

R E P O R T R E S U M E S

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A NATIONWIDE STUDY OF THE ADMINISTRATION OF  
VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. INTERIM  
REPORT.

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CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

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DESCRIPTORS- \*NATIONAL SURVEYS, \*STATE DEPARTMENTS OF  
EDUCATION, \*VOCATIONAL EDUCATION, \*EDUCATIONAL  
ADMINISTRATION, PROGRAM DEVELOPMENT, SELF EVALUATION, DATA  
COLLECTION, DATA ANALYSIS, RESEARCH DESIGN,

THE PURPOSE OF THIS PROJECT WAS TO STUDY STATE-LEVEL  
AGENCIES AND THEIR ADMINISTRATION OF VOCATIONAL EDUCATION IN  
50 STATES, THE DISTRICT OF COLUMBIA, AND PUERTO RICO, AND TO  
UTILIZE THE FINDINGS IN DEVELOPING A FORMAT AND CRITERIA  
WHICH THE AGENCIES COULD USE FOR SELF-ANALYSIS. SUBUNITS OF  
THE PROJECT ARE--(1) CURRENT STATUS SURVEY, (2) POLICY  
FORMULATION, (3) FINANCE, (4) PERCEPTIONS OF WHAT IS AND  
SHOULD BE, (5) POSITION ANALYSIS, AND (6) BRIDGES AND  
OBSTACLES. DURING THE FIRST SIX MONTHS AN INITIAL RESEARCH  
DESIGN WAS FORMULATED, AN INITIAL GROUP ADMINISTERED  
INSTRUMENT TO RECORD PERCEPTIONS AND CONCEPTUAL IDEALS WAS  
DRAFTED, A STATE VISITATION PLAN WAS ORGANIZED, AND PLANS  
WERE COMPLETED FOR A WORKSHOP TO DEVELOP THE "FORMAT AND  
CRITERIA FOR SELF ANALYSIS." BY THE REPORTING DATE, 13 STATES  
HAD RECEIVED READINESS VISITS, 17 STATES HAD PARTICIPATED IN  
DATA COLLECTION AND OTHERS WERE SCHEDULED, AND PROCESSING OF  
DATA FROM SIX STATES WAS PARTIALLY COMPLETED. THE APPENDIX  
INCLUDES--(1) REPORT OF EXPENDITURES TO DATE, (2) STAFF, (3)  
NATIONAL ADVISORY COMMITTEES, (4) PROGRAM OF THE WORKSHOP,  
(5) PRELIMINARY OUTLINE OF FORMAT AND CRITERIA FOR SELF  
ANALYSIS, (6) STATISTICAL REPORT OF DATA COLLECTION VISITS,  
(7) LIST OF MATERIALS SECURED FROM EACH STATE, (8) SAMPLES OF  
OPERATIONAL PLANNING, AND (9) PLAN FOR ANALYSIS OF DATA OF  
PERCEPTIONS SUBUNIT. THE FINAL REPORT IS AVAILABLE AS VT 004  
417 AND VT 004 418. (EM)

SEP 14 1967

ED017677

Program for Research  
and Development  
in  
Vocational - Technical Education

**PROGRESS REPORT**

OF  
A NATIONWIDE STUDY OF THE ADMINISTRATION  
OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education  
University of California  
Berkeley, California

January 27, 1967

VT003249

**Acting President of the University**

**Harry R. Wellman**

**Chairman of the Board of Regents**

**Theodore Meyer**

**Chancellor of the Berkeley Campus**

**Roger W. Heyns**

**Dean of the School of Education**

**Theodore L. Reller**

**Program for Research and Development in  
Vocational-Technical Education**

**J. Chester Swanson . . . . . Coordinator**  
**Allen Lee . . . . . Director**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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**INTERIM REPORT**  
**Project OE6-2921**

**A NATIONWIDE STUDY OF THE ADMINISTRATION  
OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL**

**January 1, 1966 -- December 1, 1966**

**U.S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE**

**Office of Education  
Bureau of Research**

**A Nationwide Study of the Administration  
of Vocational-Technical Education at the State Level**

**Project OE6-2921**

**Allen Lee  
Project Director**

**January 1, 1966 -- December 1, 1966**

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

**School of Education  
University of California  
Berkeley, California**

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PROGRESS REPORT -- PROJECT OE 6-2921

January 20, 1967

A Nationwide Study of the  
Administration of Vocational-Technical Education  
at the State Level

I. Focus

The focus of the Project is upon the state-level agencies (frequently known as State Divisions of Vocational Education) and their administration\* of vocational-technical education. In addition to the fifty states, plans are to include the District of Columbia and Puerto Rico.

Certain assumptions are inherent in the focus and design of this Project, and these include:

- A. Many functions of educational administration cannot be logically, economically and efficiently performed at the local school level.
- B. Certain functions of administration can most logically, economically and efficiently be conducted by a state agency.
- C. If such functions are not conducted at the state level, the welfare of the nation demands their performance at the federal level--even though state exercise of such functions may in some instances be preferable.

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\*"Administration" as used here includes such components as policy making, organizing, staffing, planning, financing, directing, coordinating, promoting, communicating, researching and evaluating.

- D. These state agencies (hereinafter referred to as state Divisions) afford the greatest potential to influence favorably local programs of vocational-technical education and the most efficient use of available dollars.
- E. The improvement (strengthening) of these state Divisions can be expedited through the identification and utilization of better patterns of administration.

Desirable conduct is difficult to legislate. Hence, the intent of this research and development activity is to utilize findings in the development of a format and criteria which these state Divisions may elect to use for self-analysis; the identification and implementation of specifics for improvement of their own administration; and, presumably, the consequent improvement of local vocational-technical education programs. (See Appendix E for Preliminary Outline of Format and Criteria for Self-Analysis.)

## II. Design

The Project is divided into six sub units:

Current Status Survey	Perceptions of What Is and Should Be
Policy Formulation	Position Analysis
Finance	Bridges and Obstacles.

These are designed to contribute to the seventh sub unit--A Format and Criteria for Self-Analysis.

A brief description of the sub units follows:

- A. Current Status is designed to provide a "picture" of current administration (note footnote on page 1) in these state vocational-technical Divisions.
- B. Policy Formulation is concerned with identification of policies and the formulation process.

- C. Finance is concerned first of all with the identification and analysis of state and Federal funds utilized by the state Divisions for their own operation. Secondly, the sub unit is concerned with the identification and analysis of state and Federal funds allocated by the state agency (Division) for vocational-technical programs in the state (including reimbursement policies). Thirdly, concern is with total environment.
- D. Perceptions of What Is and Should Be is structured to look through the eyes of a cross-section of about 50 lay and professional persons in each state, with utilization of a group interview instrument to identify and analyze their perceptions of the state Division's administration and their conceptual ideals concerning such administration.
- E. Position Analysis is designed to identify and categorize activities of professional staff members, including comparison of formal job descriptions and responsibilities with actual performance records.
- F. Bridges and Obstacles has been designed to identify (through written and oral responses of a cross-section of education and lay leadership) specific supportive or impeding patterns of operation, strengths, weaknesses and problems, between such groups as (1) general and vocational education; (2) the state Division and local schools; (3) the state Division and Federal agencies; and (4) the state Division and higher education.
- G. Format and Criteria for Self-Analysis utilizes the findings of the other sub units (1-6 above) to develop a procedure and principles which state Divisions of Vocational-Technical Education may utilize (modify or adapt) for self-analysis purposes.

The total project utilizes PERT (Program Evaluation and Review Technique). Through coordinated staff effort, actual and elapsed time, constraints and critical paths are identified. PERT is facilitating the planning and implementation of the several sub units and the total Project. (See Appendix K, Samples of Operational Planning.)

### III. Progress to Date

#### A. Organization and Staffing

Final contract negotiations and signing were not completed until July 11, 1966, but the Project began some operations on January 1, 1966 on the Campus of the University of California, Berkeley. By April 1, 1966, recruitment and administrative arrangements for employment of 3 full-time and 2 part-time professional and three supporting staff were completed. At the end of June 1966 a total of eleven (six full-time and five part-time) professional and five supporting staff were employed on the Project. The full staff complement was not completed until mid-November, 1966. At present, the Project staff totals seventeen professional (nine full-time) and seven supporting (six full-time) staff members. Consultants are employed occasionally for short periods of time (See Appendix B).

#### B. Preliminary Research Activities

During the first six months the Project staff completed the following preliminary research activities: (1) formulation of an initial research design, including identification of the sub units to form the basis for data collection and analyses; (2) drafting for pilot testing a group-administered instrument to record perceptions and conceptual ideals; (3) organizing a plan for state visitations to begin in June 1966; and (4) completing plans and arrangements for the Workshop held in July to develop materials and suggestions for the Format and Criteria for Self-Analysis.

#### C. Orientation and Consultation

Several meetings and conferences have been held with individuals and professional organizations for purposes of general orientation, support, cooperation, and involvement. The Project Director and other staff have participated in and orally reported progress to meetings of the National Association of State Directors of Vocational Education, the Council of Chief State School Officers, the American Vocational Association, the Office

of Education (HEW) and others. Five meetings have been held with Advisory Committees of state directors and chief state school officers. (See Appendix C for members of National Advisory Committees.)

D. Coordination with Other Centers

The Project staff have been alert to the need to coordinate their activities with those of the two other centers for research and development projects in vocational-technical education. Four meetings have been held with representatives of Ohio State University and the University of North Carolina for this purpose. (See Appendix F for Report of Three-Center Evaluation Meeting.)

E. State Visitations

The design of the Project calls for at least two and possibly three separate visits to each state.\*

1. Readiness meetings are held to orient and prepare each state for subsequent data collection sessions. To date the following states have received readiness visits:

Alaska . . . . .	July 7, 1966
Arizona . . . . .	July 27, 1966
Colorado . . . . .	June 28, 1966
Connecticut . . . . .	September 15, 1966
Kansas . . . . .	June 2, 1966
Kentucky . . . . .	June 14, 1966
Nebraska . . . . .	May 19, 1966
Nevada . . . . .	June 7, 1966
New Hampshire . . . . .	October 20, 1966
New Mexico . . . . .	October 21, 1966
Oregon . . . . .	May 28, 1966
Washington . . . . .	November 22, 1966
Wyoming . . . . .	June 3, 1966.

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\*See Appendix G for Sample Letter of Instructions for State Data Collection Visits.

2. The purposes of the second state visit are: (1) to explain the Project; (2) to help participants understand some of the needs and possibilities for change; and (3) to secure data required for the study and analysis for each of the sub units. During this first round of data collection, a project team of two to four members spends two to three days in each state visited. Seventeen states have participated in the first round of data collection between mid-July and the end of November 1966.\* The states are:

Alaska . . . . .	October 3-4, 1966
Arizona . . . . .	November 1-2, 1966
Colorado . . . . .	September 20-21, 1966
Connecticut . . . . .	October 24-25, 1966
Indiana . . . . .	October 20-21, 1966
Kentucky . . . . .	September 7-8, 1966
Maine . . . . .	August 15-16, 1966
Massachusetts . . . . .	August 18-19, 1966
Nebraska . . . . .	September 14-15, 1966
New Hampshire . . . . .	November 29-30, 1966
New Jersey . . . . .	October 26-27, 1966
New Mexico . . . . .	November 30-December 1, 1966
Ohio . . . . .	September 20-21, 1966
Oregon . . . . .	November 22, 1966
Utah . . . . .	July 21-22, 1966
Vermont . . . . .	August 17-18, 1966
Wyoming . . . . .	July 20-21, 1966.

3. An additional fourteen states have been scheduled for readiness visits during the months of December and January.

Arkansas . . . . .	December 13, 1966
California . . . . .	December 16, 1966
Delaware . . . . .	December 28, 1966
Florida . . . . .	January 10, 1967
Iowa . . . . .	January 6, 1967
Oklahoma . . . . .	January 13, 1967
New York . . . . .	December 29, 1966
North Carolina . . . . .	December 15, 1966
Pennsylvania . . . . .	December 16, 1966
South Carolina . . . . .	January 4, 1967
Tennessee . . . . .	January 3, 1967
Texas . . . . .	January 27, 1967
Virginia . . . . .	December 14, 1966
West Virginia . . . . .	December 22, 1966.

\*See Appendix H for Statistical Summaries of State Visitations

4. The following sixteen states are scheduled for data collection visits during December, January and February:

Georgia . . . . .	January 26, 1967
Hawaii . . . . .	January 13, 1967
Iowa . . . . .	January 31, 1967
Kansas . . . . .	January 4, 1967
Louisiana . . . . .	January 11, 1967
Maryland . . . . .	January 5, 1967
Mississippi . . . . .	January 24, 1967
Nevada . . . . .	January 27, 1967
North Dakota . . . . .	January 10, 1967
Oklahoma . . . . .	February 9, 1967
Rhode Island . . . . .	January 19, 1967
South Carolina . . . . .	January 31, 1967
Texas . . . . .	February 21, 1967
Virginia . . . . .	January 17, 1967
West Virginia . . . . .	January 31, 1967
Wisconsin . . . . .	December 13, 1966.

The remaining seventeen states are being scheduled for February and March as rapidly as possible.

#### F. Data Collection

Despite earlier apprehension that the state Divisions might be hesitant to participate in the Project, there has been whole-hearted cooperation, and securing the required data has progressed quite satisfactorily. The sources of data secured during each state visit are: (1) a group-administered written instrument; (2) individual interviews with selected professional and lay persons; and (3) procurement of various documents pertaining to state level administration of vocational education. (See Appendix J and Appendix M for details.)

The agenda and format of each visitation follow a similar pattern:

1. Preparation and orientation: Prior to the large group meeting, usually a Project staff member meets with the chief state school officer, the state director of vocational education and some of their staff in both

general and vocational education to explain the overall purposes of the Project and to elicit their cooperation and participation in collecting the required data.

2. A large-group meeting, usually a month following the preparation and orientation meeting, with (1) a flannelboard presentation and overview of the project; (2) a division of participants into three small groups for the purpose of administering the group written instrument; (3) a second flannelboard presentation and discussion of "The Process of Change;" and (4) detailed group discussions about opinions, suggestions, problems, strengths, weaknesses and questions.
3. A second day is used for individual interviews and the collection of reports and documents reflecting the current status of the state Division.

Approximately 50 to 75 persons participate in these state meetings and are selected to represent a cross-section of those persons concerned both specifically with administration of vocational education programs at the state and local levels and generally with education and public affairs of the state. (See Appendix I for a classification of participants.)

The Group-Administered Written Instrument has been completed by all the participants of the seventeen statewide meetings, giving a total of about 850 respondents.

Individual Interviews have been completed with several persons in most of the eighteen states visited. Many interviews are yet to be made. The following persons, or representatives, have been interviewed in each state:

1. Chief School Officer
2. State Director of Vocational Education
3. Members of the State Board for Vocational Education
4. Members of the State Advisory Council
5. Legislators (Senate and House Education or Finance Committees)
6. State Employment Service Director
7. Budget Analyst
8. Program Supervisors of the state Division of Vocational Education
9. Local Directors of Vocational-Technical Education (school district, area school, etc.).

Pertinent Documents and Materials have been secured by the Project team from each of the seventeen states visited. Examples of data collected are:\*

1. The State Plan for Vocational Education
2. Current organization charts of the state department of education and the division of vocational education
3. State directory of educational personnel
4. Salary schedules for educational and other professional personnel
5. Copies of various reports to the U. S. Office of Education.

#### G. Data Processing and Analysis

1. The Survey Research Center, University of California, Berkeley, serves as major consultant for processing the data for analysis and is providing machine facilities. Machine processing of the responses to the group instrument began in August 1966. To date the responses from six states have been partially processed.
2. An item analysis of the responses given by participants in these six states has been partially completed. Frequency distributions of each item have been drawn, preparatory to further analysis of data. (See Appendix L for an example of the "Perceptions" sub unit plan for analysis of data.)
3. A Data Bank of all secondary sources of data is currently in development. Some materials have been received from all states and classified and cataloged.

