

DOCUMENT RESUME

ED 089 099

CE 001 154

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TITLE Educational Relationships Between Intermediate Units and Area Vocational Technical Schools in Pennsylvania.
INSTITUTION Pennsylvania State Univ., University Park. Dept. of Vocational Education.
SPONS AGENCY Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
PUB DATE Feb 74
NOTE 77p.
EDRS PRICE MF-\$0.75 HC-\$4.20 PLUS POSTAGE
DESCRIPTORS Administrator Role; *Educational Development; Educational Research; *Intermediate Administrative Units; *Regional Cooperation; State Surveys; Tables (Data); *Vocational Education; *Vocational Schools
IDENTIFIERS *Pennsylvania

ABSTRACT

On May 4, 1970, the State of Pennsylvania entered upon a new era of school administration with the passage of Act 102. This act established the Intermediate Unit (IU), which provides consultative, advisory, or education program services to school districts, as the middle echelon of a three-echelon educational system (school district, intermediate unit, and State education department). The purpose of this study was to investigate what educational relationships are now present and should be developed between the intermediate units and area vocational technical schools (AVTS) in Pennsylvania. The directors of all 29 IUs in the State and 81 educators in supervisory positions in AVTSs were surveyed to find the relationship of the IUs to the AVTSs, specifically with respect to the provision of seven service areas required by law, and opinions as to the desirability of providing these services. The response rate was over 80 percent and the responses are tabulated and discussed. Two bibliographies, the questionnaires, the responses, and selected comments are included in the appendixes. (DS)

THE
PENNSYLVANIA
STATE
UNIVERSITY
DEPARTMENT
OF
VOCATIONAL
EDUCATION

EDUCATIONAL RELATIONSHIPS
BETWEEN INTERMEDIATE
UNITS AND AREA VOCATIONAL
TECHNICAL SCHOOLS IN
PENNSYLVANIA

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Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit
(Project No. 19-3007)



VOCATIONAL — TECHNICAL EDUCATION Research Report

FEBRUARY, 1974

ED 089093

Educational Relationships Between Intermediate Units and
Area Vocational Technical Schools in Pennsylvania

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
LIST OF FIGURES	iv
CHAPTER	
I. INTRODUCTION	1
Background Information	1
The Problem	6
II. REVIEW OF RELATED LITERATURE	8
III. PROCEDURES	13
Population and Sample	13
Data	14
Collection of Data	15
Analysis of Data	16
IV. FINDINGS OF THE STUDY	18
Present Status - IU	18
Present Status - AVTS	19
Present Status - Comparison	20
Opinion Status - IU	25
Opinion Status - AVTS	25
Opinion Status - Comparison	26
Present-Opinion Status - Comparison	28
V. SUMMARY, CONCLUSION, and RECOMMENDATIONS	36
Summary	36
Conclusions	38
Recommendations	40
REFERENCED BIBLIOGRAPHY	42
GENERAL BIBLIOGRAPHY	44
APPENDIX A:	46
Instruments and Letters of Transmittal	
APPENDIX B:	57
Responses of IU and AVTS Directors	
APPENDIX C:	60
Percentage of Yes and No Responses from AVTS and IU Directors	
APPENDIX D:	68
Computed Significance of Pearson Product Moment Correlations	
APPENDIX E:	70
Selected Comments for the IU and AVTS Directors	

LIST OF TABLES

Table	Page
1. Number of Participants in the Study	16
2. Activities Not Available and Not Utilized	21
3. Activities Available and Utilized	24
4. Activities Judged Desirable	27
5. Activities Judged Less Desirable	28
6. Activities Exhibiting Maximum Agreement	35

LIST OF FIGURES

Figure	Page
1. Comparison of Present Status in Instructional Material Services	22
2. Comparison of Present Status in Continuing Professional Education Services	22
3. Comparison of Present Status in Pupil Personnel Services . .	23
4. Comparison of Present Status in Management Services	23
5. Comparison of Opinion Status in Instructional Materials Services	29
6. IU and AVTS Opinions in Continuing Professional Education Services	29
7. Comparison of AVTS and IU Opinions in Pupil Personnel Services	30
8. Comparison of Opinion Status in Management Services	30
9. Comparison of Present and Opinion Status of IU Directors in Pupil Personnel Services	32
10. Comparison of Present and Opinion Status of IU Directors in State and Federal Agency Liaison Services	32
11. Present and Opinion Status in Management Services Expressed by IU Directors	33
12. Comparison of Present and Opinion Status of AVTS Directors in Curriculum Development and Instructional Improvement Services	33
13. Present and Opinion Status in Instructional Materials Services Expressed by AVTS Directors	34
14. Comparison of Present and Opinion Status of AVTS Directors in State and Federal Agency Liaison Services	34

Chapter I

INTRODUCTION

Background Information

Local control of schools in United States had been interpreted to mean small neighborhood jurisdiction. In the 1931-32 school year there were in excess of 125,000 operating school districts and approximately 140,000 one-teacher schools (1). The recognized limitations of education provided under these conditions had fostered a reduction in the number of school districts and a re-thinking of the meaning of local control in the intervening years; the National Center for Educational Statistics identified 17,300 operating districts in 1971 (2).

This reduction in the number of school districts was accomplished by the combining of smaller districts into larger attendance areas. The educational improvements that were affected in the larger districts included more curriculums, more varied subjects, better instructional facilities and more efficient operation. The resources of the larger districts enabled the attraction of better qualified administrators by a higher percentage of the districts. This contributed to the efficiency of operation and also increased the administrative capability in the districts.

Most of the states chose to adopt a system of administration that placed an intermediary agency between the state and local level. The choice of the county for this agency was thought to be a matter of convenience by Miller and Spalding:

The county is an old unit of government. It evolved in England from a local community with a sheriff and an ealdorman to a larger area headed by an earl to whom the sheriff was responsible. Such an organized area was recognized by the crown as the appropriate unit from which to receive petitions. In time it had its own courts and responsibility for highways, forests and game. Eventually it had most of the paraphernalia of government. The county was established in the United States as a copy of the English model. Both here and in England it arose because of the need of people for an agency of general government that was close at hand and that could be influenced by local opinion.

The county superintendent of schools is, to some extent, the result of its existence. If there had been no counties in 1829, when the first county superintendent was appointed in Delaware, there would have been no county superintendent. . . Most counties today are neither natural clusters of population areas set off by topographical boundaries, nor reasonable administrative units (3).

The county superintendent of schools in Pennsylvania was elected by the local districts and then commissioned by the Commonwealth as the chief school administrator. The ability of larger districts to attract more capable local administrators, as mentioned earlier, caused many of the districts to organize as independent. This action removed the district from the jurisdiction of the county superintendent and permitted direct administrative communication with state educational administrators.

One of the earlier attempts to abolish the county superintendency in Pennsylvania was the objective of Senate Bill 992 (4) introduced in 1956. The purpose was (a) to facilitate cooperation between local administrative units and the state department of public instruction, (b) to implement local control and responsibility by assisting local administrative units and the state department of public instruction in finding and meeting more effectively the educational needs of children and communities through leadership and services which will assume and assure the continuance of the functions heretofore performed by county

boards of school directors, county superintendents and supervisors of special education, (c) to create and define the power and duties of regional school service areas, and (d) to govern boards and offices by fixing qualifications and minimum salaries of these officers, imposing duties and conferring powers upon the superintendent of public instruction, the state council of education, school directors and school administrative officers, and (e) making an appropriation.

The sincerity of this attempt could be inferred from the stated intention of imposing the change not later than 1962 with or without approval of the local districts. This bill was not enacted into law but it did foster a "grass-roots" study throughout the Commonwealth on the feasibility of such a reorganization. Subsequent legislative enactments, during the 1960's, did mandate school district reorganization for the purpose of reducing the number of school districts.

On May 4, 1970, the Commonwealth of Pennsylvania entered upon a new era of school administration with the passage of Act 102. This act established the Intermediate Unit (IU). It was defined as:

The intermediate unit is that echelon of a three-echelon state education system (school district, intermediate unit, and state education department), which provides consultative, advisory, or education program services to school districts. The responsibility for administration, supervision and program operation belongs to school districts. The intermediate unit provides ancillary services necessary to improve the state system of education (5).

The establishment of this system and the passage of Act 192 on January 14, 1970 abolished the county school unit which had functioned in Pennsylvania since 1854. The actual transition was not finalized until the establishment of the intermediate units on July 1, 1971 (6).

Vocational education in the public schools of Pennsylvania had its origin in the 1800's. The district reports in 1899 showed the

following:

- 34 districts had drawing
- 8 districts had shops
- 4 districts had manual training
- 1 district had a carpenter shop
- 1 district had printing (7).

Legislative acts passed by Pennsylvania's law-makers prior to 1917, the federal legislation enacted in 1917, and the eager acceptance of this permissive federal law, all encouraged rapid growth in vocational education. The vocational curriculum was an integral part of secondary schools throughout the Commonwealth. The vocational educator and administrator were a part of the educational organization led by a county superintendent or a district superintendent.

A review of vocational education in 1957 showed that the larger enrollments in vocational education were in the schools located in the areas of population concentration. Both first class school districts and all second class districts had large programs. A few third class districts and practically none of the fourth class districts had any appreciable enrollment in vocational courses. This situation placed the same limitations on vocational education that small attendance areas had placed on all education as was noted above.

The National Defense Education Act of 1958 was the first to propose and encourage larger areas of attendance for vocational education. This concept of area vocational courses was coupled with the education of technicians. It was interesting to note that Pennsylvania had an approved plan for technical education prior to 1951 but, understandably, not on an area basis.

The Vocational Education Act of 1963 was the next significant federal law to be passed with the area vocational education endorsement being unmistakably clear in it. The assistance available, through

it, to the Commonwealth of Pennsylvania started a vast expansion in vocational curriculums, enrollments, and availability to all students. The adopted policies and procedures for organizing an area vocational technical school (AVTS) forced school districts to legally join together for this purpose. The resultant of these influences by 1971 were:

- 82 approved vocational attendance areas
- 58 counties with one or more attendance areas
- 9 attendance areas combining two or more counties
- 57 operating area vocational technical schools(8).

There was definite encouragement by the Department of Public Instruction to involve the county superintendent and his staff in the development of area vocational technical schools. The 57 operating AVTS, in 1971, reflected this concept of an area since seventy-five percent were the county board type of organization (9). This organization utilized the county superintendent as the superintendent of the AVTS.

The 1971 change in the middle echelon of our three-echelon system required a reorganization of the AVTS boards because the county unit was abolished. The joint board organization became most prevalent as a result, in fact it was preferred by a ratio of four to one. The close working relationships that the majority of the AVTS personnel had with the office of the county superintendent no longer existed. The expertise that had developed in the office of the county superintendent was not available to help the vocational director with his problems.

The twenty-nine IU' were created to replace the sixty-seven county superintendencies but this replacement was more than an enlargement of geographic areas. The county superintendent had been an involved administrator in the relationship between local schools and state department.

However the IU' became responsible for auxiliary services necessary to improve the state system of education. The administration, supervision, and program operation belonged to school districts.

