

APPENDIX A: List of Local Vocational Training Providers

BOCES, Genesee Valley

27 Lackawanna Avenue Mt. Morris, NY 15410 (585) 658-7823	8250 State St. Rd. Batavia, NY 14020 (585) 344-7788
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BOCES, Monroe #1

Adult and Community Education
41 O'Connor Rd.
Fairport, NY 14450
(585) 383-2256

BOCES, Monroe 2-Orleans

Westview Commons Business Park
3545 Buffalo Road
Rochester, NY 14624

BOCES, Orleans/Niagara

Community Education
3181 Saunders Settlement Rd.
Sanborn, NY 14132
(585) 731-4176

BOCES, Wayne-Finger Lakes

Adult & Continuing Education Career Centers 5253 & 5363 Parkside Dr. Canandaigua, NY 14424 (585) 394-9300	One Franklin Square Geneva, NY 14456 (315) 781-7820	111 Drumlin Court Newark, NY 14513 (315) 332-7374
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3501 County Rd. #20 Stanley (Flint), NY 14561 (585) 526-4624	4440 Ridge Rd., P.O. Box 19 Williamson, NY 14589 (315) 589-2608
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Bryant & Stratton Professional Skills Center

1225 Jefferson Rd.
Rochester, NY 14623
(585) 272-7200

Continental School of Beauty Culture

633 Jefferson Rd.
Rochester, NY 14623
(585) 272-8060

Cornell Cooperative Extension

249 Highland Ave.
Rochester, NY 14629
(585) 343-3040

Finger Lake Community College

4355 Lakeshore Drive
Canandaigua, NY 14424-8395
(585) 394-3500

Genesee Community College

One College Rd.
Batavia, NY 14020-0055
(585) 343-0055

Greece Central School District

Community Education
P.O. Box 300
North Greece, NY 14515
(585) 966-2866

Monroe Community College

Brighton Campus
1000 E. Henrietta Rd.
Rochester, NY 14623
(585) 292-2000

Damon City Campus
228 East Main St.
Rochester, NY 14604
(585) 262-1600

Applied Technology Ctr.
2485 W. Henrietta Rd.
Rochester, NY 14623
(585) 292-3700

Rochester Business Institute

1630 Portland Ave.
Rochester, NY 14621
(585) 266-0430

Rochester Educational Opportunity Center

305 Andrews St.
Rochester, NY 14604
(585) 232-2730 Ext. 235

Rochester City School District

Workforce Preparation
Family Learning Center
30 Hart St.
Rochester, NY 14605
(585) 262-8327

Rochester Landscape Technicians

Cornell Cooperative Extension
171 Reservoir Avenue
Rochester, NY 14620
(585) 242-7590

Shear Ego International School of Hair Design

525 Titus Avenue, Irondequoit Plaza
Rochester, NY 14617
(585) 342-0070

Via Health, Rochester General Hospital
School for Phlebotomy Technicians
1425 Portland Ave.
Rochester, NY 14621
(585) 338-4274/4819

APPENDIX B: Review of Literature Regarding Vocational Education

Today, more than ever before, students graduating from high school are pressured by parents, friends, counselors and teachers to go to college. However, research (Unger, 1992) shows that over 50% of students who start four-year degree programs quit without ever graduating. Many students are not ready for college, have no interest in going to college and/or are not suited for traditional academic schooling. So, what educational and training options are available locally, to those students who want a good job without going to college?

Carpenter, electricians, computer operators, network technicians, licensed practical nurses and nursing aides, drafter, mechanics, building superintendents and property manager—all of these jobs have something in common: they don't require a college degree. Vocational-technical training can provide a bridge from school to work that offers career opportunities leading to economic self-sufficiency and personal fulfillment comparable to many jobs requiring college degree (Cavazos, 1991). Of the 20 fastest growing occupations, according to the U.S. Department of Labor and Bureau of Labor Statistics (1998), few require a four-year degree but most require some formal training. Training for many of these jobs is available in local vocational training programs. In fact, research done for the Occupational Outlook Handbook (as cited in Cosca, 1994-95) indicates that training other than a bachelor's degree is the most appropriate preparation for some high-paying jobs.

