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PERCEIVED ROLE RESPONSIBILITIES OF AGENCIES
CONTRACTING FOR SECONDARY OCCUPATIONAL
EDUCATION AT THREE MICHIGAN PUBLIC COMMUNITY
COLLEGES--A CASE STUDY.

MICHIGAN STATE UNIVERSITY, PH.D., 1978

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FOR SECONDARY OCCUPATIONAL EDUCATION AT THREE MICHIGAN
PUBLIC COMMUNITY COLLEGES--A CASE STUDY

By

Richard G. Holmes

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

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1978

ABSTRACT

PERCEIVED ROLE RESPONSIBILITIES OF AGENCIES CONTRACTING FOR SECONDARY OCCUPATIONAL EDUCATION AT THREE MICHIGAN PUBLIC COMMUNITY COLLEGES--A CASE STUDY

By

Richard G. Holmes

Purpose

This study identified the need to determine the perceptions held by secondary and postsecondary occupational administrators involved in contracting for secondary vocational education at a community college. The purpose of the study, therefore, was to survey and make comparisons among the following four groups: selected intermediate school district vocational-technical specialists, community college occupational deans, and representatives from the secondary and postsecondary units of the Michigan Department of Education, Vocational-Technical Education Service.

Method of Research

Since no appropriate survey instrument existed that could compare role expectations among the above-mentioned groups, a questionnaire had to be constructed and tested. The 28 role expectations on the questionnaire were generated by 6 secondary and postsecondary occupational education administrators, reviewed by 5 consultants and supervisors from the Michigan Department of

Education, and ranked by 12 secondary and postsecondary occupational administrators. The instrument was then pilot tested by four secondary and postsecondary occupational administrators who were under contract to deliver vocational education to secondary students at their community colleges. The study included 10 occupational educators; all of the questionnaires were returned in usable form.

Summary

As it pertains to contracting for secondary vocational education at the community college, the following conclusions are drawn:

1. Vocational-technical specialists surveyed generally:
 - a. associated intermediate school district responsibilities with secondary education and community college responsibilities with postsecondary education.
 - b. did not perceive intermediate school districts as having any role responsibilities for community college functions but did perceive the college role extending into intermediate school district functions.
 - c. felt that community college personnel should be involved in intermediate school district functions.
2. Secondary state representatives surveyed felt no need to distinguish functions associated with contracting on the basis of traditional institutional roles.
3. Occupational education deans and postsecondary state representatives surveyed generally:

- a. associated intermediate school district functions with secondary education responsibilities and community college functions with postsecondary responsibilities.
- b. did not associate community college functions with intermediate school district responsibilities.
- c. did not associate community college responsibilities as encompassing intermediate school district functions.

Implications

There are some clear differences in the perceptions of state officials in secondary education and people in the field regarding role responsibilities of intermediate school district versus community college functioning in the area of contracting for vocational education services. These differences, however, will not be consequential as long as current policies of state support do not reflect the differences in these perceptions. Should there be a change in the funding policies which more nearly coincide with state official perceptions, then one might encounter considerable conflict.

Dedicated
to my wife Rochelle
and son Randy,
whose unswerving faith
made this possible.

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CHAPTER I

INTRODUCTION

Occupational educators today are faced with a demand to deliver vocational-technical education to the public they serve. Federal and state funds are available to local educational agencies and are intended to be used in developing vocational education programs that prepare high school youths with entry-level, salable skills. The serious and widening gap that exists between the skills required for gainful employment in a rapidly automating economy and the capacity of the present educational system to provide such skills is a major challenge facing education.

Many educational programs in Michigan are directed primarily toward preparing students for college, with insufficient emphasis on equipping them to enter the world of work. Many educators and laymen, however, recognize the need for secondary and postsecondary occupational education to meet the ever-increasing needs of a complex technological society.

Educators must do all they can to provide maximum occupational preparation for students before they drop out of school or graduate, and at the same time prepare those who are continuing their education so they can make maximum use of the specialized vocational-technical education programs offered at the postsecondary

level. Extensive, high-quality secondary vocational education programs can serve as effective feeders for vocational-technical education at the postsecondary level, and are essential to ensure the enrollment of enough students in postsecondary vocational-technical education programs so that employment needs can be met. If secondary-level students have acquired the basic fundamentals of vocational education, postsecondary instruction can provide the specialized training needed for competency in a technological world.

Those who have attempted to provide secondary-level occupational education have been frustrated by the lack of resources to provide the breadth, depth, and scope of training needed. School districts generally have insufficient resources to house, equip, and operate the wide range of occupational preparation programs needed. Also, few individual districts have enough students interested in specialized training to warrant expanded facilities and programs, even if the finances were available.