The first years of operation were not without problems:

During a recent meeting with the Pennsylvania State Education Association's Classroom Teachers' Executive Committee, Deputy Commissioner for Basic Education Harry Gerlach was dismayed to find that a number of teachers present had never heard of their own IU (10).

This reaction, almost two years after initiation, was indicative of the non-active role of the IU in the school's routine. A second indicator was:

The identity of the Intermediate Unit is not at all clear and there is a lot about its operation that encourages continued fogginess. There are legal and operational problems that on the surface seem to handicap its functioning (11).

The resultant of these reorganizations was a new middle echelon designed to provide consultative, advisory, or education program services. However, the birth of it was not without some travail. A second resultant was the operating AVTS, under a newly organized operating board, with some discontinued channels of communications and other untried new ones.

It was in the interest of encouraging the best educational opportunities for all students that a study of this problem was made. If problems affecting the education of boys and girls resulted from these reorganizations, the identification of them was overdue.

The Problem

The problem investigated was: What educational relationships are there now and should there be between the intermediate units and area vocational technical schools in Pennsylvania?

The specific questions investigated were:

1. Are the administrators of the area vocational-technical schools utilizing the consultative, advisory, or education program services available through the intermediate units?
2. Are the intermediate units providing the consultative, advisory, or education program services that are applicable to the area vocational-technical schools?
3. What are the opinions of the administrators, of the intermediate units and area vocational-technical schools, as to what services and relationships are desirable?

Chapter II

REVIEW OF RELATED LITERATURE

The intermediate unit has been clearly defined as the educational institution between the local district and the state department.

The intermediate unit of school administration is an agency that operates at a regional level, giving coordination and supplementary services to local school districts and serving as a link between these basic administrative units and the state education authority (12).

Thus it has been identified as a part of a continuum, but the role and responsibilities of each or of any of the three components remained indefinite. A further attempt to clarify this was stated by The National Commission on the Intermediate Administrative Unit:

The intermediate unit is not a substitute for local community school districts. Local districts are a necessary part of educational organization if control is to be kept as close as possible to the people served. Modification of present intermediate units to better serve education should in no way weaken local districts or retard efforts to reorganize them into desirable community districts. . . . Experience shows that effective intermediate units strengthen local districts.

Local community school districts are not subordinates of an intermediate unit. They are completely autonomous as defined by state law and full partners with the intermediate unit and state education department in providing educational services. Intermediate units should perform only those functions and provide only those services that local districts cannot perform or provide with comfortable effectiveness (13).

Another version of the role of the intermediate unit avoided specifics completely and stated that the programs should vary greatly from area to area and that flexibility was essential (14). It was probable that a more precise identification of the intermediate unit, on a

nation-wide basis, was not possible.

The Pennsylvania type of intermediate unit, fortunately, was more succinctly defined beginning with the first (1956) act to establish regional school service centers. Although it was never enacted into law the responsibilities envisioned were:

1. Approve and authorize programs of services including but not limited to schools and classes for handicapped children, area technical schools, vocational schools, evening schools, summer schools and schools for adults.
2. Contract with an associated district to provide or to purchase any services or programs.
3. Approve contracts between member districts to provide a special service.
4. Review county plans for reorganization of local administrative units.
5. Review and approve or disapprove school sites or building projects of member districts.
6. Coordinate transportation services among member districts.
7. Advise and assist member districts in fiscal matters.
8. Organize classes, workshops, institutes, and in-service programs for teachers, administrators, school directors, supervisors, school board secretaries, school custodians, and bus drivers (15).

A strict interpretation of these prerogatives would certainly have given the regional school service centers administrative superiority over the local school district. The county superintendent was performing these functions already thus the earlier version of the intermediate unit, in Pennsylvania, appeared to be a geographic enlargement of the county unit.

The Committee of Intermediate Units in May 1966 submitted a report to the Pennsylvania State Board of Education which included a section on programs and services. They stated:

The intermediate unit shall offer two categories of services — a program of basic services and a program of supplemental services. Basic services are those which are essential and must be provided for by the intermediate unit. In making provision for basic services the intermediate unit board may decide to provide the service or

delegate it to member districts. Supplemental services are those which may be provided by the intermediate unit where school districts cannot provide them economically and efficiently.

a. Basic programs and services may include provisions for the development and coordination of:

- (1) consultant service in subject areas and special fields
- (2) special education
- (3) liaison with institutions for higher education
- (4) school health services
- (5) instructional materials center service
- (6) building planning and construction service
- (7) school business service
- (8) federal programs
- (9) food service
- (10) coordination of programs and services between public and non-public schools, including such activities as shared time programs, federally funded projects, and area vocational-technical schools
- (11) school evaluation

b. Supplemental programs and services may include, but are not limited to, such activities as the following:

- (1) vocational-technical education
- (2) educational broadcasting
- (3) in-service education
- (4) data processing
- (5) standard evening schools
- (6) summer schools
- (7) continuing adult education
- (8) coordination and/or operation of transportation
- (9) research
- (10) coordinated purchasing (16).

A review of the two listings of responsibilities showed strong evidence of change in the role of the intermediate unit. The 1956 terminology utilizing the terms of approve, authorize, contract with, review, coordinate, and organize had been transformed. The new role was in terms of may, consultant to, liaison with, and delegation. The continuation of and evolution of the duties and responsibilities of the intermediate unit followed that trend during this ten year time interval. The intermediate unit, as enacted into legality in 1970, was described in the law as:

An intermediate unit board of directors shall have the

power and its duty shall be to adopt a program of services. Each intermediate unit may provide, but shall, except as hereinafter provided, be limited to, the following services: (i) curriculum development and instructional improvement services; (ii) educational planning services; (iii) instructional materials services; (iv) continuing professional education services; (v) pupil personnel services; (vi) State and Federal agency liaison services; and (vii) management services. Each additional service to be provided shall be first approved by a majority of all the boards of school directors comprising the intermediate unit at a meeting called by the intermediate unit board of directors for the express purpose of approving or disapproving any such additional service. Each intermediate unit may provide for the furnishing of any of the services mentioned in this clause or elsewhere in this act to non-public, non-profit schools which schools are hereby authorized to contract for and purchase services from intermediate units so as to participate in the intermediate program (17).

The intermediate units established by this law were intended to make their major contribution in the leadership and service areas. They were also compatible with the reduced involvement on regulatory functions by the State Department of Education at this time. The school districts of the Commonwealth were all transformed into independent districts, and all were assigned as part of one of the twenty-nine intermediate units.

A specific section of the new Act pertained to vocational-technical education. It was:

All powers and duties of county boards of school directors with respect to vocational-technical education are hereby transferred to intermediate unit boards of directors effective July 1, 1971; and all Commonwealth payments theretofore paid to county boards of school directors on account of vocational-technical education shall thereafter be paid to intermediate unit boards of directors (18).

This section was legally necessary to continue those area vocational technical schools that had operated under a county board and chose not to reorganize as a joint board operation. The joint board

organized area vocational-technical school was envisioned as having the same relationship with the intermediate unit as any other public school in the district.

Chapter III

PROCEDURES

Population and Sample

There were programs of vocational education in operation within the confines of all twenty-nine IU'. Programs of vocational education were located in comprehensive high schools, part-time AVTS', full-time AVTS', and community colleges in the Commonwealth of Pennsylvania. Full-time or part-time AVTS' were in operation in twenty-seven of the IU', sizeable enrollments existed in vocational programs, as a part of comprehensive high schools, in the other two IU'. It was decided that all had association with vocational programs thus the Executive Directors of all twenty-nine IU' constituted a complete sample of the population. All the Directors were solicited for input data.

A total of eighty-two attendance areas for AVTS' had been approved by the State Board of Education prior to 1973. The approval of seven attendance areas occurred prior to 1964; since 1964 this process has continued at an accelerated pace. Not all of the potential attendance areas had been finalized by 1973. Some areas that had been approved were not operating classes.

The administrative organization for vocational education varies throughout the Commonwealth. Seven counties operated more than one AVTS. Some of the counties employed a Director of Vocational Education as an administrator and assigned a principal to each AVTS; he was responsible to the Director. Other counties, operating more than one AVTS,

employed a Director of Vocational Education for each AVTS.

Sixty-nine AVTS' were in operation. It was assumed that all professionals involved in the operation of AVTS could furnish valid input data to this study regardless of whether they were in administrative or supervisory positions. A total of eighty-one educators were identified as active in these positions. These eighty-one professionals were the total population, therefore they also represented a 100% sample. The directors of vocational departments in comprehensive high schools were not included in the sample. All these departments had been a part of an independent school district, prior to the establishment of the IU'. Thus, they were part of a system that was not under the jurisdiction of the county superintendent. The change from a county unit to an intermediate unit had no comparable affect on the vocational administrators of vocational departments in comprehensive schools.

Data

The data gathering instrument used was specifically designed and created for this study. It was developed by Brantner and Enderlein (19) with support from the Pennsylvania Department of Education and The Pennsylvania State University. The instrument was constructed as a dual inventory and opinionnaire type.

The IU' had been functioning for two years and definite patterns of relationships with the AVTS' existed. The inventory portion (Column A) of the instrument was used to identify those services that were provided, and also those that were not being provided. The services inventoried were those specified in the law (Act 102) consisting of: (i) curriculum development, (ii) educational planning services, (iii)

instructional materials services, (iv) continuing professional education services, (v) pupil personnel services, (vi) State and Federal agency liaison, and (vii) management services. This data was expected to specifically identify the parameters of the existing relationship between the two institutions.

The second part of the instrument was designed as an opinionnaire (Column B) including the same seven services. The respondents from the IU' expressed opinions as to the desirability of providing them. The respondents from the AVTS' expressed opinions as to the desirability of receiving these services from the IU'. The study sample was asked to cogitate on specifics in each of the seven services and then to infer whether, in their opinion, it should or should not be provided.

One instrument was prepared for submission to the IU study sample. A second instrument was prepared for submission to the AVTS study sample. These were identical instruments except for the brief biographical data and the personalizing of the directions to each of the two groups in the study. A copy of both are in Appendix A.

Collection of Data

The instruments were mailed to the sample with a letter of request to provide data for the study. An addressed return envelope was also enclosed in the package. A month later a follow-up letter, a second copy of the instrument, and another return envelope was mailed to those who had not responded to the first request. Both letters are shown in Appendix A. The response was unusually high as illustrated in Table 1.

One of the instruments returned by an IU had not been completed; it had an attached letter stating that the datum requested was not repre-

representative of their conditions. A few of the remaining twenty-five instruments were not complete in all possible responses, nevertheless partial or complete data was available from 86.2% of the IU population.

Two instruments returned by AVTS' had not been completed; notes had been made on the instruments stating that they were not applicable to those AVTS'. Partial to complete data was used from 81.5% of the AVTS population.

Table 1
Number of Participants in the Study

	Total Number of Administrators	Number Responding	Percent Responding
Intermediate Units	29	26	89.7%
Area Vocational Technical Schools	81	68	83.9%
TOTALS	110	94	85.5%

Analysis of Data

The statistical methodology used in this study included summation of responses, derivation of percentages, computation of Pearson Product Moment Correlation (PPMCR), and testing the significance of the correlation coefficient.

