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ABSTRACT

In order to develop criteria for site selection, this study gathered data from both a review of the literature and a questionnaire survey of state directors of vocational education. Although wide variations in criteria were discovered, five areas of concern were identified: (1) potential enrollment, (2) finances, (3) local support and initiative, (4) employment of graduates, and (5) the relationship between school location and other services. Separate criteria were developed for four types of area schools in Utah. A bibliography of materials helpful in establishing state criteria is appended. (BH)

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FINAL REPORT

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EDUCATION SCHOOLS IN UTAH

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EDUCATION SCHOOLS IN UTAH,

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1. INTRODUCTION

This site selection study was begun at the request of the Utah State Board of Education, Division of Research and Innovation, with the purpose of determining selected criteria to be utilized in locating and establishing area vocational education schools in the state of Utah, keeping in mind the following questions:

1. What major factors are considered in determining locations for area vocational education schools in each of the fifty United States?
2. What do state directors of vocational education identify as essential factors in locating area vocational education schools?
3. What are the essential factors in locating area vocational education schools of those states similar to Utah geographically, economically, and in population?
4. What are essential factors in the location of area vocational education schools in Utah?
5. What are selected criteria in determining the location of area vocational education schools in Utah?

Several areas of need were brought to the attention of those working on this project which justified a definite need for such a study. The following are the most salient:

1. The Vocational Education Act of 1963 (amended in 1968) requires each state to submit a plan for vocational education in order to receive allotted funds from the United States' government.
2. Several communities throughout the state of Utah are interested in locating area vocational education schools in their immediate vicinities.
3. There is a definite need for changing the image (stigma attached) toward vocational and technical education in the state of Utah.
4. The present vocational programs do not meet the needs of the state.
5. Those communities which would not make good locations for area schools because of high cost must be deciphered.
6. At present there is no state plan or appendage to a state plan which lists specific criteria for locating and establishing area vocational education schools in Utah.
7. Presently, only broad administrative criteria exist for determining the location of area vocational schools.

Throughout the study are used terms which have been adapted specifically to this particular study. A list of definitions might be helpful:

Area vocational education school. Area vocational education school means:

Type A. A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market, or

Type B, the department of a high school exclusively or principally for the provision of vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market, or

Type C, a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market, or

Type D, the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State Board, leading to immediate employment but not necessarily leading to a baccalaureate degree.

Major factor. A "major factor" is defined as a broad, general characteristic of a potential site for locating and establishing an area vocational education school. Examples of major factors are: high school enrollment, financial resources, and area population.

Essential factor. An "essential factor" is a major factor that is considered absolutely necessary in determining the location for an area vocational education school and without which, such a school should not be established.

Selected criteria. The term "selected criteria" is defined as the specific standards against which major and essential factors are evaluated. A selected criterion may be given in such terms as the minimum numbers of high school students an area vocational education school can effectively serve, or it may be more general and specify the minimum requirement under which the location of an area vocational education school will be permitted. In either case, the major or essential factors about a population area are compared to the selected criteria to assess the feasibility of the school being located within the area.

II. DELIMITATION OF STUDY

This study is limited to the judgments of only a few members of the advisory council (state and local leaders from labor, industry, business, government, and education).

III. METHOD AND PROCEDURES

Information for this study was obtained by the following methods:

1. A review of current literature was conducted concerning general principals, procedures, and criteria used in locating and establishing schools which provide vocational and technical education programs.
2. The state departments of vocational education throughout the United States were asked to submit criteria used, as well as other information, in locating and establishing area vocational education schools.
3. On the basis of information gathered above, a questionnaire instrument was developed. The questionnaire was mailed to the directors of vocational education in each of the fifty states of the United States in order to ascertain the major factors considered as essential in locating and establishing area vocational education schools.
4. Discussions concerning the results of the questionnaire were conducted with members of an advisory council consisting of representatives of education, labor, management, and industry, to determine the major factors which were considered essential and peculiar to Utah in locating and establishing area vocational education schools in the state of Utah.
5. Discussions were held with the advisory council to determine the selected criteria to be recommended to the Utah State Board of Vocational Education for use in locating and establishing area vocational education schools.

