WHAT IS VOCATIONAL EDUCATION?

by Jay Wood

Vocational education is a planned series of learning experiences to prepare persons to enter, continue in, or upgrade themselves in gainful employment in recognized occupations. It also includes home and family life and volunteer fire fighting, which are not designated as professional and do not require a baccalaureate or higher degree.

Vocational education is not designed to take the place of general or non-vocational education, but to supplement it. It is not limited to specific subjects or activities, nor is it confined to training for manual dexterity. It has both cultural and utility values and includes knowledge, skills and attitudes that fit an individual for entering or progressing in a socially useful vocation.

The passage of the Smith-Hughes Act in 1917, provided federal funds for vocational education. During the Great Depression of the 30's, the vocational education law was amended to provide for the training of unemployed adults. Then, in 1956, contemporary interpretation of the principles of vocational education caused massive attention to be directed toward vocational guidance as a means of improving the effectiveness with which persons would choose vocations.

A rather dramatic change in the implementation of vocational education occurred with the amendments of 1968, which gave additional consideration to disadvantaged and handicapped students and various ethnic groups.

Since that time, vocational education has also become more concerned with the career education movement and the occupational role of women in non-traditional jobs.

It should be noted, however, that although the scope and range of vocational education has increased, the principles and philosophy remain the same as they were in 1917.

Since the success of the nation's economy is dependent upon the proficiency of its workers, it is necessary to maintain an efficient labor force. Vocational education programs have been established to meet this need for education and training. They are being offered for workers of all ages. Programs have been and continue to be developed for students attending full-time secondary schools, vocational-technical institutes, community colleges and private institutions. As new jobs emerge and new skills and knowledge surface, traditional job training programs are updated. Local advisory committees representative of the occupation being taught are used to advise local vocational administrators as to what new programs and changes are needed.
EDITORIAL COMMENT

In recent years we have seen a proliferation of state and federal legislation and subsequent rules and regulations, because educators were not willing to provide the type of leadership that would ensure operable legislation. Educators need to seize the educational initiative and react in a positive manner. A case in point is special education. Rather than actively drafting and proposing legislation, we sat back and observed the passage of legislation which had very little educational input. As a result we are now faced with unwieldy and in some instances totally inoperable requirements.

Vocational education is following closely on the footsteps of special education. We have already seen what has been described by some as an octopus. The problem with our octopus is that it has no single, central intellect which can provide direction and leadership to the tentacles. We have instead local committees, the Council on Vocational Education, and the State Superintendent of Public Instruction’s office—all attempting to provide overall direction to vocational education. We find, instead, an identity crisis. Each tries to control the direction of vocational education from its own perspective. As a result we have a highly visible but segmented program. Since the public supports vocational skills training we can certainly expect new vocational legislation in the near future.

Are educators doing their part to strengthen the K-12 vocational program? We are, provided we actively develop legislation to address our vocational needs.

If we don’t provide leadership and direction, it will be dictated to us. Experience indicates that we must seize the educational initiative and develop a unified vocational plan based on student need.

Brian L. Talbott, Superintendent
Educational Service District 105

FROM THE PRESIDENT

February 28, is my last day as president of the Washington State ASCD. On March 1 Roy Duncan becomes president and Connie Kravas will be president-elect. This early changeover is the result of Bylaws revisions approved last June.

My nine months as president have been a most satisfying professional and personal experience. During the fall the complimentary membership campaign doubled our membership with over 400 new members.

Twenty seven school teams participated in the Practitioners’ Workshop on November 29 and 30. The evaluations were most positive. This year the Association of Washington School Principals became a full partner and the ESD’s provided scholarship funds for nine teams. The OSPI continued its substantial support. Roberta La Coste chaired the planning committee.

Over 300 attended the annual conference in Spokane. The conference featured six outstanding general sessions and sixteen mini-sessions. “Educator of the Year” awards were presented to Nancy Whitson of Snohomish, Dick Usatilo of Olympia and Carol Fossom of Belfair. Carol Fossom was the first volunteer to receive the award, symbolizing the “common cause” nature of the WSASC.

The fall and winter issues of Context and Conflict were sent to every principal and superintendent in the state. The spring issue will be sent to members only! The increase in membership makes possible the employment of a part time executive secretary to help manage the affairs of a maturing organization.

Yes, this has been a very significant year for the Washington State ASCD. I know the association will meet the challenges of 1979 and will become an even stronger voice for curriculum development and the needs of learners in our state.

Dale Linebarger
President

WHAT IS VOCATIONAL EDUCATION? Continued from page 1

The aims and purposes of these organizations are to help the students develop leadership, cooperation, services, thrift, sportsmanship, scholarship, patriotism and citizenship. These components are taught as an integral part of the vocational education program. Local chapters, state associations and national organizations provide activities which give the students a chance to practice the objectives, aims and purposes of the vocational education programs.

The quality of vocational programs is maintained through the local school district, which follows the program standards set forth by the State Plan for Vocational Education. In addition, all vocational personnel are required to be vocationally certified. Both of these quality controls require continuous evaluation by the local educational association who are maintaining approved vocational programs.

