

This dissertation has been  
microfilmed exactly as received

68-5209

VANDIVER, Robert Ervin, 1925-  
AN ANALYSIS AND EVALUATION OF FEDERAL  
GUIDELINES AND STATE PLANS FOR VOCATIONAL  
EDUCATION.

The University of Oklahoma, Ed.D., 1968  
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS AND EVALUATION OF FEDERAL GUIDELINES  
AND STATE PLANS FOR VOCATIONAL EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

ROBERT ERVIN VANDIVER

Norman, Oklahoma

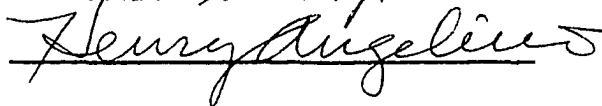
1968

AN ANALYSIS AND EVALUATION OF FEDERAL GUIDELINES  
AND STATE PLANS FOR VOCATIONAL EDUCATION

APPROVED BY

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

## ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation and gratitude to Dr. Glenn R. Snider, Chairman of this writer's doctoral committee, Professor of Education and director of this investigation, who assisted throughout the period of research and preparation with advice, information and guidance. Without his genuine interest this study would not have been possible.

Appreciation is expressed to Dr. Henry Angelino, Dr. O. D. Johns and Dr. Fred A. Sloan, who as members of the committee gave valuable suggestions, criticisms, and encouragement throughout the study.

The writer wishes to express a personal note of appreciation to his wife, Betty, and son, Randy, for their sympathetic understanding, patience, sacrifice and encouragement during this investigation.

## TABLE OF CONTENTS

	Page
LIST OF TABLES. . . . .	vii
 Chapter	
I. INTRODUCTION. . . . .	1
Need for the Study. . . . .	2
Statement of the Problem. . . . .	4
Assumptions . . . . .	4
Definition of Terms . . . . .	5
Delimitations of the Study. . . . .	6
Procedure Used in the Study . . . . .	7
Overview of Following Chapters. . . . .	10
II. REVIEW AND RESEARCH OF THE LITERATURE . . . . .	11
Historical Development of State Boards for Vocational Education. . . . .	11
Historical Development of State Plans for Vocational Education. . . . .	12
Related Research. . . . .	16
III. ANALYSIS OF DATA RELATIVE TO SELECTED SECTIONS OF FEDERAL GUIDELINES AND STATE PLANS FOR VOCATIONAL EDUCATION . . . .	18
Development of Evaluative Criteria. . . . .	19
States Participating in the Study . . . . .	19
Criteria for Jury Members . . . . .	21
Analysis of Jury Responses to Check and Suggestion List . . . . .	25
Key to Responses on Check and Suggestion List . . . . .	26
General Provisions. . . . .	26
Organization for State Plan Administration. . . . .	27
State Administration and Leadership . . . . .	29
Custody of Federal Funds. . . . .	31
Expenditure of Federal Funds. . . . .	31
Organization Chart for State Plan Administration. . . . .	32
Allocation of Federal Funds . . . . .	34
Purposes for Which Money May be Spent . . . . .	35
Allocation of Federal Funds . . . . .	35
Allotment Under Section 3 of the 1963 Act . . . . .	37
Allocation to State Board and Local Education Agencies. . .	38
Cooperative Arrangements. . . . .	39
State Employment Service. . . . .	39
Other Agencies, Institutions, Organizations . . . . .	40
Special Areas . . . . .	41
Other States. . . . .	41

	Page
State Administrative and Supervisory Personnel. . . . .	42
Assistant State Director of Vocational Education Consulting with Teacher Education Programs of Vocational Education. . . . .	43
Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs.	44
Supporting Professional Staff of the State Director . .	45
Others. . . . .	45
State Supervisors . . . . .	46
Local Administrative and Supervisory Personnel. . . . .	47
Local Supervisor. . . . .	48
Instructional Personnel . . . . .	49
Vocational Guidance and Counseling Personnel. . . . .	50
Teacher Training Vocational Guidance. . . . .	51
Local Counseling and Guidance Personnel . . . . .	52
Teacher Training Personnel. . . . .	53
Research Personnel. . . . .	53
Other Professional Personnel. . . . .	55
Reports . . . . .	55
Ancillary Services and Activities	
Vocational Guidance and Counseling	
General Statement of Policy. . . . .	56
State Program of Vocational Guidance and Counseling . .	57
Local Programs of Vocational Guidance and Counseling. .	57
Vocational Teacher Training	
General Statement of Policy . . . . .	58
Description of Teacher Training Program . . . . .	59
Arrangement for Teacher Training. . . . .	60
Other Agencies or Institutions Providing Teacher Training . . . . .	61
Eligibility of Enrollees. . . . .	62
Research, Demonstration, and Experimental Programs	
Policies and Procedures. . . . .	63
Standards and Requirements. . . . .	64
Waiver of Standards and Requirements in Special Cases	
State Plan . . . . .	65
Federal Regulations . . . . .	66
Administration, Supervision, and Evaluation	
State Board Programs and Local Programs. . . . .	66
Other Ancillary Services and Activities . . . . .	68
Summary of Jury Responses to Check and Suggestion List.	69
Development and Validation of Evaluative Criteria . . .	75
Analysis of Federal Guidelines. . . . .	80
Allocation of Federal Funds . . . . .	81
Vocational Teacher Training . . . . .	81
Teacher Training--Eligibility of Enrollees. . . . .	82
Research. . . . .	83
Comparison of Criteria to Existing State Plans. . . . .	83
Name and Designation of State Board . . . . .	85
Composition of State Board or Advisory Council. . . . .	85
State Administration and Leadership . . . . .	88

	Page
Custody of Federal Funds. . . . .	89
Expenditure of Federal Funds. . . . .	89
Organization Chart for State Plan Administration. .	90
Criteria for Determining Portion of Federal Allotment Allocated to Vocational Education . . .	91
Allocation to State Board and Local Educational Agencies. . . . .	91
Cooperative Arrangements. . . . .	92
State Employment Service. . . . .	92
Other Agencies, Institutions, Organizations . . . .	92
Special Areas . . . . .	95
Other States. . . . .	95
Duties and Minimum Qualifications of Professional Personnel. . . . .	95
State Director. . . . .	96
Assistant State Directors . . . . .	96
Assistant State Director Consulting with Teacher Education Programs of Vocational Education . . . . .	96
Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs. . . . .	97
Fiscal Officer. . . . .	97
Others. . . . .	98
State Supervisors . . . . .	98
Local Directors and Local Supervisors . . . . .	99
Instructional Personnel . . . . .	102
State Supervisors, Including Associates and Assistants in Vocational Guidance . . . . .	103
Local Counseling and Guidance Personnel . . . . .	104
Teacher Training Personnel. . . . .	104
Research Personnel. . . . .	104
Consultants and Other Specialists . . . . .	105
Ancillary Services and Activities . . . . .	108
Local Programs of Vocational Guidance and Counseling. . . . .	108
Description of Teacher Training Program . . . . .	109
Arrangements for Teacher Training--State Board. . .	109
Other Agencies or Institutions Providing Teacher Training . . . . .	110
Research, Demonstration, and Experimental Programs.	110
Policies and Procedures . . . . .	111
Other Ancillary Services and Activities . . . . .	111
Summary of Comparison of State Plans to Criteria for Good State Plans for Vocational Education . .	114
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	117
BIBLIOGRAPHY. . . . .	128
APPENDIX. . . . .	132

## LIST OF TABLES

Table	Page
1. Name and Designation of State Board. . . . .	27
2. Composition of State Board or Advisory Council . . . . .	28
3. State Administration and Leadership. . . . .	30
4. Custody of Federal Funds . . . . .	31
5. Expenditure of Federal Funds . . . . .	32
6. Organization Chart for State Plan Administration . . . . .	33
7. Criteria for Determining Portion of Federal Allotment to Vocational Education. . . . .	35
8. Purposes for Which Money May be Spent. . . . .	36
9. Allocation of Federal Funds. . . . .	36
10. Allotment Under Section 3 of the 1963 Act. . . . .	37
11. Allocation to State Board and Local Educational Agencies .	38
12. State Employment Service . . . . .	39
13. Other Agencies, Institutions, Organizations. . . . .	40
14. Special Areas. . . . .	41
15. Other States . . . . .	42
16. The State Director of Vocational Education . . . . .	42
17. Assistant State Director of Vocational Education Consulting with Teacher Education Programs of Vocational Education. . . . .	43
18. Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs. .	44
19. Fiscal Officer. . . . .	45
20. Others . . . . .	46



Table	Page
21. State Supervisors. . . . .	47
22. Local Director . . . . .	48
23. Local Supervisor . . . . .	49
24. Instructional Personnel. . . . .	50
25. State Supervisors, Including Associates and Assistants in Vocational Education . . . . .	50
26. Teacher Trainer Vocational Guidance. . . . .	51
27. Local Counseling and Guidance Personnel. . . . .	52
28. Teacher Training Personnel . . . . .	53
29. Research Personnel . . . . .	54
30. Consultants and Other Specialists. . . . .	55
31. Reports. . . . .	56
32. General Statement of Policy. . . . .	56
33. State Program of Vocational Guidance and Counseling. . . .	57
34. Local Programs of Vocational Guidance and Counseling . . .	58
35. General Statement of Policy. . . . .	59
36. Description of Teacher Training Program. . . . .	60
37. State Board. . . . .	60
38. Other Agencies or Institutions Providing Teacher Training.	61
39. Eligibility of Enrollees . . . . .	63
40. Policies and Procedures. . . . .	64
41. Standards and Requirements . . . . .	64
42. Waiver of Standards and Requirements in State Plans. . . .	65
43. Waiver of Standards and Requirements in Federal Regulations. . . . .	66
44. State Board Programs . . . . .	67

Table	Page
45. Local Programs . . . . .	68
46. Other Ancillary Services and Activities. . . . .	69
47. Jurors' Responses to Federal Guidelines. . . . .	71
48. Jurors' Responses to Criterion for Good State Plans. . . . .	76
49-54. Comparison of Criterion in State Plans to Criterion for Good State Plans for Vocational Education. . . . .	86

AN ANALYSIS AND EVALUATION OF FEDERAL GUIDELINES  
AND STATE PLANS FOR VOCATIONAL EDUCATION

CHAPTER I

INTRODUCTION

Never before has vocational education generated so much interest among so many people. Recent Congressional legislation in this area has been the result of persistent attention on the part of the press, private foundations, national organizations, and the activity of educators, lawmakers, management, labor and the general public. This concern for quality vocational education programs in our public schools is now reflected in the significant increases in the amount of financial support to vocational education by federal, state, and local governments.<sup>1</sup>

It appears that federal programs in the public schools have been going along for years without much study regarding their effectiveness. Now these programs are being expanded and federal, state, and local policy-making bodies must develop an effective framework for their organization and administration.

---

<sup>1</sup>Lowell A. Burkett, "Latest Word from Washington," American Vocational Journal, XLI, No. 5 (May, 1966), 5.

The latest state plans for vocational education developed after the Vocational Education Act of 1963 were studied in this investigation. Many of these plans have been in operation for some time and it was felt that their study could afford an opportunity for contributive research. Policy at the national and state level determines virtually everything done in vocational education. If these policies are bad, then public education and those who should be its beneficiaries are, instead, the victims.<sup>1</sup>

The contents of state plans for vocational education are partially determined by federal guidelines and statutes. Whether or not these requirements contribute to quality programs in vocational education should be open to investigation. An impatient society is not likely to idly stand by while those in public education feel little compulsion for developing quality programs.

#### Need for the Study

For years federal financial support for vocational education throughout the nation has been provided through state boards for vocational education in the several states. These state boards are required (if they are to receive federal funds) to submit to the United States Office of Education state plans for conducting vocational education. If the U. S. Office of Education (until 1933, Federal Board for Vocational Education) finds upon a complete review of a state's plan for vocational education that it is in accord with the spirit and letter of the federal statutes, federal funds allotted to

---

<sup>1</sup>H. M. Hamlin, "What is Research," American Vocational Journal, XLI, No. 6 (September, 1966), 15.

that state will be sent for disbursal in the manner outlined in the state's plan for vocational education.

The need for a careful evaluation of the quality of federal guidelines and state plans for vocational education is generally recognized. An evaluation of selected sections of these guidelines and plans related to the overall organization and administration of vocational education at the state level may lead to an improvement of the entire framework for vocational education programs.

As a result of recent federal legislation, federal funds have increased at an enormous rate and are flowing through the same established channels as in previous programs. The question has now arisen: have federal and state vocational education agencies developed appropriate policies for the most effective organization and administration of vocational education at the state level?

Barlow recently asserted that "The future of vocational education has been research starved for such a long period of time that data for necessary evaluation are meager."<sup>1</sup> It appears that there is a definite need for a study of the organization of federal guidelines and state plans for vocational education at the state level. Such a study may provide the basis for substantial improvements in the quality of these programs.

---

<sup>1</sup>Melvin L. Barlow, "A Platform for Vocational Education in the Future," Vocational Education: Sixty-fourth Yearbook of the National Society for the Study of Education, Part 1 (Chicago: University of Chicago Press, 1965), p. 289.

### Statement of Problem

This investigation is concerned with an analysis and evaluation of selected aspects of federal guidelines and state plans established for the organization and administration of vocational education in the public schools of the United States. More specifically, it is intended to (1) develop criteria for the evaluation of selected aspects of state plans for the organization and administration of vocational education at the state level, (2) determine the degree to which state plans meet acceptable criteria as developed in this study, (3) determine if selected federal guidelines encourage or inhibit the development of contributive state plans for the organization and administration of vocational education at the state level, and (4) develop recommendations directed towards the improvement of federal guidelines affecting vocational education.

### Assumptions

1. That the quality of vocational education programs in the public schools is influenced by the characteristics of federal guidelines and state plans for the organization and administration of vocational education at the state level.
2. That state educational agencies will make available their state plans of vocational education for analysis and evaluation in this study.
3. That competent people can be secured to serve on a jury to determine whether or not selected aspects of federal guidelines inhibit or encourage the development of good state plans for vocational education and to assist in the development of criteria for the

evaluation of selected aspects of good state plans for vocational education.

4. That criteria can be developed to be used in judging the quality of state plans for vocational education.
5. That the application of criteria for the evaluation of selected aspects of good state plans for vocational education will reveal strengths and weaknesses in them and have implications for their improvement.
6. That the evaluation of the contribution made by selected aspects of federal guidelines to good state plans for vocational education will reveal strengths and weaknesses in them and have implications for their improvement.

#### Definitions

Chief State School Officer – Executive officer of the state board for vocational education.

State Board for Vocational Education – The state board created by the legislature, or given administrative power by the legislature, consisting of not less than three members, and having all necessary power to cooperate with the United States Office of Education in the administration of federal acts relating to vocational education.

Vocational Education – Programs, services, or activities related to vocational or technical training or retraining and provided for under the federal statutes.

Federal Statutes – The Smith-Hughes Act, the three titles of the George-Barden Act, the supplementary acts, and the Vocational Education

Act of 1963.

Federal Guidelines - Number 51-R469, Guide For the Development of a State Plan for the Administration of Vocational Education Under the Federal Vocational Acts.

State Plan for Vocational Education - The contract between a state board for vocational education and the United States Office of Education that signifies the state's intentions in relation to the federal statutes for state-wide development of vocational education.

#### Delimitations

This study will be concerned with the analysis and evaluation of selected aspects of the organization and administration of federal guidelines and state plans for vocational education at the state level in the fifty states and the District of Columbia. The study will be further limited to those sections of the federal guidelines and state plans that relate to the overall organization and administration of vocational education at the state level. These sections include: Section 1, General Provisions, and Section 3, Ancillary Services and Activities. A further limitation will be imposed to include vocational education of less than college grade and subsidized by federal funds under the federal statutes.

This study will in no way evaluate the quality of vocational education programs provided in local schools in any of the several states. It is intended only that selected aspects of the organization and administration of federal guidelines and state plans for vocational education at the state level be examined.



### Procedure

In order to discover the strengths and the weaknesses in the organization and administration of federal guidelines and the several state plans for vocational education, it is necessary that criteria be developed for good state plans and to determine if federal guidelines encourage or inhibit the development of good state plans for vocational education. Criteria for good state plans were developed by a thorough research of the literature pertaining to the subject and by an analysis of existing state plans for vocational education. These criteria for good state plans were validated by a jury of recognized experts in the field. Whether or not federal guidelines encourage or inhibit the development of good state plans for vocational education was determined by this carefully selected jury of thirteen persons recognized as outstanding authorities in the field of vocational education.

Good, Barr, and Scates support the value of data based upon opinion in the following statement:

Whatever its scientific standing, we recognize that for certain purposes an index of human values may be more important than any number of physical measurements made perhaps with incredible accuracy and reliability.<sup>1</sup>

The documentary analysis technique of descriptive research was used to analyze federal guidelines and state plans for vocational education. Van Dalen stated that documentary analysis can serve a number of purposes. It can (1) describe specific conditions and practices

---

<sup>1</sup>Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 412.

that exist in schools and society, (2) spot trends, (3) detect weaknesses, and (4) disclose differences in the practice of various states, areas, or countries.<sup>1</sup>

The direct-appraisal technique and the survey-appraisal technique of the descriptive-survey method of research and item analysis technique of descriptive research were the basic methods used to carry out this investigation. The direct-appraisal technique was employed through the use of a jury of recognized authorities in the field of vocational education. The item analysis technique was used to analyze selected sections of federal guidelines and state plans for vocational education. The survey-appraisal technique was used in forming conclusions, developing proposals and recommendations.

Because of the nature of this problem the following procedure was used to facilitate this study:

1. Copies of all federal legislation relating to vocational education were obtained.
2. Copies of each of the new state plans for vocational education in the several states and the District of Columbia were obtained.
3. A comprehensive review of the available literature and research related to the problem was made. Every effort was made to investigate every aspect of state plans for vocational education.

---

<sup>1</sup>Debold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Inc., 1962), p. 193.

4. An item analysis was made of the selected sections of federal guidelines and state plans for vocational education.
5. A two-part check and suggestion list was constructed by combining those factors gleaned from the review of literature and research and the analysis of existing state plans with those provisions in the federal guidelines relating to vocational education. One part of the check and suggestion list was constructed to seek information regarding whether or not federal guidelines encourage or inhibit the development of good state plans for vocational education. The other part of the check and suggestion list was constructed for jurors suggestions relating to the characteristics of a good state plan for vocational education.
6. The check and suggestion list was sent to a jury of recognized authorities in the field of vocational education. Efforts were made to aid the respondents by (1) giving specific instructions for the completion of the forms, (2) grouping related items into sections, and (3) providing for easy marking of responses.
7. The responses to the check and suggestion list were counted, classified, and organized into similar sections and then reported in tabular form. The suggestions made by the jury were given when presenting the data.
8. Criteria for good state plans for vocational education were perfected by analyzing the responses on the check and

suggestion list, eliminating duplications, and arranging related items into sections.

9. A comparison was made of the degree to which state plans met the criteria for a good state plan for vocational education in each of the several states and the District of Columbia.
10. Data from this study were analyzed and interpreted.
11. A summary, recommendations, and conclusions based upon the analysis of the data obtained in this study were made.

#### Overview of Following Chapters

Chapter I contains a statement of the problem and the procedure used. Chapter II is composed of a review of related literature and studies which have been made and the historical development of state boards and state plans for vocational education. Chapter III contains an analysis and interpretation of the responses to the two-part check and suggestion list, the development of criteria for good state plans for vocational education, and a comparison of the criteria for good state plans developed in this study to existing state plans for vocational education. Chapter IV contains a summary of the study as well as conclusions and recommendations.

## CHAPTER II

### REVIEW AND RESEARCH OF THE LITERATURE

#### Historical Development of State Boards for Vocational Education

The necessity of federal assistance in securing an adequate system of vocational education in the states was recognized in 1914 by Congress, which provided for the Commission on National Aid to Vocational Education. The Report of this Commission, made in June of that year, made recommendations which resulted in the adoption of the National Vocational Education Act known as the Smith-Hughes Act which was signed into law nearly three years later, on February 23, 1917.<sup>1</sup>

The Commission on National Aid to Vocational Education included in its recommendations provisions for the establishment of a state board for vocational education. The report stated that:

If the National Government is to appropriate moneys to the states under the terms of an agreement between them, an agency for the National Government and an agency for the State Government must be created to carry out these terms.<sup>2</sup>

---

<sup>1</sup>Charles A. Prosser, and Thos. H. Quigley, Vocational Education in a Democracy (Chicago: American Technical Society, 1949), p. 431.

<sup>2</sup>Report of the Commission on National Aid to Vocational Education (Washington, D. C.: Government Printing Office, 1914) I, Chapter II, 71.

This arrangement, proposed by the Commission, and devised to secure effective cooperation in promoting vocational education was written into the law, and Section 5 of the Smith-Hughes Act provided that:

In order to secure the benefits of the appropriations provided for in sections two, three, and four of this Act, any state shall, through the legislative authority thereof, accept the provisions of this Act and designate or create a state board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The state board of education, or other board having charge of the administration of public education in the state, or any state board having charge of the administration of any kind of vocational education in the state may, if the state so elect, be designated as the state board, for the purposes of this Act.<sup>1</sup>

It will be noted that this section does not designate a "State Board for Vocational Education" but provides for the creation of a "state board, consisting of not less than three members." The federal agency designated to carry out the terms of the Smith-Hughes Act was called the Federal Board for Vocational Education. On October 10, 1933, the administrative functions of the Federal Board for Vocational Education were transferred by Presidential executive order to the Secretary of the U. S. Department of the Interior. The latter shifted this responsibility to the United States Office of Education where the Division of Vocational and Technical education now administers the program.

#### Historical Development of State Plans for Vocational Education

State plans for vocational education are a direct result of

---

<sup>1</sup>Public No. 347, S703, Sixty-fourth Congress, Section 5.

the enactment of the Smith-Hughes Act of 1917. Section 8 of Public No. 347 states:

That in order to secure the benefits of the appropriations for any purpose specified in this Act the State Board shall prepare plans showing the kinds of vocational education for which it is proposed. . . .<sup>1</sup>

The first reference to a plan apparently occurred in April of 1911 when S-3, a bill introduced by Senator Carroll S. Paige of Vermont, was referred to the committee on Agriculture and Forestry. In August of that same year the Committee submitted its report that included a provision in Section 5 that funds appropriated for college-extension departments should be used only under a plan approved by state directors of state experimental stations.<sup>2</sup>

In April of 1912 Congressman William B. Wilson of Pennsylvania improved upon this idea when he introduced H. R. 23481 by inserting a provision in Section 18 which reads:

. . . the board for vocational education for each state and the District of Columbia shall adopt, with the approval of the Secretary of the Interior, and place in operation a general administration scheme or plan for the administration of the Act.<sup>3</sup>

Dr. Charles A. Prosser discussed this language in the bill at a hearing on the bill in April 1912. Two years later at a meeting of the Commission on National Aid to Vocational Education he discussed the language in the bill again.

---

<sup>1</sup>Ibid.

<sup>2</sup>Layton S. Hawkins, Charles A. Prosser, and John C. Wright, Development of Vocational Education (Chicago: American Technical Society, 1951), p. 199.

<sup>3</sup>Ibid.

The following is a report of the discussion between Dr. Prosser and Miss Leonora O'Reilly, representing the Women's Trade Union League.

