

HISTORY OF THE VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL
EDUCATION, 1969-1981, AND PERCEPTIONS OF ITS IMPACT

by

Lois Elizabeth Wells

Dissertation submitted to the Graduate Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Vocational and Technical Education

APPROVED:

Donald E. Elson, Chairman

Edwin L. Barnes

James L. Hoerner

Thomas H. Hohenshil

J. Howard Jackson

J. Dale Oliver

May, 1986

Blacksburg, Virginia

HISTORY OF THE VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL
EDUCATION, 1969-1981, AND PERCEPTIONS OF ITS IMPACT

by

Lois Elizabeth Wells

Committee Chairman: Donald E. Elson
Vocational and Technical Education

(ABSTRACT)

The purpose of this study was to document the history of the Virginia State Advisory Council on Vocational Education and to collect perceptions on the impact the Council had had with regard to its mandated functions and related activities. Suggestions were also solicited from selected individuals involved with the Advisory Council for ways to improve the impact of the Council, as well as opinions as to the greatest impact of the Council. In order to accomplish these goals, the history of the Virginia Council was researched and compiled, using the method of triangulation when possible. The history was written in the method of combined topical and chronological arrangements. Sources for the history of the Council included minutes of the Council's meetings, the Annual Evaluation Reports prepared and disseminated by the Council, and correspondence exchanged with and by the Council. Additional information was received from individuals who were interviewed.

Perceptions were solicited from selected individuals regarding the impact of the Advisory Council. To accomplish

this portion of the study, questionnaires and interviews were employed. Questionnaires were designed in the open-ended format to allow freedom in responses and also to enable the investigator to use the same questions in the interviews.

Based on the findings of this study, thirteen conclusions would seem to be supported. Five of the conclusions are listed below:

1. The Virginia State Advisory Council on Vocational Education was, for the period of this study, an active Council whose visibility in and respect from the vocational education community increased during this time.

2. The Council provided recommendations to the State Board of [Vocational] Education which were necessary and relevant for improving the vocational education program in the State. Most of the recommendations received favorable action by the State Board of [Vocational] Education.

3. The Advisory Council fulfilled, through various activities, the seven functions mandated by federal legislation.

4. The Advisory Council has been very effective in fostering coordination, cooperation, and relationships with other agencies and constituencies.

5. Increased representation on the Council from business and industry is needed.

DEDICATED TO
DR. RUFUS W. BEAMER
(1915 - 1986)

It is with humble devotion that this dissertation is hereby dedicated to Dr. Rufus W. Beamer. Dr. Beamer was a member of my doctoral committee from its beginning until his death on March 4, 1986. His influence, dedication, and enthusiasm were the sparks that started me on my journey to complete this work. It was his stalwart courage and determination throughout his own battle for life that kept me persevering to the end.

Throughout my association with Rufus Beamer, he played many roles in my life. I first knew him as a professor. Later we became colleagues pursuing common goals for vocational education. Most importantly, I was privileged to call him "friend."

For all that he meant to me, for his constant support and encouragement, and for his devoted service, leadership, vision, wisdom, and counsel, both personal and professional, I dedicate, posthumously, this testimonial to his superior leadership of the Virginia Advisory Council on Vocational Education. May his dreams be carried on through us.

ACKNOWLEDGMENTS

The author wishes to express appreciation to the many individuals who have contributed the needed support and encouragement which led to the successful completion of this study. First, a special expression of gratitude is extended to Dr. Donald E. Elson, committee chairman, for his perserverance and support. His assistance will be long remembered. Heartfelt appreciation is also given to the members of the committee: to Dr. Edwin L. Barnes, for his encouragement and "friendly reminders" to "get on with it;" to Dr. James L. Hoerner, for his support and long-distance participation; to Dr. Thomas H. Hohenshil, for his first-hand knowledge and understanding of the Advisory Council; to Dr. J. Howard Jackson, for his technical expertise and attention to detail; and to Dr. J. Dale Oliver, an especial thank you, for agreeing to "come aboard" at the last minute and for the interest and encouragement displayed at all times.

The Presidents and Deans of the twenty-three Virginia Community Colleges deserve a special "thank-you" for their continued support and encouragement during this endeavor. Gratitude is expressed to the administration of the VCCS for providing financial support and opportunity for study. Also, appreciation is extended to the individuals who served as members of the panel of experts and the panel of reviewers. These individuals gave freely of their time and

effort to provide helpful comments and assistance.

A very special thank you is extended to Dr. Dana B. Hamel for his encouragement, assistance, and constant support. Also, a debt of gratitude is owed to Dr. Joseph A. Ford for his assistance and knack for spurning me on when the "going got tough."

A special tribute is given to Mrs. Pat Bryant for working magic with drafts and for "bringing a computer into line" to produce a printed masterpiece in record time. Pat, you are the greatest.

The author wishes to express sincere appreciation and deep gratitude for the continued support and encouragement of her friends and family, especially her mother, Mrs. Ruth G. Wells. Without her mother's unwavering belief and support, few, if any, accomplishments would have been possible. No words sufficiently express the debt owed to her mother.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	ix
 CHAPTER	
1. Introduction	1
Overview of Study.	1
Background	2
Statement of the Problem	7
Subsidiary Questions	7
Objectives of the Study	8
Justification for the Study	9
Definition of Terms	12
Delimitations of the Study	13
Organization of the Study	13
Review of the Literature	14
Research Methodology and Procedures	20
Analysis and Organization of the Data	28
 2. The Beginning Years, 1969-1976	 35
Background	35
Establishment	39
Legislative Mandates	41
Membership	42
Organization of the Council	44
Concept of Vocational Education	49
Annual Activities and Evaluations	51
1969-1970	51
1970-1971	58
1971-1972	77
1972-1973	87
1973-1974	104
1974-1975	117
1975-1976	136
Summary	147
 3. Period of Maturation and Expansion, 1976-1981	 149
Introduction	149
1976-1977	154
1977-1978	166
1978-1979	180
1979-1980	190
1980-1981	203
1981-end of year	210
Summary	219

CHAPTER

4.	Collection of Perceptions and Reflections of the Council's Role and Impact.	221
	Introduction	221
	Findings	223
	Analysis	274
	Summary	302
5.	Summary, Findings, Conclusions, and Recommendations	306
	Summary	306
	Findings	308
	Conclusions	312
	Recommendations	314
	Discussion	317
	Addendum	319
	Bibliography	321
	Appendices	330
	A: PANEL OF EXPERTS.	331
	B: LETTER TO PANEL OF EXPERTS.	333
	C: LETTER TO SELECTED INDIVIDUALS & QUESTIONNAIRE	335
	D: FOLLOW-UP LETTER.	342
	E: PANEL OF REVIEWERS.	344
	F: MEMBERSHIP OF THE VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION	346

Vita

LIST OF TABLES

		Page
TABLE I:	CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION I, PARTS A-G.	280
TABLE II:	PERCEPTIONS REGARDING THE IMPACT OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION.	281
TABLE III:	CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION II, PART A.	287
TABLE IV:	PERCEPTIONS REGARDING THE INVOLVEMENT, PERFORMANCE, OR EFFECTIVENESS OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION	288
TABLE V:	CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION II, PART B.	289
TABLE VI:	PERCEPTIONS REGARDING THE EFFECTIVENESS, PERFORMANCE, OR INVOLVEMENT OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION	292
TABLE VII:	CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION II, PART C.	293
TABLE VIII:	PERCEPTIONS REGARDING THEIR INVOLVEMENT, PERFORMANCE, OR EFFECTIVENESS OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION	294
TABLE IX:	SIGNIFICANT CONTRIBUTIONS OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION	297
TABLE X:	AREAS NEEDING GREATER EMPHASIS BY COUNCIL	298
TABLE XI:	RECOMMENDATIONS FOR INCREASING COUNCIL'S OVERALL IMPACT.	299

CHAPTER 1

Overview of Study

Introduction

State advisory councils on vocational education were mandated by federal legislation in the Vocational Education Act of 1963. However, the language employed in the Act was not forceful enough to cause the states to take action on the law's intent. In 1968, when the Vocational Education Act was amended, the mandate for each state to establish an advisory council became unavoidable if the state was desirous of receiving federal funds for vocational education. In compliance with the Vocational Education Amendments of 1968, state advisory councils on vocational education were established throughout the fifty states, Washington, D. C., and five territories (American Samoa, Guam, Pacific Islands, Puerto Rico, and Virgin Islands). The purpose of this study was to document the role of Virginia's State Advisory Council on Vocational Education from the historical perspective of its activities in complying with federal legislation and to determine the perceptions which exist regarding the Council, its activities, and its impact on vocational education.

Background

Vocational education legislation began with the Morrill Act of 1862. The Second Morrill Act of 1890 increased funding for agriculture and mechanical arts. In 1907, the Nelson Amendment provided funds for the training of faculty in agriculture and mechanical arts. With the passage of the Smith-Lever Act in 1914, extension training funds were established for agriculture and home economics. It was during this period that President Woodrow Wilson appointed a national commission to study federal assistance for vocational education. This group was called the Commission on National Aid to Vocational Education. After the Commission examined the need for vocational education by states and how federal legislation might help in providing "a national system of vocational education," the Commission submitted a report that influenced the passage of the Smith-Hughes Act of 1917, which is credited with providing the impetus for vocational education. (Nystrom, 1973:16-21)

Later in 1917, a Federal Board of Vocational Education was established which was composed of the Secretary of Labor, the Secretary of Commerce, the U. S. Commissioner of Education, and three citizens appointed by the President of the United States. Thus, it was recognized that citizen input was critical to decision making regarding the world of work. (Clary, 1970)

The next federal legislation which influenced vocational education was the George-Reed Act (Public Law 70-702) in 1929. Appropriations for agriculture and home economics were increased. In 1934, the George-Ellzey Act (Public Law 73-245) re-funded the George-Reed Act and designated funding for trade and industry programs. In 1936, the George-Deen Act (Public Law 74-673) replaced the George-Ellzey Act (Public Law 73-245) and provided funding for distributive education. The George-Barden Act (Public Law 79-586) increased funding for all existing programs. This Act also expanded the role of the federal government in (vocational) education. (Swanson, 1966)

Not until the late 1950s and early 1960s, when major problems were emerging, was overt attention again turned to vocational education. Issues of these times included social "causes" and turbulence, racial upheavals, increased unemployment and under-employment, increasing numbers of women in the work place, and unprecedented technological advances. In 1957, the impact on American education of the Sputnik launching was significant. Expanded technical knowledge became imperative. Therefore, in the sixties, the need for greater quantity, higher quality, and more diverse programmatic offerings throughout vocational education became a federal priority. President John F. Kennedy recognized the criticality of the situation and included the

following passage in his Message from the President of the United States, Relative to American Education, dated February 20, 1961:

IV. VOCATIONAL EDUCATION

The National Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view towards their modernization.

To that end, I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the educational profession, labor-industry and agriculture, as well as the lay public, together with representation from the Department of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program. ("Education for a Changing World of Work...", 1962:12)

The Panel of Consultants commenced its review in November, 1961, and presented its report, "Education for a Changing World of Work," in November, 1962. This report identified the shortcomings and areas of need which ultimately served as the foundation for the Vocational Education Act of 1963 (Public Law 88-210). Many of the Panel's recommendations were written directly into the legislation. (Clary, 1970)

One of the requirements of this 1963 Act was that state advisory councils be established in those states where "persons familiar with the vocational education needs of management and labor in the state" were not represented on the board responsible for the administration of vocational education. (Vocational Education Act, 1963).

Another stipulation of this 1963 Act was that vocational education be periodically reviewed. In 1966, President Lyndon B. Johnson and John W. Gardner, Secretary of Health, Education, and Welfare, appointed an Advisory Committee on Vocational Education to conduct a national review. (Evans, 1969)

When this Committee attempted to evaluate the states' compliance in the creation of advisory committees, it "found no evidence available to support that states had complied with their statutory duties" (Evans, 1969:40). The Committee assigned the "responsibility for the failure of these committees to function properly" to the U.S. Office of Education, which had not learned "how to use advisory committees successfully for the purpose of reviewing existing programs and policies, and for originating new programs" (Evans, 1969:40). It was emphasized that, "The state advisory committees will not function properly unless the Office of Education gives serious leadership to states through guidelines and publications, including 'how-to-do-it' instructions" (Evans, 1969:40).

The total review of this Advisory Council resulted in twenty-three legislative recommendations and three administrative recommendations. One of these recommendations was as follows:

that the Office of Education provide staff for National Advisory Committee on Vocational Education and establish guidelines for helping the States make more effective use of State advisory boards. (Advisory Council, 1968:209)

As had occurred previously, the report of this Advisory Council, "Vocational Education--The Bridge Between Man and His Work," became the source document for the 1968 Vocational Education Amendments (Public Law 90-576). The recommendation regarding state advisory boards was written into the Amendments with such explicitness of functions and the requirement for compliance in order to receive federal monies that it could not be overlooked or ignored. The states across the nation began assembling advisory councils on vocational education.

In Virginia, the State Advisory Council was appointed by former Governor Mills E. Godwin in March, 1969. This Virginia State Advisory Council has been a part of the vocational education scene since that date.

Annual budgets have been allocated by the federal government, a full-time staff has been added, (quarterly) meetings of the Council have been conducted, publications have been issued, and annual reports have been published.

However, the importance ascribed to advisory councils by the federal legislation and the continuation of these councils for twelve years (1969-1981), warranted a closer examination of how the Virginia State Advisory Council on Vocational Education has fulfilled its mandated role.

Statement of the Problem

The problem posed in this study was to determine how the Virginia State Advisory Council on Vocational Education had fulfilled its role as mandated by federal legislation. Specific activities relating to the prescribed functions of advisory councils were required by the Vocational Education Act of 1963 (Public Law 88-210), the Vocational Education Amendments of 1968 (Public Law 90-576), and the Education Amendments of 1976 (Public Law 94-482). This study covered the time span from May, 1969 through December, 1981.

Subsidiary Questions

In order to respond to the broad statement of the problem, several subordinate questions were developed to serve as a guide for the investigation.

1. How and why was the Virginia State Advisory Council on Vocational Education established?
2. What was the initial organizational structure? Has the initial structure changed; if so, how?

3. What were the original responsibilities of state advisory councils? What changes have occurred during the period of this study, 1969-1981?
4. In what types of activities has the Council been engaged in order to carry out its mandated functions?
5. What areas of involvement have received the most attention by the Council?
6. Who were the members of the State Advisory Council from 1969-1981?
7. What has been the Council's relationship with other agencies in the Commonwealth of Virginia which were responsible for vocational education?
8. What are the perceptions of selected individuals who served from 1969-1981 in positions of leadership relative to the Council's functions and activities regarding the impact of the Council on vocational education in Virginia? What recommendations, if any, do these individuals have for increasing the impact of the Council?

Objectives of the Study

The major objectives of this study were to document and analyze how the Virginia State Advisory Council on Vocational Education fulfilled its role from 1969 through 1981. Secondary objectives were (1) to identify the

circumstances of its establishment; (2) to trace the evolution of the Council and its activities; (3) to collect perceptions of persons who held selected positions regarding the impact of the State Advisory Council; and (4) to provide the history of the Council from 1969 through 1981 in one source document.

Justification for the Study

From the passage of the Smith-Hughes Act in 1917 until the enactment of the Vocational Education Act in 1963, there had been no major changes regarding federal activity in vocational education. During the period from 1963 to 1981, four major legislative acts which had a significant impact on vocational education were passed. Federal involvement with vocational education had increased, as had the federally imposed mandates for vocational education. One of these mandates, the creation of state advisory councils, was contained in a section of the 1968 Vocational Amendments.

Roman Pucinski, a member of the National Advisory Council for Vocational Education and a sponsor of the Vocational Education Amendments of 1968, stated in a lecture:

When we wrote the 1968 Amendments, we created the concept of state advisory councils because we felt, frankly and honestly, that just as politics is too important to leave to the politicians, education is too important to leave exclusively to the educators. We wanted to have some citizen input into the whole development and planning of our vocational education program.

He further stated:

We have provided by law that state advisory councils are to be advisory and independent evaluators of educational needs. (1978:1)

The Virginia State Advisory Council on Vocational Education was established in 1969. Budgets have been allocated annually; public hearings have been held; publications have been distributed; quarterly meetings of the Council have been held; and annual evaluation reports have been compiled. Yet this researcher found that no studies pertaining to the Virginia Council had been conducted.

After contact with State Advisory Council Executive Directors in the other forty-nine states, three territories, and Washington, D.C., it was determined that no other Council had compiled a history and only four states which responded had conducted evaluations of Council activities. A review of the literature also revealed that while an abundance of information existed on local program or craft advisory committees, the availability of data on State Advisory Councils was meager.

Based on this researcher's experiences and observations, changes are occurring rapidly both at the state and national levels. For example: the economy is in a state of flux; technology is advancing and evolving with almost incomprehensible speed and magnitude; the dynamics of

job training and educational requirements are more divergent than at any previous time; the competition for available resources is greater, thereby requiring greater justification and more stringent accountability measures than ever before; and labor market demands are fluctuating in response to supply and demand instabilities.

The Education Amendments of 1976 were in effect through 1981 and the first full-time Executive Director of the Virginia State Advisory Council, Dr. Rufus W. Beamer, who held the position from 1972 through 1981, retired. For the above reasons, it was an appropriate time to research and compile the history of the Virginia State Advisory Council on Vocational Education from its inception in 1969 through the retirement of its first Chairman and Executive Director in December, 1981. The history allows one to determine the activities in which the Council has been engaged, types of recurring concerns expressed by the Council as contained in the recommendations, and the strengths and weaknesses of vocational education in Virginia from the Council's perspective as indicated in its annual evaluations.

As an addendum to the history of the Council, the perceptions of individuals who held selected positions relative to the Council were ascertained and reported. These perceptions addressed the impact which the Council may have had on vocational education and the effectiveness of

the Council in accomplishing its mandated functions. The perceptions, as well as the history, provided a point of departure for further study and yielded suggestions for improving the operations and effectiveness of the Council.

Definition of Terms

Vocational Education--vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training; job placement; the training of persons engaged as, or preparing to become, teachers in vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program... (Vocational Education Amendments of 1968:7)

Virginia State Advisory Council on Vocational Education

(VSACVE)--that group of individuals appointed on a rotating basis by the current Governor of the Commonwealth of Virginia to serve in compliance with the federal mandate

that "any State which desires to participate in programs under the Act (Vocational Educational Amendments, 1968) shall establish a State Advisory Council." In this study, the State Advisory Council on Vocational Education is also referred to as the Virginia State Advisory Council, the State Advisory Council, the Advisory Council, or simply as, the Council.

Delimitations of the Study

This study had the following delimitations:

1. The study was not designed to conduct an evaluation of the State Advisory Council's activities, although it is the responsibility of a researcher to make some inferences and judgments and some have been made.

2. The preponderance of sources documenting the activities of the Council were originated by the Council staff.

3. Collecting perceptions from all individuals involved with the Council since its inception was beyond the scope of this study.

Organization of the Study

This study is organized into an introductory chapter, two chapters detailing the history of the Virginia State Advisory Council, a chapter on perceptions regarding the Council, and a concluding chapter. The introductory chapter

presents background information, a statement of the problem, the significance of the study, and the objectives of the study. Also included is a series of subsidiary questions which were developed to guide the investigation. This chapter defines terms integral to the study, provides delimitations of the study, reviews relevant literature, and establishes the organization and methodology of the study.

The second chapter describes the establishment and organization of the Council in 1969. The functions and activities of the Council are traced from 1969 through mid-1977. Chapter 3 identifies and describes the Council's maturation and the expansion of responsibilities from mid-1977 through the end of 1981.

Chapter 4 discusses and analyzes the perceptions of individuals who held selected positions relative to the State Advisory Council. Chapter 5 presents a synopsis of the study, summarizes the Council's history and presents conclusions and recommendations for improving the role of the Council, for increasing its impact on vocational education, and for possible future study.

Review of the Literature

Literature available on state advisory councils on vocational education is sparse. A wealth of information and publications exist which cover all aspects of local citizen advisory committees. Support for the need and benefits of

citizen advisory committees can be found in the writings of numerous authors. Some of these are Evans and Herr (1978); Evans, Mangum and Pragan (1969); and Riendeau (1977).

As Burt (1967) discovered while conducting a study on advisory committees, agreement was unanimous on the "need for industry-education cooperation in the development of occupational programs in local community schools" and "legislation at the federal and state levels has been adopted in an effort to assure such cooperation." Yet, issues regarding "the question of 'Advisory Committees--Fact or Fiction?'" still concerned various constituencies. (p. vii)

Abundant documentation exists which covers all aspects of local program or craft committees. Organization, operation, and effectiveness of advisory committees have been written about extensively.

References to state advisory councils were found in several sources, one of which was by Evans and Herr. These authors, addressing local, state, and national advisory committee development, identified two major problems which might occur if vocational education programs were established without the involvement of employers and employees. These problems were:

1. Programs might be established which did not meet local worker needs.
2. Employers and employees, not having been involved, would regard vocational education as

"their program" rather than as "our program."
(1978:301)

The use of advisory committees has been traced back to the early 1900s (Riendeau, 1977:v). However, through the years, the use of advisory committees lessened due to conflicts which arose between employers and school administrators. Strong differences of opinion existed regarding expenditure of tax dollars to keep programs updated to train students when unemployment raged. School administrators resisted the advice of committee members when it involved discontinuing programs and classes or dismissing teachers. (Evans and Herr, 1978:302)

In the early part of the sixties, the concern expressed by then President John F. Kennedy regarding vocational education, the study resulting from the Panel of Consultants ("Education for a Changing World of Work," 1962), and the ensuing legislation (Vocational Education Act, 1963), all contributed to again bringing vocational education and advisory committees to the forefront. However, in 1966, when an advisory committee was appointed by President Lyndon B. Johnson to conduct a national review of vocational education, it "found no evidence available to support that states had complied with their statutory duties" (Evans, et al., 1969:40). As a result, the 1968 Vocational Education Amendments (P.L. 90-576) stated the requirement so forcefully for compliance in establishing state advisory councils that it could not be overlooked.

Much of the relevant literature pertaining to state advisory councils was compiled by Clary in his book, Review and Synthesis of Research and Developmental Activities Concerning State Advisory Councils on Vocational Education (1970). Clary addressed problems the councils were facing "with questions of status, of identity, of role, of organization, of developing effective relationships with State Boards of Vocational Education, with State Board Staffs, and with other educational and manpower agencies" (pp. v-vi). Clary discussed the issue of a Council's role relative to the limitations imposed by the specificity of the legislated functions (pp. 17-30).

In his book, Industry and Vocational-Technical Education, Burt discussed the need for advisory committees at all levels. He also purported a "model organizational framework" for maximizing the effectiveness of advisory committees and enhancing vocational-technical education to the fullest (1967, Chapter 1). In Chapter 2, Burt delineated the unanimity of involved constituencies attesting to the critical need of having advisory committees for occupational programs.

Burt (1969), under the auspices of the W. E. Upjohn Institute, presented suggestions for ideal roles of industry education advisory committees. He also interpreted the duties of state advisory councils. Several recommendations

were made pertaining to the operation of and involvements of the councils.

Evans, Mangum, and Pragan applauded the independence prescribed for the state advisory councils and commented that if the Councils "function as independently as contemplated by the authors of the 1968 amendments ... may turn out to be the most innovative of the entire legislation" (1969:111). At the same time, concern was expressed as to the support and guidance that federal and state leaders would give to the councils and also the dependence on council "chairmen, members, and staff" for "fulfillment" of the intentions of the legislators (pp. 111-113).

In a lecture on "The Role of State and Local Advisory Councils on Vocational Education," Roman Pucinski discussed his views on advisory councils. Pucinski (1978) elaborated on the functions of the councils, the importance their contributions could have; the changes in their responsibilities precipitated by the legislation; the independence which councils should have; and the intent of relevant legislation for the councils.

Stephens, in providing background information for a project involving evaluation guidelines for state advisory councils, quoted from a letter written by Congressmen Albert Quie, William Steiger, and Floyd Meeds regarding the purpose

of the councils:

We strongly believe that independent, lay, advisory councils, at both the national and state levels, infusing the view and perspective of business, labor, and the general public into the educational process, are especially important in the area of vocational education. They provide advice to both the educational administrators and to Congress which cannot be furnished by professional educators. (1980:5)

In the handbook developed by Stephens (1980), guidelines were provided to assist the state advisory councils in conducting "performance audits." The proposed assessments should be quite beneficial to state advisory councils on vocational education.

Summary

Most of the literature available on state advisory councils on vocational education dealt with interpretation of the responsibilities which have been federally mandated. Some sources prescribed ideal roles for advisory councils; while others focused on the crucial need for the Councils to be independent. Several sources were concerned with the need for advisory councils and the detrimental effects which would result from the absence of advisory councils. The development and impact of the legislation itself and the intentions of its authors comprised much of the literature.

Research Methodology and Procedures

This was a historical study designed to investigate the origination, development, and expansion of the activities of the Virginia State Advisory Council on Vocational Education and also to solicit perceptions of persons who held key positions related to the Council regarding its functions and impact. The role of the Council since its inception in 1969 until the retirement of its first Executive Director in 1981 was documented and analyzed. Perceptions from those individuals identified dealt with the same period of time.

History

The necessity for historical research is attested to in the comments of Bernard Bailyn (1966):

The motivation here is to learn something new and to present this new information; but the precise issues are not defined. There are no specific questions and no hypothetical answers. The motivation for writing an historical study is to discover what happened. Any thorough, clear narrative will be valuable because it fills an important gap, an evident vacuum. (pp. 202-203)

An excerpt from a report of a committee of historians further documents the need for historical research:

Historiography has a necessary relevance to all the social sciences, to the humanities, and to the formulation of public and private policies, because (1) all the data used in the social sciences, in the humanities, and in the formulation of public and private policies are drawn from records of, experience in, or writing about the past; because (2) all policies respecting human affairs, public or private, and all generalizations of a non-statistical character in the social sciences and in the humanities

involve interpretations of or assumptions about the past; and because (3) all workers in the social sciences and in the humanities are personalities of given times, places, and experiences whose thinking is consequently in some measure conditioned and determined by the historical circumstances of their lives and experiences. (Social Science, 1946:134-135)

Lakoff (1973) said, "What has been practiced in the past will supply greater understanding of the present and may have implications for the future." (p. iv)

Historical research involves the systematic search for documents and other sources that contain facts relating to the historian's questions about the past. Gottschalk further stated that "the process of critically examining and analyzing the records and survivals of the past is ... called the historical method" (1967:48).

Other authors on historical research [Barzun, 1957; Brickman, 1949; Good et al., 1935; Isaac, 1976; and Van Dalen, 1979] presented the same methodology for collecting, assimilating, assessing, criticizing, and reporting historical data.

These statements which reflect the necessity for historical studies and documentation present the foundation on which the need for a study of this nature was built. Upon this foundation of systematically acquired data, Kerlinger furthered the building process by adding another step--the interpretation.

Actually, the historical method, or historiography, differs from other scholarly

activity only in its rather elusive subject matter, the past, and the peculiarly difficult interpretative task imposed by the elusive nature of its subject matter. (1973:701)

Even the most scrupulous and meticulous historian will be unable to accurately report all of the events of the past because the past cannot be duplicated, reconstructed, or precisely replicated. Van Dalen pointed out that history does not present a complete and totally accurate picture of the past. History is "derived from the surviving records of a limited number of events that took place in the past." Because of this "partial knowledge," one can never be certain of "how closely written history represents past actuality." (1979:375-376)

In compiling the history of the Virginia State Advisory Council on Vocational Education, this researcher reviewed all available sources of data which yielded documentation of or insight into the role assumed by the Council and the activities in which the Council engaged to fulfill its role. The Council's activities were studied in comparison with the federally mandated functions.

Primary sources of data were used whenever available. The minutes of the Council's quarterly meetings, the annual evaluation reports, the records of public hearings, publications of the Council and correspondence relative to the Council's establishment, organization, activities, and functions provided the mainstay for this study. Other

primary sources which supplemented the written records were data obtained from the interviews and questionnaires.

Perceptions

In order to solicit perceptions regarding the Council and its activities, both questionnaires and interviews were used. Perceptions were solicited from individuals who held selected positions relative to the State Advisory Council's role and activities during the period covered by this study.

The individuals who held key positions were identified with assistance from persons currently in leadership positions with the State Department of Education, Division of Vocational Education; persons currently or formerly associated with the Virginia State Advisory Council on Vocational Education; and the members of this researcher's doctoral committee.

The positions identified and the individuals who held those positions were as follow:

Former Governor of the Commonwealth

1966-1970	The Honorable
1974-1978	Mills E. Godwin, Jr.

Secretaries of Education

1971-1974	Mr. Earl Shiflet
1974-1978	Dr. Robert Ramsey
1978-1982	Dr. Wade Gilley

Superintendents of Public Instruction

1960-1975	Dr. Woodrow W. Wilkerson
1975-1979	Dr. W. E. Campbell (deceased)
1979-present	Dr. S. John Davis

Directors of Vocational Education
State Department of Education

1961-1972	Mr. George Sandvig
1972-1976	Mr. George Orr
1976-1985	Dr. Melvin Garner

Former Chancellor, Virginia
Community College System

1966-1979	Dr. Dana B. Hamel
-----------	-------------------

Executive Directors of the Virginia
State Advisory Council

1972-1981	Dr. Rufus W. Beamer
1982-present	Mr. George Orr

Presidents, State Board of
[Vocational] Education

1969-1970	Mr. Waldo G. Miles (deceased)
1970-1974	Mr. Preston C. Caruthers
1974-1977	Mr. Vincent J. Thomas
1977-1979	Mr. Henry W. Tulloch
1979-1981	Dr. Allix B. James
1981-1983	Mr. Thomas R. Watkins

Chairmen, State Advisory Council
on Vocational Education

1969-1972	Dr. Rufus W. Beamer
1972-1974	Mrs. Shirley Wilson
1974-1975	Mr. Gilbert A. Meland
1975-1976	Dr. W. Robert Sullins
1976-1977	Mr. John C. Gordon
1977-1978	Mr. Richard B. Carter
1978-1979	General Melvin Goers
1979-1980	Dr. Thomas H. Hohenshil
1980-1981	Mr. William D. Moore, Jr.
1981-1982	Mr. John R. Kirby

The questions used in soliciting perceptions from the identified individuals were developed using guidelines from Culbertson and Hengley, 1968; McGrath, 1970; Oppenheim, 1966; Parten, 1966; Patton, 1980; and Rummel, 1968.

In Patton's book, Qualitative Evaluation Methods, he stated that the purpose of conducting interviews is to discover the things we cannot personally observe. Succinctly he affirmed, "The purpose of interviewing, then, is to allow us to enter into the other person's perspective. The assumption is that perspective is meaningful, knowable, and able to be made explicit" (1980:196).

Several formats exist for conducting interviews. After reviewing the options, it was determined that the standardized open-ended interview would best solicit the perceptions of the interviewees and also allow the same questions to be asked in the interviews as well as be used on the questionnaires.

Using the standard open-ended interview reduces the possibility of bias that comes from having different interviews for different people, including the problem of obtaining more comprehensive data from certain persons while getting less systematic information from others. (Patton, 1980:198)

To retain some flexibility in the interviews, it was this researcher's practice in conducting the interviews to allow some freedom after the standard questions to explore pertinent subjects of interest to either the interviewer or the interviewee. Patton stated that "Deviation of this nature will afford the interviewer some latitude and allow the interviewee some spontaneity" (1980:204). The questionnaire used in this study also provided the

opportunity for the respondents to include any additional comments they desired to make.

After review and refinement, the questions were submitted to a "Panel of Experts" for review. This panel was composed of individuals having expertise in the history of state advisory councils, vocational legislation, and experience with the Virginia State Advisory Council. (See Appendix A for the names and titles of panel members.)

The members of this panel were contacted by telephone to ascertain their willingness to serve in this capacity and to explain their role in this phase of the study. Each panelist then received a letter explaining the purpose of the questions, the need for their assistance, and the proposed questions. (See Appendix B.) The panelists were asked to review the questions with the following considerations in mind:

- (1) Is only one interpretation of the question possible?
- (2) Is the question simple, clear, and direct?
- (3) Will the question in any way bias the response?

Suggestions for improvements, modifications, and deletions or additions were requested. From a composite of the recommendations, the final questions were developed.

Questionnaires allowed responses to be obtained from individuals who were geographically dispersed and because of

expense and time constraints from whom input otherwise could not have been obtained.

One population from whom perceptions were solicited through the use of questionnaires was the group of past chairmen of the Virginia State Advisory Council. A second population with whom questionnaires were employed to obtain perceptions was the group of past presidents of the State Board of [Vocational] Education. Questionnaires were used with these two groups because of their geographical dispersion throughout the State.

The questionnaires were mailed to the identified populations with a cover letter explaining the purpose of the study and requesting their assistance. A copy of the cover letter and the questionnaire may be found in Appendix C. Return of the questionnaires was requested on a date three weeks after their anticipated receipt. If, after a period of twenty days, a response had not been received, a follow-up letter was sent again requesting the individual's cooperation and assistance with this study. (Appendix D)

The individuals previously identified in the positions of former Governor of Virginia, Secretaries of Education, Superintendents of Public Instruction, Directors of Vocational Education, Chancellor Emeritus of the Virginia Community College System, and Executive Directors of the Virginia State Advisory Council were contacted by telephone

to determine their willingness to be interviewed and to set a date and location for the interview. For those persons who were out of state, Mr. George Sandvig, Wisconsin; and Dr. Robert Ramsey, Texas; questionnaires replaced the personal interviews.

The interview questions were mailed to the interviewees two weeks prior to the actual interview to allow the individuals appropriate time to collect any information they desired to assist them in responding to the questions. It was understood that this procedure might hinder spontaneity in the interviewees' responses; however, for this study it was the accuracy of the responses that was of greater importance.

Permission to attribute perceptions and/or quotes to the individual was ascertained during the interviews. If permission was denied, then the perceptions of those persons were reported without personal attribution. The perceptions of these individuals regarding the role of the Virginia State Advisory Council, its effectiveness and impact, and recommendations for improvement are reported in Chapter 4 of this study.

Analysis and Organization of Data

History

Good et al., 1935; Gottschalk, 1967; Isaac and Michael, 1976; Shafer, 1974; and Vincent, 1974, attested to the

desirability of subjecting all data that are to be used in compiling any historical study to internal and external criticism. Following the guidelines of these authors, the sources used in this study were analyzed. Also, as Patton (1980) suggested, data should be verified against other sources when possible. Patton called this process "triangulation" (Chapter 9). Corroboration of information was accomplished whenever additional sources could be obtained.

Once the data have been collected, assimilated, assessed, and criticized, the more burdensome problem remains. Good et al. (1935) referred to this process as "historical composition." The organization of the data becomes critical at this juncture.

'The ordering of the parts'--that is the researcher's first problem once he has acquired a body of material and is turning his thoughts to the work as it shall be when finished. Chronology, Macaulay tells us, is not the answer; its order will only produce chronicles, which are notoriously unreadable.

Now there is only one other kind of order, the topical. This is the order dictated by subjects instead of time. (Barzun and Graff, 1957:232-233)

However, it becomes clear that a strictly chronological arrangement will not subordinate lesser happenings to paramount events. Topical arrangements require much repetition to cover the period of time, thus possibly contributing to a rather hazy picture of the time period being studied. (Barzun and Graff, 1957, Chapter 11)

Barzan and Graff concluded the description of the organization of historical material by saying, "The only way is therefore, to combine, in all but the briefest narrative, the topical and the chronological arrangements" (1957:234). Echoing this arrangement were Good et al., as they stated, "An appropriate combination of the chronological and topical organization of historical data seems best" (1935:265).

To accomplish the most beneficial organization of the history of the Virginia State Advisory Council on Vocational Education, Chapters 2 and 3 have been organized by topical area. Within each topical area, the events and activities have been chronologically ordered.

Perceptions

Because of the diversity of the responses received, the analysis of data was accomplished for Question I, Parts A through G, and Question II, parts A through C, using a system of content analysis as described by Holsti (1969) and Guba and Lincoln (1981). These authors described several methods of categorizing and encoding material content in order to deal more objectively with a subject. Holsti (1969) gave the following definition: "Content analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14).

Building on Holsti's definition and providing further guidelines, Lincoln and Guba (1981) stated:

Two other observations are in order. First, in documents..., content is generally not specifically under the inquirer's control. He has to take what he can get and work from it. Second, as a result of this, the 'specified characteristics' of the messages may need to emerge from the material itself rather than be imposed a priori by a theoretical construct. From our perspective, this is a most fortuitous circumstance, since it virtually guarantees that the categories will be grounded in the data and, hence, in the context. (p. 240)

Holsti (1969) sets out four generally accepted requirements of content analysis. These requirements are as follow:

1. Objectivity stipulates that each step in the research process must be carried out on the basis of explicitly formulated rules and procedures. What categories are to be used? How is category A to be distinguished from category B? What criteria are to be used to decide that a content unit should be placed in one category rather than another? One test of objectivity is: can other analysts, following identical procedures with the same data, arrive at similar conclusions? (p. 3)
2. Systematic means that the inclusion and exclusion of content or categories is done according to consistently applied rules. This requirement clearly eliminates analyses in which only materials supporting the investigator's hypotheses are admitted as evidence. It also implies that categories are defined in a manner which permits them to be used according to consistently applied rules (p. 4).
3. Generality, then, requires that the findings must have theoretical relevance. Purely descriptive information about content, unrelated to other attributes of documents or to the characteristics of the sender or

recipient of the message, is of little value. Thus all content analysis is concerned with comparison, the type of comparison being dictated by the investigator's theory (p. 5).

4. The manifest- (the surface meaning of the text) latent issue (deeper layers of meaning embedded in the document) can be considered at two levels. The requirement of objectivity stipulates that only those symbols and combinations of symbols actually appearing in the message be recorded. In other words, at the coding stage of research, the stage at which specified words, themes, and the like are located in the text and placed into categories, one is limited to recording only those items which actually appear in the document. 'Reading between the lines,' so to speak, must be reserved to the interpretation stage at which time the investigator is free to use all of his powers of imagination and intuition to draw meaningful conclusions from the data (pp. 12-13).

Using the content analysis approach to impose some meaningful order on open-ended responses received in the interviews and on the questionnaires, the investigator established five independent categories for classification. These categories allowed the data to be more objectively and systematically recorded and analyzed. In addition to simply reporting the diverse responses pertaining to the impact of the Advisory Council on various facets related to their operation, conclusions were drawn.

In keeping with Guba and Lincoln's (1981) guidelines for determining classifications, the responses were read and descriptive words and phrases were identified. These words and phrases were then assigned to the appropriate categories

which they best described. When the responses were re-read, each response was then categorized under the appropriate heading. By using the descriptive words and phrases as classifiers, the probability was increased that other individuals repeating the study should arrive at the same, or very similar, results. This technique contributed to the reliability of the outcomes.

To further enhance reliability, the proposed categories, the assigned descriptors, and the responses were submitted to a Panel of Reviewers. These three individuals provided comments on the appropriateness of the categories for each question and the assignment of descriptors to categories.

These panel members also worked through the process of assigning responses to categories. Their comments were considered in determining final categories and in identifying final descriptors. The results of these individuals' categorizations of the responses were compared to those of the investigator and to each others'. Major discrepancies were re-read and the category descriptors reviewed and modified. (See Appendix E for a listing of the panel members.)

For those questions which did not elicit responses which could be categorized, frequency tables were used in recording responses and in making subsequent assessment of

the data. All responses were listed and the recurring answers tallied.

The listing of questionnaire responses and the analyses of these responses are contained in Chapter 4. Conclusions were drawn based on the analyses of the responses received. Recommendations for improving the State Advisory Council's activities were delineated, as were the identification of significant contributions by the Council.

CHAPTER 2

The Beginning Years, 1969-1977

Background

In the early to middle 1960s, Virginia was undergoing a period of studying its educational programs and particularly, the vocational aspect of its educational system. During the 1962 legislative session, a report was made from the State Commission on Public Education which "emphasized the need for making vocational education available to more Virginians" (Richmond Times-Dispatch, June 20, 1962). To deal with the recommendations from this commission, a resolution was adopted to create another group to conduct "a broad study of the whole field of vocational education on the high school, technical institute and community college levels" (Richmond Times-Dispatch, March 9, 1962). Delegate Roy W. Smith of Petersburg informed the other members of Virginia's Senate finance committee that "no study of vocational education had been made in the past ten years" (Richmond Times-Dispatch, June 20, 1962). Smith also expressed concern about the inability of vocational education to keep pace with the changes in industry that were having drastic effects on training needs for employment. Smith further commented that the study might also indicate the "real value of Virginia's two year programs they might offer, keyed to the needs of the local communities." (Richmond Times-Dispatch, March 9, 1962)

Subsequently, on June 19, 1962, Governor Albertis S. Harrison appointed the Commission on Vocational Education "to study the need for improving vocational education programs in Virginia" (Richmond Times-Dispatch, June 20, 1962). The 1962 Legislature had noted when it established the commission that the "quality and scope of vocational education has significant implications for business and industrial development in Virginia" (Richmond Times-Dispatch, June 20, 1962). Governor Harrison informed the Commission members "that unless more workers are trained, many may 'end up one of two places--the relief rolls or in penal and mental institutions'." The Governor further stated, "In the future, there will be no place in our economy or our society for the person who isn't skilled or trained" (Richmond News Leader, June 19, 1962).

During this same period, similar trends were reflected on the national level. Unemployment was being forecast at increasing rates. The economic term being used was "disemployment." This label referred to what is today called the displaced worker. At a meeting of the 21st American Assembly held in New York, the theme was "Automation and Technological Change." Problems discussed centered on the phenomenon that while technological advances were responsible for the elimination of hundreds of thousands of jobs, the kinds of employment for the future

would be changing. The prediction was made then for an evolutionary swing from blue-collar to white-collar jobs. "Training and re-training--these will become the passwords to the job market in the years ahead" was the clairvoyant prophecy for the future. (Richmond Times-Dispatch, May 22, 1962)

It had been on February 15, 1962, that President John F. Kennedy stated, "The major domestic challenge of the 1960's is to maintain full employment at a time when automation is replacing men" (Richmond Times-Dispatch, May 22, 1962).

Further demonstrating the extent of the Nation's concern about vocational education and training for employment, extensive federal legislation was enacted in 1963. In September, Congress passed a "236-million-dollar project to provide teaching facilities to prospective physicians, dentists and other related professionals. Also provided were student loans for these occupations." (Richmond Times-Dispatch, December 14, 1963) Aid to higher education was introduced in the form of a 1.2 billion-dollar "'brick and mortar' bill." The landmark bill which became known as the Vocational Education Act was funded at a figure of 1.5-billion dollars. Caught up in the criticality of the situation, the 527-million-dollar program for manpower and training expansion was also approved. (Richmond Times-Dispatch, December 14, 1963)

In Virginia, the 1964 Legislature passed a bill which established a Board and a Department for post-secondary vocational and technical education. Editorials reminded citizens of the Commonwealth that "Virginia is Lagging." Comparisons were made of Virginia and its neighboring states, particularly North Carolina and South Carolina, which indicated great lags on Virginia's part in being competitive. Comments also reminded readers that industries looking for prime locations to establish new factories were concerned about the adequacy of facilities for vocational and technical education. (Richmond Times-Dispatch, February 28, 1964)

The bill creating the Board for Technical Education also appropriated one-million dollars annually for two years to commence the building of a system that would provide regional technical institutes for postsecondary education. The 1964 Virginia Legislature authorized the Higher Education Study Commission. The report of this group led to the establishment of the community colleges in 1966. (Richmond Times-Dispatch, February 25, 1964) This action was the beginning of Virginia's Community College System.

For the next four years (1964-1968), vocational education in Virginia and the Nation expanded. The federal funds received by the State plus Virginia's own commitment to vocational education aided in expanding programs, improving

facilities, adding equipment, and providing opportunities for more individuals. It was during this period of unprecedented growth throughout the Nation that members of the United States Congress became concerned. Thus, in an attempt to strengthen vocational education programs and services throughout the Nation by insuring citizen participation in the "development and planning" of vocational programs, Congress passed the 1968 Vocational Education Amendments (P.L. 90-576) to the 1963 Vocational Education Act (P.L. 88-210). This legislation called for the establishment of a National Advisory Council on Vocational Education and required each state to establish a State Advisory Council on Vocational Education in order to receive federal vocational funds.

Establishment

We wanted to have some citizen input into the whole development and planning of our vocational education program. . . . We have provided by law that state advisory councils are to be advisors and independent evaluators of educational needs. (Pucinski, 1978:1,4)

Concern on the part of the federal government regarding the critical need for citizen input in developing occupational education led to the passage of the Vocational Education Amendments of 1968 (P.L. 90-576). These amendments were explicit in stating the functions to be performed by advisory councils and required compliance by

states as a prerequisite to receiving federal monies for vocational education.

Therefore, as states across the nation began assembling advisory councils on vocational education, in March, 1969, Virginia's Governor Mills E. Godwin, Jr., appointed seventeen persons to serve on the first State Advisory Council on Vocational Education. These individuals were appointed for one-year terms. The United States Commissioner of Education confirmed the appointments of the Council's membership. (First Annual Evaluative Report, 1970)

The first meeting of the Virginia State Advisory Council on Vocational Education was held on May 21, 1969, in the State Board of Education's conference room. This meeting was convened by Miss Anne Dobie Peebles, President of the State Board of Education. Dr. Woodrow W. Wilkerson, Superintendent of Public Instruction (1960-1975), explained the legislative requirements and mandated functions of the Advisory Council and set the charge by stating:

The Council is to serve in an advisory capacity to the State Board [of Education] in the administration of the State Plan [for Vocational Education], conduct an evaluation of the vocational education programs, and submit a report of the evaluation to the National Advisory Council for Vocational Education through the State Board [of Education]. (Virginia State Advisory Council on Vocational Education Minutes, [VSACVE], May, 1969)

Dr. Rufus W. Beamer was elected as the first chairman of the Virginia State Advisory Council on Vocational Education.

Dr. Beamer was a professor of vocational education and Chairman of the Education Department at Virginia Polytechnic Institute in Blacksburg. (VSACVE, Minutes, May, 1969)

Legislative Mandates

Vocational Education Amendments of 1968

The Vocational Education Act (P.L. 88-210) of 1963, as amended in 1968 (P.L. 90-576) established state advisory councils as requisites to any state receiving federal vocational funds. The law stated that the Governor of a state should appoint the members of the Council, unless the State Board of Education was an elected body, in which case the State Board was granted appointive authority. Another legislated requirement was that the Advisory Council be certified to the U. S. Commissioner of Education. The functions and responsibilities of all state advisory councils were set forth in the legislation and promulgated in the January 7, 1970 edition of the Federal Register (Vol. 35, No. 4, Part II).