In summary, vocational education is an integral part of the total educational program and contributes toward the development of good citizens by developing their physical, social, civic, cultural and economic competencies.

Jay Wood is Administrator of Program Development Section, Office of the Superintendent of Public Instruction.
VOCATIONAL EDUCATION AND THE UNIVERSITY

by Dr. Ronald M. Frye

Questions have arisen about the appropriate operating domain and the legislative intent for the role of the university in the area of vocational education. Such questions arise as: which university is most qualified vs. the community college, vs. the common school, vs. business and industry, vs. professional organizations and vs. public or private agencies. It is contended that current social and economic pressures on the educational system are so extreme that competition among public education systems must move to a more cooperative position. If a more cooperative posture is not developed among all levels of the educational system, there is evidence that responsibility for vocational education may be assumed by such agencies as the Department of Labor and/or private industry. The results of such a move could have far-reaching and serious implications for the democratic heritage upon which our existing programs of vocational education have been built.

INFORMATIONAL FUNCTION

University education has an obligation to inform all individuals, and more specifically, teachers and school administrators of their responsibility to society. The curriculum in the public schools, as well as in private institutions, must be designed to accommodate plumbers, preachers and machinists, as well as M.D.’s, and to inform youth in our society about their potential in the total world of work.

A prospective auto mechanic has the same right to equal educational opportunity as does the prospective engineer. That right of entry into the world of work should not be ignored by a school system that prefers to offer choir or band, or a liberal studies course which supposedly prepares individuals to enter an institution of “higher learning.” Many public school curricula are designed to facilitate the education of the minority for jobs that employ only 20 percent of the workers in our society. Public education should be designed to provide individuals with enough basic skills to enable them to compete in the labor market as well as to assist individuals in entrance into college. Vocational educators at the university level have an obligation, then, to inform all educators in our society of their overall responsibility in the area of occupational-vocational education to that society.

PRE-SERVICE FUNCTION

If the educational system is to be maintained, the traditional university campus-centered vocational teacher education program must meet the demand for extending more pre-service programs to the local community. The university can assist in the pre-service teacher education function by informing individuals who are prospective vocational instructors about the learning process, the organization of learning material, the management of students and the general transition from “production” to instruction.

Universities can also provide many pedagogical techniques which contribute to the preparation of professional teachers. These elements should constitute the core of a pre-service teacher preparation program.

IN-SERVICE FUNCTION

The critics of vocational education as well as some of the advocates indicate that vocational programs are “too traditional”, that “vocational educators are inbred,” and that “vocational education is averse to change and updating of programs.” College and university vocational programs can provide continuing in-service education dealing with new methods of instruction, new curriculum techniques, and to assist in the area of research and development which will guide the inevitable changes in vocational programs. The question which must be addressed is, to what extent will in-service education reflect the past or the future of vocational education?

INFORMATIONAL AND RESEARCH FUNCTION

Leadership at the state level has traditionally been concerned with allocating and supervising funds rather than spearheading planned change. State Departments have looked to secondary and community college vocational programs for most ideas and innovation. Four-year institutions can provide access to information on new vocational programs plus synthesis and information on these programs. All educators seem to agree that there is an urgent need for more effective vocational programs. Universities can serve as a vehicle for the creation and implementation of programs of curriculum development in teacher education as well as for the development of research in vocational education.

The role of the university in occupational and vocational education has historically served only the education community. This role reflects an interest in serving a broader clientele, including business, industry and labor while continuing to maintain ties with formal education institutions.

If our educational system is to hold its position, all levels must cooperatively delineate their role in vocational education and articulate their respective roles, which should complement each other without unwarranted duplication. Vocational education has been one of the most potent forces toward economic productivity in our nation. It is one of the efforts which has been made to help individuals realize their potential in our society. The “can be” in vocational education is going to call for a great deal of cooperation among all persons and agencies if we are going to realize the full impact of assisting people in training for the world of work.

Dr. Frye is the Director of Teacher Education, Certification and Fifth Year at Central Washington University. He has served as a vocational teacher educator in Washington, Oregon, Arizona and Missouri.

THE RELATIONSHIP: VOCATIONAL ED AND CAREER ED

By Jim Crook

Vocational education has long been meeting the needs of many students.

Career education is a challenge that inevitably must be met.

There is a need for more career information to help students make informed career choices.

Educators have the responsibility to attempt to prepare youth for further education/training, satisfying leisure time, family life, and meaningful participation in the life of the community. Students need the skills necessary for an initial career decision, but more importantly, to plan for changes throughout their lives. For they can be sure of only one thing, there will be continual change in our complex society. Yet a recent review of career guidance practices conducted by R. E. Campbell at Ohio State University reported that students cited too much stress on job intent, at the sacrifice of occupational life style.

Continued on page 4
The nation seems agreed that there is a need for some kind of reform in the educational system. Parents, teachers, students, business and labor leaders are finding a central theme around which such reform must be built. That is, that many students are coming out of school unprepared for meaningful lives. Both career education and vocational education are attempting to respond to that cry for reform.

