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ABSTRACT

This handbook offers vocational educators several suggestions for becoming an active partner in their community's economic development activities. It is intended as a tool to use for coordinating activities between vocational educators and representatives of industry, government, and labor. An introduction offers background information, including a list of benefits to vocational education institutions on vocational education/community collaboration. The section on forming the partnership with those involved in economic development activities describes these steps: preparation, assessment of the existing situation, development of goals and objectives, and tapping of resources. The role and responsibilities of the industry/education coordinator are also outlined. The next section discusses building responsiveness within vocational education to meet community or industrial needs. The next section outlines action plans for supporting economic development. These examples represent area vocational schools, community colleges, and public secondary schools. Information is provided for each institution on establishing lines of communication; person(s) responsible for coordination; establishing lines of communication; person(s) responsible for coordination; major community organizations involved; sources used for needs assessment; key factors in relationship with business, industry, and labor; key factors in successful training programs; and the contact person. Seven publications are annotated as recommended resources on linkage with economic developers. (YLB)

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Supporting Economic Development

A Guide For Vocational Educators

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Developing a Strategy

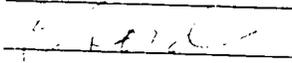
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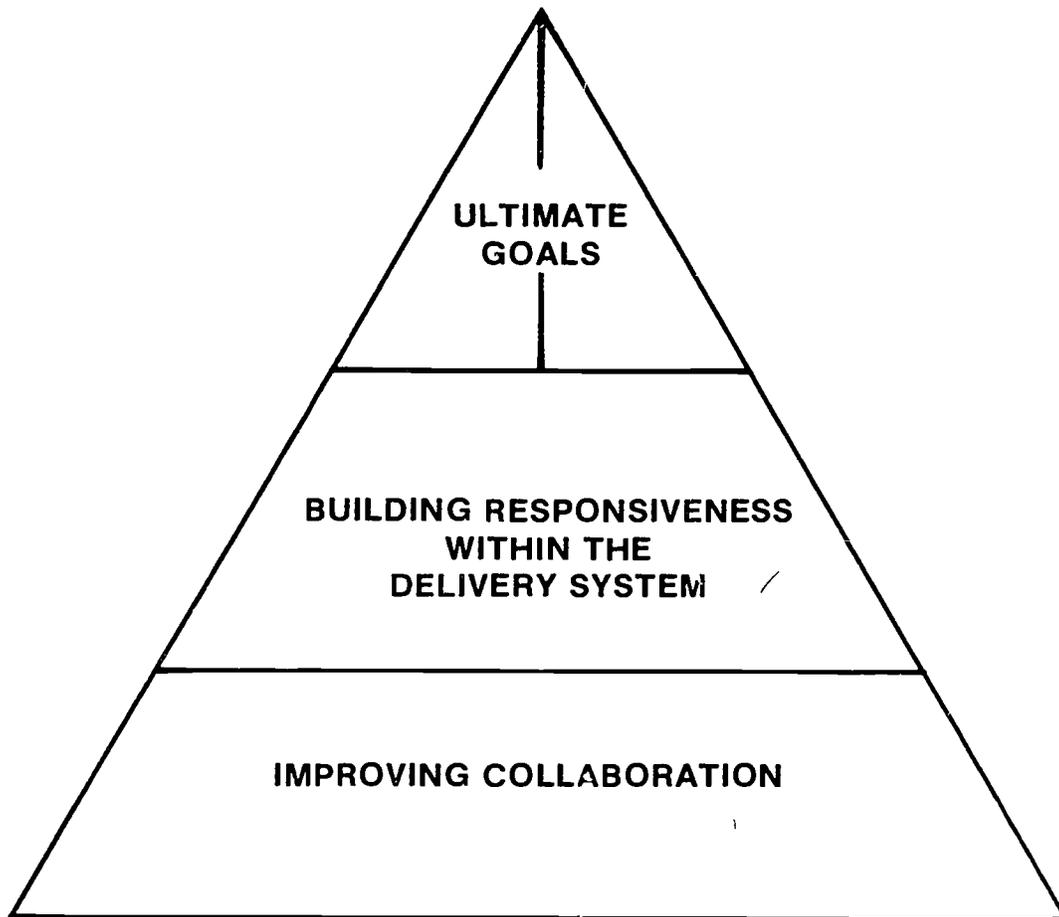
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Developing a Strategy



