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ABSTRACT

This report summarizes the proceedings of a technical assistance conference held for thirty vocational education representatives from ten states. The goal was the development of plans of action for increasing the involvement of business, industry, and labor in vocational education personnel development programs. Section 1 contains five conference papers on strategies for involving business, industry, and labor in personnel development. The titles of these papers are (1) Role and Responsibility of Industry in the Professional Development of Vocational Educators, (2) Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators, (3) Working Effectively with the Community Power Structure, (4) Using Advisory Committees Effectively or Fifty Ways to Get More Out of Your Advisory Committee, and (5) Can Labor Play a Meaningful Role in Vocational Education Staff Development? The second section provides status reports and plans of actions for the ten participating states. Each of these state reports summarizes current efforts (state-of-the-art) to utilize business-industry-labor inputs in vocational education personnel development programs, identifies gaps and deficiencies in this effort, and presents a plan of action for the coming year. The last section summarizes a panel discussion on facilitators and inhibitors in implementing vocational education staff development plans involving business, industry, and labor. (EM)

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**TECHNICAL ASSISTANCE CONFERENCE**

**Business-Industry-Labor  
Inputs in  
Vocational Education Personnel Development**

**April 3-5, 1978**

**Columbus, Ohio**

**Compiled and Edited  
by**

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**The National Center for Research in Vocational Education  
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**June 1978**

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

## FOREWORD

Thirty educational representatives from ten states participated in the national Business-Industry-Labor Inputs in Vocational Education Personnel Development Conference held in Columbus, Ohio, April 3-5, 1978.

The objectives for the technical assistance conference which guided the development of the program included: (1) providing technical assistance needed by state team members to add to, refine, and finalize plans of action for increasing business, industry, and labor inputs into vocational education personnel development programs; (2) providing resource materials which will help state team members in implementing their plans; (3) providing resource persons who have experience and expertise in utilizing business-industry-labor inputs in vocational education personnel development; (4) facilitating the participants using each other's experience and expertise as resources; (5) facilitating the reporting of the experiences and accomplishments of the participating states in involving business, industry, and labor in vocational education personnel development programs; (6) broadening the participants' understanding of the contributions that can be made by business-industry-labor inputs into vocational education personnel development; (7) broadening participants' awareness of what is being done to increase business-industry-labor inputs into vocational education personnel development; (8) facilitating

substantive interaction between participants and guest speakers; and (9). facilitating completion of plans of action.

The technical assistance conference consisted of one keynote address with a number of special presentations and forums for discussions on related topics.

The conference presentations, panel discussions, team reports, conference agenda, and list of participants can be located within this publication. It is hoped that the materials provided herein will benefit everyone concerned with vocational education personnel development.

Appreciation is expressed to Catharine P. Warmbrod, Research Specialist at the National Center, for her leadership in directing this conference. We are also grateful to the following staff members: Daniel Fahrlander, Nevin Robbins, and Orest Cap for their assistance in coordinating and conducting this conference. Commendation is also extended to the participants for their active participation. In addition, special thanks are expressed to the project planning committee.

Robert E. Taylor  
Executive Director  
National Center for Research  
in Vocational Education

## PREFACE

The technical assistance conference to increase the involvement of business, industry, and labor in vocational education personnel development was held at the National Center for Research in Vocational Education in Columbus, Ohio. Three-member teams from ten states were selected to participate in this project. The outcome expected was for each team to develop and implement a plan-of-action for their state to increase inputs from business, industry, and labor into vocational education personnel development programs.

This compilation of the Conference Proceedings is organized in three major sections. Section I contains five presentations on strategies for involving business, industry, and labor in personnel development. Section II provides status reports and states' plans of action. Section III focuses on facilitators and inhibitors in implementing vocational education staff development involving business, industry, and labor. An Appendix completes the document.

Catharine P. Warmbrod  
Project Director

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Conference Participants, Speakers, and Staff

Left to Right: (Front row) Franklin King, Robert Ullery, Patricia Poplin, Russell Walker, Jeffrey Reyes, Robert McGough III, Medardo Sanchez, Maude Goldston, Cleve Taylor, Ed Cory, Charles Stringer, (Middle row) Daniel Fahrlander, Catharine Warmbrod, Sidney Cohen, Robert Robison, Robert Freund, Esther Korin, Laura Kaminski, Carl Fazzini, Daniel Lowe, Roy McDermitt, (Back Row) Nevin Robbins, Orest Cap, Richard Whinfield, Robert Strauber, Leonard Massey, Paul Musgrove, Daniel McLaughlin, Albert Riendeau, David Baird, Walter Cameron, Jerry Soctt, Henry Weiss, Norman Myers, James Haire



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U.S.O.E.

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14 (Left to Right) Dr. Daniel McLaughlin, President, Asnuntuck Community College;  
Mr. Robert Strauber, Executive Director, United Rubber Workers; Dr. Donald Clark,  
President, National Association, Industry-Education Cooperation.

## **SECTION I**

# **Strategies for Involving Business-Industry-Labor in Personnel Development**

## TECHNICAL ASSISTANCE PAPERS

Technical assistance at the conference was facilitated by a cadre of five resource persons representing business, labor, government, work councils, and education. Each resource person, in accordance with identified needs, brought to the conference a knowledge base that contributed to the work of the state teams.

Technical assistance papers developed by these resource persons focused on the following topics:

1. Role and responsibility of industry in the professional development of vocational educators.
2. Using community-wide collaborative councils for the professional development of vocational educators.
3. Working effectively with the community power structure.
4. Using advisory committees effectively or fifty ways to get more out of your advisory committee.
5. Can labor play a meaningful role in vocational education staff development?

ROLE AND RESPONSIBILITY OF INDUSTRY  
IN THE PROFESSIONAL DEVELOPMENT OF  
VOCATIONAL EDUCATORS

By

William Elliott  
Manager, Educational Relations  
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Wayne, New Jersey

Presented at the

1978 Technical Assistance Conference,  
"Business-Industry-Labor Inputs into  
Vocational Education Personnel Development"

April 3-5, 1978

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If I understand my assignment today, it is to articulate my perception of the "Role and Responsibility of Industry in the Professional Development of Vocational Educators." A proper treatment of that topic requires an understanding of the current interests of industry in training and education. The motivation for industry results from a business need for human resource development. The development of human resources has been actively pursued in this country for a number of years. As late as 1955 we learned that more than one-fifth of the growth in our GNP was attributed to education and training.

The concern is reflected in the phenomenal growth of in-house education within industry. The private sector through an ever increasing number of in-house education programs has become a significant part of the nation's education system. This involvement in education and training results from a business need to improve the performance of employees in their present jobs and to maintain competency in the face of changing technology. Changes in technology and the labor market are occurring at such a rapid pace that it emphasizes the need to anticipate future manpower needs and employment patterns. The rationale for industry involvement and the interests of educators in professional development results from a commonality of interests. The compelling conclusion is that not only do we need one another, but in reality we are part of a circle and we nurture one another.



According to a 1975 survey of 610 companies by the Conference Board, the projections indicate that the nation's 7500 largest companies spend more than \$1.6 billion annually on in-house education. This independent research organization's figures did not include a \$220 million expenditure for tuition refund programs and \$180 million for other outside courses taken by employees. A spot check of companies surveyed indicated a rise in spending in 1977. It is estimated that 3.7 million of 32 million employees working for major corporations were taking in-house courses during working hours. What we observe happening in industry is a legitimate response to the learning needs of employees.

However, what education and industry are doing, seldom bears any relationship to what is needed. A comprehensive educational process which embodies the acquisition of updated skills by occupational teachers.

An increasing amount of attention is being focused on the "Role of Industry in Education" and the linkage of education and the world of work in preparation of youth for a productive role in work and society. There is a little doubt that if properly implemented, such linkages can result in mutual benefits, yet it is amazing that so little attention has been given to the educators need, to define a role for industry in the Professional Development of Vocational Educators. The extensive network of Advisory Councils for vocational education has seemingly not addressed this question and I would suggest that they are not structured to respond to the need, though.

they have served well the current needs of occupational education programs through the involvement of businessmen and industrialists working with educators to identify local goals and objectives.

One of the primary reasons that an industry-education partnership, which could result in the professional development of occupational teachers has not occurred is due to the lack of an administrative structure for in-service education and/or internship opportunities for vocational teachers. The need exists for an administrative structure that facilitates in-service education with planning to identify participants, determine the individual objectives and work stations, to supervise work experience and to arrange for academic credit. Local school district administrators must agree to provide release time for teachers from their normal teaching duties and business must be willing to provide work experience.

It is in the interest of industry to participate in the structuring of a process for teacher training, so that the realities of business are fully perceived by teachers. In the pursuit of this objective, it is essential that we make available our people and resources as an integral part of the process. The purpose of this relationship being to make the efforts of the schools, which train students for careers more concrete and realistic.

If educators and industry are serious in their concern that teachers should fulfill a more informed role in the transition of their pupils from school to work, they must provide the resources necessary to allow teachers the time and

the means to increase their understanding and experience of the world of work, during their teaching careers. While recognizing that in some school districts there will be difficulty in gaining administrative approval for release time, as is the case with in-service credits. Industry has a responsibility to explore the prospects for mutual benefits to be derived from participation in the establishment of an integrated system of in-service training, if we are serious about contributing to an upgrading of teacher competencies.

In this era of rapid changes in business/industry, occupational education teachers are in a dilemma as to how to stay relevant. Industrial techniques change. The skills required to complete various tasks become more complex. Awareness of these changes is impossible if there is no precise system for dissemination of information or acquisition of new skills. Having recognized the need, we must determine that process which will provide the strongest organizational mechanism needed to mobilize the private sector and define an explicit role for the involvement of both business and education organizations. Most of the information about job processes or the learning of new skills can only be obtained in a job situation. This raises grave concerns in terms of the validity of curriculum designs which are currently being touted as tools to prepare students for their future. The provider of such tools lack the perspective and ability to conceptualize future realities and career opportunities. In-service professional education beyond the bachelor degree, designed to provide broad

occupational experiences for vocational teachers is a responsibility industry should consider. Keeping abreast of knowledge in the field does not assume understanding of the practical application of this knowledge in employment situations. The educator must have the ability to use and understand theory and the practical methods. It is equally important that the teacher understands the organizational structure of business. The question is how to provide comprehensive programs to achieve the goal of quality professional development for teachers.

The most important contribution industry could make to the professional development of teachers would be the use of resource personnel and training facilities for jointly sponsored in-service programs. That is something industry is capable of doing and quite well.

There are as many reasons for employers participation in work experience programs for teachers as there are employers willing to participate. Some employers recognize an obligation to contribute to education, others are motivated by public relations and others are influenced by strong appeal from business/industry trade associations and others by the possibility of getting better trained employees. Industry is more than willing to be a part of the system which will assure such development. Expanded private-sector efforts in teacher training should not be limited to large corporate employers but should take advantage of the existence of many small businesses. No firm should be asked to make special efforts if it would jeopardize its efficiency.

A major problem seems to be a lack of communication. Can the communication schism between business and education be forged, to attain maximum potential for an evaluation of teacher needs; the role industry might assume in teacher training and the role of business-industry and education in a consortia model. Educators complain about the lack of assistance from business and industry, while simultaneously, business and industry lament as to the ineffective preparation of students entering the world of work.

Can the communication schism between the two groups be forged to attain maximum potential for teacher training? Questions to be resolved are substantial. Who has the responsibility for the continuing education of vocational teachers? Who is responsible for providing the resources and training for the upgrading of teacher skills? How far reaching is the responsibility? In terms of educating the customer there have been concrete examples of business and education working together. AT&T has experienced many instances where the educational system has responded to the telephone company by structuring various programs in telephone usage based on teaching aid materials supplied by AT&T. The fact that AT&T has over two hundred people working with educators and that over thirty million pupils were reached in the past year are indeed basic indicators that progress in communication between the two groups is moving ahead.

The concept of education serving as a provider of experiences which will structure success in the world of work for the student is indeed a worthy one.

However, an inherent problem arises immediately. Who in our educational institutions understands just what it is that the student will need for success? In other words, are our educators themselves knowledgeable enough about the American Business System to allow them to plan for successful collaboration with business and industry? Unfortunately the answer is an emphatic "NO". Teachers are ignorant of economic concepts and practices which govern sound business practices. As a group they're not alone. Studies have shown that people who don't have a factual knowledge of business, have a low opinion of business and that 80% of adults nationally have little knowledge of economic education and the practical application of concepts and principles.

If we are concerned about increasing business inputs in teacher professional development, then we must be able to identify those issues which are of prime concern to businessmen. This exercise will inevitably lead to the development of a strategy for increased business involvement in the educational process. A description of the Cyanamid experience with a teacher professional development model, which addressed a major concern of top management might serve as an example for the successful development of a strategy to bridge the communications gap.

"Economics in the Classroom", a seminar series for teachers has proved to be an effective vehicle for combining the resources of the public schools, business/industry, organized

labor, state and local community organizations, teacher organizations and local colleges and universities in a combined effort aimed at increasing teachers economic understanding. The objectives being to strengthen instructional practices, improve teacher understanding of the American economy and acquaint teachers with economic education materials. The listing of basic economic concepts covered in the course was developed by the Joint Council on Economic Education in cooperation with the American Economic Association Committee on Economic Education. The series consists of 15 two hour weekly meetings in a classroom provided by the participating school district.

How is the program implemented? The initiative is taken by a local plant manager to organize a meeting with potential local participants, including representatives of the Joint Council on Economic Education, state affiliates of the teacher association, Board of Education, local college or university personnel and local business organizations.

The specific role of county and local teacher association should be to assist in programs planning and providing access to their communication network in disseminate information concerning the program and its availability.

The superintendent of schools has multiple responsibilities.

- A. To communicate program information and distribute registration forms.
- B. List the program as a professional development offering.

- C. Designate a coordinator of staff development to cooperate with the sponsoring group in planning for follow-up visits to teachers to assist in the incorporation of new knowledge into the curriculum.

The local Industry/Education Council, or other local group has the following responsibilities:

- A. Works directly with the business representatives and others in implementing the program.
- B. Designs classroom follow-up procedures with the Superintendents office and teacher organizations.
- C. Is the recipient and the administrator of funds from participating companies.

Business organizations, such as the local Chamber of Commerce publicize the effort within the business community.

The successful formula used for the design and implementation of the "Economics in the Classroom," professional development series--for teachers might be applicable as a model for structuring a professional development program for vocational teachers. The key element being the responsibilities of the groups comprising the Steering Committee.

A Steering Committee composed of representatives from the Board of Education, participating companies State Division of Vocational and Technical Education, Teacher Organizations, Industry-Education Council, would determine specific guidelines for program implementation of the concept of occupational teachers continuing their professional growth through periodic structured programs of in-service work experiences.

The Committee would determine work experience needs, identify work stations, contact and make agreements with employers for planned experiences. The expected outcomes



will be a better understanding of teacher field, foster new relationships with business/industry personnel, and demonstrate how these experiences could be applied in the classroom.

Instruction, use of business/industry contacts as speakers and for plant tours.

The Division of Vocational and Technical Education would continue to provide leadership and support for greater participation of teachers in the in-service work experience programs.

Vastly expanded and highly innovative schemes for collecting and perfecting job market requirements must be developed at local, state and national levels. The success of these occupational data systems depend upon the participation of the private sector, which has a vital stake in the range and relevance of vocational education.

The failure of youth to identify and pursue rewarding career goals is costly to society both economically and socially. Inadequately prepared job applicants and rapid job turnover are a drain on productivity.

The field of placement must be reexamined, and a close working relationship established between industry personnel people and teachers responsible for the placement of students. There is the need for industry sponsored workshops to prepare teachers to function as school based placement persons.

The support for planned work experience as a component of in-service teacher education, is often not considered by teachers, local administrators or the public. The implementation

and continuous support of programs of in-service work experience for a broad spectrum of vocational personnel has not been realized as an element in the development of professional staff who are knowledgeable concerning the current state of business/industry. The literature contains many statements that lend support to the concept of planned work experiences.

Albert Hill writing in "The Assumptions Underlying In-Service Vocational Teacher Education Programs" describes ten assumptions implicit in the upgrading of vocational educators. The first assumption emphasized the need for in-service education.

It is imperative that vocational educators continue to improve their performance and to keep up-to-date in:

(A) the discipline(s) which provide the subject matter, the basic knowledge for an occupation, (B) the occupational field which is the source of the skills, procedures, and knowledge for occupational education, and (C) new educational processes and methods derived from current research and experimentation.

Work experience is desirable for adequate content presentation in the classroom.

What kind of in-service training and education does the private sector do best? What kinds are best done by the universities? Who is to pay the tremendous cost of providing the training and what incentives are needed to encourage and stimulate the fullest response to these learning needs? As great as our resources are in both the private and public sectors, these resources are nonetheless limited.

One of the questions you must concern yourself with in this conference is that, we do not have at our disposal an instrument by which the primary parties education and industry can react and discuss an agenda of priorities. We lack a vehicle whereby matters of importance can be discussed deliberately and with authority at the local level. Central to the success of a collaborative relationship involving industry is the local plant manager. Some of his concerns include the local business climate, the flow of newly hired employees, the quality of local educational institutions and the interests of local business organizations.

A characteristic of business enterprises, as they are organized today, which must be understood, is the near autonomy of local plant operators. The central office will only authorize corporate involvement in local programming on the recommendation of the local plant manager. The plant manager then has the responsibility for allocating local staff time and taking the initiative to implement the program. Another important consideration relative to available options of local plant management is the budgetary constraint under which he operates and the limited discretionary funding available to him.

The ideal time for submitting proposals which require funding is, June 1, if this request is to be included in the local managers budget recommendations for the following year.

Of equal importance is the role of the local teacher association. Since the majority of the 2.5 million teachers

in this country are represented by teacher organizations their active involvement in the planning of teacher professional development programs is critical to the success of these efforts. It has been our experience that these organizations are interested in establishing a working relationship with industry and willing to provide professional advice. Such a collaboration resulting from common interest provides immediate access to an established network for effective communication with the local teacher population. Though the negotiations and bargaining interests of these organizations should not and must not be a concern of industry, the professional development interests are of mutual concern.

Educators must take the initiative in acquainting business/industry with the needs of teachers. The advances in technology and the continuing education needs of an aging teaching population are adequate incentives for the teacher professional organizations to aggressively address the problem of deficiencies in professional development programming.

If the participation of industry is critical to the success of that programming, these organizations have a responsibility to clearly define their perception of the role of industry in that educational process and to seek the cooperation of industry.

There must be learning on all sides; no one group has the answer and no one group has the skill to design valid programs alone. The time has come for planning in a vacuum to cease;

the time has come to put aside parochial concerns and to open the windows to the real world as it exists today and as it will exist tomorrow. While tours, field trips and access to community resource people are useful and necessary activities, staff development is the critical need and the key to development of an informed group of occupational teachers. The private sector should play a direct role in the design of the program, hosting some of the conferences, providing instructional personnel and facilities and assisting in the evaluation of the training.

USING COMMUNITY-WIDE COLLABORATIVE COUNCILS  
FOR THE PROFESSIONAL DEVELOPMENT OF VOCATIONAL EDUCATORS

By

Donald M. Clark, President  
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Industry-Education Cooperation  
Niagara Falls, New York

Presented at the  
1978 Technical Assistance Conference  
"Business-Industry-Labor Inputs into  
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One of the major developments in the effort to bring the workplace and education into phase during the current decade has been the formation of community based councils, (primarily Industry-Education Councils and Work-Education Councils), mechanisms for joint business/labor/government/education cooperative initiatives. For the most part, these councils have focused their efforts on easing the transition of youth from education to work. The changing marketplace and entry requirements for work have created formidable problems for education, the primary delivery system for industry's labor supply, in preparing youth for a productive role in the world of work.

The career education movement of the seventies dramatized the need for industry (i.e., business, labor, government, agriculture, and the professions) and education to develop an effective alliance in preparing young people for their economic role. Industry-Education Councils, Community Advisory Councils on Career Education, and Education-Work Councils have been organized in recent years to assist educational institutions in career education, staff/curriculum development, career guidance, occupational information, school-based job placement, and student work experience. Descriptions of programs and projects in these education/work related areas are highlighted in such publications as: Industry-Education Councils: A Handbook Involvement in Public Education (Samuel M. Burt and Leon M. Lessinger - 1970), Industry/Education Community Councils,

(The National Institute of Education - 1977), and The Boundless Resource (Willard Wirtz - 1975).

