AUTHOR TITLE

INSTITUTION
SPONS AGENCY
REPORT NO
PUB DATE
NOTE

Ramey, Walter S.
Guidelines and Resources for the Development,
Implementation, Operation and Evaluation of Local
Advisory Committees or Councils. Final Report.
Virginia Commonwealth Univ., Richmond.
Office of Education (DHEW), Washington, D.C.
VT-102-964

Feb 76
72p.; For the Guidelines developed by this project, see CE 007 435; Prepared By Dept. of Secondary Fost Secondary Education; Tables in Appendix A may reproduce poorly due to print quality

EDRS PRICE DESCRIPTORS MF-\$0.83 HC-\$3.50 Plus Postage.

\*Administrator Guides; \*Advisory Committees; Data
Collection; Program Planning; Research Projects;
School Community Relationship; School Surveys; \*State
Programs; State School District Relationship;
\*Vocational Education

IDENTIFIERS

\*Virginia

ABSTRACT

The purpose of the project was to publish a State guide for local directors of vocational education that would facilitaté the establishment of general vocational education advisory committees in 115 of the 130 local school divisions in Virginia by 1980. Specific objectives were to: (1) develop and publish guidelines for organizing and operating local vocational advisory committees, (2) compile a reference file of current publications -- research and inservice materials on vocational advisory committees, and (3) accumulate information concerning the status of committees in the State and assess the attitudes of local, schools and communities toward use of advisory committees. Detailed in the document are the procedures implemented to achieve these goals, which resulted in the publication and dissemination of "A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education". The materials collected and results of a survey on local status of advisory committees, provided direction for the writing of the guide. Recommendations are presented to supplement use of the guide in school districts. Appendixes include the survey instrument, tabulation of the findings, and extensive correspondence relating to review of the draft copy of the guide and comments on the completed publication. (Author/RG)

 Guidelines and Resources for the Development Implementation, Operation and Evaluation of Local Vocational Advisory Committees or Councils.

Research Project in Vocational Education Conducted Under Part C of Public Law 90-576

Walter S. Ramey
Secondary/Post Secondary Education
School of Education
Virginia Commonwealth University
Richmond, Virginia 23284

February 1976

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#### FINAL REPORT

Guidelines and Resources for the Development, Implementation, Operation and Evaluation of Local Vocational Advisory Committees or Councils.

Research Project in Vocational Education Conducted Under
Part C of Public Law 90-576

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

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February 1976

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#### ABSTRACT

Ramey, Walter S.

A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education

Virginia Commonwealth University
Department of Secondary/Post Secondary Education
School of Education
Richmond, Virginia 23284

State Department of Education Division of Vocational Education Richmond, Virginia 23216

Publishing Date: December 1975.

80 pages

This guide was prepared to assist local directors of vocational education in organizing or reorganizing local vocational education advisory committees. It presents the relationship between the local committee and the State and National Advisory Council on Vocational Education. It further relates this structure to the need for developing general vocational education advisory committees in Virginia.

Chapters in this guide provide information on vocational advisory committee concepts, functions, and local organizational structures; and ways to keep the committee involved and functioning. The appendix presents supportive information and sample formats for local vocational educators to use in justifying the need for, and the operation of, local vocational education advisory committees. (WSR)

#### SUMMARY

A time period of ten months was required for completing this project. Originally authorized to operate from March 3, 1975, until October 31, 1975, it soon became evident that this schedule was inadequate and a two-month extention was requested. With approval granted, the closing date was advanced to December 30, 1975.

The primary goal of the project was to develop a manual for local vocational educators to use in developing general vocational education advisory committees. The objectives were to: (1) Develop and publish suggested guidelines for organizing, operating, and evaluating local vocational education advisory committees, (2) Compile a reference file of current publications, research, and in-service materials on the organization, operation, and evaluation of local vocational education advisory committees, and (3) Accumulate information on the status of local vocational advisory committees in Virginia and identify local school division priority values concerning the functions of such committees.

Three phases were established for developing the publication. Each phase was directed toward the attainment of the objectives. The activities involved in completing these phases were conducted concurrently. The

# three phases and their activities were:

- A. Prepare an outline for developing the guide.
  - 1. Solicit qualified consultants from local school divisions to serve as resource personnel.
  - 2. Conduct a survey of local school divisions to determine the need for local vocational education advisory committees.
  - 3. Compile the data collected and prepare an outline for the guide.
  - 4. Review the adequacy of the outline with the consultants.
  - 5. Prepare the final outline draft.
- B. Compile a reference file of current materials on the organization, operation, and evaluation of local vocational education advisory / committees.
  - 1. Conduct a search of ERIC for pertinent materials.
  - 2. Contact the American Vocational Association for relevant publications.
  - 3. Contact each of the state directors of vocational education for individual state publications.
  - 4. Review the materials received and select useful concepts for inclusion in the publication.
- C. Develop and publish local vocational education advisory committee guide.
  - 1. Prepare the first draft of the guide based upon the approved outline.
  - 2. Review the first draft with consultants and incorporate suggestions for improvement.
  - 3. Prepare the final draft for printing.
  - 4. Mail complimentary copies to consultants and state directors of vocational education.



5. Mail copies of the completed guide to local superintendents and vocational directors of the Virginia school divisions.

By following the procedural outline, certain information was gained that broadened the original concept of the publication. Through the survey of local school divisions the concept of a general vocational education advisory committee was found, in many cases, to differ from that held by the Division of Vocational Education. Based upon this information the guide was organized to include a greater emphasis on the need, structure, and the linkages of local advisory committees with the State and National Advisory Councils.

Additional information was incorporated to provide a better understanding of the role and function of the Division of Vocational Education and the involvement of the local committees in the school division's annual and five-year planning process.

In reviewing the publications received from thirty-five state directors of vocational education, a similarity of organization and content was found. Three ERIC searches were reviewed. The listings of titles obtained did not indicate a usefulness for the preparation of this guide. Materials concerning lay advisory committees published by the Rurban Development Laboratory of the University of Illinois, and a recent publication by Leslie H. Cochran, Central Michigan University, Vocational Education Advisory Committees, A Guide for Effective Utilization, were the primary sources of information used in this publication.

Based upon the project's objectives, an evaluation reflecting success or failure would be inappropriate at this time. The publication,

A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, has been printed and distributed. Several favorable comments concerning its usefulness has been received. The final evaluation, however, will be made when the guide has demonstrated its effectiveness in the organization or reorganization of local vocational education advisory committees.

The Virginia State Plan for Vocational Education, 1975-76, has as one of its objectives, the organization of 115 local general vocational education advisory committees by June 30, 1980, within the state's school divisions. The purpose of this project was to develop a state guide that would add impetus toward meeting that objective and to assist the local divisions in their efforts. The following recommendations are suggested as ways in which the Division of Vocational Education can provide further assistance to local divisions in its effort to reach this objective.

- Develop an inservice program based on, or similar to, that developed by Dr. Leslie H. Cochran and others for the Michigan Department of Education, Vocational Education and Career Development Services.
- 2. Prepare public relations materials in the form of slides and tapes for use by local directors in presenting the materials contained in the guide to local advisory committee members and other interested persons.
- 3. Prepare an abbreviated edition of the guide for use by local advisory committee members.

4. Develop teams of active local vocational educators and advisory committee members who could assist other localities in their efforts to organize and operate effective committees.

CONTEXT

# Locale

In Virginia, the Division of Vocational Education has the responsibility of providing both leadership and regulatory functions in its work with 130 local school divisions and other institutions and agencies within the state. These functions must be coordinated to provide realistic services to the heavy concentrations of the population located in the north, southern Tidewater area, the Richmond metropolitan area and the southwest; the sparsely populated rural areas of the eastern shore and the mountainous regions, and the small and medium-sized towns and cities located throughout the state.