#### IV. Unanticipated Problems

Due to the protracted contract negotiations resulting in the delay of official approval until July 11, 1966, along with a scarcity of personnel in specialized fields, the employment of a full complement of staff was also delayed. It has been necessary to make a "crash" effort to complete contract commitments on schedule.

A second unavoidable problem was the nationwide airline strike in July 1966, which greatly hindered progress in completing readiness and data collecting visits. This caused a good deal

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\*See complete list of sources of data in Appendix J.

of extra work for the Project staff, but slight interference with attendance.

A third obstacle, partially anticipated, has been the inability of Project staff to schedule state visitations as efficiently and economically as desired. It has been found necessary to schedule visits at the convenience of states, with very little consideration to other factors such as economy of time and travel costs.

## V. Future Schedule

### A. Completion of State Visitations

Visits to the remaining thirty-three states will follow the same plan, agenda, and format as described above. The target date for completing the first round of data collecting visits is the end of February 1967. However, due to the unanticipated problems encountered, this may or may not be a realistic completion date for data collection.

### B. Completion of Data Collection

The goal of the Project is to have all data in hand as near as possible by the end of February 1967. These data include those collected during state visits and documents secured from the U.S. Office and other sources.

### C. Data Processing and Analysis

Data processing should be finished within one month after the termination of the data collection activities. Assuming data collection will be completed by the end of February, the target date for data processing is March 31, 1967.

It is estimated that another month will be required for analyses of data. Thus, the earliest date that preliminary findings for each sub-unit can be derived will be April 30, 1967.

On the basis of the preliminary findings of the sub-units, further analysis will be undertaken. These sub-unit findings will be subjected to analysis to determine if the specific objectives have been met and to test the assumptions upon which the Project was predicated.

D. Format and Criteria for Self-Analysis

A first draft of the Format and Criteria will be pre-tested in two or more states before the end of June, 1967. It is hoped that the instrument will be ready for use during the year 1967-68 by those state divisions which elect to participate in this evaluative activity.

E. Final Project Report

The goal of the Project staff is to submit a final report at the end of June, 1967. It may or may not be necessary and advisable to request an extension of the current contract beyond the presently-scheduled termination date of June 30, 1967 to complete Project work.

AL/bjg  
1/9/67

APPENDIX A

Report of Expenditures to Date--Project OE6-2921

APPENDIX A

Report of Expenditures to Date--Project OE6-2921

December 1, 1966

A Nationwide Study of the Administration  
of Vocational-Technical Education  
at the State Level\*

1. Personnel:

a. Salaries .....	\$95,990.76
b. Benefits .....	7,964.43
c. Consultants .....	19,789.56
2. Supplies and Materials .....	9,055.56
3. Services .....	2,101.01
4. Rental of Space .....	6,163.07
5. Equipment .....	10,977.30
6. Travel .....	<u>44,693.49</u>
Total Expenditures .....	<u><u>\$196,735.18</u></u>

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\* These figures are tentative as we are in the process of changing our accounting system from a program type budget to an object type budget at the request of the Accounting office of the University of California.

**APPENDIX B**

**Staff**

APPENDIX B

Staff

Professional Staff

<u>Name</u>	<u>Working Title</u>
1. Mr. Charles Achilles	Research Consultant
2. Dr. Boyd Applegarth	Assistant Director
3. Dr. Frank Bennett (80% time)	Research Consultant
4. Mr. Alfred Bunger	Research Consultant
5. Dr. H. M. Hamlin (50% time)	Research Consultant
6. Dr. Edward Holt	Research Consultant
7. Mrs. Patricia Lantz	Research Consultant
8. Dr. Allen Lee	Project Director
9. Dr. Edgar Morphet (25% time)	Associate Director
10. Dr. John Nasman	Research Consultant

APPENDIX B (cont.)

Professional Staff cont.

<u>Name</u>	<u>Working Title</u>
11. Miss Sara Pierce	Research Consultant
12. Dr. Paul Reiling	Research Consultant
13. Dr. John Ross	Research Consultant
14. Mr. Byron Stetler (33% time)	Research Consultant
15. Dr. Joseph Strobel	Research Consultant
16. Dr. J. Chester Swanson (33% time)	Project Coordinator
17. Dr. Phyllis Warren	Research Consultant

Short Term Consultants

1. Mr. M. A. Browning
2. Dr. Desmond Cook
3. Dr. James Ellingson
4. Dr. John Guy Fowlkes
5. Dr. Byron Hansford

APPENDIX B (cont.)

Short Term Consultants cont.

6. Dr. Robert O. Hatton
7. Dr. Arthur Hearn
8. Dr. Robert Heath
9. Mr. Howard Horner
10. Dr. Frank Jacobs
11. Dr. Bert Kersh
12. Dr. Owen Kiernan
13. Mr. Ernest Kramer
14. Dr. Phillip Lambert
15. Dr. James Lipham
16. Dr. William G. Loomis
17. Mr. Duane Mattheis
18. Dr. Truman Pierce
19. Dr. Henry TenPas

APPENDIX B (cont.)

Nonprofessional Staff

<u>Name</u>	<u>Title</u>
1. Miss Elizabeth Cone	Secretary
2. Mrs. Joyce Cordi	Sec-Steno
3. Miss Bonnie Graham	Sec-Steno
4. Mrs. Margaret Hall	Editor
5. Mrs. Beverly McCaskey	Secretary
6. Mrs. Laura Sellars	Adm. Assistant
7. Mrs. Lou Tabatabaian	Sr. Typist Clerk

APPENDIX C

National Advisory Committees

APPENDIX C

National Advisory Committees

1. State Directors of Vocational Education

a. Member

J. R. Cullison	Walter Markham
C. L. Greiber	Cecil Stanley
Everett P. Hilton	Robert Winger

b. Alternates

John A. Beaumont	Joseph Murphy
J. D. Ingram	Mark Nichols
Ernest Kramer	Byrl Shoemaker
	John W. Struck

2. Chief State School Officers

Byron W. Hansford	Leon P. Minear
Owen B. Kiernan	Jack P. Nix
Duane J. Mattheis	
(Others to be appointed)	

APPENDIX D

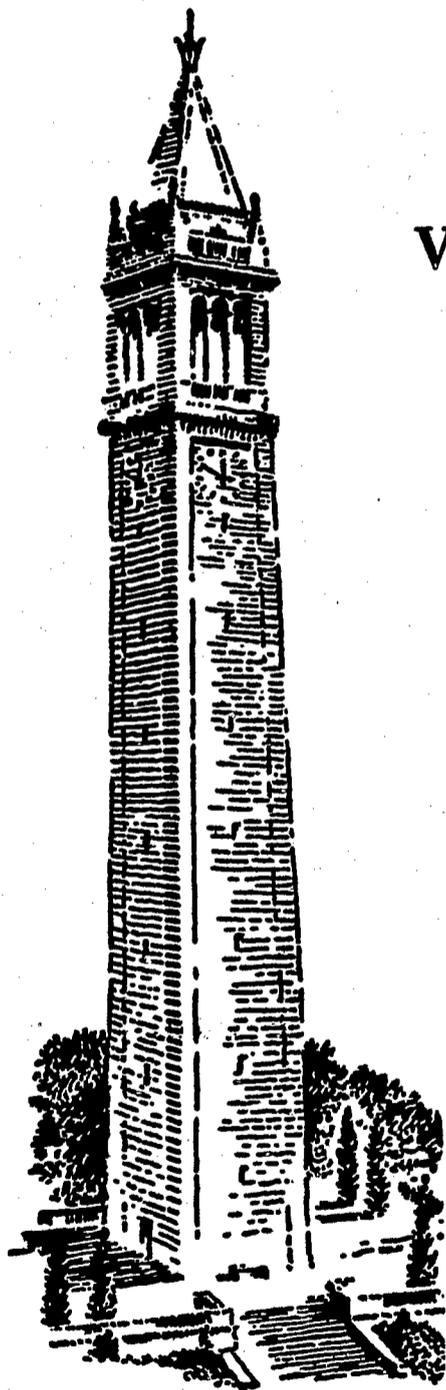
Program of the Workshop: Development of a Format and Criteria  
for Self-Analysis by State Divisions of Vocational Education  
July 13-15, 1966

APPENDIX D

R/D  
*Program*

Vocational-Technical Education

University of California  
Berkeley



**WORKSHOP:**

*Development of a Format and  
Criteria for Self-Analysis by  
State Divisions  
of Vocational Education*

July 13-15, 1966  
(Registration, July 12)

**President of the University**

**Clark Kerr**

**Chairman of the Board of Regents**

**Theodore Meyer**

**Chancellor of the Berkeley Campus**

**Roger W. Heyns**

**Dean of the School of Education**

**Theodore L. Reller**

**Research and Development in State Level  
Administration of Vocational-Technical  
Education in the Fifty States**

***Coordinator* ..... J. Chester Swanson**

***Director* ..... Allen Lee**

***Associate Director* ..... Edgar L. Morphet**

# WORKSHOP

Development of a Format  
and Criteria for Self-Analysis

By State Divisions  
of Vocational Education

July 13-15, 1966

University of California, Berkeley

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**This Workshop (to develop a Format and Criteria for State Divisions of Vocational Education to utilize in self-analysis) is *part* of the University's program\* of research and development in the field of vocational-technical education.**

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**\* With support from the Office of Education, United States Department of Health, Education and Welfare.**

## **Registration**

**Workshop:** Stephens Lounge, 2nd floor  
of Student Union Building,  
beginning at 1:00 p.m. July 12

**Housing:** 2650 Durant Avenue,  
Administration Office  
beginning at 1:00 p.m.  
July 12

**WEDNESDAY, JULY 13—MORNING**

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- 7:15** Breakfast\*
- 8:00** **REGISTRATION** Stephens Lounge
- 9:00** **OPENING SESSION** East Pauley Ballroom  
*Welcome:* Dean Theodore L. Reller  
*Greetings:* Wesley P. Smith
- 9:30** **Vocational Education and the  
Future Needs of Society**  
Edgar L. Morphet
- 9:50** **Evaluation of Educational Programs**  
Russell A. Wood
- 10:10** Coffee
- 10:40** **Rationale and Description of Research  
and Developmental Activity**  
Allen Lee
- 11:30** **Focus: Development of a Format and  
Criteria for Self-Analysis**  
James B. Ellingson
- 12:00** Lunch\*

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\* All workshop participants and their families may utilize the cafeteria facilities at 2650 Durant Avenue.



**THURSDAY, JULY 14—MORNING**

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**7:15 Breakfast**

**9:00 A Look at Communication in State Educational Agencies** **East Pauley Ballroom**  
**Fred P. Wilhelms**

**10:00 Coffee**

**10:30 Small Group Sessions**

**GROUP I** **East Pauley Ballroom**  
**John Beaumont, Discussion Leader**  
**Patricia Lantz, Assistant**

**GROUP II** **Douglas Fir Room**  
**Norman Hyatt, Discussion Leader**  
**John Nasman, Assistant**

**GROUP III** **Madrone East**  
**Carl Lamar, Discussion Leader**  
**Paul Reiling, Assistant**

**GROUP IV** **Madrone West**  
**William Loomis, Discussion Leader**  
**John Ross, Assistant**

**12:00 Lunch**

**THURSDAY, JULY 14—AFTERNOON**

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- 
- 1:30**     **Staffing and Directing State Educational Agencies**     **East Pauley Ballroom**  
M. A. Browning
- 2:30**     **Small Group Sessions**
- GROUP I**     **East Pauley Ballroom**  
John Beaumont, Discussion Leader  
Patricia Lantz, Assistant
- GROUP II**     **Douglas Fir Room**  
Norman Hyatt, Discussion Leader  
John Nasman, Assistant
- GROUP III**     **Madrone East**  
Carl Lamar, Discussion Leader  
Paul Reiling, Assistant
- GROUP IV**     **Madrone West**  
William Loomis, Discussion Leader  
John Ross, Assistant
- 3:30**     **Coffee**
- 3:45**     **Continuation of Small Group Sessions**
- 4:30**     **Workshop Planning Committee**     **Tilden Room**

**FRIDAY, JULY 15—MORNING**

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**7:15 Breakfast**

**9:00 A Look at Planning in State Educational Agencies** **East Pauley Ballroom**  
**Ernest G. Kramer**

**10:00 Coffee**

**10:30 Small Group Sessions**

**GROUP I** **East Pauley Ballroom**  
**John Beaumont, Discussion Leader**  
**Patricia Lantz, Assistant**

**GROUP II** **Douglas Fir Room**  
**Norman Hyatt, Discussion Leader**  
**John Nasman, Assistant**

**GROUP III** **Madrone East**  
**Carl Lamar, Discussion Leader**  
**Paul Reiling, Assistant**

**GROUP IV** **Madrone West**  
**William Loomis, Discussion Leader**  
**John Ross, Assistant**

**12:00 Lunch**

**Note: Throughout the Workshop the Tilden Room and the Terrace of the Student Union (5th floor) will be available for use of participants for meditation.**

**FRIDAY, JULY 15—AFTERNOON**

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**1:30 Small Group Sessions**

**GROUP I East Pauley Ballroom**

**John Beaumont, Discussion Leader  
Patricia Lantz, Assistant**

**GROUP II Douglas Fir Room**

**Norman Hyatt, Discussion Leader  
John Nasman, Assistant**

**GROUP III Madrone East**

**Carl Lamar, Discussion Leader  
Paul Reiling, Assistant**

**GROUP IV Madrone West**

**William Loomis, Discussion Leader  
John Ross, Assistant**

**3:15 Coffee**

**3:30 Observations and Summary East Pauley Ballroom**

**John Beaumont  
Norman Hyatt  
Carl Lamar  
William Loomis  
Allen Lee**

**5:00 Adjournment**

**This ends the Workshop proper; however, the Workshop Planning Committee and the National Advisory Committee will meet Saturday morning.**

**SOME OF YOUR WORKSHOP LEADERS, DISCUSSANTS  
AND SPEAKERS**

- |                           |   |
|---------------------------|---|
| <b>Walter M. Arnold</b>   | <b>Assistant Commissioner for Vocational-Technical Education, Office of Education</b> |
| <b>John A. Beaumont</b>   | <b>State Director of Vocational Education, Illinois</b>                               |
| <b>M. A. Browning</b>     | <b>State Director of Vocational Education, Texas</b>                                  |
| <b>James B. Ellingson</b> | <b>State Director of Secondary Education and Coordinator, ESEA Title III, Oregon</b>  |
| <b>Arthur C. Hearn</b>    | <b>Professor of Education, University of Oregon</b>                                   |
| <b>Freeman Holmer</b>     | <b>State Director of Finance and Administration, Oregon</b>                           |
| <b>Howard F. Horner</b>   | <b>Deputy Superintendent, David Douglas School District, Portland, Oregon</b>         |
| <b>Norman F. Hyatt</b>    | <b>Director, Research Coordinating Unit, Utah</b>                                     |
| <b>Ernest G. Kramer</b>   | <b>State Director of Vocational Education, Washington</b>                             |
| <b>Carl Lamar</b>         | <b>Director, Research Coordinating Unit, Kentucky</b>                                 |
| <b>Allen Lee</b>          | <b>Research Educator, University of California, Berkeley</b>                          |
| <b>William G. Loomis</b>  | <b>State Director of Vocational Education, Oregon</b>                                 |
| <b>Walter J. Markham</b>  | <b>State Director of Vocational Education, Massachusetts</b>                          |
| <b>Thaine McCormick</b>   | <b>Regional Office of Education, Kansas City, Missouri</b>                            |
| <b>Edgar L. Morphet</b>   | <b>Professor of Education, Emeritus, University of California, Berkeley</b>           |
| <b>Theodore L. Reller</b> | <b>Dean, School of Education, University of California, Berkeley</b>                  |