Dr. Prosser asks:

"What would you think of this method of carrying out the suggestions you made? Suppose that a federal statute were drawn giving grants to the states, under certain broad conditions, this money to be disbursed by the states through state boards of control, selected by the states--in most cases the State Board of Education--then to have the federal statutes set up a working relation between the National Board or national authority and the state board of control for the state. The state board would come to the National Board and say, 'The conditions in our state are such that we recommend this plan, which we want to try out.'" Miss O'Reilly agreed that it would.<sup>1</sup>

This idea of Dr. Prosser's was later incorporated by the commission in its report to Congress. Congress wrote it into law. The Federal Board incorporated the basic law with its interpretations in the "Statement of Policies" issued to the States. The state boards wrote their plans in conformity with the basic law and the policies of the federal office.

After the enactment of the Smith-Hughes Act on February 23, 1917, the Federal Board held its first meeting on July 21, 1917. A later meeting was held in August with the chief state school officers to discuss state participation. After these meetings, the Federal Board set a goal of January 1, 1918, as a target date for completion of all state plans for vocational education.<sup>2</sup>

---

<sup>1</sup>Ibid., p. 200.

<sup>2</sup>Ibid., p. 203.



At its meeting on October 18, 1917, the Federal Board gave formal approval to the first group of state plans. The monumental task of developing and completing state plans was accomplished by the date agreed upon.<sup>1</sup>

The fact that only a few states had state aid to vocational education prior to the Smith-Hughes Act did not add much to their experience in writing state plans. Therefore, as could be expected, there were wide variations in the construction of these first state plans ranging in size from two pages to extensive volumes.<sup>2</sup>

All of these first state plans, prepared in advance of any action on the part of the staff of the Federal Board, showed the need for a topical outline to be followed in the preparation of state plans. The first topical outline has been revised many times until it now represents a model for plans of like character and purpose.<sup>3</sup>

During the five year period from 1917 to 1922 the states revised and resubmitted their plans annually. In 1922 the Federal Board suggested a change in this procedure and asked the states to prepare and submit their plans for a five year period. It was to be understood that any state could prepare an amendment to its plan at any time, and that the amendment would be received and accorded the same consideration for approval it would have been given had it been a part of the original plan. During the years many amendments have been submitted and are regarded and have become a part of that state's plan which submitted the amendment.<sup>4</sup>

---

<sup>1</sup>Ibid., p. 204.

<sup>2</sup>Ibid., p. 203.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 205.

## Related Research

The increased interest in vocational education early in the twentieth century is reflected in the numerous studies of the problems existing in vocational education at that time. However, a close examination reveals very little research effort directed towards the investigation of the organization and administration of federal and state plans for vocational education until the second half of the same century.

In 1957, Arnold did a study of "Federal-State Cooperative Activities in Vocational Education,"<sup>1</sup> and discovered a need for a reassessment of the Federal-State relationship in vocational education. Up until this time there had been no organized attempt made to identify the organized, cooperative activities that Federal-State vocational leadership should consider.

In this same year Harrington investigated the variations in school programs supported in part by federal funds compared to those programs supported in part by state and local funds.<sup>2</sup> It would appear from this study that the unwitting effect of federal activity has been not to standardize but to promote variety by introducing a divergent pattern into an existing school system structure.

In 1960, Hamlin investigated "Citizen Participation in Local Policy Making for Public Education."<sup>3</sup> This investigation revealed that

---

<sup>1</sup>Walter M. Arnold, "Federal-State Cooperative Activities in Vocational Education" (unpublished Doctoral dissertation, Oklahoma State University, 1957).

<sup>2</sup>Gordon M. Harrington, "Vocational Education Moving in Diverse Directions," Nation's Schools, LX, No. 1 (July, 1957).

<sup>3</sup>Herbert M. Hamlin, Citizen Participation in Local Policy Making for Public Education (Urbana: University of Illinois, 1960).

the principle and practice of organizing citizen groups to aid in planning state policy was usually disregarded and concluded that the prospect of securing adequate policies without systematic participation of citizens is not very good.

In 1962, Warmbrod did a study of "State Policies for Distributing State and Federal Fund for Vocational Education."<sup>1</sup> In this study many variations were discovered among state policies adopted for administering the federally aided programs of vocational education in agriculture. The findings clearly indicated that the federally aided programs had not resulted in complete uniformity among the states in policies for administering vocational education in agriculture.

Currently there are studies of the vocational educational roles of state departments of education being conducted at the Center for Research and Leadership Development in Vocational Education at Ohio State University and the University of California. These projects are all extended studies, and it will be some time before conclusive findings are available from them.

---

<sup>1</sup>James R. Warmbrod, "State Policies for Distributing State and Federal Funds for Vocational Education" (unpublished Doctoral dissertation, University of Illinois, 1962).

## CHAPTER III

### ANALYSIS OF DATA RELATIVE TO SELECTED SECTIONS OF FEDERAL GUIDELINES AND STATE PLANS FOR VOCATIONAL EDUCATION

The problem with which this study dealt was that of analyzing and evaluating selected aspects of federal guidelines and state plans established for the organization and administration of vocational education in the public schools of the United States. Criteria were developed to evaluate selected aspects of state plans for the organization and administration of vocational education at the state level, and attempts were made to determine whether the selected sections of federal guidelines encourage or inhibit the development of contributive state plans for the organization and administration of vocational education at the state level.

The purposes of this chapter are (1) to describe the development of the evaluative criteria for good state plans for vocational education and the manner in which these criteria were validated, (2) to describe the development of the check and suggestion list used in the study, (3) to present an analysis of the data secured from respondents to the check and suggestion list, and (4) to present a comparison of the criteria for good state plans developed in this study to existing state plans for vocational education.

### Development of Evaluative Criteria

The initial step in the development of the evaluative criteria used in this investigation involved securing copies of all federal regulations and federal guidelines pertaining to vocational education and copies of the new state plans for vocational education for each of the several states and the District of Columbia. The federal regulations and federal guidelines were provided by the Division of Vocational and Technical Education of the Department of Health, Education, and Welfare. Copies of the newer state plans for vocational education were obtained by communicating with each State Director of vocational education in each of the several states and the District of Columbia. In some instances copies of a state's plan for vocational education were available only through the office of the State Director of vocational education for Oklahoma. In other instances copies of a state's plan for vocational education were not available from any source. Copies of state plans for vocational education were obtained from the following states:

Alabama	Georgia	Minnesota	Oregon
Alaska	Idaho	Mississippi	Rhode Island
Arizona	Illinois	Missouri	Tennessee
Arkansas	Iowa	Nebraska	Vermont
California	Kansas	New Mexico	Virginia
Colorado	Kentucky	New York	Washington
Connecticut	Maine	North Carolina	West Virginia
District of Columbia	Maryland	Ohio	Wisconsin
Florida	Michigan	Oklahoma	Wyoming

The next step involved a comprehensive review of available literature related to the problem. Every effort was made to investigate available research and literature relating to the organization and administration of state plans for vocational education.

The third step in the development of the evaluative criteria involved an analysis of each item in each of the selected sections of the federal guidelines and each state plan for vocational education in the several states and the District of Columbia. The sections selected for this study include: Section 1, General Provisions and Section 3, Ancillary Services and Activities.

As a fourth Step a two-part check and suggestion list was constructed by combining those statements required by federal guidelines to be included in all state plans for vocational education with those statements in which consideration or provision for consideration is left to the discretion of the state. These latter statements were developed from the more appropriate practices discovered in the analysis of existing state plans as determined by a thorough search of the literature and research relating to state plans for vocational education.

One part of the check and suggestion list was constructed to seek information regarding whether or not federal guidelines encourage or inhibit the development of a good state plan for vocational education. The other part of the check and suggestion list was constructed to seek information regarding the characteristics of a good state plan for vocational education.

The check and suggestion list was printed in two colors for the convenience of the respondents. The statements printed in red were

either those statements required or statements for which consideration was required by the federal guidelines to be included in all state plans for vocational education. The statements in black were those statements where discretion for their provision has been left to the state by the federal guidelines.

The next step involved selecting a jury of competent people to serve in determining whether or not federal guidelines inhibit or encourage the development of a good state plan for vocational education and to make constructive suggestions regarding state plans for vocational education. Thirteen highly qualified people were selected to serve as a member of the jury in making judgments relating to federal guidelines and state plans for vocational education that were able to meet one of the following criteria:

1. The juror must possess professional knowledge and understanding of the organization and administration of state plans for vocational education as evidenced by his contribution to professional literature, by designation as an effective teacher in a college or university and involvement in studies or research relating to the organization and administration of state plans for vocational education. (Six jurors and one alternate were selected using this criterion).

2. The juror must possess professional knowledge of research activities and studies relating to the organization and administration of state plans for vocational education at the state level and must occupy a position of director of a State Vocational Research Coordinating Unit. (Three jurors and one alternate were selected using this criterion).

3. The juror must possess professional knowledge and experience in administering programs of vocational education provided for in the federal guidelines and state plans for vocational education and must occupy the position of vocational education director in one of the twenty-five largest cities in the United States. (Three jurors and one alternate were selected using this criterion).

4. The juror must possess professional knowledge and understanding of the organization and administration of vocational education at all levels and serve as a member-at-large of the jury. (One juror and one alternate were selected using this criterion).

The check and suggestion list was constructed by using a variation of the closed response technique of descriptive research.<sup>1</sup> This technique was used to allow a respondent to provide an answer to a question on an item when the closed response alternatives provided for this item were not particularly suitable. The following arrangement was provided for jury members for recording responses to whether or not federal guidelines encourage or inhibit the development of a good state plan for vocational education:

Please check one of the following:

1. ☐ Encourages the development of a good state plan.
2. ☐ Inhibits the development of a good state plan.
3. ☐ Other—please specify on back of this page under this section heading. (Attach additional pages if needed)

---

<sup>1</sup>George J. Mouly, The Science of Educational Research (New York: American Book Company, 1963), p. 248.



The following arrangement was provided for jury members' responses to the characteristics of a good state plan for vocational education:

Please check one of the following:

1. ☐ Characteristic of a good state plan following present federal guidelines
2. ☐ Has little or no relationship to a good state plan following present federal guidelines
3. ☐ Other--please specify on back of this page under this section heading. (Attach additional pages if needed)

A letter (Appendix A) explaining the study and soliciting the cooperation of the juror in this study was sent to each prospective member. A stamped self-addressed card (Appendix B) was enclosed to facilitate a prompt response. Of the thirteen jury members originally selected only one could not serve. As a result of this circumstance one other person able to meet the criteria for jurors was selected as a replacement.

The check and suggestion list (Appendix C), together with instructions to respondents (Appendix D), which were accompanied by a cover letter (Appendix E), and a copy of the selected sections of the federal guidelines and federal regulations relating to vocational education were mailed to each jury member. A stamped self-addressed envelope was also enclosed to facilitate a prompt response.

Six weeks after the check and suggestion lists were sent, all jury members had responded by returning the instrument. (An alphabetical list of cooperating jurors appears as Appendix F).

Prior to sending out the check and suggestion list to the jury, it was decided that any criterion receiving a combined total of more than 50 per cent of the jury members responses to "Encourages the development of a good state plan" or "Characteristic of a good state plan following present federal guideline" would be justification for validation and for further use in the study.

The sixth step involved a tabulation of the responses by the jury to determine the validity status of each criterion. This was done in the following manner:

1. Totals of the jurors' responses in each section of the check and suggestion list were made.

2. The total number of jurors' responses to "Encourages the development of a good state plan," "Inhibits the development of a good state plan," and "Other--please specify" relating to federal guidelines were converted to a percentage.

3. The total number of jurors' responses to "Characteristic of a good state plan following present federal guideline," "has little or no relationship to a good state plan following present federal guideline," and "Other--please specify" relating to criterion for good state plans were converted to a percentage.

4. All percentages were rounded off to the nearest whole per cent and compared to the criterion needed for validation.

Consequently, the seventh and final step in developing the evaluative criteria for good state plans involved an analysis of the jury responses and suggestions to the check and suggestion list and perfecting their arrangement into similar sections.

Analysis of Jury Responses to Check and Suggestion List

To facilitate the appropriate analysis the data obtained on the check and suggestion list is presented in table form. The same general scheme of including federal guideline requirements and state plan provisions in the same criterion as was used in the check and suggestion list is used in reporting the responses of the jury. Those statements that are underlined are those statements required by the federal guideline. All other statements in the criteria are those statements where provision for their inclusion or consideration has been left to the discretion of the state.

Each item in the check and suggestion list is analyzed in two parts. The part relating to federal guideline requirements is analyzed by showing the percentage of jurors' responses to "Encourages the development of a good state plan" as compared to the percentage of jurors' responses to "Inhibits the development of a good state plan" and to the percentage of jurors' responses to "Other--please specify." The part relating to state plan provisions is analyzed by showing the percentage of jurors' responses to "Characteristic of a good state plan following present federal guidelines" as compared to the percentage of jurors' responses to "Has little or no relationship to a good state plan following present federal guidelines" and to the percentage of jurors' responses to "Other--please specify." Percentages were rounded to the nearest whole per cent and in some instances do not total 100 per cent. In other instances where all jurors did not respond on each criterion totals do not equal 100 per cent.

The following procedure will be used in reporting the data:

Those statements that are underlined refer to federal guideline requirements. All statements not underlined refer to state plan provisions left to the discretion of the state. The numbers in each section correspond to the following key:

Federal Guidelines	State Plan
1. Encourages the development of a good state plan	1. Characteristic of a good state plan following present federal guidelines.
2. Inhibits the development of a good state plan	2. Has little or no relationship to a good state plan following present federal guidelines
3. Other--please specify	3. Other--please specify

#### General Provisions

Table one presents the responses of the jury to the federal guideline requirement pertaining to the Name and Designation of the State Board and the state plan provision for such a board. From this table it can be seen that 92 per cent of the jurors agreed that this federal guideline requirement "Encourages the development of a good state plan." Only 8 per cent of the jurors responded to the "Other--please specify" category. Those who responded by checking this category suggested that the designation of any board had little to do with encouraging the development of a good state plan and whether a board encouraged or inhibited the development of a good state plan depended more on the nature of the board and the way it functions.

The state plan provision for the State Board received 62 per cent of the jurors responses to "Characteristic of a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Has little or no relationship to a good state plan following

present federal guideline." Twenty-three per cent of the jurors marked "Other--please specify." Suggestions were that the state board of education was not the only choice a state could adopt and that the state board of vocational education would be a better choice. This latter suggestion was based on the prediction that on the basis of dollars invested in occupational training, by 1980 the state vocational agency will be more closely related to the state boards for higher education than with state boards of education.

TABLE 1  
GENERAL PROVISIONS

Criterion 1.1, Name and Designation of State Board

The State board of education is the sole agency responsible for the administration of the State plan or for the supervision of the administration thereof by local educational agencies, and has all necessary power to cooperate with the Office of Education in the Administration of the State plan. Throughout this plan any reference to "state board" refers to this official board.

<u>Federal Guidelines</u>			State Plan		
1. <u>92%</u>	2. <u>      </u>	3. <u>8%</u>	1. <u>62%</u>	2. <u>15%</u>	3. <u>23%</u>

Organization For State Plan Administration

Composition of State Board or Advisory Council

From Table two it can be seen that the federal guideline requirement. Composition of State Board or Advisory Council received 77 per cent

<sup>1</sup>The underlined statements in Table 1 and all subsequent tables pertain to federal guidelines.

of the jurors' responses to "Encourages the development of a good state plan." Fifteen per cent of the jurors responded to "inhibits the development of a good state plan." Eight per cent of the jurors responded to "Other--please specify." Along with the latter group, suggestions were also offered by all of the jurors marking the number two category. It was evident that jury members marking the second and third categories felt very strongly against the federal government's involvement in the internal affairs of a state.

TABLE 2

## ORGANIZATION FOR STATE PLAN ADMINISTRATION

Criterion 1.21, Composition of State Board or Advisory Council


---

The State board will consist of nine (9) members appointed by the governor on a staggered basis for a term of five (5) years. The Chief state school officer will serve as chairman of the State board. The State board will establish a State advisory council which shall consult with the State board in carrying out the State plan. Upon recommendation of the Chief state school officer, the State board will appoint nine (9) members to serve on the State advisory council. Such advisory council shall include among its members persons familiar with the vocational education needs of management and labor in the state, and a person representative of junior colleges, technical institutes, or other institutional training meeting description and requirements of vocation instruction provided in part 104.13.

<u>Federal Guidelines</u>			<u>State Plan</u>		
1.	<u>77%</u>	2. <u>15%</u>	3. <u>8%</u>	1. <u>46%</u>	2. <u>31%</u> 3. <u>23%</u>

---

It was mentioned that the last sentence in the federal guideline requirement was discriminatory and does not provide for representation from many institutions, i.e., secondary schools and institutions serving culturally and educationally disadvantaged children. It was also

mentioned that the federal government has no business in suggesting the number of members for a state board of education or for an advisory committee. Furthermore, it should not indicate the kinds of persons to be chosen for an advisory council or specify that certain kinds of institutions should be represented on it.

The state plan provision for Composition of State Board or Advisory Council received 46 per cent of the jurors' responses to "Characteristic of a good state plan following present federal guideline." Thirty-one per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Twenty-three per cent of the jurors selected "Other--please specify."

Several suggestions were made regarding the method of appointment to the state board and the membership thereof. It was suggested that the state legislature, or at least a body of the state legislature, should confirm appointments made by the governor. It was mentioned that a state plan should not contain a suggestion that state board members would be appointed by the governor. Several opinions were expressed that the Chief State School Officer should not serve as chairman of the State Board or be a member of it. The latter criticism was based on the relationship that should exist between a policy making body and an executive officer described by a member of the jury in the following statement: "It is ridiculous that a state superintendent should serve as chairman of a state board of vocational education and also as its executive officer."

#### State Administration and Leadership

The federal guideline requirement, State Administration and Leadership, received 92 per cent of the jurors' responses to "Encourages the

development of a good state plan." The remaining 8 per cent of the jurors marked "Other--please specify." One juror indicated there is no feasible way of enforcing this provision.

The state plan provision, State Administration and Leadership, received 85 per cent of the jury members responses to "Characteristic of a good state plan following present federal guideline." The remaining 15 per cent of the jurors marked "Other--please specify." The criticism was reiterated that the Chief State School Officer should not be both the chairman of the state board and its executive officer.

TABLE 3

## ORGANIZATION FOR STATE PLAN ADMINISTRATION

Criterion 1.22, State Administration and Leadership


---

The State Board shall have a State staff sufficiently adequate to enable it to administer, supervise and evaluate vocational education programs, services and activities under the State plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained.

The chief state school officer is the executive officer of the State Board. Upon recommendation of the executive officer the State board will appoint a state director of vocational education. The state director will be given the rank of assistant executive school officer who will be responsible to the State board through the executive officer for the administration, coordination and promotion of vocational education throughout the state. The organization of the State board staff for the administration of programs under the State plan is described by the chart on the following page.

<u>Federal Guidelines</u>			State Plan		
1. <u>92%</u>	2. <input type="checkbox"/>	3. <u>8%</u>	1. <u>85%</u>	2. <input type="checkbox"/>	3. <u>15%</u>

---

It was mentioned that in an increasing number of states the State Director of Vocational Education and the State Board of Vocational Education



must have a close working relationship with a State Board of Higher Education (Coordinating Board for Higher Education) and the staff of this Board of Higher Education. It was suggested, for the aforementioned reason, that it was increasingly important that the State Director of Vocational Education be the Chief Executive Officer of the State Board of Vocational Education for all matters pertaining to occupational training at both the high school and post high school levels.

#### Custody of Federal Funds

The state plan provisions, Custody of Federal Funds, was judged by 59 per cent of the jurors as "Characteristic of a good state plan following present federal guideline." Twenty-three per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Eight per cent of the jurors marking "Other--please specify" mentioned that there were no particular objections to this section but that its inclusion was not imperative to quality plans.

TABLE 4

#### ORGANIZATION FOR STATE PLAN ADMINISTRATION

##### Criterion 1.23, Custody of Federal Funds

The State Treasure, State Capitol Building, is designated to receive Federal funds.

#### State Plan

1. 69% 2. 23% 3. 8%

#### Expenditure of Federal Funds

The state plan provision, Expenditure of Federal Funds, received

69 per cent of the jurors' responses to "Characteristic of a good state plan following present federal guideline." Eight per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Twenty-three per cent of the jurors that marked "Other--please specify" suggested that the person who had authority to authorize expenditures be given a broader title such as--Director of Occupational Education. It was again mentioned by one juror that the inclusion of this provision was not necessary to quality state plans for vocational education and that the federal government should not concern itself with this matter.

TABLE 5  
ORGANIZATION FOR STATE PLAN ADMINISTRATION  
Criterion 1.24, Expenditure of Federal Funds

---

The official title of the officer who will have authority to authorize expenditures under the State plan is the State Director of Vocational Education.

State Plan

1. 69% 2. 8% 3. 23%

---

Organization Chart for State Plan Administration

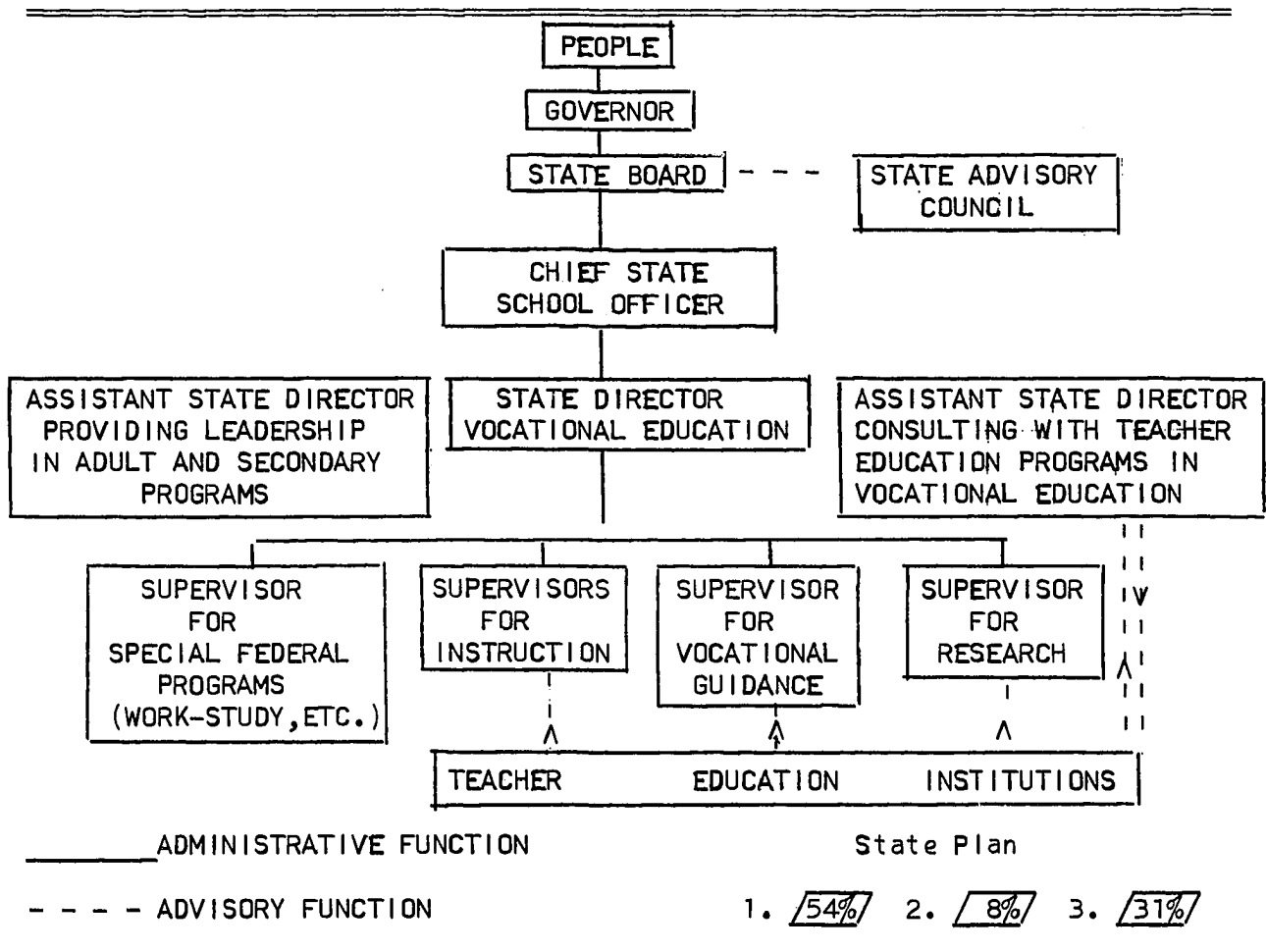
Table six, the state plan provision, Organization Chart for State Plan Administration, showed that 54 per cent of the jurors marked "Characteristic of a good state plan following present federal guideline." Eight per cent of the jurors marked "Inhibits the development of a good state plan." Thirty-one per cent of the jurors marked "Other--please specify" and elicited more responses in this category from the jury than any other

criterion. Eight per cent of the jurors failed or declined to respond to this criterion.