The State advisory council shall--

- a) Advise the State board on the development of the State plan, including the preparation of long-range and annual program plans and prepare and submit a statement describing its consultation with the State board on its State plan;

- b) Advise the State board on policy matters arising in the administration of the State plan submitted pursuant to the Act and the regulations in this part;
- c) Evaluate vocational education programs, services, and activities under the State plan, and publish and distribute the results thereof;
- d) Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan and (2) recommends such changes as may be warranted by the evaluations; and
- e) Prepare and submit through the State board (acting as fiscal agent for the State advisory council) within 60 days after the Commissioner's acceptance of certification an annual budget covering the proposed expenditures of the State advisory council and its staff for the following fiscal year.

Membership

The membership of State Advisory Councils on Vocational Education was prescribed in the Vocational Amendments of 1968 (Public Law 90-576). Membership categories were instituted so that councils were required to include as members a person or persons-

- 1) familiar with the vocational needs and the problems of management and labor in the State, and a person or persons representing State industrial and economic development agencies,
- 2) representative of community and junior colleges and other institutions of higher

education, area vocational schools, technical institutes, and postsecondary or adult education agencies or institutions, which may provide programs of vocational or technical education and training,

- 3) familiar with the administration of State and local vocational education programs, and a person or person having special knowledge, experience, or qualifications with respect to vocational education and who are not involved in the administration of State or local vocational education programs,
- 4) familiar with programs of technical and vocational education, including programs in comprehensive secondary schools,
- 5) representative of local educational agencies, and a person or persons who are representative of school boards,
- 6) representative of manpower and vocational education agencies in the State, including a person or persons from the Comprehensive Area Manpower Planning System of the State,
- 7) representing school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students,
- 8) having special knowledge, experience, or qualifications, with respect to the special educational needs of physically or mentally handicapped persons, and
- 9) representative of the general public, including a person or persons representative of and knowledgeable about the poor and disadvantaged, who are not qualified for membership under any of the preceding clauses of this paragraph. (Vocational Education Amendments, 1968)

Membership listings of the Virginia Advisory Council for each year covered by this study are included in Appendix F.

Organization of the Council

The Virginia Advisory Council on Vocational Education initiated its organizational process at the first meeting on May 21, 1969, by electing a chairman. This action was concurrent with the Vocational Education Amendments of 1968, which stated that "Each State advisory council shall meet within 30 days after certification has been accepted by the Commissioner and select from among its membership a chairman." (Vocational Education Amendments, 1968)

At its second meeting on July 31, 1969, the Council decided that a staff was needed to carry out the necessary tasks with which the Council had been charged. This action was also provided for in Section 102.25 of the Vocational Education Amendments where it declared: "Each State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable the council to carry out its functions and to contract for such services as may be necessary to enable it to carry out its evaluation functions." The law further asserted that "Such personnel shall not include members of the State Board, and shall be subject only to the supervision and direction of the State advisory council with respect to all services performed by them for the council." (Vocational Education Amendments, 1968)

Responding to the Council's expressed need for a staff, the Department of Education appointed a staff member of the Division of Vocational Education to the position of Temporary Secretary of the Council. This individual was assigned the responsibility to prepare the first evaluative report.

Pursuing its expressed need to have a staff, on November 1, 1969, the Advisory Council hired Mr. Arthur L. Walker, formerly the supervisor of business education for the State Department of Education and on the faculty at Richmond Professional Institute, as part-time Executive Secretary and Consultant. Mr. Walker was immediately commissioned to develop the By-Laws for the governance of the Council.

At the meeting of the Advisory Council on March 3, 1970, Mr. Walker informed the members that he had contacted 35 other states to determine how the State Advisory Councils had been organized. (VSACVE, Minutes, March, 1970) With this information as background, a set of proposed By-Laws were presented to the Council. After much discussion and some modifications, the By-Laws and Organizational Procedures were officially approved by the Virginia Advisory Council on Vocational Education on March 4, 1970. (First Annual Evaluative Report, Appendix B, 1970)

The Preamble to the By-Laws reiterated the legislated mandates as established in the Vocational Education Amendments of 1968. The then current edition of Robert's Rules of Order was designated as the guide for Parliamentary procedure to be used in Council meetings and Council's committee meetings. A quorum of fifty percent of the Council's membership was adopted as the requirement to conduct official business. (First Annual Evaluative Report, Appendix B, 1970)

The officers of the Advisory Council were established as the Chairman, Vice-Chairman, and Treasurer. The elected chairman was accorded authority to appoint the Vice-Chairman and Treasurer. In addition, two other persons were to be appointed to serve on an Executive Committee.

The duties of these individuals were delineated in very specific terms and each person was designated as chairman of a committee. The first committees and the chairpersons were as follow:

Executive Committee	Dr. Rufus W. Beamer, Chairman (Chairman of the Council)
Committee on Personnel and Housing	Mr. O. Beverly Roller, (Vice-Chairman of the Council)
Committee on Legislation and Funding	Mr. Paul R. Thomson, Chairman (Treasurer of the Council)
Committee on State Plan	Mrs. Rosa H. Loving, Chairman (Appointed by Council Chairman)
Committee on Research and Evaluation	Mr. William L. Heartwell, (Appointed by Council Chairman)

(First Annual Evaluative Report, Appendix C, 1970)

These five committees were assigned the following specific functions:

Executive Committee

- a) To advise the Council on all relevant policy and procedural matters and problems.
- b) To serve as the planning board of the Council.
- c) To determine the agenda for Council meetings.
- d) To have the power to act for the Council between regular meetings on matters not involving conflict of policy prescribed in these By-Laws.
- e) To serve as liaison with the State Board of Education and with the National Advisory Council on Vocational Education.

Personnel Committee

- a) To analyze staff needs and recommend appropriate procedures to the Council.
- b) To interview and recommend employment of potential staff members.
- c) To evaluate housing, equipment, and office functions of the professional and clerical staff.
- d) To receive and review staff grievances and to make recommendations to the Council for remedial action.

Legislative and Funding Committee

- a) To advise the Council on needed and proposed State and National legislation relative to Vocational Education.
- b) To establish priorities in funding programs and projects.
- c) To review and recommend project funding in line with fiscal policies of the Advisory Council.

State Plan Committee

- a) To review and analyze the State Plan for Vocational Education for the succeeding year.
- b) To review and analyze the long-range program plans.
- c) To advise the State staff of Vocational Education on the development of short-range and long-range plans.
- d) To keep the Council continually informed on the direction, problems, and activities related to the State Plan.

Committee on Research and Evaluation

- a) To determine the kind of research needed by the Council as bases for evaluating Educational programs.
- b) To analyze evaluation activities of vocational education currently being conducted by State agencies and local advisory committees.
- c) To determine the need for extra-council evaluation resources and personnel to be employed on short-term contract.
- d) To determine the format as well as the content of the annual evaluation report made to the State Board of Education, to U. S. Commissioner of Education, and to the National Advisory Council on Vocational Education.
- e) To assimilate and disseminate existing research and coordinate research activities of the Council.
(First Annual Evaluative Report, Appendix B, 1970)

The By-Laws also established the position of Executive Secretary and delegated to that individual the following responsibilities:

- a) To work, under Council direction, in supervising data collection, processing, and writing the Annual Evaluation Report on Vocational and Technical Education in the State of Virginia.

- b) To prepare tentative office operating budgets for consideration by the Council.
- c) To prepare operating policy recommendations for consideration by the Council.
- d) To make arrangements for meetings of the Council and Executive Committee of the Council including public meetings.
- e) To recommend the employment of office staff adequate for accomplishment of the tasks prescribed by the Council.
- f) To coordinate and supervise the operations of the office of the Council within approved budget allotments.
- g) To develop and maintain liaison with all related agencies in the field of Vocational and Technical Education.
- h) To plan and conduct conferences with employers, representatives of organized labor, and the general public for the purpose of gathering data for policy decisions and evaluation reports.
- i) To develop and maintain liaison with educational institutions, both public and private, and with professional organizations.
- j) The Executive Secretary shall perform such other activities as may be assigned by the Chairman and Executive Committee of the Advisory Council.
(First Annual Evaluative Report, Appendix B, 1970)

Concept of Vocational Education

In order to create a basis for its evaluation of vocational education, the State Advisory Council developed a "Concept of Vocational Education." The philosophy expressed in this first Council's statement included certain ideologies which were perpetuated in the activities, responses, and recommendations of the future Councils.

Among these presumptions were declarations that "Occupational Education is an inalienable right of every American citizen... ." Further it was stated that "it is the responsibility of the American system to provide opportunities and adequate facilities for all youth and adults to gain an understanding of the 'dignity of work... .' " Continuing in its affirmations, the Council stated, "The opportunity for gaining vocational proficiency and in becoming a self-sustaining member of society must be an integral part of all educational systems." (First Annual Evaluative Report, 1970:4)

Turning toward the purpose of vocational education, the Council propounded the belief that vocational education should encompass continual learning and education in order to "insure for this nation a continuing, productive, and viable labor force... ." The Council also acknowledged the onslaught of technological advances and the impending impact on providing vocational education and retraining for employing persons. (First Annual Evaluative Report, 1970:5) Documenting the Council's perception of the significance of vocational education, the concept statement concluded with the proclamation, "therefore, vocational education should be a part of the total education program in any school system" (First Annual Evaluative Report, 1970:5).

Annual Activities and Evaluations

1969-1970

During the initial year of operation, 1969-1970, the Virginia State Advisory Council progressed from learning the purpose and legislative mandates to organizing the group of individuals to conduct the business of an advisory council. The members were informed that in order to comply with the federal mandate, it was imperative that the State Plan for Vocational Education be reviewed. The Council's review of this plan was a legislated function. (VSACVE, Minutes, May, 1969)

Two major concerns evolved by the second meeting. The need for a staff to carry out the charges of the Advisory Council and the need for the group to organize into sub-committees for the conduct of business were both considered items of import. The direction of Virginia's Council was not unlike that of other states. Clary, in his book, Review and Synthesis of Research and Development Activities Concerning State Advisory Councils on Vocational Education, (1970) identified the initial concerns and processes common to state advisory councils. The organization of a committee structure was a usual priority. The Virginia Council's committee structure was presented on pages 46-48 of this study. Meeting in House Room 4 of the State Capitol, on July 31, 1969, the Council was apprised of the status of the

State Plan for Vocational Education. (VSACVE, Minutes, July, 1969)

Acting on its own recommendation that the Council needed a staff to carry out its charges and consistent with the provision of the federal legislation empowering the Councils to hire staff to discharge its duties, Mr. Arthur L. Walker had been employed on a part-time basis in the capacity of Executive Secretary and Consultant. Mr. Walker, was a former member of the Division of Vocational Education's staff in the Department of Education. The State Department of Education provided a "make-shift" working arrangement and shared secretarial assistance. (Minutes, March, 1970)

In preparation for this meeting, Mr. Walker had drafted Tentative By-Laws and Organizational Procedures after having contacted thirty-five other states to determine modes of organization. Committees were designated in these By-Laws (presented in this study on pp. 46-48). The Council chairman was given appointive powers to establish the membership on the committees. The By-Laws were discussed, modified, and adopted. The State authorized the Advisory Council to locate its office on the fourth floor of the Eighth Street Office Building in Richmond, Virginia. (VSACVE, Minutes, March, 1970)

Another of the mandated functions of state advisory councils was the preparation of an annual report for submission to the State Board of [Vocational] Education. This report also had to be submitted to the Office of the United States Commissioner of Education. The Advisory Council's first report consisted of an overview of the year's activities, projected vocational education needs in Virginia, an assessment of goals and priorities in the State Plan for Vocational Education for fiscal year 1970, and recommendations to the State Board of [Vocational] Education. The format for these reports varied somewhat in the first few years until the National Advisory Council established suggested guidelines for use by all advisory councils.

First Annual Evaluative Report--1970

One of the mandates contained in the legislation charged the Advisory Council to: "Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (1) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan ... and (2)

recommends such changes as may be warranted by the evaluations." (Federal Register, January 7, 1970.)

In the First Annual Evaluative Report on Vocational Education in Virginia prepared by the State Advisory Council, projected vocational education needs were presented based on data available from the Virginia Employment Commission and the State Department of Education. The report also presented the Council's analysis of the goals and priorities which had been identified in the Annual and Long-Range Program Plans for Fiscal Year 1970. Concerns expressed by the Council included the probability that "49% of the secondary school population going into the labor markets will be insufficiently trained for optimum productive employment." (First Annual Evaluative Report, 1970) Other concerns involved availability of facilities, discrepancies between persons needed in the work force and persons enrolled in vocational education, provision of services for the handicapped, special attention needed in the Consumer and Homemaking programs, lack of cooperative education programs and work study programs, elimination of the project for research in vocational education, need for vocationally trained counselors at the elementary and secondary levels, and decreased numbers of students entering vocational teacher training. (First Annual Evaluative Report, 1970:12-21)

Completing its first year of operation, the State Advisory Council presented the State Board of [Vocational] Education with nine recommendations for the following year. These recommendations are delineated below. As a component of each annual evaluation report, the State Department of Education provided a response to each recommendation of the Advisory Council citing activities conducted and efforts expended to address the recommendations. The responses supplied by the State Department of Education were assessed as one of the evaluation goals in the Council's report. This goal examined how well the State Board of [Vocational] Education through the State Department of Education had responded to the Council's recommendations.

Recommendation 1:

That specific goals, objectives, and the order of priorities for each item of commitment contained in the Annual State Plan, Part III, be stated clearly and specifically either at the beginning of each goal or in a separate document with accompanying HEW numerical code references. (First Annual Evaluative Report, 1970:22)

Response: An effort has been made to clearly establish the main goal for each area of commitment at the beginning of the specific section in Part III of the Plan. Where activities are listed such as exemplary projects to be funded they are listed in priority order. (Second Annual Evaluation Report, 1971:26)

Recommendation 2:

That consideration again be given to establishing and implementing a Research Coordinating Unit which would be attached to an appropriate university or college, and that the State appropriate sufficient resources to conduct

continuous research in and for specific fields in occupational education. A professional person competent in research procedures should be assigned to the Advisory Council's headquarters staff. (First Annual Evaluative Report, 1970:22)

Response: There is to be established in FY 1972 a Component for Research in Vocational Education as a part of the State Department of Education. This research component will work cooperatively with the Division of Educational Research and Statistics of the State Department of Education. (Second Annual Evaluation Report, 1971:26)

Recommendation 3:

That a data system adequate to serve current and recurring needs of the Advisory Council on Vocational Education be established for planning, programming, and evaluating and reporting. (First Annual Evaluative Report, 1970:22)

Response: No response was provided to this recommendation because it was not directed to the State Board of Education.

Recommendation 4:

That the State Advisory Council on Vocational Education be adequately staffed, equipped, and housed so as to render effective service to its mandated responsibilities of advising the State Board in the formulation of long-range and Annual Planning, and in the evaluation of the effectiveness of implementation of the State Plan for the "year under review." (First Annual Evaluative Report, 1970:22)

Response: This recommendation was not directed to the State Board of Education.

Recommendation 5:

That special effort be made by the State Board to stimulate interest and action in development of programs for orientation of all elementary-age pupils to the realities of the world of work and for the dignity of labor; personal responsibility of every individual for self-maintenance and self-realization in his adult life. (First Annual Evaluative Report, 1970:23)

Response: The Division of Vocational Education has identified the section 2.44, Part C, as a research activity, a study to develop a model public school curriculum and teacher education program for K-12 career education. Several of the exemplary programs to be continued are for elementary students with occupational orientation as the main thrust of the program. (Second Annual Evaluation Report, 1971:27)

Recommendation 6:

That local school districts be encouraged to accept responsibility for planning vocational education programs that meet local needs--to provide adequately for meeting the occupational needs of all persons of all ages and in all life careers. (First Annual Evaluative Report, 1970:23)

Response: The concept of long-range planning at the local level is not functioning at maximum capacity at the present time. There has been significant improvement in the past two years and efforts are being made to give greater assistance to localities in all aspects of planning. This is the area where major emphasis of State administration and supervision will be placed as indicated in section 2.41 of this part of the Plan. (Second Annual Evaluation Report, 1971:27)

Recommendation 7:

That vastly increased citizen involvement through active membership on advisory committees for administrative planning, instructional effectiveness, and job placement and advancement be encouraged. (First Annual Evaluative Report, 1970:23)

Response: The value of local advisory committees and craft committees has always been encouraged to strengthen and provide technical guidance to all vocational education programs. The use of advisory committees at the local level will be stressed as a component part of establishing a system for effective local planning and as a means to improve programs through the technical assistance provided by these representatives of the business and industrial community. This is a part of the activities identified for State

administration and supervision in section 2.41 of this part of the Plan. (Second Annual Evaluation Report, 1971:27)

Recommendation 8:

That local schools be encouraged to consider the imperative importance and the necessity for job placement and periodic follow-up of those who enter the world of work as an integral phase of occupational education. (First Annual Evaluative Report, 1970:27)

Response: In section 5.62, Exemplary Program Objectives, a project providing occupational guidance and counseling including initial job placement has been identified for a future year. As a part of the effort to strengthen the use of local advisory committees, it will be indicated that in areas where advisory committees are functioning effectively they play an important part in the initial job placement of those completing the vocational programs. (Second Annual Evaluation Report, 1971:27)

Recommendation 9:

That the date for submission of this report to the State Board, to the National Advisory Council, and to the U. S. Commissioner of Education be deferred to a date sufficiently advanced to allow time for receipt of end-of-year field data needed to establish bases for accountability ratings. These data have not been available prior to December 1 following the end of school year for the "year under review." (First Annual Evaluative Report, 1970:23)

Response: This recommendation was not under the jurisdiction of the State Department of Education. (Second Annual Evaluation Report, 1971:27)

1970-1971

During the second year of the Virginia State Advisory Council's operation, the following issues were determined to be of greatest concern. First, was the recognized need to

structure the Council for more efficient operation. A second matter which emerged as a priority was the securing of a full-time executive director for the Advisory Council. In concert with the identified need for an executive director was the need for a permanent office location. It was believed that these actions were necessary to improve the posture of the Council. Also, as the Council became involved in assessing the status of vocational education programming, the exigency of enhancing the image and status of vocational education became a paramount concern.

The first meeting of Fiscal Year 1970-71 (August 7) was primarily aimed at reorganizing the State Advisory Council in order to better perform the duties and functions. Dr. Rufus W. Beamer was re-elected chairman of the Council. The newly-appointed members of the Advisory Council had been confirmed by the Governor and were present for this meeting. It was with the appointment of the new members that then Governor Linwood Holton began the procedure of rotating terms. New members were appointed for terms of either one, two, or three years. This practice was designed to provide some degree of continuity for the Council's membership. Another step in the attempt to become better organized was to establish dates and times for the quarterly meetings of the fiscal year. Also, a full-time staff secretary, Miss Louise Williams, was hired. (VSACVE, Minutes, August, 1970)

Beginning with the October 7, 1970 meeting, the practice of allotting time in conjunction with each scheduled meeting for the standing committees to convene, discuss any business relevant to the committee, and prepare reports for the full Council was initiated. The committee reports became the primary activity of the Council's business session of each quarterly meeting.

Continuing in its pursuit of organization and permanency of status, the Council's membership instructed Mr. Arthur L. Walker, Executive Secretary, to locate and establish office space by January of the following year. Mr. Walker was also requested to begin a search for candidates for the position of a full-time Executive Director of the State Advisory Council. (VSACVE, Minutes, October, 1970)

At this meeting the Council members expressed major concern "regarding the fragmentation of vocational education." Also cited by the Council was "the need for coordination and articulation to help overcome the segmented and fragmented situation." (VSACVE, Minutes, October, 1970)

The third meeting of the 1970-1971 fiscal year was held on January 6, 1971, in the Seaboard Building in Richmond. The Seaboard Building [currently the Travelers' Insurance Building], located at 3600 West Broad Street, was the new location for the Advisory Council's headquarters. Council

members were of the opinion that this location would improve the image of the Council.

To assist in carrying out the mandated functions of the Council, Mr. Walker was retained (as Consultant under contract) to produce three reports requiring surveys and evaluations. The recurring concern of Council members was expressed by Mr. Beverly Roller when he stated the need for "raising the image of the Council" and proving the importance of vocational education. Mr. Roller further stressed the need to launch a program using media and personal involvement to promote and improve vocational education. Based on the Council's concern, it was voted to launch a promotional campaign in behalf of vocational education. (VSACVE, Minutes, January, 1971)

In order to more effectively fulfill its mandate to evaluate vocational education, the Council hired Dr. Robert Young on a part-time basis to assist in making on-site visits to and observations of all vocational-technical schools, skill centers, and community colleges in order to compile the needed information. (VSACVE, Minutes, January, 1971)

As the Council became more involved in conducting its activities and requirements, it became obvious that more staff assistance was needed. Therefore, at the April 21, 1971 meeting, it was recommended that in addition to the

full-time Executive Director, an administrative consultant be hired. It was also determined that there was an excess in the budget which would enable the Council to have an expanded program, as well as to hire more personnel and consulting services. During the discussion at this meeting, the recurring concern regarding the image of vocational concern was expressed as a problem with the attitude toward education. Due to a change in Federal regulations, it was necessary for the Council to update the Constitution and By-Laws in the section entitled "Functions and Responsibilities." (VSACVE, Minutes, April, 1971)

Second Annual Evaluation Report--1971

During the year 1970-1971, the State Advisory Council on Vocational Education decided it was necessary to have background information to form the basis for a comprehensive evaluation of vocational education in Virginia. With this goal as a priority, the Council members and/or staff visited all of the community colleges (16) and all area vocational schools (33). The information obtained during these visits provided a basis for assessing the goals and priorities contained in the State Plans for FY 1971 and for setting forth recommendations to the State Board of [Vocational] Education.

The primary criticism leveled by the Advisory Council at the 1971 State Plan was that "the goals and priorities

were generally implied rather than being categorically stated." (Second Annual Evaluation Report, 1971:6) The Council declared that in order to conduct an objective evaluation there must be "precisely stated goals or objectives" and presented four characteristics of goals. (p. 6)

In reviewing the goals and priorities, the Council praised some activities and offered recommendations for others. Addressing the goals dealing with program planning, guidance services, teacher educator involvement, and personnel exchange with business and industry, the Council commented favorably on the existing activities in these areas. Some of the recommendations proffered by the Council dealt with adding sufficient staff in vocational education in order to conduct cyclical evaluations of program effectiveness, providing guidelines for local school divisions to use in evaluating vocational education programs, serving more disadvantaged and handicapped students in vocational education programs, and involving more students in cooperative education programs. (Second Annual Evaluation Report, 1971:6-18)

The Virginia State Advisory Council presented eighteen recommendations to the State Board of [Vocational] Education for fiscal year 1972. These recommendations and the State Board of Education's responses were as follow:

Recommendation 1: Career Orientation in the Elementary Grades

The Council recommends that there be instituted in each elementary school, grades K-6, a program of career orientation sufficiently broad to offer an exploration in the principal occupational fields, and emphasis on proper attitudes toward the world of work. This objective can be achieved only by occupationally oriented teachers and counselors and by budgetary provisions sufficient for implementation. (Second Annual Evaluation Report, 1971:19)

Response: Two career education experimental model programs will be in operation in 1972-73 with major components at the elementary level giving emphasis to career awareness. These models allowing experimentation with this concept will make it possible for other school divisions to see examples and determine how best career education can be achieved in their schools. The Standards of Quality for Public Schools in Virginia speaks (sic) to career education and through the five-year improvement plans to be developed each division will have the opportunity to establish long range plans for their programs. (Third Annual Evaluation Report, 1972:15)

Recommendation 2: Occupational Education for All

It is imperative that the State Department of Education and local school systems provide for all persons a program of vocational and technical education so that no one will leave school without a saleable skill or adequate preparation for continuing education. (Second Annual Evaluation Report, 1971:19)

Response: One of our purposes of education as stated in the Standards of Quality for Public Schools in Virginia is 'To acquire skills and knowledge needed for education beyond high school or for employment.' These standards also specify that a school division must provide training in skills needed for employment for all students who plan to enter the world of work or have a plan by June 30, 1973 to provide such training. (Third Annual Evaluation Report, 1972:15)

Recommendation 3: State Plan Goals

The State Plan should be formulated in such a manner that major goals and priorities are expressly stated either in an inter-related fashion or in a separate document. (Second Annual Evaluation Report, 1971:19)

Response: The State Plan has been developed each year according to the guidelines from the U. S. Office of Education. There have been some changes in the guidelines this year that present goals and objectives in a manner that will be easier to understand. Additional information has also been used in an introduction to Part II which will be helpful to the State Plan reader. (Third Annual Evaluation Report, 1972:15)

Recommendation 4: Public Information Facility for Vocational Education

The State Advisory Council further recommends that there be attached to the Office of the Director of Public Information a person experienced in Vocational Education whose responsibilities will be to gather and disseminate news and views pertaining to vocational education to the end that greater visibility and the resulting enhancement of the image of vocational education shall be achieved. (Second Annual Evaluation Report, 1971:19)

Response: The Division of Vocational Education has the opportunity to request additional state staff members and to include them as a part of the biennium budget. The priority needs for new staff would not allow a position of this type to be requested as one of the allotted positions to vocational education this year. The services of the Office of Director of Public Information are available to the vocational division and are utilized extensively. Increased news coverage is desirable and, through the existing system, efforts will be made to provide greater visibility to vocational education. (Third Annual Evaluation Report, 1972:15-16)

Recommendation 5: Public Information on Vocational Education

As a means for improving the general acceptance of vocational education, it is recommended that Educational Television (ETV) facilities across the State be utilized to the practical limits of their potentialities for presenting information relative to the opportunities for occupational training and employment. (Second Annual Evaluation Report, 1971:20)

Response: Vocational education has utilized ETV for many program activities such as adult programs in agriculture, in-service training in data processing for business teachers, and vocational education week publicized with the showing of a film on vocational education statewide by all stations. Additional activities are being discussed and explored, and continued utilization of ETV will be made by the vocational education division. (Third Annual Evaluation Report, 1972:16)

Recommendation 6: Local Advisory Councils

In consideration of the potentially beneficial input by local advisory committees and councils, the State Advisory Council recommends that the Director of the Division of Vocational Education and his staff consider the advisability of continuing to encourage the establishment, evaluation and wise use of citizen advisory committees on one or more of the following levels:

- (a) Total Vocational Program on a School Division-wide basis;
- (b) For each special discipline on a Division-wide basis;
- (c) Special Craft Advisory Committees on a Division-Wide basis;
- (d) Either or both (b) and (c) on a single school basis. (Second Annual Evaluation Report, 1971:20)

Response: The vocational division has always encouraged the use of local and state advisory committees and will continue to do so. (Third Annual Evaluation Report, 1972:16)

Recommendation 7: Youth Leadership Organizations

The Council further recommends that the staff of the Vocational Division in the State Department of Education continue to encourage wide participation in its professional members, related teacher educators, and supervisory personnel in sponsoring youth leadership organizations as a regular part of the school program. (Second Annual Evaluation Report, 1971:20)

Response: The vocational education youth organizations are an integral part of the vocational programs providing opportunities for leadership and citizenship training. They will continue to receive major emphasis in the total program of vocational education. In addition the Young Homemaker and Young Farmer organizations for young adults will continue to receive emphasis. (Third Annual Evaluation Report, 1972:16)

Recommendation 8: Job Placement and Follow-up

On the conviction that initial job placement and follow-up of vocational graduates, and school leavers having employment potential, are integral parts of occupational preparations, the State Advisory Council strongly recommends that serious consideration be given for employment of a competent person whose primary responsibility is in placement and follow-up, and that he be employed on a 12-months tenure for providing these services for all vocational education programs. (Second Annual Evaluation Report, 1971:20-21)

Response: The two career education models mentioned under Recommendation 1 include components for establishing a placement service with a full-time person to assist students leaving school to secure initial job placement. The Standards of Quality for Public Schools in Virginia provide for an annual follow-up of former students (dropouts and graduates) as a means of assessing the effectiveness of the school program. Also the local advisory committees and guidance counselors can play an important role in both job placement and follow-up. The vocational division is presently planning for a new follow-up procedure to be used for those completing vocational programs. This will include a questionnaire being sent to the individual student

for completion and is tentatively scheduled for use in the fall of 1973. (Third Annual Evaluation Report, 1972:17)

Recommendation 9: Post-Secondary Opportunities--
Community Colleges

Because of the rapid development of the technologies and resultant changing pattern of employment opportunities in the Commonwealth, and the subsequent increase in the demand for qualified workers in the new industrial and occupational categories, it is imperative that vocational and career educational programs be expanded and modernized to meet today's needs.

It is, therefore, recommended that consideration be given to new and emerging para-professional occupations, particularly in the areas of:

- Social Service Occupations
- Recreation and Parks Specialties
- Public Service Administration
- Allied Health Technologies
- Environmental Technology
- Public Safety
- Fire Science
- Library and Teacher Aids

There is evidence that instructional planning and programming in these areas are emerging at the post-secondary school level, especially in the Community College Program. Steps should be taken to insure that curriculum in these areas is relevant, based on occupational analysis, behavioral objectives, the job market, and follow-up procedures. (Second Annual Evaluation Report, 1971:21)

Response: There is provision made in Part II of the Plan which indicates the expanding and new programs in many of the above mentioned occupational fields to be in operation in 1972-73. (Third Annual Evaluation Report, 1972:17)

Recommendation 10: On Serving the Handicapped

It is alleged that unsatisfactory results have been accomplished with the funds designated for vocational education for the handicapped in the public schools. There is concern that state appropriations are insufficient for the matching of funds which localities are expected to provide.

Greater state appropriations, it is believed, would eliminate the practice of over-using vocational rehabilitation funds and services for a program that is essentially the responsibility of the public schools.

The Council recommends that this practice be given serious study. (Second Annual Evaluation Report, 1971:21)

Response: There has not been a full utilization of the federal funds designated for handicapped. Part of this has been brought about by the late funding in the first year of the Vocational Education Amendments of 1968. Subsequently, with the carry over provision of the Tydings Amendment the allocation each year has been nearly doubled. These funds need to be matched on a fifty-fifty basis and full utilization has not been accomplished. Efforts are being made to alleviate this. One approach is the state funds requested by special education in the next biennium to be used to match some of the federal funds so pilot programs could be established with 100% reimbursement. There are also programs in the public school where joint efforts with vocational rehabilitation are being explored. Continued participation is expected in the state institutions and through other state agencies where program assistance has been provided for many years. (Third Annual Evaluation Report, 1972:19)

Recommendation 11: Special Education

Since Special Education presents a splendid opportunity for creating innovative and exemplary pilot programs, it is recommended, therefore, that consideration be given to the establishment of additional innovative and exemplary programs for the handicapped children, especially with work-study activities. (Second Annual Evaluation Report, 1971:22)

Response: The pilot programs identified in Recommendation 10 will provide the opportunity to establish these kind of programs. (Third Annual Evaluation Report, 1972:18)

Recommendation 12: Additional Facilities

In consideration of the fact that the secondary school output of employable persons is somewhat less than 50% of the estimated annual labor demands, it is strongly recommended that the highest priority be given to additional funding required for the additional proposed facilities identified in Map G, Part II, Page 2, State Plan FY 1971. This involves the addition of 20 comprehensive high school vocational departments; 16 additional vocational education centers; and 4 additions to existing schools over a period of five years. (Second Annual Evaluation Report, 1971:22)

Response: Efforts are being made to establish priority for additional funding to assist with the construction of the proposed vocational facilities of the local divisions. Operational costs increase proportionally as new facilities are completed and sufficient additional funding has not been made available as rapidly as the need has developed. (Third Annual Evaluation Report, 1972:18)

Recommendation 13: Maintenance of Facilities

The Council recommends that adequate financial provision be made for the maintenance of existing physical properties for vocational education by establishing a policy for the allocation of replacement funds equal to the annual attrition resulting from depreciation and obsolescence estimated at 5% to 10%. (Second Annual Evaluation Report, 1971:22)

Response: Adequate replacement of worn-out or obsolete equipment is extremely important if vocational programs are to stay up to date and provide laboratories for education that are equivalent to that in the business and industrial community. Again, sufficient additional funding has not been made available as rapidly as the need has developed. However, in allotting funds categorically for each fiscal year, the proportion of funds allotted for equipment is given a high priority. (Third Annual Evaluation Report, 1972:18)

Recommendation 14: Professional Staffing

In response to the known shortages of professional staff members in the Division of Vocational Education, the Council recommends that the State Board of Education give serious attention to the urgency for employing such additional staff members as may be recommended by the Director of Vocational Education to more adequately meet the minimal needs. Suggested Criterion: Uniform ratio of supervisors to programs and teacher involved in each of the principal services. (Second Annual Evaluation Report, 1971:22)

Response: Increased staff positions in vocational education were presented as a part of the Department of Education budget requests for 1972-74. These were proportionate to those allotted other divisions in the Department of Education and represent those positions identified as priority needs. (Third Annual Evaluation Report, 1972:18)

Recommendation 15: Financing Imperatives

This recommendation is basic to the premise that every child, youth, and adult has an inalienable right to avail himself of such opportunities as contemporary society can reasonably provide for the development of his innate capacities for self-realization.

Conversely, it is the responsibility of the Commonwealth to provide for ALL its people the maximum opportunity for self-fulfillment culturally, socially, and economically.

Progress in the achievement of this goal implies and requires a higher relative priority for financing vocational education to the end that every adult citizen become a self-sustaining member of society.

As a matter of long-range expediency as well as for inherent humane reasons, the Advisory Council recommends that the financing of vocational education be given a priority commensurate to the known needs of the individual and the employer. It is suggested that the generally established ratio of those students who do not complete the academic degree to those who do be considered. (Second Annual Evaluation Report, 1971:23)

Response: Affirmative action by the State Board on the budget request for vocational education for the 1972-74 biennium shows their acknowledgement of the importance of the program and its expansion. Though some funds were cut from the budget before reaching the General Assembly, a substantial request for vocational education was included. Additional federal funds are also necessary to provide for a program of vocational education adequate to meet needs of all persons in Virginia. In addition to the budgetary action by the State Board, their approval of the Standards of Quality for Public Schools in Virginia (See Recommendations 1 and 2) shows the importance placed on vocational education and the persons it serves through secondary, post-secondary, and adult programs. (Third Annual Evaluation Report, 1972:19)

Recommendation 16: More Adequate Research Service

Further, it is recommended that the research facility for vocational education projected and described in FY 1972 State Plans (2.44-21: III-55) be activated as planned and that programming be initiated that will provide information on enrollments in all career orientation, counseling services, and occupational enrollments, completions, placements and follow-up services. These data should be available on prior year operations by August 1 subsequent to end of the school year. (Second Annual Evaluation Report, 1971:23)

Response: Staffing of the research component for vocational education will be completed during the 1971-72 fiscal year. Plans are underway for this unit to put into operation a data system to provide information on enrollees in vocational education programs at the secondary level in 1972-73. Expansion of this data collection system at other levels is expected after the first phase is operational. Projections call for follow-up data to be collected by this unit also starting in 1973-74. Availability of this data may not correspond to the timing being identified in the recommendation. Time frames are being established on the reporting schedule required to meet federal reporting deadlines. (Third Annual Evaluation Report, 1972:19)

Recommendation 17: Adult and Continuing Education

In addition to the regular secondary school program, the State Board of Education is responsible, through public schools, for developing and expanding programs in vocational education for persons who have completed or discontinued their formal public school education and have entered the labor market. Many of these persons need to up-grade their occupational knowledge, skills and performance. The courses provide a continuing, articulated, and sequential program from the high school adult level. They are generally taught and supervised by the persons who conduct comparable day programs in the high school.

During the school year 1969-70 the enrollment in adult vocational education in the public schools was 81,481. The enrollment in this program for 1970-71 (year under review) had grown to 93,815 or an increase of more than 15%. The courses included both short-term and long-term instruction at the mid-management and craftsmen level, and training for occupations at both the semi-skill and the skill levels.

It is strongly recommended that adequate provisions continue to be made for the improvement and extension of the adult education program with appropriate and accessible facilities and with an operating budget consonant with numbers served. (Second Annual Evaluation Report, 1971:24)

Response: The adult vocational education program will continue to receive a high priority as a program activity. Substantial increases in adults enrolled in vocational programs for supplementary and preparatory training is identified in Part II of the State Plan. (Third Annual Evaluation Report, 1972:20)

Recommendation 18: Post-secondary Public School Program

During the school year 1969-70 slightly more than 2,600 persons who had completed the high school program enrolled in preparatory job training courses in the public schools and colleges.

For the "year under review" these enrollments totaled more than 3,600. These persons pursued courses leading to employment in such occupational areas as merchandising, electronics, industrial

technology, health services, hotel-motel management, and management-level training in business and office occupations.

The Advisory Council further recommends that this program be continued and expanded to meet the growing manpower needs. (Second Annual Evaluation Report, 1971:24)

Response: Continued emphasis will be placed on helping students to identify and prepare for career objectives throughout the K-12 program. Many of these can be served through secondary vocational education programs while others may call for further training at the post-secondary two-year level or in a four-year college program. Additionally many needs will continue to be served through adult programs of vocational education in the areas of preparatory and extension training. (Third Annual Evaluation Report, 1972:20)

A new state Constitution became effective in Virginia, July 1, 1971, which contained the following provision that: "Standards of quality for the several school divisions shall be determined and prescribed from time to time by the State Board of Education subject to revision ONLY by the General Assembly" (Second Annual Evaluation Report, 1971:A1). In developing these Standards of Quality, the State Board recognized the dual purpose of the secondary schools in providing for college preparation of the students and in providing education for employment for those students choosing to seek and enter into employment. One of the program standards specifically addressed provision of training for those students who planned to "enter the world of work." This particular standard and the concept of the "Standards of Quality" was endorsed and fully supported by the Advisory Council on Vocational Education. (pp. A1-A2)

As evidence of its support, in the Second Annual Evaluation Report, the Advisory Council subscribed to the following objectives:

1. Encouraging recognition of programs beginning in grades K-6 that will make pupils aware of the world of work and their potential role in life;
2. Providing youth in the middle grades 7-9 with exploratory and pre-vocational programs and experiences as a basis for intelligent choices of occupational fields;
3. Providing youth in grades 10-12 with activities that will establish work attitudes and job-interest skills in broad occupational clusters and a foundation for a more specialized job training program in post-secondary schools;
4. Providing in the post-secondary school, opportunities for developing specific occupational skills and attitudes requisite for successful employment;
5. Providing a program of job-entry skills and the up-grading of previously acquired skills for adults who decide to enter and advance in the labor force;
6. Increasing the ready accessibility of vocational programs for all segments of the population;
7. Providing occupationally competent counseling and guidance services to all students and prospective students in career and vocational education preparatory to and after entry into the world of work;
8. Providing programs of vocational education which are compatible with job competencies and personal attitudes required for current and future employment;
9. Providing bases for adequate financing of vocational education and the distribution of funds in an equitable and effective manner which will assure continued expansion in kind and in quality;
10. Providing an adequate supply of competent and well-trained educational leaders to operate vocational programs and to continually upgrade leadership abilities through in-service programs;
11. Providing leadership and professional consultation to local educational agencies in program planning, program operation, and self-evaluation techniques;

12. Interweaving vocational education with a total educational system that will educate the whole person;

13. Providing a job placement and follow-up service as an integral part of the vocational/technical program by the employment of a qualified director of job placement and follow-up;

14. Giving greater visibility to vocational/technical education through the use of educational television facilities and carefully coordinated public information activities;

15. Promoting youth leadership development through established youth groups relating to Agriculture, Business, Distributive Education, Home Economics, and Trade and Industrial Education Services;

16. Employing vocational counselors who have met qualifying standards with respect to occupational experience, educational preparation and certification requirements. (1971:A3-A5)

In the Second Annual Evaluation Report, 1971, the Advisory Council added a section entitled "Serving the Needs of the People." Several noteworthy comments were included in this section which provided a commentary on the status of vocational education in Virginia. In considering the statistics regarding the numbers of secondary school graduates, their training, and their fates, the Council concluded that "three to four pupils out of every ten enrolled in the secondary school will be without a saleable skill upon leaving school." (Second Annual Evaluation Report, Appendix B, 1971:1)

Labor market demand was, and is predicted to remain, much greater than the supply being produced by all providers of vocational education and training. One possible component of this problem suggested by the Council was the

"lack of accessibility of training facilities and the unavailability of competent guidance and counseling services." (Second Annual Evaluation Report, Appendix B, 1971:1)

Another reason identified for the shortage in workers was the dropout rate of the vocational students (Appendix B, 1971:2). Maps and charts which delineated the data upon which the Council based its analyses were contained in the Second Annual Evaluation Report, Appendix B.

1971-1972

Themes for the 1971-1972 year revolved around re-organization, re-location, and change. The Advisory Council became overtly supportive of funding for vocational education, secured a full-time Executive Director, changed locations for both the office and quarterly meetings, added a new committee to the existing structure, and recommended long-term planning in the development of the State Plan for Vocational Education.

Following through on a previous recommendation to have a media campaign highlighting vocational education, a brochure was developed and shared with members of the Senate Finance and the House Appropriations Committees of the Virginia Legislature. Letters were also written to the Governor and members of the legislature supporting additional funding for vocational education and identifying

priority needs. (VSACVE, Minutes, June, 1971 and October, 1971)

The Fiscal Year (FY) 1972 appropriation for the State Advisory Council was \$65,920. Added to the carry-over of \$47,665.12, the Council had a budget for \$113,585 for its annual operation. (VSACVE, Minutes, September, 1971)

The search for an Executive Director resulted in the hiring of Dr. Rufus W. Beamer, then chairman of the Advisory Council. Dr. Beamer was director of the Division of Vocational and Technical Education at Virginia Polytechnic Institute and State University and had been chairman of the State Advisory Council since its inception. With the selection of Dr. Beamer, it was also recommended that Advisory Council's office be moved to Blacksburg, and that a suitable location, other than the college campus, be secured. The suggestion was also made that a satellite office be maintained in Richmond, which was considered the center for governmental activity and the site of most other State offices. [The specific site for the State Advisory Council's office in Blacksburg was located at the corner of Draper and College Streets. It was also decided that no satellite office would be retained in Richmond.] (VSACVE, Minutes, April, 1972) Concurrent, with these changes it was decided that Virginia Polytechnic Institute and State University become the fiscal agent through which funds for

the Advisory Council would flow. This change was considered preferable due to the proximity of the University and the new location of the Council and also to establish independence for the Council from the State Department of Education, the previous fiscal agent. This change was approved to become effective July 1, 1972. (VSACVE, Minutes, January, 1972)

Further efforts to enhance the Advisory Council's image, visibility, and impact included the decisions to hold the quarterly meetings at various sites around the State, such as vocational centers, community colleges, and city halls; to invite the press; and to send advance publicity notices to local newspapers. The Council also decided to purchase promotional materials from the American Vocational Association (AVA) to help promote Vocational Education and Vocational Education Week. (VSACVE, Minutes, January, 1972)

As the State Advisory Council became more aware of the procedures involved in reviewing the State Plan for Vocational Education, the members became concerned about the extremely tight time frame under which the submission had to be made. Any changes recommended as a result of the public hearing could not be included prior to submission to the Governor. Thus, it was recommended that a five year State Plan be developed and that a long-range data collecting facility be established to provide flexibility, and

hopefully, produce more creative ideas. With this procedure, the State Plan Committee could look at long-range plans and extract a specific time frame relationship. (VSACVE, Minutes, April, 1972)

Third Annual Evaluation Report--1972

In preparing the Third Annual Evaluation Report, 1972, the Advisory Council modified the format of this publication from the two previous documents. The focus of the report addressed the suggested goals prescribed by the United States Office of Education. Also included in the report was a statement regarding the Advisory Council's position on Career Education. Another aspect of the report was information provided to enable persons reading the document to gain a fuller understanding of the Council, the membership, and occupational education in Virginia. Several projects which were underway received special recognition by the Council.

For purposes of its report, the Council identified ten areas in which goals or priorities could be elicited from the State Plan for FY 1973. These areas involved preparation and development of educational personnel, particularly in vocational education; utilization of persons from the private sector [business and industry] to help alleviate the shortage of personnel; evaluation of vocational programs at local and state levels, adoption of a

cooperative agreement between the State Department of Education and the Virginia Employment Commission to assist in providing education to match the needs of individuals to help them secure employment; establishment of a research facility to serve vocational education; identification and service for handicapped and disadvantaged students; prioritization of funding for programs in areas of dire need; and designation of funding for cooperative vocational education programs. The Advisory Council supported each of these goals as being worthy of attention from the State Board of [Vocational] Education and the State Department of Education. (Third Annual Evaluation Report, 1972:6-9)

Addressing the goal of "Serving the Needs of the People," the Advisory Council focused on accomplishments of vocational education programs in four specific areas: 1) adult and continuing education; 2) expanded service to the handicapped; 3) special emphasis on needs of economically depressed areas; and 4) construction of vocational projects. The Council was positive in the comments expressed and provided supporting data for its analysis in the Appendices of the 1972 Annual Evaluation Report. (pp. 11-12; 29-45)

Many of the recurring concerns and issues surrounding the Advisory Council's activities and major thrusts were reflected in the recommendations put forth from the Council to the State Board of [Vocational] Education for its

consideration for the 1973 FY. The recommendations from the Council and the corresponding responses from the State Board of Education were as follow:

Recommendation 1: Job Placement and Follow-up

Because the Council believes that job placement and periodic follow-up is essential in determining the relevance of the program of vocational/technical education to the world of work, it strongly recommends that the facilities of the emerging Vocational Education Reporting System be employed to effective job placement and periodic follow-up and that this aspect of the vocational education program be accepted as an administrative responsibility by the highest authority at local and State levels. (Third Annual Evaluation Report, 1972:25)

Response: The try-out of the follow-up study developed as part of the Vocational Education Reporting System (developed by VPI&SU and the Division of Vocational Education under a joint research grant) proved to be successful in obtaining a high percentage of usable responses. However, since the Standards of Quality and Objectives for Virginia Public Schools, 1972-74, require an annual follow-up of every high school graduate, the Vocational Education Reporting System is working with the Division of Research to develop, by fall of 1973, a single follow-up system that will serve both vocational and non-vocational interests.

One of the funded career education projects (Petersburg) has successfully designed and established a placement program during this school year which will serve as a model for placement programs in other schools with similar characteristics.