<b>Wesley P. Smith</b>	<b>State Director of Vocational Education, California</b>
<b>J. Chester Swanson</b>	<b>Professor of Education, University of California, Berkeley</b>
<b>Henry TenPas</b>	<b>Head, Agricultural Education, Oregon State University</b>
<b>Fred P. Wilhelms</b>	<b>Associate Executive Secretary, National Associa- tion of Secondary School Principals</b>
<b>Russell A. Wood</b>	<b>Deputy Assistant Commissioner for Program Planning, Office of Education</b>

**NATIONAL ADVISORY COMMITTEE  
FOR  
RESEARCH AND DEVELOPMENT IN STATE LEVEL  
ADMINISTRATION OF VOCATIONAL-TECHNICAL  
EDUCATION IN THE FIFTY STATES**

**MEMBERS**

**M. A. Browning  
J. R. Cullison  
C. L. Greiber  
Everett P. Hilton**

**Walter Markham  
Cecil Stanley  
Robert Winger**

**ALTERNATES**

**John A. Beaumont  
J. D. Ingram  
Ernest Kramer  
Joseph Murphy**

**Mark Nichols  
Byrl Shoemaker  
John W. Struck**

**WORKSHOP PLANNING COMMITTEE**

**James B. Ellingson  
Arthur C. Hearn  
Howard F. Horner**

**William G. Loomis  
Henry TenPas**

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**Research and Development Program  
for  
Vocational-Technical Education**

**Sub Units of Current Activity**

- 1. Current Status Survey**
- 2. Perceptions and Conceptual Ideals**
- 3. Analysis of Positions**
- 4. Documentation of PERT**
- 5. Financial Aspects**
- 6. FORMAT AND CRITERIA FOR SELF-ANALYSIS**
- 7. Bridges and Obstacles Between General  
and Vocational Education**
- 8. Policies and Their Formulation**
- 9. Developmental Activities**

APPENDIX E

Preliminary Outline of Format and Criteria for Self-Analysis

## APPENDIX E

### Preliminary Outline of Format and Criteria for Self-Analysis

The format and criteria are intended as guidelines to assist state divisions of vocational education evaluate their administrative organization and practices through self-analysis. By means of this self-analysis, state division staff members will be able to identify areas of strengths and weaknesses within the several components of administration.

It is hoped that through rigorous self-analysis state divisions will be encouraged to look objectively at their administrative practices.

The criteria will be so formulated as to be generally applicable to all state divisions, recognizing that there can be no single ideal pattern of administration acceptable to all states.

A tentative outline of the proposed format and criteria for self-analysis is given below:

#### PART ONE

- I. Introduction-Principles and Objectives of Evaluation of State Divisions of Vocational Education
- II. The Self-Evaluation
  - A. Preliminary Study
  - B. Statement of Policies
  - C. The Self-Evaluative Procedure
  - D. Explanation of Symbols and Their Use
  - E. Definition of Terms
- III. The Visiting Committee
  - A. Selection of the Committee
  - B. The Visit
- IV. Suggestions for Follow-up

APPENDIX E (cont.)

PART TWO

The Self-Evaluation

- I. Philosophy and Objectives
  - A. Statement of Philosophy
    - 1. Guiding Principles
    - 2. Division's Own Statement of Objectives
  - B. Statement of Objectives
    - 1. Basic Premises
    - 2. Division's Own Statement of Objectives
- II. Criteria for Self-Evaluation of Components of State Division Administration of Vocational-Technical Education
  - A. Policy Formulation
  - B. Financing
  - C. Promoting
  - D. Directing
  - E. Organizing
  - F. Staffing
  - G. Researching
  - H. Planning
  - I. Coordinating
  - J. Communicating
- III. Summary, Analysis and Implementation

APPENDIX F

Meeting of Directors of Research and Development Centers  
for Vocational-Technical Education

## APPENDIX F

### Meeting of Directors of Research and Development Centers

#### Participants:

- Harry G. Beard, Vocational-Technical Education Center,  
North Carolina State University, Raleigh
- Henry S. Brunner, Vocational-Technical Education Center,  
Ohio State University, Columbus
- A. R. Bungler, Program for Research and Development in  
Vocational-Technical Education, University of California,  
Berkeley
- John K. Coster, Director, Vocational-Technical Education  
Center, North Carolina State University, Raleigh
- Norman F. Dufty, University of Wisconsin Center for  
Technical Education, and Assistant Principal, Western  
Australian Institute of Technology
- H. M. Hamlin, Program for Research and Development in  
Vocational-Technical Education, University of California,  
Berkeley
- E. E. Holt, Program for Research and Development in  
Vocational-Technical Education, University of California,  
Berkeley
- Allen Lee, Director, Program for Research and Development  
in Vocational-Technical Education, University of California,  
Berkeley
- Bernard Michael, Program Evaluation Office, Bureau of  
Adult and Vocational Education, Office of Education,  
Department of Health, Education and Welfare
- Wesley P. Smith, State Director of Vocational Education,  
State of California
- Joseph R. Strobel, Program for Research and Development  
in Vocational-Technical Education, University of  
California, Berkeley

APPENDIX F (cont.)

J. Chester Swanson, Coordinator, Program for Research and Development in Vocational Education, University of California, Berkeley

Robert E. Taylor, Director, Vocational-Technical Education Center, Ohio State University, Columbus

Robert M. Worthington, State Director of Vocational Education, State of New Jersey

September 26, 1966:

The meeting was called to order at 8:30 a.m. by Allen Lee, who welcomed the group and made formal introductions of persons attending the meeting.

The Directors of the Centers at North Carolina State University, The Ohio State University, and the Director of the Program at the University of California (Berkeley) presented an overview of the major focus of research and development on evaluation being conducted in each Center.

Dr. Robert Taylor characterized as follows the guidelines and direction Ohio State University is pursuing in research and evaluation:

1. States need to be highly concerned with evaluation.
2. States are logical units for evaluation.
3. Evaluation could be divisible, but at some point the whole state program needs to be looked at from a management concept.
4. The emphasis is on self-evaluation.
5. The key and critical types of variables should be identified.
6. There is a plan to evolve a structure that could be built into state level decision-making and programming.

## APPENDIX F (cont.)

7. Already perfected instruments will be used to the largest extent possible.
8. A large problem is organizing, structuring, and summarizing of the evaluation so that it will have meaning.
9. The plan focuses on developing a model for realistic evaluation of state programs of vocational and technical education.

Dr. John Coster from the North Carolina State Center outlined their work in evaluation as follows:

1. The major focus is evaluation at the local level.
2. Evaluation is approached from four different directions.
  - a. Social values approach
  - b. Multi-disciplinary approach
  - c. Evaluation of experimental programs of occupational education
  - d. Developing of achievement measures in trade and industrial education.

Dr. Lee, Director of the Program for Research and Development in Vocational-Technical Education, University of California (Berkeley), outlined the Program's present major emphasis, as follows:

1. This is a nationwide study (50 states) of the administration of vocational-technical education at the state level and is concerned with both research and development. The program is currently divided into sub-units, including:
  - a. Current Status of administration in each of the 50 state divisions of vocational education ("Administration" includes policy, financing, organization, staffing, planning, promotion, direction, communication, coordination, and research activities)

## APPENDIX F (cont.)

- b. Identification of the perceptions of a wide variety of persons in each state with regard to:
    - (1) What is, and
    - (2) What should be in the administration of vocational education
  - c. Policies and the policy-making process in a state division of vocational education
  - d. Analysis of job descriptions, responsibilities, and activities of the professional staff of a state division of vocational education
  - e. Format and Criteria for Self-Analysis (by state divisions of vocational education)
  - f. Bridges and Obstacles between general and vocational education, the state agency and local schools, the state and Federal agencies, and between the state agency and higher education
  - g. Finance policies of the state divisions of vocational education and returns to the public for dollars invested in state staff
  - h. PERT (Program Evaluation and Review Techniques)
  - i. Developmental activities.
2. The central focus is upon the administration of the 50 individual state divisions of vocational education. Incidental attention is given to vocational-technical programs in secondary schools, area schools and community colleges, and higher education--insofar as these reflect the influence (or lack of influence) of the state divisions of vocational education.
3. The basic premise is that identification and use of better patterns of administration on the state level will result in better vocational-technical programs.

## APPENDIX F (cont.)

Dr. Wesley Smith, Director of Vocational Education, California, commented on the difficulties encountered in this Division because of lack of time to go beyond the operational aspects of the job. He commented that one of the greatest needs of the Division is to analyze what our job is in line with the needs of the times and the future. No longer do operating practitioners have time, energy, and competence to concern themselves with activities other than day-to-day operation because the program in vocational education has become so sophisticated, elusive, and demanding that it takes a different breed and a new approach to make the analyses we formerly made. He suggested the need for study of the entire operation of vocational education in California to find guidelines for the next twenty years. California receives \$13,000,000 per year for vocational education and could use \$300,000 during the next period of years to find out what kind of job needs to be done. California has taken a year in getting ready, believing this would result in a better start on the projected date of January 1, 1967.

Dr. Smith also indicated difficulty in funneling research findings to the people who might use them. He asked: (1) "Are conscientious efforts and energy given to the ways in which information is to be accumulated?" and (2) "How is information to reach us in usable form so it can be absorbed and will influence operation?" He considered these to be the greatest problems as he attempts to give direction to vocational education in the state. Also mentioned were the continual requests for information to which he finds little or no time to respond. His only recourse is to give the request to someone else and hope that enough time and thoughtful preparation are given to it. He believes that many of these requests are being returned on the basis of quick judgments and after a minimum of effort. If a study is to adequately tap front-line thinking, a way must be found to secure reactions from this level. Nothing better can come out of a study than what goes into it. In the past, he had been quick to volunteer California as a pilot state for various studies, but because of the pressure of time, additional responsibilities, and the shortage of first-line staff, he has misgivings about any further involvement. He insisted that studies be valid and worthwhile before valuable time, effort, and staff involvement are requested of state divisions. He opposed using the

## APPENDIX F (cont.)

RCU for providing others with data or conducting research. He favored using the RCU to define critical problem areas and promote the coordination of research.

Dr. Robert Worthington, Director of Vocational Education, New Jersey, added that he, too, was sympathetic to research efforts, but an impossible number of questionnaires come across his desk. Often they involve a great number of people and pose some fairly personal questions that possibly should not be asked or which may cause problems. New Jersey is very eager to cooperate, but there is a need to establish better working relationships and to coordinate visits.

Bernard Michael presented two questions: (1) "How can all the research be accommodated and be put to use?" and (2) "How can the states handle the large volume of research?" He thought that much effort would be expended at the Office of Education in answering these questions. Everyone is sympathetic, but these problems need to be faced. Much work needs to be done to utilize all the information resulting from research. A few years ago when the need for information on scientific research and manpower initially involved tremendous data gathering efforts, industrial and business firms were deluged with questionnaires requesting data. With the present research and data collection efforts in education concentrating heavily on a smaller group of fifty state agencies, the problem for these agencies is becoming overwhelming.

Dr. Lee pointed out that the primary purpose of this meeting is to further coordinate projects and efforts among the Centers. After a discussion among the participants, the following agenda was agreed upon:

1. Explore and discuss evaluation efforts at the national level
2. Probe evaluation of:
  - a. North Carolina State University, Raleigh
  - b. Ohio State University, Columbus
  - c. University of California, Berkeley

## APPENDIX F (cont.)

- d. The Compact Among the States
  - e. Others
3. Discuss means of getting and applying acceptable criteria for evaluation
  4. Discuss means for attaining respectable research methodology
  5. How can we avoid undesirable duplication and complement one another's efforts?
  6. What are desirable relationships with the 44 RCU's?
  7. Who can do what most effectively and efficiently?
  8. How can our efforts result in an impact on the operational programs of vocational-technical programs?
  9. How can our activities be made to provide practical assistance to vocational-technical education?

Mr. Michael commented upon the evaluation of vocational-technical education. He pointed out that the evaluation required by the Vocational Act of 1963 each five years is separate from evaluation activities planned by the U.S. Office. The ad hoc evaluation council will be non-government in membership and have its own staff. The Office of Education (HEW) personnel will, however, assist the Advisory Review Council (as it is referred to in PL 88-210) in any way possible. He also noted that the U.S. Office is endeavoring to improve, simplify, and mechanize reporting of statistical information.

Dr. Coster reported on evaluation projects at North Carolina State. Attention there is directed toward broad evaluation. An instrument for the development of evaluative procedures has been developed. Dr. Coster read portions of the instrument covering ten areas to be tested. Evaluations will be made in areas within four Southern states.

## APPENDIX F (cont.)

Dr. Lee defined criteria briefly as standards on which decisions may be based. He indicated that in the University of California Project criteria will be suggested. If a criterion is deemed not to be appropriate for a given situation, the state staff concerned will be asked to define a criterion which is appropriate. An initial draft of a criteria for self-analysis by state divisions will be ready next month. Concepts of the discipline of management analysis are included, and standards are being suggested. State directors and staffs will then be contacted for their ideas and judgments. Collective judgments will be pooled in deciding the standards to be used.

Dr. Coster thought that one thing to look at is the testing of criteria, and another aspect is concern about different kinds of operational programs existing in schools. It appears that we need to look at programs in terms of dollar magnitude. Outcomes can take a number of forms-- "What do they do for productivity or the economy? What is the total return form vocational education?" Social and personal benefits are other concerns. There is some concern whether benefits can be examined broadly, relating them to vocational-technical education. A multi-disciplinary approach, using the tools of economics, sociology, anthropology, and other disciplines can be used to provide a broad, objective base. An attempt will be made to develop these tools at the North Carolina State Center. This is the second major thrust, starting in January, 1967.

Mr. Michael asked how much of the proposed procedure was conceptual in nature. Dr. Coster indicated he felt the economic aspects are fairly well delineated and that there would be less difficulty in studying these than some others. The thrust at the Center is to set up constructs, test them, and demonstrate a broader conceptual base for the evaluation of vocational education. Once the broad base is demonstrated, the Center has responsibility for devising operational procedures. They must be practical, if acceptance is to be gained.

Discussion at this point revolved around concerns about duplication of efforts and the continuance of combined data collecting. Dr. Coster indicated he was not concerned about duplication and felt that in the main the Centers were not really duplicating their efforts. He felt, however, that constant communication should take place to guard against occurrence of unnecessary duplication.

## APPENDIX F (cont.)

Dr. Hamlin spoke of the activities of the Compact Among the States and its move to Denver. He believes that the Compact would have an effect on vocational education. Thirty states are involved. When and if the Compact is fully funded, it will have an income of \$1,375,000 per year.

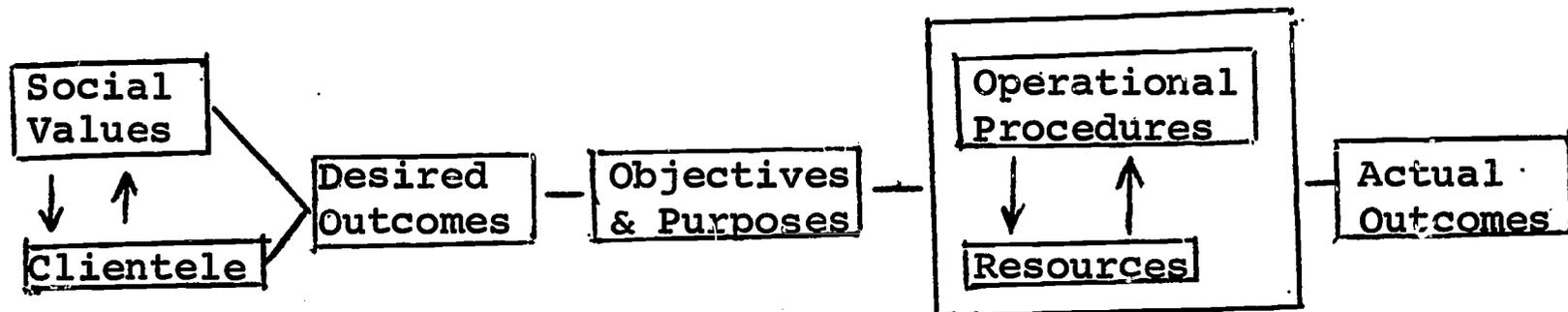
Dr. Lee suggested there would be merit in giving the Compact a briefing on our projects. Other groups suggested were: (1) The Great Cities Study (Don Brill); (2) Large Cities Project; (3) Regional Laboratories; (4) Carnegie National Assessment of Education; and (5) Education Research Information Center.

