

GUIDELINES FOR DEVELOPMENTAL PROGRAMS

IN

VOCATIONAL EDUCATION

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FOREWORD

IT IS CLAIMED THAT VOCATIONAL EDUCATION IS THE NECESSARY MEANS OF COPING WITH THE GROWING PROBLEM OF MAKING YOUTH EMPLOYABLE IN A WORLD WHEN THE GAP BETWEEN EMPLOYMENT AND THE UNEDUCATED AND UNTRAINED CONTINUES TO WIDEN, A CONDITION THAT TENDS TO PLACE NEW EMPHASIS UPON EDUCATION AND THE EDUCATOR AT THE STATE LEVEL FOR GIVING GUIDANCE TO THE MARSHALLING OF ENOUGH FORCES AT THE LOCAL LEVEL TO PROVIDE THE KIND OF EDUCATION AND TRAINING NOW REQUIRED BY YOUTH IS A RESPONSIBILITY OF STATE SCHOOL LEADERSHIP.

THE COMMON HIGH SCHOOL THROUGHOUT THE NATION OFFERS STATE LEADERSHIP A MASSIVE POTENTIAL FOR EFFECTING NEW DIMENSIONS IN VOCATIONAL EDUCATION AND IT IS TO THEM THAT EFFORTS TO ESTABLISH NEW PROGRAMS AND BROADEN THE OLD MUST BE BEAMED.

P U R P O S E

THE PURPOSE OF THIS DISCOURSE IS TO PROPOSE APPROACHES FOR DEVELOPMENT IN THE HIGH SCHOOLS A COMPREHENSIVE - COORDINATED PROGRAM OF VOCATIONAL TRAINING DESIGNED TO EQUIP ALL OF THE YOUNG PEOPLE IN THE COMMUNITY WITH THE KIND OF INSTRUCTION THAT WILL PREPARE THEM FOR THE WORLD OF WORK -- WITH THE STATE DEPARTMENT OF EDUCATION USING SUCH PROGRAMS , ALONG WITH EDUCATORS AT THE LOCAL AND COUNTRY LEVELS, FOR GAINING NEEDED EXPERIENCE IN ORGANIZING AND DIRECTING FUNCTIONAL VOCATIONAL TRAINING EFFECTED BY TEAM TEACHING BASED UPON REALISTIC OCCUPATIONAL OBJECTIVES AND DEMAND.

THE DEVELOPMENT OF PILOT CENTERS AT THE LOCAL LEVEL BY THE STATE DEPARTMENT OF EDUCATION USING ITS VARIOUS RESOURCES INCLUDING TEACHER EDUCATORS AS INITIAL ACTION TOWARDS APPLYING AND TESTING PROVISIONS OF THE MORSE-PERKINS ACT IS A NATIONWIDE MOVEMENT FUNDABLE AS RESEARCH BOTH FOR DEVELOPMENT AND AS AREA VOCATIONAL SCHOOLS.

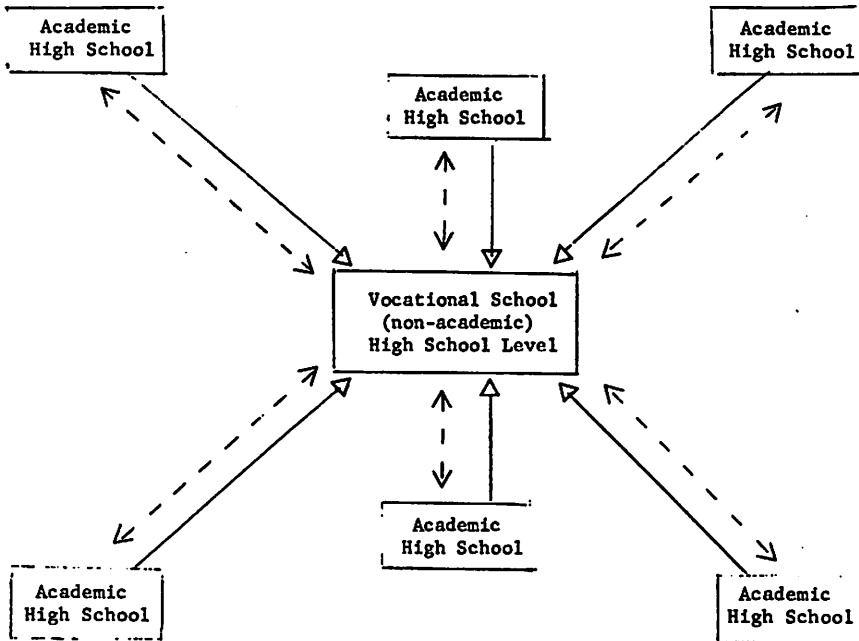
APPROACHES TO THE PROBLEM

PATTERNS FOR FASHIONING NEW DIMENSIONAL PROGRAMS FOR VOCATIONAL TRAINING, ALONG WITH THOSE FOR MORE EFFECTIVE PROGRAMMING OF EACH VOCATIONAL SERVICE, MUST BE "CUT OUT" IF THE STATE IS TO PROVIDE THE KIND OF TRAINING REQUIRED BY ITS YOUTH FOR SATISFACTORY JOB PLACEMENT AND PROGRESS.