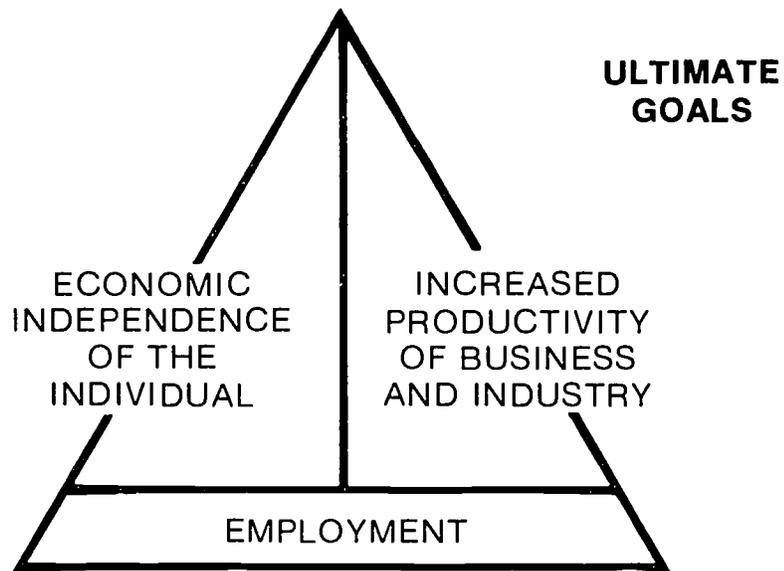
PURPOSE

The role of vocational education is to contribute to the economic development of a community by providing human resources -- a pool of people with technologically up-to-date entry level skills. In times of economic crises, however, vocational education becomes more than just a provider of human resources. It becomes an active partner in a special effort to help a community recover from its economic woes. During World War II, this partnership was called the war production program. Today, it's called economic development.

This handbook offers vocational educators several suggestions and strategies for becoming an active partner in their community's economic development activities. More specifically, it is a tool to use for coordinating activities between vocational educators and representatives of industry, government and labor.

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INTRODUCTION

During the last thirty years, Pennsylvania lost over 300,000 jobs within the manufacturing industries. Between 1970 and 1980, an estimated 435,000 persons moved to other states because there were a limited number of jobs in Pennsylvania. Despite these and many other indicators of economic decline, it took recession, inflation and the rising cost of energy to unveil the shortcomings of government and the private sectors which contribute to economic decline. With increased attention given to the need for economic development, many issues which require strategic planning have been raised.

Pennsylvania's economic development strategy involves four major areas: attracting new industry, expanding existing industry, revitalizing existing industry, and increasing human productivity by training and re-training citizens. Strategic planning to meet these goals involves a variety of factors, and when carefully combined, results in new jobs.

New jobs mean more people are working, earning wages, and spending their wages on goods and services, thus creating additional jobs to provide those goods and services. Throughout this cycle, more revenue is collected by local, state and federal governments, some of which goes back into the community to further the development of the economy, such as improved or new roads, better school services, and improved police and fire protection services.

GOALS OF ECONOMIC DEVELOPMENT

Retain Existing Industries

Provide programs to retrain and upgrade skills, and maintain a pool of entry-level workers to meet employers' present and projected needs.

Expand Existing Industries

Study new processes and procedures of business, and provide training programs to offer technological skills.

Attract New Industries

Provide a system for customized training to meet the start-up needs of new employers and maintain quality programs that will illustrate to potential employers that the community is serious about providing a constant pool of productive workers.

Give All Citizens An Opportunity To Become Employable

Provide job preparation and upgrading opportunities for present workers and prospective workers including those who are handicapped and nonhandicapped, displaced homemakers, dislocated workers, minorities and non-minorities, young and old, and male and female.

The success of economic development activities depends on the planning, coordination, flexibility, and cooperation among representatives of business, industry, government, labor, and education in each community. Some communities hire professional economic developers to facilitate this process.

One example of an effort put forth by several agencies in supporting economic development is a recent project at Carlisle, Pennsylvania. The local Office of Employment Security, the Susquehanna Employment and Training Corporation, the Carlisle Area School District, and the Pennsylvania Department of Education all became part of the process of training 156 employees for a new department store. Carlisle Area School District's main responsibilities were to help form the linkages between the various agencies, and to provide training for 29 jobs ranging from receiving clerk to cashier.

The success of an effort to create new jobs rests not with a particular agency or organization, but rather with the successful collaboration of a variety of agencies and organizations. Each plays a role, each has its own goals and objectives to meet, each follows its own set of regulations, and each depends on the other. As a result, the economic development plan of a community becomes a part of vocational education's plan. Conversely, vocational education's plan for supporting economic development becomes a part of the community's plan.

Vocational education's plan for economic development also benefits the vocational education institution itself. Some of those benefits are:

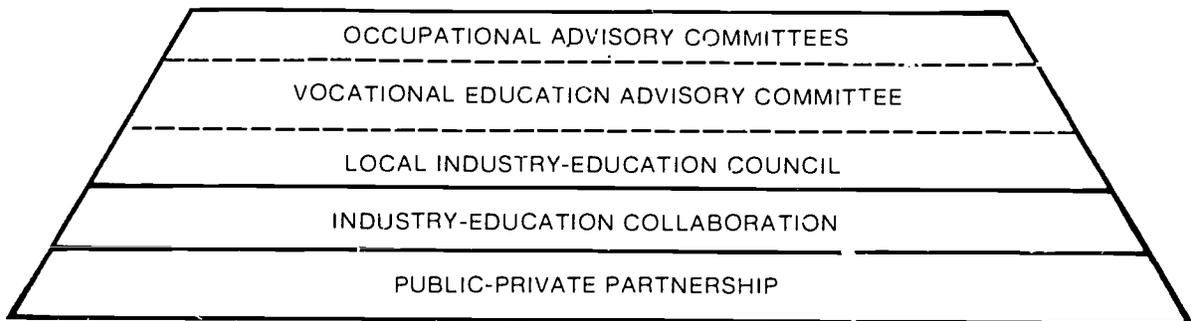
- Increased placement of vocational students, both secondary and postsecondary
- Increased knowledge of labor market demands
- Increased access to the changing technology in the work force
- Increased enrollments
- Enhanced credibility and increased visibility with the business and political sectors
- Increased potential to obtain funds
- Increased status and prestige in the community
- Increased capacity to offer new and improved vocational programs
- Improved relationships with state and local agencies
- Reinforced linkages with industry to foster job training contracts