Review of the Literature

A review of all non-Utah literature received shows little or no uniformity of criteria. Thirty percent (15 of 50 states) of the responding states have no established criteria. Although the information was scanty, five definite areas of concern can be deciphered. Below is a brief synopsis of those five areas:

1. Input Potential. Reports vary as to the number of inhabitants needed to warrant an area vocational education school. Area population as well as the number of high school age persons is the specific determinant. Suggested minimum enrollment ranged from 600 to 1,250 students. Area population varied from 10,000 to 25,000 persons.
2. Finances. The information here was especially meager. The National Society for the study of Education stipulate four definite areas of support: (a) probable availability of funds, (b) nature and extent of state aid, (c) amount of capital outlay, and (d) tax outlay.

In actuality, the area of the proposed school would need to examine its specific needs and financial situation and then make the necessary arrangements.

The only information specifically regarding financial support for area vocational education schools appearing in the literature was that which Uxer¹ included in his study. This study reported that the percentage of support from the federal, state, local, and tuition was as follows:

¹Uxer, John Elmo, An Operations Research Model for Locating Area Vocational Schools (Las Cruces, New Mexico: New Mexico State University, March, 1967), pp. 82-83.

22 "Less Successful" Schools

42%
36%
13%
9%

Federal
State
Local
Tuition

72 "Successful" Schools

34%
38%
16%
12%

3. Market for Graduates. Current trends concerning the market for graduates of area vocational education schools place greater emphasis on individual rather than community needs. Local markets seem to be no longer important, due to greater mobility.

4. Local Support and Initiative. The philosophy expressed by practically every source on area vocational education schools was that the local citizenry should be involved in the educational program.

The National Society for the Study of Education offers growth information and its causes: (1) principle of need and demand, (2) principle of action by prime movers (leaders in business, labor, management, and education), and (3) principle of citizen support.

5. Miscellaneous Factors: Physical characteristics of the location, i.e., beautiful setting, conducive weather, potential of being developed into an attractive setting, and the preservation of the identity of the institution. Also, included under this heading are accessibility to transportation for students, and the percentage of high school graduates who continue on to college.

Further Applicable Criteria

Some additional information was gained by the scrutinization of two doctoral dissertations which added such factors as geographic area in square miles, extent of industrial support, type of legal governing body, drop-out rate of schools in the proposed area, assessed valuation of the area, the ability of the area to show a need, and most important the present and predicted statewide and nationwide employment opportunities are trainees from vocational and technical education programs.

Survey Questionnaire

A two section survey question (which is included in the appendix of this synopsis) was drafted using the information obtained from both the literature received and, also, the responses from the state directors of vocational education. Section One consisted of four major factors grouped into five specific categories:

1. Factors relating to potential enrollment.
2. Factors relating to market for graduates.

3. Factors relating to financing the school.
4. Factors relating to local support and initiative.
5. Factors relating to the location of the school in relation to other services.

Section Two included thirteen specific questions concerned with the five areas of the study which are listed above.

Selection of Authorities

State directors of vocational education were chosen to be the recipients of the survey questionnaire.

An advisory council was established with two major functions in mind:

1. To determine essential factors in the location of area vocational education schools in Utah,
2. to determine selected criteria to be recommended to the Utah State Board of Vocational Education.

In establishing this sixteen member council an attempt was made to include ample representation from government, organized labor, industry, business, and secondary and post-secondary education.

IV. FINDINGS OF THE STUDY

The "major factors" previously discussed formed the basis for the questionnaire which was submitted to the fifty state directors of vocational education.

After reviewing and discussing the literature, pertinent studies, state plans, and the results of the questionnaire, the advisory council decided upon the "essential factors" to be used in locating and establishing area vocational schools in Utah:

1. The number of high school students presently enrolled in grades 9-12 in public and private schools in the area to be served by the proposed area vocational education school.
2. The projected number of high school students in grades 9-12 in the high schools to be served by the area vocational education school, five years in the future.
3. The number of student dropouts, grades 9-12, in the high schools to be served by the area vocational education school.
4. The number of high school graduates in the area to be served by the proposed area vocational education school who do not continue their education in a college, university, or other institution of higher learning.

5. The present total population of the area to be served by the area vocational education school.
6. The projected population, five years in the future, of the area to be served by the area vocational education school.
7. The growth pattern of the area as reflected by the population of the area during the past ten years.
8. Local, state, and national employment opportunities.
9. The availability of state funds.
10. The interest and attitudes expressed by the students in the area to be served by the area vocational education school.
11. The interest and attitudes of the industry in the area to be served by the area vocational education school.
12. The industrial needs in the area.
13. The interest and attitudes of citizens and community groups in the area to be served by the area vocational education school.
14. The demonstrated commitment toward cooperation between the school district and county.
15. The attitudes of school officials, chamber of commerce, service clubs, and major employers.