In this criterion, as in previous criteria, it was suggested that the appointment of the state board should not rest solely with the governor of the state. It was also suggested that the state staff should have a supervisory capacity, instead of an advisory one, with institutions

TABLE 6

## ORGANIZATION CHART FOR STATE PLAN ADMINISTRATION



training teachers and other vocational education personnel. The diversity of opinion among the jurors was illustrated by the fact that one juror mentioned that the idea of a state education agency supervising or even evaluating the work of a university is abhorrent and unrealistic in dealing with any self-respecting university. It was also suggested that the rating on this chart would depend on the organization of the regular state education department structure and the resources available. If research and other facilities were lacking in other departments of the State Department of Education, then this would be an excellent plan. An observation was made that the Assistant State Director who serves primarily as a consultant to teacher education programs seemed isolated from the on-going adult and secondary education program, and it was suggested that both Assistant State Directors should have direct ties with teacher education institutions.

#### Allocation of Federal Funds

From the data presented in Table seven it can be seen that the state plan provision, Criteria for Determining Portion of Federal Allotment Allocated to Vocational Education, was judged by 62 per cent of the jurors as "Characteristic of a good state plan following present federal guideline." Twenty-three per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Other--please specify" and offered the following suggestions: Items A through F should be identified as items which will be considered according to priorities in program development and given due weight according to these priorities. It was also suggested the use of the phrase "area served" is quite meaningless and

should be changed to "area to which workers will migrate." There was some concern expressed by the jurors that if policies and procedures are too highly detailed there will be a tendency to perpetuate a given type of vocational education which will prevent a state from implementing new areas of program development.

TABLE 7

## ALLOCATION OF FEDERAL FUNDS

Criterion 1.31-1, Criteria for Determining Portion of Federal Allotment Allocated to Vocational Education

---

The policies and procedures to be followed in allocating federal funds under Section 3 of the 1963 Act among the various uses set forth in Section 4 (a) of the 1963 Act include the following:

- (a) The interest of the local educational agency or other agency in providing vocational education.
- (b) The needs of the local educational agency for financial assistance
- (c) The need for vocational education.
- (d) The geographic area to be served.
- (e) The adequacy of existing programs within area served.
- (f) Special consideration will be given to the need for research, demonstration and experimental programs.

## State Plan

1. 62% 2. 23% 3. 15%

---

## Purposes for Which Money May be Spent

## Allocation of Federal Funds

Tables eight and nine indicate that both federal guideline requirements, Purposes for which Money May be Spent and Allocation of Federal Funds, received 92 per cent of the jury members responses to "Encourages the development of a good state plan." Eight per cent of the jurors marked both federal guideline requirements "Other--please specify." It was

suggested that the maximum degree of flexibility must be provided local systems to meet their unique requirements and needs. There was the observation that federal money should be spent legally and honestly on the purposes for which appropriated. There is no other choice involved in this section.

TABLE 8

## ALLOCATION OF FEDERAL FUNDS

Criterion 1.31-2, Purposes for which Money May be Spent

- 
- 
- (a) For classification of persons specified in Section 4 (a) of the 1963 Act.
  - (b) Construction of area vocational education school facilities.
  - (c) Ancillary services and activities to assure quality in all vocational education programs.

Federal Guidelines

1. 92% 2.      3. 8%
- 

TABLE 9

## ALLOCATION OF FEDERAL FUNDS

Criterion 1.31-3, Allocation of Federal Funds

In the allocation of federal funds among the purposes in 1.31-2, due consideration shall be given to:

The vocational education needs of all persons of all age groups in all communities in the state, and The results of periodic evaluation of state and local vocational education programs and services in light of: Current and projected manpower needs and job opportunities; the need for maintaining, extending, and improving existing programs and developing new programs of vocational education.

Federal Guidelines

1. 92% 2.      3. 8%
-

## Allotment Under Section 3 of the 1963 Act

The federal guideline requirement, Allotment Under Section 3 of the 1963 Act, was rated by 54 per cent of the jurors as "Encourages the development of a good state plan." Twenty-three per cent of the jurors marked "Inhibits the development of a good state plan." Twenty-three per cent of the jurors marked "Other--please specify." This criterion elicited several differing responses from members of the jury including: This provision is limiting and restrictive, and the effects of this type of control were illustrated in the Home Economics portion of the Smith-Hughes Act; the apportionment of funds described in this criterion is discriminatory and should be brought to the attention of federal lawmakers; The amount of funds for adult and post secondary vocational education courses should be raised to 50 per cent of the allotment and that some of the

TABLE 10

## ALLOCATION OF FEDERAL FUNDS

Criterion 1.31-4, Allotment Under Section 3 of the 1963 Act

Funds allotted to the state under Section 3 of the 1963 Act may be allocated to each of the matching purposes set forth in 1.31-2, provided that:

- (a) at least 33-1/3 per cent of each allotment for any fiscal year ending prior to July 1, 1968, and at least 25 per cent of each allotment for each subsequent fiscal year may be used only:
- (1) for vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; or
  - (2) for constructing area vocational education school facilities; or
  - (3) for both
- (b) at least 3 per cent of each allotment may be used only for ancillary, services and activities.

Federal Guidelines

1. 54% 2. 23% 3. 23%

vocational education programs at the secondary level should be eliminated. It was also suggested that the proportion allotted for ancillary services and activities should be raised to 6 per cent.

#### Allocation to State Board and Local Education Agencies

From Table eleven, Allocation to State Board and Local Educational Agencies, it can be seen that 85 per cent of the jurors indicated that this federal guideline requirement "Encourages the development of a good state plan." Eight per cent of the jurors marked "Inhibits the development of a

TABLE 11

#### ALLOCATION OF FEDERAL FUNDS

##### Criterion 1.32, Allocation to State Board and Local Educational Agencies

The allocation of federal funds allotted under Section 3 of the 1963 Act for direct expenditure by the State Board and for expenditure by local educational agencies will be determined by the following policy:

- (a) Due consideration will be given to the criteria and purposes for which federal money may be spent in Section 1.31.
- (b) Federal funds allotted to the state under Section 3 of the 1963 Act shall not be used to supplant state or local funds, and, to the extent practical, shall be used to increase the amounts of state and local funds that would in the absence of such federal funds be made available for the purposes in Section 4 (a) of the 1963 Act and in 1.31-2 of this State Plan, toward the end that:
  - (1) All persons in all communities in the state will have ready access to vocational education.
  - (2) Such vocational education is of high quality.
  - (3) Such vocational education is suited to the needs, abilities, and interests of the students.
- (c) The amount of State or local funds budgeted for expenditure by such board or agency in the fiscal year in which the allocation of Federal funds expended by such board or agency in the preceding fiscal year or years, with allowances made for unusually large amounts of funds expended for such long-term purposes as the acquisition of equipment and the construction of area vocational school facilities.

#### Federal Guidelines

#### State Plan

1. 85% 2. 8% 3. 8%

1. 69% 2. 15% 3. 15%



good state plan." The remaining 8 per cent of the jurors marked "Other--please specify." It was suggested that a degree of flexibility be provided in this federal guideline requirement that would recognize a local system's responsibility to finance a total program of education and its ability to match federal and state funds.

For the state plan provision in this section, 69 per cent of the jurors marked "Characteristic of a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Other--please specify." All comments and suggestions related to the flexibility of the criterion in section 1.31-1. It was mentioned that if these criteria have built in flexibility and if they encourage a state to live up to the requirements of the law under which it receives funds, then it is a good state plan.

#### Cooperative Arrangements

Table twelve presents the responses of the jury to the federal guideline requirement Cooperative Arrangements. From this table it can be

TABLE 12

#### COOPERATIVE ARRANGEMENTS

##### Criterion 1.41, State Employment Service

---

The State Board has entered into a cooperative agreement with the State Employment Service.

#### State Plan

1. 85% 2. 8% 3. 8%

---

seen that 85 per cent of the jurors marked the state plan provision, State Employment Service, as "Characteristic of a good state plan following present federal guideline." Eight per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Eight per cent of the jurors marked "Other--please specify."

#### Other Agencies, Institutions, Organizations

The state plan provision, Other Agencies, Institutions, Organizations, was rated by 85 per cent of the jurors as being "Characteristic of a good state plan following present federal guideline." Eight per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Eight per cent of the jurors marked "Other--please specify" and suggested that provisions should be included in this criterion that would assure equal responsibility and equal matching requirements.

TABLE 13

#### COOPERATIVE ARRANGEMENTS

##### Criterion 1.42, Other Agencies, Institutions, Organizations

---

The State board and/or local educational agency may enter into cooperative arrangements with other public or nonpublic agencies, institutions and organizations concerned with vocational education programs under the State plan, or having knowledge of or information concerning individuals who have received, are receiving, or are in need of receiving vocational education.

#### State Plan

1. 85% 2. 8% 3. 8%

---

## Special Areas

The state plan provision, Special Areas, received 69 per cent of the jury members' responses to "Characteristic of a good state plan following present federal guideline." Eight per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Eight per cent of the jurors marked "Other--please specify." Fifteen per cent of the jury members failed or declined to respond to this criterion. It was suggested that more general directions should be given in terms of illustrative types of special areas to be served.

TABLE 14

## COOPERATIVE ARRANGEMENTS

Criterion 1.43, Special Areas


---

This section is optional but when applicable should contain all of part 104.9.

## State Plan

1. 69% 2. 8% 3. 8%

---

## Other States

The state plan provision, Other States, received a 100 per cent response of the jurors to "Characteristic of a good state plan following present federal guideline." It was suggested that this criterion along with all of the criteria in Cooperative Arrangements needed to be more specific and to give more direction in terms of illustrative types of programs for which arrangements would need to be made.

TABLE 15

## COOPERATIVE ARRANGEMENTS

Criterion 1.44, Other States


---

The State Board may enter into cooperative agreements with one or more other states for the conduct and administration of vocational education programs, copies of such agreements will be submitted to the U. S. Commissioner of Education.

State Plan

1. 100% 2.      3.     State Administrative and Supervisory Personnel

In Table sixteen the data shows 77 per cent of the jurors marked the state plan provision, The State Director of Vocational Education, as

TABLE 16

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.51-1, The State Director of Vocational Education

---

Duties: The state director of vocational education will be responsible for the administration of all phases of vocational education as assigned by the State Board and Chief State School Officer. He recommends to the State Board the appointment of all staff members. The State Board delegates authority to the state director for approval or disapproval of Applications for Approval and for approval or disapproval of payments of all Claims for Reimbursement.

Qualifications: The state director of vocational education shall hold a master's degree reasonably related to duties performed from a college or university of recognized standing and shall have at least five years of administrative, instructional or supervisory experience in vocational education.

State Plan

1. 77% 2. 23% 3.

"Characteristic of a good state plan following present federal guideline."  
The remaining 23 per cent of the jurors marked this section as "Has little or no relationship to a good state plan following present federal guideline."

Assistant State Director of Vocational Education Consulting  
with Teacher Education Programs of Vocational Education

The state plan provision, Assistant State Director of Vocational Education Consulting with Teacher Education Program of Vocational Education, in Table seventeen showed 54 per cent of the jurors responded to "Characteristic of a good state plan following present federal guideline." Thirty-one per cent of the jurors marked "Has little or no relationship to a good

TABLE 17

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.51-2, Assistant State Director of Vocational Education Consulting with Teacher Education Programs of Vocational Education

---

Duties: Shall keep the state director advised of new and current development in teacher education programs. Shall assist head state supervisors in planning and promoting in-service education programs. Shall assist in the annual evaluation of teacher training programs.

Qualifications: Same as for state director of vocational education plus recent experience in an approval program of vocational education in higher education.

## State Plan

1. 54% 2. 31% 3. 15%

---

state plan following present federal guideline." Fifteen per cent of the jurors marked "Other--please specify." The duties of the Assistant State Director Consulting with Teacher Education Programs were criticized due to lack of reference to the consultant function to teacher educators. It was suggested that the term "in-service" in the state plan should cover both pre-employment and in-service programs, and this criterion suggests that teacher education applies only to pre-employment programs.

Assistant State Director of Vocational Education Providing  
Leadership in Adult and Secondary Programs

The state plan provision, Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs, in Table eighteen, indicates that 62 per cent of the jurors marked "Characteristic of a good state plan following present federal guideline." Thirty-eight per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline."

TABLE 18

DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.51-3, Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs

---

Duties: Shall assist the state director in administering all phases of vocational education in programs of adult and secondary education.

Qualifications: Same as for state director of Vocational education.

State Plan

1. 62% 2. 38% 3.  

---

Supporting Professional Staff of the State Director

From Table nineteen, Duties and Minimum Qualifications of Supporting Professional Staff of the State Director, it can be seen that 77 per cent of the jurors marked the state plan provision, Fiscal Officer, as "Characteristic of a good state plan following present federal guideline." The remaining 23 per cent of the jurors marked this section as "Has little or no relationship to a good state plan following present federal guideline."

TABLE 19

DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.51-41, Fiscal Officer

---

**Duties:** The fiscal officer shall be responsible to the state director for the installation and maintenance of accounting and budgetary systems designed to control all funds made available to the state board; furnish information, financial reports, and advice to the state director on all matters relating to the fiscal operations of the state board.

**Qualifications:** Bachelors degree with special training in accounting and business administration.

State Plan

1. 77%    2. 23%    3.     

---

Others

The data in Table twenty, state plan provision, Others, indicates that 77 per cent of the jurors marked "Characteristic of a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Eight per cent of the jurors marked "Other--please specify."

TABLE 20

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.51-42, Others

---

Amendments to the State plan will be made as the need for additional supporting professional staff arises.

## State Plan

1. 77% 2. 15% 3. 8%

---

It was suggested that the entire 1.51 section was too restrictive and should be "open-ended," particularly in terms of supporting staff, so that these could be added at the discretion of the State Director and State Board in meeting the general purposes of the Act. The following example was cited: If there is an emphasis after the first year or two on administration of the act toward funding programs for the disadvantaged person or persons whose needs are not met by regular programs, there may be a need to add temporary staff members around a core of a permanent staff to administer and develop such programs in the state. It was the opinion of some members of the jury that the necessity of amending the state plan to facilitate new directions in programs or program emphasis which could not have been anticipated at the time of the initial writing of a state's plan is cumbersome and unwieldy.

## State Supervisors

As shown in Table twenty-one, state plan provision, State Supervisors, 77 per cent of the jurors marked "Characteristic of a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Has little or no relationship to a good state plan following present



federal guideline." Eight per cent of the jurors suggested that professional persons such as "nurse" should not be mentioned in this criterion.

TABLE 21

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

## Criterion 1.51-5, State Supervisors

---

**Duties:** They shall be responsible for planning, promoting, and evaluating vocational education programs in their respective fields including programs of in-service education; maintaining such systems of records and reports as required by the State director; cooperating with other educational agencies and groups that are interested in or affected by the vocational education programs; cooperating with other major divisions of vocational education in the intermingling of vocational education service and instruction, and for youth club activities in their respective fields.

**Qualifications:** They shall have the same qualifications as a teacher in their respective field, plus a Master's degree related to their supervisory area; They shall have at least three (3) years of teaching in a vocational program included in their supervisory assignment and the same occupational experience as a teacher in a similar field. At least one person assigned to health service occupations must be a registered professional nurse and appropriate training for nursing education may be accepted in lieu of the Master's degree. Special service supervisors will meet specialized qualifications appropriate to the type of work included in their assignment.

## State Plan

1. 77% 2. 15% 3. 8%

---

Local Administration and Supervisory Personnel

According to the data in Table twenty-two, 38 per cent of the jurors marked the state plan provision, Local Director, "Characteristic of a good state plan following present federal guideline." Thirty-one per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Thirty-one per cent of the jurors marked "Other--please specify."

According to the pre-determined percentage requirement for validation of state plan criteria, it can be seen from the data in Table twenty-two that the state plan provision, Local Director, did not meet this minimum requirement and was not used as an acceptable criterion in this study. Consequently, it was necessary to raise the qualification requirements to a level that will be acceptable to the jury.

TABLE 22

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

## Criterion 1.52-1, Local Director

---

Duties: Direct and coordinate all programs of vocational education for a local education agency and supervise instruction.

Qualifications: Bachelor's Degree. At least three (3) years teaching experience in vocational education in one of the fields to be supervised and at least two (2) years occupational experience in one of the fields or a field closely related to one of the areas supervised.

## State Plan

1. 38% 2. 31% 3. 31%

---

## Local Supervisor

As shown in Table twenty-three, 54 per cent of the jurors marked the state plan provision, Local Supervisor, "Characteristic of a good state plan following present federal guideline." Thirty-one per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Other--please specify." Comments in both criteria related to qualifications. It was suggested that the degree qualification be raised

and the experience requirement be varied particularly for the local director. The reasons cited for these suggestions were that the coordination of all programs implies a need to supplement one's narrow experience with broad understanding in order to provide dynamic leadership.

TABLE 23

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

## Criterion 1.52-2, Local Supervisor

---

Duties: The supervisor of a program area shall develop and direct programs in his program area. He shall initiate changes as needed and keep the local director informed of program developments.

Qualifications: Bachelor's Degree. At least three (3) years teaching experience in a program of the area supervised and at least two (2) years occupational experience in the field of area supervised or a closely related field.

## State Plan

1. 54% 2. 31% 3. 15%

---

Instructional Personnel

In Table twenty-four, the data showed that 69 per cent of the jurors rated this state plan provision "Characteristic of a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Other --please specify" and were of the opinion that this criterion would be acceptable if state accrediting agency is sensitive to local system's problems of teacher recruitment.

TABLE 24

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.53, Instructional Personnel


---

Duties: Shall be responsible for the instruction and coordination of the shop, laboratory, classroom and other experiences necessary to develop or improve occupational competency of individuals enrolled in their classes or programs.

Qualifications: Meet State certification requirements to teach in the vocational field in which employed.

## State Plan

1. 69% 2. 15% 3. 15%

---

Vocational Guidance and Counseling Personnel

As shown in Table twenty-five, the state plan provision, State Supervisors, Including Associates and Assistants in Vocational Guidance,

TABLE 25

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

## Criterion 1.54-1, State Supervisors, Including Associates and Assistants in Vocational Guidance

---

Duties: Responsible for obtaining, developing, and distributing occupational information; providing consultative services concerning the vocational aspects of guidance and providing leadership in promoting and supervising improved guidance and counseling services at the local level. State Board personnel will render services to all phases of vocational education designed to increase the efficiency of vocational guidance and to improve the opportunities of youth and adults for satisfactory progress in occupational pursuits.

Qualifications: Bachelor's degree in at least one of the fields of vocational education and a Master's degree with emphasis on guidance and counseling. Shall have at least two (2) years of practical work experience and a minimum of three (3) years teaching experience in one of the vocational fields.

## State Plan

1. 85% 2. 15% 3.     

---

85 per cent of the jurors judged this criterion "Characteristic of a good state plan following present federal guideline." The remaining 15 per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline."

#### Teacher Training Vocational Guidance

The state plan provision in Table twenty-six, Teacher Trainer Vocational Guidance, was rated by 69 per cent of the jurors as "Characteristic of a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Fifteen per cent of the jurors marked "Other--please specify." It was mentioned that this criterion was satisfactory if a teacher training institution is conscious of and attuned to the realistic needs of local systems. The only objections to

TABLE 26

#### DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

##### Criterion 1.54-2, Teacher Trainer Vocational Guidance

---

---

Duties: Same as teacher trainers.

Qualifications: Same as teacher trainers.

#### State Plan

1. 69% 2. 15% 3. 15%

---

the provisions in this criterion related to the qualification requirements for teacher trainers. The objections were based on the fact that very few teacher education institutions have certification requirements for faculty members. It was suggested that teacher education institutions be given the right to determine the degree required and the nature of the educational programs and the experience required for its faculty members.

#### Local Counseling and Guidance Personnel

The state plan provision in Table twenty-seven, Local Counseling and Guidance Personnel, was judged by 92 per cent of the jurors as "Characteristic of a good state plan following present federal guideline." Eight per cent of the jurors marked this criterion as "Has little or no relationship to a good state plan following present federal guideline."

TABLE 27

#### DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

##### Criterion 1.54-3, Local Counseling and Guidance Personnel

---

**Duties:** Provide individuals with information necessary for realistic vocational planning, assistance while pursuing the plan and aid in occupational planning, assistance while pursuing the plan and aid in occupational placement. Develop procedures for follow-up activities to determine the effectiveness of the vocational guidance, counseling and training program.

**Qualifications:** Meet State certification requirements for vocational guidance personnel.

#### State Plan

1. ☒ 92% 2. ☒ 8% 3. ☐

---

Teacher Training Personnel

From Table twenty-eight, the state plan provision, Teacher Training Personnel, it can be seen that 54 per cent of the jurors marked "Characteristic of a good state plan following present federal guideline." Twenty-three per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Twenty-three per cent of the jurors marked "Other--please specify." The same objection relating to teacher trainer certification appearing in criterion 1.54-2 was mentioned again in this criterion. It was also suggested that this criterion should be more specific.

TABLE 28

DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.55, Teacher Training Personnel

---

Duties: Provides organized instruction and training needed to qualify selected persons for vocational teaching and counseling, and for upgrading teachers and counselors, supervisors and administrators in service.

Qualifications: Meet certification requirement of teacher training institution.

State Plan

1. 54%    2. 23%    3. 23%

---

Research Personnel

As shown in Table twenty-nine, Research Personnel, 62 per cent of the jurors marked this state plan provision, "Characteristic of a good state plan following present federal guideline." Twenty-three per cent of the jurors marked "Has little or no relationship to a good state plan

following present federal guideline." Fifteen per cent of the jurors marked "Other--please specify." Some members of the jury suggested that since they did not believe divisions of research in vocational education would do much research, their energies should be directed towards disseminating research findings, studying the operation of the division, and helping local and area schools study their own programs. It was mentioned that requiring a statistician or research technician in a research coordinating unit is unnecessary, and it would be better if someone with ideas could fill these positions and give direction to the statistician and those skilled in research techniques.

TABLE 29

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.56, Research Personnel


---

Duties: Promotes, encourages and assists in the development and design of research, experiments and studies of significance to the improvement of vocational education. Cooperates with colleges and universities to encourage graduate students and their advisors to include in theses and dissertations, subjects and problems pertinent to vocational education.