Each community is different, but hopefully the suggestions presented in this handbook will help vocational educators to identify the best ways to collaborate with others and to develop responsiveness within the vocational education delivery system.

FORMING THE PARTNERSHIP: VOCATIONAL EDUCATORS AND REPRESENTATIVES OF THE COMMUNITY

The key to vocational education's contribution to a community's economy is the association with and partnerships formed among representatives of organizations, businesses, industries, and labor in the geographical area it serves. This partnership involves a two-level process -- an awareness level followed by an action level. Before the action level can take place, there must be an awareness of:

- present economic development efforts,
- businesses' and industries' needs in the community,
- resources and how they can be utilized,
- agencies and organizations concerned with economic development, and
- common goals shared by representatives of organizations, businesses, industries, and labor.



IMPROVING COLLABORATION

The awareness level brings a realization that vocational education is an important part of the community; is associated with business, industry, and labor; and is a necessary link with meeting needs of training, retraining, and upgrading. The awareness level also brings a commitment to active rather than passive involvement to institute a process that will improve vocational education's role and participation in economic development activities.

The process of becoming aware and forming a partnership with those who are involved in economic development activities can be accomplished in the following steps:

1. preparing for collaboration
2. assessing the existing situation
3. developing goals and objectives
4. tapping into resources to assist in accomplishing goals and objectives

Step 1: Preparation for Collaboration

Practically every task for awareness and getting involved requires working with individuals and groups outside the vocational education institution. To collaborate effectively, vocational educators will need to re-define who their clients are and the educational institution's role as a provider of services. Clients of potential programs, either as participants in training programs or as employers and job creators, are members of the community, and not necessarily secondary or postsecondary vocational education students. Also, if an education institution had minimal involvement in a community, it may be necessary to reduce suspicion, separation, and alienation that may have been created in the past.

Most collaborations evolve from some type of coordinating unit or council. Existing committees, councils, or other organizations can serve the function of a coordinating unit or council for economic development activities. If no council exists to function in this capacity, or if one cannot be adapted to the functions, a new council can be formed. The council should be made up of representatives from organizations and agencies having interests, concerns and desires related to economic development. Ideally, representatives of the council should be the "movers and shakers" of a community.

The basic function of the council is to provide programs for employers by pooling resources, sharing information, utilizing the strengths of each group, and eliminating duplication of services. A council can take different forms, and any member of the council can take a leadership role. While not always necessary to take the lead, vocational educators should take an active role from the beginning to assure continuous involvement. Sometimes, depending on a common goal, interagency cooperation efforts are coalitions of agencies that work together on an "ad hoc" or informal basis. An example of a coalition might consist of the chamber of commerce, banks, and civic organizations working together to attract new industry.

With increased community involvement, vocational educators will discover that there are greater opportunities to create new pools of resources and to cause changes in funding structures. Additionally, inter- and intra-institutional support from the public and private sectors can help in pooling resources, collecting data, planning and implementing training services, evaluating, and continuing support for programs.

EXAMPLES OF AGENCIES AND ORGANIZATIONS WHICH CAN
CONTRIBUTE INTERESTS, CONCERNS AND DESIRES

Vocational schools

Trade unions

Chamber of Commerce

JTPA service areas

Bureau of Employment Security

Local governmental groups

Civic groups

Economic development organizations

Community colleges

Community based organizations

Transportation systems

Utilities

Elected officials

Planning commission

Real estate brokers or agencies

Environmental groups

Private Industry Councils

Ethnic and special interest groups

Financial institutions

Step 3: Development of Goals and Objectives

Following collaboration and assessment, council members, vocational educators, or their counterparts from other agencies should discuss informally what might be accomplished. These exploratory meetings or brainstorming sessions with representatives from all parts of the community will also help create a feeling of involvement. During the brainstorming, examples of successful programs in other communities could be discussed for further study.

The nerve center of planning goals and objectives is these focused dialogues among representatives of industry and business. Thus, communication channels should be kept open and free-flowing at all times. Discussions should be directed toward identifying goals and objectives that are challenging but achievable. At the conclusion of discussions, all suggestions, ideas, and needs should be written down, perhaps in memo form. These records do not need to be elaborate, but should contribute to disciplined thinking and specificity. Meeting individually with each agency representative also strengthens relationships. Personal contact is usually the dimension that leads to the development and operation of future programs, as well as to the formulation of goals and objectives.