In addition to the above "essential factors," the advisory council delimited its approach for its final meeting in these ways:

1. Selected criteria were to be determined for types B and C schools only.
2. Employment opportunities were to be considered in general, but they should definitely be included in the final list of criteria.
3. Selected criteria concerning interest and attitudes of the area being considered should definitely be written in order that local support and initiative can be ascertained.
4. Selected criteria should be written that reflect the commitment of the area being considered to area vocational education schools, vocational and technical education, and cooperation between participating groups.

In addition to the "essential factors" ascertained, the other important findings of the study are presented below:

1. State directors of vocational education differed in their choices of "major factors" considered essential in locating area vocational education schools.

2. "Major factors" concerned with input potential were considered "essential" by the directors of vocational education more often than any of the other "major factors."
3. All six "major factors" listed in Part IV of the questionnaire, "Local Support and Initiative," were considered "Essential" and/or "Important" by 90 percent of the state directors of vocational education. The advisory council emphasized the necessity of local support and initiative in supporting area vocational education schools.
4. There was agreement between the state directors of vocational education and the advisory council on thirteen of the fifteen "major factors" identified as "Essential" by the advisory council.
5. Next to the "major factors" involving input potential, the "major factors" concerning attitudes and interest were considered essential more than any other factor by both the state directors of vocational education and the advisory council.
6. The state directors of vocational education had difficulty responding to Section Two of the questionnaire. This could have been attributed to the fact that any one of the four types of area vocational education schools might have been envisioned.
7. The results of the discussions of the advisory council indicate that "selected criteria" had to be determined to fit the peculiar needs of Utah. Attempts to adapt suggested criteria from other states were not workable within the peculiar demographic characteristics of the state of Utah.
8. Public relations programs are needed to stimulate interest and support in areas of the state being considered as locations for area vocational education schools. The advisory council indicated that current problems in existing area vocational education schools might have been avoided had a public relations program been instigated.
9. The advisory council, comprised of representatives from industry, business, government, and education, was able to determine "essential factors" and "selected criteria" applicable to the state of Utah.
10. The advisory council found that more community involvement, in an advisory capacity to the area vocational education school, is necessary. Community involvement is considered more important in Utah where area vocational education schools serve, or will serve, communities located some distance from the school. The success of the advisory council as a working group for this study also may have emphasized the value of varied representation in promoting a successful project.

Conclusions

The following conclusions were inferred from the data of this study:

1. "Essential factors" used in locating and establishing area vocational education schools in one state will not necessarily be applicable to another state.

2. The "essential factors" as determined by the state directors of vocational education and the advisory council are valid factors in this study.
3. The "major factors" in the categories of "Input Potential" and "Local Support and Initiative" must be included in the recommendations of the study as part of the "selected criteria" used in locating and establishing area vocational education schools in Utah.
4. Criteria for locating area vocational education schools must be developed within the needs and characteristics of the state of Utah. There seems to be little question but that each state must have its own criteria.
5. The "selected criteria" developed in this study are appropriate to the state of Utah.
6. To enable the state directors of vocational education to respond to Section Two with any degree of accuracy, the questions should have been delimited. This was not a critical aspect of the study, but it is concluded that the results of Section Two are not a valid indication of what the directors consider minimum criteria for locating and establishing area vocational education schools.
7. Based on the lack of specific recommendations in the literature, the disagreement between the directors of vocational education, and the inconsistencies found to exist in various state plans, it is concluded that personal biases apparently exist in the process of determining selected criteria for locating and establishing area vocational education schools in the respective states and communities.
8. Considering the apparent biases, it is concluded that the use of an advisory council, comprised of persons knowledgeable in the areas of vocational and educational needs, is an effective method for reducing the biases involved in determining criteria to be used in locating and establishing area vocational education schools in Utah.
9. It should be specified in the set of "selected criteria" for locating area vocational education schools in Utah that a public relations program be instituted by the area under consideration.
10. "Selected criteria" were to be developed for locating and establishing Type B and C area vocational education schools in Utah.
11. The findings of this study indicate that the opinions of the members of the advisory council for this study are in general agreement with the "selected criteria"; therefore, these "selected criteria" can be used in locating and establishing area vocational education schools, Types B and C, in the state of Utah.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. The Utah Advisory Council for Vocational Education be asked to continually re-evaluate the criteria developed in this study in view of the changing conditions and vocational needs of the state of Utah.
2. The Utah State Board of Vocational Education develop a long-range plan for possible locations of Type B and Type C area vocational education schools.
3. The Utah State Board of Vocational Education give prime consideration to the establishment of Type B area vocational education schools in Utah.
4. That every effort be made to bring together state and local leaders in the capacity of advisory committees for the State Board of Vocational Education.
5. The Utah Advisory Council for Vocational Education be asked to give their recommendations concerning applications for area vocational education schools.
6. The following "selected criteria" be included in the Utah State plan for Vocational Education and henceforth be used when considering the location and establishment of a Type B or Type C area vocational education school.