Qualifications: Bachelor's degree in a field of vocational education and a Master's degree in education with emphasis on research techniques and statistical methods. Some full-time experience in education or in the field of specialization, and one year of educational research experience or the satisfactory completion of additional graduate hours in research and statistics or evidence of competence in evaluating data and methods of scientific inquiry through published research reports.

## State Plan

1. 62% 2. 23% 3. 15%

---



### Other Professional Personnel

The state plan provision in Table thirty, Other Professional Personnel, was judged by 92 per cent of the jury as "Characteristic of a good state plan following present federal guideline." The remaining 8 per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline."

TABLE 30

#### DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNAL

##### Criterion 1.57-1, Consultants and Other Specialists

---

---

Consultants and specialists may be employed in any of the vocational education services including such fields as instructional materials development, program evaluation, and other areas as needed.

Duties: To perform duties as assigned by the State director of vocational education or the State program supervisor of the service concerned.

Qualifications: Shall meet standards of experience, education, and other requirements which are reasonable in relation to the duties to be performed.

State Plan

1. ☒ 92% 2. ☒ 8% 3. ☐

---

### Reports

The data in Table thirty-one showed that the federal guideline requirement, Reports, received 92 per cent of the jurors' responses to "Encourage the development of a good state plan." Eight per cent of the jurors marked this sub-section "Inhibits the development of a good state plan."

TABLE 31

## DUTIES AND MINIMUM QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Criterion 1.6, Reports


---

The State Board will participate in periodic consultations with the Commissioner and his staff and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under the acts, keep such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. Such reports shall include the annual estimate of projected program needs and the annual report.

Federal Guidelines

1. ☒ 92% 2. ☒ 8% 3. ☐
- 

Ancillary Services and Activities

Vocational Guidance and Counseling  
General Statement of Policy

The jury members' responses to the Vocational Guidance and Counseling sub-section of the federal guideline requirement, Ancillary Services and Activities are presented in Table thirty-two. The data in this table

TABLE 32

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.11, General Statement of Policy


---

Vocational education under the State plan will include vocational guidance and counseling personnel and services sufficient to enable the program of instruction to meet the standards and requirements indicated in 2.0.

Federal Guidelines

1. ☒ 100% 2. ☐ 3. ☐
-

indicate that the federal guideline, General Statement of Policy, was judged by 100 per cent of the jury as "Encourages the development of a good state plan."

#### State Program of Vocational Guidance and Counseling

The data in Table thirty-three showed that the federal guideline requirement, State Program of Vocational Guidance and Counseling, received 92 per cent of the jurors responses to "Encourages the development of a good state plan." The remaining 8 per cent of the jurors marked "Inhibits the development of a good state plan."

TABLE 33

#### ANCILLARY SERVICES AND ACTIVITIES

##### Criterion 3.12, State Program of Vocational Guidance and Counseling

---

The State Board will maintain or cooperate in maintaining an adequate staff for vocational guidance and counseling services and activities at the state level to: develop, serve, and distribute occupational information, provide consultative services concerning the vocational aspect of guidance; and give leadership to the promotion and supervision of improved vocational guidance and counseling services at the State level, utilizing the services of the State Employment Service, insofar as possible.

##### Federal Guidelines

1. 92% 2. 8% 3.     

---

#### Local Programs of Vocational Guidance and Counseling

As shown in Table thirty-four, 92 per cent of the jurors rated the federal guideline requirement, Local Programs of Vocational Guidance and Counseling, as "Encourages the development of a good state plan."

The remaining 8 per cent of the jurors marked this sub-section "Inhibits the development of a good state plan."

The data in Table thirty-four showed that 92 per cent of the jurors judged the state plan provision, Local Programs of Vocational Guidance and Counseling, as "Characteristic of a good state plan following present federal guideline." The remaining 8 per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline."

TABLE 34

#### ANCILLARY SERVICES AND ACTIVITIES

##### Criterion 3.13, Local Programs of Vocational Guidance and Counseling

The program of vocational guidance and counseling at the local level shall be organized and administered by local guidance personnel with the cooperation and reasonable supervision of the Guidance Division of the State Department of Vocational Education. In addition, the local program shall be effectively designed to:

(a) Identify, and encourage to enroll in vocational or technical courses, those individuals needing vocational education.

<u>Federal Guidelines</u>			<u>State Plan</u>		
1. <u>92%</u>	2. <u>8%</u>	3. <u>    </u>	1. <u>92%</u>	2. <u>8%</u>	3. <u>    </u>

#### Vocational Teacher Training

##### General Statement of Policy

From Table thirty-five it can be seen that the federal guideline requirement, General Statement of Policy, received 92 per cent of the jury members responses to "Encourages a good state plan." Eight per cent of the jurors marked "Other--please specify." It was suggested that a

provision be made that would permit the federal government to deal directly with universities, leaving the state departments with only a residual function--Namely, meeting needs the universities are not meeting and do not want to meet.

TABLE 35

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.21, General Statement of Policy


---

Vocational education under the State Plan shall include teacher-training programs, both pre-employment and in-service, which are adequate to provide for a sufficient supply of qualified teachers, supervisors, and other vocational education personnel in the State except as noted in 8.36-5.

Federal Guidelines

1. 92% 2.      3. 8%

---

## Description of Teacher Training Program

In Table thirty-six the federal guideline requirement, Description of Teacher Training Program, received 69 per cent of the jurors' responses to "Encourages the development of a good state plan." The remaining 31 per cent of the jurors marked "Other--please specify." There were strong objections to the word "all" in the first sentence and it was mentioned that it was not practical, possible, or even necessary to comply with this as stated. It was suggested that the following be added to this sub-section: "for which programs in vocational education are being offered or will be offered in the immediate future." It was also suggested that this sub-section should be tested in the courts. The state plan provision for this criterion was judged by 100 per cent of the jurors as "Characteristic of a

good state plan following present federal guideline."

TABLE 36

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.22, Description of Teacher Training Program


---

The State Board is responsible for the maintenance of adequate programs of vocational teacher preparation in all occupational fields, such preparation shall be provided to persons who have adequate vocational experience for the field in which they are preparing themselves as teachers, supervisors, directors, counseling or administrators. Such training may be pre-service or in-service, and may be professional or technical in nature. Trainees will be prepared to work with students at the secondary, post-secondary, and adult levels, and with those persons having special needs in schools or classes under public supervision or control.

Federal Guidelines

## State Plan

1. 69% 2.      3. 31%

1. 100% 2.      3.     

---

Arrangement For Teacher Training

According to the data presented in Table thirty-seven, 85 per cent of the jurors marked the state plan provision for the State Board "Characteristic of a good state plan following present federal guideline."

TABLE 37

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.23-1, State Board


---

The State Board, through its staff, is responsible for the maintenance of adequate programs of vocational teacher training. Insofar as possible and appropriate, the actual conduct of programs of vocational teacher training will be performed through the cooperation of accredited teacher education institutions and through arrangements made with school districts.

## State Plan

1. 85% 2. 8% 3. 8%

---

Eight per cent of the jurors marked "Has little or no relationship to a good state plan following present federal guideline." Eight per cent of the jurors marked "Other--please specify." It was suggested that vocational teacher education should be a part of the state university teacher education program.

#### Other Agencies or Institutions Providing Teacher Training

The state plan provision, Other Agencies or Institutions Providing Teacher Training, as shown in Table thirty-eight, was judged by 85 per cent of the jurors as "Characteristic of a good state plan following present federal guideline." The remaining 15 per cent of the jurors marked "Other--please specify." This criterion received some of the strongest

TABLE 38

#### ANCILLARY SERVICES AND ACTIVITIES

##### Criterion 3.23-2, Other Agencies or Institutions Providing Teacher Training

---

Cooperative agreements for vocational teacher preparation will be entered into with approved teacher education institutions. Such cooperative agreements shall be reviewed and approved by the State Department of Finance and the State Director of Vocational Education. Cooperative agreements of this type will be written, will be general in nature, and will include, among other things, a listing of teacher trainer qualifications and duties, provisions for physical arrangements, provisions for both in-service and pre-service training, provisions for research and studies, and provisions for secretarial and other technical assistance. Revision and/or renewal of such cooperative agreements will follow the same procedures as for initial cooperative agreements. Annual evaluations will be made by the State Board staff to determine whether the standards prescribed by this State Plan and performance obligations contained in the cooperative agreements are being maintained.

#### State Plan

1. 85% 2.      3. 15%

---

objections from members of the jury. Objections were made to the provision for an outside group evaluating an institution providing teacher training. This objection by a member of the jury was stated as follows: "a self-respecting university would not consent to such a detailed contract as recommended." It was also suggested that cooperative evaluation would be superior and more consistent with good planning and development. It was further suggested that the State Department of Finance be deleted from this criterion since a competent state director of vocational education will have all financial procedures and arrangements reviewed by the appropriate financial personnel.

#### Eligibility of Enrollees

As shown in Table thirty-nine, Eligibility of Enrollees, 62 per cent of the members of the jury marked the federal guideline requirement "Encourages the development of a good state plan." Fifteen per cent of the jurors marked "Inhibits the development of a good state plan." Twenty-three per cent of the jurors marked "Other--please specify." This sub-section elicited several questions from members of the jury in relation to those who are in vocational teacher education but never teach such as county agents. It was also mentioned that this requirement is much too restrictive and is retarding the development of quality vocational education because school administrators are prevented from taking vocational courses. It was suggested that the universities providing the courses should determine who may enroll.



TABLE 39

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.24, Eligibility of Enrollees


---

Vocational teacher training will be offered only to persons who are teaching or who are preparing to teach vocational subjects or who are undertaking or who are preparing to undertake other professional duties and responsibilities in connection with vocational education programs under this State Plan, and for which such education would be useful. Vocational teacher training supported with funds under the Smith-Hughes, George-Barden, and supplementary acts will be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers and other vocational education personnel, or who are acquiring such experience or contact as a part of their training.

Federal Guidelines

- 
1. 62% 2. 15% 3. 23%
- 

Research, Demonstration, and Experimental Programs

## Policies and Procedures

In Table forty it can be seen that 85 per cent of the jurors marked the state plan provision, Policies and Procedures, "Characteristics of a good state plan following present federal guideline." The remaining 15 per cent of the jurors marked "Other--please specify." Opinions were expressed that this provision was too restrictive because, frequently, project planning funds are needed in advance of the funds to carry out a well-planned project.

TABLE 40

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.31, Policies and Procedures


---

Research, studies, investigations and experimentation are an acceptable function of the State Board staff and of the professional staff of cooperating teacher education, institutions, and school districts. The State Board shall encourage such projects as will result in increasing the effectiveness of vocational education. When research, demonstration and experimental programs are conducted by other than the State Board staff, such activity will be provided for through a regularly executed agreement which includes a definition of the problem, statements of objectives, review of previous research, proposed plan for the study, qualifications of personnel, budget, method of proposed implementation, dissemination of results and the terms and conditions of financial participation.

## State Plan

1. ☒ 85% 2. ☐ 3. ☒ 15%

---

## Standards and Requirements

As shown in Table forty-one, the federal guideline requirement, Standards and Requirements, was judged by 85 per cent of the jurors as "Encourages the development of a good state plan." Fifteen per cent of the jurors marked "Other--please specify." It was mentioned that this

TABLE 41

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.32, Standards and Requirements


---

Programs shall meet the standards and requirements set forth in the acts, regulations, and State Plan which are applicable to the activities affected by such programs except to the extent provided in 3.33.

Federal Guidelines

1. ☒ 85% 2. ☐ 3. ☒ 15%

---

provision may limit research which has as its objective introducing innovations into the vocational education program. It was suggested that such innovations should be encouraged in order to give new directions to programs. The nature of the restrictions were objected to since they seem to insure the type of research that would justify the status quo.

### Waiver of Standards and Requirements in Special Cases

#### State Plan

The data in Table forty-two showed that the federal guideline requirement, Waiver of Standards and Requirements in State Plan, was judged by 85 per cent of the jurors as "Encourages the development of a good state plan." Eight per cent of the jurors marked "Inhibits the development of a good state plan." Eight per cent of the jurors marked "Other--please specify." It was suggested that the states should be given some latitude in developing, conducting, and approving experimental programs.

TABLE 42

#### ANCILLARY SERVICES AND ACTIVITIES

##### Criterion 3.33-1, Waiver of Standards and Requirements in State Plan

---

In special cases as a part of program development, the State Board through its staff, may, with respect to a research demonstration or experimental program, waive any standards and requirements in this State Plan if such standards and requirements are not specifically prescribed by the acts and the federal regulations. In such cases, the State Board, through its staff, will submit to the U. S. Office of Education information regarding the purpose and duration of the program, the terms and conditions of financial participation, and the provision in the State Plan to be waived. No federal funds will be used to support such a program until receipt of its proposal is acknowledged by the U. S. Commissioner of Education.

#### Federal Guidelines

- 
1. 85% 2. 8% 3. 8%
-

## Federal Regulations

The data in Table forty-three revealed that the federal guideline requirement, Waiver of Standards and Requirements in Federal Regulations, was rated by 85 per cent of the jurors as "Encourages the development of a good state plan." Eight per cent of the jurors rated this criterion as "Inhibits the development of a good state plan." Eight per cent of the jurors marked "Other--please specify." It was suggested that Local Directors should have a greater degree of freedom in determining and implementing studies and research that are considered important to that educational system.

TABLE 43

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.33-2, Waiver of Standards and Requirements in Federal Regulations

---

In special cases as a part of program development, the State Board, through its staff, will submit to the U. S. Commissioner of Education a request for approval of a research, demonstration, or experimental program which requires a waiver of standards and requirements prescribed by the federal regulations. Such request will include information regarding the purpose and duration of the program and the provision in the federal regulations (and corresponding provision in this State Plan, if any) to be waived. No federal funds will be used to support such a program until it has received notice of approval by the U. S. Commissioner of Education, and then only to the extent of such approval.

Federal Guidelines

1. 85% 2. 8% 3. 8%

---

Administration, Supervision, and Evaluation

## State Board Programs and Local Programs

Tables forty-four and forty-five revealed that 77 per cent of the jurors judged both federal guideline requirements, State Board Programs and

Local Programs, as "Encourages the development of a good state plan." Eight per cent of the jurors rated each of these federal guideline requirements as "Inhibits the development of a good state plan." Fifteen per cent of the jurors marked "Other--please specify" in both sub-sections. These sub-sections raised objections from members of the jury in relation to the emphasis and process of evaluation. It was suggested that a means be devised to achieve good citizen evaluation since the ultimate and effective evaluation is by citizens, not supervisors or state staff members.

TABLE 44

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.41, State Board Programs


---

Supervision and evaluation of programs of instruction will be made periodically by State staff members with the results being used for necessary changes or improvement in the program through experimentations, curriculum improvement, teacher training, and other means. The evaluation will be accomplished through visitation, studies, reports, and other means. (See 1.22 providing for an adequate staff to enable the State Board to carry out its responsibilities of State Administration and leadership.)

Federal Guidelines

1. 77% 2. 8% 3. 15%

---

It was also mentioned that this sub-section is the one state program that has been overlooked by federal guidelines and state plans. It was further stated that in the continuing and periodic evaluations proposed by the Vocational Education Act of 1963, the emphasis is placed entirely on the outcomes instead of the policies and procedures which underlie and provide the climate which makes the courageous development of effective

programs. It is recognized that both state and local sources of funds are supporting the programs, and to have either federal or state domination of programs is unsound.

TABLE 45

## ANCILLARY SERVICES AND ACTIVITIES

Criterion 3.42, Local Programs


---

Evaluation of the program of instruction will be made periodically on the State level and continuously on the local level, with the results being used for necessary change or improvement in the program through experimentation, curriculum improvement, annual program and plan of work modification, teacher training and other means. Supervisory reports on local program activities which reflect compliance with standards and requirements in the State Plan shall form the basis for determining if the objectives of the training and instruction program are being attained.

Federal Guidelines

1. 77%    2. 8%    3. 15%

---

It was mentioned for Local Programs that compliance with state and federal programs had little to do with achieving objectives. This criterion implies that compliance and achieving objectives are equated and should be changed to delete this implication.

Other Ancillary Services and Activities

The jurors' responses to the final state plan provision contained in the check and suggestion list, Other Ancillary Services and Activities, are shown in Table forty-six. It can be seen that 100 per cent of the jurors agreed with this state plan provision and marked this criterion "Characteristic of a good state plan following present federal guideline."

TABLE 46

## OTHER ANCILLARY SERVICES AND ACTIVITIES

---

The State Board shall provide leadership and assistance in the development, dissemination, evaluation and collection of instructional materials, and such other ancillary services as are required to assure quality in all vocational education programs.

## State Plan

1. ☒ 100% 2. ☐ 3. ☐

---

Summary of Jury Responses to Check and Suggestion List

## Federal Guidelines

In summary, an examination of Table forty-seven showed that 92 per cent of the jurors agreed that the federal guideline requirements, Name and Designation of State Board, encouraged the development of good state plans. Eight per cent of the jurors felt that this requirement had little to do with quality plans for vocational education.

The federal guideline requirement, Composition of State Board or Advisory Council, was judged by 77 per cent of the jurors as encouraging the development of good state plans. Fifteen per cent of the jurors thought this requirement inhibits the development of good state plans and these, along with the remaining 8 per cent of the jurors, were of the opinion that the federal government should not be concerned with these provisions.

State Administration and Leadership as a guideline was rated by 92 per cent of the jurors as encouraging the development of a good state plan. The remaining 8 per cent of the jurors were of the opinion that this federal guideline requirement could not be enforced.

The federal guideline requirement, Purposes for Which Money May be Spent, was judged by 92 per cent of the jurors as encouraging the development of good state plans. Ninety-two per cent of the jurors also rated the federal guideline requirement, Allocation of Federal Funds, as encouraging the development of a good state plan. Eight per cent of the jurors suggested that the two previous sub-sections should provide the maximum degree of flexibility to local systems to meet their unique requirements and needs.

The Allotment Under Section 3 of the 1963 Act was considered by 54 per cent of the jurors to encourage the development of good state plans. Twenty-three per cent of the jurors considered that this requirement inhibits the development of good state plans. Twenty-three per cent of the jurors felt that this federal guideline requirement was too limiting and restrictive.

The federal guideline requirement, Allocation to State Board and Local Education Agencies, was rated by 85 per cent of the jurors as encouraging the development of good state plans. Eight per cent of the jurors thought that this requirement inhibits the development of good state plans. Eight per cent of the jurors suggested that a degree of flexibility should be provided in this requirement that would recognize a local system's responsibility to finance a total program of education.

The federal guideline requirement, Reports, was judged by 92 per cent of the jurors as encouraging the development of good state plans. Eight per cent of the jurors were of the opinion that this requirement inhibits the development of good state plans.



TABLE 47

## JURORS' RESPONSES TO FEDERAL GUIDELINES

Federal Guideline			Federal Guideline		
Sub-section	%		Sub-section	%	
		Encourages Good State Plan			Encourages Good State Plan
		Inhibits Good State Plan			Inhibits Good State Plan
		Other--Please Specify			Other--Please Specify
1.1	92		3.13	92	8
1.21	77	15	3.21	92	8
1.22	92		3.22	69	31
1.31-2	92		3.24	62	15
1.31-3	92		3.32	85	15
1.31-4	54	23	3.33-1	85	8
1.32	85	8	3.33-2	85	8
1.6	92	8	3.41	77	15
3.11	100		3.42	77	15
3.12	92	8			

Jury members indicated in their responses that they approved the federal guideline requirement, Vocational Guidance and Counseling--General Statement of Policy. One hundred per cent of the jurors rated this requirement as encouraging the development of good state plans.

The federal guideline requirements, State Programs of Vocational Guidance and Local Programs of Vocational Guidance and Counseling were both rated by 92 per cent of the jurors as encouraging the development of good state plans. Eight per cent of the jurors thought that both requirements inhibit the development of good state plans.

The general Statement of Policy relating to Vocational Teacher Training was judged by 92 per cent of the jurors as encouraging the development of good state plans. Eight per cent of the jurors were of the opinion that the federal government should deal directly with colleges and universities for teacher training.

The federal guideline requirement, Description of Teacher Training Program, was considered by 69 per cent of the jurors to encourage the development of good state plans. The remaining 31 per cent of the jurors felt that it would be most difficult and even impossible to comply with this requirement.

The federal guideline requirement, Eligibility of Enrollees was rated by 62 per cent of the jurors as encouraging the development of good state plans. Fifteen per cent of the jurors considered this requirement to inhibit the development of good state plans and the remaining 23 per cent of the jurors felt that this requirement was too limiting and restrictive.

In Research, Demonstration, and Experimental Programs, the federal guideline requirement, Standards and Requirement, was considered by 85 per

cent of the jurors to encourage the development of good state plans. Fifteen per cent of the jurors thought that this requirement would limit research that had as its objective introducing innovations into the vocational education program.

The federal guideline requirement, Waiver of Standards and Requirements in State Plan, was rated by 85 per cent of the jurors as encouraging the development of good state plans. Eight per cent of the jurors felt that this requirement inhibits the development of good state plans. Eight per cent of the jurors suggested that states be given more latitude in approving experimental programs.

The federal guideline requirement, Waiver of Standards and Requirements in Federal Regulations, was rated by 85 per cent of the jurors as encouraging the development of good state plans. The remaining 15 per cent of the jurors suggested that Local Directors should have more freedom in implementing studies and research that are considered important to that local system.

The federal guideline requirements, State Board Programs and Local Programs, relating to Administration, Supervision, and Evaluation were both judged by 77 per cent of the jurors as encouraging the development of good state plans. Eight per cent of the jurors were of the opinion that these regulations inhibit the development of good state plans. Fifteen per cent of the jurors felt that other means should be devised to evaluate programs of vocational education.

#### State Plans

An examination of Table forty-eight will reveal that, of the 32 criteria contained in the check and suggestion list relating to state plans

for vocational education, three or 9 per cent of the criteria received a 100 per cent response of the jury to "Characteristic of a good state plan following present federal guideline"; three or 9 per cent of the criteria received a 92 per cent response of the jury to "Characteristic of a good state plan following present federal guideline"; seven or 22 per cent of the criteria received an 85 per cent response of the jury to "Characteristic of a good state plan following present federal guideline"; four or 12 per cent of the criteria received a 62 per cent response of the jury to "Characteristic of a good state plan following present federal guideline"; one or 3 per cent of the criteria received a 46 per cent response of the jury to "Characteristic of a good state plan following present federal guideline"; and one or 3 per cent of the criteria received a 38 per cent response of the jury to "Characteristic of a good state plan following present federal guideline."

The table also showed that of the thirty-two criteria contained in the check and suggestion list relating to state plans for vocational education, one or 3 per cent of the criteria received a 38 per cent response of the jury to "Has little or no relationship to a good state plan following present federal guideline"; four or 12 per cent of the criteria received a 31 per cent response of the jury to "Has little or no relationship to a good state plan following present federal guideline"; six or 8 per cent of the criteria received a 23 per cent response of the jury to "Has little or no relationship to a good state plan following present federal guideline"; seven or 22 per cent of the criteria received a 15 per cent response of the jury to "Has little or no relationship to a good state plan following present federal guideline"; nine or 27 per

cent of the criteria received an 8 per cent response of the jury to "Has little or no relationship to a good state plan following present federal guideline"; and six or 18 per cent of the criteria received no response from the jury to "Has little or no relationship to a good state plan following present federal guideline."

