested in determining how home economists may work more effectively with the poor. They included welfare directors, teachers, caseworkers, home economists, economists, and credit and life insurance representatives. Low income was defined in relation to need and to total resources. Presentations were--(1) "Research and the Low Income Family" by Mollie Orshansky, (2) "Definition of Low Income" by Helen H. Lamale, (3) "Types of Community Programs for Low Income Families" by Louise Addiss, (4) "Brief Overview of the Variety of Programs for the Low Income Family" by Virgil Clift, and (5) "Brief Overview of Home Economics Programs" by Alice Stewart. Round table discussions dealt with "The Preparation of Home Economists to Work with Low Income Families," and "What Types of Research and Experimental Projects Do We Need." Programs for low income families are concerned with income, public welfare, housing, health, and education. Consumer education is needed by young people as they often marry early. A bibliography is included. (MS)

Occupational Training Centers for 16-18 Year-old Youth. A Demonstration Program for Potential or Actual Dropouts (ED 010 620) January 1967
by Kaplan, Leon L.

Sponsored: Los Angeles City Schools, California

Descriptors: Demonstration Centers; Dropout Programs; Job Training; Skill Centers; Work Study Programs, Blue Collar Occupations, California, General Education, Individualized Programs, Job Skills, Los Angeles, on the Job Training, Out of School Youth, Part Time Jobs, Potential dropouts, Program Planning, Surveys, Vocational Education, White Collar Occupations, Work Experience Programs

A survey was conducted to ascertain necessary procedures for establishing work-study programs for actual or potential dropouts, ages 16 and 17, in the Los Angeles Unified School District. This survey was made to help provide means to meet the California education code requirements for compulsory continuation education. The study determined that such programs would stress individually oriented, occupational training with supportive emphasis on academic skills. A special task force conducted the survey, gathering data from a review of pertinent literature and from interviews and conferences with potential and actual dropouts, school district personnel, and representatives from labor, industry, and government. As an outcome of the survey, the task force recommended the establishment of two demonstration centers for vocational education. One would train students for employment in the aviation, electronics, and aerospace industries, and the other would provide training for governmental and industrial office occupations. Job orientation, work observation, and on-the-job paid experience would be included in the curriculums. Both centers would offer the opportunity to complete requirements for a high school diploma. (JH)

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1968
ESTIMATED TOTAL EXPENDITURES (IN 1000's)
(Excluding Work-Study Funds)

State Vocational Services
September 26, 1967
AVLP/CE

State	Total	Federal	State	Local	Amount Transferred
TOTALS	$1,008,693	$257,679	$346,592	$404,422	$24,773
Alabama	22,592	5,895	7,782	8,915	0
Alaska	1,202	535	195	472	0
Arizona	6,400	2,136	1,941	2,322	273
Arkansas	9,776	3,403	3,244	3,129	408
California	69,068	18,068	0	51,000	65
Colorado	6,791	2,445	849	3,497	0
Connecticut	28,867	2,722	21,500	4,645	473
Delaware	1,917	581	1,256	80	220
District of Columbia	2,348	773	1,575	0	94
Florida	31,353	7,353	15,600	8,400	771
Georgia	24,093	7,274	8,799	8,020	1,220
Hawaii	2,771	1,063	1,709	0	0
Idaho	3,707	1,264	1,269	1,174	0
Illinois	39,052	10,707	7,700	20,645	2,112
Indiana	15,589	6,541	3,514	5,533	0
Iowa	27,544	4,950	13,270	9,323	0
Kansas	10,798	3,267	1,943	5,588	0
Kentucky	17,287	5,597	11,191	498	1,241
Louisiana	16,067	5,596	1,471	9,000	0
Maine	3,841	1,548	1,679	613	275
Maryland	28,296	3,988	12,612	11,696	647
Massachusetts	25,490	4,905	6,868	13,717	0
Michigan	38,980	10,153	4,812	24,015	0
Minnesota	19,007	5,174	7,221	6,612	1,266
Mississippi	13,278	4,903	3,525	4,849	1,087
Missouri	21,529	5,862	3,237	12,430	0
Montana	3,928	1,132	556	2,239	0
Nebraska	5,372	2,216	558	2,598	606
Nevada	3,672	596	571	2,505	0
New Hampshire	3,598	984	1,940	830	222
New Jersey	21,850	7,725	6,000	8,125	824
New Mexico	4,231	1,591	339	2,300	0
New York	78,700	17,000	32,500	29,200	3,276
North Carolina	43,382	8,966	28,015	6,401	1,852
North Dakota	4,261	1,272	1,006	1,983	418
Ohio	36,167	12,415	10,384	13,368	0
Oklahoma	16,987	3,837	1,650	11,500	719
Oregon	9,624	2,549	3,926	3,149	485
Pennsylvania	100,910	13,965	33,545	53,400	2,357
Rhode Island	10,548	1,158	5,034	4,356	241
South Carolina	13,336	4,703	5,208	3,425	886
South Dakota	3,019	1,314	195	1,509	0
Tennessee	19,572	6,541	5,881	7,150	1,356
Texas	59,418	15,312	37,605	6,501	0
Utah	7,825	1,466	2,483	3,876	0
Vermont	8,823	845	6,994	984	2
Virginia	13,949	6,975	1,409	5,565	0
Washington	14,386	3,779	4,606	6,001	0
West Virginia	8,498	2,838	1,100	4,560	0
Wisconsin	11,400	5,700	836	4,864	823
Wyoming	2,569	599	113	1,857	0
Guam	486	243	243	0	56
Puerto Rico	13,945	5,128	8,817	0	500
Virgin Islands	437	126	311	0	0
Percent Distribution by Source	100.0	25.5	34.4	40.1	

PROJECTED PROGRAM ACTIVITIES - 1968
VOCATIONAL EDUCATION ACT OF 1963
ESTIMATE OF TOTAL EXPENDITURES IN (1000's)

STATE VOCATIONAL SERVICES
September 28, 1967
AVLP/OE

State	Sec.	Post. Sec.	Adult	Spec. Needs	Const.	Anc. Serv.	Total
TOTAL	65,831	44,489	14,548	8,366	64,536	27,561	225,343
Alabama	2,443	33	136	15	1,537	447	4,611
Alaska	92	82	13	24	-	34	245
Arizona	1,251	693	30	5	-	100	2,079
Arkansas	720	1,104	114	146	-	843	2,928
California	4,945	4,346	1,049	749	1,648	2,248	14,985
Colorado	640	462	120	80	300	345	1,946
Connecticut	1,181	515	5	171	-	772	2,644
Delaware	290	100	30	20	78	16	534
District of Columbia	224	73	62	22	112	54	547
Florida	409	1,546	258	129	3,000	1,820	7,162
Georgia	1,219	2,706	1,375	92	1,000	638	7,030
Hawaii	78	590	-	29	50	50	798
Idaho	215	503	38	5	-	130	891
Illinois	805	3,170	1,037	452	3,750	1,114	10,329
Indiana	1,711	328	308	153	1,775	632	4,908
Iowa	894	1,575	142	75	-	813	3,500
Kansas	826	500	25	17	849	149	2,366
Kentucky	2,339	423	1,164	155	796	494	5,373
Louisiana	1,750	1,900	350	150	-	400	4,550
Maine	200	159	60	50	875	120	1,464
Maryland	1,759	396	145	141	1,283	115	3,849
Massachusetts	1,615	580	150	135	1,305	130	3,915
Michigan	2,093	2,163	357	1	2,617	827	8,057
Minnesota	550	1,391	137	91	1,900	919	4,987
Mississippi	1,053	1,053	263	153	1,585	570	4,720
Missouri	1,100	400	350	100	2,000	350	4,300
Montana	326	154	32	18	194	72	796
Nebraska	912	700	106	26	185	185	2,115
Nevada	628	196	52	45	300	81	1,302
New Hampshire	74	60	30	2	564	57	787
New Jersey	4,100	300	420	300	2,000	350	7,470
New Mexico	628	196	52	45	300	81	1,302
New York	4,100	1,850	1,650	2,900	4,500	2,000	17,000
North Carolina	5,214	2,392	-	25	665	268	8,564
North Dakota	353	233	20	12	350	244	1,212
Ohio	1,134	418	333	65	7,383	509	9,844
Oklahoma	1,220	190	150	20	1,177	249	3,006
Oregon	797	715	143	28	345	422	2,451
Pennsylvania	3,351	284	408	197	6,000	3,307	13,547
Rhode Island	88	11	32	-	745	253	1,130
South Carolina	659	300	691	30	1,800	135	3,614
South Dakota	380	195	30	15	250	30	900
Tennessee	2,201	2,539	646	150	175	600	6,311
Texas	2,541	3,674	424	849	3,070	2,037	12,595
Utah	71	390	211	37	148	344	1,201
Vermont	201	-	-	7	357	18	583
Virginia	1,737	350	350	45	3,100	315	5,897
Washington	875	881	219	74	100	792	2,942
West Virginia	400	60	300	90	1,475	75	2,400
Wisconsin	1,461	900	385	60	1,950	240	4,996
Wyoming	106	97	35	25	-	78	341
Guam	4	16	28	2	101	12	163
Puerto Rico	1,846	554	80	127	824	667	4,099
Virgin Islands	12	-	3	12	18	10	57
Percent by six purposes	29.2	19.8	6.5	3.7	28.6	12.2	100.0

PROJECTED PROGRAM ACTIVITIES - FY 1968

State Vocational Services AVLP/OE
September 28, 1967

	NEW TEACHERS					
	SEC.	POST SEC.	ADULT	SPEC. NEEDS	NEW ADMIN. STAFF	CONST. PROJECTS
TOTALS	7457	3274	3387	702	102	326
Alabama	40	100	-	75	2	7
Alaska	19	1	14	-	-	-
Arizona	100	23	13	15	-	-
Arkansas	44	77	200	70	-	-
California	226	127	83	30	1	36
Colorado	88	73	131	18	-	2
Connecticut	30	37	31	-	-	-
Delaware	26	41	7	-	1	2
District of Columbia	4	4	4	4	2	3
Florida	210	281	278	25	3	14
Georgia	95	42	170	5	1	6
Hawaii	3	6	-	-	1	1
Idaho	37	9	-	-	1	2
Illinois	-	-	-	-	16	5
Indiana	256	40	-	-	-	13
Iowa	51	128	88	-	2	5
Kansas	58	36	25	-	-	7
Kentucky	172	132	130	20	-	21
Louisiana	82	25	145	2	-	-
Maine	31	22	10	8	5	6
Maryland	196	30	100	15	3	10
Massachusetts	60	-	-	-	-	6
Michigan	400	132	147	8	-	9
Minnesota	168	159	100	4	1	6
Mississippi	36	48	120	5	-	5
Missouri	168	56	92	23	-	12
Montana	86	40	29	-	3	1
Nebraska	64	32	33	3	2	5
Nevada	25	11	20	17	-	1
New Hampshire	7	9	33	-	-	3
New Jersey	134	200	-	-	-	17
New Mexico	60	24	7	-	3	3
New York	544	-	-	-	1	10
North Carolina	165	176	30	24	2	4
North Dakota	45	5	-	4	1	2
Ohio	733	84	710	91	2	15
Oklahoma	122	10	140	3	12	3
Oregon	53	62	-	-	-	8
Pennsylvania	750	-	22	50	-	-
Rhode Island	12	-	3	-	3	8
South Carolina	110	85	89	8	6	8
South Dakota	75	9	-	4	3	2
Tennessee	148	138	275	17	-	5
Texas	960	130	-	124	6	18
Utah	-	15	15	-	3	1
Vermont	57	1	-	2	2	5
Virginia	183	92	-	-	2	13
Washington	300	75	-	-	-	-
West Virginia	79	26	88	10	4	5
Wisconsin	30	400	-	-	-	4
Wyoming	13	5	-	-	1	-
Guam	8	-	5	3	1	1
Puerto Rico	87	16	-	15	-	5
Virgin Islands	7	-	-	-	4	1

THE MAJOR CLASSIFICATIONS OF PERSONS WHO HAVE ACADEMIC SOCIO-ECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN THE REGULAR VOCATIONAL EDUCATION PROGRAM

Classification:	Characteristics:
1. Persons with Economic handicaps	The poor, at or below subsistence level.
	Marginal, unstable income groups or persons residentially or geographically restricted or isolated.
	Members of families or individuals supported by public assistance.
	Members of families or individuals affected by long-term, chronic unemployment.
	Members of unusually large families which tax the resources of the family breadwinner.
	Members of families of itinerant or migratory workers.
2. Persons with Social handicaps	Ethnic and other minority groups.
	Members of disrupted families and/or broken homes.
	Families or individuals with records of adult or juvenile delinquency.
	In-migrants unadjusted to urban culture and mores.
	Families of migratory or itinerant workers.
	Persons who maintain a constant mental attitude of alienation from society and are difficult to assimilate into regular instruction.
	Students lacking positive social concepts

	Unsatisfactory interpersonal relationships.
	Persons who are residents of so-called undesirable urban environments.
	Persons who are indifferent to responsibility and respect for law and order.
	Persons showing evidence of a failure syndrome resulting from apathy and a lack of self-confidence.
3. Persons with Academic handicaps	Persons with borderline or defective intelligence above EMR level of 50-70 I.Q. and below 90 I.Q. with other difficulties.
	Persons with record of low or unsatisfactory achievement in reading and arithmetic.
	Persons with major deficiencies in communication skills.
	Persons who are retarded two or more grades below their normal age group in reading and arithmetic and language arts and numbers skills.
	Economic illiterates--adult persons with reading efficiency below the fifth grade level.
	Persons in need of remedial or compensatory educational services.
	School drop-outs.
4. Persons with Cultural handicaps	Persons who have not been exposed to accepted minimum standards of enlightenment and refinement of taste in matters of behavior, manners, and respect for the integrity and dignity of the individual in the search for the finer things of life.
	Persons who have failed to master accepted and polite forms of interpersonal relationships.

	Persons who are lacking in perception of accepted modes of human relations in a modern urbanized civilization.
	Persons with no feeling for or response to good music, the arts, literature, speech, religion, philosophy and science in everyday living.
	Families with limited educational background of parents.
5. Persons with Other handicaps	Persons who are emotionally unstable or unpredictable in behavior patterns.
	Persons who are accident-prone due to anxiety state or physical or mental condition.
	Persons with personality defects or eccentricities which make regular classroom instruction impractical.
	Persons with poor or inadequate self-images to the extent that unacceptable behavior is exhibited.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult and Vocational Education
Division of Vocational and Technical Education
Washington, D.C. 20202

A Summary of Major Points in Developing Programs for Persons with Special Needs

1. The range of ability, intelligence, creativity and potential among the youth and adults who are academically, socioeconomically or otherwise handicapped can be compared favorably with those who are considered able to take advantage and benefit from the regular vocational programs.

2. Vocational education, in cooperation with all educational disciplines, must make available the supplemental education required to bring these students to the level of achievement required where they can benefit from the occupational course offerings. Concern for and attention to the needs and desires of each student will produce results affecting motivation and achievement.

3. Course offerings must meet the demands of employment opportunities. The variety of occupational curriculums should be wide enough so as to encourage the broadest range of interests and abilities. They should be designed and scheduled for persons of varying educational backgrounds, interests, and aptitudes at locations and within time sequences which are mutually convenient.

4. An atmosphere should be created wherein parents recognize that participation in the career planning of their children is essential to the sucess of whatever efforts are expended. Creating the climate of acceptance and partnership between the family and the school is extremely difficult, yet most rewarding. The value of Vocational Education, both for their children and for themselves, can be best expressed when the parents are encouraged to avail themselves of courses which the vocational educators set up to meet their needs.

5. The total community must be involved in the education and occupational training programs along with the vocational educators. Job opportunities, personnel, equipment, training experiences, advisory committees, support for school funds, social services, medical and welfare personnel, and the student body to be reached make up the total program for making vocational education a service to all people of all ages in all communities.

6. To assure adequate supervision, each State should consider assigning a supervisor of programs for the disadvantaged on a full-time basis as its initial move in programming for the handicapped.

September 1965

Characteristics of Persons with Special Needs

Persons with special needs are those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program. They include those youth and adults who themselves have one or more of the following characteristics or who live in communities or come from families where there are a preponderance of these characteristics:

- low income
- poor educational background and preparation
- poor health and nutrition
- family heads are semi-skilled or unskilled
- excessive unemployment
- ethnic groups which have been discriminated against or have difficulty in assimilating into the majority culture
- isolated from cultural, educational and/or employment opportunities
- emotional and psychological problems which are not serious enough to require constant attention or institutionalization
- lack motivation for obtaining an education or acquiring a job skill due to a combination of environmental and historical factors
- dependent on social services to meet their basic needs
- lack the political power or community cohesiveness to articulate and effectuate their needs
- have physical disabilities or mental retardation

For purposes of this program activity, those persons are not included among the groups vocational education should be serving who are so physically handicapped or mentally retarded that they require intensive diagnostic and corrective attention from the medical, psychological or psychiatric professions and cannot benefit from occupational education.

PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963
RELATING TO PERSONS WITH SPECIAL NEEDS

Section 1 - Declaration of Purpose

". . . . to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education . . . . so that persons of all ages in all communities of the State . . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Section 4(a) - A State may use its allotment in accordance with its approved plan for any or all of the following purposes:

(4) "Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program."

(5) "Construction of area vocational education school facilities." (The construction of area schools will permit a greater variety of specialized courses to be offered in one institution, better facilities and equipment, and better teachers.)

(6) "Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities."

Section 4(c) - 10% of the sums appropriated shall be used by the Commissioner to make grants to colleges and universities, other public or nonprofit private agencies and institutions, to State Boards and local educational agencies to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed and designed "to meet the special vocational education needs of youth, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs."

Section 13. Work-Study Programs for Vocational Education Students

Funds can be allotted to students between 15 and 21 years of age who are regularly enrolled in vocational high schools to compensate them for work for public agencies if they are having financial difficulty in remaining in school. They may earn up to $350 in any academic year, or up to $500 if they are not within reasonable commuting distance to the school.

Section 14. Residential Vocational Education Schools

Demonstration funds may be granted for the construction, equipment and operation of residential schools to provide vocational education for youth between 15 and 21 years of age who need full-time study on a residential basis to benefit fully from such education. Special consideration is to be given to the needs of large urban areas having substantial numbers of youth who have dropped out or are unemployed.

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore the Vocational Education Programs, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

February 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult, Vocational and Library Programs
Division of Vocational and Technical Education
Washington, D.C. 20202

DIRECTORY - STATE OFFICIALS WITH RESPONSIBILITIES FOR PROGRAMS OF VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS

State	State Official	Address
Alabama	J. F. Ingram, State Director of Vocational Education	Department of Education Montgomery 36104 Phone: 205-265-2345
Alaska	Louis D. Ridle NDTA Supervisor	Alaska Office Building Juneau 99801
Arizona	Mrs. Kay Paxton Supervisor Special Needs Programs	State Dept. of Voc. Educ. 412 Arizona State Bldg. Phoenix 85007 Phone: 602-271-4335
Arkansas	J. Marion Adams State Director of Voc. Ed.	State Education Building Little Rock 72201 Phone: 501-375-7271
California	Wesley P. Smith, State Director of Voc. Educ.	721 Capitol Mall Sacramento 95814 Phone: 916-445-3314
Colorado	Ken S. Mosler Supervisor Programs for Persons with Special Needs	State Board for Voc. Ed. 32 State Services Bldg. 1525 Sherman Street Denver 80203 Phone: 303-222-9911, x2151
Connecticut	Saul Dulberg Consultant Program Development	Division of Voc. Educ. State Dept. of Education Box 2219, Hartford 06115 Phone: 203-527-6341
Delaware	Ruth Laws Supervisor Training and Vocational-Technical Research	State Dept. of Education P.O. Box 191 Dover 19901 Phone: 302-734-5711, x279

State	State Official	Address
District of Columbia	Robert J. Volland Director, Industrial and Adult Education	Franklin Administration Building Washington, D.C. 20005 Phone: 202-783-6111, x537
Florida	Thomas C. Swift Consultant, Special Vocational Programs	State Dept. of Education Tallahassee, 32304 Phone: 904-599-5750
Georgia	Tom Lewis, State Supervisor for Special Needs	State Dept. of Education Atlanta 30334 Phone: 404-638-2390, x295
Hawaii	Albert J. Feirer State Director of Vocational Education	Department of Education P.O. Box 2360 Honolulu 96804 Phone: 808-507-711, x410
Idaho	John A. McDaniel State Supervisor, Trade and Technical Education	518 Front Street Boise 83702 Phone: 208-344-5811, x451
Illinois	George Jefferson Consultant, Persons with Special Needs]	Vocational and Technical Education Division 405 Centennial Bldg. Springfield 62706 Phone: 217-525-4876
Indiana	Delbert E. Lewis State Supervisor for Persons with Special Needs	600 Old Trails Bldg. 309 W. Washington Street Indianapolis 46204 Phone: 317-633-4841
Iowa	Dan Kroloff Consultant, Vocational Education for Persons with Special Needs	Div. of Vocational Educ. Dept. of Public Instruction 217 Seventh Street Des Moines 50309 Phone: 515-281-5177
Kansas	John E. Snyder State Director of Vocational Education	State Office Building Topeka 66612 Phone: 913-235-0011, x555
Kentucky	Christine W. Wallace State Supervisor, Persons with Special Needs	Div. of Vocational Educ. State Dept. of Education Frankfort 40601 Phone: 502-564-4286

State	State Official	Address
Louisiana	C. P. McVea Supervisor, Persons with Special Needs	Div. of Vocational Educ. P.O. Box 44064 Baton Rouge 70804 Phone: 504-356-1492, x34
Maine	John A. Snell State Director of Vocational Education	Bureau of Vocational Educ. Augusta 04330 Phone: 207-623-4511, x795
Maryland	Charlotte Conaway State Supervisor of Home Economics	301 West Preston Street Baltimore 21201 Phone: 301-837-900, x8272
Massachusetts	John W. Fitzgerald Senior Supervisor in Education	182 Tremont Street Boston 92116 Phone: 617-727-5730
Michigan	Robert Pangman Consultant	Div. of Vocational Educ. P.O. Box 928 Lansing 48904 Phone: 517-373-3373
Minnesota	Jane E. Preston Consultant, Persons with Special Needs	Centennial Building 658 Cedar Street St. Paul 55101 Phone: 612-221-2421
Mississippi	James R. Criss State Supervisor of Work-Study	Box 771 Jackson 39205 Phone: 601-355-9361
Missouri	Marie D. Huff State Director of Home Economics	Div. of Vocational Educ. Jerrerson City 65102 Phone: 314-635-8125
Montana	Bill Ball Supervisor, Vocational Guidance and Work-Study	State Dept. of Public Instr. Helena 59601 Phone: 406-442-3260
Nebraska	Henry C. Ebmeier State Director of Special Vocational Needs	State Capitol, 10th Floor Lincoln 68509 Phone: 402-473-1230
Nevada	John W. Bunten State Director of Vocational Education	Department of Education Carson City 89701 Phone: 702-882-7321

State	State Official	Address
New Hampshire	Charles J. Mitchell Consultant Vocational Guidance	Div. of Voc.-Tech. Educ. Stickney Ave. Concord 03301 Phone: 603-225-6611
New Jersey	John R. Myllie Director of Cooperative Industrial Education and Special Needs Program	Div. of Vocational Educ. 225 West State Street Trenton 08625 Phone: 609-292-6010
New Mexico	M. G. Hunt State Director of Vocational Education	Suite G, Harvey Bldg. 139 South Castillo Street Santa Fe 87501 Phone: 505-827-2297
New York	Florence Wagner Supervisor for Occupational Education	State Education Dept. Albany 12224 Phone: 518-474-2619
North Carolina	A. G. Bullard State Director of Vocational Education	Dept. of Public Instr. Raleigh 27602 Phone: 919-829-7362
North Dakota	LeRoy H. Swenson State Director of Vocational Education	State Capitol Bismarck 58501 Phone: 701-223-8000
Ohio	H. D. Brum State Supervisor, Disadvantaged Youth and Work-Study Programs	State Office Bldg., Rm. 612 Columbus 43215 Phone: 614-469-3430
Oklahoma	Ronald Meek State Supervisor of Special Services	1515 West Sixth Avenue Stillwater 74074 Phone: 405-FR7-2000
Oregon	William G. Loomis State Director of Vocational Education	State Dept. of Education Public Service Building Salem 97310 Phone: 503-364-2171, 1634
Pennsylvania	Kenneth M. Pfeiffer Chief, Div. of Instruction Consultation	Box 911 Harrisburg 17126 Phone: 717-787-6622
Puerto Rico	Dr. Maria Socorro Lacot Director, Vocational Educ.	Department of Education Hato Rey, Puerto Rico 00900

State	State Official	Address
Rhode Island	Francis J. McKenna, Consultant Vocational-Technical Education Curriculum Services	Roger Williams Building Hayes Street Providence 02908 Phone: 401-521-7100, x691
South Carolina	George O. Smith, Jr. State Supervisor Vocational Guidance	Rutledge Bldg., Rm. 920 Columbia 29201 Phone: 803-758-3342
South Dakota	Roy Ziegler State Supervisor of Trade & Industrial Education	State Dept. of Public Instr. Pierre 57501 Phone: 605-224-5911
Tennessee	James P. Vinson Supervisor, Special Needs	205 Cordell Hull Bldg. Nashville 37219 Phone: 615-741-3411
Texas	T. P. Jones Chief Consultant, Occupational Training	Capitol Station Austin 78711 Phone: 512-475-2294
Utah	Dr. Charles S. Winn Specialist Distributive Education and Persons with Special Needs	1400 University Club Bldg. 136 E. So. Temple Salt Lake City 84114 Phone: 801-328-5371
Vermont	Richard F. Sargent State Supervisor, Trade and Industrial Education	State Office Building Montpelier 05602 Phone: 802-223-2311
Virginia	George L. Sandvig State Director of Vocational Education	State Dept. of Education Richmond 23216 Phone: 703-644-4111, x2954
Virgin Islands	Wilburn Smith, Jr. Coordinator for Vocational Education	P.O. Box 630 St. Thomas 00801 Phone: 809-774-5240
Washington	Richard G. Hoe Assistant State Director for Vocational Education	P.O. Box 248 Olympia 98501 Phone: 206-753-5682
West Virginia	Michael M. Murphy Program Specialist Vocational Industrial Educ.	Capitol Building Charleston 25305 Phone: 304-348-3075
Wisconsin	John R. Plenke Program Administrator	137 E. Wilson Street Madison 53703 Phone: 608-266-1506
Wyoming	Charles A. Kline State Director of Vocational Education	State Dept. of Education Cheyenne 82001 Phone: 307-777-7415

Senator MORSE. Our next witness will be Dr. Sullivan, who will present the other witnesses appearing in behalf of the Department.

You may proceed in your own way.

STATEMENT OF J. GRAHAM SULLIVAN, DEPUTY COMMISSIONER OF EDUCATION; ACCOMPANIED BY GRANT VENN, ASSOCIATE COMMISSIONER FOR ADULT, VOCATIONAL, AND LIBRARY PROGRAMS; SHERRILL McMILLEN, ACTING DIRECTOR, DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION; DAVID S. BUSHNELL, DIRECTOR, DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH; AND RICHARD E. JOHNSON, SPECIALIST IN LEGISLATION, OFFICE OF LEGISLATION

Mr. SULLIVAN. Thank you, Senator Morse. It has been my privilege to appear before you on a number of occasions as a representative of local agencies, State agencies, and now as a representative of the Office of Education. And may I say to you, Senator Morse, such an experience has always been a great privilege and pleasure for me to have the opportunity to present educational issues to you and your committee.

Senator MORSE. You have always done a fine job.

Mr. SULLIVAN. May I be responsive to your earlier comments, your comments just a moment ago, and say first, that we do appreciate the position which you have taken over the years on vocational education and the support that you have given to it and the leadership which you have given to the committee as issues relating to vocational education have come before us. I believe that you will find that this new legislation that is being proposed, very responsive to your statement, and that we certainly will also—and they will meet the objectives which you have set forth in your opening statement.

We will submit to you, Senator Morse, the materials which you have asked for, and we will see to it that Dr. Venn and Dr. Johnson and any other persons from the Office of Education are available for future hearings and discussions which you may want on this particular piece of legislation.

Now, the testimony that you have before you, Senator Morse, is rather lengthy. I can either read it or summarize it for you, and then the people who are with me here can respond to questions with me, whichever procedure you prefer to employ.

Senator MORSE. Well, I think I will insert the prepared statement in the record at this point. You can read whatever part of it or all of it if you care to. You can summarize it in any way or you can call upon your colleagues to make their comments.

(The prepared statement of Mr. Sullivan follows:)

PREPARED STATEMENT OF J. GRAHAM SULLIVAN, DEPUTY COMMISSIONER OF EDUCATION

Mr. Chairman and members of the subcommittee, in the field of vocational education there has been an unbroken line of Congressional interest over a 50-year period. The *Smith-Hughes Act* was passed by the Congress in 1917 in response to the recommendation of a Commission on Vocational Education appointed by President Woodrow Wilson in 1914. This Commission recommended the estab-

lishment of vocational education programs as an integral part of the American educational system to prepare those youngsters who did not go on to college—the vast majority at that time—and still a majority today for earning a living. The Congress responded by enacting legislation authorizing $3 million for agricultural training, $3 million for homemaking and trade and industrial education, and $1 million for teacher training in these areas.

Authority was provided for the promotion of vocational education and cooperation with States in paying the salaries of teachers, supervisors and directors of vocational education in agriculture and of teachers of trade and industrial and home economics subjects.

The *George-Reed Act* of 1929 temporarily provided more funds for vocational education in agriculture and home economics.

At the expiration of this Act, the *George-Ellzey Act* of 1934 extended the authorization for funds for vocational agriculture and home economics, and also increased funds for trade and industrial education.

This act expired in 1936. The *George-Deen Act*, effective July 1937, provided a permanent authorization, increased funds for agriculture, home economics, and trade and industrial subjects and provided funds for a new field of distributive education.

The *George-Barden Act* of 1946 replaced the *George-Deen Act.*

The *Health Amendments Act* of 1956 expanded aid to the States and provided funds to encourage the States to provide training in practical nursing and other health occupations.

Another act that same year provided for the promotion of the fishing industry, and included funds for vocational education in the fishery trades and industry and distributive occupations therein.

In 1958, the *National Defense Education Act* provided special funds under Title VIII to encourage training programs to prepare highly skilled technicians necessary for the national defense.

Finally, in 1963, the Congress again decided on a major legislative action to revise Federal policy for support of vocational education. The patchwork approach of the past years had become obsolete; the programs for which Federal funds were available represented a very narrow part of the total spectrum of occupations.

The *Vocational Education Act of 1963* defined vocational education as programs to prepare persons for gainful employment. The immediate motivation for the act was high unemployment among untrained and inexperienced youth and the report of the Panel of Consultants on Vocational Education which stressed important changes—the redirection of training from a few selected occupational categories to any occupation, and the initiation of programs responsive to persons with special needs. The law, therefore, broadened vocational education authority to allow local and State authorities to invest resources in programs when needs arise rather than waiting for action at the Federal level. Provisions were also included to support construction and research and training programs. The way was cleared for making vocational education available to all persons with particular emphasis on disadvantaged youth.

Since the enactment of this law, the ratio of the number of high school students enrolled in vocational training has risen from one out of five to one out of four, or 25 percent of the more than 12 million secondary students. Enrollment rose by 2,437,000 students of whom 1,568,000 were persons who were trained in a business or office occupation. Of the remaining increase of 869,000 persons, 370,000 were trained in trades and industries occupations. Federal expenditures for vocational education rose to roughly a quarter of a billion dollars. Total enrollment rose to more than 7 million persons, including a little less than 3 million adults.

I would like to point out that 42.6 percent of the Federal funds allotted to States under the Vocational Education Act of 1963 in fiscal year 1965 were expended in the constructing and equipping of facilities; 35.8 percent in fiscal year 1966 and 28.6 percent in fiscal year 1967. A total of 893 construction and remodeling projects were authorized by State boards of vocational education during this three-year period under provisions of the vocational Education Act of 1963. The new facilities will provide new training stations for an estimated 639,000 students. These facilities are now beginning to make an impact on the occupational training of youth and adults in the critical occupations needed in our changing world of work.

In some schools vocational offerings are being provided to dropouts and potential dropouts for the first time. Slow learners and the mentally retarded are being reached. Courses in junior high school are being given both to motivate students for further skill training and to give them some preparation for their entry job when leaving school.

Vocational educators are recognizing the need for more effective guidance and counselling and are providing this with vocational education funds. Instructional materials are being prepared to meet the reading abilities of many of these students. Teacher workshops and institutes are being held to help vocational teachers better understand the characteristics of these students and to develop programs for them.

A most important result of these programs is that vocational educators are working closely with other community agencies and services. Vocational rehabilitation and special education are foremost in this cooperative endeavor. Technical assistance and programs are being provided in correctional institutions. Welfare and other social agencies are using vocational facilities so that parents of these children can also be prepared for jobs. Community action programs are being tied in, as provided by law under the Elementary and Secondary Education Act, because coordination with vocational education is seen as beneficial in the anti-poverty program activities.

Enrollments in post-secondary programs increased from 207,201 in 1965 to 504,047 in 1967 or approximately 143 percent. Health occupation enrollments increased from 66,772 in 1965 to 114,652 in 1967. Enrollments in agricultural programs in farm production decreased during the past three years while enrollments in agriculturally related off-farm employment training programs such as ornamental horticulture, farm equipment repair and maintenance, seed and feed salesmanship increased from 55,681 in 1965 to 142,138 in 1967.

Enrollments in occupations for employment, utilizing home economics knowledge and skills in such occupations as assistant in day care centers and nursing schools, food supervisors, clothing alterations, and school lunch managers increased from 14,169 in 1965 to 49,746 in 1967.

Total Federal, State and local expenditures for vocational and technical education have increased from $332,785,000 in fiscal year 1964 to $972,326,794, in 1967. In fiscal year 1964, the year before funds became available under the Vocational Education Act of 1963, Federal funds in the amount of $55 million were expended to carry out the Smith-Hughes and George-Barden Acts. These Federal funds were matched by $278 million of State and local funds. Only one out of six dollars expended for vocational education programs in 1964 was provided by the Federal Government. In fiscal year 1967, Federal allotments to States were $257 million and the State and local expenditures were $715 million, making a total of $972 million—that is, more than one out of four dollars was Federal. The Federal share of contributions to the vocational education program has risen from 16 percent to 26 percent since the passage of the Vocational Education Act of 1963.