In addition to the above effort in placement, the Division of Vocational Education has funded six exemplary proposals for the establishment and operation of a Student Job Placement Service in six secondary schools. The selected schools represent different local situations and offer programs in four or more occupational education fields. The schools are: Waynesboro High School, Waynesboro; Maury High School, Norfolk; Carroll County High School, Hillsville, Fleming High

School, Roanoke; Woodson High School, Fairfax; George Wythe High School, Richmond.

The State Department of Community Colleges has completed a comprehensive statewide follow-up of graduates and non-graduates from 1966 to 1971. (Fourth Annual Evaluation Report, 1973:71-72)

Recommendation 2: Community In-Put--Local
Advisory Councils or
Committees

In view of the potentially great benefits to be derived from local advisory in-put, it is recommended that the State Department of Vocational Education be urged to encourage the development of local Division-Wide, Discipline-Wide, and Occupational Trade and Craft advisory committees which will meet for active consideration of plans, programs and progress on a reasonable periodic schedule. The organization and operation of such bodies will establish operating procedures according to adopted guidelines. (Third Annual Evaluation Report, 1972:25)

Response: The Vocational Education Division continues to encourage the establishment of general local advisory committees, local advisory committees for a single program field, and local craft or specific occupation committees. The number of local committees is on the increase, especially in conjunction with the new secondary vocational education centers.

In planning goals and objectives for vocational education for the next three years, the Division of Vocational Education has placed the establishment and utilization of advisory committees as one of its major objectives. The objective reads as follows: 'By June 30, 1976, a plan to promote the utilization of local advisory committees will be implemented throughout the State by the Division of Vocational Education.'

This objective will require the development of a plan of action, a State handbook for local advisory committees, and in-service teacher education relating to the establishment and utilization of advisory committees. The cooperation and assistance of the State Advisory Council on Vocational Education in achieving this objective is welcomed. (Fourth Annual Evaluation Report, 1973:72)

Recommendation 3: Career Education--K-16

The imperative educational need is for a program of career awareness, orientation, exploration, and job preparation of K-12. Effective implementation of this recommendation will require validation of content and procedures as developed in the ongoing experimental models, career-oriented teaching staff, and guidance counselors. Availability of acceptable staff competence will relate to teacher-counselor education programs. Implementation of this objective is urged at the earliest possible time. (Third Annual Evaluation Report, 1972:28)

Response: The two experimental career education models have proved most satisfactory according to evaluations by students, teachers, school administrators and parents. Career education curriculum materials will be available for field testing by additional school divisions next year.

Virginia is participating in a five-state curriculum materials development project. In this group are states who are developing curriculum materials for career education and Virginia will have an opportunity to exchange materials and field test those from other states. (Fourth Annual Evaluation Report, 1973:73)

Recommendation 4: Cooperative Learning and Earning Programs

Whereas there is a wide gap between the numbers enrolled in vocational classes in the high schools, 336,380, and those participating in the cooperative programs, 23,060, the Council urges further consideration of and greater efforts to involve more students in their terminal school years on on-the-job programs.

Response: More opportunities for cooperative education exist in the public schools today than ever before and efforts are continually being made to increase enrollments. Cooperative education is offered largely at the eleventh and twelfth grade levels in the secondary schools, just prior to graduation and entrance into full-time employment.

Enrollment in the eleventh and twelfth grades in occupational programs preparing students for gainful employment was almost 64,000 last year. Of these, approximately one-third were in coop-

erative programs. Considerable efforts will be made by the Division to increase this percentage this year.

A number of special cooperative programs for the potential dropout are offered at lower grade levels and more than 1,200 students were enrolled in these programs in 1972. The Community Colleges undertook preliminary planning to establish cooperative education for the disadvantaged in six institutions. (Fourth Annual Evaluation Report, 1973:74)

Recommendation 5: Additional Construction and Facilities for Vocational Education

In consequence of the rapidly growing emphasis on career/vocational education and the resulting increases in enrollments in vocational education, the Council strongly recommends that efforts be made to encourage the State Department of Education and the State Legislature to appropriate larger funds for vocational education so as to more adequately meet the needs as reflected in the steadily increasing number of persons requiring the additional services with particular reference to the needs of the post-secondary level. (Third Annual Evaluation Report, 1972:26-27)

Response: According to the local assessments of vocational education reported by school divisions, January 1973, 20 per cent need new buildings for vocational education while 76 per cent need to add to their present facilities. With prospects for increased Federal funding uncertain, the need for increased State funding is critical. Studies continue to be made to ascertain the feasibility of having additional joint vocational facilities with two or more school divisions participating.

The Community Colleges are in need of twelve additional facilities by 1975, having added eight in 1973. (Fourth Annual Evaluation Report, 1973:75)

Recommendation 6: Implementation of Virginia Education Reporting System

The State Department is taking the necessary steps to perfect the Vocational Education Evaluation Project (VPI&SU) and its Vocational

Education Reporting System (VERS) with all appropriate measures. It will supply the local school divisions, teacher education institutions, the State Advisory Council on Vocational Education, the State Board of Education, the State Department of Community Colleges and other educationally related persons and organizations with the findings at appropriate time intervals. (Third Annual Evaluation Report, 1971:75)

Response: The Vocational Education Reporting System is a structured system based upon sound research. It has worked well in the first year of operation, and is proceeding on schedule.

Virginia will be joining a consortium of southern states for developing criterion referenced evaluation of vocational education. The consortium is being formed under the auspices of the Southern Association of Colleges and Schools and the VERS Team and State Staff will be working with this group.

A one-year and five-year planning and evaluation system is being developed for the localities within the planning system recommended in the Manual for Implementing the Standards of Quality. The annual evaluation will be tested this spring, and will be implemented this fall. The annual evaluation will precede the development of the annual projected plan by the local school divisions and will form the basis for that planning.

The VERS Team is also addressing itself to the problem of projecting the State's labor market needs. As the system becomes fully operational, reports will be readily available to all appropriate persons and organizations. (Fourth Annual Evaluation Report, 1973:75-76)

Recommendation 7: Standards of Occupational Readiness

The leadership of the Council is urged to work in close cooperation with the State Director's staff in compiling a significant amount of information from the employers of occupationally prepared graduates and job-ready school leavers to serve as a reliable measure of the effectiveness of the instructional program. Such information is to be gathered through personal interview and/or questionnaire procedure. (Third Annual Evaluation Report, 1972:27)

Response: The need for a follow-up study of vocational completions four years after exiting from secondary school has been under discussion since VERS was developed. It is envisioned that such a follow-up would include a complete survey of employers of former vocationally trained students and a statewide system will be developed in due time. A close working relationship with the Council on this project is most desirable. (Fourth Annual Evaluation Report, 1973:76)

Recommendation 8: Articulation of Vocational Education and Labor Demand and Supply

The Advisory Council on Vocational Education strongly recommends that the current cooperative arrangement among the several State agencies concerned with the preparation, placement, and long-term employment of persons to be continued and improved by coordinated efforts through intrapersonnel arrangements. (Third Annual Evaluation Report, 1972:27-28)

Response: It is the intent of the State Department of Education to continue and to improve the present cooperative arrangements among the various State agencies concerned with the preparation of youth and adults for employment and placement.

Recent agreements with the Department of Vocational Rehabilitation and the Special Education Division have resulted in the development of additional programs for the handicapped. The Employment Commission is assisting with the study to determine projected labor needs and the Governor's Manpower Planning Council provides the opportunity for additional coordination with other agencies. (Fourth Annual Evaluation Report, 1973:76-77)

1972-1973

In its fourth year of operation, the Virginia State Advisory Council had moved from a fledgling, identity-seeking organization to one with a definite purpose, structure, a degree of permanence, and name recognition.

Activities at the federal and state level were having an impact on the concerns and deliberations of the Advisory Council. The recurring themes of inadequate funding for vocational education, need for more communication among State education and manpower agencies, the imperative of elevating the image of vocational education and restoring the belief of "dignity in work," and the importance of having more input from business and industry dominated the discussions and recommendations of the Advisory Council members. Mrs. Shirley Wilson, City Supervisor of Business and Office Education for Norfolk was elected chairman. The Council also began the practice of holding its meetings and public hearings around the State. (VSACVE, Minutes, July, 1972)

As the Council became more cognizant of the condition of vocational education throughout Virginia, it became desirous of being more involved and ascertaining more information to assist in developing recommendations for the State Board of Vocational Education and to help, where possible, in effecting positive changes at the local level. It was recommended that a plan be developed to more effectively channel the Council's recommendations into the State Plan for Vocational Education. Another area in which the Council desired to assist was in developing evaluative criteria for vocational programs. The Council decided that

a study of the availability of vocational education in Virginia should be the number one priority activity for the year. (VSACVE, Minutes, October, 1972)

The State of Virginia was also concerned with the problem of providing a trained work force to meet employment needs. A commission had been established to develop a plan for providing post high school occupational-technical and adult education programs. Dr. Dana B. Hamel, Chancellor of the Virginia Community College System and a member of the Virginia State Advisory Council on Vocational Education, was a member of this commission. Based on his experience in vocational education and the involvement with this commission, he expressed his opinion that a separate board was needed to coordinate and plan for vocational-technical and adult education. Dr. Hamel believed that this Board should serve in an advisory capacity to the Governor. (VSACVE, Minutes, October, 1972)

In other areas of activity, the Council continued efforts in a public information campaign, established cooperative relationships with the State's Manpower Planning Council, and developed contact and interaction with local advisory councils to determine problems and recommendations occurring at the local level. (VSACVE, Minutes, October, 1972)

With the passage of the Educational Amendments of 1972, the State Advisory Councils retained the same responsibilities as under the Vocational Amendments of 1968; however, Section 1058 of Title X (Educational Amendments of 1972) required that the United States Commissioner of Education receive assurance that the State Advisory Councils on Vocational Education (SACVEs) had reasonable opportunity to review and make recommendations concerning the design of the program for which grants were being requested. In order to comply with this procedure, the Virginia Advisory Council had previously established the additional committee on programs and projects. In this legislation, the commissions were initiated to coordinate postsecondary education, including postsecondary vocational education. (These commissions were established in each of the fifty states and came to be called the "1202 Commissions," reflecting the section number of the legislation which established them.) (VSACVE, Minutes, October, 1982)

As evidence of their support for increased funding for vocational education, the Advisory Council recommended that the State Board of [Vocational] Education, the State Board for Community Colleges, the State Council of Higher Education, and the Secretary of Education request a significant increase in legislative appropriations of state funds for vocational education. The Council also decided to

develop a plan to inform the legislators at the appropriate time and in the appropriate manner about the needs of vocational education, as well as to continue the individual contacts between Council members and legislators. (VSACVE, Minutes, April, 1973)

It had also requested that Governor Holton increase the membership on the Council in order to have more representation from business and industry. The Governor had declined to increase the number, but assured Council that more persons from business would be considered for the next appointments. (VSACVE, Minutes, April, 1973)

Fourth Annual Evaluation Report--1973

The Fourth Annual Evaluation Report, 1973, of the State Advisory Council commenced with a series of commendations for actions and accomplishments of the State Board of Education. The primary emphases were placed on the Standards of Quality which were being implemented in the secondary schools across the State, specificity in stating objectives pertaining to vocational education, and state planning in the various phases of vocational education. (1973:x-xi)

Contained in the State Plan evaluation component of the Report were several themes which had been previously championed by the State Advisory Council. The Council called attention to what it perceived as a change in

attitudes towards vocational education and a realization about needing marketable skills. Inadequate funding for vocational programs at the secondary and postsecondary levels, increasing enrollments, needed articulation of vocational programs between secondary schools and community colleges, insufficient counseling and job-placement activities, and continued shortage of qualified professional personnel in vocational education were all topics which the Council brought to the attention of the State Board of Education in this Fourth Annual Evaluation Report.

(1973:1-4)

In presenting its review of the State Plan for FY 1973, the Council noted that the goals had been judged "valid and appropriate." However, the Council set forth eight goals which were suggested as advantageous additions. These recommended goals included: research, placement, public information, organizational plan for vocational education within the local school divisions, preparation of vocational administrative staff, establishment of positions of "local directors" and "supervisors" of vocational education, local advisory councils, and facilities. (1973:17)

When the Council evaluated "The Effectiveness With Which People and Their Need Are Served," five questions were asked. The first question concerned availability of data for planning purposes. It was the Council's opinion that

the data were too fragmented, with various state agencies having different components. The Advisory Council's position was that Virginia would be better served if the data collection was more organized, possibly centralized. (1973:33)

The second question regarded the coordination, or lack thereof, among training agencies. The Council suggested that coordination problems might be eliminated, or at least reduced, with the implementation of the recently mandated Commissions for coordinating education (Educational Amendments of 1972, Title X, Section 1202). (p. 34)

The Council examined the question of how well job placement services were meeting the needs of students. It was recommended by the Advisory Council that secondary schools needed to enhance placement services; community colleges received the Council's commendation on their activities in this regard. In its evaluation of vocational education's involvement in the State's manpower development, the Council found that limited activities existed and encouraged increased involvement and interaction. (p. 34)

The last area of review involved the availability of vocational education to the citizens of the Commonwealth. The Advisory Council found programs in several vocational areas were not readily accessible. Since all indications were for increased enrollments and increased needs by

employers, the Council encouraged more cooperation and coordination among the agencies offering vocational programming to ensure that the economic, societal, and educational needs were met. (p. 35)

In developing its recommendations for 1973-1974, the State Advisory Council relied on data from numerous sources. Five studies had been conducted either by or for the Council; public hearings on vocational education had yielded many comments and suggestions; several activities, workshops, and programs had been attended by Council members; and on-site visits had been made by Council members to educational institutions. Based on the information compiled and the personal experiences and observations, the Advisory Council presented the following recommendations to the State Board of [Vocational] Education. The State Department of Education's responses which document actions taken in an attempt to follow the recommendations are also included.

Recommendation 1: Guidance and Counseling

The Advisory Council included in its Special Report Number One ten recommendations to the State Board of Education for the improvement of vocational guidance and counseling in Virginia public schools. Two of these recommendations are repeated in this report because of their high priority: (1) the officials responsible for guidance and counseling services at the local and state levels should embark on an immediate campaign designed to up-grade the vocational knowledge and guidance competencies of currently employed counselors, and (2) counselor certification should be revised to insure that

school counselors are appropriately prepared in vocational counseling. (Fourth Annual Evaluation Report, 1978:9)

Response: Plans for the Division of Vocational Education for FY 1974 call for a committee to be appointed to develop a plan with the Guidance Service to provide activities for improving vocational guidance. The Division plan calls for implementation of the plan next year and also suggests that guidance counselors be brought in to help with the orientation and exploration program being developed by the Division of Vocational Education. Guidance counselors were invited to participate in the following EPDA [Education Professions Development Act] projects during the current year: (1) Seminar on Career Education at Virginia Commonwealth University; (2) Career Education Project at Virginia State College; (3) Career Education Project at Virginia Polytechnic Institute and State University; (4) Developing Guidance Personnel at VCU; (5) New Trends in Vocational Education--Implications for School Guidance Personnel at VPI&SU. (Fifth Annual Evaluation Report, 1974:63)

Recommendation 2: Continued Expansion of Vocational and Technical Education

Enrollments in vocational and technical education programs in the high schools and community colleges of the state need to be increased substantially to meet the demands of a growing labor force and to enable each student to qualify fully for satisfying employment. To meet this goal, the high schools of the state need to increase their enrollments in marketable skills programs from approximately 30 per cent of the student population to approximately 60 per cent. Also, in the expansion of vocational education in the state, an increased number of training options need to be developed in the school divisions and planning districts. (Fourth Annual Evaluation Report, 1973:9)

Response: The Division of Vocational Education is in full agreement with this recommendation and every effort will be made to serve a greater number of students in occupational preparation programs. The FY 1975 State Plan for Vocational

Education includes a projected increase in enrollment of 26% in FY 1975 and 69% by 1979 when compared with current year enrollments in orientation and exploration programs and occupational preparation programs at the secondary level. This same comparison at the post-secondary level identifies a projected increase of 7% in FY 1975 and 46% by FY 1979. In addition, enrollments in consumer and homemaking programs are expected to increase by 8.5% by FY 1979. We are currently determining those vocational curricula that can be developed into intensified occupational programs for seniors at the secondary level. (Fifth Annual Evaluation Report, 1974:64)

Recommendation 3: Financing Vocational Education

Critical shortages of skilled craftsmen and technicians in the nation's labor force and the lack, in Virginia's secondary and post-secondary school systems, of appropriate vocational programs which give students the opportunity of preparing themselves as technicians or craftsmen lend urgency to expansion of vocational education in Virginia. The State Board of Education and the State Board for Community Colleges should request from the State Legislature significant increases in state funds for vocational education for the 1974-76 biennium. (Fourth Annual Evaluation Report, 1973:10)

Response: As the State Board of Education and the Department of Community Colleges developed their budget requests for the 1974-76 biennium, sufficient funds to support expanded programs and activities were requested. The approved State Board of Education budget included \$43,566,475 in state aid for localities for 1974-76 as compared with \$24,825,000 for the 1972-74 Biennium. This constitutes a 75 per cent biennial increase from general funds. With the existing energy crisis and other factors affecting the future economy and State revenues, the General Assembly postponed certain construction projects for two and four year institutions as well as reducing requested operational funds. Financing education in the public secondary schools underwent substantial revision with vocational funding more closely aligned to the basic aid provided for the general educational program in local school division. This established a base to provide funds to school

divisions for approved vocational programs that previously received no State vocational aid. (Fifth Annual Evaluation Report, 1974:64)

Recommendation 4: Administration of Vocational Education

Rapid expansion in vocational education enrollments, increasing complexity and variety of vocational programs, and the requirements inherent in public accountability mandate creative and efficient leadership for vocational education. The State Board of Education should establish organizational patterns for the administration of vocational education in keeping with the responsibilities and nature of these programs--programs spanning the formal educational system from secondary to post-secondary education. Organizational patterns must allow those speaking for vocational education to articulate effectively and forcefully the needs, mission and priorities of vocational education at the highest levels of decision making.

As a corollary to this recommendation on administrative organization as it relates to vocational education, the Council recommends to the State Board of Education that it include courses in the philosophy and administration of vocational and technical education in the criteria for eligibility of school administrators. (Fourth Annual Evaluation Report, 1973:10)

Response: The Division of Vocational Education in cooperation with local directors of vocational education developed a booklet in 1973 entitled "Local Administration and Supervision of Vocational Education in Virginia." It is suggested in this publication that all divisions should employ a local director of vocational education because of the technical knowledge needed and the multiplicity of duties involved. Various organizational patterns for administering vocational education at the local level are also included. The Division of Vocational Education has placed a high priority on the establishment of this position for each school division in the Commonwealth. The recommendation regarding the inclusion of courses in the philosophy and administration of vocational and technical education in the criteria for eligibility of school administrators has been forwarded to the

Division of Teacher Education and Certification
for appropriate consideration. (Fifth Annual
Evaluation Report, 1974:65)

Recommendation 5: Professional Personnel
Development

The State Department of Education should work with the various institutions of higher education in the state which offer programs for the training of professional personnel in vocational education to increase the supply of teachers, supervisors, administrators, counselors and researchers. The present supply of qualified personnel is inadequate to meet demands. The shortage is especially great in the fields of trades and industrial education, technology, and industrial arts. A substantial increase in the supply of competent personnel is mandatory if future goals for the state, as required by the Standards of Quality, are to be achieved.

The quality of professional personnel in vocational education must also be emphasized. In this regard, it is recommended that the State Board of Education encourage the development of a major research project to construct and validate criteria for vocational teacher education programs. (Fourth Annual Evaluation Report, 1973:10-11)

Response: Local school divisions continue to find it difficult to locate professional personnel in several vocational education fields. We agree that this is especially true in the fields of trade and industrial education and industrial arts. The Division of Vocational Education will continue to encourage the development of quality teacher education programs in the state institutions. The Division's five-year plan includes an objective related to pre-service training which gives attention to the need for the various services to continue to work with the state institutions for providing trained professional personnel to better meet the demand in all program fields. In developing future research priorities, the Division of Vocational Education will give consideration to a project dealing with quality vocational teacher education programs. (Fifth Annual Evaluation Report, 1974:65-66)

Recommendation 6: Articulation

Articulation of programs between the junior high schools and the high schools, between the high school and community colleges, and among the high schools, apprenticeship programs, community colleges, and senior institutions should be researched and improved so that more students will be able to continue effectively their job preparation in breadth and depth as they move from one level of formal schools to another. (Fourth Annual Evaluation Report, 1973:11)

Response: The Division of Vocational Education believes that there is a need for better articulation of programs at all levels. The various services of the Division have given a great deal of thought toward the articulation of programs between the junior high schools and the senior high schools. An exemplary project has been funded for the development of a more in-depth across-the-board orientation program at the middle school level. This is expected to be followed by additional exploratory programs on the eighth and ninth grade level through each of the services. A research project has been submitted to the Department of Health, Education, and Welfare by VPI&SU in cooperation with the Department of Community Colleges and the Division of Vocational Education for developing models for articulation of vocational education curricula between the high schools and the community colleges. It is hoped that this project will help us to bring about a better articulated program between the high schools and community colleges. A cooperative agreement has been developed to provide articulation between the secondary industrial cooperative training program and the apprenticeship program. Continued efforts are being made to develop the same kind of articulation between the secondary laboratory and shop programs in trade and industrial education and apprenticeship training with the employer determining the credit allowed for prior training. (Fifth Annual Evaluation Report, 1974:66)

Recommendation 7: Public Information

While general understanding of the role of vocational education in public education has greatly improved in recent years, much remains to

be done in this important effort. Outdated perspectives of vocational and technical education, harmful opinions about work, and unrealistic attitudes toward collegiate education continue to hamper the development of a positive image of vocational education. Parents, students, professional educators, business and labor leaders, and the general public must be made aware continually of the critical need to expand and improve vocational opportunities for youth and adults for both economic and social reasons. It is important that the State Board of Education for Community Colleges strengthen their current activities in public information with respect to vocational education. (Fourth Annual Evaluation Report, 1973:11)

Response: The need for a state level public information program and on-going public information programs at the local level is recognized by the Division of Vocational Education. Although some activities are taking place there is still a need for an effective continuous program of public information including local programs. The Division of Vocational Education, in cooperation with the Local Directors of Vocational Education, has disseminated a booklet to all local school divisions on public information programs for vocational education. During the past year four radio and TV spots developed within the Department of Education were made available to all stations and a request that they be used as public service spot announcements. Articles have been developed and released to the news media. The Division has requested an additional position at the supervisory level for local planning and evaluation with major emphasis on assisting school divisions to work closely with business and industry and to develop meaningful programs of public information about vocational education. (Fifth Annual Evaluation Report, 1974:67)

Recommendation 8: Students with Special Needs

The Division of Vocational Education and the Division of Special Education in the State Department of Education will need to work cooperatively in supplying local school divisions with appropriate assistance and resources for developing and implementing vocational programs

for handicapped children. In the State Plan for Vocational Education, it is estimated that there are now enrolled in the public schools 31,465 handicapped young people (age 14-18) who need vocational training. Currently, programs have not been established in the schools to meet the vocational needs of this number of handicapped students. (Fourth Annual Evaluation Report, 1973:12)

Response: The Department of Vocational Rehabilitation, the Division of Special Education, and the Division of Vocational Education have entered into an agreement which will provide for joint cooperative efforts for better serving the vocational needs of handicapped students in Virginia. This agreement revises the previous one between the Department of Vocational Rehabilitation and the Division of Vocational Education and incorporates the Special Education Division as a part of the agreement. Cooperative efforts between vocational and special education during the past two years have brought about the establishment of 33 projects serving handicapped students. A continuation of this effort into the 1974-76 biennium is expected to expand these special programs in 20 to 30 additional school divisions. Through this three-way agreement a program serving the comprehensive needs of handicapped individuals will be provided. (Fifth Annual Evaluation Report, 1974:67-68)

Recommendation 9: Local Advisory Committees

The Virginia State Board of Education should continue to emphasize the necessity for and the advantages of local advisory committees to keep vocational programs relevant to the needs of students (youth and adults), labor, and business and industry. A major goal in this regard is to have an across-the-board advisory committee for vocational education in each school division of the state. (Fourth Annual Evaluation Report, 1973:12)

Response: One of the specific objectives in the Five-Year Plan for the Division of Vocational Education is to develop a plan to promote the organization and utilization of local advisory committees. This plan is to be developed by March, 1975, and is evidence of the importance

placed on advisory committees by the Division. At a recent conference for local directors of vocational education, a great deal of time was spent encouraging local directors to organize advisory committees for vocational education. All program fields will, as a part of their summer conferences, include inservice activities centered around the utilization of advisory committees by September, 1976. As program standards for vocational education are established by the State Board of Education, consideration should be given to require by an appropriate date that an approved program of vocational education will have an established advisory committee. This recommendation will be given full consideration as the plan to promote the organization and utilization of local advisory committees is developed. (Fifth Annual Evaluation Report, 1974:68)

Recommendation 10: Program Standards and Guidelines

With the change that is occurring in the overall financing of vocational education in the public schools of Virginia, as required under the Standards of Quality, it is of utmost importance that the Vocational Education Division of the State Department of Education establish appropriate standards and guidelines to be used in the determination of local program approval and financial support. It is necessary that the Division be adequately staffed to assist the localities in the implementation of local programs in keeping with the approved standards and guidelines. (Fourth Annual Evaluation Report, 1973:12)

Response: The Division of Vocational Education has included in its five-year plan an objective to have program standards approved by the State Board of Education and disseminated to local school divisions by July 1, 1975. (Fifth Annual Evaluation Report, 1974:69)

Recommendation 11: Job Entry Skill Research

The Standards of Quality objective which states that by "June, 1976, at least 90 percent of high school graduates not continuing formal education have a job entry skill" makes it highly

important that research be conducted to determine entry level skills for the various occupations in which students may enroll for instruction. Research of this nature (indicating what students can do when they finish a particular program) is important, not only at the high school level, but is equally important at the community college level, and it is necessary to effect the articulation of programs between the high schools and the community colleges. (Fourth Annual Evaluation Report, 1973:12-13)

Response: The occupational preparation programs of vocational education have as their objective job-entry marketable skills for an occupation or cluster of occupations. Curriculum guides and instructional materials for these programs incorporate in the objectives the skills and knowledge to be acquired by students. The Division of Vocational Education is participating in a consortium with seven states under the coordination of the Southern Association of Colleges and Schools to develop catalogs of performance objectives which better identify specific tasks required of students in order to reach minimum entry levels of proficiency. During this year catalogs of objectives in 17 occupational categories are under development. It is anticipated that an additional 15-20 catalogs will begin next year. (Fifth Annual Evaluation Report, 1974:69)

Recommendation 12: Vocational Student Organizations

In trying to analyze and recommend ways to improve the vocational education delivery system, the Advisory Council has not previously acknowledged the important role played by the vocational student organizations. The Advisory Council believes that students in each area of vocational education should have the opportunity to participate in organizational activity programs in the area of their occupational interest and preparation. The goals of the respective organizations should be to involve all vocational education students in the wide range of activities provided by the organizations. The Advisory Council is highly supportive of Virginia vocational student organizations and would strongly encourage the appropriate staffs (local

and state) to make a special effort toward increasing the membership of vocational students in the vocational student organizations in every way possible. (Fourth Annual Evaluation Report, 1973:13)

Response: All services within the Division of Vocational Education recognize the many benefits afforded students through the vocational youth organizations. We agree with the Council that every effort should be made to increase membership in these organizations. The Division Five-Year Plan includes an objective of a total membership of 105,020 by 1979. This is a projected increase of 64% over the current membership of 63,840. Other efforts are being made to strengthen the vocational youth organizations through the newly formed Virginia Vocational Youth Organization Council. This Council is made up of representatives from each organization, and their primary purpose is to identify and work with common problems and to jointly participate in such activities as leadership development. The Council will develop a long-range program of work by June, 1975. (Fifth Annual Evaluation Report, 1974:70)

1973-74

Continued emphasis was placed on Council's involvement and visibility, funding for vocational education, gaining more knowledge concerning various aspects of delivering vocational-technical education, and having more input into the State Plan for Vocational Education. Coordination with the State's manpower activities and cooperation with private schools offering programs in vocational education, also consumed much of the Council's time.

Studies had been sanctioned by the Advisory Council in the areas of vocational teacher training programs, availability of vocational education in Virginia, guidance

and counseling services in the State, and better utilization of facilities. Many recommendations resulted from these studies. The concern regarding a continuing teacher shortage in vocational education was of major importance. Ten recommendations for improving guidance and counseling activities were presented. More programs in identified areas were suggested as a result of the assessment on the availability of vocational education. (VSACVE, Minutes, June, 1973)

Another reappearing issue involved the lack of communication between community colleges and secondary schools, and even between the state agency staffs representing these two groups. This situation was blamed for the sparse participation of community colleges in the State Plan. Continuing its efforts for public awareness of vocational education, the Advisory Council arranged to have films made, which could be used to tell vocational education's story. The State Department of Education was concurrently assisting its local school divisions with public information programs and with the administration and supervision of vocational education. (VSACVE, Minutes, June, 1973)

A new timetable had been adopted for the completion of the State Plan which would allow the Advisory Council a much greater opportunity for input. George Orr, the Director of

Vocational Education for the State Department of Education, informed the Council members that the State Board of [Vocational] Education had developed a growing respect for the Advisory Council and that its recommendations would be considered in the establishment of vocational education policy. There was also a new reimbursement procedure which would be based on the number of students enrolled in a vocational program, rather than on the individual teacher. (VSACVE, Minutes, October, 1973)

Concern had also developed because of a lack of involvement between the Council and the Governor's Manpower Council (GMC). The GMC was considering educational requirements and occupational training necessary for various occupations. The Advisory Council believed that its input should be obtained. (VSACVE, Minutes, October, 1973)

The third meeting of FY 1973 focused on articulation, from the secondary and community college viewpoints, on better utilization of vocational facilities by community colleges, vocational-technical centers, and comprehensive high schools, and the further efforts on publicity. Governor Mills E. Godwin had narrated one of the television segments which had been developed. Dr. Rufus W. Beamer, Executive Director, was complimented for his time in addressing various groups throughout the state on behalf of vocational education. It was felt that these activities

gave more visibility to the State Advisory Council.

(VSACVE, Minutes, April, 1974)

The last meeting of 1973-1974 was held at Virginia Beach. Discussions regarding child labor laws and the possibility of the Council developing materials to be used as a "ready reference" to the laws and regulations received much attention. The federal legislation which created the Comprehensive Employment and Training Act (CETA) was discussed. At this point, only one segment of the proposal had passed, but there was opportunity for CETA to have implications for vocational education. The Governor had appointed more representatives from business and industry as the Council had recommended. Federal vocational education legislation was still in draft form and other constituencies, including the American Vocational Association (AVA), had submitted items for consideration for inclusion in the legislation. Standards of Quality for 1974-75 included a standard and objectives pertaining directly to vocational education. Changes to the by-laws were adopted. (VSACVE, Minutes, June, 1974)

Fifth Annual Evaluation Report--1974

The theme of the Fifth Annual Evaluation Report, 1974, centered on the Standards of Quality Objectives for Public Schools in Virginia, specifically the objective which stated: By June, 1976, at least ninety per cent of high

school graduates not continuing formal education should have a job entry skill.

Responding to the evaluation component involving the State's mission, goals and priorities which were established in the State Plan for Vocational Education, the Virginia State Advisory Council commented on the appropriateness of the mission statement. The Council suggested the addition of three goal statements involving 1) public information; 2) local advisory councils; and 3) procedures for program planning. (Fifth Annual Evaluation Report, 1974:3-4)

Further evaluation by the Council revealed that there were discrepancies between the goals proposed and the ability of the State to accomplish the goals because many students who might benefit from vocational education, secondary students and adults, were not enrolled in any vocational courses (1974:4).

Other problems were identified relative to vocational education and manpower development. It was the premise of the Council that more coordination was needed among the providers of vocational education and the users of vocational graduates. The Council's contention was that if better planning did not occur an "imbalance" would result in those persons trained and the needs of employers as dictated by economic situations. (1974:5-7)

Delineated in this evaluation report was the progress made on several of the previous year's State Plan Objectives. Overall, the Advisory Council was positive about the accomplishments of vocational education as compared with the stated objectives. (1974:9-13)

The second major focus of the evaluation of vocational education rested on the "effectiveness with which people and their needs were served." Eight questions were asked and the answers comprised the Council's assessment. Concerning availability of data for planning purposes, the Council found that the needed data existed, but that problems were encountered in collecting the data from the many sources and compiling the pieces into a meaningful composite that provided the structure which was necessary for effective planning. (1974:17)

An examination of the coordination which existed among the various educational levels and agencies highlighted the implementation of coordinating committees which had been approved by the General Assembly during the 1974 session. These committees would be aligned with the existing community college districts and would serve as the vehicle to accomplish planning and coordination among the offerers of education and training. (1974:18)

The Council evaluated job placement for graduates, involvement of vocational education in manpower development,

availability of vocational education for all populations, educational levels attained by Virginia's public school students, provision of career education, and student opinions regarding the adequacy of vocational education in meeting their needs (1974 19-23).

An analysis of the Advisory Council's recommendations in relation to the responses afforded these recommendations by the State Department of [Vocational] Education was the third component of this evaluation report. The Council recommendations and State Board responses were as follow for the 1973-1974 Fiscal Year:

Recommendation 1: Professional Personnel Needs

The State Advisory Council recommends that the State Board of Education work with the State Council for Higher Education, the State Board for Community Colleges, and the colleges and universities in the State which offer programs for the training of professional personnel in vocational education to increase the supply of teachers, supervisors, administrators, counselors, and researchers. The present supply of qualified vocational personnel is inadequate to meet the demands of this rapidly growing program of public education. Critical shortages of teachers exist in the fields of industrial arts education, trades and industrial education, agricultural education, and health occupations education. The field of distributive education is experiencing moderate shortages and business education and consumer and homemaking are currently experiencing very low or no shortages of teachers. (Fifth Annual Evaluation Report, 1974:vi)

Response: In updating the annual and long-range plan for the Division of Vocational Education, the Division Planning Council identified as a high priority the need to correct teacher shortages in those areas where they exist. An objective is

included in the Division Plan and also in Table 3 of the FY 1976 State Plan for Vocational Education that calls for the development of a plan, by June 30, 1976, to eliminate teacher shortages in those areas where shortages exist. The action program for meeting this objective directs each Vocational Education Service where teacher shortages exist to develop, by January 1, 1976, appropriate recruitment materials and to explore the possibility of expanding teacher education programs. (Sixth Annual Evaluation Report, 1975:64)

Other actions called for include developing techniques by a committee of teacher educators and State staff for better communication of teaching opportunities in vocational education; determining possibilities for increased State scholarship funds being directed toward areas where teacher shortages exist; and giving a high priority under Educational Professional Development Act Projects to applicants pursuing vocational education programs leading to certification in those areas where there is a shortage of personnel. (Sixth Annual Evaluation Report, 1975:65)

Recommendation 2: Creation of Local
Advisory Committees

Through public hearings, conferences with employers, and other experiences, the State Advisory Council on Vocational Education has concluded that each school division should have a general vocational education advisory committee to advise the Board of Education relative to the planning and operation of vocational education programs. Therefore, the Advisory Council recommends to the State Board of Education that it take a more aggressive role in encouraging each school division receiving State and Federal funds for vocational education to establish a general vocational education advisory committee. It also recommends that these committees be organized in accordance with guidelines and standards established by the Division of Vocational Education and that the Division of Vocational Education provide the local school systems assistance in establishing the advisory committees. (Fifth Annual Evaluation Report, 1974:vii)

Response: Definite steps have been take by the Division of Vocational Education to take a more aggressive role in encouraging each school division to establish general vocational education advisory committees.

1. Listed in the Annual and Long-range Improvement Plan for the Division of Vocational Education and in Table 3 of the FY 1976 State Plan for Vocational Education is this statement: "By June 30, 1980, 115 school divisions will have organized local general vocational education advisory committees in accordance with a plan of the Division of Vocational Education."
2. Steps have been taken to implement this objective as follows:
 - A. The State Plan for Vocational Education for 1975-76 includes for the first time a section emphasizing the necessity for advisory committees.
 - B. A survey is underway to identify those school divisions with an existing advisory committee.
 - C. A grant has been awarded to Virginia Commonwealth University to develop a manual of organization and operation of general advisory committees to be made available to school divisions by August 1, 1975.
 - D. The same grant will provide for the compilation of a reference file of materials at VCU concerning advisory committee organization, implementation, operation, and evaluation.
3. Plans are in the making to give assistance by Department Staff members and vocational teacher educators to localities when requested in the organization and operation of local advisory committees.

4. Discussions have taken place with the State Advisory Council concerning a workshop for members of local general advisory committees for vocational education and concerning a means whereby local advisory committees may become affiliated with the State Advisory Council. (Sixth Annual Evaluation Report, 1975:65-66)

Recommendation 3: Utilization of Vocational Education Facilities

The Virginia Advisory Council on Vocational Education in its efforts to assist and advise the State Board of Education in the improvement and expansion of vocational education recommends to the State Board of Education that the Division of Vocational Education build into its Vocational Education Management Information System (VEMIS) a component that would provide up-to-date information on the availability and utilization of vocational education facilities and equipment in the vocational technical centers and the comprehensive high schools. This same recommendation is directed to the State Board for Community Colleges. Data of this type are needed for the Advisory Council to make evaluation judgments about unnecessary program duplication between the community colleges and the public schools, program expansion possibilities in present facilities, the need for additional facilities, and the general overall utilization and effectiveness of present facilities and equipment. (Fifth Annual Evaluation Report, 1974:vii)

Response: Closer attention is being given to the expansion and utilization of vocational education facilities by the Vocational Education Division. There are still approximately 50 school divisions that have not constructed additional vocational facilities within recent years. Some of these are too small to justify a vocational facility that meets the requirements of an area center. Others should combine their efforts with one or more other school divisions to justify a larger, more practical area center. Therefore, the Division of Vocational Education will be taking a much closer look at these possibilities before approving additional construction. In assisting school

divisions with the planning of additional vocational facilities, a more critical evaluation of what is already available within planning districts will be made by the Division of Vocational Education. In the revision of the local vocational education planning document, a report will be included which will provide additional information that shows the capacity and utilization of vocational education facilities in each of the local school divisions. The Virginia Community Colleges currently complete a quarterly facility utilizations report which contains information about the days and hours of utilization for each instructional space or room. Information provided through this report along with the information to be provided by local school divisions will establish a base for determining the utilization effectiveness of existing facilities and equipment. (Sixth Annual Evaluation Report, 1975:67)

Recommendation 4: Placement Services

The Advisory Council has taken note of the Student Job Placement Service Project that the Division of Vocational Education is presently conducting in cooperation with nine local school systems under the Part D section of the Vocational Education Act. The overall purpose of this project is to demonstrate the feasibility of schools assuming the responsibility for the placement of secondary students at every exit level and to arrange for a systematic, effective job placement capability that will serve all students in the secondary schools.

The Advisory Council believes that these pilot programs have met with a great deal of success, and it recommends to the State Board that the placement and follow-up service arranged for in these pilot projects be extended to all secondary schools operating a vocational program. (Fifth Annual Evaluation Report, 1974:viii)

Response: The Division of Vocational Education believes that students should be provided with whatever services are needed to help them progress to the next step whether it is to continue their education or to enter employment. The five-year improvement plan developed in December of 1974 calls for at least 40 school divisions to have established placement services by July 1, 1978.

The 1975 General Assembly approved a Bill stating: "On and after September one, nineteen hundred seventy-six, each school board shall make available to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the public schools in the school division." The Department of Education is in the process of determining ways to be of assistance to local school divisions as they establish and provide such employment counseling and placement services. (Sixth Annual Evaluation Report, 1975:68)

Recommendation 5: Guidance and Counseling

In its Fourth Annual Evaluation Report the Advisory Council included two recommendations to the State Board of Education pertaining to the improvement of vocational guidance and counseling in the public schools of Virginia. These recommendations are repeated in this report because of their importance in the development of vocational education programs in the public schools. The recommendations are:

1. The officials responsible for guidance and counseling services at the local and state levels should embark on an immediate campaign designed to upgrade the vocational knowledge and guidance competencies of currently employed counselors.
2. Counselor certification should be revised to insure that school counselors are appropriately prepared in vocational counseling. (Fifth Annual Evaluation Report, 1974:viii)

Response: Plans for the Division of Vocational Education for FY 1976 include a committee that has been appointed to develop a plan with the Guidance Service to provide activities for improving career guidance and counseling. The Guidance Service, the Career Education Service and the Division of Vocational Education will conduct a Leadership Conference for Career Counseling in May, 1975. Local supervisors of guidance, local directors of vocational education, and the person designated in

each local school division as being responsible for Objective 2 of the Standards of Quality are invited to attend. It is anticipated that regional and local conferences on career counseling will be conducted for counselors and vocational educators during the 1975-76 school year. Plans for the Division of Vocational Education and/or plans for the Guidance Services also call for the following activities.

1. To work more closely with school divisions to assist them in implementing Objective 2 of the Action Program, Standards of Quality which states "By June 1976 at least ninety percent of high school graduates not continuing formal education should have a job entry skill."
2. To work more closely with the State Division of Elementary and Secondary Education to seek their assistance in the implementation of Objective 2 of the Action Program, Standards of Quality.
3. To work more closely with counselor educators and vocational educators in Virginia colleges and universities to emphasize the career guidance and counseling aspects of counselor and teacher training and preparation.
4. To work more closely with local school division administrators in providing current occupational and vocational information and materials for counselor and teacher use with students.
5. To seek more local school division administrative support in providing optimum conditions for effective career guidance and counseling, as well as providing opportunities for counselors to work more closely with business, industry, the community, and other agencies.
6. To work closely with the Division of Teacher Education in its current study of qualifications to be established for guidance counselors. (Sixth Annual Evaluation Report, 1975:69-70)

1974-1975

Legislative changes and proposed legislation were having an impact on State concerns and possible organizational structures. At the federal level the CETA legislation and the proposed vocational legislation were being debated. The prescriptions of the Educational Amendments of 1972 were being initiated in the states. The National Advisory Council was issuing suggestions for more consistency in State Advisory Councils' annual evaluative reports. The Virginia State Advisory Council was becoming concerned about its own activities and undertook steps to ascertain in what types of activities other state advisory councils were engaged. Enrollments in community colleges were continuing to grow, as well as program offerings. The general atmosphere in the State was in a growth mode, although unemployment was increasing. During 1974-1975, the Council held its meetings in Dublin, Danville, Fredericksburg, and Abingdon.

The Advisory Council took positions on various proposed items of legislation and on recommendations resulting from studies conducted under the auspices of the Council. Based on the information in a study conducted by Dr. Dewey Adams on "Teacher Supply and Demand in Vocational Education in Virginia," it was recommended that Dr. Beamer work with Dr. Adams on a proposal to get students appropriate credit for

work experience and favorable consideration of the occupational-technical transfer student from a community college to a vocational teacher education program at Virginia Polytechnic Institute and State University (Virginia Tech). The Council also supported the position of increasing the value of State Teachers' Scholarship Loans from \$350 to \$700 for students in fields where the supply is short of the demand. (VSACVE, Minutes, October, 1974)

Another concern centered on a proposed amendment to be included in the vocational education legislation regarding the establishment of a Council on Adult Education. The Council sent a letter to Governor Godwin expressing the belief that the Advisory Council should handle the responsibilities of an Adult Council. (VSACVE, Minutes, October, 1974)

The National Advisory Council on Vocational Education (NACVE) had sent an outline to the State Advisory Councils for suggested use in preparation of the Annual Evaluation Reports. The Virginia Advisory Council was using a format which closely resembled the one supplied by NACVE. Two additional points were included:

- a) The role of post-secondary vocational education in the state and the articulation between secondary and post secondary institutions.

b] Vocational education research (VSACVE, Minutes, October, 1974)

The Council adopted the position of supporting a proposal made to Congress that a single state agency concept of dealing with federal funds be continued. As a result of Council's recommendation regarding General Vocational Education Advisory Committees, the State Department of Education, Division of Vocational Education was endeavoring to get local councils established. Also, because of Council's recommendations on guidance and counseling, the State Department was sponsoring a series of conferences to improve career counseling. (VSACVE, Minutes, April, 1975)

Governor Godwin had decided to apply for a 1202 Commission for Virginia and assign the functions to the State Council of Higher Education. There would also be an advisory group established to ensure a balanced representation of the public. Dr. Beamer and two Council members had been appointed to this group. (VSACVE, Minutes, April, 1975)

The Council voted to initiate a newsletter to keep members informed of the current activities, priorities, and programs. State and federal governments continued monitoring efforts. The Community College System was audited by the Joint Legislative Audit and Review Commission (JLARC). JLARC would become a permanent part of the state

legislative staff and every state organization would be subjected to this type of evaluation. From the federal level, after a conference held in Washington, D. C., a task force was set up in every state to study the certification of guidance counselors. (VSACVE, Minutes, June, 1975)

Sixth Annual Evaluation Report--1975

The Sixth Annual Evaluation Report of the Virginia State Advisory Council used the same cover as in the previous year, thus drawing attention to a theme of "The Need: Education with a Marketable Skill." Further emphasizing support for this Standard of Quality as passed by the General Assembly of Virginia and the State Board of Education, the 1975 Annual Report began with an introductory section which presented a brief historical perspective on legislation involving vocational education and the intent of the U. S. Congress in the passage of the 1968 Vocational Education Amendments (P.L. 90-576).

An overview of the Council's evaluation was presented in summary form. Several concerns surfaced and were reported here. Primarily the Council related the problems of too few persons being trained for technical jobs and the failure on the part of the State to provide "ready access," as intended by Congress, to occupational education for all of its citizens. Another inadequacy as identified by the Council was the inadequate interaction between business and

industry with the providers of vocational education. The Council believed input from the users of vocationally trained students was imperative to well-planned program development, initiation, and assessment (Sixth Annual Evaluation Report, 1975:1-3).

A recurring problem again expressed by Council involved the lack of adequately trained administrators, supervisors, counselors, teachers, and teacher educators. This problem was becoming serious since the enrollments in vocational education programs were increasing. Compounding this problem were two of the recommendations contained in several major studies which involved providing additional program choices for students and incorporating a work experience as an educational component for students. The implementation of either of these recommendations would require additional teachers and, possibly, administrators (p. 3).

