

ties with similar types of assistance for all phases of urban renewal. State staff services such as these can do much to encourage needed urban renewal and public housing programs in small suburban jurisdictions and to point out the mutual advantages of interlocal cooperation in such programs.

9. The Commission recommends State legislation authorizing and encouraging areawide coordination and administration—through county governments or other appropriate means—of vocational education and retraining programs within metropolitan areas.³⁶

Large central cities usually constitute a single school system and have capital facilities and administrative organization to conduct adequate vocational education and retraining programs, as well as a sufficient number of potential students for efficient and relatively low unit cost operation. Individual suburban school districts, which are sometimes very small, do not generally enjoy these advantages. They lack appropriate plant or staff for vocational training either as part of a comprehensive high school or as a separate vocational institution; often there are not enough vocational students within any one district to warrant the investment. Analysis of census data indicates, however, that there are often enough such students in the suburban area as a whole to justify the investment.

State governments, by virtue of their basic responsibility for providing public education, have a key role in helping to assure adequate vocational education opportunities for their citizens inside and outside metropolitan areas. This responsibility is recognized in the several Federal programs of grants for vocational education, all of which require State boards of education to develop State plans as a condition for Federal grants. It is appropriate, therefore, for States to develop and administer these plans so as to help overcome deficiencies in vocational education in metropolitan areas, as an important part of their responsibility for dealing with inadequacies throughout the entire State.

The States have used a variety of approaches for financing and coordinating vocational education programs. A recent summary listed six general types of "area vocational educational programs," a term incorporated in Federal vocational education laws. They are programs provided by a school jurisdiction that has an attendance area sufficient to warrant the provision of many different training courses. Emphasis is on developing an adequate administrative unit and financial base, which may require cutting across or replacing existing governmental patterns. Under the Federal Vocational Education Act of 1963, for example, aids for construction can go only to projects which the State certifies are "area vocational education school facilities."

By adapting one or more of the organizational alternatives to individual needs and conditions, using Federal and State funds, and exercising effective supervision and coordination, States can better meet the growing need for vocational education in metropolitan areas, even if many local school districts are individually unable to provide necessary facilities and staff.

³⁶ See "Areawide Vocational and Educational Programs in Metropolitan Areas," ACIR 1966 *State Legislative Program* (Washington, D.C.: October 1965), pp. 275-285.