Dr. Hamlin voiced some cautions regarding the taking of time to do worthwhile and sensible evaluations. He mentioned concerns about methodology, whom to involve, and procedures to use. Also pointed out were the many complexities involved in the area of evaluation. Other ideas about evaluative criteria were:

1. Flexibility in evaluative criteria is needed. (Michael)
2. Purposes of education need to be decided upon before starting criteria. (Smith)
3. Evaluation should be accomplished in terms of behavioral aspects. (Taylor)
4. Identification of and agreement on objectives are necessary. (Lee)
5. Involvement of many people is needed. (Swanson)
6. Incompleteness of research must be guarded against. (Swanson)
7. There is need to guard against just one method of evaluating vocational education--many concepts of evaluation are needed. (Hamlin)
8. Vocational centers could contribute to, but do not have authority nor desire to conduct the national evaluation. (Taylor)

## APPENDIX F (cont.)

1. Purpose
2. Procedures
3. Resources
4. Outcomes



The aim is to determine how closely actual outcomes parallel desired outcomes. Desired outcomes are in constant flux.

Comments on the process of program appraisal as diagrammatically represented were as follows:

1. The most important step in the process is omitted. How adequate are the processes by which those responsible for policy translate social values and the needs of the clientele into policies that will accomplish the rest of the process? (Hamlin)
2. Many people know about the process but know little about the other. (Lee)
3. People are forced into operational procedures and should be involved in the other steps. Too often they are not. (Lee)

Dr. Harry Beard commented that all Centers should develop and follow an evaluative procedure. There is a need to evaluate each Center's own work and a need for two or three ways of evaluating.

APPENDIX F (cont.)

9. Lay, professional, other persons from several disciplines, and vocational educators should be involved in developing acceptable evaluative criteria. (Lee)
10. After involving many people, there is a need for a representative jury to judge and select criteria to be used. (Strobel)
11. Evaluative procedures should be required in all project proposals. (Smith)

Dr. Lee summarized the group consensus. All seemed to agree that the University centers should be concerned with developing designs and procedures for evaluation, but there were differences of thinking regarding who should conduct evaluations.

The meeting was recessed at 3:30 p.m. until the morning of September 27.

September 27, 1966:

The meeting reconvened at 8:30 a.m. with the following persons in attendance:

Harry G. Beard  
Henry S. Brunner  
A. R. Bunger  
John K. Coster  
Norman F. Dufty  
H. M. Hamlin  
Allen Lee  
Bernard Michael  
Robert Taylor  
Robert Worthington

After a brief summary of the previous day's proceedings, Dr. Lee called upon Dr. Coster to present a concept for the appraisal of programs that has been suggested by Chester Harris, Editor of the Journal of Educational Research, as follows:

APPENDIX F (cont.)

Dr. Taylor indicated that a systematic approach requires that schedules be meshed so that all operations are finished at approximately the same time.

Avoidance of duplication was again brought up, and it was suggested by Dr. Taylor that the Centers meet to discuss details. Dr. Lee requested invitations for a meeting, and both Ohio State and North Carolina State volunteered as hosts. Dr. Lee suggested periodic meetings of the personnel from the three Centers.

Dr. Lee mentioned the possibility of contacting Wendell Pierce of the Compact of States. Dr. Taylor agreed to contact Dr. Pierce and was instructed to suggest November 21 and 22 as possible meeting dates.

Dr. Lee suggested discussion of RCU relationships to the Centers. Dr. Taylor stated Ohio State is helping in the acquisition of ERIC materials. Dr. Coster suggested the RCU personnel should be invited to visit the Centers to establish mutual cooperation and communication.

Dr. Lee thanked the group for their attendance and participation. The meeting was adjourned at 11:00 a.m.

APPENDIX G

Sample Letter of Instructions for State Data  
Collection Visit

APPENDIX G

Sample Letter of Instructions for State Data Collection Visit

December 6, 1966

Mr. Fred W. Eberle, Director  
Division of Vocational Education  
Department of Education  
Charleston, West Virginia 25305

Dear Fred:

This letter is in response to your discussion of this date (December 6) with Al Bunger regarding our anticipated meeting with you and some of your staff.

Our research project is focused upon each one of the fifty state divisions of vocational-technical education. We believe that these state agencies are vitally essential to education generally and they will have an increasingly important role to play between local schools and the federal government.

Our research and development activities are divided into six areas or divisions:

1. Current Status Survey--this involves identification of the kind of administration currently in existence in each individual state division of vocational education, including such factors as policy and policy formulation, organization, planning, staffing, directing, coordinating, and researching activities.
2. Identification and measurement of perceptions of a variety of persons--here we try to look through the eyes of many different people in the state in order to visualize what they see as they look at the administration of the state agency and also what they would like to see under ideal circumstances.

APPENDIX G (cont.)

Mr. Fred W. Eberle

December 6, 1966

3. Professional Job Analyses--here we are collecting written job descriptions of professional staff and making arrangements to diary the activities of a few selected individuals.
4. Bridges and Obstacles--this activity is designed to identify the bridges and obstacles between vocational and general education, between the state agency and higher education and between the state agency and the federal government.
5. Finance--this activity is concerned with the identification and analysis of tax funds expended for state level activities and reimbursement policies.
6. Policy Formulation Process--in this activity we are identifying policies and the policy formulation process.

We gather information for the several activities listed above through the accumulation of written materials, group and individual interviews. A major part of this work has already been completed in seventeen states, and many others are scheduled. The vast amount of information being accumulated is primarily being used to help us in the development of a format and criteria instrument which will be made available for state divisions of vocational education to utilize as a guide in self-analysis at their option.

We believe the process of self-analysis to be potentially most fruitful in achieving development and improvement generally, so far as the administration of vocational education at the state level is concerned.

We have previously mentioned the definite possibility that some of our findings may be utilized by the recently appointed national committee of which Mike Hunt of New Mexico is a member, and which is charged

APPENDIX G (cont.)

Mr. Fred W. Eberle

December 6, 1966

with reporting to the Congress and the administration regarding the status of vocational education nationally.

Ultimately, we will supply each individual state with a summation of the information gathered in that state. We will also supply the Office of Education (HEW) with a national report. The national report, however, will not identify states or individuals.

Our basic purpose is not immediate evaluation, but rather to accumulate information to utilize as a basis for devising the format and criteria instrument for self-analysis, as mentioned above. The state director of vocational education will have sole prerogative to determine the disposition of the report for his state.

Although we interview many individuals in each state, we assign numbers in place of names of individuals in order that the identity of the individual respondents will be kept confidential so far as their responses are concerned.

We have been extremely pleased with the reception which we have received in seventeen states to date. These include Wyoming, Utah, Nevada, Maine, Vermont, Massachusetts, Nebraska, Ohio, Indiana, Kentucky, Colorado, New Mexico and Oregon.

For your general information, enclosed is a copy of the typical letter which we send to each state. This will answer some of the additional questions which you may have.

Our understanding is that you and your staff have discussions this week and then suggest a date for the meeting described in the enclosure. As soon as we hear from you, we will send you a letter of confirmation, etc. I hope you can suggest a date in January or early February. Our intent is to work very closely with the state division of vocational education in each state since we think this involvement is essential.

Please let us know if we can answer any additional questions or be of any assistance to you. We look forward to working with you.

Best wishes,

Allen Lee  
Director

APPENDIX G (cont.)

Dear

This letter is a follow-up to our recent discussion concerning a meeting to be held in on in connection with our national study of the state level administration of vocational-technical education.

We are suggesting you invite a group of persons such as those listed below to be present for one day ( ). This day will include general orientation and explanation of our research and development activity, written responses to various questions in areas which we have previously discussed with you, a presentation concerning philosophy and the nature of the process of change in education and some large group discussion (note Enclosure).

At a later date, we will contact you to discuss a schedule for individual interviews with a limited number of persons, mostly located in .

We request that you issue invitations on your own and our behalf to such persons as the following to participate on .

1. The Superintendent of Public Instruction
2. State Director of Vocational Education
3. The Chiefs of the various vocational services
4. Three or four representatives from the Department of Public Instruction, such as the assistant superintendents or directors of various areas
5. State Director of Guidance
6. State Director of Vocational Rehabilitation
7. Two or more members of the State Board for Vocational Education
8. The members of your State Advisory Council
9. State Finance Officer
10. The person with responsibility for coordinating research in Vocational-Technical Education (RCU)
11. Two state senators (preferably from Education and/or Finance Committees of the State Legislature)
12. Two state representatives (preferably from Education and/or Finance Committees of the State Legislature)

APPENDIX G (cont.)

13. The President of the State Association of School Boards\*
14. The President of the State Association of School Superintendents of Administrators\*
15. The President of the State Association of Secondary School Principals\*
16. Three local vocational directors\*\*
17. Three local vocational teachers\*\*
18. Three general education teachers\*\*
19. The Head of each vocational teacher training program (e.g., agriculture, trade and industrial education, etc.) from each major vocational teacher education institution
20. A representative of a private vocational school
21. Two persons representing Labor
22. Two persons representing Management.
23. Two persons representing Agriculture
24. Two persons representing area vocational schools
25. Two persons representing Community or Junior Colleges
26. The Director of the State Employment Service
27. The Director of the State Apprenticeship Council
28. Representation from the press (if you approve)
29. Representation from the Chamber of Commerce
30. Such others as you deem advisable

We count on your good judgment to insure random selection of representatives to avoid "stacking the cards," or skewing the results.

In addition to inviting the above persons, we should appreciate having you:

1. Arrange for a meeting place to accommodate the anticipated attendance.

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\* This person should be asked by you to select two additional persons from his Association; one from a rural area and one from an urban area. They will be asked to respond as individuals speaking for themselves, rather than for their Associations.

\*\* Preferably representing both rural and urban areas.

APPENDIX G (cont.)

(preferably the three small rooms should be in addition to the main meeting room). These small rooms should be equipped with tables or some other writing surface.

3. Arrange for the details of the luncheon for the entire group (preferably near the meeting place).
4. Contact us whenever you have any additional questions.

One of our staff will contact you on to review any last minute questions which you might have.

We have limited funds to cover such appropriate costs as lunch and coffee. We hope that most of the participants would be able to travel on some other budget; however, if some of these people have no other sources of reimbursement, we should provide travel funds for them. We prefer that the total budget supplied by us not exceed \$350.00. If you will give us an estimate of what you believe the total cost will be, we will make a firm commitment accordingly. What is your recommendation on this?

These suggestions represent our best judgment at this time. We will appreciate any comments or suggestions which you may have for revisions, deletions or additions. We look forward to seeing you.

Best wishes,

Allen Lee  
Director

AL:bjm  
12/6/66

Enclosure

APPENDIX G (cont.)

Enclosure

Tentative Agenda for

- 9:00 - 9:30 --- Registration--Local arrangements
- 9:30 - 9:45 --- Opening remarks, greetings and explanations (your personnel)
- 9:45 - 10:20 --- Overview of Project (University of California personnel)
- 10:20 - 10:25 --- Sub-group assignments (University of California personnel)
- 10:25 - 10:45 --- Coffee
- 10:45 - 12:00 --- Sub-group meetings to answer questions (University of California personnel in charge)
- Lunch (Special activities, e.g., luncheon speakers, etc., if any are at the discretion of the State Director.)
- 1:30 - 3:30 --- Large group meeting to consider and discuss changes and pertinent questions related to Vocational-Technical Education (University of California personnel)
- 3:30 --- Summary or final comments (your personnel)

APPENDIX H

Statistical Report of Data Collection Visits

APPENDIX H

Statistical Report of Data Collection Visits

ALASKA

Place: Anchorage and Juneau

Schedule: Group Data Collected .... October 3, 1966  
Individual Interviews ... October 3, 4, 1966

Team: Patricia Lantz (Team Leader), Allen Lee,  
John Nasman

Participants:

A. Group Interview Instrument Respondents  
State Department of Education  
Personnel ..... 21  
Other Educators ..... 0  
Lay Personnel ..... 8  
Total 29

B. Individual Interviews  
State Department of Education  
Personnel ..... 1  
Lay Personnel ..... 4  
Total 5

ARIZONA

Place: Phoenix

Schedule: Group Data Collected .... November 1, 1966  
Individual Interviews ... November 2, 1966

Team: A. R. Bungler (Team Leader), Allen Lee,  
Edward Holt, John Nasman

Participants:

A. Group Interview Instrument Respondents  
State Department of Education ..... 15  
Other Educators ..... 20  
Lay Personnel ..... 18  
Total 53

B. Individual Interviews  
State Department of Education ..... 4  
Other State Officers (Empl. & Fin.) . 2  
Lay Personnel ..... 3  
Total 9

APPENDIX H (cont.)

COLORADO

Place: Denver (Olin Hotel)

Schedule: Group Data Collected .... September 20, 1966  
Individual Interviews ... to be completed at  
later date

Team: A. R. Bunger (Team Leader), Allen Lee,  
Patricia Lantz  
Other Staff Present: Sara Pierce, John  
Ross, Edgar Morphet, Joe Strobel, Byron  
Stetler

Participants: (Group Interview Instrument Respondents)  
State Department of Education Personnel. 17  
Other Educators ..... 27  
Lay Personnel ..... 12  
Total 56

CONNECTICUT

Place: Hartford

Schedule: Group Data Collected .... October 25, 1966  
Individual Interviews ... October 24, 25, 1966

Team: Edward Holt (Team Leader), Boyd Applegarth,  
Joseph Strobel

Participants:  
A. Group Interview Instrument Respondents  
State Department of Education  
Personnel ..... 20  
Other Educators ..... 10  
Lay Personnel ..... 16  
Total 46  
  
B. Individual Interviews  
State Department of Education  
Personnel ..... 8  
Lay Personnel ..... 2  
Total 10

APPENDIX H (cont.)

INDIANA

Place: Indianapolis

Schedule: Group Data Collected .... October 20, 1966  
Individual Interviews ... October 21, 1966

Team: Edward Holt (Team Leader), Joseph R. Strobel

Participants:

A. Group Interview Instrument Respondents  
State Department of Education  
Personnel ..... 13  
Other Educators ..... 28  
Lay Personnel ..... 3  
Total 44

B. Individual Interviews  
State Department of Education  
Personnel ..... 5  
Other Educators ..... 2  
Lay Personnel ..... 4  
Total 11

KENTUCKY

Place: Frankfort

Schedule: Group Data Collected .... September 7, 1966  
Individual Interviews ... to be completed at  
later date

Team: Edward Holt (Team Leader), Paul Reiling,  
Boyd Applegarth, Patricia Lantz

Participants: (Group Interview Instrument Respondents)  
State Department of Education Personnel. 15  
Other Educators ..... 28  
Lay Personnel ..... 11  
Total 54

APPENDIX H (cont.)

