DOCUMENT RESUME

ED 427 189 CE 078 081

AUTHOR	Chamberlin, Gary; McManus, Mark L.; Davis, Patricia C.
TITLE	A Study of Secondary Vocational Education in Arkansas: Funding Issues and Needs Assessment Results. Publication No. 96-28.
INSTITUTION	Arkansas Univ., Little Rock. Arkansas Inst. for Economic Advancement.
SPONS AGENCY	Arkansas Advisory Council for Vocational-Technical Education.
PUB DATE	1996-10-31
NOTE	77p.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Educational Finance; Educational Research; Enrollment Trends; Federal Government; *Instructional Student Costs; Local Government; *Secondary Education; *State Aid; State Government; *State Programs; *Vocational Education
IDENTIFIERS	*Arkansas

ABSTRACT

Research was conducted to provide Arkansas Advisory Council for Vocational-Technical Education (ACVTE) officials with support data and analysis for the development of funding strategies for recommendation to the Governor and General Assembly. It used internal vocational and technical education enrollment and expenditure data, external survey research, and public hearing commentary. Fourteen secondary area vocational centers were operating, and secondary vocational programs were funded in junior, middle, and high schools. Program offerings varied depending on a school district's resources and location of area vocational center facilities. The largest area was business education, followed by consumer and homemaking programs, career orientation, and agriculture. Funding came from federal, state, and local sources. Expenditures in all program areas except marketing increased. Larger, older, and more mature programs showed much more consistent costs per student. Vocational education stakeholders reported the following: vocational programs had significant participation rates; business education were most frequently cited as the top vocational enrollment program; and student interest and enrollment history information were leading information sources in determining which secondary vocational programs to offer. Nearly one-half indicated 25-49 percent of students in secondary vocational programs go straight into the work force. (Appendixes contain 22 references, instruments and comments; and public hearing attendance and speaker lists and comments.) (YLB)

A Study of Secondary Vocational Education in Arkansas:

Funding Issues and Needs Assessment Results

U·A·L·R ARKANSAS INSTITUTE FOR ECONOMIC ADVANCEMENT
COLLEGE OF BUSINESS ADMINISTRATION

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

A Study of Secondary Vocational Education in Arkansas:

Funding Issues and Needs Assessment Results

Prepared By

Dr. Gary Chamberlin, *University Professor*
Mark L. McManus, *Associate Research Specialist*
Patricia C. Davis, *Associate Research Specialist*

With Assistance From
Janice A. Cook, *Assistant Research Specialist*
Carolyn Farr-Onuora, *Secretary II*

UALR Institute for Economic Advancement
College of Business Administration
University of Arkansas at Little Rock
Little Rock, Arkansas

Prepared For

Advisory Council for Vocational-Technical Education

October 31, 1996
Publication Number 96-28

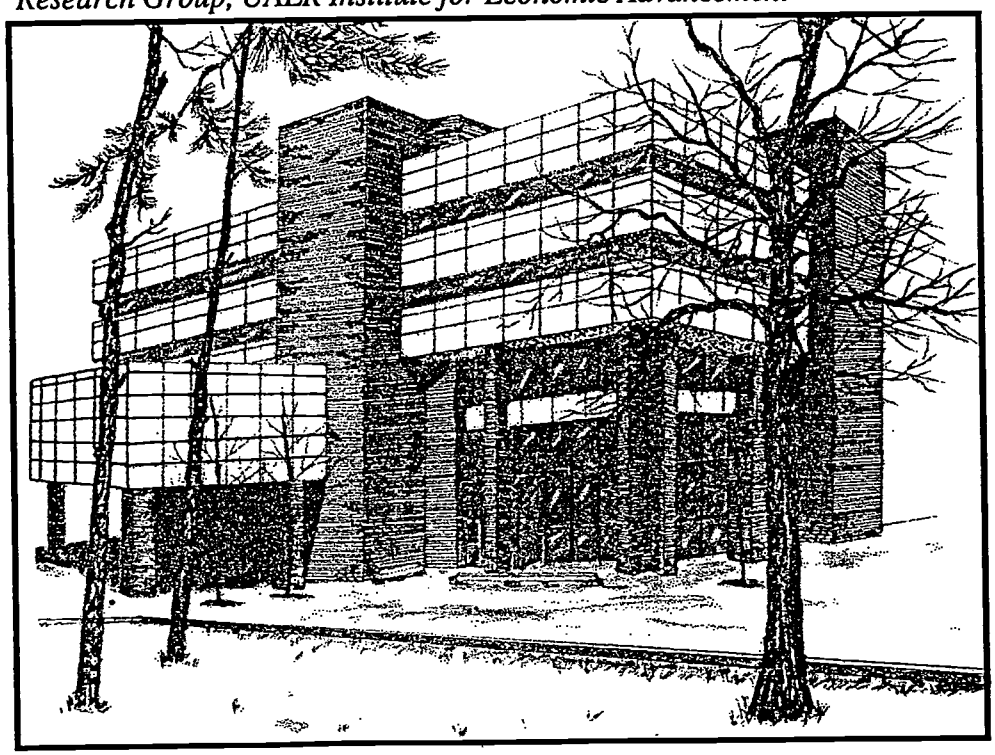
Preface

The following research study was prepared for the Arkansas Advisory Council for Vocational-Technical Education by research staff within the Research Group of the College of Business Administration at the UALR Institute for Economic Advancement and in conjunction with Dr. Gary Chamberlin of the Educational Leadership Department at UALR. This document incorporates findings related to funding issues and needs assessment concerns as specified in the Council's request for proposal (RFP) dated December 8, 1995. Clients may use these findings any way they wish and make them public at their discretion with the following exceptions:

- Clients are asked to not represent results other than those reported as the work of the UALR Institute for Economic Advancement.
- Clients are asked to not represent interpretations not contained in the report as those of the UALR Institute for Economic Advancement.
- Clients are asked to not intimate or suggest that these data constitute an endorsement by the UALR Institute for Economic Advancement.

If any of this material is used in any of these ways, the UALR Institute for Economic Advancement shall have the right to release the complete and correct data and to issue a disclaimer. The disclaimer will state that neither the UALR Institute for Economic Advancement nor the University of Arkansas at Little Rock endorses any company, product, or person but merely reports data and information.

Research Group, UALR Institute for Economic Advancement



Fifth Floor of the UALR Ottenheimer Library

Table of Contents

List of Figures, Tables, and Charts

List of Figures, Tables, and Charts (Continued)

Executive Summary

The following recommendations are appearing in this executive summary section for ease of referral by the reader. The reader is directed to review the contents of this report for detailed analysis related to secondary vocational programs, funding sources and expenditure trends, and results of needs assessment research. These study areas provided the basis for the recommendations which follow. These recommendations are intended to assist stakeholders with future strategic planning of funding strategies for secondary vocational education.

√ Data Management Systems

The VTED is presently restricted in the amount of planning that can reasonably take place due to inadequacies in the data management system. As a result, it is sometimes difficult to generate timely information which can be subjected to ratio analysis, provide the means for making comparisons with other states with which Arkansas must compete, and form the basis for future planning.

In the past the VTED, in generating appropriate funding support from the state, has depended on individuals in the business community and in the General Assembly who were supportive of vocational programs and understood their operation. With the full implementation of legislative term limits and frequent changes in elected officials, however, it will be more important in the future that elected officials have data in which they can have confidence.

A computerized system should be established and maintained which will provide complete enrollment, staffing, and financial information for secondary vocational programs. Annual audits of expenditures by those schools and centers receiving funds through the VTED should be conducted. This information should regularly be made available to elected officials, vocational education officials, and employers so that competitive funding levels can be considered at appropriate times.

One of the consistent problems experienced by the VTED is the best means for counting students. It is important that unduplicated enrollment counts be available, but equally important are true and accurate enrollment counts within the various programs. These two vital needs tend to conflict with one another and create confusion for the public as long as headcount enrollment remains as the only measure of enrollment.

It may be desirable for the VTED to collect unduplicated headcount enrollment counts when considering the total magnitude of all vocational programs. When looking at the various programs, however, a different type of measure may be more appropriate. Among the possibilities might be full-time-equivalent (FTE) enrollments, contact hours, or credit hours. Enrollment counts of this nature would then make it easier and more accurate to calculate costs per unit for making comparisons between programs, and with similar programs in other states.

Two final comments are necessary regarding an improved data management system. First, any institution, regardless of type or the customary reporting structure, which receives funding from the VTED for secondary vocational programs should report expenditure, enrollment, and other data to the VTED in a format as required by the VTED. Second, the VTED data system should be modified so that the reporting categories for expenditures are the same for enrollment, faculty, and other purposes. In addition, the special needs and special projects categories should be clarified so that it is known what is included in each.

The regular availability of accurate information may do as much as any other single action to increase general awareness and understanding and enhance the public image of secondary vocational education programs. The importance may be of sufficient magnitude for the VTED to request a special appropriation from the General Assembly, Governor, or other sources to design, implement, and maintain such a data management system.

√ Review of Program Priorities

A 1995 survey conducted by the Institute for Economic Advancement at the University of Arkansas at Little Rock included 834 responses from employers in Arkansas. This study was conducted for the Arkansas Department of Higher Education to determine future needs in vocational fields. The three most frequently mentioned needs statewide were for training in computer fields, management, and skilled trades and crafts.

In order to assure that the needs of the state for skilled workers and the secondary vocational programs offered are appropriately matched, the VTED (Vocational and Technical Education Division) should conduct targeted reviews of needs and programs at least biennially. Emphasis should then be placed on providing funding for programs where the greatest needs are identified.

√ Vocational Education Responsibilities

For the most part, junior and senior high schools have historically concentrated on career orientation, consumer and homemaking, business, and agriculture programs. The vocational service centers, on the other hand, have concentrated on trade and industrial programs. The trade and industrial programs have been growing consistently since 1991/92, and they can be expected to be relatively expensive since they usually rely on the availability of equipment and lower student/teacher ratios. It is crucial that they be appropriately staffed, funded, and provided equipment.

It is recommended that the VTED, where possible, relieve the junior and senior high schools of vocational education responsibilities in trade and industrial programs and invest all available funds in such programs at the vocational service centers. Although programs in business fields using computer technology can be expected to continue in junior and senior high schools, the VTED may also wish to consider concentrating the higher level training programs in these fields in the vocational service centers for greater efficiency in the use of expensive equipment.

√ The Allocation of Funds to School Districts for Vocational Programs

Act 917 of 1995 by the General Assembly established a revised basis for allocating funds for vocational programs to school districts. The provisions of this Act were first applied during the 1996/97 academic year.

The previous method of allocating funds included add-on weights for vocational program enrollments, meaning that the funding levels depended upon the programs offered by each district, and the number of students enrolled. In addition, VTED regulations required that at least 10 percent of the funds received be expended for vocational equipment, supplies, and materials, travel, etc. The revised method includes funding allocations that are less specific, the requirements concerning expenditures for equipment and program operation have been diminished, and most vocational educators believe it may lead to reductions in expenditures for vocational programs. The net result is that it appears possible that state statutes and regulations could allow school districts, over a period of time, to reduce commitments to vocational programs without suffering financial penalties. Although there is no expectation that this will be done on a wholesale basis by most of the districts, present and future financial constraints could force districts to make choices which would result in reductions for vocational programs, especially if that is possible without violating existing state laws and regulations.

The purpose intended by the General Assembly in revising the allocation method was to simplify the process and equalize the funding to the school districts. Since the revised method is now only being used for the first time, it is not possible to assess accurately whether there has been a negative impact. With that potential existing, however, it is recommended that the allocation method be revisited as soon as possible to determine the extent to which the purposes of the General Assembly may not have been met in making the revisions, and to assure that it has not, or will not, result in the deterioration of vocational programs.

√ Funding of Vocational Service Centers

Funding for the 14 vocational service centers appeared to decline in 1994/95 in spite of the fact that overall secondary vocational education funding increased. The funding for the service centers has been primarily dependent upon tuition paid by school districts for students to attend the centers, add-on weights, and a line item in the Public School Fund. Starting in 1996/97, the add-on weights were eliminated. This results in an uncertain budget situation for the centers each fiscal year because the funding level is unknown until enrollment is recorded in late summer and payments are made by the school districts.

Trade and industrial programs, which have consistently increased in enrollment, are generally emphasized at the vocational service centers, so it is some of the more dynamic programs that are subjected to the greatest amount of uncertainty. This will obviously result in a lack of stable planning, and programs might not always be available to students even though they appear to be growing in demand.

It is recommended that the existing state law concerning the funding of the vocational service centers be changed. The primary change should be an appropriation for vocational service centers to the VTED, with allocations made on a timely basis to the centers depending on enrollment and planned programs. Annual audits of *actual* compared to *planned* enrollments should be conducted to assure that plans are being carried forth into practice.

√ Capital Outlay Funding

Since it is of such critical importance that current equipment be available in training settings, it is recommended that the General Assembly appropriate funding each year designated for the purpose of updating equipment. A high priority for this funding should be the business programs (computing hardware and software) and the trade and industrial programs.

√ Providing Student Access

A 1983 study of the delivery system for secondary vocational education programs, which was required by a House Concurrent Resolution passed by the General Assembly, recommended the establishment of 40 vocational service centers throughout the state to be within 25 miles or 30 minutes of all secondary students. The 40 sites included a combination of the secondary area vocational centers then operating, postsecondary vocational technical schools, community colleges, and comprehensive high schools.

Only 14 sites identified as vocational service centers presently exist. The VTED should revisit the 1983 study and again consider the possibility of nurturing arrangements which will provide equal access to vocational education opportunities for secondary students that are consistent with the identified needs in the various areas of the state. Similar to the 1983 study recommendations, emphasis should be placed on establishing relationships with existing postsecondary vocational schools, technical colleges, and community colleges whenever possible.

Introduction

Education represents a continiuum from pre-school to the doctoral level. Along the way there are numerous opportunities available to individuals to develop knowledge and skills consistent with their interests. For some people formal education continues through high school to college, either two-year or four-year, depending on the preferences of the individuals. For a few it continues to graduate degrees. For others it stops after high school and, unfortunately, for far too many it stops before graduation from high school.

Vocational education is one part of the educational pattern society attempts to make available for people. It is particularly important for those who do not wish to complete a college education. These people may prefer to enter a skilled work field upon graduation from high school, such as automobile mechanics, welding, computer technology, heating and air conditioning, or many other similar fields. Society needs people in many fields for which special training and skills are required. It is for these skilled fields that secondary vocational education is provided.

The primary purpose of this research is to provide ACVTE officials with support data and analysis for the development of funding strategies that the Council can recommend to the Governor and General Assembly.

The intent of this report is to provide Arkansas Advisory Council for Vocational-Technical Education (ACVTE) officials with support data and analysis for the development of funding strategies that the Council can recommend to the Governor and General Assembly.

The primary purpose of this research is to address the eight (8) tasks detailed in the request for proposal (RFP) document from the ACVTE dated December 8, 1995. Here are those tasks: (1) identifying sources and amounts of state money used in the funding of secondary vocational education; (2) identifying sources and amounts of federal money used in the funding of secondary vocational education; (3) identifying distribution methods for both state and federal funds; (4) identifying the recipients of the funds; (5) determining the number of students who are served with the funds; (6) determining how state and federal vocational funds are coordinated with other funds (i.e., JTPA, etc.); (7) determining what is accomplished with the funds; and (8) identifying the needs in various areas of the state for vocational programs and describing how these needs are determined.

The reported information is presented to provide an overview of our state's secondary vocational education program offerings, funding patterns, needs assessment results, and conclusions/recommendations. Many people, but especially Mr. Charles Brown, Ms. Helen Leigh, and Mr. John Kunkel, are due a debt of gratitude for their assistance in providing information, reviewing calculations, and assisting in the clarification of complex issues.

Methodology

The methodology used for the development of this research was developed jointly by the Institute for Economic Advancement (IEA) and the Arkansas Advisory Council for Vocational-Technical Education (ACVTE). Enrollment and expenditure data were provided by the Vocational and Technical Education Division (VTED) of the Arkansas Department of Education. These data formed the basis of the analysis regarding funding issues (tasks 1-7 from the RFP). Needs assessment data (task 8 from the RFP) were obtained via four mail surveys to the educational sector, one public hearing, and selective results from a statewide employer survey completed in December of 1995.[1] This statewide employer survey was designed to obtain employment and training information from a cross-sectional grouping of Arkansas employers.

The methodology used for the development of this research was guided by internal vocational and technical education enrollment and expenditure data plus, external survey research and public hearing commentary.

Stakeholders within the secondary vocational education community were surveyed to obtain insight into their opinions regarding funding, program successes, student participation rates, sources of information used in establishing programs, training needs within their given communities, etc. The secondary vocational education stakeholders were identified as follows: Superintendents (315), Principals (324), Secondary Vocational Center Directors (14), and Local Secondary Vocational Directors (15). The overall return rate among the four groups surveyed was 52 percent. This represents 347 returns from the total 668 mailed. The administration of the survey required the development of three (3) separate questionnaires. Principals and Local Secondary Vocational Directors received the same questionnaire. The Superintendents questionnaire varied only with modest question phrasing differences. The Center Directors questionnaire included a broader range of program offerings pertinent to secondary vocational centers trade and industrial focus. Refer to Appendices A (superintendents) and B (center directors) for a review of the questionnaires.

Input from the general public was solicited via a public hearing held on August 20, 1996 at the Arch Ford Education Building in Little Rock, Arkansas. This hearing was designed around the central themes of (1) What are the opinions regarding current methods of vocational funding for secondary schools in Arkansas? and (2) What are the needs in various areas of the state for secondary vocational programs and how are the needs determined? Listings of attendees, speakers, and commentary can be seen in Appendices C - F.

Industry's input regarding training needs is based on data collected from a statewide employer survey conducted for the Arkansas Department of Higher Education, Technical Education Division in December of 1995. Selective results are reported on an aggregate basis for comparison purposes.

[1] McManus, Davis, and Cook, *A Statewide Employer Technical Education Needs Assessment*, December 7, 1995. (UALR/IEA publication no. 95-37).

Research Limitations

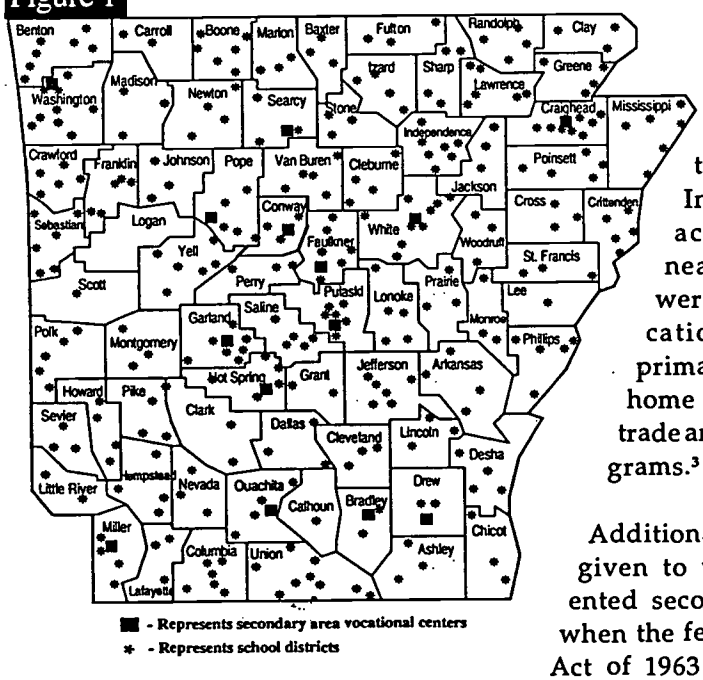
Due to time and budgetary constraints, some research limitations were inherent with this project. Ideally, a comprehensive assessment of other states' secondary vocational education structures and program offerings would serve as a study component. This information was not readily available and would require extensive time and resources to secure. In addition, a broader scope of public input would have been achieved with several strategically located hearings throughout the state. However, the reality of the project would allow for only one public hearing to be conducted. A one-time mailing was used to survey the educational sector. An extensive follow-up process to the non-respondents would serve to achieve higher survey return rates among the educational sector. These research limitations are mentioned merely to provide awareness of research shortcomings. Given the scope of the project, the research approach taken represents the most timely and economical approach available.