Virginia's economy is supported through agriculture, manufacturing, business, shipping and federal employment in government and military occupations. Because of the diverseness of the economy and the population distribution, employment varies from very low unemployment to pockets of high unemployment. The task of planning vocational education programs requires a full understanding of the social and economic needs of these localities in relation to an overall manpower and program development policy. To perform these functions, and the activities involved, state vocational education planners must have or develop an adequate communications system. The creation of local general vocational education advisory committees is one step in the further development of such a system.

#### Division of Vocational Education

The Division of Vocational Education is the operational arm of the State Board of Education (State Board for Vocational Education).

In exercising the designated leadership and regulatory functions, it becomes the Division's responsibility to maintain, extend, and improve existing programs through activities that are associated with planning, supervising and directing, coordinating, motivating, evaluating and controlling.

Through the state staff, the Division assists the local school divisions in the planning and implementation of quality vocational programs. It has the responsibility of allocating and distributing vocational education funds based upon local plans and approved programs. In addition it develops the State Plan for Vocational Education for the operation of all programs regardless of the source of funding.

The Division is organized so that it is representative of the services which represent major vocational program fields and activities. Each service is staffed with a state supervisor and assistant supervisors who are assigned to work in specific geographic regions of the state and/or instructional areas. In addition a central office staff coordinates all Division activities relating to the state's program of vocational education.

Each service works cooperatively with the state colleges and universities, in developing teacher education programs, conducting research, and developing curriculum materials. Staff members are charged with the responsibility of maintaining communications with employer and employee groups associated with their occupational field

and with state and national leaders in their vocational education areas.

Through these resource people and their work with the local school divisions, state staff assist in planning a total program of vocational education through the annual update of the five-year program improvement plan for vocational education.

### Special Factors

Previous studies conducted by the Division and the State Advisory Council on Vocational Education have shown that many of the local school divisions have advisory committees. Few are organized, however, to encompass the concept of a general vocational education advisory committee. The Division and the State Advisory Council have encouraged the local divisions to organize or reorganize their committees with this concept in mind. These efforts have been met with mediocre success.

In an effort to further encourage the local divisions, the 1976

State Plan for Vocational Education lists as one of the Division's objectives the formation of local general vocational education advisory committees.

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.

The publication of this guide represents the Division's plan for reaching the above objective.

<sup>&</sup>lt;sup>1</sup>Division of Vocational Education, <u>Virginia State Plan for Vocational Education</u> 1975-76 (Richmond, Va.: State Department of Education, 1975), p. 51.

Based upon past efforts of the Division through studies and observations by state supervisory staff, certain assumptions concerning the development of advisory/committees were made. One factor that appeared to present the greatest deterant was that of time.

Vocational educators are often too busy with their day-to-day operational duties to adequately prepare for the effective organization and operation of local committees. Believing this to be a realistic assumption, the Division felt that an additional tool should be made available that would facilitate greater community involvement.

This tool would be so constructed that it would present the essentials for organizing, operating, and evaluating local advisory committees. It would incorporate suggestions for a flexible structure suitable to the individual needs of the local division and contain supportive information that would give credence to the general vocational advisory committee concept. In its final form this instrument would be a useable, ready reference for local directors of vocational education.

#### PROGRAM EXPLANATION

## Scope of the Program

The purpose of the project was to publish a guide for local directors of vocational education that would facilitate the objective of establishing a General Vocational Education Advisory Committee in 115 of the 130 local school divisions in Virginia by 1980.

Program objectives were to:

- A. Develop and publish guidelines for organizing, implementing, operating, and evaluating local vocational advisory committees or councils in the Commonwealth of Virginia.
- B. Compile a reference file of current publications and research and in-service training materials designed to inform, improve, implement, operate, and evaluate vocational advisory committees or councils.
- C. Accumulate, through informal conferences, research publications and sources of unspecified origin, information concerning the status of vocational advisory committees in the commonwealth and the attitude of local school administrators, board members, teachers, counselors, and lay citizens concerning the use of advisory committees in the local school.



#### Personnel

The project director was responsible for coordinating the activities and developing the content of the publication. Secretarial assistance was provided by the university through the secretarial pool of the School of Education. Expenses incurred for the final typing and printing were provided for in the project budget. The cover design, editing, and coordination of publishing details were completed by the Office of University Relations/Publications, Virginia Commonwealth University.

#### Procedures

A period of 8 months was established for completing the program.,

It soon became evident that this time frame was inadequate and a 2 month,
extension was requested and granted. This report represents the final
evaluation of a project to design and publish a guide for use by local
vocational educators in organizing, operating, and evaluating vocational
education advisory committees.

Three major phases were involved in the development of the publication. One was the preparation of the outline for writing the guide, the second was the compilation of a reference file of current material on vocational advisory committees, and the third was the writing, publishing, and distribution of the completed work. Each of these phases involved certain activities or tasks. The 3 phases and activities are presented in the following outline form:

- A. Prepare a bulletin outline that will meet local vocational educator's need for working effectively with advisory committees or councils.
  - Solicit volunteers knowledgeable of local needs to act as resource people. Consultation will be carried out on an individual and/or committee basis.
  - 2. Conduct a survey of local need by contacting a sampling of local vocational administrators and/or teachers.
  - 3. Compile data and prepare a suggested bulletin outline.

    Consult with resource committee for outline adequacy.
  - 4. Prepare final draft of bulletin outline.
- B. Compile a reference file of materials concerning advisory committee organization, implementation, operation and evaluation.
  - F. Review ERIC, ARM & AIM-indices for selection of pertinent materials.
  - 2. Contact the American Vocational Association and the U. S. Office of Education for relevant publications.
  - 3. Send letters of inquiry to state vocational directors for state publications.
  - 4. Develop a system for cataloging and filing materials received.
  - 5. Review, select and condense useful materials for inclusion ...
    in the bulletin.

- C. Develop and publish advisory committee bulletin.
  - 1. Prepare rough draft based upon committee approved outline with selections from references received.
  - 2. Review rough draft with resource committee and incorporate suggestions for improvement.
  - 3. Prepare final draft for printing.
  - 4. Compile mailing list of designated recepiants and contributors.
  - 5. Mail bulletin.

Preparatory to writing the proposal, discussions were held with the State Supervisor for Local and Regional Planning and the Executive Secretary of the State Advisory Council on Vocational Education. These discussions were intended to coordinate the project development and provide direction for meeting both local and state level needs. Based upon information collected in these meetings the proposal was written, submitted, and approved.

As the project unfolded, certain activities were found to be superfluous to the primary objective of preparing a guide for local directors, and they were reduced in scope. After it was determined that little additional information was available, items 1 and 2, Section B, of the outline were reduced. When these sources of information proved non-productive, item 4, the cataloging and filing of materials received, was also reduced.

<sup>\*</sup>In cooperation with the Division of Vocational Education, Virginia State Department of Education.

With reference to item one, an ERIC search was completed by the university's library staff. A review of the titles produced did not indicate a usefulness for the purpose of this study. Two additional searches, using different approaches, were made with no significant change. Further efforts in this direction were discontinued.

A telephone call was made to the American Vocational Association requesting a listing of recent publications from their office. However, all copies of their publications were available locally.

The U. S. Office of Education was not contacted, as it was believed that any relevant, current materials would have appeared in the ERIC search.

A telephone call to the University of Illinois, Rurban Development Laboratory, did provide an abundance of material directed toward the organization, operation, and evaluation of advisory committees. This material, in conjunction with the publication, Vocational Education Advisory Committees, A Guide for Effective Utilization, by Dr. Leslie H. Cochran and others, Central Michigan University, provided the basis for much of the content of the guide.

Note expressed as such, or cited as references, were publications of the American Vocational Association and the Trade and Industrial Education Branch, Office of Education, U. S. Department of Health, Education and Welfare. Concepts expressed by the author, however, are a reflection of these two agencies. The work of Sam W. King (Program Specialist for the Trade and Industrial Education Branch), Organization and Effective Use of Advisory Committees, served as a personal guide for many years.

In a further effort to accumulate reference materials, each of the fifty state directors of vocational education, the directors of the District of Columbia, Puerto Rico, the Virgin Islands, Guam,

American Somoa, and the Trust Territory of the Pacific Islands were contacted requesting copies of their publications. Thirty-five replies were received from the 56 requests. Recognizing the value of these publications, they did not lends themselves directly to the intended purpose of Virginia's publication.