MAINE

Place: Augusta

Schedule: Group Data Collected .... August 15, 1966  
 Individual Interviews ... August 16, 1966

Team: A. R. Bunger (Team Leader), Allen Lee,  
 Charles Achilles, John Nasman, Edward Holt,  
 Paul Reiling

Participants:

A.	Group Interview Instrument Respondents	
	State Department of Education	
	Personnel .....	18
	Other Educators (College, Uni-	
	versity, Local Schools) .....	11
	Lay Personnel .....	<u>9</u>
		Total 38
B.	Individual Interviews	
	State Department of Education	
	Personnel .....	6
	Other Educators .....	0
	Lay Personnel .....	<u>4</u>
		Total 10

MASSACHUSETTS

Place: Boston and Andover

Schedule: Group Data Collected August 18, 1966  
 Individual Interviews August 19, 1966

Team: A. R. Bunger (Team Leader), Allen Lee,  
 Charles Achilles, Edward Holt, Paul Reiling,  
 John Nasman

Participants:

A.	Group Interview Instrument Respondents	
	State Department of Education	
	Personnel .....	20
	Other Educators .....	29
	Lay Personnel .....	<u>10</u>
		Total 59
B.	Individual Interviews	
	State Dept. of Education Personnel .	4
	Other Educators .....	0
	Lay Personnel .....	<u>4</u>
		Total 8

APPENDIX H (cont.)

NEBRASKA

Place: Frankfort

Schedule: Group Data Collected .... September 14, 1966  
Individual Interviews ... September 15, 1966

Team: Edward Holt (Team Leader), Allen Lee,  
A.R. Bungler, Sally Pierce, Patricia Lantz

Participants:

A.	Group Interview Instrument Respondents	
	State Department of Education	
	Personnel .....	10
	Other Educators .....	12
	Lay Personnel .....	6
		<u>28</u>
	Total	
B.	Individual Interviews	
	State Department of Education	
	Personnel .....	3
	State Finance Department .....	1
	Lay Personnel .....	2
		<u>6</u>
	Total	

APPENDIX H (cont.)

NEW HAMPSHIRE

Place: Concord

Schedule: Group Data Collected .... November 29, 1966  
Individual Interviews ... November 30, 1966

Team: Edward Holt (Team Leader), Joseph Strobel,  
Charles Achilles

Participants:

A.	Group Interview Instrument Respondents	
	State Department of Education	
	Personnel .....	21
	Other Educators .....	21
	Lay Personnel .....	<u>7</u>
	Total	49
B.	Individual Interviews	
	State Department of Education	
	Personnel .....	3
	Other Educators .....	2
	Lay Personnel .....	<u>4</u>
	Total	9

NEW JERSEY

Place: Trenton, Princeton

Schedule: Group Data Collected .... October 26, 1966  
Individual Interviews ... October 27, 1966

Team: Edward Holt (Team Leader), Boyd Applegarth,  
Joseph Strobel

Participants:

A.	Group Interview Instrument Respondents	
	State Department of Education	
	Personnel.....	23
	Other Educators .....	35
	Lay Personnel .....	<u>10</u>
	Total	68
B.	Individual Interviews	
	State Dept. of Education Personnel .	8
	Other Educators .....	2
	Lay Personnel .....	<u>4</u>
	Total	14

APPENDIX H (cont.)

NEW MEXICO

Place: Santa Fe

Schedule: Group Data Collected .... November 30, 1966  
Individual Interviews ... November 29, 1966

Team: A. R. Bunger (Team Leader), Boyd Applegarth

Participants:

A. Group Interview Instrument Respondents  
State Department of Education  
Personnel ..... 15  
Other Educators ..... 16  
Lay Personnel ..... 9  
Total 40

B. Individual Interviews  
State Department of Education  
Personnel ..... 4  
Other Educators ..... 1  
Lay Personnel ..... 2  
Total 7

OHIO

Place: Columbus (Southern Hotel)

Schedule: Group Data Collection ... September 20, 1966  
Individual Interviews ... to be completed at  
later date

Team: Edward Holt (Team Leader), Boyd Applegarth

Participants: (Group Interview Instrument Respondents)  
State Department of Education  
Personnel ..... 21  
Other Educators (college, uni-  
versity, local schools) ..... 33  
Lay Personnel ..... 14  
Total 68

APPENDIX H (cont.)

OREGON

Place: Salem

Schedule: Group Data Collected ... November 22, 1966  
 Individual Interviews ... to be completed at  
 later date

Team: Patricia Lantz (Team Leader), Boyd Applegarth,  
 A. R. Bunger

Participants: (Group Interview Instrument Respondents)  
 State Department of Education  
 Personnel ..... 15  
 Other Educators ..... 23  
 Lay Personnel ..... 14  
 Total 52

UTAH

Place: Salt Lake City

Schedule: Group Data Collected .... July 21, 1966  
 Individual Interviews ... August 23, 24, 25, 1966

Team: John Ross (Team Leader), Boyd Applegarth,  
 Paul Reiling, John Nasman

Participants:

A. Group Interview Instrument Respondents  
 State Department of Education  
 Personnel ..... 12  
 Other Educators (college, uni-  
 versity, local schools) ..... 14  
 Lay Personnel ..... 16  
 Total 42

B. Individual Interviews  
 Chief State School Officer ..... 1  
 State Director of Vocational  
 Education ..... 1  
 State Board of Education Members ... 2  
 State Advisory Committee for  
 Vocational Education Members ..... 2  
 State Legislators ..... 2  
 Total 8

APPENDIX H (cont.)

VERMONT

Place: Montpelier

Schedule: Group Data Collected .... August 17, 1966  
 Individual Interviews ... August 18, 1966

Team: John Nasman (Team Leader), Allen Lee, Paul Reiling, Charles Achilles

Participants:

A.	Group Interview Instrument Respondents	
	State Department of Educational	
	Personnel .....	10
	Other Educators .....	12
	Lay Personnel .....	<u>9</u>
	Total	31
B.	Individual Interviews	
	State Department of Education	
	Personnel .....	4
	Other Educators .....	1
	Lay Personnel .....	<u>4</u>
	Total	9

WYOMING

Place: Cheyenne

Schedule: Group Data Collected ... July 20, 1966  
 Individual Interviews .. to be collected at  
 later date

Team: Boyd Applegarth (Team Leader), Charles Achilles,  
 William Magnusson, A. R. Bunger

Participants: (Group Interview Instrument Respondents)

	State Department of Education	
	Personnel .....	16
	Other Educators (college, uni-	
	versity, local schools).....	16
	Lay Personnel .....	<u>12</u>
	Total	44

APPENDIX I

Classification of Participants in Data Collection  
and Respondent Categories for Data Analysis of Group  
Interview Guide

## APPENDIX I

### Classification of Participants in Data Collection and Respondent Categories for Data Analysis of Group Interview Guide

- 101. Office of Chief State School Officers
- 102. State Director--Vocational Education
- 103. Person in charge of general education program area(s) within State Department of Education
- 110-122. Person concerned with single education program area within SDVE
  - 111 Adult Education and Veterans
  - 112 Guidance
  - 113 Agriculture
  - 114 Business and Office
  - 115 Distributive Education
  - 116 Health Occupations
  - 117 Home Economics
  - 118 Industrial Arts
  - 119 T & I
  - 120 Tech. Programs
  - 121 Public Services
  - 122 MDTA
- 104. Person concerned with multiple education program areas within SDVE (other than State Director)
- 105. Person concerned with general education research--SDE (Design)
- 106. Person concerned with vocational rehabilitation
- 130. Person concerned with RCU
  - 131 In SDVE and/or SDE
  - 132 In higher education
- 200. Local school representatives (K-12)
  - 210 Board members
  - 220 Administrators other than Directors of Vocational Education
  - 230 Directors of Vocational Education
  - 240 Teachers in Vocational Education
  - 250 Teachers in General Education
- 300. Community and/or Junior Colleges
  - 310 Administrators
  - 320 Teachers in Vocational Education
  - 330 Teachers in General Education

APPENDIX I (cont.)

- 400. Area Vocational Schools
  - 410 Administrators
  - 420 Teachers
- 450. Representative from private vocational schools
- 500. Higher Education
  - 510 Vocational Education (only)
  - 520 Other
- 600. State Education Board Member
  - 610 Vocational Education (only)
  - 620 General Education (only)
  - 630 General and Vocational Education
- 710. State Vocational-Technical Advisory Committees
- 720. Analyst Responsible for SDVE Budget (not staff member of SDE or SDVE)
- 730. Legislators
- 741. Representative for employment security or civil service
- 742. Representative for State Apprenticeship Council
- 743. Chamber of Commerce (or other civic organization)
- 744. Representative from Labor organizations
- 745. Representative from Management
- 746. Representative from Agriculture
- 900. Other

APPENDIX J

List of Material Secured from Each State

## APPENDIX J

### List of Material Secured from Each State

(The Team Chairman has responsibility to determine which items are already on file in Berkeley in advance of a trip to a state. Insofar as possible, these materials should be picked up while the team is in the state, rather than just getting a promise to "mail later.")

1. State Directory of Educational Personnel for the current or the latest year available. (We are primarily interested in a listing of positions and personnel in the State Department of Education and the State Division of Vocational Education.)
2. State Plan for Vocational Education (most recent draft.)
3. A copy of the current organizational chart of the State Department of Education and also organizational chart for the State Division of Vocational Education (if separate from the State Department of Education.)
4. Report of Projected Program Activities for Vocational and Technical Education for all of the years available.
5. Job descriptions for professional staff members of the State Department of Education and also for the State Division of Vocational Education if these are separate. There may be several types of job descriptions in various locations. The following sources should be checked:
  - A. The Civil Service Agency Office for the State
  - B. The Personnel Officer in the State Department of Education
  - C. The Personnel Officer in the State Division of Vocational Education, if there is such an office separate from the State Department of Education
  - D. The State Director of Vocational Education
  - E. Head State Supervisors of the various services.

Some of the job descriptions will be very general in nature, and others may be quite specific. We need both types and for as many of the professional staff as possible.

APPENDIX J (cont.)

6. Copy of personnel policies for (1) the SDE, (2) the SDVE, and (3) the state in general (e.g., Civil Service.)
7. A copy of the Salary Schedule for (1) the State Department of Education and one for (2) the State Division of Vocational Education (if separate ones exist). Should get information for both "classified" and "unclassified" positions. (3) State colleges and universities.
8. Copies of the specific agreements covering reimbursement to teacher education institutions for the years 1962-63, and subsequently.
9. Copy of policies and any information pertaining to disbursement of funds to local schools (including secondary schools and post high school institutions) for vocational education programs.
10. Copy of school laws, may be limited to those pertaining to the operation of vocational-technical education in secondary and post high school institutions.
11. Copy of the current operating policies of the State Board of Education.
12. A copy of the operating policies of the State Board for Vocational Education (if separate from the State Board of Education).
13. A copy of each of the following reports for 1962-63 and for 1965-66 (if 1965 is not available, ascertain when it will be available):
  - A. OE-4041 --- Annual Descriptive Report of Program Activities for Vocational Education
  - B. OE-4042 --- Financial Statement of Federal Funds for Vocational Education
  - C. OE-4043 --- Expenditure of Funds for Vocational Education by Program
  - D. OE-4044 --- Expenditure of Funds for Vocational Education by Purpose
  - E. OE-4046 --- Number and Type of Schools Offering Vocational Education Programs

APPENDIX J (cont.)

- F. OE-4047-1 --- Number of Teachers in Vocational Education Programs
- G. OE-4047-2 --- Number of State Personnel and Local Administrators in Vocational Education
- H. OE-4047-3 --- Status of Teacher Training in Vocational Education
- I. OE-4048 --- Enrollments in Vocational Education Programs
- J. OE-4220 --- Project Status and Expenditures of Vocational Area School Construction
- K. OE-4221 --- Enrollment in Supporting Vocational Education Courses
- L. OE-4267 --- Status of Vocational Education Work-Study Program
- M. OE-4058 --- Reallotment of Vocational Education Funds, all titles, for Current Fiscal Year
- N. OE-4059 --- Estimated Balances and Funds Needed under the George-Barden Act allotments.....July 10
- O. OE-4045 --- Follow-up of Enrollees in Cooperative and Preparatory Vocational Education Programs...December 15
- P. OE-4057 --- New Developments and Estimate of State Enrollment in Vocational Education...December 15.

14. If there is (in the state) a report such as "Biennial or Annual Report of the State Board for Vocational Education," a copy should be obtained.

APPENDIX K

Samples of Operational Planning

1. Comparison of Plans for Sub-Units

(see following pages)

APPENDIX K (cont.)

1. Comparison of Plans for Sub-Units

	Percep- tions	Bridges & Obstacles	Finance	Current Status	Position Analysis	Format & Criteria	PERT
I. Prepare Statement of Design and FOCUS	AWT*	1.5	2.0	1.8	0.5	4.0	0.5
	ET*	3.0	10.0	6.0	8.0	2.0	8.0
	ECD*	6-25-66	9-8-66	9-9-66	10-7-66	10-12-66	10-1-66
II. Staff Review, Revision & Approval	AWT	0.1	0.1	0.1	0.2	0.1	0.1
	ET	0.6	0.1	1.0	3.2	0.1	4.0
	ECD	9-7-66	9-9-66	9-16-66	11-1-66	10-12-66	11-1-66
III. Prepare Initial Proposal of Data Needed	AWT	2.0	1.0	0.8	2.0	6.0	2.2
	ET	4.0	10.0	4.0	9.0	4.0	22.0
	ECD	8-31-66	9-8-66	9-16-66	10-14-66	6-15-66	9-9-66
IV. Staff Review, Revision & Approval	AWT	0.1	0.1	0.1	0.2	0.1	0.2
	ET	0.6	0.1	4.0	2.2	0.1	6.0
	ECD	10-21-66	9-9-66	10-10-66	11-1-66	6-15-66	11-1-66
V. Plan "Who, When, Where, How" of Data Collection	AWT	0.4	1.0	0.2	4.4	5.0	0.5
	ET	1.4	10.0	5.0	7.0	4.0	8.0
	ECD	10-14-66	9-8-66	10-21-66	10-21-66	6-15-66	9-15-66
VI. Staff Review, Revision & Approval	AWT	0.1	1.0	0.1	0.2	0.1	0.2
	ET	0.6	4.0	1.0	1.2	0.1	6.4
	ECD	10-21-66	10-7-66	10-26-66	11-1-66	6-15-66	11-1-66
VII. Plan Data Analysis	AWT	1.0	0.5	2.0	1.6	2.6	1.0
	ET	2.0	1.0	5.0	1.6	2.0	8.0
	ECD	10-28-66	10-31-66	10-25-66	10-25-66	7-15-66	9-15-66
VIII. Staff Review, Revision & Approval	AWT	0.1	0.1	0.1	0.2	0.1	0.1
	ET	0.6	0.1	2.0	1.0	0.2	6.4
	ECD	11-4-66	10-24-66	11-8-66	11-1-66	7-16-66	11-1-66
IX. Statement of Anti- cipated Outcomes	AWT	0.2	0.5	0.2	0.1	4.0	0.4
	ET	1.0	6.0	3.0	0.4	3.0	8.0
	ECD	10-14-66	10-28-66	11-1-66	10-26-66	8-10-66	10-1-66
X. Staff Review, Revision & Approval	AWT	0.1	0.1	0.1	0.2	0.1	0.2
	ET	0.6	0.1	1.0	0.8	0.1	4.0
	ECD	10-21-66	10-31-66	11-7-66	11-1-66	8-10-66	11-1-66

\* Key to initials: AWT, Actual Work Time; ET, Elapsed Time; ECD, Expected Completion Date

APPENDIX K (cont.)