Attempting to assess the climate for vocational education from various constituencies involved in education and the public-at-large, the Council developed a questionnaire to ascertain opinions from individuals in these groups. Four primary topics were addressed in the questionnaire which consisted of 29 individual questions, some of which had sub-parts. These topics included:

- 1) The philosophy of the respondents toward vocational education.
- 2) Who the respondents thought needed vocational education.

- 3) What methods should be used to finance vocational education.
- 4) Possible future directions of vocational education. (Sixth Annual Evaluation Report, 1975:71)

As a component of the Council's function to advise the State Board of [Vocational] Education, the following recommendations were made to the Board for the improvement and enhancement of the State's program of vocational education. Following each recommendation is the response made during the subsequent year by the State Board of [Vocational] Education and its staff to the Council's recommendation.

Recommendation 1: Administration of Vocational Education

Rapid expansion of vocational education enrollments in both secondary and post secondary schools, increasing variety and complexity of vocational education programs, the need for coordination, articulation, and improved planning, and the requirements inherent in public accountability mandate effective and efficient leadership in vocational education. The State Board of Education should establish, or cause to be established, organizational patterns for the administration of vocational education in keeping with the responsibilities and nature of these programs--programs spanning the formal educational systems from secondary to post secondary education. Organizational patterns established must allow those speaking for vocational education to articulate effectively and forcefully the needs, missions, and priorities of vocational education at the highest levels of decision making.

As a supplement to this recommendation on the administrative organization of vocational education in the public education system of Virginia, the Council recommends to the State

Board of Education that it include relevant vocational education experiences in the certification requirements for school administrators. (Six Annual Evaluation Report, 1975:11).

Response: The Division of Vocational Education believes that every local school division should consider appointing a director of vocational education. In small school divisions where it may not be feasible to appoint a person to this position full-time, it is recommended that a local director be appointed jointly with one or more adjoining school divisions. Experience has shown that vocational education is strengthened where the responsibility for the total program is delegated to an individual in the organizational structure who is at the policy-making level. The location of a position within a given organizational structure tends to influence how the position is viewed by others both inside and outside the organization. The individual selected to direct vocational education should be granted authority commensurate with the responsibilities and should hold a position in the organization equal to the complexities and importance of the functions to be carried out.

The Division of Vocational Education will continue to work toward an increased number of local school divisions being served by local directors of vocational education. This is evidenced by an objective contained in Part II, Table 3 of the State Plan for Vocational Education which calls for 70 local directors by 1977 and 86 by 1981. Efforts will be made to cause these positions to be located in organizational structures as identified in the publication, "Local Administration and Supervision of Vocational Education in Virginia." This publication was developed by the Division of Vocational Education in cooperation with the local directors of vocational education.

The supplement to this recommendation related to the inclusion of relevant vocational education experiences in the certification requirements for school administrators is being forwarded to the Certification Committee for its study. Also, key individuals in schools providing training in school administration will be contacted and a

review made of curriculum content presently included related to vocational education. The findings from these contacts will be reported back to the State Advisory Council on Vocational Education prior to January 1, 1977. (Seventh Annual Evaluation Report, 1976:31)

Recommendation 2: Alternative School Programs

The Advisory Council has taken note of several studies on educational reform in the public high schools of the State and Nation. These studies conclude that "formal schooling" is doing little or nothing for a large number of the young adult population 14 through 20. They have "dropped out" of school, or they are "truant." These studies reveal also that formal schooling is making little impact on another large group, those who stay in school. These students graduate, but appear to gain little from their school experiences. These studies generally call for a more structured mixing of schooling and work. They emphasize work and the development of competencies for becoming a "responsible worker" as a principal focus in the transition from adolescence to adulthood. Toward this end, the studies propose bring students into the work force earlier as a way of preparing them for adulthood and providing an outlet for their idealistic, creative, and constructive energies.

On the basis of studies reviewed and other evidences available, the Council recommends the following for the consideration of the State Board of Education:

1. It should be the policy of the school districts to provide vocational education for all youth and adults of the districts to the end that no student drops out of school who is unprepared to enter the world of work, no student graduates who does not have a salable skill for productive work or college education, and no adult is denied educational opportunity to become properly employed.
2. Schools should be encouraged to develop program alternatives within schools to provide curricular choices for parents and students. For example:

- a. Have businesses and industries cooperative with the schools and provide on-the-job training as a substitute for "regular school."
- b. Have special training courses which should prepare students for jobs.
- c. Give greater support and priority to the expansion of existing cooperative vocational education school programs. (Sixth Annual Evaluation Report, 1975:11-12)

Response: The Division of Vocational Education has supported alternative programs in several schools now in operation, such as the U. J. Thomas Vocational Preparatory School in Hampton, the S. H. Clarke Vocational School in Portsmouth, and the Transition School in Norfolk. The Division, through Part G projects, supports 31 alternative school programs in 16 school divisions. Plans are underway to increase the number of Part G programs in inner city schools and elsewhere as needed.

The Division is currently exploring various ways of conducting alternative vocational education programs keeping in mind that alternative programs, as well as regular programs, must satisfy the search of individuals for their own life values. It is not just a matter of fitting individuals into certain slots because the slots are there, it is a matter of assisting individuals to find places in the world of work suitable to their needs. It is a matter of career counseling, proper placement in school and/or at work, value judgments, and understanding teachers and advisers. Examples of alternative vocational education programs or methods under consideration include the following:

1. For some students, the entire school program should be organized around vocational education. Occupational preparation is the central focus of the program and all other aspects of the educational program are related directly to what is needed for a specific occupation or occupational center. Personal characteristics for job success are also included.

2. Individualized alternative programs which allow potential dropouts to remain in the regular vocational class, shop or laboratory most of the day until they develop the competencies needed for successful employment.
3. For dropouts, courses can be offered after school hours and in the evening. Shops and laboratories are available during these hours and qualified employed workers or retirees are available for teaching during these times.
4. Since the Work Experience Career Exploration Program has become a permanent law, it is now possible to offer disadvantaged students 14 and 15 years of age a cooperative education program especially designed for them. This program is to be open to students in all occupational areas.
5. More combinations of in-school and work education programs. The Division has developed definitions for the various types of work education used in vocational education programs.
6. Open entry/open exit programs. These programs cost approximately one and a half times the cost of regular vocational education programs. They require their own facilities and faculties, emphasize counseling, small classes of 10 to 12 students, and a rearrangement of curriculum into short intensive instructional units which focus on developing job competencies in small segments of an occupational program. Students are in school six to eight hours a day, spending four to six hours in the shop or laboratory, one hour on related education, and one on basic education. Centers of this type should be of a regional nature or located in large population centers to make possible sufficient enrollment for a variety of occupational choices.

At present, the General Assembly is considering as part of the Standards of Quality, 1976-78, provisions for alternative vocational education programs. The FY 1977 State Plan for Vocational Education includes a strategy which calls for a committee to review the grade-level structure of occupational preparation programs at the secondary level and develop recommendations for possible alternatives to the present structure. (Seventh Annual Evaluation Report, 1976:32)

Recommendation 3: Local Vocational Education Advisory Committees

The successful implementation of Recommendation Number 2 (Alternative School Programs) will require the help of employers, trade unions, and the lay public. Educators cannot provide all of the different types of experiences needed by students in developing marketable skills within the confines of the school. It becomes imperative that a systematic working relationship be established between business, industry, and labor, and education. The State Advisory Council believes the establishment and utilization of local advisory committees represent a sound strategy for developing an effective working relationship between business, industry, and labor, and education. In this regard, the Council wishes to repeat for emphasis and urgency its recommendation on the establishment of advisory committees made in its Fifth Annual Evaluation Report (1974).

Through public hearings, conferences with employers, and other experiences, the State Advisory Council on Vocational Education has concluded that each school division should have a general vocational education advisory committee to advise the Board of Education relative to the planning and operation of vocational education programs. Therefore, the Advisory Council recommends to the State Board of Education that it take a more aggressive role in encouraging each school division receiving State and Federal funds for vocational education to establish a general vocational education advisory committee. It also recommends that these committees be organized in accordance with guidelines and standards established by the Division of Vocational

Education and that the Division of Vocational Education provide the local school systems assistance in establishing the advisory committee. (Sixth Annual Report, 1975:12-13)

Response: The Division of Vocational Education is in full agreement with the Council related to the importance of local advisory councils. As indicated in the response to this recommendation in Council's December, 1974 report, definite steps have been and continue to be taken by the Division of Vocational Education to take a more aggressive role in encouraging each school district to establish general vocational education advisory councils. In the response to the Council a year ago, it was indicated that (1) a survey was underway to identify those school divisions with an existing advisory council (2) a manual for the organization and operation of general vocational education advisory councils was being developed along with a file of materials on advisory council functions; (3) assistance would be given to school divisions and (4) a cooperative undertaking between the Council and the Division of Vocational Education to establish a statewide workshop for members of local advisory councils was under discussion.

Since providing that response, the following actions have taken place:

- (1) The survey was completed with 100 percent response from the local school divisions which included 94 counties, 33 cities, 3 towns, and 8 jointly operated vocational education centers. Forty of the respondents indicated that they had general advisory committees with representatives from the community labor market; 22 reported their councils were composed largely of school division personnel and were not representative of their community's labor market; 57 reported a different type of organization from the recommended general vocational education advisory council; 19 reported that they did not have a general vocational education advisory council.

- (2) The Manual of Organization and Operation of General Vocational Education Advisory Committees have been completed and distributed to the local school divisions and a materials file on advisory committees for reference purposes has been established at Virginia Commonwealth University.
- (3) Several school divisions have been assisted by the Supervisor of Local and Regional Planning in establishing or re-activating an advisory committee.
- (4) Plans have been completed by the State Advisory Council for a statewide conference for local advisory council leaders and other personnel to be held May 23-25.

We have continued the objective in the FY 1977 State Plan of 115 school divisions having general vocational education advisory councils by June 30, 1980. Each vocational education program field will, as a part of their summer conference, include in-service activities related to the utilization of advisory committees. (Seventh Annual Evaluation Report, 1976:33)

Recommendation 4: Job Opportunities and Career Preparation

Evidences available to the Advisory Council indicate that there is developing a probable imbalance between enrollment structure in Virginia's school system and the projected work force structure of the economy for the decade of the 70's and beyond. There are at least four serious implications to this imbalance:

1. The difference between job expectations and job availability will affect an estimated 20 percent of the student population.
2. Many students will have to settle for jobs considerably below or different from their expectations.
3. A disproportionate amount of educational resources is invested in the preparation

of the professional labor supply as compared to the demand.

4. Advisement and students' career decision-making processes are not based on reality.

The Advisory Council recommends that the State Board of Education and other educational planners in the State, including the Legislature, the State Council of Higher Education, the Governor's Office, and the State Community College Board, give due consideration to this imbalance between the occupational demands of Virginia's economy and the supply of persons produced by Virginia's educational and training system as they project programs and establish budgets. (Sixth Annual Evaluation Report, 1975:13)

Response: An important activity is currently taking place through the Governor's Manpower Services Council related to providing labor supply and demand information to various State agencies in a format that is suitable for planning purposes.

The Information Services Committee of the Governor's Manpower Services Council adopted as one of its function for the current fiscal year to develop a "Supply/Demand Occupational Information System" for Virginia. This informational system will be designed to serve the needs of all state agencies involved in occupational education. When this system is implemented, it should assist program planners in vocational education in better determining the supply and demand of trained workers in the various occupational areas.

The Information Services Committee has appointed a task force to study and recommend a model for developing the Supply/Demand Information System. A member of the Vocational Education Staff is representing the Division of Vocation Education on the Information Services Committee and on the special task force.

This activity should provide educational planners in the State, including the Legislature, with information that can be interpreted more readily by all individuals and agencies related to the educational requirements needed for these occupations where the demand is greatest.

The Division of Vocational Education believes this will further support data already available which indicates that approximately 65 percent of our young people coming along will be going into occupations that do not require formal education beyond high school. It is essential that we recognize and support occupational preparation programs which provide job-entry skills closely related to the demand.

The 1976-78 Standards of Quality approved by the State Board of Education and subject to General Assembly approval includes a standard on career preparation which speaks to career guidance and program choices at the secondary level to enable students to continue successfully in education or enter the world of work. (Seventh Annual Evaluation Report, 1976:33)

Recommendation 5: Job Entry Skill Research

The Standards of Quality objective which states that "By June 1976 at least ninety percent of high school graduates not continuing formal education should have a job entry skill" makes it highly important that research be conducted to determine entry level skills for the various occupations in which the student may enroll for instruction. The report of the Special Study Committee for Senate Joint Resolution No. 60 submitted to the Virginia State Board of Education June 27, 1975, also speaks to this need when it "recommends that the State Board of Education direct its staff (with the assistance of local school personnel, citizens groups, and private employers) to develop graduation requirements reflecting achievement of competencies. . . ." The Advisory Council on Vocational Education recommends that the State Board of Education assume the leadership role in conducting the necessary research to develop graduation requirements reflecting achievement of competencies and which would describe the sequential development of job entry skills for the vocational specialities included in the school's instructional programs. The research would indicate what skills or competencies a student has acquired when he completes or leaves a particular course. This research is important, not only at the high school level, but at the community

college level as well, and it is necessary to effect the articulation of courses and programs between the high schools and community colleges. Further, it is highly important in working with employers in the placement of students. (Sixth Annual Evaluation Report, 1975:14)

Response: To measure the progress of school divisions toward meeting the Standards of Quality objective which reads "By June 1976, at least ninety percent of high school graduates not continuing formal education should have job-entry skill" an interim report was submitted by local school divisions at the end of the 1974-75 school year. This report, based on completion of vocational educational programs and judgments of local personnel, indicated that 85.7 percent of the 1975 graduates not continuing formal education had a job-entry skill. The Division of Vocational Education recognizing the need of placing greater emphasis on the identification of competencies needed for the various occupations is participating in a consortium with other states with similar interests. This consortium (Vocational-Technical Education Consortium of States) includes 11 states and is affiliated with the Southern Association of Colleges and Schools. The primary purpose of V-TECS is to develop catalogs of objectives for occupations based on research of what workers are required to do. This emphasis on competency-based instruction will effect the revision and development of curriculum in the future. Steps are currently being taken in Virginia to utilize the catalogs of objectives as they become available.

A model for providing in-service programs in the use of catalogs of objectives is being tested at one jointly operated vocational education center. A statewide effort has started in business education with the use of a catalog of objectives Secretarial, Stenographic, Typing and Related Occupations which is expected to result in an evaluation of curriculum to assure that the emphases are placed on those competencies that are most important for workers employed in these jobs.

Plans are currently being developed to provide in-service for all vocational education teacher training personnel. Also, consideration is being given to funding several exemplary

projects to implement the use of the catalogs of objectives. The concept of the objectives requires that students complete one competency before moving to the next. (Seventh Annual Evaluation Report, 1976:34)

Recommendation 6: Priority for Vocational Education Programs

The Advisory Council is cognizant of the many economic and social problems that the citizens of our State are currently facing--inflation, unemployment, underemployment, reduced revenues and the lack of economic growth. It is sensitive to the role that government can and must play in finding solutions to these problems. It fully recognizes that the current financial picture for the State will require considerable "belt tightening" on the part of public service agencies, including those agencies responsible for public education. The Advisory Council believes that during this crisis the decision makers must give priority to those programs and services which impact most directly on solutions to the aforementioned problems. The Advisory Council believes the strong vocational programs in both high schools and community colleges do impact directly on our current problems and should be given increased attention during this period of economic recovery. The Council, therefore, recommends to the State Board of Education, the Legislature, and the Governor's Office that vocational education programs be assigned to a position of top priority in the appropriation of funds to the various vocational education programs and agencies. (Sixth Annual Evaluation Report, 1975:14-15)

Response: The Board of Education received a resolution from the State Advisory Council at its October, 1975 meeting and the State Advisory Council presented this recommendation to the Board on January 23, 1976. The Division of Vocational Education believes that a response is not called for at this time except to indicate that it concurs with the recommendation. (Seventh-Annual Evaluation Report, 1976:34)

Evaluation of the State's mission, goals, and priorities contained in the State Plan for Vocational Education was conducted by the Council. The Advisory Council concurred with the appropriateness of the mission statement and the goals. The Council, however, suggested additional areas which needed goals established. These areas were "vocational education research, public information, placement and follow-up of students, establishment of local advisory committees, and facilities for vocational education." (Sixth Annual Evaluation Report, 1975:17)

Another question in this portion of the evaluation dealt with interrelationships with manpower development. The Council expressed concern regarding the fragmentation which existed in Virginia and the lack of coordination among agencies. To remedy this situation, the Council suggested that these various agencies and other providers of vocational education should be consolidated under one board. It was believed by the Council that an action of this nature would alleviate duplication and promote articulation and coordination (1975:18).

The second focus of the Council's evaluation was on the "effectiveness with which people and their needs are served." The Council found that data were available to provide for planning activities, but that again the data

were fragmented and sometimes difficult to assimilate in any meaningful way. Again expressing its belief in the need for central coordination, the Council stated, "...our systems for collecting and disseminating data need to be better organized and coordinated, and perhaps centralized." (Sixth Annual Evaluation Report, 1975:21)

Assessing the coordinative efforts among agencies offering vocational training, the Council noted several ongoing efforts to plan and work cooperatively. The Council was also complimentary of the newly established 1202 Commission to enhance planning at the postsecondary level. In the final analysis, though, the Council purported that, "What Virginia really needs is a master plan for vocational education encompassing secondary and postsecondary programs, activities, and services." (1975:23)

The Council documented several shortages which existed in the availability of certain program areas. The accessibility of health, distributive education, home economics, and trade and industrial education programs was limited. It was noted that the community colleges provide many program options for students and that many career options are available to the graduates. The Council also enumerated the program availability in the private schools which offer vocational training and reiterated its recommendation that more coordination is needed with the

State Department of Education, the Department of Community Colleges and the proprietary schools. (1975:25)

In another aspect of the evaluation, the Advisory Council strongly recommended that more leadership be given in the area of establishing career education programs in the schools. The concept of career education was being stressed at the federal level from the U. S. Office of Education. (1975:27)

1975-1976

Beginning the 1975-1976 year under the leadership of Dr. Robert Sullins of Virginia Polytechnic Institute and State University, the State Advisory Council endorsed an extensive and energetic plan of activities. The Council decided to review the policies of the State Board of Education, adopt a resolution regarding funding priorities for vocational education programs, undertake several major studies, continue the on-site visitations to schools and community colleges, and support another publicity effort in behalf of vocational education. During the 1975-1976 year, the State Advisory Council on Vocational Education held its meetings in Blacksburg, Staunton, Richmond, and Hampton.

At the October 9, 1975 meeting, the Council's concern with the fiscal matters pertaining to vocational education surfaced with the actions of the Legislation and Funding Committee. This Committee planned to review the policies of

the State Board of Education, particularly as they related to funding vocational education and providing for the needs of the vocational education students. The use of Federal funds for vocational education was another area that claimed the interest of this Committee. It was decided that a study would be conducted to determine if these funds were being expended in accord with Federal intent. Further evidence of their interest in and concerns about the fiscal situation was a resolution which was adopted and sent to the Governor, State Board of Education, Appropriations Committee of the General Assembly, State Board for Community Colleges, and State Council of Higher Education. This resolution encouraged the assignment of funding priorities for vocational education programs in the 1976-1978 biennium budget. The program priorities established should have been commensurate with the program needs and potential for helping the Commonwealth solve its many social and economic problems. (VSACVE, Minutes, October, 1975)

The Vocational Amendments of 1968 had been due to expire on June 30, 1975. Pending the development of replacement legislation, the 1968 Amendments were extended.

The Research and Evaluation Committee recommended that several studies be conducted. The topics proposed for these studies reflected the Council's concerns regarding vocational education. The studies were to cover: 1)

Employers' evaluations of vocational education graduates from high schools and community colleges; 2) The governance of education in Virginia; 3) The program completions and "stop-outs" of students enrolled in vocational programs; 4) Vocational programs currently being offered for the disadvantaged and handicapped; and 5) An analysis of the nature and extent of CETA's manpower training activities in the State. (VSACVE, Minutes, October, 1975)

In an effort to assist public school administrators to integrate the concepts of career development into their own education, the Advisory Council agreed to sponsor a two-day workshop for this purpose. Virginia Polytechnic Institute and State University proposed the workshop and would be the offering agency. (VSACVE, Minutes, January, 1976)

Continuing its effort to make the public aware of vocational education, the Council sponsored television spots during Vocational Education Week (February 8-14, 1976). These informational presentations were designed to increase the visibility and image of vocational education. (VSACVE, Minutes, January, 1976)

As the Council continued to become more involved in the many aspects of vocational education, it became necessary to secure additional staff to assist in carrying out the efforts of the Council. After a search for a Research and Evaluation Associate, Mr. George Orr was hired on March 1,

1976. Mr. Orr had been previously employed in the position of Director of Vocational Education for the State Department of Education in Richmond. (Seventh Annual Evaluation Report, 1976)

The on-site visitations were considered beneficial and informative, but it was decided that in order to ensure consistency in those activities which were being reviewed, each member should be looking at the same types of things. Thus, a questionnaire was adopted for use in the on-site visits which would provide structure for the reviews. (VSACVE, Minutes, April, 1976)

Another situation in which the Council expressed concern was with the State Council of Higher Education's productivity review of Community Colleges' occupational programs. The Advisory Council sent a letter to Dr. Daniel Marvin, Executive Director of the State Council of Higher Education, encouraging the Council to strongly consider the "service criteria" (those students taking courses in occupational programs, but not enrolled in the program) in reviewing the occupational programs, rather than emphasizing the graduates and full-time equivalent students. (VSACVE, Minutes, April, 1976)

Seventh Annual Evaluation Report--1976

The Seventh Annual Evaluation Report presented by the State Advisory Council for FY 1976 started with

commendations and special acknowledgements for certain actions and accomplishments during the year under review. These commendations were made regarding the continuation of the Standards of Quality by the General Assembly, an improved management system in the Virginia Community College System, the adoption of a curriculum in career education targeted for middle school children, and the enhancement of student organizations in vocational education. (Seventh Annual Evaluation Report, 1976:ix)

A program of on-site visitations had been conducted by Council members during 1975-1976 to secondary vocational centers, secondary schools, and community colleges. A compilation of the information from these visits resulted in a listing of major problem areas and other areas of concern by secondary schools and community colleges. (1976:xi)

The Virginia State Advisory Council presented seven recommendations to the State Board of [Vocational] Education for the following year. Listed below are the Council's recommendations and corresponding responses as provided by the State Department of Education the subsequent year.

Recommendation 1:

The Council recommends to the State Board of Education that it take steps to improve the image of vocational education for various individuals such as students, school administrators, and parents. (Seventh Annual Evaluation Report, 1976:3)

Response: The Division of Vocational Education believes that building the image of vocational

education is a responsibility of all persons involved in vocational education at all levels. Student organization activities have been a positive force in image building as are good vocational programs with good teaching. From time to time the Division undertakes direct action such as the development of radio tapes which were broadcast statewide last year. The handbook, "Public Information, A Guide for Vocational Educators," developed by the Division in 1975 has been distributed to school divisions. Articles appearing in Public Education in Virginia, such as the recent one on V-Tecs, are distributed to local superintendents. A series of public hearings conducted in various parts of the State were well attended by a cross section of the community. Such hearings will be held periodically. (Eighth Annual Evaluation Report, 1977:33)

Recommendation 2:

The Council recommends to the State Board of Education that it take action to expand as needed the Virginia State Plan for Vocational Education so that it can serve as the master plan for vocational education in Virginia. (Seventh Annual Evaluation Report, 1976:3)

Response: The State Plan Committee organized this year and representing all aspects of vocational education has been directly involved in the development of an overall plan for vocational education in the state. The sixth goal adopted by the committee addresses the cooperative efforts of all agencies, institutions, and organizations in vocational education. Improvement Objective 17 of the 1977-82 State Plan, Table III, also speaks to coordinated efforts in the vocational education management system. (Eighth Annual Evaluation Report, 1977:33)

Recommendation 3:

The Council recommends to the State Board of Education that, as they become available, the catalogs of performance objectives, criterion-referenced measures, and performance guides for learners developed in the Vocational-Technical Education Consortium of States (V-TECS) be integrated into the vocational education program at the earliest possible date. (Seventh Annual Evaluation Report, 1976:4)

Response: The V-TECS catalogs are being distributed to administrators, supervisors, and teachers after the individuals involved have received a degree of in-service education in their use. A number of such activities have been conducted and many more planned on local, regional, and state levels in the immediate future. This is in line with agreements with the Consortium of States to assure that the catalogs, once distributed, will be used effectively. As stated in Improvement Objective 3 of the State Plan, Table III, by June 30, 1982, each school division shall have implemented competency-based instruction in approved vocational education programs, and each community college shall have at least one program with competency-based instruction. (Eighth Annual Evaluation Report, 1977:33)

Recommendation 4:

The Council recommends to the State Board of Education that steps be taken to expand the scope of evaluation activities related to vocational education programs and services beyond the annual evaluation which is currently incorporated into the system of planning for vocational education in the public schools. (Seventh Annual Evaluation Report, 1976:4)

Response: On-site evaluation methods and materials developed last year are being tried in two school divisions this spring. On-site evaluations essentially provide verification of the annual self-evaluation of local vocational education programs.

Priority is being given to on-site evaluations in school divisions requesting funding for the construction of area vocational education centers. Improvement Objective 5, Table III, State Plan, 1977-82, speaks to the evaluation of the effectiveness of vocational education programs. (Eighth Annual Evaluation Report, 1977:33)

Recommendation 5:

The Council recommends to the State Board of Education that it assist school divisions in establishing general vocational education

committees in accordance with guidelines and standards developed by the Division of Vocational Education so that by October, 1977, a general advisory committee will be established for each school division and agency receiving federal vocational education funds. (Seventh Annual Evaluation Report, 1976:4)

Response: Superintendent's Memorandum No. 8060, dated October 16, 1976, acquainted superintendents with the purpose and requirement of local general advisory committees for vocational education and asked that each division organize such a committee by May, 1977, and report membership and meeting dates to the Division of Vocational Education. The State staff and certain vocational teacher-educators have volunteered their services to assist localities in organizing such committees.

"A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education," developed by the Division through a grant to VCU, has had wide distribution. The Division is most appreciative of the assistance given by the State Advisory Council in making the reprinting of this publication possible.

Improvement Objective 13, Table III, State Plan, 1977-82, speaks to the requirement for all agencies receiving vocational education funds to have active local vocational education advisory committees (Eighth Annual Evaluation Report, 1977:34)

Recommendation 6:

The Council recommends to the State Board of Education that a plan be developed to expand and strengthen the personnel development-in-service training activities for vocational education in Virginia. (Seventh Annual Evaluation Report, 1976:5)

Response: Pre-service and in-service education for vocational education teachers is given considerable attention by the Division of Vocational Education. Vocational teacher-educators and state staff have long enjoyed a close working relationship. The thrust of coordinated in-service education activities of immediate concern relates to competency-based instruction.

Joint activities are undertaken to assure a continuing adequate supply of certified vocational teachers. Active recruitment programs have been undertaken in program fields where teacher shortages exist. Education Professions Development Act grants to the colleges and universities have resulted in special projects for the improvement of teaching for disadvantaged and handicapped students, on a limited scale for an exchange between vocational teachers and persons from business and industry, and improvement of teaching in specific subject areas.

In Table III, State Plan, 1977-82, Continuing Objective 10 and fifteen substrategies address the plan for teacher education activities in a variety of efforts undertaken by the Division in serving all youth and adults who need, want, and can benefit from vocational education. (Eighth Annual Evaluation Report, 1977:34)

Recommendation 7:

The Council recommends to the State Board of Education that through the Division of Vocational Education, it continue to give leadership to the Adult Education Coordinating Committees established throughout the Commonwealth, so that meaningful results will be realized through this concept by each Committee. (Seventh Annual Evaluation Report, 1976:5)

Response: The Division is committed to the successful operation of the Adult Education Coordinating Committees. The supervisor given responsibility for working with these committees retired November, 1976, and contacts with them have unavoidably been fewer than normal this year. The 1977 report to the General Assembly stated: "Most of the committees functioned in some degree during the year, some greater than others. Two committees met monthly; others met from one to five times during the year...." The reports indicated that no unnecessary duplication of courses exists.

In FY 1976 the Division approved mini-grants to three Adult Education Coordinating Committees for use in making surveys of needs and developing media for use in the promotion of classes on a regular basis. Five new mini-grants have been awarded for FY 77.

Improvement Objective 7, Table III, of the State Plan for 1977-82, speaks to the continuation of the Adult Education Coordinating Committees. (Eighth Annual Evaluation Report, 1977:34)

The evaluation of the goals and objectives contained in the State Plan for Vocational Education was provided as a delineation of the specific goals with corresponding objectives and the outcomes. The outcomes were expressed in terms of projections as compared to the actual accomplishments. Explanations were provided for any major discrepancies in the two.

In evaluating the "effectiveness with which people and their needs are served," the Council commented, as before, that increased enrollments showed that more persons were being served. Statistics indicated a 46 percent increase in enrollments in vocational education during a five year period. (Seventh Annual Evaluation Report, 1976:17) A critical observation made by the Advisory Council was stated as follows:

Unemployment continues to be higher than normal while jobs demanding skilled training remain unfilled. Vocational education can contribute greatly to the resolution of this phenomenon, but it must be given a higher priority consideration in planning, programming, and budgeting at all levels. (Seventh Annual Evaluation Report, 1976:17)

During 1975-1976 there were three public hearings held at locations across the State. From comments expressed at these meetings, several clusters of concern evolved. Included as major concerns were:

1. Articulation between secondary and postsecondary programs
2. Limited involvement of lay advisory committees
3. Concern about the support received from parents, administrators, and citizens for vocational education
4. Criteria for determining productivity in some occupational-technical programs in community colleges
5. Overcrowded facilities
6. Little or no vocational education in elementary and middle schools
7. Little consideration for handicapped and disadvantaged students
8. Lack of adequate placement activities.

(Seventh Annual Evaluation Report, 1976:18)

As another component of the Council's evaluation, enrollments by program areas were compared for two fiscal years, 1975 and 1976. Supply and demand data were also presented for the seven program areas showing the job demand and the numbers of trained persons being provided. Community college enrollments were depicted by program area and by full- or part-time students. Expenditures for vocational education were also compared for a two-year period, showing the relationships of federal funds to state and local funds.

Summary

This chapter presented the history of the Virginia State Advisory Council on Vocational Education from its inception in 1969 through the middle of 1977. During this period the Council evolved from a fledgling organization to one with direction and purpose. In the beginning, the functions and activities of state advisory councils, even though mandated by federal legislation, were viewed as an intrusion and suspect by some. After several years in existence, the Council had become more sure of itself and its purpose. The reception from other agencies, especially the State Board of [Vocational] Education, had improved and the potential for positive and cooperative impact was recognized.

The history was documented from the Advisory Council's minutes, which were prepared for each meeting held. Additional information was secured from the Annual Evaluation Reports developed and distributed by the Council. Correspondence exchanged with and by the Advisory Council provided enhanced insight into the establishment and operation of the Council, as well as relationships with constituent agencies.

It was evident from the minutes of Council meetings and the recommendations made to the State Board of [Vocational] Education that the Council was extremely concerned about and

involved in several key areas. Some of these priority issues included: improvement of local advisory councils; increased activity in the areas of counseling, job placement and follow-up for vocational-technical students; expanded publicity for vocational-technical education; establishment of a research coordinating unit by the State Department of Education, Division of Vocational-Technical Education; provision for increased citizen involvement in the development and evaluation of vocational education programs; and enhancement of programs for the handicapped.

One of the focal points of the State Advisory Council's energies was improving the image of vocational education. Films, radio and television announcements, and brochures promoting vocational education were used in this campaign. The purpose of this endeavor was to elevate the importance of vocational education and establish in the public's and the legislators' minds that vocational education provided the vehicle for enhancing economic development, for meeting employment needs of industry and business, and for assisting citizens of the State to become self-sustaining through employment.

CHAPTER 3

Period of Maturation and Expansion--1977-1981

Introduction

The State Advisory Council had been in existence for seven years when the new members were appointed for the 1977-1978 Fiscal Year. Governor Mills E. Godwin, Jr., under whose leadership the State Advisory Council had been established, was in the last year of his second term. New federal legislation known as the Education Amendments of 1976 was passed. This law was enacted on October 12, 1976. The purpose of the act was to "extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes" (Education Amendments, 1976). The primary changes in the legislation affecting State Advisory Councils pertained to membership categories, which were more specifically delineated, and the mandated functions, which were expanded.

In specifying the categories in which representation was required, the Education Amendments of 1976 were more definite than the previous legislation. Although some categories remained unchanged, several categories were delimited and new classifications were added. As stated in the 1976 legislation:

Each State advisory council shall have as a majority of its members persons who are not educators or administrators in the field of

education and shall include as members one or more individuals who--

1. represent, and are familiar with, the vocational needs and problems of management in the State;
2. represent, and are familiar with, the vocational needs and problems of labor in the State;
3. represent, and are familiar with, the vocational needs and problems of agriculture in the State;
4. represent State industrial and economic development agencies;
5. represent community and junior colleges;
6. represent other institutions of higher education, area vocational schools, technical institutes, and postsecondary agencies or institutions which provide programs of vocational or technical education and training;
7. have special knowledge, experience, or qualifications with respect to vocational education but are not involved in the administration of State or local vocational education programs;
8. represent, and are familiar with, public programs of vocational education in comprehensive secondary schools;
9. represent, and are familiar with nonprofit private schools;
10. represent, and are familiar with, vocational guidance and counseling services;
11. represent State correctional institutions;
12. are vocational education teachers presently teaching in local educational agencies;

13. are currently serving as superintendents or other administrators of local education agencies;
14. are currently serving on local school boards;
15. represent the State Manpower Services Council established pursuant to section 107 of the Comprehensive Employment and Training Act of 1973;
16. represent school systems with large concentrations of persons who have special academic, social, economic, and cultural needs and of persons who have limited English-speaking ability;
17. are women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training and employment and of sex stereotyping in vocational education, including women who are members of minority groups and who have, in addition to such backgrounds and experiences, special knowledge of the problems of discrimination in job training and employment against women who are members of such groups;
18. have special knowledge, experience, or qualifications with respect to the special educational needs of physically or mentally handicapped persons;
19. represent the general public, including a person or persons representing and knowledgeable about the poor and disadvantaged; and
20. are vocational education students who are not qualified for membership under any of the preceding classes of this paragraph.

Members of the State advisory council may not represent more than one of the above-specified categories. (Education Amendments, 1976)

Changes in the membership classes reflected the emphasis the federal government placed on cooperation among and between State agencies receiving federal dollars. The addition of representatives from agencies involved with corrections, and the retention of representatives from economic and industrial development agencies and manpower services councils confirmed the government's intent. The requirement that "each State Council shall have as a majority of its members persons who are not educators or administrators in the field of education" reaffirmed the original intent of the 1963 National Advisory Council for Vocational Education. Pucinski, a member of that first Council, asserted the purpose of advisory councils when he stated "...education is too important to leave exclusively to the educators..." (1978:1).

The purpose of vocational education was expanded by the 1976 legislation. Of noteworthy significance was the following statement of purpose:

to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, (Education Amendments, 1976)

Integration of the above statement into the legislation was evidenced by the requirement for State advisory councils to

have represented "women..., who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training and employment and of sex stereotyping in vocational education..." (Item 17, page X2). Other changes included the mandates to include representatives from nonprofit private schools, vocational guidance and counseling services, and vocational education students.

The functions and responsibilities of State Advisory Councils were expanded by the 1976 legislation. Requirements imposed on states included an annual accountability report in addition to the State Plan for Vocational Education. The Council was mandated to be advisory to the State Board of [Vocational] Education in the preparation of the accountability report.

As delineated in the Council's membership categories, representatives were required from the states' manpower services agency. To further ensure coordination and cooperation, the following function was added to advisory councils' responsibilities:

Each State advisory council shall identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State and assess the extent to which vocational education, employment training, vocational rehabilitation, and other programs assisted under this and related Acts represent a consistent integrated, and coordinated approach to meeting such needs; and comment, at least once annually, on the reports of the State Manpower Services Council, the State advisory

council pursuant to this section and in the annual report submitted by the State council pursuant to section 107 of the Comprehensive Employment and Training Act of 1973. (Education Amendments, 1976:2175-76)

By means of the Education Amendments of 1976, any eligible recipient of federal dollars to support vocational education programs was required to establish a local advisory council. These local advisory councils were to provide advice on job needs and course relevancy in meeting these needs. Membership on these councils was to come from "the general public, especially of representatives of business, industry, and labor." (Education Amendments, 1976:2176)

The legislation also added another responsibility to the State Advisory Councils regarding local advisory councils. It was stated, "Each State advisory council shall make available to such recipients and the local advisory councils of such recipients such technical assistance as such recipients may request to establish and operate such councils." (Education Amendments, 1976:2176)

1976-1977

The Virginia State Advisory Council dealt with varying issues during FY 1977. Among these issues were policies of the State Board of [Vocational] Education, costs associated with vocational education and who was assuming these costs, changed federal legislation for vocational education,

preparedness of Virginia's vocational graduates to secure and maintain productive employment, and vocational teacher education. During the 1976-1977 year, the Council held its meetings in Tappahannock, Fairfax, and Williamsburg. The January meeting had been canceled due to snow.

A program of action was established at the October, 1976, meeting which the Council would follow for the year. Objectives identified for the Council's attention included several studies to be conducted, secondary school and community college visitations, and several conferences to be sponsored. (Virginia State Advisory Council on Vocational Education [VSACVE], Minutes, October, 1976)

The passage of the Education Amendments of 1976, which became effective in July, 1977, made it necessary for the Advisory Council to revise its by-laws to comply with new sections of this legislation. One of the requirements was for State Advisory Councils to provide a Grievance Committee for the Council Staff members. Dr. Rufus W. Beamer, Executive Director of the Virginia Advisory Council, had served on the National Committee which developed the Rules and Regulations that were explicatory of the new federal legislation. (VSACVE, Minutes, October, 1976)

At the June 30, 1977 meeting, a set of proposed revised by-laws were presented. Changes in the by-laws were precipitated by the passage of the new federal legislation.

Since new members for the subsequent year had not been appointed, it was decided that the organizational meeting of the Council would be held in July, 1977. (VSACVE, Minutes, June, 1977)

The Eighth Annual Evaluation of the Virginia State Advisory Council on Vocational Education began with a rationale statement from the Committee on Education and Labor of the U. S. Congress regarding the development of the 1976 Vocational Education Amendments, specifically pertaining to the emphasis on sex stereotyping and discrimination. The Virginia Council included its own statement assuming certain responsibilities in evaluating the state's compliance with the legislation. There were six primary areas identified by the Council to which special attention would be directed. These items were:

- 1) the reports of full-time personnel on sex stereotyping and sex discrimination;
- 2) recruitment and retention policies and practices;
- 3) guidance and counseling services;
- 4) curricular materials and teaching practices;
- 5) the composition of faculties and administrators of vocational education programs with respect to sex;
- 6) innovations and research and development initiatives. (Eighth Annual Evaluation Report, 1977:x)

As previously described, the Council members had been conducting individual on-site visitations to various secondary schools and community colleges for the purpose of providing data for evaluation. Beginning with 1976-1977, the Council members began making team visits. During FY 1977, visits were made to five schools and community colleges in the Northern Virginia area. (Eighth Annual Evaluation Report, 1977:2)

To fulfill one of its mandates, advising the State Board of Education on matters relating to vocational education, the Advisory Council presented seven recommendations for the year 1977-78. Many of the recommendations were based on a study the Council had contracted for completion. This study had been directed to the attitudes of businesses and industries who were employers of vocational graduates in the State. The recommendations presented and the responses made by the State Department of Education during the following year were as follow:

Recommendation 1:

The Council recommends to the State Board of Education that it take action to improve communications between vocational education and the business and industrial community so an increased level of understanding about vocational education is developed within this important segment of our society. (Eighth Annual Evaluation Report, 1977:3)

Response: The State Board and its staff concur with the Council that it is crucial to the success

of the State's vocational education program that business and industry be knowledgeable and have an understanding of the program. Youth and adults who complete vocational programs are dependent upon business and industry for employment, and it is therefore important that the level of involvement in the delivery of vocational education programs and services by business and industry representatives increase. An on-going public information program is necessary to bring about and maintain a general understanding of the program and to improve the attitudes and practices of major employers in Virginia with regard to vocational education graduates.

Actions To Be Taken:

1. One state level position responsible for vocational education public information activities supported with Federal funds from P. L. 94-482 to begin July 1, 1978. The individual in this position would be responsible for such activities as:

A. Vocational Education News to be published quarterly addressing vocational education at all levels--secondary, post-secondary, and adult. The quarterly publication would be disseminated to business and industry through direct mail, trade organization, etc. and to educators at the secondary, post-secondary, and adult levels.

B. Provide articles and other information to trade journals on a continuing basis.

C. Provide technical assistance to local education agencies on the development of local public information programs utilizing "Public Information, A Guide for Vocational Education" developed by the Division of Vocational Education in 1975.

D. Provide relevant articles on a regular basis for "Public Education."

E. Update annually the booklet "Vocational Education in Virginia" and disseminate.

F. Utilize services in the Department of Education such as film production, telecommunications, statistical services, and

research in the development of an effective on-going program of public information.

2. Technical assistance shall be provided to local advisory councils on vocational education in cooperation with the State Council for more involvement by representatives from business, labor, and industry in the planning of vocational programs.

3. Strategy 14.7--At least 12 local educational agencies will conduct approved projects each year designed to improve vocational guidance and counseling. Priority will be given to projects designed to reduce sex bias and sex stereotyping and to take counselors into business and industry and to bring business and industry representatives into the schools. (Ninth Annual Evaluation Report, 1978:29)

Recommendation 2:

The Council recommends to the State Board of Education that it take action to establish a statewide coordinated program of vocational teacher education in cooperation with the institutions of higher education providing such programs. (Eighth Annual Evaluation Report, 1977:4)

Response: A close working relationship has developed over the years between State staff and vocational teacher educators within each of the vocational program areas. As a result, statewide coordinated programs for each of the program areas are a reality and Virginia is a recognized national leader in this respect. The same efforts, however, have not been made toward the development of a statewide coordinated program for the total program of vocational education. Frequently, vocational teacher education programs within the institutions are located in different schools or departments and there is no opportunity to discuss mutual concerns or to determine if there are mutual problems. As a result of the planning requirements in the new vocational legislation, each institution level plan for providing vocational education pre-service and in-service training. The Department's new organization includes a Supervisor of Personnel Development and a Supervisor of Postsecondary

Activities, both of which will contribute to an improved statewide personnel development program.

Actions To Be Taken:

1. At least one annual meeting between State staff and the individual designated by the institution to be responsible for the development of the institution plan for providing vocational education personnel development will be held. The purpose of this meeting will be to refine the planning materials and to provide an opportunity for discussion of common concerns and vocational personnel development needs.

2. Assistance will be provided to each of the nine institutions of higher education having approved vocational education teacher preparation programs in the development of the institution level plan. At least one planned on-site work session will be provided each year by the Supervisor of Postsecondary Activities and others as requested by the institutions.

3. Assistance will be provided to each institution in the implementation of the annual program plan, consistent with the State Plan for Vocational Education by the Supervisory of Personnel Development and appropriate program supervisors. The Supervisor of Personnel Development will plan at least one work session with each institution and other assistance as requested by the institution.

4. The Supervisor of Personnel Development, Supervisory of Postsecondary Activities and institution representatives will develop in FY 1978-79 the criteria and the instrument for determining the extent to which each institution accomplishes activities included in its plan. This information will become a part of the State's annual accountability report to the U. S. Office of Education. (Ninth Annual Evaluation Report, 1978:29-30)

Recommendation 3:

The Council recommends to the State Board of Education that it develop a policy handbook related to the administration of vocational education organized by various categories such as

personnel, program, fiscal, evaluation, and general. (Eighth Annual Evaluation Report, 1977:4)

Response: The State Board and staff recognize that policies for the administration of vocational education programs are contained in numerous documents such as the State Plan for Vocational Education, superintendent's memoranda, staff minutes, Board minutes, etc. During the current year the Vocational Education Instructional Unit began pulling together statements from each service unit which may be considered policy. Also, a review with a State Advisory Council Committee took place.

Actions To Be Taken:

The Annual Program Plan for Vocational Education, FY 1978-79, includes an activity calling for the development, duplication, and dissemination of a policy handbook for the administration of vocational education, consistent with the Department's policy handbook by July 1, 1979. (Ninth Annual Evaluation Report, 1978:30)

Recommendation 4:

The Council recommends to the State Board that special assistance be provided to school divisions which have had difficulty, or have been unsuccessful, in implementing a program of employment and job placement for high school leavers and graduates conforming to the guidelines established by the State Board of Education. (Eighth Annual Evaluation Report, 1978:4)

Response: Vocational guidance, counseling, and job placement continue to receive attention at the Federal, State and local levels as evidenced by a 20 percent set-aside of Subpart 3 of P. L. 94-482, the State Plan and Accountability Report Committee's action in including numerous related activities in the Five Year and Annual Plan for Vocational Education and requests by local school divisions in their local plans for vocational education for aid in establishing positions and services.

Actions To Be Taken:

1. In-service training activities on vocational counseling and job placement will be continued through summer and regional conferences for counselors at the secondary, postsecondary, and adult levels as identified in the State Plan.

2. Two handbooks for teachers, counselors, and others to use in providing employment counseling and placement services have been developed by task forces and distributed for use by local school divisions:

A. "Student Placement and Follow-up Guidelines (Guidelines for vocational educators concerning placement and follow-up of students completing vocational programs.)

B. "Guidelines for Employment Counseling and Placement" (Guidelines for secondary school personnel)

3. During April, 1978, 150 leaders in vocational education and guidance will participate in in-service conferences to help them become better prepared to deal with overcoming sex bias, sex stereotyping, and sex discrimination in occupations.

4. The State Plan Committee has included the following activity to begin FY 1979:

Fund one state level position for Vocational Guidance and Counseling.

5. At least 12 local educational agencies will conduct approved projects each year designed to improve vocational guidance and counseling. Priority will be given to projects designed to reduce sex bias and sex stereotyping and to take counselors into business and industry and to bring business and industry representatives into the schools.