Step 4: Tapping Into Resources to Assist in Accomplishing Goals and Objectives

Creating pools of resources, and collaborating in the utilization of these resources, can be most helpful. If the information has already been collected or if the curriculum has been developed and can be adapted, much time and work can be saved. To tap into resources which can provide much of the information, talent, materials, services, and contacts that are needed, use council members, advisory committees, staffs of member agencies, and other members of the community to initiate the contacts. Some resources may include:

Federal, state, and local government agencies, such as the U.S. and Pennsylvania Departments of Education, Commerce, Agriculture, and Labor, State Occupational Information Coordination Council (SOICC), Census Bureau, local and regional planning commissions, Small Business Administration (SBA), etc.

Trade and professional associations, such as the National Manufacturer's Association (NAM), American Vocational Association (AVA), National Association of Industry/Education Councils (NAIEC), American Builders' Association, American Society of Training and Development (ASTD), and their state and local affiliates.

Colleges and universities including the Cooperative Extension Services and affiliated special groups, foundations, and fraternities such as Iota Lambda Sigma and Phi Delta Kappa.

Advisory and other groups within one's institution and those of the member agencies.

Other institutions and communities where they are already involved in providing special services to industry.

Elected representatives and appointed officials, especially in local offices.

Local employer or employer organizations.

Computerized information systems, such as ERIC, NTIS, VEMIS, and FAPRS.

Military services.

The types of information and assistance that are necessary for planning programs to meet the goals and objectives fall into broad categories: information concerning the constituency, information concerning the performance of community agencies in supplying services, and information concerning resources actually and potentially available from within and outside the agencies. Specifically, these include:

LABOR MARKET INFORMATION of people and skills available for employment and of employers' needs in order to maintain a pool of skilled workers

DATA to document the successes or potential to succeed; training programs already available including those in comprehensive and vocational schools, community and junior colleges and private and parochial schools utilizing federal, state, and local funds

TRAINING FACILITIES already available and others which could be renovated or adapted for use

EQUIPMENT

INSTRUCTIONAL MATERIALS, curriculums, audio/visual materials, and equipment

INSTRUCTORS

FUNDING SOURCES

MAILING LISTS

Industry/Education Coordinator

The most important aspect of forming a partnership and getting involved in economic development activities is the appointment of a person to assume the role of industry/education coordinator for vocational education. This person can also be known as an industrial coordinator, business and industry coordinator, or educational coordinator for economic development. For convenience, this person will be referred to as an industry/education coordinator. The industry/education coordinator may be the education agency's president, director, principal, guidance coordinator, or curriculum coordinator. Ideally, industry/education coordination should be a full time responsibility.

The major role of the industry/education coordinator is that of a linking agent; helping to bring about change by persuading agencies and individuals to link together for economic development. The key to being effective as a linking agent is to understand the process; know the points of leverage; work within the most efficient channels; and use the best times, places, and circumstances. As a linking agent, the industry/education coordinator can act in any or all of four primary roles: catalyst, solution giver, planner/facilitator, or resource person. These roles are not mutually exclusive, and can be performed simultaneously.

As a catalyst, the linking agent strives to stimulate interest in changing present practices, encourages community involvement in exploration of alternatives and community feelings toward each alternative; overcomes the inertia to maintain status quo; prods the system to be less complacent; starts working on problems; and encourages those who attempt to change.

In the role of solution giver, the linking agent endeavors to solicit ideas from many different sources; provides information about what alternatives are possible; develops solutions to specific problems; determines when and how to offer them; and helps the clients adapt the solutions to their needs.

As a planner/facilitator, the linking agent assists the clients, as well as other personnel involved in the training program, in recognizing and defining needs; diagnosing problems; setting objectives; acquiring resources; creating solutions; adapting and implementing solutions; and evaluating progress.

The role of resource person requires bringing people and agencies together to aid in communication, negotiation, and collaboration; finding and making the best use of resources inside and outside of each organization's system; and making optimum use of a community's talent.