		Percep- tions	Bridges & Obstacles	Finance	Current Status	Position Analysis	Format & Criteria	PERT
XI. Develop Plan or Format for Final Report	AWT	2.0	1.0	0.5	2.5	1.0	3.0	1.0
	ET	4.0	2.0	1.0	6.0	2.0	2.0	7.0
XII. Staff Review, Revision & Approval	ECD	12-16-66	10-31-66	11-4-66	11-18-66	11-15-66	8-10-66	11-21-66
	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.4
XIII. Develop Data Col- lecting Guidelines and Instrument	ET	2.0	0.6	0.1	2.0	0.6	0.1	2.0
	ECD	12-20-66	11-4-66	11-7-66	12-2-66	11-18-66	8-10-66	12-4-66
XIV. Staff Review, Revision & Approval	AWT	12.0	4.0	1.0	1.3	5.0	12.0	1.0
	ET	20.0	12.0	1.0	3.0	8.0	10.0	12.0
XV. Orient Teams to Administer Instrument	ECD	10-20-66	10-7-66	10-14-66	12-13-66	12-9-66	8-10-66	7-1-66
	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.2
XVI. Gather Data	ET	2.0	0.6	0.1	1.0	0.2	0.1	17.0
	ECD	10-31-66	10-11-66	10-17-66	12-21-66	12-12-66	8-10-66	11-1-66
XVII. Analyze Data	AWT	0.1	0.2	0.1	0.5	0.2	N.A.	N.A.
	ET	1.0	1.0	0.1	3.0	0.2	N.A.	N.A.
XVIII. Summarize Data	ECD	7-15-66	8-23-66	10-17-66	12-21-66	12-14-66	N.A.	N.A.
	AWT	20.0	15.0	14.0	28.4	6.0	28.8	6.0
XIX. Staff Review, Revision & Approval	ET	30.0	21.8	28.0	28.8	9.0	23.0	26.0
	ECD	1-30-67	1-31-67	1-13-67	2-21-67	2-15-67	4-3-67	1-31-67
XX. Draft of Sub-Unit Report	AWT	18.0	3.0	4.0	9.0	8.4	17.0	1.0
	ET	20.0	5.0	4.0	17.0	4.0	12.0	3.0
XXI. Staff Review, Revision & Approval	ECD	2-15-67	2-21-67	2-10-67	2-17-67	3-15-67	6-30-67	2-21-67
	AWT	8.0	2.0	2.0	3.0	1.0	4.0	0.5
XXII. Staff Review, Revision & Approval	ET	11.6	5.0	2.0	17.0	2.0	4.0	1.0
	ECD	4-25-67	3-15-67	2-24-67	2-17-67	3-29-67	6-30-67	3-1-67
XXIII. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.4	0.2	0.1	0.3
	ET	2.5	0.6	0.1	1.4	0.2	0.1	2.0
XXIV. Staff Review, Revision & Approval	ECD	4-28-67	3-20-67	2-27-67	2-28-67	3-30-67	6-30-67	3-15-67
	AWT	4.0	1.0	5.0	1.5	4.0	4.0	2.0
XXV. Staff Review, Revision & Approval	ET	6.0	1.8	5.0	2.4	4.0	4.0	4.0
	ECD	5-29-67	3-31-67	3-31-67	3-17-67	4-27-67	7-28-67	4-15-67
XXVI. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.2	0.2	7.0	0.6
	ET	2.0	0.6	0.1	1.2	0.2	4.0	2.0
XXVII. Staff Review, Revision & Approval	ECD	5-30-67	4-5-67	4-3-67	3-27-67	4-28-67	8-25-67	5-1-67

APPENDIX K (cont.)

2. Plan for Format and Criteria Sub-Unit

	Actual Work Time*	Time*	Expected Completion Date
I. Prepare Statement of Design and Focus	4.0	2.0	10-12-66
A. Read related literature		2.0	
B. Write design and focus statement.		2.0	
II. Staff Review, Revision and Approval of Item I.	0.1	0.1	10-12-66
III. Prepare Initial Proposal of Data Needed	6.0	4.0	6-15-66
A. Plan the first workshop		4.0	
B. Plan the budget		0.3	
IV. Staff Review, Revision and Approval of Item III.	0.1	0.1	6-15-66
V. Plan the "Who, When, Where, and How" of Data Collecting	5.0	4.0	6-15-66
A. Selecting the personnel to be involved		2.0	
B. Plan the first workshop		4.0	
C. Plan the travel and physical arrangements.		2.0	
VI. Staff Review, Revision and Approval of Item V.	0.1	0.1	6-15-66

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\* Weeks and tenths of weeks.

APPENDIX K (cont.)

		Actual Work Time*	Time*	Expected Completion Date
VII.	Plan for Analysis of Data.	2.6	2.0	7-15-66
VIII.	Staff Review, Revision and Approval of Item VII (Including Ad- visory Groups).	0.1	0.2	7-16-66
IX.	Prepare Statement of Anticipated Outcomes	4.0	3.0	8-10-66
X.	Staff Review, Revision and Approval of Item IX.	0.1	0.1	8-10-66
XI.	Plan for Final Report	3.0	2.0	8-10-66
	A. Determine format		1.0	
	B. Plan drafts		1.0	
XII.	Staff Review, Revision and Approval of Item XI.	0.1	0.1	8-10-66
XIII.	Develop Data Col- lecting Guidelines	12.0	10.0	8-10-66
XIV.	Staff Review, Revision and Approval of Item XIII.	0.1	0.1	8-10-66
XV.	Orient Teams to Admin- ister Instrument	N.A.	N.A.	N.A.
XVI.	Gather Data	28.8	23.0	4-3-67
	A. Conduct first workshop	0.8	1.0	7-15-66
	B. Completion of first tentative draft by committee and Dr. Bennett	16.0	12.0	1-15-67

\* Weeks and tenths of weeks.

APPENDIX K (cont.)

		Actual Work Time*	Time*	Expected Completion Date
	C. Completion of review of tentative draft by Dr. Lee's staff and any agency suggested by Dr. Lee (e.g. Ohio State)	2.0	2.0	1-31-67
	D. Completion of first revision	2.0	2.0	2-15-67
	E. Review of first revision by the National Advisory Committee	2.0	2.0	3-3-67
	F. Completion of second revision	6.0	4.0	4-3-67
	G. Plan the second workshop.	3.0	4.0	4-3-67
XVII.	Analyze Data (Field test of criteria.	17.0	12.0	6-30-67
XVIII.	Summarize Data (Third revision of criteria).	4.0	4.0	6-30-67
XIX.	Staff Review, Revision and Approval of Items XVII and XVIII.	0.1	0.1	6-30-67
XX.	Draft Sub-Unit Report.	4.0	4.0	7-28-67
XXI.	Staff Review, Revision and Approval of Item XX	7.0	4.0	8-25-67
	A. Second workshop		1.0	
	B. Approval by U.C. resident staff		1.0	

\* Weeks and tenths of weeks.

APPENDIX K (cont.)

	Actual Work Time*	Time*	Expected Completion Date
C. Approval by Oregon Advisory Committee		1.0	
D. Approval by C.S.S.O. Advisory Committee		1.0	
E. Approval by State Directors' Advisory Committee.		1.0	

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Note: Consistent with accepted policy, the approved copy of this outline will be initialed, dated, and kept in the central file.

\* Weeks and tenths of weeks.

APPENDIX L

Plan for Analysis of Data of Perceptions Sub-Unit

## APPENDIX L

### Plan for Analysis of Data of Perceptions Sub-Unit

A respondent sample in each state will be invited to react to a group instrument which consists of items descriptive of actual or ideal SDVE functions and activities. The group instrument was developed, and analysis will proceed, with general research questions in mind and certain plans for treatment of data.

#### 1. Research Questions:

##### a. General:

- 1) Is the SDVE seen primarily as an Inspection-Regulation agency or as a Leadership-Change agency?
- 2) What is--and what should be--the nature of the role of the SDVE as perceived by selected respondents?
  - (a) What are the respondents' perceptions of the SDVE role?
  - (b) What are the respondents' expectations for the SDVE role?
  - (c) How clear, definitive, and consistent are these perceptions and expectations?
  - (d) How do various sub-groups of respondents compare in the perceptions and expectations they hold?
- 3) Are there differences in the perceptions and expectations for the SDVE between and/or among groups of respondents?
- 4) What is--and what should be--the extent of involvement of other groups and agencies in the SDVE operation?

APPENDIX L (cont.)

- (1) Determine the frequency distribution of scores in the cluster
- (2) Determine the median interval (using the category that reaches or exceeds 50%) in the frequency distribution
- (3) Produce chi-square tables (2 x 6) for each item as indicated on Table I (see next page). Each such table will yield a "difficulty index" and a discrimination index in the form of a chi-square with five degrees of freedom. It will also allow each item to be compared with each cluster.
- (4) On the basis of these analyses, revised item clusters will be defined, and dichotomous scoring will be used for all respondents.
- (5) The reliability of each cluster will be determined by use of the Kuder-Richardson Formula Number 20

$$r = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{S^2} \right)$$

- (6) Using the categories of respondents selected as most relevant, both cluster-score and individual item summaries will be prepared. These summaries and comparisons will constitute pilot state and national report tables. These will then be revised and modified and a final data processing procedure will be specified.
- c. Applying the pilot-tested and revised procedures, Batch 1 (17 states) will be processed immediately to produce both state and national report tables.

These analyses will yield data for the "Perceptions" and "Bridges and Obstacles" sub-units.

APPENDIX L (cont.)

Table I  
Sample of x<sup>2</sup> Contingency Table used in Item Cluster Development

Section I Item 1	Cluster 1		Cluster 2		Cluster 3		Cluster 4		Cluster 5		Cluster 6		Cluster 7		Total
	High	Low													
I - 1															
1															
2															
3															
4															
5															
Blank															
Total															
X <sup>2</sup>															
I - 2															
1															
1															
2															
3															
4															
5															
Blank															
Total															
X <sup>2</sup>															

ETC.

APPENDIX L (cont.)

3. Data Analysis--A variety of procedures for data analysis will be used

a. Non-parametric

- 1) The non-parametric chi-square test can be used to indicate items which appear significant in that there is discrimination between the is and the should dimensions, and to indicate items which appear significant in that there is a difference between respondent groups on is items or on should items.
- 2) Discrete chi-squares can be computed on single items or item clusters using 1) perceptions, 2) expectations, 3) consensus, 4) groups of respondents, and, 5) other crossbreak variables.

<u>Variable</u>	<u>Symbol</u>	<u>Meaning</u>
Expectations (perceptions of should)	A A <sub>1</sub> A <sub>2</sub>	Agreement Non-agreement
Perceptions (is)	B B <sub>1</sub> B <sub>2</sub>	Agreement Non-agreement
Respondent group	C C <sub>1</sub> C <sub>2</sub> etc.	Group 1 Group 2

The combination of variables may be diagrammatically represented as follows:

	C <sub>1</sub>		C <sub>2</sub>	
	B <sub>1</sub>	B <sub>2</sub>	B <sub>1</sub>	B <sub>2</sub>
A <sub>1</sub>	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub>	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>2</sub>
A <sub>2</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>1</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>

The results of each analysis can be compared with the results of each other sub-unit as criteria variables.

## APPENDIX L (cont.)

In the above cases, some measure of consensus (i.e. an extent of agreement) will be used. These states of agreement may be arrived at by summing responses in the two contiguous response categories which produce the highest total. Definitions of states of consensus (probably high, medium, and low) need to be determined. An analysis of data may produce some natural divisions. Until such time as that analysis can be made, the following operational definition is suggested.

High	Consensus:	81% -- 100%
Medium	Consensus:	61% -- 80%
Low	Consensus:	50% -- 60%
Lack of	Consensus:	49% or less

- 3) For purposes of study and analysis, the dimensions of the SDVE role can be hypothesized to fall along a continuum from leadership-change on one hand to regulation-inspection-status quo on the other. Although the SDVE needs to perform both of these roles, there may be wide variance in the optimum emphasis upon one or the other. An analysis of questionnaire data may show a present emphasis of the SDVE on either change-leadership or on regulation-inspection, and may indicate suggested directions for change.

### b. Parametric:

It may be possible to scale items which have produced significant results with non-parametric measures and make use of analysis of variance techniques between responses of various groups.

### c. Other:

Other analyses may be used as indicated by preliminary analysis of data.

### d. Internal Analysis:

It will be possible to analyze states which have similar response patterns to determine if there are some similar factors within the states.

## APPENDIX L (cont.)

### 4. Statement of Anticipated Outcomes

The anticipated outcomes of this sub-unit are to explore and test the stated or implied research questions and hypotheses; to describe, classify, and summarize the findings; to explore relationships which may exist between this sub-unit and the findings of the other sub-units of the project.

#### a. To Explore and Test Questions and Hypotheses:

Using as variables major differences between and among states and groups of respondents, and major differences within states--inter and intra group characteristics--the following kinds of hypotheses will be tested for disconfirmation beyond the .05 level of chance. (Some of the following hypotheses may not be feasible because of data or procedural problems. Other hypotheses may become obvious at a later date.)

There is no significant difference ...

- 1) ... in total state response patterns cluster or item scores between states with:
  - a) An elected state board of education (SBE) and a non-elected SBE
  - b) An elected chief state school officer (CSSO) and a non-elected CSSO
  - c) A separate structure and board for the the SDVE and the SDVE as a unit of the SDE
  - d) A large and a small SDVE, expressed (1) as a percent of professional vocational educators in the state, (2) as a percent of pupils enrolled in secondary school vocational programs, and (3) as a percent of the total state staff for education

APPENDIX L (cont.)

- e) Many areas of high population density and states with few areas of high population density
- f) Well-developed programs of secondary and post-secondary schools and states with less well-developed programs
- g) Well-developed professional training programs (In-service) and states with less well-developed professional training programs
- h) SDVE salaries which are competitive with education salaries in other facets of education in the state, and those states where SDVE salaries are less than competitive
- i) etc.

2) ... in response patterns within and among states: (See Table II)

- a) between groups 1 and 2
- b) between groups 1 and 3
- c) between groups 1 and 4
- d) between groups 1 and 5
- e) between groups 2 and 3
- f) between groups 2 and 4
- g) between groups 2 and 5
- h) between groups 3 and 4
- i) between groups 3 and 5
- j) between groups 4 and 5

(other tables will not be detailed in this manner. An analysis can be made between any of the possible cells.)

	State-level Educators	Non-state level educators	Lay leadership
Vocational	1	2	5
Non-vocational	3	4	

Table II

APPENDIX L (cont.)

3) ... In response patterns between representatives of vocational education subject areas as represented in Table III. (Some groupings of categories may be necessary.)

	AG	B&O	DE	HO	HE	IA	T&I
Agriculture (Ag)	1	2	3	4	5	6	7
Business and Office (B&O)	8	9	10	11	12	13	14
Distributive Education (DE)	15	16	17	18	19	20	21
Health Occupations (HO)	22	23	24	25	26	27	28
Home Economics (HE)	29	30	31	32	33	34	35
Industrial Arts (IA)	36	37	38	39	40	41	42
Trades and Industrial (T&I)	43	44	45	46	47	48	49

Table III

4) ... In response patterns among respondents who have different levels of contact or interaction with the SDVE as represented in Table IV. This may later be sub-divided into lay and professional. (The largest differences would occur between cells 1 and 3 if the major hypothesis were rejected.)

		Number of Annual Contacts		
		0	1-15	<u>Few</u>
<u>Many</u>	16 - 30	1	2	
	30 +	3	4	

Table IV

APPENDIX L (cont.)

5) ... in response patterns of respondents in different segments of the state education organization. (E.g. Table V)

Non-Voc. Vocational	Office of CSSO	Program Supervisor or Head	Admin. in operating schools	Teachers	Other
State Director	1	2	3	4	5
Program Super- visor or Head	6	7	8	9	10
Administrators in Community colleges and area schools	11	12	13	14	15
Teachers	16	17	18	19	20
Other	21	22	23	24	25

Table V

If the major hypothesis were rejected, the following types of questions could be tested:

- (1) Do differences in responses decrease from cell 25 to 19 to 13 to 7 to 1?
- (2) Does this relationship have an apparent correlation with number of contacts (interaction) with the SDVE or with the decision-making level of the SDVE?

b. To Describe, Classify, and Summarize

Description, classification, and summarization can be done both in terms of the perceptions--what respondents believe is--and in terms of the expectations--what respondents believe should be, in terms of individual items and clusters of items.

