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ABSTRACT

During the past decade vocational-technical education in Texas has grown so rapidly that now attention must be given to enrollments, employment projections, and more efficient utilization of the limited resources available. Cisco and Ranger Junior Colleges serve essentially the same population and a plan for close cooperation and coordination is needed to avoid duplication of programs and also to meet community needs not being served. To assist in planning, this study was conducted to explore students' occupational interests and to identify their employment opportunities after completion of postsecondary vocational-technical training. Student vocational interests were determined by a survey in the high schools of the counties included in the study. An employer survey was made to indicate the employment opportunities. Results of the surveys and the questionnaires used are presented. The report suggests that the two junior colleges arrange, in cooperation with other postsecondary and with the secondary schools, to develop a master plan for utilizing their resources to provide the technical-vocational programs needed in the service area. (MF)

DEVELOPMENT OF COOPERATIVE PLANNING FOR TECHNICAL-VOCATIONAL PROGRAMS

A JOINT PROJECT OF RANGER JUNIOR COLLEGE
AND CISCO JUNIOR COLLEGE

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SPONSORED BY
THE DIVISION OF OCCUPATIONAL RESEARCH AND
DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL EDUCATION
TEXAS EDUCATION AGENCY

Dr. Rodney Wright,
Project Director

INTRODUCTION

The junior college is America's attempt to democratize higher education by educationally extending opportunities to all. This concept is based on three assumptions: (a) education is necessary for the maintenance of a democracy, (b) education is essential in improvement of society, (c) education helps to equalize opportunity for all.

Occupationally oriented programs are a vital part of any comprehensive junior college, especially those located in rural areas. To meet this concept, it is necessary that the vocational-technical programs of the junior college be coupled with a comprehensive selection of curricula that are relevant to the individual students of varying abilities and interests. It is also imperative that these programs be developed in areas that offer employment opportunities that will adequately compensate the student for his educational endeavors and interests.

During the past decade vocational-technical education in Texas has grown at a very rapid rate and all indication are that it will continue to grow rapidly. Previously there have been so few programs available in vocational-technical education that almost any program was assured of success from the standpoint of enrollment and employment opportunities. However, we are entering a period in which careful attention must be given to enrollment, employment projections, and efficient utilization of the limited resources available.

Cisco Junior College and Ranger Junior College serve essentially the same population. There are several other areas in the state which are also served by more than one post-secondary institution. In these areas there is a need for a feasible plan for close cooperation and coordination of programs in order to avoid unnecessary duplication of expensive programs, yet to develop and meet community needs not presently served.

This study was conducted to more clearly identify the student population being served by these schools. The students' occupational interests as they appeal to vocational-technical education at the junior college level and the opportunities for employment after completing post-secondary educational training were explored. Industries were identified where qualified employees are needed or anticipated with the hope that programs could be initiated to better serve the needs of the community.

Cisco and Ranger Junior Colleges are developing a comprehensive plan for technical-vocational education for their two institutions. This plan reflects both the needs of employees and the interests of their prospective students. The results of this study will be taken under advisement and incorporated into the future projections of these institutions to more adequately fulfill the goals of a comprehensive community junior college.

STUDENT SURVEY

There are many theories of vocational choice and development. Such theories express expectations, beliefs, and hypotheses about the way in which vocational choices are made. Most theories, however, will agree that the need to earn a living is one of the basic needs which most people seek to meet when they choose an occupation. Most theories will agree that the family and the social conditions in which one is reared helps to determine the occupations with which one is familiar and the occupations in which employment opportunities are available. A composite theory developed by Hoppock on vocational choice and development is as follows:

1. Occupations are chosen to meet needs.

2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.

3. Vocational development begins when we first become aware that an occupation can help to meet our needs.

4. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

5. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

If the school is to help the student with career decisions, educators must develop an awareness and understanding of the student's readiness, ability, and freedom to make vocational decisions. Readiness refers to the student's attitudes, values, and behavior with respect to occupations and vocational planning. Students may be expected to demonstrate considerable variance in readiness which could be the result of differences in family occupational values, actual occupational values, and actual occupational experiences.

The student's ability to make vocational decisions should be facilitated through the assistance of the counselor and the school. Educational and vocational psychometrics, development psychology, and individual counseling are all related to assessing the student's needs and abilities to the utilization of helping the student to formulate vocational decisions.

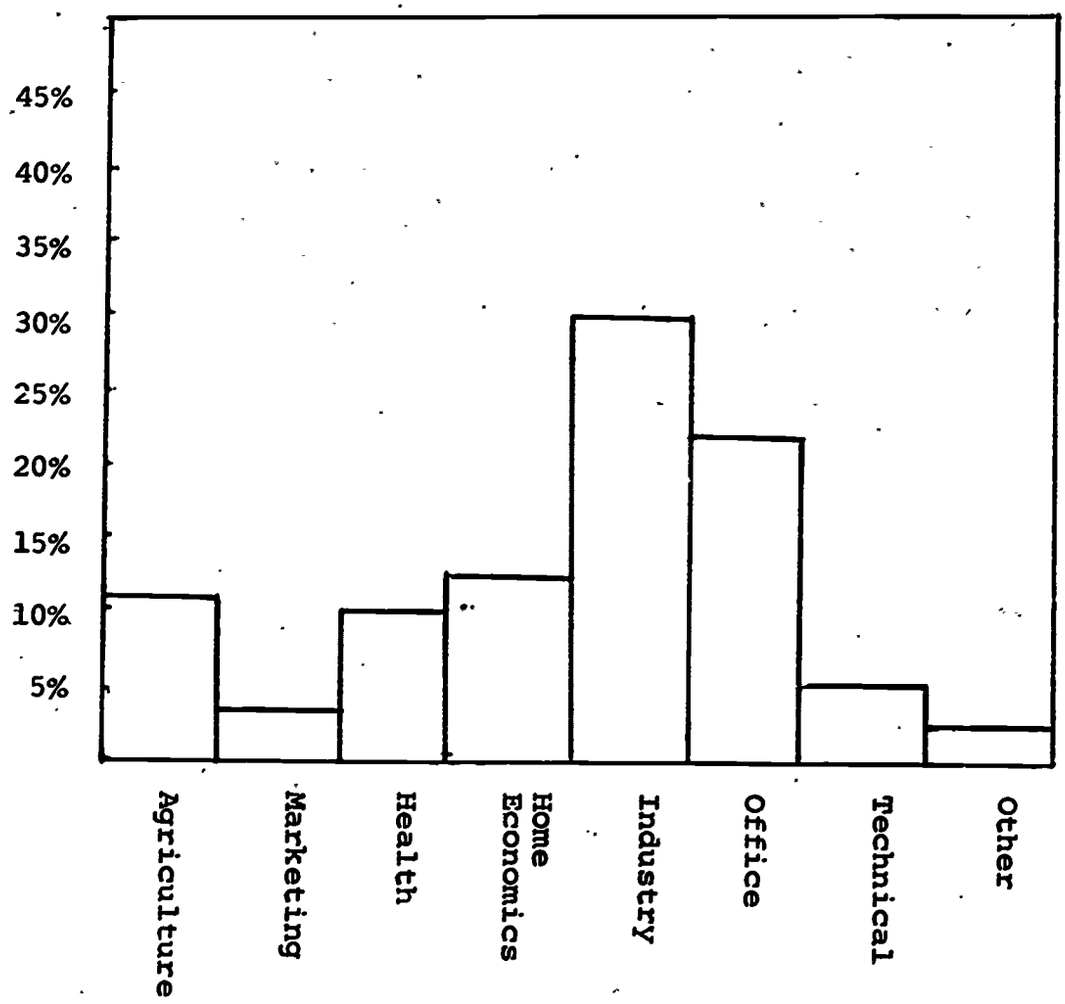
In 1972, the advisory council for Technical-Vocational Education in Texas reprinted the results of a survey of 12,747 high school students throughout the state[1]. They reported that 64.9% of all students surveyed planned further formal education and 34.7% plan to seek employment upon graduation. This study also indicated that 35% of those seeking further formal education did not have a specific educational objective. This may indicate that more counseling and career education needs to be conducted in the high schools to better acquaint the students with the "world of work"! Of the high school credits earned by the students surveyed, an average of 7.8% was in vocation courses with a range from 15.6% to 3.7%. Typing, shorthand and bookkeeping amounted to 74.4% of all vocational credits earned.

One phase of this study was to determine the vocational interest of high school students in the study area. This was done by conducting a survey of the 51 high schools in the thirteen coun-

1. Texas Education product Study, March 1973.

TABLE 1

Summary of Student Responses



ties included in the study. A survey instrument was developed to indicate the vocational-technical programs that could be given by the junior colleges servicing the area. Professional occupations commonly requiring a baccalaureate degree were not included in the questionnaire. A copy of the student survey instrument is found in Appendix A. The students' educational plans upon graduation and their interest in attending a Junior College were also determined.

Because of the high number of high schools in this study that have small enrollments, many students have only a limited exposure to Vocational-Technical Education. There are 27 schools, 50.9 percent with less than 100 students enrolled and 12 schools, 21.9 percent, with less than 200 students. This indicates that 37 schools, 72.8 percent, may have limited vocational-technical programs to prepare their students for lifetime occupations.

There were 8,355 students whose responses were used to determine the student's interest in vocational-technical programs. An additional 988 student responses were declared invalid. The principle reasons for invalidation were: not interested in any program listed or improperly completed questionnaires. A total of 9,343 students were sampled. See Appendix B.

Thirty-two percent of the student responses indicated they were interested in one or more of the 12 occupations listed under the general classification of industrial occupations. The seven occupations listed under office occupations accounted for 24% of the responses. These two areas of employment accounted for 56% of all responses. Home economics, 13%; agriculture, 11%; and health occupations, 10%; totaled another 34% of the responses. The other three occupational areas received a very poor response. A summary of the student responses is found in Table 1.

The results of occupational choice by major area is present in Appendix A. Student responses were uniform among counties, with minor fluctuations between agriculture, industry and home economic occupations being noted. This may be due to the more rural life-styles that exist in some counties.

General occupational interests are divided into specific programs that may be given by the junior colleges of this service area. The student interest in a specific program is expressed as a percentage of interest in Appendix B.

Table 2. The ten occupations most selected by students expressed as a Percentage of the total selections.

Occupation	Percent of total Selections
1. Farm and Ranch Management	6.9
2. Child Care	6.7
3. Data Processing	6.6
4. Auto Mechanics	6.0
5. Law Enforcement	5.0
6. Legal Secretary	4.9
7. Drafting and Design Technology	4.0
8. Welding	4.0
9. Construction and Maintenance Trades	3.6
10. Clothing	3.5

It is an interesting fact that farm and ranch management was the highest occupation in student preference, even though it is one of the lowest occupations with respect to employment opportunities and salary of all the occupations studied. The high selection of this occupation may be partly accounted for by the rural nature of the counties studied, and by the size of high schools in which vocational agriculture, FFA, may be one of the few vocational courses offered. This theory is supported by the fact that the twelfth grade selection of farm and ranch management is lower than the ninth and tenth grade response when vocational agriculture is a new experience. Child Care and Clothing were rated high although employment opportunities in this area are limited. This response may be an avocational rather than a vocational choice.

Occupations that scored high in responses and offer satisfactory employment opportunities are auto mechanic, welding, construction and maintenance. Occupations that offer employment opportunities that would justify a student's training, but employment would be in urban areas are law enforcement, data processing, drafting design and technology and specialized secretarial careers.[1]

Occupations that scored the lowest in student interest are presented in Table 3.

Table 3. The least selected occupations by student expressed as a percentage of the total selections.

Occupation	Percentage of Total Selections
1. Appliance Repair	0.3
2. Irrigation Technology	0.6
3. Masonry	0.7
4. Printing	0.8
5. Insurance Adjustor	1.0
6. Air Conditioning and Refrigeration	1.0
7. Surveying Technology	1.1
8. Medical records/medical Transcription	1.1
9. Mid-Management	1.3
10. Supermarket Manager	1.4
11. Radio and TV Repair	1.6

The least selected occupations represent a wide variety of vocations. Most of these occupations offer adequate employment opportunities and a rewarding salary. These occupations also offer both white collar and blue collar jobs, suggesting this was not a reason for not selecting the occupation. With the exception of irrigation technology and surveying technology, these are occupations the student could have examined, causing some question as to why such a low student preference. Careful consideration should be given by a junior college before these programs are initiated even though adequate employment may exist for the students. The remaining occupations in the study had very little difference in student preference, one percent. These occupations gathered enough student support to justify a program in at least one junior college of the area and employment opportunities seem adequate to support the program. Further study should be undertaken before Cisco and Ranger Junior Colleges duplicate programs in this area.