Item 2, of A, in the outline, called for conducting a survey of local vocational administrators and/or teachers to determine local needs. This was also expressed in the project's third objective. The scope of this activity was reduced following a conference with Division personnel. It was decided that the survey should be limited to local superintendents and/or\*directors of vocational education. The survey would attempt to determine the types of vocational advisory committees operated by the local divisions and the importance each of these divisions placed upon the "Eight Specific Functions of Vocational Advisory Committees" as identified in the work of Dr. Cochran. This direction was taken, not only to reduce costs, but to reduce the time and effort involved in compiling the data. It was also felt that any additional information gained from an expanded study would not contribute measurably to the overall effort. Preparation of the questionnaire, its mailing, and the compilation of the data was completed by the Division of Vocational Education. A one hundred percent return provided valuable information with regard to the real need for the project. A copy of the questionnaire and its results is presented in Appendix A.

To establish a better understanding of local needs, the project was explained to each of the Division's program fiteld unervisors. They were asked to recommend one person within their area of supervision who was involved in a viable local advisory domnittee program. Letters explaining the project and extending an invitation to serve as a consultant were sent to each individual recommended. All requests were positive. Following the invitation each consultant was sent a suggested outline of the handbook. They were asked to review and make comments and/or suggestions concerning its usefulness at the local level.

Suggestions received were favorable and provided direction for the compilation and writing of the guide's first draft. Copies of the first draft were mailed to the consultants for their review, comments, and, suggestions. These suggestions were incorporated into the second draft.

Following the preparation of the second draft, complete reviews were made by the Division's Associate Director, Supervisor of Local and Regional Planning, and the Executive Director of the State Advisory Council. A third and final draft was prepared incorporating the state level recommendations. This copy was then edited by the Office of University Relations/Publications, Virginia Commonwealth University.

Printing was completed and delivery was received on December 3, 1975.

Distribution of complimentary copies to the consultants and 56 state directors was completed during the second week of December. Copies to local superintendents, local directors of vocational education, and the state staff were completed during the third week.

Correspondence associated with this section on activities is assembled in sequential order in Appendix B.

A copy of the completed publication, A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education is included as a part of this final report.

#### Budget

Funds for developing A Guide for the Organization and Operation of
Local Advisory Committees for Vocational Education were provided by the
U. S. Office of Education under Part C of the Vocational Education
Amendments of 1968, Public Law 90-576. The total budgeted cost of the
project amounted to approximately \$1500.00. This figure does not
reflect expenditures for the salaries of the project director,
secretarial assistance, professional services of the Office of
University Relations/Publications or supplies. Since no accurate
records were kept on these costs, only a reasonable estimate can be made.
This figure would be about \$2800.00. The following chart presents a
breakdown of these cost figures.

#### Developmental Costs

Cost litem	VCU Non Budget	(Rounded) Budget	· Total
Prof. Salaries	\$2300	100	\$2300
Secretarial Salaries	•		300
Prof. Services	150		150
Supplies	50	$\{ \psi_{ij} = \psi_{ij} = \psi_{ij} \}$	50
Postage	1	*54	54
Travel		- 50	50
Printing		1/321	1321
Indirect Costs		75	
Totals	\$2800	\$1500	\$4300

Based upon the printing of 1000 copies of the publication, budgeted costs show a unit expenditure of \$1.50. A cost of \$4.30 per

copy is representative of the total expenditure.

These cost figures represent a minimal expense for the preparation and publication of a manual of this type. Cost figures could very easily be escalated by the use of paid staff for research and writing and a more costly printing process.

#### **EVALUATION**

#### Objectives

The project's primary objectives are presented below as submitted. in the original proposal. Parenthetical dates following each of the objectives represent changes approved in later requests for extensions of the project.

- A. Develop and publish guidelines for organizing, implementing, operating and evaluating local vocational advisory committees or councils in the Commonwealth of Virginia. The dissemination of the completed bulletin to local school divisions is scheduled for August 1, 1975. (October 3, 1975)
- B. Compile a reference file of current publications, research and in-service training materials that are designed to inform, improve, implement, operate and evaluate vocational advisory committees or councils. This reference file is to be completed by April 30, 1975. (August 29, 1975)

  (November 28, 1975)
- C. Accumulate, through informal conferences, research

  publications and sources of unspecified origin, information \*

  concerning the status of vocational advisory committees in the

  commonwealth and the attitude of local school administrators;



board members, teachers, counselors and lay citizens concerning the use of advisory committees in the local school.

Because of the nature of the project this evaluation will be concerned primarily with Objective A, to develop and publish guidelines for Local vocational education advisory committees. Objectives B and C, although important, were in essence a by-product of the effort involved in the development of the guide.

## Participants

To provide a basis for understanding the need for the publication, conferences were held with the administrative staff members of the Division of Vocational Education and the State Advisory Council on Vocational Education. In addition the project was discussed with state supervisory staff in the various program fields to identify local school division personnel who had exhibited concern, interest, and participation in active advisory committee programs. Seven individuals representing agriculture, home economics, trade and industrial education, distributive education, industrial arts, business education, and career education, as identified by the state supervisors, served as consultants. Their task was to review, comment, and suggest ways for improving the proposed outline and first draft of the guide. All recommendations and/or suggestions from this group were incorporated into the publication where feasible.

#### Measuring Changes

Since the project objectives related to the publication of a guide for local vocational administrators, it is difficult to say with any degree of assurance that the guide will create a desirable change.

Individuals who have reviewed the instrument have indicated that they believe it will. This change, however, is a long range objective of the Division of Vocational Education, and the guide is only one part of an overall effort.

#### Presenting Data

The collection of data for the development of the project was not such that it contributed greatly to the overall effort. Primarily it amounted to the accumulation of information as expressed in the objectives B and C of the proposal. A reference file of publications submitted by 35 state directors of vocational education, the Rurban Development Laboratory of the University of Illinois, and a listing of titles obtained through ERIC searchers, have been organized and are on file with the project director. Other publications related to the topic were supplied by the Division of Vocational Education and from the director's personal file.

A survey conducted in cooperation with the Division contributed to the content of the publication. This survey was designed to determine the status of local vocational advisory committees in Virginia. It also sought to determine the value local school administrators attributed to the eight functions of vocational advisory committees as identified by Dr. Leslie H. Cochran, Central Michigan University, in a publication entitled Vocational Education Advisory Committees, A Guide for Effective

Utilization. The results of this survey are found in Appendix A.

#### Analyzing Data

Materials collected were reviewed and content selected that would lend itself to the overall purpose of the project and the handbook design. Because of the similarity of these materials, only those publications that offered a concentration of information related to local need, the organization, operation, and evaluation of advisory committees at the local level were used:

Information gathered from the survey provided a means for emphasizing the eight functions of an advisory committee in a positive manner. These eight functions presented the nucleus around which the publication was developed.

# Reporting the Findings

The findings associated with the data collected did not indicate any significance other than providing direction for the writing of the guide. In this sense, these materials were relevant only to the content and not to the success or failure of the project. No effort was made to evaluate the findings of the survey or the materials received beyond their usefulness to the publication.

#### **RECOMMENDATIONS**

The following recommendations are based upon communications with local directors, state staff, and the project director's personal opinions. The guide has received many favorable comments concerning its usefulness from local administrators, advisory committee members and state supervisory staff. Copies of the guide have been requested by the Ohio Advisory Council on Vocational Education, North Carolina Community College State Library Staff and the Trade and Industrial Education Division of the Vocational Education Department at the University of Missouri.

If the interest generated so far is an indication of need and the desire of local vocational educators to meet the Division's goal of 115 general vocational advisory committees in the schools of Virginia by 1980, the following suggestions are made to complement this local effort.

- 1. Develop an in-service program for local school division personnel and advisory committee members that would serve as a catalyst for organizing or reorganizing a local vocational advisory committee program.
- 2. Prepare public relations materials in the form of slides and tapes for use by local directors to present the materials contained in the guide to committee members and other interested persons.