A NUMBER OF APPROACHES ARE KNOWN TO EDUCATORS FOR PLANNING THE ORGANIZATION AND ADMINISTRATION OF A MORE COMPREHENSIVE VOCATIONAL PROGRAM AT THE HIGH SCHOOL LEVEL:

- I. EXTEND THE SERVICES OF THE EXISTING VOCATIONAL (TRADE) SCHOOL TO NEARBY HIGH SCHOOLS;
- II. DEVELOP A COMPREHENSIVE VOCATIONAL SCHOOL WITHIN AN ADMINISTRATIVE AREA TO OFFER TRAINING ON THE HIGH SCHOOL LEVEL FOR STUDENTS REGULARLY ENROLLED IN ACADEMIC HIGH SCHOOLS, TRANSPORTING STUDENTS TO THE VOCATIONAL SCHOOL ON A HALF DAY SCHEDULE;
- III. DEVELOP IN EACH ACADEMIC HIGH SCHOOL WITHIN AN ADMINISTRATIVE AREA SPECIALIZED VOCATIONAL TRAINING AND PROVIDE TRANSPORTATION FOR THE INTERCHANGE OF STUDENTS AMONG THE SCHOOLS WITHIN THE SYSTEM ACCORDING TO INDIVIDUAL INTEREST -- ON A HALF DAY SCHEDULE;
- IV. DEVELOP WITHIN AN ADMINISTRATIVE AREA AND IN ADDITION TO EXISTING HIGH SCHOOLS, OR COMBINE TWO OR MORE EXISTING SCHOOLS, A COMPREHENSIVE VOCATIONAL HIGH SCHOOL INCLUDING A STRONG ACADEMIC PROGRAM FOR SUPPORTING THE VOCATIONAL PROGRAM PLUS GIVING NECESSARY COLLEGE PREPARATION FOR THOSE DESIRING PROFESSIONAL CAREERS IN AGRICULTURE, BUSINESS AND INDUSTRY;
- V. ADD NEW DIMENSIONS TO THE EXISTING VOCATIONAL PROGRAM IN THE HIGH SCHOOL TO MORE EFFECTIVELY EQUIP YOUTH OF THE COMMUNITY WITH THE KIND OF INSTRUCTION THAT WILL PREPARE THEM FOR WORK.

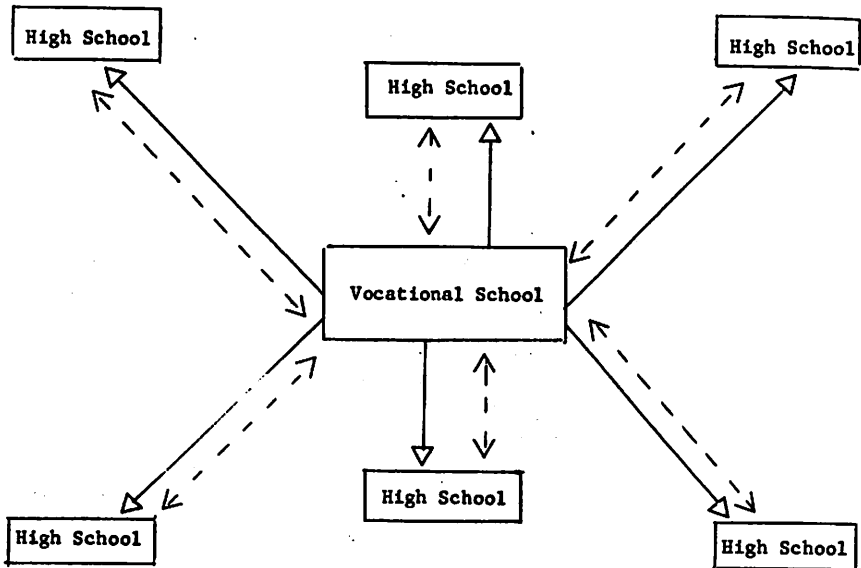
A COOPERATIVE PLAN FOR MORE COMPREHENSIVE VOCATIONAL TRAINING
IN THE HIGH SCHOOL BY ESTABLISHING A VOCATIONAL SCHOOL
AND TRANSPORTING HIGH SCHOOL STUDENTS
TO IT ON A HALF DAY BASIS



————— Movement of students from the academic high school to the vocational school; (half day schedule)

- - - - - Movement of counselor and coordinator services between cooperating institutions: the academic high schools and the vocational school.

A COOPERATIVE PLAN FOR MORE COMPREHENSIVE VOCATIONAL TRAINING
IN THE HIGH SCHOOL BY EXTENDING AREA VOCATIONAL OR
TRADE SCHOOL TO SURROUNDING HIGH SCHOOLS