Vocational education can benefit significantly from the experience gained in education/work by the variety of community-wide councils cited previously. An important step in the process is to have vocational educators identify with the career education concept, i.e., a broad educational process in which students at all levels receive information and gain those experiences designed to prepare them for a productive role in work. Vocational education has a significant role to play in the career education effort by providing students with specific vocational skills for entry into the occupational society. In addition to meeting immediate manpower needs, vocational education prepares students for lifetime working careers. Its mission, therefore, has a direct relationship to career education. This point can be illustrated by the National Advisory Council on Vocational Education description of what it considers to be a "unified system of education":

Occupational preparation should begin in the elementary school where the child should receive a realistic picture of work. In junior high school, the student should be exposed to a full range of occupational choices. In senior high school, the student should be prepared for the occupation of his choice, not necessarily limited to a single job, but a "family" of occupations. All students, except those preparing for college, should be trained for entry level jobs.<sup>1</sup>

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<sup>1</sup>Otto Pragan, "Bridging the Vocational Gap," AFL-CIO American Federationist, (July 1969).



From this general backdrop of community based advisory councils and their relationship to education and work to date, we can examine the potential opportunities that exist for vocational educators to enhance their professional development and, therefore, their capability to help prepare youth for work. "Vocational educators are, for the most part, competent people pursuing their jobs as they see them."<sup>2</sup> However, there are constraints within the existing system that inhibit change. As a result, experimentation and innovation too often have come from outside the system. Industry-Education Councils and other community wide advisory mechanisms offer vocational educators the type of linkage to the workplace that can lead to effective programmatic change consistent with employer expectations.

Whatever is suggested relative to professional staff development for vocational educators is with an understanding of the assets they bring to the school-to-work connection:

- . They have accepted and long provided leadership for that part of our educational system related to the world of work.
- . They know from personal experience about the world outside the classroom.
- . They have made and used studies related to the preparation of youth for jobs.

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<sup>2</sup>Sar A. Levitan, Garth L. Mangum, Ray Marshall, Human Resources and Labor Markets (New York: Harper Row, Publishers, 1973), p. 146.

- . They have worked with community groups and agencies to develop cooperative programs.<sup>3</sup>

There are four areas that will be considered in discussing professional development of vocational educators within the context of the industry-education cooperation movement and community wide collaborative councils:

- . An assessment of the major changes in the marketplace as a requirement for occupational planning
- . An examination of economic policies and the problem of the unskilled and underemployed
- . An analysis of two major community support systems to the education/work effort
- . Suggested Council-Vocational Education initiatives in professional development

#### The National Marketplace as a Baseline for Occupational Planning

Vocational Education is a component of a "system" in which programs must be designed and developed based on a systems approach: (1) needs assessment, (2) goals and objectives, (3) plan, (4) implement, (5) evaluate. A needs assessment requires an analysis of the marketplace in terms of major changes that will continue to impact on vocational education planning. For example, in their work with educational institutions in career education and job placement projects, community

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<sup>3</sup>Harold S. Resnick, "Developing Staff for Career Education", School Shop, (March 1978), p. 27.

based advisory councils have incorporated national marketplace data into occupational informations. Vocational educators need to understand the implications of marketplace changes on the school-to-work transition for youth on a national scale.

1. Technological Changes--The efficiency of our market economy is measured by productivity, the relation of output to one or more of the inputs--labor, capital, and material resources. "Trends over the past 25 years have reflected to an annual productivity rate of 3.2 percent for the total private economy."<sup>4</sup> Technological advances during this period have, to a large extent, resulted in a 100 percent increase in productivity--a doubling of the output per hour of goods and services. Technology is the basis of increased productivity and it was in agriculture, for example, that technological changes increased productivity to the point where there has been a loss of jobs in this sector at a rate of 200,000 during the past two decades. Other occupations have undergone significant changes due to technological advances. How will vocational education respond?

2. Occupational Changes from Goods to Services--Shortly after the turn of the century, only three in every ten workers in the nation were engaged in service industries, and seven out of ten were involved in the production of goods. By 1950,

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<sup>4</sup> Jerome M. Rosow, The Worker and the Job: Coping With Change (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974), p. 14.

there was an approximate balance in employment between goods and services. By 1968, the proportions had shifted so that six out of ten were employed in the service sector. "By 1980, with rising predominance of services, close to seven in every ten workers will be in the service industries."<sup>5</sup> The youth entering the labor force during the next decade will be confronted with a situation that represents the exact reversal of the proportions between goods and service jobs in 1900. There has been a shift to services, and we are witnessing the rise of the public sector as a major area of employment.

Altogether, the goods-producing industries (agriculture, mining, construction, manufacturing) employed 29 million workers in 1968, and the number is expected to rise to 31.6 million by 1980. Yet their share in total employment will decline to below 32 percent in 1980, from about 36 percent in 1968. Within the service-producing sector, the most important growth area in employment since the end of World War II has been government (local, state, and federal). One out of every six workers today is employed by one of 80,000 or more governmental entities. All categories of the service-producing industries (transportation and utilities, trade, finance, insurance and real estate, services--professional, personal, business, and government) have increased their share in total employment over the past three decades. What is apparent is that if an

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<sup>5</sup>Daniel Bell, The Coming of the Post-Industrial Society: A Venture in Social Forecasting (New York: Basic Books, Inc., 1973), p. 129.

industrial society is defined in terms of a goods-producing society--if manufacturing is a key factor in shaping the character of its labor force--then this nation can no longer be considered an industrial society.

The changes in the patterns of occupations--the kind of work people do--are significant. This nation has become a white collar society. Since 1920, the white collar group has been the fastest growing occupational group in the labor force, and this trend will continue. We witnessed a turning point in 1956--for the first time, this group exceeded the employment of blue-collar workers. At the end of this decade, the ratio is expected to be about 5:3 in favor of the white-collar workers.

Skill requirements are increasing. In 1900, unskilled workers outnumbered managers and professionals; there were more household servants than professional workers; and one of every three blue-collar laborers lacked a skill. "Today, there are five managers and professionals for every unskilled worker; there are ten professionals for every household servant; and craftsmen and semi-skilled workers make up seven-eighths of the blue-collar work force.<sup>6</sup> In view of these developments, how will vocational education respond in preparing youth for work?

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<sup>6</sup>Sar Levitan and William Jonston, "Changes in Work: More Evolution than Revolution," Manpower (Washington, D.C.: U.S. Department of Labor, September 1973), p. 5.

3. Geographic Changes--Economically, the United States is a vast common market consisting of disparate areas that are growing at vastly different rates. "As new markets spring up, the region (the South) begins to attract a broad array of industries--from manufacturing to all of its financial, advertising, wholesaling, printing, and other support services."<sup>7</sup> The "new market" areas are primarily in the South and Southwest where employment opportunities are growing at a significant rate as industry takes advantage of good climate and cheap land, and the availability of skills, material and space.

The mobility of business is demonstrated by one out of six jobs today being located in three states--California, Texas, and Florida. These states generate one out of five gross national product dollars and, along with the five Rocky Mountain States, have doubled their employment since World War II. During the next decade it will be difficult to determine where the geographic ball will bounce. The industrial Northeast and Midwest growth rates in employment, population, and personal income are rapidly slipping--they are areas losing momentum. The migration of industry from the high-cost urbanized North to the low-cost rural South confronts southern schools with the necessity of preparing youth for employment in a very mobile market. It also raises the point of the

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<sup>7</sup>"The Second Great War Between the States," Business Week (May 17, 1976), p. 92,

manpower delivery system developing programs that provide youth with skills that are needed by industry when it considers a site for its operation.

4. Educational Changes--The educational preparation of young people has undergone a major transformation over the past half century--"the proportion of employed people with a completed secondary education has changed from a minority to a substantial majority."<sup>8</sup> Consider the following data: In 1920, approximately one in six of the relevant age group graduated from high school. In 1970, the figure was about four out of five. The past half century has witnessed a dramatic change in the educational level of American workers. Instead of terminating formal education after elementary school, a predominant number of young people now entering the labor force have at least a high school diploma, and about half of all high school graduates are continuing with post-secondary education, with one out of five obtaining at least a college degree.

The extra investment in increased education has given rise to increased expectations which have not been met in practice. As a result, for many workers, education has not been the route to productive job opportunities. The median number of school years completed in the U.S. in 1974 was 12.5.

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<sup>8</sup> Stanley E. Seashore, "The Future of Work: How It May Change and What It May Mean," ILR Report (Ithaca, N.Y.: New York State School of Industrial and Labor Relations, 1975) p. 10.

With the educational level increasing, a number of workers feel that their skills are underutilized on the job, and this is particularly evident among younger workers who have some college background.

At the same time, educational requirements will continue to rise steadily even for clerical and blue-collar workers.<sup>9</sup> Further, the match between college graduates and job openings is not encouraging in the short or long term. Between 1980 and 1985, college graduates will exceed demand by about 10 percent. By 1985, less than 20 percent of all jobs will require a four year college degree.

Two out of five American youths, i.e., 50 percent of those who finish high school, attend post-secondary institutions, and half of these graduate. However, four out of five still must obtain marketable skills in high school, two year community colleges, apprenticeship programs, on-the-job training, uncompleted college programs, or some type of remedial training. Further, approximately 15 percent of high school youth and 3 percent of adults have been enrolled in vocational education programs. It follows that the small number of non-college bound receiving appropriate preparation for work has been a major factor in the demand for remedial manpower programs. What adjustments in the school program will be required to meet these changes?

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<sup>9</sup> Irving H. Buchen, "The Job Market, 1975-85," Intellect (December 1974), p. 183.



5. Income Changes--During the past 15 years, income has advanced at a good clip. Between 1960-74, the median family income rose 35 percent after cost of living adjustments.

With the standard of living steadily rising in the nation, there has been an increase in the demand for products and, to a much greater degree, services. The market place has now taken on the characteristics of an income service demand economy with a growth of jobs primarily in the service sector. Here again the educational system must respond to this major employment development.

6. Population Changes--Women's liberation, the pill, and increased female participation in the labor force came together in recent years, accounting for a sharp reduction in births.

The elementary schools have felt the initial impact of this development. A declining birth rate will have a ripple effect

that is expected to be felt in the high schools in 1977,

according to the U. S. Office of Education. The drop-off in the birth rate will have an effect on colleges and universities

by the early 1980's, but the changes in post-secondary enroll-

ments are speculative, since only about 30 percent of 18 to

24 year-olds are presently enrolled in school and older

people tend increasingly to enter or return to college.

Declining enrollments inevitably reduce the demand for teachers, despite modest changes in student-teacher ratios

that help to offset some of the decrease. Continued swings

of considerable magnitude in the size of elementary, high

school, and college populations are in prospect during the

remainder of the century. Therefore, operating at a low level of births raises the issue of "quality" rather than "quantity" in American education.

7. Manpower Changes--By 1980, there will be 100 million people available for work. A significant number represent the post-war baby crop. Even though the American economy enjoyed a long period of rapid expansion in the 1960's, reinforced by additional needs for manpower by the armed forces, the large increase in the number of teenagers and young people raised the question as to whether or not the economy can sustain sufficient growth into the 1980's to provide jobs for the available workers. In addition to the probable lack of jobs, composition of the labor force bears analysis.

Women now constitute almost 40 percent of the total work force. By 1980, it is expected that one out of two workers will be female. The impact will be most noticeable in the services sector where female participation has been traditionally centered. Two out of three women who work are married, and women with pre-teenage children are entering the labor force at a significant rate. Women have always worked for economic reasons, but now, superimposed on the economic motive, is the formidable psychological factor of self-realization. The impact is changing work values as much as the nature of the family.

Blacks constitute another major part of the changing labor force. Since World War II, there has been a marked and relative improvement in the employment, income and education

of blacks relative to whites due to a number of factors: a widespread public concern to reduce and remove long-established discriminatory practices, the more favorable geographic distribution of the black population, (and the lack of any competing labor source. Yet, the lower education, for example, constitutes disadvantages that continue to affect many blacks. By 1980, one out of seven workers will be black. Along with women, blacks constitute a significant element in the labor force.

These, then, are the major changes that form a critical mass during the next decade. It follows that efforts to develop a vocational education delivery system to improve the transition from school-to-work must take into account each of these factors.

#### Economic Policies and Problem of the Unskilled and Underemployed

In the previous analysis of the changes in patterns of occupation, it was noted that skill requirements are increasing. Consider the implications of this trend at a point where there is growing concern about students achieving minimal competency in the basic skills. A number of students exiting from secondary schools today cannot write coherent sentences or handle simple arithmetic which poses problems for entry into semi-skilled or skilled employment.

Opting for unskilled jobs in our economic system is unrealistic particularly for teenagers in view of conflicting national economic policies.

The national effort to undertake a policy of full employment, based on sizable federal government expenditures that are designed to stimulate the economy and help generate jobs, poses problems when combined with an investment credit to stimulate industrial expansion and a policy of a minimum wage. Increases in minimum wages, along with the investment credit to industry stimulating automation, has resulted in the eliminating of many low-paying unskilled jobs. The opportunity for unskilled teenagers to enter the economic system has become remote. Simple and repetitive jobs have been replaced by jobs requiring higher skill levels. "We are developing a situation where a growing percentage of our society will not be able to find a job within their mental capability. Those who are working will increasingly resent being taxed to raise money to support those who are not working."<sup>10</sup>

Consider this problem along with the growing underutilization of college graduates. One study based on 1971 data and using the median years of schooling for occupations as a standard, showed that 58 percent of college graduates were underutilized. "The Carnegie Commission report "College Graduates and Jobs" estimated that 25 percent of all college graduates in the seventies would be employed in jobs previously performed by non-college graduates."<sup>11</sup> Among the conclusions reached in the study was the point, that in terms of indeterminate

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<sup>10</sup> Robert Kahn, "Is It Too Many People or the Wrong Kind of Work," Business and Society Review (Summer 1976), p. 35.

<sup>11</sup> Ivar Berg and Marcia Freedman, "The American Workplace: Illusions and Realities," Change (November 1977), p. 26.

occupational destinations and practical doubts about returns on investment, more and more emphasis has been placed on specific vocational preparation.

These serious imbalances taking place in the labor market present a situation in which there continues to be a steady decline in the availability of unskilled entry level jobs for teenage youth and the increasing disjunction between educational opportunity and upper-grade jobs leading to underemployment, i.e., the chronic underutilization of education, skills, and human resources. Both conditions are beginning to create a series of potentially grave economic, social and political problems.

#### Trends in Council Formation at the Local Level

It is important at this point to discuss the state of the art relative to the scope of community based advisory councils in the area of education and work. Two distinct types of organizations are emerging--the Industry-Education Council and the Work-Education Council--with capabilities to assist vocational educators in their professional development. The functions of each of these organizations pose a number of issues that will need to be addressed by vocational educators.

Before describing the major objectives of these community wide mechanisms, the role of vocational education advisory committees bears examination. It is recognized that vocational education advisory committees have specific functions which do not conflict with the purposes of either the Industry-Education or Work-Education Councils. The American Vocational

Association has outlined the areas of advisory committee involvement in education in its booklet "The Advisory Committee and Vocational Education": occupational surveys, verification of course content, and support for proposed legislation. Community wide advisory councils have the capability to assist vocational advisory groups and other advisory committees within a typical school district or in post-secondary education in their initiatives. To date, there has been minimal liaison between vocational education advisory committees and councils. One could assume that this condition exists because vocational educators do not fully understand the scope and objectives of the councils. It follows that Councils and vocational education advisory committees need to work closely in view of short and long term efforts required to ease youth's transition to work.

Industry-Education and Work-Education Councils consist of decision-makers from business, labor, government, education, and the professions. They are top echelon representatives who have the authority to allocate resources--personnel, equipment, facilities--in support of an education/work project. Vocational education advisory committees, for the most part, are not composed of senior level managerial/professional types and thus not able to channel an organization's resources for a project as readily as a Council. Therefore, an advisory committee's linkage to a council organization offers the potential of assistance in facilitating the accomplishment of a committee's objective. Since committees and councils are

assisting education in preparing youth for entry into the workplace, the need for an on-going cooperative working relationship is essential.

Industry-Education and Work-Education Councils mean different things to different people. While both types of community wide advisory groups undertake diversified programs, there are, however, clearly defined missions for each category of councils.

Industry-Education Councils operate under a variety of names such as Community Advisory Council on Career Education, Business-Industry-Community-Education-Partnership, and Business and Education Council. They have come into being during the past decade, not primarily through the initiative of educators, and have focused on the total school program, rather than any particular discipline. "Although in their earliest days, some of these organizations were formed to improve educational programs in specific fields, most are now embracing the 'career education' concept."<sup>12</sup> In working with schools in implementing career education, Industry-Education Councils are helping to stimulate change in the curriculum and participating in staff development programs designed to provide educators with needed skills and instructional materials.

Preparation for work, using the school based model in career education with its career awareness/exploration/

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<sup>12</sup>Paul E. Barton, Sue B. Bobrow, John J. Walsh, Industry/Education Community Councils (National Institute of Education, December 1977), p. 120.

preparation phases, begins at the elementary school level. Business/labor/government/education and the home/family structure work as a consortium of effort in helping students in their career choices which include opportunities for self assessment, understanding the relationship of subject areas to career fields or clusters, and availability of occupational information on the current and projected employment opportunities locally, regionally, and nationally. Once the student reaches the senior high school level, he/she would choose preparation for post-secondary education or a marketable (specific occupational) skill. Students become aware of and explore occupations within the 15 career cluster system developed by the U.S. Office of Education. Vocational education would have the major role providing the marketable skills training within the 15 career cluster framework at the senior high school under the career education concept--one which includes youth mobility in a national marketplace.

Thus, the Industry-Education Council and the elementary/secondary schools have been pursuing a long term incremental effort in refocusing education and the broader community in ways that will help individuals develop skills (basic academic, decision-making, job seeking, job getting, job holding) and attitudes as preparation for paid and/or unpaid work. Vocational education's commitment to providing an instructional program oriented toward the 15 career cluster system to meet the needs of a segment of the student body primarily at the secondary school level would be a formidable



undertaking, one which has yet to be realized on a national scale. Undertaking this course of action poses a major issue for vocational education when one considers its current role and the emergence of the Work-Education Councils.

The Boundless Resource by Willard Wirtz suggested another approach in easing youth's transition from school-to-work through the formation of community Work-Education Councils. This community wide mechanism is being developed at a number of sites throughout the nation under a U.S. Department of Labor/National Manpower Institute with a mission in education/work oriented to the: improvement of counseling/guidance activities, development of local occupational information, a school placement service and follow-up system, and effective "education-experience programs", i.e., new methods of alternating education and experience.

The Education-Work Councils emphasize the process "collaboration" between institutions and agencies. There are a number of significant differences in scope and objectives of the Education-Work and Industry-Education Councils. The latter group channels the key volunteer resources of a community into the schools to improve the total educational program. There are areas of interest in addition to career education, e.g., economic/consumer education, educational management, that engage a typical Industry-Education Council. The Education-Work Council's primary focus is on problems of transition from school-to-work for 14-21 year olds. As

such, youth employment and local manpower needs are priority on a Council's agenda.

Linkages with vocational education advisory committees, Comprehensive Employment Training Act (CETA) prime sponsors and other manpower agencies are required for Education-Work Councils. Vocational education working cooperatively with these councils and other manpower services groups are making efforts to meet local employer manpower needs.

The Youth Employment Demonstration Projects Act of 1977 adds another dimension to the school-to-work transition. Each type of community wide council organization has an opportunity to participate in YEDPA. However, the Education-Work Council would be a more appropriate vehicle to implement YEDPA legislation in view of its orientation to local youth employment and manpower needs.

This discussion of Industry-Education and Education-Work Councils points up two major movements, in education/work that have important implications for vocational education. The long term implementation of the career education concept into the total school program, having as its central core, the individual's preparation for work for a national marketplace through career choice, would require vocational education to provide marketable skills training within the 15 career cluster system. As pointed out previously, Industry-Education Council's have considered career education as the top priority in their education/work efforts. Yet, vocational education

is confronted with responding to local manpower needs and cooperating with CETA prime sponsors, for example, which are more appropriate areas for Education-Work Councils. Reconciling short and long term education/work goals on the part of vocational educators must be addressed at this time.

### Suggested Options for the Professional Development of Vocational Educators

Industry-Education and Work-Education Councils can assist in the professional development of professional educators recognizing the changes in the marketplace confronting schools over the next decade and in the context of long and short term needs in education/work. The following are areas in which opportunities are most realistic:

1. Occupational Information--Community wide advisory councils are developing occupational information systems in support of a variety of education/work initiatives. Occupational information (local, regional, state, and national) needs to be readily accessed by vocational educators in planning occupational training programs. A vocational education advisory committee working closely with a community wide council can help develop occupational information dissemination procedures for vocational education. Councils have initiated or assisted in producing area economic profiles and in conducting occupational skills surveys which benefit vocational education.