Programs and Funding

Background of Secondary Vocational Education Programs in Arkansas

Vocational education programs have been available to secondary (junior and senior high school) students in Arkansas for many years and can be documented in some degree as early as 1911. The federal Smith-Hughes Act of 1917 is generally credited as being the beginning of vocational education.[2] In the 1917/1918 academic year nearly 500 people were enrolled in vocational programs, primarily agriculture, home economics, and trade and industrial programs.[3]

Figure 1



The map illustrates the approximate location of 311 school districts and 14 secondary area vocational centers currently operating in Arkansas.

Additional emphasis was given to vocationally-oriented secondary programs when the federal Vocational Act of 1963 provided funds for the construction of facilities to be used in programs designed as sec-

[2] Guthrie G., *A Brief History of Vocational Education in Arkansas 1917-1985*, 1985. (Little Rock, AR: Vocational and Technical Education Division, Arkansas Department of Education).

[3] Ibid.

ondary area vocational centers. The first two centers were started in 1965 with federal funds provided on a 50-50 matching basis for construction, and nine were started between 1965 and 1976. The first nine centers were located in Little Rock, Fayetteville, Russellville, Texarkana, Conway, Camden, Monticello, Warren, and Jonesboro.

A House Concurrent Resolution passed by the Arkansas General Assembly in 1983 required the state Vocational and Technical Education Division (VTED) to conduct a study of the delivery system for secondary vocational-technical education. This study resulted in the recommendation that 40 vocational service centers be established within 25 miles or 30 minutes of all secondary students in the state. The 40 sites identified included a combination of the secondary area vocational centers then operating, postsecondary vocational technical schools, community colleges, and comprehensive high schools.

Legislation passed by the General Assembly in 1985 authorized the establishment of vocational service centers. Currently, 14 secondary area vocational centers are in operation.

Legislation passed by the General Assembly in 1985 authorized the establishment of vocational service centers. Specific funding, however, was provided only for start-up costs and general operating funds were to be provided through add-on weights and tuition. Many of the identified sites were reluctant to establish centers because of the uncertainty of future funding levels and only 14 are now in operation. Those centers and their locations are:

• Metropolitan Vocational Center	Little Rock
• Fayetteville Vocational Center	Fayetteville
• Russellville Vocational Center	Russellville
• Texarkana Vocational Center	Texarkana
• Conway Vocational Center	Conway
• Camden Vocational Center	Camden
• Monticello Vocational Center	Monticello
• Warren Area Vocational Technical Center	Warren
• Jonesboro Vocational Center	Jonesboro
• Foothills Vocational Center	Bald Knob
• Quapaw Vocational Center	Hot Springs
• Ouachita Vocational Center	Malvern
• North Central Vocational Center	Leslie
• River Valley Technical Center	Morrilton

In addition to the 14 centers, secondary vocational programs are funded in junior and middle schools, and in high schools throughout the state.

Seven other vocational centers did start operating after 1985 but ultimately closed due to high operating costs and/or low enrollment. As of 1995/96, 111 of the school districts in Arkansas were participating in the 14 vocational service centers with 3,918 enrollments in the various programs offered.

In addition to the 14 centers, secondary vocational programs are funded in junior and middle schools, and in high schools throughout the state.

Secondary Vocational Programs Offered, Enrollment, and Teachers Employed

Cautions Related to Data Interpretations

Although data are related in this section attempting to describe the nature of secondary vocational education programs in Arkansas, there are cautions that must be exercised in interpreting the data too strictly.

One concern is that many students are enrolled in more than one vocational program. In the attempt to avoid duplicating those individuals in enrollment counts, the VTED will allow students to be counted in only one area. This results in an accurate count of total enrollment in all vocational programs but is less accurate when making comparisons between programs.

The reported number of teachers employed in vocational programs may suffer shortcomings similar to those in the student enrollment figures. Some teachers may teach in more than one program classified as vocational. If their primary assignment is in one program, they will not be reported in the other program, again to avoid duplicated counts.

The reader should keep in mind these circumstances when reviewing the calculations on student/teacher ratios in this section, and the costs per student in the following section. It may well be that a particular field is being shown in a light that is more or less favorable than the true situation. The data used in making the calculations were the best that could be obtained at the present time and they are included here to provide a general sense of the magnitude of the programs.

The data used in making the calculations within the programs and funding section of this report were the best that could be obtained at the present time. This data is being presented to provide a general sense of the magnitude of the programs.

Programs Offered

Based on information provided by the Vocational and Technical Education Division of the Arkansas Department of Education, a number of different vocational programs are being offered to junior and senior high school students in Arkansas. Although different programs are offered at the different secondary schools, they generally include: Career Orientation, Business Education, Agriculture, Consumer and Homemaking, Technical, Trade and Industrial, Health Professions, Marketing, Occupational Home Economics, Workplace Readiness, General Cooperative Education (GCE), Coordinated Career Education (CCE), and Coordinated Compensatory Vocational Education (CCVE). More specific information about each program follows:

- √ **Career Orientation** - This is a one semester class where students explore different occupational possibilities.
- √ **Business Education** - Programs commonly included are accounting, administrative assistant (clerical), and management information (data processing).
- √ **Agriculture** - Agriculture programs tend to include the widest set of options, probably because they have existed in one way or another the longest period of time. Options may include such areas as business, mechanics, power machinery, horticultural services, agricultural sciences, conservation and natural resources, animal sciences, animal production, landscaping, forestry, plant sciences, fisheries and greenhouse operation. The options vary throughout the state with some smaller schools offering only a general option and others offering several that appear to depend on the agricultural production in the part of the state being served. Most of the more specific options enroll relatively few students.
- √ **Consumer and Homemaking** - These programs generally concentrate on those skills needed in everyday living, and include such areas as consumer education, clothing and textiles, food and nutrition, family living, housing, housing and home furnishing, and child development and parenting.
- √ **Technical** - For the most part this category includes an introduction to technology. It is a relatively demanding course including fundamental physics and similar areas.
- √ **Trade and Industrial** - These programs include such areas as furniture design, general drafting, machinery maintenance, machinist, construction trades, automotive mechanics, welding, cosmetology, auto body repair, appliance repair, graphic design and printing, and electronics. Most of the secondary schools offer few options in this area. The vocational service centers more commonly include them and offer a wider range, although not every center offers every option.
- √ **Health Professions** - These programs generally provide training to students wishing to enter professions providing assistance in health and health-related facilities.
- √ **Occupational Home Economics** - Occupational home economics, unlike consumer and homemaking, has career objectives for students in selected areas. Those included may be institutional food preparation, institutional child care, and related areas.
- √ **Workplace Readiness** - This program assists students in developing good work habits, attitudes, and knowledge about the expectations that will be found in the workplace.
- √ **General Cooperative Education (GCE)** - This program assists students in placement while still in school in work situations related to their career goals. Related classes and regular academic classes are also taken.
- √ **Coordinated Career Education (CCE)** - This program also places students in work situations while still in school. It concentrates on those students who need additional assistance in developing their work and academic skills.
- √ **Coordinated Compensatory Vocational Education (CCVE)** - This program appears to provide assistance to academically disadvantaged students, primarily in reading and mathematics. One might question whether this is, in fact, a vocational program or one that would normally be operated under the auspices of the general academic program in any school.

Secondary vocational programs offer junior and senior high school students an introduction into the world of work and adult life. Secondary vocational program offerings do vary throughout the state depending on a school districts resources and the location of area vocational center facilities.

Enrollment

According to the *Annual Performance Report* for 1994/95 prepared by the VTED, approximately 160,000 different secondary students participated in vocational programs. The largest area was business education with nearly 40 percent of the total. Following business education was consumer and homemaking programs with approximately 23 percent, career orientation with 13 percent, and agriculture with 9 percent.

The business education secondary vocational program has the largest enrollment according to recent VTED reporting.

The total number of unduplicated students enrolled in secondary vocational education programs, including the vocational service centers, has experienced slow growth since 1991/92. Table 1 shows that there were 152,102 enrolled in 1991/92; 150,108 in 1992/93; 153,425 in 1993/94; and 158,648 in 1994/95. Among the various program areas, however, there has been a considerable amount of shifting in the four-year period. Table 1 shows that the largest gains were in technical courses, and they increased 824.4 percent from 209 to 1,932. This is primarily due to the fact that the revised state education standards required two applied science courses starting in 1993/94. One of those courses is a principles of technology course which is reported in the technical category.

The second highest gain was in the "other" category. This includes those students enrolled in general cooperative education, coordinated career education, coordinated compensatory vocational education, and workplace readiness. The increase was due primarily to the large increase in workplace readiness programs starting in 1993/94. The third highest gain was in trade and industrial programs. Here the four-year gain was 14.9 percent, from 11,731 students to 13,475.

The greatest losses appear to have been experienced by occupational home economics, marketing, and career orientation. Caution should be exercised in interpreting these as true losses, however. When collecting unduplicated enrollment figures, students who are taking more than one vocational course can only be counted in one category. As a result, many students who were taking career orientation, for example, may also have been

Table 1 Enrollment in Secondary Vocational Education Programs in Arkansas [1]

Program Area	1991/92	1992/93	1993/94	1994/95	% Change
Technical	209	509	1,086	1,932	+824.4
Other [2]	3,707	4,296	6,598	8,250	+122.6
Trade/Industrial	11,731	13,581	13,386	13,475	+14.9
Business Education	53,629	54,793	56,217	60,106	+12.1
Agriculture	14,683	15,140	16,173	15,154	+3.2
Cons./Homemaking	39,581	35,127	35,716	36,463	-7.9
Health	597	591	681	550	-7.9
Career Orientation	23,338	21,740	20,439	19,845	-15.0
Marketing	2,192	2,494	1,586	1,692	-22.8
Occup. Home Econ.	2,435	1,837	1,543	1,181	-51.5
Total	152,102	150,108	153,425	158,648	+4.3

[1] May be influenced by data inaccuracies.

[2] Includes general cooperative education, coordinated career education, coordinated compensatory vocational education, and workplace readiness.

Source: VTED *Annual Performance Report*, 1991/92 through 1994/95.

taking a vocational course reported in another category and reported in the other category. The difficulty in determining an unduplicated student enrollment in which the public can have confidence is a particular problem for the VTED.

Although the enrollments in the vocational service centers were included in the total enrollments reported in Table 1, they are isolated here to identify the scope of the centers. In 1995/96 the accumulated enrollments at the vocational service centers reached totals ranging from 85 to 512. It should be noted that, in this case, the numbers represented the total of students in each of the programs and some students may be duplicated if they were enrolled in more than one program. The total enrollments at the vocational service centers are shown in Table 2.

Information provided by the Arkansas Department of Education on the total state enrollment in secondary schools shows that approximately three-fourths of students in grades 7 through 12 are generally served by one or more programs classified as vocational. This represents a major contribution to secondary students in Arkansas who are taking advantage of vocational programs offered. Table 3 shows the comparable figures for the past four years.

Duplicated Enrollments in Secondary Vocational Service Centers, 1994/95

Table 2

Location	Enrollment
Fayetteville	512
Jonesboro	458
Conway	429
Little Rock	425
Texarkana	404
Russellville	364
Warren	262
Camden	214
Monticello	195
Bald Knob	168
Malvern	158
Morrilton	143
Hot Springs	101
Leslie	85
Total	3,918

Source: *Vocational Secondary Enrollment Statistical Breakout*, 1995/96, Arkansas Department of Education.

Table 3 **Percent of Secondary Students Served by Vocational Programs**

Enrollment	1991/92	1992/93	1993/94	1994/95	% Change
Secondary Enr.	193,776	197,739	200,183	201,469	+4.0
Vocational Enr.	152,102	150,108	153,425	158,648	+4.3
% Served	78.5	75.9	76.6	78.8	

Source: Arkansas Department of Education and VTED, *Annual Performance Report.*

Program Emphases at Different Levels

The secondary schools varied widely in the programs offered, depending on the size of the school and the apparent extent of emphasis placed on vocational programs. The vocational service centers tended to concentrate on trade and industrial programs and enroll the largest proportion of students in those areas. The junior and senior high schools more often concentrated on programs in such areas as clerical training, consumer and homemaking, and agriculture.

A random sampling of programs offered in 15 junior and middle schools, 15 high schools, and the total enrollments at the 14 vocational service centers confirmed the emphases at each level. The programs in which at least 10 percent of students were enrolled in 1995/96 are shown in Table 4.

It will be seen from this review that 92.4 percent of the enrollments in vocational education in junior and middle schools were in business education, career orientation, and consumer and homemaking. At the high schools the emphasis continued in business education and consumer and homemaking. Career orientation is more common in junior high and middle schools, however, and is less frequently offered in high schools. While agriculture is less frequently offered in junior high and middle schools, it is more common in high schools. Business education, consumer and homemaking, and agriculture accounted for 77.7 percent of the enrollments in high schools. Moving on up the technical ladder, trade and industrial training accounted for 64.8 percent of the enrollments at the vocational service centers.

This shift in emphasis as students moved from junior high and middle schools to high schools to vocational centers is not unexpected, nor is it considered inappropriate.

Secondary Vocational Program Emphases at Different Educational Levels

Table 4

Level	Emphases	
Junior High and Middle Schools:	Business Ed.	43.4%
	Career Orient.	31.4%
	Cons. & Hmemk.	17.6%
High Schools:	Business Ed.	38.5%
	Cons. & Hmemk.	21.2%
	Agriculture	18.0%
Vocational Service Centers:	Trade & Ind.	64.8%

Source: *Vocational Secondary Enrollment Statistical Breakout*, Arkansas Department of Education.

Teachers Employed

The total number of reported teachers in secondary vocational programs has increased 11 percent since 1991/92. From a total of 2,373 in 1991/92, it moved up to 2,585 in 1992/93, declined slightly to 2,516 in 1993/94 and increased to 2,640 in 1994/95. Table 5 shows the number of teachers in each program area and the percent change from 1991/92 to 1994/95. Again the reader should be reminded that some teachers who teach in more than one vocational program may be counted in only one area to avoid duplicated counts.

Table 5 **The Number of Teachers in Secondary Vocational Programs in Arkansas [1]**

Program Area	1991/92	1992/93	1993/94	1994/95	% Change
Technical	8	87	84	153	+1,812.5
Health	17	21	20	23	+35.3
Trade/Industrial	281	295	313	332	+18.2
Business Education	692	755	723	751	+8.5
Career Orientation	340	361	350	348	+2.4
Cons./Homemaking	475	489	476	479	+0.8
Other [2]	161	164	162	162	+0.6
Agriculture	264	267	258	265	+0.4
Occ. Home Econ.	94	102	92	93	-1.1
Marketing	41	44	38	34	-17.1
Total	2,373	2,585	2,516	2,640	+11.3

[1] May be influenced by data inaccuracies.

[2] Includes general cooperative education, coordinated career education, coordinated compensatory vocational education, and workplace readiness.

Source: *Annual Performance Reports* prepared by VTED.

BEST COPY AVAILABLE

Based on the number of unduplicated student enrollments and the number of teachers reported as being involved in secondary vocational programs, the calculation of statewide student/teacher ratios is possible. Since the unduplicated enrollment figures reported in Table 1 represent problems in the data system, these calculations will incorporate similar problems, and should be viewed with care. Table 6 reports the results of the student/teacher ratio calculations.

This calculation is particularly meaningful because it represents a considerable expenditure of the funds available for secondary vocational programs. Schools at all levels are labor intensive due to the nature of their work. Shifts up or down in the average number of students served by one teacher can determine the level of efficiency involved in the different programs.

Table 6 Student/Teacher Ratios in the Various Secondary Vocational Programs in Arkansas [1]

Program Area	1991/92	1992/93	1993/94	1994/95	% Change
Other [2]	23.0	26.2	40.7	50.9	+121.3
Business Education	77.5	72.6	77.8	80.0	+3.2
Agriculture	55.6	56.7	62.7	57.2	+2.9
Trade/Industrial	41.7	46.0	42.8	40.6	-2.6
Marketing	53.5	56.7	41.7	49.8	-6.9
Cons./Homemaking	83.3	71.8	75.0	76.1	-8.6
Career Orientation	68.6	60.2	58.4	57.0	-16.9
Health	35.1	28.1	34.1	23.9	-31.9
Occ. Home Econ.	25.9	18.0	16.8	12.7	-51.0
Technical	26.1	5.9	12.9	12.6	-51.7
Total	64.1	58.1	61.0	60.1	-6.2

[1] May be influenced by data inaccuracies.

[2] Includes general cooperative education, coordinated career education, coordinated compensatory vocational education, and workplace readiness.

Source: Calculated from Tables 1 and 5.

It is not expected, of course, that all programs will have, or should have, comparable student/teacher ratios. Some programs will require smaller classes while others can be taught with larger numbers. In general, it might be assumed that trade and industrial programs and computer training programs in business education will require lower student/teacher ratios due to the work that must take place in laboratory settings. On the other hand, other programs may be expected to enroll larger numbers in each class since their reliance on laboratory experiences is not as extensive.

It will be noted from Table 6 that the highest 1994/95 student/teacher ratios (the average number of students being served per teacher) were in business education, consumer and homemaking, agriculture, and career orientation, each of which was in the range of approximately 60-80 students per teacher. The lowest were technical, occupational home economics, and health, each serving only 12-24 students per teacher. Those in the middle, other, trade and industrial, and marketing, were generally serving 40-50 students per teacher.

The technical program is yet small, but it has shown considerable growth. In addition, the number of teachers has increased rapidly. As this program matures and gains enrollment, the student/teacher ratio will probably stabilize at a higher level than shown in 1994/95. The health programs are also fairly small. The enrollment appears to be no more than stable and probably declining. Yet, the number of teachers has slowly increased so that the statewide student/teacher ratio has remained fairly low and it continues to decline. Similarly, the enrollment in occupational home economics appears to have declined significantly while the number of teachers has remained constant. The result is that the student/teacher ratio has been reduced approximately 50 percent. However, it should be remembered that these results may well be caused by data reporting problems mentioned earlier and not reflect the true situation.

Funding of Secondary Vocational Programs

Funding for secondary vocational education programs in Arkansas comes from three different sources - federal, state, and local. Information was provided by the Department of Education for the years from 1990/91 to 1994/95. In many of the tables and calculations to follow, only four years from 1991/92 to 1994/95 are shown. That is because the 1990/91 enrollment data were in a different form and did not allow consistent calculations with the other years.

Total expenditures reported for secondary vocational programs for the five years from 1990/91 to 1994/95 are shown in Table 7. It should be noted that these expenditures do not include one vocational service center operated at Malvern. This program submits annual financial reports to a different agency and it was not possible to isolate comparable expenditures.

Table 7 Total Expenditures for Secondary Vocational Programs

Year	State and Local	Federal	Total	% Change
1994/95	78,379,179	5,984,683	84,355,862	+4.7
1993/94	74,298,810	6,277,824	80,576,635	+7.1
1992/93	71,294,883	3,947,939	75,242,822	-2.0
1991/92	72,102,294	4,654,335	76,756,631	+19.0
1990/91	61,708,727	2,792,013	64,500,740	-

Source: BFR reports provided by the Arkansas Department of Education and the Vocational and Technical Education Division.

Total expenditures for the secondary programs increased considerably in 1991/1992. With the exception of 1992/93, increases have continued but they have been much more modest. Both state/local and federal expenditures decreased in 1992/93. Otherwise, the state/local increases have been consistent while the federal expenditures have varied considerably. The federal portion was 4.4 percent of the total in 1990/91. It increased to 6.1 percent in 1991/92 before declining to 5.3 percent in 1992/93. In 1993/94 the federal portion was 7.9 percent and in 1994/95 it was 7.1 percent.

Expenditures by Programs

Comparable expenditure figures for the different vocational programs were available from 1991/92 to 1994/95, and are shown in Table 8. In these calculations the vocational service centers located at Malvern, Hot Springs, and Bald Knob were not included. These programs are operated in ways different from the others and financial reports by program were not available in a consistent manner. The enrollment figures, however, were included in the totals so the resulting calculations in Tables 8-11 will be slightly lower than the true result. The potential error is estimated at no more than 0.4-0.6%, possibly resulting in errors of approximately $1-2 in the calculations of expenditures per student in Table 9, and less than 0.5% on capital outlay calculations in Table 11.