1. Texas Employment outlook to 1975 by industry and occupation.

Student interest in a selected occupation is essential to the success of programs being offered by junior colleges. Even if there is a community or area need and salaries are acceptable, the program should be considered cautiously when student interest is lacking.

Response to the students plans upon graduation:

Undecided	22.3%
Go to work	22.0%
Marriage	07.3%
Junior College	15.0%
4-Year College	33.4%

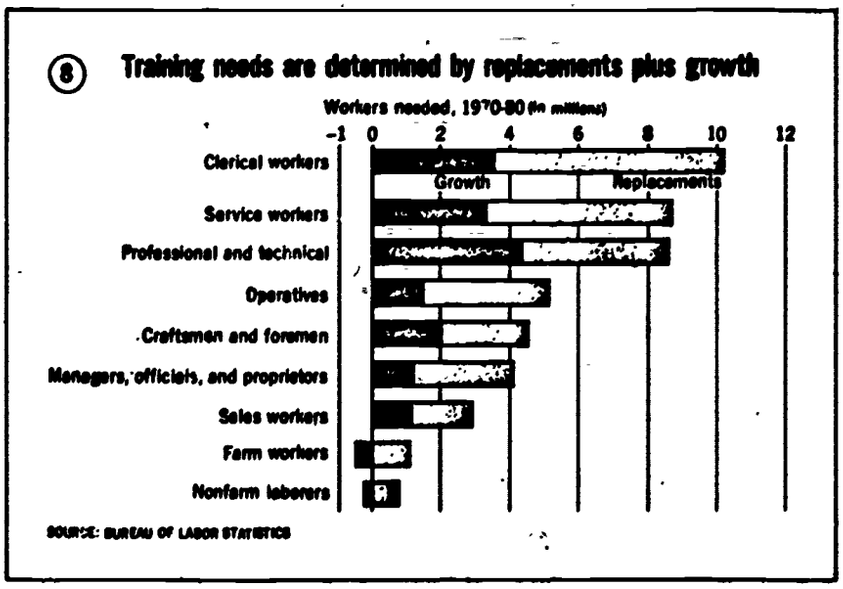
The number of students indicating "Marriage" and "Go to work" were much higher with grade eleven and twelve, than with the lower grades. The high school of the larger cities, Abilene, Cooper of Abilene, and Mineral Wells had 61% of their students indicate they planned to attend a four-year college. This may suggest that curricula and counseling in these schools emphasize professional, instead of vocational-technical careers.

III EMPLOYMENT SURVEY

Through the 1970's, American industries will continue to grow larger, more complex and more mechanized, causing fundamental changes to take place in the nation's occupational structure. Occupations will become increasingly complex and specialized. Most of the nations workers are in industries producing services, such as health care, trade, repair and maintenance and professional service occupations. The manufacturing industries, agriculture, minerals and production of goods will continue to require a smaller percentage of the nations labor force.

The next decade will see the greatest employment opportunities occurring in clerical, service and professional, and technical occupations. Employment opportunities for jobs requiring little or no training are just replacement of workers who have left the industry because of death, retirement or other labor force separations and not because new jobs are being created. Employers (see table 4) will seek people who have higher levels of education because the jobs will be more complex and require a higher level of competence. Employment opportunities generally will be greatest in those occupations requiring training beyond high school.

TABLE 4



Employment Trends in Texas

The trend of a movement toward more jobs in service industries and less in manufacturing industries also exists in Texas. The Texas Employment Commission estimates a change from 1.9 jobs in service industries for every manufacturing job to 2.15 for every job by 1975. Job losses in both agriculture and the petroleum industries were primarily responsible for this decline in employment in the manufacturing industries.

The annual growth rate between 1968 and 1975 is estimated at 1.9%. The Texas Employment Commission estimated some 11,000 new jobs annually and the service-producing industries 9,700 new jobs. Construction and manufacturing especially non-durable, are industries involved in production of goods where employment opportunities look particularly favorable for the first half of this decade. For the service industries, it is estimated that the wholesale and retail trade industries will employ one out of every four people working in Texas by 1975. This occupation will show a substantial growth (over 23%) in job opportunities during the first half of the 1970's. Other industries that offer substantial employment are the service related occupations such as education, medical and health, recreation, occupations that relate to leisure time, and technical and professional. Some selected industries with anticipated employment opportunities are:[1]

Medical and Health Workers	7,000
Teachers	8,000
Business—Manager, officials, proprietors	13,000
Clerical and Kindred Workers	32,000
Sales Workers	13,000
Craftsmen	20,000
Mechanics and Repairmen	7,200

For the study area the Texas Employment Commission has limited information on occupational employment. Statistical reporting is by broad occupational classifications such as Manufacturing, non-manufacturing and agriculture. During April 1972, the latest statistics stated the work force was 95,528 people of which 91,828 were employed in the thirteen counties of the study area.[2] Also, 81,915 were employed in nonagricultural occupation. Non-manufacturing occupations accounted for 70,744 employees; while manufacturing contributed 11,171 employees. There were 9,913 workers engaged in agriculture that related to the production of food and fibers. This figure represents 10.8% of the total work force which is nearly double the state average.

Taylor County exerts a dominant influence upon the survey area by supplying 34,938 (38%) employed workers. Forty-one percent of the workers employed in non-agricultural jobs are working in Taylor County. Excluding Taylor County, only two other counties, Palo Pinto and Stephens, show any substantial growth in their employment statistics between 1965 and 1972. There was an increase of 1,775 (22.6%) in the employed workers for Palo Pinto County and 660 (21.3%) for Stephens County. The Mineral Wells and Breckenridge areas accounted for the majority of this increase. The other ten counties studied produced less than a 10% change in their workforce over this seven-year period.

1. Texas Employment outlook to 1975, Texas Employment Commission, 1971.

2. Texas Employment Commission Statistics—1972.

Estimates are that 40% of all Texas families living at the poverty level live in rural areas and according to the 1970 census, 20.8 percent of the Texas population is rural. Texas rural population comprises over 40% of the population that is below the poverty level in comparison with 33% in the nation as a whole.[1] The 1970 census also shows the state mean income per family is $9,955 while the rural is only $8,100. The average per family income for the thirteen counties studied was $6,454 or $3,501 per family below the state average. This data would indicate that Texas and particularly the counties of the study area have an urgent need for manpower and educational programs to raise the employment level and standard of living of the rural people and especially those residing in the counties studied.

A mailed survey was conducted to determine the employment opportunities existing for post-secondary graduates of vocational-technical programs. The survey instrument was developed to indicate the type of occupations that offered employment opportunities, the approximate number of openings, and the estimated starting salary. The employers were also asked if they would hire graduates of a junior college and the degree of difficulty they encountered in locating qualified employees. The employer survey instrument is found in Appendix C.

Potential employers were identified by contacting the Chamber of Commerce of cities in the survey areas, Texas Employment Commission offices in Abilene, Brownwood and Mineral Wells, yellow pages of the telephone book and the agricultural extension service agent in each county. The latter group was unable to cooperate because of a state ruling that agents are not allowed to give out names of producers in their counties.

The survey instrument with an explanatory letter was mailed to 1,115 employers. A follow up was conducted by mail and telephone to encourage a response from those employers failing to return the questionnaire after one week. It was discovered that many employers who did not answer were reluctant to give this information to a public agency. This was especially true with agricultural and other small businesses. A total of 486 or 43 percent were completed and returned.

The 486 employers that responded employed 4,926 full time employees and 844 part time employees. In response to "Would your firm hire a graduate of a vocational-technical program from a junior college?" there were 413 employers indicating "yes" and only 73 "no" responses. This would indicate a high degree of acceptance by the employers responding to this survey of students graduating from vocational-technical programs.

Employers indicated that clerical, maintenance and repairs and construction occupations offered the greatest employment opportunities within one year and for the next five years. Sales, managerial skills, and professional occupations offered the best salaries; while clerical and maintenance and repair were the lowest. Favorable employment opportunities existed in all areas studied with the exception of miscellaneous and managerial skills for graduates of junior colleges, but salaries may be a limiting factor for employment in some areas. Miscellaneous included a wide array of occupations that did not fit into the areas identified for this study. Some examples are floral helpers, upholstery cutters, truck drivers, unskilled and semi-skilled laborers. A summary of the employers' survey is presented in table 5.

Data from industries that offer the greatest employment opportunities for the survey area are presented in Appendix C. These industries are manufacturing, construction, health care, automotive and agriculture.

Ninety per cent of the health care respondents indicated great or extreme difficulty in filling vacancies with qualified people. Many indicated this was particularly a problem with registered and licensed vocational nurses. Other industries that respondents indicated finding qualified people

1. Annual Report Texas Employment Commission, 1972.

was a major problem are the automotive, 71 per cent, and construction 61 per cent. The responses of the employers surveyed would indicate that employment opportunities are present in the counties surveyed especially near the larger cities. Opportunities for employment are especially advantageous for those occupations associated with the health care, automotive and construction industries.

TABLE 5

SUMMARY OF EMPLOYER SURVEY

Would your firm hire a graduate of a vocational-technical program? Yes 413 No 73

	Number of Anticipated			Annual Salary	
Areas of Employment	1 Year	1-3 Years	3-5 Years	Average	Range
A. Clerical	105	134	152	4,200	3,000- 6,000
B. Maintenance and Repair	109	124	151	6,000	4,000- 9,600
C. Construction	77	203	96	8,000	5,000- 9,000
D. Professional	69	112	57	12,000	7,000-16,000
E. Manufacturing	75	95	141	9,000	8,000-12,000
F. Managerial Skills	13	35	44	11,000	6,000-15,000
G. Technical	57	111	74	8,000	6,000- 9,000
H. Sales	50	60	82	12,000	6,000-20,000
I. Miscellaneous	42	63	79	7,800	3,000-10,000

Total Respondings 486

RESOURCES NEEDED FOR SELECTED PROGRAMS

At the present time both Ranger Junior College and Cisco Junior College are engaged in a major expansion of technical-vocational program offerings. These expansions require the major portion of all local financing available due to the limited local tax base of the two institutions. Facts derived from the study indicate there still will be several areas of unmet needs.

In order to meet these needs the following suggestions are made:

1. Detailed agreements be made regarding the role of each college in providing technical-vocational programs in the service area.

2. That cooperative arrangements be made with other post secondary institutions for programs which the two colleges are unable to provide.

3. After present expansion plans are completed, each college attempt to add one program each year until area needs are met.

4. Each college undertake a program to assist secondary schools in making students aware of training and employment opportunities in the technical-vocational fields.

5. Representatives of Texas Education Agency assist the two colleges in accomplishing the above suggestions.

It is felt that the two colleges can develop a master plan utilizing present and anticipated resources which will meet the needs of the area.

APPENDIX A

STUDENT SURVEY

STUDENT OCCUPATIONAL INTEREST SURVEY QUESTIONNAIRE

The Texas Education Agency has sponsored a study of occupational interests among students presently enrolled in grades 9 thru 12. This study will be used in determining future planning for educational programs in the vocational-technical curriculums. We are asking your assistance in planning the future course of vocational-technical education in Texas.

Listed below are eight occupational categories common to your geographic area. Read over the eight categories carefully and place an X in the circle of up to three choices which constitute your personal preference of occupations. The choices should be ones that you are now planning to pursue in your adult life.

Please fill in your grade, name, address, zip code, telephone number and school. These items are necessary for the completeness of the survey.

THANK YOU for your interest in the future course of vocational-technical education in Texas.

Grade: ____ ____ ____ ____ Name of School_____
9 10 11 12

Name:_____Address:_____

City:_____ Zip Code:_____ Telephone:_____

1. AGRICULTURE

_____ a. Business for Agriculture

_____ b. Farm and Ranch Management

_____ c. Irrigation Technology

_____ d. Mechanics for Farm Machinery

2. DISTRIBUTING AND MARKETING OCCUPATIONS

_____ a. Mid-Management

_____ b. Real Estate

3. HEALTH OCCUPATIONS

_____ a. Dental Hygiene

_____ b. Licensed Vocational Nursing (LVN)

_____ c. Nurse's Aid

_____ d. Registered Nurse (Associate Degree)

4. HOME ECONOMICS AND RELATED OCCUPATIONS

_____ a. Child Care

_____ b. Clothing

_____ c. Food Service and Preparation

5. INDUSTRY OCCUPATIONS

_____ a. Air Conditioning and Refrigeration
_____ b. Appliance Repair
_____ c. Auto Body Repair
_____ d. Auto Mechanics
_____ e. Construction and Maintenance Trades (Carpenter, Plumber, Electricians)
_____ f. Cosmetology (Beauty Operator, Etc.)
_____ g. Diesel Mechanics
_____ h. Law Enforcement
_____ i. Masonry (Bricklayer, Etc.)
_____ j. Printing
_____ k. Radio and TV Repair
_____ l. Welding

6. OFFICE OCCUPATIONS

_____ a. Data Processing (Keypunch Operation, Computer Operation, Programmer)
_____ b. General Office Clerical
_____ c. Legal Secretary
_____ d. Medical Records/Medical Transcription Secretary
_____ e. Medical Secretary
_____ f. Stenographic and General Secretary
_____ g. Office Management

7. TECHNICAL OCCUPATIONS

_____ a. Drafting and Design Technology
_____ b. Surveying Technology

8. OTHER OCCUPATIONS

_____ a. Insurance Adjuster
_____ b. Super Market Manager

Please answer the following questions by checking the answer of your choice.