SAMPLE JOB DESCRIPTION
INDUSTRY/EDUCATION COORDINATOR

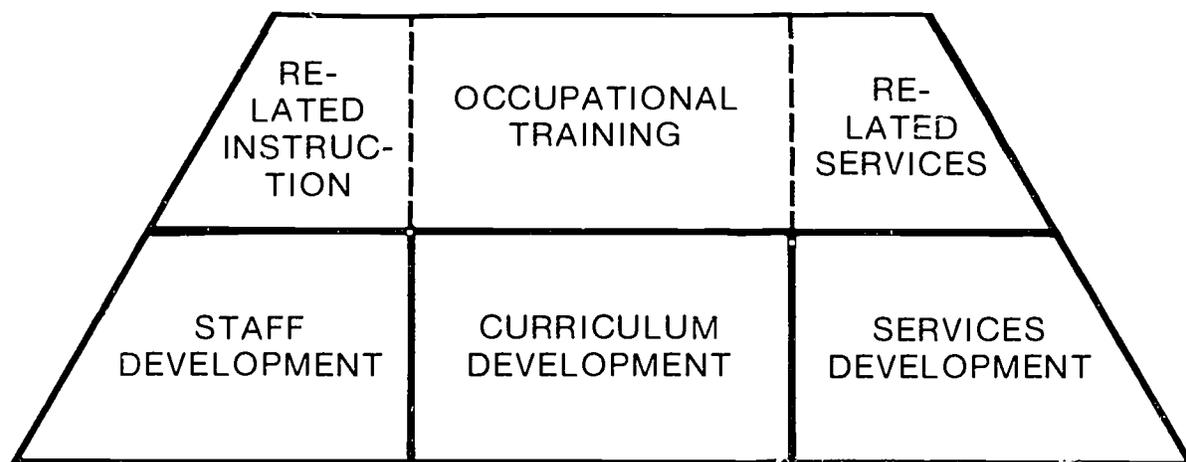
- assumes and delegates authority
- communicates with key persons within business and industry
- works with economic developers and other key persons
- works with and within the local, state, and federal government agencies
- locates resources including information, equipment, materials, instructors, and funds
- works with other agencies with a vested interest in job training, operating within their constraints and considering each one's strengths and weaknesses
- plans and coordinates special training programs from conception to evaluation
- develops creative strategies for serving employers, students, and the community
- deals effectively with the mass media
- promotes the industrial services program to prospective businesses, existing firms, other agencies, school personnel, civic organizations, and the community at large.

GETTING DOWN TO BUSINESS: BUILDING RESPONSIVENESS WITHIN VOCATIONAL EDUCATION

The first level of an economic development effort is awareness and the process of forming partnerships. The action level, following the accomplishment of the awareness level, involves determining community or industry needs for training, and packaging and delivering the service of training. In effect, this is getting down to business and building responsiveness within vocational education. The process should involve all representatives of groups with an interest in training and related services, such as trainee recruitment, trainee assessment, and placement. More specifically, this level involves:

- collaborating in a training effort,
- analyzing a training need,
- contributing to the resource pool,
- carrying out a training program, and
- evaluating the effectiveness of training.

Although planning and coordination throughout is still a necessity, it now focuses on the labor supply and on a training program. Planning, packaging, implementing, and evaluating special services to business and industry is the heart of a successful training program. Included are: contractual agreements, trainee recruitment, capacity building, public relations, curriculum development, instructor selection, teaching methods, program and trainee evaluation, placement, and follow-up.



BUILDING RESPONSIVENESS WITHIN THE DELIVERY SYSTEM

Vocational programs may need to change traditional practices in order to (1) design programs to meet the special needs of a firm which is expanding, relocating, or otherwise in need of special programs; (2) design programs for adults who are unemployed or who are currently employed but in need of upgrading or retraining; and (3) successfully collaborate with a wide variety of groups and individuals.

Once the decision is made to accommodate the needs of industry, the 9 a.m. to 3 p.m. school day, in-school classes, credit hours, semester length courses, and fully-accredited teachers are no longer the rule. Program development may be completed in days or weeks, rather than months or years.

Employers cannot wait months for a course to become accredited or for a program to be funded. Operating a program for a limited number of hours during the day and evening or only in a public school facility is not satisfactory. If an industry must wait a year or two for a trained labor force, it will do the training itself or move to another location. Industry cannot and will not wait.

The program must be flexible and training should be accessible during the day or night. Training might need to be done in the classroom, in the plant, or elsewhere, depending on the situation. Course length should be kept to a minimum to get the task done as rapidly as possible. Instructors might come from the school, a community college, an industry, or the headquarters of the company requiring the training. Clients are recruited from all segments of the community. Resources are pooled from the education system, private sector, or wherever they exist. Additionally, the school may not be the only agency involved. In fact, it may not be the key agency delivering a training program.

When a training program is successfully operating, the industry/education coordinator's responsibilities turn to maintaining and improving the system. Again, communication channels should remain open, contacts should be renewed periodically, and employees should be interviewed to ensure that needs are being met. Follow-up studies should be conducted; and the interpretation of the results will help to assure program quality.

Building responsiveness within vocational education can take many different approaches. For example, Champion Parts Rebuilders in Lock Haven collaborated with the vocational department at Keystone Central Area Vocational Technical School and the labor union in providing many of its needed training programs in order to expand its industry. The vocational director worked closely with company personnel to address their many concerns and to take care of the paperwork. The classes, offered in the evenings, went into greater depth through the years, and the curriculum was continually updated. The company provided a supervisor to be the instructor, and provided many of the materials. The training program was funded from Section 2508.3 of the Pennsylvania School Code.

Champion benefited in several ways. First, the company received skilled labor at minimal cost. Second, documentation showed there was less rejected work as a result of formal training for workers. Third, profits increased due to the fact that custom work could be done on products that previously were sent to subcontractors. The company was enthusiastic about the program because of the flexible scheduling of classes, quick response to requests, absence of governmental interference, flexibility in hiring instructors, in-plant site training facilities, and the cooperation of vocational educators at Keystone Central AVTS.