In 1970, the Michigan Department of Education published a document entitled A Tentative Plan for the Development of Area Vocational Education Centers in Michigan.¹ The Plan introduced the concept of area vocational education programming for secondary students, and provided a basis for initiating the joint local planning among local school districts, intermediate school districts, and community colleges that is needed for improved vocational education programs.

The area concept of vocational education is based on the conviction that all people should have ready access to quality

vocational education programs directed to individual interests, needs, abilities, and job preparation. The area program complements existing vocational programs in participating secondary schools. To take part in vocational programs not provided in their home schools, students are transported or provide their own transportation to the community colleges. Students maintain their identity with, receive their general education in, and graduate from their home schools.

According to the Michigan Department of Education, the Michigan secondary area vocational education program has the following advantages:

1. It provides for a broader tax base distributed over a larger population than usually present in a single school district.
2. It avoids unnecessary duplication of equipment, services, and costs which might occur if two or more neighboring districts elected to offer identical or similar training programs.
3. It makes possible a broader range of curriculum offerings, and therefore, a more extensive program of occupational opportunities.
4. It offers training opportunities to a larger number of persons than is possible in small schools serving single communities.²

Currently, the secondary vocational education concept in Michigan emphasizes cooperative arrangements between two or more school districts, among high schools within large districts, and between secondary programs and community colleges contracting for the purpose of operating vocational education programs for people in relatively large geographical areas. The contractual arrangement complements comprehensive secondary vocational programs with

postsecondary vocational-technical programs to avoid unnecessary duplication of programs, facilities, or staff.

Contracted vocational education programs provide a number of advantages to school districts in Michigan:

1. Contracted programs give the intermediate school district an alternative method of providing vocational education programs. If a constituent school district does not have an area within its building that is suitable for a vocational education program, the community college might provide a facility suitable for training students.

2. Through contracting, a constituent school district may gain access to a program that it might otherwise not be able to, because of the high cost of equipment and facilities.

3. Under contractual arrangements, a small number of students from a particular district can receive specialized vocational training. That is, a constituent school district might be economically unable to offer a vocational education program to as few as five students, but through contracting with the community college, such training can be provided.

4. Contracted programs enable a constituent school district to expand its vocational education programming. Such programs also allow an increase in the number of vocational education options available to the student.

On October 12, 1976, Public Law 94-482 was enacted; it describes legal parameters and mandates under which vocational

education will function in the United States. This statute re-emphasized the need to establish long-term goals and objectives for planning, as well as an annual process of arranging and accounting for vocational education delivery. Within this context, the Annual and Long Range State Plan for Vocational Education, 1977-78, was adopted. As stated in that plan,

Persons of all ages in all Michigan communities will have ready access to high quality vocational and technical education which is realistic in the light of actual or anticipated opportunities for gainful employment and consistent with their needs, interests, and abilities.³

In keeping with the above-stated stipulations for vocational education, contractual arrangements provide for an alternative to allow individuals access to vocational education programs directed to their occupational-preparation needs, abilities, and interests.

Because of the lack of sufficient student demand and/or financial resources described earlier, many K-12 school districts cannot provide a comprehensive vocational education program at the secondary level. To alleviate this problem, the Michigan Legislature and the State Board of Education have delineated the roles of each type of Michigan educational agency or institution as they relate to the provision of vocational-technical education. The roles of the intermediate school districts and community colleges have been expanded to provide secondary vocational education on an area basis.

The Community College Act of 1966 (Act 331) requires formal action (designation) by the State Board of Education before

community colleges can provide secondary vocational education. All junior and community colleges are designed by the Michigan State Board of Education to deliver postsecondary vocational-technical education. The State Board of Education's designative procedures for area vocational education include three distinct categories: (a) service area designation (service area will follow the legal boundaries of the agency); (b) designation of operational agency (i.e., K-12 school districts, community colleges, or both); and (c) designation of specific facilities to be used. Relating these categories to the present study, the Michigan Department of Education maintains a policy of service area designation, the intermediate school district finances secondary vocational programs, and the community college owns the facilities and operates these vocational programs.

Need for the Study

Intermediate school districts, K-12 constituent school districts, and community colleges receive educational benefits by contracting for secondary vocational-technical education. Likewise, the Michigan Department of Education, Vocational-Technical Education Service, receives educational benefits from contracting for the delivery of vocational-technical education. Annual and long-range plans have been formulated, which include the joint use by secondary and postsecondary students of physical facilities on a community college campus.

The Michigan Department of Education has established goals based on its statement of requirements for vocational education, quoted earlier. Goal 2 states, "All local vocational-technical education programs will be of such quality as to assure that all students are provided learning experiences which are realistic and sufficient in light of their occupational objective."⁴ Under that goal, objective IIF states, "Vocational-technical education programs and courses will be articulated to reduce unnecessary duplication of services, to encourage efficient student learning, and to increase the efficient use of available local, State and federal financial resources."⁵ The long-range projection is that 20 contractual agreements for providing secondary vocational education at community colleges are needed by 1982.⁶ The present study should provide the necessary information to develop strategies to achieve that goal.