The responses of the IU sample in the inventory section were accumulated to discover the status of the included services in the Common-

wealth. Percentages of these same responses were computed for ease of comparison. The responses of the AVTS group were totaled to determine their usage of services provided by the IU'. Computation of percentages was accomplished to permit comparisons.

The PPMCR was computed by the IBM 360/67 computer using this program from the Statistical Package Program File (STPAC) available at The Pennsylvania State University Computation Center. This analysis was used to determine the correlation between the activities that were available and the activities that were desirable in each identified service area. It was also computed for the activities utilized and those desirable.

The Pearson Product Moment Correlation can be used to test these relationship in this respect according to DuBois.

Although correlations vary from .00 to 1.00 (and negatively from .00 to -1.00), they cannot be considered as proportions (or percentages). Basically, an "r" is merely the slope of the best fitting, least square line, after the variance of the two variables have been equalized (20).

The computed correlation coefficients were then statistically tested for the degree of significance. The test of significance used was based on the hypothesis that the population correlation is zero (21).

This formula was: $r=0$

Chapter IV
FINDINGS OF THE STUDY

Present Status - IU

One purpose of the study was to determine what educational relationships now exist between the IU' and the AVTS'. A determination of this could be made only by establishing what educational interests were common to both groups. One specific question investigated for this purpose was: Are the intermediate units providing the consultative, advisory, or education program services that are applicable to the area vocational technical schools?

The responses of the IU Directors concerning whether the forty-nine identified activities were available are listed in Appendix B; the corresponding percentages for "yes" or "no" responses are in Appendix C.

The data from the IU Directors revealed that approximately seventy percent of the activities are being provided in the majority of the IU'. The activities related to curriculum development and instructional improvement services, instructional materials services, and management services were more available than those of the other four identified services.

The three activities most prevalent, being available in at least twenty-one of the IU' were:

1. Serve on the planning units for Part B vocational funds.
2. Provide central library of vocational-technical instructional films.

3. Provide the services of a media specialist.

Fourteen of the activities were not available in the majority of the IU'. The activities related to educational planning services, pupil personnel services, and state and federal agency liaison services were most unavailable by being absent in one-half or more of the IU'. The one activity, least available, was provided in only three of the IU'. It was:

1. Employment of a vocational-technical curriculum specialist.

Present Status - AVTS

A relationship could only have existed if two groups were involved. The second group was the AVTS Directors, and their role in this study of the relationship was investigated. The specific question was:

Are the administrators of the AVTS' utilizing the consultative, advisory, or education program services available through the IU'?

The responses of the AVTS Directors concerning whether the forty-nine identified activities were utilized are listed in Appendix B. The responses from the AVTS Directors showed that all of the activities were used by eight or more, but only six percent of the total activities are being utilized by the majority of the AVTS'. This small number of utilized activities were all a part of the instructional materials services.

The one activity used most was: provide central library of vocational-technical instructional films. The other three activities used by the majority of the AVTS' were:

1. Provide for maintenance and repair of projectors,

recorders, and media devices on a contractual basis.

2. Provide the services of a media specialist.
3. Serve on the planning units for Part B vocational funds.

Ninety-four percent of the activities were not being used by the majority of the AVTS Directors. It was noted above that all were used by at least eight AVTS' but non-utilization was the predominate pattern.

Some activities related to all services were represented as not utilized. Actually six of the seven services did not contain any activities that were utilized by the majority of the AVTS'.

The activities utilized the least by the AVTS' were:

1. Employment of a vocational-technical education curriculum specialist.
2. Establish an approved intermediate unit comprehensive plan for vocational-technical education.
3. Encourage uniformity of cumulative folders, testing program, and personnel records of school districts.
4. Assist in the organization of craft advisory committee.

Present Status - Comparison

The services available from the IU' and those utilized by the AVTS' represented widely divergent viewpoints. This extreme variance is most evident in the activities endorsed as available by the IU' and as not utilized by the AVTS'. The close similarity of those activities not available in the IU' and not utilized by the AVTS' is evident in Table 2.

The variation between the services available and those utilized is

Table 2
Activities Not Available and Not Utilized

Percent of "No" Responses		Activity
IU	AVTS	
52	75	1. Provide consultative service in review and revision of curriculums.
87	81	2. Employment of a vocational-technical education curriculum specialist.
52	72	3. Identify needs, programs, services, and institutional arrangements for vocational-technical education.
68	81	4. Prepare a comprehensive plan for vocational-technical education for students and adults.
65	83	5. Establish an approved intermediate unit comprehensive plan for vocational-technical education.
78	71	6. Establish a learning resources center.
57	65	7. Assist in local and state wide research needed in vocational-technical education.
74	77	8. Provide continuous evaluation of programs and services of vocational-technical education.
61	70	9. Assist the pupil services advisory council.
70	87	10. Encourage uniformity of cumulative folders, testing program and personnel records of school districts.
70	71	11. Disseminate occupational, labor market studies, and other information about job opportunities.
52	66	12. Serve as a consultant to local and state vocational-technical advisory committees.
61	73	13. Assist the state staff in formulation of vocational-technical program standards.
57	81	14. Assist in the organization of craft advisory committee.

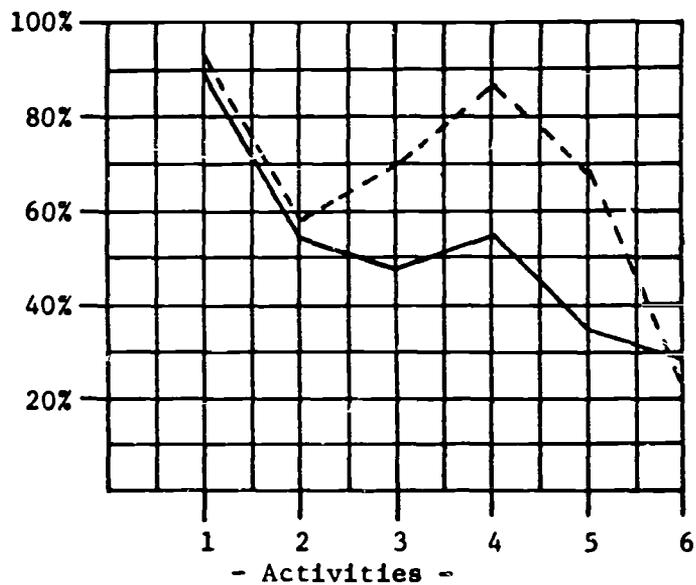


Figure 1.: Comparison of Present Status in Instructional Materials Services

AVTS = ————— IU = - - - - -

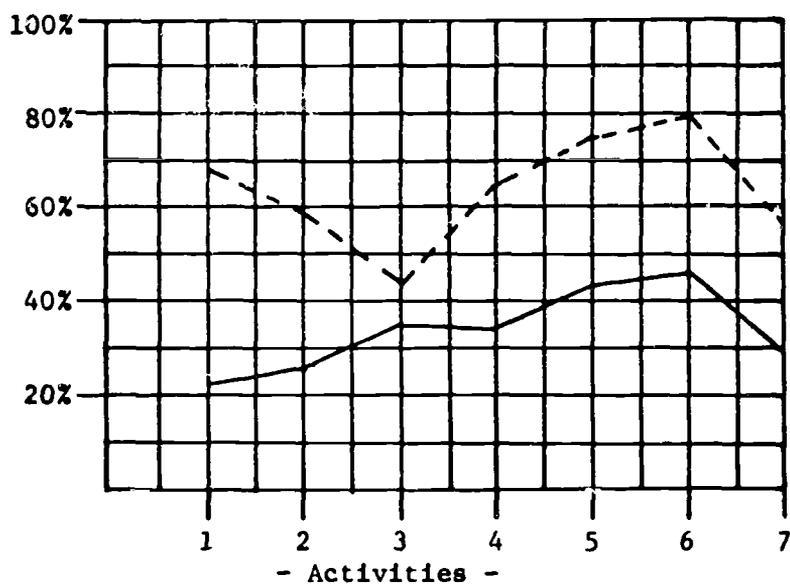


Figure 2.: Comparison of Present Status in Continuing Professional Education Services

AVTS = ————— IU = - - - - -

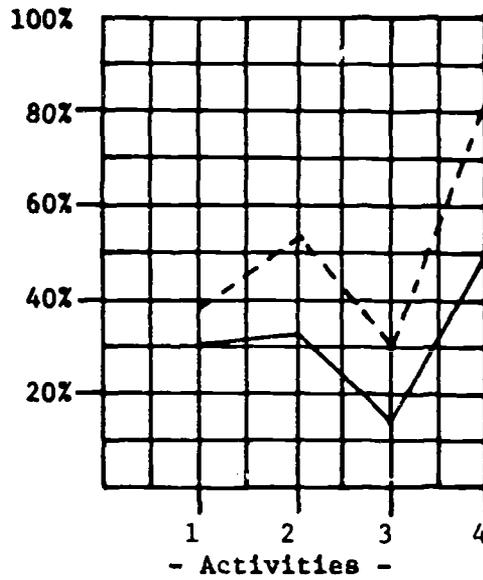


Figure 3.: Comparison of Present Status in Pupil Personnel Services

AVTS = ————— IU = - - - - -

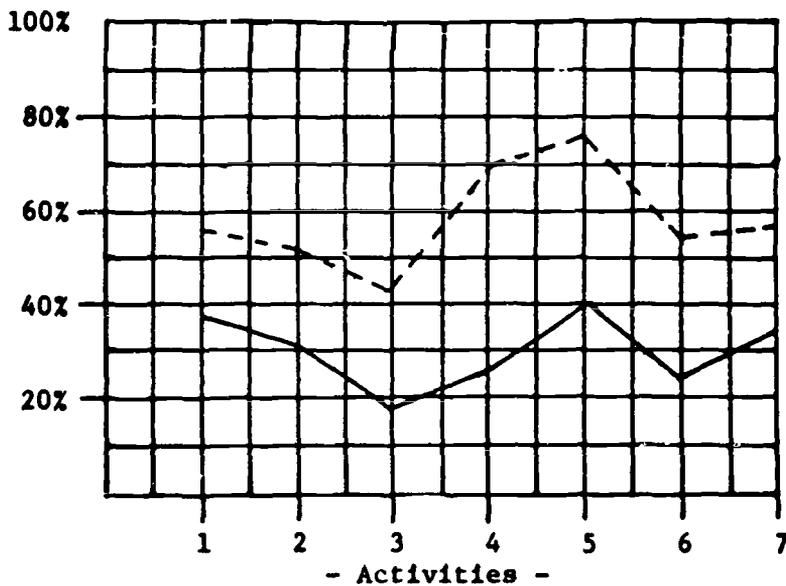


Figure 4.: Comparison of Present Status in Management Services

AVTS = ————— IU = - - - - -

further illustrated in Figures 1, 2, 3 and 4. Figures 1 and 2 show the extreme variance that existed in the instructional activities services and continued professional education services. Figures 3 and 4 show the close similarity that resulted in the pupil personnel services and management services.

The agreement on those services available from the IU' and utilized by the AVTS' was very definite. The three activities available in twenty-one of the IU' were identical with three of the four activities utilized in more than half of the AVTS'.