A main assumption of career education is that the learner should come to see education as a useful tool. Whether or not it is acknowledged, society expects our schools and colleges to equip citizens for successful entry into the world of work. In response to a recent Gallup Survey of attitudes toward the public schools, Gallup states, “Few proposals receive such overwhelming approval today as the suggestion that schools give more emphasis to a study of trades, professions and businesses to help students decide on their careers.”

It is noteworthy that young people, too, look for more attention to their career needs. A survey by the American College Testing Program, published in 1974, reports, “One of the most striking findings of this study is the apparent receptivity of students toward help with career planning . . . more than three-fourths of the nation’s high school juniors would like such help.”

With the drawing of such lines of priority, a question begins to emerge. Shall we preserve the status quo, sustaining the traditional practices that are obviously not equipping young people, or shall we place our educational programs in positions which will allow maximum contribution to our individual and national life? Basic habits and attitudes need to be developed in the formative primary years and continued in a systematic, developmental process throughout the student’s development.

But isn’t this already happening? A qualified answer is yes. There are many career-related activities occurring in many schools and school districts across the nation. They are occurring at various grade levels and within some academic areas. The difference is that career education must insure that these activities will be for all students in a developmental and comprehensive sequence as an integral part of the total curriculum. Indeed there are school systems where such infusion has taken place, K-12, and throughout all areas of the curriculum. Many are approaching the point at which previously-identified career education activities are now simply a part of THE CURRICULUM—in mathematics, speech, music, vocational programs, reading or any other area of study. For these schools, the term “career education” is coming to have less and less meaning as something special or out of the ordinary. It is, in fact, EDUCATION FOR LIVING. Those successful programs in all parts of the country have emphasized the fact that the ultimate responsibility for career education lies with those who are accountable for the goals of basic education in the school system. The persons responsible for the total school program must plan for career education just as they plan for the development of basic reading and math skills. It is not a separate subject to be added to an already crowded curriculum, but it is to be included in all areas to facilitate the relationship between education and the rest of the world, including the world of work.

Infusion into the total school program means to build career concepts K-12, in a consistent and developmental framework, within a school system’s instructional design. Many isolated career-related activities occur in many classrooms without such a systematic approach, but a developmental program insures accomplishment of student goals by all students, at all grade levels. Reading and math skills are not developed by random experiences. Unfortunately, preparation for the world of work usually is. If career education is to become infused permanently within the school program, it requires a comprehensive, systematic plan.

The aim of education is the same for us all—to find the most effective way to utilize and develop our abilities in a changing society for our mutual advantage. In the context of career education, arts and sciences may be as integral to the life of a
medical technician, as some knowledge of mechanics may be to a
classical scholar. One may choose to be that medical technician
or that scholar (or an electronics technician, a sociologist, a
lawyer, a secretary, an orchardist, a medical doctor, an engi-
neer, a mechanic, a waitress, or anything else). Such a choice may
or may not take place during the formal "school" process. But,
whether it does or doesn't, simply points out the fact that there
are educational aims other than the supplying of occupational
knowledge and preparation. They include personal enlighten-
ment, social development, exploration of the depths of knowl-
edge, awareness of a self-identity, development of decision-
making skills and others.

As a part of career education then, but only one part, voca-
tional education is offering realistic choices for more and more
students.

VOCATIONAL EDUCATION-
SPECIAL EDUCATION
Leadership Training Program

By John Emerson

The University of Washington, Area of Special Education, is
initiating a graduate level program to provide leadership training
to selected vocational education personnel in Washington State.
This program, which began in September of 1979, will include both
course work and practicum experience aimed at ensuring that
the secondary handicapped student receives the opportunity to
partake of the regular vocational education program. Those
teachers completing the program will return to their respective
school districts to provide leadership and technical assistance to
other vocational education teachers, special education personnel,
and school administrators.

The need for vocational education teachers trained to pro-
vide for the occupational preparation needs of the handicapped
in our public schools has become more acute in light of the
recent mandates to educate all handicapped students in a "least
restrictive environment." The 1973 Rehabilitation Act con-
tains a section (504) which represents the first federal civil rights
law protecting the rights of the handicapped and prohibiting discrimi-
ination against a handicapped person solely on the basis of
that handicap. Section 504 also calls for equal education for the
handicapped with nonhandicapped pupils to the maximum ex-
tent possible. Clearly, vocational education is a major area in
which many handicapped students can and should be integrated
into regular classrooms.

The Education for All Handicapped Children Act of 1975
(P.L. 94-142) states that handicapped children and youth should
have available to them the same variety of programs and services
available to regular pupils, including art, home economics, and
vocational education. The Individual Educational Program
(IEPs) now required for all handicapped pupils must contain long-
and short-term vocational goals.