6. Provide to local school divisions a percentage of the cost for maintaining vocational guidance counselor positions in vocational centers. (Ninth Annual Evaluation Report, 1978:30-31)

Recommendation 5:

The Council recommends to the State Board of Education that it develop guidelines and standards for the establishment and operation of local advisory councils on vocational education. (Eighth Annual Evaluation Report, 1977:5)

Response: The State Board has certified in the State Plan for Vocational Education that no recipient shall receive vocational funds without showing evidence of the establishment of a local advisory council on vocational education. Each local agency, as a part of its annual and long-range plan, has provided a list of the local advisory council members with appropriate membership identified representing business, labor, and industry. With some localities utilizing the vocational education council for the first time and many others changing the makeup of existing councils, the State Board and staff recognize the need for updated guidelines consistent with P.L. 94-482 and for technical assistance related to the effective operation of local councils.

Actions To Be Taken:

1. The Supervisor of Local and Regional Planning reviews annually the reports submitted as a part of the local plan to assure compliance with all rules and regulations.

2. The Annual Program Plan for Vocational Education, FY 1978-79, includes an activity calling for the update, duplication, and dissemination of "A Guide for the Organization and Operation of Local Advisory Councils on Vocational Education" developed in 1975. This update will make the guide consistent with P.L. 94-482.

3. State staff will cooperate fully with the State Advisory Council to jointly provide the supportive assistance needed by local advisory councils on vocational education in accordance with the new Legislation. Each year the State staff will meet with appropriate representation of the State Council to determine needed assistance which can reasonably be jointly provided. (Ninth Annual Evaluation Report, 1978:31)

Recommendation 6:

The Council recommends to the State Board of Education that it include relevant vocational education experiences in the certification requirements for school administrators. (Eighth Annual Evaluation Report, 1977:5)

Response: This recommendation was first made in the Sixth Annual Evaluation Report and was to have been studied by the Advisory Committee on Teacher Education. A review of current curriculum content included in school administrators' certification programs was to have been surveyed. Results of these studies were to have been reported to the State Advisory Council on Vocational Education by January, 1977.

Actions To Be Taken:

Since there has been no change in the certification requirements for school administrators, and no reports have been made to date, the recommendation will be forwarded to the Advisory Committee on Teacher Education and will be included on their agenda in May, 1978. (Ninth Annual Evaluation Report, 1978:31)

Recommendation 7:

The Council recommends to the State Board of Education that it seek high priority in the Governor's Office and the General Assembly for FY 1978-80 vocational education funding for the public schools and community colleges. (Eighth Annual Evaluation Report, 1977:3)

Response: The State Board believes that vocational education was viewed by both the State Planning and Budget Office and the General Assembly as one of the priority areas of education for funding. This was evidenced by comments made by State Planning and Budget Office staff to the House Appropriations Committee and also by the final appropriation provided by the General Assembly. Since the 1978-80 biennium appropriation is now history, it is believed that no further action is needed at this time. (Ninth Annual Evaluation Report, 1978:31)

Complying with another federal mandate, the Council presented its assessment of the goals and objectives in the State Plan for Vocational Education. The Council noted that most of the goals had been achieved or explanations given for delays or postponements. As in previous years, the Council again called attention to the difference in the projections for persons to be served by various offerings or activities and the actual number benefiting from or taking advantage of the activity. (Eighth Annual Evaluation Report, 1977:12)

In presenting its "evaluation of the effectiveness with which people and their needs are served," the Council complimented the results shown by a follow-up survey. The survey showed how the number of students completing vocational education programs had secured employment and were using skills attained in the vocational program. Accessibility for all persons to vocational education, the discrepancies in labor demand and available employees, and the unemployment rate among recent graduates and the unfilled technical positions posed much concern on the part of the Advisory Council. A complete analysis was presented showing the supply and demand for jobs and available employees for each of the vocational program areas. Also data were presented showing enrollments in the vocational programs at the secondary and post-secondary levels, to the

specificity level of school division and individual community college. (Eighth Annual Evaluation Report, 1977)

At the public hearing held by the Council to solicit citizen input regarding vocational education in the State, the following areas were identified as concerns:

1. State funding for elementary and secondary education.
2. Cooperation between secondary and post-secondary education.
3. Lack of funding for placement services at the secondary level.
4. Criteria for determining community college program productivity.
5. Shortage of qualified vocational education teachers. (Eighth Annual Evaluation Report, 1977:20)

1977-1978

The change in legislation resulting from the passage of the Education Amendments of 1976 necessitated changes in the Advisory Council's by-laws. New by-laws were developed and presented at the first meeting of the 1977 Fiscal Year. Other issues of concern for the Council were the initiation of the State Occupational Information Coordinating Council, the legislative mandate regarding sex bias and stereotyping, provision of technical assistance to the local advisory councils, and the furthered cooperation with the Governor's Manpower Services Council.

At the first Council meeting of 1977-1978, Mr. Richard Carter was elected Chairman. New by-laws were presented for consideration. Changes in the previous document were made necessary because of the Vocational Education Amendments of 1976 (P.L. 94-482). Major changes included the expansion of advisory council duties and responsibilities. It was necessary to add the following mandated functions:

1) assist the State Board of [Vocational] Education in developing plans for State Board evaluations and monitor these evaluations;

2) identify, after consultation with the Governor's Manpower Services Council, the vocational education and employment and training needs of the state and assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs represent a consistent, integrated, and coordinated approach to meeting these needs;

3) comment, at least annually, on the reports of the Governor's Manpower Services Council; and

4) provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils. (VSACVE, Minutes, June, 1977)

The section of the by-laws delineating the officers' duties and responsibilities was modified only slightly. The standing committees were restructured to more efficiently accomplish the mandates. Committees were given new titles and revised functions. The standing committees were the Executive Committee, the Committee on State Planning and

Accountability, the Committee on Evaluation, and the Committee on Program of Work and Technical Assistance.

(VSACVE, Minutes, June, 1977)

Dr. Robert Ramsey, then Secretary of Education for Virginia, was the guest speaker. His comments centered on the historical use of lay advisory committees, the charges and functions of the Advisory Council, and the importance of vocational education to the total program of education and to the students. (VSACVE, Minutes, July, 1977)

The Council decided to change the meeting schedule for the succeeding years to better coincide with the Governor's appointment of the new Council members. The change resulted in the months being changed to October, February, May, and August. This meeting was held in Richmond. (VSACVE, Minutes, July, 1977)

The second meeting for 1977-1978 was held in Blacksburg. Mr. John W. Thiele, Chairman of the National Advisory Council on Vocational Education, was the guest speaker. Mr. Thiele's comments emphasized the need for better orientation of new Council members, the importance of the federal mandates, the need to work closely with the Governor's Manpower Services Council in identifying employment demands, and the importance of close working relationships with the State Board in developing the various plans and reports. (VSACVE, Minutes, October, 1977)

The proposed by-laws were adopted to reflect the new legislation. The four standing committees gave reports and established priorities for the year. Two of the priorities were a study of funding for education and the development of "a program of technical assistance for local advisory councils." (VSACVE, Minutes, October, 1977)

A joint policy statement between the State Advisory Council and the Governor's Manpower Services Council was adopted. This statement evidenced the Council's desire to work more closely with its constituencies in carrying out its mandates. (VSACVE, Minutes, October, 1977)

Emphases, at the meeting in February, 1978, were placed on provision of technical assistance to the local advisory councils, cooperation with the Governor's Manpower Services Council, and improvement in sex equity. Meeting in Norfolk, the Council heard presentations from representatives of various state agencies which are involved in the delivery of vocational education. These persons were George Scherer, Executive Director of the Governor's Manpower Services Council; Roy Carter, Director of Vocational Programs for the Virginia Rehabilitation School Authority; Altamont Dickerson, Jr., Commissioner of the Department of Vocational Rehabilitation; Dale Hanks, Associate Commissioner of the Department of Vocational Rehabilitation; and Raymond Bosserman, Principal of the Woodrow Wilson Rehabilitation Center. (VSACVE, Minutes, February, 1978)

The business meeting of the Council was held on February 2, 1978. The Standing Committees presented reports. Of particular import was the cooperation that was being developed between the Council and the Governor's Manpower Services Council (GMSC). Examples of this cooperation were an exchange of member representatives at meetings, the development of a joint policy statement between the two groups, and the initiation of a formal exchange of reports. (VSACVE, Minutes, February, 1978)

The Committee on Program of Work and Technical Assistance reported that its first priority was to provide technical assistance to local advisory councils. A newsletter had been developed for the local advisory councils' membership. To help the local advisory council members in becoming oriented to their new roles, the Council had planned a series of regional conferences designed to aid the local councils in understanding their duties and responsibilities. The persons involved in these conferences were to be local council members, community college representatives, vocational education directors, and persons from other agencies involved in vocational education. (VSACVE, Minutes, February, 1978)

Another report concerned the services of Dr. Rufus Beamer, Executive Director, who had served as a panel member to review Vocational Education Graduate Leadership

Development Programs applications. Appreciation had been expressed from the U. S. Office of Education in Washington, D. C.

The Eighth Annual Evaluation Report was distributed. Following up on its position paper in this report on sex equity, the Council appointed an ad hoc committee to give special attention to this area of concern.

Attesting to the Council's involvement with other agencies and groups, reports on the following conferences and activities were given. The Council members were encouraged to attend the future events. Dr. Beamer reported on the joint meeting to be held with the National Advisory Council on Vocational Education and the State Advisory Councils and the conference to be held on guidance and counseling which the Council co-sponsored with Virginia Polytechnic Institute and State University. Dr. Beamer also distributed the meeting summary from a seminar on Teacher Education which several council members had attended.

(VSACVE, Minutes, February, 1978)

As part of the meeting held April 5-6, 1978, on-site visitations were conducted to several vocational schools and two community colleges. The dinner speaker for the evening banquet was Mr. Lowell Burkett, former Executive Director, American Vocational Association. Mr. Burkett's presentation described a quality program in vocational education.

(VSACVE, Minutes, April, 1978)

At the business meeting on April 6, the Standards of Quality which had been developed by the State Department of Education and revised and adopted by the General Assembly of Virginia were discussed. Other discussion centered around evaluation of vocational education and the collection of employment data by various agencies. (VSACVE, Minutes, April, 1978)

For the period 1977-1978, the members of the Council continued the on-site visitations in teams. Five schools and two community colleges in the southwest part of the state were selected for visitations during this year. Many of the same problem areas were identified as had been cited previously: need for more funding, insufficient activities existing in the areas of placement and follow-up activities, articulation should be better planned between secondary programs and community college programs, and shortage of vocational teachers for certain areas. (Ninth Annual Evaluation Report, 1978:viii)

Based on information from the institution visits, data supplied by the education agencies, and studies conducted under the auspices of the Advisory Council, the following recommendations were presented to the State Board of [Vocational] Education for the year 1978-79. The subsequent response by the State Department of Education to each of the recommendations has also been provided.

Recommendation 1: Public Information

The Council recommends to the State Board of Education that its public information program about vocational education be expanded so an increased level of understanding about vocational education is developed among parents, students, educators, business and industry, and the general public. (Ninth Annual Evaluation Report, 1978:1)

Response: A public information person was employed March 1, 1979 to provide public information for vocational education.

Some activities already in progress include a quarterly publication, charts, posters and news releases. This material will have a distribution that will include parents, students, educators, business and industry, and the general public. Also, radio and instructional television are being used for public information. (Tenth Annual Evaluation Report, 1979:31)

Recommendation 2: Availability of Vocational Education

The Council recommends to the State Board of Education that vocational education at the secondary level be reviewed to determine means to increase availability of programs to high school students. (Ninth Annual Evaluation Report, 1979:1)

Response: There has been an increase in orientation and exploration courses and an increase in staff to provide leadership for these OE (Office of Education) programs. It is hopeful that with an increased emphasis at this level more students will enroll in the various vocational programs and remain in the program until completion.

There has also been an increased effort in co-op (cooperative education) programs which should increase availability of programs.

Five new construction projects are planned for FY 1980 which when completed will give more availability to students for programs in Vocational Education. (Tenth Annual Evaluation Report, 1979:31)

Recommendation 3: Sex Bias and Stereotyped
Information and Materials

The Council recommends to the State Board of Education that a priority of the Vocational Sex Equity Unit be to work with the Guidance Service and Vocational Program Services of the Department of Education to identify and replace counseling information and instructional materials which include sex stereotyping and sex bias. (Ninth Annual Evaluation Report, 1978:2)

Response: A series of regional workshops for guidance counselors, vocational educators, and school administrators will be conducted on how to review guidance and instructional materials for sex bias and sex stereotyping and how to improve sex biased guidance and instructional practices. (Tenth Annual Evaluation Report, 1979:32)

Recommendation 4: Guidance, Counseling, and
Job Placement Services

The Council recommends to the State Board of Education that in-service efforts at the state and local levels be continued and expanded to upgrade vocational guidance, counseling, and job placement competencies of both counselors and teachers; and that counselor certification be revised to insure counselors are appropriately prepared in pre-service preparation programs to deliver a full range of vocational guidance, counseling, and job placement services. (Ninth Annual Evaluation Report, 1978:2)

Response: There will be continued efforts along the line expressed in Recommendation 4. Each year the Vocational Services, in cooperation with the Guidance Service, will conduct in-service activities and provide materials for counselors and/or vocational teachers in vocational guidance and placement.

By September 1, 1979, a committee will make recommendations on any needed revision of counselors' certification to meet the needs of vocational guidance counselors. (Tenth Annual Evaluation Report, 1979:32)

Recommendation 5: Vocational Education Centers

The Council recommends to the State Board of Education that the unique problems of vocational education centers, such as scheduling and transportation, be studied to determine their impact on student enrollments, and further to review the appropriateness of establishing such centers. (Ninth Annual Evaluation Report, 1978:2)

Response: The newly implemented evaluation system in Virginia calls for a close look at the utilization of facilities. We hope what is being suggested in this recommendation can be accomplished through the on-going evaluation system and will fully justify the appropriateness of establishing centers. (Tenth Annual Evaluation Report, 1979:32)

Recommendation 6: Analysis of Male-Female Enrollments

The Council recommends to the State Board of Education that male-female enrollments in vocational education be maintained by level of program, and that data compiled be analyzed to determine deviation from expected or desired trends and to monitor these trends on a continuing basis. (Ninth Annual Evaluation Report, 1978:3)

Response: Vocational Education Reporting System (VERS) collects enrollment data by sex. These printouts are being studied by the Sex Equity Unit. The new Vocational Education Data System (VEDS) is designed to cover all levels of Vocational programs and will gather data for use by the Sex Equity Unit on enrollments in vocational education courses and programs by male and female. (Tenth Annual Evaluation Report, 1979:32)

Recommendation 7: Replacement and Maintenance of Equipment

The Council recommends to the State Board of Education that priority be established in the 1980-82 budget request for assisting school divisions with the purchase of replacement equipment and equipment maintenance for vocational education programs which prepare students for

employment. (Ninth Annual Evaluation Report, 1978:3)

Response: Beginning with the 1979-80 school year 25% of all funds allotted for the purchase of equipment will be set aside for the purchasing of replacement equipment and maintenance of equipment for continuing vocational programs. (Tenth Annual Evaluation Report, 1979:32)

Recommendation 8: Comprehensive Data System

The Council recommends to the State Board of Education that the Vocational Education Reporting System (VERS) be expanded into a comprehensive data system for vocational education including postsecondary and other data components not now a part of the system. (Ninth Annual Evaluation Report, 1978:4)

Response: The new Vocational Education Data System (VEDS) is a greatly expanded data system consisting of eight sub-systems and is designed to include all levels of Vocational Education programs. Efforts are being made to implement this comprehensive data system by July 1, 1979.

The new data system will include sub-systems on student enrollment, programs, program completers and leavers, teaching staff and support personnel, student follow-up, employer follow-up, facilities and expenditures.

Special funds are available and have been allocated to the state through P. L. 94-482 to employ the personnel and provide the other resources needed to implement the data system. Positions for additional personnel to implement and manage the system have been requested. When these positions are approved and the personnel are employed, the data system can be fully implemented. (Tenth Annual Evaluation Report, 1979:33)

In the State Advisory Council's review of the goals and objectives contained in the Annual State Plan for Vocational Education, it concluded that most of the goals were met.

Reasons for any goals which were delayed had been provided by the State Department of Education.

An analysis of the total program of vocational education in Virginia revealed several points which the Council highlighted in its report. It should be noted that effective with the passage of the Vocational Education Amendments of 1976 (P. L. 94-482) and with the Comprehensive Employment and Training Act of 1973 (P.L. 93-203) collaboration between the Governor's Manpower Services Council and the State Advisory Council was mandated in assessing the availability of vocational education and training, the labor supply being produced, and the needs of the labor market for trained workers. The coordinative effort was legislated so that all providers of vocational training--educational agencies, manpower agencies, rehabilitative services agencies, special education, and other programs of training--would work together to provide a "consistent, integrated, and coordinated approach to meeting such needs." (Ninth Annual Evaluation Report, 1978:15) The determination was made from responses received from the agencies involved that much of the activity was coordinated through memoranda of agreement or similar documents. The indication that coordination was indeed occurring did not negate the need for more and continued cooperation. (Ninth Annual Evaluation Report, 1978:4)

In conducting the aforementioned analysis, it was found that available data were insufficient to determine, with any validity, labor market needs for specific areas of the state. The Advisory Council expressed the desire that possibly the State Occupational Information Coordinating Committee, which was being developed, would serve as the vehicle to gather, assimilate, and analyze the data to aid in the determination of how well Virginia was meeting the needs of its people and in program planning at all levels. (Ninth Annual Evaluation Report, 1978)

During fiscal year 1978, the Council conducted three public meetings. These meetings were held in Charlottesville, Albemarle, and Norfolk. Four recurring themes were included among the input received: need for more funding to properly equip and maintain classrooms, need to develop better articulation between secondary and postsecondary institutions, need for better follow-up procedures to determine graduate activity, and need to provide counselors with better knowledge and appreciation for the opportunities available in vocational education. (Ninth Annual Evaluation Report, 1978:19)

A special comment was provided in the Ninth Annual Evaluation Report regarding the interrelationship between the State Advisory Council and the Governor's Manpower Services Council. Since the enactment of the Vocational

Education Amendments, the Advisory Council and the Manpower Services Council had been sharing reports and exploring ways to work together to accomplish their individual charges. As evidence of the Councils' efforts to cooperate, "a joint policy statement was developed by the two councils in October of 1977 in recognition of areas of mutual interest and concern and to further clarify the legislative mandates." (Ninth Annual Evaluation Report, 1978:20)

Another focal issue during FY 1978 was that of local advisory councils. The Education Amendments of 1976 (P. L. 94-482), Title II, prescribed the duties and purposes of these local councils. The two mandates given to local councils were:

1. Advise on current job needs and the relevance of programs and courses offered in meeting these needs.
2. Consult in the development of the local plan and application to the State Board of Vocational Education. (1978:21)

Attempting to provide technical assistance for these local advisory councils, the State Advisory Council held seven regional workshops. The evaluations documented the success of these workshops. In responding to a question regarding what was needed in helping these local councils to be more effective, most persons identified the importance of having information as most critical. After these workshops, the Advisory Council targeted three areas of potential

concern. These included the predominance of educators on the councils, the lack of sufficient leadership for profitable functioning of the local councils, and lack of appropriate support from some administrators. (Ninth Annual Evaluation Report, 1978)

1978-1979

In fiscal year 1979, the State Advisory Council was involved with such issues as determining employment needs in the Commonwealth, improving public relations regarding programs in vocational education, persuading the State Board of [Vocational] Education to implement the Advisory Council's recommendations, providing assistance to local vocational advisory councils, and studying the financing of vocational education.

The first meeting of the year 1978-1979 was held in Richmond. The first and second sessions included orientation for new members and committee meetings. The dinner session had as the guest speaker, Dr. Wade Gilley, Secretary of Education for Virginia. He discussed the status of education in Virginia and the involvement of lay citizens as advisors at the various levels of education. (VSACVE, Minutes, August, 1978)

The second day of the Council meeting was the business session. Brigadier General (Retired) Melvin Goers was elected to serve as chairman for the ensuing year. Dr.

Thomas Hohenshil was appointed as Vice-Chairman. The Committee on Evaluation had been attempting to locate some information on how to collect data on employment needs throughout the State. This Committee had contacted appropriate federal government offices and states identified as having good data systems. However, after reviewing available data, it was concluded that there were "no meaningful data consistently available to determine the vocational education and employment and training needs in Virginia on a local and regional basis." (VSACVE, Minutes, August, 1978:8) At this juncture, the Council recommended that persons from Virginia Polytechnic Institute and State University be contacted to provide assistance in this matter. (VSACVE, 1978)

Winchester was the site of the October 4-5, 1978 meeting. A public meeting was held as part of the activities. One of the issues raised was regarding the need "to improve public relations regarding vocational education programs." (VSACVE, Minutes, October, 1978:3) Following the same idea, it was recommended that the State Board be informed of the "Council's concern about the lack of implementation of items in the State Plan, citing the hiring of a public information officer, as an example." (p. 3)

Other concerns discussed during the meeting included a need to study vocational education financing, a need to

determine how local advisory councils were functioning, provision of additional support for local councils, and the issue of establishing separate vocational schools.

The next scheduled meeting, February 7-8, 1979, was cancelled. The last meeting of FY 1979 was held in Richmond on April 4-5. Council members visited five locations which offered vocational education programs. These sites included a community college, a learning center for emotionally-disturbed children, and three secondary schools.

The dinner meeting was followed by a presentation on handicapped students by James T. Micklem, Director of Special Education Support Services, State Department of Education; Edwin B. Morse, Coordinator of Student Services, Virginia Community College System; and Dewey T. Oakley, Director, Division of Program Services, State Department of Education. These individuals discussed the federal legislation which dealt with providing services and education for the handicapped. (VSACVE, Minutes, April, 1979)

Committee reports were presented during the meeting on April 5. Several concerns were expressed and plans for future activities suggested. Among the activities were Council's involvement in advising on the State Plan and Accountability Report, in preparing recommendations to the State Board for the ensuing year, and in assessing the

conferences held for local advisory councils. One of the concerns involved the need to continue doing more to help in the State's effort to decrease sex bias and stereotyping. (VSACVE, Minutes, April, 1979)

A second major concern regarded the wording in the proposed Standards of Quality for 1980-1982. The contention was in the possible interpretation of the standard on career preparation to mean that students who completed vocational programs would not be prepared to attend college. The Council recommended that the wording be revised as follows:

Each school division shall provide vocational education for all students of the division to the end that no student drops out of school who is unprepared to enter the world of work, no student graduates who is not qualified for further education and/or employment. (VSACVE, Minutes, April, 1979:17)

The Tenth Annual Evaluation Report, 1979, presented eight recommendations from the State Advisory Council on Vocational Education to the State Board of [Vocational] Education. These recommendations are delineated below, accompanied by the State Department of Education's response to each recommendation:

Recommendation 1: Special Education--Vocational Education Role in Serving Handicapped Students

The Council recommends to the State Board of Vocational Education that a state level committee be established to clarify the role of special, vocational, and other educational personnel in meeting the needs of handicapped students and that a series of workshops involving directors of special education and vocational education be held

to communicate this information. (Tenth Annual Evaluation Report, 1979:1)

Response: This committee will be established. The committee will consist of representatives from state and local vocational education, Mental Health and Mental Retardation, Rehabilitative Service, Governor's Employment and Training Council, Rehabilitative School Authority, Special Education and Welfare. Workshops will be held on a regional level to communicate information to all local special educational and vocational personnel. (Eleventh Annual Evaluation Report, 1981:5)

Recommendation 2: Inservice for Working with Handicapped Students

The Council recommends to the State Board of Vocational Education that a representative group of teachers and teacher educators develop an inservice education program to help vocational teachers and other school personnel develop competencies needed for working with handicapped students and that the training program be designed so the staff of a local school division can conduct the inservice activity. (Tenth Annual Evaluation Report, 1979:2)

Response: An inservice education program for all teachers of handicapped students enrolled in specially designed programs is planned for FY 81 and an inservice education program will be provided for State staff and teacher educators to develop an understanding of the guidelines for serving disadvantaged students in regular programs.

Inservice education through program service conferences will aid in the development of an understanding of methods and materials to assist teachers in serving the handicapped students through special and regular programs. An inservice program will be developed and designed so staff of a local school division can conduct inservice activities. (Eleventh Annual Evaluation Report, 1981:5)

Recommendation 3: Incentives for Needed Vocational Teachers

The Council recommends to the State Board of Vocational Education that appropriate incentives be established to encourage individuals to prepare as teachers in those vocational education program areas which are experiencing shortages. (Tenth Annual Evaluation Report, 1979:2)

Response: Various activities are planned to recruit needed teachers in Vocational Education. Six projects in cooperation with vocational teacher education institutions will be funded to provide special activities such as visual presentations and visitation to secondary and postsecondary schools for recruitment purposes. These activities will be carried out in selected geographical locations to inform prospective teachers where the greatest teacher shortages exist. (Eleventh Annual Evaluation Report, 1981:6)

Recommendation 4: Professional Teacher's Examination

The Council recommends to the State Board of Vocational Education that the professional teacher's examination required after July 1, 1980, not apply to teachers coming from industry seeking the Vocational Industrial Education Certification. (Tenth Annual Evaluation Report, 1979:2)

Response: The Vocational staff is certainly in agreement with this recommendation. Every effort is being made to identify an alternate examination to use in lieu of the National Teacher's Examination. (Eleventh Annual Evaluation Report, 1981:6)

Recommendation 5: Sex Equity in Vocational Education

The Council recommends to the State Board of Vocational Education that a handbook for use by educators be developed which provides information on the issue of sex equity in vocational education and includes suggestions addressing sex bias and sex stereotyping in vocational programs and counseling. (Tenth Annual Evaluation Report, 1979:3)

Response: The sex equity coordinator has met with the State Advisory Council Ad Hoc Committee on sex equity concerning this issue and many others dealing in the area of sex equity. It has been determined that the sex equity handbook for educators, as recommended by the Council, will be developed. (Eleventh Annual Evaluation Report, 1981:6)

Recommendation 6: Local Advisory Councils

The Council recommends to the State Board of Vocational Education that a continuous program of technical assistance be established for local advisory councils and educational personnel in school divisions and postsecondary institutions who are responsible for working with these councils. (Tenth Annual Evaluation Report, 1979:3)

Response: The FY 81 - FY 82 state plan makes provision through a three-year project for the development and implementation of a leadership development program for local administrators of vocational education with emphasis on the needs of new administrators and on the effective operation of local advisory councils. Technical assistance is now being provided by the Supervisor of Local and Regional Planning for the development and operation of local advisory councils and will be continued. A manual detailing the procedures for developing and using local advisory councils is currently being updated. (Eleventh Annual Evaluation Report, 1981:6)

Recommendation 7: Comprehensive Employment and Training Act

The Council recommends to the State Board of Vocational Education that expanded efforts be made to assist public schools, community colleges, and proprietary schools to establish effective working relationships with Comprehensive Employment and Training Act (CETA) prime sponsors which result in improved service to in-school and out-of-school youth and disadvantaged adults. (Tenth Annual Evaluation Report, 1979:3)

Response: During the current year a two-day inservice conference was held to acquaint the vocational state staff with CETA and develop an

awareness for the purpose of providing programs in the public schools and other educational institutions to serve CETA clients. It is realized that barriers do exist but with cooperation among all concerned these barriers can be overcome. The Department of Education will encourage planning at the local level with prime sponsors to better meet the needs of disadvantaged persons. The Department of Education is represented on the Governor's Employment and Training Council linkage committee. The purpose of this committee is to recommend the utilization of linkage funds. (Eleventh Annual Evaluation Report, 1981:7)

Recommendation 8: Public Information

The Council recommends to the State Board of Vocational Education that its public information program about vocational education continue to receive special emphasis in its development and a high priority be assigned to this activity. (Tenth Annual Evaluation Report, 1979:4)

Response: A position has been established in the Department of Education for the purpose of providing public information in Vocational Education. This emphasis will continue to receive high priority. (Eleventh Annual Evaluation Report, 1981:7)

Accompanying the recommendations in the Tenth Annual Evaluation Report was a comment by the Advisory Council. The comment provided an assessment of how the State Board of [Vocational] Education had responded to the Council's recommendations.

Generally, Council's recommendations have received favorable consideration by the State Board. This is reflected in the Board's FY 1981 and 1982 vocational plan through strategies and activities which fully or to some degree respond to each of the recommendations. Recommendations 4, 6, and 7 have received much attention and substantial action has taken place. It was determined that Vocational Industrial Education Certificate applicants do not have to take the professional

teacher's examination, a project has been started which is planning technical assistance activities for local advisory councils, and expanded efforts are underway to build linkages and establish effective working relationships between CETA prime sponsors and education. Action has been initiated on recommendations 1, 2, 5, and 8. Recommendation 3, incentive for needed vocational teachers, has received little attention. Numerous recruitment activities are included in the vocational plan, but no action has been taken to establish incentives such as teacher scholarships. (Eleventh Annual Evaluation Report, 1981:7)

In the review of the FY 1979 Annual Program Plan for Vocational Education, the Council noted that most of the goals and objectives had been completed; reasons for lack of accomplishment for other activities were presented by the State Department of Education. Two areas of concern were identified by the Council. The Community College System had not provided the enrollment figures for vocational programs to the State Department of Education. The lack of this information rendered some of the analyses incomplete. The Council was also deeply concerned because the Virginia Occupational Information Coordinating Council had not been properly organized and developed. For this reason, much data which should have been generated regarding job opportunities in the State were unavailable. (Tenth Annual Evaluation Report, 1979)

In an attempt to determine if it was meeting its mandate of providing technical assistance to local advisory councils, the SACVE conducted a study on the local councils.

As a result of the study, it was ascertained that the local councils were helpful and were involved in the planning of vocational education programs. It was also found that a guide might be helpful for the local advisory council members to assist in evaluating the need for programs in vocational education. (Tenth Annual Evaluation Report, 1979)

During the 1978 FY, Council members visited schools, a community college, and a youth correctional center in the Richmond area. Some of the problem areas identified in these visits were inadequate facilities, equipment needs, lack of planned articulation in programs, lack of qualified teachers in the vocational areas, and need for more public relations to promote vocational education. (Tenth Annual Evaluation Report, 1979)

Better relationships were promoted between the Governor's Employment and Training Council (manpower council) and the SACVE during this fiscal year. The mandates for these two groups to work together were found in both Public Law 94-482, the Education Amendments of 1976, and Public Law 93-203, the amendments to the Comprehensive Employment and Training Act of 1973. The statutes provided for an "exchange of membership..., mutual identification of vocational education and employment and training needs of the State..., and the exchange of reports for review and comment." (Tenth Annual Evaluation Report, 1979:23)

1979-1980

During FY 1979-1980 the Council was involved in activities designed to enhance services for the handicapped, to encourage sex equity and alleviate sex stereotyping and to further cooperation with the Governor's Employment and Training Council. Additional undertakings were planned to aid local advisory councils, to collaborate with constituent groups, to increase evaluation activities, and to become knowledgeable about proprietary institutions. (VSACVE, Minutes, August, 1979)

The first meeting, held in Richmond on August 1-2, was the orientation meeting for newly appointed members. Dr. S. John Davis, Superintendent of Public Instruction, was the evening speaker. Dr. Davis delineated his visions for the future of vocational education. These thoughts included: "need for imaginative and creative thinking; need for more closer (sic) relationships with private sector; vocational preparation for the handicapped." (VSACVE, Minutes, August, 1979, Appendix A:2)

The standing committees presented reports at the August 2 business session. Dr. Thomas Hohenshil, Chairman of the Committee on State Planning and Accountability, informed the Council members that the U. S. Office of Education had changed the planning periods for state plans for vocational education. Virginia would now be required to have three-

year plans, instead of the previous five-year plan.

(VSACVE, Minutes, August, 1979)

The Committee on Evaluation Chairman, Mr. Robert Baumgardner, presented possible recommendations for the Council to make to the State Board of [Vocational] Education. Much discussion followed and additional recommendations were made to include services for the handicapped and activities to encourage sex equity.

Mrs. Sally Buck, Chairperson of the Ad Hoc Committee on Sex Bias and Sex Stereotyping, presented an ambitious agenda for Council's consideration. Items presented included the preparation of a sex equity handbook for school personnel, publication of pertinent articles in two pertinent periodicals, development of a film strip on sex equity, establishment of an advisory committee for the staff person at the State Department of Education, and encouragement to strengthen job placement for female minorities. (VSACVE, Minutes, August, 1979)

The continuing coordination and cooperation efforts were evidenced as the State Advisory Council heard reports from the State Department of [Vocational] Education, the Community College System, and the Governor's Employment and Training Council (GETC), formerly the Governor's Manpower Services Council (GMSC). The representatives from these agencies reported on issues pertinent to Council's interests and activities. (VSACVE, Minutes, August, 1979)

At the recommendation of the Nominating Committee, Dr. Thomas Hohenshil was elected to serve as Chairman of the Council for FY 1979-1980. The slate of officers for the year was presented at the October meeting. (VSACVE, Minutes, August, 1979)

The second meeting was held in Roanoke on October 1-2, 1979. As a part of this meeting, the Council held a public hearing in compliance with federal mandates. Reports from the standing committees outlined priority activities for the remainder of the fiscal year. Particularly important were the items presented by the Committee on Evaluation. This Committee planned to work in conjunction with the Governor's Employment and Training Council to ascertain training needs and to determine the extent to which cooperation and coordination were employed in providing the education, to identify handicapped students' needs which, if met, would lead to employment, and to determine if vocational education was available to residents of the State's correctional institutions. (VSACVE, Minutes, October, 1979)

The Committee on Program of Work and Technical Assistance dealt primarily with assisting the local advisory councils. It was suggested that regional conferences be organized so that further technical assistance could be provided. (VSACVE, Minutes, October, 1979).

It was announced that Mr. William Moore had been appointed by the National School Boards Association to serve on a task force which would look at needs of vocational education, both present and future. Other demonstrations of the Council's involvement with constituent agencies were the continued exchange of liaison persons with the Governor's Employment and Training Council and participation by Dr. Beamer, Executive Director, in the national meeting with Advisory Committee Executive Directors. (VSACVE, Minutes, October, 1978)

The third meeting of FY 1980 was held in Richmond and began with a panel discussion on Sex Equity and Sex Stereotyping. Emphasis on Sex Equity in vocational education continued at the evening session, as participants heard Ms. Linda Beene, Program Manager, Vocational Equity Programs, Arkansas State Department of Education. (VSACVE, Minutes, February, 1980)

Committee reports included an update on the State Plan, an announcement that Dr. Thomas Hohenshil, Chairman, would represent the Council at a meeting with the Virginia Occupational Information Coordinating Council, information on the Vocational Education Evaluation in Virginia (VEEVA) procedure, and a progress review of the conferences planned for local advisory councils on vocational education. Representatives from the National Institute of Education,

Dr. Garry Hendrickson and Dr. Allan Rosenbaum, provided updates on the Institute's involvement with vocational education and the questions being asked by the federal government as it considered re-authorization of vocational education legislation. (VSACVE, Minutes, February, 1980)

Attesting to the Virginia Advisory Council's cooperation and involvement, it was noted that Dr. Rufus Beamer, Executive Director, was assisting the National Institute of Education in the effort to design a questionnaire to ascertain the information desired by the federal government. Dr. Beamer had also attended the Southern Regional SACVE conference in Myrtle Beach, South Carolina. He made a presentation on "Needed Changes in the Vocational Education Legislation." Dr. Beamer discussed each section of the 1976 vocational education legislation and gave his opinion as to the kinds of activities which should be financed. At the state level, Dr. Beamer wrote a letter to Dr. Gordon Davies, Director of the State Council of Higher Education, (the agency which oversees all aspects of higher education, including programming and budgeting) regarding the shortage of teachers in the various areas of vocational education. Dr. Beamer's point in the letter was that although an oversupply of teachers might generally exist, there was a severe shortage of trained teachers in at least four of the vocational education program areas. Dr.

Beamer requested assistance from the State Council of Higher Education in alleviating this problem. (VSACVE, Minutes, February, 1980)

The last meeting of FY 1980 was held in Norfolk, on April 2-3, 1980. On-site visitations comprised a large portion of the first day's meeting. The afternoon was consumed by committee meetings. Speakers for the evening session included Dr. Mark Fravel, Jr., a member of the State Board of [Vocational] Education, and The Honorable Edythe Harrison, member, Virginia House of Delegates. Dr. Fravel addressed concerns regarding reduced appropriations for vocational education, reasons why, and possible responsive actions. Delegate Harrison discussed her proposal to create a joint subcommittee on vocational-technical and career education. The purpose of this proposed bill, as stated by Delegate Harrison, was to "redirect priorities and redirect funds." (VSACVE, Minutes, April, 1980)

The Chairman of the Committee on Evaluation, Mrs. Carolynne Stevens, informed the Council members that during the coming year, the members of this committee would be gathering data on proprietary schools to help other Council members understand the proprietary segment of educational institutions and the role these institutions play in the vocational education delivery system. Learning about proprietary schools had been one of the Advisory Council's

identified goals for the year. (VSACVE, Minutes, April, 1980)

In the Eleventh Annual Evaluation Report, published in February, 1981, the State Advisory Council presented five recommendations to the State Board of Vocational Education. The recommendations and the subsequent responses from the State Board of Vocational Education appear below:

Recommendation 1: Incentives for Needed Vocational Teachers

The Advisory Council recommends to the State Board of Vocational Education that State teacher scholarships be established as incentives to encourage individuals to prepare as teachers in those vocational program areas which are experiencing shortages. (Eleventh Annual Evaluation Report, 1981:1)

Response: For a number of years a shortage has existed in the number of teachers needed in vocational education. The major shortages are in Agricultural Education, Trade and Industrial Education, and Industrial Arts Education. The State Board will establish a scholarship fund in the State Department of Education budget to provide scholarships to students who wish to enroll in teacher education programs in those vocational programs where a shortage of teachers exists.

The scholarship will be in the amount of \$1,000 annually (\$4,000 for four years) and a minimum of 50 new scholarships will be awarded each year. (Twelfth Annual Evaluation Report, 1982:5)

Recommendation 2: Proprietary School Regulatory Function

The Advisory Council recommends to the State Board of Vocational Education that a comprehensive study be made of the role and regulatory needs of proprietary schools prior to any decision to relocate the regulatory responsibilities presently

residing with the State Board of Education.
(Eleventh Annual Evaluation Report, 1981:1)

Response: The State Board concurs that a study should be made. However, a special sub-committee of the General Assembly is conducting such a study. Staff members of the Department of Education and the Department of Commerce are assisting in the study. (Twelfth Annual Evaluation Report, 1982:5)

Recommendation 3: State Board Evaluations

The Advisory Council recommends to the State Board of Vocational Education that during 1981 the State Board of Vocational Education assess its current vocational education evaluation procedures and its short and long range vocational education evaluation needs and that strategies be developed for inclusion in the FY 1983-85 State Plan for Vocational Education. (Eleventh Annual Evaluation Report, 1981:2)

Response: A committee met on January 22, 1981, to make an assessment of the current evaluation system. The State Vocational Advisory Council was represented on this committee by its research associate.

Several positive changes were discussed as follows:

1. Establish uniform evaluation procedures for all evaluations so comparable data is available on each program evaluated.
2. Make a clear distinction between compliance auditing and program evaluation.
3. Utilize information already being gathered through Southern Association on-site evaluation visits.

As suggested by the Advisory Council these changes will be included in the FY 1983-85 State Plan for Vocational Education. (Twelfth Annual Evaluation Report, 1982:6)

Recommendation 4: Vocational Education Centers

The Advisory Council recommends to the State Board of Vocational Education that the unique problems of vocational education centers, such as coordination of schedules and activities with feeder schools, transportation, and competition for students be studied to assess their impact on student enrollments and to identify existing and new incentives, financial and others, which encourage school divisions to establish and maintain jointly owned and operated vocational facilities. (Eleventh Annual Evaluation Report, 1981:2)

Response: A task force will be appointed to determine what effect scheduling with feeder schools, transportation, and competition for students has on enrollment at jointly owned and operated vocational facilities. If the task force determines that these things are barriers then appropriate action should be taken to alleviate these problems. (Twelfth Annual Evaluation Report, 1982:6)

Recommendation 5: Expansion of Vocational Programs and Services

The Advisory Council recommends to the State Board of Vocational Education that vocational education programs be expanded to serve students who most need job skills and assistance in securing employment and who are not now being served. (Eleventh Annual Evaluation Report, 1981:3)

Response: The State Board of Vocational Education shares the concerns of the State Advisory Council for Vocational Education in regard to serving students who most need job skills and assistance and are not now being served. Many of these students are disadvantaged or have special problems and may not be served adequately in traditional vocational programs.

A considerable amount of federal funds are designated to serve these groups. However, the federal funds must be matched with State and/or local funds. Financial incentives to assist localities in providing these high cost programs will be provided if additional funds can be made

available. (Twelfth Annual Evaluation Report, 1982:7)

The Council again included a comment referencing the actions of the State Board of [Vocational] Education on a high priority recommendation from the Advisory Council. The comment was:

The favorable reception by the State Board to Recommendation 1 regarding teacher scholarships has been tempered through the budgetary process. The proposed scholarship fund became a part of the Board's addendum budget, but through prioritization of the many items in the addendum package it was relegated to a position where there is little hope for such a fund to be established in the 1982-84 biennium. (Twelfth Annual Evaluation Report, 1982:7)

Compliance with federal law requires the Council to evaluate the Annual Program Plan for Vocational Education. In trying to evaluate the objectives and strategies in the plan, the Council was unable to determine the extent to which any of the goals had been met due to a lack of data regarding the objectives. Included in the Annual Plan were nineteen "improvement objectives." The Advisory Council's comment regarding these improvement objectives was that

judgement of the effectiveness of the activities related to the improvement objectives usually involves time beyond the year the activity takes place. It appears, at this time, that most of the activities... will contribute to improved vocational education programs and services. (Eleventh Annual Evaluation Report, 1981:20)

The Advisory Council also commented that objectives dealing with "sex bias and sex-role stereotyping" were given

serious attention, as well as providing for competency-based education. These are two areas which the Council views favorably. (Eleventh Annual Evaluation Report, 1981)

As the Advisory Council and the Governor's Employment and Training Council complied with the federal mandate to determine if the State's "vocational education and employment training programs (and other providers of education and training) were meeting the needs of employers in a "consistent, integrated, and coordinated" manner, it was determined that the availability of data had increased, that the Virginia Occupational Information Coordinating Council (VOICC) was in place, and that much needed data were still unavailable. However, it became clear that based on the existing information, important judgments could be made regarding planning of vocational program offerings. (Eleventh Annual Evaluation Report, 1981)

These two agencies also conducted a survey to determine the extent to which the several state agencies involved in education and training were cooperating. It was found that "memoranda of understanding or joint policy statements" existed in a majority of instances. The extent of coordination was still deemed to be less than satisfactory. (Eleventh Annual Evaluation Report, 1981)

On-site visitations by the Council members revealed many of the same problem areas as observed previously. Some

of the concerns expressed from the secondary community involved school dropouts, insufficient funds to maintain and update equipment, and the lack of qualified teachers in certain areas. Community college concerns echoed the secondary schools' complaint regarding lack of funds for equipment upgrading. Also included were low faculty salaries and the need to upgrade occupational faculty. The proprietary schools re-echoed the equipment cost problem, and commented on the inability to gain contractual agreements with public schools and the Comprehensive Employment and Training Act administrators. Additional concerns voiced were the need for greater recognition of proprietary schools, the negative image because of the profit motive, and the lack of math skills found in students. (Eleventh Annual Evaluation Report, 1981)

In compliance with SACVE's mandate to provide technical assistance for local advisory councils, nine workshops were held around the state to provide opportunities for the persons chairing these councils and other educators to come together and share ideas and discuss ways of improving advisory councils' effectiveness. It was the opinion of the State Advisory Council that all of the local groups which were serving in advisory capacities were being under-utilized. The primary areas in which the Council saw need for improvement were presented in the following statement:

"but much is yet to be accomplished in assisting in judging relevancy of programs, identifying employment needs, and advising as vocational plans are developed if this link with business, industry, and the general public is to reach its full potential." (Eleventh Annual Evaluation Report, 1981:29)

The working relationship between the SACVE and the Governor's Employment and Training Council continued to improve. Activities were developed which enhanced the cooperation. Reports were shared; memberships on Councils were exchanged; employment and training needs were cooperatively identified; and success of education and training constituencies in meeting employment demands were assessed. (Eleventh Annual Evaluation Report, 1981)

Included in the Annual Evaluation Report was a SACVE evaluation of how well its recommendations had been received and acted upon during the previous ten years by the State Board for [Vocational] Education. It is noteworthy that the majority of the recommendations made by the Advisory Council had received "substantial action" or had "action initiated." Of the 58 recommendations presented during its first ten years in existence, only 7 were noted as having received "no action." Twenty-five of the recommendations were evaluated as having had "action initiated" and 26, as having received "substantial action." (Eleventh Annual Evaluation Report 1981:8-10)

1980-1981

The fiscal year 1980-1981 saw the Council involved with issues and activities pertaining to evaluation of vocational education, role of proprietary schools, preparing students to function in society, on-site visits, recommendations for the State Board of [Vocational] Education, and sex equity. The first meeting of FY 1981 was held on August 6-7, in Richmond. Dr. Thomas Hohenshil presided as chairman. The meeting began with a luncheon at which Dr. Allix B. James, President of the State Board of [Vocational] Education was the guest speaker. Dr. James called attention to the uniqueness of the Council in that no other area of public education had a citizens' council which the Governor appointed to advise the State Board. He also highlighted the idea of competency-based education and praised vocational education for taking the leadership role in this venture. (VSACVE, Minutes, August, 1980)

The afternoon sessions revolved around orientation for new members and meetings for the standing committees. The evening session began with a dinner meeting. At the conclusion of dinner, Mr. J. Frank Alspaugh, Director of Industrial Development, made a presentation. Comments from the speech included references to the relationships between vocational education and industrial development, the growth in numbers of individuals enrolled in vocational education,

plans for future activities in Industrial Development, and different types of employment in Virginia. Mr. Alspaugh also addressed the increasing need for highly trained persons to fill the job needs in the State, the importance of building on international development, the imperative for keeping vocational education curricula and programs current, and the essential ingredient of a proper attitude in education. (VSACVE, Minutes, August, 1980)

The August 7 session began with the presentation of committee reports. Mr. William D. Moore, Chairman of the State Planning and Accountability Committee, reported on the progress with federal approval of the current State plan and training activities which had been developed to assist guidance counselors. Mr. Moore commented that the Council was seeing progress from one of its previous recommendations. (VSACVE, Minutes, August, 1980)

The Committee on Evaluation's chairperson, Mrs. Carolynne Stevens, reported on proprietary schools. She raised several issues regarding the lack of cooperation between local school divisions and community colleges with proprietary schools and regulations governing proprietary schools and their administration. (VSACVE, Minutes, August, 1980)

Mr. M. Carter Murphy, Chairperson of the Committee on Program of Work and Technical Assistance, reported that five

conferences had been held for educators and local advisory council chairpersons. Four conferences had been planned for the future. (VSACVE, Minutes, August, 1980)

Dr. Rufus Beamer, Executive Director, reported on the activities of the legislative joint sub-committee on Vocational-Technical and Career Education. This subcommittee had been established under House Joint Resolution 97 by the 1980 Virginia General Assembly. Dr. Beamer was a member of this sub-committee, as well as eight legislators, and other heads of State education agencies. Dr. Thomas Hohenshil was serving as a research consultant for this group. This sub-committee was looking at ways to improve vocational-technical and career education. (VSACVE, Minutes, August, 1980)

Mr. William D. Moore was elected chairman of the Advisory Council for 1980-1981. It was also announced that the Virginia Community College System had a new Chancellor, Dr. James H. Hinson. (VSACVE, Minutes, August, 1980)

Abingdon was the site of the November meeting of the Advisory Council. Mr. Lloyd Walton was appointed as Vice-Chairman of the Council. Public hearings are one of the Council's mandated functions; therefore, one session of this meeting was a public hearing. (VSACVE, Minutes, November, 1980)

The guest speaker for the evening session was Dr. William Lavery, President of Virginia Polytechnic Institute and State University. Dr. Lavery's presentation centered on the importance of vocational education to citizens of Virginia and the relationship between liberal arts and vocational education. He stressed the need for excellence in all education and the necessity of ending the classifying of jobs for social status. (VSACVE, Minutes, November, 1980)

Concerns were presented in the various committee reports. Mr. John Kirby reported for the Committee on State Planning and Accountability. He expressed the continued issue of the unavailability of timely data for the Council's use in preparing its evaluation report. It was also noted that no data had been available from the community colleges. Council decided to develop a resolution to be forwarded to the State Board of [Vocational] Education expressing the concern about the lack of data. (VSACVE, Minutes, November, 1980)

Mr. Herbert E. Wittersheim reported from the Committee on Evaluation. He announced that each member of the Committee on Evaluation had observed an on-site evaluation or the administrative review process which are now components of the State Department of [Vocational] Education's evaluation procedure for vocational-technical programs. (VSACVE, Minutes, November, 1980)

The report from the Committee on Program of Work and Technical Assistance was made by Mr. M. Carter Murphy. This committee was developing a position paper on the need for all students to be equipped with skills to allow them to be functional and competitive as citizens. (VSACVE, Minutes, November, 1980)

The third meeting of FY 1981 was held in Richmond on February 4-5, 1981. The first session included a discussion of the proposed recommendations for the annual report and the committee meetings. At the evening session, it was announced that the Virginia Vocational Association had presented a Certificate of Meritorious Award for outstanding service to vocational education to the State Advisory Council. This award recognized organizations which had given many years of outstanding service to vocational education. (VSACVE, Minutes, February, 1981)

The guest speaker for the evening session was Dr. James H. Hinson, Chancellor of the Virginia Community College System. His comments were directed at the community colleges, the differences among the colleges, various needs throughout the colleges, the changing curriculum, the necessity for articulation of programs, and the emphasis on occupational education. (VSACVE, Minutes, February, 1981)

The first item of business at the February 5 session was the revised by-laws. These revisions had been

distributed in December. The Council unanimously accepted the revised bylaws. (VSACVE, Minutes, February, 1981) QP.