2. Curriculum Construction--Technical assistance is available to vocational education advisory committees and the schools through councils in identifying needs of industry that require vocational education programs. This is particularly important in implementing the cluster concept in occupational training. Rather than prepare youth for a narrow specialty and risk technological obsolescence or economic displacement, students are trained in a broad area that includes a number of specific jobs. Volunteer industry consultants organized within the U.S. Office of Education's cluster system and currently used in career oriented classroom, job placement, and career exploration activities, can serve as a major resource for vocational educators in helping to develop relevant curricula for a variety of school courses.

3. Instruction--Community wide councils working closely with vocational education advisory committees can assist in upgrading professional staff by providing research and work-experience opportunities for vocational educators. Industry-Education Councils, with their experience in staff development in career education and various disciplines, are appropriate vehicles for individual on-site training for vocational educators along with workshops and seminars for vocational education personnel.

Business representatives on a Council can utilize their organization's personnel in updating vocational

educators on new equipment and techniques for possible application to occupational training programs.

Vocational educators need to understand the infusion of career education into the total school program and their role in working with other school staff who are involved in implementing the career education concept. In-service training in career education for vocational educators is recommended emphasizing self-assessment; curriculum planning, i.e., career education elements and infusion techniques; the career cluster system; career decision-making; employability skills; and the team approach in education and work. A vocational education advisory committee could develop this type of program in cooperation with an Industry-Education Council. In addition, the Council has experience in conducting community resource workshops, a staff development program developed by members of the National Association for Industry-Education Cooperation (NAIEC). Vocational educators can use the workshop as a tool in producing an inventory of employers. "As they visit employers to gather the information for their community resources workshop, they will learn a great deal about their community's employers and their willingness to assist the schools."<sup>13</sup>

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<sup>13</sup> Placement Services: A Training Manual (Ann Arbor: Prakken Publications, Inc., 1977), p. 37.

4. Job Placement--Industry-Education and Work-Education Councils have been involved in a variety of job placement efforts such as student development with an emphasis on job seeking/getting/holding skills, job development, and follow-up. Services have included identification of educationally related cooperative education and work-study jobs as well as career exploration and preparedness opportunities in the community, including referral to vocational programs. Vocational educators can utilize district wide job placement services established in many instances as an integral part of a comprehensive career education system in developing on-the-job opportunities in cooperative occupational education programs.

Community wide advisory councils have made significant contributions in these areas of education and work. Vocational educators and their advisory committees have opportunities to contribute to and benefit from a close relationship with the Councils in the school-to-work connection.

In preparing students for work in the decade ahead, vocational educators and vocational education advisory committees will be confronted with the major changes in the marketplace discussed earlier in this paper. Together, these changes when viewed in terms of a critical mass, will require an increase in the effectiveness and efficiency of the vocational education delivery system's use of its resources in preparing youth for work. Vocational education's linkage to industry's

decision-makers through community wide advisory councils that are implementing education/work programs is essential to the success of its mission.

The growing complexity of the workplace will require vocational education to provide a more comprehensive program of instruction; "provision for quality assurance of its instructional process and results; means for development and testing of new programs when they are needed; and provision for locating, cataloging, and harnessing the material and human resources of the community in support of every student's learning needs."<sup>14</sup> The community wide council has the capabilities to help vocational education meet these demands.

Members of vocational education advisory committees and Industry-Education and Work-Education Councils are social mechanics. "They get their hands dirty in building and developing programs that help society. They bring their expertise, their insight, their experience, their knowledge, their commitment and their vocational programs."<sup>15</sup> Together, they help shape our human resources in America's workplace.

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<sup>14</sup> Samuel M. Burt and Leon Lessinger, Volunteer Industry Involvement in Public Education (Lexington, Mass.: D.C. Heath & Company, 1970), p. xxi.

<sup>15</sup> Daniel H. Kruger, "Advisory Committees: Partners in Vocational Education," (Michigan State University, 1976), p. 7.

WORKING EFFECTIVELY WITH  
THE COMMUNITY POWER STRUCTURE

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This presentation is organized into two sections. In Section I, I will give some background, a presentation of my understanding of power. In the second section I will give actions based upon this understanding that I trust will help you bring education, labor, business, industry and government together for the benefit of students. I believe that you too must have a theoretical framework on which you hang your actions and so I will begin with that section.

The younger generations today start counting from ten and end with "one", "blast-off." When you are beginning to work with the power structure in your area, you will need to count to ten as was done in pre-space age...beginning with one and ending with ten. The purpose of all of this is, of course, to help you hold your patience. As I say this, if certain people were here from Connecticut today, they would be doubled up with laughter on the floor. They know that my patience starts and ends before I can get any number out of my mouth. But this is perhaps one of the most crucial points you must understand and accept in working with the power structure: people are different and since you are a human being you too are different and must handle situations your own unique way. Whatever happens, do not give up on your efforts to bring people together because what you are about to enter into is fraught with frustrations, but laden with benefits for students.

Frustrations are extremely difficult to live with unless of course you know yourself. If you know yourself, you will

know your weaknesses and your strengths. One of the first things you need to do then in working with the power structure is to not only know yourself, but also act on that knowledge and find people who can provide balance to your actions. I want to stress balance here and also explain what I mean by the word. I have people who are often my "partners in crime" and, as such, they are my balance. Note I did not say calming influence, just balance. These people see other sides that I do not see in a situation and, as a result, balance my actions with theirs. Now balance to me is important as I take it from nature where the law of the balance of nature is continually in operation. This is a dynamic balance. Certainly things, even violent things, happen in nature as all of nature's inhabitants move along Darwin's evolutionary pathway. Said another way, change is going to happen and you can either give direction to change or have it happen to you. I prefer the former as I believe we must be continually describing a good life and what that good life can hold for all people, especially students.

Looking at nature leads us to other considerations which are important when we work with the power structure. Power structures change just as nature changes. Life was extremely simple when one cell constituted all of life; life remained relatively simple in the guild era. In both cases, the power structure was relatively stable and quite simplistic in terms of working within it. But, do not forget that history has shown us that even in the era of kings there was often a

counterpower move to overthrow the throne. The law of physics applies to society too: for every force in one direction, in this case power, there is an equal force in the opposite direction. Power is energy and it determines the direction the body, society, will take. As you form collaboratives between education, business, labor, industry, and government, remember this law.

Simplicity is no longer our way of life. Just as our understanding of nature has changed and has grown more complex, so has our society. Therefore, the power structure has also changed. The power structure today is less stable, less well defined, less obvious, than in past years. Look at international relationships and how the balance of power is shifting. In another case, think of the life and death power, the ultimate power comparable to that held by kings and conquerors of past centuries, that oil has on marine and bird life today. These and many other cases of shifting power cause me to formulate an unwritten law: As living organizations, including organizations of people in societies and nations, grow larger and more complex, they must also become more intimately related, interrelated with each other if they are to survive. This law can be viewed either on a macro or micro basis. On a macro basis, look at international relationships again and how a third world war could start in some country almost unknown to the western world. On a micro basis, I see this law as the reason you are here: education, business

labor, government and other segments of society have each gone their own way. As a result, problems are increasing. This cannot continue if the society is to survive. It is interesting to note that past wars united us as the Republic of China is now being united behind its Ten National Projects. However, our last war divided us and now we must reunite ourselves in some new way.

A second basic element to understand in working with the power structure can best be told by recalling the story of the grasshopper and the ant. You will recall the ant industriously stored food all fall while the grasshopper played its many games and teased the ant for working so hard. But then came winter and the ant survived in his warm house with all of his food while the grasshopper froze to death. Each society can be found on a continuum established by the ant and the grasshopper. We must be careful here not to fall into the typical American trap of being either/or, but recognize that continuums exist between two opposite poles. John Gardner perhaps said it best in terms of today's world when he wrote, "How to Prevent Organizational Dry Rot," a few years ago. Briefly, what he said was that an organization must build in ways, operational ways, to insure that new ideas are continually fed into the organization. I am told that in Peter Drucker's latest management film he indicates that one of the functions of an organization's chief executive officer is to determine how many "kooks" the organization must have

and can tolerate. Drucker and Gardner are saying the same thing but in different ways. This idea is found in any college freshman sociology book under the title of Institutionalization. Allow me to return to the ant and the grasshopper and perhaps oversimplify institutionalization.

In New England, as elsewhere, there are four seasons. No two seasons are the same even though they can be called by the same name. Let me repeat that statement as it is extremely important: No two seasons are the same even though they can be called by the same name. While the names are the same, one union is not like another; one company is not like another; one school is not like another; etc. Within each name that is the same, there are many varieties and as many variations as you can think of in existence. Let us call spring the time when a vacuum or need is felt. People are tired of snow and the blossoming of the first flowers sends new life into bloodstreams; new life appears in many forms in many places. Summer becomes a time of growth and maturing for the new life; it is a hectic time because to grow demands consumption. Fall arrives and the ant stores food to survive the winter while the grasshopper continues his consumption pathway to obesity. But in fall, growth slows and even stops as the fruits of the labors of spring and summer are harvested. In too many cases these fruits are enjoyed to the point of obesity. But winter is ahead and unless revitalization plans are made, the fate of the grasshopper

may be on hand; some things die and some things survive winter and from those who die, life still goes on in some form through offsprings, recycled deposits, etc. The picture I am trying to paint here is cyclical in nature. Let me return to my statement that I asked you to remember: no two seasons are the same even though they may be called by the same name. We have just finished winter. We know winter will return next year but we do not know how cold it will be. In New England we can predict that it will be cold. We cannot make exact predictions, but there are great similarities in the cycle of seasons. Nature exists in cycles too. If history is seen as the recalling of the existence of Man through life cycles, then some feelings, some predictions of the future are possible. If we are to predict these things though, we must see man's history in different terms than most people do now. Let me try to compress what I am saying by stating that there are three or four periods in a life cycle, even in an individual's life which begins with birth and ends with death; the same holds for society and organization and a person attempting to work with the power structure must understand that segments of our American society are old and dying while others are just being born. There is a continual point of friction between the old and the new; the birth and the death. The power structure and its interest in changing things, or keeping things status quo as is often the case, will be different in each case. Remember after World War II the statement that nothing was impossible, the

impossible just took a little longer? How often do you hear that now in the United States?

Perhaps one of our history professors best stated this whole thing: The people in England still think of themselves as rulers of the British Empire when in fact they are a small, relatively weak, country on a small section of a small, isolated piece of a larger continent. The British Empire does not exist anymore and even parts of it may separate one from the other such as in Canada's case. Think back in your own lifetime and count the empires that once existed, but are now dead. Think of the Roman Empire; think of empires close to home in the United States like those lost in the depression; come closer still and think of some of the empires close to your home or your place of work--the superintendent, president, manager, etc., that was recently fired. Empires come and go, but in a rapidly changing world, brought on by advanced technology, empires or organizations live through their four seasons at a much faster pace than they ever did in the past. The result of this is that we find difficulty in keeping up. We tend to think in the past and not in the future. Such a mind-set insures a faster death for an organization and as a result, even faster change in power structure. We let "future shock" control us rather than us controlling our future. McClelland, in the opening pages of his book Achievement Motivation, talks of standing in what once was a world capital and, after observing the people and their society,

stating that the people worked as hard as ever, but the world capital was no more. McClelland goes further to examine countries and various world locations and notes that geography cannot help explain why some countries work hard and make it while others, their neighbors, work equally hard but just do not have much success. Mix what I am saying with such titles as The Leaderless Vacuum, A Nation of Sheep and others. In many ways, we in American society are asleep, perhaps even in our winter and this affects power. We are like the young juvenile who had developed sexually, but does not have the maturity to handle the new feelings, instruments for sexual situations. Our power lives in the past and as a result, is truly not power.

There is one final part in this first section on working with the power structure. Again I go to nature. Man is an animal. Animals naturally use power. Cows line up to come into the barn in a specific way. Add a new cow and there is friction, even fights before the right placement is found. The pecking order cliché is no accident; ever watch dogs play? Ever watch a husband and wife team at a social gathering? What about the Naked Ape; body language? If you think of it, both you and I can go on and on naming such titles and situations where power is present and observable.

For the purpose of our discussion today, let me indicate that there are at least two kinds of power that you will need to be concerned with: position power and individual power.



But as each living thing, each season, is different, even though they are called by the same name, so is each kind of power. Think of the last four or five presidents of our country. There should be no question that they had power. Some had both personal and position power. But each was a living organism and thusly used power in different ways. Enough of theory, now for action.

In this second section of the paper, I will draw upon my own experiences and those of others that I have known or read about as they worked with the power structure in their areas. Surprising as it may seem, the first action step in a program is thinking. It is a lonely step, but one you must go through if you are to meet with any success in forming a collaborative with the help of the power structure. During this process of thinking, I encourage you to write; write memos to yourself, short papers, whatever, but get your thoughts on paper because you will lose them if you do not do this. As you examine your thoughts, determine what you believe in and why you believe in it. Today I hope you and your team members are thinking of working with and through the power structure and developing a collaborative effort between education, business, labor, industry, government, etc. I hope you and your teammates are talking about nothing else except how do you form a collaborative group in your own particular situation. Certainly sharing your thoughts with other people at this meeting will be one of the most helpful things that you can do.

Perhaps the most important thing to conclude from your thinking is why you want to bring these often divisive groups together. From a personal bias, if you conclude that you believe in this action because your job depends on this mutuality, or, someone passed a law saying this was to happen, then please ignore what I am saying. If you have no higher convictions than your job or laws, then you will not succeed with the power structure; rather, you will be brought into line by power people. Do not forget that laws can be passed for a whole variety of reasons, including bad ones. Know what you want and why you want it. You can control what happens to you if you have a firm base of knowing what you want and yet keep an open mind to improvements in your thinking. Said another way, rigidity will insure your failure, just as much as lack of conviction will.

The second step is to begin to discuss your convictions with peers and people you trust. Trust is the key word here. You will have holes in your thinking and you need to plug as many of those holes as possible before venturing outside your trusted group. When you do feel secure with your beliefs, venture out into strange places. Write a short paper and ask different people to criticize it and your thoughts. If you are careful, you can also test the thinking of the groups you wish to bring together by sending the paper to various perceived power brokers. I would strongly recommend that after sending the paper that you meet with them, preferably over food,

in a neutral place, to hear their thoughts on the subject. By now you will have learned to count to ten because people will take your invitation as a means of righting all of the wrongs of education in general or of their own educational experiences in particular. Your function is to listen to their thoughts on collaboration, not their criticisms of education. I suggest here that you be assertive, but not defensive. You will need these contacts and friends later on. Often a first time attacker will become a friend after he or she has exhausted his or her agenda and still finds you coming back for more discussions. After all, your continued reappearance with some attackers gives that person a sense of power, if in no other area, at least in the personality power area.

During this process of thinking with strangers, you are really selling yourself and your concepts. You must be a salesman to work with power people as there must be a benefit for them too. This time consuming step of meeting new people on an individual basis and selling will have an impact on your thinking; it is an extremely crucial step. If you demonstrate that other people do count, then later when you call a large meeting, people will tend to attend because your ideas become their ideas. In a reverse way, I am saying do not call a mass meeting first and then expect things to follow naturally. You must lay the groundwork before successful meetings can be held. In fact, you must not only lay the groundwork, but you must insure that the outcome is favorable for collaborative

efforts. After all collaboration has already begun in the micro settings here, lunches, etc., because both you and the others have shared ideas. Perhaps you have influenced each other.

In collaborative efforts, I suggest you consider doing the following things:

1. Meet on their turf! Turfdom is extremely important in the animal world and that includes the human world. The more secure the stranger is, the more likely it is that he or she will listen to you. Neutral ground and food are also acceptable first meeting items.

2. Be sensitive to other people. Learn to read body language. Learn what it is like to be in the other person's situation. Make sure that when you meet the stranger, your thoughts and information are organized and accurate.

3. Keep your eyeballs on the ceiling. This means that you must learn to become a third person and observe yourself and others as you operate in a social situation. Note power and social moves. Learn to conceptualize the whole scene: Scene I, the immediate situation; Scene II, the immediate mixed with the past to predict the future situation for individuals and organizations; Scene III, the roles individuals or organizations can and will assume in collaborative efforts. However, be wary of the politics among and between people and organizations. You can get trapped.

4. Realize that resistance to change, or the out of date thinking that I mentioned earlier is like the China Wall. But, every wall has cracks and what you need to do is find but one crack and quickly step through it to move organizations into collaborative agreements. In other words, a person inside making comments is worth two armies outside shouting the same words.

5. Develop and listen for networks of people. A business or union member may be also a town politician or the head of some club, church group, etc. His other than-work group may wield other influence. Then too, the manager of one company will have a circle of friends who are managers of other companies. Friends and associates are more likely to listen to other friends and associates. You will need people with credibility to support your ideas which, over time, can become their ideas if you sell them properly. Make sure these people with credibility gain credit for the ideas as they gain members for the collaborative effort.

Concurrent with the above you should:

1. Recognize the nature of your area: a corridor between two cities, a rural or urban area, an area in transition, etc. History has much to say about transportation and other demographic and ecological factors and their impacts upon people. All of these items have an impact on the power structure and its mode of thinking.

2. Watch the politics of the area and avoid being identified with any one side. However, recognize the power inherent in politics. If you can get both sides speaking for you, you will have a good power base.

3. Determine who are the visual power brokers. Know that real power may be hidden so develop a sensitivity to cues given by the visual power brokers. Ask careful questions about who decides what. Power likes more power or benefits. Therefore, as you sell collaboration, weave in benefits to decision makers.

4. Do not plan to always start at the top of the power block because what is seen as one block can in reality be many small blocks controlled by a hidden important someone. Start where you can and sell! Often a lower power figure can help make things happen without getting the top power broker involved.

5. Communicate! Keep your friends and enemies posted on what you are doing. Write letters to keep people informed, explaining the what and why of your actions for collaboration. Write newspaper columns on the topic, especially in the free newspapers. I suggest this because many people who are homebound read free newspapers from cover to cover. These homebound people often have influence on power brokers. Get on radio and television, but watch the exposure so that the collaborative effort does not become your idea or you.

Stress the collaborative successes of any groups, especially those in your area. There is nothing that breeds success like publicized success. Publicize the first successes of any group you get together.

6. Do not ignore labor. Too many educators make the mistake of calling on business and industry and ignoring labor because the former have been easily identified as powerful people. Union leaders are also powerful people as are rank and file members. Let me remind you of the story of the coal strike with all of its happenings to bring this point out. Union people are often more concerned about education for the general public than some conservative businessmen. Use care here, because with the right people you can get in the wrong situation: an anti-union or anti-business management split. If you find yourself caught in a difficult situation, remind the parties involved that you are not at the bargaining table, but are involving them for the good of the students.

7. Learn to count to ten. You will have bad experiences and periods of time where you will think all is lost. Keep the courage of your convictions! Just keep going. One thing power structures cannot stand is a force that will not give up. Remember the anti-Vietnam War movement and President Johnson.

I have attempted to sensitize you to the changing nature of power and also give you some indicators that might be used

to ascertain the power structure in your area. From my experience, I have suggested a number of things you can do to work with power structures in developing a collaborative effort between business, education, labor, industry, and government. Finally, I have suggested things you must do to and with yourself if you wish to be successful in your attempt to involve outside groups in education.

I have to admit though that my own personal mode of behavior is that if all else fails, use your whip and start counting up from eleven. We must move forward!



50 WAYS TO GET MORE OUT OF YOUR  
ADVISORY COMMITTEE

By

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## USING ADVISORY COMMITTEES EFFECTIVELY

OR

### FIFTY WAYS TO GET MORE OUT OF YOUR ADVISORY COMMITTEE\*

I'm delighted to be able to share in this important conference with you today. We've been hearing from persons in high places lately that education, to be effective, must reflect the needs and the involvement of many segments of our society. In his State of the Union Message, President Carter indicated that a new Department of Education would be created during his first term in office--in the hope that education would be more responsive to the needs of our country.

Only last week Commissioner of Education, Ernest L. Boyer called together all of the Office of Education supervisors and spoke of his hopes for education in America. "Education must be viewed not simply as a pre-work ritual, but as a process to be pursued from the beginning of life to its end," he said.

He emphasized the need for lifelong learning for all citizens and continuing education for teachers. "Schools should be linked more closely to the home. During the early years, children's attitudes are shaped and values are formed.

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\*By Dr. Albert J. Riendeau, Chief, Postsecondary and Adult Occupational Programs Branch, DVTE, U.S. Office of Education, at the Business-Industry-Labor Conference, The National Center for Vocational Education, April 3-5, 1978.

Parents--the first teachers--must become partners with public school teachers in early childhood education.

"Schools and colleges should relate to business and industry, as well. Clearly, we must add education to our work."

It is clear that Commissioner Boyer considers education too awesome a task to entrust solely to educators. Without linkages with the places of employment in the world of work, education may too quickly get out of step.