- 3. Prepare an abbreviated edition of the guide for use by local advisory committee members.
- 4. Develop teams of active local vocational educators and advisory committee members who could assist other localities in their efforts to organize and operate effective committees.

# APPENDIX A

Questionnaire to Division Superintendents

Tabulation of Survey on Advisory Committees



COMMONWEALTH OF VIRGINIA STATE DEPARTMENT OF EDUCATION RICHMOND, VIRGINIA 23216

> SUPTS. MEMO NO. 7448 March 28, 1975

TO:

Division Superintendents

FROM:

George S. Orr, Jr., Director, Vocational Education George W. Swartz, Supervisor, Vocational Education for Local & Regional Planning

SUBJECT:

Local Advisory Committees for Vocational Education

The Division of Vocational Education has provided in its updated Division Improvement Plan that action be taken toward encouraging every school division in Virginia to establish an active General Vocational Education Advisory Committee. Coincidentally, it is interesting to note that one of the five recommendations for improving Vocational Education in Virginia made in February to the State Board of Education by the Virginia State Advisory Council on Vocational Education suggested that the State Board take a stronger role in encouraging such committees. In the discussion of this recommendation, the State Board of Education placed great emphasis upon the fact that members of these advisory committees should be appointed by action of the local school board.

Action is already underway to produce some valuable materials for your use, to provide some leadership in establishing and organizing such committees, and to provide workshops in cooperation with the State Advisory Council to assist members of these committees the understand their role and to function effectively.

We are, however, in need of information concerning the present status of the school divisions in the State regarding Vocational Advisory Committees. We are aware that the State Advisory Council made a similar survey early in 1973, but it was not a complete picture of the State and the information therefrom needs updating. Will you, therefore please answer the attached brief questionnaire, or delegate a knowledgeable person to do so, and return to Mr. George W. Swartz at your earliest convenience. Your assistance is greatly appreciated.

GSO/GWS/tah

Attachment

#### QUESTIONNAIRE

Local Advisory Committees on Vocational Education

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-	Transportation Industry	
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1 1 · ·	Food Industry	ø
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*	Education (School Board, School, Administration and/or Supervisio	n)
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	. Name and Address of Chairman of Committee:	1. 29
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• •		1 1
Please	return to: G. W. Swartz, Supervisor of Vocational Education for Local & Regional Planning	

Division of Vocational Education State Department of Education Richmond, Virginia 23216 The following eight statements are associated with the major functions of vocational advisory committees or councils. To the right of each statement is a set of numerical values (4 3 2 1 0). These values correspond to the alternatives in the scale explained below. Please evaluate each statement relative to its importance in fulfilling a recognized need within your division or school. (Circle numerical value)

#### IMPORTANCE SCALE

Extreme Importan	ice.	Considerable Importance	Some Importance	Limited Importance	No Importance	
4	, ,	3	2	1	0	
EXPLANAT	ION OF	VALUES				
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necessary.

- 2. of some importance A recognized need but fulfillment would hinder the progress of other needs considered much more important.
- 1 of limited importance has some value but would contribute little to the success of the overall program.
- 0 of no importance Would bring no benefit to the program, may have an undesirable effect.

# GUIDING STATEMENTS

instructional program.

**IMPORTANCE** 

An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:

Dee	ii) of garde to our vocational program by:	*				',	
1.	assisting our staff in conducting occupational and community surveys.	d/or	<i>f</i> 4	3	2	1 0	)
2.	offering advice in the development of new or revisor occupational course content.	sed	4	3	2 ·	1 0	) .
3.	assisting our counselors and teachers in the places of students.	m <b>e</b> /tit	4	3	2	1,0	)
4.	providing assistance in the development of good community public relations.	•	4	3	2	1 (	)
5.	making recommendations regarding equipment and facility planning.		4	3	2	1 0	<b>)</b>
6.	assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.		4	3	2	1 0	/
7.	reviewing occupational programs and providing auggestions for program improvement.	, , , ,				1 0	u.
8.	utilizing community resources to support the	35	4	3.	2	1 \ C	)



# STATE DEPARTMENT OF EDUCATION RICHMOND. 23216

June 16, 1975

MEMO TO: Supervisors

FROM: George W. Swartz

Attached please find a copy of the findings resulting from the survey on Advisory Committees. All school divisions have reported and the survey is complete.

In addition to the survey on the status of advisory committees, you will also find attached their ratings attached to eight guiding statements regarding the value of a general vocational advisory committee.

Your assistance and that of your staff will be appreciated in seeking to encourage all school divisions to establish an appropriate vocational advisory committee. More definite plans toward this objective will be forthcoming as soon as materials are developed.

GWS/tah

## TABULATION OF SURVEY ON ADVISORY COMMITTEES DIVISION OF VOCATIONAL EDUCATION

#### Surveys Received From:

40	Coun	+ 1	Àe

- 3 Towns -
- 33 Cities
- 8 Joint Vocational Centers
- 138 Total

#### Summary

No. with General Voc. Ed. Advisory Committee (with representatives from community labor market areas)	40
No with General Voc. Ed. Advisory Committee (with representatives mostly from education)	22
No. with School Advisory Committee for Voc. Ed.	22
No. with Advisory Committee for Voc. Ed. Only in connection with Joint Voc. Ed. Center	10
No. with Program Area Committees only	19
No. with other types of Committees having some responsibility for Voc. Ed.	6
No. with no Committees	19
TOTAL 1	138

### GENERAL VOCATIONAL EQUCATION ADVISORY COMMITTEE (with representatives from community labor market areas)

- \* Appomattox (9)
- \* Arlington (19)
- \* Buchanan (23)
  - Campbell (17)
- Dickenson (For Voc. School only) (31)
- \* Dinwiddie (15)
- \* Fairfax (16)
  - Franklin County (8)
  - Gloucester (9)
    - Greensville (7)
- Loudoun (11)
  - Middlesex (11)
  - Nelson (11)
  - Pittsylvania (20)
  - Prince Edward (16)
  - Prince William (16)
  - Pulaski (11)
  - Rappahannock (22)
  - Smyth (7)
  - Stafford (11)
    - Tazewell (15)
- \* Westmoreland (15)
- + Being organized
- \* Has program areacommittees, also

Number members on committee in parenthesis

Alexandria (26)

\* Bristol (7)

🗗 Clifton Forge (3)

Falls Church (17)

- \*. Fredericksburg (19)
- \* Galax (13)
- \* Lynchburg (68)
  - Martinsville (21)
- \* Petersburg (23)
- \* Suffolk (11)
- \* Virginia Beach (29)
- Rowanty Vocational School (17)
- \* Valley Voc. School' (16)
- \* Charlottesville-Albemarle Tech. (14)
  - Peninsula Voc. Tech. (46)
- Dowell J. Howard Voc. Center (21)
- \* Massanutten Voc. School (17)

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE (appear to be mostly education representatives)

Accomack (9)

Amelia (14)

Bland (8)

Botetourt (6)

Brunswick (8)

Charlotte (4)

Craig (5)

Essex (7)

Fluvanna (8)

Goochland (9)

Hanoyer (8)

Highland (7)

Isle of Wight (4)

Lancaster (9)

Lee (7)

Lunenburg (5)

Mecklenburg (11)

Northampton (10),

Nottoway (6)

Page (6)

Rockbridge (8)

Franklin City (18)

Number members on committee in parenthesis

<sup>+</sup> Being organized

<sup>\*</sup> Has program area committees, also,

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE (only in connection with Joint Vocational Center)

Alleghany (Jackson River)

- \* Clarke (Dowell J. Howard)
- \* Frederick "
- \* Rockingham (Massanutten)

Sussex (Rowanty)

Charlottesville (Albemarle-Charlottesville Center)

Harrisonburg (Massanutten)

Staunton (Valley)

Waynesboro (Valley)

\* Winchester (Dowell J. Howard)

+ Being organized

\* Has program area qommittes, also

Number members on committee in parenthesis

PROGRAM AREA COMMITTEES ONLY

Amherst

Bedford

Buckingham

Giles

Grayson

Henry

Montgomery,

Northumberland

Patrick &

Roanoke County

Shenandoah

Poquoson

Buena Vista

Chesapeake

Hampton .