The Committee on State Planning and Evaluation had developed a list of suggested activities to assist the State Board in carrying out the recommendations from the Council. These activities were reviewed and accepted. Included in this list of activities were:

Incentives for needed vocational teachers:

- develop a program to prepare unemployed teachers as vocational teachers where appropriate work experience or training relates to an occupational field.
- develop a public relations program within the community colleges to encourage students from technical fields to pursue teaching as a career.

Proprietary school regulatory function:

- conduct a study of the role and regulatory needs of proprietary schools prior to any transfer of the regulatory responsibilities.
- review the positive possibilities of using proprietary institution to supplement the public educational system.

State Board evaluations:

- establish uniform evaluation procedures for all evaluations so comparable data is available on each program evaluated.
- establish a small permanent evaluation unit to conduct the evaluations including on-site evaluations of programs.

Vocational Education Centers:

- contract for a study of the unique problems of vocational centers.
- establish a committee of persons involved in

the operation of vocational centers and others to review current status of centers and to identify ways to overcome problem areas which affect student enrollments.

Expansion of vocational programs and services:

- solicit assistance of local advisory councils in devising means to better serve students.

- assist school divisions in the development of a plan to provide vocational skills to students who most need assistance and are not now served.

(VSACVE, Minutes, February, 1981)

Mr. John Kirby, reporting for the State Planning and Accountability Committee, reported on a position paper which had been developed and forwarded to the State Board of Education. This paper was on the Council's concern about the lack of data in a timely manner. (VSACVE, Minutes, February, 1981)

The last meeting of FY 1981 was held on April 1-2, 1981 in Richmond. The sessions began with on-site visitations to three area secondary schools and one community college. Committee meetings were held during the second session.

For the evening session, Mr. Kenneth S. White, a member of the State Board of [Vocational] Education, was the guest speaker. His comments centered on problems with education, the need to keep opportunities available, the need for assessment, and declining budgets and enrollments. (VSACVE, Minutes, April, 1981)

The first session of April 2 began with presentations about the on-site visits. The committee reports were next on the agenda. The Committee on Program of Work and Technical Assistance presented a paper on "Equipping Students with Skill to be Functional and Competitive as Citizens and Wage Earners." This paper was reviewed by members and later approved by Council. Mr. John Kirby was appointed by the Chairman to represent the Virginia Advisory Council at the meeting of the National Advisory Council and State advisory councils which was to be held in Washington in June. (VSACVE, Minutes, April, 1981)

1981-end of year

The first two meetings of Fiscal Year 1982 were included in this study in order to complete the activities of the Advisory Council through the retirement of its first Executive Director, Dr. Rufus W. Beamer. Dr. Beamer retired effective January 1, 1982.

The Advisory Council held its first meeting of FY 1982 in Richmond on July 29-30. The first session was devoted to the orientation of newly appointed members and committee meetings. The evening session included a presentation by Mrs. Margaret Marston, a member of the State Board of [Vocational] Education. Her comments centered on the Board of [Vocational] Education's perceptions of the Advisory Council and the importance of vocational education. Mrs.

Marston also identified concerns and issues which faced the State Board and the Commonwealth. (VSACVE, Minutes, July, 1981)

The business session began on July 30. Reports were made by the four standing committees and the Executive Committee. Mr. John Kirby presented a report on the joint meeting of the National Advisory Council on Vocational Education and the State Advisory Councils on Vocational Education. The major concern expressed was over reduced federal funding for all of education, including vocational education. Dr. Rufus Beamer was one of the speakers for this joint conference. (VSACVE, Minutes, July, 1981)

A report from the Ad Hoc Committee on Sex Bias and Sex Stereotyping informed the Council of the Committee's activities and recommended that this ad hoc committee be continued for the next year. Reports were also made by the three liaison representatives from the State Department of Education, the Community College System, and the Governor's Employment and Training Council. Mr. John Kirby was elected as Chairman of the Council for FY 1982. (VSACVE, Minutes, July, 1981)

Richmond was again the site for the November 4-5 meeting of the Advisory Council. During the first session, committee assignments were made for the year and then the committees meetings were held. The evening session was a

public meeting held at a local vocational technical center.
(VSACVE, Minutes, July, 1981)

Committee reports were made during the third session. The reports were primarily concerned with recommendations for activities for the coming year. Dr. E. Jean Walker, Chairman of the Committee on Finance, Personnel, and Housing, reported on the retirement of Dr. Beamer. She also moved that Mr. George Orr, Research Associate for the Council, be named Executive Director. This action reduced the Council's staff to two persons. (VSACVE, Minutes, July, 1981)

Dr. Perry Adams, liaison representative from the Virginia Community College System, invited the Council members to attend the opening session of the Annual Meeting of the State Board for Community Colleges to hear the speaker, Mr. John A. H. Shober, President of Penn Virginia Corporation. (VSACVE, Minutes, July, 1981)

Dr. Beamer had been a speaker at a joint meeting of the Virginia School Boards Association and the Virginia Association of School Administrators. His comments had centered on local advisory councils. (VSACVE, Minutes, July, 1981)

The last part of the meeting was devoted to parting remarks from the outgoing Executive Director, Dr. Beamer. He summarized his feelings about the Advisory Council, its

impact, role, and activities. Dr. Beamer also complimented his successor, Mr. George Orr. At the conclusion of these remarks, the meeting was adjourned. (VSACVE, Minutes, July, 1981)

The Twelfth Annual Evaluation Report of the State Advisory Council began with a position statement regarding attributes needed by students leaving educational settings to successfully perform in the work world. The Council's position supported the Standards of Quality adopted by the State Board of Education and the General Assembly for 1980-1982, especially the goal which stated, "...qualify for further education and/or employment, ..." The Council, however, believed that this goal could be obtained "if all students are equipped with skills related to work. Students need to understand the role of work in our society, and they must begin to see themselves as an integral part of that working world." (Twelfth Annual Evaluation Report, 1982:ix)

The Council also expressed its concern that, in addition to the basic education emphasis which was underway, the need for

"developing a work ethic, dignifying all labor important to society, understanding the free enterprise system, acquiring job skills and job-seeking skills, and recognizing that work is central to the wholesome development of the individual and society must also be a part of each student's education." (Twelfth Annual Evaluation Report, 1981:ix)

The State Advisory Council presented five recommendations to the State Board of [Vocational] Education for its consideration in the subsequent year. Since this study ended with 1981, the State Board of [Vocational] Education's responses were not included.

Only the recommendations follow:

Recommendation 1: State Board Review of Vocational Education

The Advisory Council recommends to the State Board of Vocational Education that a specific goal be established in 1982 to review vocational education at all levels in light of student, adult, and labor market needs; and initiate directions that will meet these needs throughout the 1980s. (Twelfth Annual Evaluation Report, 1982:1)

Recommendation 2: Status Report on Career Preparation Standard

The Advisory Council recommends to the State Board of Vocational Education that the status of the SOQ (Standards of Quality) career preparation standard in the report to the Governor and General Assembly on public education in Virginia distinguish between students prepared for employment with marketable skills gained through vocational education courses and those judged to be prepared for employment by some other criteria. (Twelfth Annual Evaluation Report, 1982:1)

Recommendation 3: Support of Community College Occupational-Technical Education Equipment Plan

The Advisory Council recommends to the State Board of Vocational Education that it review the plan developed by the State Board for Community Colleges (SBCC) for replacement and updating of occupational-technical education equipment in the college system and support the SBCC in its efforts to obtain funds to implement the plan. (Twelfth Annual Evaluation Report, 1982:2)

Recommendation 4: Allocation of Categorical Aid
for Vocational Education

The Advisory Council recommends to the State Board of Vocational Education that a task force be established to review the state system of allocating categorical aid for vocational education to local school divisions and that any recommended changes be considered in the development of the 1984-86 biennial budget. (Twelfth Annual Evaluation Report, 1981:2)

Recommendation 5: Local Vocational Education
Advisory Council Slide-Tape
Presentation

The Advisory Council recommends to the State Board of Vocational Education that a slide-tape presentation be developed describing the functions and duties of local vocational education advisory councils. (Twelfth Annual Evaluation Report, 1982:3)

In its review of the Annual Program Plan for 1981, the Advisory Council restated the goals and corresponding objectives classified as continuing or improvement. A table depicting the categories with funds and expenditures was also included. No analysis or assessment of the program was attempted in the report.

In the section on Review of Service to People and Their Needs, the charge to the Council through Federal legislation was reiterated. The charge included cooperation with the Governor's Employment and Training Council to "identify the vocational education and employment needs of Virginia." The second emphasis in the mandate was to "assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs

represent a consistent, integrated, and coordinated approach to meeting such needs." (Twelfth Annual Evaluation Report, 1982:15)

During the preceding year (1981), much work was completed in the establishment of the Occupational Information Coordinating Council and the Standard Occupational Classification system. However, with the newly available data on employment demand, it was still difficult to determine how well the various suppliers of employers were meeting the employment needs. There was decidedly more cooperation among agencies at the state and local levels. It was the belief of the Advisory Council that the reduction in available funding had precipitated much of the cooperation and agency inter-reliability. With monies being in short supply, it was deemed necessary for agencies to depend on the resources of one another. Although insufficient funding should not form the basis for cooperation, it was believed that it might be the impetus for getting cooperation and coordination started. (Twelfth Annual Evaluation Report, 1982)

The on-site visits of the Council members to Piedmont Virginia Community College, Albemarle High School, Charlottesville High School, and the Charlottesville-Albemarle Vocational Technical Center revealed consistent concerns as in previous years' visitations. The first area

listed by both secondary schools and community colleges was lack of adequate facilities. Second on both lists was the inability to replace outdated equipment due to lack of funding. Equipment was third on the list of the vocational center. Other problems voiced by the secondary schools included the high dropout rate of students from low-income families and the need for better guidance and placement services for vocational education. (Twelfth Annual Evaluation Report, 1982)

An assessment of the State Board of [Vocational] Education's program evaluation was complimented by the Council. Recommendations for needed improvement included the suggestion to "focus more attention on the results of programs" and to "make the evaluation process less subjective." (Twelfth Annual Evaluation Report, 1982:19)

Comments received during the Council's annual public meeting included the following recurring concerns:

1. Need for substantial additional state funds to aid in maintaining equipment and for the purchase of replacement and updated equipment.
2. Concern that salaries of vocational teachers are noncompetitive with business and industry making it difficult to employ teachers in certain skill areas.
3. Need for one policy board to coordinate efforts in all phases of vocational education.
4. Support is needed for the concept that vocational education is for everyone.
(Twelfth Annual Evaluation Report, 1982)

The Advisory Council commented positively on a new guide that had been developed by the State Department of Education and distributed at seven workshops during 1981. The Council expressed the belief that the guide would help the local advisory council members and the educational administrators better understand the purpose and role of the local councils. (Twelfth Annual Evaluation Report, 1982)

Efforts from the Governor's Employment and Training Council in the area of increased linkages with education agencies were reported in the Councils' comments. Three major areas of emphasis were named:

1. awareness programs for the CETA and educational communities;
2. establishment of an information delivery system;
3. and, provision of technical assistance.
(Twelfth Annual Evaluation Report, 1982)

Included in the Appendixes of the 1982 Annual Evaluation Report were summaries of the job outlook for Virginia from 1979 through 1982. Data used in projecting employment needs included a listing of the twenty occupations with the largest number of job openings. For comparative purposes, enrollments in secondary and community college vocational programs were also shown.

Summary

This chapter continued the presentation of the history of the Virginia State Advisory Council on Vocational Education from mid-1977 through the end of 1981. The Education Amendments of 1976 had been enacted. This legislation expanded the mandated responsibilities of the advisory councils and increased the membership categories from which representation was required.

One of the major areas in which Council activity began was elimination of sex bias, sex discrimination, and sex stereotyping. The Advisory Council established an ad hoc committee to work closely with the State Department of Education to assist in this endeavor. With Council's urging and assistance, a position for a sex equity coordinator was secured for the Department of Education.

The federal government was placing emphasis on cooperation and coordination among and between state agencies. It was hoped that, with the expanded membership categories including representatives from other state agencies, more collaboration would occur.

Visibility of the Advisory Council increased through its public hearings, its presence at functions related to vocational education, increased involvement of members in State and national events, participation in on-site evaluations at secondary schools, vocational centers, and

community colleges, and increased dissemination of the annual reports. The Executive Director, Dr. Rufus W. Beamer, served on the task force which developed the Federal Regulations for implementation of the Education Amendments of 1976.

All of these activities improved the credibility of the Council and gave added respect to Council's recommendations and comments to the State Board of [Vocational] Education. Input and advice from the State Advisory Council was sought by various constituents. The Council had attained a status of its own and due recognition was accorded this group of individuals, who, appointed by the Governor, provided evaluations of existing vocational education programs and services and recommendations for improving and enhancing the total vocational program in Virginia.

CHAPTER 4

Collection of Perceptions and Reflections of the Advisory Council's Role and Impact

Introduction

For purposes of this study, one of the subsidiary questions developed correlatively to the history of the Virginia Advisory Council on Vocational Education was, "What are the perceptions of selected individuals, who served from 1969-1981 in positions of leadership relative to the Council's functions and activities, regarding the impact of the Council on vocational education in Virginia?" Also asked was "What recommendations, if any, do these individuals have for increasing the impact of the Council?" The responses of persons identified in Chapter 1 to questions asked either during an interview or on a questionnaire are presented in this chapter. These responses were from individuals who held selected positions during the period of this study, past presidents of the State Board of [Vocational] Education, and past chairpersons of the Virginia State Advisory Council on Vocational Education.

All responses, be they from the interviews or the questionnaires, have been aggregated because the same questions were used in the interviews that were asked on the questionnaire. These persons were asked to express their

perceptions as to the impact of the State Advisory Council regarding its mandated functions. Questions were also posed for purposes of determining the extent of Council's involvement in certain issues; of appraising the performance of the Council's staff; of determining success of the Council in improving the image of vocational education; of identifying particular strengths of the Council; and of eliciting indicators for ways in which the Advisory Council might, in the future, improve its activities or functions. The questions allowed for open-ended responses, which have been subjected to content analysis using an approach proposed by Holsti (1969) and Guba/Lincoln (1981). Analysis of data secured from several of the questions was restricted to frequency counts and percentages of total responses.

From the twenty-five persons contacted, responses in the format requested were received from nineteen. These responses represented a return rate of 88 percent. Three other individuals expressed concern in responding to the specific questions and preferred providing their own perceptions on certain issues pertaining to the Advisory Council. Pertinent comments from these individuals are included after the data analysis in this chapter.

The chapter is divided into three parts. Part one presents the findings from the interviews and questionnaires. Part two displays the analysis and

categorization of data. Part three contains a summary of the chapter based on the perceptions obtained from the selected individuals.

Findings

The unedited responses to each of the questions posed in the interviews and included on the questionnaires are presented in this section. Numbered responses are presented. No identification of the respondent has been made unless prior approval had been granted and the individual's position would lend credence to any conclusions drawn or recommendations made. A copy of the complete questionnaire is included in Appendix B.

Question I: Federal legislation has mandated seven primary functions for the State Advisory Council on Vocational Education (SACVE). Please write your perception (opinion) as to the impact the Advisory Council has had with regard to each of the following functions (A - G):

- A. Advising the State Board on the development of the State Plan, including the preparation of long-range and annual program plans and the accountability report.

Responses:

1. When the proffered advice is basically in agreement with the thinking of the State Board and its staff, positive; otherwise, uncertain.

2. Through experience and a dedicated staff, the Council fashioned an extensive mechanism for detailing actions over a year's time frame. Realizing that a single perfunctory annual report would not properly alert the Board, the Virginia SACVE instituted a series of clinker-built committee and staff reports that preceded actual presentations of the annual reports. It is significant, also, that the presentation of the final "report card" was presented rather than submitted. The annual appearance of the SACVE Executive Committee was intended as a bifurcation: to promote visible awareness of the Council's advisory status as well as to emphasize the various recommendations and findings. In this manner, the Council was highly successful in keeping the Board fully apprised of the Commonwealth's vocational programs.

3. Excellent job has been done on this.

4. Effective.

5. Probably had some little impact here. More Rufus Beamer's influence than the Council as a whole.

6. Considerable impact.

7. (Presented) annual report to the State Board.

8. The Council's recommendations have had a very positive effect on both annual and long-range program plans.

9. While I was on Council, I felt it did an outstanding job in preparing the long-range and annual program plans and the accountability report.

10. Evidence is available to show that the Advisory Council has worked hard on this particular mandate. It has been consistently involved in the planning process, and its recommendations to the State Board have been incorporated in the development of the annual and long-range plans. The accountability report mandate has been addressed each year since its establishment as a requirement. The Council's overall influence on state planning and accountability has been considerable.

11. This is the most important function of the SACVE since the State Plan represents a commitment on the part of the state to the federal government. Therefore, it is essential that the Advisory Council study and give advice in the planning of this document. In my opinion, there is a great amount of expertise to be offered from the various members of the Council.

12. Quite a lot.

13. Significant impact since the Council through its representation on the State Plan Committee is able to monitor progress and provide objective advice.

14. The Advisory Council, under current federal legislation has a representative on the State Planning and Accountability Report Committee. This has allowed the Council to impact on the planning process. The Council's representative for the past several years has had substantial impact on the committee.

15. Direct impact as a member of the State Plan and Accountability Report Committee. Also, on the State Plan Committee which brings the report to the full Council at the same time it is brought to the full State Planning Committee. Council member represents Council, as well as the Executive Director being in attendance.

16. The State Advisory Council was very helpful in making suggestions during the compilation of the State Plan for vocational education. The State Director of Vocational Education attended the monthly Advisory Council meetings during which time the State Plan was discussed and suggestions made by the Council. The State and Federal Vocational reports were also discussed at the Council meetings and given Council approval.

17. I believe the Council has done an outstanding piece of work in all areas mentioned. I would assume that the State Board of Education is particularly appreciative of receiving this kind of help from a group of citizens who are interested in the development and growth of viable vocational/technical programs.

18. Has had great impact on the Board's planning and budget. I've found that the Board of Education, and indeed the Department, relies quite heavily on the Advisory Council's advice. I think it's evident from the fact that the Board by design meets with the Advisory Council at least

once a year, and values the input from that group, and then, of course, directs the department to respond to the recommendations of the Advisory Council. I think if you look over the history of what's happened, the Board has made every effort to respond to these recommendations. Case in point: the scholarships for teachers in vocational trades -- the Board has included in its budget monies for teachers who are interested in going into vocational education.

19. Recommendations of the Advisory Council and the annual submissions of the same were very helpful in the preparation of plans for consideration and action by the Board of Education.

Question I: (Perception as to the impact the Advisory Council has had with regard to:)

- B. Advising the State Board on policy matters arising in the administration of the State Plan.

Responses:

1. When the proffered advice is basically in agreement with the thinking of the State Board and its staff, positive; otherwise, uncertain.

2. Because of the Board's dual-hatted role, vocational education issues tended to be relegated to lower priority. Recognizing the inadequacy of this de facto arrangement, the Council Staff and successive Executive

Committees initiated actions to underscore the Board's proper policy making responsibilities. A concentrated effort was launched during the period 1980-1982 through a series of individual appearances by the Executive Director and Chairmen, special committee reports, and informal "lobbying." In effect, SACVE was highly successful in making the [State] Board realize that the onus for success or failure was theirs; and that SACVE was only and properly an advisory body.

3. Excellent.

4. Need more in-depth communication.

5. Some little impact--more Rufus Beamer's influence than the Council as a whole.

6. No opinion.

7. Little or no impact.

8. The [State] Board has generally followed Council's recommendations on policy matters.

9. The rapport between the Council and the State Board was such that there was good communication between the two on all matters.

10. There have been several opportunities for the Council to advise the State Board on policy matters. Examples would be policy matters related to other state agencies or institutions, vocational-technical centers and the role of vocational education in the high school.

11. The State Advisory Council is in a strategic position to give advice on policy matters. The various representatives as well as the activities of the Advisory Council provide much insight in regards to this function.

12. Some.

13. A mixed bag, since it is my view that the State Board has other "axes to grind." The Council through its staff and evaluation report does impact policy development by the State Staff.

14. Not as much impact has been made in this area as others. The Council from time to time raised questions about policy matters with the State Board. Substantial impact has been made in influencing the content of the career preparation standard in the Standards of Quality for Public Schools.

15. Getting [State] Board to establish special committee (1983), policy and planning committee, to carry out responsibilities.

16. The suggestions by the SAC were presented to the State Board of Education at approximately every third monthly meeting of the State Board by the State Director of Vocational Education who attended each meeting of the State Board.

17. Knowing the thoroughness of Dr. Rufus Beamer on matters relating to vocational education, it is my

perception that he has done an outstanding piece of work in keeping the State Board advised on policy matters related to vocational education. I know from personal information that he attended meetings, met with committees and served as an excellent sounding board and advisor to the State Board.

18. Probably the Council has not had as much impact in that area as development. Whether it has just not been a vehicle for that or an opportunity for the SACVE to provide that input, I don't know. I cannot comment on why that hasn't happened.

19. No opinion.

Question I: (Perception as to the impact the Advisory Council has had with regard to)

C. Evaluating vocational education programs, services, and activities.

Responses:

1. No basis for opinion.

2. SACVE's most proficient mode was probably in the field of evaluation. Of all the state and local organizations, with which I have been associated, I have never participated in such a professional and earnest approach by an advisory body. Rather than being content to review superfluous paper in Richmond, the Council virtually packed up and visited every corner of the Commonwealth. On-site evaluations were paramount; first hand observations were important integrals of the continuing analysis.

3. Excellent.
4. Need some strengthening in this area.
5. Nearly none!
6. Evaluation report well done each year and has some impact on the State Board.
7. Limited basis.
8. The Council's work in this area has been outstanding and very helpful.
9. Although I think evaluation was difficult for the Council, the public hearings sponsored throughout the State certainly gave the Council an opportunity to hear first hand how the users of the programs felt about them. These public hearings were most enlightening to me and I am sure to our other Council members.
10. This mandate has been addressed in a very satisfactory way by the Council. In fact, it has been to a great extent the major focus of the Council's efforts. It has been through the evaluation of vocational education programs, services, and activities that the Council has developed its recommendations to the State Board involving both planning and policy development.
11. To my knowledge no other group is doing anything in this area on a State-wide basis. There is some data gathered in reference to enrollments and follow-up, but not on a more global approach. It is essential that the Council

perform this function for the benefit of the State Board for Vocational Education as well as for other interested individuals.

12. Some.

13. Provides an objective overview. Since in this area many of the reports generated by the State staff are meaningful only to an educational evaluation "expert."

14. The Advisory Council has impacted extensively on the State Board's evaluation of vocational education. The Council's Evaluation Committee has influenced most of the changes that have been in the VEEVA [Vocational Education Evaluation] system since its beginning. Independently, the Council is not in a position to evaluate the total vocational program. Its efforts have been to focus on issues or problems, investigate these to the degree needed to draw conclusions, and then recommend changes to bring about improvements. On single issues, the Council has been quite effective in influencing changes.

15. Council members participate in VEEVA. Have an evaluation committee. Produces an evaluation report annually. One of the problems is the figures. Information needed to do the evaluation is not ready in time to do the evaluation. Almost "after the fact"; needs to be improved.

16. Evaluation of vocational programs has been accomplished through:

(1) Procedures used by local directors and area and regional supervisors of each vocational service.

(2) Local advisory committee reports to the State Advisory Committee and supervisory staff members of each of the vocational services.

(3) The State Director and staff are called on to present progress and evaluation reports at each of the SACVE meetings.

(4) Reports by the State Director to the State Directors Liaison Committee.

17. The evaluation of vocational education programs is a large undertaking, particularly in the Commonwealth of Virginia. The staff of the Council is simply inadequate to spend the time in evaluating the programs. This observation is based on numbers and not the quality of the staff. I would encourage sufficient funding for providing a staff for the Council, simply because they can do an independent, non-prejudicial evaluation, in my judgment.

18. In my opinion, this is probably the greatest service that the SACVE provides for the Board and the Department [of Education]. I am always concerned that we may be training for obsolescence. I am always concerned that our programs in vocational education be keyed to the

needs of industry five, ten, fifteen, twenty, twenty-five years from now. Case in point: Oftentimes educators do not have the ability to "crystal ball it" and predict what types of training are and will be needed in the future. The SACVE members in business and industry are closer to the work world and it seems to me they have a responsibility to evaluate current programs, to evaluate the whole concept of vocational education.

19. The Council's assessments of progress in vocational education were constructive and worthwhile.

Question I: (Perception as to the impact the Advisory Council has had with regard to)

- D. Publishing and distributing the evaluation results (Annual Evaluation Reports).

Responses:

1. Particularly valuable to the parties involved as another professional opinion.
2. The evaluation results were thoroughly "staffed" and consensus attained prior to dissemination. As a result, the reports were frank but objective. The end product was a professional compendium widely distributed (and highly regarded) through appropriate channels.
3. Good.
4. Effective.
5. Good reports but probably no impact.
6. Well done--considerable impact.

7. Does this very well.

8. The Council's "Annual Evaluation Report" continues to be the outstanding publication for vocational education in the State.

9. Although I felt the annual evaluation reports tended to be too voluminous, the reports themselves were comprehensive and professionally presented.

10. I think the Council's Annual Evaluation Reports have been excellent. They have been rated that way by the other State Councils across the Nation, by the U. S. Office of Education, and by the National Advisory Council on Vocational Education. The reports have consistently met National guidelines, congressional mandates, and have been requested and used by many agencies and institutions interested in vocational education.

11. This is most necessary since the data have been secured. Also, it provides a source of data to be used by many individuals and agencies. Wide distribution of this document should be made.

12. Some impact.

13. The SACVE publishes a meaningful report, plus follow-up on prior year recommendations. Impact, a mixed bag!

14. Annual evaluation reports have been developed as required by law. Recent reports reflect an overview or

summary of what is happening in the State in vocational education. Problems still exist in having sufficient data available in a timely manner to assist the Council in developing its report. As a result, the reports do not reflect all the statistical types of data which might be expected in such a document.

15. The distribution of this document is not as wide as it can be, because of lack of funds.

16. No opinion.

17. Outstanding job in this effort; great impact, but could be even greater. There could be wider distribution of the document in the public sector, for example, to the legislature; a larger distribution among the local school boards--someone in addition to the Superintendent and the President of the Board, for example, members of the local school boards, local community college boards, State Council of Higher Education Council members. I would even recommend distribution to individual members of the legislature, county Boards of Supervisors, and city councils.

18. Certainly I feel that's a must.

19. This had a very salutary effect.

Question I: (Perception as to the impact the Advisory Council has had with regard to)

E. Identifying, after consultation with the State Manpower Services Council, the vocational

education and employment and training needs of the State, and assessing the extent to which vocational education, employment training, vocational rehabilitation, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs.

Responses:

1. No basis for opinion.
2. During the CETA (Comprehensive Employment and Training Act) era, SACVE and the Governor's Employment and Training Council (GETC) made an earnest effort to comply with both the spirit and letter of the respective laws. Rather than pay merely lip service, the two Councils strove to make the mandate a mutually beneficial project. At that time, there was a genuine effort to make the programs "a consistent, integrated, and coordinated approach." The advent of the Job Training Partnership Act (JTPA) has apparently altered the previous spirit of reciprocity.
3. Questionable -- seems to be a lack of good communication between education and the business community. The data furnished by the State Manpower Services is sometimes questionable. For instance, the building trades simply do not use the employment commission to find craftsmen to any great extent.

4. Efforts should be continuously made to insure as little duplication (unless necessary) as possible.

5. Very little, if any, impact here!

6. No opinion.

7. Usually included in recommendations to the State Board of Education.

8. Much time and effort is spent in consulting with other agencies, with good results.

9. It seemed to me that the Council made valiant efforts to anticipate needs, but there did appear to be duplication of efforts in curricula among the secondary, community college and even to a lesser extent, 4-year institutions.

10. The Virginia Council moved early to develop a written agreement with the State Manpower Services Council which encompassed the procedures to be followed in the implementation of this mandate. The mandate is broad, comprehensive, illusive, and difficult, but I think the Council's efforts and success with this mandate would compare favorably with the best Councils across the Nation. The Council has had an excellent relationship with the State Manpower Services Council. Letters, memorandums, etc., are on file to support this excellent relationship.

11. I suppose that this function is the most difficult for the Council as it is difficult to secure the necessary

data in a form which will provide for a consistent, integrated and coordinated approach. After all, this function is a key component in a well developed state plan.

12. Some.

13. Excellent coordination and cooperation through cross representation on Vocational Education and "Manpower" Councils at both State and local levels.

14. The Council has worked diligently over the years to respond to this particular responsibility. A close working relationship with the Governor's Employment and Training Council was established in meeting this joint responsibility. Council efforts influenced VOICC [Virginia Occupational Information Coordinating Council] to move more quickly into developing demand-supply labor market data and this made data available to respond more effectively to this function. The Council does receive comments on a U. S. Department of Education review of its report, and this section was cited as one of the best throughout the Nation. Currently, efforts are underway to establish relationships with the new Governor's Job Training Coordinating Council to continue meeting this responsibility.

15. Both Councils have representatives on the Department of Education's State Plan Committee. The SACVE receives direct feedback from GETC. SACVE does not have direct input back to the manpower agency.

16. As a member of the State Manpower Services, Council, the State Director of Vocational Education consulted with the Council on matters pertaining to training needs of the State and how such needs are being met through the several vocational programs.

17. This function has been attempted, but I am of the opinion that more real input needs to be made available to the Council and a closer working relationship needs to be developed between the Council and the current Manpower Council or Employment and Training Council, or the JTPA [Job Training Partnership Act].

18. Certainly this function is important, but I go back to my previous statement that the SACVE could help in determining the employment needs now and the future needs ten years from now. This to me is an absolute must. In order to accomplish this, the majority of the membership should be from the private sector, both small and large businesses.

19. No opinion.

Question I: (Perceptions as to the impact the Advisory Council has had with regard to).

F. Holding at least one public meeting each year during which the public is given an opportunity to express views concerning the vocational education programs of the State.

Responses:

1. Again, limited to vocational educators and the primary consumers of their products, but for these groups, the impact of the Council was significant during the period of my involvement.

2. The Council not only held the one public meeting, but also alternated the geographical location as well as timing. This intended flexibility was purely to encourage and solicit the widest possible participation as well as viewpoint. Nonetheless, it was obvious that the audience was predominately from the vocational education community; very few participants represented the general public. The significance can only be presumed. It certainly wasn't due to a lack of effort on the part of the SACVE and the Staff.

3. Good, but public hearings are dominated by those in education and those potential employers are not represented to any great degree.

4. Need more follow-up on views expressed.

5. Probably more successful in this area than any other. Impact on citizens who presented as well as others.

6. Questionable impact on non-vocational educators.

7. Efficiently done. Good input from across the state.

8. These meetings have been very successful. They are well planned and very well attended.

9. The Virginia Council certainly excelled in having three or four public meetings a year even though only one was mandatory.

10. The Council has gone far beyond the minimum requirements of this mandate. It has developed a high level of expertise in holding public meetings and its track record in terms of attendance, quality and quantity of comments, visibility for vocational education, and making use of the comments with the appropriate decision makers, would be very difficult to excel. The proceedings of the public hearings have been published and distributed to key decision makers in vocational education. They have been analyzed by the Council staff and have served as the basis for many recommendations to the State Board.

11. Providing for the public to be heard is important in our democratic society. We are living in an era where people want to share in what concerns them. The public hearings provided by the Council are well announced and are distributed evenly over the State. This should always be so. In my experience, such public meetings do much to generate support for vocational education.

12. Some.

13. These are interesting meetings, but I believe they're most important for the "education" of the SACVE.

14. The Council has held one or more public meetings each year it has been operational. These have proven to be effective means to identify problem areas or issues in vocational education that should be reviewed further by the Council. Unfortunately, these meetings do not always attract enough members of the public to express their views. Parents and employers need to be represented at these meetings in greater numbers. These meetings have provided a forum to discuss pertinent issues on vocational education.

15. Well attended. Lot of people have input; good job.

16. One public meeting is held annually for the purpose of accepting suggestions for compiling the State Plan for vocational education. Either the SACVE Director or Assistant Director has always attended and contributed helpful information. Many worthwhile points are suggested that have been incorporated into the State Plan.

17. This has been done in an excellent manner. However, there is not a large attendance at these meetings. For example, there needs to be more representatives from the State Legislature, the regions, and other interested educators, and also parents, and people who are interested in finding out more about vocational education. This would take some extra effort and resources, but I am convinced that it can be done. They might want to consider adding a full-time person who would coordinate all of these meetings and get the troops out.

18. Based on my experience in public education, I believe quite strongly in getting the public to express views and suggestions.

19. This was desirable. It provided a separate and organized means for interested citizens to register their concerns and suggestions and for these expressions to be carefully considered.

Question I: (Perception as to the impact the Advisory Council has had with regard to)

- G. Providing technical assistance to local advisory councils and other recipients of PL 94-482 funds in the establishment and operation of local advisory councils.

Responses:

1. Very significant during the period of my involvement.
2. From the inception, SACVE took a particular interest in supporting and encouraging local councils. The "technical assistance" ranged from especially designed slide presentations and publications, to soliciting assistance from the Department of Education, to individual advice or visits by the Staff.
3. Excellent.
4. Council carries out this mandate but effectiveness is a concern.

5. Little here except during the years (about 1974-75) when Local Advisory Councils were a major thrust and the SACVE held conference meetings.

6. No opinion.

7. I am not aware of any assistance.

8. The Council is limited in this area. The Technical assistance has been provided, but has not been used effectively by many local administrators. The State Board has developed a plan to put more emphasis on improving the role of local advisory councils. More attention and support of Local Superintendents is needed.

9. During my term on Council, a training manual for local advisory councils was developed--a truly professional effort. The effectiveness of local councils was greatly impacted by the leadership offered by the institutions which they served. Also, it was obvious that there was not as much community support for local councils in some areas as in others.

10. The Council was working with local advisory councils before they became mandated through the Education Amendments of 1976. After the 1976 Amendments and the requirement for local advisory councils to be established and the further requirement that the SACVE provide them technical assistance, the Virginia Council has blanketed the State several times with drive-in conferences to assist the

key people on local councils on making the Councils effective and helpful. The Council has developed and distributed publications on how to establish and use local advisory councils. Its professional personnel has met with many councils (all over the state) for the purpose of assisting them with their duties and responsibilities. One state-wide meeting on developing council leadership was held in Blacksburg. Impact was substantial.

11. This is an area which provides some problems to a State Council because of such limited staff. However, with good coordination and planning, the Council is in a position to see that such assistance is rendered to local advisory groups. However, the most important ingredient in this function is to give support and emphasis to advisory groups. Somehow advisory groups across the state have not been supported enough by the people in the decision making process. The Council must pave the way to get such support.

12. Some.

13. With its limited resources, the SACVE staff does an outstanding job.

14. The Council has aggressively pursued supporting local advisory Councils on vocational education. Numerous workshops and programs have been presented throughout the state since federal legislation required the establishment of local councils. Much progress has been made in improving

advisory councils at the local levels. The Advisory Council has been a primary factor in that improvement.

15. Need to do more in this area. Need an evaluation form for local advisory councils. Task Force to develop a form for Local Advisory Councils.

16. No opinion.

17. Not any real opinion. However, I do not believe they are staffed at sufficient manpower levels to be as effective as they need and want to be in providing the needed assistance to local councils.

18. If there is a weakness in this whole process of advisory councils, I believe it is with the local advisory council. I am appalled at the differences we find in the Commonwealth between those very aggressive, assertive, successful advisory councils in some areas and those that are meaningless in other areas. It seems to me that the SACVE staff should be placing much more emphasis in bringing those local advisory councils along. As you know, we have tried to meet with the local advisory councils and the superintendents. I don't have any other suggestions at this time, but I think that kind of emphasis will bring the kind of results we are looking for and if we don't encourage, strengthen, etc., the local advisory councils, the SACVE will be much less effective.

19. This activity served a useful purpose at the grass roots level.

Question II:

A. Legislation which has had an impact on vocational education focused attention several issues. What is your perception of the Council's involvement in or response to the following issues?

1. Sex bias, discrimination, and stereotyping
2. Handicapped and disadvantaged

Responses:

1. a. Was not in a position to have knowledge of activity in this area.

b. Was not in a position to have knowledge of activity in this area.

2. a. It was evident that the SACVE took the lead, not only for vocational education but education in general. It was not a matter of usurping prerogatives of the Department of Education, but rather one of filling an obvious void.

b. The SACVE continuously assessed local vocational education facilities and educators on local capabilities to deal with handicapped students. In my opinion, though, less emphasis was placed on the handicapped than on sex discrimination.

3. a. Good.

- b. Good.
- 4. a. Effective.
b. Effective.
- 5. a. Little to none.
b. Little to none.
- 6. a. Strong supporters of sex equity and racial equity.
b. Somewhat less impact than above.
- 7. a. Did this very well. I believe the Council was partly responsible for getting this position funded and approved [position with State Department - Sex Equity Coordinator].
b. I'm not aware of any impact.
- 8. a. Very good.
b. Very good.
- 9. a. Council vigorously addressed these issues all three years that I served. I feel that real impact was made.
b. As I recall, the primary problem in dealing with the handicapped and disadvantaged always resulted in lack of funds.
- 10. a. The Council developed a position statement on this area of vocational education and included it in one of its Annual Reports. It set up a special committee to study this problem and to make suggestions and recommendations to

the overall Council. It has also given this topic high priority in Council discussions and meetings.

b. The Council's effort with this vocational legislation has been to monitor programs at the state and local levels to determine if the intent of Congress through its legislation is being achieved. It has studied the adequacy of local programs and has made several recommendations to the State Board addressing the handicapped and disadvantaged. I believe the Council's track record on both A. 1 and 2 is excellent in terms of providing positive information and recommendations to the State Board.

11. a. Must keep abreast of what is taking place and be in a position to help eliminate such practices. Close coordination by the Council with the Sex Equity Coordinator is essential.

b. I see a two-fold purpose here. On the one hand the Council should advise as to the implementation of the law to see that handicapped and disadvantaged persons benefit from vocational education, but also to help secure the resources needed to implement many aspects of the law.

12. a. Some.

b. Some.

13. a. The Council involves itself through observations and briefings; however, too often there are buzz words for special interest groups.

b. See above!! Depends on anybody's definition of the terms!

14. a. The Council provided the emphasis that moved the Department of Education to employ a Sex Equity Coordinator. (Delay in this action prompted the Council to make this an issue for discussion whenever an opportune time presented itself) Once the coordinator was employed, the Council, through an ad hoc committee, provided support and direction in this effort.

b. Several efforts affecting both programs for the handicapped and disadvantaged students have been pursued by the Council throughout its existence. Notable efforts involved having a vocational teacher recognized as a required participant in the development of an IEP (individual education plan) for handicapped students. Both of these programs will have additional state funding support on an FTE basis as a direct result of a Council recommendation and follow-through with a committee on financing vocational education.

15. a. Helped State Department get Sex Equity Coordinator's position approved.

b. As far as I know, they are not doing anything in this area.

16. a. In my opinion, the council has made a concerted effort to counteract the negative policies of sex bias, discrimination, and stereotyping.

b. The Council has taken a maximum of interest and total involvement in programs for handicapped and disadvantaged. These programs have been an integral part of the total vocational program.

17. a. To the best of my knowledge, this is an area that was made a priority and an outstanding piece of work has been done.

b. The Council would be able to do more in this area, but it is an expensive area to get anything done and takes longer to get things accomplished.

18. a. I don't know that I can answer that because I don't have a feel for it.

b. I think the Council and the Department and all those interested in education have been less than effective. It's an area that I feel quite strongly about because I think we have seen and heard of so many success stories in the area, but those success stories dealing with the handicapped and disadvantaged are a drop in the bucket as far as what we should be doing.

19. a. The Council was supportive of the purposes of such legislation.

b. The Council was supportive of providing instruction in vocational education to all who could benefit.

Question II:

- B. What are your perceptions regarding the performance of the staff of the Council?

Responses:

1. During my period of involvement in state government (1976-1978), my impression was that the Advisory Council was a positive professional influence on vocational education. In my experience, I regarded its staff highly and frequently turned to it for objective, professional advice in this area.

2. Without a doubt, the staff was the most professional, dedicated and omnipresent of any with which I have been associated. Moreover, considering such a small nucleus, they were also the most productive.

3. Excellent.

4. For the job staff performs, it is well done.

However Council needs to become more involved locally and if done, additional staff will be needed.

5. Excellent staff.

6. Excellent in all respects.

7. Dr. Beamer was very effective. Because of reductions in funds, and other ?? reasons, the Council has not been as visible under George Orr's direction.

8. Excellent.

9. I felt that Council staff operated in an exceptionally efficient manner--I was amazed that so few people could get so much done.

10. No response.

11. I have been most pleased with the performance of the staff of the Council. I believe that we have been most fortunate in Virginia because the staff has been composed of persons who have the knowledge and experience needed. This has given the staff credibility which is so important in any advisory group.

12. Excellent.

13. The VSACVE has been blessed with vocationally recognized and "actual" Vocational Education professionals. This is a primary factor in Virginia's Advisory services.

14. The staff has been effective in molding a positive relationship with the State Board of Vocational Education. This relationship built on trust and mutual respect has been helpful in gaining support from the Board on important issues impacting vocational education and in education overall.

15. Excellent. I was aware of the excellent staff before I came to Virginia.

16. I would give a very excellent rating regarding the performance of the staff. During my association with the program there were two members of the Council office. They

cooperated in every possible way and were available for consultation on very short notice. Their performance has much to do with the success of the total vocational program in Virginia.

17. I think the staff is absolutely superb. I think that Dr. Rufus Beamer is not only an outstanding individual, but it is quite apparent that he is one of the nation's leading vocational educators. I believe he is nonpareil.

18. The staff has performed quite well, in spite of the limitations of the staff (refers to numbers not quality). There seems to be too much for these few people to attend to effectively. Therefore, I think the performance is admirable.

19. In carrying forward its work, the Council was and is most fortunate in having the services of an excellent staff.

Question II:

C. How effective do you believe the Council has been in improving the image of vocational education?

a. With the State Board of [Vocational] Education?

b. With the public at large?

Responses:

1. a. Somewhat--impression limited to observations during the period 1976-1978. As an advisory, federally funded body, it can only be as effective as others (in power) will let it be.

b. It has served as another useful mechanism for keeping this important part of our educational system visible in the public eye through its statements and publications.

2. a. The Council forced the issue: SACVE made the Board recognize that it was not just the State Board of Education but also the State Board of Vocational Education. (Refer also to Question 1, A and B.

b. Refer to Question 1, F.

3. a. Excellent

b. Fair

4. a. Fair

b. Fair

5. a. Probably good

b. Weak--only through public hearings and education of SACVE members themselves. Also, perhaps commercials about 1976-77 helped.

6. a. Excellent

b. Excellent

7. a. It has been fairly successful until John Davis. I believe we are going backwards.

b. TV spots were excellent, but I haven't seen too much lately. We still have a problem--Man in the Governor's office (Casteen).