Vocational educators will need specific training to enable
them to effectively integrate handicapped youth in their class-
rooms. They will need specialized knowledge concerning the
learning behaviors and appropriate teaching techniques which
work best with the handicapped vocational education student.
The "Vocational Education-Special Education Leadership Train-
ing Program" will provide the opportunity for the secondary
vocational educator to learn these specific teaching strategies and
evaluate their effectiveness with special populations.

Both the special education and the vocational education
professional communities will have to combine efforts in a re-
newed effort to develop effective and innovative programs which
will assist all handicapped students in developing their greatest
occupational potentials. The Area of Special Education at the
University of Washington invites all interested persons to write
for additional information and/or applications about this innova-
tive program. (Contact John Emerson—Special Education, 103
Miller Hall DQ-12, University of Washington, Seattle, Washing-
ton 98195.)

RECRUITMENT OF VOCATIONAL
EDUCATION INSTRUCTORS

By Bob McLaughlin

For the past several years, vocational and technical pro-
grams constitute the most rapidly growing sector of secondary
education from the standpoint of enrollment and expenditure.
The low prestige ascribed in the past to vocational students and
teachers is rapidly diminishing as salaries for tradesworkers have
made the vocations more attractive.

A major responsibility facing administrators and school
boards in vocational programs is instructor recruitment. The selec-
tion of candidates for instructional positions in schools is
still in a rather primitive stage due to the lack of information on
predictors of instructor success. If this holds true for college
prepared instructors, the problem is more prevalent in voca-
tional programs where instructors are often recruited from
industry.

The problems faced by the recruiter of vocational teachers
are numerous. One of the major problems is to recruit trade and
industry instructors who have the ability to relate to students.
The prospective teachers will be asked to change their life style
from one of physical work to one of primarily mental work.
Daily lesson plans, inventories, equipment and supply orders,
student record keeping, evaluation instruments, textbook selec-
tion, advisory boards and other details required by schools (or
related to teaching) are enough to frighten a college-trained in-
structor; but, for a non-degreed instructor, the prospective tasks
can cause panic.

Another problem area is salary. This is an area in which the
recruiter can easily become embarrassed. Some school districts
are adopting vocational salary schedules that assist the recruiter
yet, most skilled tradesworkers can make a higher salary in in-
dustry than in the teaching profession. The fringe benefits pro-
vided the tradesworker are usually no good as those provided the
teacher; however, the retirement system available to the teaching
profession usually has more to offer than the retirement system
available to trade and industry.

Vocational certification inevitably requires an explanation.
The Superintendent of Public Instruction makes provision for
the newly employed teacher to complete the coursework neces-
sary to meet the vocational certification requirements at no cost
to the individual. However, if the vocational teachers wish to im-
prove (or advance) their position on the salary schedule, most
school districts require that a college program be initiated. In this
event, cost is incurred by the individual. Some districts, such as
Yakima School District, have adopted methods to recognize on
the salary schedule, by appropriate placement, the years of train-
ing that are required to reach journeyman status in trade and
industry. These districts still require professional coursework for

Continued on page 6
EVALUATE FOR SURVIVAL

By Dr. John Armenia

HEW Secretary Joseph Califano called Vocational Education his “...Department's least effective program,” at the American Vocational Association's December convention in Dallas. Califano's critical statement generated rumors that the Carter Administration wants a $200 million cut in Vocational Education funding.

Today and tomorrow could be the best of times or the worst of times for Vocational Education. The survival of Vocational Education is dependent upon its response to continuing and mounting pressures to evaluate more effectively and demonstrate effective programming and educational results. Demands for "accountability," "assessment" and "evaluation" appear more and more frequently in the conversations and writings of legislators, government executives and the public. Demands to show results or suffer cuts in appropriation requests are being heard at an increasing rate by all.

In Vocational Education, as in all public-funded programs, appropriation decisions sustain bureaucracies, dominate legislatures, preoccupy administrators, and even concern many program participants. Appropriation decision lead to policy, produce conflict and have the potential to foster concern, cooperation and accountability.

Secretary Califano's criticism and the rumored $200 million appropriation cut is a message to Vocational Education professionals that positive evaluation results mean survival.

Today, local patrons, state and congressional legislators, as well as Mr. Califano, are more aware and concerned about the cost of schooling. They know that schools require a large share of the local property receipts, state tax revenue and the HEW appropriation. Therefore, they are demanding more information about how tax dollars are being spent and the services they are receiving. And they expect to receive the information in well-written, objective and understandable reports.

"The accountability movement...is probably one of the fastest moving phenomena we have in American education," observed Leon Lesseringer at a national seminar entitled "Assessment and Accountability in Education: Threat or Promise?" (1/26/74)

Are the schools giving the people their dollar's worth? This is a question that people are asking. George Gallup has found in his surveys since 1971 that the major problem facing the schools is how to finance public education. Gallup concludes that the public wants some proof that their schools are good.

EVALUATION = PLANNED CHANGE

Evaluation can be the key to planned change as well as a response to accountability demands. Information derived from an evaluation should be descriptive and useful when it is specific, clear and supported with examples. Evaluation data should be processed and evaluated immediately after it's been collected. A climate for accepting feedback and using the evaluation for program improvements should be cultivated at the local, state and national levels.