Table forty-eight also showed that of the thirty-two criteria contained in the check and suggestion list relating to state plans for vocational education, two or 6 per cent of the criteria received a 31 per cent response of the jury to "Other--please specify"; four or 12 per cent of the criteria received a 23 per cent response of the jury to "Other--please specify"; ten or 30 per cent of the criteria received a 15 per cent response of the jury to "Other--please specify"; seven or 22 per cent of the criteria received an 8 per cent response of the jury to "Other--please specify"; and ten or 30 per cent of the sections received no response from the jury to "Other--please specify."

In Table forty-eight it was shown that of the thirty-two criteria in the check and suggestion list relating to state plans for vocational education, thirty or 94 per cent of the criteria received more than 50 per cent of the jurors response to "Characteristic of a good state plan following present federal guideline." Two or 6 per cent of the criteria failed to meet the validation requirement by not receiving more than 50 per cent of the jurors' responses to "Characteristic of a good state plan following present federal guideline."

#### Development and Validation of Evaluative Criteria

The criteria for good state plans for vocational education used in this study were developed by a thorough research of the literature

## JURORS' RESPONSES TO CRITERION FOR GOOD STATE PLANS

92

TABLE 48--Continued

Criterion	State Plan			Criterion	State Plan		
	Characteristic of a Good Plan	Has little Relationship to Good Plan	Other--Please Specify		Characteristic of a Good Plan	Has little Relationship to Good Plan	Other--Please Specify
1.52-2	54	31	15	1.57-1	92	8	
1.53	69	15	15	3.13	92	8	
1.54-1	85	15		3.22	100		
1.54-2	69	15	15	3.23-1	85	8	8
1.54-3	92	8		3.23-2	85		15
1.55	54	23	23	3.31	85		15
1.56	62	23	15	3.5	100		

pertaining to the subject and by an analysis of existing state plans for vocational education. The federal guidelines, Number 51-R469, used in this study were obtained from the Division of Vocational and Technical Education of the Department of Health Education and Welfare. These criteria for good state plans were validated by a jury of competent people, and that jury determined whether or not federal guidelines encourage or inhibit the development of good state plans.

In view of the data in Table forty-seven and according to the pre-determined validation requirement of at least 50 per cent or more of the jury responding to "Encourages the development of a good state plan," nineteen or 100 per cent of the federal guideline requirements were validated for further use in this study. In Table forty-eight the data showed that of the thirty-two state plan criteria contained in the check and suggestion list thirty or 95 per cent of the criteria received the validation requirement of at least 50 per cent or more of the jurors responding to "Characteristic of a good state plan following present federal guideline." Also in the same table the data showed that the state plan criterion, 1.21 Composition of State board or Advisory Council and 1.52-1 Local Director, did not receive the necessary percentage of juror responses to "Characteristic of a good state plan following present federal guideline" required for validation. These criteria were amended for further use in this study.

State plan criterion 1.21, Composition of State Board or Advisory Council, was changed to conform more closely to present practice in a number of states and to incorporate the suggestions of members of the jury pertaining to the appointment of State Board members by the governor.



In thirty states the governor appoints a majority of the State Board. In twenty-one of these states the appointive power of the governor is limited by requiring confirmation of his appointments by the State Legislature or one of its houses or by a State council.<sup>1</sup>

The criterion will read as follows:

1.21 Composition of State Board or Advisory Council

The State Board will consist of nine (9) members appointed by the governor and approved by the State legislature on a staggered basis for a term of five (5) years.

As previously noted, state plan criterion 1.52-1, Local Director, was not validated by the jury. In order to develop an acceptable criterion the degree requirements for the local director will need to be raised to a level acceptable to the jury. Although only eleven or 31 per cent of the states providing their latest state plans for vocational education to be used in this study specifically required a master's degree for the local director, it was thought by a majority of the jurors that the degree requirement for the local director should be at least a master's degree. Therefore, this criterion will read as follows:

1.52-1 Local Director

Duties: Direct and coordinate all programs of vocational education for a local education agency and supervise instruction.

Qualifications: Master's Degree. At least three (3) years teaching experience in vocational education in one of the fields to be supervised and at least two (2) years

---

<sup>1</sup>Robert F. Will in cooperation with The Study Commission of the Council of Chief State School Officers, State Education Structure and Organization (Washington: United State Government Printing Office, 1964), p. 15.

occupational experience in one of the fields or a field closely related to one of the areas supervised.

All other state plan criteria developed for the check and suggestion list were validated by the jury and will serve, together with revised sections 1.21, Composition of State Board or Advisory Council, and 1.52-1, Local Director, as criteria for good state plans following present federal guideline for further use in this study.

#### Analysis of Federal Guidelines

The problem with which this section of the study dealt was to determine whether or not selected aspects of federal guidelines encourage or inhibit the development of contributive state plans for the organization and administration of vocational education at the state level. A jury of knowledgeable people in the field of vocational education was selected to make this determination. This study in no way intended to evaluate other sections of federal guidelines not included in this study. Sections of federal guidelines selected for investigation were 1.0, General Provisions, and 3.0, Ancillary Services and Activities.

The data in the preceding tables revealed that nineteen or 100 per cent of the federal guideline requirements contained in the check and suggestion list developed in this study received more than 50 per cent of the jurors responses to "Encourages the development of a good state plan." In view of this data, it was determined by this competent jury that present federal guidelines encourage the development of contributive state plans for vocational education. Although the data indicates a majority of jury support for the positive contribution made by federal guidelines to state plans for vocational education, there were areas of major concern expressed

by members of the jury. These concerns for various provisions in particular sections of the federal guidelines deserve further consideration.

#### Allocation of Federal Funds

A multiplicity of concerns has been expressed for the federal guideline requirements, Allotment Under Section 3 of the 1963 Act. Requirements included in this sub-section provide that at least one-third of each allotment for any year prior to July 1, 1968, will be used only for persons who have completed or have left high school or for constructing area vocational schools or for both.

The mobility of our society places a new importance upon adult education and the need for retraining workers. It has been conservatively estimated that by 1980 there will be twice as many students enrolled in post-secondary vocational education courses as in secondary vocational education courses.<sup>1</sup> Enrollment trends in adult vocational education programs across the country tend to support this prediction.

It is becoming increasingly apparent that major considerations should be given to the development of programs and facilities for post-secondary programs of vocational education. The financing of these programs would seem to justify that a large proportion of federal funds should be allotted for these purposes.

#### Vocational Teacher Training

The impact of society's changes upon the length and breadth of vocational education is of considerable importance to successful vocational

---

<sup>1</sup>Letter from Roy Dugger, Director, James Conally Technical Institute of Texas A & M University, Waco, Texas, May 2, 1967.

teacher training. The significance of the problem suggests that the resources of our teacher training institutions be utilized to their fullest capacity. This requires that a state must cooperatively and tactfully plan for teacher education with teacher training institution.

Federal legislation has made it mandatory that vocational education programs in a state have adequate programs of teacher education. Accordingly, all states have developed a means of providing teacher education either on a pre-service or in-service basis for teachers of vocational education. Traditionally, contracts have been negotiated between the State board and the teacher training institutions. Persons conscious of the unique role of colleges and universities recognize that these institutions cherish their autonomy and resent suggestions that outside agencies should develop contracts with highly detailed specifications for teacher training. It is unfortunate that more states have not recognized the need for a desirable relationship between State boards and institutions of higher learning and continue to subvert the colleges and universities to an agency of the State.

#### Teacher Training--Eligibilities of Enrollees

There is considerable evidence to support the idea that the quality of local programs of vocational education depends in part upon competent administration. In recognizing this, concern has been expressed that limiting the "kinds" of enrollees in teacher training programs may also be limiting the quality of local programs.

In many states these requirements are preventing school administrators from taking elective courses in vocational education. Although many states are developing publications, periodicals, seminars, and

conferences for administrators, these in themselves are not sufficient to enable an administrator to develop those insights and understandings needed to effectively use the school and community resources in developing dynamic programs of vocational education.

### Research

It is the intent of Federal legislation pertaining to vocational education that as much Federal money as possible be used to investigate and develop new and better programs of vocational education. It is, indeed, fortunate that, in the Vocational Education Act of 1963, research has been linked with program development and training.

Concern for the future of research in the area of vocational education has been expressed by many competent persons in the field. If research needs and implications are ignored and by-passed because of supreme involvement in program operation and lack of vision for the magnitude of research problems in vocational education, then, these concerns are well justified.

Present Federal guidelines may unintentionally favor the kinds of research that have been prevalent in the past. The nature of the restrictions seem to insure the types of research that would justify a continuation of the status quo.

### Comparison of Criteria to Existing State Plans

Copies of existing state plans, for use in this study, were obtained by communicating directly with each State Director of Vocational Education in each of the several states and the District of Columbia. Copies of the latest state plans for vocational education were obtained for thirty-five

states and the District of Columbia. For the purposes of this analysis, the District of Columbia was treated in the same manner as the other states. Consequently, the analysis was based on a total of thirty-six state plans for vocational education. A list of these states appears on page nineteen of this study. This evaluation of selected aspects of state plans for vocational education will in no way evaluate the quality of vocational education in the local schools or the remaining sections of a state's plan in any of the several states and the District of Columbia. It is intended only that selected aspects of the organization and administration of state plans for vocational education at the state level be examined. The sections selected for investigation were 1.0, General Provisions and 3.0, Ancillary Services and Activities.

The sections of existing state plans for vocational education in each of the several states under investigation were evaluated by comparing each criterion developed in this study to each of the state plan provisions where discretion for their inclusion or consideration was left to the state. The following rating scale was used in determining the degree to which existing state plans for vocational education met the criteria developed in this study:

Exceeds - Contains elements required for a good state plan plus other elements considered by the jury to be desirable but not requisite to a minimum criterion for a good state plan.

Meets - - Contains elements required for a minimum criterion for a good state plan.

Fails - - Does not contain elements required to be considered a good state plan.

Name and Designation of State Board

It is not only legally required but logical that the federal government deal with a state board. Forty-seven of the fifty states have a state board of education for the state system of education. Of the forty-seven State Boards of education, forty-five serve in the capacity of the State Board for Vocational Education.

In Table forty-nine, General Provisions, it can be seen that thirty-six or 100 per cent of the states met or exceeded the criterion, Name and Designation of State Board. New York uses the Board of Regents as the State Board and Colorado, Illinois, Massachusetts, Michigan, and Wisconsin have a separate State Board for Vocational Education.<sup>1</sup> This dual arrangement was considered by a majority of the jurors to be better but not requisite to a good state plan for vocational education. In view of the wide spread practice of assigning this dual role to the state board of education this arrangement was specified in the criterion for good state plans for vocational education.

Composition of State Board or Advisory Council

Even though some students of state educational administration favor the selection of members of the state board of education by the elective method, the governor--appointment method has certain advantages that outweigh the disadvantages. The governor can constitute the board with persons whose judgment and ability he respects. Since the state board must work closely with the governor, a board whose members are appointed by the governor is in a better position to press for needed educational support than a board constituted by other means.

---

<sup>1</sup>Ibid., p. 15.

TABLE 49

COMPARISON OF CRITERION IN STATE PLANS TO CRITERION FOR GOOD  
STATE PLANS FOR VOCATIONAL EDUCATION

State	1.1			1.21			1.22			1.23			1.24			Organization Chart		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Alabama		X		X			X			X					X			X
Alaska		X			X				X						X			X
Arizona		X			X				X				X					X
Arkansas		X		X			X			X			X					X
California		X		X			X			X			X					X
Colorado	X				X		X			X			X					X
Connecticut		X		X			X			X					X			X
D. C.		X		X			X			X					X			X
Florida		X			X		X			X					X			
Georgia		X		X			X			X			X			X		
Idaho		X			X		X			X					X			X
Illinois	X				X		X			X					X			X
Iowa		X		X					X						X			X
Kansas		X			X		X			X			X					X
Kentucky		X			X		X			X			X			X		
Maine		X		X			X			X			X			X		
Maryland		X			X				X						X			X
Michigan	X				X		X			X					X			X



TABLE 49--Continued

State	1.1			1.21			1.22			1.23			1.24			Organization Chart		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Minnesota	X				X				X					X				X
Mississippi	X				X			X			X		X					X
Missouri	X				X			X			X			X				X
Nebraska	X				X			X			X		X					X
New Mexico	X				X				X		X			X				X
New York	X				X			X			X			X			X	
North Carolina	X			X				X			X		X				X	
Ohio	X				X			X			X		X					X
Oklahoma	X				X				X		X		X					X
Oregon	X				X			X			X		X					X
Rhode Island	X				X			X			X			X				X
Tennessee	X			X				X			X			X				X
Vermont	X				X				X		X		X					X
Virginia	X				X			X			X			X				X
Washington	X				X			X			X		X					X
West Virginia	X			X					X		X		X				X	
Wisconsin	X			X				X			X		X					X
Wyoming	X				X			X			X			X				X
TOTALS	3	33	0	0	12	24	0	27	9	0	36	0	0	18	18	0	7	29
PER CENT	8	92			33	67		75	25		100			50	50		19	81

In thirty-one states the governor appoints a majority of the members of the state board of education. In eleven states the state board of education members are elected by the people or representatives of the people. In four states the majority of the state board of education serve exofficio. In Wyoming, the members of the state board of education are appointed by the chief state school officer. Three states do not have a state board of education.<sup>1</sup>

From Table forty-nine the data indicate that only twelve or 33 per cent of the states met the criterion, Composition of State Board or Advisory Council. The Florida State Board membership is composed of various elected state officials. Kansas, Michigan, Nebraska, New Mexico, New York, Ohio, Washington, and Wyoming State Board members are not appointed by the governor. The fifteen states remaining, or 42 per cent, failing to meet this criterion did not have the designated number of state board members specified in the criterion for a good state plan.

#### State Administration and Leadership

If a state is to have dynamic programs of vocational education, it is only reasonable to assume that the leadership at the state level must be of the highest quality available. For the state director of vocational education to function at the administrative level commensurate with this position, it is sound organizational policy for this position to carry the title and authority of an assistant executive officer.<sup>2</sup>

---

<sup>1</sup>Ibid.

<sup>2</sup>Donald D. Dauwalder and Associates. The Administration and Financing of Vocational-Technical Education in Pennsylvania: A Report to the State Board for Vocational Education, December, 1964 (Harrisburg, Pennsylvania, 1964), p. 73.

In Table forty-nine, twenty-seven or 75 per cent of the states met the criterion, State Administration and Leadership. The nine states failing to meet this criterion did not assign the State Director of Vocational Education the rank or authority of an Assistant Chief State School Officer.

#### Custody of Federal Funds

It is not imperative to quality vocational education to maintain a specified custodian of federal funds. However, it is logical that the federal guidelines would require a state to designate some agency to receive federal funds for vocational education purposes.

The data showed in Table forty-nine that thirty-six or 100 per cent, of the states met the criterion, Custody of Federal Funds. The District of Columbia designates the Accounting Office to receive Federal funds and New York designates the Commission of Taxation and Finance to receive Federal funds. Both were considered acceptable for a good state plan.

#### Expenditures of Federal Funds

It is reasonable to assume that a competent State Director of Vocational Education will have all financial procedures and arrangements reviewed by the appropriate state financial personnel before authorizing expenditures. This should eliminate the necessity of other persons in state administration, who may or may not be familiar with the financial affairs of vocational education, from reviewing the authorization of financial accounts before being paid by the State Board.

The data in Table forty-nine indicate that eighteen or 50 per cent of the states met the criterion, Expenditures of Federal Funds. States making provision for either the Chief State School Officer or the

state director to authorize expenditures were considered acceptable for a good state plan. The eighteen states or 50 per cent failing to meet this criterion required approval for authorization of vocational education funds from officials other than the state director.

#### Organization Chart for State Plan Administration

Vocational education planning is a complex operation. Its phases and processes cannot be sequenced so that a state may consider various educational levels of vocational education separate and apart from each other. States considering vocational planning for the future must establish administrative procedures that will provide a continuum in the organization and administration of vocational education from the junior high school through higher education.<sup>1</sup>

As shown in Table forty-nine the criterion, Organization Chart for State Plan Administration, was met by seven or 19 per cent of the states. Connecticut made no provision for personnel responsible for higher education in this criterion. Wisconsin does not include their organization chart in their state plan and New Mexico does not assign the state director administrative authority commensurate with other positions in the state organization with similar responsibilities. The remaining twenty-six states, or 72 per cent, failing to meet the criterion, did not show state organizational relationships with institutions of higher learning. Many jurors expressed concern for this relationship and indicated that it must be considered in future program planning.

---

<sup>1</sup>Ibid., p. 76.

Criteria for Determining Portion of Federal Allotment  
Allocated to Vocational Education

It is only logical that federal funds should be spent for the purposes appropriated. However, in planning for the allocation of federal funds the maximum degree of flexibility should be provided to meet the unique requirements and needs of local school systems. State plans containing highly detailed criteria for the allocation of federal funds may not intend to restrict vocational education programs; but, in practice, they have a tendency to do just this.

According to the data in Table fifty it can be seen that fifteen or 42 per cent of the states met the criterion, Criteria for Determining Portion of Federal Allotment Allocated to Vocational Education. Twenty-one states, or 58 per cent, failing to meet this criterion, did not develop criteria for allotting federal funds other than federal guideline requirements.

Allocation to State Board and Local Educational Agencies

State boards must be cognizant of the criteria for which federal funds are allotted in criterion 1.31-1. Provision for their inclusion in the criteria for the state board allotment for direct expenditure of federal funds must be made in such a manner as to provide for a reasonable degree of flexibility. Criteria that are too highly detailed will perpetuate a given type of vocational education and prevent the state from doing those things in new areas of program development which can not be foreseen at the time of initial state plan development.

In Table fifty the data indicate that nineteen or 53 per cent of the states met the criterion, Allocation to State Board and Local

Educational Agencies. The state plan for the District of Columbia indicated that this section did not apply to them. Sixteen states, or 44 per cent failing to meet this criterion did not indicate in this criterion any consideration of the criteria in section 1.31-1.

### Cooperative Arrangements

Changing conditions evidenced by the increasing interrelationship between vocational education, other governmental agencies, business, industry, and other states require a more extensive pattern of cooperative relationship with "outside" agencies in the future development of vocational education.<sup>1</sup> It is obvious from the data in Table fifty that far too many of the states are overlooking the implications for these kinds of arrangements.

### State Employment Service

The importance which states attach to a cooperative arrangement with the State Employment Services is indicated in Table fifty. Thirty-six or 100 per cent of the states in this study made adequate provisions for this criterion.

### Other Agencies, Institutions, Organizations

It can be seen in Table fifty that twenty-three states, or 64 per cent, met the criterion, Other Agencies, Institutions, Organizations. Thirteen states, or 36 per cent, indicated that this section did not apply.

---

<sup>1</sup>Melvin Barlow, op. cit., Yearbook, p. 281.

TABLE 50

COMPARISON OF CRITERION IN STATE PLANS TO CRITERION FOR GOOD  
STATE PLANS FOR VOCATIONAL EDUCATION

State	1.31-1			1.32			1.41			1.42			1.43			1.44		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Alabama		X				X		X				DNA			DNA		X	
Alaska		X			X			X			X			X			X	
Arizona			X		X			X			X			X			X	
Arkansas			X			X		X				DNA			DNA			DNA
California			X		X			X				DNA			DNA		X	
Colorado		X			X			X				DNA			DNA		X	
Connecticut		X				X		X			X			X			X	
D. C.		X				DNA		X				DNA			DNA			DNA
Florida		X			X			X			X			X			X	
Georgia			X		X			X				DNA		X			X	
Idaho			X		X			X			X				DNA		X	
Illinois			X			X		X			X			X			X	
Iowa			X			X		X			X			X			X	
Kansas			X		X			X			X			X			X	
Kentucky			X		X			X			X			X			X	
Maine			X		X			X			X			X			X	
Maryland			X		X			X				DNA			DNA		X	
Michigan			X			X		X			X			X			X	

DNA = Does Not Apply

TABLE 50--Continued

State	1.31-1			1.32			1.41			1.42			1.43			1.44		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Minnesota		X			X			X			X				DNA			DNA
Mississippi		X			X			X			X				DNA		X	
Missouri		X				X		X				DNA		X			X	
Nebraska			X		X			X				DNA			DNA			DNA
New Mexico			X			X		X			X			X			X	
New York			X			X		X			X			X				DNA
North Carolina		X				X		X			X			X			X	
Ohio			X			X		X				DNA		X			X	
Oklahoma			X			X		X			X			X			X	
Oregon		X			X			X			X			X			X	
Rhode Island		X			X			X			X			X			X	
Tennessee			X			X		X			X				DNA		X	
Vermont			X			X		X				DNA			DNA		X	
Virginia			X			X		X				DNA			DNA		X	
Washington		X			X			X			X			X			X	
West Virginia		X			X			X				DNA			DNA		X	
Wisconsin			X			X		X			X			X			X	
Wyoming		X			X			X			X			X			X	
TOTALS	0	15	21	0	19	16	0	36	0	0	23	0	0	23	0	0	30	0
PER CENT		42	58		53	47		100			64			64			83	



### Special Areas

From the data in Table fifty it can be seen that twenty-three states, or 64 per cent met the criterion, Special Areas. Thirteen states, or 36 per cent, again indicated that this section did not apply.

### Other States

As shown in Table fifty the data indicated that thirty states, or 83 per cent, met the criterion, Other States. Six states, or 17 per cent, indicated that this section did not apply.

### Duties and Minimum Qualifications of Professional Personnel

The duties of the state director and assistant directors of vocational education that are listed in a good state plan must be consistent with successful and acceptable administrative practices. Duties which are highly detailed in a state plan limit and restrict the kinds of leadership a state director and his assistants should exert in state-wide vocational education development.

The qualifications for the state director and assistant directors are set in terms of education, experience, and degrees. These standards are intended to, and probably do, assist in securing professionally qualified leadership in these positions.<sup>1</sup> However, in a time of rapid change, qualifications should be stated generally to give the Chief State School Officer and the state board a certain degree of flexibility in selecting the best person for the job.

---

<sup>1</sup>Donald Dauwalder, op. cit., p. 66.

### State Director

In the criterion, Duties and Minimum Qualifications of Professional Personnel, the data indicated in Table fifty-one that twenty-seven or 75 per cent of the states met or exceeded the criterion, State Director. The duties listed by the District of Columbia were not acceptable. The other eight states, or 22 per cent, failing to meet this criterion, listed unacceptable experience and education requirements. Connecticut and Oregon exceeded the criterion by requiring a doctorate for this position.

### Assistant State Directors

The importance of sound articulation between secondary, post-secondary, adult, and higher vocational education indicates the necessity of providing leadership in these areas. This responsibility must be assigned to competent people who can cooperatively provide interaction within these groups.

#### Assistant State Director Consulting with Teacher Education Programs of Vocational Education

The data in the same table show that only three or 8 per cent of the states met, exceeded, or made provisions for the criterion, Assistant State Director Consulting with Teacher Education Programs of Vocational Education. Georgia, Idaho, Kentucky, and Main provided a consulting service for teacher education institutions but did not provide any criterion for this position. The remaining thirty states, or 83 per cent, failing to meet this criterion, made no provision for communication with institutions of higher learning. North Carolina provides for this role through the Director, Department of Community

Colleges, and he is assigned the responsibility for coordinating the activities of the educational institutions under the jurisdiction of the State Department of Vocational Education. The qualification requirements for this position in the North Carolina plan are much higher than those in this criterion.

Assistant State Director of Vocational Education Providing  
Leadership in Adult and Secondary Programs

According to the data presented in Table fifty-one, twenty-two or 61 per cent of the states met or exceeded the criterion, Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs. Alaska, Colorado, Connecticut, Mississippi, Missouri, Nebraska, Oklahoma, and Tennessee did not assign duties to this position that would meet the requirements of this criterion. The remaining six states, or 17 per cent, not meeting this criterion, failed to provide for this position. Connecticut required an earned doctorate or its equivalent for the Assistant State Directors of Vocational Education.