Selected Criteria to be Used in Locating
Area Vocational Education Schools in Utah

Introduction. Applicants should understand that the action of designating an area vocational education school by the Utah State Board of Vocational Education does not commit the Board to authorize funds for construction, equipment, or operating expenses unless the action designating the school specifically provides for funding.

Applicants should understand further that no area vocational education schools will be established without official approval of the Utah State Legislature. Final approval will depend on the availability of funds for financing.

Any funds which are available for construction of area vocational education schools will be allocated in accordance with the following priority:

1. The need of the area as reflected by the unemployment and school dropout rates.
2. The amount of local effort presently exerted in meeting the educational and training needs of all the people in the area at the time of application.
3. The extent to which the proposed area exceeds the minimum criteria.

Relationship Between Schools. In the event that another type of area vocational school already exists in the area of a proposed school, consideration for each other must be given. The educational objectives of each type of school must be evaluated in relation to one another. The specific curricular programs of the proposed school must consider the courses already

offered in the established school. The possibility of sharing instructors and equipment as well as transferring of monies to where funds are needed should also be evaluated. Both schools would need to serve the area in the most efficient way possible, which would require cooperation and coordination. There must be sufficient information, adequately substantiated, that the above considerations will be made.

Criteria for Type B School

A Type B area vocational education school is defined by Public Law 90-576 as:

the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market--provided it is available to all residents of the State or an area of the state designated and approved by the State Board.

General Characteristics of the Area. To be designated an area vocational education school, Type B, there shall be reasonable documented assurance that:

1. Employment opportunities for the graduates of the school will exist in the community, the state, or elsewhere in the same or related occupation for which training is given.
2. The administration, supervision, and instructional staff will be adequate in both quantity and quality.
3. The administrative policies of the school board will be conducive to the development and maintenance of the proposed school.

Local Support, Initiative, and Attitudes of the Area. To be designated an area vocational education school, Type B, there shall be reasonable documented assurance that:

1. The philosophy of the school board(s) in the proposed area reflect positive attitudes toward vocational education and area vocational education schools.
2. The chamber of commerce, service clubs, major employers, labor organizations, and other persons and organizations considered influential and potential supporters of the proposed area vocational education school will provide encouragement and support to the school's programs.
3. The school board(s) must be willing to transfer monies to support area vocational education school programs.
4. There is interest in the potential programs on the part of the potential enrollees of the area vocational education school (adult enrollees as well as youth).

5. An adequate public relations program has been planned and will be implemented.

6. A governing unit or school board will include representation from all school districts participating in the area vocational education program.

Area Vocational Education School Input Potential. The following statistics are to be based on an attendance area where students will not travel more than sixty minutes, one way, by school bus.

1. The projected vocational enrollment (including students grades seven through twelve, plus adults) will be adequate to insure six hours a day utilization of facilities in at least five vocational instructional areas.

2. The projected total population within the proposed area vocational education school district, five years from the date of application, should not be less than eight thousand.

Criteria for Type C School

A Type C area vocational education school is defined by Public Law 90-576 as:

a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market, if it is available to all residents of the state or an area of the state designated and approved by the State Board, and if in the case of a school, department, or division described in (C) or (D), it admits as regular students both persons who have completed high school and persons who have left school.

General Characteristics of the Attendance Area. To be designated an area vocational education school, Type C, there shall be reasonable documented assurance that:

1. The proposed school will provide vocational education in no less than ten (10) different occupational programs.

2. Employment opportunities for the graduates of the school will exist in the community, the state, or elsewhere in the same or related occupation or occupations for which training is given.