FIVE EVALUATION STRATEGIES

Evaluation designs, out of necessity, usually embody some degree of compromise between the need for valid and reliable findings and the realities of limitations inherent in any program. Some of the realities that should be considered are: the availability of sources and instrumentation; cost and time limitations; the level of detail and specificity required to answer the evaluation questions; and the expectations of funding sources.
and others to whom the vocational education programs are accountable (e.g., advisory committee, school board and other administrators, students, state evaluators, parents and staff).

There are five major evaluation strategies vocational educators can use to assess student outcomes: (1) criterion-referenced or objective-based testing; (2) comparative testing; (3) student follow-up studies; (4) student case studies; and (5) comprehensive program evaluation.

Criterion-referenced design is usually most appropriate for answering the majority of evaluation questions that are likely to be posed regarding specified objectives. This design lends itself well to a nonstatistical treatment, which is an approach commonly employed by rural school districts. It relies heavily upon the prespecification of specific program objectives.

Statements of objectives are formulated from a foundation of concepts and skills. The set of concepts and skills of the curriculum is the axis framework for organizing instruction. The other four major elements for organizing teaching and learning are: Assessment, Instruction, Evaluation and Record-Keeping. They are interrelated in the following manner: Statements of objectives generate from the concepts and skills and set the criteria for the development of tests and other Assessment processes. Each objective defines exactly what a student is supposed to be able to do following Instruction. There is also a further inter-relationship between Evaluation and Instruction: based on the teacher’s Evaluation of testing results and student records, Instruction is modified to meet unmet student needs.

Comparative testing is used to determine student mastery of basic skills, minimal competencies, life and career skills and involves pre- and post-testing of groups of students. Instruments used include norm-referenced achievement tests, criterion-referenced tests and other research-developed assessment tools.

Follow-up studies can be computer analyzed surveys and personal interviews of past and recent graduates. These studies assess students’ opinions, job placements and/or post-high school training and personal life activities.

The student case study method can make a significant contribution to the evaluation of Vocational Education. Attorneys, physicians, sociologists, physical and natural scientists have developed procedures and models for preparing case studies that meet the needs of their profession. The case studies approach utilizes a selected sample of students. It substitutes depth for breadth. The case study describes a large number of variables. It is a holistic appraisal of the student and the teaching-learning process. It does not simply focus on a narrowly-defined set of outcomes like criterion-referenced evaluation.

A case study is made up of: anecdotal background data; a chronological history; follow-up surveys and interviews; standardized and criterion-referenced test scores; self, staff, parent and peer reports; appraisals of student products; evaluator observations of the student in the lab/classroom and at the on-the-job training site. The case study approach is an appropriate evaluation strategy because Vocational Education is highly individualized.

Comprehensive program evaluations utilize all of or parts of the other strategies. Methods for evaluating program outcomes do not vary significantly from strategies to assess student outcomes. Comparative testing within an experimental design determines the effects of a program’s treatments. Student case studies document a sample of individual treatments, performances and student-peer-educator-employer-home interactions. Follow-up studies survey the perceptions of students, graduates, educators, parents and employers and assist in evaluating short- and long-range program goals. Cost-effectiveness studies are added to the program evaluation in order to assess direct and indirect costs and benefits comparing program costs with competing programs and established standards. Local and state advisory committees also have a part in program evaluation through their review of evaluation and need data and approval of program plans. Visits by outside evaluators and experts from the various occupational fields in vocational education can help establish objectivity and additional quality to the evaluation.

CONCLUDING STATEMENT

The strengthening of accountability practices is imperative. Secretary Califano’s, the public’s and the legislatures’ disillusionment and lack of confidence in our Vocational Education programs is in large measure due to our inability to substantiate results. We must be prepared at all levels to defend our program descriptions and budget requests with evaluations developed from valid and reliable institutional research.

Historically, assessment of performance is an age-old practice. The last verse in the Book of Genesis reads, “And behold, it was good.” That single act of our Creator established the precedent for evaluating man’s actions.

Dr. John Armenia is Assistant Superintendent of Selah School District.

VOCATIONAL EDUCATION—PROGRAM STANDARD INEQUITY

By Robert L. Eckert

The Division of Vocational-Technical and Adult Education Services of SPI have a document entitled “Standards for Vocational Programs.” These standards are the guidelines to be followed during the operation of any state-vocationally approved educational program.

The standards contain some general rules—“basic standards”—for all vocational programs along with specific criteria for each specific vocational area.

In order for a school district to have an approved vocational program and to be able to generate additional vocational funding, these program standards must be adhered to in the strictest sense.

The latest set of standards was revised in January, 1978. For the most part, the standards seem adequate and appear to speak to appropriate rules and guidelines. For example: the overall goal for vocational education is to lead to entry level employment; instructional equipment to be used is the same or comparable to that in industry; job placement assistance is necessary; leadership development should be an integral part of the program; and such things as enrollment, teacher duties and extended time, student performance, etc., are spoken to.