Over the past decade, high school graduates not pursuing further education and training after graduation have had an increasingly difficult time finding good entry-level jobs—i.e., jobs that pay well and offer opportunities for advancement. This may be due, in large part, to the fact that most new jobs now require training or education beyond high school, according to the U.S. Department of Labor and Bureau of Labor Statistics (1998). In an often cited survey of 21 million employed high school graduates taken in 1991 (e.g., in Amirault, 1992-93; Cosca, 1994-95; Moskowitz, 1995), 46 percent said they needed specific training to obtain their current job. The majority of this training was received through postsecondary vocational programs, junior or community college, technical institutes, and formal or informal on-the-job training. In addition, workers who said they needed some kind of training for their jobs earned substantially more than those who said they didn't.

Occupations that are shrinking the most are held primarily by people with lower levels of education (U.S. Department of Labor and Bureau of Labor Statistics, 1998). Over the last twenty years, this has led to a dramatic change in the types of jobs available to high school graduates who do not pursue further education and training after graduation. In a study conducted by the Hudson Institute (as cited in Wegmann, Chapman, & Johnson, 1989) employment in retail trade provided over 48 percent of jobs for young male high school graduates as compared to 30 percent in 1968. In 1968, on the other hand, 57 percent of male high school graduates under 20 worked in higher paying sectors of the economy such as manufacturing. In 1986, it was only 36 percent. As a result, male high school graduates graduating from high school who do not pursue further education now earn 28 percent less than comparable males a decade ago. Thus, the

extent to which level of pay is linked to level of skills and education is greater than now than in years past.

Competition for better jobs has increased, as well. The number of college graduates has expanded even more quickly than the number of jobs requiring a college degree, escalating competition for all jobs (Shelley, 1996). The Bureau of Labor Statistics projections of the job outlook for college graduates indicate that, through the year 2005, approximately 75 percent of college graduates entering the labor force can expect to find college-level jobs as compared to 80 percent from 1983 through 1994 (as cited in Shelley, 1996). The remaining college graduate entrants will end up in jobs that traditionally do not require a college degree. As a result, a greater number of persons with college degrees are now working at jobs, which do not require advanced education, like sales, clerical, service, manufacturing, and lower level management jobs, making it harder for youth without education and experience to obtain these type of jobs and increasing the unemployment rates of the less educated.

Related to this is the fact that the educational level of many jobs has increased. This "educational upgrading" of jobs often occurs when changing technology or business practices make jobs more complex, requiring workers to have higher level skills and education than in years past (Shelley, 1996). Today, even entry-level jobs typically held by high school graduates often require good basic academic skills (e.g., reading, writing, and computation skills) as well as some experience with using computers (U.S. Department of Labor 1991). Occupations where the most rapid growth is projected require above-average math, language and reasoning skills.

One example of educational upgrading can be found in the skilled trades. The educational attainment of apprentices in the skilled trades has been climbing steadily (Fountain, 1991-92). Apprentices are employees who work closely with experienced workers, and have a formal agreement with their employer and/or a sponsor, to learn a trade in a specific period of time through a combination of on-the-job training and related classroom instruction. The number of apprentices with some college education has increased. Unable to find suitable jobs in the field of their training, college graduates have turned increasingly to the skilled trades for work. This trend has put high school graduates at a disadvantage when competing for apprenticeship openings. However, vocational schools have been found to help individuals prepare for apprenticeships and compete for limited training opportunities by making them more familiar with elements of the trade such as shop techniques, materials, and safety practices (Fountain, 1991-92). Also, advanced standing is sometimes granted to entering apprentices who have attended vocational school, resulting in a shortened apprenticeship or a higher starting wage.

Other factors, like higher rates of unemployment, corporate downsizing, automation, rapid turnover, and a large temporary workforce, have made it harder for inexperienced, uneducated youth to break into the employment sector. (Wegmann et al., 1989). Levin (1993) cites a study, which found that a one-percentage point rise in adult male unemployment is associated with a four-to six-percent increase in the proportion of 16-19 year old males who are unemployed. A 1992 study on how young men transition from school to work (as cited in Baxter,

1995), found that male youth with more education settle more quickly into jobs that last for several years, and thus, wander around less in the labor market, when compared to those with less schooling.