3. The governing board of the school is willing to insure that the administration, supervision, and instructional staff will be adequate in both quantity and quality.

4. The administrative policies of the governing board are conducive to the development and maintenance of the proposed school.

Local Support, Initiative, Interest, and Attitudes of the Area. To be designated an area vocational education school, Type C, there shall be reasonable documented assurance that:

1. The philosophy of the governing unit of the proposed area reflects positive attitudes towards vocational education and area vocational education schools.
2. The chamber of commerce, service clubs, major employers, labor organizations, and other persons and organizations considered influential and potential supporters of the proposed area vocational education school will provide encouragement and support to the school's programs.
3. An adequate public relations program has been planned and will be implemented.
4. An advisory committee will be established representing business, education, and industry in the area to be served by the proposed school.

Area Vocational Education School Input Potential. Data provided for application of a school of this type should be based on an attendance area including a radius of sixty (60) road miles, one way, from the proposed location of the area vocational education school. There shall be reasonable assurance that:

1. The anticipated first year enrollment in the proposed area vocational education school will exceed four hundred students.
2. The projected total population within the proposed area vocational education school district, five years from the date of application, shall not be less than twenty-five thousand.

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Personal Correspondence of the Investigator

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_____. May 1, 1969.

APPENDIX

MEMORANDUM

TO: DIRECTORS, State Departments of Vocational Education

FROM: JAY J. CAMPBELL, Deputy Superintendent
Office of Post High School Services

SUBJECT: DATA FOR STUDY ON SITE SELECTION
AREA VOCATIONAL SCHOOLS

DATE: May 12, 1969

Our state department is conducting research concerning criteria for the location and establishment of area vocational education schools and/or centers. We would like to stress the importance of the results of this study to the Utah Legislature as well as to our board.

We ask your cooperation in responding immediately to the enclosed questionnaire in order that the final writing of the report can begin by May 26, 1969. The responses asked for on the questionnaire are of such a nature that a minimum amount of time and effort will be required.

If the statistical results of this study will be of interest to your office, please feel free to contact us after June 1st or you may wish to enclose a request for a final report with your reply.

Thank you for your kind cooperation.

A self-addressed envelope is enclosed for your convenience. Direct any questions to:

Rollie Bestor, Principal Investigator
Project "Site Selection Study"
976 South 150 East
Orem, Utah 84057

UTAH STATE BOARD OF PUBLIC INSTRUCTION
DIVISION OF RESEARCH AND INNOVATION
1400 University Club Bldg.
Salt Lake City, Utah 84111

TO: Directors, State Departments of Vocational Education

FROM: John F. Stephens, Utah Research Coordinating Unit for Vocational and Technical Education

SUBJECT: Questionnaire to obtain data for Study on Site Selection
Area Vocational Education Schools and/or Centers

DATE: May 13, 1969

The responses obtained from the enclosed questionnaire will assist our State Board of Public Instruction in determining the criteria to be used in locating and establishing an area vocational education school or center in the state of Utah.

The criteria listed in the questionnaire were obtained through a search of the professional literature together with a review of the criteria used by each state in the United States. The criteria used most frequently have been organized into 5 major areas. You are being asked to give your professional opinion on each of the criteria.

As the administrator of your state vocational education program, you are in a position to render a significant judgment as to the importance of each of the criteria. Will you please consider each of the criteria listed below and then check that space which best reflects your opinion with regards to the importance of each criteria.

The following guidelines should direct your responses.

An ESSENTIAL criterion - - - - - one that is absolutely necessary; an area vocational education school cannot be established without considering it.

An IMPORTANT criterion - - - - - this criterion is important as a consideration but should be considered secondary, should be considered in reference to other factors.

SLIGHTLY IMPORTANT - - - - - one that has some bearing on the location and establishment of an area vocational education school, but should not be a determining factor in the outcome

of the decision to locate and/or establish an area vocational education school.

UNIMPORTANT criterion-----this factor is not important; not relevant or pertinent when it comes to locating and establishing an area vocational education school.

SECTION ONE

PART I. Criteria having to do with the Input Potential of an area.

If you were considering locating and establishing an area vocational education school or center, how would you rate the importance of the following criteria?