Newport News

Williamsburg

Piedmont Vocational Center

Jackson River Vocational School

ERIC Provided by ERIC

SCHOOL VOCATIONAL EDUCATION ADVISORY COMMITTEE (No indication of which school or how many schools have one)

Albemarle (9)

Charles City County (1)

Cumberland (10)

\_Greene. (14)

Halifax (13)

King George (13)

King & Queen (7)

Louisa

Mathews (6)

Richmond County (3)

Russell (Voc. School) (71)

Scott (Voc. School) (89)

Southampton (10)

\* Wise (Voc. School) (59)

\* York

West Point (10)

Colonial Heights (4)

Covington (6) also Jackson River Center

Lexington (5)

- \* Norfolk (8)
- \* Richmond City (Tech. Center)
- \* Roanoke City
- + Being organized
- \* Has program area committees, also

Number members on committee in parenthesis

OTHER'

Culpeper (Local SOQ Committee)

Floyd (SOQ Planning Council)

Madison (General Advisory Committee for entire H. S. - Voc. incl.)

New Kent (General/Advisory Committee for entire H. S. - Voc. incl.)

Prince George' (Division Committee of 5 members from education)

Spotsylvania (General Advisory Committee for entire School Division incl. Vocational Education)

NONE

Caroline

Carroll

King William

Powhatan

Colonial Beach

+ Norton

Portsmouth

Radford

- + Augusta
- + Bath (will have 8)
- \* + Chesterfield
- \* + Henrico
  - + Orange

\* Has program area committees, also

ERIC

Number members on committee in parenthesis

Surry (Will have 7)

\* + Washington (Has one for Center (60))

+ Wythe

\* + Danville

+ Hopewell (will have 15)

Fauquier

<sup>+</sup> Being organized

# RATINGS GIVEN BY ALL GROUPS (TOTAL SURVEY)

# ENPLANATION OF VALUES

- of extreme importance Essential, crucial or absolutely necessary.
- of considerable importance Important but singot be classified as absolutely.
- 2 of some importance A recognized need but fulfillment would hinder the progress of other needs considered much more important.
- of limited importance Has some value but would contribute little to the
- 0 of no importance Would bring no benefit to the program, may have an unde-

GUIDING STATEMENTS	No.	school div.	school divisions giving following, ratings to Guiding Statements	following, ements	
An occupational or vocational advisory committee (would be, has	4	60	2	1	0
I. assisting our staff in conducting occupational and/or	. 26	62	"32	12	-1
2. offering advice in the development of new or revised	47	58	21	5	2.
3. assisting our counselors and teachers in the placement	31	77	, 24	25	80
4. providing assistance in the development of good	7.1	44	17	4	, <b>1</b>
5. making recommendations regarding equipment and facility planning.	34	67	35	13	2
6. assisting and supporting the administration in locating, identifying, and recommending qualified	7	. 32	77	34	ya
instructional staff.  7. reviewing occupational programs and providing surgestions for proprent improvement.	42	59	19	10	2
8. utilizing community resources to support the instructional program.	43	<b>63</b>	50	'n	H

# EXPLANATION OF VALUES

- of extreme importance Essential, crucial or absolutely necessary.
- 3 of considerable importance Important hut cannot be classified as absolutely
- of some importance A racognized need but fulfillment would hinder the progress of other needs considered much move important.
  - 1 of limited importance Hus some value but would contribute little to the success of the overall program.
- 0 of no importance Would bring no benefit to the program, may have an unde-

No. school divisions giving following ratings to Guiding Statements	3 2 1
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2	82	138	20	13	788	32	žį.	9
6	45	44	32	36	35	29	45.	7.47
4	17	32	19	. 50	22	2	31	31
An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	1. assisting our staff in conducting occupational and/or community surveys.	2. offering advice in the development of new or revised occupational course content.	3. assistingour counselors and teachers in the placement of students.	<ol> <li>providing assistance in the development of good community public relations.</li> </ol>	5. making recommendations regarding equipment and facility planning.	<ol> <li>assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.</li> </ol>	7. reviewing occupational programs and providing suggestions for program improvement.	8. utilizing community resources to support the instructional program.
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# EXPLANATION OF VALUES

- 4 of extreme importance Essential, crucial or absolutely necessary.
- of considerable importance Important but connot be classified as absolutely necessary.
- of some importance A recognized need but fulfillment gould hinder the progress
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GUIDING STATEMENTS	An occupational or vocational advisory committee (would be, has	Doen) or value to our votes one of the or	1. assisting our staff in conducting occupational analor		2. offering advice in the development of new or correctional course content.	3. assisting our counselors and teachers in the placement	of students.	4. providing assistance in the development of grod	community public relations.	5. making recommendations regarding equipment and	facility planung.	6. assisting and supporting the administration in	instructional staff.	7. reviewing occupational programs and providing	suggestions for program improvement.	8 utilizing community resources to support the

MATINGS GIVEN BY JOINT VOCATIONAL TECHNICAL CENTERS

TO THE PROPERTY OF THE PARTY OF

4 - of extreme importance - Essential, crucial or absolutely incessary.

- of constickable importance - important but cannot be classified as absolutely . รับธรรอบอน - of some importance - A rpcognized need but fulfillment would hinder the progress

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71, LI	An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	4	3	2	-	
\	community surveys.	4	., m	1	•1	
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	3. assisting our counselors and teachers in the placement of students.	9	•	,	•	
	4. providing assistance in the development of Soci community public relations.	7	1			,
	5. Macking recommendations regarding equipment and facility planning.	. 2	5	* <b>1</b>	1	'
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	1. reviewing occupational programs and providing a suggestions for program improvement.	7	m			
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APPENDIX B

Program Explanation - Activities

#### Virginia Commonwealth University

May 14, 1975

Dear

This fall the Division of Vocational Education will publish a hand-book on the Organization and Operation of Vocational Advisory Committees. This publication will be designed to assist local administrators in accomplishing that task. We are hopeful that this design objective will be reached. To assure this element of usefulness, Mr. George Swartz and I felt that the handbook should reflect the thinking of those individuals throughout the State who have demonstrated that vocational advisory committees can be used effectively at the local level.

Because of your association with one of the more outstanding advisory committee operations within the Commonwealth, I would like to ask you to serve on a committee of seven members to review the publication in various stages of development. The assignment of each committee member will be two fold. One, to provide me with information about their committee that would be beneficial to others and two, to critique my work in organizing and compiling the handbook for publication.

There will be no called meetings, instead, each member will be mailed a copy of the proposed outline, the first draft and the final draft for review, editing and comments for improvement. A return mailer will be included with each mailing. Every effort will be made to incorporate the suggestions and recommendations made by committee members. Recognition of this committee will be given in the publication.

If you would like to serve in this capacity, and I'm very hopeful that you can, please indicate your willingness on the attached form and return it to me at your earliest convenience.

Looking forward to hearing from you.

Sincerely,

Walter S. Ramey
Associate Professor
Secondary/Post Secondary Education

Enclosure WAS/bjr

Academic Center • Richmond, Virginia 23220 J

To:	Walter Ramey	
From:		•
Subj:	Advisory Committee Membership Acceptan	ce "•
Date:	•	
•	Please count on my support of the p	roject. I will be glad to
	serve.	
	My schedule will not allow for the this obligation. I'm sorry, but I	additional duties required of cannot serve.
Name of States	I cannot serve but I would like for committee operation. I am sending gestions that I believe will be her	some materials and/or sug-
М	y home and school addresses are:	
HOME:		SCHOOL:
Street		Title
City, 8	& Zip	School Name
	(۸٫۵۰)	-Street
		City & Zip
. <b>.</b>		Phone (AC)
Comme	ents - Suggestions - Questions:	



#### Virginia Commonwealth University

TO: Consultants

FROM: Walt Ramey WS R.