But, according to the U.S. Dept of Labor and Bureau of Labor Statistics (1998), as well as job experts (e.g., Farr, 1994), a four-year college degree is not essential in order to do well in the labor market. Almost two-thirds of the projected job growth to the year 2006 will be in occupations that require less than a college degree or technical training that can be obtained in less than two years at a vocational-technical school or community college. However, these jobs generally offer lower pay and benefits than jobs requiring high levels of education.

Wegmann et al. (1989) concludes from the data, that there appears to be an increasing shortage of positions offering good pay and opportunities for advancement for those without college degrees. Labor market projections (U.S. Department of Labor & Bureau of Labor Statistics, 1998) substantiate Wegmann et al.'s claims with regard to some occupations. Although a college degree does not guarantee a professional, managerial or technical job, these types of positions will be more difficult to obtain, in the future, without a completed college degree. Thus, the danger that short-term, job-specific vocational training programs run is that they may lead to greater frustration on the part of participants who complete them and then discover there is still a high level of competition for jobs using their new skills at pay rates that do not meet their expectations.

However, Wegmann et al. (1989) does concede that, though short-term training programs may be too short to prepare an untrained individual for a highly skilled job, they can, at least, help a young, inexperienced individual get a foot in the door. Kleiman (1992) also agrees that technical and vocational training can provide youth with valuable jobs skills that enable them to jump-start careers.

Many students take vocational-technical training classes while in high school. Despite the common belief that vocational education in high school is an academic track for low-ability students who plan to work full-time after high school, a recent survey cited by Sadker & Sadker (1997) revealed that vocational education plays a much broader role in the high school curriculum. More than 97% of high school students take at least one vocational education course before graduation and nearly half of all vocational education classes are taken by students who plan to attend a four-year to two-year college after high school. A statewide survey of 720 students with disabilities (University of the State of New York, State Education Department, & Office of Vocational and Education Services for Individuals with Disabilities, 1996), conducted in New York nine months after the students graduated from high school, found that those who had taken occupational education while in high school, were more often employed following school, worked full-time, worked most or all of the time since finishing school, and earned more than the minimum wage, when compared with those students who had not taken vocational education courses while in high school.

More than 70% of all jobs in the United States require only vocational education and a form of on-the-job training (Unger, 1992). By the year 2000, there will be 3 million more jobs in the hospitality industry, one million more jobs in the construction trade, and 850,000 more jobs for nurse's aides and other health technicians (U.S. Department of Labor, 1998). The market for computer services and repair technicians will grow from 500,000 to 750,000 in the next five years alone. Locally, as well as across the country, industries are experiencing acute shortages of skilled production workers, electronic and electrical technicians, tool and die makers, machine tool maintenance and repair workers, and medical technicians (Unger, 1992). These shortages are a key reason why some U.S. industries are finding it difficult to effectively compete with companies in Japan, Germany, and other countries, where vocational education is better developed and respected than in the United States. However, many U.S. companies are beginning to realize this and are now beginning to offer graduates of vocational education and technical programs as much as they offer college graduates (Unger, 1992).

It appears that for high school graduates the choice is not whether or not to pursue further education and training but how much and what kind of education to get—a traditional two- or four-year academic degree, vocational-technical or occupational training, or a combination of both—and at what type of school. In addition to college programs, diverse opportunities do exist locally, for vocational and career training of which many counselors, parents, and young adults are not aware. The counselors of Greece Arcadia High School, with whom I am completing my counseling internship, had expressed a need for a resource of non-traditional vocational training programs for students who are not able to pursue or choose not to pursue a two-year or four-year college degree. By compiling this resource guide, I hope that counselors and students alike become more aware of alternative career training opportunities in the greater Rochester area. Certificate programs, like those outlined in this resource guide, can give young adults the skills they need to compete for higher paying jobs and jump start prosperous, fulfilling careers.

Connie Felder
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