The effectiveness of the secondary vocational-technical specialist or the postsecondary occupational education dean in performing his administrative function is essential to the success of secondary vocational education. People in leadership positions must know what is expected of them, so they can carry out their individual responsibilities. Failure of the administrator to recognize the nature and scope of his role can lead to confusion, conflict, and frustration. When directives are outlined for each level of administration, student and institutional goals and objectives can be realized.

A limited number of studies have investigated the duties of the secondary vocational-technical specialist and the community

college occupational dean. No research has been conducted in Michigan to compare roles of the secondary postsecondary vocational education agencies. It is with this concern in mind that the present study was initiated.

The study provides a list of the major responsibilities of the educational agencies involved, with respect to accepted elements of vocational-technical education. It is anticipated that the findings of the study will assist the Michigan Department of Education develop appropriate guidelines for vocational education contracting and in establishing programs for training local educational agency personnel in the planning, development, implementation, operation, and evaluation of jointly developed vocational education programs.

The study should also be of value to Michigan teacher education institutions. Graduate programs could be developed to train secondary and postsecondary faculty and administration in the planning and implementation of the joint delivery of secondary vocational-technical education at a comprehensive community college.

Nature and Scope of the Study

The study was conducted as an expanded case study. It included three intermediate school districts that are designated by the State Board of Education and three community colleges that are currently contracting for the delivery of secondary vocational education.

Purpose of the Study

The purpose of the study was to examine the major responsibilities of intermediate school districts and community colleges in contracting for secondary vocational education at a community college, as perceived by intermediate school district vocational-technical specialists, community college occupational deans, and representatives from the secondary and postsecondary units of the Michigan Department of Education, Vocational-Technical Education Service.

Contracting for the delivery of vocational education for secondary-level students is an accepted practice in Michigan. However, relationships among secondary and postsecondary educational agencies and Michigan vocational educators' perceptions of the responsibilities of these agencies have not yet been surveyed. Accepting contracting as another vehicle of providing vocational education to secondary students, the study was designed to:

1. Determine the intermediate school district's major responsibilities in the delivery of secondary vocational education at community colleges, as perceived by intermediate school district vocational-technical specialists and relevant others.
2. Determine the community college's major responsibilities in the delivery of secondary vocational education at community colleges, as perceived by the occupational dean and relevant others.
3. Determine the intermediate school district's major responsibilities in the delivery of secondary vocational education

at a community college, as perceived by secondary and postsecondary unit representatives of the Michigan Department of Education.

4. Determine the community college's major responsibilities in the delivery of secondary vocational education at a community college, as perceived by secondary and postsecondary unit representatives of the Michigan Department of Education.

The Problem

As indicated in the preceding discussion, little attention has been given to assessing the delivery of secondary vocational education on a community college campus. Likewise, little or no attention has been given to studying the delivery system to gain an understanding of the complexity of serving secondary vocational education students in a setting established to accommodate postsecondary students.

The relationships that exist between selected Michigan intermediate school districts and community colleges have resulted in contractual agreements for the delivery of secondary vocational education at a community college. Because of the possible lack of understanding or acceptance of major responsibilities of secondary and postsecondary agencies, and the lack of published statewide guidelines designed to assist local agencies in contractual arrangements, the problem of the present study was to examine the role perceptions of people responsible for providing vocational education to secondary school students on a community college campus.

Analysis

Many aspects of educational contracting merit in-depth study. However, because of its direct and potentially traumatic impact on vocational administration, the study was specifically designed to examine the differences and similarities in the role perceptions of:

1. intermediate school district vocational-technical specialists compared to those of community college occupational deans during contracting.
2. intermediate school district vocational-technical specialists compared to those of secondary unit representatives of the Michigan Department of Education during contracting.
3. intermediate school district vocational-technical specialists compared to those of postsecondary unit representatives of the Michigan Department of Education during contracting.
4. community college occupational deans compared to those of intermediate school district vocational-technical specialists during contracting.
5. community college occupational deans compared to those of secondary unit representatives of the Michigan Department of Education during contracting.
6. community college occupational deans compared to those of postsecondary unit representatives of the Michigan Department of Education during contracting.

7. secondary and postsecondary unit representatives of the Michigan Department of Education and those of relevant others during contracting.

Assumptions

Seven basic assumptions were made in the study:

1. The intermediate school district vocational-technical specialist and the community college occupational dean can identify their respective major administrative responsibilities.

2. Representatives from the secondary and postsecondary units of the Vocational-Technical Education Service have expectations regarding contracting for secondary vocational education at a public community college.