A comparison of Tables 2 and 3 revealed agreement on the availability and utilization of activities by both groups, however the magnitude of non available and not utilized is greater.

Table 3
Activities Available and Utilized

Percent of "Yes" Responses		Activity
IU	AVTS	
92	90	1. Provide central library of vocational-technical instructional films.
92	56	2. Provide the services of a media specialist.
92	53	3. Serve on the planning units for Part B vocational funds.
58	53	4. Provide for maintenance and repair of projectors, recorders, and media devices on a contractual basis.

Opinion Status - IU

Another purpose of the study was to identify the opinions, of the two groups, as to what administrative relationships are desirable between the IU' and AVTS'. The directors in each group were asked to respond to the desirability of each activity in an affirmative or negative manner.

The opinions of the IU Directors concerning the desirability of making the forty-nine activities available was totally affirmative. These responses are listed in Appendix B; the percentages for the "yes" and "no" opinions are in Appendix C. All of the IU Directors were of the opinion that four of the activities are desirable. They were:

1. Serve on the planning units for Part B vocational funds.
2. Serve on the professional advisory committee.
3. Provide central library of vocational-technical instructional films.
4. Assist in publicizing new instructional materials.

An additional fourteen activities were endorsed affirmatively by at least ninety percent of the directors. All but one of the activities, in the services investigated, were thought to be desirable by at least seventy percent of the respondents. The one activity endorsed by only six of every ten was: assist in the organization of craft advisory committee.

Opinion Status - AVTS

The opinions of the AVTS Directors, concerning the desirability of utilizing the forty-nine activities, in an affirmative or negative form are listed in Appendix B. The corresponding percentages are listed in

Appendix C.

Sixty-five percent of the activities were judged as desirable by a majority of the AVTS Directors. Two activities were affirmed in this category by ninety percent of the respondents. These two were:

1. Provide central library of vocational-technical instructional films.
2. Promote public relations for vocational-technical education.

The activities related to curriculum development and instructional improvement services, and management services were thought to have been least desirable. The four activities that received negative opinions by seven of every ten AVTS directors were:

1. Executive director of Intermediate Unit is chief school administrator.
2. Assist in the organization of craft advisory committee.
3. Assist in the organization of general advisory committee.
4. Advise and assist with the preparation of the vocational-technical educational budget.

It was noted that all four of these activities are in the management services classification.

Opinion Status - Comparison

The activities which constituted the seven services were all thought to be desirable by the majority of the IU respondents. Only sixty-five percent were similarly judged by the majority of the AVTS respondents. The differences in opinions which were readily evident on the bases of these facts did have some similarities.

There was evidence of similar opinions in those activities endorsed without reservation by the IU Directors and overwhelmingly by the AVTS Directors. An examination of Table 4 verifies these similarities.

Table 4
Activities Judged Desirable

Percent of "Yes" Responses		Activity
IU	AVTS	
100	98	1. Provide central library of vocational-technical instructional films.
100	80	2. Assist in publicizing new instructional materials.

It should be noted that the similarities shown in Table 4 did not represent all of those activities classed as most desirable by either group. There were comparable similarities of opinions on those activities that received the lesser endorsement in the opinions of both groups.

The research instrument had space for comments, by the participants, in each of the sections identified with a particular service. These opinions permitted an insight of the individuals' thinking that was not represented in the grouping of opinions. Some of these representative statements are presented in Appendix E.

It must be recognized that the high positive endorsement given by the IU' was the influence that resulted in only one activity being classified as less desirable. The opinions expressed by the AVTS'

resulted in a more lengthy list of less desirable activities.

Table 5
Activities Judged Less Desirable

Percent of "Yes" Responses		Activity
IU	AVTS	
60	20	1. Assist in the organization of craft advisory committee.

Figures 5 and 6 illustrate, graphically, the differences in opinions that existed in the instructional materials services and continuing professional education services. Figures 7 and 8 show the similarity of opinions about the pupil personnel services and management services.

Present-Opinion Status - Comparison

A comparison of the collective opinions on the present status of availability or utilization was made. This comparison was completed to illustrate the similarities and differences of the response patterns of each group. It was assumed that definite agreement between the fact and opinion would indicate a strong influence to maintain the present status. The converse of this assumption was that disagreement would infer a weak influence to maintain the present status.

The responses from IU' on present availability of the activities and their opinion on this availability were compared statistically by use of the Pearson Product Moment Correlation. The resultant

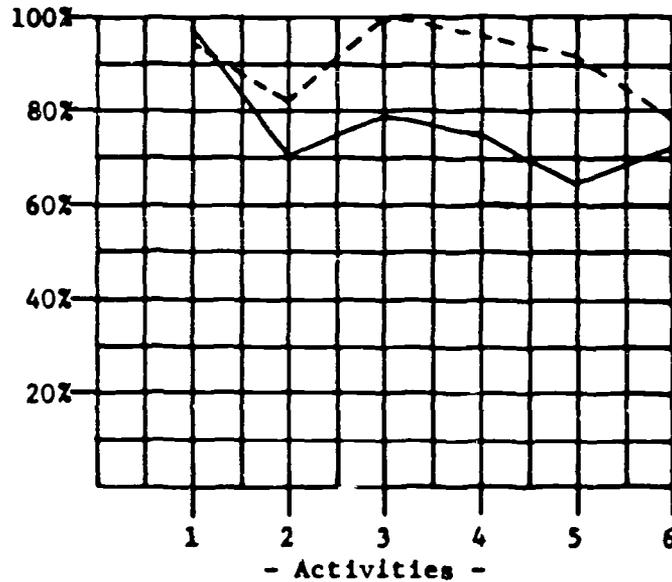


Figure 5.: Comparison of Opinion Status in Instructional Materials Services

AVTS = ————— IU = - - - - -

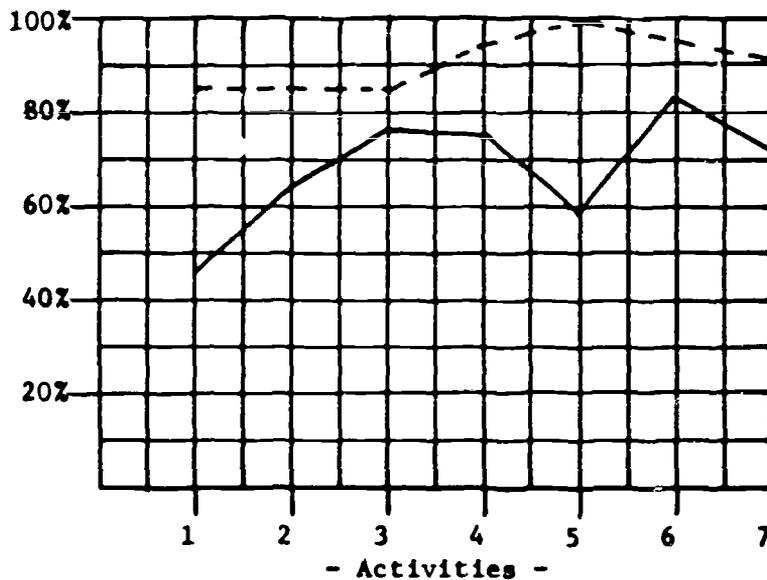


Figure 6.: IU and AVTS Opinions in Continuing Professional Education Services

AVTS = ————— IU = - - - - -

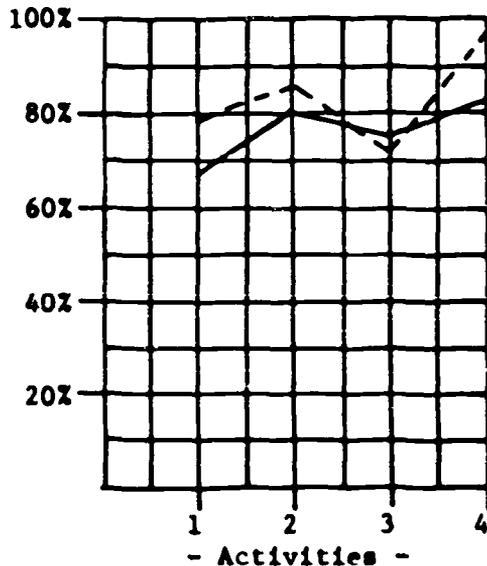


Figure 7.: Comparison of AVTS and IU Opinions in Pupil Personnel Services

AVTS = ————— IU = - - - - -

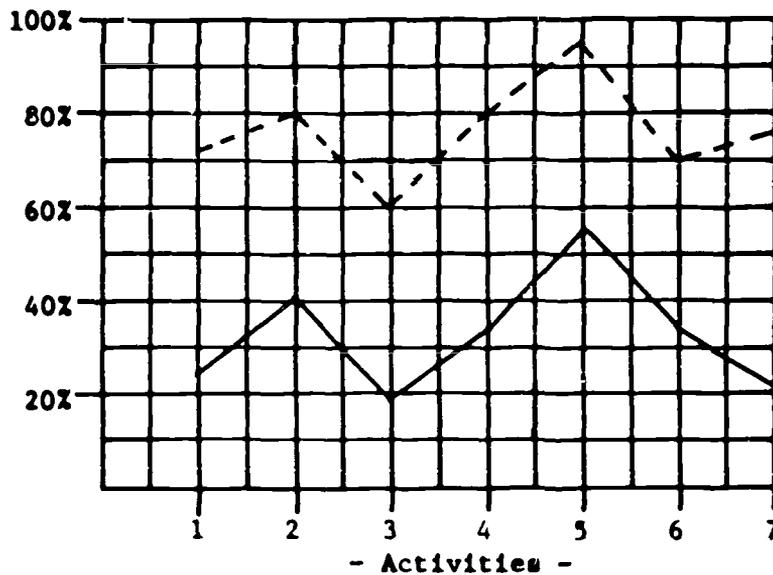


Figure 8.: Comparison of Opinion Status in Management Services

AVTS = ————— IU = - - - - -

correlation coefficients were then tested for significance. The results of the test for significance are listed in Appendix D.

The IU Directors responses on activities available and desirable revealed significant correlations for thirty-four of the forty-nine activities. These correlations were significant at the level of ten, five, one or one-tenth percent level. The pupil personnel services, state and federal agency liaison services, and management services included the higher percentage of the activities in which there was a significant correlation coefficients. A graphic representation is found in Figures 9, 10 and 11. The significance of the correlations, for a high percentage of the included activities, is exemplified by similarity of the two lines.

The responses of the AVTS Directors on activities utilized and available showed significant correlations for forty-three of the forty-nine activities. The resultants of the test for significance are listed in Appendix D. The curriculum development and instructional improvement services, instructional materials services, state and federal agency liaison services, and management services included the larger percentage of activities that had significant correlations. Figures 12, 13 and 14 illustrate these results through the similarity of the plotted lines.

A comparison of the listings of significant correlations shows many similarities between the two groups. Table 6 shows seven activities on which there was complete agreement as to the present and opinion status.