DATE: June 4, 1975

SUBJ: Suggested Course Outline (and other requests)

So that we all will be aware of the total membership of our consultant force I am enclosing a copy of the committee membership. It could be that you might want to communicate with each other concerning some phase of the project we have committed ourselves to. In any event, I do want to thank each of you for consenting to work with me in the development of the hand-

The enclosed suggested outline is presented for your study and recommendations. Please feel free to add, delete, modify or change to better present a workable handbook to the local school divisions. This particular outline is a composit of several handbooks currently in use throughout the country. Recognizing that all occupational or subject area advisory committees do not function alike and that there are unique differences - I would like to ask that you list some of these unique features associated with your area of specialty. Each of you have been recommended by your state supervisor and your area is indicated by your name on the enclosed membership list. It is my hope to include this in the handbook to help each local division see the need for both the general and occupational advisory committees.

In addition, it would be helpful if we could include copies of those items mentioned in the appendix of the outline. Please review your committee material and send to me any that you feel would be appropriate for inclusion in the finished publication. Since I would have no idea regarding the correct postage, I'm going to ask that you pay any additional postage and trust that you will be repaid. (I promise.)

If at all possible, I would like to have one copy of the outline and any material you wish to send returned to me by June 19, 1975 or sooner.

Many thanks for your help and cooperation.

WSR/jaw

Enclosure



#### STATE HANDBOOK

#### VOCATIONAL ADVISORY COMMITTEES

#### CONSULTANTS

#### . Name

James R. Cardwell

Robert L. Crawford

Leona Woodling

Walter M. Stata

Elinor F. Burgess,

D. Henry Harrison

Ruth L. Henry

Walter S. Ramey

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State Dept. of Education Richmond, VA - 23216 804-770-4568

Portsmouth City Schools Grand & Shelby Streets Portsmouth, VA 23701 804-393-8869

Scott County Voc. Center Box 698 Gate, VA 24251

Fairfax County Public Schools 9200 Burke Lake Road Burke, VA 703-323-3800

Halifax Co. High School Highway 501 South Boston, VA 24592 804-572-4977,

Henrico County Schools P.O. Box 40 Highland Springs, VA 23075 804-737-4191

Virginia Commonwealth Univ. Secondary/Post Secondary Ed. 1617 Monument Avenue Richmond, VA 23284 804-770-7011

#### Home

Clover, VA \24534 804-454-2941

4062 Hyde Park Rd Chester, VA 23831 804-748-4949

4512 Norman Road Portamouth, VA 23703' 804-484-6311

4700 Kandel Court Annandale, VA 22003 703-941-6543

105 Sycamore Road South Boston, VA 24592 804-572-4865

8309 Franconia Road Richmond, VA 23227 804-262-9828

3925 Sherbrook Road Richmond, 12 23235 STATE DEPARTMENT OF EDUCATION RICHMOND. 23216
May 23, 1975

Mr. Walter S. Ramey
Associate Professor
Secondary/Post Secondary Education
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23284

Dear Walter:

Thank you for your good letter inviting me to serve on a review committee for a Handbook on the organization and Operation of Vocational Advisory Committees. Of course I will be happy to serve. I recall that in our telephone conversation concerning your project, you inquired about existing advisory counsils on career education. Since our conversation, I have learned that Fairfax County is establishing a Career Education Advisory Committee. I have discussed this project with Ms. Cathy Cockrill of Frifax County and she has indicated that she would be happy to cooperate with you. Her address is:

Ms. Cathy Cockrill
Career Education Specialist
Career Education Center
10515 School Street
Fairfax, Virginia 22030
(703) 691-3166

Additionally, I have learned that the Bristol City Schools' General Advisory Committee includes career education among their concerns. I have not discussed this project with them, but you may wish to contact them. The contact person is:

Mr. Paul Dugger, Director Vocational Education Bristol Virginia Public Schools Bristol, Virginia 24201

Sincerely

Robert L. Crawford, Ed.D. Supervisor of Career Education



#### Virginia Commonwealth University

Suggested Outline For VOCATIONAL ADVISORY COMMITTEE HANDBOOK

#### Introduction

- Present status of local vocational advisory committees in Virginia.
- Virginia State Advisory Council on Vocational Education.
- Relation to the National Advisory Council on Vocational Education
- Need for coordinated effort:

  Communications

  Purposeful direction

  Improved vocational offerings

  Quality of program content

  Quality of instruction

  Meeting the needs of students

  Standards of quality
- Purpose of handbook to provide local directors with a uniform guide in the organization and operation of vocational advisory committees.

#### Division of Vocational Education

- Purpose general .
- Philosophy Re vocational advisory committees
- Policy regarding vocational advisory committees

#### Vocational Advisory Committee Concepts and Functions

- National, Regional, State, local
- Virginia Recommended structure varies with the size of the school division General vocational advisory committees
  Occupational advisory committees
  Ad-hoc, sub-committees, selection committees
- Functions



#### Organization of General Vocational Advisory Committees

- School board approval for organizing, preparing charter, joint agreement with participating school divisions
- Member qualifications, representation.
- Number of members recommended
- Selecting committee members Selection committée, methods of, school board appointment
- Duties and responsibilities of membership
  Lay citizens, school promuel. lines of communications
- Officers
   Selection, duties, maintaining records
- Conducting the first meeting

  General preparation, agenda, election of officers, transfer of responsibility, committee by-laws
- Determining the number of committee meetings
- Planning the year's agenda
- Committee self-evaluation and yearly report to the board of education

#### Organization of Occupational or "Craft" Advisory Committees

- School board approval
- Member qualifications
- Number of members
- Selecting, committee members
- Duties and responsibilities
- Officers
- -/Conducting the first meeting/-
- Planning the year's agenda
- Committee self-evaluation and annual report

#### Uniqueness of Operation Associated with Advisory Committees for:

Agriculture, Career Education, Home Edonomics, Trades and Industry, Distributive Education, Industrial Arts, Business Education.

#### Appendix

(Formats, forms, letters, etc.)

- A. Advisory Committee proposal
- B. Advisory Committee Charter
- C. Guide for the selection of Members
- D. Appointment of Members
- E. Duties and Functions
  Chairperson, Secretary, Members
- F. Conducting Vocational Advisory Committee Meetings
  / Typical Agenda for:
  Organizational Meeting
  Regular Meeting
- G. Vocational Advisory Committee By-Laws
- H. Official Minutes and Records of meetings
- .I. Listing of Vocational Advisory Committee Membership
- J. Evaluation of Committee Activity

#### References

🚁 (Listing)

#### Virginia Commonwealth University

Dear

This fall the Division of Vocational Education, Virginia State
Department of Education, will publish a handbook on the organization
and operation of local vocational advisory committees. As a part
of the handbook project proposal, it was suggested that a vocational
advisory committee library be established. Its purpose would be to
provide additional resource material for state supervisors, teacher
educators, and local directors in their efforts to encourage greater
community involvement and improve the effectiveness of local advisory
committees.

One of the primary sources of materials for such a library would be the publications of the various state divisions of vocational education. With this in mind it is our desire to have each of the states and territories represented. Hopefully, as a state director, you will see some merit in this suggestion and provide us with a copy of your vocational advisory committee publications that have proven successful for you at the local level. If there are any charges involved please notify me in advance so that purchasing arrangements can be made.

Our handbook is being produced on a limited budget but we would be glad to provide you with a copy if you so desire. A response to this letter, whether you have the requested material or not, is all I need for you to receive a copy.

Again, we would like to have your organization represented in our library.

Sincerely,

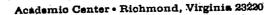
Walter S. Ramey, Assistant Professor Secondary/Post-Secondary Education

August 1, 1975

WSRcep

cc: George S. Orr, Jr.

State Director





#### Virginia Commonwealth University

August 21, 1975

To: State Handbook Consultants

From: Walter S. Ramey

Subject: Review of the handbook's first draft.