State and local expenditures are now 2.6 times what they were before the Vocational Education Act of 1963 took effect, while Federal expenditures are 4.7 times what they were then.

Considering the short time, approximately three years, that the Vocational Education Act of 1963 has been operable and funds have been available for programs, significant changes and accomplishments in meeting the occupational training needs of the Nation's youth and adults have been made. Additional information is included in *Appendix I—Enrollment and Expenditure Statistics.*

While we do not have hard data on this subject I believe a full analysis would show that the changes and accomplishments in vocational and technical education during the past three years equal similar comparisons with other educational program accomplishments.

While much has been accomplished, more changes and new directions are needed to provide vocational and technical education programs that will have an impact on the major problems facing the Nation. The legislation recommendations included in S. 3099 will substantially assist in this endeavor.

Expenditures for vocational education research have also increased. Appropriations rose from $11.85 million in FY 1965 to $13.5 million in FY 1968. Research projects have been funded in seven major areas: program evaluation, curriculum experimentation, vocational guidance and career choice processes, personnel recruitment and development, program organization administration,

adult and continuing education, and occupation information and career choice. More than 400 projects have been initiated since the inception of the program in FY 1965. Although two-thirds of the projects have been directed by colleges or universities, State departments of education, local educational agencies, and private nonprofit organizations have also participated in the program.

While the research program has been in operation for only 3½ years, some of these projects have brought about a redirection of vocational education instruction. For instance, one project entitled "Contribution of Vocational Education to Actual Occupations of Former Homemaking Students" (No. 5–0002) provided the information for reorganizing home economics curricula to meet the requirements of the Vocational Education Act of 1963. Another led to some of the legislative recommendations we are proposing today. Examples of some of these projects are attached to my testimony as Appendix II, along with related funding charts.

Vocational education research is also sparking the dissemination of research results to educators across the Nation through two National Vocational Research Centers—one at The Ohio State University and one at North Carolina State University. The research center at Ohio State University has been designated the ERIC Clearinghouse in the area of vocational-technical education.

State Research Coordinating Units have also been established in 44 States. It is their responsibility to extend the quality and quantity of research undertaken in the States and to provide service to local schools in a variety of research activities.

Further, in cooperation with the Office of Education, the *American Vocational Association Journal* is publishing a special section on research which contains a brief analysis of research projects for teachers and other persons in vocational education.

Finally, the Division of Comprehensive and Vocational Research has been developing projects to meet the long-range needs of vocational education under the title of "Education Systems for the 70's". It is hoped through these projects that comprehensive vocational education based on a fusion of general education and clusters of broad occupational skills, will be developed to meet the demands of the future on vocational education in the schools.

Although there has been a general increase in the number of students enrolled in vocational education programs and the amount of dollars being spent on education and research, progress in vocational education over the past 5 years has not been at the level necessary to satisfy all requirements. Imagination must be geared to the development of new programs. The operational problems related to occupational training must be overcome if we are to develop, in the next decade, a system of vocational education which is highly significant in terms of responsiveness to the Nation's manpower needs. There are conditions which exist in the United States to which vocational education can make a valid contribution. We cannot continue to tolerate extremely high unemployment rates for our youth; we cannot allow one million youngsters a year to drop out of school; we cannot afford to ignore the training needs of youth and adults with less than a high school education who suffer an unemployment rate of 23.1 percent. Finally, we cannot overlook the needs of our cities where unemployment is chronic, nor can we overlook the needs for education and training of minority groups living in these urban areas.

Today we are proposing legislation to increase the effectiveness of existing programs of vocational education to support and encourage the establishment of new programs of vocational education for the future.

In 1963, the Panel of Consultants on Vocational Education in their report, *Education for a Changing World of Work*, pointed out the necessity for (1) training more young people in vocational occupations and (2) developing new and expanded occupational training for all people in the United States. They stated that, in particular, programs had to be developed for the 26 million young people who would enter the labor force within the next decade. It was pointed out that 3 out of every 10 young people would be high school dropouts and that 8 out of every 10 students would not finish college if conditions for schooling and the attitudes of youngsters towards that schooling remained static.

That same year, Sar Levitan in his study entitled *Vocational Education and Federal Policy* pointed out that young people who pursued a post secondary education enjoyed an average unemployment rate 50 percent lower than the

unemployment rate of persons who did not. He also stated that while the number of occupational openings for persons with over 12 years of schooling increased by 8.3 million in the past decade, the number of jobs available to persons with 12 years or less of formal schooling increased by only 1.1 million.

While enrollments in vocational education programs have increased considerably since the 1963 enactment, there are still many millions of young people to reach if we are to fill existing needs, particularly among the disadvantaged. Adult enrollment constitutes 42 percent of the total enrollment for vocational education programs. We are currently reaching only 3 million of the 12 million youngsters enrolled in high school. Of those students, only 1.7 million, or approximately 14 percent, are receiving occupational training leading to gainful employment. This means that the 50 to 60 percent of our students who leave school or graduate from high school each year and do not go on to college have had little or no preparation for the world of work. Of this number, less than 4 percent of the young people aged 18–21 years go on to enroll in post-secondary institutions. Approximately 2 percent of the vocational educational students are receiving special services for special needs, including those handicapped by a disadvantaged background.

Further, it has been pointed out in Congressional hearings that youngsters from slum districts experience even higher rates of unemployment than those in the rest of the country. Cleveland has reported that 58 percent of the young people in its slum areas are unemployed. *The 1967 Manpower Report of the President* listed overall unemployment in the slum areas as 28 percent of the teen-agers living in them. The Report of the Civil Disorders Commission repeats the warning that jobs and job training have become the chronic need of the cities. Unemployment rates can be lowered only through expanded and more effective vocational programs.

The legislation we are proposing would assist local schools across the Nation in developing vocational education programs to meet present and future manpower needs by emphasizing new programs for youth and by encouraging the development of more programs at the post-secondary level.

TITLE I—EXEMPLARY PROGRAMS

Title I of the Partnership for Learning and Earning Act would amend the Vocational Education Act of 1963 by providing a program of grants for exemplary programs or projects to the State agency in charge of vocational education, local educational agencies, and public and private agencies, organizations, and institutions to support the planning, development, and operation of exemplary occupational education programs which may serve as models for vocational education programs. During Fiscal Year 1969, $15 million would be authorized. There is a limitation that no State may receive more than 10 percent of the total funds appropriated for Title I. Starting in FY 1971 each State would receive a minimum apportionment of $150,000; the remainder of the funds appropriated would be apportioned among the States according to relative population aged 15 to 19. Beginning in FY 1971, up to 2 percent would be reserved for the outlying areas and the Trust Territory of the Pacific Islands.

Programs and projects would be submitted to the State Board for their approval. If the State Board objects to a project within 60 days, the Commissioner may not approve such project. No program or project could be supported by Federal funds for more than a 3-year period.

The program, administered in conjunction with the other vocational education and manpower programs, would make funds available at the local level for such activities as broadening vocational programs, developing comprehensive high school programs, developing and operating cooperative education-related work programs for high school students, and developing model programs for new and emerging occupational opportunities, including those at the post-secondary level.

The bill specifies various types of projects which could be funded under the amendment. These would include:

Exploratory occupational education programs

Programs would be designed to familiarize students with the broad range of occupations available to them and with the special skills required for careers in the various professions and vocations.

Projects could be supported in which the school, the parents, and the community would cooperate in efforts to bring the full resources of the community to bear on the needs of all students during the critical period when about one-third of our school dropouts occur.

In urging special emphasis upon pre-vocational instruction, the Advisory Council on Vocational Education has suggested:

"Curricula could be constructed in spiral fashion to enable each student to learn about the world of work at higher and higher levels of specificity as he proceeds through school. If such a program were to be implemented, Federal vocational education funds should be provided, on a contract basis, for development of curriculum materials and teacher training for any school program which will contribute to understanding of the world of work. While such programs are not vocational education, and salaries for teaching them need not be reimbursed, it is to the advantage of vocational education that they be provided, and provided accurately."

Work-experience programs

Work-experience programs would provide part-time employment related to the student's educational program or occupational objective during the school year or in the summer. Such programs would assist in the student's optimum development and help create a bridge between school and employment.

Programs would include cooperative work programs, financial assistance to needy students, and volunteer work of social value to the community. These programs would be a recognized part of the student's educational program with credit, grades, and all experience recorded as a part of the student's cumulative record. Preference in compensated work under such programs or projects would be given to students from low-income families.

Occupational guidance and counseling

Continuous vocational counseling and guidance would be encouraged to assure that all students' interests, capabilities, and competencies are developed in relation to their career objectives. In concert with the U.S. Employment Service, all students would be assisted in entry job placement when ready to move from school to the world of work. Schools would be helped to maintain appropriate follow-up records of all students. Students interested in continuing their education would be assisted in gaining entrance to institutions of higher education and in obtaining financial aid.

Improvement of vocational education curricula

Programs would encourage broad-scale innovative curricular changes to provide realistic occupational training meeting the needs of all youth and adults at all skill levels. The rapidly changing job market requires a constant adaptation of vocational curricula and continuous dialogue between schools and employers. The development of new curricula depends on communication of need from current and potential employers.

Personnel exchange programs

All types of agencies, organizations, or institutions, including those at the post-secondary level involved in the development of programs to prepare young persons for gainful employment, could participate in projects under Title I. Schools would be encouraged to work with manpower agencies and Cooperative Area Manpower Planning Systems as well as with industry and labor to operate model programs for imaginative approaches to the problems of encouraging youth to stay in school and of providing meaningful education and training while they are in school.

Released-time programs

Employers would be encouraged to participate in exemplary projects which would release young workers from their jobs in order to increase their educational attainment. At present, some private industries, particularly those involved in technological production, operate released-time programs so that employees may attend post-secondary technical institutes, junior and community colleges, and other institutions of higher education to improve their knowledge and skills necessary for high-quality work for the industry. This program would

encourage the spread of such practice to other industries and employers to help young people advance up the ladder of planned career objectives.

TITLE II—CONSOLIDATION AND IMPROVEMENT

Title II of the Partnership for Learning and Earning Act deals with consolidation and improvement of existing vocational education programs.

The proposed legislation would consolidate in Fiscal Year 1970 existing authority for vocational education programs under the Smith-Hughes, George-Barden, and Vocational Education Act of 1963. The consolidation is proposed in response to the first recommendation of the Advisory Council on Vocational Education which stated, "Administrative complexities should be reduced by combining all vocational education legislation into one act."

Further, the earmarking by purpose of uses of funds under section 4(a) of the Vocational Education Act of 1963, such as the 25 percent minimum expenditure for construction and/or post-secondary vocational education, would also be removed.

The set-aside for vocational education research would continue at the present level of 10 percent of the funds appropriated for the Act. Authority to contract with private agencies, organizations, or institutions would be added to the research provisions in order to conform to other research authorities administered by the Bureau of Research. An amendment would also add dissemination of information to the specific list of purposes for which funds could be used. It is hoped that in this manner, more research and demonstration results in the field of vocational education will reach the local schools and become a part of the operational programs.

The legislation would give nonoccupational homemaking a separate authorization of $15 million. Last year, approximately $8 million was expended for such purposes. By so doing, the expenditures under the consolidation features of the Partnership for Learning and Earning Act of 1968 would then be directed entirely to gainful employment, including occupational home economics.

Starting in Fiscal Year 1970, section 205 of the bill provides that 25 percent of the funds appropriated in excess of the FY 1969 appropriation level would be earmarked for vocational programs specifically designed for the disadvantaged.

I must point out, with regard to this provision, that vocational programs for youngsters with socio-economic handicaps and other background factors which constitute their having "special needs" have been entirely inadequate to date. The Advisory Council on Vocational Education recommendation number four reads:

"Specific funds and permanent authority should be provided to develop and operate new and expanded vocational education programs for persons who have academic, social, economic, or other handicaps."

During 1967, vocational education programs enrolled nearly 174,000 students in programs for those with "special needs." Of these, approximately 81,000 were enrolled in separate programs; 93,000 received special services while enrolled in the regular vocational education programs. In 1967 only two states had no programs for disadvantaged or otherwise handicapped students, an improvement over the 11 states which had no such programs in 1966. In 1966 a little over $5 million was utilized for students with special needs out of a total of almost $800 million expended from local, State, and Federal sources for vocational education. Nearly 32 percent of the local school districts in the United States indicated no program development or modification for students with special needs at that time.

It would seem appropriate, therefore, to increase the funds to combat the primary problem with which the Federal education programs have been concerned. It is hoped that the earmarking of 25 percent of incremental funds in 1970 will encourage every State to develop occupational training programs with outreach to the students having special need for education adapted to them. Another provision of the Partnership for Learning and Earning Act, which should figure heavily in the development of programs for the disadvantaged, is the removal of the requirement for separate matching purpose-by-purpose under the Vocational Education Act of 1963. We think this is an extremely important provision.

Taken altogether, the Smith-Hughes Act, George-Barden Act, and the Vocational Education Act of 1963, specify 23 purposes each requiring separate accounting and matching. In addition, within those 23 categories, there are four percentage expenditure requirements under the six purposes in section 4(a) of the Vocational Education Act of 1963, each of which requires separate matching by purpose.

The bill would provide instead for overall statewide matching which would allow more flexibility in that varying proportions of Federal funds could be used in matching State and local funds.

The value of such a proposal becomes readily apparent when reviewed in light of the comments of the Advisory Council on Vocational Education which reported:

"The following reasons were cited for failure to develop programs for students with special needs:

"(a) The inability of 'poor' school districts to allocate money from their general budget to meet matching fund requirements when State policies do not provide for Statewide matching.

"(b) The enormous cost of up-dating or adding programs to meet the needs of youth and adults in the large urban school systems."

The proposal to provide for statewide matching would allow the State boards to initiate programs by investing up to 100 percent Federal funds in a program. School districts in other areas of the State could then absorb the difference or the State could provide the funds where local districts cannot afford the matching dollars. It stands to reason, that if a local school district is poor, its school system will not be able to meet the demands of today's society. At the same time, this poor system is the one that needs new and specialized programs to update its educational offerings. In the past, under the Vocational Education Act of 1963, such economically depressed local districts have been unable to start new programs because they didn't have dollar-for-dollar, cash-in-hand. This provision would allow them to apply to the State board for a program either totally or partially supported through Federal and State funds. This should help get a larger number of special needs programs for youth in economically depressed areas off the ground.

Secondly, the proposal to make matching more flexible would help the Great Cities in their struggle to maintain effective school systems. The Advisory Council has pointed out that one of those issues which impose financial burdens on city school systems is the fact that "per pupil costs across the country rose more than 3 times as fast as the average per capita value of taxable property in the cities in the past 30 years. Falling property assessment ratios over the past 30 years are in effect shielding more and more existing property from taxation."

Yet, enrollment in Great City schools rose nearly 33 percent in the past decade; of the 4.25 million children enrolled in Great City schools at present, 47 percent are nonwhite and 53 percent are white. Many of these children are economically deprived and educationally disadvantaged. Removal of stringent matching requirements would allow the Great Cities to apply for more State funds for vocational education.

The proposal would also amend the Vocational Education Act of 1963 to establish a National Advisory Council on Vocational Education to be appointed by the Secretary and to provide for a broadly representative State advisory council on vocational education in every State.

The 1963 enactment made mandatory the creation of State advisory councils in all States where "persons familiar with the vocational education needs of management and labor in the state" were not represented on the State board which administers or supervises the administration of vocational education programs. The Advisory Council on Vocational Education of 1968 stated:

"No reports are available that permit an evaluation of the contributions that the new boards have made. On the local level the old-established ad hoc committees have continued to give assistance to the planning and administration of vocational education programs, but in many States the boards have yet to come to grips with their statutory duties.

"The responsibility to make better use of these committees rests, to a large extent, with the U.S. Office of Education to give leadership to the advisory com-

mittees on the national as well as on the State levels and to stimulate interest in the effective use of committees for planning, coordination, and evaluation of programs."

I repeat this criticism of the U.S. Office of Education because I want to point out that, through the proposals that we are discussing here today, the Administration is clearly seeking the mandate through clearcut and responsible local, State, and Federal activity for higher quality vocational education in the United States. The proposed legislation would require a State advisory council on vocational education in every State to advise the State board for vocational education on the development of the State plan. Each State advisory council would submit through the State and to the National Advisory Council, an annual detailed report and evaluation of vocational education programs in the State, including recommendations for necessary changes.

Furthermore, the State plan will be expected to indicate each year that consideration had been given to the State advisory council's recommendations. In this manner it is hoped that the State advisory committees in all 50 states will become effective arms of the State boards by transmitting the interests and needs of the employers, labor unions and other "customers" interested in vocational education to the administrators, policy makers, and teachers.

Let me also express the hope that through these State advisory councils we can make better "customers" of labor and industry by expanding vocational programs in the technical training areas and in the new and emerging occupations. Better representation at the State level of post-secondary institutions and technical institutes would be a significant step toward bringing about an increase in enrollment at this level in technical and para-professional courses.

The Advisory Council on Vocational Education also recommended more expenditures on programs at the post-secondary level. Technical occupations and other employment opportunities demanding at least 2 years of schooling beyond high school continue to experience a rapid growth, and our vocational programs must become increasingly responsive to such growth. Yet, enrollment in post-secondary level courses in FY 1966 was only 7.3 percent, of the total enrollment in vocational education. Appendix I contains tables which give breakdowns by occupational category and educational level.

Through widely representative State advisory committees, I am sure that we can develop more programs at this level and encourage more schools, including junior colleges, colleges, and universities, to offer such programs.

The National Advisory Council on Vocational Education would advise the Office of Education on regulations and policy matters, including procedures concerning the approval of the State plans as well as exemplary programs and projects. This Council would also submit an annual report to the President and the Congress on administration of the vocational education programs in the country, which would be based on annual reports received from the State advisory committees and other sources of program information. I would hope that this Council would become as important to the administration of the vocational education program as the National Advisory Council on the Education of the Disadvantaged is to the administration of Title I of the Elementary and Secondary Education Act. There is certainly a need for such an outside agency to look at the programs with a national perspective.

Furthermore, we are proposing in our Partnership for Learning and Earning Act that, beginning in Fiscal Year 1970, every State would submit a plan which would contain, in the first year, a 5-year plan—specifying long-range objectives for vocational education in that State—to be supplemented and updated in the State plans for subsequent years so as to always extend over a 5-year period.

The State plan for each year would also contain an operational annual program which would set forth detailed information for the school year and relate annual objectives to those set forth in the 5-year plan. It would include specific information on the extent to which State vocational education programs are utilizing the experience and knowledge gained from Exemplary Programs and Projects. The State plan would also contain assurances that all policies and procedures concerning administration of the vocational education programs would be a matter of public record and be made reasonably available to the public. Finally, the State plan would indicate that all local educational agencies

in the State have had reasonable notice and opportunity for public hearings on the State plan. We hope that this last item will give local educational agencies some recourse when they find themselves in the position pointed out by the Advisory Council on Vocational Education. The Advisory Council stated:

"The following reasons were cited for failure to develop programs for students with special needs:

* * * * * * *

"2. Present State policies and priorities do not always coincide with and often do not consider inherent problems and needs at the local level. Specific examples of concerns expressed by the local administrators are:

* * * * * * *

"(c) In some States "rigid" State plans are enforced which do not provide the flexibility needed by local districts.

"(d) the tendency of some State personnel to confine allocation of Vocational Education Act of 1963 funds to the traditional legislative requirements instead of meeting the intent of the 1963 legislation to promote the development of occupational programs for youth and adults preparing to enter gainful employment."

The provision for public hearings on the State plan together with the annual reports of the State Advisory Councils would give a local school district the chance to request improvements in the State plans to meet specific needs, such as the special requirements of incentives for unemployed youth in the cities.

Through such specifications for the State plan, it is hoped that concrete planning and consultation will take place with State boards and State Advisory Councils. We believe this will result in improved State plans.

As it stands now, State plans submitted to the Office of Education in the form required by present law leave something to be desired in terms of hard information and commitments to meeting significant problems.

I might add that education reporting for all programs from local to State and from State to Federal authorities is generally in its infancy. Our Advisory Council on Vocational Education time and again pointed out that State reports were so inadequate that they couldn't determine some very basic facts about the vocational programs. For instance, the Advisory Council claimed that there was no accurate and standard reporting of enrollment, so they weren't sure whether figures referred to part-time, half-time, or full-time vocational education students. We need to work cooperatively with the States so that they and the Federal Government have adequate information to understand the effect of current programs and to assess problems and administration.

The Advisory Council also complained that it was impossible even to estimate how many vocational education students in the United States are nonwhite. Yet, studies have shown time and again that nonwhite youngsters suffer an unemployment rate double that of white unskilled young people. Vocational education is, therefore, doubly important for them.

We have had a problem with the information content of State plans, as I have indicated before. We should have been more vigorous in asking for change and updating; States should have been addressing themselves to better planning. The new proposal for five year plans should help with this problem. This five-year planning proposal with provisions for a State plan covering long-range and short-term objectives, provisions for reporting, evaluation, State advisory councils and a National Advisory Council, will enable us to develop accurate statistics on vocational education. More important, it will enable us to give the Congress a more realistic appraisal of what is taking place as far as vocational education and expenditures in the United States are concerned. I would certainly direct the administrators that work with me on the vocational education programs to make sure that under this proposed new authority State plans and reports will live up to our expectations and to the recommendations of the Advisory Council on Vocational Education.

We are further proposing in the Partnership for Learning and Earning Act of 1968 that provision be made for the collection and dissemination of information on vocational education programs. This is in order to measure the effectiveness of the programs and to make materials and technical assistance available to State boards and local education agencies or institutions of higher education initiating or expanding vocational education programs. Contracts with public or private agencies are also authorized for these purposes.

Finally, this bill provides for consultation and cooperation between the various Federal departments and agencies, including the Department of Labor, which administers programs that might be effectively coordinated with vocational education programs.

The bill would also provide that the lead-time and advance funding authority, included in P.L. 90–247, the Elementary and Secondary Education Amendments of 1967, would be broadened to include the exemplary programs in vocational education and the consolidated vocational education programs.

Title III—Adult Education Programs

Beginning in Fiscal Year 1970, the proposed legislation would lower the minimum age eligibility requirement for participation in the Adult Education Program from 18 to 16 years of age. Lowering the legal participant age would thus make the Adult Basic Education program consistent with manpower and vocational education legislation, such as Job Corps, Vocational Education, and Neighborhood Youth Corps. Moreover, the amendment would provide communities with another option to serve the age group between 16 and 18 years of age. The fact that over 1 million high school students drop out of school each year also renders the amendment important. One key reason for dropping out is low academic performance. An adult basic education program could provide the needed remedial component to help students begin training for an occupational career.

The proposed legislation would also increase the set-aside for special projects in Adult Eductaion to a variable 20 to 40 percent starting in FY 1970. Increased funds for this purpose would come out of additional appropriations for the Adult Education Act and would not reduce the amounts of money available for State-administered programs. Since the inception of the Adult Basic Education program in Fiscal Year 1965, over $100 million has been allocated for this program. Well over 90 percent of this money has been administered by State departments of education for local programs of instruction benefitting approximately 1.2 million undereducated adults. Only a small amount of State-managed resources has been available for basic education research or demonstration projects, thus limited innovative learning techniques have emanated from the local level and have been picked up across the country. For the first time, in FY 1967, $1.5 million was granted for experimentation and demonstration. This limited amount of money has already resulted in several major new approaches that can be integrated in State and local programs. Examples of these program innovations are attached to my testimony as Appendix III.

The proposed amendment is also important because of the magnitude of the problem—over 24 million people cannot function at an eighth grade reading level. Advanced learning methods must be developed that will result in large numbers of people learning more effectively.

I think that the most effective leadership posture that the Office of Education can assume is to provide additional effort through a specific focus on national problems by making grants directly to educational agencies and nonprofit agencies for research and demonstration in Adult Basic Education. The results of this approach can be rapidly integrated into the various education manpower programs now operating through various Federal agencies to achieve an effective blend of learning and earning training capabilities.

Thank you for your attention. My colleagues and I would be pleased to answer any questions that you may have.

Appendix I

Enrollment and Expenditure Statistics

ENROLLMENTS AND EXPENDITURES IN VOCATIONAL EDUCATION, TOTAL ALL ACTS, FISCAL YEAR 1967

	Total	Grand total	Total Federal	State and local		
				Total	State	Local
Total	7,002,598	$972,326,794	$257,476,376	$714,850,418	$294,525,814	$420,324,604
Alabama	126,574	24,166,279	5,771,358	18,394,921	6,873,024	11,521,897
Alaska	6,103	1,154,542	483,790	670,752	157,983	512,769
Arizona	50,739	7,001,404	2,201,502	4,799,902	2,089,985	2,709,917
Arkansas	91,519	9,100,383	3,386,150	5,714,223	2,602,049	3,112,184
California	951,862	72,240,618	18,544,669	53,695,949	862,594	52,833,355
Colorado	78,025	7,752,628	2,545,768	5,206,860	773,724	3,433,136
Connecticut	90,593	14,728,459	2,778,790	11,949,669	8,554,194	3,395,475
Delaware	17,323	2,044,268	628,491	1,415,777	1,184,069	231,708
District of Columbia	10,521	2,031,885	803,250	1,228,635	1,228,635	0
Florida	302,732	34,439,549	7,562,067	26,877,482	21,904,186	4,973,296
Georgia	268,815	22,340,858	7,522,330	14,818,528	6,354,953	8,463,575
Hawaii	17,215	2,854,422	1,087,501	1,766,921	1,766,921	0
Idaho	23,293	3,506,508	1,281,243	2,225,265	1,144,864	1,080,401
Illinois	180,696	40,104,115	11,137,024	28,967,091	6,129,928	22,837,165
Indiana	81,711	16,405,448	5,538,925	10,866,523	2,143,369	8,723,154
Iowa	80,394	12,140,913	4,451,966	7,688,947	4,311,524	3,377,423
Kansas	57,032	5,429,190	2,322,663	3,106,527	484,299	2,622,228
Kentucky	94,903	19,141,211	5,761,726	13,379,485	11,888,651	1,490,834
Louisiana	121,915	15,672,177	5,646,998	10,025,179	1,129,311	8,895,868
Maine	21,582	3,876,536	1,273,312	2,603,224	1,060,138	1,543,086
Maryland	157,991	12,782,381	4,099,334	8,683,047	3,179,143	5,503,904
Massachusetts	135,564	32,217,447	5,570,531	26,646,916	10,337,125	16,309,791
Michigan	263,844	33,371,285	10,372,601	22,998,684	3,130,044	19,868,640
Minnesota	138,887	25,772,692	5,175,008	20,597,684	8,387,215	12,210,469
Mississippi	106,263	11,743,488	4,542,192	7,201,296	2,792,163	4,409,133
Missouri	100,934	19,985,529	6,037,387	13,948,142	1,399,756	12,548,386
Montana	14,654	2,715,692	1,070,832	1,644,860	363,898	1,280,962
Nebraska	43,825	5,296,459	2,287,021	3,009,438	613,053	2,396,385
Nevada	17,939	4,690,944	615,762	4,075,182	375,547	3,699,635
New Hampshire	10,879	2,450,931	1,001,907	1,449,024	667,861	781,163
New Jersey	175,171	17,452,891	4,339,339	13,113,552	7,553,302	5,560,250
New Mexico	22,390	4,136,668	1,647,311	2,489,357	185,105	2,304,252
New York	595,980	125,773,440	17,733,617	108,039,823	54,362,862	53,676,961
North Carolina	271,098	36,434,261	9,158,504	27,275,757	16,366,226	10,909,531
North Dakota	20,656	4,243,196	1,306,178	2,937,018	1,094,396	1,842,622
Ohio	243,818	41,374,484	12,524,551	28,849,933	14,114,034	14,735,899
Oklahoma	91,193	14,918,354	3,953,429	10,964,925	1,400,000	9,564,825
Oregon	58,709	10,872,789	2,638,073	8,234,716	2,957,099	5,277,617
Pennsylvania	219,156	48,403,443	14,465,960	33,937,483	9,996,169	23,941,314
Rhode Island	9,007	3,201,318	1,201,373	1,999,945	1,133,244	866,701
South Carolina	128,977	17,201,078	4,783,805	12,417,273	7,151,206	5,266,067
South Dakota	17,410	3,233,120	1,321,866	1,911,254	352,916	1,558,338
Tennessee	124,688	18,144,852	6,627,322	11,517,530	5,871,633	5,645,897
Texas	563,558	57,440,109	15,833,309	41,606,800	28,658,386	12,948,414
Utah	62,995	6,452,121	1,519,457	4,932,664	2,222,286	2,710,378
Vermont	9,774	2,699,170	742,839	1,956,331	1,146,401	809,930
Virginia	197,363	24,160,866	7,065,522	17,095,344	6,399,690	10,695,654
Washington	210,067	19,070,962	3,930,934	15,140,028	3,634,431	11,505,597
West Virginia	49,834	8,927,736	3,203,706	5,724,030	827,681	4,896,349
Wisconsin	150,141	23,935,058	5,807,777	18,127,281	5,369,717	12,757,654
Wyoming	9,650	1,809,096	616,735	1,192,361	107,954	1,084,407
U.S. service schools						
Canal Zone						
Guam	639	405,584	190,989	214,595	214,595	0
Puerto Rico	104,579	14,583,486	5,272,092	9,311,394	9,311,394	0
Virgin Islands	1,418	294,471	89,590	204,881	204,881	0

ENROLLMENTS IN VOCATIONAL-TECHNICAL EDUCATION, BY PROGRAM, FIS CAL YEARS 1965–1967

	1967	1966	1965
Total	7,002,598	6,070,059	5,430,611
Agricultural production	809,834	794,986	831,848
Off-farm agricultural occupations	142,138	112,368	55,681
Distributive education	481,201	420,426	333,342
Health	114,652	83,677	66,772
Home economics (useful)	2,129,610	1,855,824	2,084,351
Home economics (gainful)	49,746	41,846	14,169
Office	1,568,197	1,238,042	730,904
Technical	268,174	253,838	225,737
Trades and industry	1,439,046	1,269, 51	1,087,807

ENROLLMENTS IN VOCATIONAL-TECHNICAL EDUCATION, BY LEVEL, FISCAL YEARS 1965–67

	1967	1966	1965
Total	7,002,598	6,070,059	5,430,611
Secondary	3,528,170	3,048,248	2,819,250
Post-secondary	504,047	442,097	207,201
Adult	2,889,714	2,530,712	2,378,522
"Special needs," separate programs	80,667	49,002	25,638
(Additional enrollment included in programs reported under—			
Total	(93,250)		
Secondary level	(46,625)		
Post-secondary	(16,785)		
Adult	(29,840)		
Total enrollment in "Special needs" program	(173,917)		

ENROLLMENT IN VOCATIONAL CLASSES BY LEVEL, FISCAL YEAR 1967

[Figures in parentheses are additional enrollment]

	Total	Secondary	Post-secondary	Adult	Special needs	
Total	7,002,598	3,528,170	504,047	2,889,714	80,667	(93,250)
10. Alabama	126,574	74,775	1,340	48,613	1,846	(6,113)
11. Alaska	6,103	4,516	207	1,380		(44)
12. Arizona	50,739	31,157	4,105	14,728	749	
13. Arkansas	91,519	48,782	3,214	39,443	80	(1,806)
14. California	951,862	280,895	181,437	489,339	191	(31,811)
15. Colorado	78,025	22,847	8,737	45,112	1,329	
16. Connecticut	90,593	40,070	5,025	44,708	790	
17. Delaware	17,323	11,201	6	6,049	67	
18. District of Columbia	10,521	4,618	830	5,073		(762)
19. Florida	302,732	119,926	21,060	160,755	991	
20. Georgia	268,815	152,229	12,028	103,472	1,086	
21. Hawaii	17,215	8,802	3,043	5,271	99	(16)
22. Idaho	23,293	16,723	1,565	5,005		(13)
23. Illinois	180,696	112,209	7,861	49,647	10,979	
24. Indiana	81,711	55,012	1,209	25,371	119	(134)
25. Iowa	80,394	33,615	2,633	44,055	91	
26. Kansas	57,032	22,220	3,401	31,393	18	
27. Kentucky	94,903	58,488	4,192	31,239	984	(3,310)
28. Louisiana	121,915	72,980	14,088	34,135	712	(1,295)
29. Maine	21,582	17,029	929	3,523	101	(272)
30. Maryland	157,991	127,110	2,772	26,038	2,071	
31. Massachusetts	135,564	74,724	4,846	55,662	332	
32. Michigan	263,844	137,414	26,390	99,861	179	
33. Minnesota	138,887	53,366	8,017	75,857	1,647	(1,213)
34. Mississippi	106,263	60,023	4,087	40,938	1,215	(608)
35. Missouri	100,934	67,778	4,014	29,123	19	(1,113)
36. Montana	14,654	9,422	556	4,632	44	
37. Nebraska	43,825	22,249	2,322	18,476	778	(2,050)
38. Nevada	17,939	9,794	422	7,401	322	
39. New Hampshire	10,879	7,097	1,167	2,605	10	(238)
40. New Jersey	175,171	124,009	1,566	44,033	5,563	
41. New Mexico	22,390	17,301	1,194	3,703	192	(1,121)
42. New York	595,980	393,484	32,521	158,689	11,286	(16,757)
43. North Carolina	271,098	155,558	11,049	103,570	921	(1,248)
44. North Dakota	20,656	12,359	2,334	5,918	45	(8)
45. Ohio	243,818	85,869	5,138	149,727	3,084	(7,832)
46. Oklahoma	91,193	55,561	4,031	31,513	88	(4,048)
47. Oregon	58,709	27,387	4,797	26,379	146	(45)
48. Pennsylvania	219,156	142,309	3,630	62,495	10,722	
49. Rhode Island	9,007	5,265	326	3,416		(167)
50. South Carolina	128,977	65,270	4,059	58,812	836	(5,512)
51. South Dakota	17,410	10,689	423	6,298		
52. Tennessee	124,688	82,228	8,170	33,638	652	
53. Texas	563,558	205,192	26,034	327,650	4,682	
54. Utah	62,995	36,156	4,975	21,328	536	(2,526)
55. Vermont	9,774	5,870	416	3,488		
56. Virginia	197,363	119,573	6,667	68,124	2,999	
57. Washington	210,067	77,727	36,055	95,218	1,067	(3,188)
58. West Virginia	49,834	31,470	779	17,333	252	
59. Wisconsin	150,141	37,848	12,451	97,684	2,158	
60. Wyoming	9,650	6,995	359	2,209	87	
61. U.S. service schools						
62. Canal Zone						
63. Guam	639	265	103	271		
64. Puerto Rico	104,579	71,379	5,467	19,289	8,444	
66. Virgin Islands	1,418	1,335		25	58	

ENROLLMENTS IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS, FISCAL YEAR 1967

Training for employment	Enrollment	Percent of training for employment	Percent of total enrollment
Agriculture	951,972	19.5	13.6
Production	(809,834)	(16.6)	
Off farm	(142,138)	(2.9)	
Distributive	481,201	9.9	6.9
Health	114,652	2.4	1.6
Home economics (gainful)	49,746	1.0	0.7
Office	1,568,197	32.2	22.4
Technical	268,174	5.5	3.8
Trades and industrial	1,439,046	29.5	20.6
Total	4,872,988	100.0	
Homemaking	2,129,610		30.4
Total	7,002,598		100.0

TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION, ALL ACTS AND MATCHING FUNDS, FISCAL YEARS 1965–67

	1967 [1]	1966	1965
Grand total	$972,326,794	$799,894,562	$604,645,727
Total, Federal	257,476,376	233,793,671	156,936,015
Total, State and local	714,850,418	566,100,888	447,709,712
State	294,525,814	216,582,611	186,734,833
Local	420,324,604	349,518,281	260,974,879

[1] Provisional.