#### THE OBJECTIVES OF THE CONFERENCE

In her letter dated February 10 in which she elaborated on this conference, Catharine Warmbrod stated that the purpose of the conference was "to develop programs and vehicles to update and upgrade the technical and instructional competencies of vocational instructors and administrators."

What I heard yesterday afternoon certainly appeared to be aimed at doing just that. Practically every state report stressed the use of advisory committees. The reported increase in the Georgia State Advisory Council from 24 to 34 members last year was indicative of the growing status of State Advisory Councils throughout the land. Our former Hiram Walker whiskey salesman from Illinois reported increased interest in the schools by business and industry. Then there was Michigan's "Stay-on-the-Job" and "Explore Yourself" programs which were designed by business, industry, labor, and education to give

the student a sense of belonging. New York's exchanges of personnel by business, industry and education as described by Bob Ullery--in his excellent report on "Club 20-20," gave us some insights on how far some States have gone with their exchange programs. The excellent film and report by team leader Russell Walker of Texas was another example of what could be accomplished by a cooperative effort by business, industry, education and labor.

It is a paradox of these technological times that unemployment and underemployment can exist side by side with critical labor shortages. Productivity, essential to growth, is sometimes achieved at the expense of the individual whose skills become obsolete. The worker who does not keep pace through training and education soon falls by the productive wayside. Our schools and colleges need help in reading signs of the future. Tomorrow's job demands must be anticipated now, if workers are to be prepared so as to escape the unemployment roles of the future.

#### EXPANDING ROLE FOR VOCATIONAL EDUCATION

Vocational education has a leading role to play, and a major contribution to make. All of us in all fields who make up the total community must strive to cope with the social and economic forces which are bringing profound changes in the patterns of our lives. Vocational leadership must involve itself more deeply in external affairs, and must open the door wider for greater involvement of others in the vocational education community.

This wider involvement is the thrust of the new vocational education legislation. This is the message which is found upon close reading of nearly every section of Public Law 94-482. The new legislation could well be entitled "Blueprint for Involvement."

#### EXPANDING ROLE FOR ADVISORY COUNCILS

Greater involvement with the outside world is implicit in the strengthened and expanded advisory councils under the new Act. Working with advisory councils is not new for vocational education leaders. But the significance of the new legislation is that advisory councils are not merely to be tolerated, but are to play an expanded role in the overall planning of vocational education programs. Representation at both the national and state levels is being expanded to bring in more outside involvement--such as guidance and counseling, correctional institutions, women with specific knowledge and experience of sex discrimination in employment and sex bias in vocational education, State Manpower Service Councils under CETA, and higher education. It is particularly significant that the law specifies that a majority of the advisory council membership shall not be from the field of education. They must be outsiders! The NACVE will no longer advise and report only to the Commissioner of Education, but to the President, Congress, and head of any other federal department or agency.

## WORKING AS A TEAM--MERC/Q

The new vocational education legislation calls for State evaluations every five years by the Office of Education. We call these week-long reviews "MERC/Q's", which stands for Management Evaluation Review for Compliance and Quality. We do ten States and one Territory each year. We have just completed South Dakota, Alabama, and North Dakota. Next week our MERC/Q team will be in Oregon. Each team is made up of vocational educators from OE, representatives from Adult Education, CETA, Office for Civil Rights, and a member of the National Advisory Council for Vocational Education. This team visit is in no way intended to "snoopervise" state efforts but rather is a joint enterprise to review selected and random items from the vocational education regulations to measure the degree of compliance. This is a rare opportunity for providing technical assistance in some cases. It is an opportunity to study first-hand some of the unique problems encountered by the States. It is another example of advisory council involvement in the improvement of vocational education.

### HOW CAN WE GET MORE OUT OF ADVISORY COMMITTEES?

Vocational education teachers at the secondary, post-secondary and adult levels have utilized local advisory committees with varying degrees of intensity during the past half century. Vocational agriculture may have been among the earliest programs to successfully capture the advantages of advice from local committees. During the late forties and early fifties,

the concept of local advisory committees was being regularly encouraged by State supervisory personnel and by vocational teacher education departments at the colleges. Since this was usually an option left to the teachers, committees were organized in some communities but not in others.

We have reached the point where few vocational education managers would consider establishing new programs without first appointing a working advisory committee. And the remarkable thing about these committees is their unwillingness to serve as window dressing for educators. Unless there is a job to do and they are part of the action, they would prefer to be non-members. So in the belief that advisory committees thrive on involvement, I have prepared a laundry list--fifty ways to get more out of your advisory committees. Cathy Warmbrod has had copies made of this paper for your packets. Please note that it is committed to a future publication of Industrial Education magazine.

Based upon the imagination and creativity that has been exhibited in this room yesterday and today, I have no doubt that this list can be expanded upon. My point was--the many ways of getting more out of your advisory committees is limited only by your imagination.

#### THE BUCK STOPS HERE

I don't suppose times have ever been more challenging to those of us involved in education than at this very moment

in history. With the weakening of the dollar and the rising rate of inflation, the taxpayer is called upon to dig deeper for the support of education. The energy crisis is still with us. Concerned parents worry about the moral fiber of our leaders--they fear for the effects on their children. These are troubled times, calling for the steady hands and stout hearts of adults to set examples for our youth.

It is no time to be sidestepping issues or passing the buck. Let us remember the sign on President Truman's desk which read "The Buck Stops Here." The job to be done by vocational education requires the help of industry, business, and labor. The very future of our youth depends on such a team effort. Let me close with a little poem, author unknown, to illustrate my point:

#### PASSING THE BUCK DOWN THE LINE

1. Said the college professor,  
"Such rawness in a student is a shame.  
Lack of preparation in high school  
Is to blame.
2. Said the high school teacher,  
"Good Heavens, that boy's a fool.  
The fault, of course, is with the  
Grammar school.
3. The grammar school teacher  
Said, "From such stupidity  
May I be spared. They sent  
Him up to me so unprepared."
4. The primary teacher huffed,  
"Kindergarten blockheads all.  
They call that preparation--  
Why, it's worse than none at all."



5. The Kindergarten teacher said,  
"Such lack of training never  
Did I see. What kind of a  
Woman must that mother be?"
6. The mother said, "Poor helpless  
Child. He's not to blame.  
His father's people  
Were all the same."
7. Said the father at the end  
Of the line, "I doubt the  
Rascal's even mine."

## FIFTY WAYS TO GET MORE OUT OF YOUR ADVISORY COMMITTEES\*

Advisory committees are assuming an expanding role in vocational education. Our schools and colleges are under pressure to provide skills for a world which is engulfed in a technological revolution. New methods and materials used in modern day occupational fields are being developed at a breathtaking pace. Supplying the skilled personnel for securing employment in this rapidly changing labor market calls for flexibility in occupational education programs, and the full cooperation of business, labor, industry, and governments at all levels to help keep goals of employers in sight.

Discovering what employers expect as entry-level employees, or as upgraded skilled workers, calls for cooperative planning by schools and industries. Periodically, occupational education programs at all levels should be reviewed for appropriateness. Vocational education at the secondary level should provide maximum options for students to find employment or pursue postsecondary vocational education programs. Postsecondary occupational education programs should provide for basic entry level skills and for upgrading or advancement in the student's selected occupational area.

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\*By Dr. Albert J. Riendeau, Chief, Postsecondary and Adult Occupational Programs Branch, DVTE, U.S. Office of Education, and author of Advisory Committees for Occupational Education: A Guide to Organization and Operation, McGraw-Hill Book Company, 1977. Copyrighted for publication in the June, 1978 issue of Industrial Education Magazine.

The educational institutions are looking to advisory committees for keeping them on target in terms of student placement. Vocational education program objectives, curriculum, and teaching environment are developed, conducted, and evaluated in consultation with appropriate advisory committees made up of representatives from business, industry, labor, government, and other potential employment sources.

So far advisory committees have demonstrated a remarkable degree of willingness to be "exploited" by schools and colleges. Not only do they give unstintingly of their time, counsel, and expertise, but they appear to have a great storehouse of untapped resources which they would gladly share with educational institutions if they were asked. The following, then, is a list of ways to get more out of your advisory committees. With a little effort the list could, of course, be expanded.

1. Involve lay advisory members in planning ways for making occupational education available, attractive, and meaningful to all students without regard to race, creed, sex, religion, or geographical location.
2. Provide a handbook for each advisory committee member explaining the purpose, operation, by-laws, goals, and objectives of the advisory committee, and the functions lay advisory members are expected to perform.
3. Invite lay advisory members to assist in developing ways for providing experiences which permit students to learn by doing.

4. Provide parking permits for members, to facilitate attending committee meetings at the school.
5. Schedule advisory committee meetings at a time convenient for members to attend.
6. Send a reminder letter along with an agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda.
7. Run the committee meetings on an organized time schedule and hold to this time schedule.
8. Make follow-up reports promptly to the advisory committee regarding action taken on recommendations made by the committee members.
9. Invite lay advisory members to assist in identifying options for students to change occupational choices and educational programs in concert with the changing needs of the employing community, economic necessity, personal satisfaction, individual competencies, and interests.
10. Encourage the lay advisory members to visit the school whenever possible, particularly the classes with which the advisory committee is involved.
11. Provide lay advisory members with maps of the campus to assist them in locating parking, meeting rooms, etc.

12. Send a letter over the signature of the school's leading administrator officially notifying each advisory member of his or her appointment to the advisory committee.
13. Encourage individual meetings with advisory committee members when an administrator or representative of the school requires special information.
14. Keep lay members informed about current and pending State and Federal legislation that will affect the school's occupational program.
15. Inform the lay advisory members about the pertinent actions and activities of the State Board for Vocational Education.
16. Assign the responsibility for taking minutes to a school representative at each committee meeting.
17. Provide refreshments at each committee meeting.
18. Inform the lay advisory members about special studies affecting the educational program of the school.
19. Invite instructors to occasionally sit in on advisory committee meetings on the subject they teach.
20. Ask the lay advisory members for recommendations and comments for improving the effectiveness of the advisory committee and its meetings.
21. Invite the lay advisory members to school functions such as graduation, open house, special exhibits, athletic events, and plays.

22. Establish and maintain a climate of informality at committee meetings, encouraging a two-way interchange of information.
23. Encourage school administrators to reward the advisory committee's efforts when particular goals have been achieved.
24. Inform lay advisory members about the action and activities of the State Advisory Council for Vocational Education.
25. If possible, attend industry programs when invited by lay advisory members.
26. Continually inform the lay advisory members about events concerning vocational education at the local, State and National levels.
27. Use the telephone for conversations with lay members when confirming facts or seeking advice.
28. Plan an annual breakfast or dinner for all advisory committee members and invite a distinguished speaker.
29. Invite advisory committee members to serve as guest lecturers in order to demonstrate special techniques or skills, or to discuss current practices in a particular occupation.
30. Work through advisory members to arrange a conducted tour of industrial facilities for school field trips.
31. Inform the lay advisory member about the actions and activities of the school's general advisory council.

32. Schedule committee meetings regularly.
33. Seek advice of lay advisory members for ways to maintain professional leadership and administrative growth in occupational education to make it a continuous process for providing program regeneration and self renewal of professional staff for ensuring future dynamic leadership.
34. Mail each member a copy of the minutes of the advisory committee meeting as soon after the meeting as possible.
35. Make a reminder call to each member during the morning of the scheduled advisory committee meeting.
36. Hold meetings in a room that provides comfortable and quiet surroundings.
37. Recognize the efforts of a lay advisory member who contributes outstanding service to the program by any or all of the following methods: a letter to this person's superior, a letter to his or her family, a letter of commendation, a release to the school and local newspaper, or a mention of it in major speeches.
38. Put a name plate on donated equipment showing the contributing member's name and firm.
39. Encourage instructors to visit and tour the facilities of industries which relate to their teaching.

40. All advisory committee rosters should be kept current and updated. Outdated rosters can be a source of embarrassment.
41. Check to see that no advisory committee appointments are politically motivated.
42. Seek assistance of lay advisory members for developing curriculum which is flexible enough to permit students to enter or exit programs at increasingly complex occupational competency levels.
43. Check to see that the qualifications of all potential lay advisory members are carefully reviewed by appropriate school officers to ensure a good working committee.
44. Include a student, a graduate, women, and members of ethnic or racial minorities on the committees.
45. Schedule the term of membership for a definite period of time, with provisions for a regular system of replacement.
46. Avoid unnecessary detail work for the advisory committee members. They are busy individuals who are serving on a voluntary basis.
47. Have in attendance at all committee meetings a representative of the occupational education department.



48. Have supervisors and/or coordinators of vocational education programs attend all advisory committee meetings on their particular programs.
49. Have the school maintain a complete file of minutes of all committee meetings. Copies will be distributed to all committee members and alternates.
50. Plan well in advance to hold at least one luncheon meeting per year in a good restaurant, if possible, for the members of each active advisory committee.

And there you have it, fifty ways for getting more out of your advisory committees. No such list would ever be complete, but the list suggests that there may be a lot of useful service remaining in that tired acting advisory committee if a little imagination is applied--directly from your list.

CAN LABOR PLAY A MEANINGFUL ROLE  
IN VOCATIONAL EDUCATION STAFF DEVELOPMENT?

By

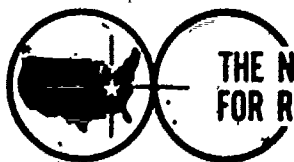
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CAN LABOR PLAY A MEANINGFUL ROLE IN  
VOCATIONAL EDUCATION STAFF DEVELOPMENT?

It is a particular pleasure to address such a distinguished group of educators whose primary focus is right where we in labor live.

For all the grandiloquent programs we have been asked-and been expected-to endorse from modular scheduling, progressive, back-to-basics, humanizing, values clarification, the open classroom, tracking, individualized instruction, to career education--none of which have prevented an alarming growth of functional illiteracy in inner city schools--one commitment has remained firm. Our commitment to and concern about the nature and efficacy of vocational education has been constant. Our participation, however, has been minimal.

We have, of course, always served in a technical advisory role on committees particularly in the skilled trades areas.

Today, the question is whether that role is adequate in serving the program, in serving labor's interests and, most important of all, in serving the needs of the students. Should the resources of organized labor be more fully utilized to include structured input in non-traditional areas such as in-service training for vocational education teachers? Of course, the answer is yes. However, H.L. Mencken once said, "For every complex question there is a simple answer--and it is always wrong."

The question is complex and the answer is too simple. Let us restate the question in some of its many forms. Do administrators see a need? Will teachers be receptive? Can labor's resources and concerns be successfully translated into usable classroom content? Is organized labor sufficiently interested to devote the time, effort and personnel required for meaningful participation? If it works in Akron, will it work in Omaha? What exactly are labor's concerns?

I think that none of us have the answers to all of these questions. At the very least, the "yes" becomes qualified by a series of "ifs."

Let me begin with one I can deal with--"What exactly are labor's concerns?" We in labor have traditionally been friends of the public schools and of vocational education for one clear and overriding reason.

Most of your students are our children. Most of the rich are still in private schools, insulated from the cares of blue collar America. But we have not lost our dream of providing all children with an equal opportunity to become all they are capable of becoming through a first-rate public education system. We want those children who are capable, regardless of background, to become professionals if they choose. And for those who do not so choose or whose capabilities lie elsewhere, to be given all the marketable skills they are capable of acquiring. And beyond marketable skills, they must be given coping skills and sufficient academic background to be adaptable and flexible in the face of an everchanging society and job market.

We are in no way satisfied that our dream has been fulfilled. And yet we are aware that the public schools remain the one hope that we have for our children. That is why you have been able to count on us locally at levy time and at the state and federal level at education funding time. There is no "parent vote." Parents are liberal and conservative, Democrat and Republican, rich and poor, for and against funding public education. But there is a labor vote and it has always been in favor of quality public education. We care.

If you can help me answer "yes" to the other questions, no matter how many reservations, then we can begin the long overdue process of building a co-operative effort. We have a unique awareness of the world of work and we are willing to share it. If we are going to establish an on-going relationship that will provide enrichment to both teachers and students, as well as deal with the concerns of labor, we must begin at the beginning.

The first step must be to establish contact with the recognized labor leaders in your community or in your state. The mistake that seems to be repeated over and over again occurs when the education community, with all good intent, decides to include labor input and then decides what that input will be and who will provide it. Taking that approach is guaranteed to result in worsening whatever relationship you have with your labor community.

This first mistake is frequently compounded with an invitation to a few labor people to attend what appears to them

to be, either a school lunch or a Chamber of Commerce luncheon. Most labor people who might be available probably have a calendar full of lunch meetings at which the reason for their participation is either unclear or misunderstood. It seems to me that these mistakes can be overcome by first establishing a personal relationship and discussing each others needs and concerns. This should be done as a first step by an administrator who has the authority to speak for the program or for the schools and the initial labor contact should be the executive secretary or president of the local or state labor council.

Perhaps the best way to generate this dialogue is by means of a telephone invitation to chat over a cup of coffee. This will provide the vehicle for determining the extent of labor resources which may be available and the initial identification by labor of those people with whom the schools should work.

If there is not an established community work/education committee which includes members from both labor and management, it may not be possible to get off the ground if you insist on a joint committee at the outset. This does not preclude the possibility of a meaningful cooperative effort through a separate labor advisory committee which may lead to joint committees in the future. In fact, there is an important perspective to keep in mind. It is not the responsibility of the schools to solve your local labor/management relations problems, nor are the schools an appropriate vehicle for attempting to do so. Frequently a separate labor committee is valuable even when a joint committee exists.

This provides a forum for undiluted and open discussions of need. If we reach this point in developing a structure for communications and cooperation, we may finally be ready to take a look at some concrete programs.

If my approach thus far appears overly cautious and loaded with reservations, I assure you that it is intentional. We have too often taken a flyer at more than we could handle resulting in the inevitable disappointment with the results. It seems to me that what we are attempting to do is so important that it is worth taking the time to do it one small step at a time and to do it well.

We in Akron, after several years of developing the kind of structure I am describing, have reached the point where we feel confident in approaching some ambitious undertakings. We have believed all along that the key to meaningful classroom content is the individual teacher. No amount of attractive material or management decisions will influence the way a teacher teaches unless part of that decision is his/her own.

We have therefore, using career education as a vehicle, developed a program of in-service training for teachers which is geared to teacher awareness, labor content and curriculum writing. I believe that these models, although developed with career education in mind, are transferable at least conceptually to vocational education. We began last year with two voluntary, off-campus, non-credit programs for teachers advertised only.

as identifying and discussing the need for labor involvement. A mediocre dinner provided by the program was the only additional incentive.

The response was truly gratifying. After two successful experiences of this kind, we have programmed for later this month, a graduate credit seminar in conjunction with Akron University which will be jointly conducted by labor and management. This one and one-half day seminar will deal with conflict resolution in labor/management relations, and include simulation, role-playing and hands-on experience in dealing with current problems under the direction of practicing professionals from both labor and management.

We have also applied to the U.S. Office of Education for a \$10,000 mini-grant to conduct a three week program in conjunction with Akron University this summer. This workshop, which will also provide graduate credit for participating teachers, will consist of one week of labor content dealing with labor history, labor economics, job market and current labor concerns, one week of developing implementation techniques, and one week of curriculum writing. We hope that the net effect of this in-service approach will be an enrichment experience for the schools, for labor and most importantly, for the students.

Nor do we believe that we have achieved the ultimate in sophistication. In fact we consider this only a beginning. At a recent mini-conference in Washington, sponsored by the Office of Career Education, a number of other unions indicated a strong interest in seeking to take the fruits of the Akron experience



and identifying other cities where labor resources and labor cooperation would make such a venture worthwhile to reproduce.

The Arkon project also contemplates producing an analytical report of our experience which we would be only too happy to share with our colleagues in labor and in the schools. I realize that we have only scratched the surface and I hope that in our subsequent workshops we can deal with more substantive details of these and other programs.

It is my strong feeling that we in labor do indeed have both a role and a responsibility to participate in our public education system. It has been gratifying to note the growing awareness and responsiveness of teachers and administrators in many parts of our country. As I said earlier, we have a deep and abiding concern for the welfare of our children who are in your hands.

I know that I am speaking with friends today because historically no facet of our public education system has been more aware of, or more responsive to, the needs and concerns of working people and their children than the vocational educators of America.

I look forward to building on this relationship and expanding it so that we can, at long last, begin to tap the vast resources so long overlooked.

## **SECTION II**

# **Status Reports and States' Plans of Action**

## STATES' PLANS OF ACTION

### INTRODUCTION

Once the team leaders and members were identified, they were forwarded instructions on how to develop the plan-of-action narrative. These guidelines were given to ensure a common core of information from each team. The teams were instructed to prepare a preliminary plan-of-action report prior to the conference to be submitted to the project staff. From the gaps and deficiencies and the proposed plans-of-action specified by the state teams, the project staff identified the needs to be addressed at the conference. With the technical assistance provided at the conference, the state teams then finalized their plans-of-action.

