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ABSTRACT

One of the major developments in the effort to link the workplace and education has been the formation of community-based councils, primarily industry-education councils and work-education councils. These councils have generally focused their efforts on easing the transition of youth from education to work. They have also been organized to assist educational institutions in career education, staff/curriculum development, career guidance, occupational information, school-based job placement, and student work experience. Vocational education can benefit significantly from the experience gained in education/work by the variety of community-wide advisory councils cited previously. 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. There are four areas which should be considered in discussing professional development of vocational educators within the context of the industry-education cooperation movement and community-wide collaborative councils: (1) an assessment of the major changes in the marketplace as a requirement for occupational planning; (2) an examination of economic policies and the problem of the unskilled and underemployed; (3) an analysis of two major community support systems to the education/work effort; and (4) suggested council-vocational education initiatives in professional development. (BM)

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



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# COMMUNITY WIDE COLLABORATIVE COUNCILS FOR THE PROFESSIONAL DEVELOPMENT OF VOCATIONAL EDUCATORS

Donald M. Clark

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 (National Association for Industry-Education Cooperation - 1974), Volunteer Industry 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 advisory 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 life time working careers. It's 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 to a single job, but a "family" of occupations, except those preparing for college, should lead to entry level jobs.[1]

[1] Otto Pragan J. "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."[2] 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.
* They have worked with community groups and agencies to develop cooperative programs.[3]

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 assessmert 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

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

[3]Harold S. Resnick, "Developing Staff for Career Education", School Shop, (March 1978), p. 27.

to impact on vocational education planning. Community based advisory councils have incorporated national marketplace data into occupational information systems in their work with educational institutions in career education and job placement projects, for example. Vocational educators need to understand the implications of market-place 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 an annual productivity rate of 3.2 percent for the total private economy."[4] 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, 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 the rising predominance of services, close to seven in every ten workers will be in the service industries."[5] 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 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

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

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

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.[6] In view of these developments, how will vocational education respond in preparing youth for work?

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."[7] The "new market" areas are primarily in the South and Southwest where employment opportunities are growing at a significant rate as industry taskes advantage of good climate and cheap land, and the availability of skills, materials 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 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."[8] 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.

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[6]Sar Levitan and William Johnston, "Changes in Work: More Evolution than Revolution," Manpower (Washington, D.C.: U.S. Department of Labor, September 1973), p. 5.

[7]"The Second Great War Between the States," Business Week (May 17, 1976), p. 92.

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

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. 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."[9] 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?

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 enrollments 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.

[9] Irving H. Buchen, "The Job Market, 1975-85," Intellect (December 1974), p. 183.

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 formidalbe psychological factor of self-realization. The impact is changing work values almost 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 level of black family income and the small proportion of blacks going on to higher education, for example, constitute 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 the 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."[10]

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

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."[11] Among the conclusions reached in the study was the point, that as prospects for post secondary graduates become increasingly clouded, in terms of indeterminate 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

[11] Ivar Berg and Marcia Freedman, "The American Workplace: Illusions and Realities," Change (November 1977), p. 26.

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."[12] 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/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 chose 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 of 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.

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

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 resources 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."[13]

[13] Placement Services: A Training Manual (Ann Arbor: Prakken Publications, Inc., 1977), p. 37.

4. Job Placement - Industry-Education and Education-Work 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 working relationship with the Councils in the school-to-work connection.

## The Challenge Ahead

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."[14] 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."[15] Together, they help shape our human resources in America's workplace.

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

[15] Daniel H. Kruger, "Advisory Committees: Partners in Vocational Education", Michigan State University, 1976), p. 7.