TOTAL EXPENDITURES FOR CONSTRUCTION OF AREA VOCATIONAL SCHOOLS, VOCATIONAL EDUCATION ACT OF 1963 AND MATCHING FUNDS, FISCAL YEARS 1965–67

	1967 [1]	1966	1965
Grand total	$193,340,578	$160,615,345	$107,725,962
Total, Federal	64,657,918	61,822,020	42,729,942
Total, State and local	128,682,660	98,793,326	64,996,020
State	39,292,530	24,193,658	16,053,789
Local	89,390,130	74,599,670	48,942,231

[1] Provisional.

EXPENDITURES FOR CONSTRUCTION, FISCAL YEAR 1967, VOCATIONAL EDUCATION

Vocational Education Act of 1963 (only)	Grand total	Total, Federal	State and local		
			Total	State	Local
Total	$193,340,578	$64,657,918	$128,682,660	$39,292,530	$89,390,130
10. Alabama	2,735,346	1,367,673	1,367,673	0	1,367,673
11. Alaska	0				
12. Arizona	0				
13. Arkansas	1,231,784	615,892	615,892	378,500	237,392
14. California	7,884,058	2,314,632	5,569,426	0	5,569,426
15. Colorado	800,000	400,000	400,000	0	400,000
16. Connecticut	816,614	0	816,614	816,614	0
17. Delaware	250,000	125,000	125,000	125,000	0
18. District of Columbia	451,187	163,675	287,512	287,512	0
19. Florida	9,681,859	3,512,190	6,169,669	6,169,669	0
20. Georgia	350,000	175,000	175,000	0	175,000
21. Hawaii	300,000	150,000	150,000	150,000	0
22. Idaho	120,780	52,072	68,708	68,708	0
23. Illinois	16,490,795	3,909,218	12,581,577	15,732	12,565,845
24. Indiana	3,248,768	1,624,384	1,624,384	0	1,624,384
25. Iowa	4,016,000	0	4,016,000	3,686,000	330,000
26. Kansas	1,757,268	793,976	963,292	0	963,292
27. Kentucky	5,774,350	2,887,175	2,887,175	2,006,016	881,159
28. Louisiana	585,303	286,689	298,614	298,614	0
29. Maine	0				
30. Maryland	4,604,669	1,504,697	3,099,972	2,582,113	517,859
31. Massachusetts	7,572,537	1,625,453	5,947,084	0	5,947,084
32. Michigan	6,061,421	2,923,710	3,137,711	1,343,631	1,794,080
33. Minnesota	4,583,884	1,467,892	3,115,992	0	3,115,992
34. Mississippi	2,491,828	1,171,637	1,320,191	0	1,320,191
35. Missouri	5,541,389	2,072,788	3,468,601	258,022	3,210,579
36. Montana	427,695	213,847	213,848	0	213,848
37. Nebraska	369,780	184,890	184,890	184,890	0
38. Nevada	2,000,000	56,317	1,943,683	0	1,943,683
39. New Hampshire	558,363	267,800	290,563	0	290,563
40. New Jersey	6,850,651	2,397,728	4,452,923	0	4,452,923
41. New Mexico	442,462	211,689	230,773	0	230,773
42. New York	7,576,694	2,461,000	5,115,694	2,570,513	2,545,181
43. North Carolina	4,356,687	650,669	3,706,018	1,158,067	2,547,951
44. North Dakota	700,000	350,000	350,000	0	350,000
45. Ohio	15,175,413	7,587,707	7,587,706	0	7,587,706
46. Oklahoma	3,073,664	1,296,190	1,777,474	170,509	1,606,965
47. Oregon	2,680,459	650,000	2,030,459	148,098	1,882,361
48. Pennsylvania	34,467,869	5,616,000	28,851,869	13,578,311	15,273,558
49. Rhode Island	1,812,641	849,641	963,000	963,000	0
50. South Carolina	3,658,550	1,785,381	1,873,169	0	1,873,169
51. South Dakota	830,000	415,000	415,000	0	415,000
52. Tennessee	1,750,000	875,000	875,000	675,000	200,000
53. Texas	2,751,402	1,375,701	1,375,701	0	1,375,701
54. Utah	462,000	200,000	262,000	0	262,000
55. Vermont	968,191	464,514	503,677	503,677	0
56. Virginia	5,643,244	2,787,260	2,855,984	34,777	2,821,207
57. Washington	175,801	87,900	87,901	0	87,901
58. West Virginia	3,195,379	1,823,755	1,371,624	189,926	1,181,698
59. Wisconsin	3,991,272	1,886,317	2,104,955	0	2,104,955
60. Wyoming	246,062	123,031	123,031	0	123,031
61. U.S. service schools					
62. Canal Zone					
63. Guam	128,445	58,438	70,007	70,007	0
64. Puerto Rico	1,668,766	823,766	845,000	845,000	0
65. Virgin Islands	29,248	14,624	14,624	14,624	0

Appendix II

Program Evaluation

Individual research projects sponsored by DCVR have been selected, approved, and funded in relation to a structured set of Federal program priorities. First of these is program evaluation to develop new strategies by which vocational education administrators can improve their programs. For example DCVR financed a study entitled *The Preparation of Youth for Effective Occupational Utilization* (No. 5–0087). Data was collected on the impact of Federally reimbursed vocational programs on current manpower utilization and on employment patterns of graduates.

In general such studies pointed out (a) a failure to develop programs for those students who could not profit from present courses, and (b) poor guidance, placement and follow-up of graduates. The primary reason for inadequate counseling was a ratio of one counselor to every 440 students; counselors tended to concentrate on the college bound.

Another completed evaluation project entitled *Contribution of Vocational Education to Actual Occupations of Former Homemaking Students* (No. 5–0002) provided the information required for reorganizing home economic curricula in response to the Vocational Education Act of 1963.

A study entitled *Vocational Education and Inter-Governmental Fiscal Relations in the Postwar Period* (No. 5–0185) was also funded under this section. The report recommended that all Federal aid for vocational education be consolidated under the Vocational Education Act of 1963 and many other points related to those recommendations pointed out this year by the Advisory Council.

Another completed project, *Analysis of Dropout Statistics* (No. 5–0430) made it possible for the Colorado State Department of Education to provide local participating districts with analyses of their dropout population for use in planning action programs.

Vocational Education Curriculum

Almost a third of the total money available from fiscal year 1965 and fiscal year 1967 has been spent on vocational curriculum development—some $12.3 million of a total of $39 million. Of the more than 90 research and demonstration projects on vocational curriculum development, most have been directed to curriculum research for emerging and changing occupations. Some examples of this would be:

A project at *Arizona State University* (No. 5–8398) made a detailed examination of existing paramedical curricula, analyzed the course content, identified common courses, and prepared guidelines for the integration of paramedical education programs with common courses.

Another project at Texas A&M University (No. 5–0042) developed a special program for the training of industrial radiographers complete with instructional materials, teaching aides, and laboratory apparatus. The training program was tried with two successive groups of students, curriculum content and materials were revised and refined on the basis of experience, and the final tested version of the training program is now being made available for use in other institutions.

Personnel and Social Significance of Work

Several projects have been concerned with the development of new materials for use in counseling and guidance. The Life Career game, developed by Boocock and Coleman, has been adopted for use with sixth graders and junior high school pupils (No. 6–8744). This is a technique in which elements of the outside or future world are simulated in the classroom. Students are required to make decisions and act as if they were operating in this environment.

Personnel Recruitment

With regard to personnel recruitment and development for Vocational Education programs, one completed project (No. 5–0417) investigated the possibility of matching military retirees to job vacancies in Vocational Education. It found

that State certification requirement, with respect to both educational and occupational requirements posed no insuperable barriers to employment of military retirees. It suggested that a computer bank be established to operate such career matching.

DAVR has also funded eleven research training seminars from one to 2 weeks in length, involving approximately 400 people in an effort to meet increased demands for trained researchers. 60 Summer educational personnel training institutes and workshops were conducted in 1965 and 1966, involving some 2,400 participants.

During 1967, an additional 30 workshops were funded offering inservice training and education to 1,385 vocational teachers, teacher educators, guidance counselors, administrators and related vocational education personnel.

It is estimated that by the end of summer 1967, some 5,000 to 6,000 vocational-technical education personnel will have been directly involved in Division of Comprehensive and Vocational Education Research-supported training programs.

ADMINISTRATION AND ORGANIZATION

In June 1965, the President of Northern Virginia Community College had no staff, no curricula, no buildings, and no students. Three months later the college opened its doors as the Northern Virginia Technical College to more than 700 students.

With the help of a 4(c) research grant, Northern Virginia Tech came up with flow charts for nine different types of activity that must be finished before a junior college can start operating. The charts list 300 steps that must be checked off, the number of man-hours for each step, and the date each must be completed to keep on schedule. The overall result of this project was to increase the efficiency and effectiveness of program development through the use of the PERT process. This information is now available to educational personnel and institutions throughout the country.

ADULT AND CONTINUING EDUCATION

Several on-going projects dealing with literacy programs for adults have been funded. The most interesting are testing the ITA as a method through which illiterate and semi-illiterate adults can be taught to read, write, and spell. (No. 5–0094 and 6–1136).

OCCUPATIONAL INFORMATION

Two complementary projects (No. 5–1323) and 6–2579 have made significant advances in providing vocational guidance information through the use of modern exhibits containing graphics, models, and dioramas. A special "Career Development Center" has been created in Philadelphia and a building to house the center has been purchased.

APPROPRIATIONS FOR TITLE 4(C) VOCATIONAL EDUCATION RESEARCH

Fiscal year 1965	$11,850,000	Fiscal year 1967	10,000,000
Fiscal year 1966	17,750,000	Fiscal year 1968	13,500,000

DISTRIBUTION OF FUNDS BY PRIORITY AREA

Priority area	Number of projects	Total dollar amount (1965–67)
1. Program evaluation	21	$2,000,000
2. Vocational educational curriculum	90	12,360,000
3. Vocational educational resources development	119	9,871,000
4. Vocational guidance and career choice processes	105	5,900,000
5. Adult and continuing education	17	890,000
6. Centers, RCU's and other	46	7,979,000
Total	398	39,000,000

DISTRIBUTION OF FEDERAL SUPPORT GRANTED FOR PROJECTS BY STATE AND FISCAL YEAR, FISCAL YEARS 1965–67, DAVR

State	Federal dollars granted			
	Fiscal year 1965	Fiscal year 1966	Fiscal year 1967	Total
Alabama	89,421	73,089	26,947	189,457
Alaska				
Arizona	105,000	75,086	88,813	262,851
Arkansas	9,523	41,547		50,815
California	846,597	3,447,924	451,654	4,765,476
Colorado	228,539	455,100	81,150	774,729
Connecticut	456,309	76,000	340,545	872,834
Delaware	22,782	80,000		82,762
District of Columbia	185,514	583,235	305,980	1,882,129
Florida	319,163	351,939	443,573	1,114,435
Georgia	24,479	215,362	124,860	364,691
Hawaii		46,132		46,132
Idaho	97,638	6,116	91,426	198,180
Illinois	608,741	698,515	480,938	1,798,194
Indiana		222,187	22,000	244,187
Iowa	380,380	77,828	296,318	754,516
Kansas	75,660	211,452	13,080	300,292
Kentucky	133,729	67,671	193,886	398,286
Louisiana	52,915	135,974		188,880
Maine				
Maryland	7,533	258,590	190,191	456,314
Massachusetts	167,675	485,794	435,000	1,038,459
Michigan	402,872	769,668	594,055	1,766,595
Minnesota	164,712	827,457	214,557	1,206,726
Mississippi	92,727		104,963	197,690
Missouri	98,323	275,872	16,234	390,429
Montana	72,789	26,276	68,531	167,596
Nebraska	176,679	125,626	183,306	485,611
Nevada		118,258	25,237	143,495
New Hampshire		75,289		75,289
New Jersey	90,205	224,616	183,342	498,163
New Mexico	72,559	21,387	85,831	179,777
New York	1,014,638	2,651,894	595,128	4,261,660
North Carolina	400,022	254,558	927,239	1,581,819
North Dakota	103,078	1,500	125,740	230,318
Ohio	1,009,174	839,044	1,391,343	3,239,561
Oklahoma	190,658	183,203	178,018	551,879
Oregon	532,421	97,739	183,319	813,479
Pennsylvania	829,661	1,289,110	435,464	2,554,235
Rhode Island	12,000	206,282	117,589	335,871
South Carolina	16,711	76,770		93,481
South Dakota				
Tennessee	8,449	335,879	40,750	385,078
Texas	313,804	315,032	166,902	795,738
Utah	79,871		96,451	176,322
Vermont				
Virginia		94,200	23,750	117,950
Washington	386,844	71,514	225,000	683,358
West Virginia	9,000	46,090		55,090
Wisconsin	377,035	668,528	430,890	1,476,453
Wyoming		82,060		82,060
Guam				
Puerto Rico				
Virgin Islands				
Total	10,257,635	17,282,605	10,000,000	37,540,240

DISTRIBUTION OF PROJECTS FUNDED BY TYPE AND FISCAL YEAR, FISCAL YEARS 1965–67, DAVR

Type	Number of project [1]			
	1965	1966	1967 [2]	Total
Research	55	84	27	166
Training	26	48	28	102
Experimental, developmental or Pilot	36	70	6	112
Research and development center	2	0	[3] 2	4
State research coordinating units	23	21	[4] 20	64
Total	142	223	83	448

[1] New projects.
[2] July 1, 1966 to March 3, 1967.
[3] Follow-on projects for continuation of the centers; the total number of centers is 2.
[4] Follow-on projects for continuation of RCU's; the total number of RCU's is 44.

DISTRIBUTION OF PROJECTS FUNDED BY TYPE OF SUBMITTING INSTITUTION AND FISCAL YEAR, FISCAL YEARS 1965-67, DAVR

Type of submitting institution	Number of projects [1]			
	1965	1966	1967	Total
College or university	100	145	54	299
State department of education	20	24	21	65
Local educational agency	8	21	2	31
Private, nonprofit organization	14	33	6	53
Total	142	223	83	448

[1] New projects.

DISTRIBUTION OF PROJECTS FUNDED BY PRIORITY AREA AND FISCAL YEAR, FISCAL YEARS 1965-67, DAVR

Priority area	Number of projects [1]			
	1965	1966	1967 [2]	Total
1. Program evaluation	8	13	2	23
2. Curriculum experimentation	30	60	8	98
3. Personal and social significance of work	20	24	4	48
4. Personnel recruitment and development	26	51	28	105
5. Program organization and administration	27	48	21	96
6. Adult and continuing education	8	6	0	14
7. Occupation information and career choice	13	15	13	41
8. Miscellaneous	10	6	7	23
Total	142	223	83	448

[1] New projects.
[2] July 1, 1966 to March 1, 1967.

Appendix III

Special Projects, January 1968

Introduction

The Adult Education Branch of the U.S. Office of Education has funded ten (10) special projects under Section 309 of the Adult Education Act of 1966. These projects are designed to fulfill the mandate of the Act which states that the projects shall "involve the use of innovative methods, systems, materials, or programs which the Commissioner determines may have national significance or be of special value in promoting effective programs under this title, or involve programs of adult education, carried out in cooperation with other Federal, federally-assisted State or local programs which the Commissioner determines have unusual promise in promoting a comprehensive or coordinate approach to the problems of persons with basic educational deficiencies."

Major purposes of the special projects are: (1) to positively influence the ongoing Adult Basic Education program through the demonstration of the use of innovative methods, materials, and administration and (2) to educate those students presently involved in the projects. The projects serve as vehicles of experimentation of creativity where Adult Basic Education concepts, curriculum, and methodology can be developed and refined. They serve as catalytic agents for the improvement of Adult Basic Education throughout the nation. Toward this end, funds expended for the special projects are an investment in the future of Adult Basic Education. And in a broader frame of reference, special projects are serving as agents of change through exploring, experimenting and demonstrating. Through interacting with the ongoing program while pushing ahead in the search for whatever is most effective—special projects provide "the cutting edge" of Adult Basic Education.

This report is a six-month report telling of the progress of the projects. This report shows how the Adult Basic Education special projects are developing and how innovation is taking place. The last two projects mentioned in this report are completed. Therefore, these statements represent a final summary. The other projects are presently in progress. Reports of these are necessarily of an interim

nature. They show the accomplishments to date and the hopes for the future. It is hoped that this progress report gives the reader insight into the excitement present in Adult Basic Education today.

ADULT BASIC EDUCATION SPECIAL PROJECT, UNITED PLANNING ORGANIZATION

Introduction

In order to assist hardcore disadvantaged Negro youth with limited educational attainment to enter the world of work, the Office of Education negotiated a Special Experimental Demonstration Project with the United Planning Organization of Washington, D.C. The design of the education training project was geared to meet the unique needs of the youth. Therefore, during July of 1967, a grant of $50,000 was made to United Planning Organization to provide Adult Basic Education to 211 Neighborhood Youth Corpsmen. The purpose was to provide an accelerated educational program to disadvantaged youth to prepare them for immediate job entry.

Agencies involved

The Department of Defense, Civil Service Commission, H.E.W., and the United Planning Organization initiated cooperative arrangements to insure effective coordination.

Method

Instruction was provided to the 211 Corpsmen for eight hours a day, five days a week, for the initial three months of the 12-month project. During the next six months, enrollees received work experience at on-the-job training sites at defense installations in the Washington area. It was understood that the Department of Defense would place the trainees on permanent Civil Service jobs after six months satisfactory on-the-job training experience.

Curriculum

The curriculum focused on-the-job readiness skills combined with intensive individual and group counseling sessions. Behavioral Research Laboratories Programmed Instructional materials were used to teach reading and arithmetic. California Test Bureau examinations were given to ascertain initial grand placements. The average achievement score for the group indicated a sixth-grade level.

During the remedial education phase field-based practicum experiences were built in the training program to acquaint the students with the job-site supervisors and expectations of the work place.

Results

1. At the end of the three-months remedial education phase, 173 Neighborhood Youth Corpsmen were placed on job sites with the Department of Defense in the Washington, D.C. area.
2. Performance statistics:
   a. *Reading*—61% of the enrollees increased 1–3 grade levels.
   b. *Arithmetic*—64% increased from 1–3 grade levels.
   c. *Language*—68% increased from 1–3 grade levels.
3. The 38 students who made less progress are receiving additional instruction.

Recommendation

The unique features of this project will help fill the Department of Defense's manpower shortages throughout the country while providing jobs and training for unemployed youth. It is recommended that the project be expanded.

A DEVELOPMENTAL AND DEMONSTRATION PROJECT TO DEVELOP AND TEST NEW INNOVATIVE APPROACHES TO TEACHING UNDEREDUCATED ADULTS, DETROIT, MICH.

Project Director, Dr. Joseph C. Paige; Assistant Director, Dr. Stephen Zussman

The Urban Adult Education Institute in cooperation with the Detroit Public Schools and Wayne State University is applying the educational sciences to adult education. The Institute is located in the heart of Detroit and is attacking the problem of undereducation on many fronts.

The project is multi-faceted including several separate but related programs. In cooperation with the Mayor's Committee on Human Resources Development,

100 students operating at the third to sixth grade level who wish to pursue a course of study in general education are enrolled. A variety of programs including BRL and Learnings 100 are being used.

Two classes of adult students are participating in the R.E.A.D. basic literacy program. One class is using regular Project R.E.A.D. instructional materials while the other class is being used as an experimental group. The experimental group is being exposed to a wide variety of new materials in addition to the regular R.E.A.D. materials. This project is being conducted with the cooperative assistance of the Michigan State Department of Education. Eighteen persons are involved in an experimental program aimed at determining the effectiveness of the program developed by the Educational Development Laboratories.

Fifty-three students are reviewing basic English. The content is oriented to the on-going current needs of the participants in the classes. Heavy emphasis is placed on job-cultural orientation, shopping, sewing and general lifespace problems.

A group of 53 adults are reviewing the fundamentals of mathematics as a part of a consumer education program concerned with the development of shopping and home skills.

There are several programs in the final stages of development. Among these are a pilot program in consumer education, a personal grooming and hygiene program, a continuation of project R.E.A.D., a speech improvement program, an adult counseling group, a Negro history class, an Armchair Education project, and Project Young Adults.

AN EXPERIMENTAL AND DEMONSTRATION PROJECT IN CONDUCTING A TRADE-RELATED ADULT BASIC EDUCATION PROGRAM, COLUMBUS, OHIO

Project Director, Mr. Marrion Parsons; Program Coordinator, Mr. James Mahaffey

The Laborers International Union of North America, Local 423 (A.F.L.–C.I.O.), Columbus, Ohio, is developing an occupationally-oriented Adult Basic Education Program for union members and prospective members. The program's objectives are to provide educational instruction leading to retraining for job advancement.

The project is taking place in a learning center in a union hall. The center was constructed purposely for the project. It allows the union members to learn in familiar surroundings.

The project is designed to have four (4) cycles. The first cycle ended in December. During that cycle, union members attended two (2) nights per week. Job-oriented materials are being used in the project.

Teachers specifically trained for Adult Basic Education are being used in the project. In preparation, the teachers were oriented to the problems of the trade and the problems of the construction workers to more familiarize them with the target population.

The teachers participated in two (2) teacher training sessions. In the first session, a prominent educator discussed the psychology and sociology of the undereducated adult, the establishment of educational goals and strategies for testing, recruitment, and instruction. During the second session, a representative of Behavioral Research Laboratories worked with the teachers on the proper usage of programmed instructional materials.

The program is operating with the close cooperation of international officials of the union, the Columbus Public Schools, and the Ohio State Department of Education. Information about the project is being made available to the union and these organizations so that the project can be of service to other union adult basic education programs and the ongoing adult basic education in Columbus and other parts of Ohio.

A DEVELOPMENTAL AND DEMONSTRATION PROJECT TO IDENTIFY LEARNING EXPERIENCES AND CURRICULUM CONTENT TO EFFECT BEHAVIORAL CHANGES IN UNDEREDUCATED ADULTS BY THE USE OF PROGRAMMED AND COMPUTER-ASSISTED INSTRUCTION, RALEIGH, N.C.

Project Director, Dr. J. B. Adair, Adult Education Department; Associate Director, Mr. Ronald Sherron

North Carolina State University, Raleigh, has established a developmental and demonstration project using modern educational technology for the instruction

of undereducated adults. The first step of this program is the diagnosis of the needs and objectives for developing a basic education program geared to the undereducated adult.

The University staff has held a number of workshops with nationally-known education consultants and with State and local program people to identify the concepts and content needed in curriculum formation. They have discussed the areas of reading comprehension, home and family life, consumer education, and citizenship. Preliminary papers have been compiled on the tasks and goals needed in reading and arithmetic skills. Once the underlying concepts and the objectives of good curricula are established, the North Carolina State staff will begin to develop curricula to fit the need.

An adult learning laboratory was set up on November 1 to test and evaluate already established educational systems and materials. A local agency has identified some 200 persons who will take part in ABE classes in the Learning Laboratory. The classes will begin to use already developed materials and the IBM–CAI systems. When they find gaps and weaknesses in these programs, the needs will be filled with materials which the North Carolina State staff will devise.

This is the first phase of a five-year program designed to evaluate and develop Adult Basic Education materials. The initial focus is on grades 1–3 and will be expanded later through the eighth grade level.

DEVELOPMENTAL AND DEMONSTRATION ADULT ARMCHAIR EDUCATION PROJECT IN THE USE OF POVERTY HOMES AND PERSONNEL FOR THE GRASS ROOTS INSTRUCTION OF UNDEREDUCATED ADULTS, PHILADELPHIA, PA.

Project Director, Mr. Ronald W. Howard (OIC)

An experimental Adult Armchair Education program has been established in Philadelphia through the Opportunities Industrialization Center (OIC). Major objectives stated for the program were

to recruit 15 homes located in poverty communities which will serve as class location for 150 residents of the target population;

to motivate people who are not receptive to formalized learning situations to re-enter a variety of adult educational and training programs, and

to increase trainee awareness and involvement in constructive solutions to neighborhood problems through direct participation in specific and self-determined community projects.

Recruitment has been accomplished primarily by paid recruiters through face-to-face contact with persons in the target population. A total of 22 classes involving 371 trainees were organized and conducted during the first ten-week phase of operation. Among the classes started were one Italian and two Spanish-speaking AAE homes.

The AAE classes met once a week for ten weeks with an average attendance being 8.4 per class and an average active enrollment of 12.6 per class. Communication skills, computational skills, minority history, consumer education, and community problems and solutions were offered.

General community projects were developed. Among these were cultural visits, modern math classes, sewing classes, neighborhood clean-up programs, and other community-based activities.

Out of the first phase classes, students requested placement in a range of continued education outlets. Among these were 83 in OIC entrance, 56 in school board classes, 75 in second phase ABE, and 10 in leadership training classes.

A PROPOSAL FOR THE ESTABLISHMENT AN ADULT BASIC EDUCATION MATERIALS AND TECHNIQUES DEMONSTRATION AND EVALUATION CENTER, ARLINGTON, VA.

Project Director, Mr. George Griswold, Project CABEL; Assistant Director, Mr. Arthur Milona

Through a cooperative arrangement involving the public school divisions of the city of Alexandria, Arlington and Fairfax Counties, Virginia, an Adult Basic Education materials, demonstration and evaluation center is being developed. The Center is conceived as a National clearing house contributing to the entire field of Adult Basic Education and serving the participating counties, the State and a widening area in teacher training related to materials, techniques and evaluation.

Original plans called for involving a maximum of 500 participants as the population to be used in the activities proposed. However, mounting pressure of the Spanish-speaking persons in the area and the recognition of the need for instructional problems regarding this population led to a major emphasis on techniques and materials for the Spanish-speaking systems and materials developed by Language Laboratories, Inc. (LLINC) and Educational Developmental Laboratories (EDL) materials are being used with approximately 225 participants.

Much time and effort are expended in the critical area of teacher training in the use of these systems. This involves the Center personnel but assistance is extended primarily to teachers in nearby programs. Specialists from LLINC and EDL are providing valuable help with this task.

With the assistance of consultants, plans for evaluating the effectiveness of these systems and materials are being developed and tested. As rapidly as possible, findings will be disseminated for the benefit of programs throughout the country.

Problems encountered in the process of establishing the Center include those related to budget, location, facilities, personnel, recruitment, guidance and counseling, community relations. From the beginning, the strong support of the administrative heads and ABE departments of the cooperating school systems has been evidenced in many years.

UNITED PLANNING ORGANIZATION—REMEDIAL ADULT BASIC EDUCATION FOR JOB ENTRY IN THE DEPARTMENT OF DEFENSE, WASHINGTON, D.C.

Project Director, Mr. James Cabbagestalk

The United Planning Organization, Washington, D.C., was awarded a Special Experimental Project of $50,000 during July 1967 to provide Adult Basic Education to Neighborhood Youth Corpsmen. Instruction was provided to the 211 Corpsmen for eight (8) hours a day, five days a week, for the initial three (3) months of the 12-month project. During the next six (6) months, enrollees received work experience at on-the-job training sites at defense installations in the Washington area.

The Civil Service Commission will administer tests and place the enrollees on permanent jobs during the final three (3) months of the project. The Commission is developing a unique youth opportunity test which will create a roster of young people from disadvantaged backgrounds. Rather than penalize the youth for having police records and for not finishing school, the Civil Service rating will give special credit points to those who do well on this test. Enrollees were paid $1.40 per hour during the entire education training cycle.

The curriculum focused on-the-job readiness skills combined with intensive individual and group counseling sessions. Behavioral Research Laboratories Programed Instructional materials were used to teach reading and arithmetic. California Test Bureau examinations were given to ascertain initial grand placements. The average score for the group indicated a sixth-grade achievement level.

Although the total project is only half-way through, 173 Corpsmen have been placed on Department of Defense job sites. Early test results indicate that over 50% of the enrollees made approximately a two-year grade level increase at the end of the remedial phase of the project. The remainder are presently receiving additional Adult Basic Education to qualify at the entrance level.

The program has already aroused interest in the Office of Manpower, Department of Defense. General Lampert, Secretary McNamara's special assistant for manpower, is considering expansion of such a program around the country. The unique features of the program may help fill the Department of Defense's manpower shortages throughout the country while providing jobs and training for unemployed youth.

A DIAGNOSTIC DEVELOPMENTAL AND DEMONSTRATION PROJECT IN THE PROCESSES OF EDUCATING ADULT MIGRANTS, FORT LAUDERDALE, FLA.

Project Director, Mr. James E. Brannigan (NEARAD); Associate Director, Mr. Robert A. D'Angio

The National Educational Associates for Research and Development has established an Adult Basic Education Program for migrant workers in order

to determine the most suitable materials and techniques for teaching under educated migrants who travel up the Eastern seaboard.

All available resources are being identified and utilized to search out answers to the questions posed by the problem, including: (1) a review of the literature; (2) a survey of the persons concerned with migrant workers in the various agencies in the East Coast States to determine what information is available and what educational programs are offered to these people; and (3) in-depth case studies of individual migrant workers to determine their needs and aspirations.

In their investigations of the problems of adult migrant workers, NEARAD, to date, has revealed that:

1. accurate and reliable statistics are difficult to obtain;
2. training problems offered by the various States and local school districts within the States vary widely in terms of purposes;
3. there are vast regions in the migrant trail which do not have training programs, and
4. there is insufficient interstate coordination of programs to provide any degree of continuity to the training of able and interested migrant workers as they move up and down the harvest trail.

The project is multi-State in nature and seeks to involve educational officials in many States. It is hoped that the proper coordination and interchange of ideas of all personnel in the area will contribute to a unified effort at attacking the problems of educating the adult migrant.

HEAD START PARENTS ADULT BASIC EDUCATION PROJECT, NEW YORK CITY

Project Director, Mr. Alfred T. Houghton, State Education Department; Local Project Director, Mrs. Doris Moss

The New York State Education Department set up an Adult Basic Education Program for the parents of children enrolled in the Head Start Program in New York City. Nearly 1,500 parents were involved in the program which ended the latter part of August. Parents attended 100 hours of basic education classes while their children were in Head Start classes.

The curriculum and materials used were selected to acquaint the parents with the various aspects of the Head Start program and to help the parents understand their role in the education of their children. Parent and family life education was the core of the program. Participants tested the effectiveness of a special series on health and consumer education developed by the New York State Education Department. Classes also tested materials listed in the *Curriculum Guide for Personal and Family Development in Adult Basic Education.* Materials suitable for both English and Spanish-speaking groups were used. An evaluation of these materials will be included in the program's final report.

Teachers and counselors participating in the program received intensive orientation and in-service training. Ten (10) master teachers worked directly with the curriculum specialist to assure continuity and effectiveness in the classes. Guidance counselors working closely with the teachers offered group guidance and individual counseling for the parents.

Further, the success of this program offers a good example of interagency cooperation. The program tested and proved the need for further coordination of Adult Basic Education and the Head Start Parent Involvement Program at all levels. A number of positive effects were evident. For example, parents involved in the program were the catalysts in the formation of a Head Start Parents Program Council in Bronx, New York.

A comprehensive evaluation of the project is now being prepared by the staff. When the report is completed, a summary of the results and details regarding the program will be available from the New York State Department of Education.

A REGIONAL EDUCATIONAL TELEVISION PROPOSAL FOR SPANISH-SPEAKING AMERICANS, ALBUQUERQUE, N. MEX.

Project Director, Dr. Stan Caplan; State Project Directors—Dr. Guido Caponi, Arizona; Mr. Roy Steeves, California; Mr. Jack Gill, Colorado

The Southwest Cooperative Educational Laboratory using the combined resources of the State of Arizona Department of Public Instruction and the Uni-

versity of Arizona is developing a series of Adult Basic Education video-tapes for Spanish-speaking adults in the Southwest.

The tapes will be both interesting and educational. They will combine the teaching of basic skills with a flavor that should appeal to the Spanish-speaking population. The project aims to take the best of commercial television and blend it with Teaching English to speakers of other languages techniques.

The University of Arizona will produce the video-tapes which will teach basic skills to the target population in their living room.

The Arizona State Department of Education will provide consultative services for the televised programs. Project staff have already met with staff from the University of Arizona and the SWCEL to determine the format and the behavioral objectives of the televised course.

The University of Colorado in a related project, has begun a feasibility study of the utilization of media in the basic adult education of illiterate, non-English-speaking adults. They are also surveying and analyzing existing teaching materials to determine their applicability to the project.

The University is also establishing a system for the delivery of the educational materials to Spanish-speaking migrants and other members of the population.