9. What are your present plans upon graduation from high school?

_____ a. Undecided
_____ b. Go to Work
_____ c. Marriage
_____ d. Two Year College
_____ e. Four Year College

10. Which of the three following categories fits your occupational interests?

_____ a. Skilled (Carpenter, Plumber, Electrician, Etc.)

_____ b. Technical (Drafting, Etc.)

_____ c. Professional (Nursing, Etc.)

11. If a Junior College offered the curriculum of your choice would you attend?

_____ a. Yes

_____ b. No

12. If the Junior College offered job placement assistance upon successful completion of your chosen field of study would you take advantage of this service?

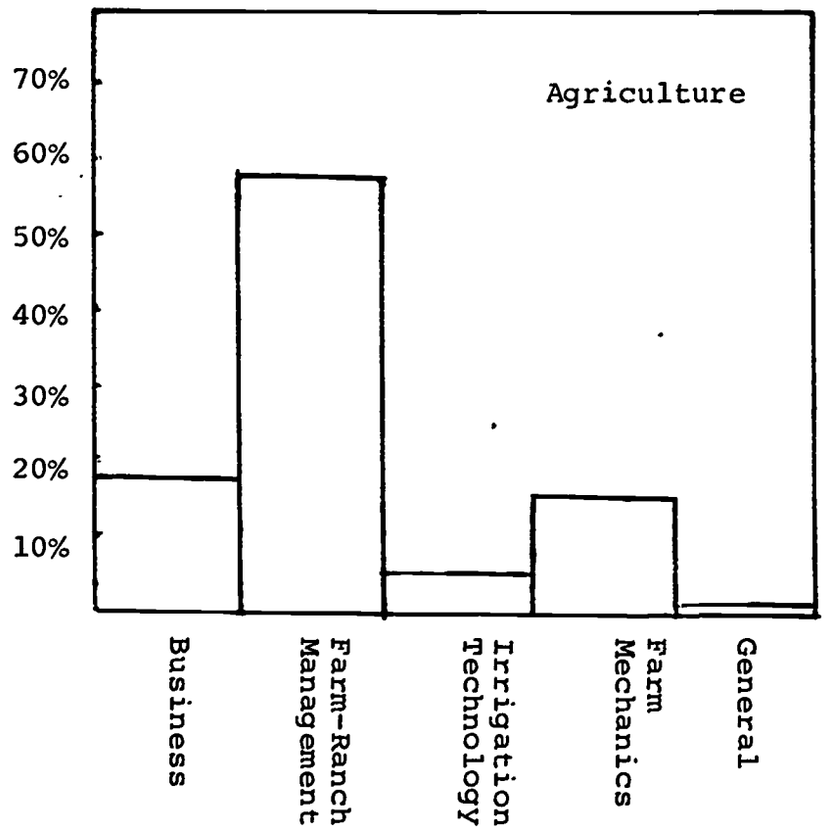
_____ a. Yes _____ b. No

13. Would the Junior College placement service be a plus factor in picking the college you attend?

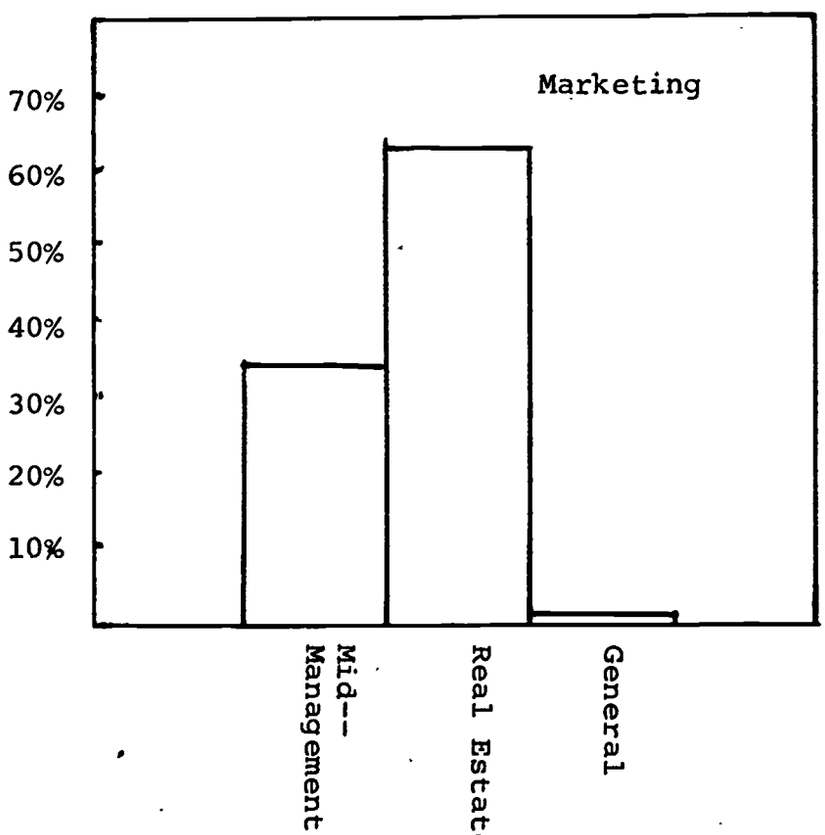
_____ a. Yes

_____ b. No

Total Student Responses For Agriculture



Total Student Responses For Marketing

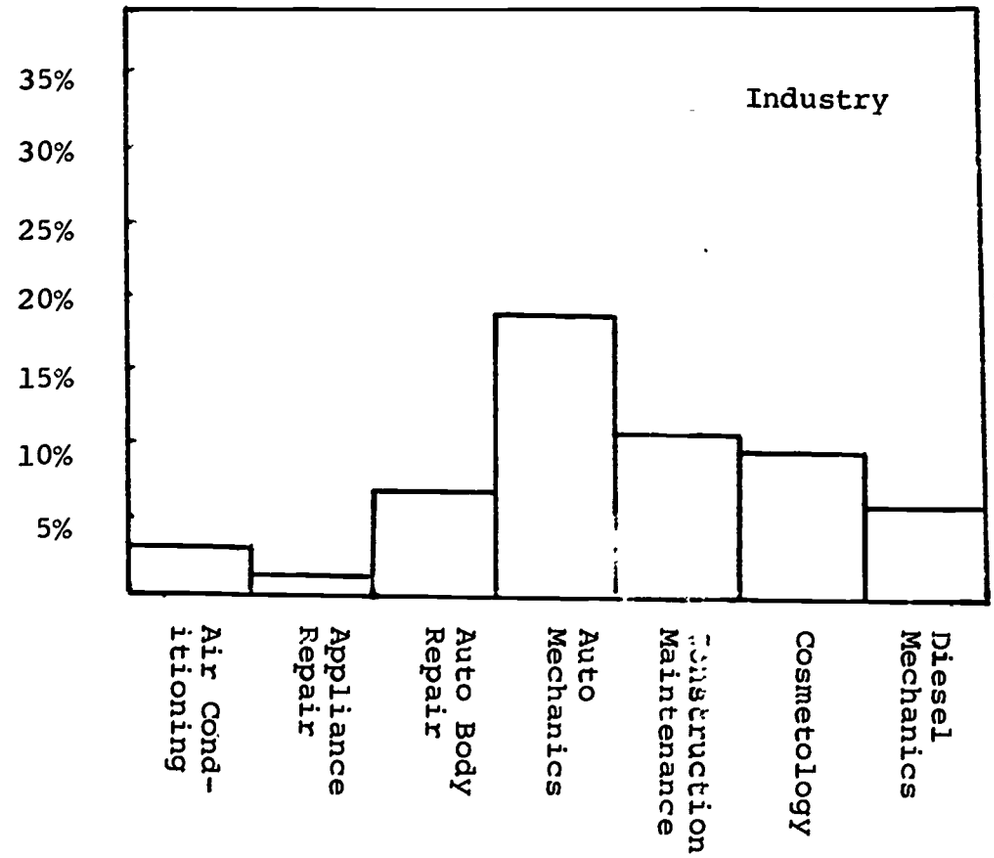


APPENDIX B

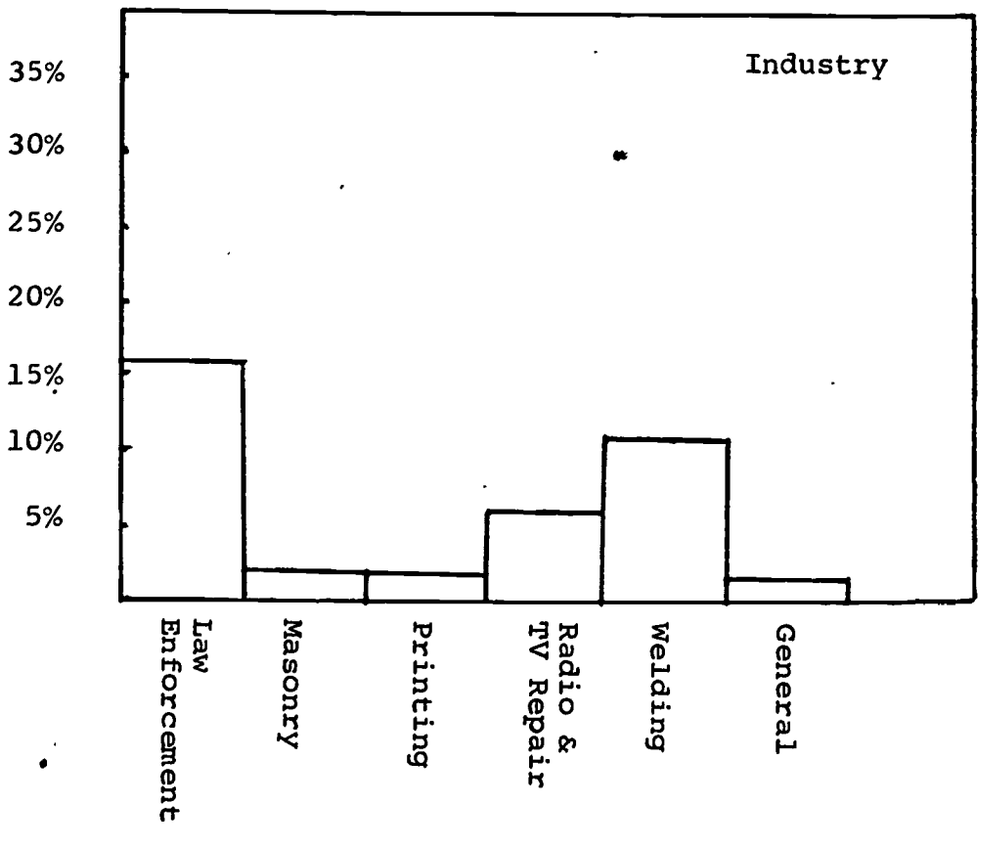
STUDENT SURVEY

SPECIFIC OCCUPATIONAL INTERESTS

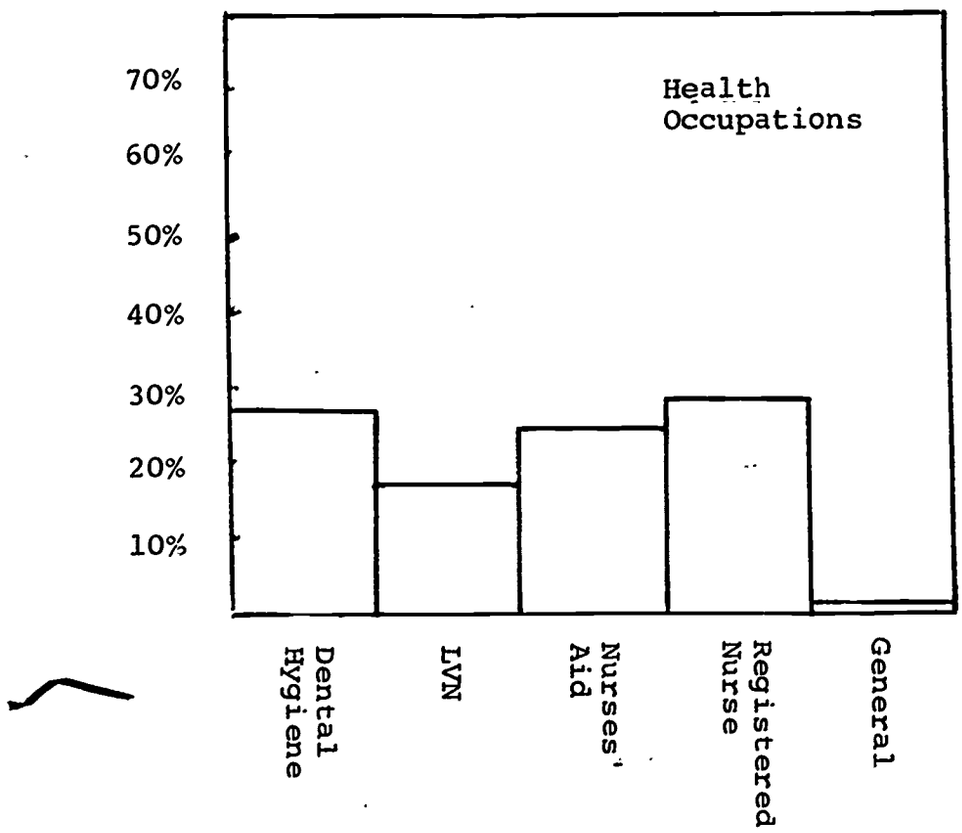
Total Response For Industry