However, concern is warranted regarding the inequities of the standards from specific program to specific program, and about some proposed changes proposed by SPI.

The program standards are in the process of being adopted as WAC (Washington Administrative Code). Once they are in the WAC, they are the law, and would be quite difficult to change. Therefore, it is imperative that they be equitable, workable, and fundable before being adopted.

Even though many of the standards are in the process of proposed change right now, some of the existing inequities are as follows:

Continued on page 8
1. The home and family life department required one and one-half hours per student for extended contracts for instructors; the vocational agriculture department recommends a full twelve-month contract for their instructors and the other departments—business and office, community resource training, distributive education, diversified occupations, vocationally approved industrial arts, and trade, industrial, technical and health occupations—don’t mention an extended contract at all (however, some even more diverse recommendations are being proposed);

2. Related to class size, program areas dictate from 20 all the way to 28 students maximum with a daily load limit in one area up to 120 per day or 140 if a teacher’s schedule includes non-vocational courses;

3. The youth leadership assistance from the state office varies from the agriculture program area, that offers a program not only state-wide but nation-wide with activities for students virtually every week of the year, down to the diversified occupations program area, that provides very little state assistance and expects that all the work be done at the local level.

There is currently a committee of vocational directors meeting with SPI personnel who are working towards common ground on the standards. However, the standards are not yet equitable, workable or fundable to the satisfaction of all.

And to further complicate the matter, in spite of all the inequities in the requirements, the funding is the same throughout all of vocational education. It is nearly impossible to properly manage the system as it now exists, especially if you try to match revenues with expenditures.

The standards need to be developed to give the local educational agency more flexibility. Who better knows the need of a school district and community than the local vocational administrator, building principal, superintendent and advisory committee? Why should the state office dictate that we should have “20 students in a class,” or “extended contracts in one area and not the other,” or “students complete certain requirements in some programs, but not others,” and then not adequately fund their demands. Their (SPI Division of Vocational Education) intentions are good and their support is much needed in the local school district, but more administrative decisions and flexibility are needed at the local level to meet the needs of the children served and the community in which the trainees will eventually be employed.

As mentioned earlier, a committee is currently working with Jay Wood of SPI in revising the standards. Any input would be greatly appreciated. Some members of the committee are Ken Hilliard, Sumner School District; John Keith, Mead School District; and Jan Carlson, Mukilteo School District. Also, Mr. Wood from SPI would be able to receive your input.

Total continuity between programs may be impossible, and funding tie-in would be the key factor, but the standards as they now are, and some of the proposals that are floating around, are not desirable to local school districts.

How do you follow the “Standards for Vocational Education Programs” in your school district? Are you in compliance? Be a part of the new WAC.

Robert L. Eckert is Administrative Assistant of Othello School District.

---

VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS...?

By Ernest D. Fisher

Please indicate which of the following statements are true and which are false:

a. A prevocational-vocational program for handicapped students is primarily for secondary level TMR and EMR students.

b. The program should stress the development of social, vocational, and home living skills; job-pre-requisite attitudes and skills; and job training.

c. It is reasonable to divide a special education program into academic and non-academic areas.

d. For most students, instruction in a special education setting is the most efficient way to teach prevocational and vocational skills.

e. Many kids, especially ILD students, don’t require prevocational-vocational objectives because our primary responsibility to them is in the academic areas.

Probably, most of these statements are neither absolutely right nor absolutely wrong. Consider them in the context of recent regulations pertaining to special education.

The federal regulations require a statement of levels of educational performance which must include prevocational and vocational skills. Since there are no qualifying statements (age or handicap), it must apply for all IEPs written.

Other federal regulations state that no student may be excluded, on the basis of a handicap, from any program which receives federal support. This must include most existing in-school vocational and distributive education type programs.

The “least restrictive placement” statement in the federal regulations requires the handicapped students to be educated, as much as possible, with their non-handicapped peers.

We are responsible for the education of handicapped students beyond an age when most non-handicapped students have completed their schooling. Furthermore, it is at least implied that termination of the educational program for handicapped students (prior to age 21) must be based on the completion of an appropriate educational program which is defined by reasonable objectives.

Now consider the cumulative effect that these regulations may have. Several conclusions are possible.

Perhaps it is necessary to develop a “longitudinal” curriculum from primary through secondary levels for students who are likely to require special education services throughout their careers. This scheme could provide a general scope and sequence for objectives which define skills in relation to their contribution to the prime objective for handicapped students—to prepare the students to live as independently as possible after they leave school. Whether there is a division of “scholastic” and “vocational” skills, is probably academic. It may be functional in the sense that it is also reasonable for a curriculum to provide scope and sequence for the development of specific skills, e.g., reading, arithmetic, or using a hammer and saw; but, skills should fit into a larger scheme. For instance, to stay on a task for a certain amount of time in the school, it is important for the student to plan a day. It can be evaluated both in terms of increased production and quality of “school work” and, as a functional “prevocational” skill within a sequence of skills. Without a curriculum in this format, it may be difficult to know how to prioritize teaching time, define appropriate placement, provide continuity to a program, and design a program as “appropriate”.