Enclosed is the first draft of the guide or handbook for State use in organizing and implementing vocational advisory committees. Please read through this copy and make your comments (good or bad) concerning the contents, arrangement, interpretation, usefulness at the local level, grammatical or typing errors, and return in the enclosed self-addressed, stamped envelope as soon as possible. I ask this because I am working against a very close printing deadline in order to have the guide ready for distribution by the Division of Vocational Education in October.

The organization fairly well follows the outline you reviewed earlier this spring with a few modifications. A leisurely reading is estimated to require about 45 minutes. Hopefully you will have more time than this and can provide me with a thorough, personal evaluation.

Many thanks for the contribution of your thoughts and time.





### STATE DEPARTMENT OF EDUCATION RICHMOND. 23216

August 27, 1975

Mr. Walter Ramey
Department of Post Secondary Education
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23284

#### Dear Walt:

In reviewing your publication on Advisory Committees, I would have these comments:

- a. Further assistance should be given in the work of the committee beyond the first or second meetings. Many advisory committees have folded for the lack of information of what to do. A brief outline of several important functions such as public relations, evaluation of the Vocational Education program and others with suggestions on how to stay continuously involved would be helpful.
- b. The chapters as outlined in the index should be more distinctly emphasized in the book as the content is presented - maybe start each on a new page, or lead in with a title page for each chapter.
- c. Where you have revised material from another source, if sufficient revision has been made that acknowledgement of the source is unnecessary, I recommend forgetting the acknowledgement. It will enhance your creative productive status.
- d. I question the value of Appendix G "Selection Matrix". Some items such as religion, geographic, parents, age, etc., are really not important in the selection of qualified advisory committee members and even the suggested use of the form could turn some local officials off, I believe sufficient information is already included on the information form, Appendix H.
- e. Other comments may be found in red on the pages of the book.

Sincerely yours,

George W. Swartz, Supervisor of Vocational Education for Local & Regional Planning

# PORTSMOUTH PUBLIC SCHOOLS DEPARTMENT OF VOCATIONAL EDUCATION

Grand & Shelby Streets
Portsmouth Virginia 23701

September 2, 1975

Mr. Walter S. Ramey Virginia Commonwealth University 1617 Monument Avenue Richmond, Virginia 23284

Dear Mr. Ramey,

I am impressed with the first draft of the enclosed guide for the organization of local advisory committees. The content seems fairly complete. I might make the following suggestion. Following the suggestions for evaluation (pages 24-25), the guide should offer a section on how the established advisory committee can function effectively, its ensuing years.

The suggested formats in the appendices will be a great help to all divisions implementing advisory committees. I might suggest that the page number of the appendices be placed after the suggested format to make the guide easier to read (refer to page 13).

The suggested formats for agenda on pages 20-21 implies that meetings should be held in the evening hours. We have found that leaving the time of day to the discretion of the committee is more satisfactory. Many prefer to meet before 5:00 P.M.

I have corrected a few typing errors and made a suggestion on page 43. One other thought---in most school divisions the Board of Education is commonly referred to as "School Board."

Do hope you find these few criticisms constructive. I have just returned from vacation and did this rather hurriedly since you requested an early return of the materials.

59

Sincerely,

Leona Wrodling

Leona Woodling, Supervisor Home Economics

LW:ce

Enclosure

ERIC Full Text Provided by ERIC



# SCOTT COUNTY VOCATIONAL CENTER

P. O. Box 698

Phone 386 8615

GATE CITY, VIRGINIA 24251

September 3, 1975

WALTER M. STATA

RITA J RAMSEY Secretary/Receptionist

B. KAY RAMSEY CETA Secretary.

STEVE P. CARRIGER

LOIS A. CARTER Commencing Instructor

L JOE CHAPMAN Mesenry Instructor

PRESTON G. FAUST Machine Shep Improctor

LOIS N. FRY ."
Business Education

EDDY H. GUINN Electricity Instructor

CHARLES T. JOHNSON Printing Instructor

E HUNTER JOHNSON Related/Remedial Instructor

PATRICK E. JOHNSON Electronics Instructor

NATHANIEL M. MOORE Auto Mechanics Instructor

JOYCE C OSBORNE Guidance Counselor

JANIE T SMITH

Commercial Foods Instructor

MARSHALL R. SMITH

JIM SPEARS
Welding Tratructor

MAHILYN O STALLABD Business Education

THOMAS E. BROWN ...

WALTER 1 HORTON

J ( QUILLEN Carodian Mr. Walter S. Ramey, Assistant Professor Secondary/Post Secondary Education Virginia Commonwealth University. 1617 Monument Avenue Richmond, Virginia 23284

Dear Mr. Ramex:

We have had the opportunity to review the first draft of your handbook entitled "A Guide for the Organization and Operation of Local Vocational Advisory Committees." We are pleased to compliment you and the other members of your staff for a very fine and meaningful job of work.

We have few specific recommendations to make other than a recommendation that members of a general advisory committee be selected as much as possible from an industrial setting related to the need for placement of graduates within a given community or industrial area complex. It seems that much can be gained in placement by using persons from industry on advisory committees that have industrial placement know-how and/or authority.

Again let me compliment you on a fine job and I look forward to receiving copies of your final draft.

Sincerely,

SCOTT COUNTY VOCATIONAL CENTER

VW Stock

Walter M. Stata, Principal

WMS/rr

cc's: Eue'l S. Elliott Dr. Sue B. Mays





# HENRICO COUNTY SCHOOLS P. O. BOX 40 HIGHLAND SPRINGS, VA. 23075

September 10, 1975

Dr. Walter S. Ramey, Assistant Professor Secondary/Post Secondary Education Virginia Commonwealth University 1617 Monument Avenue Richmond, VA 23284

Dear Dr. Ramey:

I am sorry to be so late in returning the enclosed draft. It was received at a time at which we were (and still are!) in the process of getting both day school and the adult education program organized for the year.

It is certainly a very complete guide which will be of great help to us in organizing and working with advisory committees at all levels. It goes far beyond what we have done locally so far, and I could find nothing to add to the content.

I believe it will also serve the purpose of selling school divisions and individuals on the advantages and uses of advisory committees.

Sincerely.

to the f. Honey

Mrs. Ruth L. Henry Coordinator of Business Education



### VIRGINIA COMMONWEALTH UNIVERSITY 901 West Franklin Street • Richmond, Virginia 23284

#### Dear:

Enclosed is your personal copy of A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education.

I'm sure in your review of the finished product you will note the improvements your suggestions have wrought.

Perhaps one of the most critical aspects of the publication was the use of capitalization. As you read this material do not be awed. It has passed the final test, all facets have been ameliorated, the storm is over and the dye is cast.

Your suggestions were weighed, measured and, when in conflict with each other, balanced as best I could manage. Every attempt has been made to incorporate your advise. I'm sure there are some points I have overlooked - but I hope these few will not be too objectionable.

Your contribution has been a tremendous help to me and I hope that in the final analysis, or the evaluation of our collective efforts, this guide, handbook, book or booklet will serve its purpose well and that local vocational education advisory committees in Virginia will reflect these efforts, signifying that this instrument is of value to local vocational educators throughout the Commonwealth.

Again, many thanks for your help and assistance. It has been appreciated.

Sincerely,

Walter S. Ramey, Assistant Professor Secondary/Post Secondary Education

December 2, 1975

cc: Marguerite Crumley





# VIRGINIA COMMONWEALTH UNIVERSITY 901 WestFranklin Street • Richmond, Virginia 23284

Dear

This past August I wrote to each of the State Directors of Vocational Education requesting copies of their publications on vocational advisory Cormittees. My purpose was to accumulate an up-to-date file of library materials on the subject. The response to this request was most satisfying.

The letter stated that in return for a response concerning your publications, I would send you a copy of the advisory committee handbook being developed by the Virginia Division of Vocational Education. This work is now completed and enclosed is a copy of A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education.

Personally, I hope this booklet will serve some need or be of interest to you and/or your staff. In any event it does indicate the emphasis Virginia is placing on the use of local vocational education advisory committees in the continued development of vocational education at the local level.