8. a. Very good

b. Good

9. a. I think the image of vocational education has been steadily improving in the eyes of the State Board.

b. It is difficult to evaluate the public's perception of vocational education. I felt that Council was vitally concerned in this area and did a lot of promotional work to improve the image, particularly in dealing with guidance counselors, students, and parents.

10. a. I think vocational education's image with the State has improved considerably during the past several years, and I believe the Advisory Council has played the major role in bringing this improvement. (This can be documented by statements of State Board members.)

b. Very effective--even though the image is still far from what it should be in terms of its real purpose and contribution.

11. a. A lot of what has taken place in Vocational Education in Virginia over the past ten to fifteen years has in my opinion been largely due to the efforts of the

advisory council. The council has been a "good watchdog" as well as securing the support of public officials. It has spoken where others would or could not do so.

b. I believe that many persons in the public are familiar with the work of the Council. However, more could be done such as sponsoring public announcements, meetings and with publications. These would require more resources, but would help. If we have public support for vocational education, we will have the support from the people in the decision making levels.

12. a. Some

b. Little

13. a. Again, a "mixed bag!" The State Board seems to view Vocational Education as only an adjunct to the Educational process.

b. Difficult to respond to this! There is a tendency among vocational educators to talk to the chairman of the meetings instead of to the public attending the meetings.

14. a. The Council has been extremely effective in its impact on the State Board. It has developed support and greater understanding by Board Members. Increased sensitivity to issues affecting vocational education has been evident among Board members.

b. The Council has only had limited impact on the public at large. This is primarily due to its minimal contact with the general public. The Council does hold at least one public meeting each year, but these meetings have not been heavily attended by the public at large. Financial resources, staff size, and mandated responsibilities all inhibit extensive efforts by the Council in impacting on the general public.

15. a. The opinions of the State Board members have improved because of some of the people on the Council for whom Board members have respect.

b. The Council has not had as much exposure to the public at large. Public hearings have not helped that much; they helped some, but not that much. There has not been an emphasis put in this area. Lack of funds prevent an all out effort.

16. Another excellent rating. The State Superintendent of Public Instruction (Dr. Wilkerson) and others conveyed information regarding the programs of the Council's to the State Board at most monthly meetings and as a result the image of vocational education with the State Board rated very high and the relationship between the Council and State Board was very close.

b. The vocational education program at the grass roots level was well received by the public at large which

has continually provided increased funding by the State legislature. The effectiveness of the SACVE has had much to do with this success.

17. a. I believe the Council has worked very hard to improve the image of vocational education not only with the State Board of Education, but with the public at large. The problem is that it takes many resources and a great deal of activity in order to implement a change in image. Rufus Beamer has made more speeches and attended more meetings to enhance the image of the skilled artisans and craftsmen, technicians, and to bring advocacy for the students trained for those fields to the forefront. Unfortunately, again the effectiveness has been limited because of a lack of staff and the lack of more people in the general public and legislative areas who have other special interests themselves.

b. Definite improvement! Some more work needs to be done because we still have parents who want their sons/daughters to be doctors, lawyers, Indian Chiefs, and aren't quite ready for the satisfactory vocational/technical occupation for their children. Given time they'll change.

18. a. I think the Council has done an outstanding job in this area. I'm very encouraged that the Board is as interested in and pays as much attention to the Council and is very receptive. Probably the Board is looking for more

than the Council is currently giving the Board. I think the Board is very interested and I'm suggested that the total Board, each member of the Board, is interested in hearing from the Council. And from the questions that I hear when we have our annual meeting, the Board would like the Council to go beyond what it is now doing in assessing the needs of the Commonwealth, assessing each of the programs, and determining whether or not they are indeed meeting certain needs; whether or not programs are quality programs, or whether they are tokenism kinds.

b. I don't know that I can comment on that because I have not seen too much action in this area.

19. a. The Council was very helpful.

b. No opinion.

Question II:

D. What, in your opinion, has been the most significant contribution of the Council?

Responses:

1. Helping policy makers and the public at large to appreciate and stay aware of this aspect of our educational system.

2. Being such an active, professional, and visible organization.

3. Providing local school districts with necessary expertise in establishing and maintaining good vocational

education programs. Keeping vocational education in its proper place of importance with the State Board.

4. No opinion.

5. Educating the Council members as future power resources although past members are not called on to influence Board or legislature as they should be!!

6. 1) Increasing public awareness of value of vocational education

2) Improving image of vocational education

3) Legislative activity

7. Bringing vocational education to the attention of the legislators.

8. Getting the State Board to set up a committee of the State Vocational Board to work with the Staff of the Department and staff of Advisory Council on Vocational Education.

9. Without question, the Council's work in pushing for marketable skills for all high school graduates has been its outstanding contribution.

10. I think the Advisory Council has had a very significant influence on bridging the gap between the world of work and the world of education; it has enhanced the quality and quantity of vocational education offered through our high schools, community colleges and teacher education institutions; it has helped to improve the image of

vocational education with the public and key decision makers on vocational education; it has been a strong advocate and chief spokesperson for vocational education since being established.

11. 1) Improving the image of vocational education
- 2) Securing support of key officials
- 3) Being a spokesman for vocational education

across our Commonwealth

12. No opinion.

13. Fostering coordination, cooperation, and communication among the non-objective parties to the education process.

14. The excellent relationship with the State Board of Vocational Education has been the Council's most significant achievement. This relationship has resulted in specific achievements such as the involvement in shaping the career preparation standard under the Standards of Quality for Public Schools in Virginia over several biennial periods.

15. 1) Relationship SACVE has had with the Department of Vocational Education and their working and being an advocate, not antagonistic--not a week goes by without some contact between the two agencies. A major portion of this is because of the individuals involved, primarily staff.

2) Statewide Task Force committees that the SACVE has been involved in and contributed to -- articulation

efforts, local councils, Finance Task Force for redistribution of funds, data systems, etc.

16. The complete cooperation of the Council and Council staff with the State Board of Education and the State Department staff in vocational education.

17. 1) The outstanding staff of the Council and their performance

2) Improving the image of vocational education with the State Board of Education

18. 1) The efforts with the Board of Education

2) The training, what they have done with the local advisory councils. And, I do hope this will continue. In my opinion, that should be the number one priority -- strengthening the local advisory councils.

19. The Council from its beginning took its work seriously, was positive in its approach to its task and in its working relationship with the Department and Board of Education, and actively sought to be of assistance in strengthening vocational education. I am of the opinion that the annual submission of timely, carefully considered, and clearly expressed recommendations was the Council's most important contribution.

Question III: The following questions have been designed to solicit your recommendations and suggestions for possible future directions for the Council.

- A. Please identify any areas of concern which you think the Council should emphasize to a greater extent.

Responses:

1. No opinion.
2. 1) Reinforcing and nurturing local advisory councils.
2) Being more direct with the Department of Education in critically assessing inadequacies of local vocational education departments.
3. Better communications and public relations with the business community and better mechanism for helping the student find meaningful employment in his area of training.
4. Council needs to exert more leadership in seeing that Local Advisory Councils are effective.
5. 1) Articulation between Secondary and College programs.
2) All college-bound students have access to programs to develop at least one marketable skill (i.e. mechanical, drafting, auto, bricklaying, plumbing, etc.!).
6. 1) Improving programs for the handicapped and disadvantaged.
2) Increased state and local funding for vocational education.
7. 1) Image
2) Updating programs

3) New and emerging technologies

8. Continue to encourage the State Board and State Department of Education to place more emphasis on Vocational Education.

9. Council might be more aggressive in attempting to anticipate industry needs earlier--and try to get secondary education and community colleges geared up to meet these needs. Lack of expertise on the part of teachers plus inability to secure latest technology equipment for classrooms are seriously hampering efforts.

10. 1) The Council should be concerned with the fragmentation of vocational education programs, services, and activities--the number of state agencies and institutions (public and private) engaged in vocational education at both the secondary and postsecondary levels. This really boils down to a concern with governance.

2) The Council should get itself positioned to deal effectively and forcibly with the major issues in vocational education (state and national) as identified by such agencies as: Southern Regional Education Board (SREB), Education Commission of States (ECS), etc. It should be looked to by the major decision makers for the best information available on direction and programs in vocational education.

11. 1) How to provide for greater modernization of vocational education

2) Identify the jobs and needs in Virginia over the next ten years

3) How to develop a better relationship with JTPA (Job Training Partnership Act) so that each of the resources of that group may be channeled toward training which may be provided by existing institutions of vocational education.

12. No opinion.

13. 1) Simplifying vocational education language, policy statements, and reports.

2) Encouraging more decentralization of authority and direction from the State level and encourage local initiative.

14. The Council should place emphasis on seeking better information on the results of vocational programs. This is not currently available in a format that allows reasonable judgement about the benefits versus costs of vocational education. The Council, through appropriate questions and actions, could raise the issue so it becomes necessary to answer such questions.

15. 1) Needs a change in law so that Council would have greater representation from business and industry

2) Provide more assistance to local councils

3) Additional staff person(s)

4) Locate Council's office in Richmond

16. No opinion (since I have been away from the program for twelve years)

17. I think they need to work diligently to have a separate Board for Vocational Education established with not only oversight, but with coordinating power. The Board should report directly to the Governor and be responsible to him, and have appointees from the Community College System and the State Board of Education. I am of the opinion that both the Community College Board, the Board of Education, and the additional group, the State Council of Higher Education, are so busy with their normal assignments that they have little time to think about, much less implement, ideas for vocational education. I think this subject is of such significance, and of such import to the Commonwealth of Virginia that it is essential for a Board of most able citizens to take this matter and move it into the forefront of the educational system of the Commonwealth.

18. 1) Training of the local advisory councils
2) Monitoring current programs to determine whether or not they should continue, whether they are serving a real, identified purpose
3) To determine the philosophy of the mission of vocational education and to take a look at vocational education and determine that it is indeed meeting the needs of the private sector for employment purposes. Too often we

lock ourselves into an established pattern. We need to look at a greater degree of flexibility in existing programs and alternatives to scheduling.

19. No opinion.

Question III: (future directions for the Council)

B. What recommendations or suggestions would you make for increasing the overall impact of the State Advisory Council on Vocational Education?

Responses:

1. No opinion.
2. Allocation of state funds to permit a return to the level of fruitful activities enjoyed during the early 1980's.
3. More involvement of industry on the Council and with Council activities.
4. Should address concern expressed regarding exerting more leadership in seeing that Local Councils are effective. Leaders of the local business and industry must become active, involved participants.
5. 1) Get Governor to appoint higher level personnel -- active educators plus members of State Power Structure. They need to be educated.
2) Use past SACVE members as power base to influence Board members/legislature on important decisions.
6. Have press coverage of meetings.
7. 1) Locating office in Richmond.

2) Executive director make an earnest effort to influence legislation and Education committees of Senate and House.

8. Develop and promote an aggressive program to get more private business leaders involved in supporting vocational education in their communities.

9. Perhaps the greatest help would be an increase in the size of the professional staff for the Council. The various Council members who serve for only three years can be very helpful as sounding boards, giving input, and pointing out needs, but in the final analysis, it is those dedicated, full-time staff members who carry the real weight in vocational education. In my opinion, those in Virginia have done an outstanding job.

10. Budgets should be increased for states the size of Virginia if the Councils are to perform the mandates given to them by the Congress. One professional person and a secretary cannot possibly do justice to the prescribed mandates, not even to mention an expansion of the mandates. Two professionals with a top-flight secretary and the ability (budgetwise) to employ part-time help and to contract for special services would be my recommendation.

The Council's office location (Blacksburg with VPI&SU serving as its fiscal agent) places the Council in an excellent position of employing graduate students (doctoral)

to do projects and to use VPI&SU's resources (i.e., computer and research facilities) in the areas of research and development.

11. Need a bigger staff to do what is expected by mandates in federal laws. A big impact is already being made, but with a few more resources, even greater tasks could be performed.

12. No opinion.

13. 1) Simplifying vocational education language, policy statements, and reports.

2) Encouraging more decentralization of authority and direction from the State level and encouraging local initiative.

14. Membership of the Council should have greater representation from the business sector. This would enhance the credibility of the Council in the eyes of the State Board and other groups. It might also set the stage to improve or begin to establish some impact on the public at large.

15. 1) Needs change in law to give greater representation to business and industry.

2) Provide more assistance to local Advisory Councils.

3) Additional staff person

4) Locate Council in Richmond

16. 1) Work more closely with local programs

2) Make a greater effort to publicize the workings of the Council.

3) Work toward higher educational requirements of vocational/industrial teachers. Provide more and improved teacher training.

4) Invite more legislative members to local advisory committee meetings of the Council.

5) Provide more input to the compilation of the State Plan for Vocational Education.

17. 1) When the Council was first conceived, and then implemented as a result of federal legislation, I looked upon it as a threat, as an additional bureaucracy that we would have to deal with; but I was even more disturbed when it was determined that the State Vocational Education Board would become the second assignment to the State Board of Education. The threat, it just seemed to me was that we were going to have people placing emphasis in the wrong areas and that we really weren't being perceptive in the areas of increasing the visibility and supporting the choice of young people to get into vocational education. But as I worked with Rufus Beamer and the Council in the early days, it quickly became apparent to me that we were headed in the right direction. Great credit for the removal of that threat and anxiety was due to the splendid leadership provided by Rufus Beamer.

2) There was concern about moving the headquarters to Blacksburg, but I supported it. My concern was that the seat of activity was in Richmond where the State Legislature sat and that the removal of it would not provide adequate access for the Director and/or the staff; however, again, largely due to Rufus Beamer's expertise it did not suffer by moving to Blacksburg. I continue to believe, however, that an agency like this should be where they can spend, not literally but figuratively, 24 hours a day in contact with the people who make the decisions and affect the future. Blacksburg is just a little remote for that physically.

3) I would repeat for this section as well, the need for establishment of a separate vocational board reporting to the Governor and strengthening the services for vocational education.

4) Finally, a massive campaign to enhance vocational education's image in the eyes of the public.

18. 1) Should monitor activities of the local advisory councils.

2) Need to have a state-wide training program for members of local advisory councils.

3) SACVE should act as a sounding board. There are those in localities who may be dissatisfied with programs but they don't know how to approach their local board or superintendent. This should be the first contact.

If, indeed, an individual feels uncomfortable with that, then the local citizens should be able to use the Advisory Council as a sounding board because the Council is operating objectively and effectively.

4) Possibly should increase public hearings, and need to generate more interest in these meetings. Should try to have members from the local advisory councils present at the hearings. Need to have some time for unstructured comments.

5) Council office should be located in Richmond.

19. No opinion.

Analysis

Due to the diversity of the responses received, the analysis of data was accomplished for Question I, Parts A through G, and Question II, parts A through C, using a system of content analysis as described by Holsti (1969) and Guba and Lincoln (1981). Using the content analysis approach to impose some meaningful order on open-ended responses received in the interviews and on the questionnaires, the investigator established independent categories for classification. These categories allowed the data to be more objectively and systematically recorded and analyzed. In addition to reporting the diverse responses pertaining to the impact of the Advisory Council on various facets related to their operation, conclusions were drawn.

In keeping with Guba and Lincoln's guidelines for determining classifications, the responses were read and descriptive words and phrases were identified. These words and phrases were then assigned to the categories which they best described. When the responses were re-read, each perception was then categorized under the most appropriate heading. By using the descriptive words and phrases as classifiers, the probability was increased that other individuals repeating the study should arrive at similar results. This technique contributed to the reliability of the outcomes.

To further enhance reliability, the proposed categories, the assigned descriptors, and the responses were submitted to a "Panel of Reviewers." These three individuals provided comments on the appropriateness of the categories for each question and the assignment of descriptors to categories. These panel members also worked through the process of assigning responses to categories. Their comments were considered in determining final categories and in identifying final descriptors. The results of these individuals' categorizations of the responses were compared to those of the investigators' and to each others. Discrepancies were analyzed and the category descriptors reviewed and modified. (See Appendix E for a listing of the panel members.)

The nature of the questions and the responses elicited made it necessary to establish different categories for various questions. Thus, for Question I, parts A through G, the following categories were developed: Significant Impact; Some, but Limited, Impact; Positive Activity, Impact Implied; Lack of Impact; No Opinion (or Does Not Answer Question). When responses included both positive and negative comments, a dominant perception was determined based on frequency or strength of descriptors favoring one position.

Table I depicts the categorical headings with the associated words and phrases by which responses were assigned for Question I, Parts A-G. The responses to the questions were scrutinized and categorized as previously explained. The questions are listed in Table II with the numbers of responses, and corresponding percentages, indicated by category.

An analysis of the perceptions expressed regarding the Advisory Council's impact on advising the State Board of [Vocational] Education in the development of the State Plan and other related documents indicated that the majority of respondents (14 or 73.7%) held the opinion that the Council had significant impact. None of the responses indicated a lack of impact in this area.

The degree of impact the Council had in advising the State Board on policy matters was considerably less. Eight of the respondents (42.1%) indicated that the impact had been limited; while two persons (10.5%) expressed the opinions that no impact had been achieved. Twenty-one percent (4 respondents) identified positive activities which implied impact, but did not specify the amount of impact.

In assessing the Council's mandate of evaluating vocational programs, services, and activities, it was found that six persons (31.6%) were of the opinion that significant impact had resulted. An additional four individuals (21.0%) indicated that some impact had been made. There were three respondents (15.8%) who felt that the evaluations had no impact.

Publication and distribution of the Annual Evaluation Reports appeared to be the area in which the Council was perceived as having the most significant impact. Ten of the respondents (52.6%) perceived this activity to be significant. Two persons (10.5%) indicated a lack of impact in this area.

No dominant perceptions emerged from the question on the Council's impact in identifying vocational education and employment and training needs of the State and the related activities. The primary response category was "no opinion" with eight responses (42.1%) being so classified. There

were equal numbers of perceptions (3) classified under significant impact, some, but limited, impact, and lack of impact. Each of these categories represented 15.8% of the responses.

The perceptions with regard to the Advisory Council's impact from the holding of public meetings was very positive. Fourteen responses (73.6%) were categorized as either indicating significant impact or limited impact. Only two opinions (10.5%) suggested that there had been no impact.

The question on the impact perceived from the Council providing technical assistance to local advisory councils yielded six responses (31.6%) indicative of significant results. Four respondents (21.0%) were of the opinion that the impact, although present, had been limited. Five individuals (26.3%) provided answers which were categorized as lack of impact.

Aggregating the perceptions regarding the impact the Virginia Advisory Council has had with regard to these mandated functions, it was found that a total of 49 responses (36.8%) indicated that the impact has been significant. An additional 31 answers (23.3%) expressed opinions that some, but limited, impact had resulted. Fourteen individuals (10.5%) identified positive activities which implied that impact had occurred. Only 17 respondents

(12.8%) perceived that no impact had been present. There was a total of 22 responses (16.5%) which indicated no opinion or which did not answer the question.

TABLE I
CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION I, PARTS A-G

Significant Impact	Some, but Limited, Impact	Positive Activity, Impact Implied	Lack of Impact	No Opinion or Does Not Answer the Question
Excellent Used by many Very helpful Considerable Extensive Outstanding Very satisfactory Very positive Valuable Influenced to do something A lot Great service Substantial Significant Great Much progress Very salutary Favorably Most proficient Effective Exceeded minimum requirements Greatly impacted More, or highly, successful or regarded	Some Good Little Helpful Recommendations generally accepted or followed Does impact Direct Positive Getting something done Limited Mutually beneficial Generate support Significance presumed Good input received Efficiently done Constructive, worthwhile Not as much as Good results Supporting, encouraging Useful purpose	Uncertain Consulted with Produces report Opportunities to advise Presented suggestions Provides advice, insight or objective overview Produces report Participates Mixed bag Desirable Included in recommendations Good communications Activity a must, necessary, essential Important function Professional report Has been provided	Has not had Questionable Has not happened Need for additional activity or action Provides problems No impact Nearly none Needs to be improved Do not reflect Effectiveness, a concern Needs some strengthening Very little Not aware of any Should place more emphasis on	No Opinion No opportunity to observe

TABLE II
 PERCEPTIONS REGARDING THE IMPACT OF THE
 VIRGINIA ADVISORY COUNCIL ON
 VOCATIONAL EDUCATION

Question I	Responses (N=19)									
	Significant Impact		Some, but Limited, Impact		Positive Activity, Impact Implied		Lack of Impact		No Opinion, or Does Not Answer the Question	
	N	%	N	%	N	%	N	%	N	%
What is your perception as to the impact the Advisory Council has had with regard to each of the following functions:										
A. Advising the State Board on the development of the State Plan, including the preparation of long-range and annual program plans and the accountability report?	14	73.7	3	15.8	1	5.3	0	0	1	5.3
B. Advising the State Board on policy matters arising in the administration of the State Plan?	3	15.8	8	42.1	4	21.0	2	10.5	2	10.5
C. Evaluating vocational education programs, services, and activities?	6	31.6	4	21.0	2	10.5	3	15.8	4	21.0
D. Publishing and distributing the evaluation results (Annual Evaluation Reports)?	10	52.6	2	10.5	3	15.8	2	10.5	2	10.5

TABLE II (Continued)

Questions	Responses (N=19)									
	Significant Impact		Some, but Limited, Impact		Positive Activity, Impact Implied		Lack of Impact		No Opinion, or Does Not Answer the Question	
	N	%	N	%	N	%	N	%	N	%
E. Identifying ... the vocational education and employment and training needs of the State, and assessing the extent to which vocational education, vocational rehabilitation, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs?	3	15.8	3	15.8	2	10.5	3	15.8	8	42.1
F. Holding at least one public meeting each year during which the public is given an opportunity to express views concerning the vocational education programs of the State?	7	36.8	7	36.8	1	5.3	2	10.5	2	10.5

TABLE II (Continued)

Questions	Responses (N=19)									
	Significant Impact		Some, but Limited, Impact		Positive Activity, Impact Implied		Lack of Impact		No Opinion, or Does Not Answer The Question	
	N	%	N	%	N	%	N	%	N	%
G. Providing technical assistance to local advisory councils and other recipients of PL 94-482 funds in the establishment and operation of local advisory councils?	6	31.6	4	21.0	1	5.3	5	26.3	3	15.8
TOTALS for Question I, Parts A-G	49	36.8	31	23.3	14	10.5	17	12.8	22	16.5

For Question II, separate sets of categories were determined for each subpart, A through C, to enable the investigator to analyze the responses and derive greater meaning by aggregating the similar perceptions. It was necessary to use different category sets in order to secure appropriate descriptors applicable to the question.

Categories for Question II, Part A, 1 and 2, were developed as follow: Significant Involvement/Response; Limited Involvement/Response; Positive Activity, Involvement Implied; Lack of Involvement/Response; No Opinion, or Does Not Answer the Question. Due to the perceptions elicited from Question II, Part B, the following categories were used: Excellent Performance; Good Performance; Fair Performance; Poor Performance; No Opinion, or Does Not Answer the Question. Question II, Part C, 1 and 2, solicited perceptions on Council's effectiveness in a specified area. For this Question, categories applied were: Significant Effectiveness; Some, But Limited, Effectiveness; Positive Activity, Effectiveness Implied; Lack of Effectiveness; No Opinion, or Does Not Answer the Question.

The responses for Question II, parts A through C, were studied and descriptive words and phrases were extracted and assigned to appropriate categories. For Question II, Part A, 1 and 2, the categories, with associated words and phrases, are delineated in Table III, page 287. Table IV

(page 288) details the questions and the numbers of responses attributable to each category. Percentages are also provided. Categories and appropriate descriptors for Question II, Part B, are displayed in Table V. Table VI presents the analysis of the responses. Question II, Part C, 1 and 2, asked for perceptions as to effectiveness of the Council in a particular function. Categories for data analysis included: Significant Effectiveness; Some, but Limited, Effectiveness; Positive Activity, Effectiveness Implied; Lack of Effectiveness; No Opinion, or Does Not Answer the Question. Table VII shows categories and corresponding descriptors for Question II, Part C, 1 and 2. Responses attributable to each category are presented in Table VIII.

Analysis of the responses to Question II, part 1, is displayed in Table IV. The Advisory Council's involvement with, or response to, the issues of sex bias, discrimination, and stereotyping was viewed as very positive. There were eleven responses (57.9%) indicating significant involvement; while five persons expressed the opinions that limited involvement had been achieved. No responses were indicative of lack of involvement.

Question II, part 2, asked respondents their perceptions on Council's involvement with issues on the handicapped and disadvantaged. While five perceptions

(26.3%) denoted significant involvement or response and seven (36.8%), limited involvement, three opinions (15.8%) expressed a lack of involvement or response.

Summarizing the perceptions received on the Council's involvement in, or response to, the legislative issues of sex bias, discrimination, and stereotyping and the handicapped and disadvantaged, it was found that 42.1% (16) of the respondents rated the Council's activity as significant. Twelve persons (31.6%) indicated that limited involvement or response had occurred. Three responses (7.9%) denoted a lack of involvement, but as can be seen in Table IV, this situation was present only with regard to the handicapped and disadvantaged.

TABLE III
 CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION II, PART A

Significant Involvement/ Response	Limited Involvement/ Response	Positive Activity, Involvement Implied	Lack of Involvement/ Response	No Opinion, or Does Not Answer the Question
Took the lead Effective Strong supporters Did very well Very good Vigorously addressed Real impact Priority Special committee established Excellent Provided emphasis Several efforts pursued Helped get Sex Equity Coordinator's position Concerted effort Maximum interest Total involvement Outstanding work	Less emphasis, Good Little Some Involves itself Supportive	No descriptors	Not aware of any impact Not doing anything Less than effective	No opinion Not in a position to know or to observe

TABLE IV
 PERCEPTIONS REGARDING THE INVOLVEMENT, PERFORMANCE, OR EFFECTIVENESS
 OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Question II	Responses (N=19)									
	Significant Involvement/Response		Limited Involvement/Response		Positive Activity, Involvement/Response Implied		Lack of Involvement/Response		No Opinion, or Does Not Answer the Question	
	N	%	N	%	N	%	N	%	N	%
The following questions have been designed to solicit your perceptions regarding the involvement and performance of the Council.										
A. Legislation which has had an impact on vocational education focused attention on overall issues. What is your perception of the Council's involvement in the following issues?										
1. Sex bias, discrimination, and stereotyping	11	57.9	5	26.3	0	0	0	0	3	15.8
2. Handicapped and disadvantaged	5	26.3	7	36.8	0	0	3	15.8	4	21.0
TOTALS for Question II, Part A, 1 and 2	16	42.1	12	31.6	0	0	3	7.9	7	18.4

TABLE V
 CATEGORIES AND DESCRIPTORS FOR ANALYSIS OF QUESTION 11, PART B

Excellent Performance	Good Performance	Fair Performance	Poor Performance	No Opinion, or Does Not Answer the Question
Positive, professional influence Dedicated, omnipresent Most productive Excellent Very effective Exceptionally efficient Most pleased with Vocationally recognized Absolutely superb Admirable; non-pareil	Well done Effective	No descriptors	No descriptors	No response No opinion

Table VI depicts the analysis of responses to the question (Question II, part B) regarding the performance of the Advisory Council staff. The predominance of perceptions was found in the excellent category, with sixteen persons (84.2%) giving corresponding ratings. Two opinions (10.5%) provided evaluations of good. No descriptors were found to indicate fair or poor performance. Only one respondent (5.3%) indicated no opinion.

Question II, part C, 1 and 2, addressed the issue of improving the image of vocational education. The Question was divided into two parts to elicit responses applicable to the Council's effectiveness with the State Board of [Vocational] Education and with the general public. As depicted in Table VIII, the perceptions indicate that the Council had greater impact in this area with the State Board of [Vocational] Education. Eleven individuals (57.9%) indicated that significant effectiveness had been achieved; while seven responses (36.8%) denoted that some effectiveness had been present. One response (5.3%) was indicative of a lack of effectiveness.

The Council's effectiveness with the public-at-large did not receive such positive ratings. Only four responses (21.0%) were denotive of significant effectiveness. Eight perceptions (42.1%) attested to some, but limited, effectiveness. There were four opinions (21.0%) which identified a lack of effectiveness in this area.

Overall, the Council's effectiveness in improving the image of vocational education was positive. There were fifteen responses (39.5%) signifying significant effectiveness and the same number indicating some effectiveness. Five individuals (13.2%) specified a lack of effectiveness in this effort.

TABLE VI
 PERCEPTIONS REGARDING THE EFFECTIVENESS, PERFORMANCE, OR INVOLVEMENT
 OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Question II	Responses (N=19)									
	Excellent Performance		Good Performance		Fair Performance		Poor Performance		No Opinion, or Does Not Answer the Question	
	N	%	N	%	N	%	N	%	N	%
<p>The following questions have designed to solicit your perceptions regarding the involvement and performance of the Council.</p>										
<p>B. What are your perceptions regarding the performance of the staff of the Council?</p>	16	84.2	2	10.5	0	0	0	0	1	5.3

TABLE VII
 CATEGORIES AND DESCRIPTIONS FOR ANALYSIS OF QUESTION II, PART C

Significant Effectiveness	Some, but Limited, Effectiveness	Positive Activity, Effectiveness Implied	Lack of Effectiveness	No Opinion, or Does Not Answer the Question
Forced issue	Somewhat	Vitally concerned	More could be	Difficult to
Highly successful	Useful mechanism	Did promotional	done	respond to
Excellent	Significance	work	Mixed Bag	No opinion
Major role	presumed	Worked very hard	Not seen too	
Very good	Probably good		much action	
Outstanding	Fairly successful		Weak	
Improved	Good		Has not had	
considerably	Some		exposure	
Very effective	Little			
Securing support	Limited			
Extremely	Opinions have			
effective	improved			
Effectiveness	Improvement seen			
had to do	Fair			
with success				
Steadily				
improving				

TABLE VIII
 PERCEPTIONS REGARDING THE INVOLVEMENT, PERFORMANCE, OR EFFECTIVENESS
 OF THE VIRGINIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Question II	Responses (N=19)									
	Significant Effectiveness		Limited Effectiveness		Positive Activity, Effectiveness Implied		Lack of Effectiveness		No Opinion, or Does Not Answer the Question	
	N	%	N	%	N	%	N	%	N	%
The following questions have been designed to solicit your perceptions regarding the involvement and performance of the Council.										
C. How effective do you believe the Council has been in improving the image of vocational education										
a) with the State Board of [Vocational] Education?	11	57.9	7	36.8	0	0	1	5.3	0	0
b) with the public-at-large?	4	21.0	8	42.1	1	5.2	4	21.0	2	10.5
TOTALS for Question II, Part C, 1 and 2	15	39.5	15	39.5	1	2.6	5	13.2	2	5.1

For Questions II D and III A and B, the analysis of responses were accomplished by computing a frequency distribution, with percentages. The answers provided by the respondents were listed. Similar perceptions were aggregated. Repeated responses were tallied. The results of these analyses are reported in Tables IX through XI, pages ee-11.

Responses were solicited regarding the most significant contribution the Virginia Advisory Council had made. From the data in Table IX, it can be seen that improving the image of vocational education and fostering coordination, cooperation, and positive relationships with constituents were the two contributions deemed most significant by the majority of individuals. With equal numbers of citations, the Council's activity with the State Legislature and other key officials and keeping vocational education visible with the State Board of [Vocational] Education and the public ranked third and fourth.

For Question III, Part A, the responses involved the identification of areas of concern where more emphasis was needed by the Advisory Council. The need for more attention to programs in the areas of new and emerging technologies, the updating of programs, and continuous program evaluations emphasizing results were ideas combined under the heading of Program Evaluation. As shown in Table X, there were seven

responses which attested to the need for more activity in this area. Improvement in the governance structure for better delivery of the total program of vocational education in the State was another primary concern. There were six indications that emphasis in this area would possibly enhance Virginia's vocational education program. The third area identified as needing emphasis was Technical Assistance to Local Advisory Councils. There were four comments denoting the importance of the State Advisory Council providing support and training.

Table XI depicts the summary of the responses to Question III, Part B. Suggestions were solicited for increasing the overall impact of the Advisory Council on Vocational Education. There were five suggestions, each of which were mentioned four times. These were: 1) Need more representation from business and industry on the Advisory Council; 2) Need for the State Advisory Council to provide more assistance to local advisory councils; 3) Need to improve image of the Council by having more publicity; 4) Need to re-locate the Council's office in Richmond; and 5) Need for increased staff. Further suggestions for increasing the Advisory Council's impact are listed in Table XI.

TABLE IX
SIGNIFICANT CONTRIBUTIONS OF THE VIRGINIA ADVISORY
COUNCIL ON VOCATIONAL EDUCATION

Question II, Part D: What, in your opinion, has been the most significant contribution of the Council?

Contributions Identified	Frequency	Percent
Improving the image of vocational education	6	21.4
Fostering coordination, cooperation, and relationship with constituents	6	21.4
Keeping vocational education visible for State Board of [Vocational] Education and the public	3	10.7
Working with Virginia Legislature and key officials	3	10.7
Being an active, professional, visible organization	2	7.1
Providing technical assistance for local advisory councils	2	7.1
Pushing for marketable skills for high school students	2	7.1
Educating Council members as future resources	1	3.6
Improving quality and quantity of vocational education programming	1	3.6
Submission of annual recommendations	1	3.6
Staff performance	1	3.6
TOTALS	28	99.9

TABLE X
AREAS NEEDING GREATER EMPHASIS BY COUNCIL

Question III, Part A: Please identify any areas of concern which you think the Council should emphasize to a greater extent.

Area of Concern	Frequency	Percent
Program Evaluation	7	23.3
Governance of Vocational Education Programming	6	20.0
Technical Assistance for Local Advisory Councils	4	13.3
Projecting Employment Needs for Present and Future	2	6.7
Improvement of Image	2	6.7
Confronting Major Issues	1	3.3
Simplification of Language Used in Reports, etc.	1	3.3
Need for More Representation from Business and Industry on Council	1	3.3
Need for Additional Staff	1	3.3
Re-locate Office in Richmond	1	3.3
Need to Push More for Marketable Skills	1	3.3
Better Public Relations with Business and Industry	1	3.3
Improved Programs for Handicapped and Disadvantaged	1	3.3
Increased Funding for Vocational Education	1	3.3
TOTALS	30	99.7

TABLE XI
RECOMMENDATIONS FOR INCREASING COUNCIL'S OVERALL IMPACT

Question III, Part B: What recommendations or suggestions would you make for increasing the overall impact of the State Advisory Council on Vocational Education?

Recommendations	Frequency	Percent
More Representation from Business and Industry on Council	4	12.1
Increased Technical Assistance for Local Advisory Councils	4	12.1
Improvement of Image (increased publicity)	4	12.1
Re-locate Office in Richmond	4	12.1
Increase Number on Staff	4	12.1
Use Past Members as Resources	2	6.1
Allocation of Increased State and Federal Funds	2	6.1
Increased Public Hearings; Serve as a Sounding Board for Citizens	2	6.1
Make Earnest Effort to Influence Legislation	1	3.0
Increased Support from Business Leaders in Home Communities	1	3.0
Simplify Language in Reports, etc.	1	3.0
Decentralize Authority for Vocational Education	1	3.0
Provide Improved Teacher Training	1	3.0
Provide More Input to State Plans	1	3.0
Support Establishment of a Separate Board for Vocational Education	1	3.0
TOTALS	33	99.8

Other Perceptions

Three respondents chose to provide perceptions regarding the State Advisory Council, but not to respond to the standard questions used on the questionnaire. These comments were not included in the previous analysis of responses to the questionnaires and interview questions. Each of these individuals expressed concern as to their ability to respond to the specific questions. However, some of their comments were especially provocative and germane to this section of the study. The opinion was expressed by each of these persons that the State Advisory Council was extremely important in order to ensure the continued provision of vocational-technical education in the most appropriate manner. One respondent even recommended that the Council should provide recommendations to the Governor and the State Legislature. This thought was expanded by the statement, "the Governor's office should be advised on a regular basis by the State Advisory Council on Vocational Education just for the sake of information, if for no other reason. It is necessary that the Governor receive input and advice from the Council."

The perception was also expressed that highly respected individuals should be appointed to the Advisory Council. Politics should not be a part of appointing members to the Advisory Council. "The Governor has the opportunity to

bring into the decision-making process people who have something to offer and can make a contribution that is not political and can offer advice on what should be done to best serve all concerned." A second opinion echoed the need for more members of the Council to be appointed from business and industry. It was the perception that input from the users of vocational education's products could provide more insightful and effective leadership to vocational education.

Opinions expressed denoted that the Council had been a positive force for implementing good vocational-technical programs. Some suggestions for additional areas which appear to need greater emphasis included: assisting in the development of effective local advisory councils; development of articulation agreements between high schools and community colleges; determination of changes in job skills that will result in changing occupations in the future; and determination of the effects of changed requirements for high school graduation on vocational education.

Other comments included the possibility of enhanced activity by re-locating the Advisory Council's office in Richmond and the need for more coordination and cooperation between the Council and the State Board for Community Colleges, as well as between the State Board of Education and the State Board for Community Colleges.

Summary

This chapter presented the unedited perceptions of selected individuals who held key positions relative to the Virginia Advisory Council. These perceptions were subjected to content analysis and based on the results of the analyses of responses to each question, some conclusions were drawn. No attempt was made to provide an assessment or evaluation of the Council's activities. The analysis of perceptions did tend to indicate areas in which the Council had greater impact as compared to areas in which lesser impact was perceived.

The perceptions gathered from both the questionnaires and the interviews resulted in an overall positive evaluation for the Virginia Advisory Council on Vocational Education. From the perceptions presented, it appears that the Council had greatest impact in the areas of advising the State Board of [Vocational] Education and publishing and distributing the evaluation results. The Advisory Council's involvement in or response to the issue of eliminating sex bias, discrimination, and stereotyping was perceived by the respondents as being significant.

The most significant perceptual response was regarding the performance of the Council staff. Without doubt, the opinions of those individuals involved with the Council and its activities denoted that they were impressed and pleased

with the staff's performance. No rating below good was rendered.

One of the activities on which the Council had focused much effort was improving the image of vocational education. The activities employed to accomplish this feat were viewed as effective by the majority of respondents. It is significant to note that the perceptions indicated a greater degree of effectiveness was achieved in improving the image of vocational education with the State Board of [Vocational] Education than with the public-at-large.

The question which solicited input on the most significant contribution of the State Advisory Council yielded responses denoting that two activities shared this honor. It was the opinion of the majority of respondents that the Council's contributions were equally significant in the somewhat related areas of improving the image of vocational education and in fostering coordination, cooperation, and relationships with constituencies.

Respondents were asked to identify areas of concern on which the Council needed to place greater emphasis. Emerging as the two top-ranked activities in need of greater attention were program evaluation and the overall governance structure involving vocational education. It was the perception of several respondents that many obsolete programs were being offered in the educational system and

that updating and upgrading of programs and instruction was imperative. The comments accompanying the concerns on governance indicated that a more coordinated governance structure might enhance the overall program of vocational education. Part of this improvement would include fully-articulated programs from secondary schools through community colleges, higher funding levels, greater accessibility of program offerings, less duplication, and programs more directed to employment needs in the State.

When asked to respond with recommendations or suggestions to increase the overall impact of the Virginia Advisory Council on Vocational Education, individuals were divided as to the most important need. Five recommendations received equal votes. The need for more representation on the Council from business and industry was one of the suggestions. The importance of providing increased technical assistance for local advisory councils was cited as a second way to increase the Council's impact. The recurring issue of improving the image of vocational education appeared as a suggestion for augmenting the potential impact of the Council. Receiving like indications was the re-location of the Advisory Council's to Richmond. This recommendation had also been received as one of the areas of concern in Question III, part A. It appeared to be the opinion of several individuals that location of the

Council office in Richmond would enhance Council's visibility and involvement. Richmond is perceived as the center of government and related activities. The idea was also expressed that with the Council closer to legislative activity more impact could be achieved. The fifth recommendation in this series was to increase the number on the Council's staff. The belief emerged on the part of several respondents that there are many activities not being accomplished due to the small staff. It was suggested that with a larger staff more could be achieved, thus resulting in an increased impact.

CHAPTER 5

Summary, Findings, Conclusions, and Recommendations

This chapter contains a brief summary of the study and the conclusions drawn from the historical data and the perceptions collected. Based on the opinions of those individuals surveyed and/or interviewed, recommendations are presented for future actions of the Advisory Council and for possible further study regarding the Council.

Summary

State advisory councils on vocational education were mandated in the Vocational Education Act of 1963. There was little evidence that the states receiving federal funding for vocation programs had moved to establish state advisory councils. Thus, in the Vocational Education Amendments of 1968, the mandate to establish such councils was so strongly stated that recipients of federal monies for vocational education began establishing state advisory councils on vocational education.

The purpose of this study was to document the history of the Virginia State Advisory Council on Vocational Education and to collect perceptions on the impact the Council had with regard to its mandated functions and related activities. Suggestions were also solicited for ways to improve the impact of the Council, as well as

opinions as to the greatest impact of the Council. In order to accomplish these goals, the history of the Virginia Council was researched and compiled, using the method of triangulation when possible. The history was written in the method of combined topical and chronological arrangements.

A review of the literature on existing studies and related articles and research revealed that only meager information was available. At the commencement of this study, it was determined that only three studies had been conducted on the activities of state advisory councils. One of the studies (Pitale, 1973) analyzed and compared selected roles for state advisory councils on vocational education. The study conducted in Texas (Skinkle, 1979) dealt with the history of the Council's establishment and implementation; membership and its geographical and categorical mix; attendance and participation of Council members; recommendations of the advisory council and the congruency of these recommendations; and changes which occurred and could be attributed to Council's recommendations. The third study (Educational Management Services, Inc., 1983) provided an assessment of the impact of the Illinois State Advisory Council on various publics. The evaluation focused on the period fiscal year 1979 through 1982.

This history of the Virginia State Advisory Council on Vocational Education was compiled from minutes of the

Council's meetings, the Annual Evaluation Reports prepared and disseminated by the Council, and correspondence exchanged with and by the Council. Additional information was received from individuals who were interviewed.

Perceptions were solicited from selected individuals regarding the impact of the Advisory Council. To accomplish this portion of the study, questionnaires and interviews were employed. Questionnaires were designed in the open-ended format to allow freedom in responses and also to enable the investigator to use the same questions in the interviews. The use of questionnaires also allowed perceptions to be gathered from persons in diverse geographical locations. The interviews provided opportunities to collect the same information, as well as to discuss aspects of the Council's history more in-depth. This activity provided enhanced insight into the establishment and operation of the Council. Informal discussions also contributed to a better understanding of the Council's relationships with other agencies and constituencies.

Findings

From studying the history of the Virginia State Advisory Council on Vocational Education, it was determined that areas of primary concern included the following:

1. Improving the image of vocational education;

2. Increasing the accessibility of vocational education to all students, particularly handicapped students;
3. Assisting in establishing a research coordinating unit by the State Department of Education, Division of Vocational-Technical Education;
4. Cooperating with the State Manpower Services Agency and other agencies in determining the job needs and the extent to which educational institutions and other providers of vocational education and training were preparing students to fill these jobs;
5. Improving the activity and involvement of local advisory councils;
6. Increasing activity in the areas of counseling, job placement and follow-up for vocational-technical students;
7. Assisting in the establishment of a position in the State Department of Education to work with sex bias, discrimination, and stereotyping.
8. A major focus of the Council's activities related to the ongoing process of evaluating how well the vocational program was meeting the needs of the people.

An analysis of the perceptions collected from the questionnaires and the interviews revealed that the opinions of those selected individuals contacted were primarily positive regarding Council's activities. First, the respondents were asked to provide their perceptions as to the impact the Council had made in the areas of the seven mandated functions. Content analysis of the responses disclosed that the Council's areas of greatest impact appeared to be in advising the State Board of [Vocational] Education and in publishing and distributing the annual evaluation reports. The area of second greatest impact was perceived to be holding of the public meetings to secure input from citizens on vocational education. The response of the Council to the issue of sex bias, discrimination, and stereotyping was one of the activities that was described as having been significantly effective.

Rating the performance of the Council's staff, all of the respondents (excepting one, with no opinion) replied with comments denoting excellent or good. The descriptors used in the responses to this question were more generous and of a superlative nature than in any other of the perceptions.

Two areas of activity received equal ranking as the most significant contributions by the Council. Improving the image of vocational education was one of these

activities. The other successful undertaking was the fostering of coordination and cooperation and improving relationships with other agencies and constituencies.

Responses to the question which asked the individuals to identify areas of concern that needed more emphasis from the Advisory Council indicated the issues of program evaluation and the governance structure involving vocational education. Comments accompanying these responses disclosed concerns about obsolete programming and instruction. In the area of governance, opinions denoted that a more coordinated governance structure should render more effective provision of vocational education programming throughout the State. Examples of possible benefits from an improved structure included fully-articulated programs from secondary schools through community colleges; higher funding levels; greater accessibility of program offerings; less duplication; and programs more directed to employment needs in the State.

Recommendations were offered for the purpose of increasing the overall impact of the Virginia Advisory Council on Vocational Education. These recommendations were as follow:

1. Greater representation on the Council from business and industry;
2. Provision of increased technical assistance to local advisory councils;

3. Improvement of the image of vocational education, both with the State Board of [Vocational] Education and with the public;

4. Need to re-locate the Advisory Council's office in Richmond to increase visibility and to be at the center of governmental activity; and

5. Increase the number of staff serving the Council in order to accomplish more activities.

Conclusions

The findings of this study would seem to support the following conclusions:

1. The Virginia State Advisory Council on Vocational Education was, for the period of this study, an active Council whose visibility in and respect from the vocational education community increased during this time.

2. The Council provided recommendations to the State Board of [Vocational] Education which were necessary and relevant for improving the vocational education program in the State. Most of the recommendations received favorable action by the State Board of [Vocational] Education.

3. The Council's relationship with the State Board of [Vocational] Education improved constantly during the period covered by this study.

4. The Advisory Council fulfilled, through various activities, the seven functions mandated by federal

legislation. The perceived impact of the Council with regard to these functions seems to vary. The strongest impact was perceived to be advising the State Board of [Vocational] Education in the development of the State Plan and other reports. Identifying the vocational education and employment and training needs of the State, and assessing the extent to which the State's programs represented a consistent, integrated, and coordinated approach to meeting these needs was viewed as the most difficult mandate and the one in which the Council had had the least impact.

5. The Council's response to the issue of sex bias, discrimination, and stereotyping was significant. There were weaknesses identified in the Council's response to concerns regarding the handicapped and disadvantaged.

6. The perceptions indicated that the performance of the Council's staff during the period of this study was very good.

7. The Council accomplished a great deal in improving the image of vocational education, particularly with the State Board of [Vocational] Education, and to a lesser degree with the public.