The direction of the agreement differed on these activities. There was agreement that the activities 1, 2, 3 and 5 were neither

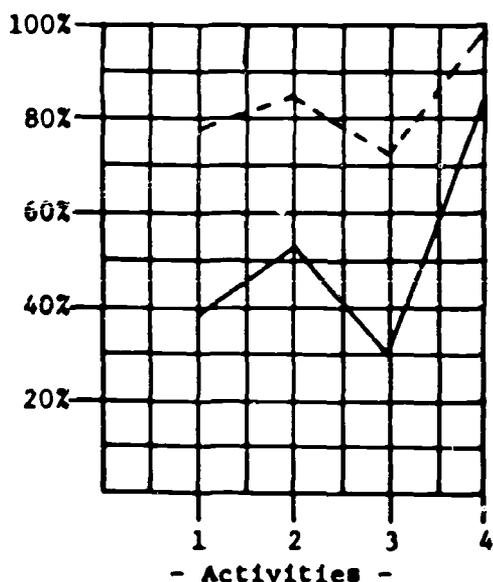


Figure 9.: Comparison of Present and Opinion Status of IU Directors in Pupil Personnel Services

Present = ————— Opinion = - - - - -

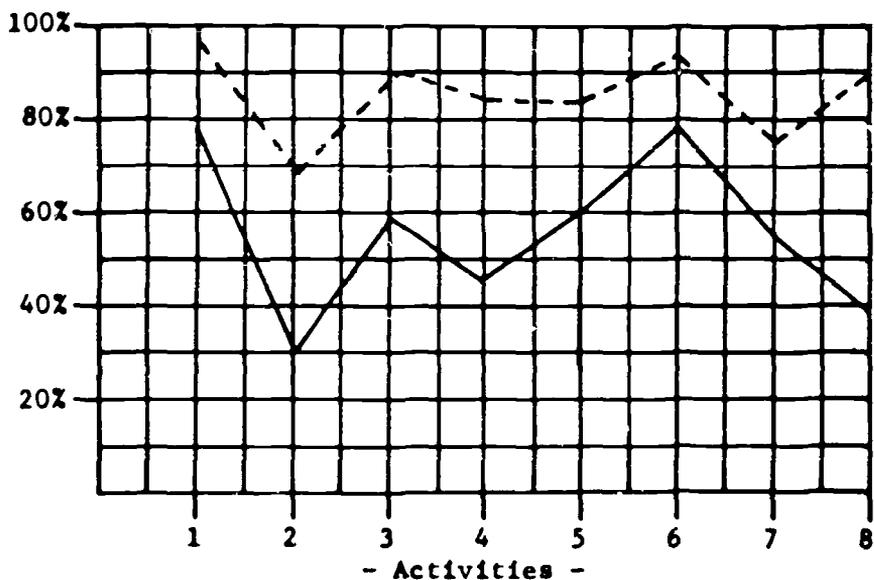


Figure 10.: Comparison of Present and Opinion Status of IU Directors in State and Federal Agency Liaison Services

Present = ————— Opinion = - - - - -

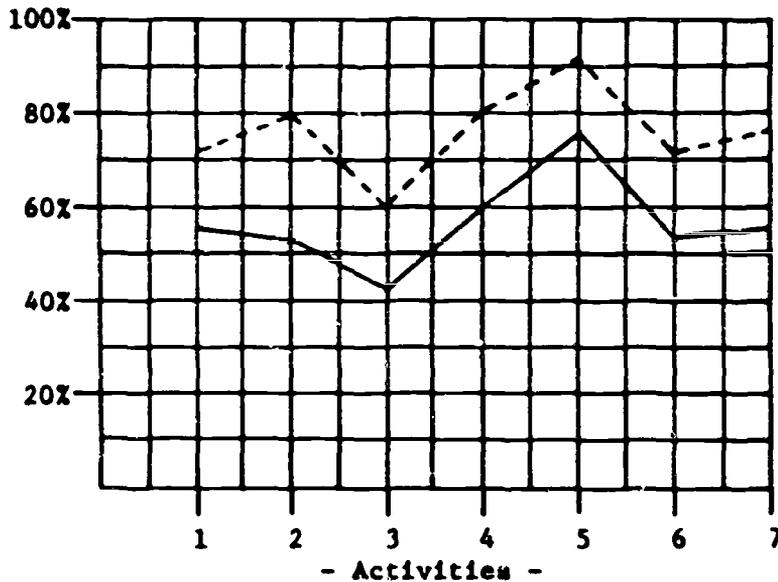


Figure 11.: Present and Opinion Status in Management Services Expressed by IU Directors

Present = ————— Opinion = - - - - -

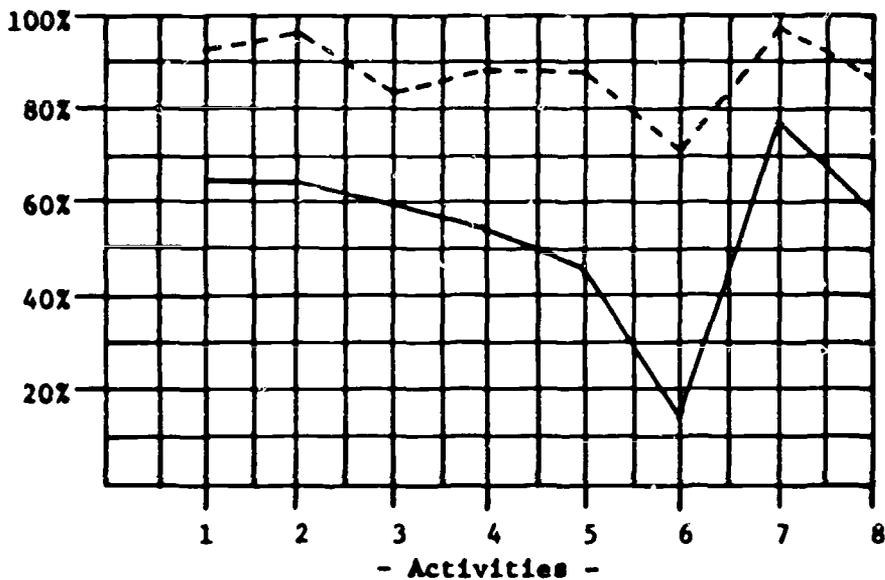


Figure 12.: Comparison of Present and Opinion Status of AVTS Directors in Curriculum Development and Instructional Improvement Services

Present = ————— Opinion = - - - - -

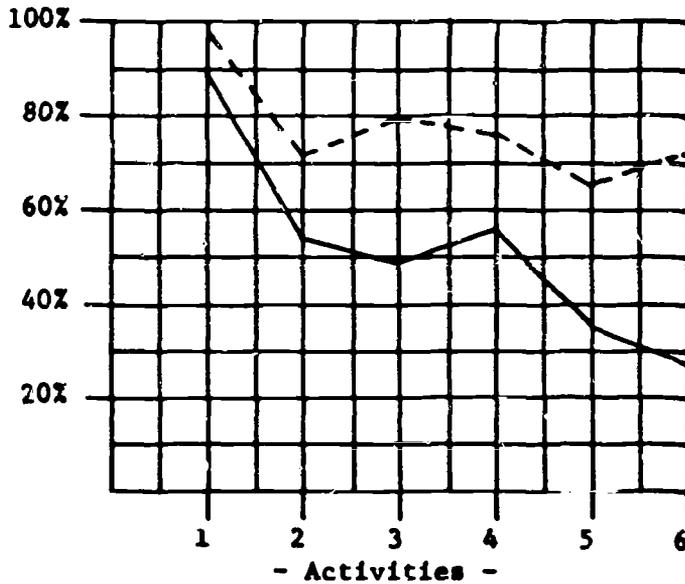


Figure 13.: Present and Opinion Status in Instructional Materials Services Expressed by AVTS Directors

Present = ————— Opinion = - - - - -



Figure 14.: Comparison of Present and Opinion Status of AVTS Directors in State and Federal Agency Liaison Services

Present = ————— Opinion = - - - - -

available nor utilized and they were not desirable. The activities numbered 4, 6, 7 and 8 were both available and utilized; they were desirable in the opinions of both groups.

Table 6
Activities Exhibiting Maximum Agreement

Significance of Correlation		Activity
IU	AVTS	
NS	NS	1. Employment of a vocational-technical education curriculum specialist.
NS	NS	2. Prepare a comprehensive plan for vocational-technical education for students and adults.
NS	NS	3. Establish an approved intermediate unit comprehensive plan for vocational-technical education.
.001	.001	4. Serve on the planning units for Part B vocational funds.
NS	NS	5. Assist in operating in-service programs for professional personnel in vocational-technical education.
.001	.001	6. Serve on the professional advisory committee.
.001	.001	7. Assist in the organization of general advisory committee.
.001	.001	8. Provide the services of a media specialist.

The activities on which differences of present and opinion status existed were more numerous than those which exhibited agreement. These are readily detected by comparing the listings in Appendix B and Appendix C.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was an investigation of the relationships that now exist between the administrators of the IU' and of the AVTS' in Pennsylvania. The investigation also included a study of the opinions of these two groups of individuals as to what educational relationship between the two units would be desirable.

The specific questions for which answers were desired were:

1. Are the administrators of the AVTS' utilizing the consultative, advisory, or education program services available through the IU'?
2. Are the IU' providing the consultative, advisory, or education program services that are applicable to the AVTS'?
3. What are the opinions of the administrators, of the IU' and AVTS', as to what services and relationships are desirable?

The sample groups in this study consisted of the directors of the twenty-nine IU', and the eighty-one administrators and supervisors of AVTS' in Pennsylvania. Both of these groups represented the entire population in the Commonwealth of Pennsylvania. A total of twenty-five usable instruments were returned from the directors of the IU' and a total of sixty-six instruments from the administrators of the AVTS'.

The instrument used to obtain data for this study had been specifically developed by Brantner and Enderlein. The instrument was constructed to serve the dual purpose of inventoring the present status

of administrative relationships and identifying opinions of what these administrative relationships should be between the two groups. The data for answers to two of the three questions in this study were indicated by the inventory section of the instrument. The answer to the third question was related to the opinionnaire portion of the instrument.

Analysis of the data utilized several different statistical methods. The responses from the individuals were accumulated for each individual activity in order to discover the consultative, advisory, or education program services that were available in the IU'. Likewise the responses to the individual activities in the same service areas were totaled to determine the utilization of these services by the AVTS'. Percentages of these responses were computed for comparison of the responses of the two groups. The Pearson Product Moment Correlation (PPMCR) was computed for each individual activity in order to determine the relationship between the present status and the opinion status of the activity with both study groups. The resulting correlation coefficients were then tested for the degree of significance.

The responses from the two groups with respect to the present status of the services revealed that the services were considered to be available by the IU Directors but only a small percentage of these services were being utilized by the AVTS Directors. Those services listed as available in most of the IU' were the same services that were utilized most by the AVTS'. Nevertheless there was a wide difference in viewpoint as to the present status of the services between the two groups.

The opinions of the two groups as to which services should be available showed that the two groups had very comparable opinions. The

IU Directors gave greater affirmative support to the services desirable than did the AVTS Directors. All of the activities were endorsed as desirable by at least sixty percent of the IU Group. Thirty-two of the listed activities were confirmed as desirable by the majority of the AVTS Group.