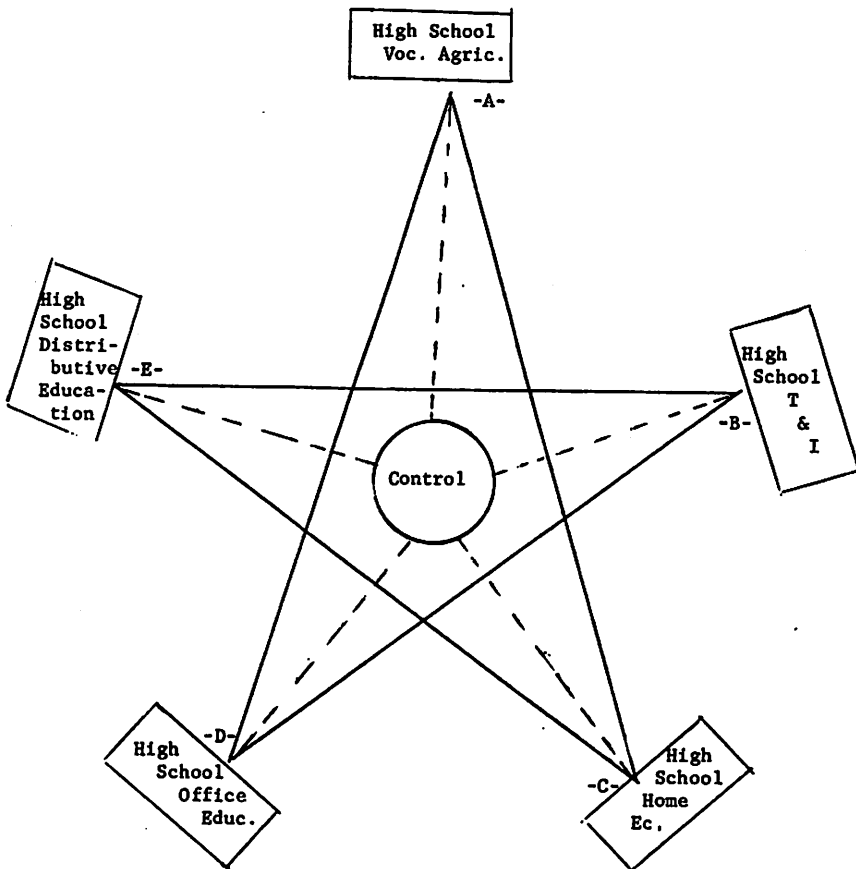


————— Movement of staff and equipment from the Vocational School to the several high schools it serves; (in addition to its own regularly enrolled trainees).

- - - - - Movement of counselor and coordinator services between cooperating institutions.

Note: Instructional equipment and materials belonging to vocational school must be mobile for shifting from school to school as needed, along with personnel.

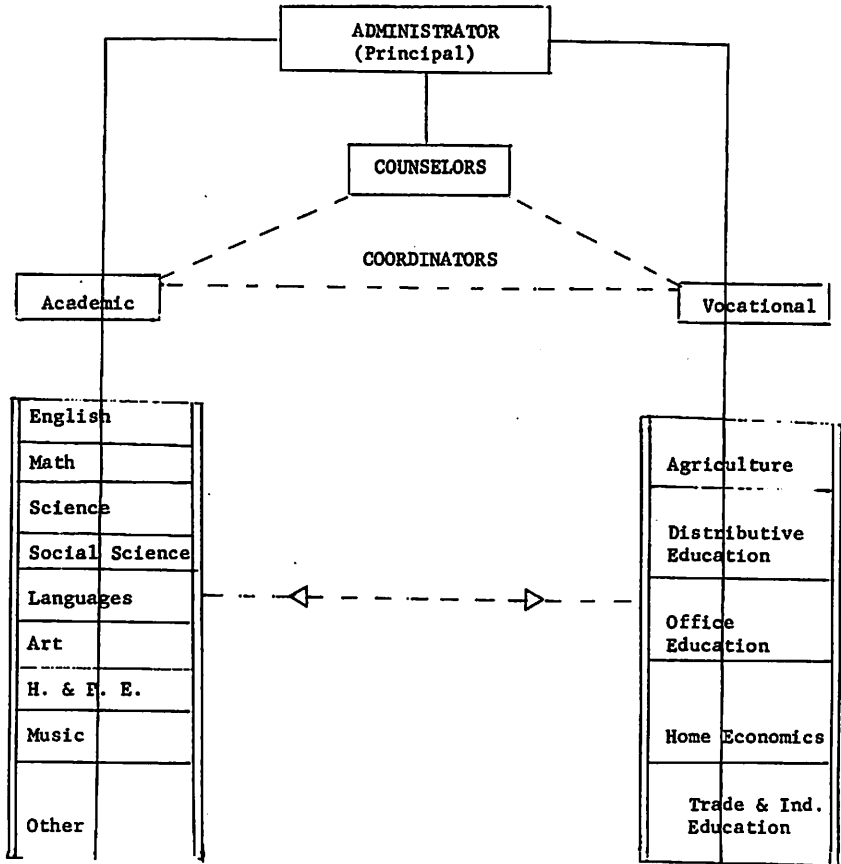
A COOPERATIVE PLAN AMONG HIGH SCHOOLS FOR THE
INTERCHANGE OF STUDENTS FOR
SPECIALIZED VOCATIONAL TRAINING



————— Students transported on half day schedule to school offering the kind of vocational training desired;

----- Control Center, providing vocational guidance services plus coordination of vocational services and transportation.

A SUGGESTED APPROACH TO ORGANIZING A COMPREHENSIVE-COORDINATED PROGRAM OF VOCATIONAL TRAINING IN HIGH SCHOOL WITH ACADEMIC PROGRAM SUPPORTING THE VOCATIONAL



COORDINATING INSTRUCTION

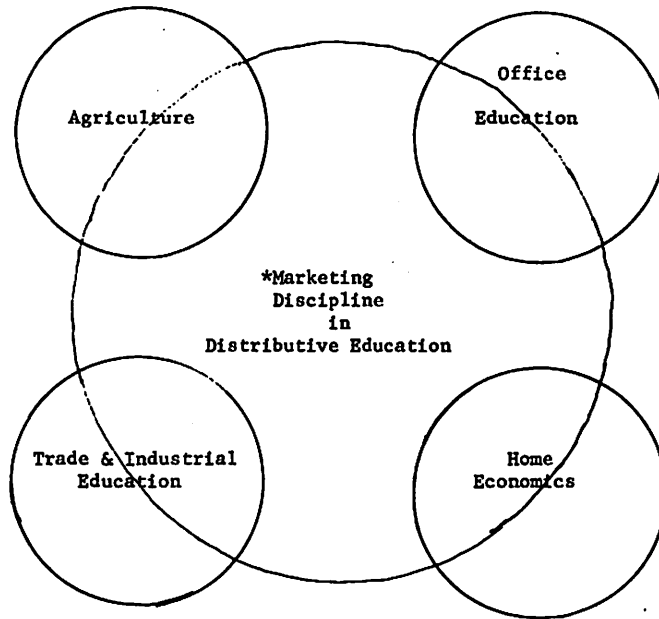
TRADITIONALLY, VOCATIONAL EDUCATION HAS BEEN SPLINTERED INTO THE SEVERAL SERVICES DEFINED BY THE SMITH-HUGHES AND SUBSEQUENT ACTS: AGRICULTURE: OFFICE EDUCATION: DISTRIBUTIVE EDUCATION: HOME ECONOMICS AND TRADE AND INDUSTRIAL EDUCATION.