The University of Arizona, in addition to the videotapes is developing supplemental materials.

The State Department of Education of California is sponsoring a feasibility study of the problems of educating the Southwest region's Spanish-speaking workers.

They will conduct a three-day conference to explore the educational problems of migrant adults. The conference will involve adult educators, representatives of governmental and private agencies and representatives of the Spanish-speaking community. A series of workshops on problems related to this topic will evolve from this conference.

Mr. SULLIVAN. Very good. I will present the highlights of it and then we will have discussions following that.

Our testimony at the outset brings to the attention of the committee, Senator Morse, the long-term interest which Congress has had in vocational education. We can go back to the Smith-Hughes Act of 1917, which is a period of about 50 years. During that period of time there has been some additional vocational education acts passed, the George Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1937, the George-Barden Act of 1946, and then we have made reference also to the Health Amendments Act of 1956, which expanded aid to the States and provided funds to encourage the States to provide training in practical nursing, and then the National Defense Education Act, Senator Morse, for which you provided leadership in passing through Congress, title VIII also contained a provision for vocational education. And, finally, in 1936, Congress again decided on a major piece of legislation to revise Federal policy for support of vocational education. The patchwork approach of the past years has become obsolete; and the programs for which Federal funds were available presented a very narrow part of the total spectrum of occupations, and as you have pointed out to us this morning in your statement. So, the 1963 legislation was a real breakthrough. It gave new direction and more flexibility to local agencies and to State departments of education in administering the program.

The Vocational Education Act of 1963 defined vocational education as programs to prepare persons for gainful employment. It gave redirection of training from a few selected occupational categories to any occupation, and the initiation of programs responsive to persons with special needs. The law, therefore, broadened vocational educa-

tion authority to allow local and State authorities to assess resources and programs when needs arise, rather than waiting for action at the Federal level. Provisions were also included to support construction and research and training programs. The way was cleared for making vocational education available to all persons with particular emphasis on disadvantaged youth.

Since the enactment of the law I would like to refer to enrollment figures which, I think, are significant here, prior to 1960. Prior to the legislation of 1963, one out of five were enrolled in our high schools in programs, and following the passage of the Perkins bill, Vocational Education Act of 1963, that became one out of four.

I would also like to point out that 42.6 percent of the Federal funds allotted to States under the Vocational Education Act of 1963 in fiscal year 1965 were expended in constructing and equipping of facilities; 35.8 percent in fiscal year 1966, and 28.6 percent in fiscal year 1967. These new facilities will provide new training stations for an estimated 639,000 students, and this was a provision in this act which was not present in the other act, and does indicate that we do now have additional facilities to meet the needs, as you have outlined.

In some schools vocational offerings are being provided to dropouts or potential dropouts for the first time. As a result of this new bill, the slow learner and the mentally retarded are being reached. Courses in junior high school are being given, both to motivate students for further skilled training and to give them some preparation for their entry job when leaving school.

Vocational educators are recognizing the need for a more effective guidance and counselling and are providing us with vocational education funds. Instructional materials are being prepared to meet the reading ability of many of these students. Teacher workshops and institutions are being held to help vocational teachers better understand the characteristics of the students and to develop programs for them.

A most important result of these programs is that vocational educators are working closely with other community agencies and services. We identify in our testimony the nature of these cooperative services and identify the agencies with which we are working carefully.

You refer, Senator Morse, to the enrollment in postsecondary programs and the importance of these. Enrollments in postsecondary programs increased from 207,201 in 1965 to 504,047 in 1967, or approximately 143 percent. Health occupations enrollments increased from 66,772 in 1965 to 114,652 in 1967.

Total Federal, State, and local expenditures for vocational and technical education have increased from $333,785,000 in fiscal year 1964 following the Vocational Education Act of 1963, to $972,326,794 in 1967. At that time only 1 out of 6 dollars was expended for vocational education programs and 64 was provided by the Federal Government. In fiscal year 1967 Federal allotments to States were $257 million and the State and local expenditures were $716 million, making a total of $972 million, referred to above. That is more than 1 out of 4 dollars was Federal money.

Now, considering the short time, approximately 3 years, that the Vocational Education Act of 1963 has been operational and funds have been available for programs, significant changes are accomplish-

ments in meeting the occupational training needs of the Nation's youths and adults have been made. Additional information is included in appendix I, Senator Morse, attached to this document.

While much has been accomplished, more changes and new directions are needed to provide vocational or technical educational programs that will have an impact on the major problems facing the Nation. The legislation recommendations excluded in S. 3099 will substantially assist in this endeavor.

Expenditures from vocational education research have also increased. Appropriations rose from $11.85 million in fiscal year 1965 to $13.5 million in fiscal year 1968. Research projects have been funded in seven major areas: Program evaluation, curriculum experimentation, vocational guidance and career choice processes, personnel recruitment and development, program organization and administration, adult and continuing education, and occupation information and career choice. More than 400 projects have been initiated since the inception of the program in fiscal year 1965. These are research projects. Although two-thirds of the projects have been directed by colleges or universities, State departments of education, local educational agencies, and private nonprofit organizations have also participated in the program.

While the research program has been in operation for only 3½ years, some of these projects have brought about a redirection of vocational education instruction. Our testimony indicates what some of these are.

Vocational education research is also sparking the dissemination of research results to educators across the Nation through two national vocational research centers—one at the Ohio State University and one at North Carolina State University. The one at Ohio State University has been designated as a clearinghouse in the area of vocational and technical research.

State research coordinating units have also been established in 44 of our 50 States.

Finally, the Division of Comprehensive and Vocational Research has been developing projects to meet the long-range needs of vocational education under the title of "Education Systems for the Seventies." It is hoped, through these projects, that comprehensive vocational education based on a fusion of general education and clusters of broad occupational skills, will be developed to meet the demands of the future on vocational education in the schools.

Now, although there has been a general increase in the number of students enrolled in the vocational education programs and the amount of dollars being spent on education and research, progress in vocational education over the past 4 or 5 years has not been at the level necessary, as you pointed out, to satisfy all of the requirements. Imagination must be geared to the development of their programs. The operational problems related to occupational training must be overcome if we are to develop, in the next decade, a system of vocational education which is highly significant in terms of responsiveness to the Nation's manpower needs. There are conditions which exist in the United States to which vocational education can make a valid contribution. We cannot continue to tolerate extremely high unemployment rates

for our youth; we cannot allow one million youngsters a year to drop out of school; we cannot afford to ignore the training needs of youths and adults with less than a high school education who suffer an unemployment rate of 23.1 percent. Finally, we cannot overlook the needs of our cities where unemployment is chronic, nor can we overlook the needs for education and training of minority groups living in these urban areas.

Today we are proposing legislation to increase the effectiveness of existing programs of vocational education to support and encourage the establishment of vocational education for the future.

In 1963, the panel of consultants on vocational education in their report, Education for a Changing World of Work, pointed out the necessity for training young people in vocational occupations and developing new and expanded occupational training for all people in the United States. They stated that in particular, programs that had to be developed for the 26 million young people who would enter the labor force within the next decade. It was pointed out that three out of every 10 young people would be high school dropouts and that eight out of every 10 students would not finish college if conditions for schooling and the attitudes of youngsters towards that schooling remained static.

While enrollments in vocational education programs have increased considerably since the 1963 enactment, there are still many millions of young people to reach if we are to fill existing needs, particularly among the disadvantaged. Adult enrollment constitutes 42 percent of the total enrollment for vocational education programs. We are currently reaching only 3 million out of 12 million youngsters enrolled in high school. And of those students, only 1.7 million, or approximately 14 percent, are receiving occupational training leading to gainful employment. This means that the 50 to 60 percent of our students who leave school or graduate from high school each year and do not go on to college, have had little or no preparation for the world of work. Of this number, less than 4 percent of the young people aged 18 to 21 years, go on to enroll in postsecondary institutions. Approximately 2 percent of the vocational education students are receiving special services for special needs, and including those handicapped by a disadvantaged background.

Further, it has been pointed out in congressional hearings that youngsters from slum districts experience even higher rates of unemployment than those in the rest of the country. Cleveland has reported that 58 percent of the young people in slum areas are unemployed. The 1967 manpower report of the President listed overall unemployment in the slum areas as 28 percent of the teenagers living in them. The report of the Civil Disorders Commission repeats the warning that jobs and job training have become the chronic need of the cities. Unemployment rates can be lowered only to expanded and more effective vocational programs.

Now, the legislation we are proposing would assist, and the Senate bill 3099, would assist local schools across the Nation in developing vocational education programs to meet present and future manpower needs by emphasizing new programs for youth and by encouraging the development of more programs in the postsecondary level.

Now, there are two titles to this legislation, one is title I having to deal with exemplary programs, and title II which brings about a consolidation of much of the existing legislation. Title I of the Partnership for Earning and Learning Act would amend the Vocational Education Act of 1963 by providing a program of grants for exemplary programs or projects to the State agencies in charge of vocational education, local educational agencies, the public and private agencies, organizations, and institutions to support the planning, development, and operation of exemplary occupational education programs which may serve as models for vocational education programs. During fiscal year 1969, $15 million would be authorized. There is a limitation that no State may receive more than 10 percent of the total funds appropriated for title I. Starting in fiscal year 1971, each State would receive a minimum apportionment of $150,000; the remainder of the funds appropriated would be apportioned among the States according to relative population aged 15 to 19. Beginning in fiscal year 1971, up to 2 percent would be reserved for the outlying areas and the Trust Territory of the Pacific.

Programs and projects would be submitted to the State boards for their approval. If the State board objects to a project within 60 days, the Commissioner may not approve such project. No program or project could be supported by Federal funds for more than a 3-year period.

The program, administered in conjunction with the other vocational education and manpower programs, would make funds available at the local level for such activities as broadening vocational programs, developing comprehensive high school programs, developing and operating cooperative education-related work programs for high school students, and developing model programs for new and emerging occupational opportunities, including those at the postsecondary level.

The bill specifies various types of projects which could be funded under the amendments. This is title I. Now, these would include exploratory occupational educational programs. Projects under this project could be supported in which the school, the parents, and the community would cooperate in efforts to bring full resources of the community to bear on the needs of all students during the critical period when about one-third of our school dropouts occur.

The second provision under title I is the work experience programs. Work experience programs would provide part-time employment related to the student's educational program or occupational objective during the school year or in the summer. Such programs would assist in the student's optimum development and help create a bridge between school and employment.

Many programs would include cooperative work programs, financial assistance to needy students, and volunteer work for social value to the community. These programs would be a recognized part of the student's educational program with credit, grades and all experience recorded as a part of the student's cumulative record.

Thirdly, under title I, occupational guidance and counseling. In concert with the U.S. Employment Service, all students would be assisted in entry job placement when ready to move from school to the world of work. This would be in addition to the regular counseling

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and guidance services. Schools would be helped to maintain appropriate followup records of all students. Students interested in continuing their education would be assisted in gaining entrance to institutions of higher education and in obtaining financial aid.

Fourth, under title I is the improvement of vocational education curricula. Programs would encourage broad-scale innovative curricula changes to provide realistic occupational training meeting the needs of all youth and adults at all skill levels. As you stated, Senator, rapidly changing job markets require a constant adaptation of educational curriculums and continuous dialog between schools and employers. The development of new curriculum depends on communication of need from current and potential employers.

Next under title I would be the personnel exchange program. All types of agencies, organizations, or institutions, including those at the postsecondary level involved in the development of programs to prepare young persons for gainful employment, could participate in projects under title I.

And next, the released-time programs. Employers would be encouraged to participate in exemplary projects which would release young workers from their jobs in order to increase their educational attainment.

At present some private industries, particularly those involved in technological production, operate released-time programs so that employees may attend postsecondary technical institutions, junior and community colleges, and other institutions of higher education to improve their knowledge and skills necessary for high-quality work for the industry and to relate their knowledge of their learning experience to real work experiences.

Now, that summarizes title I of the new legislation.

Now, title II provides for consolidation and improvement of the existing legislation. As you know, Senator Morse, we have taken the initiative in two other programs to consolidate legislation, in EPD, and we are presently in the higher education bill recommending such action be taken with reference to the total student aid program, and this is really the third step in educational legislation in this direction.

Title II of the Partnership for Learning and Earning Act deals with consolidation and improvement of existing vocational education programs.

The proposed legislation would consolidate in fiscal year 1970 existing authority for vocational education programs under the Smith-Hughes, George-Barden and Vocational Education Act of 1963. The consolidation is proposed in response to the first recommendation of the Advisory Council on Vocational Education which stated:

> Administrative complexities should be reduced by combining all vocational education legislation into one act.

Further, the earmarking by purpose of use of funds under section 4(a) of the Vocational Education Act of 1963, such as the 25 percent minimum expenditure for construction and/or postsecondary vocational education, would also be removed, again providing greater flexibility and ease of administration.

The set-aside for vocational education research would continue at the present level of 10 percent of the funds appropriated for the act.

Authority to contract with private agencies, organizations, or institutions would be added to the research provisions in order to conform to other research authorities administered by the Bureau of Research.

The legislation would give nonoccupational homemaking a separate authorization for $15 million. Last year, approximately $8 million was expended for such purposes. By so doing, the expenditures under the consolidation features of the partnership for the Learning and Earning Act of 1968 would then be directed entirely to gainful employment, including occupational home economics.

Senator RANDOLPH. Mr. Chairman?

Senator MORSE. Senator Randolph.

Senator RANDOLPH. Dr. Sullivan, I have an appointment which I must keep, and there is one question, among other questions, that I would like for you to answer for me.

Mr. Chairman, I do not want to break the continuity of the excellent presentation, and I shall read it very, very carefully, that which I have not read.

There is one question that I would like to ask, and then have the answer placed in at the appropriate time. Would that be agreeable?

Senator MORSE. Perfectly agreeable.

EXPENDITURES FOR THE DISADVANTAGED AND HANDICAPPED

Senator RANDOLPH. What percent of the total expenditures for vocational education were for programs for the so-called disadvantaged and the handicapped under the Vocational Act of 1963?

Mr. SULLIVAN. 1963?

Senator RANDOLPH. I am interested in that.

Mr. SULLIVAN. Around about 2 percent, I believe. We refer to it in the testimony, but we will check this out for you, Senator Randolph, and get it for you.

Senator RANDOLPH. Mr. Chairman, that can be supplied. I do not want to interrupt the testimony.

Mr. SULLIVAN. As the Senator, the chairman, said in his earlier statement, we need to direct more of these funds to the disadvantaged, and this is one of the purposes, Senator Randolph, of that, you may know. I am sure you know of this particular legislation. It has been 2 percent.

Senator MORSE. You will provide material to be inserted in the record at the close of your testimony.

Senator RANDOLPH. Mr. Chairman, I would want the record to indicate at this point my approval of the general purposes of Senate bill 3099. I wish to compliment you for presenting this legislation and for the hearings which you are conducting. With Mr. Venn present today I would like to say that he mentioned that county, what county would that be?

Mr. VENN. Wood County.

Senator RANDOLPH. I wanted to see if he remembered, because they remembered him, and yesterday during my visit to West Virginia and talking with educators and students, being given the opportunity to address the students of the college, I had occasion to hear people continue to comment on the very progressive and constructive programs

of education in many levels in Wood County, W. Va. You do have problems of making vocational education really meaningful in a State like West Virginia as, of course, in Oregon and throughout the country. I am really excited about the possibilities of this legislation, Mr. Chairman, and I want to join you in doing what I can to help it move forward, buttressed, of course, by the facts that will be presented, by the needs which you know pertain at this particular period.

Mr. SULLIVAN. May I respond——

Senator MORSE. I know, Dr. Venn, that in 1963 the Senator from West Virginia, Senator Randolph, supported us at all times in getting that bill through. I don't know of anyone on this committee who had worked harder for vocational education legislation than the Senator from West Virginia, and I am delighted to have you make the statement that you have just made this morning. I think you know, Senator Randolph, of the enthusiasm with which I have responded to the implementation of our act of 1963. Dr. Sullivan, Dr. Venn, and all of the people in the vocational education section of the Department are going to supply the data that we need, as we talk about this problem out across the country, as well as when we debate it on the floor of the Senate. I think it is an excellent presentation.

Senator RANDOLPH. Thank you.

Mr. SULLIVAN. May I, Senator Morse, bring to Senator Randolph's attention the paragraph which states that in fiscal year 1970, starting fiscal year 1970 the bill provides that 25 percent of the funds appropriated in excess of the fiscal 1969 appropriation level would be earmarked for vocational programs specifically designed for the disadvantaged. And this is the question you are raising, and we agree with you that we really have not been able under present legislation to meet the special needs of this group of people, and so this is one purpose, major purpose to this legislation.

Mr. VENN. In direct response, 3.3 percent was expended last year of the Federal dollar for disadvantaged in the Federal program.

Senator RANDOLPH. Do you feel, Mr. Venn, that that was an inadequate percentage?

Mr. VENN. Yes; we certainly do, and that is one of the reasons for the provision in this present legislation for asking for 25 percent increase over the 1969 level go to the disadvantaged program. We increase that particular need.

Senator RANDOLPH. Do you think that the disadvantaged program has incorporated within its framework the handicapped, or is that a separate consideration?

Mr. VENN. Well, there are funds, of course, in the vocational rehabilitation, but there are also many needs to tie these two programs together so they can move more directly into the area, the labor market for the vocational schools, and the law does provide that these kinds of needs would be included in this type of program.

Senator RANDOLPH. Thank you, Mr. Sullivan and Mr. Venn, and thank you Mr. Chairman.

Mr. SULLIVAN. I will proceed, then, with your permission, Mr. Chairman.

Another provision of the Partnership for Learning and Earning Act, which should figure heavily in the development of programs for

the disadvantaged is the removal of the requirement for separate matching purpose by purpose under the Vocational Education Act of 1963. We think this is an extremely important provision. This would be a tremendous help, Senator Morse, to the agencies at that level. I think it is very obvious to us what it would do. I spell this out in the statement.

I go to the proposal that would amend the Vocational Education Act of 1963 to establish a National Advisory Council on Vocational Education to be appointed by the Secretary to provide for a broadly representative State Advisory Council on Vocational Education in each State.

The 1963 enactment made mandatory the creation of State advisory councils in all States where "persons familiar with the vocational education needs of management and labor in the State," were not represented on the State board which administers or supervises the administration of vocational education programs. I think we do have to say that this has not been too effective in assuring that we do get representation from labor and management and the people that have concerns about vocational education in the decisionmaking bodies, and so it is for that reason that this recommendation is made that there be a consultation advisory committee in each State made up of this kind of representation.

Further, the proposed legislation would require a State Advisory Council on Vocational Education in every State to advise the State board for vocational education development of the State plan. Each State advisory council would submit to the State and to the National Advisory Council, an annual detailed report and evaluation of vocational education programs in the State, including recommendations for necessary changes.

Furthermore, the State plan will be expected to indicate each year that consideration had been given to the State advisory council's recommendations. The Advisory Council on Vocational Education also recommended more expenditures to programs at the postsecondary level, technical occupations and other employment opportunities demanding at least two years of schooling beyond high school. They continue to experience rapid growth, and our vocational programs must become increasingly responsive to such growth. Yet, enrollment in postsecondary level courses in fiscal year 1966 was only 7.3 percent. Might I say that this varies greatly State by State, Senator, as you well know, depending upon partly on the number of community colleges, 2-year institutions and so on, which are in those respective States. Total enrollment in vocational education, appendix 1 contains tables which give breakdowns by occupational category and educational level.

Through widely representative State advisory committees, I am sure that we can develop more programs at this level and encourage more schools, including junior colleges, colleges and universities, to offer such programs.

Furthermore we are proposing in this Partnership for Learning and Earning Act that beginning in fiscal year 1970 every State would submit a plan which would contain in the first year a 5-year plan, specifying long-range objectives for vocational education in that State,

to be supplemented and updated in the State plans for subsequent years so as to always extend over a 5-year period. The purpose of this certainly is to encourage a careful advance planning evaluation, adequate reporting and gathering of statistics and dissemination of information.

I am going to move now, sir, to the last paragraph on page 23. Some of these other pages refer to the Advisory Council activities and so on. The last paragraph on page 23, we are further proposing in the Partnership for Learning and Earning Act of 1968 that provision be made for the collection and dissemination of information on vocational education programs. This is in order to measure the effectiveness of the programs and to make materials and technical assistance available to State boards and local education agencies or institutions of higher education initiating or expanding vocational education programs. Contracts with public or private agencies are also authorized for these purposes.

Finally, this bill provides for consultation and cooperation between the various Federal departments and agencies, including the Department of Labor, which administers programs that might be effectively coordinated with vocational education programs.

The bill would also provide that the leadtime and advance funding authority, included in Public Law 90–247, the Elementary and Secondary Education Amendments of 1967, would be broadened to include the exemplary programs in vocational education and the consolidated educational programs.

And now, finally, to title III which relates to adult education. Beginning in fiscal year 1970, the proposed legislation would lower the minimum age eligibility requirement for participation in the adult educaton program from 18 to 16 years of age. Lowering the legal participant age would thus make adult basic education program consistent with manpower and vocational education legislation, such as Jobs Corps, Vocational Education, and Neighborhood Youth Corps. The fact that over 1 million high school students drop out of school each year also renders the amendment important.

One key reason for dropping out is low academic performance. This is on the part of the students themselves. An adult basic education program could provide the needed remedial component to help students begin training for an occupational career.

The proposed legislation would also create the set-asides for special projects in adult education to a variable 20 to 40 percent starting in fiscal year 1970. Increased funds for this purpose would come out of additional appropriations for the Adult Education Act and would not reduce the amounts of money available for State-administered programs. Since the inception of the adult basic education program in fiscal year 1965, over $100 million have been allocated for this program. Well over 90 percent of this money has been administered by State departments of education for local programs of instruction benefiting approximately 1.2 million undereducated adults. Only a small amount of State-managed resources has been available for basic education research or demonstration project, thus limited innovative learning techniques have been emanated from the local level and have been picked up across the country. For the first time in fiscal year

1967, $1.5 million was granted for experimentation and demonstration. This limited amount of money has already resulted in several major new approaches that can be integrated in State and local programs. Examples of these program innovations are attached in appendix 3.

The proposed amendment is also important because of the magnitude of the problem—over 24 million people cannot function at an eighth grade reading level. Advanced learning methods must be developed that will result in large numbers of people learning more effectively.

I think the most effective leadership posture that the Office of Education can assume is to provide additional effort through a specific focus on national problems by making grants directly to educational agencies and nonprofit agencies for research and demonstration in adult basic education. The results of this approach can be rapidly integrated into the various educational manpower programs operating through various Federal agencies to achieve an effective blend of learning and earning training capabilities.

We now express our appreciation to you, Mr. Chairman, for allowing us to present this rather length testimony. I hope in the summary we have not left out any of the significant items but it will be in the record for the committee's review.

Senator MORSE. Mr. Sullivan, this is one of the best statements that has been submitted to my committee on any education bill. Its thoroughness of preparation speaks for itself, and most of my questions otherwise that I would have asked are unnecessary because the answers are in your statement.

Senator Javits, I believe, had asked the Office of Education to analyze the recommendations of the Advisory Council and provide us with a report on the action taken by the Office of Education on each of the recommendations. I wish to report that the information has been received, and I direct that the analysis of the Advisory Council's recommendations be printed at this point in the record.

(The information referred to follows:)

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, RE RECOMMENDATIONS OF THE ADVISORY COUNCIL INCLUDED IN S. 3099, 90TH CONGRESS, SECOND SESSION

Recommendations: Page 79, Publication 1, "The Bridge Between Man & His Work"

1. Those recommendations of the Advisory Council on Vocational Education which are included in the Administration's vocational education measure, citing the section number of the Senate bill.

RECOMMENDATIONS

1. Administrative complexities should be reduced by combining all vocational education legislation into one Act. Included in Section 215, Page 23 and 24, lines 16–25; Page 24, lines 1–5.

3. Innovation should be encouraged by contracts or grants between the Commissioner of Education and State Boards, local educational agencies, and other public or non-profit institutions. Title I, Page 4, lines 1–12.

4. Specific funds and permanent authority should be provided to develop and operate new and expanded vocational education programs for persons who have academic, social, economic, or other handicaps. Section 205(b), Page 13, lines 13–17.

8. Vocational homemaking education should be included in a separate section of the Act with specific funding authorization. Section 216, Page 24, lines 24, 25 and pages 25, 26, 27; Page 28, lines 1, 2, 3.

10. The Act should permit matching of the Federal allotment on a statewide rather than area-by-area or project-by-project basis. Section 204, Page 12, lines 14–23; Page 13, lines 1–5.

11. To end the disharmony between the planning processes of the schools and the appropriations practices of Congress, provision should be made for States to receive allotments earlier in the calendar year and to spend funds through the succeeding fiscal year. Section 220, Page 34, lines 14–24; Page 35, lines 1, 2.

13. The presently misnamed "State plan" should be recognized as merely a legal contract between the Federal and State agencies. The present "projected program activities" should be become a 5-year projected plan subject to annual updating. Section 208, Page 17, lines 15–24; Page 18, lines 1–25; Page 19, lines 1–8.

17. The prescribed 10 percent of the sums appropriated under Section 4(a) of VEA'63 should be available for research, with the Commissioner of Education allocating the moneys in the most advantageous manner among the three legitimate claimants:

(a) Grants or contracts to colleges and universities and other public or non-profit private agencies and institutions to pay part of the cost of research, and dissemination of research results;

(b) Grants or contracts approved by the operating Bureau for evaluation, demonstration, experimental programs, and for dissemiantion of results;

(c) Grants to States for paying part of the cost of State research coordinating units, State research, evaluation, demonstration, experimental programs, and dissemination of results.

Section 4(c) the basic Vocational Education Act of 1963 provides for 10 percent for research. Additional changes for contracting and dissemination included in Section 206, Page 14, lines 3–13.

18. An annual descriptive and analytical report on vocational education should be submitted to the President and Congress by the Office of Education. Section 218, Page 29, lines 23–25; Pages 30, lines 1–3.

19. Each State should be required to conduct a periodic statewide review and evaluation of its vocational education program. Section 207, Page 18, lines 7–20.

20. "Pre-vocational" training and "employability skills" should be included within the definition of vocational education. Section 104 (A), Page 6, lines 22–25; Page 7, (B), (C), (D), lines 1–8.

21. Confusion concerning the meaning of the term "area vocational education facilities" should be ended by deleting the word "area." Section 217, Page 28, lines 12–15.

22. The responsibility of vocational educators for students until they are successfully placed in training-related jobs should be affirmed by including initial job placement within the definition of vocational education. Section 104, Page 7, (C), lines 4–6; Section 217, Page 28, lines 5–11.

23. Achievement of the Act's objectives at the levels of enrollment currently contemplated will require an appropriation of $1,565,000,000 per year. It is our unanimous conviction that no sounder investment can be made by the citizens of the United States than this—an investment in their own, their children's, and their economy's future. (See specific recommendation on Page 82, "The Bridge Between Man and His Work." No reference to specific amount of authorization. Included in Section 201, Page 11, Section 2, lines 5–8, "There are hereby authorized to be appropriated for each fiscal year such sums as may be necessary for the purpose of making grants to States as provided in this part.

ADDITIONAL RECOMMENDATIONS TO THE COMMISSIONER OF EDUCATION

24. In order to provide appropriately for curriculum materials needed in vocational education, two to four centers should be established for development of such materials. This provision is under study with specific plans to implement curriculum centers. One is now planned at Rutgers University. Others will be considered as funds are available.

25. The National Advisory Committee on Vocational Education should have a full-time staff in the Office of Education in order that guidelines may be established for helping the States make more effective use of State Advisory Boards. Section 218, Page 30, (e), lines 15–21.

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, RE RECOMMENDATIONS OF THE ADVISORY COUNCIL NOT INCLUDED IN S. 3099

21. Those recommendations of the Advisory Council on Vocational Education which are not included in the Administration's bill, giving the reasons for the Administration's rejection of each of the recommendations omitted.

RECOMMENDATIONS BUT NOT INCLUDED IN BILL

2. A Department of Education and Manpower Development should be established at Cabinet level. The recommendations to establish a Department of Education and Manpower Development at Cabinet level would necessarily involve considerations much broader than the provisions included in S. 3099.

5. The Act should provide permanent authority for work-study programs at the secondary and post-secondary levels structured so as to combine education, training, and work experience, as well as offer income opportunities. Section 15 (Authorization for Sections 13 and 14) of the Vocational Education Act of 1963, expires June 30, 1968. The President's Budget for fiscal year 1968 states: "(b) Work-study programs.—Under the Vocational Education Act of 1963, a work-study program provides employment for students enrolled in vocational classes who are in need of financial assistance in order to continue their education. In 1968 this activity will be absorbed by the Neighborhood Youth Corps in-school program for which appropriations are included under the Economic Opportunity Program."

6. Residential vocational schools should be constructed and operated under grants from the Commissioner of Education to State Boards of Vocational Education or, with the approval of State Boards, to colleges, universities, and public education agencies. Authorization for residential schools and work study as provided for under Sections 13 and 14 of the Vocational Education Act of 1963, expires June 30, 1968. Congress has not appropriated funds for carrying out the provisions of Section 14, Residential Vocational Education Schools, under the Vocational Education Act of 1963, to implement this Section of the Act.

7. At least 25 percent of vocational education funds should be earmarked for post-secondary schools and adult programs. This recommendation was not included in S. 3099. The bill eliminates all earmarking except for those academically, socioeconomically, or otherwise handicapped. The provisions for State or National Advisory Councils with representation from junior and community colleges should assure adequate attention to post-secondary vocational needs.

9. Funds should be distributed to the States on bases which will provide incentive for increased enrollment and attendance, and improved performance. Section 204 of the bill, page 12, line 19 through page 13, line 5, provides for overall Statewide matching which would permit up to 100 percent funding of special intensive projects—for example, programs for the educationally deprived. Section 309, page 20, lines 14–19, requires variable matching, in order to recognize areas of special need. A formula for the distribution of funds based on "enrollment and attendance" runs counter to this. An intensive program for disadvantaged youth would cost more per student than other programs and a single, uniform rate per pupil would not recognize this need.

12. Salaries and expenses needed for the administration of vocational and technical education should be included in the annual appropriation provided by the Act, rather than in a separate budget as at present. This recommendation was not included in S. 3099. A study of the need for inclusion of such a provision in all education acts would be advisable prior to implementing this recommendation.

14. The preparation and upgrading of professional and para-professional personnel should be recognized and financially supported as an objective of the Act. While there are no new programs for preparation of professional and para-professional personnel, Section 209, Page 19, lines 23–25, requires special consideration for "new and emerging needs and opportunities" which should include training for para-professional and semi-professional employment, particularly in the public service field where demand exceeds labor supply by 5 to 2. The job of our Nation's school, therefore, is critical in view of such new and emerging occupations. Training can and should meet the resultant demands to be faced by the labor force.

15. The Opportunity Grant program of the Higher Education Act of 1965 should be extended to post-secondary technical and vocational programs by set-

ting aside 25 percent of the funds appropriated for Title IV of that Act. Since post-secondary technical and vocational education is included in the Higher Education Act of 1965 the adding of a categorical requirement under this provision of the Act was not recommended.

16. The feasibility of reimbursement to employers for unusual costs of supervision, training, and instruction of part-time cooperative students should be tested in pilot projects. While this recommendation is not included in the bill, reimbursement "for limited periods when student employees are not fully productive" may be included in a project under Work Experience Programs, Sec. 105, Page 8, lines 18–26; Page 9, lines 1–14.

26. A Learning Corps should be established on a pilot basis to provide improved learning experiences for economically disadvantaged youths, particularly inner-city youths. Such corps would arrange for young people to have the opportunity of living in selected homes in rural, small city, and suburban communities and to enroll in the local schools where skill development for employment would be a part of their educational program. This recommendation is not included in S. 3099. The proposal is under consideration and requires further study before undertaking to implement it.

IMPLEMENTING THE MURPHY AMENDMENT

Senator MORSE. In 1967, the Economic Opportunity Act amendment contained an amendment sponsored by Senator Murphy which provided for special demonstration projects in the cities. OEO and the Office of Education are to cooperate in the development of the program.

What steps have been taken to implement the new program?

Mr. SULLIVAN. Well, actually, the Murphy amendment, we are drawing up guidelines and regulations now, and funds were provided for that in the amount of $30 million.

Mr. VENN. Is he speaking of the Murphy amendment or the OEO bill? This was a provision that applies, I believe, to providing for one or more contemplations of vocational school units in the country in terms of developing new approaches to vocational schools.

We have been in contact with the Office of Economic Opportunity, and Mr. McMillen, the Director of Vocational and Technical Education, had been in discussions with the Office of Economic Opportunity, and we are now drawing up necessary guidelines to be presented to the Commissioner for his approval, and we are moving ahead on this.

I believe at the present time the Office of Economic Opportunity has under consideration one particular project in the city of Baltimore being discussed in terms of development of vocational programs for that city, and that school district in Baltimore is one example during this year.

I would say that one of the things that have made this difficult in the past, Senator, has been the specific application of the occupational areas in the Vocational Educational Act of the Smith, Hughes and George-Barton, is 23 separate areas designated with certain amounts of money that have to be expended for these kinds of occupations. Well, I think this has had a carry-over or a halo effect causing the States to tend to see vocational money for these things in title I as separate. We think that these changes can be made in a proposed Senate bill this would make vocational education much more fluid and flexible and we will be able to hook up much more easily with the title I money, the title III money, and the Educational and Secondary Act. In title I, say, they made need the academic improvement and move right on into certain kinds of occupational skills which will

make them more competent to move into the work forces that are contributing.

Mr. SULLIVAN. May I add also, Senator Morse, that internally, as indicated, we are working with the States on this, but internally we are working to simplify our procedures also, we want to standardize our reporting forms and our application forms so that we do not have a great variety of applications that have to be submitted by a State when they have done a comprehensive job. We have got to be in a position to be responsive to the States if they do a comprehensive job.

COOPERATIVE ARRANGEMENTS BETWEEN TITLE I OF ESEA AND VOCATIONAL EDUCATION

Senator MORSE. If you have any additional information that would be helpful in supplying Senator Murphy with the information he needs, you may file that in a memorandum for the record.

Are vocational programs being combined with the programs for the disadvantaged under title I of the Elementary and Secondary Education Act? Is the Office of Education making an effort to encourage cooperative programs between title I and vocational educational programs?

