
Legislative History and the Changing Workforce

Problems, Politics and
Possibilities

Aims:

1. Evaluate the problems, politics, and possibilities of vocational-technical education legislation; &
2. Critique the relationship between sociological phenomenon and legislation impacting vocational education.
3. Recognize the most important legislation impacting CTE
4. Theorize needed future legislation for CTE

Problematic 1:

- The Smith-Hughes Act (1917): may be the greatest evil now threatening the interests of democracy in education (Dewey, 1913; Lazerson & Grubb, 1974; Wirth, 1972).
- The Smith-Hughes Act will help industry and promote democracy in education (Prosser & Snedden, 1917).

Problematic 2:

- Federal legislation has a minimal impact on vocational education at the local level (funding only constitutes approximately 8%).
- Federal legislation has a major impact on vocational education at the local level.

Problematic 3:

- Federal legislation impacting vocational education has helped to maintain social inequities and injustices.
- Federal legislation impacting vocational education has helped to correct social inequities and injustices.

Problematic 4:

- The U. S. congress has consistently supported vocational education.
- Vocational education has provided little empirical evidence of success.

Major Vocational Legislation

- Smith-Hughes Act 1917
- George-Acts
- National Defense Education Act 1958
- Manpower Development Training Act 1962
- Vocational Education Act 1963
- Comprehensive Employment Act 1973

Major Federal Legislation (con't)

- Job Training Partnership Act 1982
- Carl D. Perkins 1984
- Carl D. Perkins Vocational and Applied Technology Act 1990
- School-to-Work Opportunities Act 1994
- Workforce Investment Act 1998
- Carl D. Perkins 1998

Today's Global Workforce

- Rapid technological change
- Global economy
- Changing nature of work
- Demographic changes
- High wages= high skills
- Workforce, community, economic development