INVOLVEMENT OF LEADERSHIP AT THE STATE LEVEL IN THE PROMOTION AND OPERATION OF THE PROGRAM THEY SPONSOR TENDS TO DIVIDE RATHER THAN TO PROVIDE A COMPREHENSIVE VOCATIONAL PROGRAM AT THE HIGH SCHOOL LEVEL RESULTING IN OFFERING LIMITED TRAINING OF A NARROW AND REPETITIOUS NATURE WITHOUT DUE REGARD TO GROUP AND INDIVIDUAL OCCUPATIONAL OBJECTIVES OR REALISTIC OCCUPATIONAL OPPORTUNITIES.

THE MORSE-PERKINS ACT IS DESIGNED TO ADD DIMENSIONS TO VOCATIONAL EDUCATION LONG NEEDED FOR EQUIPPING ALL OF THE PEOPLE OF THE COMMUNITY WITH THE KIND OF TRAINING THAT WILL PREPARE THEM FOR JOB ENTRY AND PROGRESS TO BE ACCOMPLISHED MOSTLY IN THE AREA VOCATIONAL SCHOOL AND BY RAISING THE LEVEL OF THE HIGH SCHOOL TO A MORE COMPREHENSIVE STATUS WHERE EMPHASIS WILL BE PLACED UPON BROAD AND TIMELY VOCATIONAL TRAINING ADJUSTED TO OCCUPATIONAL INTERESTS AND DEMANDS ON THE PART OF TRAINEE AND EMPLOYER AND WHERE EACH VOCATIONAL SERVICE WILL FUNCTION AS A PART OF THE TOTAL VOCATIONAL PROGRAM RATHER THAN THE WHOLE.

THE COORDINATOR OF VOCATIONAL SERVICES TO EFFECT THE OCCUPATIONAL OBJECTIVES OF TRAINING GROUPS AND INDIVIDUALS IS AN INNOVATION COMING FROM THE MORSE-PERKINS ACT AND PLANS FOR IMPLEMENTING IT ARE UNDER EXPERIMENTATION NATIONWIDE. SOME OF ITS IMPLICATIONS FOLLOW.

THE COOPERATIVE-COORDINATED APPROACH TO A VOCATIONAL
PROGRAM WITH DISTRIBUTIVE EDUCATION
SUPPORTING OTHER AREAS

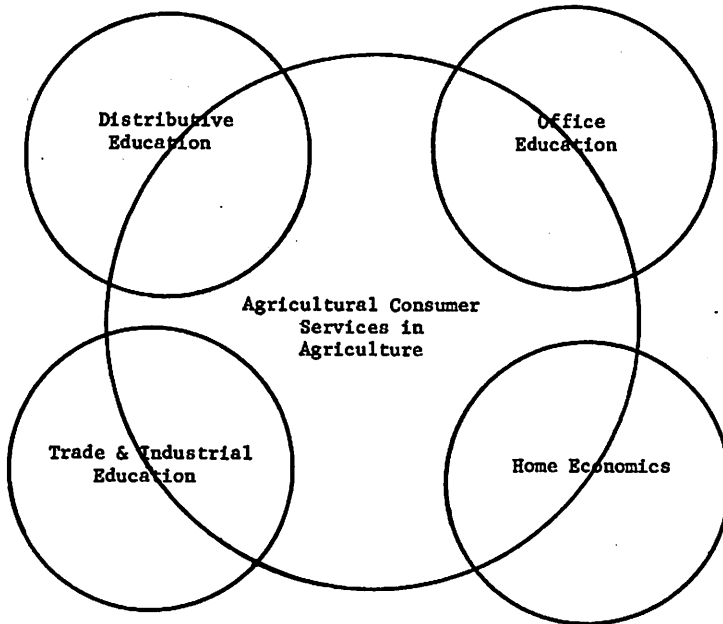


*Most vocational students regardless of their occupational objectives have a need for competency in marketing for initial and continued employment. Trainees in Agriculture, Office Education, Trade and Industrial Education, and Home Economics may be "grouped" and directed to Distributive Education for units of instruction considered essential in the discipline of marketing.

Such an approach appears logical because in today's economy emphasis is placed more on the distribution and consumption of goods and services rather than on their production.

Even the students outside of Distributive Education do not plan careers in marketing, a comprehensive training program should provide them basic competencies in the field of marketing.