In a second example of industry/education cooperative ventures, General Motors collaborated with educators in a multi-pronged program. The Community College of Allegheny County, Center-North, was the first institution in Pennsylvania to become involved in a flexible program to train automotive technicians in advanced skills necessary for maintaining new cars. Initially, two college instructors were trained by General Motors in Detroit. Currently, one instructor teaches at a college site, which is a renovated elementary school. Classes at the General Motors Training Center (GMTC) are from 8 a.m. to 5 p.m., five days per week, while classes at the college site may be from 7 a.m. to 11 p.m., five days per week. The trainees are employed at General Motors dealerships, and the curriculum covers new General Motors products and technologies. The college also offers classes in technology to independent garages whereas the GMTC serves only General Motors dealers. The college receives General Motors training materials and films as well as corporate educational donations, such as complete vehicles, engines, and transmissions.

Maintaining and improving training programs involves more than collecting facts and figures. It also involves generating community pride. The industry/education coordinator needs to understand and appreciate the intricacies of community agencies and organizations, particularly government, and to give credit where it is due. Consideration could be given to the following.

- Involve in some way all key personnel such as the mayor, local economic development officials, private developers, and representatives of all the local, state, regional, and federal agencies that are affected. These persons can also help to prevent delays in delivering a training program.

- Develop contacts in each agency and organization. Making a friend of each person contacted could be of great value. Try to express appreciation for the efficiency, effectiveness, pleasantness, promptness, etc. for the way a task was handled.

- Go beyond expressing appreciation to the contact by writing a letter to his or her supervisor, or by expressing appreciation publicly. The training program could be reported extensively by the local media. This creates a sense of ownership on the part of the agencies and persons named.

- Involve in some way the local advisory council for vocational education. Again, active involvement breeds a spirit of cooperation and thus, commitment to the training program.

ACTION PLANS FOR SUPPORTING ECONOMIC DEVELOPMENT

The following descriptions are examples of how support for economic development can take many different forms. The several examples presented represent area vocational technical schools, community colleges and public secondary schools. These are only a few examples of the growing number of institutions that have plans and structures in place for responding to community and industry needs.

Altoona Area Vocational Technical School

Establishing Lines of Communication:

The administration and staff work closely with many community organizations through membership and board positions to initiate contacts and form partnerships.

Person(s) Responsible for Coordination:

Director - part time
Assistant Director - part time
Adult Education Coordinator - full time
Co-Op/Distributive Education Coordinator - full time

Major Community Organizations Involved:

Altoona Enterprises - Director serves on board
Economic Development Council - Director serves on board
Blair County Personnel Agency - Assistant Director and Co-Op/
Distributive Education Coordinator are officers
Chamber of Commerce - Director serves on board

Sources Utilized for Needs Assessment:

Job Services
Southern Alleghenies Economic Development Commission

Key Factors in Relationship with Business, Industry and Labor:

An active commitment to involvement by a number of staff members
Effective communication
Support from the vocational-technical board and superintendents

Key Factors in Successful Training Programs:

Development of trust with client
Elimination of government red tape
Demonstrated track record

Contact: Daniel A. Clark, Director
Altoona AVTS
1500 Fourth Avenue
Altoona, PA 16603

Chestnut Ridge School District

Establishing Lines of Communication:

Personal contact through local adult education program. Knowledge of and membership on local industry associations.

Person Responsible for Coordination:

Industrial Arts Teacher - incidental

Major Community Organizations Involved:

Bedford County Industrial Associations
Bureau of Employment Security

Sources Utilized for Needs Assessment:

Bureau of Employment Security

Key Factors in Relationship with Business, Industry and Labor:

Ability to produce what they want
Trust and credibility, delivery of what has been contracted for
One to one contacts and relationships with industry representatives

Key Factors in Successful Training Programs:

Rapport with clients
Quick response - turn planning and funding around rapidly
Facilitate-permit client preference on location, instructor, etc.

Contact: Barry Dallara
Chestnut Ridge School District
Fishertown, PA 15539

Lancaster County Area Vocational Technical Schools

Establishing Lines of Communication:

Personal contact and interviews
Strong advisory/craft committee involvement and commitment
Membership and service on local boards "Power Groups" or "Movers/
Shakers" of the community

Person Responsible for Coordination:

Special Programs Coordinator - part-time

Major Community Organizations Involved:

PIC/CETA/Prime Sponsor
Chamber of Commerce
Urban League/Spanish Association
Job Service

Sources Utilized for Needs Assessment:

Manpower Survey of 600 local companies
Dialog with advisory/craft committees

Key Factors in Relationship with Business, Industry and Labor:

Availability for one to one personal contact
Communications
Straight forward business approach that cuts or eliminates red tape

Key Factors in Successful Training Programs:

Pre-planning, straight forward business approach
Existence of a method for determining curriculum
Mutual planning of curriculum

Contact: Michael Curley
Special Programs Coordinator
Lancaster County Area Vocational-Technical Schools
1730 Hans Herr Drive, Box 327
Willow Street, PA 17584

Northampton County Area Community College

Establishing Lines of Communication:

- Membership in local organizations - at least one contact person for each organization
- Total staff involvement - entire staff is oriented and knowledgeable providing extensive personal contact with members of the community
- Presentations to community organizations such as Rotary, Chamber of Commerce, etc.