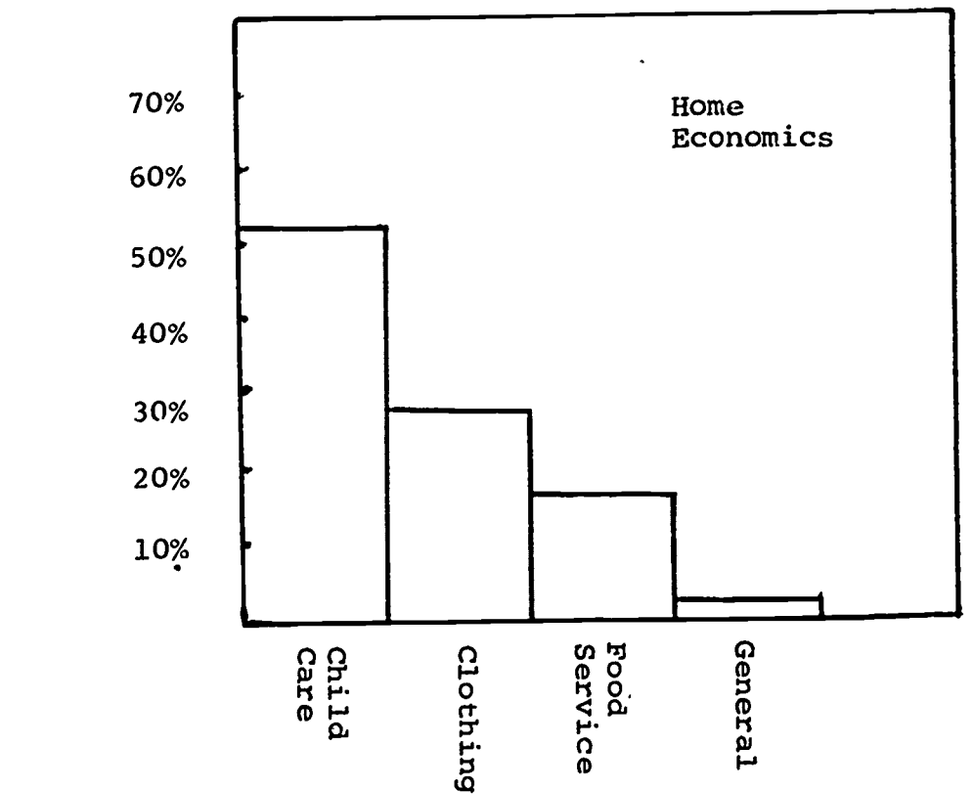
Industry Continued

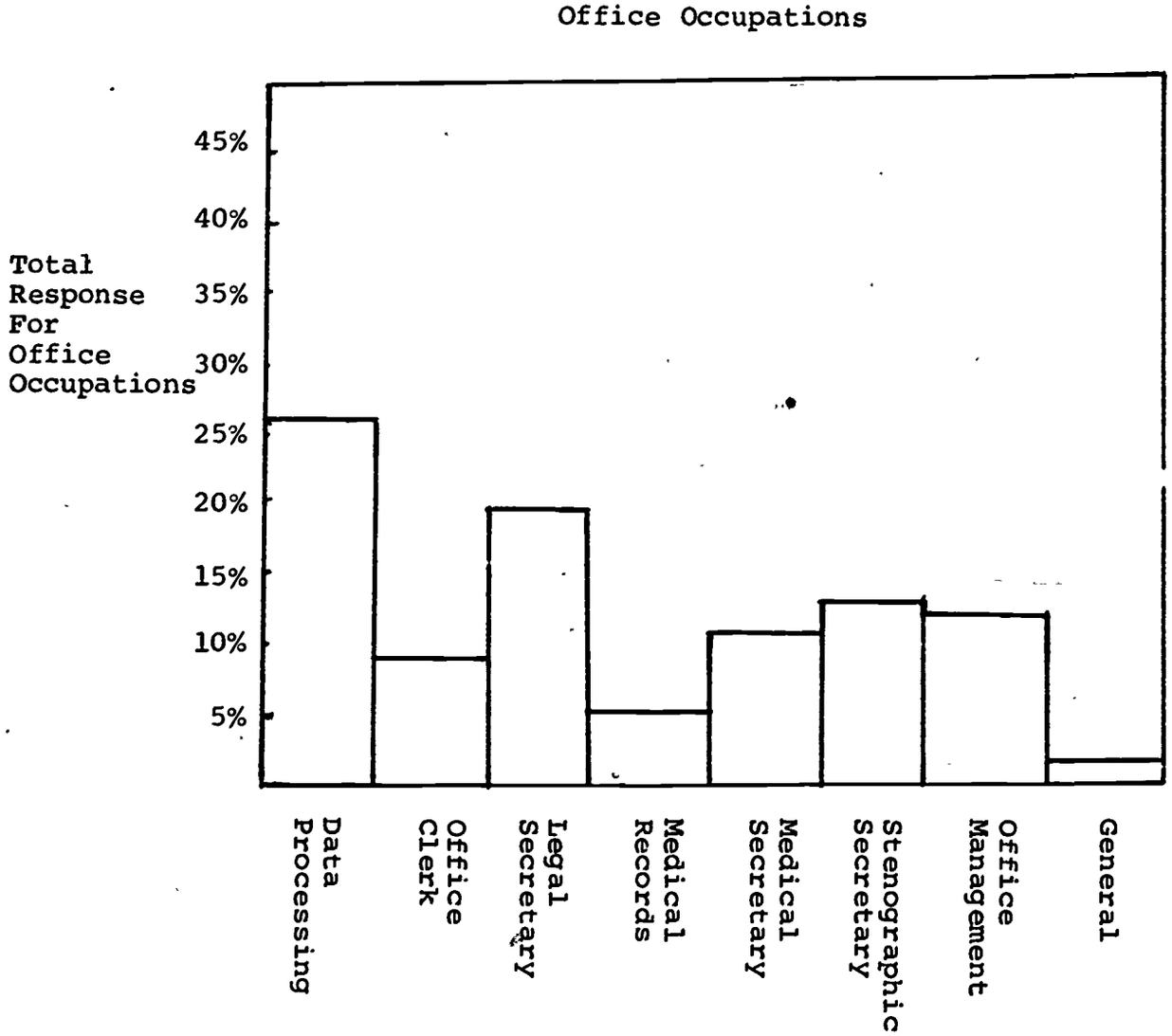


Total Student Response For Health

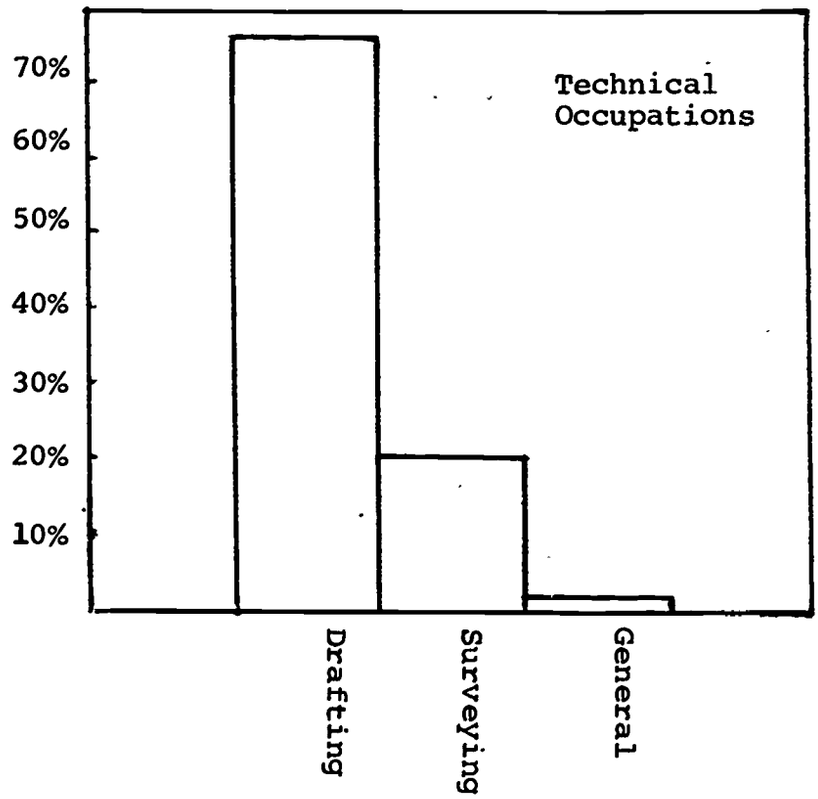


Total Student Response For Home Economics

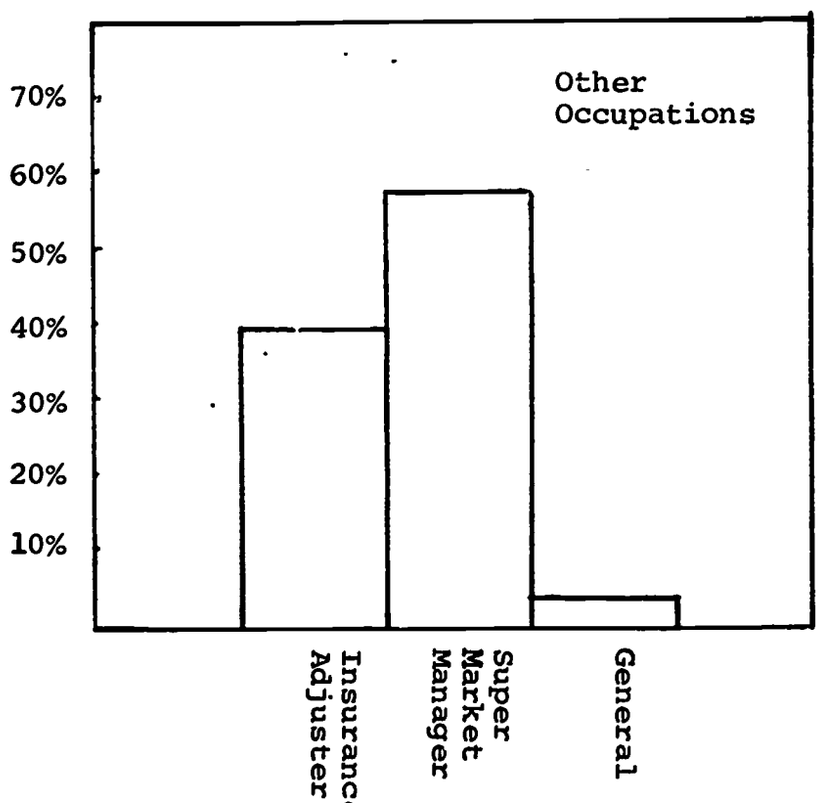


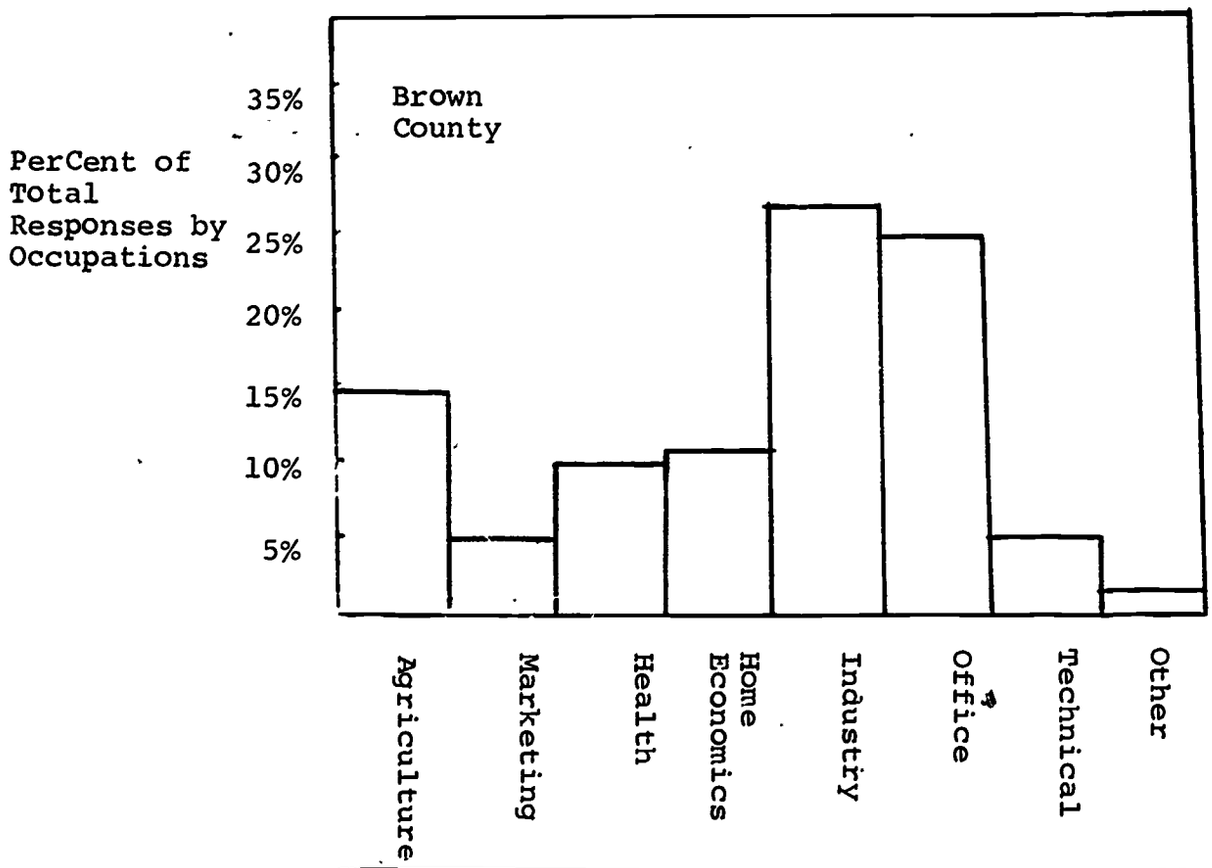

Office Occupations
Total Response For Office Occupations
45%
40%
35%
30%
25%
20%
15%
10%
5%
Data Processing
Office Clerk
Legal Secretary
Medical Records
Medical Secretary
Stenographic Secretary
Office Management
General

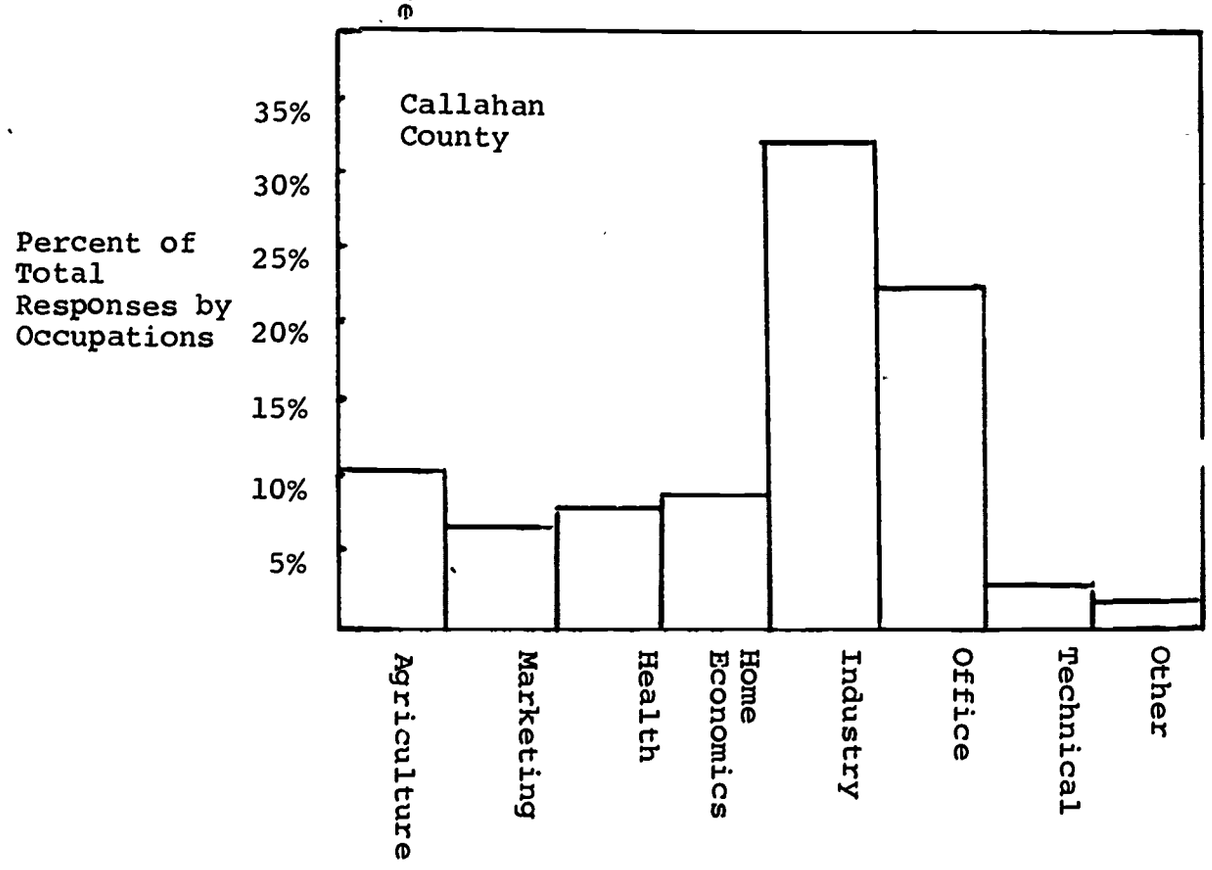
Total Response For Technical Occupations