Table 8 **Expenditures for Secondary Vocational Programs by Program**

Program Area	1991/92	1992/93	1993/94	1994/95	% Change
Special Projects	639,659	853,180	857,239	1,122,700	+75.5
Health	553,788	489,355	586,233	667,634	+20.6
Career Orientation	3,942,656	4,193,598	4,256,751	4,720,094	+19.7
Cooperative Ed.	1,937,531	1,948,603	2,108,837	2,272, 653	+17.3
Special Needs	6,215,640	4,455,660	7,753,638	7,178,193	+15.5
Business Ed.	24,740,771	24,509,410	25,694,272	27,729,251	+12.1
Home Econ.	14,874,270	14,918,010	15,223,064	15,782,346	+6.1
Trade/Industrial	11,363,091	11,391,735	11,490,679	11,975,844	+6.4
Agriculture	10,362,544	10,309,879	10,342,861	10,844,880	+4.7
Marketing	1,602,031	1,604,351	1,650,944	1,514,405	-5.5
Total	76,231,981	74,673,781	79,964,518	83,808,000	+9.9

Source: BFR reports provided by the Arkansas Department of Education.

Table 8 shows that expenditures in all of the program areas increased except marketing. Based on the enrollment and teacher figures in the previous section, it might be expected that the expenditure patterns would be somewhat different than what resulted. For example, while the enrollment in trade and industrial programs grew 14.9 percent from 1991/92 to 1994/95, expenditures increased only 6.4 percent. On the other hand, enrollment in home economics fields appeared to decline by approximately 9 percent and the funding for those programs increased 6.1 percent. The same situation is true for career orientation which showed an enrollment decline of 15 percent and a funding increase of 19.7 percent. As in several other places, however, data uncertainties leave some doubt as to the accuracy of these calculations.

Expenditures Per Student

The total unduplicated secondary enrollment figures in the *Annual Performance Reports* prepared by the VTED, and the expenditures for the different programs, allow the calculation of statewide costs per student. The reader is again reminded that the enrollment figures include all

vocational service centers while the expenditure figures do not include three of them located at Malvern, Morrilton, and Bald Knob. This will mean that the cost-per-student figures included herein are actually slightly lower than reality. They do, however, provide a general view of costs per student and show the magnitude between the programs. Table 9 shows the cost per student for programs reported in the expenditure reports.

The larger, older, and more mature programs, such as agriculture, home economics, and business, show costs per student that are much more consistent during the four-year period, and they can be viewed with higher credibility. In both agriculture and business the growth in cost per student has been small. The higher costs per student for home economics programs resulted mainly from reported decreases in enrollment, which may not be accurate.

Table 9 Expenditures per Student in Secondary Vocational Programs [1]

Program Area	1991/92	1992/93	1993/94	1994/95	% Change
Health	928	828	861	1,213	+30.7
Marketing	731	643	1,041	895	+22.6
Trade and Industrial [2]	969	808	794	777	-61.1
Agriculture	706	681	640	716	+1.4
Business Education	461	447	457	461	0
Home Economics [3]	354	404	409	419	+18.4
Career Orientation	169	193	208	238	+40.8

[1] May be influenced by data inaccuracies.
[2] Includes technical.
[3] Includes both consumer and homemaking and occupational home economics.
Source: Calculated from Tables 1 and 8.

Marketing is a small program where the costs per student have varied significantly. There were reductions in expenditures of 5.5 percent over the four years, but enrollment declined 22.8 percent. Health is similar in that the costs varied. In this case enrollment declined each of the four years except 1993/94, but expenditures generally continued to increase. These two programs were the highest in cost per student in 1994/95.

Career orientation is a relatively low cost program but the costs per student have increased 40.8 percent over the 4 years. This is due to both increased expenditures and consistent reductions in reported enrollment.

Trade and industrial programs are among the fastest growing of the secondary vocational programs. In this calculation trade and industrial and technical were included together. Both showed enrollment increases in the four years (Technical - 824.4% and Trade and Industrial - 14.9%). The expenditures consistently increased each year but at the fairly slow rate of 6.4 percent during the period. As a result, the cost per student in these programs has declined.

Capital Outlay Expenditures

Many of the vocational programs must be seen as expensive to provide because of the specialized equipment necessary. Computer training programs in the business education field must constantly upgrade equipment if the graduates are to be well received by employers. One of the major criticisms of employers is that students too often are not trained on the most current equipment that will be found in the workplace.

One of the major criticisms of employers is that students too often are not trained on the most current equipment that will be found in the workplace. Therefore, sufficient capital expenditures are necessary for equipment upgrades if secondary vocational graduates are to be well received by employers.

It is difficult to determine exactly what proportion of expenditures should be dedicated to capital outlay in a given year because it varies depending on the type of programs offered and how recently equipment has been upgraded or replaced. All programs will require at least minimal amounts of equipment but some are commonly accepted as equipment intensive.

It is usually unarguable that quality instruction in programs in trade and industrial or business fields are heavily dependent on the availability of current equipment. In 1994/95, 46.4 percent of the secondary students were enrolled in those fields, so it can be expected that heavy expenditures for instructional equipment would be necessary. It will be seen in Table 10 that the largest expenditure for capital outlay in 1994/95 was in business education, which can be assumed to be primarily for computing hardware and software. Special needs was the second highest program. Nearly 9 percent of total expenditures were for special needs, and 17.7 percent of the total was devoted to capital outlay. The next highest program was trade and industrial. While the enrollment increased 14.9 percent, total expenditures increased only 6.4 percent over the four years. However, capital expenditures for these programs increased 26.5 percent, which would appear to show a conscientious effort within limited funding to maintaining current equipment.

Table 10 Capital Outlay Expenditures by Program in Secondary Vocational Education Programs

Program Area	1991/92	1992/93	1993/94	1994/95	% Change
Business Ed.	2,783,991	2,045,256	2,549,283	3,323,133	+19.4
Special Needs	596,454	435,455	1,202,305	1,268,262	+112.6
Trade/Industrial	737,638	784,749	725,274	932,995	+26.5
Agriculture	356,365	322,386	344,038	505,404	+41.8
Home Economics	523,601	762,994	508,005	449,168	-14.2
Special Projects	72,894	192,520	235,469	246,932	+238.8
Career Orientation	103,343	125,489	90,240	93,554	-9.5
Cooperative Educ.	83,471	162,479	128,095	64,617	-22.6
Marketing	36,553	86,459	64,107	48,419	+32.5
Health	5,957	4,899	62,694	23,247	+290.3
Total	5,300,267	4,922,686	5,909,510	6,955,731	+32.2

Source: BFR reports prepared by the Arkansas Department of Education.

Since programs differ in size and scope, the total expenditures for capital outlay may not be as meaningful as a calculation of the percent of expenditures in each program for that purpose. Table 11 shows that the percent of total expenditures for capital outlay over the past four years has ranged from 6.6 percent to 8.3 percent. The highest was in 1994/95 which indicated that the VTED was making unusual efforts to increase capital outlay from the low point in 1992/93.

In 1992/93 both the state/local and federal expenditures declined significantly. The decline was 1.2 percent in state/local and 15.2 percent in federal, for a 2.0 percent overall reduction. Reductions of that nature obviously make program operation more difficult and must result in a reduction in capital outlay.

Table 11 Capital Outlay as a Percent of Total Expenditures by Program in Secondary Vocational Education Programs

Program Area	1991/92	1992/93	1993/94	1994/95
Business Ed.	11.3	8.3	9.9	12.0
Special Needs	9.6	9.8	15.5	17.7
Trade/Industrial	6.5	6.9	6.3	7.8
Agriculture	3.4	3.1	3.3	4.7
Home Economics	3.5	5.1	3.3	2.9
Special Projects	11.4	22.6	27.5	22.0
Career Orientation	2.6	3.0	2.1	2.0
Cooperative Educ.	4.3	8.3	6.1	2.8
Marketing	2.3	5.4	3.9	3.2
Health	1.1	1.0	10.7	3.5
Total	7.0	6.6	7.4	8.3

Source: Calculated from Table 8 and 10.

As stated earlier in this section, it is difficult to determine exactly what amount is needed to maintain equipment that is current and will be found in the workplace. Capital outlay in the Business Education programs has consistently been in the 8 percent to 12 percent range. It would seem reasonable that the percent should be at least that high. Special needs and special projects have obviously included commitments by the VTED to capital outlay. In 1994/95 the percent of capital outlay in those two areas was 17.7 percent and 22.0 percent, respectively.

Trade and industrial programs appear to be the ones now having the most difficult time developing. They enrolled approximately 11,700 students in 1991/92, but that had increased to 13,500 (+14.9%) by 1994/95. During that same time the expenditures for these programs only increased 6.4 percent, the expenditures per student consistently declined, and the percent of expenditures for capital outlay was never higher than 7.8 percent.

Since the trade and industrial programs are generally found in the vocational service centers, it may be assumed that those centers are having a difficult time surviving. The value of programs found in that area are far too important to the state to allow them to fail or deteriorate to a quality level that would make them of no value.

Needs Assessment Results

Educational Sector

Questionnaires were mailed to a statewide audience of 668 secondary vocational education stakeholders on August 26, 1996. This total included 315 superintendents, 324 principals, 14 secondary vocational center directors, and 15 local secondary vocational directors. A total of 347 completed questionnaires were received for an overall return rate of over 50 percent. Refer to Table 12 for a breakdown of the return rates among the survey population. Educators were surveyed to obtain insight into secondary vocational program student participation rates, ranking of enrollment by program, informational sources used in establishing programs, successful programs for obtaining employment, funding issues, utilization of secondary vocational education centers, training needs, ratings of local job market conditions, and comments for improving the current secondary vocational education program.

Educational Sector Survey Return Rates

Table 12

	Mailed	Returned	Percent
Superintendents	315	163	51.8
Principals	324	164	50.6
Center Directors	14	11	78.6
Local Directors	15	9	60.0
All Respondents	668	347	52.0

Student Participation Rates

"What percentage of your total school district's 7-12th grade enrollment would you estimate participates in secondary vocational education programs?" Over one-third (36.5%) of all respondents asked this question revealed that "between 25 to 49 percent" of their students participate in secondary vocational education programs. An additional 33.0 percent indicated that 50 to 74 percent of 7-12 grade students within their districts participate in these programs. These results are different than participation rates reported by the VTED (Table 3). The difference may be attributed to administrators perceptions regarding traditional vocational programs versus the VTED more inclusive classification of secondary vocational programs. When examined separately, replies from superintendents, principals, and local directors indicated the trend remained the same as for all respondents. However, 70 percent of responding area center directors reported less than a 25 percent participation rate.

In most cases, respondents from the educational sector report significant participation rates in vocational programs among 7-12th grade students. The lone exception was responding area center directors, which view participation rates among 7-12th graders from their perspective at less than 25 percent.

These vocational programs have been in place for an extended period of time. When questioned as to the length of time a secondary vocational education program has been in existence in their location, almost all (94.6%) respondents reported "over 10 years."

Ranking of Enrollment by Program

"Please rank the top three programs in terms of enrollment by placing a one (1) by the program with the highest enrollment, a two (2) by the next highest, and a three (3) by the third highest enrollment." Superintendents, principals, and local directors were given a list of seven programs to rank in terms of enrollment. Business education

was most frequently cited (52.2%) as the top vocational enrollment program. Business education includes such courses as accounting and data processing. A complete listing of enrollment program rankings by surveyed group can be seen in Table 13. Lower ranking programs in terms of enrollment as viewed by superintendents, principals, and local secondary vocational directors included technical education, health occupation education, and occupational home economics. Center directors were given 18 programs to rank in terms of enrollment based upon their occupation-specific offerings. Among responding center directors, automobile mechanics was most frequently cited (33.3%) as the top vocational enrollment program.

Table 13

Ranking of Programs Among Survey Participants

Superintendents, Principals, and Local Directors

Ranked 1st	Percent	Ranked 2nd	Percent	Ranked 3rd	Percent
Business Ed.	52.2	Consumer & Hmker. Ed.	36.0	Consumer & Hmker Ed.	36.2
Agriculture Ed.	28.9	Business Ed.	28.0	Business Ed.	19.2
Consumer & Hmker. Ed.	12.9	Agriculture Ed.	25.0	Agriculture Ed.	17.4
Trade & Industrial Ed.	2.9	Occupational Home Ec.	4.7	Trade & Industrial Ed.	15.3
Occupational Home Ec.	1.9	Trade & Industrial Ed.	4.0	Occupational Home Ec.	5.3
Health Occupation Ed.	0.6	Technical Ed.	2.0	Technical Ed.	3.8
Technical Ed.	0.6	Health Occupation Ed.	0.3	Health Occupation Ed.	2.8

Center Directors

Ranked 1st	Percent	Ranked 2nd	Percent	Ranked 3rd	Percent
Auto Mechanics	33.3	Health Occupations	33.3	Cosmetology	33.3
Auto Body	11.1	Auto Mechanics	22.2	Auto Body	11.1
Bldg./Construction Trades	11.1	Bldg./Construction Trades	11.1	Bldg./Construction Trades	11.1
Commercial Foods	11.1	Computer & Related Tech.	11.1	Commercial Foods	11.1
Radio/TV Broadcasting	11.1	Electronics	11.1	Computer & Related Tech.	11.1
Small Engine Repair	11.1	Small Engine Repair	11.1	Drafting	11.1
Cosmetology	11.1			Welding	11.1

Informational Sources Used In Establishing Programs

"Indicate which of the following sources of information are used in determining which secondary vocational education programs to offer." This question was designed to provide for multiple responses, meaning more than one answer can be given. All respondents were directed to answer. A total of 1,476 responses were given by the 347 respondents. Overall, "student interest" was cited most frequently as a component in vocational program determination. Over one in five of the responses (21.4%) were that of student interest. "Enrollment history information" is also a significant source (17.1%) for determining secondary vocational program offerings among all respondents. Few reported using an "assessment of business/industry," "labor market analysis," or "experience in related business" as decision factors. When examining responses from each of the four educational groups separately, the pattern remained the same, except for center directors. Center directors more frequently cited (than the other three groups) the assessment of business/industry as a component in determining vocational program offerings. Responding center directors concurred with the other three groups in also identifying "student interest" as a significant information source in determining program offerings.

Student interest and enrollment history information are leading sources of information in determining which secondary vocational programs to offer according to the survey results. Assessment of business/industry and analysis of labor market conditions seems to be under-utilized sources of information in determining vocational program offerings, among the majority of respondents from the educational sector.

"For those sources selected, indicate the percentage each plays in the final decision to offer the program." Percentage allocations varied for each respondent making a uniform percentage calculation by information source difficult to determine. Therefore, an "average" or "weighted" percentage was computed by information source to determine respondent's priorities in determining the vocational programs to offer. Among all respondents, an average weight of 35 percent was given to "student interest," an average weight of 26 percent was given to "enrollment history information," and an average weight of 23 percent was given to "recommendations from faculty."

Nearly one-half of all educational sector respondents indicated in a related question that somewhere between 25 and 49 percent of their students who participated in secondary vocational education programs go straight into the workforce without seeking additional training/education.

Successful Programs for Obtaining Employment

"In your opinion, which secondary vocational education program(s) is the most successful in obtaining employment for a student choosing to go straight into the workforce upon graduation from high school?" The question was designed to provide for multiple responses. This allowed for the respondent to indicate several program selections as being successful if deemed appropriate. Business education is viewed by superintendents, principals, and local directors as the most successful (42.3%) secondary vocational program in obtaining employment for a student choosing to go straight into the workforce. These same respondents also indicated that agriculture education (19.3%) and technical education (15.5%) were successful programs for obtaining employment. Center directors, based upon their expanded occupation-specific program offerings, most frequently cited building/construction trades, automobile mechanics, and automobile body repair as successful programs for students choosing to go straight into the workforce upon graduation from high school.

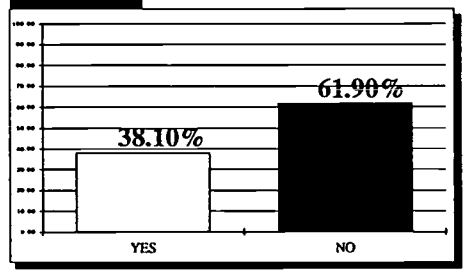
Funding Issues

"On a scale of 1 to 5, indicate the adequacy of funding received. (with 1 representing the least satisfied and 5 representing the most satisfied)" The question of adequacy of funding was directed to both program administration and equipment needs. Generally speaking, respondents indicated funding on each of the issues is inadequate at the present time. Over one-half (53.2%) of all respondents indicated the adequacy of funding secondary vocational programs ranked at a low 1 or 2. Approximately 64 percent of all respondents ranked equipment funding at either a 1 or 2.

In a follow-up question, respondents were asked, *"Given the various distribution methods of secondary vocational technical education funds, do you feel the system is equitable?"* Nearly 62 percent of all respondents from the educational sector view the current funding distribution method as inequitable. Obviously, these results point to the seriousness of funding issues related to the state's secondary vocational education program.

Opinions Regarding Equitable Distribution Methods of Funding

Chart 1



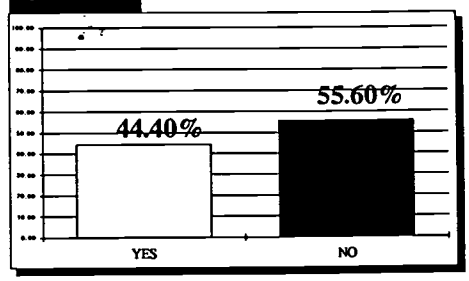
Utilization of Secondary Vocational Educational Centers

"*Does your school send students to Secondary Vocational Centers?*" Only superintendents, principals, and local secondary vocational directors were asked this question. On an aggregate basis, approximately 56 percent of the respondents reported not sending students to area vocational centers. Frequently cited reasons for not sending students to area centers included transportation and scheduling problems. Many commented that the centers currently in operation were not close in proximity to their schools. Therefore, traveling time to and from the centers would be prohibitive for the students.

"*How can usage of secondary area vocational centers be increased?*" This question was directed to respondents that do not send students to secondary area vocational centers. Frequently mentioned comments for increasing usage included having area centers located closer to schools. Several respondents indicated that curriculum offerings at area centers need to be more diverse with the inference being some current courses are not needed.

Are Students Being Sent to Secondary Area Vocational Centers?

Chart 2



Training Needs and Occupational Demand

"*What do you consider to be the top three training needs in order to achieve gainful employment within your community?*" All of the four educational sector groups were given the opportunity to answer this question. Computer training was named most frequently among all respondents. Technical skills training and basic education were other frequently mentioned training needs as viewed by educational sector respondents.

"*In your opinion, which occupational categories do you think will be in the most demand within the next three (3) years?*" This question was designed to provide for multiple responses. A total of 764 responses were given. The largest percentage of educational sector respondents indicated that skilled technical workers (39.9%) would be the occupational category in the most demand within the next three years. Skilled technical workers were followed by service-oriented personnel (34.0%), clerical personnel (12.0%), managerial/professional personnel (6.5%), unskilled production laborers (6.0%) and other miscellaneous occupations (1.4%).

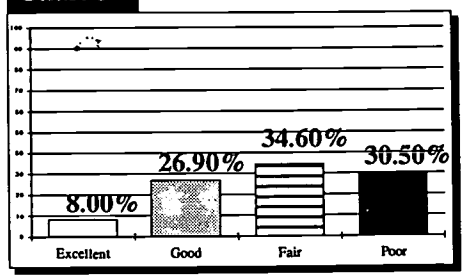
Survey results indicate training needs as viewed by the educational sector seem to be geared towards computer and technical knowledge as evidenced by the estimated demand for skilled technical workers within the next three years.