The computed correlation coefficients showed a large percentage of the activities were both present and desirable in the opinion of the IU Directors. A majority of the responses of the AVTS Directors indicated that the correlation between the present status and the desirability was significant. However, this group did not evidence the overwhelming affirmative endorsement of the activities as was significant of the IU Group. It was again evident that there was agreement between the two groups as to the affirmative endorsement of most of the services, but there were distinct areas of differences between the two groups in certain services.

Conclusions

The response ratio of better than eighty percent of both groups was considered to be very high percentage of response for this type of study. This is evidence of excellent professional interest by both groups and inferred a desire on the part of both groups to provide the best education possible for the students of Pennsylvania. Further evidence of this interest was the substantial endorsement given to the pupil personnel services by both groups.

Both groups of respondents represent recently organized administrative patterns within the Commonwealth of Pennsylvania. The sincere honesty and candor from the directors of these organizations indicated

a strong desire on the part of both to make the administrative structure a success. This indication of professional devotion was considered to be a strong positive force.

The majority of the AVTS' function in a geographic location separate from the participating schools. The joint board organization mandates that a superintendent from one of the participating districts serve on a part-time bases as the chief school officer for the AVTS. The fact that this is the organizational structure and the evidence of divergent points of view between the two groups as to the services available and utilized may result from a lack of knowledge of services available by the AVTS Group. It was evident that those activities most available were most utilized and that those least available were least utilized but there was not definite evidence to support the assumption that all of the AVTS Directors were aware of all of the services available through the IU'.

The number of services presently available shows evidence of excellent planning in this relatively young administrative organization. The fact that seventy percent of the activities were available in the majority of the IU' is commendable. The low percentage of utilization of these services by the AVTS might also be interpreted to mean that many of the services were not applicable to the AVTS administrative organization. The differences of opinion are particularly noticeable in the educational planning and management services and it was possible that this might be the result of these services not being applicable to the needs of the AVTS Group.

The IU Directors affirmatively endorsed all services as desirable for that group to make available. The AVTS group granted this

affirmative endorsement to only sixty-five percent of the individual activities contained in the 7 service areas. These opinions of desirability show a closer alignment of thinking between the two groups and thus the future relationship between the two groups should be in closer agreement in the future. The endorsement of desirability shows the greatest difference of opinions in the educational planning and management services. Therefore, the present differences of opinions on these two services is also evidenced in the opinions as to desirability between the two groups.

This study compared two groups which represent the extremes on the continuum of administration in education in the Commonwealth of Pennsylvania. The IU' on one end of the continuum represent the extreme so far as consultative advisory action is concerned. The AVTS represent the extreme on the other end of the continuum so far as definite and continuing action is concerned. The intermediary in this continuum is the superintendents of schools in the participating districts. The influence of these administrators were not considered in this study.

Recommendations

The following recommendations are considered logical as a result of the findings of this study:

1. Communications need to be established between the AVTS and IU Administrators through the superintendents of schools in the local districts of Pennsylvania. A better understanding of the problems by both groups would result in better education for boys and girls.

2. The AVTS Directors should collectively identify more services applicable to the specialized kind of education which they provide.

The responses in additional comments infer that the AVTS Group do not view some of the services as vital to vocational technical education.

3. This study made no attempt to measure the scope of availability of the services. The indicated presence or absences of a service was the only criteria for this study; additional research should be conducted to determine the degree of availability of the services provided by the IU'.

4. Cooperative development of a system of review of the services should be initiated immediately. This system involving IU Directors, Superintendents, and AVTS Directors should subject the educational planning and management services to critical review as soon as possible.

5. An AVTS Director in the IU should be designated as Consulting Director to the IU. This would be a part-time position for a currently active director of an AVTS and should involve extra remuneration for this added responsibility. It was not verified that the IU Directors were completely knowledgeable of the uniqueness of vocational education. Therefore, the appointment of a Consulting Director would eliminate the doubt that now exists.

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APPENDIX A

**Instruments and Letters of
Transmittal**

THE PENNSYLVANIA STATE UNIVERSITY - DEPARTMENT OF VOCATIONAL EDUCATION
INVENTORY - OPINIONNAIRE

- | | YES | NO |
|---|-----|-----|
| 1. Is your Area Vocational-Technical School a full-time facility? | [] | [] |
| 2. Is your Area Vocational-Technical School a part-time facility? | [] | [] |
| 3. Is the administration of your facility organized as a joint board operation? | [] | [] |
| 4. Is the administration of your facility organized as an intermediate board operation? | [] | [] |

Directions:

Following is a list of activities which might be carried out by Intermediate Units in relationship to Area Vocational-Technical Schools within their districts. Please indicate by marking (X) under:

1. Column A - - if your Area Vocational-Technical School (a) receives these services from the Intermediate Unit or, (b) does not receive these services.
2. Column B - - if in your opinion your Area Vocational-Technical School should (a) receive these services from the Intermediate Unit or, (b) not be provided with these services.

In the space provided for comments, please indicate in writing any additional services you feel should be provided by the Intermediate Unit and any additional comments you feel pertinent.

THANK YOU FOR YOUR TIME AND COOPERATION

PLEASE MARK ALL ITEMS

- | | <u>Column A Curriculum Development and Instructional Improvement Services</u> | | <u>Column B</u> | |
|-----|---|--|-----------------|-----|
| YES | NO | | YES | NO |
| [] | [] | 1. Assist in the development of new instructional programs. | [] | [] |
| [] | [] | 2. Advise in establishing and adjusting vocational-technical programs to meet pupil and community needs. | [] | [] |
| [] | [] | 3. Provide leadership in curriculum improvement and development. | [] | [] |
| [] | [] | 4. Assist in establishing and/or operating programs of vocational-technical adult education. | [] | [] |
| [] | [] | 5. Provide consultative service in review and revision of curriculums. | [] | [] |
| [] | [] | 6. Employment of a vocational-technical education curriculum specialist. | [] | [] |
| [] | [] | 7. Assist in development of vocational-technical curriculums for disadvantaged. | [] | [] |
| [] | [] | 8. Assist in establishing and/or coordinating secondary and post-secondary cooperative education programs. | [] | [] |

Comments:

Column A <u>Educational Planning Services</u>	Column B
YES NO	YES NO
<input type="checkbox"/> <input type="checkbox"/> 1. Prepare a comprehensive plan for vocational-technical education for students and adults.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 2. Identify needs, programs, services, and institutional arrangements for vocational-technical education.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 3. Assist in the initiation of new programs and services in vocational-technical education.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 4. Provide promotional responsibilities and leadership to establish vocational-technical education.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 5. Establish an approved intermediate unit comprehensive plan for vocational-technical education	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 6. Assist in planning in-service programs for professional personnel in vocational-technical education.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 7. Provide advisory service related to planning facilities for vocational-technical programs.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 8. Assist in surveying community needs to plan new vocational-technical programs.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 9. Serve on the planning units for Part B vocational funds.	<input type="checkbox"/> <input type="checkbox"/>

Comments:

Column A <u>Instructional Materials Services</u>	Column B
YES NO	YES NO
<input type="checkbox"/> <input type="checkbox"/> 1. Provide central library of vocational-technical instructional films.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 2. Provide for maintenance and repair of projectors, recorders, and media devices on contractual basis.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 3. Assist in publicizing new instructional materials.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 4. Provide the services of a media specialist.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 5. Provide production facilities for instructional materials.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> 6. Establish a learning resources center.	<input type="checkbox"/> <input type="checkbox"/>

Comments:

Column A Continuing Professional Education Services

Column B

YES NO

YES NO

- | | | | | |
|--------------------------|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Provide continuous evaluation of programs and services of vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Encourage change in programs and services of vocational-technical education, as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Assist in local and statewide research needed in vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Assist in operating in-service programs for professional personnel in vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Serve on the professional advisory committee. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Assist in publicizing in-service opportunities school districts. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Assist in the development of new and more effective teaching techniques. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Column A Pupil Personnel Services

Column B

YES NO

YES NO

- | | | | | |
|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Assist the pupil services advisory council. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Provide vocational information for guidance personnel. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Encourage uniformity of cumulative folders, testing program, and personnel records of school districts. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Provide consultative service related to vocational-technical education for gifted, retarded and handicapped. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Column A State and Federal Agency Liaison Services

Column B

YES NO

YES NO

- | | | | | |
|--------------------------|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Provide consultative advice and guidance to both state and local districts. | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--|--------------------------|--------------------------|

YES NO

2. Disseminate occupational, labor market studies, and other information about job opportunities.
3. Assist in efforts of relationships with business and industry.
4. Serve as consultant to local and state vocational-technical advisory committees.
5. Give advisory service related to federal and state policies and regulations for vocational-technical education.
6. Serve as liaison representative between school districts and Department of Education.
7. Promote public relations for vocational-technical education.
8. Assist the state staff in formulation of vocational-technical program standards.

Comments:

Column A Management Services

Column B

YES NO

1. Executive director of Intermediate Unit is chief school administrator.
2. Provide and coordinate services to the operating agencies of vocational-technical education programs.
3. Assist in the organization of craft advisory committee.
4. Assist in the organization of general advisory committee.
5. Provide administrative and business management consultative services.
6. Give consultative service related to maintenance of facilities of vocational-technical program.
7. Advise and assist with the preparation of the vocational-technical educational budget.

Comments:

THE PENNSYLVANIA STATE UNIVERSITY - DEPARTMENT OF VOCATIONAL EDUCATION
INVENTORY - OPINIONNAIRE

- | | YES | NO |
|---|-----|-------|
| 1. Does your Intermediate Unit operate an Area Vocational-Technical School? | [] | [] |
| 2. What is the total number of Area Vocational-Technical Schools in your units? | | _____ |

Directions:

We are trying to learn more about the status of the Intermediate Units and how they relate to Area Vocational-Technical Schools.

Following is a list of activities which might be carried out by Intermediate Units in relationship to Area Vocational-Technical Schools within their units. Please indicate by marking (X) under:

- Column A - - if the Intermediate Unit (a) engages in the activity or, (b) does not engage in the activity.
- Column B - - in your opinion should the Intermediate Unit (a) engage in this activity or, (b) not engage in this activity.

In the space provided marked comments, please indicate in writing any additional activities you feel should be engaged in by the Intermediate Unit and any additional comments you feel pertinent.