Mr. SULLIVAN. Yes, Senator Morse, we are taking initiative aggressively to bring about what we call comprehensive planning activities at the State level and all of our programs, whether it be Elementary and Secondary Act, whether it be title VI of the Handicapped, whether it be vocational education or adult education, we have taken the initiative to encourage States to participate and develop their own plans and are providing them with resources for this purpose. We have had meetings, regional meetings with States. We are providing some staff time to help them in these plans. There are three States where this has gone farther than in other States, the State of Nebraska, North Dakota, and the State of Texas are working on comprehensive planning programs. So, we have taken the initiative to achieve this end.

Do you want to add anything to that?

Senator MORSE. Why does the 25 percent earmarked for the disadvantaged and handicapped apply only to the excess over the present funding level?

Mr. VENN. Well, I think primarily, Senator, because of the tremendous needs that are also being felt in terms of postsecondary occupational preparation in terms of manpower needs for the country, also because of the programs that are already functioning in the schools we find that any vocational programs in this country we have a larger percentage of minority groups in our vocational programs, and lower income groups in our vocational programs than we have related to the regular program. Therefore, we felt that these on going programs should not be cut off to move totally into the new program. So, I think the 25 percent set aside for additional new money was to give emphisis there but without reducing programs that are now serving many people who may not be at the hard core end of it, but who have great need for these kinds of educational programs.

SALARIES IN THE WORK-EXPERIENCE PROGRAM

Senator MORSE. In the work-experience program, would Federal funds be used to pay the salaries of students working for private employers?

Mr. VENN. This could be done, whether under supervised programs, and their primary role there would be as learners rather than as full time earners, but we could contract this kind of a case. Now, this would be only for those youngsters, and only in demonstrations as an example of what could be done in trying to tie industry in with these schools. It is not intended at all that an overall program of this kind would be devised, but this would be to demonstrate where a local employer or a local school district could move together to get a broadened educational experience and an occupational experience for these youngsters, and limited solely to those who qualify under the poverty level of $3,000 or less.

DROPOUT PREVENTION

Senator MORSE. Is there any indication that vocational education programs are more effective than general education in preventing dropouts, and would you supply us with a general statement. I think you ought to supply us with a memorandum giving us supporting data for your conclusions.

Mr. SULLIVAN. It would be difficult. I will just make this general statement, it would be difficult, Senator Morse, to compare the two because there tend to be up to now, and this is one thing I hope this legislation will do, is broaden the participation in vocational education for many more students than we have now. Actually, many of the students I know in my State, and I will refer only to my own State, in the vocational education are more dropout prone than the general population, and so I am not sure just whether we have figures that we can submit that will be valid, but we will do the best we can.

Grant, do you want to add to that?

Mr. VENN. I think we do have some studies that have been done which indicate that students that do come in there, there is a high holding power for certain kinds of students. But, as Mr. Sullivan indicated, there is a selective factor at work, and in defining the students that come into the program first, particularly in the large cities. In some of our large cities in the past our vocational program and separate vocational schools have literally become dumping grounds, and sometimes the student was ready to drop out and he was shifted into the vocational program. We hope through this legislation we will be able to get to the students under the entire program to demonstrate how occupational orientation and involvement in school early may give them sort of a ladder to look towards through the high school or post secondary, other options and the traditional academic steps for those kinds of students, and then really get at this dropout problem in a strong way, but we can submit to you and will, sir, the information we have on this particular problem.

FIRST-JOB SALARIES FOR VOCATIONAL STUDENTS

Senator MORSE. Is there any data indicating that vocational students receive higher salaries in their first jobs than nonvocational students?

Mr. VENN. Yes; we have very definite studies on that which have been concluded, which shows—one city shows that even after a period of 11 years the vocational student was learning at a higher rate, and interestingly enough, his participation in community activities was equal to or better than the general student.

Mr. SULLIVAN. Mr. Bushnell, from the Bureau of Research, is here, and I think he can respond to that, too.

Mr. BUSHNELL. We have had several studies recently, Senator, that show when compared, vocational graduates when compared with academic preparatory program graduates of high school levels, 5 and 10 years out of school, the earning of the vocational graduate is significantly higher than the academic-trained student that did not go on to college.

We are also aware that these students find jobs more quickly and hold these jobs during a longer period of time. I think the studies now are quite well established and do prove that there is a potential earning return.

Mr. VENN. I would want to add to that, too, that in response to one of your comments, Senator, where you indicated that the concept of vocational education, not just preparing someone with job skills for a specific occupation, is really not the answer any longer in this kind of society and the vocational programs now are aimed more at giving what might be called the specific entry job skills, but a broad education and occupational understanding base, broad cluster, so that he is more flexible in terms of when his job terminates because of automation or technological change, and he may shift because they have a broader base so that instead of trying to turn out the craftsmen in the schools for the vocational program jobs, we are trying to turn out someone who has an increased amount of saleable skill and with a much broader educational base, and we would hope that the vocational program, and we have evidence that it will, keep the youngsters in school and broaden his total general education base as well as his entry occupation skills. So, it is more than just teaching job skills, much more than that in today's society, and as you indicated, in the future. It is going to have to be much broader, much more comprehensive in order to meet the kind of job demands which we don't even foresee at this point.

EARMARKING VOCATIONAL FUNDS

Senator MORSE. Dr. Sullivan, you say, "Further, the earmarking by purpose of uses of funds under section 4(a) of the Vocational Educational Act of 1963 such as the 25-percent minimum expenditure for construction and/or postsecondary vocational education would also be removed." May I inquire what is proposed by the Office of Education with respect to uses of the funds for construction? What are your regulations and guidelines required in this area?

Mr. SULLIVAN. The criteria and the standards we have set forth the use of these funds for construction purposes, is this the question?

Senator MORSE. Yes.

Mr. VENN. Generally, the requirements have been that the State submit a plan which includes their construction requirements and construction plans and these construction plans are limited to expendi-

ture of these funds for facilities which are directly used in vocational programs, and not for facilities of a general nature. You may wish to expand on that further.

Mr. McMillen. One of the options required by law, sir, is that in providing construction facilities they must provide at least five occupational areas, so that we do not dissipate these funds into just providing just one type of classroom and so forth in a small high school, but to make this comprehensive so the students will have a choice. So, under the construction provisions, as Dr. Venn says, they do submit to us their construction plans, as to how they are going to utilize this money, based on their own State requirements for construction in any public building or school to house construction, and then adapt that to the provision of the law which says that they must provide a minimum of five occupational areas in this construction project.

Senator Morse. Counsel has a question.

Mr. Lee. Does this mean, sir, that by eliminating the mandatory requirements in the act it would be possible for 50 or 60 percent of the funds to be used for construction purposes if the balance of the funds were used for the five or six occupational programs?

Mr. McMillen. That is possible now. They can use 100 percent. All this was subject to this law under this provision, they said they had to use this much. We are saying that by removing this they do not have to use all of this, they can now spend 20 percent if they want to and reduce this.

Mr. Lee. Did you plan to put any percentage requirements or guidelines or regulating restrictions on the use?

Mr. Sullivan. No.

Senator Morse. If the change——

Mr. McMillen. It gives much flexibility, which is what you want to do.

Senator Morse. Is the change based on considerations of the Bureau of the Budget which are reflected in the appropriation which estimates the college construction, for example?

Mr. Sullivan. I would say no. The change was made, and I think entirely on the basis that we wanted to get the local agency as much flexibility in the use of funds as possible. I direct that to Grant.

Mr. Venn. Yes, I would say to that, that we have over the period of years shown that 1—this 1 year 40 percent went for construction, and I think it moved to 30-some and now about 28 percent on construction so that there probably would be a need in some States now to move more rapidly into the deveolpment of new programs and staffing and operating the program in these new facilities. The present law required that at least 25 percent had to be spent for these purposes. We wanted to take this out. There was no, to my knowledge, no tie in with the Bureau of the Budget's thinking on the construction bill, the expenditures for construction. This was simply to tie into the overall concept of vocational bills to make it more flexible and did not relate to the, as far as I know, Senator, to the Bureau of the Budget's thinking on construction.

Senator Morse. Could you set forth briefly, and you can supplement it in a memorandum, the policy on construction and the policy on postsecondary education your draft language is designed to accom-

plish and which will be reflected in your regulations and guidelines. I think we will leave that for memorandum. We need to know that.

(The material subsequently supplied for the record follows:)

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, RE POLICY ON CONSTRUCTION UNDER VOCATIONAL EDUCATION

Expenditures for construction were approximately 40 percent of the total Federal expenditures under the Vocational Education Act of 1963 during fiscal years 1965 and 1966. The minimum required expenditure for both construction and adult education was 33⅓ percent of a State's allotment; thus, the States chose to expend a far greater percentage of Federal funds for construction than was required by law during those years. Because of these large expenditures in the initial years of the Vocational Education Act of 1963 and because construction as defined in the law is a one-time expenditure, there has been a steady decline in funds expended for construction in FY 1967 and FY 1968. For these reasons the Administration bill removes the requirement pertaining to construction expenditures in order to allow the States to expend such funds in all program and service areas. It is hoped that the increased flexibility inherent in the removal of all categorical expenditures will lead to greater concentration of funds on the education of the disadvantaged and on an increased number of programs offering training at the post-secondary level as recommended by the Advisory Council.

Mr. SULLIVAN. This is on construction and and postsecondary education?

Senator MORSE. That is correct. I will let counsel supply you with these questions. I recall our previous subcommittee's concern in a somewhat similar area of title I ESEA when we learned that the Office of Education had established a 10 percent construction limitation on local school districts use of funds under the act. We were concerned because we did not see how that guideline was in accordance with the intent of the committee or the Congress. That is why I think we ought to have a memorandum on this matter.

Mr. SULLIVAN. As you know, Senator Morse, that limtation has been withdrawn and the States have been so advised by memorandum.

Senator MORSE. This was done after we raised the question about it.

Mr. SULLIVAN. Right.

COORDINATION OF VOCATIONAL AND ADULT EDUCATION PROGRAMS

Senator MORSE. Adult basic education programs and vocational education programs, are they being administered in such a way as to provide a continuation of basic education and job training?

Mr. VENN. Was the question——

Senator MORSE. I will read it again. Are adult basic education programs and vocational programs being administered in such a way as to provide a continuation of basic education and job training?

Mr. VENN. Well, they are not in all cases, Senator, but we are making efforts within our bureau where both these programs are administered to have joint conferences between the manpower development training program, which also needs this, for the adult vocational program, and this amendment which would lower the age from 18 to 16 which would allow us to hopfully get an adult basic education program developed to give these people the basic academic skills to move them right into vocational and manpower types of training programs so that the two come together. We have some good examples which I

would be glad to supply for the record where we have a few of these programs within a State and within the local education agencies, and this is the direction in which we wish to move.

(The material subsequently supplied for the record follows:)

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, RE ADMINISTRATION AND COORDINATION OF BASIC EDUCATION AND JOB TRAINING

NATIONAL COUPLED PROJECTS

National coupled projects combine on-the-job training with supplemental or related training conducted in the classroom or at the jobsite. In these projects, the Department of Labor is responsible for the on-the-job skill training and usually contracts with employers to provide it. The Department of Health, Education, and Welfare is responsible for basic education and related classroom instruction. Under certain conditions trainees may receive training allowances while enrolled in the classroom phases of the coupled program. In 1967, 34 such coupled programs enrolled 27,500 trainees. In some cases the basic education or related training is provided by the public schools. In others, it is organized and offered by industrial corporations, unions, trade associations, and foundations.

A national coupled project, in which an operative plasterers' and masons' international union and a national trade association are pooling their efforts and using Federal funds, will train 1,502 persons in cement masonry and plastering. The training will be provided at three levels: preapprentice, apprentice entry, and journeyman upgrading.

Another national coupled project under contract with a labor union, trains 1,500 men in the jobs of construction laborers. Trainees receive 4 weeks of related instruction in the language of the trade and the safe use of modern construction equipment and materials. They learn how to service, maintain, and use such equipment as airhammers, power tampers, power buggies, power chainsaws, sandblasting equipment, small air tools, and power drills. In addition, they are taught such skills as simple blueprint reading, formsetting, and pipelaying. Two-thirds of the trainees were to be drawn from the disadvantaged group. The trainees receive allowances during this phase of training. After the institutional phase the trainee goes into 4 weeks of on-the-job training; during this time he receives wages.

In another coupled training project, 1,200 disadvantaged unemployed and underemployed men receive training in several occupations in scrap metal wards. These trainees will be placed in the yards of steel companies and will work sorting various types of metals acquired by the companies as scrap. The trade association which contracted for this program first proposed only related instruction with the on-the-job training. Later they asked that the contract be amended to include and provide for basic education, which they had concluded was needed. They contracted with a nonprofit educational organization to provide the teachers and the basic education program during the institutional phase of this project.

IMPROVING BASIC EDUCATION

The basic education program of the Detroit public schools is supplementing the more traditional approaches to adult education with newly created and adapted materials and devices—for example, the writing of original texts geared specifically to training and the work and home lives of students; adapting presently written materials to the reading levels of the prospective students; and constructing automatic electronic devices which, through programed tapes and individualized answering apparatus, will support the reading efforts of students. Such devices supply the occasional seclusion that many shy and sensitive adults require when reentering a formal educational environment. The use of such new and different equipment proves quite successful in altering the student's previous concept of school and provides immediate support and direction as he responds, correctly or incorrectly, to the work.

The manpower instructors in Hawaii's distributive and clerical training program have developed several units of study which correlate the basic education teaching activities with those in job training. This has been done in depth, lesson by lesson, and has proved quite effective in the short, concentrated manpower

programs. The basic education instructor can prepare trainees for the lesson or units that are being taught in skill training. The occupational instructor, in turn, reinforces the learning that takes place in basic education.

Hawaii's manpower program has also taken a new approach to assure successful placement of trainees on jobs. Because the employment service's placement counselors do not recruit or refer to training, they usually have no contact with trainees until training is completed. A new program provides conferences between employment service and MDT counselors and instructors at intervals during training so that the problems and progress of the individual trainee can be discussed and noted by the placement counselor. The type of job the trainee is capable of filling is determined jointly, and during the last three weeks of training, a unit is conducted on "How To Get a Job."

The A. I. Prince Technical School Annex in Hartford, Conn., has broadened the concept of basic education for some 200 trainees to include prevocational exploratory training and job orientation. The trainees, most of whom are Spanish-speaking, are interviewed and counseled individually to help them choose wisely among the available training programs. They may even attend classes for a trial week in a particular program. Instructors concentrate on improving work attitudes, grooming, attendance, and fluency in English. (Four language experts are on the staff as counselors and instructors.) Since many of these trainees are ignorant of available medical facilities and why they should rely on them, a great deal of medical self-help instruction is included in the curriculum.

BASIC EDUCATION

Census data show that about 16 million low-income persons in the United States between 18 and 64 years of age are "illiterate" in that they read and write too poorly and know too little arithmetic to function in any kind of modern urban job. Although many of these people may be employed, they are more and more seriously threatened by the continuing process of technological displacement and the increasingly large proportion of jobs which require at least a fifth or sixth grade level of literacy. The undereducated are likely to be the first ones displaced from any job they may get, and for them finding new jobs is always hard. Increasingly, the population served by the manpower training program displays these characteristics.

In 1962, the manpower program could offer only occupational skill training. Persons entering training were required to have the necessary education (usually completion of the 10th grade) for enrollment in skill training courses. Experience during those early months showed widespread need for literacy and prevocational training. The 1963 amendments officially recognized this need, and permitted the extension of training and allowances for additional weeks in order to meet it.

Until Congress enacted the 1966 amendments to the act, basic education was offered only in conjunction with job training, to supplement the skill preparation required for employment. The 1966 amendments for the first time permitted the enrollment of persons who need basic education as a foundation for occupational training as well as those who already have skills but need training in the Three R's or in getting and holding a job to make them employable.

In December 1966, basic education, communication skills, and employment skill training were by agreement between the Department of Labor and the Department of Health, Education, and Welfare defined as follows:

(a) For MDTA purposes, *basic education* is defined as elementary education, usually in the general areas of reading, writing, language skills, and arithmetic, which will improve a trainee's education achievement sufficiently to enable him to become suitably employable, either with or without occupational or other training, depending on individual circumstances. Basic education is to be distinguished from advanced work, such as normal secondary school subjects, and from training in basic work skills.

(b) *Communicaions skills* are defined as the ability to read, to write, to speak intelligibly, and to understand speech. Such skills overlap with basic education skills, but individuals who are literate and who have an adequate command of the fundamentals of arithmetic may nevertheless require assistance in English, through a program of speech and language remediation. Unclear enunciation, extremely idiomatic speech, a marked dialect that is difficult for others to understand, and limited knowledge of the English language are examples of problems

in communication which can be remedied by training in communications skills, either with or without basic education in other areas.

(c) *Employment skills* are defined as skills and characteristics other than specific occupational skills that may affect an individual's employability; for example, work habits, conformity to expected standards of behavior as an employee (such as promptness in reporting for work, regularity of work attendance, appropriate dress, cleanliness, and neatness in appearance), ability to conduct an effective job search and to present one's qualifications adequately to a prospective employer, and attitudes conducive to satisfactory occupational adjustment. Employment skills within the meaning of this Act are skills that assist in orientation to employment and in adjustment to the work situation, not skills in performing job duties such as are provided by occupational training.

Instruction in basic education offered under the MDTA is provided mostly through local school projects. It may also be conducted under contract agreement by business, industry, trade associations, labor unions, or private education and training institutions.

During 1967, all three of the developmental skills defined above were emphasized, although the reporting system does not distinguish among the three types. Data collected on basic education refer only to that given as part of the institutional training program. On this basis alone, the proportion of trainees in basic education rose from 22 to 26 percent in the short period between enactment of the amendments in November 1966 and the end of fiscal year 1967, June 30, 1967. During the same period, the proportion of institutional trainees classified as disadvantaged rose from 43 to 46 percent.

Since 1962, 86,000 trainees have been enrolled in basic education. Of these, 52,000 (60 percent) have been males and 34,000 (40 percent) females. People 21 years of age and under represent 39 percent of all manpower trainees, but over half the trainees in basic education. Over half the trainees currently enrolled in basic education are nonwhite.

Upon entrance into training, trainees report the "highest grade of school completed," which is not necessarily a measure of the level at which they are functioning or of the usable skills they bring into training. Training staffs report that actual attainment of trainees is considerably below the reported completion level and in some projects numbers are known to have never attended school. Of the trainees enrolled from 1964 to 1967, 73 percent of those in basic education said they had dropped out of school before completing high school. The largest group had left school at the 9th, 10th, or 11th grade, the years in which most students pass the age of compulsory school attendance. Of the trainees enrolled in fiscal year 1967, those under 19 or over 45 were likeliest to have left school before the end of the 12th grade; 79 percent for those under 19 years, 65 percent for those 19–21, 74 percent for those between 22 and 44, and 83 percent for those over 45. Four out of five of the workers over 45 left school before the end of the 12th grade, and 36 percent had dropped out before completing the 8th grade.

Manpower training in basic education has been successful in improving trainee performance in communications and mathematics skills. Numerous examples are reported of advancement of performance by the equivalent of a year and a half in 6 months of training. Below grade-level performance of trainees on entry into manpower training may reflect poor schooling and automatic "social" advancement through elementary and secondary school. Poor performance may also reflect the trainee's previous employment experience, often restricted to menial jobs requiring little use of communications or computational skills. Much of the manpower program's success in improving basic education performance lies in its ability to convince the individual that he can learn and that there are opportunities for jobs with potential for advancement.

The basic education offered to manpower trainees is flexible in the time scheduled, the use of materials, and the methods. It is found, for example, that motivation for some pupils is greatly enhanced when basic education is alternated with and incorporated skillfully into the sequence of required occupational training. Remedial education is most effective when it includes vocabulary building related to the basic course the trainee is taking to make learning as practical as possible, and when reading materials include newspapers, popular magazines, and paperback books. Basic education often helps to establish a clear relationship between educational achievement and success in employment, one which had never before been clearly established in the mind of the trainee.

PREVOCATIONAL TRAINING

A major problem confronting many unemployed persons is their lack of understanding of the current job market and of the range of choices open to them. For some, their horizons are too narrow, not including the full range of jobs, because their backgrounds are so limited that they have had no introduction to the opportunities of the current job world. Others have unrealistically high expectations. They are unprepared for skilled jobs, and yet they associate menial or entry-level jobs with a position in society which they are unwilling to accept.

They need to know more about what jobs are available and what skills are currently being sought by employers, as well as what pathways to advancement are open and how they can be entered. Their attitudes toward service jobs are sometimes based on prejudice or erroneous information and job counseling may help them to make a more realistic choice.

Prevocational training and counseling are designed to help referred trainees determine the occupational area or areas in which they wish to be trained. The manpower training program utilizes work orientation, job sampling, and occupational orientation courses which are highly individualized and attempt to incorporate best of what is now known. Usually, the vocational education instructor or skill trainer prepares his students for the type of environment they find on the job. Where he finds unrealistic expectations, he tries to adjust them in the light of his own knowledge and experience. This has always been a part of vocational training. However, need for something more is very strong, particularly as the manpower program reaches more of the disadvantaged group.

The prevocational, work exploration, and work orientation courses are usually scheduled for 4 to 6 weeks. They introduce the trainee to a number of different types of jobs, concentrate on developing promptness, responsibility, and productivity, and attempt to set up a series of realistic expectations and choices.

The manpower skill centers in a number of urban areas, with their large assortment of occupational courses and their resources in counseling and guidance, offer a very effective means of accommodating the diverse backgrounds and attitudes of trainees to the training and job choices available.

GUIDANCE AND COUNSELING

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Project SEESAW (Special Extension Education for Secretarial and Agricultural Workers) provides men and women of four isolated rural parishes in southern Louisiana with basic education, job skills, and personal development guidance that enable them to get and hold jobs. Three training centers—two for 90 women learning secretarial skills and one for 60 men in welding and mechanical skills—were set up by the Institute of Human Relations of Loyola University in New Orleans. After 6 months of training, 134 were graduated—a remarkable feat, considering that for most of the enrollees, this meant getting up before 6 a.m., traveling as much as 60 miles, meeting a grueling schedule of classes from 8 a.m. to 4 or 5 p.m., and getting back to their families about 8 p.m. For some, the trip to school was the longest they had ever taken.

One of the training centers was purposely located in a suburb of New Orleans to get the women into the habit of commuting from their outlying communities, as they would have to do once they got jobs in the city. The girls' pay after training averaged $300 a month. One Negro girl who had dropped out of school in the 10th grade and had worked as a maid for $80 a month now earns $400 a month as a receptionist at an aircraft company. In some cases, secretaries who have been placed are the first Negroes in their offices. The men, most of whom had known only seasonal work in the sugarcane industry for about 90¢ an hour, are getting a median wage of $2 per hour, and some are making $2.50. During training, counselors and counselor aides were available for individual sessions with each trainees every 10 days, and group sessions were held frequently. Counselors worked to build morale and instill self-confidence, visited the homes of trainees who seemed liked to drop out, and even acted as marriage counselors. In the men's center, a woman counselor organized a group of the men's wives, who meet regularly for films and discussions on such subjects as early marriage, personal health, and sewing instruction.

Mr. SULLIVAN. As a matter of fact, our testimony——

Senator MORSE. Be sure and supply that in a memorandum for the record.

Mr. SULLIVAN. Yes, sir. Our testimony, as we have presented it here, I think indicates that this is one of our major objectives, and we believe that this new legislation will enable us to achieve this kind of a fusing integration and total program that you refer to.

NEW AUTHORITY IN TITLE I OF S. 3099

Senator MORSE. What types of programs would be funded under the new program in title I which are not fundable now under present law?

Mr. VENN. Well, the present law limits the expenditure to vocational students, which, in effect, forces the student to make a vocational choice, and to move into the program in high school, postsecondary school as a vocational student. Of course, this amendment would allow us to expend these funds at the junior high school level for broad occupational orientation. They would allow us to do some programs which under the old act were not eligible where we could gear to what might be termed employability schools for some youngsters other than just specific job training. This would be in terms of developing projects and experiences and work study which would teach them how to be there at the job on time, how to take instructions, how to work with others and so forth, and would allow, under this amendment, of course, these kinds of demonstration projects to be 100 percent Federal money where it was necessary which, of course, under the present legislation requires a 50–50 match of all expenditures. It also makes the programs eligible to be expended for all students in a high school, not just the vocational students, and to give an example, the boy or girl who as a senior—say a girl who was always going to college and in October of her senior year decides she cannot go or is not going, we would hope that this would develop programs to provide short, intensive entry skills for that girl or that boy, and they could move into the labor market, not as complete occupational trainees, but as entry preparation.

The present limits it all to the student who is enrolled as a vocational student, so we are trying to broaden the program, and I would say that the philosophy behind it would be really trying to reach some of these young people that are now dropping out of our schools at the rate of a million a year and show them that they have had poor academic experience through their school that there are other options in the high school and hopefully for some of them to move even beyond the postsecondary program other than this strictly academic college preparatory curriculum where they have not been too successful and in this case this will be allowed for the first time.

Present legislation does not allow for a chance to broaden the impact of vocational education and broaden the use of this money which is now limited to this category by the concept that the individual must become a vocational student, and that is the student who is eligible under this.

Mr. SULLIVAN. The purpose of title I, Senator, is very much similar to the purposes which have been set forth in title III of ESEA. It focuses attention on exemplary programs to develop new approaches, and implement on a broad base to utilize the other resources in voca-

tional education, so it has somewhat the same purpose of title III of the ESEA.

Mr. VENN. I think we could say, too, Senator, that it is hoped that some of these research results that have been obtained, such as Mr. Bushnell mentioned, we hope that these kinds of exemplary programs will build a bridge between what our research has shown should be done, and develop examples in every State of how it can be done right in the local schools between what research has shown and the operation of the program.

So we build this bridge between what we know can be done, and how to do it on the job. This program acts up to a limit of 3 years, so it is a demonstration kind of program and the bill was prepared in terms of what our research has shown will work, and we are now trying to demonstrate in every State how to do it so that, hopefully, within the community districts, every school district would have a program of this kind which they could go and visit and, hopefully, go back and take their own State and local money, plus the Federal dollar, and put this into the regular programs.

MDTA SKILL CENTER

Senator MORSE. Counsel for Senator Murphy has asked me to submit this question. In Los Angeles, there are 10,000 applicants hoping to get into an MDTA skill center. What is your evaluation of this program; should it be expanded?

Mr. VENN. Well, I think that our skill center program definitely should be expanded. We are finding that in that part of the manpower development training act we are reaching a higher percentage of the hard core unemployed and manpower institutional training, which are nearly all operated and run in vocational facilities in public schools in this country and that we have a higher percentage, our study this year shows a higher percentage of people entering into jobs from this type of skill center, manpower institutional training program, onto the job, and staying with the job, because we are finding that many of our hard core unemployed need a job, but they need, also that feeling that they, themselves, have developed individually and have more skills, more efficiency, and more net worth as an individual, which requires certainly job skills and a job, but it requires more personal development.

So, I would say, our skill center program is effective and there are tremendous demands for this kind of program, we cannot—which we are not meeting throughout the country.

We have had proposals from all of these States which we have been unable to fund.

Senator MORSE. But, you think well of the program?

Mr. VENN. Yes, sir.

VOCATIONAL PERSONNEL TRAINING PROGRAMS

Senator MORSE. Section 4(c) authorizes funds for training programs; how much has been used for training?

Mr. SULLIVAN. Personnel training program?

Senator MORSE. Yes.

Mr. BUSHNELL. I might respond to that. We have the responsibility for setting up summer institutes for the training experience of vocational teachers, administrators, and personnel at the State levels. During the three and a half years of the program of research and development and training, we have trained over 5,000 vocational teachers in the summer institute programs.

We have allocated about $5 million—a little over $5 million—through fiscal year 1967, through that program. That represents about a 12-percent investment of the total moneys allocated for research development training. This money, I think, should be used effectively to reorient many experienced vocational teachers to new occupational areas, emerging occupational fields, which will provide, hopefully, vocational training experience for students who could qualify for these emerging occupations.

Senator MORSE. Excuse me for just a moment. Dr. Sullivan——

Mr. SULLIVAN. May I, Senator Morse, just make an additional statement in reference to the funds going to training of personnel, and again I will refer to my own State.

We use a high percentage of our funds, vocational educational funds, for the training of personnel in the State, and these funds are available.

Furthermore, I think as we move ahead with the EPDA, funds under the EPDA, that we can support training personnel. The 4(c) funds are primarily used for the development of new approaches to training of personnel rather than meeting the overall need of training and vocational teachers.

DRAFT VOCATIONAL EDUCATION BILL

Senator MORSE. Dr. Sullivan, I have received a committee print of the draft bill, which I understand may be introduced in the House. And, if it is, it will be subject to hearings over there and you will be preparing material for the Department in regard to it.

It would be most helpful to my subcommittee if you would take this proposed bill, which counsel will hand you, and have prepared for my committee a point-by-point comparison and evaluation of its provision with those of S. 3099, and the comments of the Office of Education with respect to each of the differences and the similarities found.

It would be most helpful to us in our further analysis of our bill, and I am going to ask counsel to see to it it is handed to you.

Mr. SULLIVAN. Senator, I would be glad to do that. I cannot make any comments now because I have not seen the legislation, but we will prepare that for you.

OEO ADMINISTRATION OF THE JOB CORPS

Senator MORSE. Now, I want the attention of the gentlemen from the Department of HEW and the attention of counsel of the committee. I would like to have prepared from HEW and from the Labor Department and also from counsel of this committee a memorandum dealing with any jurisdiction in the field of vocational education in its broadest definitional sense; that is, components related to job training, job placement, and work study programs, and anything in any degree

which falls under the jurisdiction of the Office of Economic Development. I am one of the strongest supporters of the Office of Economic Opportunity programs, but I am rapidly becoming forced by realities to become a member of the disillusioned clientele.

My experiences with the Office of Economic Opportunity and the administration of its program has not been a happy one in recent months. I have come to the conclusion that it is honeycombed with shocking inefficiency. I base this on my experience with their handling of the Job Corps closures, which in their own analysis was a result of gross incompetency. This is not related, of course, to the decision to close the Job Corps. Although I think the savings should have been made elsewhere.

The Director of the Office of Economic Opportunity, Mr. Shriver, I fear, permitted the incompetency to go unchecked.

Now, my observations of the operation of a good many of the poverty programs cause me serious doubts as to whether or not the agency itself, is competent to carry out legislative intent or to administer the legislation which has already been put on the books. I think the time to stop it is now, and I shall be the first to cooperate with the Office of Economic Opportunity when it gives me some concrete evidence that it is checking its malfunctioning administration.

Therefore, may I say to counsel of the committee that I want from HEW, and I want from the Department of Labor, and I want from any other agency of this Government, a detailed memorandum dealing with any program under any legislation that involves any joint administrative responsibilities between the Office of Economic Opportunity. I request this in connection with legislative oversight activities that this subcommittee is conducting in response to the majority leader's request of more than a year ago that we make a surveillance of the expenditures of funds by the various agencies in Government that fall within the purview of the jurisdiction of this subcommittee, to see whether or not the money is being expended in keeping with the intent of the Congress, as expressed in the legislation, and in keeping with standards of efficiency and proper administration.

I want to know what the Office of Economic Opportunity, is doing, in fact, in administering such programs.

It may be as incompetent as it was in connection with the Job Corps matter although I was one of the legislative originators of the Job Corps program and think that the objectives are most desirable of that program, I am afraid they are being grossly mismanaged by the Office of Economic Opportunity.

I have given an example of incompetency in the Office, and I want to know whether or not it is reflected in the other programs.

Mr. SULLIVAN. Senator Morse, we will cooperate in any way we can with the committee in determining the nature of such a report and the contents as it relates to our role in these cooperative efforts with other agencies.

Senator MORSE. Will counsel notify the Office of Economic Opportunity that I am going to expect the information from it in regard to this matter? If any investigations made by counsel show that growing criticism of the Office is justified, then the sooner we look to the transfer of its functions to other agencies of the Government, and to the ultimate liquidation of this Office, the better.

Senator Prouty would like to have the Veteran's Administration training program included in this memorandum.

As far as the chairman is concerned, the growing development of problems with the Office of Economic Opportunity in connection with jurisdictional problems in the administration of our educational programs, particularly in the field of vocational education, has become a matter of much serious concern.

I want counsel to send the Director of the Office of Economic Opportunity a transcript of the remarks that I have just made, and also to be prepared to stand ready if the committee decides, after it receives the memorandums it is calling for, to appear before this committee for testimony in regard to the memorandums received.

Senator Murphy has asked the Chair to ask this question: First, what has vocational education learned from the Job Corps program; what changes have taken place in the vocational education field as a result of the Job Corps program? I think it would be most helpful to Senator Murphy, if counsel agrees, if we ask for a detailed memorandum in answer to that question, because I do not think it is fair to ask the witnesses to go into a detailed answer to the question without time to analyze it and prepare a memorandum.

Second, how closely do you work with the Job Corps program; what changes have taken place in the Job Corps program as a result of your suggestions? I would like to have a memorandum on that, too.

Mr. SULLIVAN. Would those, Senator Morse—may I ask, would not at least the second question be really a part of the other report that you have asked for? I think it may be.

Senator MORSE. Well, I think that is true, but I think you ought to give—after you have prepared the other report—you ought to excerpt from that report that part dealing with Senator Murphy's question.

Well, I want to thank you very much, gentlemen. You have made a very, very fine presentation. The statements you have made are going to be of great help to the committee.

We will stand in recess until tomorrow morning——

Mr. SULLIVAN. May I say to you, Senator Morse, again, we appreciate being here, and may I, in your presence, pay tribute to the staff for the preparation of materials in this hearing here today?

Senator MORSE. Well, both your staff and the subcommittee staff have made a record for which we will all be in gratitude and debt, and we thank you very much.

Before we recess until tomorrow, I want to bring to the attention of my colleagues the excellent presentation of my very good friend and most distinguished colleague, the junior Senator from the State of New Mexico, Mr. Montoya.

STATEMENT OF HON. JOSEPH M. MONTOYA, A U.S. SENATOR FROM THE STATE OF NEW MEXICO

Mr. MONTOYA. Mr. Chairman, in my estimation, one of the most important pieces of legislation which this session of Congress will consider is that measure which you have before you today—that is, the proposed amendments to the Vocational Education Act of 1963.