Ratings of Local Job Market Conditions

"*How would you rate the job market within your community?*" The majority of respondents (65.1%) view job market conditions in their local communities as less than favorable. A very small percentage (8.0%) indicated a rating of "excellent," leaving approximately 26 percent of respondents rating their local job market conditions as "good." Refer to Chart 3 for a graphic display of the results.

Rating of Job Market Within Your Community

Chart 3



Comments

"*Please provide comments regarding any improvements you feel are needed in Arkansas' current secondary vocational education program.*" Comments provided by educational sector respondents reflected their concerns about secondary vocational education. Various funding issues were discussed, as were concerns about meaningful curriculum so that the needs of the student could be better served. In addition, the need for more Area Vocational Centers was cited along with thoughts of combining vocational-technical education with general education in the State Department of Education. Some of the common areas of concern are summarized below. Appendix F provides a complete listing of verbatim comments.

1. Funding needs to reflect actual costs of programs. The old add-on weights more adequately addressed these expenditures and were more equitable than current funding procedures.
2. Update course offerings to reflect what is needed by the student to be successful in the workforce, i.e. computer training, welding, plumbing, and construction.
3. Funding for modern up-to-date equipment and software that is used in the workforce so that the student is prepared and can be competitive in the job market.
4. While agriculture programs are still needed, these too need to be updated regarding technology for modern farming.
5. More Secondary Vocational Centers are needed so that all students are afforded the opportunity of access.
6. Secondary vocational education should be completely contained within the State Department of Education, eliminating two separate divisions.

General Public Sector

A public hearing was held in Little Rock on August 20, 1996 at the Arch Ford Education Building. The hearing was designed to obtain commentary on issues regarding (1) what are the opinions on current methods of vocational funding for secondary schools in Arkansas? and (2) what are the needs in various areas of the state for secondary vocational programs and how are the needs determined? A complete verbatim listing of the written comments received can be reviewed in Appendix E.

A total of 53 persons, representing various school districts across the state, attended the hearing. Information presented within this section of the report is based on written comments provided by hearing attendees, as well as comments received via mail and fax from other interested parties. Among those providing commentary, secondary vocational education is viewed as a valuable resource and an integral part of the total educational package for the citizenry of Arkansas. Several respondents cited a similar statistic that between 75 and 80 percent of our high school graduates do not complete a 4 year college (bachelor's degree) education. Therefore, secondary vocational education serves an important role in preparing this population with both life skills and marketable job skills. Many respondents expressed common areas of concern with the current secondary vocational education system. Some of these common areas and ideas for improvement are identified as follows:

The vast majority of high school graduates do not complete a 4-year college degree. Consequently, many high school graduates either pursue a 2-year technical college education or venture directly into the workforce. Secondary vocational education serves as a preparatory training component in the educational process by providing life skills and marketable job skills.

1. **Secondary vocational education needs to have a clear vision/mission and strong leadership at the state level.**
2. **Management of secondary vocational education programs can be better handled at the local level. Facility, equipment, and program needs vary across the state. Local school districts are in a better position to assess and evaluate those needs.**
3. **Targeted funding needs to be earmarked for the general support of secondary vocational education programs. Vocational programs are inherently more expensive to operate than traditional academic programs. Sufficient funds should be allocated to provide for maintenance, operation, and capital expenditures for updating equipment and facilities.**
4. **A monitoring system needs to be in place to track revenues and expenditures for secondary vocational education programs. Currently, decision-makers are not able to get timely and accurate feedback on these monies.**
5. **Increased resources and emphasis need to go toward the training of counselors and teachers involved in secondary vocational programs.**
6. **Area secondary vocational centers need to be funded at a level sufficient to meet the job needs of the areas they serve. Sufficient funding should be allocated to provide for maintenance, operation, and capital expenditures for updating equipment and facilities.**

In addition to the aforementioned common areas of concern expressed by respondents, various individual issues and funding ideas were given. Thus reiterating the overall interest and concern in the future of secondary vocational education in Arkansas.

It's interesting to note that junior high school students also have expressed an interest in the future of secondary vocational education. What follows are selected comments received from students by mail in response to the public hearing announcement.

"I think vocational classes are great! Home economics is really educational. It teaches students how to cook, sew, take care of children, etc. I don't have C.O. until next semester, but I think it will be great too. Students will get the chance to know what their occupation is going to be like, what they want to do when they grow-up. Vocational classes are great fun!"

"I think vocational classes are pretty cool. They help you to catch up in a world that is growing technologically. Personally, I didn't know too much about computers before I took keyboarding. I am just beginning eighth grade. Hopefully, I'll learn more about computers in this class. I can share the information with my parents then maybe we can use some of the things I learned in this class on my own computer at home."

"To me vocational classes are very important. Businesses in the world today are using computers and if we don't learn how to use them in school, some kids will never have the opportunity to learn how to use them. That may cause some people to not be able to get a job. Thank you for your time."

"I am going to be a welder when I grow-up. My father is a welder, and he welds cars and all kinds of neat things. That is why I want to be a welder when I grow-up."

"I think we should have these kinds of classes in Junior High and High School because it gets us ready for stuff we will have to do as we get older. More of us might get good paying jobs. That's my opinion."

Industry Sector

Industry's input regarding training needs is based primarily on data collected from a statewide employer survey conducted for the Arkansas Department of Higher Education (ADHE), Technical Education Division in December of 1995.[4] Although the primary intent of this research was geared toward obtaining results applicable to program offerings at two-year technical colleges within the state, selective results can be used for comparison purposes at the secondary educational level. Administration of the survey included mailings to a randomly selected group of 2,500 Arkansas employers. A total of 834 employers responded for a return rate of 33.4 percent. These respondents represented the following cross-section of industrial sectors; manufacturing (SIC 20-39), retail trade (SIC 52-59), depository institutions (SIC 60), health services (SIC 80), and social services (SIC 83).

Recent studies indicate a lack of well trained employees is a problem among Arkansas manufacturers.

Is a lack of well trained employees a problem in Arkansas? A 1992 survey among a select group of approximately 600 Arkansas manufacturers indicates that a lack of trained workers is a significant problem in the manufacturing community.[5] A separate study conducted in 1994 provides further support of the need for employee training among Arkansas manufacturers. In March of 1994, a survey was conducted among 932 Arkansas manufacturers deemed likely to employ one of the three targeted apprenticeable occupation groups under study. The intent of this survey was to obtain primary data on a variety of issues regarding youth apprenticeship training. One of the key findings in the study was that the majority of respondents (63.9%) indicated they have trouble getting the skilled labor needed to perform the job in the workplace.[6]

According to survey results both employers and secondary educators are in general agreement on the need for computer training for prospective employees.

If a lack of well trained employees is a problem as indicated from previous studies, then what specific areas are viewed as being the top training needs within the state? According to the ADHE employer survey, computer training was the most frequently mentioned top priority training need on a statewide basis. Employers also frequently cited management and skilled trades and crafts as other statewide training needs. On an aggregate basis, educational respondents (Superintendents, Principals, Vocational Center Directors, and Local Secondary Vocational Directors) across the state also viewed computer training as the top training need. Computers are an integral part of today's workplace. Computer applications span from the office floor to the shop floor and from the manufacturing plant to the fast-food restaurant. Basic familiarity with com-

[4] McManus, Davis, and Cook, *A Statewide Employer Technical Education Needs Assessment*, 2.

[5] McManus, Davis, and Cook, *1992 Economic Development Needs Survey Research Results*, March 29, 1993. (UALR/IEA publication no. 93-10).

[6] McManus, Davis, and Cook, *A Summary of the Survey Results Among Selected Arkansas Manufacturers Regarding Youth Apprenticeship Programs*, June 13, 1994. (UALR/IEA publication no. 94-18).

puters and their applications are becoming increasingly important. Educators also viewed "technical skills" and "basic education" as significant training needs in order to achieve gainful employment.

Which occupational categories will be in the most demand within the next three years? According to the ADHE study, employers indicated that skilled/technical workers would be the occupational group which would be in the most demand within the next three years followed by production laborers (unskilled), service-oriented personnel, managerial/professional personnel, and clerical personnel. Responding secondary educators also view skilled/technical workers as the occupational category which will be in the most demand within the next three years, followed by service-oriented personnel and clerical personnel.

Secondary vocational education is positioned to fill the niche of providing preparatory employment skills that are in demand.

Recent survey results from both employers and secondary educators statewide give an indication of the need for vocational education in Arkansas. Computer and technical skills are viewed by both respondents as needed educational components in the workplace. In addition, both surveyed groups view the skilled/technical worker as the employment category which will be in the most demand within the next three years. Secondary vocational education is positioned to fill the niche of providing preparatory employment skills that are in demand.

Concluding Comments

Secondary vocational education programs are obviously important to the future economic and social growth of the people of Arkansas. Since only about 50 percent of high school graduates will attempt postsecondary education, and many of those will persist for only a short period of time, the value of vocational programs for secondary education students and the state should not be underestimated. However, the program must be carefully planned, delivered, and regularly evaluated so that the benefits can be maximized within the available funding. Although there would appear to be sufficient evidence to support additional funding, major increases may be an elusive goal in the near future. This may be due to mounting pressures for tax reductions and more efficient operations throughout the spectrum of government, education, and business.

Secondary vocational education programs are obviously important to the future and social growth of the people of Arkansas.

In spite of weaknesses in the present programs that need to be addressed, significant credit is due the VTED in the efforts that have been made to develop secondary vocational programs for the people of Arkansas. Continued such efforts, accompanied by stronger data management and planning activities, have great potential for serving the state even better in the future.

Appendix

APPENDIX A

Directions: Please indicate your responses for each question in the following manner:
☑ Where a box appears check only one response unless otherwise indicated.
_____ Where a line appears write in a number, brief description, or comment.
Give only one answer to each question, unless otherwise indicated.
After you have completed the questionnaire, fold, staple closed, and return. The prepaid mailer is on the other side.

1. How long has a secondary vocational education program been in existence within your district?
☐ Less than 5 years ☐ 6 to 10 years ☐ Over 10 years

2. What percentage of your total school districts 7-12th grade enrollment would you estimate participates in secondary vocational education programs?
☐ Less than 25% ☐ 25% to 49% ☐ 50% to 74% ☐ 75% to 100%

3. Listed below are secondary vocational education programs offered in participating schools throughout the state. Please rank the top three programs in terms of enrollment in your district by placing an one (1) by the program with the highest enrollment, a two (2) by the next highest, and a three (3) by the third highest enrollment.

___ Agriculture Education
___ Business Education
___ Consumer and Homemaker Education
___ Occupational Home Economics
___ Health Occupation Education
___ Technical Education
___ Trade and Industrial Education
___ Other_____

4. Indicate which of the following sources of information are used in determining which secondary vocational education programs to offer within your school district. *Check all that apply.*

☐ Advisory Council recommendations
☐ Experience in related business/industry
☐ Review of professional journals
☐ Recommendations from faculty
☐ Enrollment history information
☐ Assessment of business/industry
☐ National, state, and local labor market needs analyses
☐ Student interest
☐ Recommendations from school board
☐ Other_____

5. For those sources selected in Question 4, indicate the percentage each plays in the final decision to offer the program. *Percents should add to 100%.*

___% Advisory Council recommendations
___% Experience in related business/industry
___% Review of professional journals
___% Recommendations from faculty
___% Enrollment history information
___% Assessment of business/industry
___% National, state, and local labor market needs analyses
___% Student interest
___% Recommendations from school board
___% Other_____

6. In the past three years, what percentage of students within your district, who participated in secondary vocational education programs, went straight into the workforce without seeking additional training/education?
☐ Less than 25% ☐ 25% to 49% ☐ 50% to 74% ☐ 75% to 100%

7. In your opinion, which secondary vocational education program(s) is the most successful in obtaining employment for a student choosing to go straight into the workforce upon graduation from high school? *Check all that apply.*

☐ Agriculture Education
☐ Business Education
☐ Consumer and Homemaker Education
☐ Occupational Home Economics
☐ Health Occupation Education
☐ Technical Education
☐ Trade and Industrial Education
☐ Other_____

8. On a scale of 1 to 5, indicate the adequacy of funding your district receives for secondary vocational education programs. *(With 1 representing the least satisfied and 5 representing the most satisfied.) Circle one.*

1 2 3 4 5

9. On a scale of 1 to 5, indicate the adequacy of funding your district receives for equipment used in secondary vocational education programs. *(With 1 representing the least satisfied and 5 representing the most satisfied.) Circle one.*

1 2 3 4 5

10. Given the various distribution methods of secondary vocational technical education funds (*i.e. add-on weights, etc.*), do you feel the system is equitable?

☐ Yes ☐ No

11. Does your school district send students to Secondary Area Vocational Centers?

☐ Yes **IF YES: Skip to Question 12** ☐ No **IF NO: Answer Questions 11a and 11b**

11a. Why not? *Check all that apply.*

- ☐ Budgetary issues
- ☐ Administrative burdens
- ☐ Transportation problems
- ☐ Courses offered not relevant for our needs
- ☐ Scheduling difficulties
- ☐ Other _____

11b. How can usage of secondary area vocational centers be increased?

_____

_____

_____

12. In your opinion, which occupational categories do you think will be in the most demand within the next three (3) years? *Check all that apply.*

- ☐ Managerial/Professional
- ☐ Production Laborers (unskilled)
- ☐ Clerical
- ☐ Skilled/Technical workers
- ☐ Service-Oriented
- ☐ Other

13. What do you consider to be the top three training needs in order to achieve gainful employment within your district?

1. _____ 2. _____ 3. _____

14. How would you rate the job market within your district?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

15. In the space below, please provide comments regarding any improvements you feel are needed in Arkansas's current secondary vocational education program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. In your opinion, which secondary vocational education program(s) is the most successful in obtaining employment for a student choosing to go straight into the workforce upon graduation from high school? *Check all that apply.*

☐ Appliance Repair	☐ Graphic Arts
☐ Auto Body	☐ Health Occupations
☐ Auto Mechanics	☐ Horticulture
☐ Building/Construction Trades	☐ Machine Shop
☐ Commercial Foods	☐ Metal Trades
☐ Computer and Related Technology	☐ Printing
☐ Cosmetology	☐ Radio/TV Broadcasting
☐ Drafting	☐ Small Engine Repair
☐ Electronics	☐ Welding

☐ Other_____(*Please specify*)

8. On a scale of 1 to 5, indicate the adequacy of funding your Center receives for secondary vocational education programs. *(With 1 representing the least satisfied and 5 representing the most satisfied.) Circle one.*

1 2 3 4 5

9. On a scale of 1 to 5, indicate the adequacy of funding your Center receives for equipment used in secondary vocational education programs. *(With 1 representing the least satisfied and 5 representing the most satisfied.) Circle one.*

1 2 3 4 5

10. Given the various distribution methods of secondary vocational technical education funds (*i.e. add-on weights, etc.*), do you feel the system is equitable?

☐ Yes ☐ No

11. How can usage of secondary area vocational centers be increased?

_____

_____

12. In your opinion, which occupational categories do you think will be in the most demand within the next three (3) years? *Check all that apply.*

☐ Managerial/Professional	☐ Production Laborers (unskilled)
☐ Clerical	☐ Skilled/Technical Workers
☐ Service Oriented	☐ Other_____

13. What do you consider to be the top three training needs in order to achieve gainful employment within your service area?

1._____ 2._____ 3._____

14. How would you rate the job market within your service area?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

15. In the space below, please provide comments regarding any improvements you feel are needed in Arkansas' current secondary vocational education program.

_____

_____

_____

_____

_____

APPENDIX B

Directions: Please indicate your responses for each question in the following manner:

☑ Where a box appears check only one response unless otherwise indicated.

_____ Where a line appears write in a number, brief description, or comment.

Give only one answer to each question, unless otherwise indicated.

After you have completed the questionnaire, fold, staple closed, and return. The prepaid mailer is on the other side.

1. How long has a secondary vocational education program been in existence at your location?

☐ Less than 5 years ☐ 6 to 10 years ☐ Over 10 years

2. What percentage of your total area's 7-12th grade enrollment would you estimate attend your Secondary Area Vocational Center?

☐ Less than 25% ☐ 25% to 49% ☐ 50% to 74% ☐ 75% to 100%

3. Listed below are secondary vocational education programs offered in participating schools throughout the state. Please rank the top three programs in terms of enrollment at your Center by placing an one (1) by the program with the highest enrollment, a two (2) by the next highest, and a three (3) by the third highest enrollment.

____ Appliance Repair
____ Auto Body
____ Auto Mechanics
____ Building/Construction Trades
____ Commercial Foods
____ Computer and Related Technology
____ Cosmetology
____ Drafting
____ Electronics
____ Graphic Arts
____ Health Occupations
____ Horticulture
____ Machine Shop
____ Metal Trades
____ Printing
____ Radio/TV Broadcasting
____ Small Engine Repair
____ Welding
____ Other_____(*Please specify*)

4. Indicate which of the following sources of information are used in determining which secondary vocational education programs to offer at your Center. *Check all that apply.*

☐ Advisory Council recommendations
☐ Experience in related business/industry
☐ Review of professional journals
☐ Recommendations from faculty
☐ Enrollment history information
☐ Assessment of business/industry
☐ National, state, and local labor market needs analyses
☐ Student interest
☐ Recommendations from school board
☐ Other_____

5. For those sources selected in Question 4, indicate the percentage each plays in the final decision to offer the program. *Percents should add to 100%.*

____% Advisory Council recommendations
____% Experience in related business/industry
____% Review of professional journals
____% Recommendations from faculty
____% Enrollment history information
____% Assessment of business/industry
____% National, state, and local labor market needs analyses
____% Student interest
____% Recommendations from school board
____% Other_____

6. In the past three years, what percentage of your students who participated in secondary vocational education programs went straight into the workforce without seeking additional training/education?