THANK YOU FOR YOUR TIME AND COOPERATION

PLEASE MARK ALL ITEMS

Column A	<u>Curriculum Development and Instructional Improvement Services</u>	Column B	
YES	NO	YES NO	
[]	[]	1. Assist in the development of new instructional programs.	[] []
[]	[]	2. Advise in establishing and adjusting vocational-technical programs to meet pupil and community needs.	[] []
[]	[]	3. Provide leadership in curriculum improvement and development	[] []
[]	[]	4. Assist in establishing and/or operating programs of vocational-technical adult education.	[] []
[]	[]	5. Provide consultative service in review and revision of curriculums.	[] []
[]	[]	6. Employment of a vocational-technical education curriculum specialist.	[] []
[]	[]	7. Assist in development of vocational-technical curriculums for disadvantaged.	[] []
[]	[]	8. Assist in establishing and/or coordinating secondary and post-secondary cooperative education programs.	[] []

Comments:

Column A Educational Planning Services

Column B

YES NO

YES NO

- | | | | | |
|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Prepare a comprehensive plan for vocational-technical education for students and adults. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Identify needs, programs, services, and institutional arrangements for vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Assist in the initiation of new programs and services in vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Provide promotional responsibilities and leadership to establish vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Establish an approved intermediate unit comprehensive plan for vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Assist in planning in-service programs for professional personnel in vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Provide advisory service related to planning facilities for vocational-technical programs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Assist in surveying community needs to plan new vocational-technical programs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Serve on the planning units for Part B vocational funds. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Column A Instructional Materials Services

Column B

YES NO

YES NO

- | | | | | |
|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Provide central library of vocational-technical instructional films. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Provide for maintenance and repair of projectors, recorders, and media devices on contractual basis. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Assist in publicizing new instructional materials. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Provide the services of a media specialist. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Provide production facilities for instructional materials. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Establish a learning resources center. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Column A Continuing Professional Education Services

Column B

YES NO

[] []

1. Provide continuous evaluation of programs and services of vocational-technical education.

YES NO

[] []

[] []

2. Encourage change in programs and services of vocational-technical education, as needed.

[] []

[] []

3. Assist in local and statewide research needed in vocational-technical education.

[] []

[] []

4. Assist in operating in-service programs for professional personnel in vocational-technical education.

[] []

[] []

5. Serve on the professional advisory committee.

[] []

[] []

6. Assist in publicizing in-service opportunities to school districts.

[] []

[] []

7. Assist in the development of new and more effective teaching techniques.

[] []

Comments:

Column A Pupil Personnel Services

Column B

YES NO

[] []

1. Assist the pupil services advisory council.

YES NO

[] []

[] []

2. Provide vocational information for guidance personnel.

[] []

[] []

3. Encourage uniformity of cumulative folders, testing programs, and personnel records of school districts.

[] []

[] []

4. Provide consultative service related to vocational-technical education for gifted, retarded and handicapped.

[] []

Comments:

Column A State and Federal Agency Liaison Services

Column B

YES NO

[] []

1. Provide consultative advice and guidance to both state and local districts.

YES NO

[] []

- | YES | NO | | YES | NO |
|--------------------------|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Disseminate occupational, labor market studies, and other information about job opportunities. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Assist in efforts of relationships with business and industry. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Serve as consultant to local and state vocational-technical advisory committees. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Give advisory service related to federal and state policies and regulations for vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Serve as liaison representative between school districts and Department of Education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Promote public relations for vocational-technical education. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Assist the state staff in formulation of vocational-technical program standards. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- | <u>Column A Management Services</u> | | | <u>Column B</u> | |
|-------------------------------------|--------------------------|--|--------------------------|--------------------------|
| YES | NO | | YES | NO |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Executive director of Intermediate Unit is chief school administrator. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Provide and coordinate services to the operating agencies of vocational-technical education programs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Assist in the organization of craft advisory committee. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Assist in the organization of general advisory committee. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Provide administrative and business management consultative services. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Give consultative service related to maintenance of facilities of vocational-technical program. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Advise and assist with the preparation of the vocational-technical educational budget. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

THE PENNSYLVANIA STATE UNIVERSITY

247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education

Department of Vocational Education

June 25, 1973

Dear Administrator:

A study of the administrative relationship between the intermediate units and the area vocational technical schools of Pennsylvania is now being conducted. This study is being sponsored jointly by this Department, The Bureau of Vocational Education, and The Research Coordinating Unit both of The Pennsylvania Department of Education.

The enclosed opinionnaire was developed by reviewing available literature and interviewing administrators in both the area vocational technical school and intermediate unit organizations. The items were validated by a jury of experts active in educational administration and representing both groups of educators.

The purpose of this study is to identify what relationships there are between the area vocational technical schools and the intermediate units. An equally important motive is to obtain your opinion as to what relationships are desirable. Your cooperation in completing the opinionnaire, due to your expertise in an intermediate unit is vital to the success of this study. We believe that better informed administrators will result from this investigation.

Will you please indicate your opinions according to the instructions on the opinionnaire and make any comments you feel are pertinent. A return addressed and stamped envelope is enclosed for your convenience.

Yours truly,



S. T. Brantner
Associate Professor
Industrial Education

Enclosures

THE PENNSYLVANIA STATE UNIVERSITY

247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Department of Vocational Education

July 23, 1973

Dear Administrator:

Several weeks ago I mailed you an inventory-opinionnaire concerning the administrative relationship between the area vocational-technical school and the intermediate unit. The purpose of this study is two-fold. First, it is an attempt to identify the relationship that now exists. The second is a compilation of opinions, from both organizations, on what relationships should be.

Your participation in this study is vital to increased understanding of the administrative structure and function in Pennsylvania. Would you please take about 15 minutes from your busy schedule to complete this instrument? I am enclosing a second inventory-opinionnaire and return envelope for your convenience.

Yours truly,



S. T. Brantner
Associate Professor
Industrial Education

STB:dn

Enclosures

APPENDIX B

**Responses of IU and
AVTS Directors**

Curriculum Development and Instructional Improvement Services

Item	Area Vocational Technical Schools						Intermediate Units					
	Column A			Column B			Column A			Column B		
	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*
1	18	46	2	27	32	7	15	8	2	23	2	0
2	20	43	3	30	28	8	15	8	2	24	1	0
3	17	47	2	27	32	7	14	9	2	21	4	0
4	17	47	2	21	38	7	13	11	1	22	3	0
5	16	48	2	30	28	8	11	12	2	22	3	0
6	12	52	2	25	35	6	3	20	2	18	7	0
7	23	40	3	39	19	8	18	6	1	24	1	0
8	17	46	3	23	35	8	14	10	1	22	3	0

Educational Planning Services

1	12	52	2	21	36	9	7	15	3	20	5	0
2	18	46	2	29	27	10	11	12	2	19	5	1
3	18	46	2	30	27	9	15	8	2	22	3	0
4	24	40	2	34	22	10	16	8	1	23	2	0
5	10	50	6	30	28	8	8	15	2	24	1	0
6	21	43	2	36	21	9	13	10	2	24	1	0
7	22	41	3	27	30	9	14	9	2	23	2	0
8	19	43	4	41	16	9	12	11	2	22	3	0
9	31	28	7	34	24	8	22	2	1	25	0	0

Instructional Materials Services

1	57	6	3	57	1	8	22	2	1	24	0	1
2	33	29	4	43	17	6	14	10	1	20	4	1
3	30	32	4	46	12	8	16	7	2	24	0	1
4	35	27	4	45	14	7	21	2	2	22	1	2
5	23	38	5	41	20	5	16	7	2	21	2	2
6	17	41	8	43	17	6	5	18	2	19	5	1

Continuing Professional Education Services

1	14	48	4	26	32	8	6	17	2	21	4	0
2	17	45	4	36	21	9	14	9	2	21	4	0
3	21	39	6	44	14	8	10	13	2	21	4	0
4	21	41	4	44	14	8	16	8	1	24	1	0

*NR = No Response

APPENDIX C

**Percentage of Yes and No Responses From
AVTS and IU Directors**

IU Percentage Based on Yes & No Responses Only

Column A		<u>Curriculum Development and Instructional Improvement Services</u>	Column B	
Yes	No		Yes	No
65.2	34.8	1. Assist in the development of new instructional programs.	92	8
65.2	34.8	2. Advise in establishing and adjusting vocational-technical programs to meet pupil and community needs.	96	4
60.9	39.1	3. Provide leadership in curriculum improvement and development.	84	16
54.2	45.8	4. Assist in establishing and/or operating programs of vocational-technical adult education.	88	12
47.8	52.2	5. Provide consultative service in review and revision of curriculums.	88	12
13	87	6. Employment of a vocational-technical education curriculum specialist.	72	28
75	25	7. Assist in development of vocational-technical curriculums for disadvantaged.	96	4
58.3	41.7	8. Assist in establishing and/or coordinating secondary and post-secondary cooperative education programs.	88	12

Column A		<u>Educational Planning Services</u>	Column B	
Yes	No		Yes	No
31.8	68.2	1. Prepare a comprehensive plan for vocational-technical education for students and adults.	80	20
47.8	52.2	2. Identify needs, programs, services, and institutional arrangements for vocational-technical education.	79.2	20.8
65.2	34.8	3. Assist in the initiation of new programs and services in vocational-technical education.	88	12
66.7	33.3	4. Provide promotional responsibilities and leadership to establish vocational-technical education.	92	8
34.8	65.2	5. Establish an approved intermediate unit comprehensive plan for vocational-technical education.	96	4
56.5	43.5	6. Assist in planning in-service programs for professional personnel in vocational-technical education.	96	4
60.9	39.1	7. Provide advisory service related to planning facilities for vocational-technical programs.	92	8
52.2	47.8	8. Assist in surveying community needs to plan new vocational-technical programs.	88	12
91.7	8.3	9. Serve on the planning units for Part B vocational funds.	100	0

Column A		<u>Instructional Materials Services</u>	Column B	
Yes	No		Yes	No
91.7	8.3	1. Provide central library of vocational-technical instructional films.	96	4
58.3	41.7	2. Provide for maintenance and repair of projectors, recorders, and media devices on contractual basis.	83.3	16.7
69.6	30.4	3. Assist in publicizing new instructional materials.	100	0
87.5	12.5	4. Provide the services of a media specialist.	95.6	4.4
69.6	30.4	5. Provide production facilities for instructional materials.	91.3	8.7
21.7	78.3	6. Establish a learning resources center.	79.2	20.8

Column A		<u>Continuing Professional Education Services</u>	Column B	
Yes	No		Yes	No
26.1	73.9	1. Provide continuous evaluation of programs and services of vocational-technical education.	84	16
60.9	39.1	2. Encourage change in programs and services of vocational-technical education, as needed.	84	16
43.5	56.5	3. Assist in local and statewide research needed in vocational-technical education.	84	16
66.7	33.3	4. Assist in operating in-service programs for professional personnel in vocational-technical education.	96	4
75	25	5. Serve on the professional advisory committee.	100	0
79.2	20.8	6. Assist in publicizing in-service opportunities to school districts.	96	4
58.3	41.7	7. Assist in the development of new and more effective teaching techniques.	92	8

Column A		<u>Pupil Personnel Services</u>	Column B	
Yes	No		Yes	No
39.1	60.9	1. Assist the pupil services advisory council.	79.2	20.8
52.2	47.8	2. Provide vocational information for guidance personnel.	84	16
30.4	69.6	3. Encourage uniformity of cumulative folders, testing program, and personnel records of school districts.	73.9	26.1
82.6	17.4	4. Provide consultative service related to vocational technical education for gifted, retarded and handicapped.	96	4