Fiscal Officer

Increased federal funds allocated to states for vocational education purposes have necessitated the development of sound budgetary and financial procedures. In order to secure persons who are competent to administer sound fiscal policy, sufficient and reasonable qualifications must be developed that will assist in securing adequately professionally trained personnel.

From the data in Table fifty-one, it can be seen that twelve or 33 per cent of the states met or exceeded the criterion, Fiscal Officer. Six states, or 17 per cent, including Idaho, Missouri, Nebraska,

Michigan, Oklahoma, and Washington, failed to require acceptable qualifications. The remaining eighteen states, or 50 per cent, did not provide any criterion for this position.

#### Others

Table fifty-one also showed that two states, or 6 per cent, met the criterion, Others. Most of the states listed several specifications for other types of positions but the remaining thirty-four states, or 94 per cent, failing to meet this criterion, made no specific provision for this criterion.

#### State Supervisors

In the whole process of translating legislation and State Board policies into classroom excellence, a particularly sensitive and critical spot in vocational education is the point of contact between State staff members and local administrators. Their duties, assignments, and responsibilities must not ignore the tactical and strategic importance of this contact.

The diversity and multiplicity of vocational education programs, even within a service field, suggests that state staff personnel must be well oriented to the vocational needs of others, that they must be professionally and occupationally qualified, and that they must be capable of working with other educational agencies, business, industry, and other major divisions of vocational education.

The data in Table fifty-one indicates that thirty or 81 per cent of the states met or exceeded the criterion, State Supervisors. Five or 14 per cent of the states, including: Arizona, California, Mississippi,

Nebraska, and Tennessee, specified lower qualification requirements than those considered acceptable by the jury. The District of Columbia failed to meet this criterion by not providing suitable supervisory activities. Connecticut assigns the duties of this position to Bureau Chiefs and exceeded this criterion by requiring an earned doctorate and twelve years of professional experience in public vocational education.

#### Local Director and Local Supervisors

The position of local directors and local supervisors must be staffed with persons who are competent in the area of vocational education. To direct, coordinate, and supervise programs of vocational education in time of change implies the need for persons with broad understandings of vocational education programs in their local system.

Education and experience requirements should be at a level to attract those persons who are professionally qualified. Although these requirements are not in themselves guarantees for competent persons, they should aid in securing qualified persons.

From Table fifty-two, the data showed that eleven or 31 per cent of the states met the criterion, Local Director. New Mexico and Rhode Island failed to provide criteria for this position. Twenty-two states, or 61 per cent, failing to meet this criterion, did not specify the master's degree which was considered by the jury to be an absolute minimum for this position. Alaska provides for the qualifications of this position in the State Department of Education Regulations.

TABLE 51

COMPARISON OF CRITERION IN STATE PLANS TO CRITERION FOR GOOD  
STATE PLANS FOR VOCATIONAL EDUCATION

State	1.51-1			1.51-2			1.51-3			1.51-41			1.51-42			1.51-5		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Alabama			X		NONE				X			X			X			
Alaska		X			NONE				X			X			X			
Arizona			X		NONE				X			X			X			X
Arkansas		X			NONE				X			X			X		X	
California			X		NONE			X			X				X			X
Colorado		X			NONE				X			X			X		X	
Connecticut	X				NONE				X			X			X			
D. C.			X		NONE				X			X			X	X		X
Florida		X			NONE				X			X			X			
Georgia		X			NONE				X		X				X		X	
Idaho		X			NONE				X			X			X		X	
Illinois		X			NONE				X		X				X		X	
Iowa		X			NONE				X			X			X		X	
Kansas			X		NONE				X			X			X		X	
Kentucky		X			NONE				X			X			X		X	
Maine		X			NONE				X			X			X		X	
Maryland		X			NONE				X			X			X		X	
Michigan		X			NONE				X			X			X		X	

TABLE 51--Continued

State	1.51-1			1.51-2			1.51-3			1.51-41			1.51-42			1.51-5		
	Exceed	Meet	Fail	Exceed	Meet	Fail	Exceed	Meet	Fail	Exceed	Meet	Fail	Exceed	Meet	Fail	Exceed	Meet	Fail
Minnesota		X		NONE			X					X			X			
Mississippi		X		NONE					X		X				X			X
Missouri			X	NONE					X			X			X			
Nebraska		X		NONE					X			X			X			X
New Mexico		X		NONE					X			X			X			
New York		X		X			X					X		X		X		
North Carolina		X					X				X				X			
Ohio		X		NONE					X			X			X			
Oklahoma			X	NONE					X			X			X			
Oregon	X			X					X			X			X			
Rhode Island		X		NONE			X				X				X			
Tennessee		X		NONE			X				X				X			X
Vermont		X		NONE					X			X			X			
Virginia		X		NONE					X			X			X			
Washington			X	NONE			X					X			X			
West Virginia			X	NONE					X		X			X		X		
Wisconsin		X		NONE			X					X			X			
Wyoming		X		NONE					X			X			X			
TOTALS	2	25	9	1	2	0	1	21	5	2	10	24	0	2	34	1	29	6
PER CENT	6	69	25	3	6		3	58	14	6	27	67		6	94	3	80	17

Table fifty-two also revealed that twenty-four or 67 per cent of the states met the criterion, Local Supervisor. New Mexico and Rhode Island again failed to provide criteria for this position. Nine states or 25 per cent, failing to meet this criterion, did not include acceptable education requirements in their state plan. Alaska provides for the qualifications of this position in the State Department of Education Regulations.

#### Instructional Personnel

The quality of any educational program is directly related to the quality of instruction. Regardless of the complexity of organizational charts emphasizing administrative functions and various service areas that tend to becloud the importance of the teacher in the educational process, the success or quality of vocational education offered in local systems will be determined, in a large measure, by the instructional personnel. Yesterday's course outlines and specific course requirements for the certification of vocational teachers that were developed years ago and are being used by teachers and states for certifying teachers today make the quality of vocational education in those schools and those states suspect.

States demonstrating leadership in vocational education have placed the responsibility for the certification of instructional personnel with other agencies in the State Department of Education. This does not mean that these states have abdicated all responsibility for the certification of vocational instructional personnel but only serves to bring into sharp focus those interrelationships that exist in the preparation of vocational education teachers and other instructional personnel.



The data in Table fifty-two indicate that thirteen states, or 36 per cent, met the criterion, Instructional Personnel. The twenty-three states, or 64 per cent, failing to meet this criterion, listed specific course requirements for each program area. Members of the jury felt that these should not be contained in state plans for vocational education.

State Supervisors, Including Associates  
and Assistants in Vocational Guidance

Today it is generally recognized that "guidance" requires competent operation, expert and painstaking supervision, lively stimulation and support at all levels. Local school systems need to be stimulated, supported, and encouraged by the state staff to develop a sound guidance program. States that do not provide for this sort of activity and instead provide an overbearing relationship between the state staff and local personnel in their state plan for vocational education are diminishing the effectiveness of their state staff. The prospects of establishing healthy relationship between the state staff and local systems under these conditions are not very bright.

The data presented in Table fifty-two showed that twenty-three or 64 per cent of the states met or exceeded the criterion, State Supervisors, Including Associates and Assistants in Vocational Guidance. Florida exceeded this criterion by requiring a doctorate in guidance. California and the District of Columbia failed to list criteria for this position. The professional qualification required by Arkansas did not meet this criterion. The remaining ten states, or 28 per cent, failing to meet this criterion, did not require occupational experience for this position.

### Local Counseling and Guidance Personnel

In Table fifty-two the data indicate that twenty-one or 58 per cent of the states met the criterion, Local Counseling and Guidance Personnel. California, the District of Columbia, Mississippi, and West Virginia omitted criteria for this position. The other eleven states, or 31 per cent, failing to meet this criterion, listed specific course requirements for these positions.

### Teacher Training Personnel

The data in Table fifty-two indicate that all states failed to meet the criteria, Teacher Training Personnel. The reader is reminded that it was evident that most of the states wrote their plans for teacher training personnel employed by the State Board for specialized phases of vocational education such as conducting workshops, short courses, and organizing and supervising student teacher activities in vocational education. This criterion was developed for teacher training personnel at the undergraduate and graduate levels in college and universities. A minority of the jurors, as was evidenced by their responses to this item on the check and suggestion list, judged this criterion on the basis of personnel employed by the state board to conduct specialized vocational education activities. The majority of the jurors did not signify any other intent and may or may not have judged this criterion on the basis of personnel employed at colleges and universities.

### Research Personnel

Research demands have far outstripped research manpower and resources in Vocational Education. A decision to meet our multitude

of research needs may be a most critical decision in the years ahead particularly when it is obvious that the cost will be high.

Because of the interrelationships of vocational education with other educational programs, competent research personnel must be recruited from business, industry, and the social sciences. Unless there is a new covenant which accepts and deliberately provides for inter-disciplinary recruiting in our research organization, the strait jackets of our traditional requirements, administrative regulations, and state plans will nullify our effort toward legitimate research.

As shown in Table fifty-two, it can be seen that only fifteen or 42 per cent of the states met or exceeded the criterion, Research Personnel. In some states, such as California and New York, excellent research facilities are available for vocational education use in their State Departments of Education. Georgia and Iowa exceeded this criterion by providing for additional research personnel in this department. Iowa specified an additional thirty hours above the master's degree toward a doctorate for the head of this department. The District of Columbia made no provision for this section. Maine and Maryland indicated that this section did not apply. Kansas, Oklahoma, and Vermont indicated that personnel were not employed in these positions at this time. Alabama, Arkansas, and Connecticut failed to provide qualifications for this position, the other twelve states, or 33 per cent, failing to meet this criteria, did not specify acceptable professional preparation requirements.

#### Consultants and Other Specialists

In view of the rapid changes that are taking place in vocational education, it is sound organization policy to provide for additional staff

TABLE 52

COMPARISON OF CRITERION IN STATE PLANS TO CRITERION FOR GOOD  
STATE PLANS FOR VOCATIONAL EDUCATION

State	1.52-1			1.52-2			1.53			1.54-1			1.54-3			1.55			1.56		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Alabama			X		X				X		X			X				X			X
Alaska		IN ST.	REG.		IN ST.	REG.		X				X		X			X			X	X
Arizona			X			X		X				X		X			X			X	X
Arkansas			X			X			X		X			X			X			X	X
California		X			X			X			X			X			X			X	X
Colorado		X			X				X		X			X			X			X	X
Connecticut		X			X			X				X		X			X			X	X
D. C.		X			X				X			X			X		X			X	X
Florida		X			X			X		X				X			X			X	X
Georgia			X			X		X			X			X			X		X		X
Idaho			X		X				X		X		X				X		X		X
Illinois			X		X				X			X			X		X			X	X
Iowa			X		X				X		X		X				X		X		X
Kansas			X			X			X			X		X			X			X	X
Kentucky			X			X			X		X			X			X		X		X
Maine			X		X				X		X			X			X			X	X
Maryland			X		X				X			X			X		X			X	X
Michigan		X			X				X		X				X		X		X		X

TABLE 52--Continued

State	1.52-1			1.52.2			1.53			1.54-1			1.54-3			1.55			1.56		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Minnesota			X		X				X		X				X						X
Mississippi			X		X				X			X			X			X			
Missouri		X			X				X		X			X				X			
Nebraska			X			X			X			X		X				X			X
New Mexico			X			X			X		X			X				X			
New York			X			X		X			X			X				X		X	
North Carolina	X				X			X			X			X				X			X
Ohio			X		X				X		X			X				X		X	
Oklahoma			X		X				X		X			X				X			X
Oregon		X			X				X		X			X				X			X
Rhode Island			X			X		X			X			X				X			X
Tennessee			X			X			X		X			X				X		X	
Vermont			X		X			X				X		X				X			X
Virginia		X			X			X			X			X				X		X	
Washington			X		X				X			X		X				X			X
West Virginia			X			X			X		X			X				X		X	
Wisconsin		X			X			X			X			X				X		X	
Wyoming			X		X			X				X		X				X			X
TOTALS	0	11	24	0	24	11	0	13	23	1	22	13	2	19	15	0	0	36	2	13	21
PER CENT		31	67		67	31		36	64	3	61	36	6	53	41			100	6	36	58

staff for vocational education programs that cannot be foreseen at the time of the initial drafting of a state's plan. Therefore, the necessity of amending the state plan to facilitate new directions in programs or program emphasis which could not have been anticipated is cumbersome and unwieldy. It is unfortunate that many states are not availing themselves of this opportunity.

According to the data in Table fifty-three, twenty-five or 65 per cent of the states met the criterion, Consultants and Other Specialists. Eleven states or 31 per cent, failing to meet this criterion, did not list any criteria for these positions.

#### Ancillary Services and Activities

State plan provisions for Ancillary Services and Activities are also presented in Table fifty-three. The first part of this table presents the data for Vocational Guidance and Counseling.

#### Local Programs of Vocational Guidance and Counseling

One problem which has not been adequately solved in public education is guidance toward a vocation. Preparing for a vocation involves every student and is becoming exceedingly complicated by the fact that our occupational structure cannot guarantee stability of an occupation. It is of utmost importance that programs of vocational education include an all-out development of local programs in vocational guidance and counseling.

In Table fifty-three it can be seen that twenty-seven states, or 75 per cent, met the criterion, Local Programs of Vocational Guidance and Counseling. Minnesota, Wisconsin, and Wyoming failed to meet this criteria due to lack of cooperative assistance from the state staff. The supervision provided by Georgia, Illinois, Kansas, Michigan, and New Mexico

was not acceptable to the criteria. The District of Columbia omitted any provisions for this section.

#### Description of Teacher Training Program

The entire program of teacher training is a particularly sensitive area in vocational education. The term "teacher training" and the responsibility for teacher training being vested in the state board is particularly obnoxious to many educators. Colleges and universities prize their autonomy and to support the idea of making colleges and universities subordinate to the state board is unrealistic. The weight of the United States Office of Education has been thrown in this direction and state boards must assume the responsibility for the maintenance of teacher training programs. However, in developing a state's plan the actual conduct of these programs can be left to the discretion of the colleges and universities.

In Table fifty-three it can be seen that twenty-one states, or 58 per cent, met the criterion, Description of Teacher Training Program. Alaska, District of Columbia, Georgia, Idaho, Illinois, Kansas, Maryland, Michigan, Minnesota, Nebraska, Oklahoma, and Washington did not specify occupational experience as a pre-requisite for entry into this program. Connecticut failed to include this section in their state plan. Arkansas and New Mexico specified criteria for pre-service programs only. It is the responsibility of the state board to provide for the maintenance of both types of programs.

#### Arrangement for Teacher Training--State Board

The data in Table fifty-three also indicate that twenty states,

or 56 per cent, met the criterion, Arrangements for Teacher Training-- State Board. Michigan, Nebraska, New Mexico, Wyoming, and Washington failed to meet this criterion by assuming all of the responsibility for in-service teacher education programs. Connecticut omitted this criteria and the other ten states, or 28 per cent, failing to meet this criterion assumed a major portion of the responsibility for both pre-service and in-service programs of teacher education. Members of the jury indicated that these provisions demonstrate a lack of understanding of the relationship that should exist between colleges or universities and State Department of Vocational Education.

#### Other Agencies or Institutions Providing Teacher Training

From Table fifty-three, it can be seen that twenty-nine or 81 per cent of the states met the criterion, Other Agencies or Institutions Providing Teacher Training. States meeting this criterion made provision for the cooperative approach in the planning of teacher education programs. Connecticut omitted this criteria. Minnesota and Nebraska made inadequate provision for cooperative planning of teacher education programs. Oklahoma listed only one teacher education institution in this criteria and the remaining three states, or 8 per cent, failing to meet this criterion, assumed all of the responsibility of the maintenance and conduct of programs provided by other agencies or institutions.

#### Research, Demonstration, and Experimental Programs

It is perhaps true of most new fields that a missionary spirit, rather than a questioning spirit, prevails. Vocational education is surely old enough and sufficiently well established and accepted to allow



it to adopt a questioning and discriminating attitude about each of its practices and programs.

Each state needs to encourage the development of experimental and pilot programs aimed at improving and introducing innovations into the vocational education program. To investigate and gather data on more of the same things as in the past will not help answer the pressing and pertinent questions of vocational education. States providing undue restrictions on research and experimental programs are encouraging the type of research prevalent in the past and are limiting innovative programs of the future.

#### Policies and Procedures

In Table fifty-three it can be seen that twenty-two states, or 61 per cent, met the criterion, Policies and Procedure. Colorado, District of Columbia, Florida, Idaho, Missouri, Vermont, and Wisconsin had provisions in this criterion that were too restrictive. The provisions in the state plans of the remaining seven states, or 19 per cent, failing to meet this criterion, did not encourage research activities.

#### Other Ancillary Services and Activities

In planning for the expansion, improvement and addition of vocational education programs, provisions must be made for the facilities and personnel to develop materials and disseminate information required for these programs. States providing for ancillary services should be challenged to exert maximum effort to secure the leadership that will provide those services required for high quality vocational education programs throughout the state.

TABLE 53

COMPARISON OF CRITERION IN STATE PLANS TO CRITERION FOR GOOD  
STATE PLANS FOR VOCATIONAL EDUCATION

State	1.57-1			3.13			3.22			3.23-1			3.23-2			3.31			3.5		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Alabama			X		X			X				X		X				X		X	
Alaska		X			X				X			X				X				X	
Arizona		X			X			X		X				X		X				X	
Arkansas			X		X				X			X		X			X			X	
California		X			X			X		X				X		X					X
Colorado		X			X			X		X				X				X		X	
Connecticut		X			X				X			X			X			X		X	
D. C.			X			X			X			X		NONE				X		X	
Florida		X			X			X		X				X				X		X	
Georgia		X				X			X			X		X				X		X	
Idaho			X		X				X			X		X				X		X	
Illinois			X			X			X			X			X					X	
Iowa		X			X			X		X				X			X			X	
Kansas			X			X			X			X		X			X			X	
Kentucky			X		X			X		X				X			X			X	
Maine			X		X			X		X				X			X			X	
Maryland		X			X				X			X		X			X			X	
Michigan		X				X			X			X		X			X			X	

TABLE 53--Continued

State	1.57-1			3.13			3.22			3.23-1			3.23-2			3.31			3.5		
	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails	Exceeds	Meets	Fails
Minnesota		X				X			X			X			X					X	
Mississippi		X			X			X			X			X		X				X	
Missouri		X			X			X			X			X			X			X	
Nebraska		X			X				X			X			X		X			X	
New Mexico		X				X			X			X			X			X		X	
New York		X			X			X			X			X		X				X	
North Carolina		X			X			X			X			X		X				X	
Ohio		X			X			X			X			X		X				X	
Oklahoma		X			X				X		X				X		X			X	
Oregon		X			X			X				X		X		X				X	
Rhode Island		X			X			X			X			X			X			X	
Tennessee		X			X			X			X			X		X				X	
Vermont			X		X			X			X			X			X			X	
Virginia			X		X			X			X			X		X				X	
Washington		X			X				X			X		X		X				X	
West Virginia		X			X			X			X			X		X				X	
Wisconsin			X			X		X			X			X				X		X	
Wyoming		X				X		X				X			X			X		X	
TOTALS	0	25	11	0	27	9	0	21	15	0	20	16	0	28	7	0	22	14	0	35	1
PER CENT		69	31		75	25		58	42		56	44		78	22		61	39		97	3

The data in the last part of Table fifty-three showed that thirty-five states, or 97 per cent, met the criterion, Other Ancillary Services and Activities. California did not provide criteria for this provision.

Summary of Comparison of State Plans to Criteria for  
Good State Plans for Vocational Education

The following is a summary of the data obtained from the evaluation of selected sections of state plans for vocational education in the several states and the District of Columbia:

An examination of Table fifty-four revealed that 75 per cent or more of the criteria in the state plans of Maine, North Carolina, and Oregon met or exceeded the thirty-two criteria for good state plans for vocational education.

Another examination of the same table showed that 50 per cent or more of the criterion in the state plans of Alaska, Arizona, California, Colorado, Connecticut, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maine, Michigan, Mississippi, Missouri, New York, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Vermont, Virginia, Wisconsin, Wyoming, West Virginia, and Washington met or exceeded the thirty-two criteria for good state plans for vocational education.

A further examination of Table fifty-four revealed that less than 50 per cent of the criteria in the state plans of Alabama, Arkansas, District of Columbia, Illinois, Maryland, Minnesota, Nebraska, and New Mexico met or exceeded the thirty-two criterion for good state plans for vocational education.

A closer examination of Table fifty-four showed that Colorado, Florida, Idaho, Michigan, North Carolina, and Oregon each had one criterion

TABLE 54

COMPARISON OF STATE PLANS TO CRITERIA FOR GOOD STATE PLANS  
FOR VOCATIONAL EDUCATION BY STATES

Total Criterion To:				Total Criterion To:			
State	Exceeds	Meets	Fails	State	Exceeds	Meets	Fails
Alabama	0	14	14	Minnesota	0	15	14
Alaska	0	17	12	Mississippi	0	19	11
Arizona	0	16	14	Missouri	0	16	14
Arkansas	0	11	16	Nebraska	0	12	16
California	0	19	10	New Mexico	0	11	19
Colorado	1	20	8	New York	0	23	8
Connecticut	3	15	13	North Carolina	1	27	4
D. C.	0	10	16	Ohio	0	20	9
Florida	1	22	8	Oklahoma	0	16	15
Georgia	2	20	8	Oregon	1	23	8
Idaho	1	16	13	Rhode Island	0	22	9
Illinois	2	12	17	Tennessee	0	18	12
Iowa	2	19	10	Vermont	0	15	13
Kansas	0	16	15	Virginia	0	19	10
Kentucky	0	23	8	Washington	0	18	13
Maine	0	25	6	West Virginia	0	20	8
Maryland	0	13	15	Wisconsin	0	21	10
Michigan	1	16	14	Wyoming	0	16	14

Note: Various sections were omitted in state not totaling 32.

to exceed the criteria of a good state plan. Georgia, Illinois, and Iowa each had two criteria to exceed the criteria for good state plans. Connecticut had three criteria to exceed the criteria for good state plans.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to analyze and evaluate selected aspects of federal guidelines and state plans established for the organization and administration of vocational education in the public schools of the United States. More specifically, it was intended to (1) develop criteria for the evaluation of selected aspects of state plans for the organization and administration of vocational education at the state level, (2) determine the degree to which state plans meet acceptable criteria as developed in this study, (3) determine whether or not selected federal guidelines encourage or inhibit the development of contributive state plans for the organization of vocational education at the state level, and (4) develop recommendations towards the improvement of federal guidelines effecting vocational education and the strengthening of state plans for vocational education.

#### Procedure

Due to the nature of the problem in this investigation, the following procedure was employed in its implementation:

First, copies of all federal legislation relating to vocational education were obtained by communicating with the Division of Vocational and Technical Education, Department of Health, Education, and Welfare.

The federal regulations dealing with programs of vocational education under the Smith-Hughes, George-Barden, and supplementary Acts as amended and under the Vocational Education Act of 1963, are contained in Part 104-Administration of Vocational Education: Federal Allotment to States.

The federal guidelines are contained in the Guide For the Development of a State Plan for the Administration of Vocational Education Under the Federal Vocational Education Acts.