Person Responsible for Coordination:

Dean of Business, Engineering and Technology - full-time

Major Community Organizations Involved in Delivery:

A Career Education Cooperative has been organized to maximize the ability to respond to industry needs and community needs related to employment and employability. The Career Education Cooperative is a structure for delivering educational services to Northampton County adults. It brings all non-credit vocational adult education instruction under one umbrella to permit the coordination of all course offerings, an optimum combination of human and physical resources of three institutions and the scheduling of courses in the most cost-effective manner. The Cooperative includes: Northampton County Area Community College, and Eastern Northampton County and Bethlehem Area Vocational-Technical Schools.

Sources Utilized for Needs Assessment:

- Bi-County Vocational Education Planning Committee - Lehigh County
Northampton County
- Private Industry Council - Responds to requests

Key Factors in Relationship with Business, Industry and Labor:

- Promotion and Marketing - make them aware of your presence
- Good caliber full-time and part-time faculty
- Elimination of ivory tower image

Key Factors in Successful Training Programs:

- Accurately identified industry needs
- Good training plans that demonstrate the ability to deliver
- High quality with little or no hassle or paper work for the client

Venango County Area Vocational Technical School

Establishing Lines of Communication:

Public relations program
Structure of Advisory Committees - professional and general
Cultivation of the local power structure

Person Responsible for Coordination:

Director, with entire staff involvement

Major Community Organizations Involved:

Chamber of Commerce
Industrial Development Corporations

Sources Utilized for Needs Assessment:

Mercer County Consortium Services, Inc.
Bureau of Employment Security

Key Factors in Relationship with Business, Industry and Labor:

One-to-one contacts
Strong advisory committees

Key Factors in Successful Training Programs:

Targeting the specific training needs of an industry

Contact: William Clark, Director
Venango County Area Vocational Technical School
One Vo-Tech Drive
Oil City, PA 16301

Williamsport Area Community College

Establishing Lines of Communication:

Personal Contact

Person Responsible for Coordination:

Coordinator of Specialized Business and Industrial Programs -
full-time

Major Community Organizations Involved:

The community college primarily works independently but does support the Chamber of Commerce and Private Industry Council efforts in economic development.

Key Factors in Relationship with Business, Industry and Labor:

Quality instruction based on client needs, not on a pre-defined course outline

On-site observations of clients work environment

Professional verbal communication on clients level, not educational jargon

Contact: Michael Sedlak
Coordinator of Specialized Business and Industrial Programs
Williamsport Area Community College
1005 W. Third Street, Williamsport, PA 17701

The preceding descriptions of economic development support activities of vocational institutions uncover several commonalities in establishing partnerships with the private sector. They are:

- A full-time position for an industry/education coordinator.
- Alignment with the community organization(s) which has the greatest interest and involvement in economic development activities.
- A focus on existing local industries.
- One-to-one personal contacts with key persons in industry.
- Scheduled times and dates for meetings on an industry's site.
- A service package that can be delivered.
- A publication describing the service and product of vocational education.
- Current knowledge of funding and support services.

RESOURCES FOR THE ECONOMIC DEVELOPMENT LIBRARY SHELF

The publications described below are recommended resources for those who are interested in pursuing linkages with economic developers and others in the job creation/development process. These publications present an overview as well as suggestions on where to find additional assistance. Each item is comprehensive yet not too technical or theoretical, and has been recommended by nationally known experts and those already involved in economic development and vocational education.

Vocational Educator's Handbook for Economic Development

Krishan K. Paul and Ellen A. Carlos. The American Vocational Association, 2020 N. 14th St., Arlington, VA 22201, 1981. 141 pages. \$15

This is a how-to manual designed as a guide for vocational educators who are designated to work as industry/education coordinators with the responsibility to initiate new linkages among vocational education, economic development, and other organizations with a vested interest in the training aspects of job creation. It provides definitions of commonly used terms and is organized to meet the needs of those who are just starting in the field and others who already are working as coordinators.

Section I includes the role of vocational education in economic development, the politics of economic development, and the different kinds of training and educational programs that support and assist economic development.

Section II deals with preparing for economic development or creating an environment for economic development. The change process and the role of a linking agent in the change process is explained, and steps in the process of developing an action plan are outlined.

Section III covers types of training programs, budgets, training agreements, task analysis and timelines, instructional staff, trainee recruitment, and equipment.

Section IV describes sources of information regarding funding information and technical support.

Section V includes an annotated list of reading material which should be of assistance to those who want to pursue any of the topics in more detail. Six appendices provide illustrations of forms and information considered useful by professionals in the field.

Handbook for Community Economic Development

Edited by Syyed T. Mahmood and Amit K. Ghosh. U.S. Department of Commerce, Economic Development Administration, Washington, D.C. 1979. 334 pages. Order from National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 or call 703/487-4650. Order #PB80-147903, Code A15 for hard copy (\$25.50) or Code A01 for microfiche (\$4.00).

Vocational educators who are beginning economic development involvement will find this handbook very helpful. Experienced linking agents also may find some ideas to incorporate into their programs.