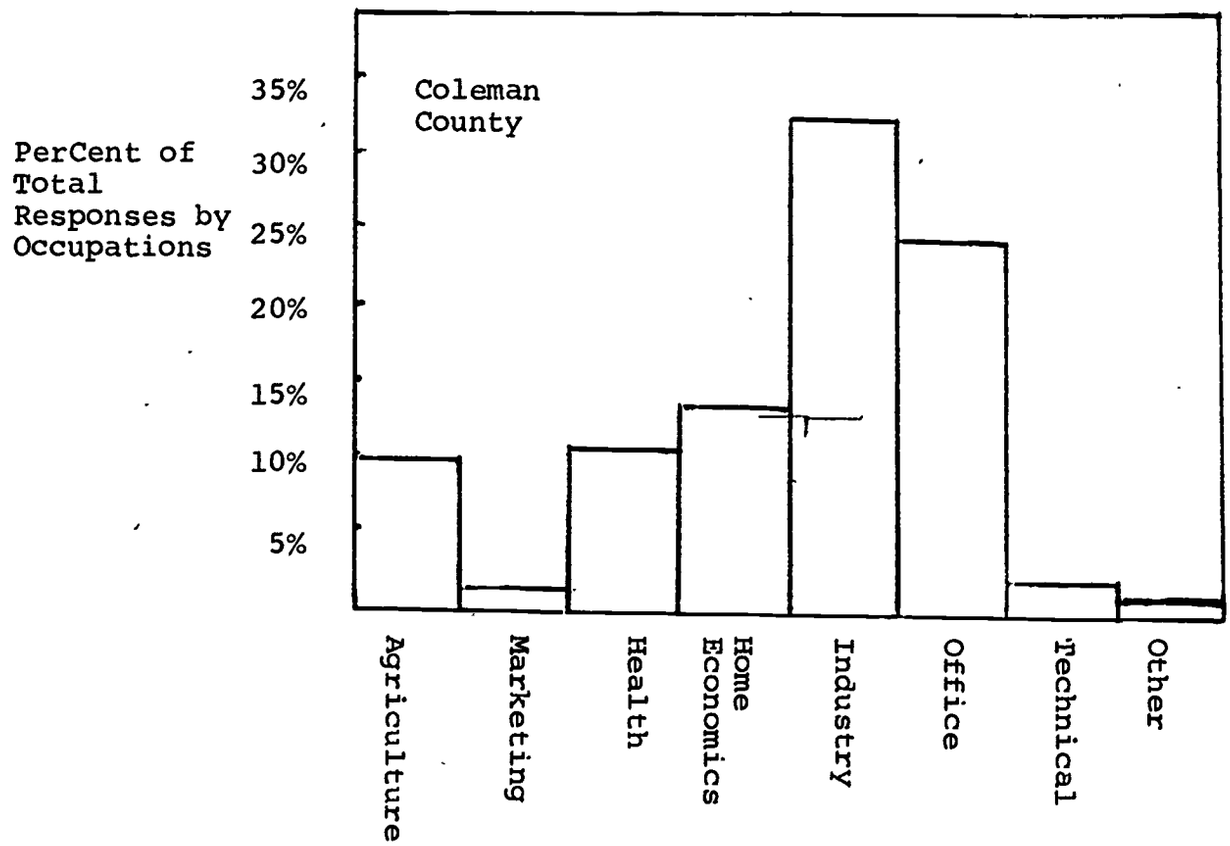


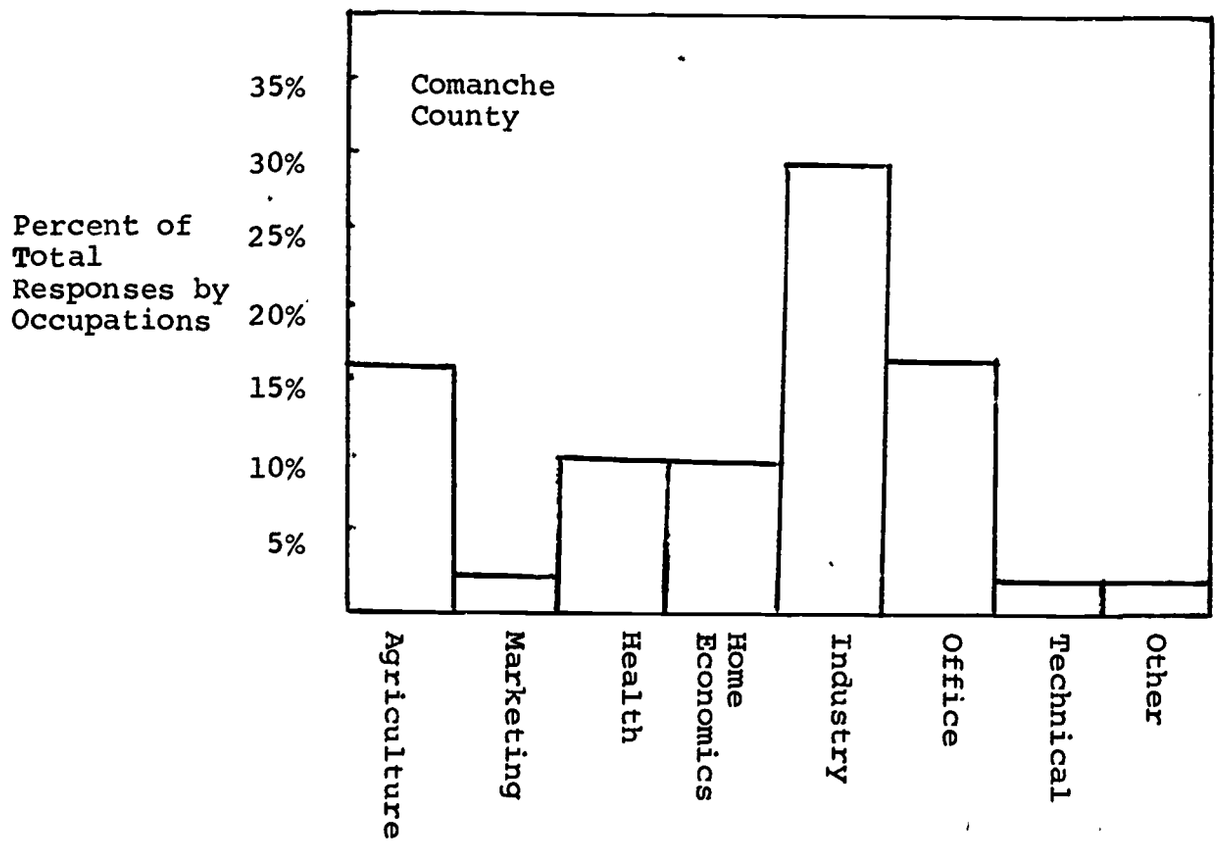
Total Response For Other Occupations

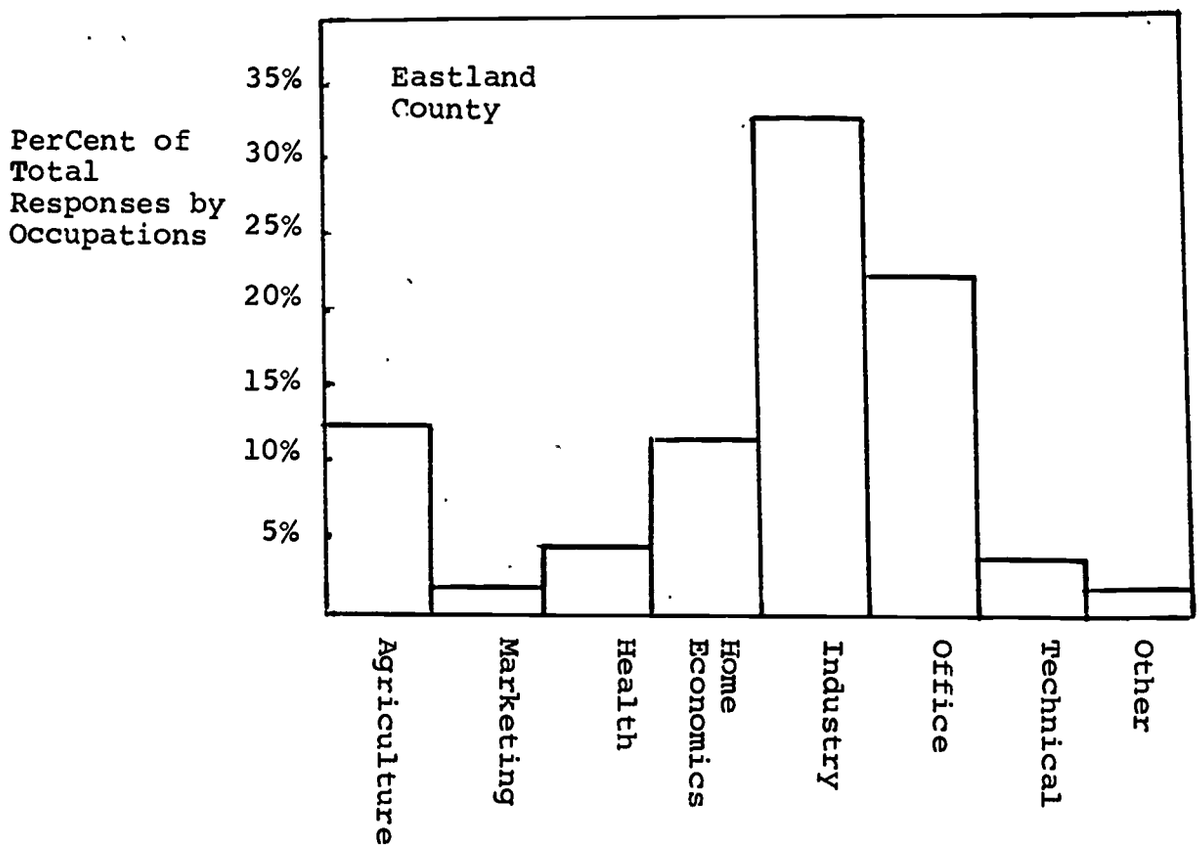


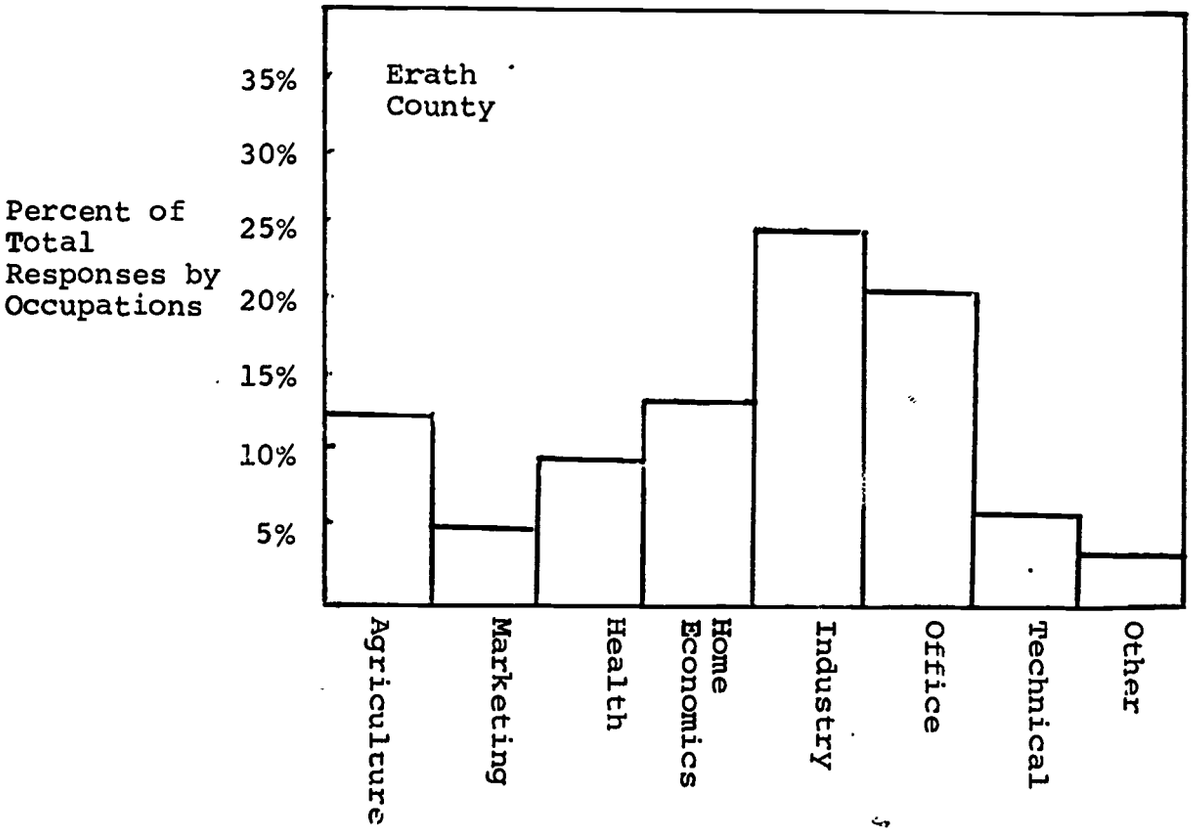

Brown
County
PerCent of
Total
Responses by
Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home
Economics
Industry
Office
Technical
Other

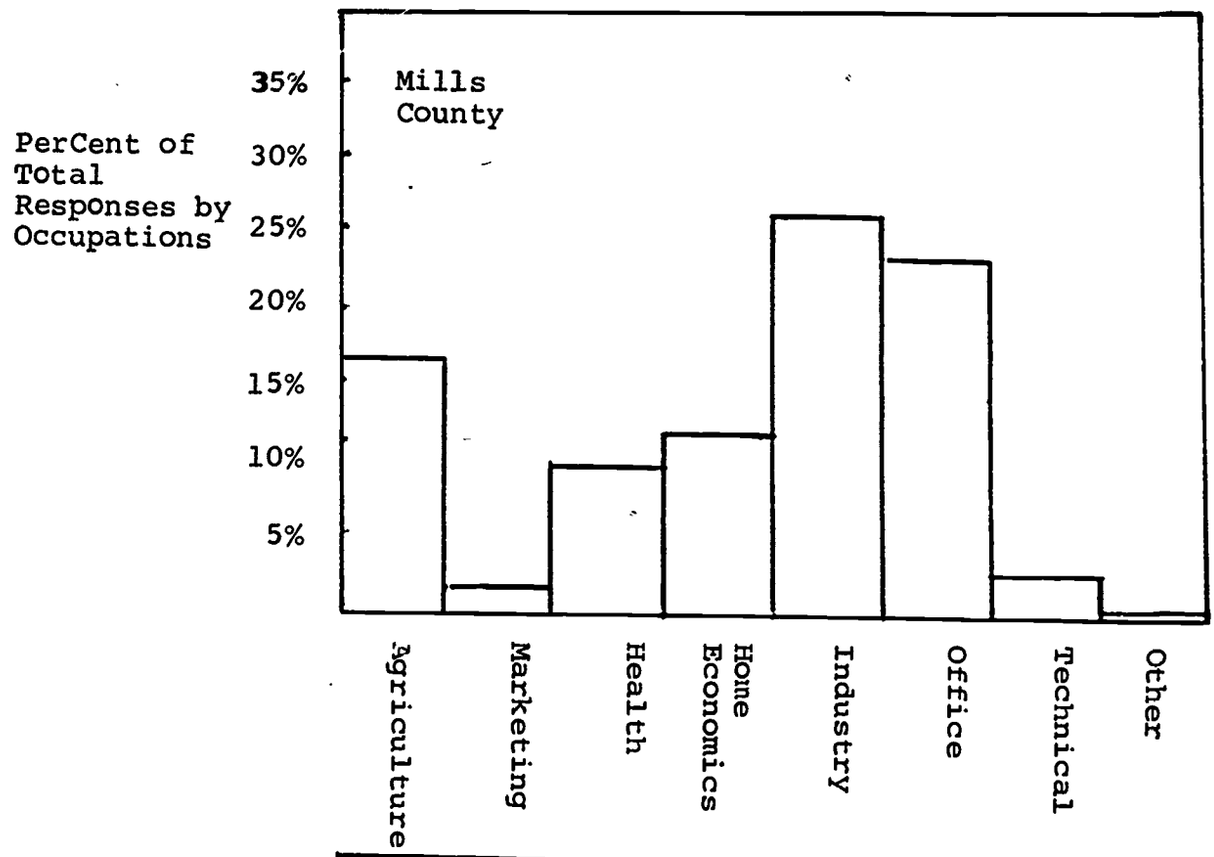

Callahan
County
Percent of
Total
Responses by
Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home
Economics
Industry
Office
Technical
Other