One of my major interests has been trying to bring to the administrators of education programs in the State of New Mexico and other

officials, an awareness of the purpose and intent of the Vocational Education Act of 1963, and related measures, of the need for expanded vocational education facilities and programs, of the promises of vocational education, and of the opportunities which are available to our State leaders to meet the challenges of our modern-day needs.

The following are among the more pressing problems which face my State of New Mexico:

In New Mexico we have one of the highest dropout rates in the Nation. Approximately 32 percent of all students that begin the ninth or 10th grade of school in New Mexico drop out before graduating from high school.

Among the Indians and in the northern counties of New Mexico, we have perhaps the highest unemployment record in the Nation. In some of the northern counties the unemployment rate runs as high as 14 or 15 percent, while among the Indians the employment picture is even more depressing with unemployment rates as high as 43 percent, excluding the Navajos.

We have in New Mexico a high concentration of citizens with academic, socioeconomic, and other handicaps whose needs must be provided for.

Local school districts in New Mexico are bonded to capacity and, thus, unable to provide for the construction of new facilities to meet our needs.

In short, Mr. Chairman, I think it is fair to conclude that lack of an employable skill, unemployment or underemployment, and poverty, go hand in hand. If we are to effectively attack the problems of poverty, we must attack the underlying problems of unemployment or underemployment, and, if we are to attack the problem of unemployment and underemployment, then we must move expeditiously to provide an opportunity to all Americans to acquire an employable skill. In this, vocational education must play their key role.

New Mexico is attempting to meet the challenges and this, undoubtedly, is true nationwide. However, Congress must renew its commitment to provide the guidance and the assistance to effectively carry out the purpose for which vocational education legislation was enacted.

Therefore, Mr. Chairman, I welcome this opportunity to bring some of my experiences before this committee and to make a number of recommendations for your consideration.

Mr. Chairman, I have been shocked by the lack of understanding which I have found of the very intent and purpose for which Congress has enacted the various vocational education measures. The intent of Congress was that every effort should be made to reach out to the high school dropout, to the high school student who does not intend to go on to college, to the unskilled, the unemployed, and the underemployed, to prepare them with a skill and to prepare them for gainful employment.

It has been brought to my attention, however, that Congress intent and purpose is probably being circumvented if not completely ignored. I was dismayed when informed that the emphasis is not being placed on preparing individuals for gainful employment, but on home economics courses—courses which do not prepare a student for anything closely resembling gainful employment.

Congress meant for our schools to use vocational education moneys to train carpenters, bricklayers, electronic engineers, electronic technicians, keypunch operators, and offset printers, to mention only a few of the occupations. Instead, our schools are wasting these funds on the teaching of nonoccupational homemaking courses.

We must insure, during this session of Congress, that this misuse of funds is stopped and that efforts be redirected in the manner intended by Congress. We must provide a mandate to the U.S. Office of Education to begin the close scrutiny which should have been in operation all these years but, which in fact, has been lacking. We must provide for a closer coordination between the local and State administrators, the U.S. Office of Education, and the Congress.

Mr. Chairman, we must seek new and innovative ways by which to not only renovate existing facilities but to construct new and sorely needed facilities. In New Mexico, with two or three exceptions, vocational education facilities are virtually nonexistent. There is a growing interest in vocational education but the local school districts have absolutely no resources. They are bonded to capacity. They can provide no additional financing for such facilities.

The Federal Government gets a higher return for every tax dollar it spends on vocational education than for any other type of training program. It is, thus incumbent upon us to provide the necessary appropriations for this purpose.

We must also encourage the State legislatures, through an education program of our own, to play a larger role in providing increased appropriations for the construction of vocational education facilities. Our States, in general, are not carrying their fair share of the load.

This Congress must seek new ways in which to meet the special needs of the Spanish speaking American, the American Indian, the Negro, and others with academic, socioeconomic, and other handicaps. New programs to meet their needs should be encouraged through the use of grants to institutions which are willing to develop programs to help those that need the help become taxpayers instead of tax liabilities.

Mr. Chairman, these are but a few of the points—although the major ones—which I would like to now discuss in more detail and to offer concrete recommendations for dealing with our past failures and for meeting the new, increasing, changing, and complex needs of this space age.

Mr. Chairman, I would like to have my complete prepared statement appear following this testimony.

PREPARED STATEMENT OF HON. JOSEPH M. MONTOYA, A U.S. SENATOR FROM THE STATE OF NEW MEXICO

Mr. Chairman, members of the distinguished Subcommittee, Fellow Colleagues. It is a distinct pleasure for me to appear here before you today. I have always had great respect for the many accomplishments of this Committee and I am here today to voice my views on what I have long felt, and on what I now feel more strongly than ever, is the number one problem facing us on the domestic scene. That is, to train all citizens to be productive, to meet the challenges of today's job market, to give hope to high school dropouts, to the underemployed, to the unskilled, to the unemployed. In short, the need for vocational education.

Mr. Chairman, for years now I have been traversing the length and breadth of my home State of New Mexico preaching the need for vocational education

to meet the needs of our modern society and to answer many of the economic ills which our state is facing. I have been pointing out and trying to bring home the fact that there are by far more high school students who do not go on to college than those who do, and who, without vocational training, will be thrust into the labor marker with minimum training, making them unemployable.

What can a newly graduated high school student do with a college preparatory course if he has no intention of continuing this education at a higher level? Very little. We know that. These individuals are unemployables, and hence start their post high school careers with a millstone round their necks.

In New Mexico we are haunted with the additional problem of one of the highest dropout rates in the nation. According to figures released by the National Education Association, New Mexico ranks number thirty-eight among all states in the number of students that actually graduate from high school. Only 68% of all students that begin the 9th or 10th grade of school in New Mexico actually graduate from high school. What happens to the other 32%? They become disenchanted, disinterested, and they drop out of school, unwilling to continue their formal education but yet unable to compete in today's world because they lack an employable skill. Vocational education can be their salvation. We can equip them with a skill. We can give them a ray of hope for the future. We can help them gain self respect and make them productive, tax-producing citizens instead of future welfare cases and a drag on society.

Mr. Chairman, I have been preaching the fact that vocational education is also for persons who have already entered the labor market and need training or retraining to achieve stability, advancement in employment, or who have regrettably been unable to find employment due to lack of a skill. I have been preaching that vocational education is for those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.

In short, Mr. Chairman, I have been trying to make the educators in my home State aware of the purpose for which Congress enacted the Vocational Education Act of 1963. That is, that it was the intention of Congress that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

However, Mr. Chairman, in spite of my own personal efforts, and, in spite of efforts on the part of those in New Mexico who recognize the importance of vocational education, the progress and the direction in New Mexico has been extremely disappointing to say the least. Nor should New Mexico be singled out in this respect, for only recently the Advisory Council on Vocational Education, after a comprehensive review of vocational education training programs and facilities in the U.S., concluded that the emphasis and direction which Congress had meant for vocational education has never materialized in this Nation.

Why has this been so? Why have our educators not taken advantage of the opportunity afforded them under the Vocational Education Act of 1963 to provide the training that is needed? If my experiences in New Mexico are an indication of what has been happening nationwide—and I think they probably are—I would list the following among the reasons:

Failure to realize the full potentials of vocational education.

Lack of information on the programs available.

Confusion arising from the fact that there are a number of programs under which funds and assistance can be secured for vocational training.

Lack of resources at the local school district level where overtaxed school districts find themselves unable to come up with the necessary matching funds.

Outmoded and totally inadequate facilities combined with a lack of necessary matching funds for construction.

An overemphasis on homemaking courses as meeting the need to prepare individuals for gainful employment.

A hesitation on the part of many educators to move away from the traditional "general" curriculum to a more specialized type of training called for by those in need of obtaining a skill.

Failure on the part of State legislators to recognize the need to provide financial aid to the overburdened school districts to assist them in taking advantage of Federal programs available to them on a matching basis.

Lack of efforts to convince industry of the value of vocational education in retraining and upgrading their personnel.

The Advisory Council on Vocational Education found several of the above to be true nationwide. Among the conclusions drawn by the Advisory Council as to why the 1963 Act has not been as successful as had been hoped for, were the following:

Manpower Development and Training Act and Economic Opportunity Act programs offer remedial help with little or no matching of Federal funds, even though their total enrollment capacity is severely limited.

There are still administrators in vocational education who regard programs for youths with special difficulties as merely remedial and not as the responsibility of the regular vocational education program.

Since such programs are new in many States, State leaders in vocational education need assistance in setting up the proper machinery for training persons with special needs.

The U.S. Office of Education has not given effective support and leadership to this provision in the 1963 Act. The program is greatly understaffed. The Office of Education has not developed models or offered effective assistance to State and local agencies to dispel existing confusion as to what constitutes an effective program.

Mr. Chairman, I think that the above experiences prove beyond a shadow of a doubt that the special need of those who cannot succeed in a regular vocational program is still being largely ignored or neglected by the educational community. This group requires special programs and resources and there is little indication that the problem is being faced.

In New Mexico, throughout the Southwest, and in other parts of our country where we find heavy concentrations of Spanish-speaking Americans and American Indians, we find those most in need of vocational training to be the persons who are handicapped because of academic, social, economic, and other obstacles. And, yet, we find little evidence that anything is being done to meet their special needs.

Statistics supplied me by the U.S. Census Bureau show that 8% of the Spanish-Americans in the five Southwestern States (Arizona, California, Colorado. New Mexico, and Texas) were unemployed, 9.5% of persons of Puerto Rican birth and parentage in the whole U.S. were unemployed, and 18.4% of the American Indians in the West were unemployed. These figures compare with 9.7% unemployment among the Negroes in the five Southwestern States and 4.5% unemployment among the Anglo-Americans in these same States.

The educational attainments of these minority groups also attest to the fact that special attention should be paid to their needs. According to figures from the U.S. Office of Education, Spanish-speaking Americans 25 years of age and over in the five Southwestern States have completed an average of 7 years of school compared to over 11 years of school completed by all other Americans (including Negroes). Further, only 18.5% of individuals with Spanish surnames have completed high school and only 2.3% are college graduates. This compares with 43.2% of Anglo-Americans with high school diplomas and 8.1% with college degrees.

Language barriers, close family ties, close community ties, and other academic and socio-economic factors combine to handicap these individuals. They find themselves caught in a vicious circle of circumstances from which they cannot or will not emerge. Special attention to these individuals was to be one of the new directions of the 1963 Act, but in this respect the accomplishments have left much to be desired.

Past experiences show us that new directions must now be taken if we are to meet old problems and face the new challenges posed to us by the rapid advance of technology and the ever changing needs of this modern space day world. This Committee and this Congress must seek new ways to reach out to the high school dropout, the unemployed, the underemployed, to the American who finds himself running in a four-minute mile race for a job with lead boots on his feet.

The Advisory Council on Vocational Education has concluded what I have long felt: "In vocational education the Federal Government gets greater results per dollar spent than in any other occupational preparation program." Thus, it is in the best interests of not only those that we would assist, but also in the

best interests of our country that we expand and improve our existing vocational training efforts.

Three courses of action have been suggested by the Advisory Council if youths with academic socio-economic, or other handicaps are to be served well:

First, a substantial portion of vocational education funds must be reserved for the hard-to-reach and the hard-to-teach.

Second, admission requirements for vocational education must be based on ability to succeed in a field of work, rather than on academic grades or rank in class.

Third, the Advisory Council was firmly convinced that the "general" curriculum as it is narrowly construed in many areas must be abolished. It promises to prepare students generally for life, but, in fact, it prepares them for nothing.

Mr. Chairman, I endorse the above-mentioned recommendations. The "general" curriculum of most schools is a trap for those students who are not admissible to the college preparatory or vocational curricula or who have no ambitions to further their education beyond a high school level—a trap from which the students can escape only by dropping out or by graduating with no preparation for work or life. Further, the problems of youths with academic and socio-economic handicaps are amplified for members of minority groups. The Advisory Council Report concludes that an even more serious problem probably exists for minority groups such as the Spanish-speaking Americans and the American Indians.

A serious quality problem exists if for no other reason than that minority groups tend to live where all schools need sharp improvement. However, the limited studies which are available do indicate that minority group members who receive vocational education profit from it to a higher degree than others. This is borne out by the Advisory Council. This in itself should justify a greater expenditure of funds and effort by the Federal Government in this area.

But our problem in New Mexico, and I am confident elsewhere, are not only problems which have been foisted on us by circumstances. There are many problems to which we have contributed by mismanagement, by a lack of understanding of the problems, by a failure to understand the promises of vocational education, by an undue emphasis on the part of local administrators on agricultural and home economic courses, which, while needed, do not warrant the attention given them. There is also a lack of information available to the local school districts on the opportunities available to them. I have had to undertake a major effort within my own office to assemble, duplicate and disseminate to individuals and school districts information on what vocational education has to offer. I have been shocked by the lack of understanding of these programs. Efforts must be made to disseminate information on the need for vocational training and on available programs.

As I have stated earlier, lack of resources has also been a major drawback in the construction of new vocational education facilities or the renovation of existing facilities. In New Mexico, throughout my continuing campaign to bring about an awareness of the need for vocational education, I have found that virtually every local district is already overtaxed and bonded to capacity. Thus, efforts to interest these districts in expanding their vocational education programs have met with little success since they have no means by which to raise the additionally required matching funds in order to qualify for Federal assistance in the construction of new facilities. I, thus, vigorously recommend to this Committee the following course of action in order to provide for the much needed renovation of existing and construction of additional facilities to meet our needs:

Authorize the Commissioner of Education to make grants or enter into contracts with local education agencies, other public agencies, organizations, or institutions to be used to encourage new and innovative approaches for meeting the vocational education needs of those with academic, socio-economic or other handicaps. Use of these funds would be for planning, developing, establishing, operating, and evaluating model programs.

Such programs would be subject to the approval of the State Board of Vocational Education. The Commissioner would also have to be assured of the involvement of local manpower agencies, employers, labor organizations, and community groups in the planning and the carrying out of such projects.

Authorize the Commissioner of Education to make grants to or enter into contracts with local education agencies, other public agencies, organizations, or institutions, with the approval of the State board, for the construction and operation of area technical-vocational schools.

A large number of potential students live in isolated areas of limited population where a meaningful vocational education curriculum is impossible. In such areas, neighboring school districts could join together in operating and maintaining one facility to service all the neighboring districts and/or counties. This approach has been proven to be extremely effective and should be encouraged. School districts have been more than willing to join in such efforts. The facilities could be used almost 24 hours a day if necessary and could provide for the needs of all segments of many communities.

By providing for the bussing in of the clientele you would eliminate the costly and questionable necessity to provide for *residential* vocational schools. Residential vocational schools were authorized by the 1963 Act but Congress has never appropriated any funds. Area vocational schools would be much more feasible, less costly, and would service a greater number of individuals.

It is estimated that upwards of $100,000,000 is needed for this purpose, and, even this amount is a modest estimate.

The Federal-State matching formula for construction funds should be changed from the existing 50–50% basis to a more realistic acknowledgement of the needs of individual school districts. I recommend that this Committee adopt the maximum grant rate used by the Economic Development Administration in determining the maximum grant rates for public works grants in qualified areas. Thus, the maximum grant rate would vary from a 50–50% matching fund requirement up to an 80–20% requirement depending on the economic need of the particular area.

The Commission should, in addition, be authorized to accept goods and services as well as cash as the non-Federal contribution to the program or project.

The present requirement that at least 25% of a State's allotment be used for construction should *not* be abolished as recommended by the proposed Partnership for Learning and Earning Act of 1968.

It is argued that removal of the 25% mandatory provision would provide the local districts and the States more flexibility in their planning of the use of the funds and they could thus put them to use in the best way they saw fit. However, I venture to argue that if this provision is removed that we are courting with danger. It is true that the more progressive states may in fact make better use of the funds and still provide for sufficient construction plans in their programs. But, I will venture to state that the less forward-looking states—and this may include the majority of states—will in fact be inclined to use these funds for less worthy purposes.

We are not providing sufficient facilities as it is. Let us not jeopardize this further by removing the 25% limitation. We should be encouraging increased expenditures for construction. Let us do nothing that might tempt administrators into siphoning construction funds into other less-desirable programs.

Mr. Chairman, I am not here today to advocate a massive Federal program of free handouts and grants—although I do believe that a massive Federal program is called for. I do believe that in the points mentioned immediately above that the Federal Government must and should stand ready to expend whatever funds are required in order to get vocational education training programs in each of the States oriented in the right direction and assist as much as necessary in providing for the required facilities. However, I do not believe that we should permit nor encourage the States themselves to shun carrying their share of the load. There is much that the States and local districts can and should be doing to hold up their end in this endeavor. In this regard I would make the following recommendations:

Provide for a separate appropriation for non-occupational homemaking education and ensure that those funds which are expended under the other appropriation provisions of the act are expended for courses that will in fact prepare the recipient for gainful employment.

I recognize that there is a need for non-occupational homemaking education courses in every school and such education should continue. However, a separate appropriation should be provided specifically for that purpose and other funds under the new amendments should not be permitted to be used for non-occupational courses. My experience has been—and the Advisory Council bears me out in this regard—that, especially in rural high schools such as we have in New Mexico, an undue emphasis is placed upon the teaching of home economics. Such courses have their place in the curriculum. But the principal emphasis of the Vocational Education Act of 1963 and of the new amendments which are being

considered is to, ". . . fit individuals for *gainful* employment as semiskilled or skilled workers or technicians in recognized occupations . . ." I would venture to say that many, if not most, of the funds being expended for home economic courses are in fact being expended in direct violation of the purpose of the Act—that is, for non-occupational education. Better use of these funds could be made. Closer supervision is called for. We should provide for advance annual plans for approval as well as annual, progress reports to ensure that this mismanagement of funds is no longer tolerated. By providing a separate appropriation for non-occupational homemaking education this policing of expenditures should be facilitated.

Decrease the proportion of local costs by encouraging States to provide greater appropriations for vocational education.

I strongly believe that a more conscious effort on the part of the U.S. Office of Education to educate the States on the need and promises of vocational education would encourage the States to increase their appropriations for vocational education. In New Mexico, as I have stated before, the local school districts are bonded to capacity and can not possibly squeeze out any more resources to meet Federal matching fund requirements. I have been trying for over two years to get the New Mexico State Legislature to appropriate $1½ million to be used for matching purposes to take advantage of funds that were available under the Economic Development Administration on an 80–20% matching basis and have succeeded in acquiring only a very small—although welcomed—portion of this. New Mexico had the promise of a bright future in expanding its totally inadequate vocational education facilities. Federal funds could have been available but the local districts were too poor to raise the matching funds and the State, in spite of the efforts of a few, was not yet ready to move into the twentieth century. I have tried my best but it will take additional educating of State officials and this is a task for the U.S. Office of Education.

The way in which costs of vocational education are shared by the local school district, the State, and the Federal Government is an inequity that must be corrected. In most cases, by far the largest share is paid by the local district. But why should the major portion of the cost of educating potential migrants be borne by the local tax payers? This problem is compounded by the extreme variation in wealth from one local district to the next. The Federal Government should increase its share as expressed earlier in my statement and the States should be encouraged to increase their contribution.

There are also a number of administrative details that could and should be corrected to provide for a better operating program. Among these I will mention the following:

We should provide for early receipt of funds by the school districts.

Only too often have I heard the complaint—and a justifiable one it is—that Congress does not appropriate funds for education until late in the Session. Consequently, the U.S. Office of Education is not able to make its allocations to the States until long after the academic year has started. Obviously, this does not permit the administrators to plan enough in advance for the effective use of these funds. This situation makes for a totally ineffective administration of these various programs. Administrators do not know until long after the school year has begun how much, if any, funds they will receive for their programs and as a result are understandably reluctant to gamble with funds they may never receive. I, thus, propose that the Vocational Education Act of 1963 be amended in the same manner the Elementary and Secondary Education Act was amended in 1967 (Public Law 90–247, Sec. 403) to provide that Federal appropriations be authorized to be included in the Appropriation Act for the fiscal year preceding the fiscal year for which they are available for obligation. This will afford the responsible State, local, and Federal officers concerned adequate notice of available Federal financial assistance for education.

We should ensure closer coordination between all the "job oriented" programs which the Federal Government has undertaken to ensure there is no overlapping or duplication of effort and to ensure that the most effective use is being made of Federal funds.

In recent years, in an effort to attack particular problems within the various segments of our society, Congress has enacted a number of programs designed to assist in the preparation of our citizens to lead more productive lives. We have created a massive Federal effort, but one which calls for a minimum of coordination and cooperation among the several Federal, State and local administering

agencies. We should ensure that all programs, whether they be administered by the U.S. Department of Labor, by the U.S. Department of Health, Education, and Welfare, by the Office of Economic Opportunity, or by whichever agency it may be that every attempt be made to coordinate all efforts toward a more effective and productive end. We should also provide in the law that all efforts be coordinated with the local officials and educators, with the appropriate community action agency, with employers, labor unions, and other knowledgeable and interested individuals and organizations. This is an effort in which we must make every attempt to secure 100% cooperation and coordination.

We should provide for a closer scrutiny of the use of funds for vocational education by providing for detailed, annual advance plans of programs to be funded and by providing for follow-up, detailed annual reports on the progress of such programs.

It is essential that we know in which direction we are going with vocational education and that the direction which the State and local districts plan to take is in fact in keeping with the intent and purpose of the Congress. This will ensure that the new and changing needs of our space age are being provided for and should help ensure that the failures of the past in not meeting the strict purpose of this legislation are not repeated. By providing for a closer scrutiny we should ensure that funds are expended in the best way possible to meet our most urgent training problems. These reports should also provide us with important data necessary for the Office of Education and Congress to evaluate these programs and enact remedial legislation of necessary.

All of the presently existing legal authority for vocational education programs (Vocational Education Act of 1963, Smith-Hughes, and George-Barden Acts) should be consolidated under one act.

There is little doubt that the piecemeal growth of vocational education legislation has caused confusion on the part of administrators and has probably resulted in discouraging many from taking advantage of programs available to them. It is a rational and logical step to take in consolidating all legal authority into one act. There is really no justification for the several existing authorities not to be consolidated. The resulting ease of administration, removal of overlapping or confusing authorities, and ease in policing of one single act should be obvious.

The U.S. Office of Education should be instructed to collect and disseminate such materials as would be generally useful for carrying out the purposes of the vocational education legislation.

As I have mentioned before, one of my most shocking experiences in an effort to campaign for vocational education in New Mexico has been the lack of awareness on the part of local and state administrators of the opportunities which are available to them. Every effort must be made to prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions such materials as would be useful in bringing about an awareness of vocational education programs available to them and to provide guidelines and other helpful information to permit them to take advantage of these programs.

There are other matters that should be touched upon and I have certainly made no effort to be all inclusive. However, because of my deep interest and belief in vocational education, I have tried to touch on what I feel are the major areas that must be considered by this Committee and this Congress as it considers new vocational education legislation. I recognize that several of the items I have referred to are encompassed in the proposed Partnership for Learning and Earning Act of 1968 and I urge their approval by this Committee. But I have also touched on numerous proposals which are not covered by the legislation before you. These latter I would call your special attention to. In particular, I would stress the urgent and vital need to provide increased funding for construction of new, up-to-date facilities; the need to ensure that the purposes of this act are complied with by providing for a wider dissemination of materials and by providing a close Federal policing of the use of Federal funds; and the need to reach the special problems of those with academic, socio-economic and other handicaps.

I fully recognize that we are faced with an economic crisis and there is need to pare all budget requests to a minimum. However, with our continuing problems of lack of employable skills on the part of a majority of our working-age population and with the challenges being posed by mounting riots and dissention, we

should not be too quick to cut all the meat from the bones. The Administration is asking for a request of approximately $272 million for fiscal year 1969. We could well use $1 billion and more. Let us be realistic in assessing the equities. While making every effort to put our economic house in order, let us not lose sight of the crying need for vocational training. Experience has shown that the benefits that will be derived to our nation as a whole will be multiplied many times over.

I am confident this Committee will move as it has in the past to meet the challenges of today and of the future. I thank you, Mr. Chairman, for this opportunity to appear before you.

Senator MORSE. I also wish to have appear at this point for subcommittee reference an excellent paper prepared by Dr. Garth L. Mangum, entitled "Reorienting Vocational Education."

REORIENTING VOCATIONAL EDUCATION

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PREFACE

This evaluation of the results of the Vocational Education Act of 1963 is part of a larger project to evaluate federal manpower policies and programs directed by the author under a grant from the Ford Foundation.

Information for the evaluation grew out of my participation as a member of the Advisory Council on Vocational Education appointed in 1966 as required by the Act and reporting to the Secretary of Health, Education, and Welfare, the President and the Congress in January 1968. Much of the data and evaluation is therefore the same as that to be found in "Vocational Education: The Bridge Between Man and his Work, Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education" and "Vocational Education: The Bridge Between Man and his Work, General Report of the Advisory Council on Vocational Education," in *Notes and Working Papers Concerning the Administration of Programs Authorized Under the Vocational Education Act of 1963, Public Law 88-210, As Amended,* prepared for U.S. Senate, Committee on Labor and Public Welfare, Subcommittee on Education, 90th Congress, 2nd Session, March 1967. However, the official data gathered for the council report have been supplemented by data and findings from other sources published and unpublished. The results of this evaluation do not vary significantly from those of the Advisory Council on Vocational Education beyond the differing emphasis any single member might have given within a

committee effort. Yet the additional data, the sharpening of some issues, the relative obscurity of the congressional publication, the availability to a different audience and the completion of a series merit publication of this monograph.

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INTRODUCTION

The focus of federal manpower policies and programs during the 1960's can be illustrated by the changing relationship between preventive and remedial programs. In 1961, $50 million was appropriated for vocational education, primarily to supply skills for new entrants to the labor market, compared to $10 million to remedy the employment handicaps of those facing various disadvantages in competing for jobs. By 1968, not only had total manpower expenditures increased eight-fold, but the balance had shifted dramatically. Vocational education was getting more than $250 million per year from the federal treasury, but remedial skill training, work experience and adult basic education programs were receiving $1.8 billion. It was hoped that general education measures such as Head Start and the Elementary and Secondary Education Act could, among other goals, be long-run preventives for employment problems. However, of all the manpower legislation of the 1960's, only the Vocational Education Act of 1963 had as its immediate objective prevention of the influx of unprepared youth into the labor market.

The crisis nature of the policies of the decade is illustrated by the balance between prevention and remediation. However, the gap between intention and achievement is more often wide than narrow. The intent of the Vocational Education Act of 1963 was no less than a reorientation of the traditional emphasis from filling the requirements of the labor market to meeting the needs of people. Whether the reorientation has, indeed, been accomplished, what is the current status of vocational education and where the program appears to be headed are the subjects of this paper.

ORIGIN AND ACHIEVEMENTS OF THE 1963 ACT

The Vocational Education Act of 1963 represented the first basic reconsideration of vocational education since 1917. In the latter year, Congress provided $7 million per year in matching grants for training in agriculture, home economics and "trade and industry" occupations. By 1963, distributive education, practical nursing, fishery occupations and technical training had been added to the list of occupational categories, and federal appropriations for vocational education had increased to $55 million. However, the nature of the program remained unchanged—federal matching grants were made available to the states to be spent in specified amounts for training in each of the seven occupational categories with a minimum of federal direction or involvement.

The immediate motivation for the 1963 Act was the high level of unemployment among untrained and inexperienced youth. Longer term criticism alleged a failure to change occupational emphases in keeping with an increasingly sophisticated technical economy. More dimly recognized, but implicit, was the growing need for formal preparation for employment.

The 1963 Act was the immediate product of a Panel of Consultants on Vocational Education established at the direction of President John F. Kennedy in 1961. The Act's contributions and future needs cannot be evaluated apart from consideration of the general status of vocational education.

Findings of the Panel of Consultants

The panel of consultants, after more than a year of deliberation, concluded that vocational education was guilty of two

cardinal sins: It had been insensitive (1) to changes in the labor market and (2) to the needs of various segments of the population.[1] Enrollment in vocational courses of 1 in 5 high school students and 2 percent of the post-secondary labor force was considered inadequate in view of existing and projected needs. Low enrollments in urban centers were especially disturbing. Little was being done to serve youths whose socio-economic or academic handicaps made it difficult for them to profit from the regular programs. Vocational education was neither retaining potential dropouts nor preparing them for employment.

Post-secondary programs were being neglected despite the higher skill and upgrading needs dictated by technological change. The range of occupations for which training was available was limited, and the content of the training was narrow. The distribution of enrollments did not relate rationally to the distribution of employment opportunities. Nearly two-thirds of vocational enrollments were in vocational agriculture and home economics. There was little training for women's occupations other than home economics. Office occupations did not qualify for federal support. Employment services and vocational schools were in separate worlds. All of the services related to quality—including facilities and equipment, teacher education, counseling and guidance, curriculum materials, research and evaluation—were being neglected.

Investment in vocational education was declared to be "grossly incommensurate with the national interest and federal responsibilities." Financial support was not keeping pace with the needs for a trained labor force. The legislative "patchwork" and absence of long-range planning were censured. The lack of data available to the panel for evaluation of vocational education was sharply criticized: "Little or no evidence has been gathered regarding the results or effectiveness of the instruction given, and various rationalizations and

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[1]Department of Health, Education, and Welfare, *Education for a Changing World of Work*, report of the Panel of Consultants on Vocational Education (Washington: U.S. Government Printing Office, 1963) pp. 206-14.

excuses have been offered over the years for inadequate program statistics." The panel pointed out that an earlier Advisory Committee on Education in 1938 had also strongly censured the inadequate reporting system. "Obviously," said the panel, "this major weakness has not yet been corrected."[2]

Objectives of the Vocational Education Act of 1963

Congress declared the objective of the Vocational Education Act of 1963 was the employment preparation of four groups of people rather than the labor market demands of various occupational categories. It included:

> . . . persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[3]

Federal funds were increased four-fold and could be used to prepare individuals for gainful employment in any non-professional occupation.

However, objectives are achieved by allocation and application of resources, not by declarations of intent; and Congress, though it authorized and appropriated the funds, failed to put its money where its mouth was. Neither "carrots" nor "sticks" were provided to influence expenditure patterns. The Smith-Hughes and George-Barden Acts were retained with their traditional occupational categories. Their relatively

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[2]*Ibid.*, p. 213.

[3]U.S. Congress, "Vocational Education Act of 1963," Public Law 88-210, 88th Cong., 1st Sess., 1963.

small amounts of money could be transferred among the seven categories and outside them to serve the VEA '63 target groups, but such transfers were not required. Ten percent of home economics funds were to be spent in training for gainful employment. Vocational agriculture could—but need not—include training for occupations related to but outside of commercial agriculture. VEA '63 funds were not held to the traditional areas, but they were not restricted from them. All uses of federal vocational education funds, except research, were governed by the same 50-50 federal-state matching formula.

Also in the permissive category were national and state advisory councils, and joint involvement of vocational schools and state employment services in determining labor market needs and in placing vocational education graduates. The U.S. Commissioner of Education was given authority to approve state plans which were to include periodic reviews of state and local training needs. Ten percent of the authorized funds were to be allocated to research, one-third to a combination of post-secondary education and area school construction and three percent to "ancillary services."

The definition of vocational education was broadened to allow expenditures for guidance and counseling, teacher training and instructional materials. The Act also opened the door to basic and general education where needed to prepare for employment. Thus, new objectives were declared with funds authorized to make possible their achievement. But whether or not the objectives were pursued was left largely to state determination and Office of Education leadership.

The Impact of the 1963 Act

Funds were not appropriated to implement the Act until fiscal 1965. Full reports are available for that year and fiscal 1966, with partial data for fiscal 1967. Two or three years is a short time in vocational education, and too much change should not be expected. However, the time has been sufficient to see which opportunities opened by the new Act have been grasped and which ignored. Unfortunately, among the admonitions ignored, not from the Act but from the 1962 panel's report, was the need for more adequate reporting.

VEA '63 directed the appointment in 1966, and each five years thereafter, of an Advisory Council on Vocational Education to evaluate the administration of the Act and its impact. The first such council, functioning throughout 1967, found its assessment seriously hampered by a lack of data. Not only was the regular reporting system grossly inadequate, but the Office of Education had made no advance preparation to produce special data for the council. No significant changes were made in the reporting forms designed primarily to ascertain that the states matched the federal grants-in-aid and that the moneys were spent within the appropriate occupational categories. The only significant change in the reporting system as a result of the Vocational Education Act of 1963 was the necessity of reporting expenditures and enrollments by service groups. A reporting system originally designed for financial control was being asked to serve as a basis for evaluation, and it was inadequate for this task.

Numerous examples of the reporting system's limitations can be cited, but a few will suffice. Though the Act's philosophy was to refocus efforts on people rather than occupational groups, there are no demographic characteristics beyond the sex of the students. In a day of concern with racial discrimination and poverty, data on age, race, education and family income are not collected. Though groups with special needs were to receive special treatment, there are no data to identify them nor to describe the content of courses allegedly designed for them. If the Act was successful in its intent to encourage training for new occupations, there is no way to isolate them. Enrollment data give no indication of the extent of student involvement. Participation for one or two days a week for a few months is not differentiated from near full-time, full-year attendance.

Data needs are qualitative and descriptive as well as quantitative. The quality of teachers, equipment and course content cannot be determined from the reporting system. Comparisons of relative enrollments and quality and quantity of vocational education in rural areas, small and medium-size cities, suburban areas and large central cities cannot be made. The only measure of results is a report of uncertain validity from a vocational teacher in September on the placement of students who completed a course the previous spring.

An 18-month time lag before publication of the data appears to be standard. Not only is the extent of vocational education not reimbursed by federal funds unknown, there is even great uncertainty as to the total amount spent on federally-reimbursed vocational education. Since states often overmatch the federal dollars, it appears to be common knowledge that much of the total state expenditure is not reported.

A staff member involved in both the 1962 and 1967 appraisals thought the improvement in the data available to the latter group was substantial. Participation only in the later effort leaves one awed by the abysmal state implied for 1962. This evaluation, like that of the Advisory Council in which the author participated, must depend upon the limited official data, fragmentary studies by various researchers, and personal observation and judgment.