☐ Less than 25% ☐ 25% to 49% ☐ 50% to 74% ☐ 75% to 100%

APPENDIX C

Public Hearing Attendance List

1. James A. Bridges, Mountainburg
2. Dr. Benny Goodman, Fort Smith Public Schools
3. Ms. Cathy Williams, Fort Smith Public Schools
4. Unice H. Lattmer, VTED
5. Mr. Jeff Britt, Lake Hamilton Public Schools
6. Mr. Dick Burchett, VTED
7. Emanuel.....
8. Mr. Melvin Daniel, Lake Hamilton Public Schools
9. Ms. Mary Ellen Koettel, VTED
10. Mr. Frank Scotts, DMEC
11. Mr. Truman Pew, Russellville Area Vocational Center, Russellville School District
12. Ms. Janice Hanlon, VTED
13. Ms. Edith Ehrmann, VTED
14. Mr. Mary Williams, VTED
15. Ms. Carol Green, Little Rock School District
16. Mr. Paul Brewer, Camden-Fairview, Camden-Fairview Public Schools
17. Ms. Mary Swope, STW Coordinator, State of Arkansas
18. Ms. Loretta Price, University of Arkansas at Pine Bluff
19. Mr. Curtis Merrell, Arkansas River Valley ESC
20. Dr. Gary Chamberlin, University of Arkansas at Little Rock
21. Charlie Brown, VTED
22. Mr. Fred Robinson, ARESC, Pine Bluff, Arkansas
23. Dr. John Shelnutt, University of Arkansas at Little Rock
24. Mr. Mark McManus, University of Arkansas at Little Rock
25. Mr. John Davis
26. Carmika Turner, Area Vo-Tech, Jonesboro, Arkansas
27. Mr. Bob Stephens, Jonesboro Public Schools
28. Ms. Ella M. Walker, Parkview High School, Little Rock School District
29. Ms. Mary Chambers, Jonesboro, Arkansas Area Vo-Tech
30. Mr. Harold L. Rand, AVC, Jonesboro, Arkansas
31. Mr. John Tyler, Conway High Schools
32. Mr. Floyd Wasburn, FRIGIDAIRE, Conway, Arkansas
33. Mr. Bill Thomas, Conway Public Schools, Conway, Arkansas
34. Mr. Hervey Galloway, VTED
35. Mr. Jerry Yak, Kirby High School, Kirby Public Schools
36. Ms. Liz Tyler, Conway High School, Conway School District
37. Ed.....Jonesboro
38. Dr. Sally Carter, VTED
39. Mr. Robert W. Kizer, Monticello Arkansas Area Vocational Center
40. Mr. Clayton Castleman, Vocational Education Director, Stuttgart Public Schools
41. Eiv Palitillo, Alexander, Arkansas
42. Debbi Goodell-Dawson Education COOP
43. Maum.....VTED

44. Ms. Marilyn Roland, Great Rivers Educational Co-Op., Helena, Arkansas
45. Justina Section, Helena
46. Mr. Rodney Wiedon, Quitman, Arkansas Public Schools
47. Mr. Don Harlan, VTED
48. Mr. Travis Hopper, Camden-Fairview/Camden Career Center
49. Mr. Bob Carpenter, Jefferson County Workforce Alliance
50. Ms. Linda Killian, Pine Bluff, Arkansas
51. Ms. Carolyn Castleman, Stuttgart High School, Stuttgart Public Schools
52. Ms. Wanda K. Goree, University of Arkansas at Pine Bluff
53. Mr. Troy Buck, Amity Public Schools

APPENDIX D

Public Hearing Speaker List

1. Mr. Curtis Merrell, Director-Coop, Arkansas River ESC - Pine Bluff
2. Mr. Fred Robinson, Coordination of Apprentice Programs, ARESC
3. Mr. Troy Buck, Vocation Education Teacher, Amity School
4. Mr. Bob Stephens, Drafting Instructor, Jonesboro Area Vocational Center
5. Mr. John Tyler, Principal, Conway High School
6. Ms.. Liz Tyler, School-to-Work Coordinator, Conway High School
7. Mr. Floyd Washburn, FRIGIDAIRE, Conway, Arkansas
8. Mr. Bill Thomas, Director of Vocational Education, Conway Public Schools
9. Mr. Robert Kizer, Director of Area Vocational Center, Monticello, Arkansas
10. Mr. Benny Gooden, Superintendent, Fort Smith Public Schools
11. Mr. Clayton Castleman, Vocation Education Director, Stuttgart Public Schools
12. Ms. Wanda K. Goree, Program Coordinator, University of Arkansas Pine Bluff
13. Mr. Bob Carpenter, Workforce Alliance Coordinator, Pine Bluff, Arkansas

APPENDIX E

Public Hearing Comments

UNIVERSITY OF ARKANSAS AT PINE BLUFF COOPERATIVE EDUCATION DEPARTMENT

My name is _____and I am employed at the University of Arkansas at Pine Bluff in the Cooperative Education Program. As a Program Coordinator/Job Developer I counsel students on career opportunities and develop internships. My students work throughout the continental United States for private industry and federal agencies. I have found that students who are able to gain valuable work experience prior to graduating from college are more focused academically, more confident socially, have better self-esteem, more career focused, and apt to be employed upon graduation and learn work ethics!

I have found that students cannot learn everything from a theoretical standpoint for everyday practical application. Furthermore, many people understand work theorems better when they can have "hands-on " experience. If colleges have understood this practice since 1906, surely secondary educational providers should understands its importance in 1996! Many high school students will never seek out a college education, but they plan to make money. They will earn this money legally or illegally depending on the need and the circumstance. A large percentage of Arkansas employers are in manufacturing. These employers are not seeking to hire a large number of white collar workers, but rather are seeking well trained blue-collar workers. Some counties in Arkansas have a disproportionate number of high school drop-outs. General education does not hold these student's interest, therefore, they become another statistic. Schools are going to have to continue to go beyond the 3 R's curriculum; I believe vocational education is one of those ways. Youth are not any different that adults; many of them learn better by doing. Vocational education will help many youth see the practicality of education and the need to be prepared for the workforce. Please I implore the legislature and the educational community to not disband vocational education programs or eliminate funding.

STUTTGART PUBLIC SCHOOLS

Thank you for the opportunity to address some concerns that I have about vocational education and the direction in which we are heading in Arkansas.

1. Funds generated in vocational education need to be traceable from the State Department of Education in order that superintendents may have some idea of the amount of funds Vocational Education is generating in their district. Without this, superintendents have no idea of how many funds are generated by their Vocational Education programs versus the cost of that program. While programs should not be totally driven by the amount of money they generate, many superintendents may be more inclined to improve their vocational programs if they realize how much money is actually generated by them.

2. Management of the programs needs to be returned to the districts rather than micro-managed by the state. We at the local level know more of what we need than a person sitting in Little Rock who is not familiar with local needs. Equipment requirements vary across the state depending on the business, industry, and agricultural needs of that community. We should be in the business of educating students to go to work in our communities using equipment and technology available to that industry in our particular location. It makes very little sense to train students for the job market that exists in other parts of the state and not in our local area. By the same token, vocational educators must become keenly aware of the needs in their local

area. Make local school districts responsible for results, not just additional paperwork and procedures. By doing this we can improve the quality of education in the state.

3. While state equipment money is provided in a smaller amount for updating of equipment, it is not sufficient to begin to update equipment that is needed in the technological age. If the legislature is not willing to appropriate money earmarked for capital improvement, we at the local level need to be able to carry equipment money from one year to the next in order that we may purchase some of the more costly equipment for this fund. Presently, we either have to spend it or lose it.

4. No new mandates or minimum equipment requirements should be required until funds are provided to meet these new mandates and the minimum requirements.

5. Area vocational centers should be funded at a sufficient level to make them competitive and to meet the needs of the area that they serve. It's time to quit playing games and either fund these centers or lose them.

6. More counselors need to be provided that are trained in not only college prep curriculum but also in Tech Prep curriculum. The number of counselors that we now have is totally ineffective to carry on a counseling program that is needed in the local schools.

7. The State Board of Education should be urged to employ a director for Vocational Education for the State of Arkansas. State law requires that we have two separate divisions and that two separate directors should be employed. The legislature is the only governing body that can change this law. The State Board of Education should stop trying to circumvent law and hire a director. If in the event the legislature in its wisdom merges the two departments back together, the job should be opened and a director hired for both divisions--not one director automatically hired to fill the new position.

FORT SMITH PUBLIC SCHOOLS

In the response to the request for public comment regarding the future of secondary vocational education in Arkansas, I am pleased to address the following issues:

ESTABLISHMENT OF CLEAR VISION

The lack of a clear vision for secondary vocational education as it relates to general education and post-secondary training is detrimental to the development of consistent instructional programs and the establishment of a clear purpose which can be communicated to students. A focus which is easily understood, which provides a variety of options and which encourages students to pursue rigorous curricular offerings is essential. The ambiguity which has characterized Tech/Prep, School-To-Work, and overall work force development has fragmented support among educators, business leaders, students and the public at large.

A group of well-defined and understandable objectives with adequate support from various constituencies must be achieved if vocational education and training is to continue in the secondary schools. Frequent change in nomenclature and the announcement of new initiatives by federal, state, or local planners detract from the overall purpose.

DEVELOPMENT OF SIMPLE AND ADEQUATE FUNDING PLAN

The passage of Act 917 of 1995 eliminated targeted funding for the general support of secondary vocational programs in Arkansas schools. However, the Act contains an expenditure requirement determined by the number of students enrolled in vocational training in the prior school year. This very format will result in a disincentive for schools to offer vocational programs as opposed to encourage program expansion. Although the prior funding methodology involving numerous "weights" was possibly too complicated, the weighted-pupil method of allocating vocational funding relative to anticipated costs is a reasonable method of supporting high-cost vocational programs. Failure to provide financial incentives and assistance to school districts wishing to improve vocational opportunities will ultimately result in a loss of interest in many school districts.

The current provisions for limited start-up funds for new programs will not sustain secondary vocational programs for the long term. Adequate equipment assistance targeting not only new programs but replacement assistance for obsolete technology is essential if secondary vocational programs are to be comparable to the workplace which lies ahead for students.

ARTICULATION OF TEACHER TRAINING

Significant changes must be made in the training provided by higher education institutions if an adequate supply of technologically current vocational instructors is to be available. The lack of adequately trained instructors for industrial technology and other emerging vocational fields impedes local initiatives designed to develop programs which respond to industry needs.

Business and industry must participate in the continual training of vocational educators by providing funded opportunities for internships which will maintain the awareness and applicability of current industry workplace standards. Programs such as that currently operated by the Arkansas Wood Products Manufactures Association should be replicated in other areas if the expectations of business and industry are to be adequately conveyed in the classroom.

COORDINATION, COMMUNICATION AND COOPERATION

Complete communication among vocational education, general education and higher education essential if the planned programs are to succeed in delivering a comprehensive preparation for students. Our target must be student success not institutional turf. The establishment of complex pathways which may appear contradictory to parents, students, and educators is counterproductive as the a larger mission of preparing today's secondary students to become tomorrow's productive adults continues.

While the Arkansas General Assembly has the ultimate authority for continuing separate divisions, combining divisions, or effecting other changes, the imperative for success lies in a combined sense of mission and procedures to accomplish the goals for students.

I hope that these comments will be useful as the Advisory Council for Vocational - Technical Education reviews the future of Arkansas' secondary vocational preparation programs.

CONWAY HIGH SCHOOL
CONWAY SCHOOL DISTRICT

We understand that there is much discussion about merging the two education divisions: general education and vocational education. The rumor is that vocational education programs would be placed under general education control.

The goal of general education is to prepare students for higher education. They have worked hard in previous years to raise the standards for students to make sure that they enter college without redemption.

The problem is that 75% of our students are not graduating from college for many different reasons. As a principal of a high school with 1650 students, I feel education must meet the needs of this 75%. These students must have the knowledge they need to get good jobs. Vocational education has targeted these students.

Strong representation for the targeted 75% cannot be provided with the current general education division in control.

MONTICELLO SCHOOLS & MONTICELLO AREA VOCATIONAL CENTER

Please accept my thanks for the opportunity to express some concerns about funding Vocational Education Programs in the Arkansas Education System. I presently serve as President of the Local Vocational and Area Center Director's Association. During my 36 years as a vocational educator with 23 years of those as a vocational director in Arkansas, I have experienced several methods of funding.

I believe all will agree vocational education is expensive education. I think all will agree that vocational funding is a bargain compared to correctional institutions (rehabilitation) or welfare costs.

During the last 36 years I have been involved with the training of hundreds of students. Instructors have prepared youth in programs that were sufficiently funded and many that were not. We in Arkansas find ourselves in the same situation, all the way from model programs to programs with teacher funding only, with nothing left for supplies and equipment.

In order to fund programs that will provide a well trained workforce for the future, a program needs to be designed that will take into account the wide range of costs for the various programs offered. It cost much more to train a student in welding or machine technology course is much higher than a math or English course. The cost also vary across the state depending on support from local business and industries. The areas of the state needing the most help often have the least industrial development, thereby causing a bigger burden on the state of local district.

The success of secondary programs clearly supports the idea that skilled training can and must begin at the high school level. In years past young people had work experiences at home. Today we have seniors graduating from high school that simply do not know how to work and have no idea about work ethics. Vocational teachers can't teach these students unless they are enrolled in a class, and have a well equipped training program.

Many of today's outstanding leaders and professionals received their training in small towns and communities in rural Arkansas that had well equipped and supervised agriculture and home economics programs. These programs were equipped with mostly federal dollars with

regulations requiring quality programs and well trained instructors. These students were taught how to work, work ethics, problem solving, and used these work experiences as a base to become the successful business men and women of today.

Area vocational schools were introduced in Arkansas and nation wide during the sixties. These schools were established to provide skill training mostly to a group of small schools that could not afford to set up training programs of their own. They were funded by both state and local funding. That need has not changed in rural Arkansas today.

Large and small districts alike are having difficulties in providing properly equipped programs under their existing funding structure.

Tuition for students enrolled in area centers has increased from $150.00 per year to approximately $948.00 per year. Many districts are unable to make this increase fit local budgets; thereby, they are keeping students on campus. This same cost applies to the school district operating the area centers. Most school districts operating area centers have had to supplement the operating cost of centers, thereby causing and additional funding burden not shared by the sending schools.

We in vocational education realize that you have a very difficult task. We also know there is a need to provide sufficient funding for vocational programs.

I would like for a funding program to provide the following:

1. Sufficient funds that would provide quality programs in a local school or area vocational center.

2. Provide funds that would be consistent with the wide range of course offering costs.

3. Funding that would not be a burden on the school district whether operating local programs or sending to a vocational center.

4. Provide funding so that students could access vocational education in state wide in a local program or at an area vocational center.

5. Provide funds so that the state vocational department will be able to provide leadership, monitoring, and other support services as in the past. We need a strong department of vocational education at the state level.

6. Special equipment funding should be continued and even increased so that existing equipment can be repaired, updated, or replaced.

7. Area Center funding should include funds for maintenance, operation, and updating of facilities and equipment.

8. Funding for local programs should have a method that would provide a means to track receipt of and expenditure of all vocational funds.

AREA VOCATIONAL CENTER
JONESBORO, ARKANSAS

We the staff and administration at the Area Vocational Center in Jonesboro, Arkansas, have many concerns regarding secondary vocational education. These concerns stem from the fact that industry is demanding better qualified employees. With decreasing funds and the new funding formula we are not able to keep up with demands of industry. We believe we can produce graduates with the high tech skills that industry is seeking, if we are provided adequate funding.

Specific areas of concern are:

1. Since all funds for vocational centers are now going through local school districts, various school districts are opting to spend funds locally rather than send students to a vocational center. Most local programs cannot provide the high tech equipment to meet industries' needs.

2. There are no separate funds for transporting students to area centers. Area districts are reluctant to spend funds for transportation when the funds can be used locally.

3. Some programs at area centers have already closed because of lack of support which stems from the reluctance of local districts to spend funds at vocational centers. We see the demise of the "center" concept if funds are not made available and designated for specific purposes (i.e. transportation, equipment, maintenance of facilities, etc.)

4. Nothing is being done to improve the image of vocational education in Arkansas. Therefore, the quality of students continues to decline. Industry is demanding students with technical skills over the traditional four year college graduate.

We are concerned that even with the increased demand for employees with levels of technical skills, vocational education seems to have been brushed aside by those who really don't understand industry and the skills that are needed to keep America running and competitive.

AVATA LEGISLATIVE LIAISON

I appreciate the opportunity to voice my concerns about secondary vocational-educational funding. We are all aware that quality vocational programs at the high school level are by nature more expensive than most of the academic courses because of additional space, extended contracts for teachers, laboratory equipment, supplies, and in some cases smaller classes. Unless we provide some relief in the way of reimbursement to schools to offer these courses, it will be a very short time until we will not have vocational education in the high schools. Since less than 20% of our students currently graduate from college, this means that we will not be offering training for the better than 80% of the population.

The current stipulation in the formula makes it even more difficult by penalizing those schools who offer quality vocational education. We must correct this situation and put enough emphasis and money into vocational education to offer students who are not going to receive a college degree some sort of education and training in our high schools.

We have spent over a year trying to devise a plan that will provide schools with enough incentive to offer these courses and still require them to put forth local effort to operate these

programs. We have devised the following plan for vocational agriculture, but it can be readily adapted to all of the other secondary disciplines of vocational education.

First: Reimburse 25% of each teacher's contract salary. This will partially cover the extended contract and insure time for quality SAEP and other summer activities necessary for a vo.ag.programs.

Second: A set-aside amount of $5000.00 for each approved program to cover the cost of extra space, equipment, utilities and other added costs of the program.

Third: $35.00 for each student enrolled to cover costs of VSO membership, travel, supplies, and other materials necessary for vocational classes that are not required in regular academic classes.

The total cost of this plans within a few dollars of the amount of money received by the secondary school for vocational agriculture under the add-on system of funding. By adjusting the amounts and breakdowns, the same can be done with the other vocational courses.

We believe this to be a fair and equitable way to insure that vocational education continues in the state of Arkansas so that we can continue to provide living skills to all of our students and the necessary skills and knowledge for the majority of our student population who will not graduate from college.

I would be more than happy to visit with any of you to further explain our proposed funding plan and share with you how we arrived at the amounts and breakdowns.

Thank you very much for your item and attention.

ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE

I want to share a few thoughts of mine in reference to the study regarding secondary vocational funding in Arkansas and existing needs for secondary vocational programs. This is my thirty-seventh (37th) year in public education in Arkansas. The more I observe conditions in Arkansas' schools and communities, the more I believe in the need for adequately funded secondary vocational education. I have been an advocate of vocational education throughout my career. While Superintendent of Monticello School District, we established one of the first three area vocational high schools in Arkansas in the early 1970's. The school is still providing opportunities for hundreds of youth and adults.

While serving as Director of the Arkansas River Education Service Cooperative (ARESC), based in Pine Bluff, since it was established on July 1, 1985, I have promoted the concept of an area vocational high school in Jefferson County. Finally, last year the five Jefferson County School Superintendents agreed to apply for area vocational high school funding. A survey of tenth and eleventh grade students was conducted. Over 1,400 students indicated a strong desire to enroll in courses at the proposed vocational high school. Over 90% of those students stated a desire to participate in a youth apprenticeship program.

The five school districts in Jefferson County have a total enrollment of over 16,000 students. There are very limited vocational course offerings. We are having difficulty establishing a viable youth apprenticeship program because of the lack of high school programs to support and correlate with the work site programs. There is great interest in the potential of youth apprenticeship programs among business and industry leaders in Jefferson County. As a member

of the Executive Committee and former Co-Chair of the Jefferson County Workforce Alliance, I am pleased that the Workforce Alliance strongly supports the area vocational high school concept. At the urging of Lonnie McNatt, former Director of Vocational Education, the Cooperative Board President withdrew our application three days before it was to be considered by the Sate Board of Education. We plan to submit a new application within the next three months. We don't need further study to know we need an area vocational high school in Jefferson County.

I believe we need to provide high quality, relevant vocational programs, broad based but including opportunities for specific skills training. I believe every student should be encouraged to pursue post-secondary education. But, if they choose not to do so, their high school diploma should be evidence that they possess a salable skill. We hear a lot of talk about technology, about Tech 2000 labs, et cetera. I am an advocate of keeping up with and utilizing the latest technology. However, I believe it will be quite a while before robots will be able to take apart an automobile engine, or its electronic components, and repair them; or construct houses, remodel buildings, install plumbing, electrical systems, hang sheetrock, finish and paint it. Many of our students would be much better off and have much brighter futures if learning salable job skills.

Jefferson County has between 500 and 1,000 school dropouts on the street, many involved in criminal activities, with no salable job skills. Jefferson County has a high unemployment rate and a need for skilled workers. We must provide hope for our elementary and junior high students. Many of our students have little hope for a future that includes either higher education or meaningful employment. We have a high rate of teen pregnancy. What kind of future does a family headed by a single teen mother, with no marketable skills have? We are not getting the job done in most of the school districts in Arkansas.

About 25% of our high school graduates are fairly well prepared for higher education. That is also abut the percentage that will complete a four-year program. We are not meeting the needs of 75% of our high school students, much less the hundreds of students that drop out each year. We must provide for their needs and for many of those who have already dropped out. Area vocational high schools can also provide opportunities for many adults to gain new skills or upgrade existing skills. We need strict enforcement and adequate funding of the current standards for vocational education!

I am attaching a copy of an article from the August 7 issue of Education Week. It tells about an exemplary vocational high school in Pennsylvania. I hope you will read the article and visualize what we could have all over Arkansas with appropriate leadership and adequate funding. We must do much better for the youth of Arkansas.

CONWAY AREA CAREERS CENTER

Those of us who have devoted our careers to the training of students are most disturbed with efforts to make us step-children again. Until the Frank White administration, when vocational training was elevated to the equal status of general education, we usually had to settle for what was given to us with no opportunity to speak up for ourselves. During Gov. White's administration equal access to the Governor and the legislature were guaranteed with the creation of a cabinet level position for the Director of Vocational Education. No more, no less than any other major agency. Any move being considered must guarantee vocational programs will continue to have equal priority with general education.

National and state statistics indicate that the number of students who graduate from high school and then earn a four year college degree is about 25%. One has to conclude that a

corresponding 75% of all high school graduates depend on skills learned in high school to earn them a chance at employment. It seems disproportionate that so little attention is being given to so many.

If one believes accounts in the state media, it seems there are some who believe students enrolled in vocational pathways are less important. I suggest they are only different. Different in what they want to be and how they want to get there.