8. The Advisory Council has been very effective in fostering coordination, cooperation, and relationships with other agencies and constituencies.

9. Sufficient representation on the Council from business and industry was lacking.

10. The need exists for increased assistance from the Council to local advisory councils.

11. The office of the State Advisory Council would be more effective if relocated in Richmond.

12. Activities of the Advisory Council resulted in an increased awareness among the general public, the education community, the State legislators, and members of the business and industrial segments.

Recommendations

Based on the activities of the Council as documented in its history and the perceptions expressed by selected individuals involved with the State Advisory Council, the following recommendations are respectfully submitted for consideration as possible ways to increase the effectiveness of the Council:

1. Activities and endeavors should be continued by the Council to further improve the image of vocational education.

2. A study should be conducted on Virginia's governance structure under which vocational education is administered. From this study there might evolve recommendations for either a new or revised structure which could enhance administration of the total delivery system

for vocational education, reduce unnecessary duplication, provide a fully-articulated program of vocational education, provide programs which are up to date and relevant to the needs of business and industry, and improve the accessibility of such programs to all citizens of the Commonwealth of Virginia--handicapped, disadvantaged, male, female, majority, minority, poor, rich--who could benefit from these programs.

3. The Council should provide more technical assistance for local advisory councils and local administrators of those councils.

4. The representation on the Council from business and industry should be increased.

5. Continued emphasis should be placed on improving the image of vocational education with the State Board of [Vocational] Education and the general public. More publicity should be given to Council activities, public hearings, and accomplishments of Council members.

6. If possible, the number of staff persons serving the Council should be increased. More activities possibly could be accomplished with additional staff.

7. The office of the State Advisory Council should be re-located in Richmond. Physical location of the office in Richmond would provide additional visibility with all educational agencies, the State's manpower agency, agencies

for corrections, rehabilitation, and employment, and various governmental agencies, as well as the State's legislative members.

8. The Virginia State Advisory Council should improve its process and procedures for evaluating the State's total program of vocational education. Total program evaluation is necessary if the State is to provide a viable, relevant, and productive program of vocational education.

9. Possible areas for further study include the following:

a) An in-depth study of the internal operations of the Council, to include organization of meetings, attendance by members, geographical representation on the Council, and perceptions of members regarding Council activity and impact;

b) A study of local constituencies to determine perceptions of the Council's assistance and impact;

c) A comparative study of the operation of the State Advisory Council and the operation of the State Council to determine if the Carl Perkins Act enhanced or impeded Council's activities and effectiveness; and

d) A study to determine if the State Board of [Vocational] Education's response to Council's recommendations achieved the intent of the Council.

10. The Advisory Council should meet, at least annually, with the State Board for Community Colleges.

Discussion

The following discussion presents the views of the researcher that were also expressed by at least one of the respondents to the questionnaire or interviewees. These perceptions generally were displayed in one of the Tables in Chapter 4 which summarized the responses to specific questions.

In addition to the preceding conclusions and recommendations, several issues evolved in the discussions provided by those individuals who provided perceptions. One of these concerns was the need for the State Advisory Council to use the previous members of the Council as resource persons. It was the opinion of at least two of the respondents that the Council's failure to use the former members of the Council as resources was a definite weakness of the Council's operation.

As a corollary to the issue of governance of vocational education, the suggestion was made that the establishment of a separate board to oversee vocational education might improve the State's total program of vocational education. This addition should also improve the status of vocational education and help provide remedies for the problems cited in delivering a fully-articulated, totally accessible

program. This arrangement would also allow vocational education to compete for state funds as a separate entity and not as a subject of the total education program relegated to whatever position the State Board of Education, the Superintendent of Public Instruction, and the State Department staff so desire as priorities are established.

The Council should work to secure more support from the business and industrial communities within each locality. By developing a cooperative working relationship, these individuals could help the Council in many of its efforts, primarily improving the image of vocational education.

It is understood by this researcher that limited funds impede the addition of staff and the designation by the federal legislation as "advisory" may impede Council's ability to respond to many of the recommendations provided. However, it was incumbent upon the researcher to present the findings from this study and to draw conclusions based on the data.

Addendum

Since this study was begun, the Carl D. Perkins Act of 1984 has been enacted. This Act was passed to continue the Vocational Education Act of 1963 and related amendments. Three important aspects of this Act which have direct impact on state advisory councils were incorporated into the legislation. First, state advisory councils were designated as "state councils on vocational education." thus deleting the connotation of "advisory." Secondly, the required membership representation for the Council was changed. The membership must now consist of seven individuals who represent designated components of business and industry and six members who represent specified constituencies within vocational education. This action responded to concerns regarding the need for more representation from business and industry. The third aspect of this legislation which had significant impact on state councils on vocational education was the section on mandated activities. Included in the revised activities were the following:

1) advise the State board and make reports to the Governor, the business community, and general public of the State concerning--

(a) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and

(b) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;

2) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;

3) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;

4) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational programs; and

5) recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations. (U.S. Congress, 1984:10-12)

BIBLIOGRAPHY

- Advisory Council on Vocational Education. 1968 General Report: Vocational Education--The Bridge Between Man and His Work. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1968.
- Bailyn, Bernard. "The Problems of the Working Historian," The Craft of American History. New York: Harper & Row, 1966.
- Barlow, Melvin. Implications From the History of Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1976. (Occasional Paper, No. 15)
- Barzun, Jacques and Graff, Henry F. The Modern Researcher. New York: Harcourt, Brace and Company, 1957.
- Brickman, William W. Guide to Research in Educational History. New York: New York University Bookstore, 1949.
- Burt, Samuel M. Industry and Community Teachers in Education. Kalamazoo, Michigan: Upjohn Institute for Employment Research, 1969.
- _____. Industry and Vocational-Technical Education--A Study of Industry Education-Advisory Committees. New York: McGraw-Hill Book Company, 1967.
- Carr, Edward Hallett. What Is History? New York: Random House, 1961.
- Clary, Joseph Ray. Review and Synthesis of Research and Developmental Activities Concerning State Advisory Councils on Vocational Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1970.
- Culbertson, Jack A. and Hengley, Stephen P. (eds.). Educational Research: New Perspectives. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1963.
- Dunham, Daniel B. Vocational Education: Policies, Issues, and Politics in the 1980s. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1980.
- Education Amendments of 1976. U. S. Code, Vol. 8 (1982).

"Education for a Changing World of Work--Summary Report of the Panel of Consultants," American Vocational Journal, December, 1962, pp. 12-13.

Educational Management Services, Inc. An Assessment of the Impact of SACVE on the Vocational, Technical, Adult, Career and Correctional Education Programs in Illinois. Springfield, Illinois: State Advisory Council on Adult, Vocational and Technical Education, 1983.

Evans, Rupert N. and Herr, Edwin L. Foundations of Vocational Education, 2nd edition. Columbus, Ohio: Charles E. Merrill, 1978.

Evans, Rupert N.; Mangum, Garth L.; and Pragan, Otto. Education for Employment: The Background and Potential of the 1968 Vocational Education Amendments. Ann Arbor, Michigan: Institute of Labor and Industrial Relations, 1969.

Federal Register, Vol. 35, No. 4, Part II, 1970.

Federal Register, Vol. 42, No. 191, Subpart 1, 1977.

Gilbert, Felix and Graubard, Stephen R. Historical Studies Today. New York: W. W. Norton & Company, Inc., 1972.

Good, Carter V.; Barr, A. S.; and Scates, Douglas E. The Methodology of Educational Research. New York: Appleton-Century-Crofts, Inc., 1935.

Gottschalk, Louis R., ed. Generalization in the Writing of History. Chicago, Illinois: The University of Chicago Press, 1967.

_____. Understanding History--A Primer of Historical Method. New York: Alfred A. Knopf, Inc., 1951.

Greenwood, Katy B., ed. Contemporary Challenges for Vocational Education. Arlington, Virginia: American Vocational Association, Inc., 1981.

Guba, Egon G. and Lincoln, Yvonna S. Effective Evaluation. San Francisco, California: Jossey-Bass Publishers, 1981.

Hawkins, Layton S.; Prosser, Charles A.; and Wright, John C. Development of Vocational Education. Chicago, Illinois: American Technical Society, 1951.

- Hofstrand, Richard K., and Phipps, Lloyd J. Advisory Councils for Education: A Handbook. Urbana, Illinois: Rurban Educational Development Laboratory, University of Illinois, 1971.
- Holsti, Ole R. Content Analysis for the Social Sciences and Humanities. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1969.
- Isaac, Stephen and Michael, William B. Handbook in Research and Evaluation. San Diego, California: EdITS Publishers, 1976.
- Kerlinger, Fred N. Foundations of Behavioral Research. 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1973.
- Knutton, Harry. Vocational Education for a Changing Society. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1982. (Occasional Paper, No. 81)
- Lakoff, Sanford A. and Rich, Daniel. Private Government. Glenview, Illinois: Scott, Foresman & Co., 1973.
- Levitan, Sar A. Vocational Education and Federal Policy. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1963.
- Locke, Lawrence F. and Spirduso, Waneen W. Proposals That Work: A Guide for Planning Research. New York: Teachers College Press, 1976.
- McGrath, J. H. Research Methods and Designs for Education. Scranton, Pennsylvania: International Textbook Company, 1970.
- Madsen, David. Successful Dissertations and Theses. San Francisco, California: Jossey-Bass Publishers, 1983.
- National Advisory Council on Vocational Education. Resource Book for State Advisory Councils on Vocational Education. Washington, D. C.: National Advisory Council on Vocational Education, 1980.
- Nystrom, Dennis C. Occupational and Career Education Legislation. New York: Howard W. Sams & Co., Inc., 1973.
- Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966.

Parten, Mildred B. Surveys, Polls, and Samples: Practical Procedures. New York: Cooper Square Publishers, Inc., 1966.

Patton, Michael Quinn. Qualitative Evaluation Methods. Beverly Hills, California: Sage Publications, Inc., 1980.

Pitale, Anthony J. "An Analysis and Comparison of Selected Roles for State Advisory Councils on Vocational Education." Unpublished EdD. Dissertation, University of California--Los Angeles, 1973.

Pucinski, Roman. The Role of State and Local Advisory Councils in Vocational Education. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978. (Occasional paper No. 36).

Ramey, Walter S. A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education. Richmond: Virginia State Department of Education, 1975.

Richmond News Leader, June 19, 1962.

Richmond Times-Dispatch, March 9, 1962.

_____, May 22, 1962.

_____, June 20, 1962.

_____, December 14, 1963.

_____, February 25, 1964.

_____, February 28, 1964.

Riendeau, Albert J. Advisory Committees for Occupational Education--A Guide to Organization and Operation. New York: McGraw-Hill Book Company, 1977.

Rummel, J. Francis. An Introduction to Research Procedures in Education, 2nd ed. New York: Harper & Row Publishers, 1968.

Shafer, Robert Jones. A Guide to Historical Method. Homewood, Illinois: The Dorsey Press, 1974.

Skager, Rodney W. and Weinberg, Carl. Fundamentals of Educational Research: An Introductory Approach. Glenview, Illinois: Scott, Foresman and Company, 1971.

- Skinkle, John D. An Assessment of the Advisory Council for Technical-Vocational Education in Texas. Colleege Station, Texas: Texas A & M University, 1979.
- Social Science Research Council. Theory and Practice in Historical Study: A Report of the Committee on Historiography. New York: Social Science Research Council, 1946.
- Stephens, Nancy F. Evaluation Guidelines and Practices for State Advisory Councils. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1980.
- Swanson, J. Chester (compiler). Development of Federal Legislation for Vocational Education. Chicago, Illinois: American Technical Society, 1966.
- Travers, Robert M. W. An Introduction to Educational Research. New York: Macmillan Publishing Co., Inc., 1972.
- Tuckman, Bruce W. Conducting Educational Research. New York: Harcourt, Brace, Jovanovich, Inc., 1972.
- U. S. Congress. House. The Carl D. Perkins Vocational Education Act of 1984. Pub. L. 98-524, 98th Congress, 2d sess., 1984, H.R. 98-1129.
- Van Dalen, Deobold B. Understanding Educational Research: An Introduction. New York: McGraw-Hill Book Company, 1979.
- Vincent, John Martin. Historical Research. New York: Burt Franklin Reprints, 1974.
- Vocational Education Act of 1963. Statutes at Large. Vol. 77-77A (1963).
- Vocational Education Amendments of 1968. Statutes at Large. Vol. 82 (1968).

Annual Evaluation Reports
(Presented Chronologically)

(Available from Virginia State Advisory Council on Vocational Education, Blacksburg, Virginia.)

First Annual Evaluative Report. Richmond, Virginia:
Virginia State Advisory Council on Vocational

Education, [1970].

Second Annual Evaluation Report. Richmond, Virginia:
Virginia State Advisory Council on Vocational
Education, [1971].

Third Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1972].

Fourth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1973].

Fifth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1974].

Sixth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1975].

Seventh Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1976].

Eighth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1977].

Ninth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1978].

Tenth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1979].

Eleventh Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1980].

Twelfth Annual Evaluation Report. Blacksburg, Virginia:
Virginia State Advisory Council on Vocational
Education, [1981].

Virginia State Advisory Council on Vocational Education
Minutes

- Virginia State Advisory Council on Vocational Education
(VSACVE). Blacksburg, Virginia. Minutes, May, 1969.
(Typewritten.) (Hereinafter referred to as VSACVE.)
- VSACVE. Blacksburg, Virginia. Minutes, July, 1969.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, March, 1970.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, August, 1970.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, October, 1970.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, January, 1971.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, April, 1971.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, June, 1971.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, September, 1971.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, October, 1971.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, January, 1972.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, April, 1972.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, June, 1972.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, July, 1972.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, October, 1972.
(Typewritten.)
- VSACVE. Blacksburg, Virginia. Minutes, January, 1973.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1973.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, June, 1973.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1973.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, January, 1974.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1974.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, June, 1974.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1974.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, January, 1975.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1975.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, June, 1975.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1975.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, January, 1976.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1976.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, July, 1976.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1976.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1977.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, June, 1977.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, July, 1977.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1977.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, February, 1978.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1978.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, August, 1978.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1978.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1979.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, August, 1979.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, October, 1979.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, February, 1980.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1980.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, August, 1980.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, November, 1980.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, February, 1981.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, April, 1981.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, July, 1981.
(Typewritten.)

VSACVE. Blacksburg, Virginia. Minutes, November, 1981.
(Typewritten.)

A P P E N D I C E S

A P P E N D I X A

Panel of Experts

PANEL OF EXPERTS

Mr. M. Carter Murphy
Director of Vocational and Adult Education
Petersburg City Schools
Petersburg, Virginia

Mr. Dewey T. Oakley
Director of Program Services
Division of Vocational/Technical Education
State Department of Education
Richmond, Virginia

Dr. George Vaughan
President
Piedmont Virginia Community College
Charlottesville, Virginia

A P P E N D I X B

Letter to Panel of Experts

1800 Pocoshock Boulevard
Richmond, Virginia 23235
July 7, 1984

(Inside Address)

Dear :

Thank you for agreeing to serve as a member of the panel to review the questions which I have developed to solicit perceptions on the impact of the Virginia State Advisory Council on Vocational Education. Please review these questions with the following concerns in mind:

- 1) Is only one interpretation of the question possible?
- 2) Is the question simple, clear, and direct?
- 3) Will the question in any way bias the responses?

As you review the proposed questions, please re-write any question or part thereof that you deem confusing or misleading. Also, please add any questions which you think might add to the completeness of this survey. I shall be asking the same questions during interviews that are used on the questionnaire.

Thank you for your assistance in this matter. Please return your comments and suggestions in the enclosed self-addressed, stamped envelope.

Sincerely,

Lois E. Wells

LEW

Enclosures

A P P E N D I X C

Letter to Selected Individuals

Questionnaire

(for questionnaires)

1800 Pocoshock Boulevard
Richmond, Virginia 23235
August 15, 1984

(Inside Address)

Dear

:

Your assistance is greatly needed in support of a study I am doing to complete my doctoral dissertation. Because of your (past) position as (appropriate position), your perceptions regarding the Virginia State Advisory Council on Vocational Education will provide an added dimension to the study I am conducting on the Council's history. As a matter of information, the Council's current and past Executive Directors are cooperating in this study.

Enclosed you will find a questionnaire which is designed to ascertain your perceptions of the Advisory Council's activities and its impact on vocational education. Your responses to these questions will contribute to an in-depth study of the history of the Council.

Please respond to the questions by expressing your own opinions pertaining to the Council's response to its mandated functions and other related activities. Your suggestions for possibly increasing the effectiveness of the Council are also being sought.

It is understood that you may not have an opinion on every item. If you do not have an opinion on a particular item, please indicate this in the space provided.

If you are willing for your responses to be reported in the study with attribution to you, please sign the questionnaire in the space provided on the last page. Without your signature, your responses will remain anonymous.

May I express my appreciation in advance for your cooperation. The questionnaire should be returned in the stamped, self-addressed envelope which is enclosed. If at all possible, please return the questionnaire by (date) .

Sincerely,

Ms. Lois E. Wells

Enclosures

(for interviews)

1800 Pocoshock Boulevard
Richmond, Virginia 23235
August 15, 1984

(Inside Address)

Dear :

Thank you for your willingness to be interviewed. Your perceptions regarding the Virginia State Advisory Council on Vocational Education will provide an added dimension to this study of the Council's history. As a matter of information, the Council's current and past Executive Directors are cooperating in this study.

As we agreed, the interview will be conducted in (or at) (location) on (day and date) at (time) . Attached you will find the questions to which you will be asked to respond. These questions will serve only as a guide and you should not feel restricted by them. Any comments you wish to make will be welcomed.

I am looking forward to meeting with you and to receiving your perceptions on the Advisory Council. As I indicated on the telephone, the interview should not last more than one hour. Should any conflict in the scheduled time arise, please feel free to contact me at (804) 225-2291.

Sincerely,

Ms. Lois E. Wells

lew

Enclosure

PERCEPTIONS

of the

VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The following questions have been designed to solicit your perceptions regarding the Virginia State Advisory Council on Vocational Education and its impact on vocational education in the Commonwealth. If you should need more space to respond, please identify question number and continue your response on the back of the paper.

It is understood that you may not have an opinion on every item. If you do not have an opinion on a particular item, please indicate this in the space provided.

- I. Federal legislation has mandated seven primary functions for the State Advisory Council on Vocational Education. Please write your perception (opinion) as to the impact the Advisory Council has had with regard to each of the following functions:
 - A. Advising the State Board on the development of the State Plan, including the preparation of long-range and annual program plans and the accountability report.

 - B. Advising the State Board on policy matters arising in the administration of the State Plan.

 - C. Evaluating vocational education programs, services, and activities.

II. The following questions have been designed to solicit your perceptions regarding the involvement and performance of the Council. Please write your perceptions in the space provided.

A. Legislation which has had an impact on vocational education focused attention on several issues. What is your perception of the Council's involvement in or response to the following issues?

1. Sex bias, discrimination, and stereotyping:

2. Handicapped and disadvantaged:

B. What are your perceptions regarding the performance of the staff of the Council?

C. How effective do you believe the Council has been in improving the image of vocational education with the State Board of (Vocational) Education?

--With the public at large?

- D. What, in your opinion, has been the most significant contribution of the Council?

III. The following questions have been designed to solicit your recommendations and suggestions for possible future directions for the Council.

- A. Please identify any areas of concern which you think the Council should emphasize to a greater extent.

- B. What recommendations or suggestions would you make for increasing the overall impact of the State Advisory Council on Vocational Education?

Thank you for your time and effort in responding to this questionnaire.

If you are willing for your comments to be used with attribution made to you, please sign your name on the line below. If you do not sign your name, no attempt will be made to identify the individual making the comments.

Signature

A P P E N D I X D

Follow-up Letter

-343-

1800 Pocoshock Boulevard
Richmond, Virginia 23235
(Date)

(Inside Address)

Dear :

Some few weeks ago, I requested your assistance in support of a study I am conducting on the Virginia State Advisory Council on Vocational Education. Because of your (past) position as (position), your perceptions in the matter of the Council and its activities would provide an added dimension to the study. As I mentioned, the current and past Executive Directors are cooperating in this study.

Enclosed you will find another copy of the questionnaire which is designed to ascertain your perceptions of the Advisory Council's activities and its impact on vocational education. Your responses to these questions will contribute to an in-depth study of the history of the Council.

Understanding your busy schedule, I am requesting that, if at all possible, you will please return the completed questionnaire in the stamped, self-addressed envelope which is enclosed. To facilitate the completion of my study, it would be helpful if your response could be received by (date) . Thank you in advance for your cooperation.

Sincerely,

Ms. Lois E. Wells

lew

Enclosures

A P P E N D I X E

Panel of Reviewers

PANEL OF REVIEWERS

(For Content Analysis of Responses)

Dr. Richard Calvert
Dean of Finance and Administration
Southwest Virginia Community College
Richlands, Virginia

Dr. Joseph Ford
Assistant Vice-Chancellor for Instructional Programs
and Student Services
Virginia Community College System
Richmond, Virginia

Dr. Robert Grymes
Dean for Instructional Services
Tidewater Community College
Portsmouth, Virginia

A P P E N D I X F

Membership of the Virginia State Advisory Council
on Vocational Education

MEMBERSHIP OF THE VIRGINIA STATE ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

1969-1971

Dr. J. Frank Alspaugh, Director, Division of Industrial Development, Richmond, Virginia

Dr. Rufus W. Beamer, Head of Education Department, Virginia Polytechnic Institute, Blacksburg, Virginia

Mr. Edmond Boggs, Commissioner, State Department of Labor and Industry, Richmond, Virginia

Mr. O. T. Bonner, Superintendent, Danville City Schools, Danville, Virginia

Miss Jennie Brewer (Retired), Supervisor of Special Education, Portsmouth, Virginia

Dr. Dana B. Hamel, Chancellor, Virginia Department of Community Colleges, Richmond, Virginia

Mr. William L. Heartwell, Jr., Commissioner, Virginia Employment Commission, Richmond, Virginia

Mrs. Rosa H. Loving (Retired), Supervisor of Home Economics, Richmond, Virginia

Dr. Archie G. Richardson (Retired), Associate Director, Division of Secondary Education, Richmond, Virginia

Mr. William D. Richmond, Superintendent, Wise County Schools, Wise, Virginia

Mr. George L. Sandvig, Director, Division of Vocational Education, State Department of Education, Richmond, Virginia

The Honorable D. French Slaughter, Jr., Lawyer and Member of Virginia House of Delegates, Culpeper, Virginia

Mr. Paul R. Thomson, Manager, Employee and Community Relations, Industry Control Department, General Electric Company, Salem, Virginia

Mr. Fitz Turner, Director of Special Services, Virginia Education Association, Richmond, Virginia

(1969-1971 continued)

Miss Mildred A. Witten, President, Virginia Vocational Association and Supervisor of Business Education, Arlington County Schools, Arlington, Virginia

Mr. R. W. Wooldridge, Director, Audit and Vocational Education, Norfolk City Schools, Norfolk, Virginia

Dr. Robert J. Young, President, Virginia School Boards Association, Radford, Virginia

1971-1972

Mr. John V. Ankeney, Director, School of Engineering Technology, Virginia Commonwealth University, Richmond, Virginia

Mr. J. Frank Alspaugh, Director, Division of Industrial Development, Commonwealth of Virginia, Richmond, Virginia

Dr. Rufus W. Beamer, Professor of Vocational Education and Head of Education Department, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Mr. Edmond Boggs, Commissioner, State Department of Labor and Industry, Richmond, Virginia

Mr. O. T. Bonner, Superintendent, Danville City Schools, Danville, Virginia

Miss Jennie Brewer (Retired), State Supervisory, Special Education In Virginia, Portsmouth, Virginia

Dr. Dana B. Hamel, Chancellor, State Department of Community Colleges, Richmond, Virginia

Mr. William L. Heartwell, Jr., Commissioner, Virginia Employment Commission, Richmond, Virginia

Mr. Laurence A. Hill, Executive Secretary, Virginia Vocational Association, Richmond, Virginia

Dr. William T. Reed (Retired), Teacher-Educator, Industrial Education, Virginia State College, Petersburg, Virginia

Dr. Archie G. Richardson (Retired), Associate Director, Division of Secondary Education, Richmond, Virginia

Mr. William D. Richmond, (Retired), Superintendent, Wise County Schools, St. Paul, Virginia

(1971-1972 continued)

The Honorable O. Beverly Roller, Teacher of Agriculture and Member, House of Delegates, Weyers Cave, Virginia

Mr. Samuel H. Shrum, President and General Manager, Neilson Construction Company, Harrisonburg, Virginia

Mr. Walter M. Stata, Director, Scott County Vocational Center, Gate City, Virginia

Mr. Paul R. Thomson, Manager, Industry Control Department, General Electric Corporation, Salem, Virginia

Mr. Charles A. Wornom, Owner Wornom's Pharmacy, Hampton, Virginia

Dr. Robert J. Young (Retired), Past-President, Virginia School Boards Association, Radford, Virginia

1972-1973

Mr. John V. Ankeney, Director, School of Engineering Technology, Virginia Commonwealth University, Richmond, Virginia

Mr. Edmond Boggs, Commissioner, State Department of Labor and Industry, Richmond, Virginia

Dr. James Albert Bowser, Professor of Vocational Education and Chairman of the Divisions of Teacher Education and Industrial Education and Technology, Norfolk State College, Norfolk, Virginia

Dr. Edward Cooke, Assistant Superintendent for Vocational and Continuing Education, Richmond City Schools, Richmond, Virginia

Dr. Dana B. Hamel, Chancellor, State Department of Community Colleges, Richmond, Virginia

Mr. William L. Heartwell, Jr., Commissioner, Virginia Employment Commission, Richmond, Virginia

Mrs. John J. Johnson, Homemaker and Chairman Fredericksburg, City School Board, Fredericksburg, Virginia

Mr. Gilbert A. Meland, Executive Director, Virginia Brick Association, Inc., Richmond, Virginia

Dr. William T. Reed (Retired), Teacher-Educator, Industrial Education, Virginia State College, Petersburg, Virginia

Mr. William D. Richmond, (Retired), Superintendent, Wise County Schools, St. Paul, Virginia

Mrs. Mary Powell Rosenstock, former Coordinator of Business Education, City of Petersburg, Petersburg, Virginia

The Honorable O. Beverly Roller, Teacher of Agriculture and Member, House of Delegates, Weyers Cave, Virginia

Mr. J. K. Samples, Superintendent of Hanover County Schools, Ashland, Virginia

Mr. Samuel H. Shrum, President and General Manager, Neilson Construction Company, Harrisonburg, Virginia

Mr. Walter M. Stata, Director, Scott County Vocational Center, Gate City, Virginia

Mrs. Shirley B. Wilson, Supervisor of Business Education, Norfolk City Public Schools, Norfolk, Virginia

Mr. Charles A. Wornom, Owner Wornom's Pharmacy, Hampton, Virginia

Dr. Robert J. Young (Retired), Past-President, Virginia School Boards Association, Radford, Virginia

1972-1973

Mr. John V. Ankeney, Chairman, Division of Engineering Technology, J. Sargeant Reynolds Community College, Richmond, Virginia

Mr. Robert F. Beard, Jr., Assistant Commissioner, State Department of Labor and Industry, Richmond, Virginia

Dr. James Albert Bowser, Chairman, Division of Teacher Education and Industrial Education, Norfolk State College, Norfolk, Virginia

Mr. Charles A. Christophersen, Director, State Planning and Community Affairs, Richmond, Virginia

Dr. Edward Cooke, Assistant Superintendent for Vocational and Continuing Education, Richmond City Schools, Richmond, Virginia

(1972-1973 continued)

Mr. George D. Delo, Director of Community Development,
Division of Industrial Development, Richmond, Virginia

Mrs. Dorothy J. Harris, Principal, Bluestone Junior High
School, Clarksville, Virginia

Mrs. John J. Johnson, Former Chairman, Fredericksburg City
School Board, Fredericksburg, Virginia

Mr. Gilbert A. Meland, Executive Director, Virginia Brick
Association, Inc., Richmond, Virginia

Dr. William T. Reed, Retired Teacher Educator, Industrial
Education, Virginia State College, Petersburg, Virginia

Mrs. Mary B. Rosenstock, Former Coordinator of Special
Education, Petersburg City Schools, Petersburg, Virginia

Mr. J. K. Samples, Superintendent, Hanover County Schools,
Ashland, Virginia

Mr. Thomas Samuels, National Program Director, National
Institute for Automotive Service Excellence, Fairfax,
Virginia

Mr. Samuel H. Shrum, President and General Manager, Neilsen
Construction Company, Harrisonburg, Virginia

Mr. Walter M. Stata, Director, Scott County Vocational
Center, Gate City, Virginia

Dr. W. Robert Sullins, President, New River Community
College, Dublin, Virginia

Mrs. Shirley B. Wilson, Supervisor of Business Education,
Norfolk, City Schools, Norfolk, Virginia

Mr. Charles A. Wornom, Owner, Wornom's Pharmacy, Hampton,
Virginia

Dr. Rufus W. Beamer, Executive Director

Ms. Mollie McCarty, Secretary

1973-1974

Mr. Robert Beard, Richmond, Virginia
Dr. Edward Cooke, Richmond, Virginia
Mr. James Creekmore, Chesapeake, Virginia
Mr. George D. Delo, Richmond, Virginia
Mr. H. E. Fauntleroy, Jr., Petersburg, Virginia
Mr. John C. Gordon, Richmond, Virginia
Mrs. Dorothy J. Harris, Clarksville, Virginia
Mrs. Elnora O. Johnson, Fredericksburg, Virginia
Mr. Gilbert A. Meland, Richmond, Virginia
Dr. James E. Price, Richmond, Virginia
Mrs. Mary B. Rosenstock, Petersburg, Virginia
Mr. J. K. Samples, Ashland, Virginia
Mr. T. C. Samuels, Fairfax, Virginia
Mr. Karl S. Sheffield, Waynesboro, Virginia
The Honorable H. Selwyn Smith, Manassas, Virginia
Dr. W. Robert Sullins, Dublin, Virginia
Mr. Joe Watson, Bristol, Virginia
Dr. Rufus W. Beamer, Executive Director
Ms. Jean Brewer, Secretary

1974-1975

Mr. Charles L. Barden, Business Agent for Asbestos Workers Local No. 88, Richmond, Virginia

Mr. Robert F. Beard, Assistant Commissioner of the State Department of Labor and Industry, Richmond, Virginia

Mrs. Norvelle H. Beatty, Area Director of the United Negro College Fund for Virginia and North Carolina, Norfolk, Virginia

Dr. Wendell H. Butler, Roanoke, Virginia

Mr. Richard B. Carter, Sr., Director of Vocational Education, Appomattox County Public Schools, Appomattox, Virginia

Mr. George D. Delo, Retired Director of Community Development, Virginia Division of Industrial Development, Richmond, Virginia

Mr. Hermanze E. Fauntleroy, Jr., Director, Uniserve Unit, Virginia Education Association, Petersburg, Virginia

Mr. John C. Gordon, Assistant Secretary and Manager, Office Facilities and Services, A. H. Robins Company, Richmond, Virginia

Mrs. Dorothy J. Harris, Principal Blue Stone High School, Clarksville, Virginia

Mr. James E. Hodges, Superintendent, Grayson County Public Schools, Independence, Virginia

Mr. Warren F. Kindt, General Manager, Data Communications Department, General Electric Company, Waynesboro, Virginia

Mr. James E. Price, Associate Director of Educational Services, Division of State Planning and Community Affairs, Richmond, Virginia

Mr. T. C. Samuels, Administrative Manager, JKJ Chevrolet, Koons Corporation, Fairfax, Virginia

Mr. Karl S. Sheffield, General Manager and Executive Vice-President, Blue Ridge Grocery Company, Waynesboro, Virginia

The Honorable H. Selwyn Smith, Senator, Twenty-Ninth District, Manassas, Virginia

(1974-1975 continued)

Dr. W. Robert Sullins, President, New River Community College, Dublin, Virginia

Mr. Joe Watson, Co-Owner and Vice-President, Tri-Cities Industrial Builders, Bristol, Virginia

Dr. Rufus W. Beamer, Executive Director

Ms. Sandra Reynolds, Secretary

1975-1976

Mrs. Vera Allen, Director of Instruction, Prince Edward County Schools, Farmville, Virginia

Mr. Charles L. Barden, Business Agent for Asbestos Workers Local No. 88, Richmond, Virginia

Mr. Robert Baumgardner, Director of Apprenticeship, Virginia Department of Labor and Industry, Richmond, Virginia

Mrs. Norvelle H. Beatty, Area Director of the United Negro College Fund for Virginia and North Carolina, Norfolk, Virginia

Dr. Wendell H. Butler, Dentist, Chairperson, Roanoke City School Board, Roanoke, Virginia

Mr. Richard B. Carter, Sr., Director of Vocational Education, Appomattox County Public Schools, Appomattox, Virginia

Mr. David R. Dodd, Director of Community Development, Division of Industrial Development, Richmond, Virginia

Dr. Richard Ernst, President, Northern Virginia Community College, Annandale, Virginia

Mr. Hermanze E. Fauntleroy, Jr., Director of Uniserve Unit, Virginia Education Association, Petersburg, Virginia

Mr. Melvin A. Goers, Staff Director, Peninsula Office of Manpower Programs, Hampton, Virginia

Mr. John C. Gordon, Assistant Secretary and Manager, Office Facilities and Services, A. H. Robins Company, Richmond, Virginia

(1975-1976 continued)

Mrs. Jouette W. Graham, civic leader and homemaker, Marion, Virginia

Mr. James E. Hodges, Superintendent, Grayson County Schools, Independence, Virginia

Mr. S. P. Johnson, Jr., Retired Assistant State Superintendent for Instruction, Petersburg, Virginia

Mr. Warren F. Kindt, General Manager, Data Communications Department, General Electric Company, Waynesboro, Virginia

Mr. Karl S. Sheffield, General Manager and Executive Vice-President, Blue Ridge Grocery Company, Inc., Waynesboro, Virginia

The Honorable H. Selwyn Smith, Secretary of Safety, Commonwealth of Virginia, Richmond, Virginia

Mr. Joe Watson, Co-Owner and President, Tri-Cities Industrial Builders, Bristol, Virginia

Dr. Rufus W. Beamer, Executive Director

(1976-1977 continued)

Mr. George Orr, Research Associate

Ms. Sandra Reynolds, Secretary

1976-1977

Mrs. Vera Allen, Director of Instruction, Prince Edward County Schools, Farmville, Virginia

Mr. Charles L. Barden, Business Agent, Asbestos Workers Local No. 88, Richmond, Virginia

Mr. Robert Baumgardner, Director of Apprenticeship, Virginia Department of Labor and Industry, Richmond, Virginia

Mrs. Sally S. Buck, President, The Women's Bank, Richmond, Virginia

Dr. Wendell H. Butler, Dentist, Roanoke, Virginia

Mr. Richard B. Carter, Sr., Director of Vocational Education, Appomattox County Public Schools, Appomattox, Virginia

(1976-1977 continued)

Dr. Richard Ernst, President, Northern Virginia Community College, Annandale, Virginia

Mr. Michael D. Gilbert, Director of Manpower Services, County of Fairfax, Fairfax, Virginia

Brigadier General (Retired) Melvin A. Goers, Hampton, Virginia

Mrs. Jouette W. Graham, civic leader and homemaker, Marion, Virginia

Mr. James E. Hodges, Superintendent, Grayson County Public Schools, Independence, Virginia

Dr. Thomas H. Hohenshil, Associate Professor of Vocational Guidance, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Mr. L. P. Johnson, Jr., Director of Community Development, Virginia Division of Industrial Development, Richmond, Virginia

Mr. S. P. Johnson, Jr., Retired Assistant State Superintendent for Instruction, Petersburg, Virginia

Mr. Warren F. Kindt, General Manager, General Electric Company, Waynesboro, Virginia

Miss Paula McGhee, State President, Vocational Industrial Clubs of America, Sandston, Virginia

Mrs. Frances C. Milstead, Chairman, Business Department, Martinsville High School, Martinsville, Virginia

Mrs. Pauline C. Morton, Retired Assistant State Supervisor, Home Economics Education, Franklin, Virginia

Mrs. Carolynne H. Stevens, Assistant Director, Division of Youth Services, Department of Corrections, Richmond, Virginia

Dr. Harrison B. Wilson, President, Norfolk State College, Norfolk, Virginia

Miss Viola Woolfolk, Head Mistress, St. Margaret's School, Tappahannock, Virginia

Dr. Rufus W. Beamer, Executive Director

Mr. George Orr, Research Assistant

Ms. Sandra Reynolds, Secretary

1977-1978

Mrs. Vera Allen, Director of Instruction, Prince Edward County Schools, Farmville, Virginia

Mr. Robert Baumgardner, Director of Apprenticeship, Virginia Department of Labor and Industry, Richmond, Virginia

Mrs. Sally S. Buck, President, The Women's Bank, Richmond, Virginia

Mr. J. W. Crigger, farmer and businessman, Dublin, Virginia

Dr. Richard Ernst, President, Northern Virginia Community College, Annandale, Virginia

Mr. Edwin S. Gentry, apprenticed carpenter, Norfolk, Virginia

Mr. Michael D. Gilbert, Director of Manpower Services, County of Fairfax, Fairfax, Virginia

Brigadier General (Retired) Melvin A. Goers, Hampton, Virginia

Mrs. Jouette W. Graham, homemaker and civic leader, Marion, Virginia

Miss Shelia M. Greene, Public Relations Associate, Central Telephone Company of Virginia, Charlottesville, Virginia

Dr. Thomas H. Hohenshil, Associate Professor of Vocational Guidance, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Mr. L. P. Johnson, Jr., Director of Community Development, Virginia Division of Industrial Development, Richmond, Virginia

Mrs. Frances C. Milstead, Chairman, Business Department, Cooperative Office Education Coordinator, Martinsville High School, Martinsville, Virginia

(1977-1978 continued)

Mr. William D. Moore, Chairman, Amelia County School Board, President, Virginia School Boards Association, Amelia, Virginia

Mr. M. Carter Murphy, Director of Vocational and Adult Education, Petersburg City Schools, Petersburg, Virginia

Mrs. Dorothy L. Roseboro, Supervisor of Special Education, Newport News City Schools, Newport News, Virginia

Mrs. Carolynne Stevens, Assistant Director, Division of Youth Services, Department of Corrections, Richmond, Virginia

Dr. James F. Tucker, Vice-President, Federal Reserve Bank of Richmond, Richmond, Virginia

Mr. Lloyd G. Walton, Superintendent, Appomattox County Schools, Appomattox, Virginia

Miss Cynthia Wilson, Secretarial Science Student, Southside Virginia Community College, Kenbridge, Virginia

Dr. Harrison B. Wilson, President, Norfolk State College, Norfolk, Virginia

Mr. Herbert E. Wittersheim, President and Owner, Automotive Training Institute, Virginia Beach, Virginia

Miss Viola Woolfolk, Head Mistress, St. Margaret's School, Tappahannock, Virginia

Dr. Rufus W. Beamer, Executive Director

Mr. George Orr, Research Associate

Ms. Sandra Reynolds, Secretary

1978-1979

Mrs. Sally S. Buck, President, The Women's Bank, Richmond, Virginia

Mr. Edward R. Cooper, Apprenticeship Representative, Virginia Department of Labor and Industry, Waynesboro, Virginia

Mr. J. W. Crigger, farmer and businessman, Dublin, Virginia

(1978-1979 continued)

Miss Susan E. Cromer, business education student, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Mr. Edwin S. Gentry, apprenticed carpenter, Norfolk, Virginia

Dr. Thomas H. Hohenshil, Associate Professor of Vocational Guidance, Virginia Polytechnic Institute and State University, Blacksburg, Virginia

Mr. John R. Kirby, Manpower Director, Prince William County, Manassas, Virginia

Mrs. Frances C. Milstead, Chairman, Business Department, Cooperative Office Education Coordinator, Martinsville High School, Martinsville, Virginia

Mr. William D. Moore, Chairman, Amelia County School Board, President, Virginia School Boards Association, Amelia, Virginia

Mr. M. Carter Murphy, Director of Vocational and Adult Education, Petersburg City Schools, Petersburg, Virginia

Mr. William C. Robinson, Community Development Representative, Virginia Division of Industrial Development, Richmond, Virginia

Mrs. Dorothy L. Roseboro, Supervisor of Special Education, Newport News City Schools, Newport News, Virginia

Dr. Emma W. Schulken, President, Virginia Highlands Community College, Abingdon, Virginia

Mrs.Carolynne Stevens, Assistant Director, Division of Youth Services, Department of Corrections, Richmond, Virginia

Dr. James F. Tucker, Vice-President, Federal Reserve Bank of Richmond, Richmond, Virginia

Mr. Lloyd G. Walton, Superintendent, Appomattox County Schools, Appomattox, Virginia

Ms. Bernice E. Williams, Assistant WIN Coordinator, Virginia Employment Commission, Richmond, Virginia

(1978-1979 continued)

Dr. Harrison B. Wilson, President, Norfolk State College,
Norfolk, Virginia

Mr. Herbert E. Wittersheim, President and Owner, Automotive
Training Institute, Virginia Beach, Virginia

Miss Viola Woolfolk, Head Mistress, St. Margaret's School,
Tappahannock, Virginia

Mrs. Icie R. Wright, Guidance Counselor, Sussex Central High
School, Sussex, Virginia

Dr. Rufus W. Beamer, Executive Director

Mr. George Orr, Research Associate

Ms. Judy Galliher, Secretary

1979-1980

Miss Katherine Bell, Director of Management Development,
Miller and Rhoads, Richmond, Virginia

Mr. Toby Bell, Assistant to the Secretary of Public Safety,
Office of the Governor, Richmond, Virginia

Mr. Edward R. Cooper, Apprenticeship Representative,
Virginia Department of Labor and Industry, Staunton,
Virginia

Miss Susan E. Cromer, business education student, Virginia
Polytechnic Institute and State University, Blacksburg,
Virginia

Mr. Frank Crosby, Business Representative Local 26,
International Brotherhood of Electrical Workers, Falls
Church, Virginia

Mr. James C. Graves, President, Graves Mountain Lodge, Inc.,
Syria, Virginia

Ms. Gail Honea, Marketing and Distributive Education
Teacher, Cave Spring High School, Roanoke, Virginia

Dr. Overton R. Johnson, Assistant, Dean, Special Projects,
College of Agriculture and Life Sciences, Virginia
Polytechnic Institute and State University, Blacksburg,
Virginia

(1979-1980 continued)

Mr. John R. Kirby, Manpower Director, Prince William Office of Manpower Programs, Manassas, Virginia

Dr. Pamela C. Kloeppe, Director of Guidance and Testing Services, Norfolk City School System, Norfolk, Virginia

Mr. William D. Moore, Jr., Chairman, Joint Committee for Control, Amelia-Nottoway Vocational Center, Amelia, Virginia

Mr. M. Carter Murphy, Director of Vocational and Adult Education, Petersburg City Schools, Petersburg, Virginia

Mr. William C. Robinson, Industrial Services Representative, Virginia Division of Industrial Development, Richmond, Virginia

Mrs. Dorothy L. Roseboro, Supervisor of Special Education, Newport News Public Schools, Newport News, Virginia

Sister Lourdes Sheehan, Superintendent of Schools, Dioceses of Richmond, Richmond, Virginia

Dr. James F. Tucker, Vice-President, Federal Reserve Bank of Richmond, Richmond, Virginia

De. E. Jean Walker, President, Virginia Highlands Community College, Abingdon, Virginia

Mr. Lloyd G. Walton, Superintendent, Appomattox County Schools, Appomattox, Virginia

Ms. Bernice E. Williams, Assistant State WIN Coordinator, Virginia Employment Commission, Richmond, Virginia

Mr. Herbert E. Wittersheim, President and Owner, Automotive Training Institute, Virginia Beach, Virginia

Ms. Icie R. Wright, Guidance Counselor, Sussex Central High School, Sussex, Virginia

1980-1981

Mrs. Janet J. Ballard, homemaker, Richmond, Virginia

Miss Katherine Bell, Management Development Consultant, Miller and Rhoads, Richmond, Virginia

(1980-1981 continued)

Mr. Toby Bell, Assistant to the Secretary of Public Safety,
Office of the Governor, Richmond, Virginia

Dr. Richard D. Blocker, Director, Pupil Personnel
Services--Special Services, Arlington, Virginia

Mr. Edward R. Cooper, Apprenticeship Representative,
Virginia Department of Labor and Industry, Staunton,
Virginia

Miss Susan E. Cromer, business education student, Virginia
Polytechnic Institute and State University, Blacksburg,
Virginia

Mr. Frank Crosby, Business Representative Local 26,
International Brotherhood of Electrical Workers, Falls
Church, Virginia

Mrs. Martha B. DeBord, farm owner and operator, Rural
Retreat, Virginia

Mr. Ryland Dishner, Superintendent, Rockingham County Public
Schools, Harrisonburg, Virginia

Dr. Jean M. Epps, Director, Vocational Education, Newport
News City Schools, Newport News, Virginia

Mrs. Caroljean Goodell, Senior Vice-President,
Operations--Administration, Central Fidelity Bank, Virginia
Beach, Virginia

Mr. James C. Graves, President, Graves Mountain Lodge, Inc.,
Syria, Virginia

Ms. Gail Honea, Marketing and Distributive Education
Teacher, Cave Spring High School, Roanoke, Virginia

Dr. Overton R. Johnson, Associate Director, Institutional
Research, Virginia Polytechnic Institute and State
University, Blacksburg, Virginia

Mr. Joseph A. Kennedy, President, Norfolk, College and
Princess Anne Business College, Norfolk, Virginia

Mr. John R. Kirby, Manpower Director, Prince William Office
of Manpower Programs, Manassas, Virginia

Dr. Pamela C. Kloeppe, Director of Guidance, Norfolk City
School System, Norfolk, Virginia

(1980-1981 continued)

Mr. William C. Robinson, Industrial Services Representative,
Virginia Division of Industrial Development, Richmond,
Virginia

Sister Lourdes Sheehan, Superintendent of Schools, Dioceses
of Richmond, Richmond, Virginia

Mrs. Anne Small, Employment Counselor, Peninsula WIN
Program, Virginia Employment Commission, Hampton, Virginia

Dr. E. Jean Walker, President, Virginia Highlands Community
College, Abingdon, Virginia

Ms. Icie R. Wright, Guidance Counselor, Sussex Central High
School, Sussex, Virginia

**The vita has been removed from
the scanned document**