Groups and Occupations Served

During the 1966-67 school year, almost 7 million persons attended vocational education classes supported in part by federal grants under the VEA '63, Smith-Hughes and George-Barden Acts (Table 1). This was a 50 percent increase over the 4.6 million of 1963-64. However, training for office occupations became eligible for federal support for the first time under the 1963 Act. There is no way to know how many of the 730,000 reported enrollment increase in 1965 and the 1,240,000 in 1966 comprised net additions to the number trained in business education compared to how many were simply shifted from sole state support to federal aid. Office occupations were one-fifth of the total 1966 enrollment and accounted for more than four-fifths of the increase over 1964 (Table 2). Not including the office occupations, enrollment increases in the first two years following the implementation of the Act were less than during the preceding years. The 1967 increase appears exceptional, but no breakdown by occupational category or by group served is available at this writing.

The 1965-66 enrollment exceeded that of 1963-64 by 42 percent for high school students, 67 percent for full-time post-secondary students and 17 percent for adults attending part time. Numerically, however, only 178,000 post-secondary students and 380,000 adults were added. Enrollment in

TABLE 1

Total Enrollment in Vocational Education
Fiscal Years 1960-1967

Fiscal Year	Total Enrollment	Percentage Increase
1960	3,768,149	
1961	3,855,564	2.3
1962	4,072,677	5.6
1963	4,217,198	3.5
1964	4,566,390	8.3
1965	5,430,611	18.9
1966	6,070,059	11.8
1967	6,880,000*	13.3

*Estimated

Source: U.S. Department of Health, Education, and Welfare.

courses designed specifically for those with special needs was reported as 49,000 in fiscal 1966. The special needs figure does not include the youths and adults from disadvantaged backgrounds enrolled in regular courses. It is a strong indication that little serious effort followed that particular directive of legislative intent. However, enrollments of disadvantaged youths in Manpower Development and Training and Economic Opportunity Act programs with their 90-10 federal-state matching formulas and the Elementary and Secondary Education Act with its full federal funding compared to vocational education's 50 percent formula must be considered for perspective.

Agriculture and home economics together still comprised 46 percent of total enrollments in fiscal 1966. However, vocational agriculture increased only 5 percent between 1964 and 1966, while 12 percent of the enrollments in the latter year were in related off-farm occupations rather than commercial agriculture. Also included were such specialized programs as ornamental horticulture and retail floristry in urban areas. The official reports show home economics declining more than 6 percent between 1964 and 1966 but, apparently, the data are in error and enrollment actually increased slightly. The enrollment in employment-related home economics courses is uncertain, but it is doubtful that

TABLE 2

Vocational Education Enrollment Summary by Occupational Category and Educational Level, Fiscal Years 1964 and 1966

	Total	Secondary	Post-Secondary	Adult	Special Needs
Fiscal Year 1964					
Agriculture	860,605	501,819	92,907	265,879	
Distributive Occupations	334,126	55,132	2,688	276,306	
Health Occupations	59,006	5,478	41,698	11,830	
Home Economics	2,022,138	1,308,453	1,652	712,033	
Technical Occupations	221,241	20,755	71,824	128,662	
Trades & Industry	1,069,274*	249,119	53,633	766,513	
TOTAL	4,566,390	2,140,756	264,402	2,161,223	
Fiscal Year 1966					
Agriculture	907,354	510,279	5,987	390,388	700
Distributive Occupations	420,426	101,728	15,833	301,116	1,749
Health Occupations	83,677	9,793	36,496	37,065	323
Home Economics	1,897,670	1,280,254	2,652	602,363	12,401
Office Occupations	1,238,043	798,368	165,439	271,149	3,087
Technical Occupations	253,838	28,865	100,151	124,730	92
Trades & Industry	1,269,051	318,961	115,539	803,901	30,650
TOTAL	6,070,059	3,048,248	442,097	2,530,712	49,002

*Includes 1,614 enrolled in fishery occupations.

Source: U.S. Department of Health, Education, and Welfare.

the required 10 percent was achieved. Home economics enrollment is still approximately one-third of the total.

On the more encouraging side, technical education enrollments increased about 15 percent between 1964 and 1966. However, this rapidly growing area of opportunity accounted for only 4 percent of total enrollments in the latter year. One half were adults and 40 percent were post-secondary, indicating that most of the courses were at levels or durations beyond the reach of high schools. Health occupations increased 41 percent in two years but still totalled less than 84,000. Distributive occupations increased 25 percent with adults comprising nearly three-fourths of the total enrollment. Trades and industries increased 20 percent and comprised one-fifth of total 1966 enrollment. Only one-fourth of this category, which includes most of the skilled crafts, was made up of high school students.

Examination of enrollments by the VEA '63 service groups indicates one-quarter of high school students enrolled in vocational courses in 1966. Of these, 59 percent were in agriculture and home economics, and another 26 percent were being prepared for office occupations. The declining opportunities in agriculture are well known. Home economics, with minor exceptions, does not train for employment. Limited studies do suggest that a high percentage of those obtaining typing, shorthand and other office skills use them in employment. In general, however, the extent to which high school students are being prepared for employment after 2 years of VEA '63 is unimpressive.

Post-secondary enrollments are more in accord with labor market trends, even though involving only 7 percent of vocational students and 4 percent of the population age 18-21. Almost 9 out of 10 post-secondary students are trained in office occupations, trades and industries and technical programs—all in high demand. Adult enrollments comprise an impressive 42 percent of vocational enrollments, though less than 3 percent of the 25-64 year age group are involved. Trades and industries enroll nearly one-third of this predominantly part-time group with 40 percent in home economics and agriculture. One-fourth of the limited special needs group were in home economics, but another three-fifths were in trade and industry occupations.

The reporting system persists in using the traditional occupational categories. Therefore, information on the actual occupations for which students are trained is limited. Two years is a short time for judgment, but indications are that in the brief period there has been little progress toward the primary redirections endorsed by the 1963 Act. The proportion of high school students enrolled does not appear to be rising when the addition of office occupations to the federal support roster is considered. Adult enrollments are increasing slowly. Post-secondary enrollments are rising more rapidly, but they are part of the expanding junior college movement; the independent contribution of VEA '63 is speculative.

The addition of office occupations to those specifically eligible for federal support was laudatory in view of employment trends and the deficiency of vocational education opportunities for women. To the extent the rising number enrolled in federally-supported courses in that category is a net addition to those being trained for office work, a contribution is being made.

The shift to off-farm, agriculturally-related occupations is praiseworthy but too small. The problem is not that too many are being trained for farming occupations; it is that few of those trained will remain on the farm and, given limited resources, the funds could be better spent for other occupations. Home economics provides useful homemaking skills but makes only a limited contribution to employability. Its inclusion in vocational education is a misnomer. A few are prepared in home economics for employment in food service and clothing-related occupations but, apparently, most of these skills are reported among trades and industry occupations.

Considering the growing demands, the efforts to develop training in such critically labor-short areas as health and technical occupations and some of the skilled trades have been surprisingly limited. Even within these areas, health occupations appear largely restricted to practical nurses and dental assistants, ignoring the wide variety of medical technician opportunities. Technician programs appear over-concentrated in electronics and drafting. Little effort has been made to interrelate secondary and post-secondary training to provide

"career ladders" and reduce overlap in technical programs requiring extensive training.

Two out of five American youths attend college, and half of them graduate. This is a remarkable accomplishment. But it still leaves four out of five to obtain salable skills in high school, in post-secondary technical and junior colleges, in uncompleted college courses, in apprentice or on-the-job training, or, belatedly, through remedial programs. VEA '63 has yet to make an appreciable difference in the extent to which they do so.

Expenditures

The new Vocational Education Act did increase reported expenditures almost 3 times between 1964 and 1967, though some of the state and local increase may be more apparent than real.

Prior to 1963, the states and the local communities had continued to increase their share of support for vocational education while federal expenditures stagnated. Some feared that expanded federal government support would be offset by reduced state and local spending. Instead, while federal expenditures quadrupled, state and local expenditures more than doubled (Table 3). The local communities contributed the largest share to the increase, their expenditures rising 130 percent compared to a 70 percent rise in state expenditures. Though state and local spending did not increase apace with federal appropriations, their 1964 proportion was already double the required 50-50 matching.

Expenditure patterns indicate the relative priorities given the new purposes of the 1963 legislation. The portion of funds spent for trades and industries, distributive, health and technical occupations remained unchanged. The ratio for agriculture and home economics decreased by 15 percent and was offset by spending for office occupations. The fact that the $23 million of federal funds used for office occupations were matched in 1966 by $148 million from state and local funds, illustrates the difficulty of being sure it resulted in net increases, rather than reflecting previously unreported expenditures. The trend has been to increase spending in all categories, without significantly changing their relative importance to reflect the changing structure of employment.

TABLE 3

Expenditures for Vocational Education

(Thousands of dollars)

Fiscal Year	Total	Federal	State & Local
1964	332,785	55,027	277,758
1965	604,646	156,936	447,710
1966	799,895	233,794	566,101
1967	962,935*	248,085*	714,850*
1968	NA	255,377*	NA

*Estimated

Source: U.S. Department of Health, Education, and Welfare. Does not include work-study expenditures.

Smith-Hughes and George-Barden Act expenditures are not reported by groups served (secondary, post-secondary, adult and special needs). Therefore, the available data by group account for only three-fourths of the total vocational education expenditures. In the school year 1965-1966, one-third of these expenditures were for training high school students, one-sixth for post-secondary students, less than 5 percent for adults, and only 1 percent for youths with special needs. The actual training of persons in these four groups took 53 percent of the 1963 Act funds, while 37 percent were expended for construction and 10 percent for ancillary services and research.

Area Vocational Schools

The most notable impact of VEA '63 was the construction it sparked. A concept widely hailed by progressive vocational educators at the time of the Act's passage was the area school—a school offering training in a variety of occupations and serving students from a number of high schools or more than one school district. It was hoped that the area school would circumvent the problem of limited offerings in small schools and the high costs of equipping a vocational school. The 1963 Act specified spending at least one-third of the funds either for constructing such schools or for post-secondary vocational education. Construction was the overwhelming

choice—partly because of a backlog of need, but also because it was the easiest thing to do.

Forty-five states reported construction of new buildings, additions, remodeling or renovation during the fiscal years 1965 and 1966. Total expenditures for construction were more than $106 million in 1965 and about $165 million in 1966. During the 3-year period 1965-67, 689 construction projects were funded: 214 school construction projects in 1965, 229 in 1966 and 246 in 1967. By type of school in 1965 and 1966, 72 projects were identified as specialized vocational high schools, 181 as vocational departments of regular high schools (the so-called comprehensive high school), 113 as technical or vocational schools, and 77 as departments of post-secondary schools. The authorization in the Act for establishment of residential schools was rejected by the appropriations committees.

The rapid increase in construction is impressive, but the number and capacity of schools is only a beginning in relation to need. However, continuation of construction at that level would achieve adequacy within a few years. Unfortunately, there are indications that the hasty use of funds may have saddled some school districts with inefficient facilities.

While the facility-planning office in the Division of Vocational and Technical Education in the Office of Education has continuously expressed the need to design facilities for maximum flexibility and adaptability, the states too often have ignored this advice. The states were required to submit guidelines for development of area schools, but the facilities constructed appear to have emphasized continuation and expansion along conventional lines. There is little evidence that facilities were planned to house training for new occupations or critically short ones.

Research

The first results of research projects funded under the new VEA '63 provisions are just beginning to come in. Included have been studies of student characteristics, evaluation, administration, flexible scheduling, computer-assisted instruction, television instruction, teaching machines and course development.

Most of the research and development efforts have been relatively small and fragmented. That is, they have been limited to seeking improvement in a single subject area, or testing a single approach or process. They do have in common the fact that they are action-oriented and encompass efforts to more fully bridge the gap between vocational and general education. They also place emphasis on planning, are directed at the needs of students with the intent of keeping them in the school system longer, and provide experiences which will enhance their employment opportunities when they do leave. It is much too early to appraise the impact of this research.

Vocational education had been subjected to little research. Specification of 10 percent of program funds for research, training and demonstration purposes was a new concept, even for more research-conscious fields. The first year proved hectic. Finding within that brief time enough competent researchers and promising projects to absorb $12 million was a difficult task. In fiscal 1966 the 10 percent feature was maintained as research funds rose to $18 million; but partly because of dissatisfaction with the result and partly because of growing Congressional cynicism about research, the appropriations committees cut the funds back to $10 million or 5.1 percent in fiscal 1967, and $13.5 million or 6.8 percent in fiscal 1968. Having built up expectations for the higher level, the problem of those years was establishing priorities and scaling down commitments.

Between 1965 and 1967 approximately $39 million were expended in the research category—about 30 percent for research, 10 percent for training, and 40 percent for demonstration and pilot programs. The remaining 20 percent supported the work of the two research centers established at Ohio State University and North Carolina State University and for 44 Research Coordinating Units established in various states.

Probably the most significant accomplishment has been a recognition of need and identification of individuals capable of carrying out the research. The most frequent criticism of the research program is the lack of tangible impact on existing programs and on the development of new programs and

methods. This has involved the lack of dissemination of results and failure to interpret the results of completed research in operational terms.

The first stemmed from a peculiar interpretation by HEW legal counsel that, because the research section of the Act did not specifically mention dissemination, funds could not be used for that purpose. The second has been the source of a bitter struggle over allocation of the available funds. The Office of Education had chosen to centralize all of its research-funding activities into a Bureau of Research. The Bureau of Adult and Vocational Education and Library Services protested that, as a result, the research funds were spent on various esoteric projects to the exclusion of research into operational problems. In addition, the state boards of vocational education protested in politically potent places that they were denied their fair share of the research funds. Defenders of the current allocation argue that research should pursue long-run goals rather than immediate operational problems. They criticize the operating bureaus for failing to interpret current research in operational terms and incorporate its results into their programs. Who is right and who is wrong will be resolved through political pressure, probably with some division of research funds being made among the three claimants.

Work-Study Program

The 1963 Act included a work-study program which provides part-time work and income to make vocational study more readily available to poor youths. Federal funds were made available on a non-matching basis for the first two years with a 25 percent state input beginning in fiscal 1967. The Act authorized $30 million, $50 million and $35 million for fiscal 1965, 1966 and 1967, respectively. Congress chose instead to appropriate $5 million for 1965, $25 million in 1966 and $10 million in 1967. Actual expenditures were $2.8 million and $20.9 million in 1965 and 1966, respectively. With matching funds required, only $8 million was spent in fiscal 1967. Enrollments fluctuated with expenditures—19,000 in 1965, 70,100 in 1966 and 49,300 in 1967.

Critics of the work-study programs argued that Economic Opportunity Act programs such as the Neighborhood Youth Corps could provide sufficient jobs and income for those in vocational programs. They were successful in getting the program deleted from the fiscal 1968 budget proposals only to have it restored by the Congressional appropriations committees. Defenders convinced Congress that the EOA programs were remedial in nature and were based on family income criteria. Their sponsors were required to work through community action agencies. The work stations developed for the antipoverty programs were more useful for income than experience purposes. Their enrollment already far exceeded their resources leaving little additional room for vocational students.

Though it is unknown how many of those receiving work-study payments would have been unable to continue training without the program, there is no reason to doubt its significant contribution. Vocational students are not, by and large, among the more affluent. The most justifiable criticism is probably the failure to link work-study with the small but important cooperative work-experience programs which have a significant history in vocational education.

The purpose of work-study is income; that of cooperative work-experience programs is to couple training in the school and on-the-job. The latter provides some of the best employment preparation available in vocational education, but it is limited by lack of staff support and financial resources. A preliminary report of a nationwide study on work-experience programs found that there were a total of 4,800 cooperative work-education programs in the United States with an estimated enrollment of 190,000 persons.[4] The largest number of programs and the largest number of students enrolled were in distributive education. Had the 2,451 schools with cooperative education programs but no work-study programs, and the 1,923 schools with work-study but no cooperative programs merged their efforts, both programs would have profited.

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[4]William J. Schill, *Concurrent Work-Education Programs in the 50 States,* Initial Report, USOE Project 6-2851.

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Relations with the Federal-State Employment Services

The 1963 Act required that each state, in its plans and projected activities filed as a prerequisite to receiving the federal matching funds, include provisions for cooperative arrangements with state employment service offices for occupational and labor market information, vocational guidance and placement services. Little progress was made during the first two years. Educators accused the employment services of failing to provide the required labor market information; the latter countered that the educators had yet to define their needs. The employment services also complained that they could not supply additional services within the constraints of their existing budgets; yet there was no provision for transferring vocational education funds.

Progress was even slower in vocational guidance and placement services. Employment service personnel had for a number of years visited one-half of the high schools in the country, now representing more than three-fifths of total enrollments, to test and counsel members of senior classes not planning to enter college. Beyond this continuing program, no significant efforts were made to establish a special relationship with vocational education. Vocational instructors customarily place their better students through informal industry contacts. The remainder seek their own jobs by a variety of methods, including registration at the public employment service. The employment services occasionally "outstation" personnel in junior and community colleges to provide placement services but rarely do so in high schools and vocational schools. Thus, no special guidance and placement assistance as contemplated by the Act were provided to vocational education students or graduates.

Excellent relations exist between local employment service personnel and local vocational educators in some areas, but relationships are nonexistent in others. The Act appears to have had little if any effect. This is in contrast to the notable impact of the Manpower Development and Training Act on this relationship. The essential difference is that, while the VEA '63 directive was a pious hope with no built-in leverage, MDT institutional funds could flow only following joint employment service-vocational education action.

Despite the slowness of improvement in local relationships, significant developments are currently underway at the federal level. In 1966, the Department of Labor took the initiative by funding a study which assessed the status of existing relationships, identified the services needed from the Employment Service and made recommendations to meet the needs.[5] The report identified many sound local relationships, but also found that some state vocational agencies had already begun to set up manpower survey units duplicating those of the Employment Service. Much of the needed information was already available from the Employment Service but was unknown because of the absence of communication.

The report led to the establishment, for the first time, of formal Vocational Education/Employment Service relations at the federal level. A U.S. Employment Service-U.S. Office of Education Liaison Committee is working toward a joint occupational taxonomy, exchange of information on occupational requirements, and administrative procedures for transfer of data. Study is underway to ascertain the need to broaden the Employment Service cooperative school program to cover vocational and technical schools. Employment Service representation on state vocational education advisory councils and vocational research coordinating units is being considered.

Supporting Services

The Vocational Education Act of 1963 required that at least three percent of each state's allotment be used for ancillary services to assure quality in all vocational education programs. Ancillary services were defined in a very broad sense and six specific examples were listed: teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, state administration and leadership, and "periodic evaluation of state and local vocational education programs

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[5]H. Ellsworth Steele, *Cooperation Between the Employment Service and Educators in Providing Realistic Vocational Education*, U.S. Department of Labor, Manpower Administration, September 1966 (mimeographed).

and services in light of information regarding current and projected manpower needs and job opportunities." Actually, the states spent almost ten percent rather than three percent in 1966 for those purposes—a total including federal, state and local funds of nearly $50 million.

The number of vocational teachers (full-time and part-time) increased from 109,000 in 1965 to 124,000 in 1966, a gain of 13.8 percent. In the latter year, 77,000 teachers were enrolled in teacher educational programs in vocational and technical education, half in pre-service and half in in-service courses. Although the growth is promising, a continued effort will be required, for it is estimated that a 150 percent increase will be needed during the next decade to meet projected enrollments.

Little progress has been made since the enactment of the 1963 Act toward offering vocational students the same counseling and guidance services that are provided—at least in some states—to college-bound students. While only one out of ten academic high schools has no counselor, only half of the vocational schools furnish guidance and counseling services with, in most cases, only one person to a school. Practically no guidance and counseling services are provided to out-of-school youths and adults and very little to youths with special needs. Only one-half of the states have guidance personnel at the staff level, again usually one person to each state. The guidance and counseling functions of the U.S. Office of Education are also greatly understaffed. No data are available to evaluate the impact of the 1963 Act on other supporting services.

The Impact in Summary

The changes wrought by the 1963 Act are a separate issue from the following assessment of the status of vocational education. The changes can only be concluded to be minor.

The Vocational Education Act of 1963 advocated two basic changes: First, vocational education was to serve the occupational needs of all people in the community through unified programs rather than to train them in separate programs for selected occupational categories. Second, a new group was to be served—the persons who could not succeed in regular

vocational education programs because of educational, socio-economic and other obstacles. Neither change has occurred to a substantial degree.

Expenditures have increased, but the expansion has been largely in the old occupational categories except for the addition of a new category of office occupations. Vocational education is not yet adequately responsive to the needs of the labor market, little recognition has been given to new occupations, few innovative programs are underway, and there is little coordination between general and vocational education. It is not even certain that enrollments have increased significantly more than they would have in the absence of the Act.

Progress has not been totally lacking. Construction has been accelerated, though not necessarily in the most innovative ways. Area schools have been established rapidly; home economics and agriculture show somewhat greater concern with gainful employment; research in vocational education has begun; a start has been made on establishing effective relationships with the Employment Service; work-study programs have been successful. A Federal Advisory Committee on Vocational Education has been established, though its effectiveness is yet to be demonstrated. There are now more vocational teachers, and vocational guidance has probably improved to some extent in quantity and quality.

Two or three years is a short time in a system as old as vocational education, and change may accelerate with time. Yet it is possible to identify two major reasons for the limited impact of the 1963 Act to date. The first is the permissiveness of the legislation. New objectives were prescribed and added resources were provided, but the Act made no necessary connection between the two. The new funds could be used to pursue old objectives as well as new ones. Congressional ambivalence was evident in the failure to replace existing vocational education acts by merely adding another with inconsistent objectives.

The second obstacle, allowed but not created by the permissiveness of the Act, was the lack of national leadership from the Office of Education. The agency has a long history of providing matching funds without prescribing objectives, establishing substantial guidelines or evaluating state and

local accomplishment. Its leadership is also more comfortable with higher and general education than with vocational education.

In the absence of federal leadership, resistance to change is considerable, particularly at the state level. Local vocational educators, in direct daily contact with students and aware of the needs of local employers, are more responsive to changing social and economic conditions. When VEA '63 directed changing emphasis from occupational categories to groups of people, the federal vocational education agency was restructured accordingly. However, most states continued organization around the traditional categories. Local educators complain that innovative programs are often rejected at the state level because they do not fit administratively within existing categories. For instance, proposed special needs courses were rejected in one state because there was no such division in the state office.

Administrative structure is not the only source of resistance to change. Another state arbitrarily reported ten percent of its secondary students as being in the special needs category without creating any special courses. A technical school in another state reacted that it had spent years building an image with employers and was not going to risk that image by enrolling less than the best. In another case, the State Director of Vocational Education arbitrarily announced that he would allocate no funds to post-secondary training.

The Office of Education is not without leverage to bring about change. Since the Commissioner of Education has the authority to approve the state plans and projected activities which are prerequisite to receiving federal funds, he also has the authority, by implication, to disapprove them. The state plan is a misnomer. It is, in actuality, merely a legal agreement by the states to comply with federal laws in the use of the federal funds. The projected activities, however, are, or could be required to be, detailed declarations of state intent.

No state plan with its accompanying projected activities has been disapproved, and there is little evidence that they are seriously studied by the Office of Education. Staff limitations may have something to do with the absence of monitoring and evaluation. Lack of federal interest in exerting aggressive leadership is more important. State and local educators

are resistant to federal controls. However, requiring the states to plan their own innovative programs for use of federal matching funds is a mild form of intervention compared to those accepted by the same vocational educators under MDTA. The painful experience of recent commissioners of education who have tried to withhold federal funds to enforce integration decisions illustrates the political vulnerability of the Office of Education on the more emotional issues. On the other hand, just because of comparison with these more emotional issues, a requirement for meaningful state planning might seem less odious.

THE STATUS OF VOCATIONAL EDUCATION

The fact that the Vocational Education Act of 1963 has yet to bring about substantial changes says nothing pro or con about the quality and accomplishments of vocational education. It only indicates that the objectives of VEA '63 are yet to be fully endorsed or supported by vocational educators. Assessment of the extent to which VEA '63 has wrought changes is relatively simple; evaluation of the status and achievements of vocational education is not. Indications can be provided by summarizing the results of fragmentary studies which provide some insight into the characteristics of enrollees, the relevance of curricula and the results of vocational education. Some indications of future directions may be found in an examination of innovative developments, though present trends do not support sanguine estimates of the speed of their adoption.

Who Needs and Who Gets Vocational Education

One of the profound developments of modern times was the shift from property ownership to individual skill as the primary source of income and wealth. The transition is inherent in industrialization and specialization of labor and has been underway for at least two centuries. However, its educational implications have become apparent only in the last twenty years. Traditionally, American education was more concerned with citizenship than employment. Only a few professions required higher education and high school was preparation for the university.

Criticisms of the college preparatory emphasis of the contemporary high school should be tempered by recognition that in the last century four out of five high school graduates did go to college. But few went to high school. The objective has failed to change as increasing affluence has allowed mass education. Three out of four youths now graduate from high school. In fact, the average member of the labor force has some post-secondary education or training. Technology has been structured to use a relatively well educated and trained labor force, and those without are competitively disadvantaged. With talents and skills as the primary source of income, investment in them is certain to continue its increase.

Trends in Educational Attainment

College graduates are still few enough that the one out of six who *do* graduate are almost guaranteed successful employment. As previously stressed, only one-fourth of high school youths enroll in federally supported vocational courses along with four percent of the 18-21 year old population and less than three percent of adults. A 1964 Labor Department survey found that only three of ten of the less than college trained labor force had any formal training for their current jobs.[6]

There are a variety of ways to prepare for employment including formal and informal on-the-job training. However, it is clear that the importance of formal, in-school preparation is increasing if only for competitive reasons. Table 4 illustrates the generally rising educational attainment of workers by occupation. In some cases the rise is attributable to the requirements of the job content. In others it is only the fact that educated people are available, and employers rarely need to rely on others. How many of the 75 percent of youths who currently neither attain a college education nor receive any meaningful vocational education (not including agriculture and home economics) need formal training can only be guessed. One can be certain that the proportion is large and increasing.

[6] U.S. Department of Labor, *Formal Occupational Training for Adult Workers,* Manpower and Automation Research Monograph No. 2, December 1964.

TABLE 4

The Changing Educational Pattern of Major Occupational Groups, 1952 and 1965

Major Occupational Group	Percentage Distribution of Educational Attainment									
	Less than 8 years		8 to 11 years		12 years		13 to 15 years		16 years or more	
	1952	1965	1952	1965	1952	1965	1952	1965	1952	1965
All White-collar	4.9	2.8	22.7	16.0	37.5	40.1	15.7	16.7	19.2	24.4
Professional and Technical	.6	.8	6.5	4.3	16.1	18.9	21.4	17.1	55.4	58.9
Managerial and Kindred	9.8	6.0	32.4	23.4	33.6	36.9	13.2	16.0	11.1	17.7
Clerical and Sales	4.1	2.3	24.8	19.4	49.7	54.7	14.5	16.9	6.9	6.7
All Blue-collar	24.8	16.8	48.1	43.5	22.2	33.3	3.8	5.2	1.0	1.2
Craftsmen	17.7	12.0	47.9	40.6	27.2	37.9	5.7	7.5	1.4	2.0
Operatives	25.3	17.1	50.1	45.7	20.9	32.5	3.1	3.8	.7	.8
Laborers	42.6	28.4	40.9	42.4	13.8	23.9	1.7	4.3	1.0	1.0
Farm	42.5	30.8	38.0	40.7	14.4	22.3	3.6	4.5	1.5	1.6
Service	30.7	17.6	43.4	42.9	19.7	31.8	4.4	6.3	1.8	1.4

Source: Johnston, Denis and Hamel, Harvey, "Educational Attainment of Workers in March 1965," *Monthly Labor Review*, Washington, D.C., March 1966.

Socio-economic Background

The official vocational education data provide no information on the socio-economic background, ability and role of enrollees. However, some indications are available in unpublished data from Project TALENT, which analyzed the backgrounds and followed up the experience of a sample of one-half million 1960 high school students, and from other sources.[7] As Table 5 shows, 80 percent of the vocational graduates were drawn from families of below average socio-economic environments, consisting of low incomes and low occupational and educational status.

The same data showed 80 percent of vocational students to be of below average ability with 50 percent drawn from the lowest ability quartile (Tables 6 and 7). Tests included verbal knowledge, visual reasoning, mathematics, games, general knowledge, etc. Unfortunately, data are not available by training occupation and for post-secondary students and adults.

Other unpublished Office of Education data show 22 percent of Negro students participating in vocational courses compared to 17 percent of white students (Table 7). American Indians and Orientals also reported a high proportion of vocational training—36 percent and 25 percent, respectively. The same data indicate a higher proportion of vocational enrollment for Negroes outside of the South than elsewhere and in urban than rural areas. Patterns for white students are similar except that more rural than urban white southerners appear to receive vocational education—a phenomenon probably accounted for by agriculture and home economics enrollments.

The meaning of these data would be more apparent if occupational breakdowns and information on quality of training were available. The higher proportions of white students and those with greater ability and more favorable socio-economic

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[7]The material in this section along with the data in Tables 5-9 is from: Howard Vincent and Joseph Froomkin, *Preliminary Analysis of the Characteristics of Vocational Students and Programs*, U.S. Office of Education, Office of Program Planning and Evaluation, Washington, D.C., 1967 (mimeographed).

TABLE 5

Comparison of High School Graduates by Program and Socio-Economic Background (Males only)

High School Program	Total	Socio-Economic Quartile			
		Low	II	III	High
		(percent)			
General	100	39.4	31.7	22.6	10.8
College Prep	100	15.1	23.2	27.7	33.8
Commercial	100	43.4	27.6	16.6	12.4
Vocational	100	45.6	34.4	15.2	4.7
Agriculture*	100	43.7	29.1	13.4	13.8

*The Project TALENT data separated agriculture from other vocational training.

Source: Special tabulations from unpublished Project TALENT data made for the Office of Program Planning and Evaluation, U. S. Office of Education.

TABLE 6

Comparison of High School Graduates by Program and Ability (Males Only)

High School Program	Total	Ability Quartile			
		Low	II	III	High
		(percent)			
General	100	30.3	33.7	27.0	8.9
College Prep	100	8.3	16.0	30.0	45.3
Commercial	100	36.4	36.8	23.0	3.8
Vocational	100	50.4	29.5	17.3	3.0
Agriculture	100	54.9	26.1	15.6	4.0

Source: See Table 5.

TABLE 7

Percent of Twelfth Grade Students with Vocational Training by Region, SMSA Status and Race

	United States	Southeast		Non-Southeast	
Race	Total	SMSA	Non-SMSA	SMSA	Non-SMSA
Negro	22	23	17	28	18
White	17	9	13	18	19

Source: Cutright, Phillips. *Vocational Students, Teachers, and Schools in the United States.* Unpublished report on data from the Educational Opportunity Survey, 1965, U.S. Office of Education, Washington, D.C.

status enrolling in college preparatory courses is understandable. It is not clear why students with those characteristics would prefer the general to the vocational curriculum. Under current definitions much if not most of the commercial curriculum could be supported by vocational funds. The quality of vocational offerings, the "image" of the vocational curriculum or the "dumping ground" proclivities of academic educators may be involved in varying degrees.

To the extent that the socio-economically handicapped have more to gain from vocational education, the mix may not be unfavorable. However, observation which suggests that the quality of vocational education, like all education, is worst in the central city slums where it is needed most interferes with such sanguine conclusions. On the other hand, if the quality of vocational education is adequate, far too many of the socio-economically and academically disadvantaged are enrolled in general curricula which prepare them for nothing.

The Adequacy of Vocational Education

There is simply no general qualitative information on vocational education. The observer is confused by a range from the excellent to the abysmal. A study in nine cities by Jacob J. Kaufman and his associates at Pennsylvania State University consistently gave adequate or better ratings to

instruction, physical facilities and equipment.[8] Weaknesses were most often limited occupational offerings, inadequate use of advisory committees and poor guidance, placement and follow-up.

Somewhat wider but less intensive observation suggests poorest quality and overcrowding in urban slums, high quality but limited availability in wealthy suburbs, and limitation to agriculture, home economics and some office occupations in rural areas. Quality appears better but enrollments are still low in small to medium sized cities. The quality of instruction is probably the most favorable point in general, with the competence of vocational instructors at least as good on the average as that of other teachers. Kaufman and his associates were disturbed to find counselors less available to vocational students than others, better informed about and overly-oriented toward college preparatory work, and tending to direct minority group members toward traditional minority occupations.[9] This too, seems to be a general condition.

The Results of Vocational Education

Ultimately, vocational education, like any other public program must be evaluated by its results. The official reporting system provides no after-training information except a one time survey of the number of graduates placed in their first job. Recently, the allocation of substantial sums to vocational education research has produced a number of comparative and cost-benefit studies of the results of vocational education.

Retention Rates and Relevance

Considering the low socio-economic status and ability of vocational students, a high dropout rate is not surprising.[10]

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[8]Jacob J. Kaufman, *et al., The Role of the Secondary Schools in the Preparation of Youth for Employment,* Institute for Research on Human Resources, The Pennsylvania State University, February 1967.

[9]*Ibid.*, pp. 12-5, 12-6, 12-10.

[10]Daniel Schrieber, *Holding Power of Large City School Systems,* National Education Association, Washington, D.C., 1964.

What is surprising is that vocational education dropout rates appear to be higher than those of other programs when controlled for ability and socio-economic status (Tables 8 and 9).

The proportion of vocational students who seek and find jobs is not meaningful without comparison to some control group. Considering the high proportion of youths who delay entry to the labor force for further schooling or military service and the usual floundering on the brink of the labor market, the fact that a low proportion make use of the skills obtained in high school vocational courses is not surprising. However, the proportion of those seeking jobs immediately after graduation who obtain training-related employment is an important indicator of training relevancy and effectiveness. Data from the nine-city Kaufman study are particularly informative (Table 10). It suggests that the more generalized the training (and, perhaps the more the occupation appeals to females), the more likely the graduate is to find a training-related job, while specialized training (or the greater mobility of males) reduces the probability of training-relatedness.

A three-city study by Kaufman and Lewis shows similar results.[11] Three of four office occupations graduates found employment in the occupations for which they were trained compared to two out of five in trade and industrial and technical training. Considering that 24 percent of the vocational students in the sample had obtained their jobs through the school's placement efforts, the number of trade and industrial and technical students finding training-related jobs through their own efforts must have been very small.