All teams were required to (1) prepare a summary of recent and/or current efforts (state-of-the-art) in their state to utilize business-industry-labor inputs in vocational education personnel development programs, (2) identify gaps and deficiencies in this effort, and (3) write a plan-of-action for the coming year to improve and expand these endeavors. Thus, the reader can gather the state-of-the-art in the ten participating states by reading the first section in each state's report.

The plan-of-action of each state containing appropriate subheadings follows in alphabetical order:

## CALIFORNIA

### BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

#### PLAN OF ACTION

##### I. Current Efforts

The first annual Industry-Education Council, a state-wide conference held in January of 1978, was attended by 2,300 persons from business, industry, labor and vocational education. (20 councils, 26 projects)

Teacher education frequently cooperates with business, industry, and labor to offer inservice training for these groups.

There are vast numbers of advisory committees functioning at all levels of operation--local, regional, and state. Persons from business, industry, and labor contribute their talents to making these advisory committees to vocational programs an effective method of communication and collaboration.

Vocational students receive on-the-job training in California businesses and public agencies through vocational cooperative education programs. Both labor and management accept trainees and supervise their work and learning.

Instructional materials developed by vocational education are used in business, industry, and labor;

vocational education also uses materials developed in the business world.

Vocational student organizations receive much support from business, industry, and labor. The support takes many forms such as speakers, tours, technical advice and contributions in material and money.

Demonstration projects illustrate B-I-L cooperation. Local school districts provide inservice using B-I-L as resources as well as state and teacher education groups.

## II. Gaps and Deficiencies

Communication and collaboration need to improve.

A network of articulated relationships with ongoing exchanges of resources such as information, personnel and materials needs to be established.

The commitment of both educational and business/industry/labor organizations needs to be stimulated to address the tasks of staff development. Top level executives of B-I-L and education and government agencies need to be involved in staff development commitments.

Existing collaborative efforts need to be identified and replicated.

Staff development related to vocational education needs to occur in business, labor, government and education.

An inventory of current practices and an opportunity to access and replicate these practices is needed.

Need to identify and collate resources, i.e., vocational education, CETA, B-I-L, etc.

Need to set priorities for staff development.

III. Plan of Action

- A. Identify participants (i.e., B-I-L, ed-K-16, etc.)
- B. Identify barriers and options to provide staff development.
- C. Identify resources to support programs; collate for use and modify barriers.
- D. Establish priorities.
- E. Develop pilot models.
- F. Test models and modify.
- G. Disseminate and inservice (through B-I-L and Education network).
- H. Review, recommend, and modify policy.

Time Line

1978                                  1979  
Jan Apr Sept Oct Nov Dec Jan Feb Mar Apr May Jne Jly Aug Sept Nov Dec

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

Organizational Development

- A. Establish task force--initiate target group 7-14 to expand to K-16.
  - 1. Key B-I-L, government, federal--decision makers
    - a. Implementers from same organizations above do work and report.
- B. Establish linkage with related organizations, i.e., USOE, CTA, FTE, CAVE, etc.

## CONNECTICUT

### BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

#### PLAN OF ACTION

##### I. Current Efforts

- A. Representatives from B-I-L have been selected for all personnel interviewing teams for professional personnel.
- B. A conference for vocational education administrators was held last spring, including representatives from B-I-L to develop communication channels. Follow-up conference planned for 1978-79.
- C. Local community education work councils have been organized in more than 40 towns in Connecticut through an EPDA project last year with Regional Education Agencies. These Councils are known by the acronym as BLIPPS (Business, Labor, Industry, Professions, Parents, and Students) and have functions for local advisory committees or groups. It is expected that these BLIPPS will be absorbed by the newly developed advisory council.
- D. B-I-L continue to serve on state-wide area and local advisory and/or craft committees especially with the area regional vocational technical schools and the the area agricultural centers.
- E. Cooperative exchange programs with business and industry in all fields (including guidance) will continue during



- the summer of 1978 and are planned to continue for the summer of 1979. In addition, exchange between teachers and members of craft committee job status is planned.
- F. B-I-L will continue to be involved in the planning, operation, and evaluation of youth group programs (VICA, FFA, FBLA, DECCA, FHA, HERO, JUNIOR ACHIEVEMENT).
  - G. Inservice training using industry facilities for training is to be continued (i.e., automotive foreman workshop, graphic arts short-term workshop and year-long internships, industrial art teachers to equipment manufacturers, nurses to specialized hospitals or health institutions).

## II. Gaps and Deficiencies

- A. Lack of a state-wide coordinated program for B-I-L and the education system of the state.
- B. Lack of communications between agencies and B-I-L councils and among councils.
- C. Lack of guidance to B-I-L councils, their organization, operation and role within the vocational education system of the state and all levels.
- D. Lack of participation of B-I-L in curriculum development, approval and use within the schools.

III. Plan of Action: <u>Improvements to be implemented</u>	<u>Methods and Procedures</u>	<u>Time Table</u>	<u>Milestones</u>	<u>Expected Outcomes</u>	<u>Evaluation Methods</u>
It is planned to include advisory and/or craft committee members to work with curriculum committees in updating and developing new curriculum (include task analysis)	Advisory and craft committee members will be appointed to curriculum committee.	Begin July 1, 1978	Start July 1, 1978 and add as new curriculums to be developed.	Curriculums will mirror new conditions and trends.	Industries will advise if students are better prepared for new fields in business and industry.
Develop guidelines to train BIL Advisory Councils and how to use advisory committees and councils	Area service agency (ACES) will be contracted to develop guidelines and in-service ed. programs.	To be completed Sept. 1, 1978	Completed 9/1/78 Reviewed by 12/1/78 Published & Distributed by 9/1/79.	Advisory councils will operate more effectively.	Self-evaluation by advisory councils annually.
Develop internship programs with Business and Industry as part of training programs in all fields of vocational education.	Internship programs to be developed in one college and one university responsible for vocational training in state.	Development by 6/30/79. Start by 7/1/79.	First evaluation by Sept. 1980 *	Teachers will be more knowledgeable about actual working conditions, etc. in BIL.	Self-evaluation by participants. Evaluation by administrators.
Recommend appointment of Education, Business, Industry, Labor, Coordinator at State Organ. level.	Request job be set up by personnel and approved by commissioner.	Job approved by Jan. 1, 1979.	Appointment by Sept. 1979.	Better cooperation and more interaction of vocational education efforts.	By advisory councils-- and by definite program developed for state.
Developing a model to be included in in-service training for vocational education leaders.	Developing of special module and publishing of some.	1978-79 academic year.	Fall 1978-modules Spring 1979-instruction Spring 1980-evaluation.	Better understanding and appreciation of the need for Business, Education and Labor cooperation.	Follow-up study of participation of training and their involvement in BIL.

## GEORGIA

### BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

#### PLAN OF ACTION

##### I. Current Efforts

At the present time, there are a number of channels by which labor, business, and industry provide inputs into vocational education personnel development programs.

The State Advisory Council for Vocational Education participates in the planning and evaluation of vocational education programs. Annually, the Council provides the State Board of Education with recommendations on program improvements. These recommendations include suggestions on personnel development programs.

Other sources of input are the advisory committees of the local systems. These Committees are formed with members from the local communities and with representation from labor, business, and industry. The committees work very closely with local educators in assessing and recommending program improvements including personnel development.

One specific source of input is that of the craft committees at the local level. These committees are composed of persons employed in the specific occupations for which the committees are formed. Their inputs are widely used, especially in recommendations concerning

new methods, techniques, products, etc. Based on these recommendations, an average of 200 teachers return to industry each year to update their skills in their occupations. Georgia has an organized occupational update program to facilitate and assist vocational teachers in returning to business or industry.

Another channel by which labor, business, and industry provide inputs to personnel development programs is the Cooperative Programs. These programs are integrated in vocational education at the secondary level. Participating employers make significant contributions by allowing vocational educators in their facilities on a daily basis. The employers' participation in the youth club programs are also significant.

The Georgia Quick Start Program is designed to provide specific training to personnel of new or expanding industry in the state. This program provides an extensive contract between labor, industry, and vocational education. Inputs from companies served by the program are frequently received and used in the planning of personnel development programs.

Ongoing research also provides an opportunity for labor, business, and industry to have inputs in personnel development programs.

The State of Georgia sponsors, each fall, state-wide inservice activities for all personnel in vocational

education. The activities are for the most part designed and conducted by representatives from business, industry, and labor.

## II. Gaps and Deficiencies

One visible problem with the above described input from labor, business, and industry in personnel development programs is that there exists no central coordination of inputs which result in maximum utilization of these inputs in the planning of personnel development programs.

## III. Plan of Action

### A. Improvements to be implemented:

A system for obtaining inputs at the state level will be designed to insure

1. that all inputs come to a central point;
2. that inputs are used to help the planning of all personnel development programs;
3. that feedback is provided to the groups giving inputs as to how their recommendations have been used.

### B. Methods and procedures used:

A coordinating council composed of representatives from business, industry, labor, State Department of Education, university personnel, and LEA officials, will be organized and charged with the responsibility of making improvements listed above.

Work will begin immediately on organization of the council. Initial meeting of the council is anticipated to be in early fall of 1978.

Expected outcomes include but are not limited to the following:

1. Input into preservice and inservice teacher education
2. Input into local and state staff development plans
3. Input into curriculum development activities
4. Clearinghouse for local and state advisory committee recommendations.

The first duty of the council will be to define and limit the objectives of the council. Evaluation procedures will be based on the attainment of those objectives.

The team members will be responsible for the initial organization of the council. Once this organization is completed, they will serve either as members of the council or in an advisory capacity to the council.

1. Instrument one will assist individuals in recording pertinent information on a continuous basis.
2. Instrument two will be used to summarize information recorded in one above. The

summary will be submitted to the personnel development coordinator of the state.

3. Instrument three will be used to provide feedback to those submitting inputs.

C. Timetable for implementation:

Once the system is designed, it will be implemented.

It is expected that the implementation will occur in FY-79.

D. Identification of anticipated outcomes:

It is anticipated that new technological developments in business and industry will be not only assessed in time, but also anticipated in order to prepare personnel in adequate time before significant changes take place. In addition, labor trend information will be invaluable in the planning of new programs.

E. Evaluation methods:

There will be a number of objectives identified in the system. Evaluation will consist of how well these objectives are being accomplished and how well these objectives are being used in the planning of personnel development programs.

ILLINOIS

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO  
VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

Business, industry, and labor want to provide teachers and counselors with more information about and experience in the world or work. Work-education councils in Illinois make a major contribution toward this end. Some organizations having a significant impact are the Tri-County Industry-Education-Labor Council, Work-Education Council of the South Suburbs, and Southern Illinois University School of Education.

The state of the art in Illinois includes the following programs and projects:

- A. Forum for vocational directors and teachers to articulate and coordinate vocational occupational programs.
- B. Involvement in curriculum development and staff development needs as a result of Illinois joining the V-Tecs Consortium of States.
- C. Career Guidance Institute, a graduate-level program with 30 hours of hands-on experiences in business/industry/labor work sites.
- D. Building Trades Curriculum Committee for Vocational Education Peoria School District No. 150.



E. Career-Vocational Information Day.

F. Mini Vocational-Career Day.

G. Computerized Vocational Information Program.

The application of computer systems to vocational exploration programs. A system that directs itself specifically and logically to the needs of the student. Counselors need a support system that provides immediate and detailed vocational occupational status information. Educators need specific and realistic data on occupations.

H. Apprenticeship Forum: To learn the needed vocational educational requirements for pre-apprenticeship curriculum.

I. Individual student in-depth interviews with a person in the occupation in which the student is interested.

J. Classroom resource people available to teachers and students from requested occupational areas.

## II. Gaps and Deficiencies

There is a lack of opportunity to gain experience and to learn from actual work experience on the job in business and industry. There is a need for improved linkages on a state-wide basis utilizing the input of business, industry, and labor. Illinois has not adequately utilized the resources available. There is a need to form collaborative efforts on a local basis.

coordinated by the Illinois Office of Education,  
Division of Adult, Vocational and Technical Education.  
There should be more "swap" programs between educators  
and industry. Also needed are training programs in industry  
(graduate and undergraduate) whereby students will work  
for one year (2,000 hours) to gain on-the-job experience.  
Business, industry, and labor people should be involved  
to a greater extent in the development of service and pre-  
service programs.

### III. Plan of Action

- A. Identify improvements to be implemented:
  - 1. Develop summertime employment opportunities for vocational education personnel.
- B. Methods and procedures to be used:
  - 1. Develop employment opportunities through business, industry, and labor.
- C. Time table:
  - 1. For the year 1978-1979.
- D. Expected Outcomes:
  - 1. Best learning experience vocational education personnel can have to make their counselling and teaching more effective.
- E. Evaluation methods:
  - 1. Follow-up after completion of work experience and self evaluation.

F. Role of each team member in implementing plan:

1. Contact and locate employers to offer employment opportunities to teachers and counselors during non-teaching periods.

## MICHIGAN

### BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

#### PLAN OF ACTION

##### I: Current Efforts

Many activities have been implemented in Michigan for the purpose of including business, industry, and labor input into vocational education in general. Activities which utilize business, industry, and labor inputs for the purpose of improving professional development have been limited.

1. Some activities have been conducted through our State Advisory Council for Vocational Education. Presently, the chairperson of the council subcommittee on professional development is a business person who is extremely interested in vocational education professional development.
2. An inservice training program for effective utilization of advisory committees was developed in Michigan with input from business, industry, and labor.
3. National Manpower Institute--Livonia Industry/Education Council.
4. Education/Industry Cooperation Conference, sponsored by Michigan State University--1976.

Three-hundred local vocational educators and business persons attended.

5. Community Resource Workshop--sponsored by Michigan State University. Thirteen workshops, held in summer of 1976 for guidance counselors and vocational teachers.
6. State Chamber of Commerce is working with career education and vocational education; it sponsored activities and functions.
7. Chamber of Commerce--Vocational Education Activities. Many activities jointly sponsored in Flint.
8. Network of Advisory Committees across the State of Michigan.
9. Internship programs for vocational teachers. Sponsored by Michigan State University.
10. Establishment of management development programs in community colleges.
11. Every General Motors plant in Michigan has a career education coordinator.
12. Two experience-based demonstration projects (Waterford, Michigan; and Gratiot County, Michigan).
13. Flint Speakers Bureau--individuals from business, industry, and labor available to schools.
14. Paternship Program--a program developed with business and disadvantaged high schools in Detroit.

## II. Gaps and Deficiencies

Specifically, we are lacking:

1. State-wide structures to institute B-I-L inputs.
2. Cooperative internships.
3. Personnel exchange programs.
4. Personnel trained to implement B-I-L input systems.
5. Adequate advisory committee involvement in local programs.
6. Other appropriate B-I-L involvement techniques.

## III. Plan of Action

Goal: To establish and increase the level of direct and indirect inputs from business, industry, and labor into vocational education personnel development in Michigan.

### Objectives:

1. To establish a state-wide linkage structure to facilitate interaction between B-I-L and vocational education personnel development.
  - a. Identify prospective council members.
  - b. Contact prospects.
  - c. Obtain commitments from prospects.
  - d. Prepare working/reaction papers.
  - e. Establish council.
  - f. Send out working/reaction papers.

- g. Set meeting time--1st meeting.
  - h. Set up agenda--1st meeting.
  - i. Brainstorm ideas for structure.
  - j. Chart structure graphically.
  - k. Prepare guidelines for responsibilities.
  - l. Conduct 1st council meeting.
  - m. Assign responsibilities for linkages.
  - n. Evaluate value of meeting.
  - o. Set next meeting date.
  - p. Follow-up each contact and activity conducted after 1st meeting.
2. To devise and implement an evaluation method to ensure that all phases and objectives of the B-I-L system are achieved.
- a. Review research on structure evaluation.
  - b. Develop instruments/methods to check
    - 1) contacts made and followed through;
    - 2) overall effectiveness of structure;
    - 3) extent of commitments;
    - 4) responsibilities accepted;
    - 5) material involvements-time, money.
  - c. Collect data over time.
  - d. Analyze data.
  - e. Draw conclusions, make recommendations.
  - f. Provide constant feedback.
3. To compile a directory of B-I-L training opportunities and resource persons for inservice and

preservice vocational teachers, counselors, and administrators.

- a. Assign contact responsibilities for Council by industry, business, and labor classification.
  - b. Identify potential training sites.
  - c. Identify potential resource persons.
  - d. Verify each site and resource person.
  - e. Compile and edit directory.
  - f. Check each directory listing.
  - g. Publish directory.
  - h. Distribute directory.
4. To develop a state-wide guide to enable local practitioners to facilitate interaction between business, labor, industry, and vocational education.
- a. Review research.
  - b. Solicit suggestions or RFP for writers.
  - c. Identify writers.
  - d. Contact writers, develop contract.
  - e. Identify information sources.
  - f. Solicit input for guide.
  - g. Identify content areas (methods power, structure, etc.)
  - h. Design flowchart format.
  - i. Compile information and edit guide.
  - j. Publish guide.



- k. Distribute guide.
  - l. Field test guide.
  - m. Analyze field test results.
  - n. Modify/revise guide as needed.
  - o. Distribute guide.
  - p. Follow-up to determine usage rates and overall effectiveness.
5. To conduct a series of workshops for labor, educational, business, and industrial personnel to train individuals in methods of facilitating interaction between B-I-L and education.
- a. Organize planning/steering committee.
  - b. Solicit input for content.
  - c. Identify content. (Include guide-see #4)
  - d. Write workshop objectives.
  - e. Identify resources.
  - f. Determine learning experiences/techniques.
  - g. Identify trainers.
  - h. Identify number of workshops (regional).
  - i. Identify workshop locations.
  - j. Set up agenda.
  - k. Obtain logistical support.
  - l. Conduct pre-registration.
  - m. Select participants.
  - n. Conduct workshops.
  - o. Evaluate workshops.

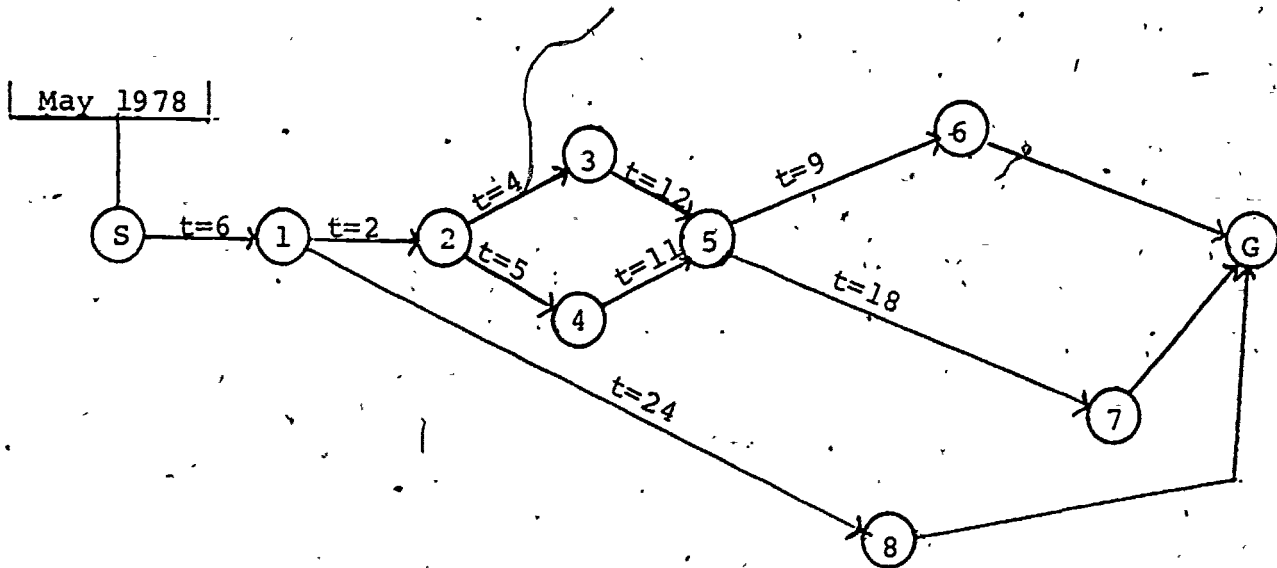
- p. Provide funding for local workshops.
  - q. Follow-up to provide information on effectiveness and implementation of LEA workshops.
6. To increase the involvement of craft advisory committees, on the local level, in the operation of LEA vocational programs.
- a. Check extent of workshops already conducted (using CMU materials) for the following
    - 1) Administrators
    - 2) Teachers
    - 3) Advisory Committee members
  - b. Follow-up on workshops held under (a)
  - c. Provide funding for follow-up workshops.
  - d. Provide funds to conduct workshops where none have been done.
  - e. Coordinate number, locations and times of workshops.
  - f. Follow-up.
7. To establish, on a state-wide basis, personnel exchange programs for inservice vocational teachers, administrators, counselors, and business, industrial and labor personnel.
- a. Develop objectives.
  - b. Develop implementation plan.
  - c. Identify and select exchange sites.