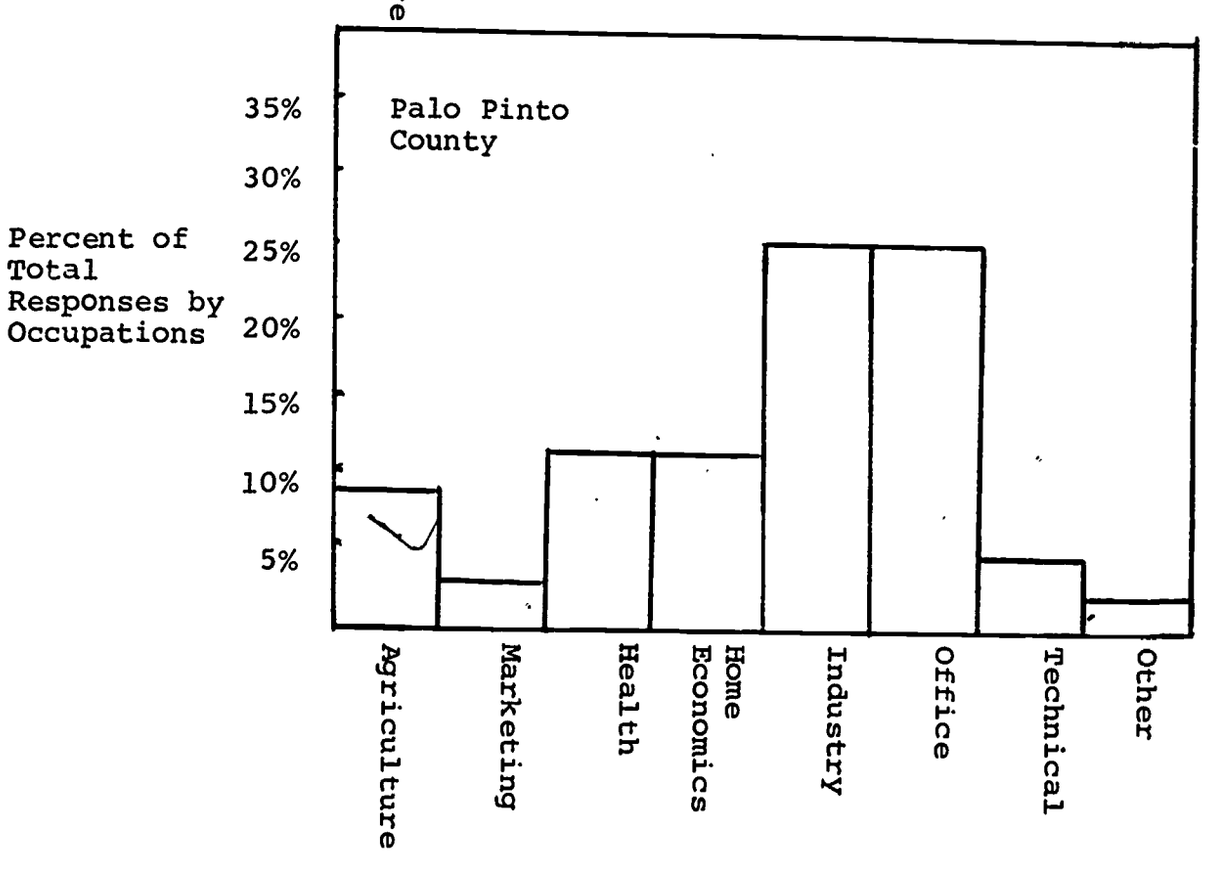

Coleman County
PerCent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other

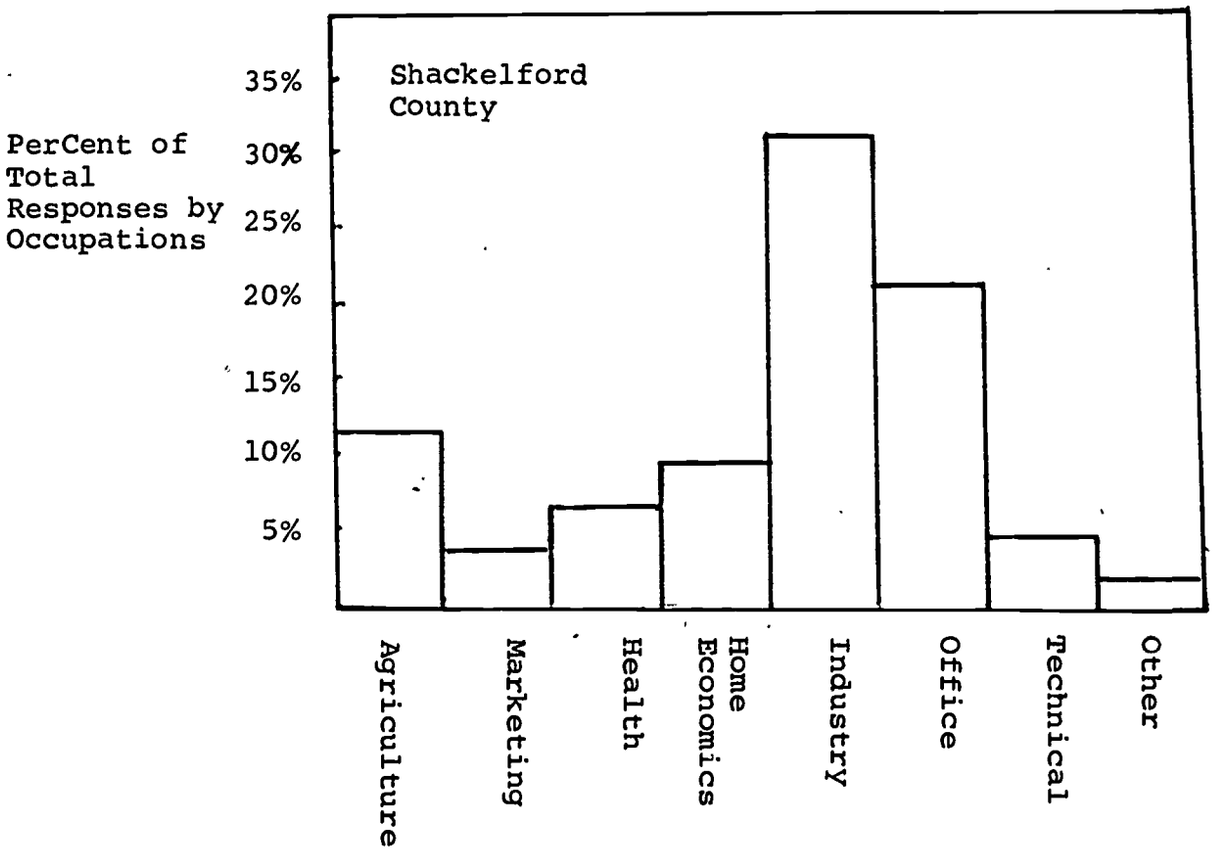

Comanche County
Percent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other

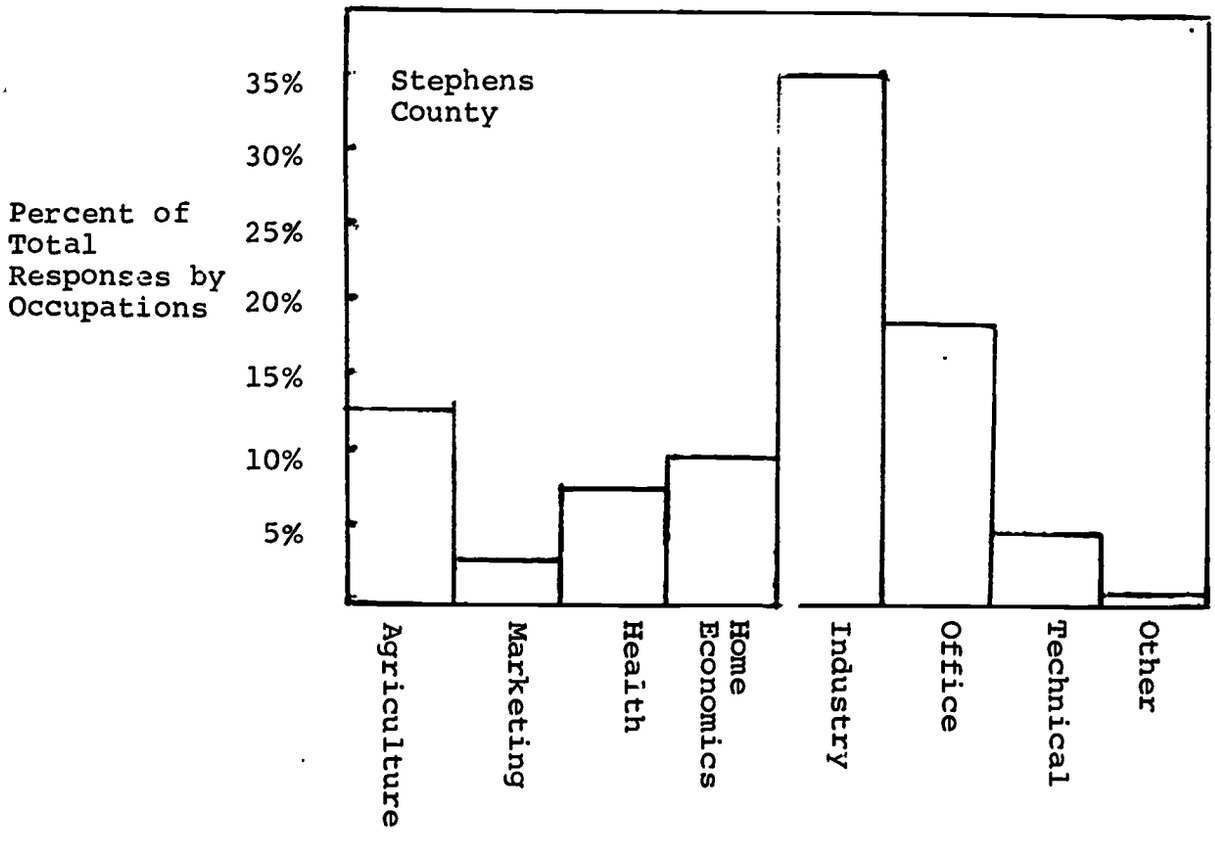

Eastland County
PerCent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other