In closing, I wish to thank you for your cooperation and to offer my assistance, should it be desired, to your office at some future date.

Sincerely,

Walter S. Ramey, Assistant Professor Secondary/Post Secondary Education

December 10, 1975

wsrja.

cc: Mr. George Orr, State Director Division of Vocational Education



#### DIVISION OF VOCATIONAL EDUCATION STATE DEPARTMENT OF EDUCATION RICHMOND, VA. 23216

SUPTS. MEMO NO, 7732

December 19, 1975

MEMO TO: Division Superintendents

FROM: George S. Orr, Jr., Director, Vocational Education

Marguerite Crumley, Associate Director, Vocational Education George W. Swartz, Supervisor, Vocational Education for Local

& Regional Planning

SUBJECT: PUBLICATION ORGANIZATION AND OPERATION OF LOCAL ADVISORY

COMMITTEES FOR VOCATIONAL EDUCATION

We are pleased to present to you the attached copy of a recent publication "Organization and Operation of Local Advisory Committees for Vocational Education."

Believing that an active general advisory committee for vocational education is very essential in providing the supportive services needed to make your vocational program an outstanding one, we have established a goal of giving the assistance needed to assure that every school division will have the benefits of such a committee either separately or in cooperation with other school divisions. This publication is one of the first steps in this effort.

Additional copies are available from Mr. Swartz in very limited numbers for those in your division that may be working with or in establishing a vocational education advisory committee. Also, Mr. Swartz's services are available where needed in helping to organize and establish such a committee. Please feel free to correspond with him in this matter.

GSOJr/MC/GWS/tab

cc: Local Vocational Directors

APPENDIX C

Response to Publication

Mr. George G. Greenleaf, Chairman 306 W. Sonth Street

Worthington, Ohio 43085

5900 Sharon Woods Bollevard Columbus, Ohio 43229 (614) 891-4764 Mr. J. J. Shannon, Executive Director Mrs. Lillian Moore, Secretary Mrs. Pattye Dawson, Secretary

COUNCIL MEMBERS

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Mr. Eddie Campbell >

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Mr. Ozie D. Christian, Jr. Columbus

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Mr. Dewey C. Fuller Cincinnali

Dr. Wanda J. Green Shaker Heights

Mr. George G. Greenleaf Worthington

Mr Nelson N. Harper Columbut

Mr. Charles J. Ivan Youngstown

Mrs. Harriets L. Levine 'Springfield

Mr. Irvin G. Lowery Columbus

Mr. William Papier Columbus

Dr. Richard C. Pjeiffer Tiffin

Mr. Engene P. Rannigan-Canton

Dr. Robert M. Reese

Waithington
Dr. Jacob See

Rossford Mr. Paul C. Snyder Davion

Dr. Albert R. Squibb Athens December 8, 1975

Mr. Lloyd M. Jewell, Jr., Coordinator Vocational Education Research & Statistics Virginia Department of Education 1312 East Grace Street Richmond, Virginia 23216

Dear Mr. Jewell:

DEC 11 1975

In the recent <u>Semiannual Report on State Research Co-ordinating Unit Activities I</u> note that you have a new project funded to develop "guidelines and resources for the development, implementation, operation and evaluation of local vocational advisory committees or councils."

Our Advisory Council has expressed a great deal of concern about this general area of study and I shall appreciate it greatly if you will kindly forward me any general information you have about your study. Naturally I shall appreciate any material about the design of your investigation and how you hope to be able to use the information developed through such a study that you are willing to share with me at this time.

Also if you are acquainted with similiar studies in other states I shall appreciate information and particularly individuals with whom I may establish contact relative to this type of study.

Best.wishes to you and to the success of your study.

Very truly yours,

Austin B. Ezzell'

Research Consultant

ABE:1m

#### Virginia Commonwealth University

Mr/Austin B. Ezzell
Research Consultant
Ohio Advisory Council for Vocational Education
5900 Sharon Woods Boulevard
Columbus, Ohio 43229

Dear Mr. Ezzell:

Your letter of December 8, 1975 to Mr. L. M. Jewell was sent to me asking that I reply to your request.

The primary purpose of this project was to prepare a suggested procedure that local directors of vocational education could use in the organization and operation of local vocational education advisory committees. Many of the concepts concerning local organization or structure are based upon my personal experience as a local director. This does not imply, however, that these concepts are original. I'm sure such structures are widely used.

Other concepts have been drawn from the work completed at the Urban Educational Development Laboratory, University of Illinois under the leadership of Dr. Lloyd J. Phipps, and by Dr. Leslie H. Cochran at Central Michigan University.

The Guide has just recently been received from the printer and has not been distributed at the local level. Thus, I cannot speak for its acceptance by local administrators. Two local directors in Virginia are using it though in developing their local committees. They were aware of the project and used copies of the first draft. They have informed me that it works very well.

A library file has been developed in conjunction with the <u>Guide</u> but I must confess it is rather meager. I have had three ERIC searches made by our library here and I was rather surprised at the results. Nothing of significance was uncovered. The same is true with the results of my request to state directors of vocational education. Of the 56 letters sent I received 35 replies. Most were for request of the finished booklet but did send copies of the work they had completed



page two

in this area. In Ohio I would suggest that you contact Mr. R. D. Balthaser, Assistant Director, Research, Survey, Evaluation and Exemplary Programs, Department of Education. Mr. Balthaser did supply copies of work recently completed in business and office education among other publications. I'm sure you are aware of their work.

I am enclosing a copy of the completed guide and a review of the publication as written by our University Communications Officer, Ms. Ida Shackelford. Hopefully this material will be of some value to you. If I can be of further service to you, please contact me.

Sincerely,

Walter S. Ramey
Assistant Professor
Department of Secondary/Post Secondary Education

December 19, 1975

WSRcep

Enclosure

217 O DRAIT RIMOAD N.W.

P.O. BOX "U"

JLACKSBURG, VIRGINIA

24060

, - CHAIRMAN Elegre **703-674-41**21 RUFUS W. BEAMER EXECUTIVE DIRECTOR - BLACKSBURG, VIRGINIA PHONE 703-951-6945

December 29, 1975

Mr. Walter S. Ramey, Assistant Professor Secondary/Post Secondary Education School of Education Virginia Commonwealth University Richmond, Virginia 23284

Dear Walter:

Thanks very much for sending me a copy of A Guide for the Organization and Operation of Local Advisory Committees, for Vocational Education.

I think you have done an excellent job in developing this publication, and I believe it will be most helpful to our vocational people in establishing and operating local advisory committees. I assume that we will be able to get extra copies from the Division of Vocational Education.

Sincerely yours,

Rufus W. Beamer

smr

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION,

345 Education Building Urbana, Himois 61801 (217) 333-0807

December 30, 1975

Walter S. Ramey, Assistant Professor School of Education Secondary/Post Secondary Education Virginia Commonwealth University 901 West Franklin Street Richmond, Virginia 23284

Dear Walt:

Thank you very much for sending me a copy of your new publication on advisory councils for Virginia. It is a very erudite publication and you should feel very proud of it. Thank you for your very kind remarks regarding my possible contributions in the development of the publication. I am very pleased that one of our graduates is taking so much interest in the area of advisory committees. Keep up the good work. It was good to hear from you.

Sincerely yours,

Lloyd'J. Phipps

Chairman

LJP:am

10700 Page Avenue, Fairfax, Virginia 22030 10515 School Street

December 30, 1975

Dr. Walter S. Ramey, Assistant Professor Secondary/Post Secondary Education Virginia Commonwealth University 901 West Franklin Street Richmond, VA 23284

Dear Dr. Ramey:

Thanks for sending me a copy of the guide. You did an excellent job. I can imagine that you received a pot pourri of suggestions from committee members. I can easily understand that it was not possible nor perhaps desirable to include all of the suggestions. You did include several recommendations of mine which were especially important to me; I am very appreciative of that.

Sincerely,

Cathy Cockrill

Career Education Specialist

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