THE COOPERATIVE-COORDINATED APPROACH TO A
VOCATIONAL PROGRAM WITH AGRICULTURE
SUPPORTING OTHER SERVICES

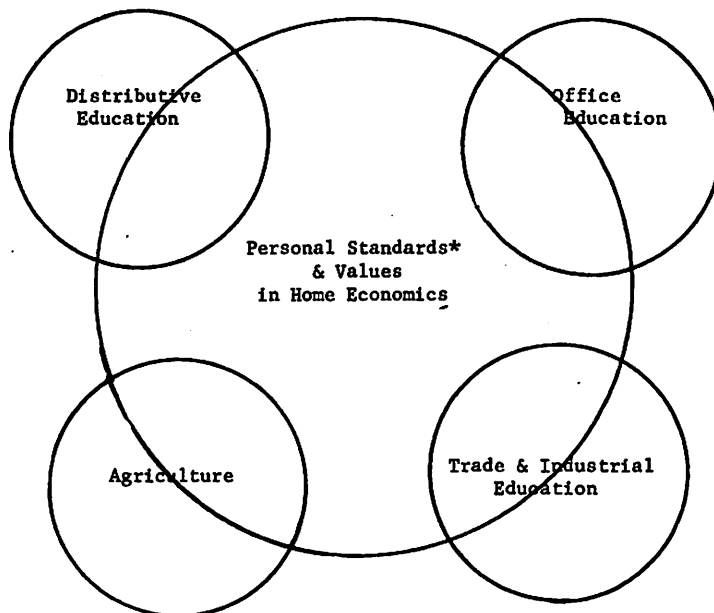


The production, conservation and regulation of food, fiber and natural resources influences the American worker regardless of his or her particular career. The "long arm" of the USDA with its policies and regulations governing food, water, drugs, etc., (merchandise) reaches down into the daily lives and work of people at all levels, even when they are at play.

All workers, along with all the people, participate daily in strictly agricultural consumer services: food, clothing, etc. Some are derived, such as furniture, the home structure -- even a can of beer.

With the rise of cities and the lack of a farm background by so many people, Agricultural Consumer Services as a competency area grows more and more important to all prospective workers.

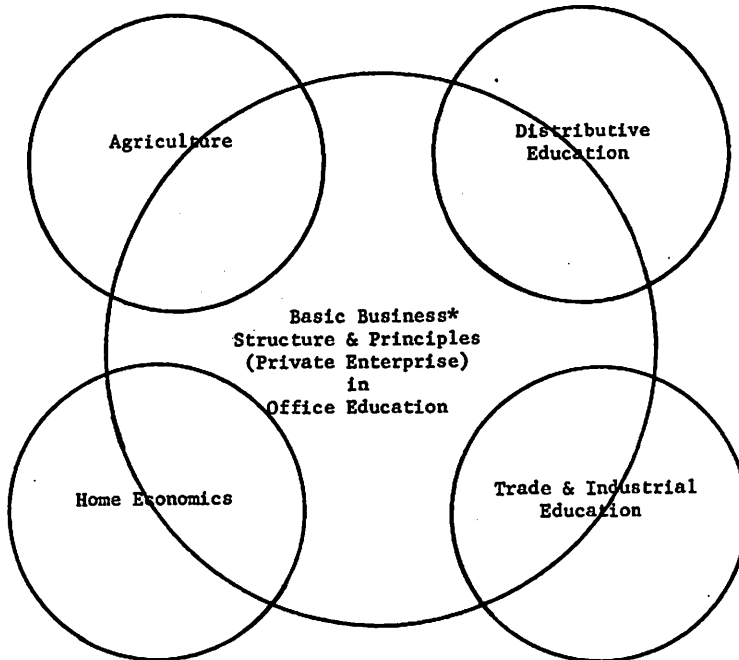
THE COOPERATIVE-COORDINATED APPROACH TO A
VOCATIONAL PROGRAM WITH HOME ECONOMICS
SUPPORTING OTHER SERVICES



- * All workers must have well defined and high personal standards and values, if they are to make satisfactory job progress. Among all the vocational services, Home Economics should be in a better position to offer to prospective workers training designed to develop in individuals acceptable standards and values, considering job performance and personal conduct.

Assembling all vocational students, or in groups, for this instruction is the logical approach to effecting such training, rather than for each service to act on its own.

THE COOPERATIVE-COORDINATED APPROACH TO A
 VOCATIONAL PROGRAM WITH OFFICE EDUCATION
 SUPPORTING OTHER SERVICES

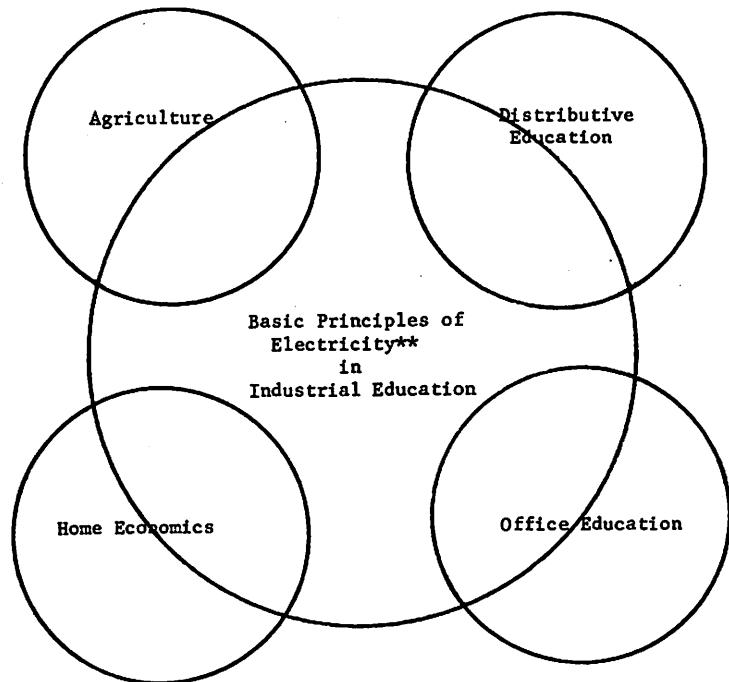


- * All vocational students can profit by an understanding and appreciation of the free enterprise system -- how it is structured and how it works, together with the true role of the individual worker.

Students with job objectives usually expect to work for others who own or manage private or public enterprise, including those engaged in manufacturing, processing, or giving essential services. Prospective workers should know how the usual kind of business is structured and operated -- how it is financed and organized.