Alternative I wish to suggest are:

1. The current management of programs can work to everyone's benefit with some specific direction from the Governor or the legislature. Increased cooperation, regular sharing of information, and coordination efforts must be improved.

2. Create the position of Director of Education charged with overseeing general education and vocational education, and perhaps some others. This approach will continue to guarantee VOED an equal voice in the management of programs so vital to our students and industry.

CONWAY AREA CAREERS CENTER

It is important to our individual communities to support industry related jobs by funding the training of manufacturing related skills. Although higher standards in math, communications and science are important, specific job skills are additionally required.

According to the AIDC Executive Summary dated March 16, 1996, Arkansas shows an employment growth rate of 9.4% from 1990-1994. This report also shows the supply of labor is not keeping up with the demands of new and expanding industries.

The report further identifies that the following 12 occupations are considered employers to be in too short supply:

1. General production maintenance personnel (includes tool and die makers)
2. Entry level computer network administrators
3. Experienced management
4. Computer/Technical support specialists
5. Technicians (e.g. electronic, flow, test)
6. Machine operators, with setup
7. Maintenance mechanics
8. Machinists
9. Experienced systems analysts
10. Experienced computer programmers
11. Experienced network administrators

These jobs require specific skill training that general education requirements will not provide. Area vocational centers are currently training in these areas: Metal trades and Computer Technology. Maintaining these courses is costly. School districts will not be able to finance them without designated vocational funds.

Industry will not hire students without these skills. For example, Martha Linch from Vicro has stated that mistakes made during initial training in the machine tool area are too costly to the company. Currently students receive two years of initial training at the Conway Area Career Center. They then take entry level jobs in the machine tool department where they continue

their training at Vicro through our School-to-Work program. If our metal trades program loses funding and the school is unable to maintain the program, Virco will not hire and train these students.

It is essential to the success of our community that funds for vocational programs be continued.

FRIGIDAIRE
COMMERCIAL PRODUCTS COMPANY

Vocation Technical Education is needed to support the Industrial/Manufacturing base in every community. Industry cannot afford to teach new employees all the basic skills required, they must bring some skill level to the job. The skill levels are varied depending upon the specific jobs in both factory hourly and office assignments. The basic skills include:

1. Computer literacy
2. Shop math, blueprint reading and building to the print specifications
3. Basic electrical and electrical diagrams
4. Welding experience
5. Tool & die makers
6. Machine operators -- we have a set up & operate classification in our metal fab shop.
7. Microsoft Office Systems
8. Basic measurement (6" scale, Tape measure, caliper, micrometers etc.)
9. Safety in a shop environment and experience operating machinery.

FRIGIDAIRE is actively working with the Conway Career Center to improve the skill level of both our factory hourly and office salaried associates. We also provide representatives from all the various disciples (Computer, Engineering, Welding, Sheet Metal Fabrication) to advise the local Career Center of our specific BASIC needs for new employees. We have participated with the School-to-Work program and found real benefits for the students and our company. The Conway Career Center has been most responsive and opened their facilities to FRIGIDAIRE to conduct the following type of classes:

1. Lotus 1 2 3, Aldus PageMaker and Power Point
2. Two Setup Operate (Basic Math, Measurement & Blueprint Reading)
3. Seven Basic Electrical (Theory, measurement, Instruments & Wiring Diagrams)

The Conway Career Center has helped to provide the training for both office and factory hourly employees. The two Setup Operate and Seven Basic Electrical were conducted at FRIGIDAIRE with both classes being coordinated through the Conway Career Center. All of these classes benefit our business and we will continue to build on the skill level of current employees. However our expectation and requirements for new employees have been raised, with the Global Market place we cannot afford to teach new employees the basics, they must bring the basics with them. We believe our company, community and associates have benefited by the real world skills training provided by the Conway Career Center, therefore to reduce the funding for Vocational Technical Education would be a mistake and disservice to industry, our community and citizens.

YOUTH APPRENTICESHIP PROGRAM FOR JEFFERSON COUNTY ARKANSAS RIVER VALLEY EDUCATION SERVICE COOPERATIVE

I am here today to speak in favor of secondary vocation/technical education. I have a 25 year record of being an advocate for career education. I am a third generation vocational educator.

During this past year I gathered data for the Jefferson County Workforce Alliance, an independent group funded by the Foundation for the Mid South to assess the problems of the workforce in Jefferson County. What I discovered was shocking to me. We now talk of the 500+ youth on the streets with no marketable skills. A survey of students who wanted classes in careers in vocational/technical area showed there were 580 who wanted career classes in the medical field though there are no programs in our county for high school students.

Area Vocational Centers are recognized nationally as a premier means of offering high cost training programs for consortia of school districts who cannot afford to offer the programs individually. Students from the districts attend their home school part-time and the Area Center part-time. This also is a means of offering programs where a single school district cannot enroll enough students to offer a class such as Heating, Refrigeration and Air Conditioning.

During this past school year a proposal for a Jefferson County Area Vocational Center was submitted to the Department of Vocational Education meeting all criterion and deadlines for consideration. For some reasons as yet unexplained to me the former Director of Vocational Education requested that we withdraw our proposal.

Arkansas needs to have a viable secondary vocational education program for meeting the needs of youth who desire to enter the adult world as productive citizens, not necessarily wanting a four year degree from college.

Few of my friends in education administration understand that there are thousands of youth in Arkansas whose desires in life do not include college. These same youth may go for a year or two in post secondary education taking classes directly related to a chosen career.

We owe these youth the opportunity for preparing of their careers in high school while still in a public education setting.

I have heard comments in public meetings made by industry that all they want is a person who can read and write...etc. and they will train them in what they want them to know. If we allow this to become our way of educating our youth they will not be allowed to pursue their dreams, but will become servants of industry. If industry controls the education process, individual choice will go by the wayside. Industry must be a player, but the schools must offer vocational choices desired by the students they serve. Industry's role should be to make sure that the skills being taught are best practices on equipment in current issues.

Please provide a funding formula that will provide for quality vocational training for high school students. Remember that only 20% of our Workforce needs a baccalaureate degree or higher. 80% need career preparation beginning at the secondary level.

Recent legislation has changed the mission former Post-secondary Vo-Tech schools. Many now are concentrating on "college" courses. This has left a training gap that is so severe that we are having job fairs in Jefferson County recruiting from as far away as 200 miles for workers with training while our unemployed sit without a chance to learn those skills.

The nature of the youth whom I come representing is such that they do not attend hearings or make written comments. As I presume to represent them, I ask that you go to that population and interview them directly. They will be found in the Area Vocational Centers and in local vocational programs across the state.

Thank you for allowing me to speak.

ROGERS PUBLIC SCHOOLS

I am writing in support of vocational education remaining a viable part of the secondary educational setting. I have been involved in education for twenty-seven years. I have taught Headstart for six year olds, taught forty-two fifth graders in a single classroom, have taught 9-12 grade students in home economics and health and have been a vocational education administrator for almost ten years.

I have been actively involved in the restructuring of vocational education on more than one occasion both at the state and local level. It has been changing and evolving to better parallel the home and workplace environment. I have worked with the Tech Prep process, High Schools That Work, Youth Apprenticeship and I currently serve on the Governor's Advisory Council on School-to-Work. I have witnessed important changes at the local and state level that lead me to believe the appropriate changes are taking place to insure the highest quality of instruction is occurring in most vocational education programs of study. I know that most of our youth will not need a four year college degree to be employed in the majority of jobs that are going to be available to them as they seek to enter the world of work. I also know that most students benefit from having the opportunity to see real application of learning. I have witnessed trigonometry principles being taught and understood for the first time in the machine tools technology class. Theory and formulas come to life in practical class settings.

I am seeing interest on the part of academic instructors in working with occasional educators to make subject matter come to life through practical applications. Visits to industrial settings by all teachers, counselors and administrators are helping bring this change about. We are just beginning to bring about the kinds of changes that are needed to make school more relevant and inviting for students and to assist employers in having a better prepared pool of potential workers.

It is critical to have well balanced curriculum available to all students. Curriculum that involves the arts, vocational education, physical education, and academics is a necessity for a well rounded individual with the potential to be a good community member in a very diverse society. We must teach transferable skills through a broad based practical curriculum.

ROGERS PUBLIC SCHOOLS

Ladies and Gentlemen, in regard to the need for Secondary Vocational Education, I believe this is critical for the student's to receive training in the Practical Life Skills. Where will these students receive this training if not in a vocational class? With the increasing need for skilled jobs that do not require a college education, where are the students going to acquire the knowledge and training to face the working world? Many students are from dysfunctional families and need the practical life skills taught in order to be of benefit to themselves and to our society. The need for Vocational Education is very much alive and essential in our schools.

ELMWOOD JUNIOR HIGH SCHOOL
ROGERS PUBLIC SCHOOLS

We, the vocational teachers at Elmwood Junior High School in Rogers, Arkansas, would like to voice our support for vocational education in the state of Arkansas.

Our vocational programs are filled with students each year and we feel that we meet a very important need for these students. It would be a shame if these programs were no longer available.

ROGERS HIGH SCHOOL
ROGERS PUBLIC SCHOOLS

Vocation Education at the high school level makes the difference between an upbeat economy in Arkansas and poverty. Check the number of students who attend and graduate from 2-year and 4-year schools. Check this cost for preparing for a career.

People at national meetings are interested in what Arkansas is doing abut vocational training. They want to replicate our success in vocational education.

ROGERS HIGH SCHOOL
ROGERS PUBLIC SCHOOLS

At the National AVA Convention in Denver, CO, People were asking how they could implement the Arkansas plan. I was filled with pride to boast that Arkansas was tops in preparing high school students to enter the job market.

As you know, all high tech jobs are not filled with students who have attended 4-year colleges. In fact, some of the graduates cannot finds jobs. The jobs either do not exist or the applicant is over educated. Preparing high school students for technical jobs means economic security for students and the State of Arkansas.

ROGERS HIGH SCHOOL
ROGERS PUBLIC SCHOOLS

Have you checked the cost of training for a career? Post-high school costs are prohibitive. The students who need to enter the workforce after high school cannot afford expenses. A trained workforce means economic security NOT poverty.

My home state of Kansas wants to know how Arkansas is successful in helping students reach career goals. I am proud to say that vocational education equals a trained workforce.

ROGERS HIGH SCHOOL
ROGERS PUBLIC SCHOOLS

This summer I attended the SRED High Schools that Work Convention in Louisville, KY. Rogers has been implementing this plan to best prepare students for a career. The high schools that are most successful in preparing students for a career know that it is imperative to prepare students in HIGH SCHOOL. College is often too much and too late.

To have an educated workforce and viable economy, the State of Arkansas must have vocational education in high school.

ROGERS HIGH SCHOOL
ROGERS PUBLIC SCHOOLS

Vocation Education needs to prepare high school students for the job market and needs to remain in the public school with the academic courses.

High school curriculum may mirror college curriculum. High school students will enroll in core curriculum and then major in chemistry, health occupations, English, business and other areas of career preparation.

The cost of preparing for a career is very expensive. The students who most need training have the least economic means.

COSSATOT TECHNICAL COLLEGE

In the last five years two significant studies have been issued that directly impact what should be stressed in secondary vocational-technical education. In 1991, the US Secretary of Education's Commission on Achieving Necessary Skills (SCANS) stressed the need for five specific competencies needed by employers and should be taught to K-12 students. These are:

1. Use of Resources: identifies, organizes, plans and allocates resources.
2. Interpersonal Skills: ability to effectively work with others.
3. Information: Acquires and uses information. Can evaluate information. Use information from various sources, computer literate.
4. Systems: Understands complex inner-relationships: knows how social, organizational, and technological systems work and can operate within them. Can deduce trends, develops means to make corrections.
5. Technology: Can work in an atmosphere which relies on various technologies. select technology for various tasks. Can set up and operate equipment. Can comprehend and follow directions for the use of technology. Can trouble shoot equipment, Can follow the logic of equipment functions. Can operate computerized equipment.

In a study of employers hiring two year graduates from Arkansas colleges the following were listed as this skills most lacking in prospective employees:

1. Thinking Skills (problem solving, creative thinking)
2. Foundation Skills (reading, writing, speaking, and listening)
3. Technical Skills (ability to apply learned occupation-specific skills)

These two studies, one national and one state, indicate where some discrepancies exist in technical education. The SCANS report indicates that our national schools are not meeting society's needs in some areas, and the UALR study indicates that even after two years of post secondary technical education many students still lack certain skills important to industries.

Considering the fact that Arkansas has technical and vocational education in high schools, several vocational school centers aimed at high school students, and vocational programs at area technical colleges that already serve some high school students, Arkansas has the means to meet societal needs through current networks.

What then are the difficulties? These are some that relate directly to state funding for vocational education.

1. The salary structure for the technical institutes are driven by the State's OPM regulations which are different from the public schools and technical colleges and are significantly lower. Each institution should be able to set the salaries for the technical education staff through its own policies.

2. The K-12 system lacks funds earmarked for vocational education that is directly related to industry needs. The formats for current vocational education programs as dictated by the state do not allow for the flexibility of local area. When funds are not earmarked for local schools in sufficient amounts to have an impact, the local schools are incapable of meeting the needs of society including business and industry.

3. The equipment for teaching vocation courses in most K-12 programs is old, outdated, or insignificant to the needs of the area industries. A large investment in equipment needs to be made by the local schools. The state should earmark specific amounts for vocational programs. Local industries and schools should determine the use of the funds, not the state.

4. The Department of Vocational Education has too few dollars to provide adequate staff development for vocational instructors. Colleges and Universities have too few dollars to conduct training programs for secondary vocational instructors. A well trained workforce includes training instructors who teach the workforce.

5. The State Department of Vocational Education should receive funds to totally update the curriculum formats for the vocational areas that directly address the needs of local industries. Most secondary curriculum formats are out of date.

6. The vocational education department is tasked in too many directions to maintain an effective K-12 program. It has as many functions related to adults and the training of adults as it does K-12. A very thorough review should be made of the mission and scope of the Department. Consideration could be given to a concept of a Mission and scope that clearly delineates functions between K-12 and Workforce Development. A conceptual framework that would permit a Director of Vocational Education and Workforce Development with two associate directors. One would be for the K-12 system, another for Workforce Development. Funds should not be requested as a single budget. The K-12 should be accounted for, appropriated, and requested separately.

Future funding for K-12 should be made in the context of the New Standards being considered by the State Board of Education, and there should be a clear statement regarding vocational education in the standards. In this way the state standards plus the needs of the state's business and industry community should be the only two justifications necessary for funding K-12 vocational programs.

The State Department of Vocational Education should seek funds or reallocate funds to a program of Statewide Awareness of Vocational Education. A strong public awareness campaign needs to be developed and promoted.

Counselor education in Arkansas should have at least a 12 hour requirement for vocational and career counseling. Therefore funding should be requested to provide vocational counselor training for each high school in the state.

ROGERS PUBLIC SCHOOLS

For the last twenty six years, I have been working in the machine tool industry. The reason I choose to leave the industry and teach machine tool was the total ignorance of the people associated with the field. Most people do not know or choose to ignore the basics. I am planning to cover these in the first semester. The rest of the time, I plan to spend letting the students get experience and learning to think -- be inventive.

Vocational training is now, I understand, funded much like any academic class. I have no problem with this if we are given the liberty to use the assets at hand and free to create income. I would like to have real work for the students. Let the produce parts that are really used in industry. It will be much easier to teach pride in their work if they know that someplace is really using the parts they make.

Being a child in today's world is no easy thing. The pressures of the adult world are much easier to deal with. If we can give them a little taste of what the real world is like, I believe it will be a motivation to stay clean and not ruin their lives before they begin.

I am including a copy of a *Newsweek* article that I think you may find interesting.

OAKDALE JUNIOR HIGH
ROGERS PUBLIC SCHOOLS

I am writing in reference to the memo sent out on Tuesday, August 20, 1996, regarding the Vocational Education Public Hearing that will be held this evening.

After some 13 years in the business field, where I was one doing the hiring and firing of Arkansas citizens, I learned first hand the importance of skilled, trained workers. I share the frustration of workers that wanted to work and support themselves, but were unable to do so because of no training/skill. Therefore, I returned to college and recently obtained my certificate in Vocational Business Education from the State of Arkansas. Having observed in several vocational programs and now teaching in the Rogers Public School District, I am convinced that if the vocational program does not continue in the secondary schools, education in Arkansas WILL SUFFER!!!!

As educators in vocational programs, we are trying to improve the standard of living for these future Arkansans. In doing so, we are encouraging students to go on to higher education facilities whether that be in Vocational Education or University of their choice. At the same time, we are giving introductions to the skills that they will be using for the rest of their lives and helping them decide what life has to offer them so they can be productive citizens both as Jr. High/High School students and adults. Our success is improving every year with the help of great Administrators and Educators.

My goal is to encourage you to take an active look at the positive results that the vocational program has had on the State of Arkansas and vote to fight for both the vocational educational funding for secondary schools, and the existing secondary vocational program.

OAKDALE JUNIOR HIGH
ROGERS PUBLIC SCHOOLS

Please express to the group meeting tonight my strong desire to have vocational programs in the secondary schools. The vocational programs in the secondary school system provides future workers of the state a chance to try different occupational type experiences in a controlled environment.

I do not want to see our secondary schools turn into academic institutions only, what a great disservice this would be to our students. We know that only 20% of our population will need a job requiring a college degree. What are we prepared to say to the remaining 80% of the students. Is it fair to turn the secondary school graduates into the world of work with no skills to enter into a technical job.

In closing the Vocational-Technical education in the secondary schools provide the most effective way to transmit technical skills to a large part of the population. Please do not let one of our most important assets slip away from us. If the system needs to be helped then help it. Do not destroy the whole system to solve a small problem.

GEORGIA PACIFIC CORPORATION
CROSSETT, ARKANSAS

Please accept my apology for getting this information to you at such a late date. I'll make no excuses, I'll just apologize. I do have some information that I think will be helpful to you. I spoke to a secondary director that is a friend of mine and asked her about funding and existing needs in Secondary Vo-ed Schools. The following are her responses. She did not know I was doing this for your survey.

1. High cost programs and the cheapest programs a superintendent can offer all suffice as vocational training. Which will the public schools offer? Will they offer courses where you can put 30 students and one teacher in a classroom and give them a text book, or will they offer highly technical classes that cost a lot to operate but enable students to earn a living upon graduation. Will the State support high cost programs?

2. We need centrally located and supported vocational schools. Each school cannot offer high-cost technical classes, but every student in the state has a right to receive this type of training. The State needs to use vocational money wisely-letting several school district reap the benefit of money invested.

3. Vocational education does not need to wait until after a student graduates. Many students will not go to post-secondary schools and these students need special training to become good employees. The State needs to mandate all courses offered at vocational centers receive post-secondary credits.

4. Programs like special education is federally mandated, summer school is mandated, yet the non-mandated vocational education c lass in the one that will be cut especially if the money is not ear marked can be used to fund an athletic program. The State needs to mandate and fund vocational education with funds which cannot be used for any other purpose.

5. Organize the state into vocational funding areas and put money into these areas. Instead of funding a $50,000.00 AG program in every small district, fund employability driven vocational programs based on student population.

6. Mandate money to support those vocational programs and if a school, school board, or superintendent opted not to sent students they would not get the money they saved to use in other programs.

7. Don't fund programs as vocational which do not have laboratory and technical shop areas.

8. Retain the Department of Vocational Education. Get a leader who knows what vocational education is and why it its important tot the State of Arkansas.

9. Up-date the equipment in present vocational schools. In many schools welding shops have not been updated in over twenty years.

10. Vocational centers (whether serving one school or several) should receive part of the mileage in order to cover M & O, insurance, building repairs, overhead, etc. do that these expenses would not come from funding earmarked for a students education.

Mark, I am in agreement with the above items. I am especially in agreement wit her concerns over how funding is used by many local superintendents. I know that the superintendent that she works with has taken vocational funding and used it for computer in his high school. Local vocational directors with a separate board should have control over the vocational dollars.