1. The number of high school students presently enrolled in grades 9-12 in public and private schools in the area to be served by the proposed vocational education school.
2. The number of high school students, grades 9-12, presently enrolled in public and private schools in surrounding areas.
3. The projected number of high school students in grades 9-12 in the high schools to be served by the area vocational education school, five years in the future.
4. The number of student dropouts, grades 9-12, in the high schools to be served by the area vocational education school.
5. The number of high school graduates in the area served by the proposed area vocational education school who do not continue their educations in a college, university, or other institution of higher learning.
6. The number of students presently enrolled in high school vocational or pre-vocational programs within the area to be served by the area vocational education school.

	Essential	Important	Slightly Important	Unimportant
1.				
2.				
3.				
4.				
5.				
6.				

PART III. Criteria having to do with Finance.

If you were considering locating and establishing an area vocational education school or center, how would you rate the importance of each of the following criteria?

1. The assessed valuation of the area to be served by the proposed area vocational education school.
2. Financial resources of the area beyond the assessed valuation (industry, foundations, etc.).
3. The present tax load in the area to be served.
4. The availability of state funds.
5. The availability of federal funds.
6. The bonding power to support the initial and/or future building.

PART IV. Criteria having to do with Local Support and Initiative.

If you were considering locating and establishing an area vocational education school or center, how would you rate the importance of each of the following criteria?

1. The interest and attitudes expressed by the students in the area to be served by the area vocational education school.
2. The interest and attitudes of the industry in the area to be served by the area vocational education school.

	Essential	Important	Slightly Important	Unimportant
1.				
2.				
3.				
4.				
5.				
6.				
1.				
2.				

3. The industrial needs in the area .

4. The interest and attitudes of citizens and community groups in the area to be served .

5. The demonstrated commitment toward cooperation between the school district and county .

6. The attitudes of school officials, chamber of commerce, service clubs, and major employers .

PART V. Criteria having to do with the Location of Other Facilities .

If you were considering locating and establishing an area vocational education school or center, how would you rate the importance of each of the following criteria ?

1. The location of the school with respect to the business, industries, and government which will participate in the area vocational education program .

2. The location of the school with respect to high schools or proposed high schools .

3. The location of the school with respect to libraries and other resource centers .

4. The location of the area vocational education school with respect to health centers .

5. The location with respect to recreation areas .

	Essential	Important	Slightly Important	Unimportant
3.				
4.				
5.				
6.				
1.				
2.				
3.				
4.				
5.				

6. The location with respect to transportation facilities.

7. The location with respect to other institu-
tions of higher education with similar curricula.

	Essential	Slightly Impor.	Unimportant
6.			
7.			

SECTION TWO

The following thirteen questions require a specific figure. Please state the figure which you recommend for each of the criteria listed below. Consider the schools that you are familiar with--especially those schools which are successfully meeting the established goals and objectives.

1. What should be the minimum number of high school students, grades 9-12, enrolled in the area at the time of a proposed area vocational education school?

1. _____

2. What should be the minimum projected enrollment of high school students, grades 9-12, in the proposed area, five years in the future?

2. _____

3. What should be the minimum number or percentage of high school student dropouts, grades 9-12, in the area to be served by the proposed area vocational education school?

3. _____

4. What should be the number or percentage of high school students that graduate from high school but do not continue their educations in a college, university, or other institution of higher education?

4. _____

5. What should be the minimum total population of an area to be served by the proposed area vocational education school?

5. _____

6. Based on the answer to #5 above, what should be the minimum projected population of the proposed area five years in the future?

6. _____

7. What should be the minimum rate of population growth (percentage) during the ten years prior to the proposed area vocational education school?

7. _____

8. What should be the minimum assessed valuation of the area to be served by the proposed area vocational education school?

8. _____

9. Of the total operational costs of the school, what should be the minimum percentage of income received:

a. from tuition 9a. _____%

b. from local levies 9b. _____%

c. from state funds 9c. _____%

d. from federal funds 9d. _____%

10. What should be the maximum traveling distance, one way, that any potential student of the proposed school should be expected to travel?

10. _____

11. The nearest established area vocational education school should be no closer than _____ miles.

11. _____

12. The nearest established junior or community college should be no closer than _____ miles.

12. _____

13. What should be the minimum anticipated enrollment for the proposed area vocational education school during the first year of operation?

13. _____

14. What should be the minimum estimated size of staff during the first year of operation for the proposed area vocational education school?

14. _____

ADDITIONAL REMARKS: _____

Note: If you would like to receive a copy of the results of the study, please check.