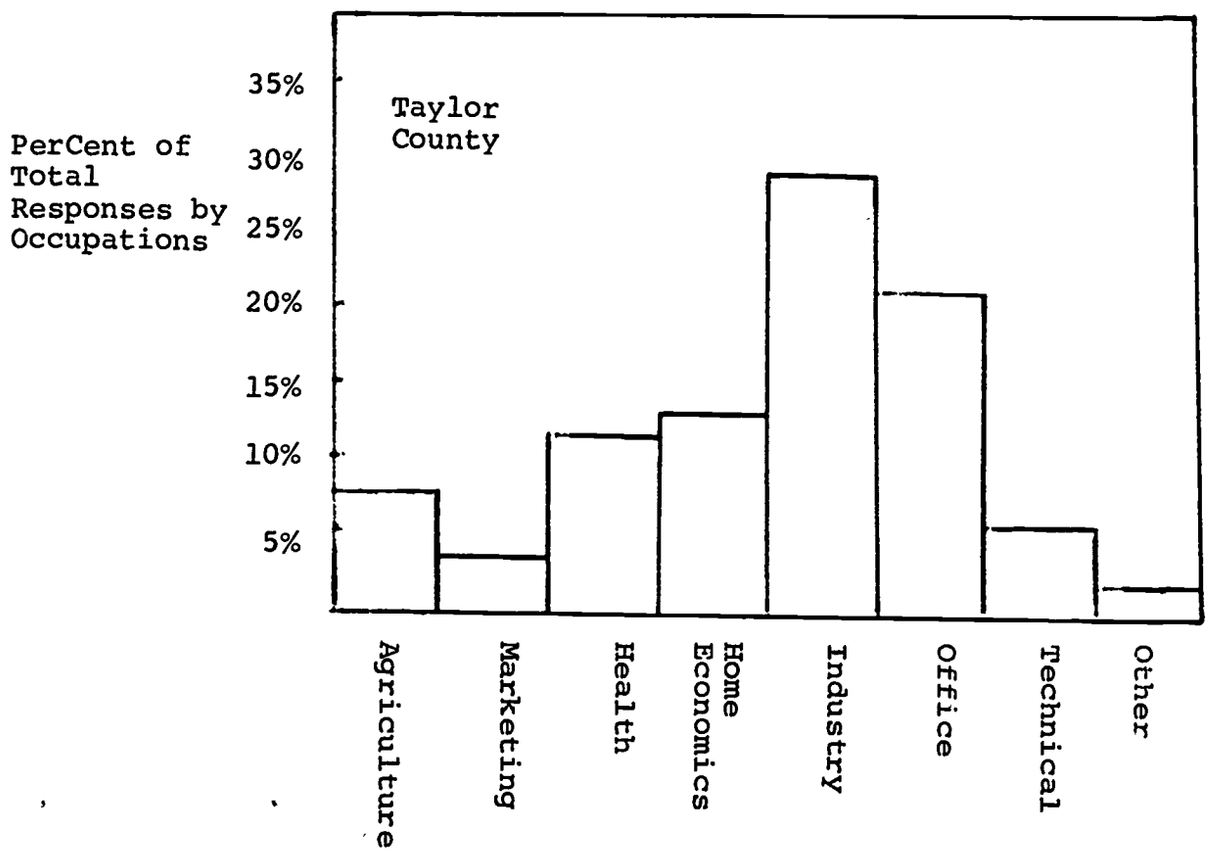

Erath County
Percent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other

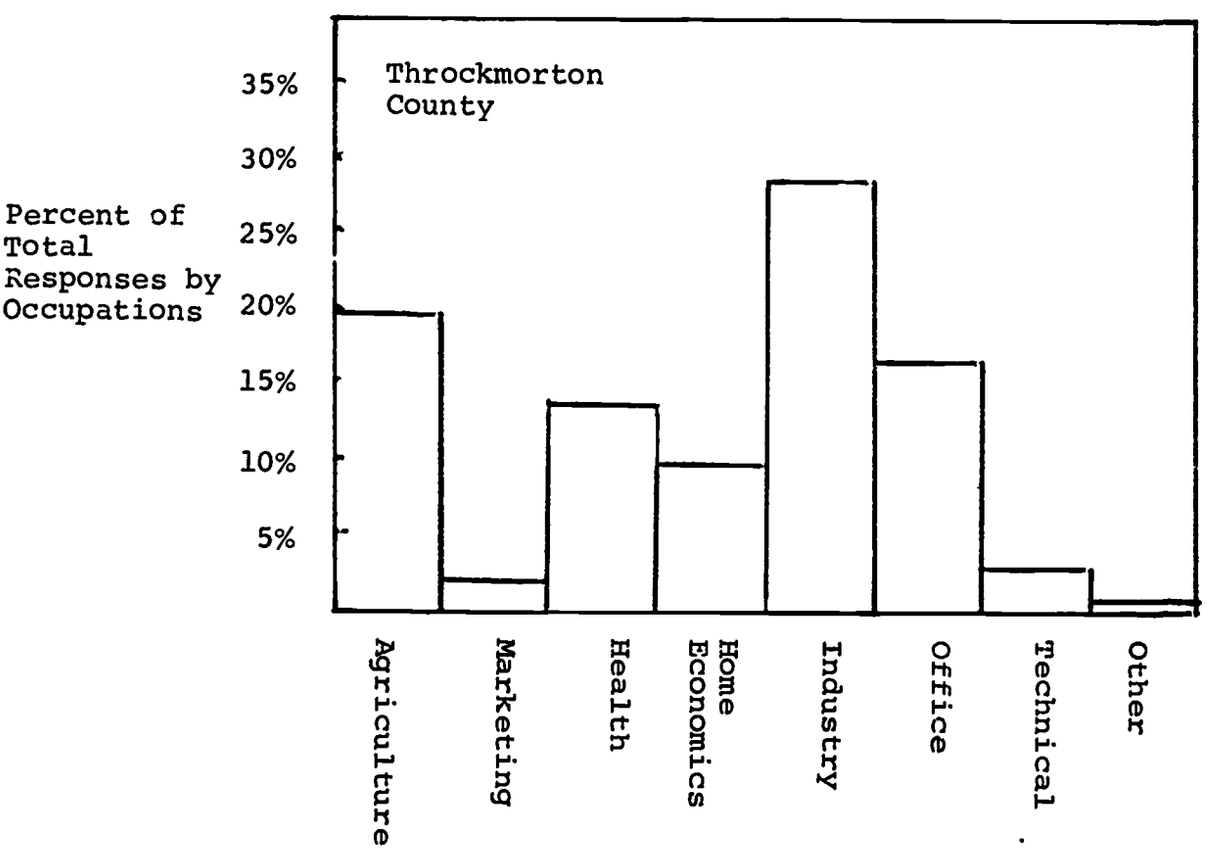

Mills County
PerCent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other

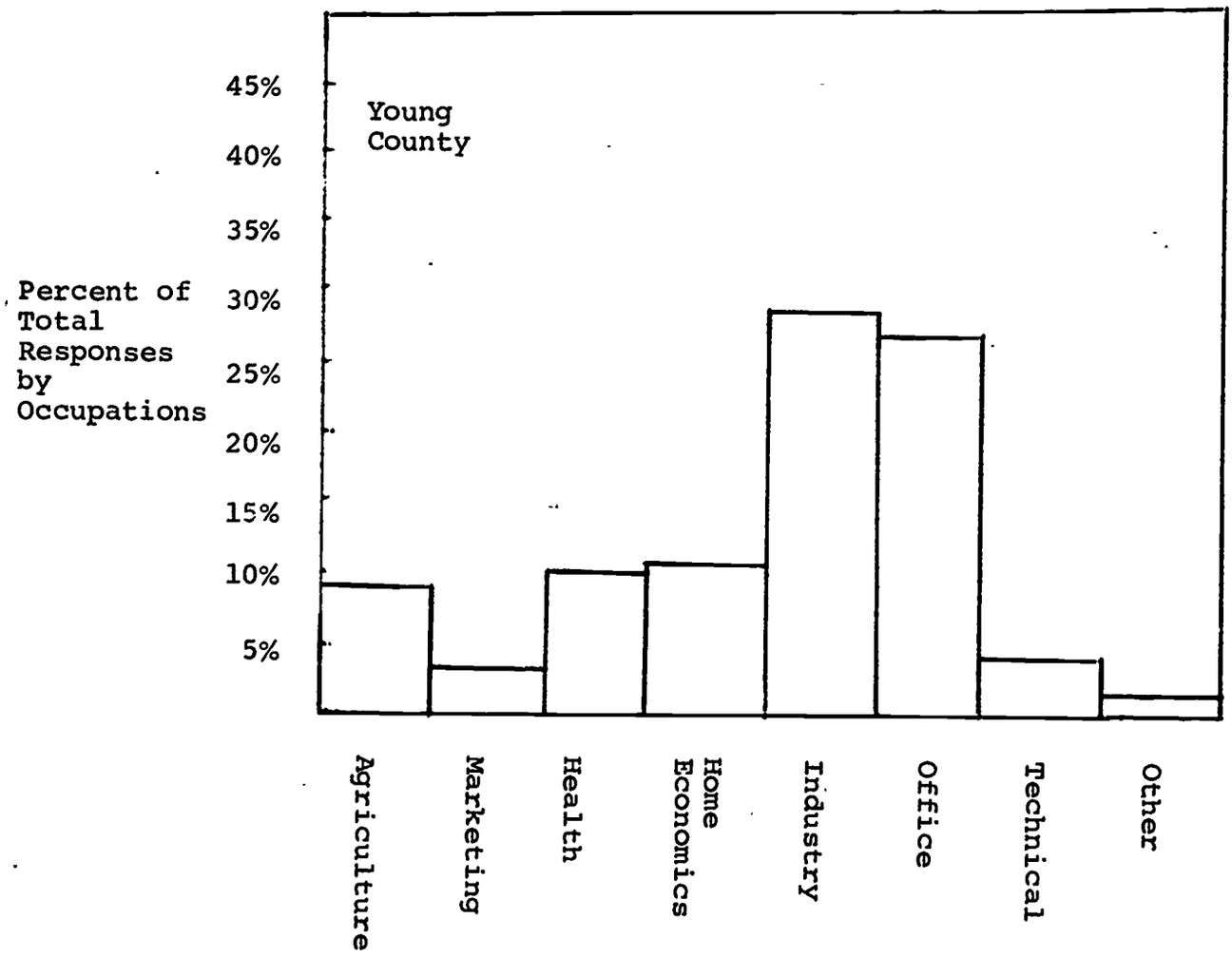

Palo Pinto County
Percent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other


Shackelford County
PerCent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other


Stephens County
Percent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other


PerCent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Taylor County
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other


Percent of Total Responses by Occupations
35%
30%
25%
20%
15%
10%
5%
Throckmorton County
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other


Young County
Percent of Total Responses by Occupations
45%
40%
35%
30%
25%
20%
15%
10%
5%
Agriculture
Marketing
Health
Home Economics
Industry
Office
Technical
Other

APPENDIX C

EMPLOYER SURVEY

TEXAS EDUCATION AGENCY VOCATIONAL EMPLOYMENT INTEREST SURVEY

1. County: _____

2. Type of business: _____

   a. Name of person completing report: _____

   b. Name of business: _____

   c. Address: _____

   d. City: _____ Zip Code: _____

3. Principle service and/or product: _____

4. Number of full-time employees: _____

5. Number of part-time employees: _____

6. State below the job title of persons needing vocational or technical training beyond high school level.

Job Title	No. Full-time Male	No. Full-time Female	No. Part-time Male	No. Part-time Female

7. Would your firm hire a graduate of a vocational-technical program from a junior college?

   a. _____ Yes b. _____ No

8. If yes, estimate the number of job openings in the areas listed below which you will have available in the next 1 to 5 years.

Area of Employment	1 Year	1-3 Years	3-5 Years	Approx. Starting Salary (Annual)
a. Clerical				
b. Maintenance and Repair				
c. Construction (Bldg. Trades)				
d. Professional				
e. Manufacturing				
f. Managerial Skills				
g. Technical				
h. Sales				
i. Other _____				

9. Difficulty in filling vacancies with qualified persons.

a. _____ No difficulty
b. _____ Some but not difficult
c. _____ Great difficulty
d. _____ Extreme difficulty

10. Are Technical Short Courses required for job entry in your firm?

a. _____ None required
b. _____ Provided by firm
c. _____ Provided by commercial concern
d. _____ Provided by public school of less than college level
e. _____ Provided by junior college
f. _____ Provided by others

11. Company willingness to participate in coordinated college-employer educational program.

a. _____ Not willing
b. _____ Permit students to visit and observe
c. _____ Employ interested students during vacations for supervised experience in your company
d. _____ Participate in student work experience program during school year on Saturdays
e. _____ Work with school personnel in developing educational programs to prepare students for work in your occupations
f. _____ Release key employees to assist teachers in providing other instruction.

EMPLOYMENT OPPORTUNITIES IN HEALTH

Would your firm hire a graduate of a vocational-technical program? Yes 74 No 0

Areas of Employment	1 Year	1-3 Years	3-5 Years	Average Starting Salary
A. Clerical	9	49	16	3,500
B. Maintenance and Repair	6	13	11	5,000
C. Professional	13	49	26	6,000
D. Managerial Skills	2	5	3	7,000
E. Technical	5	50	6	7,500
F. Miscellaneous	11	26	21	4,000
G. LVN	26	31	53	4,000

Difficulty in filling vacancies with qualified persons.

1 No difficulty — 3 Some but not difficult

30 Great difficulty — 40 Extreme difficulty

EMPLOYMENT OPPORTUNITIES IN CONSTRUCTION

Would your firm hire a graduate of a vocational-technical program? Yes 12 No 2

Areas of Employment	1 Year	1-3 Years	3-5 Years	Average Starting Salary
A. Clerical	1	1	1	4,000
B. Maintenance and Repair	4	3	6	6,000
C. Construction	64	165	90	8,400
D. Managerial Skills	1	3		7,000
E. Technical	1			
F. Sales	2	4	8	10,000

Difficulty in filling vacancies with qualified person.

3 No difficulty — 2 Some but not difficult

6 Great difficulty — 2 Extreme difficulty

EMPLOYMENT OPPORTUNITIES IN MANUFACTURING

Would your firm hire a graduate of a vocational-technical program? Yes 29 No 0

Areas of Employment	1 Year	1-3 Years	3-5 Years	Average Starting Salary
A. Clerical	10	12	48	3,000
B. Maintenance and Repair	3	12	78	6,200
C. Professional	1	14	21	10,000
D. Manufacturing	67	81	124	7,200
E. Managerial Skills	2	9	22	12,000
F. Technical	2	15	12	9,000
G. Sales		26	20	10,000

Difficulty in filling vacancies with qualified person.

5 No difficulty

11 Some but not difficult

8 Great difficulty

5 Extreme difficulty

EMPLOYMENT OPPORTUNITIES IN AUTOMOTIVE

Would your firm hire a graduate of a vocational-technical program? Yes 52 No 6

Areas of Employment	1 Year	1-3 Years	3-5 Years	Average Starting Salary
A. Clerical	6	9	8	3,000
B. Maintenance and Repair	37	28	27	7,500
C. Managerial Skills	3	3	6	Commission
D. Technical	7	13	14	5,000
E. Sales	5	5	5	9,000
F. Miscellaneous	4	7	9	Commission

Difficulty in filling vacancies with qualified persons.

5 No difficulty

12 Some but not difficult

24 Great difficulty

17 Extreme difficulty

EMPLOYMENT FOR SELECTED GENERAL OCCUPATIONS FOR COUNTIES SURVEYED

County	Total	Professional	Managers and Administrators	Sales	Clerical	Craftsmen *	Agriculture **
Brown	9747	1212	1041	765	1351	1430	509
Callahan	2980	208	269	201	351	562	334
Coleman	3701	384	220	199	411	558	660
Comanche	4428	334	358	259	464	619	741
Eastland	6705	657	716	426	800	846	759
Erath	6713	699	669	379	848	956	1028
Mills	1481	76	123	69	122	217	553
Palo Pinto	9109	1235	888	448	1362	1911	177
Shacklefor	1319	131	155	74	140	165	194
Stephens	3284	226	428	197	299	502	212
Taylor	35173	4829	3376	3431	5973	4193	996
Throckmorton	818	102	121	22	85	130	183
Young	6101	602	594	348	614	837	543
Totals	21359	10695	8689	6559	12820	12926	6889

U.S. Census Texas 1970

*Mechanics, constructors, etc.

**Farm owners and managers-foreman