Second, copies of each of the newer state plans for vocational education in each of the several states and the District of Columbia were obtained by communicating directly with the State Director of vocational education in each state and the District of Columbia. In some instances copies of a state's plan was obtained from the State Director of vocational education in Oklahoma. In other instances a state's plan was not available from any source. A total of thirty-five states and the District of Columbia made their plans available for this study. A list of these states appears in Chapter III, page nineteen.

It was then necessary that the third step should be a comprehensive review of the available literature and research related to the problem. Every effort was made to investigate every aspect of state plans for vocational education. This investigation revealed that, to date, there had not been any major research effort directed towards determining the characteristics of good federal guidelines and state plans for vocational education.

Fourth, an item analysis was made of the selected sections of federal guidelines and state plans for vocational education in order to discover specific practices in the organization and administration of



federal guidelines and state plans for vocational education.

The fifth step involved the construction of a two-part check and suggestion list by combining those factors gleaned from the review of literature and research and the analysis of existing state plans with those provisions in the federal guidelines relating to vocational education. One part of the check and suggestion list was constructed to seek information regarding whether or not federal guidelines encourage or inhibit the development of good state plans for vocational education. The other part of the check and suggestion list was constructed for jurors to validate, invalidate, or make suitable suggestions relating to the characteristics of a good state plan for vocational education. The check and suggestion list appears as Appendix C.

Sixth, the check and suggestion list was sent to a jury of thirteen recognized authorities in the field of vocational education. Criteria used in selecting the jurors appears in Chapter III, page twenty-one. An alphabetical list of the jurors appears as Appendix F. Six weeks after mailing the check and suggestion list to the jury, responses were counted, classified and organized into similar sections and reported in tabular form. Tables one through forty-eight in Chapter III presents this data. The suggestions made by the jury were given when presenting the data. This procedure constituted the seventh step.

Eighth, criteria for good state plans for vocational education were perfected by analyzing the responses on the check and suggestion list, eliminating duplications and arranging related items into sections. Thirty or 94 per cent of the thirty-two criteria for good state plans contained in the check and suggestion list were validated by the jury.

Ninth, a comparison was made of the degree to which state plans met the criteria for a good state plan for vocational education in each of the several states and the District of Columbia. The rating scale used in the comparison appears in Chapter III, page eighty-four. The results of this comparison were presented in Tables forty-nine through fifty-four.

The tenth and final step involved an analysis and interpretation of the data and suggestions secured in this study. A highly contributive portion of this study consisted of the many obviously informative and knowledgable suggestions and remarks made by many members of the jury.

To facilitate as simple an analysis as possible, the data were organized into tables. Numbers and percentages were indicated relative to the total number of states participating in the study and the total number of persons serving on the jury. Percentages were calculated to the nearest whole number.

### Summary

#### State Plans

In summary, an examination of Table fifty-four revealed that, of the thirty-six state plans for vocational education analyzed in this investigation, not one met all of the thirty-two criteria for good state plans for vocational education that were developed in this study. A closer examination of Table fifty-four revealed that 50 per cent or more of the criteria in twenty-eight states, or 78 per cent, met or exceeded the thirty-two criteria for good state plans for vocational education. Another examination of Table fifty-four revealed that 75 per cent or more of the criteria in three states, or 8 per cent, met or exceeded the

thirty-two criteria for good state plans for vocational education. A further examination of Table fifty-four showed that ten states, or 28 per cent, each had at least one criterion to exceed the criteria for good state plans for vocational education.

#### Federal Guidelines

The following is a summary of the data obtained from the jurors in determining whether or not selected sections of federal guidelines encourage or inhibit the development of contributive state plans for vocational education:

From Table forty-seven it can be seen that of the nineteen sub-sections in the check and suggestion list relating to federal guideline requirements, nineteen or 100 per cent of the sub-sections met the validation requirement by receiving more than 50 per cent of the jurors response to "Encourages the development of a good state plan following present federal guideline." In this same table it can be seen that sixteen or 84 per cent, of the sub-sections in the check and suggestion list received more than 75 per cent of the jurors response to "Encourages the development of a good state plan."

#### Major Findings

The following is a summary of the findings revealed in this investigation:

States are failing to assign administrative status, authority, and duties commensurate with the responsibility of the State Director of vocational education.

States have not organized State Departments of Education to

establish channels of communication with and between the entire spectrum of institutions providing vocational education.

States have not provided the personnel or the administrative arrangement for the appropriate relationships between state boards and institutions of higher learning.

State boards have not cooperatively planned programs of teacher education with teacher education institutions.

State boards assumed most of the responsibility for establishing certification requirements for vocational teachers.

States had not developed criteria for allotting federal funds which federal guidelines permitted them to do.

State policies for duties of professional personnel were too highly detailed and restrictive to allow administrative resourcefulness in providing effective leadership.

States have not developed qualifications for local administrative personnel that are consistent with the variety of needs for these persons.

State policy has failed to anticipate the need for additional services and personnel that could not be foreseen at the time of initial writing of a state's plan.

States are failing to recognize the potential contribution other agencies could make to vocational education.

State policy has not been developed to encourage research that has as its objective the introduction of innovation into vocational education programs.

State policy has not been developed to provide reasonable supervision and guidance to local programs of guidance and counseling.

States are including too many details and specifications in their state plans that interfere with efficient state plan organization and administration.

National policy for vocational education is too often substituted for state policy.

States are allowed more freedom to develop policies than they use.

There is a greater possibility of undue state control over vocational education than there is of federal dictation.

Federal legislation limits and restricts the enrollment of educational administrators in vocational education at the graduate and undergraduate level.

### Conclusions

1. For decades many educators have blamed inadequacies in federally subsidized programs of vocational education on the restrictive nature of federal guidelines. It now appears that ineffective leadership at the state level in vocational education may be more to blame for these weaknesses than the federal guidelines.

2. Professional personnel employed by the state board of vocational education should not be inhibited by detailed and restrictive policies in the discharge of their responsibilities and leadership role. More freedom, typically, must be permitted if these individuals are to contribute effectively to the improvement of vocational education programs at the state level. These policies should also permit more freedom in the selection of the most able people for these positions.

3. Most states should have exercised imaginatively and creatively the responsibility for the development of criteria for the allocation of

federal funds.

4. Teacher education institutions preparing vocational teachers have not had adequate freedom in the development of imaginative and contributive programs for these teachers. Too many restrictions by state vocational boards have inhibited the development of these programs.

5. The most effective vocational education programs are not likely to be developed in the absence of the close relationship between a state board or department of education on the one hand and institutions of higher learning on the other. Much closer liaison is and will be necessary to facilitate the development of the best vocational education programs at both secondary and post high school education levels.

6. Teacher education institutions should have complete control regarding those individuals who should be admitted to teacher education programs and courses or other organized experiences which are part of the teacher education program. The practice of excluding school administrators and many others from vocational education courses is obviously ridiculous and can only contribute to an extension of misunderstanding concerning vocational education and its purposes.

7. More state departments of education plans should provide for closer communication and liaison between state vocational boards, teacher education institutions, and other institutions of higher learning by assigning competent, professional personnel to this liaison responsibility.

8. The responsibility for leadership in the development of certification requirements for vocational teachers should be with the state boards of education which have the responsibility also for the certification of all teachers in the public schools.

9. Most states deserve criticism because they have not exercised leadership in developing effective state plans in those areas in which freedom is permitted by the federal guidelines. This is a major reason why more imaginative and challenging programs of vocational education have not been developed at the state level.

10. In this and other studies, there is evidence to indicate a significant change is long over due with regard to what constitutes vocational education. The wide acceptance by vocational educators and others of a narrow interpretation of vocational education has indeed been an inhibiting factor in the development of challenging vocational education programs. A continuation of this thinking in the years immediately ahead can be disastrous.

#### Recommendations

On the basis of the data secured by this study the following recommendations are proposed:

1. States should take immediate steps to establish policies and procedures for broad participation in vocational education policy development.

2. There is an urgent need for states to consider the reorganization of their State Departments of Education and establish channels of communication with the entire spectrum of education within the state.

3. States should evaluate the organization for administration of their State Departments of Education and assign appropriate administrative duties and authority in keeping with the responsibility of those positions.

4. Immediate steps should be taken to provide close cooperative

arrangements between the State vocational boards and other groups interested in vocational education.

5. Steps should be immediately taken by states to develop research policies, to provide research personnel and research facilities aimed at improving and encouraging experimentation, and to seek innovation in programs of vocational education.

6. State vocational boards should relinquish control over vocational teacher certification to an appropriate state agency responsible for certifying other teaching personnel.

7. States should profit from the federal guideline's example and build-in the maximum amount of flexibility in their state plans.

8. State plans should include only the necessary provisions for compliance with the federal guidelines. States should then develop their own plans for each program area that would meet the needs of that state.

9. States should take steps to provide supervision to local school systems that is more consultative in nature.

10. States should take steps to separate consultative functions, as far as possible, from those that are regulatory in nature.

11. Federal legislation should be introduced that would permit colleges and universities to determine the eligibility of enrollees in teacher education institutions.

12. Federal legislation should be introduced to maintain the allocation of federal funds for vocational education purposes on basis of need and enrollment ratios in secondary, post-secondary, and adult programs of vocational education.

13. There is a need at the federal level for an assesment of



the appropriate federal-state relationships in developing programs of vocational education.

14. Other sections of federal guidelines and state plans not included in this study should be evaluated.

## BIBLIOGRAPHY

### Books and Pamphlets

- "Administration of Vocational Education at State and Local Levels,"  
American Vocational Association. Washington D. C.: The  
American Vocational Association, Inc.
- Educational Policies Commission. Education for All American Youth.  
Washington D. C.: National Education Association of the United  
States, 1944.
- Good, Carter V., Barr, A. S., and Scates, Douglas E. The Methodology  
of Educational Research. New York: Appleton-Century-Crofts,  
Inc., 1941.
- Hamlin, Herbert M. Citizen Participation in Local Policy Making for  
Public Education. Urbana, College of Education, University  
of Illinois, 1960.
- Hawkins, Layton S., Prosser, Charles A., and Wright, John C. Develop-  
ment of Vocational Education. Chicago: American Technical  
Society, 1951.
- Kliever, Douglas E. Vocational Education Act of 1963 a Case Study  
in Legislation. Washington D. C.: The American Vocational  
Association, Inc., 1965.
- Mouly, George J. The Science of Educational Research. New York:  
American Book Company, 1963.
- Prosser, Charles A., and Quigley, Thos. H. Vocational Education in  
a Democracy. Chicago: American Technical Society, 1949.
- Research and Publications Committee. "You and Research," American  
Vocational Association. Washington, D.C.: The American Vocational  
Association, Inc., 1963.
- Rummel, J. Francis. An Introduction to Research Procedures in Education.  
New York: Harper and Brother, 1958.

- Travers, Robert M. W. An Introduction to Educational Research. New York: The Macmillan Company, 1964.
- Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations. Chicago: The University of Chicago Press, 1963.
- Van Dalen, Debold B. Understanding Educational Research. New York: McGraw-Hill, Inc., 1962.
- Will, Robert F. State Education Structure and Organization. Washington: United States Government Printing Office, 1964.

#### Periodicals

- Arnold, Walter M. "Fifty Years of Federal-State Partnership," American Vocational Journal, XLII, No. 3 (March, 1967), pp. 20-23.
- Ash, Lane C. "Cooperation Between Vocational Education and Other Federal Programs," The Bulletin of the National Association of Secondary-School Principals, XLIX, No. 4 (May, 1965), pp. 24-37.
- Barlow, Melvin L. "A Platform for Vocational Education in the Future," Vocational Education: Sixty-fourth Yearbook of the National Society for the Study of Education, Part 1 (Chicago: University
- Beaumont, John A. "The Vocational Teacher: Key to Sound Education," American Vocational Journal, XLI, No. 6 (September, 1966), pp. 18-19.
- Burkett, Lowell A. American Vocational Journal, XLI, No. 3 (March, 1966), pp. 5-6.
- \_\_\_\_\_. American Vocational Journal, XLII, No. 4 (April, 1967).
- \_\_\_\_\_. "Latest Word From Washington," American Vocational Journal, XLI, No. 5 (May, 1966).
- "Does Federal Aid Mean Federal Control," School Management, III, No. 12 (December, 1959), pp. 34-38; 75-55.
- Dugger, Roy. "The Vocational Education Act of 1963," The Bulletin of the National Association of Secondary-School Principals, XLIX, No. 4 (May, 1965), pp. 15-23.
- Hamlin, H. M. "What is Research," American Vocational Journal, XLI, No. 6 (September, 1966), pp. 14-16.
- Harrington, Gordon M. "Vocational Education Moving in Diverse Directions," Nation's Schools, LX, No. 1 (July, 1957).

- Hoyt, Kenneth B. "New Challenges for Guidance in Vocational Education," The Bulletin of the National Association of Secondary-School Principals, XLIX, No. 4 (May, 1965), pp. 133-41.
- Montgomery, R. W. "Leadership, Democracy, and Vocational Education," American Vocational Journal, XLI, No. 9 (December, 1966), pp. 10-11.
- Nerden, Joseph T. "Vocational Education for a Dynamic Economy," The Bulletin of the National Association of Secondary-School Principals, XLIX, No. 4 (May, 1965), pp. 8-14.
- Phillips, Ray C. "The Nature of Leadership," American Vocational Journal, XLI, No. 9 (December, 1966), pp. 12-13.
- Sweany, H. P. "Evaluation Must Be Complete," American Vocational Journal, XLI, No. 3 (March, 1966), pp. 14-16.
- "Vocational Education Today," Education Age, III, No. 2 (November-December, 1966), pp. 4-6.
- Wilhelms, Fred T. "Vocational Education-What Are the Big Questions," The Bulletin of the National Association of Secondary-School Principals, XLIX, No. 4 (May, 1965), pp. 3-7.

#### Reports

- Dauwalder, Donald D., and Associates, The Administration and Financing of Vocational-Technical Education in Pennsylvania. A Report to the State Board for Vocational Education, December, 1964. Harrisburg, Pennsylvania, 1964.
- Report of the Commission on National Aid to Vocational Education. Washington D. C.: Government Printing Office, 1914.
- United States Department of Health, Education, and Welfare, Office of Education. Education for a Changing World of Work. A Report of the Panel of Consultants on Vocational Education. Washington: Government Printing Office, 1963.

#### Public Documents

- Public No. 347, S703, 64th Congress.

#### Unpublished Material

- Arnold, Walter M. "Federal-State Cooperative Activities in Vocational Education." Unpublished Doctoral dissertation, Oklahoma State University, 1957.

Warmbrod, James R. "State Policies for Distributing State and Federal Funds for Vocational Education." Unpublished Doctoral dissertation, University of Illinois, 1957.

#### Other Sources

Letter and enclosures from H. M. Hamlin, Research Specialist, University of California. Berkeley, California, dated April 24, 1967.

Letter and enclosures from Roy Dugger, Director James Connally Technical Institute, A Branch of Texas A. and M., Waco, Texas, dated May 2, 1967.

A P P E N D I X

## APPENDIX A

### LETTER EXPLAINING STUDY AND SOLICITING THE COOPERATION OF THE JUROR

March 31, 1967

Dear Colleague:

There is general agreement among competent professional educators that there is a significant need for the evaluation and improvement of all phases of vocational education. This need is evidenced by the built-in provisions for evaluation in the Vocational Education Act of 1963. The current interest in strengthening vocational education programs is further evidence of concern.

In a study I am conducting at the University of Oklahoma, directed by Dr. Glenn Snider, I plan to determine if federal guidelines encourage or inhibit the development of good state plans for vocational education and to analyze and evaluate the organization and administration of vocational education as provided for in state plans for vocational education. Because of the enormity of the task and the time involved, I plan to investigate only selected sections of these guidelines and plans as follows:

#### Section 1, General Provisions, and Section 3, Ancillary Services and Activities

In order to evaluate state plans for vocational education, criteria will be developed for good state plans by researching all literature pertaining to the subject and by an analysis of existing state plans for vocational education. The criteria for good state plans will be validated and whether or not federal guidelines encourage or inhibit the development of state plans will be determined by a jury of select people. This jury will be established by selecting a group of thirteen people who are recognized as outstanding authorities in the field of vocational education to serve in making judgments relating to these factors.

I realize the heavy demands on your time. I also recognize the great responsibilities of your position and can understand your hesitancy in

Colleague

2

March 31, 1967

assuming others. In view of the fact that the task I am about to ask you to do will require more time than is normally needed in responding to a questionnaire, I am prepared to offer an honorarium of fifty dollars for your consultative services to this study. Although this will in no way compensate you adequately for your contribution, it will in some measure repay you for your assistance.

Because of your interest in vocational education and because of the contributions you have made in the field of vocational education, I would like to ask you to serve as a member of this jury. Dr. Glenn Snider joins with me in soliciting your cooperation in this study.

Will you please return the enclosed card indicating whether or not you are willing to serve as a member of this jury under the conditions described? If you reply affirmatively, a set of criteria will be mailed to you for your consideration.

Sincerely yours,

Bob Vandiver

lkd

Enclosure



APPENDIX B

RETURN CARD

☐ I will serve on your jury under the conditions described.

☐ Sorry, my present commitments will not allow me to serve on your jury.

Signed \_\_\_\_\_

## APPENDIX C

### A CHECK AND SUGGESTION LIST FOR THE EVALUATION OF SELECTED SECTIONS OF FEDERAL GUIDELINES AND STATE PLANS FOR VOCATIONAL EDUCATION.

**Legend:** Statements in red refer to federal guideline requirements.  
Statements in black refer to state plan provisions left to discretion of state.

- |                                                                                                                                        |                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. <input type="checkbox"/> Encourages the development of a good state plan.                                                           | 1. <input type="checkbox"/> Characteristic of a good state plan following present federal guideline.                                   |
| 2. <input type="checkbox"/> Inhibits the development of a good state plan.                                                             | 2. <input type="checkbox"/> Has little or no relationship to a good state plan following present federal guideline.                    |
| 3. <input type="checkbox"/> Other--please specify on back of this page under this section heading. (Attach additional pages if needed) | 3. <input type="checkbox"/> Other--please specify on back of this page under this section heading. (Attach additional pages if needed) |

In the event you have suggestions referring to federal guidelines and state plans in the same section please identify the suggestion relating to state plans by preceding the suggestion with an asterisk.

## 1.0 General Provisions

### 1.1 Name and Designation of State Board

The State board of education is the sole agency responsible for the administration of the State plan or for the supervision of the administration thereof by local educational agencies, and has all necessary power to cooperate with the Office of Education in the Administration of the State plan. Throughout this plan any reference to "state board" refers to this official board.

#### Federal Guidelines

1 ☐ 2 ☐ 3 ☐

#### State Plan

1 ☐ 2 ☐ 3 ☐

## 1.2 Organization for State Plan Administration

### 1.21 Composition of State Board or Advisory Council

The State board will consist of nine (9) members appointed by the governor on a staggered basis for a term of five (5) years. The Chief state school officer will serve as chairman of the State board. The State board will establish a State advisory council which shall consult with the State board in carrying out the State plan. Upon recommendation of the Chief state school officer, the State board will appoint nine (9) members to serve on the State advisory council. Such advisory council shall include among its members persons familiar with the vocational education needs of management and labor in the state, and a person representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of technical or vocational training meeting description and requirements of vocational instruction provided in part 104.13.

#### Federal Guidelines

1 ☐ 2 ☐ 3 ☐

#### State Plan

1 ☐ 2 ☐ 3 ☐

### 1.22 State Administration and Leadership

The State Board shall have a State staff sufficiently adequate to enable it to administer, supervise and evaluate vocational education programs, services and activities under the State plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained.

The chief state school officer is the executive officer of the State Board. Upon recommendation of the executive officer the State board will appoint a state director of vocational education. The state director will be given the rank of assistant executive school officer who will be responsible to the State board through the executive officer for the administration, coordination and promotion of vocational education throughout the state. The organization of the State board staff for the administration of programs under the State plan is described by the chart on the following page.

#### Federal Guidelines

1 ☐ 2 ☐ 3 ☐

#### State Plan

1 ☐ 2 ☐ 3 ☐

### 1.23 Custody of Federal Funds

The State Treasurer, State Capitol Building, is designated to receive Federal funds.

#### State Plan

1 ☐ 2 ☐ 3 ☐

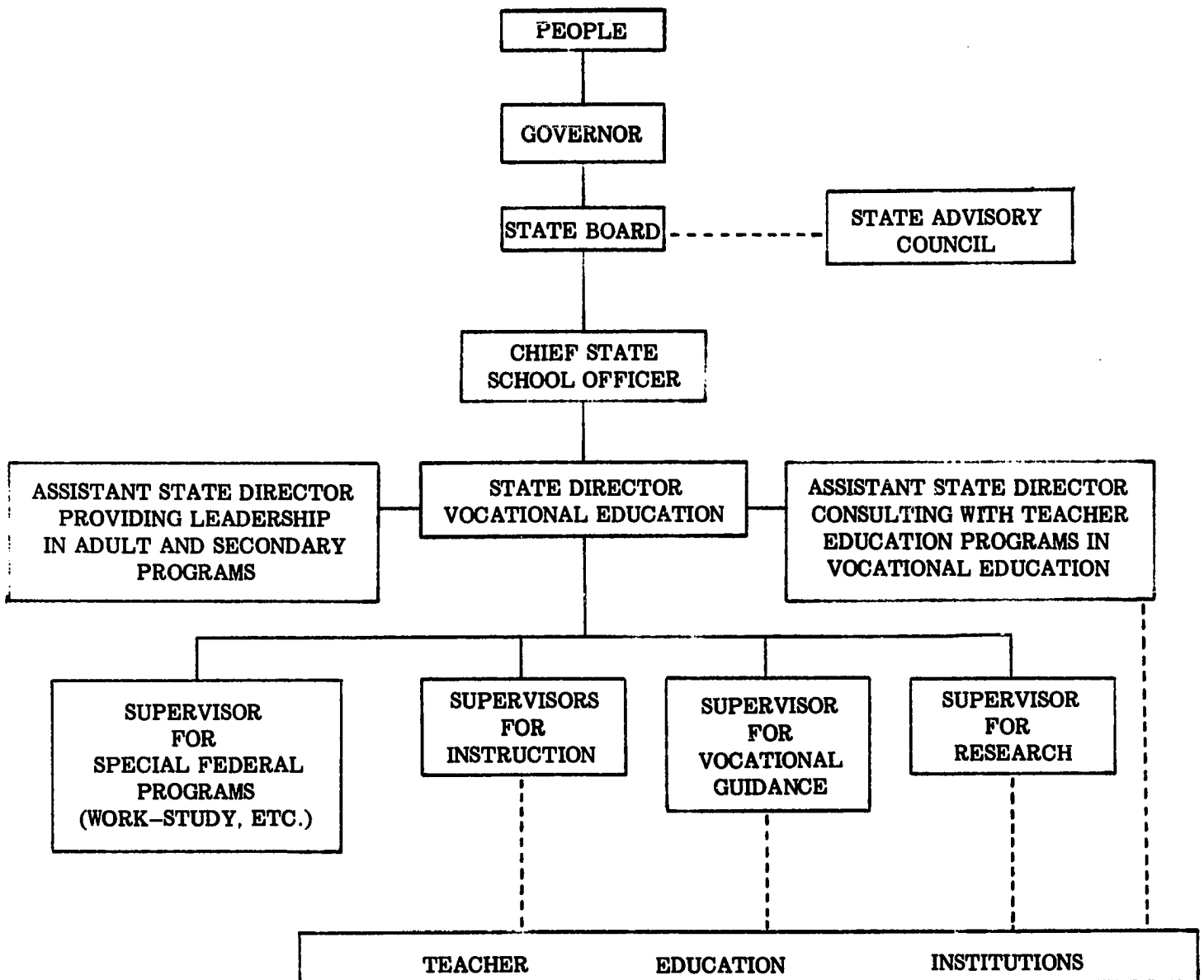
### 1.24 Expenditure of Federal Funds

The official title of the officer who will have authority to authorize expenditures under the State plan is the State Director of Vocational Education.