I am, also, very concerned about the future of secondary vocational education if it is placed under the general education umbrella. I think that it will be placed on the back burner and students will once again think that only those who cannot pass anything else take vo-tech. We need to separate vocational systems and we desperately a State vocational director - soon.

Thanks for giving me an opportunity to assist in your survey.

QUITMAN PUBLIC SCHOOLS

Please remember to understand the differences in the various disciplines in vocational education. There is a need for a supervisor in each of the disciplines to insure quality programs and adequate staff.

There is also a need for funding to replace old equipment.

STUDENT RESPONSES
OAKDALE JUNIOR HIGH
ROGERS PUBLIC SCHOOLS

1. I have just recently heard of the conflict we are having with money for vocational classes. Being a member of the Rogers Public Schools, I, _____, am very concerned over this matter. I feel we, Arkansas schools, should have a separate account for these special classes. If we don't have this money many students' grades will be dropping; we won't have any money for computers for example. If we do not have supplies for these classes how can we be sure all students get a fair chance at learning. Every child learns differently, so think carefully on this.

I know I could think of thousand more reasons not to take away the money, but I'm sure you'll think of them.

2. Our funding is very important for our education and the future of our students. The keyboarding class is important because our future job will probably require computer skills. Also our Home Economics classes are helpful for our future as well.

3. I am writing to tell you that if you cut the funding for the programs that our schools need then you are making a very big mistake. Most people depend on the funding for these programs to help them get a job or start a career, so please stop and think about what you are doing to people and children's future.

4. I think vocational classes should be in schools.

5. Hi, My name is _____. I am in the eighth grade. I am spending more time in math. I like History this year. I like math and need to study hard if I want to make an A+ on my report card this year.

6. I think we should have just economic classes. I like economic classes because the classes are closer and we don't have to walk around the school except for PE and or Athletics.

7. Hello, my name is_____. I attend Oakdale Junior High School in Rogers. I think that if you take away the money for vocation classes then school will be very boring. If we don't have money to buy things we need, then we can't do lots of interesting things. For instance, if we don't have enough money then how can you have computer classes. If children don't have the opportunity to take vocational classes then they won't get to learn new things. Isn't that what schools are for? I'd just like you to think about that.

8. My name is _____, and I am going to be in the eighth grade this year. One reason I like Oakdale is because of the computers and the other vocational classes. Please don't take them away. They are important to us all.

Thank you for your time.

9. I think we should keep the typing class. I think this because it helps us type. It is also very educational and good. This class is good job experience. I will cry a river if you take it away. Please don't make me cry. I love typing.

10. I suggest that we should spend the money on typing classes. I think all kids should learn how to type because if we don't know how to type it will be harder to get a job. In a few years we will be living off computers. So, I think we should learn how to use them. I love typing.

11. Howdy there, my name is _____. I enjoy all of the classes here at Oakdale. Especially the art and that C.O. class. I think that we should keep those classes.

12. Hi! My name is _____. I am thirteen and live in Rogers Arkansas. I enjoy my keyboarding class because we get to use computers. I love computers. My peers and I enjoy working with all the stuff that you provide us with. The girls love home economics with all the machines and gizmos that they get to work with. I myself am planning to be a lawyer, and more than likely will work for the state and the DA. Technology runs the world. I bet right now your are thinking hey, this is typing class, so how come the boy did not type? Well to answer that question, school is great so far! Thanks for reading my letter and I hope you make the right decision.

13. I think that it would be good to keep keyboarding in our junior high and high schools. This will help us get ready for good jobs where we will use our skills.

14. I would like to keep these classes for the sake of all junior high and high school kids. I'm in keyboarding and I'd like to stay in it. I like computers, and I know lots of people want to keep them. I also like art so we need art supplies. I don't know what to say but just keep them please.

15. My name is _____, and my teacher has just informed us that the funding for our computer lab and stuff like that might be taken away. Now that does not make me very happy. Because if that happens the school will be unable to buy books. Now if we don't have books we can't learn. I think the funding should stay the same as it is.

16. Hi! My name is _____ and I am in the eighth grade. I think that we should keep the vocal groups. To me they are fun. I plan to be a vet when I grow up. I am also 13 years old. I hope that we don't loose our vocal classes.

17. I think you should spend it on science. I am 13 and science does excite me. Our earth, how we breath, how our mind works, electricity, and how our country is doing economically are all about science. To have a more detailed science class (that would make us be eager to learn more) would help us know more, so we would be more advanced in work (when we come of age). Just maybe people would realize just what the earth does and learn to appreciate science.

18. My opinion on the vocational classes in secondary schools is that I think that they are good because you can learn some very important things in those classes. When I am older I want to be a kindergarten teacher and having Home Economics classes will help me learn a lot. So, I think that you should keep the vocational classes.

19. Through one of my teachers, I'd heard you were thinking of removing vocational classes. This is truly an embarrassment. Keyboarding is a very important class. It can't even work a computer, so this class will help me learn. In our society we cannot live without computers. Another vocational class, shop, is a class teaching children how to do things. If it wasn't for this class, who would fix your car, better yet, who would build it? Most families can't afford to pay for them. Home Economics is a very valuable class. Would you like you wife cook half done food, or not to wash your clothes. Removing these classes would be an outrage.

20. I think that you should keep vocational classes in the junior high and high schools. Because we can be more in to what we have to do and we might have a better chance. If you did take out the vocational classes, just imagine what would happen to us in the future. We are the future. If you do want to see us have a good future, then keep the vocational classes.

21. I feel that we need to keep vocational classes in secondary schools. If we kept them, then students could learn more about different subjects and not just required subjects. If we kept them then we would continue to improve in ability. It would also help us to do better in life. I also think that less people would drop out of school if you gave them some optional classes as well as required classes because they could choose what they wish to take.

22. My name is _____ and I am starting 8th grade. I believe we need to keep the vocational program in secondary schools because it helps us learn more about jobs that we might want to obtain when we get older. It is a very good program and I think you should keep funding it!

23. I ask you not to take the vocational funding from the secondary schools. I am in some of these programs. Even though I am only 13, I still wish these programs could go on. Again, I ask you, do not take the vocational funding from the secondary schools.

24. Please do not take funding or whatever you are trying to take away. If we can't go to classes like keyboarding, we won't ever learn how to use a computer. I have my own computer at my house, but, I don't have a teacher teaching me how to use it. So do not cut the funding. Thanks for listening.

25. I am 14 years old and I am also in the eighth grade. Without the computer classes, I probably won't get a good job. We need the money to learn. Isn't that what school is all about? The schools are here to teach us about our future, not take it away.

26. I have just started the eighth grade at Oakdale Junior High. In my opinion, the vocational funding is an excellent idea. It gives an opportunity for students to work hands on, preparing for the future, with the tools needed to expand their knowledge.

27. I am an 8th grader at Oakdale Jr. High. I think that vocational classes should be funded because I think people would learn better with hands on classes. Because, instead of learning through a book, people would be learning better if they could do it hands on.

28. I am just starting 8th grade in Oakdale Junior High. I think it would help because I can learn better on a computer. That's what I think.

29. My name is _____. I believe we should keep vocational classes. These classes will help students. These classes are too important to drop. Dropping these classes would be bad for the school and the students.

30. I am beginning 8th grade at Oakdale Junior High. I feel that the vocational classes give students something to do. It helps to increase the students knowledge.

31. My name is _____. I go to Oakdale Junior High and I love Home Economics, keyboarding and other vocational classes. In my opinion, I think you should give more money and have more in the vocational classes because they use up more money for kitchen supplies like ovens, freezers and we use computers (a lot of them). Most kids at Oakdale don't have the opportunity to learn at home how to use computers or to learn how to cook and sew because of financial problems.

32. I am an 8th grader at Oakdale. I think you should keep more money in vocational, because we use more money to buy more expensive items like ovens, computers, refrigerator, and more. We need these classes because having hands on activities help people learn more and faster. I think that if someone just tells you how to cook or use a computer, it would be very complicated. But, if we had the computers there to teach them or the ovens to show them, it would go a lot faster. Most people don't have the privilege to use such items. We use so many computers, C.D. ROM's, printers and the whole program. This must have cost a small fortune, but we do have the equipment and a lot of kids do learn.

33. I am an 8th grader at Oakdale Jr. High. I think vocational classes are great! Home Economics is really educational. It teaches students how to cook, sew, take care of children, etc. I don't have C.O. until next semester, but I think it will be great too. Students will get the chance to know what their occupation is going to be like, what they want to do in life and when they grow up. Vocational classes are great and fun!

34. My name is _____. I just started the eighth grade at Oakdale Jr. High. I think you should keep the money in the vocational classes because the money will buy more computers and things they need in many of the classes. Vocational classes also help us students decide what to do when we grow up. Hands on learning is very important. Thank you for your time.

35. I am an eighth grader at Oakdale Junior High. I think vocational classes are very important to the student body because it give us more of a variety. Also, students can have the classes that they are interested in instead of regular, boring classes.

36. I think vocational classes are great. It helps you to learn lots of things. You can learn to these and get a job. I really like these classes.

37. I am an eighth grade student at Oakdale Junior High. I live in Rogers, Arkansas. In my opinion, there should be vocational classes. They help by teaching students to learn the skills they will need for the future. Being able to use a computer is almost a must for today's businesses. Students really need vocational classes. I think it would be a great choice if you continue to fund vocational classes.

38. I am going to be a welder when I grow up. My father is a welder, and he welds cars and all kinds of neat things. That is why I want to be a welder when I grow up.

39. I think we need to have vocational classes because we need classes like these to learn so we can get jobs in the future. We can find out what we like in the world. We can experiment with things to help our kids future, plus we could come up with some new invention!

40. In my opinion, I think you should spend the money on vocational classes. I think you should because I believe some people learn better by experiencing and doing things than listening and hearing about things.

41. I think vocational classes are pretty cool. They help you to catch up in a world that is growing technologically. Personally, I didn't know too much about computers before I took keyboarding. I am just beginning eighth grade. Hopefully, I'll learn more about computers in this class. I can share the information with my parents then maybe we can use some of the things I learned in this class on my own computer at home.

42. Howdy! My name is _____. I am in the eighth grade. I think vocational classes are very good. They can come in handy some day. I have been in one and it was great! I would encourage everyone to be in a vocational class.

43. Hello, I am in the eighth grade at Oakdale Junior High. I think that vocational classes are very important to our schools. I have been in quite a few vocational classes and I have enjoyed the classes a lot. I think that it will come in handy someday.

44. I think that we need funding for classes. The money will be used wisely I'm sure. We could use the money greatly.

45. I think the vocational group funding is important because they pay for all the computers and other things. It is important for them to do that because kids can learn more about computers and mechanics when they are young. Computers are everywhere these days. People are learning more and more about them.

46. I do think that vocational classes should be in junior high and high schools. Many people and others are using computers more and more. We should start learning now.

47. I think we definitely need vocational classes. We need mechanics! We need to learn how to sew and take care of babies. So many kids these days are having them. Everyone is into computers so it really helps to know about them. I am against getting rid of vocational classes.

48. I think your program is great. It is wonderful that kids can have the things they need.

49. To me vocational classes are very important. Businesses in the world today are using computers and if we don't learn how to use them in school, some kids will never have the opportunity to learn how to use them. That may cause some people to not be able to get a job. Thank you for your time.

50. I think that it is pretty important to have computer classes. A lot of kids will grow up and will be around computers. This class will give us a taste of what its like. Even if we don't use it in our future, it is fun.

51. I think we should have these kinds of classes in Junior High and High School because it gets us ready for stuff we will have to do as we get older. More of us might get good paying jobs. That's my opinion.

52. I think we need these vocational classes. Even though all of them aren't required like math and English, they still teach us as much. Sure math and English teach us more so we can get a job, but these vocational classes teach us more about everyday life.

53. I think people should make sure all of the schools have enough computers to work with. I went to a little school named Garfield and they had about 10 computers for 17 classrooms, and the computer lab had eight.

54. We should have computer classes in Junior High because it will prepare us for our jobs. Lots of people don't have computers and vocational education gives them a chance to learn. Almost everyone needs computer skills for a successful job.

55. I think you are doing a terrific job, keep up the good work.

APPENDIX F

Questionnaire Comments

1. I think it needs to be under the State Department of Education.
2. More funding for equipment and materials.
3. More emphasis on apprenticeship programs.
4. Needs to be placed all under the State Department of Education, not two divisions.
5. Until this year, our district received enough vocational funding to offer programs that were adequate. However, under the new funding formula, funding is less than adequate. There is no way to fund our local programs to the extent we have in the past. However, our district is dedicated to vocational programs. They will be offered as long as possible.
6. Scrap the plan and start all over with the areas that are working to meet the current needs. Tech prep appears to be a bust! School-to-work plans with transition programs for all students has great potential. I like the statement all students will go to work, but some will get more training - vocational, college or on the job training before they find their potential permanent occupation.
7. Startup funding is adequate, but funds to maintain a program are sorely lacking. There is inadequate participation in some programs indicating a possible need for regional programs.
8. ASD would like to benefit from Vo/Tech funding. Currently our students cannot receive any funds to improve vocation and technical training.
9. The inclusion of Vocational Funding into Act 917 will destroy Vocational Programs throughout the State. Act 917 must be placed with an equitable funding method that is centered on the students needs, not numbers.
10. We need adequate funding with less restraints on spending. More local control and no minimum required expenditures.
11. More funding for vocational programs.
12. Comments previously submitted.
13. 1. Drop the required three programs of study. Let demand dictate number of programs.
    2. Provide a means of putting together an area vocational center.
    3. Now that add-on weights are no longer a part of the formula, high cost instruction needs a way to be properly funded.
14. Vocational centers need more equipment to train high-tech skills. Secondary Area Centers need the latest technology in order to train students in the current Business/Industry standards.
15. Vocational funding needs to be separated into its own category. Vocational funding also needs to be simplified.
16. Remove the standard that states a secondary school must have three occupational vocational programs.
    Secondary Area Vocational centers should be provided in Union County. We have nine school districts in the county. The size of the county justifies a secondary vocational center. When we lost Oil Belt Vocational School located in El Dorado, Union County, it hurt Vocational Education in our area.
17. To treat vocational education with same importance as academics.
18. If we are required to have vocational programs, we need funding to provide quality programs.
19. Students should be trained to a point, sent out on the job for internship and come back and complete training. Internship should be for at least 3 months. Maybe intern first to

make sure this is really what they want to do. Too many go through Vo-tech not knowing for sure.

20. Need to do away with 12 month contracts for Agriculture. There are not enough farm children to visit in the summer to justify this. We would like to restart our agriculture class for say 3 or 4 hours per day, but not on a 12 month contract.
21. Need to place Vocational Education under the regular education programs.
22. The Secondary Vocational programs need to be infused with technology upgrades.
23. The colleges need to be producing more qualified instructors and the state needs to insure these people are paid a competitive salary.
24. Reduce paperwork.
    Increase funding.
    Simplify certification for Vocational teachers.
    Clarify graduation requirements.
    Remove restrictions on funding (Carl Perkins).
    Provide additional (if a high school is classified as a vocational center) funding.
    Improve communication between vocational departments and central offices.
25. The programs we now have are very successful. I feel we need to continue improving on these programs without adding every additional program handed down by the Department. We produce students who can enter the work force, ready for employment with the programs already in place.
26. Fund Secondary Area Vocational Centers and increase certification requirements and add stronger course of study.
27. There needs to be more outreach into rural areas.
28. Funding for technology (equipment).
    Funding for buildings (new & renovate).
    Teacher training in technology.
29. Provide more funds. Ninety percent of our students go directly from school to the job market.
30. Funding should be based on classroom requirements as well as student count. Present formula will cause vocational programs to disappear as viable program.
31. More and better funding for equipment and supplies.
32. It needs to keep up with the trends and not cater to fads. Computers should be stressed instead of just touched on. Vocational education should be integrated into the curriculum rather than be totally separate.
33. There needs to be comprehensive coordination with General Education so the programs offered are not perceived as being opposite and the only choices students have. There should be time spent developing quality programs which once implemented, have a commitment for an extended period (5 years) and not changed every year. Full implementation and evaluation take to time to be effective.
34. The vocational programs need to be integrated with the general education program, with a common goal.
35. Vo-tech centers need to be made available to all areas of the state.
    The two parts of the Department of Education (Vocational and General) need to be consolidated.
36. Funding is inadequate for what needs to be purchased and taught.
37. More money for equipment.
    More funding to stay abreast of technological needs.
    Agriculture teachers should not be employed 12 months, 9 months is fine.
    The tech prep curriculum should be abolished. A 2 tract system is unwarranted.
38. Expand and better fund area vocational centers and local school programs.
39. Need more trades and industrial instructors.
    Facilities for vocational instruction are still equality problems in some districts.
    There is no need for 12 month programs in Vo/Ag. 10 months is plenty.
    There is a greater need for hands-on training as opposed to book work.

Equipment for vocational courses is difficult to obtain with present funding.

40. Simply, we must have more funding due to our small school and low socioeconomic status of our patrons.

41. We need more money for equipment. We need to stress Vocational Agriculture more and Industrial Arts less. We need to be able to insure the uninterested student they will be given the skills necessary to make a successful school to work transition. More money spent on Vocational Agriculture, Business Education, and Home Economics, and less emphasis and money on Tech Prep.

42. Collaboration and communication with general education division of Department of Education.
Review Tech Prep curriculum.
Monitor and set Agriculture Education curriculum.
Take greater role insuring business and industry.
Cooperation in providing hands on, mentor programs and shadowing, work experiences.
Technical assistance in new technology (Workshops, Business trades).

43. I do not think a good "selling job" was done in schools to involve regular classroom teacher with the tech prep concept. Although our schools need courses about Principles of Technology, Applied Mathematics, Applied Biology/Chemistry, the Vocational program has not make the connection with regular programs. Teachers feel that vocation tech prep classes were forced upon them and were designed to be more remedial. "Hands-on" is the way to have class, in my opinion, but too many teachers have returned to change.

44. Funding to address needs for non-college bound students is woefully inadequate. Also, programs should be devéloped locally by schools addressing their needs. 3 or 4 schools can come together and put together solid programs based on their findings. Then we could do something worth while. We need more money and more flexibility, along with encouragement/incentive to create partnerships with other schools

45. The current program is now under funded and outdated. We continue o teach using outdated equipment and materials. Today students are moving away form vocational programs at the secondary level and are waiting until secondary completion to attend post secondary institutes such as technical colleges.

46. Get rid of courses such as Work Place Readiness and place more importance on practical job skills, wielding, construction, trade, etc.

47. Each vocational program needs to add some form of apprenticeship or job specific training to the program. This could be job shadowing or paid or unpaid work experience. All of the work basic learning needs should be enhanced with the class curriculum making the needed connections. This would open the eyes and minds of many students who are turned off by practical math and communication skills because they cannot relate the need for these academic subjects.

48. There is not much coordination of programs. In my opinion, those working with specific programs or levels (i.e. Secondary or Post-Secondary) often know very little about other programs. This is also true of our local program. We fragment our efforts. Education is not really vocational, general , or college-prep, etc. It is for the development of a whole person. The more we can fit programs to people rather than the opposite, the more successful we will be.

49. Add-on weights should be reinstated.
Funds should reflect the difference in costs of various programs.
Funds for special equipment should be increased.
Tuition to area centers should be greatly reduced.
Area center funding should be equal to the cost of the operation of the center.
Additional centers should be built to provide training state wide.
General Education and Vocational Education should remain separate with a board giving equal time to both.

State Vocational Education staff should be increased to allow proper leadership and supervision of local programs.

50. There needs to be more emphasis on Vocational Education in the standards. We are trying to make college graduates out of all students. The curriculum requirements and graduation requirements of the standards severely limit the options a Vocational student has. The requirements really hurt a student that has had a bad year or made mistakes. There is no room for flexibility or error.

51. I feel that young people who are employed to do the type of work taught in Vo-tech schools should be given some incentive to come back to school on a part time basis to improve their skills related to their jobs. The reason being that students who have never been employed on a full-time basis do not yet realize the importance of taking advantage of everything they can get.

52. Funding must be tied to the program needs. Add-on weights or indexes for high costs would work. Vocational Centers must be added in many areas. We need more flexibility for students to take vocational courses with general education.