Employment and Earnings

The relative employment and earnings experience of vocational students compared to graduates of academic and general curricula shows more favorable results. A comparison of the experiences of the noncollege graduates of

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[11]Jacob J. Kaufman and Morgan V. Lewis, *The Issues, Evaluation and Potential of Vocational Education in Pennsylvania,* Institute for Research on Human Resources, The Pennsylvania State University, October 1967, pp. 110-111.

TABLE 8

Dropout Rates of High School Students by Program and Ability Quartile (Per 100 Students)

High School Program	Ability Quartile				
	Total	Low	II	III	High
General	16.2	25.6	16.7	9.1	5.7
College Prep	3.9	22.5	6.8	1.9	1.4
Commercial	12.5	18.3	10.9	9.3	5.7
Vocational	22.4	29.8	18.7	8.7	*
Agriculture	27.3	39.3	9.9	*	*

Source: See Table 5.

Dropout rates are based on information collected on 10th grades in 1960 and follow-up analysis in 1963; both males and females are included.

*The size of the population within this cell did not warrant the calculation of dropout rates.

TABLE 9

Comparison of Dropout Rates of Vocational and General High School Students by Ability and Socio-Economic Backgrounds (Per 100 Students)

High School Program and Socio-economic Quartile	Ability Quartile	
	I and II	III and IV
Vocational Students		
I and II Socio-economic Quartiles	24.7	13.2
III and IV Socio-economic Quartiles	28.8	8.2
General Students		
I and II Socio-economic Quartiles	22.8	9.9
III and IV Socio-economic Quartiles	17.5	4.4

Source: See Table 5.

TABLE 10

Training-Relatedness of First Jobs Obtained by Graduates From Eleven Selected Vocational Programs

Vocational Programs	Percent Who Obtained Related Employment	Number
Commercial	81	463
Beauty Culture	81	74
Dressmaking	61	41
Distributive	51	69
Printing	45	66
Mechanical Drawing	40	50
Automotive Mechanics	33	141
Electronics	31	111
Nursing	31	26
Machine Shop	26	124
Electricity	12	64

Source: Kaufman, Jacob J., *The Role of the Secondary Schools in the Preparation of Youth for Employment.* Pennsylvania State University, February 1967, pp. 6-20.

50 comprehensive and 50 vocational and technical high schools after intervals of two, six, and eleven years found the latter with higher hourly earnings after two and six years.[12] However, the earnings progression of the comprehensive high school graduates exceeded those of the vocational graduates by the sixth year and the hourly earnings had caught up by the eleventh year. Throughout the eleven years, the vocational graduates remained more steadily employed making it possible for their annual earnings to remain higher.

The Kaufman nine-city study found no significant differences in hourly earnings on first jobs for vocational, general and academic students. However, the three-city study which followed graduates over a six-year period found vocational-technical graduates to have been employed seven percent more of the time and to have earned an average of $500

[12]Max Eninger, *The Process and Product of Technical and Industrial High School Level Vocational Education in the U.S.*, American Institute for Research, Pittsburgh, 1965.

per year more than academic graduates.[13] However, by the sixth year the magnitude of the differences were growing smaller, suggesting that in the long run the generally higher capability would prevail over the initial training advantage. Interestingly, an initial large employment and earnings advantage of white over nonwhite graduates had reversed by the sixth year, giving some support to the stereotype that vocational education was a "creaming" program for the nonwhites and a "dumping ground" for whites.[14]

Neither the Eninger nor the Kaufman study controlled for ability and socio-economic differences. Project TALENT data indicated little difference among the earnings of vocational, general and academic graduates as a whole. However, vocational students had a significant advantage when adjusted for differences in ability (Table 11).

TABLE 11

Comparative Weekly Earnings Per 100 Persons—
Five Years After High School Graduation
(Males Only)

High School Program	Weekly Earnings	
	Unadjusted for Ability	Adjusted for Ability
General	$113.25	$111.65
College Prep	113.18	106.47
Commercial	107.85	105.74
Vocational	113.59	113.59

Source: See Table 5.

Benefits and Costs

Benefits cannot be realistically appraised without costs. Given more expensive equipment and lower student-teacher

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[13]Jacob J. Kaufman, *et al., An Analysis of the Comparative Costs and Benefits of Vocational vs. Academic Education in Secondary Schools,* Institute for Research on Human Resources, The Pennsylvania State University, October 1967, pp. 129-130.

[14]*Ibid.,* pp. 135-136.

ratios, per pupil costs of vocational education have been estimated by various studies to exceed those of academic programs from $200 to $600 per year.[15] However, these costs vary widely from the minimal per pupil costs of home economics to the high costs of some trade and industry and technical courses. Corazzini concluded that continuance for four years of the initial wage differential in favor of Worcester, Massachusetts vocational high school graduates would justify the $500 per year cost differential.[16] However, with foregone earnings added, post-secondary vocational training in Worcester was concluded to be an unfavorable investment. A North Carolina study of post-secondary education turned out more favorable on the basis of a four-year differential maintained over high school graduates with similar grades.[17]

Taussig, also on the basis of an initial wage rate differential between vocational and academic graduates, concluded that the added costs of separate vocational high schools were not justified.[18] Controlling for various demographic and social characteristics and applying different methodology to data from another city, the Kaufman study found the returns to vocational technical education to justify reallocation of educational expenditures in that direction.[19]

Given differences and limitations in data and methods,

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[15]Michael K. Taussig, *An Economic Analysis of Vocational Education in the New York City High Schools,* paper prepared for the Conference on Vocational Education, The Brookings Institution, April 17-18, 1967; A. J. Corazzini, *Vocational Education: A Study of Benefits and Costs (a case study of Worcester, Massachusetts),* Project No. 295, Bureau of Research, Office of Education, Department of Health, Education, and Welfare, August 1966; American Institute for Research, *An Analysis of Cost and Performance Factors for the Operation and Administration of Vocational Programs for Secondary Schools,* The Institute, Pittsburgh, May 1967 (mimeographed).

[16]Corazzini, *op. cit.,* p. 61.

[17]Adger B. Carroll and Loren A. Ihnen, *Costs and Returns of Technical Education: A Pilot Study,* U.S. Department of Labor, Office of Manpower Policy, Evaluation and Research, July 1966.

[18]Taussig, *op. cit.,* pp. 37, 42, 50, 57-58.

[19]Kaufman, *et al., An Analysis of the Comparative Costs and Benefits of Vocational vs. Academic Education in Secondary Schools,* p. 148.

cost-benefit comparisons merit only restrained endorsement. The consistency of the overall conclusions adds confidence, however. In summary, the type of high school training in general appears to make little difference in employment and earnings. Vocational graduates tend to have an initial advantage which is overcome and surpassed in time by the more broadly trained academic student. However, when the lower average ability and relatively unfavorable socio-economic backgrounds of the vocational graduates are considered, they do appear to retain a net advantage from their training. This does not mean that present vocational education methods are the best derivable, however. It justifies only the conclusion that, for those not continuing beyond high school, preparation for employment is better than no preparation for employment.

INNOVATIONS IN VOCATIONAL EDUCATION

Consideration is merited of those projects at the cutting edge of vocational education development.[20] Their location, nature and sponsorship vary widely, but they tend to have a number of characteristics in common: (1) they are most often financed by foundation or general education rather than vocational education funds; (2) they tend to opt for an earlier introduction to occupational concepts but to delay provision of specific occupational skills; (3) they endorse a blending of basic, general and vocational education, flexibly shaped to individual interest and need; (4) they seek to broaden the range of occupations for which an individual is prepared; and (5) they assume change and the need for adaptability and continuous refurbishing of skills.

Each of these characteristics reflects a major contemporary issue in vocational education. Enrollments in post-secondary education are rising rapidly. High school students have limited experience upon which to base vocational choices. School hours are limited, and valuable general preparation for life is often sacrificed in order to gain specific preparation for a job. As pointed out, vocational education is expensive and losses are considerable when it is not used. The skills

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[20] In addition to the Report of the Advisory Council on Vocational Education, this section draws heavily upon *Curriculum Programs in Action,* report of a conference sponsored by San Francisco State College and University of Wisconsin, San Francisco, California, February 1967.

which can be provided in high school courses are limited, and many of the more rapidly growing technical occupations are almost precluded. For all of these reasons there are sound arguments for delaying preparation for specific occupations until after high school.

On the other hand, about three out of five youths still receive no formal post-secondary training, and one out of four fail to complete high school. There is anxiety to assure a salable skill to the school leaver. Despite the high dropout rate for vocational students who, as previously shown, tend to be drawn from dropout prone populations, there exists an assumption that occupationally-oriented education could, at its best, possess sufficient relevance to raise the school retention rate significantly. Experimental programs have attempted simultaneous solutions to this variety of inter-related problems. They seek to acquaint students with the nature of the world of work in elementary and junior high schools, motivate them to absorb general education by molding it around a core of occupational skills with training for broad job families or clusters rather than specific occupations. Experimentation in skill upgrading and remedial education and training has been sponsored largely by federal manpower and antipoverty programs rather than vocational education, though vocational educators have been deeply involved. A few examples of experimental and innovative projects will illustrate the trends.

Understanding the World of Work

The "Technology for Children" project, co-sponsored by the New Jersey State Department of Education and the Ford Foundation, the Nova schools in Florida and the "American Industries" project at Stout State University in Wisconsin are examples of programs which expose children early to the vocational choices they will eventually have to make. The New Jersey program consists of a systematic kindergarten through grade 12 exposure to the workings of the economy and the nature of the occupations within it. As a bonus, in addition to increasing the realism of vocational choice, it is hoped that the students will gain a general understanding of economic realities and will find all learning more relevant.

In grades 1-6, the Nova children are introduced to a wide range of employment-related experiences through tools, mechanical devices and games. In grades 7-12, the program becomes more directive. In grades 7 and 8, the students are exposed to fundamental concepts of technology, and a variety of introductory experiences are provided to help the student become more aware of vocational alternatives and career requirements. Specialization increases in grades 9-12, but encouragement is constantly offered to remain in school as long as the student can profit from further education. All experiences and decisions are structured so as not to pose obstacles to continuation. The objective is to develop confidence, knowledge and skills within a family of occupations, enhancing the immediate employability of the student, yet holding the door open to continued education and training. Learning experiences are individualized. The teaching of concepts and reliance upon problem solving as a teaching technique are emphasized. Progress is measured by achievement of competency rather than time in any particular phase of the program.

The American Industries project begins at the eighth grade rather than in elementary school. However, its objectives are similar. From a general understanding of the major concepts of industry and technology and simple problem-solving techniques, the student is to progress to the ability to recognize and solve complex industrial problems within broad concept areas or clusters of concepts appropriate to the individual's interest and abilities.

Melding Academic and Vocational Education

The Nova schools and the American Industries project are also examples of efforts to offer a broad academic education but to give it relevance, increase motivation and provide salable skills by structuring the academic offering around a core of manual or technical occupational skills. A number of other programs share similar objectives.

The Nova pre-employment program requires every student to elect one technical science course each year. In addition he enrolls in science, social studies, English, mathematics and foreign language courses, each with units and activities

directly related to the student's interest field. Vocationally certified teachers are teamed with other certified personnel for curriculum development and related material presentation. By teaching the concepts and processes of the work world and by using problem-solving techniques, the student is prepared for current employment yet enabled to cope with change. Despite preparation for immediate employment in a broad occupational area, students are prepared and encouraged to continue their education at college.

The American Industries project is also interdisciplinary, combining academic and vocational education. Its basic philosophy is that American industry provides a body of knowledge which can be analyzed in terms of identifiable concepts and that a structure can be developed to provide order to the body of knowledge. As the structure is formulated, it is prepared for instructional purposes and tested in cooperating schools. The courses draw heavily from the disciplines of psychology and sociology and also rely, to a great extent, upon the natural curiosity and motivation of students.

The San Mateo Unified School District, San Mateo, California, has developed a "zero-reject" concept for curriculum planning. The assumption is that with proper teaching techniques, every student can earn a high school diploma with significant standards and a broad liberal and vocational education. The schools accept the responsibility for seeing that students are employable whenever they choose to leave school, whether as a dropout from grade 10, or with a doctorate. Occupations are grouped by clusters and by levels which form ladders of progression throughout the educational experience. Academic disciplines, it is argued, should be established for the convenience of teaching and understanding rather than the standard "watertight compartments" adopted largely for convenience in administration. The intent is to state performance objectives clearly and mix discipline components to fit the student's own individualized learning strategy.

The "Partnership Vocational Education Project" at Central Michigan University, Mount Pleasant, Michigan, is a joint effort between the university and the secondary schools, community colleges and industry of the area. The project employs a teaching team from math, science, English and

industrial education. The program begins at the ninth or tenth grade of the secondary school and continues through the university serving all individuals with industrial-technical aptitudes and interests. It is structured on three levels: (1) a college-bound upper ability group; (2) an intermediate level group who may choose to enter the labor force after high school or who may advance to the community college or university; and (3) a lower ability group of students who are likely to enter the labor force after or even before graduation from high school. However, no student is permanently locked into any one of the three levels, and each may shift to another level according to his interests and aptitudes. The program at each level uses the vocational interest of the student as the motivating force for a sound educational program, but the vocational interest does not result in a vocational dead end. Occupational and personal guidance is emphasized to familiarize youngsters with the industrial-technical occupations and higher educational opportunities open to them including the building of realistic aspirational levels. It is argued that the motivation, particularly of individuals from lower socio-economic levels, is directly related to the immediacy of the reward and the relationship of the task to its achievement. Therefore, formal education is related as directly as possible to the personal goals of the individual. A problem-solving approach attempts to give meaning to formal education. The students develop capability in the identification of meaningful tasks, in the selection of appropriate knowledge and skill, and in applying them to the solution of problems.

The "Pre-engineering Technology Program," also known as the "Richmond Plan" or "Pre-Tech Program," now used widely throughout the San Francisco Bay area, was initiated by the Richmond, California High School District and Cogswell Polytechnical College. Its target population is the average, capable but under-motivated student who is achieving below his ability. The program is especially structured for an area in which the majority of students attain some education beyond high school. The immediate occupational goal is that of engineering technician. However, care is taken in curriculum planning and through cooperative relationships with the junior college system to assure that the graduates are qualified for the latter if their motivation is revived. Though broadly

rather than narrowly prepared, the students are in high demand from employers in the area. Curriculum units are planned by a teaching team around a core technical project provided by the industrial arts instructor. Each instructor from math, science and English then structures his offering around that project stressing their inter-relatedness.

The project has proven the effectiveness of the inter-disciplinary, employment-oriented approach in achieving a variety of occupational goals. Approximately 40 schools in the San Francisco Bay area have adopted the approach applying it to 12 different occupational goals. One of the more interesting and successful has been "Project-FEAST" (Food, Education and Service Technology) preparing for commercial food services. Though enrolling students of all ability levels, it has been particularly effective and appropriate for those of less than average ability. The disciplines drawn upon are home economics, science, English and mathematics. Close ties with the Hotel and Restaurant Foundation at San Francisco City College have assured both employment and further educational opportunities to the students involved.

Other innovative programs could be cited. Their conceptions of the inter-relatedness of career development and personal and social development, of academic and vocational education, of all levels of the educational process and the need for adaptability throughout a working life are hopeful signs. Their isolation from the bulk of vocational education activities are not.

Of federal vocational education sponsored innovation, Project ABLE in Quincy, Massachusetts is one of the few which approaches, but does not achieve, the full range of innovation evident in the aforementioned projects.[21] Even then, the Quincy project was originally supported from research rather than operating funds and was designed with the help of the American Institute for Research. The Quincy program involves the tenth grade and above including a two-year post-secondary curriculum. The program is built around 11 families of occupations encompassing 255 specific occupational

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[21] "Quincy Builds," *American Education,* July-August 1967, pp. 12-13+.

skills. An interdisciplinary staff including a mathematics teacher, a teacher from one of the sciences, a social studies teacher, an English teacher and a vocational specialist is assigned to each curriculum family. General education subjects are integrated with skill training but, contrary to the previously cited programs, the latter is the primary objective.

A two-year post-secondary school is open to those who graduate from high school. The whole complex is housed in a modern building with all the latest features of portable partitions, audio-visual equipment and individual study carrels.

The innovative programs do not operate in a complete vacuum, and some of the ideas are creeping into the regular programs. The Great Cities Research Council, which represents the major metropolitan areas in the United States, has made vocational education a major concern. In their "Plans of Action," a number of these cities have recognized the need for earlier introduction of vocational information and exploration, and have signified their intent to begin providing such information in elementary school programs. For example, the Chicago, Illinois Plan states that: "Education designed to prepare all students for the world of work shall begin in the kindergarten and shall continue through the common school program, and shall be abundantly available thereafter for training, retraining, and upgrading out-of-school youth and adults."[22] A number of the cities planned to analyze the junior high school programs to determine whether they were providing adequate exploratory experiences to help students understand the world of work in order that they might make more realistic decisions about their vocational choice and preparation.

In an attempt to overcome the chasm between general and vocational education, a number of school systems are moving in the direction of making vocational preparation a part of the curriculum of all students. The City of Pittsburgh, Pennsylvania has made considerable progress toward this end.

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[22]Donald M. Brill, *City Plan of Action Report,* Great Cities Research Council, Chicago, Ill., October 28, 1966 (mimeographed), p. 1.

They currently have approximately sixty percent of their students enrolled in courses which offer salable skills. The Compton, California School District has a similar goal and has made significant progress in that direction. These are exceptions, however. Vocational educators appear to be, for the most part, competent people pursuing their jobs as they see them. By and large, the objectives of the more progressive appear to be to do a better job of what they are already doing. The system is not well designed to make the need for change and adaptation apparent and attractive. Discontent and, therefore, experimentation and innovation seem to come primarily from outside the system. The need to structure the availability of public funds so as to motivate adoption of available "best practice" adapted to the needs of particular communities, population groups and individuals is apparent.

REORIENTING VOCATIONAL EDUCATION

The unguided consensus seemingly emerging from *ad hoc* experimentation and the limited involvement of the established vocational education structure, suggests a need for development, understanding and agreement on a basic philosophy for occupational preparation. Whether called relevant education,[23] the organic curriculum,[24] career development education[25] or education for employment,[26] and despite differences in detail and application, it is clear that certain basic principles underlie much of the more progressive thinking in the field. The diverse terminology merely seeks to differentiate the newer ideas from what vocational education has come to mean in tradition and practice. Involved is recognition that any dichotomy between academic and vocational education is out-

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[23] Marvin J. Feldman, *Making Education Relevant* (New York: Ford Foundation, 1966).

[24] David S. Bushnell, "An Education System for the 70's," speech presented before the Aerospace Education Foundation Conference (Washington, D.C.: U.S. Office of Education, Division of Comprehensive and Vocational Education Research) September 12, 1967 (mimeographed).

[25] Arthur R. Lehne, *The Career Development Concept of Education,* Chicago Public Schools, February 21, 1967 (mimeographed).

[26] "Vocational Education: The Bridge Between Man and His Work, Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education," in *Notes and Working Papers Concerning the Administration of Programs Authorized Under the Vocational Education Act of 1963, Public Law 88-210, As Amended,* Prepared for U.S. Senate, Committee on Labor and Public Welfare, Subcommittee on Education, 90th Cong., 2nd Sess., March 1967.

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moded, that all education to be acceptable must be relevant, that adaptability to change is as important as initial preparation and that the needs and objectives of individuals should take precedence over those of the labor market. It appears to be toward these same principles that the Vocational Education Act of 1963 was groping and which it approached more closely in intent than in achievement.

Only a generation ago, education for most of the labor force was irrelevant to employment. With the exceptions of a few professionals and a few skills, the schools had objectives other than preparation for work. Many of the older half of the current labor force are products of that system. In a complex interaction, rising educational attainment has swollen the supply of talented labor encouraging development of a technology structured to use such labor, thus increasing the competition and decreasing the opportunities for the undereducated. In this environment the traditional educational skills of spoken and written communication, computation, analytical techniques, knowledge of society and man's role in it and skill in human relations are all determinants of employability. At the same time, if education is preparation for life, employability skills are essential to it. Practically every member of the population at some time participates in the labor force. Yet vocational choice, like marital choice, is a crucial decision made casually and with inadequate information.

Experience with innovative programs provides increasing evidence that vocational education has more to offer as teaching method than as training substance. Emerging from its initial role as preparation for professions, education has fostered and rewarded the verbal skills important to those pursuits, in preference to manipulative skills and problem-solving attitudes. Lecture and discussion have been emphasized in preference to learning by doing. Federal law which mandated a separate administrative structure for vocational education and defined it as less than college level did not create the separation between academic and vocational education but it has certainly perpetuated it. It is paradoxical that the very phases of education which are the most specifically vocational in nature, higher and graduate education, are held in esteem while occupational preparation at a less than college level is without prestige.

Increasingly, both academic and vocational education lose relevance separately. The fusion of general and vocational education does not automatically create instructional content which is more palatable to the student. It is when the student perceives the information as meaningful in helping him to achieve sought after goals that instructional content becomes attractive. Molding an academic package around a core of practical skills capped with work experience provided by cooperative employers seems to offer the ultimate in relevance, particularly for those from deprived backgrounds with limited verbal skills and short time horizons.

Relevance starts with realistic objectives. Vocational goals of students, to the extent they have any, are a product of parental pressure or of supposed glamour which lead to high rates of attrition and feelings of failure. A considerable emphasis is being given to programs directed at helping students to establish realistic goals. This essential pragmatism is the motivation for earlier introduction and orientation to the world of work, improved counseling and guidance techniques, and exploratory programs. That same sense of relevance is easily recognized, but equally important, in the growing need to upgrade skills in an atmosphere of change and in the increasing emphasis on remedial help for the underprepared and victims of displacement. Once again, federal law must accept some blame for irrelevance. Though it is common to accuse vocational educators of resisting change by training for obsolete skills, it should be remembered that it was federal legislation, relevant in its day but unchanged over time, that locked the system into the occupational structure of 1917. Those with a vested interest in that structure could not be expected to strongly advocate change. That impetus had to and must come from without.

Finally, freedom can be operationally measured only in terms of the options available to the individual. Ignorance, poverty, disease and discrimination are major constraints on that range of choice; and education and training are crucial to their elimination. The responsiveness of the school system to the needs of all labor market entrants and participants--the dropout, the high school graduate, the post-secondary student, the upgrader and those in need of remedial help—expands or contracts the options and opportunities for self-realization.

It was from these philosophical concepts that the Advisory Council on Vocational Education drew five operational principles:

1. Vocational education cannot be meaningfully limited to the skills necessary for a particular occupation. It is more appropriately defined as all of those aspects of educational experience which help a person to discover his talents, to relate them to the world of work, to choose an occupation, and to refine his talents and use them successfully in employment. In fact, orientation and assistance in vocational choice may often be more valid determinants of employment success, and therefore more profitable uses of educational funds, than specific skill training.

2. In a technology where only relative economic costs, not engineering "know how," prevent mechanization of routine tasks, the age of "human use of human beings" may be within reach, but those human beings must be equipped to do tasks which machines cannot do. Where complex instructions and sophisticated decisions mark the boundary between the realm of man and the role of the machine, there is no longer room for any dichotomy between intellectual competence and manipulative skills and, therefore, between academic and vocational education.

3. In a labor force where most have a high school education, all who do not are at a serious competitive disadvantage. But at the same time, a high school education alone cannot provide an automatic ticket to satisfactory and continuous employment. Education cannot shed its responsibilities to the student (and to society in his behalf) just because he has chosen to reject the system or because it has handed him a diploma. In a world where the distance between the experiences of childhood, adolescence, and adulthood and between school and work continually widen, the school must reach forward to assist the student across the gaps just as labor market institutions must reach back to assist in the transition. It is not enough to dump the school

leaver into a labor market pool. The school along with the rest of society must provide him a ladder, and perhaps help him to climb it.

4. Some type of formal occupational preparation must be a part of every educational experience. Though it may be well to delay final occupational choice until all the alternatives are known, no one ought to leave the educational system without a salable skill. In addition, given the rapidity of change and the competition from generally rising educational attainment, upgrading and remedial education opportunities are a continual necessity. Those who need occupational preparation most, both preventive and remedial, will be those least prepared to take advantage of it and most difficult to educate and train. Yet for them, particularly, equal rights do not mean equal opportunity. Far more important is the demonstration of equal results.

5. The objective of vocational education should be the development of the individual, not the needs of the labor market. One of the functions of an economic system is to structure incentives in such a way that individuals will freely choose to accomplish the tasks which need to be done. Preparation for employment should be flexible and capable of adapting the system to the individuals' need rather than the reverse. The system for occupational preparation should supply a salable skill at any terminal point chosen by the individual, yet no doors should be closed to future progress and development.[27]

One of the most hopeful signs for the future of occupational preparation was the unanimity with which the Council comprised of vocational educators, general educators and management, labor and public members endorsed these principles and then recommended a system of education for employment based on them.

1. Occupational preparation should begin in the elementary schools with a realistic picture of the world of work. Its

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[27] *Ibid.*, p. 49.

fundamental purposes should be to familiarize the student with his world and to provide him with the intellectual tools and rational habits of thought to play a satisfying role in it.

2. In junior high school economic orientation and occupational preparation should reach a more sophisticated stage with study by all students of the economic and industrial system by which goods and services are produced and distributed. The objective should be exposure to the full range of occupational choices which will be available at a later point and full knowledge of the relative advantages and the requirements of each.

3. Occupational preparation should become more specific in the high school, though preparation should not be limited to a specific occupation. Given the uncertainties of a changing economy and the limited experiences upon which vocational choices must be made, instruction should not be overly narrow but should be built around significant families of occupations or industries which promise expanding opportunities.

   All students outside the college preparatory curriculum should acquire an entry-level job skill, but they should also be prepared for post-high school vocational and technical education. Even those in the college preparatory curriculum might profit from the techniques of "learning by doing." On the other hand, care should be taken that pursuit of a vocationally oriented curriculum in the high school does not block the upward progress of the competent student who later decides to pursue a college degree.

4. Occupational education should be based on a spiral curriculum which treats concepts at higher and higher levels of complexity as the student moves through the program. Vocational preparation should be used to make general education concrete and understandable; general education should point up the vocational implications of all education. Curriculum materials should be prepared for both general and vocational education to emphasize these relationships.

5. Some formal post-secondary occupational preparation for all should be a goal for the near future. Universal high school education is not yet achieved but is rapidly approaching reality. Post-secondary enrollments are growing, and before many years have passed, the labor force entrant without advanced skills gained through post-secondary education, apprenticeship, or on-the-job training will be at a serious disadvantage. Universal advanced training will bring increased productivity, higher standards of living, and greater adaptability, to the profit of the economy as well as the individual. If post-secondary education and training is to be universal, it must be free. Fourteen years of free public education with a terminal occupational emphasis should be a current goal.

6. Beyond initial preparation for employment, many, out of choice or necessity, will want to bolster an upward occupational climb with part-time and sometimes full-time courses and programs as adults. These should be available as part of the regular public school system. They should not be limited to a few high demand and low cost trades, but should provide a range of occupational choice as wide as those available to students preparing for initial entry.

7. Any occupation which contributes to the good of society is a fit subject for vocational education. In the allocation of scarce resources, first attention must be paid for those occupations which offer expanding opportunities for employment. In the elementary and junior high school, attention can be paid only to groups of occupations which employ large numbers of people, and instruction must be restricted to broad principles, common skills, and pervasive attitudes which will be useful in a broad range of employment. These restrictions are less and less valid as the student goes through high school and junior college, until, in adult education, instruction is justified in even the most restricted field if it is valuable to the individual and to society.

8. Occupational preparation need not and should not be limited to the classroom, to the school shop, or to the

laboratory. Many arguments favor training on the job. Expensive equipment need not be duplicated. Familiarization with the environment and discipline of the workplace is an important part of occupational preparation, yet is difficult to simulate in a classroom. Supervisors and other employees can double as instructors. The trainee learns by earning. On the other hand, the employer and his supervisors may be more production than training oriented. The operations and equipment of a particular employer may cover only part of a needed range of skills, necessitating transfer among employers for adequate training. The ideal is to meld the advantages of institutional and on-the-job training in formal cooperative work-study programs.

9. Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the student on a job and following up his successes and failures provides the best possible information to the school on its own strengths and weaknesses.

10. No matter how good the system of initial preparation and the opportunities for upgrading on the job, there will always be need for remedial programs. Remedial programs will differ from the preventive in that many of the students will require financial assistance while in training; the courses must be closely oriented to the labor market to assure a quick return to employment; and the trainee will be impatient of what may seem to be the "frills" of regular vocational programs.

11. At every level from the elementary school through the post-secondary, adult and remedial programs, there will be those with special needs as defined by the 1963 Act. For both humanitarian and economic reasons, persons with special needs deserve special help.

12. Many communities are too small to muster sufficient students for a range of occupational offerings broad enough to provide realistic freedom of occupational choice. Potential students, often those with the greatest

needs, live in areas too isolated for access to meaningful training. Others come from a home and neighborhood environment which makes sound preparation for life and employment difficult. An adequate system of occupational preparation will provide residential facilities wherever their absence presents an obstacle to anyone in need of education and training.

13. The public system for occupational preparation must be supported by adequate facilities and equipment, buttressed by research and innovation, and by the preparation and upgrading of competent teachers, counselors, and administrators. To assure constant improvement, it must provide for constant evaluation and reporting of problems and accomplishments.

14. The system of occupational preparation cannot operate in a vacuum. Data must be made available on public and private training opportunities to eliminate undesirable duplication. Data on supply and demand for various occupations must be available on a broader and more accurate basis. But total training opportunities must be based, not on the number of jobs which are available, but on the number of persons needing training.[28]

Even more impressive than the Vocational Education Advisory Council's unanimous report was the fact that the American Vocational Association appeared generally pleased with it. Perhaps it was the fact that while criticizing some of the traditional practices of vocational education, the Council was even more sharply critical of the general education curriculum as "preparation for nothing" and of the Office of Education for timidity in its leadership role. Undoubtedly involved was the fact that, though critical of the past and present, the Council recommended expenditures of $1.6 billion per year for a system in which vocational educators would play a major role, but with built-in incentives for achieving the announced objectives. Despite these self-interest motivations, however, there is indication of a willingness to change and a hunger for leadership.

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[28] *Ibid.*, pp. 50-52.

Many vocational educators seek avidly for better ways of teaching skills, and most attempt to keep up with the latest developments in their fields. There appears to be general endorsement of efforts to broaden training from individual skills to related clusters. There is resistance to using vocational education funds for teaching "world of work" concepts and extending its use below the high school level. Opinion is divided on enlarging the post-secondary effort, with state directors of vocational education tending to be high school oriented and junior college administrators seeking a larger "cut." The concept that the schools should retain some responsibility until the student is successfully placed in a permanent job is more acceptable to vocational than to general or academic educators.

The structure is more resistant to change than the individuals within it. The across the board 50-50 federal-state matching formula gives no indication of national priorities. State administrative structures tend to perpetuate past allocations. Though not required by law, states tend to extend matching requirements to the local level rather than distributing funds according to need. Until the current civil rights controversies, the Office of Education had no reputation for aggressiveness in its dealings with the states, and the vocational education division has been historically one of its least aggressive components. Secretaries and assistant secretaries of HEW and commissioners of education have been more concerned with general and higher education and have tended to leave vocational education isolated and without leadership. For the nation as a whole, it is an anomaly that preparation for employment currently merits an annual federal investment of $256 million compared to $4.5 billion for higher education, $3.2 billion for elementary and secondary general education and $1.8 billion for remedial work and training programs primarily for those who enter the labor market with inadequate preparation.

While the authors of the Vocational Education Act of 1963 were not aware of all the reorientation now apparent, they contributed to the initiation of some of it and the emphasis of the Act is a compatible one. However, the experience under the Act suggests important lessons for the implementation of new philosophies. If vocational education is to be

reoriented, the availability of funds must be tied to the achievement of endorsed objectives. This can be done by specifying the uses of funds or by varying matching requirements in favor of higher priority objectives. Special incentives should be provided to encourage innovation, improve performance and develop favorable employment results. Evaluation by area, school, occupation, population group and teaching method is badly needed to identify strengths and weaknesses, and data must be available to make overall evaluation possible. Funds should be freed by broader definition of vocational education or separate appropriations for pre-vocational orientation in elementary and junior high years. Expansion of post-secondary offerings and enrollments needs acceleration. Residential schools are a must if there are to be adequate offerings in areas of scattered population. Cooperative work-study programs should be expanded and merged with income providing work-study programs. The needs of big city schools and academically and socio-economically handicapped students deserve high priority. State boards of vocational education are, in general, less progressive than the schools themselves, and leverage is needed to move them toward new objectives. As always, there is need for more money—much more—but there is also a crying need for more progressive and aggressive leadership at the national level.

The Vocational Education Advisory Council in its December 1967 report recommended specified priorities for a $1.6 billion vocational education package. These priorities included $500 million for the general program, $350 million for work-study, $200 million for innovative programs, $200 million for residential schools, $300 million for the socially, economically and culturally disadvantaged and $15 million for homemaking.[29] (The latter was a compromise removing homemaking from the definition of vocational education and requiring Congress to decide specifically how much it wanted to spend on this durable program.) The Administration countered by introducing its "Partnership in Earning and Learning" bill with a $15 million price tag, though picking up some of the non-cost recommendations from the Council's report.

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[29] *Ibid.*, p. 54.

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Congressman Roman Pucinski subsequently introduced a bill, H. R. 16460, which, though it shows American Vocational Association influence in several provisions reinforcing the separatism of vocational and general education, endorses the monetary provisions and some of the philosophical positions of the Advisory Council's report The vocational education establishment carries considerable political weight within the states and with their Congressional delegations. Indications are strong that, barring a severe budgetary "crunch," the Ninetieth Congress would be amenable to a substantial expansion of federal vocational education appropriations. Additional funds for employment preparation are badly needed but are likely to be well spent only if enclosed in a legislative mandate which provides persuasive leverage to a leadership willing to use it.

Senator MORSE. We stand in recess until 9 o'clock tomorrow morning.

(Whereupon, at 11 : 55 a.m., the subcommittee recessed, to reconvene at 9 a.m., on Wednesday, April 3, 1968.)

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