- c. Provide funding for follow-up workshops.
  - d. Provide funds to conduct workshops where none have been done.
  - e. Coordinate number, locations and times of workshops.
  - f. Follow-up.
7. To establish, on a statewide basis, personnel exchange programs for inservice vocational teachers, administrators, counselors, and business, industrial, and labor personnel.
- a. Develop objectives.
  - b. Develop implementation plan.
  - c. Identify and select exchange sites.
  - d. Design alternative approaches.
  - e. Secure resources.
  - f. Design placement plan.
  - g. Implement program.
  - h. Follow-up placements.
  - i. Conduct on-going evaluation.
8. To establish, at each vocational teacher education institution, a practicum or cooperative internship program in business, industry, or labor for each prospective vocational teacher.
- a. Establish an advisory committee.
  - b. Specify institution for pilot.
  - c. Set up pilot program.
  - d. Secure resources.
  - e. Publicize program.
  - f. Designate coordinators.
  - g. Coordinate with certification requirements.

- d. Design alternative approaches.
  - e. Secure resources.
  - f. Design placement plan.
  - g. Implement program.
  - h. Follow-up placements.
  - i. Conduct on-going evaluation.
8. To establish, at each vocational teacher education institution, a practicum or cooperative internship program in business, industry, or labor for each prospective vocational teacher.
- a. Establish an advisory committee.
  - b. Specify institution for pilot.
  - c. Set up pilot program.
  - d. Secure resources.
  - e. Publicize program.
  - f. Designate coordinators.
  - g. Coordinate with certification requirements.
  - h. Set policies.
  - i. Establish participant criteria.
  - j. Draw up training agreement.
  - k. Develop procedures and forms.
  - l. Develop assessment/evaluation procedures.
  - m. Identify training stations.
  - n. Implement pilot program.
  - o. Do follow-up and evaluation on pilot.
  - p. Expand/transport to other institutions.

Time Table

Pert Chart--(numbers refer to objectives, t=time, in months)



Objective #1 - October 31, 1978

Objective #2 - December 31, 1978

Objective #3 - April 30, 1979

Objective #4 - May 30, 1979

Objective #5 - April 30, 1980

Objective #6 - January 30, 1978

Objective #7 - October 31, 1981

Objective #8 - October 31, 1980

Milestones: Self evident (see chart).

Expected Outcomes: Infer from objectives.

Evaluation Methods: To be determined from Center handbook.

Role of each team member in implementing plan:

To be determined, but:

- a. Ed Cory will work primarily with education and labor agencies.
- b. Roy McDermitt will work with business and industry.

## MISSOURI

### BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

#### PLAN OF ACTION

##### I. Current Efforts

The Department of Elementary and Secondary Education has been active in a number of ways to utilize business, industry, and labor (B-I-L) inputs into vocational personnel development. Last year the Division of Career and Adult Education sponsored a series of 11 business education conferences held in the different geographic regions of the state. These conferences were designed to bring together individuals from business and industry and area vocational school administrators to increase dialogue between the two groups. The principle objectives included the development of future business and industrial training programs to better meet employment needs and to acquaint B-I-L with vocational school capabilities.

A second activity concerning personnel development was included in the state-wide study of vocational education which was concluded during the past year. A Summary Report of Task Force 1990 contains recommendations dealing with personnel development in planning for the future.

Another area of personnel development involves B-I-L relationships occurring in EPDA funded projects. A

project conducted at Central Missouri State University focused on updating business and distributive education teachers by involving this group with B-I-L.

Selected teachers in vocational agriculture have had opportunities to increase technical competencies in welding through a project conducted by the University of Missouri-Columbia.

Currently, industrial training programs are utilizing industrial personnel as instructors in new industrial training programs.

## II. Gaps and Deficiencies

There is not a systematic method for ascertaining inservice training needs for all vocational teachers. While B-I-L is an excellent resource, it is important to know what technical competencies need to be updated among the various vocational disciplines. Educational B-I-L exchange programs are not recommended unless we know specific teacher deficiencies. Exchange experiences then should be designed to meet these deficiencies.

Vocational educators need to delineate in a better fashion what the teacher needs are when working with B-I-L.

The lack of structure in definition when inviting B-I-L participants to seminars and workshops often allows the participants to wander in a presentation. It may be good public relations but it does not capitalize on an excellent resource.



Vocational educators can increase B-I-L involvement in the establishment of teacher certification requirements. Currently, there is little or no involvement of this group.

A mechanism needs to be developed for B-I-L involvement in the state-wide production of curriculum materials/equipment lists.

Local administrators training programs, both pre- and inservice levels, currently do not utilize B-I-L involvement for increasing management skills.

### III. Plan of Action

#### A. Improvements to be installed:

1. Will update the selected skills and knowledge of personnel who have not participated in the labor force within the past five-year period.
2. Will increase management skills for local administrators.
3. Will establish a mechanism for validating state-wide curriculum and equipment lists.
4. Will increase the visibility and involvement of local advisory committees in vocational programming over the state.
5. Will increase the placement potential of vocational graduates--B-I-L current hiring practices and job requirements and union/management roles and requirements.

5. Public relations values--B-I-L endorsements for vocational recruitment and B-I-L political influence.

B. Methods to be used:

Improvements will be accomplished by choosing from the following appropriate list of methods: Seminars, workshops, changes in existing extension courses offered by universities, placement of vocational personnel in technical institutes operated by B-I-L, internships in the private sector, and strengthening the composition of existing advisory committees.

C. Specific time table:

1. Six months to a year for planning, development, and scheduling
2. Twelve to eighteen months for the implementation of selected activities
3. Six months to evaluate the results of the selected activities with an additional six months to be allotted for making identified changes and improvements

D. Anticipated outcomes:

Objectives will be identified for each area of activity as identified above. Example: Update selected skills and knowledge for vocational personnel who have not participated in the labor force within the past five-year period.

E. Evaluation methodology:

Data will be collected during and at the conclusion of each activity to the extent that a decision can be made as to whether or not the objectives have been accomplished.

F. Role of each team member in implementing plan:

1. Frank Drake: Team Leader-Is concerned with the department's role in vocational personnel development programs for all disciplines and responsible for the fiscal management of funds committed to both pre- and inservice teacher education programs in the state.
2. Robert Robison: As the Director of Industrial Education and Coordinator of Industrial Training Programs, Mr. Robison will assist in defining action programs to increase B-I-L input and will also assist in identifying strategies.
3. David Baird: As a State Supervisor of Industrial Education, Mr. Baird will assist in defining action programs to increase B-I-L input and will also assist in identifying strategies.
4. Franklin King: Dr. King and the University of Missouri-Columbia PAVTE staff will assist in formulating plans and strategies for workshops, seminars and other methods to bring about improvements as well as the formulation of evaluation strategies.

NEW YORK

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO  
VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

- A. Each Industry-Education-Work Council by its own mandate, involves local leaders from business, industry, labor, education, and government, each responsible for input into program development and involvement in program activities, thus impacting programs with a total perspective.
- B. A "Club 20-20" program provides the mechanism for chief school administrators and corporate chief executive officers to visit each other in the school and business settings to discuss each others problems and aspirations.
- C. Career Awareness Seminars in several areas provide teachers and counselors with a structured 15 week program, exposing them to a great variety of occupations and professions and the educational requirements for jobs in their community.
- D. Business-Industry-Guidance workshops interface interested parties in these disciplines to focus on job seeking, job holding skills and other variables effecting successful employment.

- E. Inservice workshops utilizing community resource persons address specific subjects of interest or concern to educators, providing "world of work" information and perspective.
- F. There are many other efforts channeled through the industry-education-work councils of no less importance than the previously mentioned programs which occur regularly in areas of Council activities which are too numerous to mention.

## II. Gaps and Deficiencies

- A. Insufficient use of "outside" resources in the identification of educator training needs.
- B. Insufficient use of "outside" consultants in the design of inservice teacher education programs.
- C. Insufficient use of industry training programs to upgrade vocational educators.
- D. Very little tie between local advisory councils and consultant committees, and the design of teacher education programs.
- E. Insufficient evaluation of vocational programs with knowledgeable "outsiders." This refers to subject content rather than methods of teaching.

## III. Plan of Action:

### Assumptions:

1. An education-work council is the appropriate

vehicle to facilitate a regional program for upgrading of vocational teacher skills.

2. Secondary vocational education teachers are in need of upgrading due to rapid technological change and other factors.
3. There are some vocational education teachers who will recognize the need for upgrading their skills and will, therefore, be receptive to participation in a staff development program.
4. Vocational education administrators will be receptive to teacher participation in a staff development program.
5. There are business/industry resources that are available to provide the means for upgrading of vocational education teacher skills. (e.g. internships, technical assistance, etc.)
6. There are post-secondary institutions that will provide appropriate assistance (e.g. course credit, facilities, staff, etc.)
7. The necessary financial resources can be made available to provide the development and implementation of staff development programs.
8. There will be a concern on the part of local consultant committees for staff development.

OBJECTIVE I

By June 30, 1979, 75% of the existing work-education

councils will facilitate collaborative efforts in developing vocational development programs.

Activities (Associated with Objective I)

1. Presentation to leadership of local work-education council (by coordinator) to include:
  - a. Rationale for involvement of the council in facilitation of staff development program(s) for vocational education personnel.
  - b. Draft of proposed procedure to follow
2. Presentation, as above, to advisory council and consultant committees.
3. Encourage consultant committee(s) in cooperation with vocational education staff and representative of work/education council, to identify staff development needs.
4. Where an established industry training program does not exist, produce a staff development program (in cooperation with a post-secondary institution) which addresses identified needs.
5. Review of completed program by consultant committees.
6. Coordinate the advertising of program and registration of applicants.

OBJECTIVE II

To expand the teacher population to be served by extending proposed program offerings to adjacent regions where work/education councils do not exist.

### Activities (Associated with Objective II)

1. Course will begin
2. Course will be monitored.
3. Course will be evaluated.
4. Teacher outcomes will be evaluated.

### EVALUATION STRATEGY

1. Teacher outcomes will be measured by means of a pre- and post-questionnaire locally developed.
2. Attendance lists will be kept and made available.
3. Evaluations will be completed by consultant committee(s); course director; teachers.
4. Project log will be kept and made available.
5. Minutes of meetings of Advisory Committee and/or consultant committee(s) will be made available.
6. A final report will be submitted by the Coordinator of the Education-Work Council.

### Roles of Team Members

1. Robert U. Ullery: Team Leader--Disseminate plan to all regions having education-work councils and Directors of Occupational Education; collect data and prepare final report.
2. Robert Freund, Esther Korin: Implement plan in their own councils and act as consultants to other work-education councils.



## TENNESSEE

### BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

#### PLAN OF ACTION

##### I. Current Efforts

In Tennessee, some of the current efforts are:

- A. Business, industry, and labor inputs into secondary and post-secondary vocational education personnel development are being obtained on a limited basis through involvement of representatives from business, industry, and labor in advisory committees. The State Advisory Council has compiled and distributed a publication regarding the use of advisory committees. They also have sponsored workshops for local advisory committee members. Funds are being supplied through the State Advisory Council to insure utilization of local advisory committees.
- B. Formal input from B-I-L and the public is obtained through public hearings in the three regions of the state.
- C. On an informal basis, arrangements are being made for vocational instructors and counselors to work short periods of time in business and industry, to be familiar with business and industry, and to update their skills.

D. Vocational teachers are encouraged to attend workshops to get the latest technology that has been developed by business and industry.

~~E. Cooperative education programs are included in vocational education.~~

## II. Gaps and Deficiencies

There has been no state-wide coordinated effort to make effective use of B-I-L inputs into vocational programs.

There exists no state-wide guidelines for making effective use of business, industry, and labor inputs into personnel development. In addition, there is a need for sharing of information on how others have maximized use of business, industry, and labor inputs.

## III. Plan of Action

### A. Improvements

1. Work with the Tennessee Advisory Council for Vocational Education in the development and implementation of a public relations program to inform school administrators and vocational educators of the value of inputs from business, industry, and labor.
2. Development and dissemination of state guidelines for making effective utilization of business, industry, and labor inputs into vocational education personnel development programs.

3. Development of model work exchange program between vocational education and representatives of business, industry, and labor.

B. Methods

1. Make utilization of information gathered from other states with respect to their utilization of B-I-L inputs. An analysis of this information will be used as assistance in preparation of state guidelines and public relations program.
2. The vehicle deemed most effective in Tennessee is the State Advisory Council for Vocational Education and its endeavor to involve B-I-L in vocational programs. Therefore, for implementation of the three stated improvements, cooperation of the State Advisory Council will be sought.

C. Time Table

1. Involvement of State Advisory Council...May 1978
2. Development and implementation of public relations program.....December 1978
3. Development and dissemination of state guidelines.....January 1978
4. Development of model exchange program.....March 1978

D. Milestones

1. A meeting will be held with the Executive Director of the State Advisory Council for Vocational

Education to obtain the cooperation of the Advisory Council in developing and disseminating the components included in the proposed plan.

2. Team members will work with the Advisory Council in developing the brochure and possibly an audio-visual program for utilization of B-I-L input.
3. Team members will work with the State Department of Education in developing state guidelines for distribution of local school systems regarding B-I-L input.
4. Team members will assist in developing a model program to be utilized by local school systems.

E. Outcomes

1. Improvements in administration support for using business, industry, and labor inputs.
2. State-wide guidelines for making effective use of business, industry, and labor inputs.
3. A model for providing personnel development through exchanges between vocational education personnel and representatives of business, industry, and labor.

F. Evaluation

A panel of vocational educators at the secondary and post-secondary school level and representatives of business, industry, and labor will review each

of the activities specified in this plan. In addition this panel will provide suggestions for improving the product to be produced by the project's efforts.

TEXAS

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO  
VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

The majority of the input from business, industry, and labor is provided by and through state and local advisory groups.

The state Personnel Development priorities are determined with the advice of The Advisory Council for Technical-Vocational Education in Texas. Personnel development projects are submitted based on these priorities. Each project has a planning/advisory group that provides input to the institution.

The project which utilized industry, business, and labor input most effectively is the personnel interchange program.

On January 10, 1976, the State Board of Education approved the appointment of the Advisory Committee for Texas Personnel Interchange Program. The Committee was composed of 23 members--three members representing the fields of health, business, industry, union labor, non-union labor, government, and five representing education.

The Committee met three times during 1976.

The Committee functioned as an advisory council to the Texas Education Agency regarding personnel interchange between health, business, industry, union labor, nonunion labor, government, and education. The primary purpose of the Committee was to study and make recommendations to the Commissioner of Education.

The major responsibilities of the Committee included:

1. Recommending a plan for the Texas Personnel Interchange Program
2. Recommending and evaluating the role of secondary, junior and community college, and higher education in business and education personnel interchange
3. Recommending and encouraging other aspects of preservice and inservice education

The first meeting of the Advisory Committee was held in Arlington, Texas. The Committee discussed the concept and plan for the Texas Personnel Interchange Program. Then the Committee developed and forwarded the following resolution to the Commissioner:

"Whereas the Advisory Committee for the Texas Personnel Interchange Program, made up of leaders of business, industry, labor and government, has found that teachers in the school systems would benefit from skills and knowledge of current practices in business, industry, labor and government gained

from participating in the Personnel Interchange Program, and thus assure that students would graduate with the necessary and appropriate entry skills, and whereas the productivity growth rate of the United

States is declining, and this decline is one of the causes of inflation and unemployment; the Committee strongly recommends that the Texas Personnel Interchange Program be funded."

At the second Committee meeting in Austin, Texas, Committee members met with resource persons from secondary, junior, community college, and senior college education. Recommendations for interchange programs relating to these educational systems were studied and discussed in detail.

At the third meeting in San Antonio, Texas, six of the interchange coordinators reported on their summer program activities. The Committee developed and submitted the following recommendations to the Commissioner:

1. The Texas Personnel Interchange Program should be continued and participation and funding for secondary schools should be doubled for the 1976-77 school year.

Based on the achievements and the tremendous success of the 1975-76 program and the testimony of industry and education participants, the Committee feels that an expansion is necessary.

The Committee believes that all professional personnel can benefit from this type of inservice



education. Therefore, all school districts and all professional personnel should be eligible to participate in this program.

The Committee agreed that the program can be coordinated at the Texas Education Agency and controlled by the participating school districts.

The allocation of funds for the interchange program should be made prior to March 1, 1977, enabling school districts to have the necessary time for planning.

The Commissioner should consider requiring public school teachers to return to business for occupational updating not less than 30 working days for every five years of teaching.

2. The Texas Personnel Interchange Program should make provisions to include community and junior college.

Community and junior college personnel have the same need for updating as secondary personnel. A plan for an interchange program should be designed requiring post-secondary staff members to return to industry once every five years.

3. The Texas Education Agency should encourage teacher education institutions to include teacher educators in educational and business interchange programs.

The Committee agreed that periodic interchange opportunities should be provided for the teachers of teachers in education departments at the college level, creating an incentive for them to go back into secondary schools.

4. The Department of Occupational Education and Technology of the Texas Education Agency should coordinate and fund the proposed Texas/Mexico Personnel Exchange Program.

There has been a great deal of planning with representatives of the technical institutes of Mexico, representatives of the post-secondary institutions in Texas, and the Texas Education Agency personnel. Visitations have occurred and agreements have been developed between the Texas Education Agency.

The Advisory Committee did not meet in 1977 because of the change in State Board of Education policy for advisory groups. However, on October 8, 1977, the new policy for the Committee was approved by the State Board for Vocational Education. Plans are being made for the selection and approval of the Committee members.

Each school district that participates in the interchange program has an advisory committee composed of leaders from business, industry, and labor groups. They assist in the selection of participants and working/training assignments.

## II. Gaps and Deficiencies

- A. Lack of communication between business, industry, labor, and education.
- B. Lack of a systematic approach to business, industry, and labor input.
- C. Lack of leadership.

## III. Plan of Action

- A. Objectives--The Personnel Interchange Program is designed to provide opportunities for secondary and post-secondary vocational instructors and counselors to update their knowledge and skills in their teaching field. This opportunity should assist instructors and counselors in keeping abreast of new and emerging business developments.
- B. State Administration and Leadership--The Texas Education Agency shall approve and evaluate Personnel Interchange Programs administered by public schools.
- C. Responsibilities of Public Schools--Local education agencies are responsible for:
  - 1. Making application for approval of Personnel Interchange positions for the months of June, July, and August and must be submitted before May 1, 1978. All applications will be processed on a first-come, first-served basis.
  - 2. Appointing a personnel interchange coordinator to administer the program. The coordinator is

usually the vocational director or supervisor and is responsible for:

- a. identifying a local Personnel Interchange Advisory Committee;
  - b. developing a procedure for identifying and selecting instructors and counselors to participate in the program;
  - c. identifying work/training positions in business and placing the participants into their interchange assignments;
  - d. determining the length of time the instructor or counselor will participate in the interchange;
  - e. maintaining work/training plan between the cooperating business and participants;
  - f. supervising the participants in the program
  - g. evaluating the effectiveness of the program, and submitting the results to the Department of Occupational Education and Technology Texas Education Agency.
3. Paying or making provision for payments to instructors' and counselors' salaries which should not exceed their present pay grade or \$1,000 per month.
  4. Applying for reimbursement of funds expended for salaries of the participants following the completion of the program.

D. Eligibility and Selection of Participants--Opportunities to participate in the Personnel Interchange Program are provided to the following:

1. Vocational secondary and post-secondary instructors and counselors presently employed by a local education agency.
2. Instructors and counselors who have a need for updating their occupational or career field. In most cases, the guideline of not having worked in industry for over five years can be used for selection purposes.
3. Each district will be eligible for interchange positions based on the following formula:

<u>Number of Vocational Units</u>	<u>Number of Positions</u>
40 and above	5 positions
39 - 30	4 positions
29 - 20	3 positions
19 - 10	2 positions
9 - 1	1 position

A position shall be calculated at \$1,000 for four weeks of employment. The position may vary in length; for example, one participant may work six weeks, another two weeks, for a total of two interchange positions.

E. Type of Work and Place of Employment--Instructors and counselors may participate in work/training

assignments on the job or in training schools in business, industry, labor and government. The work/training assignment should address areas in which the instructors and counselors need updating.