Column A		<u>State and Federal Agency Liaison Services</u>	Column B	
Yes	No		Yes	No
78.3	21.7	1. Provide consultative advice and guidance to both state and local districts.	96	4
30.4	69.6	2. Disseminate occupational, labor market studies, and other information about job opportunities.	68	32
58.3	41.7	3. Assist in efforts of relationships with business and industry.	88	12
47.8	52.2	4. Serve as consultant to local and state vocational-technical advisory committees.	84	16
60.9	39.1	5. Give advisory service related to federal and state policies and regulations for vocational-technical education.	84	16
78	12	6. Serve as liaison representative between school districts and Department of Education.	92	8
56.5	43.5	7. Promote public relations for vocational-technical education.	76	24
39.1	60.9	8. Assist the state staff in formulation of vocational-technical program standards.	88	12

Column A		<u>Management Services</u>	Column B	
Yes	No		Yes	No
56.5	43.5	1. Executive director of Intermediate Unit is chief school administrator.	72.7	27.3
52.2	47.8	2. Provide and coordinate services to the operating agencies of vocational-technical education programs.	79.2	20.8
43.5	56.5	3. Assist in the organization of craft advisory committee.	60	40
69.6	30.4	4. Assist in the organization of general advisory committee.	80	20
75	25	5. Provide administrative and business management consultative services.	96	4
54.2	45.8	6. Give consultative service related to maintenance of facilities of vocational-technical program.	72	28
56.5	43.5	7. Advise and assist with the preparation of the vocational-technical educational budget.	76	24

AVTS Percentage Based on Yes & No Responses Only

Column A		<u>Curriculum Development and Instructional Improvement Services</u>	Column B	
Yes	No		Yes	No
28.1	71.9	1. Assist in the development of new instructional programs.	45.7	54.3
31.7	68.3	2. Advise in establishing and adjusting vocational-technical programs to meet pupil and community needs.	51.7	48.3
26.6	73.4	3. Provide leadership in curriculum improvement and development.	45.7	54.3
26.6	73.4	4. Assist in establishing and/or operating programs of vocational-technical adult education.	35.6	64.4
25	75	5. Provide consultative service in review and revision of curriculums.	51.7	48.3
18.7	81.3	6. Employment of a vocational-technical education curriculum specialist.	41.7	58.3
36.5	63.5	7. Assist in development of vocational-technical curriculums for disadvantaged.	67.2	32.8
26.9	73.1	8. Assist in establishing and/or coordinating secondary and post-secondary cooperative education programs.	39.6	60.4

Column A		<u>Educational Planning Services</u>	Column B	
Yes	No		Yes	No
18.7	81.3	1. Prepare a comprehensive plan for vocational-technical education for students and adults.	36.8	63.2
28.1	71.9	2. Identify needs, programs, services, and institutional arrangements for vocational-technical education.	51.8	48.2
28.1	71.9	3. Assist in the initiation of new programs and services in vocational-technical education.	52.6	47.4
37.5	62.5	4. Provide promotional responsibilities and leadership to establish vocational-technical education.	60.7	39.3
16.6	83.4	5. Establish an approved intermediate unit comprehensive plan for vocational-technical education.	51.7	48.3
32.8	67.2	6. Assist in planning in-service programs for professional personnel in vocational-technical education.	63.2	36.8
34.9	65.1	7. Provide advisory service related to planning facilities for vocational-technical programs.	47.8	52.2
30.6	69.4	8. Assist in surveying community needs to plan new vocational-technical programs.	71.9	28.1
52.5	47.5	9. Serve on the planning units for Part B vocational funds.	58.6	41.4

Column A		<u>Instructional Materials Services</u>	Column B	
Yes	No		Yes	No
90.5	9.5	1. Provide central library of vocational-technical instructional films.	98.3	1.7
53.2	46.8	2. Provide for maintenance and repair of projectors, recorders, and media devices on contractual basis.	71.7	28.3
48.4	51.6	3. Assist in publicizing new instructional materials.	79.3	20.7
56.5	43.5	4. Provide the services of a media specialist.	76.3	22.7
37.7	62.3	5. Provide production facilities for instructional materials.	67.2	32.8
29.3	70.7	6. Establish a learning resources center.	71.7	28.3

Column A		<u>Continuing Professional Education Services</u>	Column B	
Yes	No		Yes	No
22.6	77.4	1. Provide continuous evaluation of programs and services of vocational-technical education.	44.8	55.2
27.4	72.6	2. Encourage change in programs and services of vocational-technical education, as needed.	63.1	36.9
35	65	3. Assist in local and statewide research needed in vocational-technical education.	75.9	24.1
33.9	66.1	4. Assist in operating in-service programs for professional personnel in vocational-technical education.	75.9	24.1
43.5	56.5	5. Serve on the professional advisory committee.	59.6	40.4
46.8	53.2	6. Assist in publicizing in-service opportunities to school districts.	82.1	17.9
29	71	7. Assist in the development of new and more effective teaching techniques.	72.9	27.1

Column A		<u>Pupil Personnel Services</u>	Column B	
Yes	No		Yes	No
30	70	1. Assist the pupil services advisory council.	69	31
32.8	67.2	2. Provide vocational information for guidance personnel.	80.7	19.3
13.3	86.7	3. Encourage uniformity of cumulative folders, testing programs, and personnel records of school districts.	75.4	24.6
49.2	50.8	4. Provide consultative service related to vocational-technical education for gifted, retarded and handicapped.	82.7	17.3

Column A		<u>State and Federal Agency Liaison Services</u>	Column B	
Yes	No		Yes	No
42.6	57.4	1. Provide consultative advice and guidance to both state and local districts.	70.2	29.8
29	71	2. Disseminate occupational, labor market studies, and other information about job opportunities.	66.1	33.9
27.4	72.6	3. Assist in efforts of relationships with business and industry.	65.5	34.5
33.9	66.1	4. Serve as consultant to local and state vocational-technical advisory committees.	47.4	52.6
39.3	60.7	5. Give advisory service related to federal and state policies and regulations for vocational-technical education.	54.4	45.6
44.4	55.6	6. Serve as liaison representative between school districts and Department of Education.	44.6	55.4
30.1	69.9	7. Promote public relations for vocational-technical education.	89.5	10.5
27.1	72.9	8. Assist the state staff in formulation of vocational-technical program standards.	50	50

Column A		<u>Management Services</u>	Column B	
Yes	No		Yes	No
38.1	61.9	1. Executive director of Intermediate Unit is chief school administrator.	26.8	73.2
31.1	68.9	2. Provide and coordinate services to the operating agencies of vocational-technical educational programs.	42.6	57.4
19.3	80.7	3. Assist in the organization of craft advisory committee.	19.3	80.7
27.4	72.6	4. Assist in the organization of general advisory committee.	33.3	66.7
41	59	5. Provide administrative and business management consultative services.	56.1	43.9
25.8	74.2	6. Give consultative service related to maintenance of facilities of vocational-technical program.	35.1	64.9
33.9	66.1	7. Advise and assist with the preparation of the vocational-technical educational budget.	21	79

APPENDIX D

**Computed Significance of Pearson
Product Moment Correlations**

Curriculum Development and Instructional Improvement Services

Item	Area Vocational Technical Schools			Intermediate Units		
	R	SIG	N	R	SIG	N
1	.470	.001	57	.440	.1	23
2	.519	.001	56	.304	NS	23
3	.435	.01	57	.593	.01	23
4	.458	.001	57	.419	.1	24
5	.318	.05	56	.385	.1	23
6	.227	NS	58	.225	NS	23
7	.376	.01	56	.369	NS	24
8	.337	.05	56	.456	.05	24

Educational Planning Services

1	.198	NS	56	.311	NS	22
2	.298	.05	55	.560	.05	22
3	.365	.01	56	.551	.05	23
4	.467	.001	55	.435	.01	24
5	.146	NS	55	.162	NS	23
6	.283	.05	56	.253	NS	23
7	.385	.01	55	.400	.1	23
8	.108	NS	55	.420	.1	23
9	.649	.001	55	1.0	.001	24

Instructional Materials Services

1	.418	.01	56	1.0	.001	23
2	.572	.001	57	.398	.01	23
3	.387	.01	55	1.0	.001	22
4	.610	.001	56	.754	.001	21
5	.341	.05	58	.269	NS	21
6	.286	.05	54	.249	NS	22

Continuing Professional Education Services

1	.312	.05	55	.282	NS	23
2	.352	.05	54	.593	.001	23
3	.320	.05	53	.417	.1	23
4	.206	NS	55	.301	NS	24

Continuing Professional Education Services (continued)

Item	Area Vocational Technical Schools			Intermediate Units		
	R	SIG	N	R	SIG	N
5	.546	.001	54	1 0	.001	24
6	.349	.05	53	.0	NS	24
7	.284	.05	56	.364	NS	24

Pupil Personnel Services

1	.272	.1	54	.379	NS	22
2	.280	.1	52	.496	.05	23
3	.015	NS	56	.470	.05	21
4	.375	.01	54	.484	.05	23

State and Federal Agency Liaison Services

1	.379	.01	54	.422	.1	23
2	.353	.05	57	.432	.1	23
3	.273	.1	55	.456	.05	24
4	.415	.01	55	.455	.05	23
5	.597	.001	53	.593	.01	23
6	.576	.001	54	.609	.01	23
7	.172	NS	55	.698	.001	23
8	.480	.001	52	.322	NS	23

Management Services

1	.562	.001	54	.625	.01	20
2	.534	.001	51	.560	.05	23
3	.348	.05	54	.780	.001	23
4	.564	.001	54	.823	.001	23
5	.427	.01	54	.369	NS	24
6	.460	.001	54	.606	.01	24
7	.582	.001	54	.698	.001	23

APPENDIX E

**Selected Comments from the
IU and AVTS Directors**

Curriculum Development and Instructional Improvement Services

Vocational-Technical education must operate within the total educational community and the IU should be the coordinating agency.

These services should be offered through the regional offices for vocational education.

These services result from a team effort of the AVTS, DPE, Bureau of Vocational Education, and Universities. IU personnel could add little to this group.

Educational Planning Services

The IU could be much more effective if a central office specialist were employed.

These services must be coordinated with the superintendents and is accomplished through the Council of Chief School Administrators.

IU personnel are not equipped to provide direction. They may research and advise.

Instructional Materials Services

Some services could be provided. They need to be at the AVTS; the IU is too far to be effective.

IU should not replace function of teacher education institution.

This is an overlapping and duplication of instructional materials services.

These services are a part of the services to all teachers.

Continuing Professional Education Services

Should be a function of Bureau of Vocational Education.

These are part of work of curriculum specialist. He should not work any different with vocational teachers.

A service with some possibilities.

Pupil Personnel Services

Philosophically opposed to uniformity of cumulative folders, testing, etc.

This is a coordinated effort between the IU' and AVTS'.

State and Federal Agency Liaison Services

Most are directly related to local contracts and unique relationships influenced by the community support the school. AVTS' are to provide for local needs.

Vocational people must provide these services or there will be misdirection, confusion and communication problems.

Management Services

The IU Director should serve as chief school administrator when necessary to move vocational education ahead.

If the present positions of Department resource people are abolished, I can see the value of consolidating some services.

The IU is the best and most logical agent to serve the AVTS. Both are founded on the same basic premis.

There are enough advisory committees without adding another complete staff to the IU.

The involvement of the IU only adds another head to the administrative monster.