- 1) Some items (or clusters) will yield significant (.05) inter or intra group differences (group here indicates any respondent crossbreak) on the IS dimension

APPENDIX L (cont.)

- 2) Some items (or clusters) will yield significant (.05) inter or intra group differences on the SHOULD dimension
- 3) Some items (or clusters) will yield significant (.05) inter or intra group differences between the IS and the SHOULD dimension
- 4) Items (or clusters) which do not yield significant (.05) inter or intra group differences can be analyzed further and classified into states of consensus. This will produce some description of the intensity of conviction on the item.

The above four situations can be diagrammatically represented by the following three tables.

A = a group, an item, or item cluster  
 B = a group, an item, or item cluster  
 I = IS (DOES)  
 S = SHOULD

+ = High Consensus  
 m = Medium Consensus  
 - = Low Consensus

A \ B	I <sup>+</sup>	I <sup>m</sup>	I <sup>-</sup>
I <sup>+</sup>	1	2	3
I <sup>m</sup>	4	5	6
I <sup>-</sup>	7	8	9

Table VI

A \ B	S <sup>+</sup>	S <sup>m</sup>	S <sup>-</sup>
S <sup>+</sup>	1	2	3
S <sup>m</sup>	4	5	6
S <sup>-</sup>	7	8	9

Table VII

A \ B	S <sup>+</sup>	S <sup>m</sup>	S <sup>-</sup>
I <sup>+</sup>	1	2	3
I <sup>m</sup>	4	5	6
I <sup>-</sup>	7	8	9

Table VIII

- a) Cells 3 and 7 can be expected to yield significant inter or intra group or item differences.
- b) Cells 2, 4, 6, and 8 may or may not yield differences.
- c) Cells 1, 5, and 9 will describe the intensity of agreement.

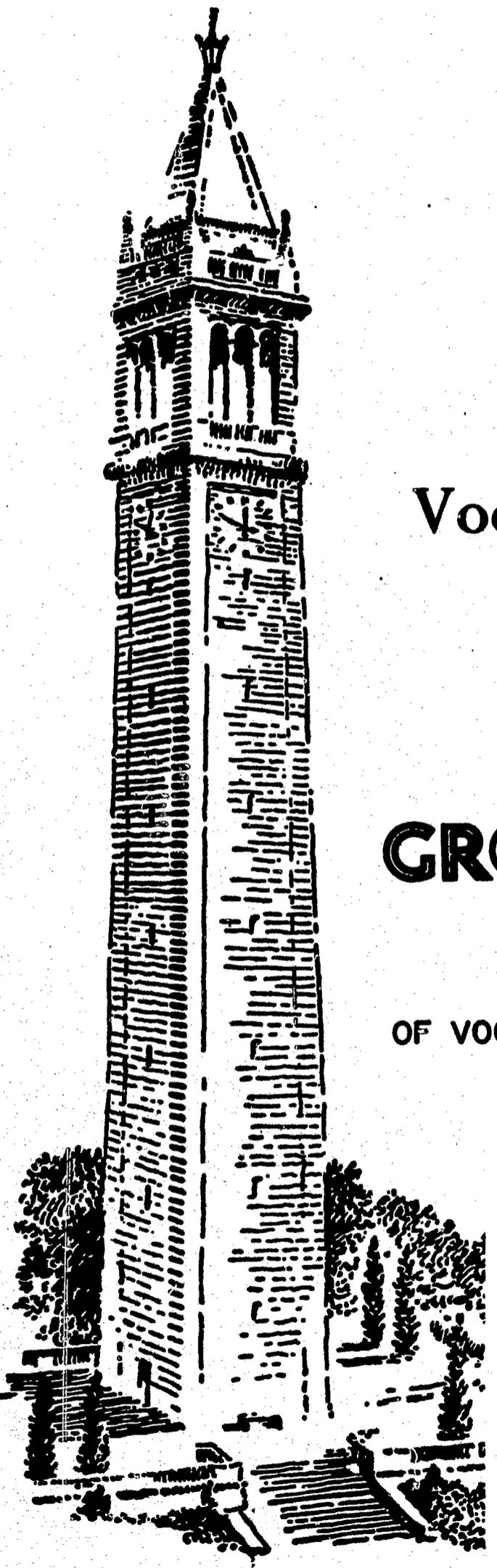
## APPENDIX L (cont.)

### c. To Explore Relationships Between this Sub-Unit and Other Sub-Units of the Project

The findings of this sub-unit can be tested for hypothesized relationships between this sub-unit and other sub-units of the project. The findings of the other sub-units can be treated as criterion variables. An example of such a relationship might be: In states where there is high consensus on both is and should, and an indication that the SDVE is performing the leadership role which respondents believe that it should be performing, the sub-unit on Finance will indicate a "good", "positive", or "favorable", finance relationship.

APPENDIX M.

Group Interview Guide



Program for Research  
and Development  
in  
Vocational - Technical Education

**GROUP INTERVIEW GUIDE**

FOR

A NATIONWIDE STUDY OF THE ADMINISTRATION  
OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education  
University of California  
Berkeley, California

January 6, 1967

**President of the University**

**Clark Kerr**

**Chairman of the Board of Regents**

**Theodore Meyer**

**Chancellor of the Berkeley Campus**

**Roger W. Heyns**

**Dean of the School of Education**

**Theodore L. Reller**

**Program for Research and Development in  
Vocational-Technical Education**

**J. Chester Swanson . . . . . Coordinator**  
**Allen Lee . . . . . Director**

**GROUP INTERVIEW GUIDE**

**A NATIONWIDE STUDY OF THE ADMINISTRATION  
OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL**

**School of Education  
Program for Research and Development  
in Vocational-Technical Education  
University of California  
Berkeley, California**

## Foreword

The questions which follow are carefully structured to elicit your perceptions of current administration of vocational-technical administration at the state level.

We believe state-level administration to be characterized by much excellence--and yet there is ample room for improvement.

We are identifying the opinions of a cross section of the public in each state. Although you may or may not consider yourself qualified in administration, we want your perceptions of what is and your concept of the ideal for your state. We believe you are in a position to have valuable opinions regarding most of the questions.

Complete frankness on your part is essential. Although our research is in no way conceived as a "witch-hunting expedition," some persons (respondents) may be reluctant to speak frankly for fear of possible embarrassment at a later date. This instrument is designed so that your responses will not be identified with your name in our reports and research findings.

The material which follows is divided into two main parts:

1. Personal data (in order that we can identify the kinds of responses given by various kinds of people)
2. Seven groups of questions (designed to ascertain your perceptions, opinions and suggestions for maintaining the current status or for change).

We appreciate your cooperation in this research, and look forward to responses and reactions.

Allen Lee  
Project Director

### For Your Information

Names of individuals responding to this instrument will not be identified with specific responses. Summaries of findings in general for individual states will be given to the respective State Directors of Vocational Education for such disposition as deemed appropriate.

Other requests concerning use of this instrument and information on findings and related matters should be submitted to the Project Director who has sole responsibility on such matters. This policy was established for the best interests of all concerned.

PERSONAL DATA

I. General Information:

A. State \_\_\_\_\_

B. Name \_\_\_\_\_

- C. Age: 1. Less than 40 \_\_\_\_\_  
 2. From 41-50 \_\_\_\_\_  
 3. Over 50 \_\_\_\_\_

- D. Check highest education level completed.  
 1. Some high school \_\_\_\_\_  
 2. High school graduate \_\_\_\_\_  
 3. Some college \_\_\_\_\_  
 4. College degree(s) \_\_\_\_\_

- E. Are you now a member of a board of education?  
 1. Yes \_\_\_\_\_ No \_\_\_\_\_ Check one: Local \_\_\_\_\_ State \_\_\_\_\_  
 2. Name of board \_\_\_\_\_

- F. Are you now a member of an advisory board?  
 1. Yes \_\_\_\_\_ No \_\_\_\_\_ Check one: Local \_\_\_\_\_ State \_\_\_\_\_  
 2. Name of board \_\_\_\_\_

II. Major full-time work experience:

Approx.  
no. years

- A. Current Employment:  
 1. Job Title \_\_\_\_\_  
 2. Name of Employer \_\_\_\_\_ .. \_\_\_\_\_

- B. Previous Work Experience:
- |  |       |
|--|-------|
| 1. Professional, such as in medicine, dentistry, and law (do not include employment in education) .... | _____ |
| 2. Agriculture Production .....  | _____ |
| 3. Manager or Proprietor .....   | _____ |
| 4. Sales .....   | _____ |
| 5. Office Occupation (e.g., secretarial, clerical, etc.) .....   | _____ |
| 6. Craftsman .....   | _____ |
| 7. Service Occupation .....  | _____ |
| 8. Unskilled Laborer .....   | _____ |
| 9. Military .....  | _____ |
| 10. Housewife .....  | _____ |



11. Teaching Experience:

	<u>Approx. No.</u> years Vocational	<u>Approx. No.</u> years General	
a. Secondary .....	_____	_____	
b. Post-Secondary .....	_____	_____	
c. Higher Education ..	_____	_____	
d. Other _____ ..	_____	_____	(54)

12. Education Administrative Experience:

	<u>Approx. No.</u> years Vocational	<u>Approx. No.</u> years General	
a. Secondary .....	_____	_____	
b. Post-Secondary .....	_____	_____	
c. Higher Education ..	_____	_____	
d. Other _____ ..	_____	_____	(67)

III. Education Board Experience:

	<u>Approx. No.</u> years	
A. State Level .....	_____	
B. Local Level .....	_____	
C. Other _____ ..	_____	

IV. Advisory Board (Committee) Experience:

	<u>Approx. No.</u> years	
A. State Level .....	_____	
B. Local Level .....	_____	CD-1
C. Other _____ ..	_____	42-79

V. Check to indicate:

	<u>Urban Area</u>	<u>Rural Area</u>
Where you have lived most of your life .....	<input type="checkbox"/>	<input type="checkbox"/>
Where most of your work experience has been .....	<input type="checkbox"/>	<input type="checkbox"/>

VI. Your average number and appraisal of yearly contacts with the Division (omit if you are an SDVE staff member):

<u>Number</u>	<u>Appraisal</u>
None _____	Too often _____
1-15 _____	Adequate _____
16-30 _____	Too seldom _____
Over 30 _____	

CD-2  
9-12

## CLARIFICATION OF TERMS

As you read the material which follows, occasionally you may have some doubt or question concerning the intended meaning of certain words.

Below are some brief explanations of a few terms used. (Please feel free to ask the group leader for additional clarification on these or other items at any time.)

### Terms

1. **DIVISION** -- The state agency for vocational-technical education. Often known by such names as State Division (Bureau or Department) of Vocational Education.
2. **DISSEMINATION** -- Distribution of information concerning methods, materials and curricula in education.
3. **FIELD TESTING** -- Determining to what extent materials, methods and curricula may be successful and desirable by actual trial in existing situations.
4. **GOAL SETTING** -- Identifying and agreeing upon objectives and ideals in education.
5. **IMPLEMENTATION** -- Current practice such as method, materials, curricula and administration in schools and classrooms.
6. **LOCAL SCHOOLS** -- Grades 1-14 of public schools.
7. **PLANNING** -- Devising, designing and projecting method, system, manner, arrangements to achieve objectives.

8. POLICY FORMULATION -- Defining and establishing agreement concerning principles and guidelines which administrative officers shall follow.
9. PROBLEM DEFINITION -- Identifying obstacles or unsatisfactory situations (including finances, methods, materials, curricula, administration and training) which need change or improvement.
10. PROGRAM DEVELOPMENT -- Inventing, designing and refining combinations of methods, materials and subject matter.
11. RESEARCH -- Seeking new or better methods, materials and curricula in education.

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SECTION I

INSTRUCTIONS

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you .

SECTION I

Instructions:

Read each statement, and check one of the opposite boxes.

Code: SA - Strongly Agree  
 A - Agree  
 U - Uncertain  
 D - Disagree  
 SD - Strongly Disagree

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
1. Current programs meet existing needs .....	<input type="checkbox"/>				
2. Requirements for high school graduation discourage enrollment in vocational courses .....	<input type="checkbox"/>				
3. High school vocational education decreases the probability of students' meeting college entrance requirements .....	<input type="checkbox"/>				
4. Vocational courses should not be offered before grade 13 .....	<input type="checkbox"/>				
5. Additional funds are essential if the need for vocational education is to be met .....	<input type="checkbox"/>				
6. Procedures for local districts to secure state vocational funds are efficient and uncomplicated .....	<input type="checkbox"/>				
7. State and Federal funds should be allocated to districts with the greatest capability for utilization .....	<input type="checkbox"/>				
8. Vocational education in high school decreases the probability for success in college .....	<input type="checkbox"/>				
9. The state agency (Division) for vocational-technical education should be an integral part of the State Department of Education ....	<input type="checkbox"/>				

- |   | <u>SA</u>                | <u>A</u>                 | <u>U</u>                 | <u>D</u>                 | <u>SD*</u>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Regulations of the Division are in need of change and up-dating ..  | <input type="checkbox"/> |
| 11. Current training programs produce an adequate supply of competent teachers and administrators for vocational education .... | <input type="checkbox"/> |
| 12. Vocational education <u>should be</u> designed primarily for students who cannot succeed in general education .....         | <input type="checkbox"/> |
| 13. Vocational education <u>is</u> designed primarily for students not adapted for success in general education .....           | <input type="checkbox"/> |
| 14. Certification requirements for vocational teachers are out-moded .....  | <input type="checkbox"/> |
| 15. High schools <u>are</u> primarily concerned with preparing students for college .....                                       | <input type="checkbox"/> |
| 16. High schools <u>should be</u> primarily concerned with preparing students for college .....                                 | <input type="checkbox"/> |
| 17. Inadequate salaries hamper recruitment of Division personnel .....  | <input type="checkbox"/> |
| 18. The prestige of vocational education is lower than that of general education .....  | <input type="checkbox"/> |
| 19. Vocational education needs drastic change for improvement ...   | <input type="checkbox"/> |

\*SA - Strongly Agree; A - Agree; U - Uncertain;  
D - Disagree; SD - Strongly Disagree.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD*</u>
20. Achievement of excellence is equally possible in both general and vocational education .....	<input type="checkbox"/>				
21. Vocational training opportunities for women are generally adequate .	<input type="checkbox"/>				
22. Occupational preparation should be a fundamental part of education .....	<input type="checkbox"/>				
23. Increasing demands for specialized skills justify more emphasis upon vocational-technical education and less upon general education ..	<input type="checkbox"/>				
24. Vocational education should be an integral part of a total education program rather than a separate kind of education .....	<input type="checkbox"/>				
25. State-level implementation of recent Federal vocational acts adequately meets the intent of the legislation .....	<input type="checkbox"/>				
26. Vocational education should serve a greater number of occupational areas .....	<input type="checkbox"/>				
27. There is need to devote greater emphasis to designing new programs and revising old ones .....	<input type="checkbox"/>				
28. Available funds are being efficiently utilized in vocational education .....	<input type="checkbox"/>				
29. Vocational education lacks public appeal and needs an improved image .....	<input type="checkbox"/>				

\*SA - Strongly Agree; A - Agree; U - Uncertain;  
D - Disagree; SD - Strongly Disagree.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD*</u>
30. High school vocational courses are more exploratory than vocational in nature .....	<input type="checkbox"/>				
31. The Division should assume major responsibility for adapting vocational education programs to changing needs .....	<input type="checkbox"/>				
32. Self-evaluation (supplemented by use of outside consultants) is more conducive to improvement of the Division than an evaluation done by outside sources alone ....	<input type="checkbox"/>				
33. Vocational programs are often conducted with inadequate and obsolete facilities .....	<input type="checkbox"/>				
34. The public schools are turning out large numbers of young people who are unqualified for employment .....	<input type="checkbox"/>				
35. Local districts should have the major responsibility for the nature and extent of local vocational programs .....	<input type="checkbox"/>				
36. Admission requirements for vocational programs exclude many who need the training .....	<input type="checkbox"/>				
37. Vocational education is appropriate for students <u>not</u> adapted for success in the general program .....	<input type="checkbox"/>				
38. Vocational education has tended to perpetuate stereotyped and rigid programs rather than to adapt to changing needs .....	<input type="checkbox"/>				

\*SA - Strongly Agree; A - Agree; U - Uncertain;  
D - Disagree; SD - Strongly Disagree.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD*</u>
39. The increasing complexity of education and the attendant challenges for understanding warrant less and less involvement of lay citizens in decision-making .....	<input type="checkbox"/>				
40. There is appreciable discrimination in vocational education based upon:					
a. Sex .....	<input type="checkbox"/>				
b. Age .....	<input type="checkbox"/>				
c. Religion .....	<input type="checkbox"/>				
d. Race .....	<input type="checkbox"/>				
41. Vocational education should be one of the major purposes of the two-year junior or community college .....	<input type="checkbox"/>				
42. There is a need for the development of a procedure and criteria for self-analysis of Division operations .....	<input type="checkbox"/>				
43. There is some social stigma attached to enrollment in vocational programs .....	<input type="checkbox"/>				
44. Existing Federal acts set vocational education apart from general education, creating an undesirable dual system .....	<input type="checkbox"/>				
45. Vocational education is appropriate for students who are well-adapted for success in general education .....	<input type="checkbox"/>				

\*SA - Strongly Agree; A - Agree; U - Uncertain;  
D - Disagree; SD - Strongly Disagree.