Again, the grouping of vocational students in a particular school, regardless of occupational objective, for instruction in basic business structure and principles will meet this need, assuming that Office Education is best qualified to offer such instruction.

THE COOPERATIVE-COORDINATED APPROACH TO A
 VOCATIONAL PROGRAM WITH INDUSTRIAL EDUCATION*
 SUPPORTING OTHER SERVICES



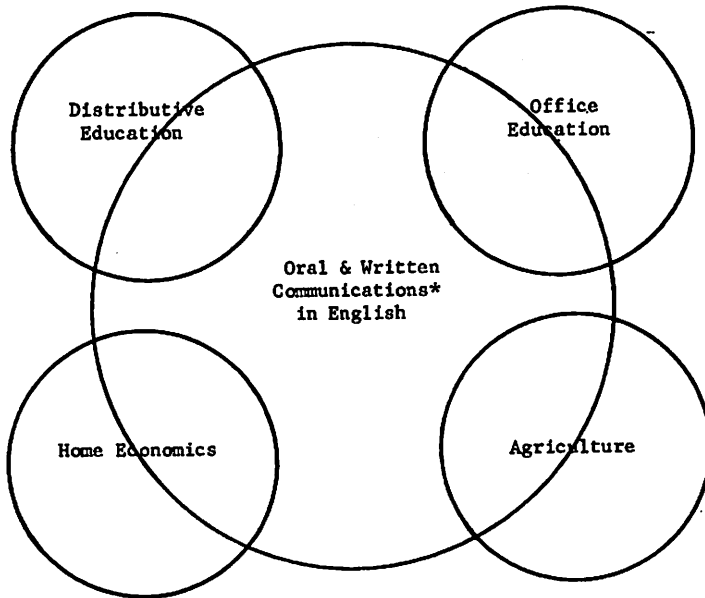
* Where Trade & Industrial Education is not offered, Industrial Arts can support vocational services.

** In today's automated work world a knowledge of electricity is essential to the successful performance of most careers, along with the operation and maintenance of a home.

How to "plug-in" the office machine or store equipment, or the household appliance, or detect a "short", is training having almost daily application.

Industrial Education (or Industrial Arts) may well support other vocational services with basic training in electricity, or in other essential but basic areas, such as the care and use of basic hand tools.

THE COOPERATIVE-COORDINATED APPROACH TO A REAL
VOCATIONAL PROGRAM WITH ACADEMIC ENGLISH
SUPPORTING OTHER SERVICES



* Careers available to high school graduates require competency in oral and written communications: business letter writing, letters of job application, action in interviews, public speaking, use of telephone, etc.

Instructors in science and math may likewise make a real contribution to the vocational program, over and above regular offerings in these subject matter areas.