VIRGINIA

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO  
VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

- A. Exchange program with industry--approximately 15 teachers per year are exchanged with B-I-L.
- B. Utilization of business establishments for sponsored activities, i.e., D.E. Leadership Conference sponsored by Military Circle Mall at Norfolk, VA. Conference sponsored by Springfield, VA.
- C. Utilization of internships in industry-business-labor for graduate students (vocational education).
- D. Development of V-Tecs curriculum materials--(major B-I-L input).
- E. Development or capability (program) for new and expanding occupations by
  1. orientation of B-I-L and vocational education;
  2. exchange program between vocational teachers and B-I-L;
  3. inservice program to support the development of teachers.

Approximately 100 teachers per year from T & I, D.S., Health Occupations, Business Education and Agriculture.

F. Following programs:

1. B-I-L input to State Advisory Committee
2. On-the-job training (B-I-L input)
3. Career Days and other exploratory activities  
(B-I-L input)
4. Conferences and workshops (B-I-L input into  
development and conducting of activities)
5. Manpower skill center employability programs  
(B-I-L cooperation and sponsoring of activities)
6. B-I-L assistance with equipment procurement  
(primarily transportation industries)

II: Gaps and Deficiencies

- A. Getting stipends to pay teachers as well as substitute salaries (summer program might be possible solution).
- B. Getting industry representatives to exchange and accept classroom responsibilities.
- C. Updating in terms of keeping teachers, administrators, teacher educators, and state supervisors abreast of technological change in program areas in vocational education.
- D. Lack of experience among new teachers who will be coordinating programs for the disadvantaged identifies need to provide the teachers of the disadvantaged opportunities to work in typical placement situations.
- E. Specification that teachers participating in industry-education exchange program will receive college credit.



PLAN OF ACTION

PERSONNEL DEVELOPMENT

FOR VIRGINIA

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Melvin H. Garner  
Administrative Director of Vocational Education

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Maude P. Goldston  
Supervisor of Personnel Development  
Vocational Education

### Philosophical Basis

The philosophical basis for personnel development in Virginia will be viewed as a set of interrelated beliefs about each aspect of pre-service education, inservice education, consultant services and research and development activities in a comprehensive approach to vocational personnel development.

### Narrative Overview

#### Delivery Systems

The Virginia State Department of Education, recognizing the need for providing adequate programs of teacher education for vocational personnel, has approved certain accredited teacher education institutions to provide preservice and inservice education programs. These programs are operated through cooperative arrangements with the teacher education institutions, the Division of Vocational Education, and the Division of Teacher Education and Certification of the State Department of Education.

Preservice teacher education, which is provided through approved public and non-public institutions of higher education, includes general, professional, and technical subject matter courses which meet or exceed the requirements of the "Certification Regulations for Virginia Teachers" in the various vocational education program fields.

Inservice teacher education is offered by teacher educators, state and local supervisory staffs, and special consultants working both independently and cooperatively. Such education is provided through regular institutional courses; short intensive courses; local and state-wide summer workshops; national, State, area, and local conferences; and school visitations. Such education includes improvement of instructional techniques, preparation of instructional materials, leadership training, curriculum development, and the technical aspects of the occupational field. Inservice education courses may or may not carry college credit.

The Virginia State Department of Education also recognizes the need for more leadership development activities for State staff, teacher educators, local administrators and other personnel to help strengthen vocational education.

All institutions and private organizations eligible receive vocational education funds through PL 94-482 must submit a Local Plan for utilization of funds.

The described approach for providing preservice and inservice education is utilized for vocational education personnel development programs and activities.

The State Plan of Action for Personnel Development is an integral part of the Virginia State Plan for Vocational Education (1978-82:83-88) adopted by the State Board of Education and approved by the U.S.O.E.

### Administrative Responsibility for Personnel Development

The Virginia State Board of Education assures appropriate leadership in generating and coordinating resources for professional development. The administrative responsibility for professional development is placed within administrative and program field services of the Division of Vocational Education.

### Advisory Committee for Personnel Development

The Advisory Committee for Vocational Education Personnel Development is as follows:

Director, Program Services,  
Division of Vocational Education

Director, Teacher Education and  
Certification

Supervisor, Guidance Services

Supervisor, Business Education

Supervisor, Agriculture Education

Executive Director, State Advisory Council

Community Colleges

Supervisor of Personnel Development

A second committee has been organized to work with Leadership Development and Certification Grant Awards for persons in/or seeking certification in vocational education.

Dr. Samuel Morgan, Virginia Polytechnic Institute and State University; Dr. Vincent Payne, Virginia State College;

Dr. Walter Ramey, Virginia Commonwealth University.

### Unmet Personnel Needs

The personnel development plan for vocational education in Virginia includes preservice and inservice programs described in Tables 3, 8A, and 8B of the State Plan for Vocational Education FY 1978 with recommendations from the State Advisory Council and the Personnel Development Committee.

Three selected personnel development goals are proposed for making an impact on unmet personnel needs in vocational education in Virginia. Each major program topic will be adapted to a workshop, institute, or credit course according to the time constraints of participating personnel. The general specifications to be developed for each program will provide the framework for detailed project specifications to be submitted by the agency seeking special personnel development projects.

1. Inservice education programs for state vocational education staff members, teacher educators, local administrators, teachers and vocational counselors to improve the quality of instruction, supervision, administration, and planning activities of vocational education (Continuing Objective Goal 1, 10.1-10.2)
2. Inservice education programs will be designed to improve the qualifications of persons entering or re-entering the field of vocational education.  
(Goal 1 - 10.3)

- \*3. Inservice education programs will be provided for the exchange of vocational teachers and other staff members with skilled technicians or supervisors in industry and the development and operation of cooperative programs for teachers which involve periods of teaching in a vocational field and work experience in business and industry related to the teaching.

Types of programs in order of priority planned to carry out these goals:

Goal I

a. Program for Leadership Development

Objectives - Experiences will be provided for State staff, local directors of vocational education, and principals of vocational centers, that will help them develop approaches and techniques which will strengthen their planning capabilities for vocational education and implementation of competency-based instruction in all vocational classes.

Activities - Provide inservice education for all vocational education State staff, principals and local directors of vocational education.

Participants - Inservice education programs for about 200 vocational personnel will be provided.

b. Programs for the Teachers, State Staff and Administrators of the Disadvantaged, Handicapped, and Gifted and Talented Students

Objectives - Learning experiences will be provided through which teachers can (1) develop the ability to identify disadvantaged or handicapped students; (2) respond to the need for a team approach to assess the special needs of such students; (3) develop the ability to plan and implement an occupational program which is relevant to the needs and interests of disadvantaged, handicapped and gifted and talented students and to employment opportunities open to them; (4) assimilate the disadvantaged, handicapped, and gifted into the work force; and (5) provide purposeful educational experiences for these students.

Activities - Programs for the teachers of the disadvantaged, handicapped, and gifted and talented students will be designed to help teachers understand the characteristics which prevent students from achieving at their maximum level of potential in regular curriculum programs.

Upon completion vocational teachers will know how to teach effectively disadvantaged, handicapped, and gifted and talented students using competency based instruction, innovative approaches to curriculum planning, and creativity in teaching.

Participants - Approximately 150, not more than 25 to a class, vocational teachers will be selected from all geographical areas. Selective criteria from participants will include interest in working with disadvantaged and handicapped students.

c. Developing Career Counseling Techniques

Objectives - Opportunities will be provided for guidance counselors and vocational educators to learn the most up-to-date career counseling procedures and to obtain up-to-date information in order to (1) interpret the vocational education programs to students; (2) provide career counseling for all students, those who can and those who cannot succeed in regular programs; and (3) to help others overcome sex bias and sex stereotyping in vocational education programs.

Activities - Joint inservice education programs for counselors and vocational education personnel in career counseling techniques and labor market trends to begin with a State program for leaders, and then to proceed to the seven study group districts in the State.

Participants - Approximately 200 leaders in guidance and vocational education at the local level, State staff, and teacher educators will be involved in the State conference that precedes the seven study group districts in the State.

Goal 2

a. Programs to Prepare Teachers for Occupational Areas Where the Greatest Shortages Exist

Objectives - (1) To assist vocational teachers or technically competent persons to become certified in vocational education fields experiencing a shortage



of teachers. (2) To help vocational teachers to become familiar with new occupational areas.

Activities - (1) Provide inservice education for vocational teachers for teaching in orientation and exploration programs in the various occupational fields.

(2) Provide for teachers who are not fully endorsed to become fully certified in an area where teacher shortages exist. (3) Assist certified vocational teachers to become certified in a new area.

Participants - Inservice programs will be provided for about 100 persons who will be involved in becoming certified in vocational educational fields in the following school year.

b. Programs for New and Emerging Occupations and Career Clusters

Objectives - Vocational teachers will become technically competent to teach in programs for new and emerging occupations in specific vocational fields or career clusters. Vocational teachers will develop skills of analyzing job activities and incorporating these into instructional activities.

Activities - Provide inservice teacher education on university or college campuses, in regional study groups, or exchange programs through teacher cooperative programs and

Vocational teachers will be provided opportunities for experiences--and with resources--that will assist them

in keeping up-to-date with new technologies in various occupational fields.

Vocational personnel will be familiarized with curriculum materials for new and emerging occupations and career clusters.

Participants - Approximately 100 vocational teachers and other vocational personnel (20 per occupational area) will be involved in the inservice programs.

### Goal 3

a. Exchange Program Between Vocational Teachers and Persons in Business and Industry

Objectives - (1) Teachers will learn the latest advances in job procedures and practices in order to

(a) update the existing curriculum;

(b) design new curriculum activities within an occupation;

(c) respond to the recommendations of persons actively engaged in the occupations for which the vocational programs prepare workers;

(d) develop personal technical competence in new and emerging occupations.

(2) Persons from business and industry will become familiar with the vocational education program. Improved coordination between vocational education and business and industry will result.

Activities - An exchange program between vocational teachers and persons in business or industry will be designed on the college campus or in a local community to (1) provide opportunities for teachers to update knowledge and skills in their occupational areas or in new occupations (2) concurrently orient persons from business and industry to the vocational education program.

Participants - Approximately 15 vocational teachers will be involved. Approximately 15 persons from business and industry will be involved in the exchange program.

#### Review and Evaluation of Personnel Development Program

Each year the Advisory Committee for Personnel Development will assist in the review and evaluation of the personnel development activities in the State to determine if needs are being met and to help establish priorities for future activities and planning.

#### Outlook of Tentative Plans 1978-79

Inservice preparation to meet unmet vocational education personnel needs in Virginia reflects an increase during the next several years. These needs are projected in Table 3, 8A-8B of the State Plan for Vocational Education for Fiscal Year 1978. Increased emphasis will be placed on improvement of instruction through competency based instruction and the implementation of objectives under the Standards of Quality for Virginia Public Schools relating to Vocational Education programs.

Information for soliciting project proposals provide inservice activities for vocational personnel will be sent to eligible recipients. The attached application will be used as format for projects. The Advisory for Personnel Development Committee will review projects for approval. Those proposals meeting priority goals and objectives will be selected for funding. An annual evaluation will be made of each project and comprehensive evaluation of the total system of personnel development.

## **SECTION III**

# **Facilitators and Inhibitors in Implementing Vocational Education Staff Development Plans Involving Business, Industry, and Labor**

**PANEL DISCUSSION**

**"FACILITATORS AND INHIBITORS IN IMPLEMENTING  
VOCATIONAL EDUCATION STAFF DEVELOPMENT PLANS  
INVOLVING BUSINESS, INDUSTRY, AND LABOR"**

**Moderator: Roy Butler, Research Specialist  
National Center for Research in Vocational Education**

**Panel Members: Robert J. Ullery, Industry-Education Coordinator  
New York State Education Department**

**Russell A. Walker, Consultant  
Vocational Personnel Development  
Texas Education Agency**

**Henry Weiss, Executive Director  
Industry Education Council of California**

## INTRODUCTION--CATHARINE WARMBROD

Now that you have your plans of action developed for increasing inputs from business, industry, and labor into vocational education personnel development programs, our thoughts move on to implementation and all those challenges that are connected with it.

We have assembled persons who have broad and in-depth experience in this area and they will be talking with you this morning about implementing programs. These are persons with state-wide responsibilities from different parts of the country, so we should have some diverse views and experiences. The panel members are Robert Ullery, Industry-Education Coordinator of New York; Russell Walker, the Vocational Personnel Development Officer in the Texas Education Agency; and Henry Weiss, Executive Director of the Industry-Education Council of California. For our panel moderator I'm very pleased to introduce Roy Butler. Roy is with the National Center. He directs the Center's work with the National Training Fund University Center, which is the training arm for the sheet metal industry. They conduct training programs for the Sheet Metal Workers International and the Air Conditioning Contractors National Association.

MODERATOR--ROY BUTLER

I'm really pleased to have part in this good workshop. I have a long-standing interest in industry-education cooperation and work with the business, industry, and labor as far as vocational education is concerned. So I'm real happy to have a part in this workshop and to be up here with these gentlemen who are doing a wide variety of things. I have talked to Bob Ullery on the phone, but the first time I met him was this morning, and I've talked with some others. It seems like I know you, although I haven't met you.

I'll not take any more time. I think as we handle this, we'll have each of the panel members make comments and then we'll open it up for questions. So Bob, if you want to take off, we'll begin.



PANEL PRESENTATION--ROBERT J. ULLERY

I hesitate to make any very bold statements regarding the topic. In-service education is not my basic responsibility. As a matter of fact, one of my several superiors once challenged my involvement in in-service education related matters at all until I pointed out to him that it was one of several charges in my job description. Imagine my bewilderment when the same superior asked that I coordinate our role in this conference!

In-service education has many pressures playing upon it. Some are positive and could be termed facilitators while others seem to be negative, thus inhibitors. There are some considerations that do not readily classify themselves as facilitators or inhibitors.

A very basic consideration is that of responsibility. Just whose responsibility is in-service education? It is a very personal matter for the teacher that needs it and some would say that total responsibility should rest there.

Unfortunately, some of those that need it most are least prone to elect courses--an inhibitor. Colleges frequently think of their role in teacher education as somewhat exclusive. Uncle Sam has entered the picture frequently--sometimes too little and too late. State Education Departments and the various units therein all claim a bit of the responsibility (particularly if a program is claimed to be successful). School administrators like to think that they are in a position to be directly involved. Something that is everyone's responsibility frequently turns out to be no one's responsibility! This is sometimes an inhibitor.

We have a common task and a common concern--to improve vocational education through the involvement of business, industry, and labor. Our call for assistance from these sectors may introduce an additional factor of implied responsibility on the part of industry, business, and labor. Fine! But--if school administrators, teachers, or state education agencies suspect that "exterior forces" are likely to be involved in any measurement of teacher needs,--another riot begins. On the other hand, business, industry, and labor may (and perhaps should) rebel at the thought that they are to be involved in the process without being involved in need definition.

Representatives of industry and representatives of educational institutions working together can perhaps begin to see the light. But, as you have already found, it is not enough to see the light--you must act on it. Certainly a vivid light source is necessary to see a movie, but the light alone is not of great value without the action. At the risk of being boastful, I suspect I may have been involved in the formulation of more industry-education councils than anyone else in the country--I see them as facilitators.

Jurisdictional responsibility has been somewhat of an inhibiting factor in the development of optimum programs using business, industry, and labor resources. This presumes that business-industry and labor think alike--and that, of course, is not the usual case either.

In my role as state coordinator for industry-education activities I have recognized the great importance of the hyphen between industry and education. It separates and yet it joins.

A masterful touch is necessary to effectively utilize the resources of education and industry to the mutual benefit of both. The day to day cooperative efforts are not accomplished by advisory councils and boards of education. They must be accomplished by persons with the time and inclination to achieve results. I am proud to report that we have a network of full-time industry-education coordinators in our state (2 of the finest of which are here with me). Their sensitive touch has resulted in top-notch teacher education programs across our state utilizing the cooperative assistance of business, industry, and labor. The coordinators to whom I have referred are involved in teacher education, in general education, as well as vocational education utilizing the input from business, industry, and labor. It is the classroom teacher that plays a significant role in guiding youth to (or away from) vocational education and this task should not be accomplished in ignorance. Call it career education or whatever you will, we have provided business, industry-labor related teacher education programs for several thousand teachers within the last few years without the necessity of college professors at all. In some cases these programs have carried graduate credit. It can be done!

As a result, teachers have come to realize that absenteeism is one of the primary causes for worker termination. The school attendance standard of 90% translates into an absence rate of 10% on the job and termination. Likewise productivity and quality of work are factors. In school students are frequently motivated only to "pass" which may mean understanding and

producing at a 75% rate. At work our graduates are expected-  
rightly-to achieve as close to 100% as possible. Certainly  
a 25% rejection or failure at work is grounds for corrective  
attention and perhaps termination. Employment frequently  
demands quantity as well as quality. Seldom does the typical  
classroom place sufficient emphasis on quantity.

Staff development should be designed to upgrade teachers in  
content and/or technique. It is considered to be a misuse to  
prepare teachers for entry level certification although much  
content is likely to be so basic that it should have been  
included in a pre-service teacher education program.

In the final analysis, staff development programs should be  
based upon the needs of the individual teachers involved. It  
should be prescriptive so as to "fill in the gaps" of a  
teacher's background. These gaps might be recognized by the  
teacher alone or by the teacher in concert with a supervisor or  
with representatives from business and industry. Now can't  
you imagine a teacher listing his needs either alone or with the  
assistance of a superior or an "outsider". Not very likely to  
happen!

My experience has been that teachers:

- a. are reluctant to admit any deficiency in themselves.
- b. certainly will not broadcast their needs to others,  
especially to their superiors or to related businessmen.
- c. will tend to elect in-service staff development only in  
accordance with their advance judgement of likely success  
in such a program.
- d. are motivated by salary adjustments, income tax benefits,  
and convenience as much as by need--probably more so.

- e. frequently work for school boards that have a policy of salary adjustment based upon preparation but which are more oriented to keeping the tax rate down than to paying more for a better prepared teacher.

Vocational education also happens in post-secondary institutions. Concern for quality of instruction at the post-secondary level is often under a different jurisdiction. Occasionally staff at this level is thought to be above reproach and beyond any staff development need. Not so--teachers that become involved in staff development at secondary and post-secondary levels are frequently those that need it least.

Most of my comments have dealt with more or less formal offerings which might result in some form of credit which may or may not be applicable to salary adjustment. How about staff development of another kind?

An automobile manufacturer offers instruction to teachers concerning a new accessory and service thereof. The program may be only an hour or so in length and may be accomplished at a professional association meeting. A banker speaks to business teachers at a conference concerning employment needs. Teachers take a plant tour. A chain saw manufacturer puts on a safety seminar for teachers and distributors. A pet food manufacturer puts on a program for small animal handling course teachers as to the care and feeding of tropical fish. Are these staff development??? YES YES YES.

Teachers are found, sometimes rightfully, to have little understanding of economics. I wonder if that condition might change for the better if teachers were to receive part of their salary in stock of corporations within their school districts.

Would your company be willing to pay a portion of your school tax in stock for transfer to teachers? Talk about wild! I'll wager that teachers would become more interested in the community and in economics and in local business. Want to try it??

Among the various inhibitors and facilitators it is my belief that the most serious matter is that of administering the program to the teachers in the most need of that program. I believe that the total effort should be prescriptive and that teachers in need should be motivated to participate. Programs should not be based upon the interest and ability of a college professor to offer something but rather on the teacher needs.

Funny thing: We refer those that need money to a bank:

We refer the sick to a doctor.

We refer those with legal problems to a lawyer.

We refer those interested in designing a house to an architect.

Have you ever heard of referring the ignorant to a school or to an educator?

Certainly we would think it odd for a doctor to examine a sick person--to analyze his condition and then to treat a well person. Yet this often happens in staff development.

One of our projects involves 20 schools each of which has a team of two teachers and two students who study a community business or industry. They take pictures and interview key business officials resulting in a coordinated slide-tape presentation to be used as a guidance tool. The cooperating industries have used the presentations for staff development in their respective plants. The 20 sets have now been placed on video-tape.

Yes, we need faith in one another but we must both identify common and mutually acceptable goals worthy of our mutual effort. "Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and setting our faces toward the morning, dedicate ourselves anew to the service and welfare of youth."