From a slightly different perspective, it may be necessary to broaden the concept of accountability to students with specific...
handicaps. This is fairly apparent if the idea is applied to a student with neurological impairment which limits ambulation and other gross motor skills. It may be less obvious if applied to a student with a specific learning disability. Do objectives to teach some aspect of reading, constitute appropriate program? Perhaps it is also the responsibility of special education persons to teach the LLD student efficient use of other methods to acquire information. Is that a "prevocational" skill?

It may be necessary to reevaluate the role and areas of responsibility of the special education program. It probably is inappropriate to think of an isolated, self-contained program for any aspect of the educational program for handicapped students. It may be irresponsible to relegate the responsibility for any specialized training just because of a mandate to "mainstream".

From a practical viewpoint, it is probably the responsibility of special education personnel to provide pre-requisite skills at various levels. This should prepare the students to profit from instruction in the regular program, without the need to duplicate material and equipment. Finally, in order to accomplish this efficiently, special education personnel should assume the responsibility to provide program coordination—direction, continuity, evaluation, and accountability within the framework of the specialization educational curriculum aimed at the prime objective.

Ernest D. Fisher is Director of Special Education at Grandview School District.

VOCATIONAL INTER-DISTRICT COOPERATIVE

By Betty Douglas

Because small schools can afford to offer only a limited number of vocational classes, additional offerings are made possible through cooperation between districts. This alternative provides additional opportunities for vocational classes which one small school alone could not provide.

This vocational cooperative can be used with any number of districts. It is fairly simple to go about sharing classes with other districts. The host school district arranges for an inter-district cooperative agreement. This agreement lists the classes to be offered and states any other negotiable items. The school boards of the districts involved then pass a board resolution accepting the agreement. After that, the agreement must be approved through the Office of the State Superintendent of Public Instruction.

The host school claims the attendance money for the students. Transportation is negotiated between districts depending on the schedules and the schools involved. A district may wish to charge the incoming students tuition and fees; this could be worked out in the agreement.

Two difficulties arise in the situation of inter-district cooperatives. Transportation is often difficult to arrange. Schedules vary among districts, and the cooperative students do follow the host school's schedule. The other problem arises when students prefer to remain in their home school where they are familiar with the rules, schedules, classes, and especially students. They prefer to remain with their friends.

However, once the students adjust to the newness of attending another school for part of the day, they find that the experience is extremely valuable. They not only learn from the class itself, but they also gain from working with other students and in other circumstances.

Because students shy away from attending another school, the more daring and aggressive students are willing to give this alternative a try. The students who are willing to travel in this situation are usually students with self-confidence and a good self concept.

Enrollment varies from year to year as is normal in all classes. The variance in enrollment depends on the number of students who are serious about that vocational area. Sometimes only one student from a school is interested in that particular career area and sometimes three or more are interested.

Classes within the agreement are open to the home students first. After the home students have enrolled, any openings are filled by students from other schools. Usually the class is of the type that just a few take it from each district. As a result, there are ample openings so that students from other schools may enroll.

In the lower Yakima Valley an inter-district cooperative agreement exists between the Wapato and Zillah school districts. Zillah also has agreements with Granger and Toppenish school districts. Zillah allows students from Granger, Toppenish, and Wapato to attend the nursing, horticulture, and commercial art classes in Zillah. If a class is offered in Wapato, Toppenish, or Granger which is not offered in Zillah, Zillah students would be permitted to attend out of their district. The host school would then arrange for an inter-district cooperative agreement.

In the past districts have shared classes in graphic arts, auto mechanics, small gas engine repair, horticulture, diversified occupations, and construction carpentry.

The success of the cooperative agreement depends on the people involved and their willingness to work with one another and to sell the program. The lower Yakima Valley cooperative seems to have been quite successful and has been an excellent way of meeting the needs of students who are interested in a specialized vocational class.

Thus, the inter-district cooperative has worked successfully in the lower Yakima Valley. It is an alternative well worth considering for those districts with limited vocational program offerings.

Betty Douglas is Vocational Director in Wapato School District.

THE FUTURE OF VOCATIONAL EDUCATION

by Floyd Winegar

There are a great many reasons to be optimistic about the future of and for Vocational Education. We are in a time frame which not only allows development of Vocational Education opportunity, but also demands it. The very nature of the educational enterprise in this country is geared to meet the practical needs of the society in which we live.

This in an age of rapid communication which demands instant response to all the questions we can bring up about development of the past generations; questions about the future, and questions about how to meet emerging and unknown developmental qualities of the future.

Unlike the past, we live amid such a store of known resources that we are unable to predict the technical breakthroughs to our future. We continue to probe all known resources from every known vantage point. We do know, however, that when tomorrow arrives we must be in the midst of an educational program to meet the demands placed upon us or we cannot control our destiny with any degree of predictability.