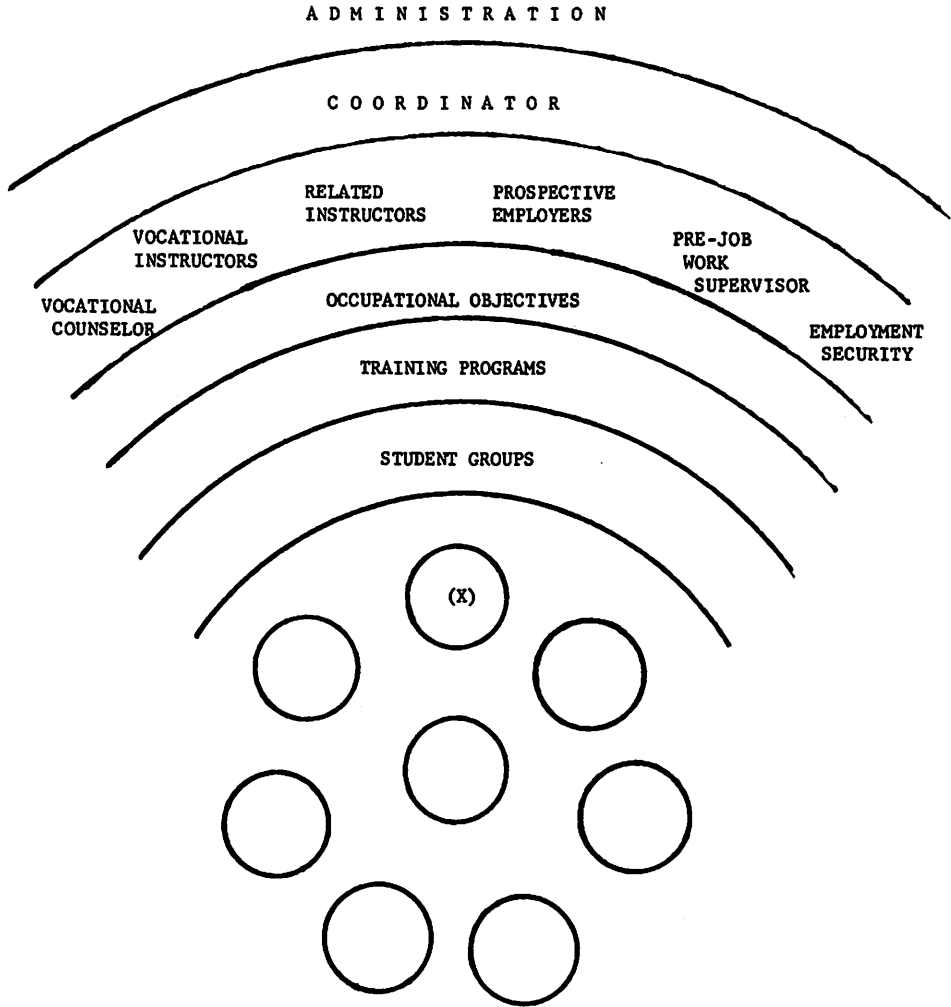
LEVELS OF OPERATION

A COMPREHENSIVE VOCATIONAL PROGRAM AT THE HIGH SCHOOL LEVEL TO MEET THE NEEDS OF ALL THE PEOPLE INVOLVES FORCES IN ADDITION TO THOSE COMMONLY ASSOCIATED WITH THE HIGH SCHOOL ORGANIZATION INCLUDING THE COORDINATOR, THE COUNSELOR, RELATED INSTRUCTORS, PROSPECTIVE EMPLOYERS, EMPLOYMENT SECURITY AND THE SUPERVISORS OF PRE-JOB WORK EXPERIENCES, ALL SUPPORTED BY PHYSICAL INSTRUCTIONAL FACILITIES PLUS VITAL STATISTICS DESCRIBING STUDENT ASPIRATIONS AND CAPABILITIES, AND THE OCCUPATIONAL OPPORTUNITIES AVAILABLE.

THE LEVEL AT WHICH THESE FORCES WORK IS SHOWN BY CHART DETAILING AN EDUCATIONAL ENVIRONMENT SHARED BY EACH FORCE AT COMMON LEVELS AS THEY MOVE TO DETERMINE GROUP OR INDIVIDUAL STUDENT OCCUPATIONAL OBJECTIVES, ORGANIZE TRAINING PROGRAMS, AND EFFECT THE NECESSARY TRAINING.

AT NO LEVEL IN ORGANIZED EDUCATION WHETHER STATE OR LOCAL, CAN THE LABOR OF LEADERSHIP BE DIVIDED WHEN ORGANIZING LOCAL PROGRAMS RECOGNIZING THAT FOLLOWING UNITY OF PURPOSE AT THE STATE LEVEL PARTICIPATION OR INVOLVEMENT IN OPERATIONAL MACHINERY SHOULD BE LEFT TO THE FORCES CONTAINED IN THE EMERGING IMAGE OF A COMPREHENSIVE VOCATIONAL PROGRAM.

ORGANIZATION OF THE COOPERATIVE-COORDINATED
VOCATIONAL PROGRAM IN HIGH SCHOOL SHOWING
FORCES INVOLVED AT VARIOUS LEVELS



X - Individual student

What action to take towards developing more comprehensive vocational training programs at the high school level is the challenge of the moment to state leadership for it is considered imperative that vocational education programs in all schools be upgraded and broadened if such training is to meet the needs of the times.

Generally, in the thought or research process, after identifying a problem it is customary to gather and evaluate new information preparatory to making a decision, a principle that can be applied towards determining ways and means to effect more functional training by learning from development or experimental centers which is a popular practice at this time since most states have a research coordinating unit for sponsoring such research.

Justification stems from the gravity of the problem which demands that state leadership in counseling with local educators be guided by tried and acceptable principles and experience rather than by bias or emotion.

Fortunately, the Morse-Perkins Act authorized experimental or development programs as legitimate research fundable with federal monies and equally significant is the high possibility in program development of achieving decision making facts while at the same time assisting many high school students to develop and mature, along with developing leadership at the local levels.

The selection of one or more approaches to fuller program development at the high school level among those described or others and experimenting with them is initial action required for more detailed plans covering the organizing and advancement of a research or developmental program designed to evaluate in pilot centers cooperative-coordinated vocational training of a much wider scope than attempted anywhere before.

SUGGESTED TEACHER RESPONSIBILITY OF A HIGH SCHOOL
 VOCATIONAL TRAINING PROGRAM FOR STUDENTS
 WITH OCCUPATIONAL OBJECTIVES
 IN FOOD SERVICE

(Restaurants, Hotels, Hospitals, Nursing Homes, Child-Care Centers,
 Homes for Aging, Homemaker Aids, Self-Employment)

<u>UNIT OF INSTRUCTION</u>	<u>INSTRUCTOR</u>
1. Planning menus, diets, special occasion foods	Home Economics
2. Preparing foods, preparation processes, procedures, principles	Home Economics
3. Reading recipes, terminology, symbols, abbreviations, names of foods, directions, adjusting to varying quantities	Home Economics
4. Marketing, name and sources of foods, quality, form in which sold, quantity, labelling, weights, measures, grading, laws affecting sale and marketing practices, advertising, transportation, controlling food costs	Home Economics Distributive Education Agriculture
5. Operating large equipment, manipulation, safety, care of, installations, institutional requirements	Home Economics Trade and Industrial Education
6. Caring for equipment, stoves, appliances, counters, tables, floors, dishes, utensils	Home Economics
7. Understanding disease transmittance, control of micro-organisms in food preparation, storage, handling, serving situations	Home Economics
8. Storing, refrigerating foods in safe and sanitary ways	Home Economics Trade and Industrial Education
9. Setting tables, kinds, use of appointments, banquets, cafeterias, restaurants, etc.	Home Economics
10. Decorations in dining rooms, food trays, lunch counters, banquets, etc.	Home Economics Agriculture
11. Serving food effectively, meaning of menu, method of cooking, taking orders, placing and removing of food, courtesy, dignity	Home Economics

Suggested Teacher Responsibility of a High School Vocational Training
 Program for Students with Occupational Objectives in Food Service
 Page 2

<u>UNIT OF INSTRUCTION</u>	<u>INSTRUCTOR</u>
12. Body management, posture, lifting, carrying, bending, walking	Home Economics
13. Preparing menu boards, displays, lettering, art principles	Home Economics Distributive Education
14. Grooming, health, care of the body, dress	Home Economics
15. Business practices, record-keeping, use of cash registers, business letters, business arithmetic	Office Occupations
16. Understanding the food service, industry-associations, unions, terminology used in food service, laws affecting food service, personnel and facilities	Home Economics Distributive Education Agriculture
17. Applying for and keeping a job, letters, interviews, telephones, grooming, speech, mannerisms, habits, ethics, cooperation, source of knowledge about jobs	Home Economics Distributive Education
18. Understand job benefits, liabilities - insurance, social security, income tax, health certificate, birth certificate, working permits	Home Economics Distributive Education