#### State Plan

1 ☐ 2 ☐ 3 ☐

## ORGANIZATION CHART FOR STATE PLAN ADMINISTRATION



————— ADMINISTRATIVE FUNCTION  
 - - - - - ADVISORY FUNCTION

State Plan  
 1 ☐ 2 ☐ 3 ☐

### 1.3 Allocation of Federal Funds

#### 1.31 Allocation Among the Various Purposes of the 1963 Act

The policies and procedures to be followed in allocating federal funds under Section 3 of the 1963 Act among the various uses set forth in Section 4 (a) of the 1963 Act include the following.

State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.31-1 Criteria for Determining Portion of Federal Allotment Allocated to Vocational Education

- (a) The interest of the local educational agency or other agency in providing vocational education.
- (b) The needs of the local educational agency for financial assistance.
- (c) The need for vocational education.
- (d) The geographic area to be served.
- (e) The adequacy of existing programs within area served.
- (f) Special consideration will be given to the need for research, demonstration and experimental programs.

State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.31-2 Purposes for Which Money May be Spent

- (a) For classification of persons specified in Section 4 (a) of the 1963 Act.
- (b) Construction of area vocational education school facilities.
- (c) Ancillary services and activities to assure quality in all vocational education programs.

Federal Guidelines

1 ☐ 2 ☐ 3 ☐

#### 1.31-3 Allocation of Federal Funds

In the allocation of federal funds among the purposes in 1.31-2, due consideration shall be given to:  
 The vocational education needs of all persons of all age groups in all communities in the state, and  
 The results of periodic evaluation of state and local vocational education programs and services  
 in light of: Current and projected manpower needs and job opportunities; the need for maintaining,  
 extending, and improving existing programs and developing new programs of vocational education.

Federal Guidelines

1 ☐ 2 ☐ 3 ☐

#### 1.31-4 Allotment Under Section 3 of the 1963 Act

Funds allotted to the state under Section 3 of the 1963 Act may be allocated to each of the matching purposes set forth in 1.31-2, provided that:

- (a) at least 33 1/3 percent of each allotment for any fiscal year ending prior to July 1, 1968, and at least 25 percent of each allotment for each subsequent fiscal year may be used only:
  - (1) for vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; or
  - (2) for constructing area vocational education school facilities; or
  - (3) for both
- (b) at least 3 percent of each allotment may be used only for ancillary, services and activities.

Federal Guidelines

1 ☐ 2 ☐ 3 ☐

### 1.32 Allocation to State Board and Local Educational Agencies

The allocation of federal funds allotted under Section 3 of the 1963 Act for direct expenditure by the State Board and for expenditure by local educational agencies will be determined by the following policy:

- (a) Due consideration will be given to the criteria and purposes for which federal money may be spent in Section 1.31.
- (b) Federal funds allotted to the state under Section 3 of the 1963 Act shall not be used to supplant state or local funds, and, to the extent practical, shall be used to increase the amounts of state and local funds that would in the absence of such federal funds be made available for the purposes in Section 4 (a) of the 1963 Act and in 1.31-2 of this State Plan, toward the end that:
  - (1) All persons in all communities in the state will have ready access to vocational education.
  - (2) Such vocational education is of high quality.
  - (3) Such vocational education is suited to the needs, abilities, and interests of the students.
- (c) The amount of State or local funds budgeted for expenditure by such board or agency in the fiscal year in which the allocation of Federal funds is to be made; as compared with the amount of State or local funds expended by such board or agency in the preceding fiscal year or years, with allowances made for unusually large amounts of funds expended for such long-term purposes as the acquisition of equipment and the construction of area vocational school facilities.

#### Federal Guidelines

1 ☐ 2 ☐ 3 ☐

#### State Plan

1 ☐ 2 ☐ 3 ☐

### 1.4 Cooperative Arrangements

#### 1.41 State Employment Service

The State board has entered into a cooperative agreement with the State Employment Service.

#### State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.42 Other Agencies, Institutions, Organizations

The State board and/or local educational agency may enter into cooperative arrangements with other public or nonpublic agencies, institutions and organizations concerned with vocational education programs under the State plan, or having knowledge of or information concerning individuals who have received, are receiving, or are in need of receiving vocational education.

#### State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.43 Special Areas

This section is optional but when applicable should contain all of part 104.9.

#### State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.44 Other States

The State board may enter into cooperative agreements with one or more other states for the conduct and administration of vocational education programs, copies of such agreements will be submitted to the U. S. Commissioner of Education.

#### State Plan

1 ☐ 2 ☐ 3 ☐

## 1.5 Duties and Minimum Qualifications of Professional Personnel

### 1.51 State Administrative and Supervisory Personnel

#### 1.51-1 The State Director of Vocational Education

**Duties:** The state director of vocational education will be responsible for the administration of all phases of vocational education as assigned by the State Board and Chief State School Officer. He recommends to the State Board the appointment of all staff members. The State Board delegates authority to the state director for approval or disapproval of Applications for Approval and for approval or disapproval of payments of all Claims for Reimbursement.

**Qualifications:** The state director of vocational education shall hold a master's degree reasonably related to duties performed from a college or university of recognized standing and shall have at least five years of administrative, instructional or supervisory experience in vocational education.

State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.51-2 Assistant State Director of Vocational Education Consulting with Teacher Education Programs of Vocational Education

**Duties:** Shall keep the state director advised of new and current development in teacher education programs. Shall assist head state supervisors in planning and promoting in-service education programs. Shall assist in the annual evaluation of teacher training programs.

**Qualifications:** Same as for state director of vocational education plus recent experience in an approval program of vocational education in higher education.

State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.51-3 Assistant State Director of Vocational Education Providing Leadership in Adult and Secondary Programs

**Duties:** Shall assist the state director in administering all phases of vocational education in programs of adult and secondary education.

**Qualifications:** Same as for state director of vocational education.

State Plan

1 ☐ 2 ☐ 3 ☐

### 1.51-4 Supporting Professional Staff of the State Director

#### 1.51-41 Fiscal Officer

**Duties:** The fiscal officer shall be responsible to the state director for the installation and maintenance of accounting and budgetary systems designed to control all funds made available to the state board; furnish information, financial reports, and advice to the state director on all matters relating to the fiscal operations of the state board.

**Qualifications:** Bachelor's degree with special training in accounting and business administration.

State Plan

1 ☐ 2 ☐ 3 ☐

#### 1.51-42 Others

Amendments to the State plan will be made as the need for additional supporting professional staff arises.

State Plan

1 ☐ 2 ☐ 3 ☐

1.51-5 State Supervisors

**Duties:** They shall be responsible for planning, promoting, and evaluating vocational education programs in their respective fields including programs of in-service education; maintaining such systems of records and reports as required by the State director; cooperating with other educational agencies and groups that are interested in or affected by the vocational education programs; cooperating with other major divisions of vocational education in the intermingling of vocational education service and instruction, and for youth club activities in their respective fields.

**Qualifications:** They shall have the same qualifications as a teacher in their respective field, plus a Master's degree related to their supervisory area; They shall have at least three (3) years of teaching in a vocational program included in their supervisory assignment and the same occupational experience as a teacher in similar field. At least one person assigned to health service occupations must be a registered professional nurse and appropriate training for nursing education may be accepted in lieu of the Master's degree. Special service supervisors will meet specialized qualifications appropriate to the type of work included in their assignment.

State Plan

1 ☐ 2 ☐ 3 ☐1.52 Local Administrative and Supervisory Personnel1.52-1 Local Director

**Duties:** Direct and coordinate all programs of vocational education for a local education agency and supervise instruction.

**Qualifications:** Bachelor's Degree. At least three (3) years teaching experience in vocational education in one of the fields to be supervised and at least two (2) years occupational experience in one of the fields or a field closely related to one of the areas supervised.

State Plan

1 ☐ 2 ☐ 3 ☐1.52-2 Local Supervisor

**Duties:** The supervisor of a program area shall develop and direct programs in his program area. He shall initiate changes as needed and keep the local director informed of program developments.

**Qualifications:** Bachelor's Degree. At least three (3) years teaching experience in a program of the area supervised and at least two (2) years occupational experience in the field of area supervised or a closely related field.

State Plan

1 ☐ 2 ☐ 3 ☐1.53 Instructional Personnel

**Duties:** Shall be responsible for the instruction and coordination of the shop, laboratory, classroom and other experiences necessary to develop or improve occupational competency of individuals enrolled in their classes or programs.

**Qualifications:** Meet State certification requirements to teach in the vocational field in which employed.

State Plan

1 ☐ 2 ☐ 3 ☐



1.54 Vocational Guidance and Counseling Personnel1.54-1 State Supervisors, Including Associates and Assistants in Vocational Guidance

**Duties:** Responsible for obtaining, developing, and distributing occupational information; providing consultative services concerning the vocational aspects of guidance and providing leadership in promoting and supervising improved guidance and counseling services at the local level. State Board personnel will render services to all phases of vocational education designed to increase the efficiency of vocational guidance and to improve the opportunities of youth and adults for satisfactory progress in occupational pursuits.

**Qualifications:** Bachelor's degree in at least one of the fields of vocational education and a Master's degree with emphasis on guidance and counseling. Shall have at least two (2) years of practical work experience and a minimum of three (3) years teaching experience in one of the vocational fields.

State Plan

1 ☐ 2 ☐ 3 ☐1.54-2 Teacher Trainer Vocational Guidance

**Duties:** Same as teacher trainers.

**Qualifications:** Same as teacher trainers.

State Plan

1 ☐ 2 ☐ 3 ☐1.54-3 Local Counseling and Guidance Personnel

**Duties:** Provide individuals with information necessary for realistic vocational planning, assistance while pursuing the plan and aid in occupational placement. Develop procedures for follow-up activities to determine the effectiveness of the vocational guidance, counseling and training program.

**Qualifications:** Meet State certification requirements for vocational guidance personnel.

State Plan

1 ☐ 2 ☐ 3 ☐1.55 Teacher Training Personnel

**Duties:** Provides organized instruction and training needed to qualify selected persons for vocational teaching and counseling, and for upgrading teachers and counselors, supervisors and administrators in service.

**Qualifications:** Meet certification requirement of teacher training institution.

State Plan

1 ☐ 2 ☐ 3 ☐1.56 Research Personnel

**Duties:** Promotes, encourages and assists in the development and design of research, experiments and studies of significance to the improvement of vocational education. Cooperates with colleges and universities to encourage graduate students and their advisors to include in theses and dissertations, subjects and problems pertinent to vocational education.

**Qualifications:** Bachelor's degree in a field of vocational education and a Master's degree in education with emphasis on research techniques and statistical methods. Some full-time experience in education or in the field of specialization, and one year of educational research experience or the satisfactory completion of additional graduate hours in research and statistics or evidence of competence in evaluating data and methods of scientific inquiry through published research reports.

State Plan

1 ☐ 2 ☐ 3 ☐

### 1.57 Other Professional Personnel

#### 1.57-1 Consultants and Other Specialists

Consultants and specialists may be employed in any of the vocational education services including such fields as instructional materials development, program evaluation, and other areas as needed.

**Duties:** To perform duties as assigned by the State director of vocational education or the State program supervisor of the service concerned.

**Qualifications:** Shall meet standards of experience, education, and other requirements which are reasonable in relation to the duties to be performed.

**State Plan**

1 ☐ 2 ☐ 3 ☐

#### 1.6 Reports

The State Board will participate in periodic consultations with the Commissioner and his staff and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under the acts, keep such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. Such reports shall include the annual estimate of projected program needs and the annual report.

**Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

### 3.0 Ancillary Services and Activities

#### 3.1 Vocational Guidance and Counseling

##### 3.11 General Statement of Policy

Vocational education under the State plan will include vocational guidance and counseling personnel and services sufficient to enable the program of instruction to meet the standards and requirements indicated in 2.0.

**Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

##### 3.12 State Program of Vocational Guidance and Counseling

The State Board will maintain or cooperate in maintaining an adequate staff for vocational guidance and counseling services and activities at the state level to: develop, serve, and distribute occupational information, provide consultative services concerning the vocational aspect of guidance; and give leadership to the promotion and supervision of improved vocational guidance and counseling services at the State level, utilizing the services of the State Employment Service, insofar as possible.

**Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

##### 3.13 Local Programs of Vocational Guidance and Counseling

The program of vocational guidance and counseling at the local level shall be organized and administered by local guidance personnel with the cooperation and reasonable supervision of the Guidance Division of the State Department of Vocational Education. In addition, the local program shall be effectively designed to:

- (a) Identify, and encourage to enroll in vocational or technical courses, those individuals needing vocational education.

- (b) Provide the individual with the types of information necessary for realistic vocational planning.
- (c) Provide assistance to the individual while he is pursuing his plan.
- (d) Aid individuals in securing vocational placement, and,
- (e) Conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

**Federal Guidelines**1 ☐ 2 ☐ 3 ☐**State Plan**1 ☐ 2 ☐ 3 ☐**3.2 Vocational Teacher Training****3.21 General Statement of Policy**

Vocational education under the State Plan shall include teacher-training programs, both pre-employment and in-service, which are adequate to provide for a sufficient supply of qualified teachers, supervisors, and other vocational education personnel in the State except as noted in 8.63-5.

**Federal Guidelines**1 ☐ 2 ☐ 3 ☐**3.22 Description of Teacher Training Program**

The State Board is responsible for the maintenance of adequate programs of vocational teacher preparation in all occupational fields, such preparation shall be provided to persons who have adequate vocational experience for the field in which they are preparing themselves as teachers, supervisors, directors, counseling or administrators. Such training may be pre-service or in-service, and may be professional or technical in nature. Trainees will be prepared to work with students at the secondary, post-secondary, and adult levels, and with those persons having special needs in schools or classes under public supervision or control.

**Federal Guidelines**1 ☐ 2 ☐ 3 ☐**State Plan**1 ☐ 2 ☐ 3 ☐**3.23 Arrangements for Teacher Training****3.23-1 State Board**

The State Board, through its staff, is responsible for the maintenance of adequate programs of vocational teacher training. Insofar as possible and appropriate, the actual conduct of programs of vocational teacher training will be performed through the cooperation of accredited teacher education institutions and through arrangements made with school districts.

**State Plan**1 ☐ 2 ☐ 3 ☐**3.23-2 Other Agencies or Institutions Providing Teacher Training**

Cooperative agreements for vocational teacher preparation will be entered into with approved teacher education institutions. Such cooperative agreements shall be reviewed and approved by the State Department of Finance and the State Director of Vocational Education. Cooperative agreements of this type will be written, will be general in nature, and will include, among other things, a listing of teacher trainer qualifications and duties, provisions for physical arrangements, provisions for both in-service and pre-service training, provisions for research and studies, and provisions for secretarial and other technical assistance. Revision and/or renewal of such cooperative agreements will follow the same procedures as for initial cooperative agreements. Annual evaluations will be made by the State Board staff to determine whether the standards prescribed by this State Plan and performance obligations contained in the cooperative agreements are being maintained.

**State Plan**1 ☐ 2 ☐ 3 ☐

### 3.24 Eligibility of Enrollees

Vocational teacher training will be offered only to persons who are teaching or who are preparing to teach vocational subjects or who are undertaking or who are preparing to undertake other professional duties and responsibilities in connection with vocational education programs under this State Plan, and for which such education would be useful. Vocational teacher training supported with funds under the Smith-Hughes, George-Barden, and supplementary acts will be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers and other vocational education personnel, or who are acquiring such experience or contact as a part of their training.

#### **Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

### 3.3 Research, Demonstration, and Experimental Programs

#### 3.31 Policies and Procedures

Research, studies, investigations and experimentation are an acceptable function of the State Board staff and of the professional staff of cooperating teacher education, institutions, and school districts. The State Board shall encourage such projects as will result in increasing the effectiveness of vocational education. When research, demonstration and experimental programs are conducted by other than the State Board staff, such activity will be provided for through a regularly executed agreement which includes a definition of the problem, statement of objectives, review of previous research, proposed plan for the study, qualifications of personnel, budget, method of proposed implementation, dissemination of results and the terms and conditions of financial participation.

#### **State Plan**

1 ☐ 2 ☐ 3 ☐

#### 3.32 Standards and Requirements

Programs shall meet the standards and requirements set forth in the acts, regulations, and State Plan which are applicable to the activities affected by such programs except to the extent provided in 3.33.

#### **Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

### 3.33 Waiver of Standards and Requirements in Special Cases

#### 3.33-1 Standards and Requirements in State Plan

In special cases as a part of program development, the State Board through its staff, may, with respect to a research demonstration or experimental program, waive any standards and requirements in this State Plan if such standards and requirements are not specifically prescribed by the acts and the federal regulations. In such cases, the State Board, through its staff, will submit to the U. S. Office of Education information regarding the purpose and duration of the program, the terms and conditions of financial participation, and the provision in the State Plan to be waived. No federal funds will be used to support such a program until receipt of its proposal is acknowledged by the U. S. Commissioner of Education.

#### **Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

#### 3.33-2 Standards and Requirements in Federal Regulations

In special cases as a part of program development, the State Board, through its staff, will submit to the U. S. Commissioner of Education a request for approval of a research, demonstration, or experimental program which requires a waiver of standards and requirements prescribed by the federal regulations. Such request will include information regarding the purpose and duration of the program and the provision in the federal regulations (and corresponding provision in this State Plan, if any) to be waived. No federal funds will be used to support such a program until it has received notice of approval by the U. S. Commissioner of Education, and then only to the extent of such approval.

#### **Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

### 3.4 Administration, Supervision, and Evaluation

#### 3.41 State Board Programs

Supervision and evaluation of programs of instruction will be made periodically by State staff members with the results being used for necessary changes or improvement in the program through experimentations, curriculum improvement, teacher training, and other means. The evaluation will be accomplished through visitation, studies, reports, and other means. (See 1.22 providing for an adequate staff to enable the State Board to carry out its responsibilities of State Administration and leadership.)

**Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

#### 3.42 Local Programs

Evaluation of the program of instruction will be made periodically on the State level and continuously on the local level, with the results being used for necessary change or improvement in the program through experimentation, curriculum improvement, annual program and plan of work modification, teacher training and other means. Supervisory reports on local program activities which reflect compliance with standards and requirements in the State Plan shall form the basis for determining if the objectives of the training and instruction program are being attained.

**Federal Guidelines**

1 ☐ 2 ☐ 3 ☐

### 3.5 Other Ancillary Services and Activities

The State Board shall provide leadership and assistance in the development, dissemination, evaluation and collection of instructional materials, and such other ancillary services as are required to assure quality in all vocational education programs.

**State Plan**

1 ☐ 2 ☐ 3 ☐

## APPENDIX D

### INSTRUCTIONS TO RESPONDENTS

The enclosed check and suggestion list has been developed to: (1) determine if selected sections of federal guidelines encourage or inhibit the development of good state plans for the organization and administration of vocational education at the state level, and (2) evaluate selected sections of state plans for vocational education that have been developed by following the present federal guidelines and by analyzing existing state plans and literature and research pertaining to the subject.

The check and suggestion list is printed in two colors for your convenience. The statements printed in red are either those statements in state plans that are required or their consideration is required by federal guidelines to be included in all state plans for vocational education. The statements in black are those statements where discretion for their provisions has been left to the state by the federal guidelines. These statements in black have been developed by following the present federal guidelines and by analyzing existing state plans and literature and research pertaining to the subject.

Between each section, when applicable, provisions have been made for your reaction to whether or not you think the statements in this section in red encourages or inhibits the development of good state plans for vocational education and for your reaction to the statements of this section in black being characteristic of a good state plan for vocational education following the present federal guidelines. Boxes have been provided in red and black for easy marking of responses. The boxes in red and black refer to the statements in red and black respectively.

Please check the No. 1 red box if you think the above statement in red encourages the development of a good state plan or check the No. 2 red box if you think the above statement in red inhibits the development of a good state plan. If you think your response should be other than these please check the No. 3 red box and include your suggestion or suggestions on the back of this page under this section heading. In some instances the topic heading is the only part of the section printed in red. In this event provisions for responses relating to federal guidelines are omitted.

Please check the No. 1 black box if you think that the above statement in black is characteristic of a good state plan or check the No. 2 black box if you think the above statement in black has little or no relationship to a good state plan. If you think your response should be other than these please check the No. 3 black box and include your suggestion or suggestions on the back of this page under this section heading. In some instances the topic heading is the only part of the section printed in black. In this event provisions for responses relating to state plans are omitted.

I would appreciate any other comments you might wish to make about the improvement of federal guidelines or state plans for vocational education that are not specifically called for in this check and suggestion list.

## APPENDIX E

### COVER LETTER ACCOMPANYING CHECK AND SUGGESTION LIST

April 19, 1967

Dear Colleague:

You have been selected as one of thirteen people who are recognized as outstanding authorities in the field of vocational education to serve as a member of a jury in making judgments relating to federal guidelines and state plans for vocational education. I would like to express my appreciation to you for consenting to assist in this study, and I would also like to thank you in advance for your consideration of the enclosed check and suggestion list.

For some time I have been interested in federal involvement in public education. At some later date I decided to study some facet of vocational education. Most recently I have decided on a study entitled, "An Analysis and Evaluation of Federal Guidelines and State Plans for Vocational Education."

Enclosed you will find a check and suggestion list containing the federal guideline requirements and criteria for good state plans for vocational education along with instructions to respondents. I have also enclosed the selected sections of the federal guidelines and a copy of the Federal rules and regulations concerning vocational education. These latter materials do not need to be returned to me and were enclosed only for your reference in the event you would like to check the language on some particular item.

If you should have any difficulty in understanding my instructions or any other point that needs clarification, please feel free to call me collect at Alma, Oklahoma, Area code 405, number 88K3.

Your prompt attention to this check and suggestion list will be appreciated.

Sincerely yours,

Bob Vandiver

lkd



## APPENDIX F

### JURY OF EXPERTS WHO VALIDATED CRITERIA

1. Dr. Melvin L. Barlow  
Professor of Education  
University of California
2. Mr. Russell Britton  
Director of Vocational Education  
Denver Public Schools Board of Education Building  
Denver, Colorado
3. Mr. Lowell A. Burkett  
Executive Director American Vocational Association  
1025 15th Street N. W.  
Washington D. C.
4. Dr. John K. Coster, Director  
Center for Occupational Education  
North Carolina State University  
Raleigh, North Carolina
5. Mr. Hollis Dahlor  
Director Vocational Education  
Kansas City Public Schools  
Board of Education Building  
Kansas City, Kansas
6. Dr. Roy Dugger, Director  
James Connally Technical Institute  
Waco, Texas
7. Dr. H. M. Hamlin  
University of California  
Berkeley, California
8. Mr. William J. Hucksoll, Director  
Vocational and Practical Arts Education  
Baltimore Public Schools  
Baltimore, Maryland

9. Dr. H. H. London  
University of Missouri  
College of Education  
Department of Industrial Education  
Columbia, Missouri
10. Dr. Alan Robertson, Chief  
Bureau of Occupational Education Research  
Room 475, New York State Education Department  
Albany, New York
11. Dr. William W. Stevenson, Director  
Oklahoma Vocational Research Coordinating Unit  
Stillwater, Oklahoma
12. Dr. Chester J. Swanson  
University of California  
School of Education  
Berkeley, California
13. Dr. H. Paul Sweany  
Michigan State University  
East Lansing, Michigan