

Technical Education, Public Service, Trade and Industrial (including Industrial Arts), and "other" which included such programs as work experience, job entry, and diversified cooperative training. Of the total enrollment, 63.8% were at secondary level and 36.2% at postsecondary level. Only 27.8% of this group were in job preparatory programs, although these represent the group upon whom most of the attention is focused by critics of Vocational Education.

Increased attention is being given in Florida to the role of Vocational Education in economic development. There is a recognition of the need for increased cooperation between industry and Vocational Education. There is also the recognition of the need for Vocational Education to respond to the rapid technological changes taking place in business and industry. The current system for responding to these needs and delivering services consists of comprehensive high schools, skill centers, area vocational schools, community colleges, and school-industry cooperative programs. Recently, critics have claimed that this system does not adequately train students for employment. These individuals did not take into account that (1) a significant percentage of students classified as "vocational" in public vocational programs are not in job preparatory programs; (2) in most of the job preparatory programs effective screening for entry is not effective because of the FTE-driven budget; (3) the same academic weaknesses which limit a student's progress in academic programs also limit his progress in vocational programs, especially high technology-type programs; (4) crowding vocational laboratories reduced significantly the efficiency of the instructor and the effectiveness of instruction; and (5) high percentages of mainstreamed students in a laboratory reduces the instructor's efficiency.