53. It needs to be better coordinated with general education to seek common goals. We must have more cooperation and planning between the Education Department so we do not duplicate. Funding needs to be more adequate.

54. The Jonesboro Board of Education is very concerned over the method of funding for the area vocational schools. As the host District, the Jonesboro Public Schools is responsible for honoring the contracts of all Vocational Center employees. There is great concern that other school districts will decide to keep their students and start their own vocational programs. In recent weeks, Truman, Paragould, and Marked Tree have decided to no longer send students to the local vocational center. It was not known until late August if enough students would actually attend to pay the expense of individual vocational programs. If not enough students attend to generate revenue to pay the expense, the Jonesboro School District then becomes responsible. Our school board took much criticism last spring when they attempted to delay the employment of some vocational teachers at the Center until it was determined that sufficient revenue would be generated to cover program expense. Our Board does not want to go through this again and is now wondering if the financial responsibility that comes with being the host district is too great. Unless something is done to address this issue, the responsibility of the Jonesboro School District for a program it does not control, I'm very concerned that one day soon the Jonesboro School Board will drop its support of the Center.

55. Too much emphasis placed on Agriculture Areas. Much larger need for skilled training such as machinist, electrical, plumbing, printing and this type of vocational training. Some high-tech training in computers (repair, programming, etc.) is also needed. Greater needs in these areas than plant & soil science, equine science, livestock, and other related areas.

56. Schools our size are not financially able to provide quality occupational skills. Neither am I certain that training students to work is what secondary schools should be doing.

57. Secondary programs need to be more focused on the changing occupational needs of society. They should provide students with skills necessary to adapt to changing demands and needs.

58. Additional funding and training for technology education, specifically computers.

59. I have mixed emotions about secondary education's role in training for vocations. On the one hand, I feel our job is to teach students to learn and to be fundamentally sound so they can be successful in any vocational area they choose rather than training in an occupational specific area to the exclusion of others. On the other hand, we are not successfully doing either. It's almost a catch 22. Progress of industry will no operate without a trained workforce and it's hard to justify certain specific training without a labor market. Something has to change.

60. Improvement is funding.
Better service from Arkansas Department of Education.
New regulations.
Restrictive use of funds.

61. Eliminate courses such as Home Economics - outdated. Bring more technology into Agriculture Education and provide money to finance the new technology.
Business Education needs to eliminate some of the requirements needed to get into computer oriented courses. Students that have been involved with computer technology from elementary grades will not take keyboarding courses just to get in the class.

62. I believe all high school students should have access to Area Vocational Centers.

63. Vocational programs are very expensive. Funding to support is important.

64. Funding should go to the programs that have large enrollments.
Too much money is taken away from instruction and spent on test taking.

65. We need to allow programs the flexibility to keep abreast of technology and other improvements. Those inside the State Department of Education may say that we do that, and will defend the programs, but all of us tend to defend programs we write or influence.

66. Vocational Education should be a part of General Education.

67. More technology related training, especially in teaching the technical side of it.
More emphasis on academic preparation.

68. Needs to come back under General Education.
Need to eliminate 12 month contract for Agri-teachers.

69. New funding formula is not equitable for small-medium sized districts.
"Old" add-on weighting system was better.

70. More funding.
Vo-Tech College offers classes on high school campus.

71. When applying for vocational start-up and upgrade of equipment grants, the approval process needs to be sped up! The late approval requires hurried employment decisions and starting school without the appropriate equipment.
We are very happy to have the opportunity to apply for vocational equipment upgrades.

72. More flexibility in course requirements to allow students to take more vocational courses.

73. Spend more money on the programs. Allow teachers to be a part of the process not just the end result.

74. More trade school approach (job training) needed.

75. More funding for equipment.
More technical skill courses.
More emphasis on engine and body work, technology, and plumbing certification.

76. We need to decide if our high schools are in the business of training workers for the work place, or if they are to teach students the skills they can use to obtain higher level skills after graduation. Our present system is not structured to do both.

77. There is a great need for funding formula that would be more adequate and equitable in addressing the needs in all areas.

78. I feel the need for vocational agriculture to be on a twelve month contract to be determined by individual program needs.

79. General Education and Vocational Education departments should be rejoined with overall focus on student needs and what will be expected in the market place.

80. More cooperation between business and the school.

81. These programs are expensive to operate. Our high schools need more money to successfully operate these programs.

82. Additional funding.
Updated curriculum.

83. Arkansas needs to create an educational system with two stands: Vocational and College prep. We need to scrap the system of education as we know it now. Students should be "tracked" according to interests and abilities during their junior high years. By 9th grade a student should be involved in technical training leading to a career. If we started at 9th grade with an intensive training program students would leave high school with the job skills needed to earn a decent living. Also, the college bound student would be better prepared for college by starting in an intensive training program for college at the 9th grade level.

84. The Area Vocational School is not serving enough of our students. I need more Vocational Programs on my campus. I whole heartedly support Vocational Education, but too many students do not have access to the various programs offered. I really like vocational concepts and schools, however; the parents and kids see a lot of negative stigmas attached. If the vocational programs such as auto body, welding, auto mechanics were on our campus we could help meet the needs of more kids. Area centers only help those within a 10-15 mile radius and do not meet the needs of a lot of students. Funding is inadequate also.

85. Add-ons for equipment & supplies for high cost courses like welding and Computer Technology are essential to maintaining these programs. Secondary Vocational Education must have administrative personnel who care about the average student. If vocational education is placed under the current general education directors, vocational programs will wither and the needs of a majority of our students will be ignored.

86. Need more funding for computer technology and medical field.

87. If more communication could be opened between teachers in the field with the State Department it would help teachers feel they had an important say in how this field was treated and funded.

88. Needs to come under General Education instead of a separate Vocational Education Director.

89. More flexibility.
More technology.
Less restriction in certification areas.

90. Increase enrollment.
Offer more computer classes-business.
Increase units needed for graduation.

91. We must train our students in the use of technology throughout the curriculum. We must fund the purchase of new technology within the vocational curriculum.

92. More money needs to be made available for vocational equipment to replace worn-out, outdated, items. Post secondary vocational schools and colleges are able to wholesale replacements of outdated equipment. Secondary vocational systems should have the same opportunity and funding.

93. We are a rural farming community and most of our students have to go outside of our community to find a job. Most of the jobs in our community are seasonal. Many of the boys work on family farms and learn various skills necessary while on the job.

94. Funding for equipment and current software. This program must keep up with employment requirements or fall behind. More training for the faculty.

95. More at-risk job trainers/job coaches to assist in alternative education environments. Include a GED program for at-risk student population which is growing rapidly.

96. The tech prep program is not working the way it was intended. The whole tech prep philosophy needs to be rethought.

97. I think the regulations are outdated.

98. If funding was adequate, more equipment could be purchased. This is needed.

99. Need to be more high-tech, industry related, however; in order to train we must have modern up-to-date equipment. We can't even teach a decent agriculture program with the funds we presently get. Vocational funding is inadequate!

100. Vocational Centers would be, if within driving range, the best possible support for our High School students.

101. Quality programs need funding that is specifically mandated to be spent within the programs.
There is no need for Secondary Vocational Centers if quality programs exist in the secondary schools.

102. Smaller schools find it more difficult to keep updated as far as equipment is concerned.

103. I feel we need to realize that everyone needs vocational education - we now try to eliminate the college bound! Vocational classes with hands on experience costs more than lecture oriented classes, and will be cut or harmed if the money doesn't go specifically with the classes.

104. The agriculture curriculum needs to be reworked with more science included. Funding for technology needs to be increased.

105. Computer networks to link us to the rest of the world! The students do not have access to networks or PC's..

106. Shotgun approach, a little here and there; no focus or clear coordinated goal within the state. Too many programs that are not effective and even overlap.

107. It's not the amount of funding that is a problem. It is that it can only be spent in certain ways. Too many rules and regulations on vocational funding. The funding is not keeping up with technology.

108. Need funding to replace old machinery in business department.

109. They must be funded or the programs will fall apart. Need to get away from this dead horse (Tech-prep) and run things the way we used to. It worked. Why did we change?

110. Budget and funding. Send information to instructors and administrators. More information on how to utilize Vocational/Higher Education institutions along with current programs.

111. Eliminate programs such as Home Economics and replace them with transition work programs.
Provide more on-site visits by specialist.
Work on creating equity in funding and encourage greater use of vocational schools.
Increase incentive programs and funds for skilled/technical work fields.

112. This is my soapbox. If you will look at all national meeting and grants, they all have to do with "family", yet no Home Economics courses dealing with family, child care, etc. is required. All other general courses are required but nothing to do with family. We never address the breakdown of basis units of society, only jobs. Therefore, require more family living courses for all students. I already take to the idea of some of our courses going more technical.

113. Less funds for agriculture programs, and more funds for business computers.

114. Our community is largely agricultural by nature. Preparation for agriculture related fields is most important. Support for this program is high here. We need additional assistance at your level, emphasizing Vo-Ag and Business and de-emphasizing other nonessential vocational fields for our day and time.

115. Excitement and motivation of staff. Stress professional work habits with emphasis on service to the customer. Ability to transfer knowledge to new jobs.

116. Start-up funding is a very needed area for our school. We would like to have our own Agriculture Vo-Tech Center, but start-up funding is inadequate. Our problem is we are growing and having to spend excess money on classrooms, therefore; vo-tech programs are getting pushed back. It is a desire of our

community to have a program of this nature as soon as possible! We appreciate all the help you can give.

117. Begin at lower levels. The majority, of students who enter the College-prep program do not have time to schedule vocational courses into their schedules. However, after graduation, most of the college prep go into the work force instead of going to college.
118. Our program needs to be more geared to our job market with students working as interns, etc.
119. More funding and programs to strengthen the program itself.
120. Investigation of technical /industrial training is needed to replace or enhance agriculture based programs.
121. The equipment in our schools needs to be updated to match businesses.
122. Vocational class offerings should be flexible to change with the needs of our community.
123. In Vocational Business less emphasis should be placed on work processing and more emphasis should be placed on technical application of computers. Schools should have flexibility to provide the programs and classes that students want and need to be successful (especially in Agri and Business).
124. Consistency! One year its "Tech Prep" the next we are going to scrap it! Quit spending money at the state level and let us determine what is appropriate for us.
125. Work study programs should be eliminated.
126. More funding for DECA, GCE, etc.
127. We need to return to advisory boards and utilize the business and industry community to set goals. We also need more involvement with technical schools and community colleges.
128. After a program is established with "start-up" money, there is never enough to replace equipment later on as needed.
129. We need to decide, are we General Education in Vocational (give the student abroad look at work placed skills and needs) or do we select a skill (assembly line workers, welders, timber, auto) and teach to that goal and skill.
130. Provide more money to allow schools to expand vocational programs to include more electronics, automotive, heating and air, etc.
131. More funding for local school districts.
More autonomy for local programs.
More Area Vocational Schools for students in 10-12 grade.
Realization that not all students want an after high school program of study. Some are just wanting to go directly to the work force.
132. We need to take a look at these applied courses and tracking students. I do not think it is beneficial to our kids to start tracking in the 9th grade. Students should not feel the need for a career major in the 9th grade, but by the end of their sophomore year, students should have set goals on where their life is headed. We need to continue our work in the school-to-work transition.
133. Better funding for computer labs.
134. Tech prep prevents us from being able to specialize in an area that could allow a student to be skilled enough to obtain a better job right out of high school. Funding is not adequate to maintain proper equipment for everyday use.
135. Each school should have their own vocational center. If the money isn't there to fund these centers, consolidate the schools whereby affording the same opportunity for each student, or change the graduation requirements from so many repeat classes so that students can receive more training at vocational centers due to less difficulties with high school scheduling conflicts.
136. It is my understanding that with the new school funding formula add-on weights are no longer used to fund the vocational programs. This will possibly result in some of the more expensive programs being cut because of financial restraints.

137. With the increase of standards for the vocation programs, the funding has not kept up. This causes increasing problems for the small districts.

138. The new funding formula is very detrimental to vocational education. Weights should be returned to the formal or some method of keeping the area vocational centers operating for small schools.

139. 1. High level of promoting apprenticeships.
2. More strict enforcement of maintaining minimum regulations and requirements.
3. Better job of bringing the regular education counselors into the vocational endeavors.
4. More emphasis on enhancing a positive, more acceptable image of vocational programs.
5. Promoting more business/industry partnerships.

140. More equipment.

141. Upgrade equipment in all vocational programs.
Replace skill trade area in high schools.

142. Increase funding and "school-to-work" programs.

143. Remove all agriculture instructors from having to have 12 month contracts..
Provide more money for equipment.

144. When computer standards are set so high, increased funding is demanded.
Our community does no have many career opportunities. We have a turkey processing plant, the school system, an electronics firm, and Wal-Mart which provides most of the jobs.

145. I would like to understand the funding of these curriculums better. I would like them to be equitable. We not only need large equipment replacement, but money for small equipment and operations.

146. Workplace readiness is a great start .
Need a program to help managers with human relations skills.

147. More funding for technology.

148. A new director of the Vocational Education division needs to be employed now!

149. The need for secondary full-time directors.

150. Each vocational program needs to add some form of job apprenticeship or specific training. This could be job shadowing or paid/unpaid work experience. All of this work based learning needs to connected and enhanced with the classroom curriculum. This would open the eyes and minds of many young people to the need for academic skills such as communications skill and math skills. This type of job experience bridges the gap in the learning experience of the classroom.

151. Better funding to provide needed equipment (computers). Less emphasis on specific courses/skills; more on generals skills. Better articulation/working arrangement between vocational and general education. Why separate departments when we in the trenches are trying to integrate? Many people in secondary Ed still think that "academics" are for those who can think, and vocational are for all the others who can only work with their hands. We need help - ADE included - in redefining "work" and "education". We still have many with and "Ivory Tower" mentality toward public education. The longer we wait to act, the more likely we will lose public education and become privileged.

152. Establishment of a clear vision.
Strong, intelligent, committed leadership at state level.
Adequate, sensible funding that allows for sustaining programs adequately.
Stronger teacher training programs that are in sync with public school needs.
Cooperation modeled from top levels of state government down.

153. Specific funding should be set apart to maintain programs.
Program accountability such as "report card" categories will drive the focus of funds.

The cost of metal to operate a machine technology class for example is much more expensive to operate than paper and pencil classes even without taking equipment into consideration.
One pathway system is needed with all students expected to have a career focus and to get appropriate training and course work.

154. We have an excellent program. The demands on students to get the number of credits need has become more demanding.

155. I would give high marks to the overall Vocational Education program. However, the vocational involvement in the core curriculum area has been a disaster. To be specific, the applied math and science attempts should be abandoned. Also, vocational programs should be encouraged. There should be more integration of college prep and vocational tracks.

156. We have changed directions three times in less than eight years. Tech prep, School-to-Work, Workforce Development. People commit to one and it changes again. Counselor's attitudes and availability are a must. Nothing can be done without adequate skills.

157. Must have a strong vocational/technical skill training-vision. Probably from a tech division (ADE) with a strong technical training vision leaders. AREA Center Skill Training articulation into Post Secondary in my opinion is similar to former Vo-Tech schools (post secondary) instead of Community Colleges. Business and Industry working with instructors to produce current needs to fit current jobs.

158. A funding formula that insures high cost programs are adequately funded.
A clear vision of what support can be anticipated for the area centers from the state is needed.

159. State board to give proper attention and leadership to Vocational Education.
Increased state staff to work with all functions of Vocational Education.
Funding program that will provide adequate funds taking into consideration the difference in cost of programs, that is low cost & high cost programs. Funds for operation, maintenance, and updating. Lower tuition and transportation cost of sending schools.

160. Secondary Vocational Education Centers need to be utilized more by surrounding schools. School could cut back on existing programs and send students to area centers. The cost of sending students would be minimal in comparison to what the schools would save by cutting back.

161. Vocational Education must be funded at an appropriate level. It needs to be made available to all students. Eliminate the stigma that vocational education students are slow.

162. Funding according to needs as in weighting. Teachers contracts continue to be extended. Curriculum more relevant to today's needs.

163. Increased funding for new equipment, supplies, and transportation.
More vocational subjects required for graduation.
More emphasis on school-to-work.

164. Secondary vocational needs to be better recognized and accepted as more than a place for high risk students.

APPENDIX G

References

Arkansas Department of Education. (1996). 1995-96 *Vocational Secondary Enrollment Statistical Breakout.* Little Rock, AR: Author.

Arkansas Department of Education. (1995). 1994-95 *Vocational Secondary Enrollment Statistical Breakout.* Little Rock, AR: Author.

Arkansas Department of Education. (1994). 1993-94 *Vocational Secondary Enrollment Statistical Breakout.* Little Rock, AR: Author.

Arkansas Department of Education. (1993). 1992-93 *Vocational Secondary Enrollment Statistical Breakout* Little Rock, AR: Author.

Arkansas Department of Education. (1992). 1991-92 *Vocational Secondary Enrollment Statistical Breakout.* Little Rock, AR: Author.

Arkansas Department of Education. (1996). *Budget and Financial Report for School Districts,* 1994-95. Little Rock, AR: Author.

Arkansas Department of Education. (1995). *Budget and Financial Report for School Districts,* 1993-94. Little Rock, AR: Author.

Arkansas Department of Education. (1994). *Budget and Financial Report for School Districts,* 1992-93. Little Rock, AR: Author.

Arkansas Department of Education. (1993). *Budget and Financial Report for School Districts,* 1991-92. Little Rock, AR: Author.

Arkansas Department of Education. (1992). *Budget and Financial Report for School Districts,* 1990-91. Little Rock, AR: Author.

Brown, C. (1996). Personal communication.

Guthrie G. (1985). *A Brief History of Vocational Education in Arkansas* 1917-1985. Little Rock, AR: Vocational and Technical Education Division, Arkansas Department of Education.

Kunkel, J. (1996). Personal communication.

Leigh, H. (1996). Personal communication.

McManus, Davis, and Cook, (1995). *A Statewide Employer Technical Education Needs Assessment.* Little Rock, AR: University of Arkansas at Little Rock.

McManus, Davis, and Cook, (1993). *1992 Economic Development Needs Survey Research Results.* Little Rock, AR: University of Arkansas at Little Rock.

McManus, Davis, and Cook, (1994). *A Summary of the Survey Results Among Selected Arkansas Manufacturers Regarding Youth Apprenticeship Programs.* Little Rock, AR: University of Arkansas at Little Rock.

Vocational and Technical Education Division. (1995). *Annual Performance Report*, 1994-95. Little Rock, AR: Arkansas Department of Education.

Vocational and Technical Education Division. (1994). *Annual Performance Report*, 1993-94. Little Rock, AR: Arkansas Department of Education.

Vocational and Technical Education Division. (1993). *Annual Performance Report*, 1992-93. Little Rock, AR: Arkansas Department of Education.

Vocational and Technical Education Division. (1992). *Annual Performance Report*, 1991-92. Little Rock, AR: Arkansas Department of Education.

Vocational and Technical Education Division. (1991). *Annual Performance Report*, 1990-91. Little Rock, AR: Arkansas Department of Education.

CE07808F1

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A STUDY OF SECONDARY VOCATIONAL EDUCATION IN ARKANSAS: FUNDING ISSUES AND NEEDS ASSESSMENT RESULTS

Author(s): MARK L. McMANUS, PATC. DAVIS, JANICE COOK AND CHAMBERLIN, GARY (DR.)

Corporate Source: INSTITUTE FOR ECONOMIC ADVANCEMENT UNIV. OF ARKANSAS - LITTLE ROCK

Publication Date: 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: DavisABullwinkle	Printed Name/Position/Title: DAVIS A. BULLWINKLE LIBRARIAN
Organization/Address: INSTITUTE FOR ECON. ADVANCEMENT UNIV. OF ARKANSAS - LITTLE ROCK	Telephone: 501 569-8521 FAX: 501 569 8538
	E-Mail Address: DABullwinkle@UALR.EDU Date: 2/10/99

LIBRARY, RM 541, 2801 S. UNIV. LITTLE ROCK, ARK 72204

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com