SUGGESTED HIGH SCHOOL VOCATIONAL TRAINING PROGRAM FOR STUDENTS
WITH OCCUPATIONAL OBJECTIVES IN ORNAMENTAL HORTICULTURE
WITH TEACHER RESPONSIBILITY

<u>UNIT OF INSTRUCTION</u>	<u>INSTRUCTOR</u>
1. Selection, care, operation and maintenance of small engines and equipment	Agriculture and T & I
2. Constructing, maintaining and using plant growing structures.	Agriculture
3. Using and caring for ornamental plants, materials and landscape structure	Agriculture
4. Landscape design	Agriculture
5. Identification of ornamental plants	Agriculture
6. Propagating horticultural plants	Agriculture
7. Growing horticultural plants	Agriculture
8. Using soil and other plant growing media effectively	Agriculture
9. Establishing and caring for lawns and turfs	Agriculture
10. Recognizing and controlling plant pests	Agriculture
11. Job procurement	Agriculture and Counselor
12. Human relations	Agriculture and Office Occupations
13. Salesmanship	Distributive Education
14. Business mathematics	Mathematics
15. General principles of business	Office Occupations
16. Record keeping	Office Occupations
17. Legal information	Office Occupations
18. Flower arrangements	Agriculture and Home Economics

SUGGESTED HIGH SCHOOL VOCATIONAL TRAINING PROGRAM FOR STUDENTS
WITH OCCUPATIONAL OBJECTIVES IN HOME APPLIANCE REPAIR
WITH TEACHER RESPONSIBILITY

<u>UNIT OF INSTRUCTION</u>	<u>INSTRUCTOR</u>
1. Appliance Selection	Home Ec and T & I
2. Care and Maintenance	T & I
3. Basic Electricity	T & I and Agriculture
4. Reading Electrical Diagrams	T & I
5. Motor Principles	T & I
6. Electrical Circuits	T & I
7. Use of Test Instruments	T & I
8. Pump Theory and Operation	T & I and Agriculture
9. Automatic Controls	T & I
10. Job Selection	T & I and Counselor
11. Inventory Control	T & I and Office Occupations
12. Business Law	Office Occupations
13. Business Management	Office Occupations and T & I
14. Mathematics	Mathematics and T & I
15. Personnel Relations	Office Occupations
16. Public Relations	Office Occupations
17. Shop Organization	T & I

SUGGESTED PROCEDURE FOR ORGANIZING DEVELOPMENTAL CENTERS FOR
COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

1. Call meeting of all State Directors involved (Distributive Education, Office Occupations, Vocational Agriculture, Home Economics, Guidance, Industrial Arts). It seems, on the basis of previous efforts, that it would be of great urgency that the Assistant Superintendent for Vocational Education call and preside over this meeting.
2. Indicate the type of program (true cooperative) needed, and the basis of selection for developmental schools. (Would suggest at least 4 such centers initially, preferably located in 4 geographical areas of the State, in schools and communities large enough to provide needed departments and cooperating agencies outside the school.)
3. Suggested organizational pattern for development centers:
 - A. A full-time coordinator should be appointed at state level, plus advisory committee.
 - B. A full time coordinator should be appointed for each center. (Would suggest that an outstanding teacher from each of the teaching disciplines be considered, in a way whereby each service would be represented by at least one teacher in the State-wide program during the first year.
 - C. Vocational teachers participating in the developmental program would develop a cooperative vocational plan or course of study, and expect to engage in frequent meetings with other vocational educators for periodic evaluation and program revision.
 - D. Preliminary to any firm commitments, all administrative school personnel should be fully appraised of the program, and their full cooperation secured.
4. Suggestions for organizing local developmental programs in vocational education:

The following steps are suggested as an orderly means of inaugurating a completely new type of vocational program. It is recognized that conditions will vary in each of the developmental centers, and that it may be desirable to follow a different sequence of events than that found in the following list. Only under unusual conditions, however, should any one of the steps be eliminated. (Suggestive material in depth for each of the steps is available.)

- A. The vocational coordinators and appropriate school administrators (including the superintendent) should discuss the program and agree that one or more of the following steps of the organizational procedure should be carried out.

- B. A local survey should be made to determine the number and kinds of businesses or firms which could serve as training stations for work experience.
 - C. The guidance counselor and the coordinator should make a preliminary survey of the high school student body to determine the number of prospective students.
 - D. An advisory council should be appointed.
 - E. The public should be informed.
 - F. The school should develop and adopt a policy statement which will serve as an operational guide for the administration of the vocational program.
 - G. Arrangements for the necessary facilities and equipment should be made.
 - H. Trainees should be selected.
 - I. Training centers for the work experience programs should be selected.
 - J. Trainees should be placed in training centers. A program of on-the-job supervision should be developed.
 - K. A training plan should be developed.
 - L. The necessary forms and certificates should be completed.
 - M. The necessary reference and instructional materials should be purchased or secured.
 - N. Arrangements should be made with the school administration concerning class schedules, travel allowance, and other factors so that an adequate job of coordination can be accomplished.
 - O. The program should be evaluated.
5. Financing (budget)

After selection of centers, and scope of programs are agreed upon for each, some financing must be provided including the cost of such items as supplementing salaries, salary of coordinator, salaries of additional instructors, supplies, travel, and instructional equipment.