Part I provides the minimum background and technical details on the workings of an economy and the evolution of community groups from single issue informal organizations in confrontation with local government to multiple-goal formal organizations working with the public and private sectors of the economy.

Part II takes a detailed look at the process and relationships involved in community economic development including initial assessment, investment strategies, individual project planning and packaging, implementation, and evaluation.

Part III is most useful to vocational educators for material other than background information. Clear and detailed discussions of several elements of community economic development are contained in individual chapters: management and organization, community involvement, financing, socio-economic assessment, and project evaluation. Examples include worksheets, samples of assessment formats, charts, matrixes, and figures.

Two appendices contain a glossary of technical terms and a list of federal programs for community economic development.

The Change Agent Guide to Innovation in Education

Ronald G. Havelock. Educational Technology Publications, Englewood Cliffs, NJ, 07632, 1973. 279 pages.

This is a guide to the process of innovation. It is designed for the change agents of education--those who are working for reform at all levels by helping school systems and individual teachers learn about new developments in education. It is an easy reference in the planning and day-to-day management of change by providing much information on how successful innovation takes place and how change agents can organize their work so that successful innovation will take place.

This book provides a conceptual orientation or a way to organize your thinking and planning about specific activities. It gives ideas on what things to look for and to avoid in yourself, in your clients, and in your procedures. Also, it serves as a checklist-reminder on important aspects of the process which you might have forgotten or missed. A comprehensive list of important literature, resource persons, and organizations as well as successful tactics and strategies make this document a very worthwhile and interesting addition to your library.

Evaluating Economic Development Programs--A Methodology Handbook

Raymond H. Milkman, et. al. of the Lazar Management Group, Inc., 1800 M. Street, N.W., Washington, D.C. U.S. Department of Commerce, EDA. 211 pages. Order from National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 or call 703/487-4650. Order #PB81-125627, Code A10 for hard copy (\$18.00) or Code A01 for microfiche (\$4.00).

This handbook is designed to meet the need for improved local evaluations. The material is based on surveys of over 500 economic development organizations. The handbook has been structured to facilitate its use.

Part I describes the overall goals of evaluation, as well as the ways that evaluation studies can be conducted. It introduces the concept of evaluation modules to assess the impact of particular economic development activities, such as job location impact, economic profiles, and economic development plans and organizations.

Detailed discussions including questionnaires, interview guides and data for each module comprise Part II of the Handbook. Thus, after reading the first part, one can select those modules which are of greatest concern from Part II for review and possible implementation. Modules of little interest can be easily identified and skipped.

The Catalog of Federal Domestic Assistance

U.S. Office of Management and Budget. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The current price for a year's subscription, including updates, is \$30.00.

This is a standard reference which attempts to list every source where a community or individual may seek federal funds to support a program. It contains the following information:

- name and identification number of program
- agency administering the program
- purpose of program
- kinds of costs that can be met from federal funds
- local matching requirements, if any
- general requirements for qualification for assistance
- program money available in recent years
- application process
- post-approval requirements
- how to get more information about the program

Industry Services Leadership Development Program (ISLD)

Research and Curriculum Unit for Vocational-Technical Education, Mississippi State University, Drawer DX, Mississippi State, MS 39762. Thirty-three modules of 25-35 pages each, \$50.00 for the complete set.

The ISLD program consists of 33 self-paced modules designed to train state and local leaders for roles in industrial training. The ISLD modules were prepared by people with extensive experience in conducting training programs for new, expanding, and existing industries. Each module is related to an actual task which must be performed by a leader of training activities. When used as a set, the ISLD modules cover the major tasks which must be performed in planning, developing, conducting, and evaluating industrial training programs.

The modules are designed to be used by anyone who will perform one or more tasks in designing and conducting industrial training programs. The modules are compilations of information on how to perform industrial training assignments. The information includes procedural guides and case studies of industrial training activities. Thus, each module will serve as a valuable reference on industrial training activities to be completed and how to complete them.

1982 Guide to Government Resources for Economic Development

David Merkwitz. Northeast-Midwest Institute, Publications Office, P.O. Box 37209, Washington, D.C., 20013, 1982. 164 pages. \$7.50.

This guide provides information on more than 70 programs and activities of the federal government related to economic development. This year's edition also includes a survey of all state programs including nonfederal economic development resources. Programs are outlined from U.S. Departments of Agriculture, Commerce, Housing and Urban Development, Interior, Labor, and Transportation. An overview of their respective responsibilities and activities is provided at the beginning of each section.

With each section, types of available assistance (grants, loans, loan guarantees, and technical assistance) are identified in program descriptions. The format is designed to help readers determine what assistance is available, as well as who might be eligible to receive it.

The nine headings used in most program descriptions are objective, funding level, form of funding, financial assistance, funding cycle, eligible applicants, eligible activities, requirements, and examples of past funding.

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Additional Copies of
Developing A Strategy: A Guide for
Vocational Educators Supporting Economic Development

can be obtained
from

Economic Development Support Division
Bureau of Vocational Education
Pennsylvania Department of Education
P.O. Box 911, 333 Market Street
Harrisburg, PA 17108

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