PANEL PRESENTATION--RUSSELL A. WALKER

When Cathy called me to serve on this panel, it reminded me of a story--a Texas story. You know good and well that I wouldn't come to Ohio without telling a Texas story! It's about a town in Texas by the name of Muleshoe--and for those of you who don't know where Muleshoe is--it's in the Texas panhandle. In the early days of Muleshoe, the cowboys used to come into town on Saturday night and they would have a few drinks so that they would be prepared to go back and serve another week on the ranch. One Saturday afternoon late, several of the young cowboys were feeling no pain and they were out in the streets looking for some activity and they saw an old, old cowboy come into town, leading his mule. One of the young cowboys said, "I think we can have some fun here." So he went up to the old cowboy who had all of his possessions on this old mule that looked like he'd been out on the range for months and months. The young cowboy asked the old cowboy if he had ever danced in the streets of Muleshoe, Texas, and if he'd like to. The old cowboy said, "No, I haven't--and I wouldn't like to." He said, "Well, I think you should, and I think you will." So he pulled out his six shooter and began firing at the old cowboy's feet, so he did proceed to dance, and as he was dancing he also began to count. And after about six shells had fired, he reached over and he pulled off of the old mule a long double barreled shotgun. He placed the shotgun right underneath the chin of the shooting cowboy and



said "Young fellow, have you ever kissed a mule in the streets of Muleshoe, Texas?" And the cowboy replied nervously, "N-n-no, sir but I've always wanted to." And that's kind of the way I've always felt about coming to Ohio. I've always wanted to! I'm going to get run out of here, I'm afraid.

I'd like to get specific right away about a program we found to be very successful--sending our vocational instructors and counselors back into business, industry, labor, and government during the summers. One of the problems we faced after the 553 funding ran out was to determine how we were going to fund the program if we were going to continue it. It was successful so we wanted to make every effort to try to get approval from the State Board to continue, and we did. We got a great deal of input from the advisory committee we had set up, from other advisory groups, from individual business leaders, and from industry professional groups. We were faced with some decisions as to whether education would fund the program, or whether it would be a combination. After all this input and discussion, we decided that it would be better, in our situation, for education to fund the program totally. Some of the reasons for this were that we were asking the business community to contribute a great deal to our vocational programs already, as Connecticut mentioned earlier, through co-op programs, serving on advisory groups, and in some cases financing other programs with contributions of materials and equipment, and so forth. The other reason is that the business leaders felt they would lose some production time by participating in this program. We are looking for a training situation for our instructors and counselors--not just a work situation--and if industry in most cases finances this type of program, they are going to want some production from the

participants. Now that's fine. We want them to produce for the company they work for--if it's a training situation. We want them to update their knowledge and skills and take this back to the classroom. For these major reasons, we are financing the program totally through the State Education Agency.

We do not in an organized manner bring industry into our classrooms. This is a spinoff of the participants being involved in the interchange during the summer. We have found an increase in the number of business and industry people coming into the classrooms for lectures and demonstrations!

There are other spinoffs that we have found to be beneficial. One is that industry has contributed curriculum materials of their own that have assisted our instructors. Another spinoff is placement. We've found that through this relationship with the business world, they have come to understand our problems and our vocational programs a lot better, and it's much easier to get cooperative arrangements for in-school students and also placement for our vocational graduating students. In some cases, equipment and materials have been contributed.

Another spinoff is college credit. In our guidelines we allow instructors to go to industrial training facilities as well as back into the shop or place of business. General Motors has three training centers in Texas. For two weeks during the summer some of our participants go to those schools and receive college credit. The mutual respect that comes

out of this program is unbelievable. We hear from industry that these teachers are really dedicated and are providing a service, and we get the same response from teachers about the capability of industry and the interest of industry in educational programs.

It's nice working with a non-controversial program. We've had very little criticism about the program and it's one of the few I've ever worked with where we don't get a lot of criticism.

A couple of the major problems that we have faced are:

1. Insurance: Many companies are sensitive to accidents, law suits, and that type of thing. What we've worked at is that the instructor is really employed by the school, so his health and accident insurance will cover any type of accident on the job. Fortunately, I don't think we have had any. In some cases, instructors sign releases.

2. The other area where we've gotten some criticism is that we've lost a couple of teachers to industry. As far as I know in the four summers we've only lost two. The vocational director lets you know right away that we've lost a man to industry and he gets a little upset. I can sympathize with him, but at the same time this vocational administrator recruited three people from industry--so it works both ways. This movement both ways is going to go on regardless of whether this program is in effect or not.

I've brought copies of a report of our last summer's activities and a few brochures that will be made available.

PANEL PRESENTATION--HENRY WEISS

This reminds me of an experience I had with our local I-E-C's. We have 16 Industry-Education-Councils in California and this story may illustrate why we're on a new approach. The state I-E-C is 3½ years old with some local I-E-C's as old as 20 years. When I first came on board with the State I-E-C, I was invited to an awards presentation banquet--an occasion when all 16 of the I-E-C's got together to give awards to nice people. We went through the evening and 49 students got awards, and every time a student got an award the school principal and the teacher for that student got an award, and then the local businessman got an award, and we ate our meal and the superintendents got awards, and awards went on till 2:00 in the morning. Then it was my turn to deliver a benediction speech. I worked my way up to the podium to deliver the speech and there was one guy left in the audience. And I said to him, "You certainly are persevering." He said, "Persevering, Hell, I'm the next speaker."

We have about 16 Industry-Education Councils in California, and it was somewhat out of the syndrome of that experience that the State Industry-Education Council was formed. Business and industry in 16 different communities were participating in this kind of social club exercise. Good lunch--everybody likes everybody--and let's all go home. And that about sizes up the relationship among business, industry, labor and education.

Some of the major corporations in the state--The Bank of America, The Telephone Company, and one of the major power companies--decided that if they were going to be working with education on a broad basis, there had to be a better way of doing it than eating themselves to death at banquets. And so they decided to get some muscle, to get active, to find out what could be done in education--and go and do it. (Then they made a mistake and hired me, and ever since they've been trying to find out what it is they're suppose to be doing.)

We are doing a wide variety of things, and I'd like to talk to you about some of those from a different perspective. While it's been implied in the discussion here, that staff development focuses on several clients, the client I keep hearing about is the teacher. I'd like to rectify that to what's been implied, but not stated. The client at any exercise in education is the student. And the teacher is a facilitator of that educational experience. When we have staff development activities for teachers, we do that on the basis not necessarily of teacher needs, but of student needs. If we don't start from student needs and we constantly look at what makes the faculty happy, we may wind up with a lot of happy teachers but a lot of poorly served students. The base line for an educational process is kids; the base line for staff development process is kids, and how teachers can facilitate the needs of kids is why we have staff development.

Actually, there are three clients in the staff development process. In the education process, the base line client is the student. The second client is the community because that's where the student is going to use his education. The third client is the employer, because of all the people in the community, it is the employer and the student who are eventually going to form the final liaison of whatever it is the educational system was able to produce, in terms of student capabilities and student purpose. So student, community, and employer are the real clients, and the teachers are the facilitators.

When we deal with business, we find that it is important to get right to the act. A minimum amount of rhetoric, a maximum amount of energy devoted to a specific task. So we've developed programs on the basis of what vocational educators have been doing for a long time. You learn by experience. If you want to teach people how to weld, you have them weld. If you want to teach people how to turn a lathe, you have them turn a lathe. If you want to teach people how to do automotive work, you have them work on automobiles. Some theory, but also some hands on experience. If we want to get business-industry-labor into the educational process, let them get in there on a learning experience kind of medium. So we've generated 26 projects around critical issues in California education and business, industry, labor and educators are discovering through a learning experience how they can work together in a viable setting by doing it, and then by drawing back and taking a look at it.

We started about three years ago with \$80,000 and about 20 companies--we're up to about 108 companies now. And we have a budget of about \$1,070,000. That budget doesn't reflect all the in-kind services that are coming from education and all the in-kind services that are coming from business. These joint learning experiences provide community staff development. We have the management of the Bank of America in a staff development exercise related to what private enterprise in his bank can do with education. We have the management of the telephone company, Pacific Telephone, the largest employer in the state (95,000 employees) engaged in an experiential learning enterprise on what that company and the communications industry can do to assist in education. And we've got 108 executives of major corporations from throughout the state engaged in similar kinds of enterprises, along with staffs of the state superintendent of schools, the state chancellor of the state university system (there are 26 universities), and with the staffs of the state chancellor of the community college system (there are 110 community colleges).

Now eventually when these top management people get involved in something, it sifts down to the people who actually have to implement. And so we have this board of trustees made up of about 46 people who live in the ozone--the Chairman of the Board of the Bank of America, the Chairman of the Board of the Pacific Telephone Company, and on down the line--and the state superintendent of schools and corollary type chief executive officers in educational institutions. Then we hone in on a



problem and bring a team task force to work the problem through. If you're going to get people involved in the experience of learning, there needs to be something in it for them. Kids don't go into vocational education unless there's something in it for them. Educators don't get involved (and Bob told us about all the things that had to be in it for teachers). So if your're going to get business, industry, and labor involved, there better be something in it for them and not mother, God, flag, and home, and isn't this a nice place!

And so we work around a "what's in it for them" basis. Let's look at some examples (we have 26 examples--but these are pilot demonstration, experiential, learning-based activities for broad staff-community experience on how to work together as a team on an educational community problem). I could pick any one of these to work on--let me tell you about three.

One of them is the 80,000 migrant kids--U.S. citizen migrants--we have in California. These are basically Chicano. Technical Ag is going to bump these kids out of the fields, out of the stoop labor kind of manual ag activity in which they, their families, and their forebearers have long persisted. As the kids go to work now, they find a sign on the front gate of the ranch which in effect says, "We don't need you. We've got an automatic lettuce harvester now. Go someplace else." Well that is what's going to happen in the next five years on an ever-expanding basis. So we went to the Chairman of

the Board of one of our major companies and said, "How would you like to have 80,000 young Chicanos unemployed in the Central Valley where you have 60 branches?" We went to the school system and said, "What are you doing about kids who are migrants?" Well, the basic technique with migrant kids is, "Hi Manuel, We're glad to have you in the class. You sit back and don't bug me and I won't bug you and three weeks from now you'll be in Burbank or some other place--and we'll send your 'cume' folder." It's all done in English and this kid doesn't speak English so it's a double insult. And now the kid is going to be frozen out of even the kind of employment which he and his family have been accustomed to, which is really a nominal living style. So the schools were concerned, and the state superintendent was concerned. And, what happened? Migrant education doesn't talk to career education, career education doesn't talk to vocational education, vocational education doesn't talk to bilingual education, bilingual education doesn't talk to general education, and compensatory education doesn't talk to anybody except those who have only so much in their wallet. So within education we have this diverse myopia. In the community you have the social clubs, but they don't really give a damn about these kids, because they have other things to do. So the whole community is busy doing its thing, education is busy doing its thing, and 80,000 kids are being banged from pillar to post. They get out--by junior high school they are gone--to hell with this school. Out!

## QUESTION PERIOD FOR PANEL

Moderator: Let's have a few minutes for questions, if that is all right.

Question to Weiss: What did you do in this case?

We had to put a little pressure on the educational system. There is a migrant educator in the State Department of Education, a compensatory educator, a vocational educator, a career educator, a general ed educator, and even a bilingual educator--they don't talk to each other up there; they didn't talk to each other down in the school system either. We had the president of the telephone company and the state superintendent of schools show some interest, and some other people met and we said we had better get our act together or we're not going to be able to deliver anything unless we identify the resources that are in the private sector and the resources in the public sector. Suddenly the guy from migrant became very enthused about the project. The guy from compensatory ed said, "Well, we had better do something." The bilingual person said, "What do we do now?"

We all got together and met in the school system and began to identify kids. Then we went on a case load basis--we picked ten kids and said let's learn how to work with the problem by working with the client--ten kids. We worked with these ten kids. Standard Oil was in on the act, Pacific Gas, Electric Company and five other companies are involved.

These companies were trying to place these kids in an "old four-four" type of program. Four hours of parallel academics, four hours of productive activity in some kind of work experience or work exploration. We were seeking a paid work experience setting that was bilingual. We went from program to policy-- the policy being that everybody did their own thing. Now we're back to program, and we're finding out we have to really go back and massage policy. First, the management of the power company said, "Our foreman will be glad to work with you." So he brought the foreman in and the foreman said, "What the hell, work with a kid who can't even speak English. I have to dig so many trenches of five feet a day. I'm not going to spend my time trying to tell some kid who can't even understand what is supposed to be done. Besides that kid is counted against my number of employees. Tell the management of the company, 'No'."

And so they have a problem with their people at the work level. The problem is they don't want to take on this load unless the company policy helps compensate for the additional load. So the management met with the foreman. The foreman told them politely, but rather emphatically, "Don't stick me with this thing unless you're going to help out."

So the company has changed its policy about work experience-- paid work experience--and dealing with some kind of community phenomenon.

At another major company we had a very interesting experience! We had a young Chicano kid who we put in a

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Winnebago and we went back into the fields and tried to recruit the kids. We had the Winnebago trailer full of career stuff. It was mono-lingual (all Spanish). We got the kids back in the school system and this guy took four kids down to the local branch of this company because he had read our literature. It said that the particular company was putting up some money to help this program. So he walked into the company's local branch in that community with four rusty, dusty Chicano kids and told the branch manager that we'd like him to employ these kids according to these things his leader had said. The branch manager said, "Gee, I'd like to help you out, but..." and he had 42 buts. This young Chicano had really laid his guts out on the table to get all these kids in the position where they were really ready to do all this. Fifty-six migrant families had decided to stay in that community so their kids could get a real education. He went to the nearest pay phone and called me and told me that I was full of something, that he had done this whole thing and now he was standing in one of the leading sponsor's local branches and nothing was going to happen. So I called my leader the chairman of this major corporation and said, "You've got a problem."

"What is it?"

We told him and got this long pause. Then he said, "Well, we have personnel policies and I'm not about to rearrange all that."

I said, "You've got four kids in that branch, and that whole community has been involved in this thing and now they're going to wonder what happened. You put up the dough but you're not putting up the commitment--the commitment goes beyond money."

Long pause. "Well, what the hell do you want us to do?"

And I told him. About a half an hour later I got a call from the branch manager. He said he had just hired four kids on his payroll. "What else can I do?". And that guy went out and found 26 jobs out in the community for these kids, jobs that provided career exploration and work experience.

We're doing this with disabled kids, with heavily disadvantaged black and brown kids, and we're doing this on a broad base with all learners from K-14.

The point is everyone is learning by experience. The private sector is learning by experience what it can deliver to address the general problems of youth in the community. The biggest thing we've got going for us, and it's a negative thing, is that kids who are 16-26 years of age are approximately 20 to 40% of the unemployed in our state. If you get down to kids with cultural, ethnic, disadvantaged kinds of backgrounds, the percentages are even higher. We're saying to business, "Can you afford to walk away from that?". And we're getting participation. As they learn their enthusiasm expands and their participation increases.

Question to Weiss: How does your program for migrants tie in with the federal program for migrants?

Well, we are now involved in the federal migrant program. Money is funneled through the state department of education in our state and we're getting some funds. We're also getting funds from business. We are winding up with a larger resource for the problem than it ever had before.

Question to Weiss: These migrant programs have been going on for ten years or more. What has happened in these ten years of effort in California?

There are people here from the State Department; we'll let them talk about that; they run those funds. Let me say from a community perspective, much of what could be done was yet to be done.

Moderator: Well, I think that we need to end the questions and conclude the panel discussion at this point. We could go on for a good while visiting about a lot of common concerns. I certainly think some of the facilitating and even some of the inhibiting factors have been brought forth here. There are probably others that we haven't gotten out on the table at this time, but certainly these are important as we move forward to implement a plan that involves working together with business, industry, and labor in the educational area.



# APPENDICES

## APPENDIX A

### CONFERENCE OBJECTIVES

1. To provide technical assistance needed by state team members to add to, refine, and finalize plans of action for increasing business, industry, and labor inputs in vocational educational personnel development programs.
2. To provide resource materials which will help state team members in implementing their plans.
3. To provide resource persons who have experience and expertise in utilizing business-industry-labor inputs in vocational education personnel development.
4. To facilitate the participants using each other's experience and expertise as resources.
5. To facilitate the reporting of the experiences and accomplishments of the participating states in involving business, industry, and labor in vocational education personnel development programs.
6. To broaden the participants' understanding of the contributions that can be made by business-industry-labor inputs in vocational education personnel development.
7. To broaden participants' awareness of what is being done to increase business-industry-labor inputs in vocational education personnel development.
8. To facilitate substantive interaction between participants and guest speakers.
9. To facilitate completion of plans of action.

## APPENDIX B

### BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT TECHNICAL ASSISTANCE CONFERENCE

#### Agenda

Monday, April 3, 1978

8:30 Registration and Coffee

9:00 Welcome to NCRVE: Dr. Robert E. Taylor  
Executive Director

Welcome to the Conference: Dr. Ferman Moody  
Associate Director  
Personnel Development

Introductions

Overview and Objectives of Conference

10:15 Coffee Break

10:30 Keynote Address: Mr. William Elliott, Manager Educational  
Relations, American Cyanamid Corporation

"Role and Responsibility of Industry  
in the Professional Development of  
Vocational Educators"

Discussion

11:30 Lunch

1:15 Status and Practices Reports by the Team Leaders  
(15 minutes allowed each, state for brief report and  
discussion)

3:00 Coffee Break

3:15 Continuation of Status and Practices Reports

4:00 Review of Conference Goals and Expected Output of  
Conference

Determine Needs and Alternative Topics for Evening

4:45 Adjourn

7:30 EVENING SESSION AT HOLIDAY INN

Small Group Sessions on Topics

Teams Working on Plans of Action  
(Resource persons and staff available)

Tuesday, April 4, 1978

8:30 Introduction to the Day's Activities

8:45 Presentation: Dr. Donald M. Clark, President  
National Association for Industry-  
Education Cooperation

"Using Community-wide Collaborative  
Councils for the Professional Development  
of Vocational Educators"

Discussion

9:45 Coffee Break

10:00 Presentation: Dr. Daniel R. McLaughlin, President  
Asnuntuck Community College

"Working Effectively with the  
Community Power Structure"

Discussion

10:45 Presentation: Mr. Robert Strauber, Education Director  
United Rubber Workers

"Can Labor Play a Meaningful Role in  
Vocational Education Staff Development?"

Discussion

11:30 Lunch

1:15 Small Group Discussions  
(Discussion of the 3 morning topics led by the  
presenters.)

Reports of small groups

2:15 Presentation: Dr. Albert J. Riendeau, Chief  
Postsecondary and Adult Occupational  
Programs, U.S.O.E.

"50 Ways to Get More Out of Your  
Advisory Committee"

Discussion

- 3:15 Coffee Break
- 3:30 State Team Work Session to Finalize Action Plan  
ACTION PLANS MUST BE TURNED IN TOMORROW
- 4:45 Adjourn

Wednesday, April 5, 1978

8:30 Introduction to the Day's Activities

Panel Discussion: "Facilitators and Inhibitors in  
Implementing Vocational Education  
Staff Development Plans Involving  
Business, Industry, and Labor"

Panel Moderator: Roy Butler, Research Specialist  
NCRVE

Panel Members: Robert J. Ullery, Industry Education  
Coordinator, New York State Education  
Department

Russell A. Walker, Consultant  
Vocational Personnel Development  
Texas Education Agency

Henry Weiss, Executive Director  
Industry Education Council of  
California

Discussion

9:30 State Team Reports on Plans of Action  
(Maximum of 9 minutes each)

Coffee Break

Continuation of Reports on Plans of Action

11:30 Concluding Comments and Activities

1. Technical Assistance Services from NCRVE.
2. Participants' Remaining Project Responsibilities

12:00 Adjourn

CONFERENCE BUS SCHEDULE

<u>Begin Trip At</u>	<u>Take Participants To</u>	<u>Load Time</u>	<u>Depart Time</u>
<u>Monday, April 3, 1978</u>			
Holiday Inn 328 W. Lane Ave.	National Center 1960 Kenny Road	8:00 a.m.	8:15 a.m.
National Center	OSU Golf Course	11:30 a.m.	11:45 a.m.
OSU Golf Course	National Center	12:45 p.m.	1:00 p.m.
National Center	Holiday Inn	4:45 p.m.	5:00 p.m.
<u>Tuesday, April 4, 1978</u>			
Holiday Inn	National Center	8:00 a.m.	8:15 a.m.
National Center	Ohio Union	11:30 a.m.	11:45 a.m.
Ohio Union	National Center	12:45 p.m.	1:00 p.m.
National Center	Holiday Inn	4:45 p.m.	5:00 p.m.
<u>Wednesday, April 5, 1978</u>			
Holiday Inn	National Center	8:00 a.m.	8:15 a.m.
National Center	Holiday Inn	12:00 p.m.	12:15 p.m.

## APPENDIX C

### BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION, PERSONNEL DEVELOPMENT TECHNICAL ASSISTANCE CONFERENCE

#### Participants

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Daniel Fahrlander, Research Specialist

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## APPENDIX D

### PROJECT PLANNING COMMITTEE MEMBERS

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RELATED BUSINESS-INDUSTRY-LABOR HANDBOOK

TECHNICAL ASSISTANCE HANDBOOK FOR  
INCREASING BUSINESS, INDUSTRY, AND LABOR  
INPUTS INTO VOCATIONAL EDUCATION  
PERSONNEL DEVELOPMENT PROGRAMS

For ordering information contact:

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