Continued on page 11
Average Annual HEATING REQUIREMENTS in Degree Days,
State of Washington.

Data from CLIMATOLOGICAL DATA for Washington, ANNUAL SUMMARY, National Atmospheric and Oceanic Administration, Environmental Data Service, National Climatic Center, Asheville, North Carolina; 1971 through 1975.

Compiled by Leigh Lewis using the SYMAP computer program to compute isarithms. Compilation rectified and drawn by John Q. Ressler, Department of Geography and Land Studies, Central Washington University.
THE FUTURE... Continued from page 9

All of this puts a pressure on society to develop attitudes, research techniques, and methods of inter-agency communication between education, community, and industry to enable each generation to understand and adapt to their own arena of life.

Vocational Education has tripled its emphasis in the public schools alone in the last twelve to fifteen years. The growth has been so rapid that the legislature, faced with providing finance for a myriad of needs, has not been able to allocate sufficient funds to train the needed work force to meet the technical needs of industry. The result is that a properly trained technician easily finds employment, and there are many technical jobs which cannot be filled because there is no one properly trained to perform the tasks demanded. Those who have not had opportunity or will not train, however, find themselves in the unemployment lines, because the untrained and inexperienced cannot operate and control the technical equipment which produces, retrieves, regulates and serves in industry and home. Simply, we need many more persons trained and in training.

Our future is one where people need to understand themselves at as early an age as possible. They need to have a growing awareness also of the people, the resources of industry and the economy they live with and in. You need to know so you can make a better selection of the role in which they wish to serve in the common cause of self support and survival.

The one foreword certainty is that there will be rapid change. The future will reward people who can adapt their skills to new situations. This means that along with technical education must come a sense of the potential people have to be flexible. Today people are too prone to be rigidly locked to one job or skill. As people become flexible in the performance of skills and flexible in the blending of the resources of different technologies, new fields of opportunity and achievement will be opened.

We do not need to concern ourselves with the Buck Roger's world of science fiction. We have by now adapted pretty well to many of those ideas, concepts, inventions and achievements as they became realities.

One area in which we lag desperately is in recruitment of the human resources available. We have failed many times to implement programs to acquaint youth with the elemenaries of technologies they must deal with in everyday life. We insist that basics are enough when it is evident our youth must have knowledge far beyond the frontiers we understand. We fail to properly guide youth in the basics of self understanding. We attempt to educate all youth in the same mold. A look at the diversity of opportunity available must tell us our vision is too narrow.

Youth of all ages, all races, all levels of social and economic standing should be encouraged to look at the exciting frontier of technology. This will be an excellent place for people to invest their working years.

The future of Vocational Education based on the known needs of society has never been brighter. We see new frontiers opening in transportation, developments in energy, developments in conservation, in equipment design, and hundreds of other areas. The world of synthetics alone offers a challenge too staggering to be explained.

There will be a need to train people in many of the present technical areas, but the future really lies in emerging occupational fields now opening and barely visible in the future.

We can no longer serve the future with only the knowledge man has gained from the past. If ever there was an age of pioneering, it is now, and in our immediate future. There will always be new frontiers in technology.

Floyd Whitegar is Director of Vocational Education in the Yakima School District.

CONFLICT

THE IMPACT OF ENERGY USAGE ON SCHOOL DISTRICT'S CURRICULUM PROGRAM

By Dean Starr

During the last five years the cost of energy for heating public schools in the United States has increased rapidly from $17.71 per pupil in 1972 to $41.67 in 1977. It is projected to be $83.87 per pupil in 1981 and $280.00 per pupil in 1985.

Applying these data to a school district of 10,000 students, we will witness a dollar cost increase from $177,100 in 1972 to $2,800,000 in 1985! The casual reader of energy articles can easily assume that such dramatic increases apply to all school districts more or less equally.

The Central Washington University Geography Department Heating Degree Day Map clearly shows that the Walla Walla School District, for example, has the lowest number of degree days per year at 4500, and that the Oroville School District, at 9200, is near the highest. If we project our thinking to 1985, we can clearly see that the energy costs of the Walla Walla School District per building square foot will be half the energy costs of the Oroville School District per building square foot. At 1985 projected energy costs, that difference will be crushing to a school district such as Oroville if we do not formulate a state school energy policy that provides a formula differential to accommodate this difference. It is unreasonable to require some school districts by an accident of geography to use a larger portion of their special levy and/or basic education state funds to provide energy when the reason for the existence of any school district is to provide curriculum and instruction for the students in their charge.

Therefore, the financial and building divisions of SPI should be preparing for the eventuality of an energy differential built into our building and financial formula which allows the full measure of the Doran decision to be strictly maintained—relatively equal dollars to be expended on each child's curriculum and instruction in the State of Washington.

Dean Starr is Superintendent of Yakima Public Schools.

This section of CONTEXT and CONFLICT is intended to serve as a fertile ground for discussion of strong feelings or issues of a controversial nature. Writers are encouraged to focus on topics of concern to educators in Washington State.