- |   | <u>SA</u>                | <u>A</u>                 | <u>U</u>                 | <u>D</u>                 | <u>SD*</u>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 46. Due to the mobility of the population, heavy local tax loads, superiority of the Federal tax collecting machinery, etc., there should be more Federal financing of education ...                            | <input type="checkbox"/> |
| 47. It is possible to have major Federal financing of education and still maintain local control .  | <input type="checkbox"/> |
| 48. The public should not fear Federal control of education .....   | <input type="checkbox"/> |
| 49. Ideally, all public post-high school vocational-technical education (13th and 14th grades) should be under the jurisdiction of: (If you believe the responsibility should be divided, check more than one.) |                          |                          |                          |                          |                          |
| a. Local Boards .....   |                          |                          |                          |                          | <input type="checkbox"/> |
| b. State Board for Vocational Education .....   |                          |                          |                          |                          | <input type="checkbox"/> |
| c. State Board of Education .....   |                          |                          |                          |                          | <input type="checkbox"/> |
| d. State Board of Higher Education .....  |                          |                          |                          |                          | <input type="checkbox"/> |
| e. Other _____ .....  |                          |                          |                          |                          | <input type="checkbox"/> |

Comments:

\*SA - Strongly Agree; A - Agree; U - Uncertain;  
D - Disagree; SD - Strongly Disagree.

50. State Division personnel should consult and advise:

- a. Primarily with teachers .....
- b. Primarily with administrators.
- c. With teachers and administrators equally .....

(69)

Comments:

51. Who does have and who should have responsibility for determining what in-service education is needed for personnel of vocational-technical programs in the state? (Check one or more in each column.)

- |  | <u>Does</u>              | <u>Should</u>            |
|--|--------------------------|--------------------------|
| a. State Division .....                | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Local Schools .....                 | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Teacher Education Institutions..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other: _____..                      | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

CD-2  
69-77

52. Who does have and who should have responsibility for providing in-service education for personnel of vocational-technical programs in the state? (Check one or more in each column.)

- |   | <u>Does</u>              | <u>Should</u>            |
|---|--------------------------|--------------------------|
| a. State Division .....                 | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Local Schools .....                  | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Teacher Education Institutions ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Others: _____..                      | <input type="checkbox"/> | <input type="checkbox"/> |

Does and/or Should the Division:

- 53. Supervise private schools? .....
- 54. Set standards for certification of teachers? .....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	Yes	No

CD-3  
9-24  
(21-24, 1/)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR  
OTHER PERTINENT QUESTIONS?

## SECTION II

### INSTRUCTIONS

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5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
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7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

**SECTION II**

**Instructions:**

Read each statement, and then circle one letter in each of the two right-hand columns to indicate your perception of how frequently the Division DOES and SHOULD:

Code: A - Almost Always  
 B - Frequently  
 C - Occasionally  
 D - Seldom  
 E - Almost Never

How frequently DOES and how frequently SHOULD the Division:

	<u>DOES</u>					<u>SHOULD</u>				
1. Consult with local district representatives on important vocational education matters? ..	A	B	C	D	E	A	B	C	D	E
2. Work cooperatively with teacher education institutions? .....	A	B	C	D	E	A	B	C	D	E
3. Assist local school districts with research design, writing proposals and securing funds for conducting research? .....	A	B	C	D	E	A	B	C	D	E
4. Promote an environment for experimentation and innovation?	A	B	C	D	E	A	B	C	D	E
5. Emphasize minimum standards? ...	A	B	C	D	E	A	B	C	D	E
6. Provide consultative help? .....	A	B	C	D	E	A	B	C	D	E
7. Provide for in-service development of Division personnel? ..	A	B	C	D	E	A	B	C	D	E
8. Encourage evaluation and appraisal of local programs? ...	A	B	C	D	E	A	B	C	D	E
9. Conduct studies? .....	A	B	C	D	E	A	B	C	D	E
10. Exercise general supervision of local programs? .....	A	B	C	D	E	A	B	C	D	E

How frequently DOES and  
how frequently SHOULD the Division:

	<u>DOES</u>					<u>SHOULD</u>				
11. Exercise major responsibility for the nature and extent of local vocational programs? ....	A	B	C	D	E	A	B	C	D	E*
12. Utilize advisory groups? .....	A	B	C	D	E	A	B	C	D	E
13. Encourage field testing of new programs? .....	A	B	C	D	E	A	B	C	D	E
14. Determine and enforce minimum standards for facilities? .....	A	B	C	D	E	A	B	C	D	E
15. Inspect instructional programs? .....	A	B	C	D	E	A	B	C	D	E
16. Determine and enforce minimum standards for safety of students? .....	A	B	C	D	E	A	B	C	D	E
17. Inform the public about programs and needs? .....	A	B	C	D	E	A	B	C	D	E
18. Assume leadership for defining education goals? .....	A	B	C	D	E	A	B	C	D	E
19. Waive requirements (e.g., minimum standards) to allow experimentation and research? .....	A	B	C	D	E	A	B	C	D	E
20. Disseminate information about teaching methods and materials? .....	A	B	C	D	E	A	B	C	D	E
21. Promote unity and balance between general and vocational education within the state? ...	A	B	C	D	E	A	B	C	D	E
22. Maintain adequate communications with the Legislature? ...	A	B	C	D	E	A	B	C	D	E

\*A - Almost Always; B - Frequently; C - Occasionally;  
D - Seldom; E - Almost Never.

How frequently DOES and  
how frequently SHOULD the Division:

	<u>DOES</u>					<u>SHOULD</u>				
23. Evaluate its operations and organization? .....	A	B	C	D	E	A	B	C	D	E*
24. Assign responsibilities for regulation and leadership activities to separate persons?	A	B	C	D	E	A	B	C	D	E
25. Make decisions in vocational education with due regard for the total program of education?	A	B	C	D	E	A	B	C	D	E
26. Provide financial aid to encourage new programs even though this means reducing reimbursement for established programs? .....	A	B	C	D	E	A	B	C	D	E

\*A - Almost Always; B - Frequently; C - Occasionally;  
D - Seldom; E - Almost Never

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR

OTHER PERTINENT QUESTIONS?

## SECTION III

### INSTRUCTIONS

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Thank you.

SECTION III

Instructions:

Read each question, and then check one of the opposite boxes to indicate your perception or opinion.

Code: A - Of Extreme Importance  
 B - Of Moderate Importance  
 C - Of Little Importance

How IMPORTANT is it for the Division to:

	<u>A</u>	<u>B</u>	<u>C</u>
1. Identify problems or obstacles which hinder the achievement of goals? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain records on school operation, enrollment, cost statistics, etc.? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Promote unity and balance between general and vocational education within the state? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Promote an environment favorable to experimentation and innovation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide for in-service development of Division personnel? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Evaluate its operations and organization? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Make decisions in vocational education with due regard for the total program of education? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Encourage development of local leadership? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Seek increased vocational funds? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Develop uniform statewide curricula? ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Maintain a staff which is sensitive to needs of local districts? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>A</u>	<u>B</u>	<u>C*</u>
12. Determine and enforce minimum standards for safety of students? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Provide consultative services to local districts? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Develop long range plans? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Check local district compliance with state regulations? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Encourage the participation of the public in policy formulation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Represent the needs of vocational education before the public and the state government? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*A - Of Extreme Importance; B - Of Moderate Importance;  
C - Of Little Importance.

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR  
OTHER PERTINENT QUESTIONS?

## SECTION IV

### INSTRUCTIONS

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Thank you.

SECTION IV

Instructions:

Note each question, and then indicate your perception or opinion by circling one letter under DOES and one under SHOULD for each question.

Code: A - Almost Always  
 B - Frequently  
 C - Occasionally  
 D - Seldom  
 E - Almost Never

How frequently DOES and how frequently SHOULD the Division involve persons like you in

	<u>DOES</u>					<u>SHOULD</u>				
	A	B	C	D	E	A	B	C	D	E
1. Planning activities? .....	A	B	C	D	E	A	B	C	D	E
2. Formulating policy? .....	A	B	C	D	E	A	B	C	D	E
3. Determining its staff needs? ..	A	B	C	D	E	A	B	C	D	E
4. Promotional activities? .....	A	B	C	D	E	A	B	C	D	E
5. Evaluating itself? .....	A	B	C	D	E	A	B	C	D	E
6. Developing budget requests? ...	A	B	C	D	E	A	B	C	D	E
7. Setting goals? .....	A	B	C	D	E	A	B	C	D	E
8. Defining problems and assigning priorities? .....	A	B	C	D	E	A	B	C	D	E
9. Research activities? .....	A	B	C	D	E	A	B	C	D	E
10. Developing programs? .....	A	B	C	D	E	A	B	C	D	E
11. Disseminating information? ....	A	B	C	D	E	A	B	C	D	E
12. Field-testing new methods, materials, etc.? .....	A	B	C	D	E	A	B	C	D	E
13. Implementing new ideas and programs? .....	A	B	C	D	E	A	B	C	D	E
14. Appearing before legislative committees? .....	A	B	C	D	E	A	B	C	D	E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR  
OTHER PERTINENT QUESTIONS?

## SECTION V

### INSTRUCTIONS

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5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
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Thank you.

SECTION V

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code: A - Extensively  
 B - Some  
 C - Little  
 D - None  
 E - Don't Know

In PLANNING Division activities to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

	<u>DOES</u>					<u>SHOULD</u>				
1. Division Personnel .....	A	B	C	D	E	A	B	C	D	E
2. Other State Department of Education Personnel .....	A	B	C	D	E	A	B	C	D	E
3. Chief State School Officer .....	A	B	C	D	E	A	B	C	D	E
4. State Vocational Director .....	A	B	C	D	E	A	B	C	D	E
5. State Board for Voc. Educ. ....	A	B	C	D	E	A	B	C	D	E
6. Legislators .....	A	B	C	D	E	A	B	C	D	E
7. <u>State</u> Finance Officer .....	A	B	C	D	E	A	B	C	D	E
8. U.S. Office of Education .....	A	B	C	D	E	A	B	C	D	E
9. Intermediate (County) Offices .	A	B	C	D	E	A	B	C	D	E
10. Local School Officials .....	A	B	C	D	E	A	B	C	D	E
11. Universities and Colleges .....	A	B	C	D	E	A	B	C	D	E
12. Community or Junior Colleges ..	A	B	C	D	E	A	B	C	D	E
13. Area Vocational Schools .....	A	B	C	D	E	A	B	C	D	E
14. Private Vocational Schools .....	A	B	C	D	E	A	B	C	D	E
15. State Advisory Council .....	A	B	C	D	E	A	B	C	D	E
16. Education Organizations .....	A	B	C	D	E	A	B	C	D	E
17. Other _____ ..	A	B	C	D	E	A	B	C	D	E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR  
OTHER PERTINENT QUESTIONS?

## SECTION VI

### INSTRUCTIONS

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Thank you.

SECTION VI

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code: A - Extensively  
 B - Some  
 C - Little  
 D - None  
 E - Don't Know

In its own POLICY FORMULATION, to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

	<u>DOES</u>					<u>SHOULD</u>				
	A	B	C	D	E	A	B	C	D	E
1. Division Personnel .....	A	B	C	D	E	A	B	C	D	E
2. Other State Department of Educational Personnel .....	A	B	C	D	E	A	B	C	D	E
3. Chief State School Officer .....	A	B	C	D	E	A	B	C	D	E
4. State Vocational Director .....	A	B	C	D	E	A	B	C	D	E
5. State Board for Voc. Educ. ....	A	B	C	D	E	A	B	C	D	E
6. Legislators .....	A	B	C	D	E	A	B	C	D	E
7. <u>State</u> Finance Officer .....	A	B	C	D	E	A	B	C	D	E
8. U.S. Office of Education .....	A	B	C	D	E	A	B	C	D	E
9. Intermediate (County) Offices ...	A	B	C	D	E	A	B	C	D	E
10. Local School Officials .....	A	B	C	D	E	A	B	C	D	E
11. Universities and Colleges .....	A	B	C	D	E	A	B	C	D	E
12. Community or Junior Colleges ....	A	B	C	D	E	A	B	C	D	E
13. Area Vocational Schools .....	A	B	C	D	E	A	B	C	D	E
14. Private Vocational Schools .....	A	B	C	D	E	A	B	C	D	E
15. State Advisory Council .....	A	B	C	D	E	A	B	C	D	E
16. Education Organizations .....	A	B	C	D	E	A	B	C	D	E
17. Other _____ ..	A	B	C	D	E	A	B	C	D	E



WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR

OTHER PERTINENT QUESTIONS?

## SECTION VII

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Thank you .

SECTION VII

Circle one letter under each of the two right-hand columns.

Code: A - Extensively  
 B - Some  
 C - Little  
 D - None  
 E - Don't Know

To what extent DOES and to what extent SHOULD the Division involve itself in the following activities:

	<u>DOES</u>					<u>SHOULD</u>				
1. Goal Setting .....	A	B	C	D	E	A	B	C	D	E
2. Problem Definition .....	A	B	C	D	E	A	B	C	D	E
3. Research .....	A	B	C	D	E	A	B	C	D	E
4. Program Development .....	A	B	C	D	E	A	B	C	D	E
5. Field Testing .....	A	B	C	D	E	A	B	C	D	E
6. Dissemination .....	A	B	C	D	E	A	B	C	D	E
7. Practice .....	A	B	C	D	E	A	B	C	D	E
8. Inspection and Regulation .....	A	B	C	D	E	A	B	C	D	E
9. Supervisory Visits .....	A	B	C	D	E	A	B	C	D	E
10. Preparation of Reports .....	A	B	C	D	E	A	B	C	D	E
11. Maintenance of Standards .....	A	B	C	D	E	A	B	C	D	E
12. Service to Districts .....	A	B	C	D	E	A	B	C	D	E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR

OTHER PERTINENT QUESTIONS?

1/6/67