3. The opinions of recognized experts in the field of vocational administration are valid, in the absence of empirical data.

4. Although differences exist between individuals from the secondary and postsecondary levels of instruction, enough similarity exists that common administrative strengths and weaknesses can be identified.

5. Enough agreement exists among respondents from the intermediate school districts, the community colleges, and the secondary and postsecondary units of the Michigan Department of Education to permit use of the same questionnaire with each population group.

6. Individuals involved in the delivery of secondary vocational education at a community college have identifiable

weaknesses that can be strengthened by both pre-service and in-service training.

7. The questionnaire used in the study was assumed to be a limitation because it approximated rather than duplicated the respondents' actual role expectations.

Delimitations

The scope of the study was delimited to three intermediate school districts and three community colleges that are currently engaged in contracting for secondary area vocational education. The findings can be generalized only to those educational agencies involved in the study.

Based on a review of the literature, the study focused on seven selected functions of vocational-technical education: Administration and Supervision/Coordination, Curriculum Development and Instruction, Budget and Finance Management, Physical Facilities and Equipment, Personnel Management and Professional Development, Community Involvement, and Guidance and Counseling.

As mandated by the Federal Vocational Education Act of 1963 and the Amendments of 1976, the Michigan Department of Education is responsible for providing relevant vocational education. Staff members from the secondary and postsecondary units of the Vocational-Technical Education Service develop guidelines for the disbursement of federal and state vocational education funds. Therefore, these staff members were included in the present study.

The panels of experts used in the study were secondary and postsecondary personnel listed under "Vocational-Technical Specialist" or "Occupational Dean" in the 1976-77 Michigan Department of Education Directory of Vocational Administrators. See Appendices A and B for the names of secondary and postsecondary administrators comprising Panels 1 and 2.

The local educational agency participants were limited to those people identified as performing supervision-coordination functions within the intermediate school district or the community college. Only those individuals currently involved in contracting and whose names are listed under "Vocational-Technical Specialist" or "Occupational Dean" in the Directory of Vocational Administrators were surveyed. Each of the identified individuals occupied an administrative office or had authority and responsibility for implementing the contract that provided vocational-technical education programs to secondary students.

Theoretical Framework

In 1963, Smith and Kendall from Cornell University published an article entitled "Retranslation of Expectations: An Approach to the Construction of Unambiguous Anchors for Rating Scales." To generate role perceptions in the field of medical-surgical nursing, they established the following procedures:

1. First, qualities or characteristics to be evaluated were listed by each group of experts. The most frequently cited characteristics were selected for further analysis. The nurses'

own terminology was retained. Coverage of important aspects was further ensured by gathering and classifying incidents in the customary way.

2. The groups formulated general statements for each quality, representing definitions of high, low, and acceptable performance.

3. The groups submitted examples of behavior for each quality; these were restated in the form of expectations of specific behaviors.

4. Independently, judges indicated what quality was illustrated by each example. Examples were eliminated if there was not clear modal agreement on the quality to which each belonged. Items were eliminated if examples were not consistently reassigned to the quality for which they were originally designed.

5. Other judges used the examples to describe a specific nurse with outstanding nursing performance, and another nurse with unsatisfactory performance. The difference between the outstanding and unsatisfactory nurses was computed for each pair of ratings to determine the discrimination value for each example.

6. Each vertical scale, together with a general definition, was presented along with a list of items previously judged by other raters as belonging to that quality. The judges rated each item from zero to two, according to the desirability of the behavior illustrated. Items were eliminated if there was a large discrepancy in judgments, or if distribution was multimodal.⁷

All of the items that met the aforementioned criteria were assembled for each scale, and the mean scale positions assigned to them for each group of judges were intercorrelated to give estimates of the scale reliabilities. The authors quoted Noble as saying that if one is interested in the consistency with which successive random samples of subjects or judges respond to an invariant set of stimulus items, a problem of scale reliability rather than test reliability is encountered.⁸ Smith and Kendall recognized that the mean values were somewhat skewed by the distribution of judgments at the extremes. But they felt that since the effect of skewness would be to reduce the stability of the means as estimates of central tendency, correlations using means would give at least a minimum estimate of agreement among groups of judges concerning the relative position of the items on the scale. In addition, a comparison of the samples of means and variances for all items in each scale indicated a similarity in the absolute location of items by the various groups of judges.

Smith and Kendall pointed out that the procedures seemed satisfactory, with adequate agreement concerning the assignment of examples, excellent discrimination, and a high degree of reliability. The researchers reasserted the value of their approach:

The procedure seems promising not only for nursing, but also for other complex tasks. Parenthetically, we should point out that reliabilities are so high that procedures similar to this one could certainly be attempted with smaller numbers of judges, and that sampling differences seem to be a relatively trivial source of error. Wherever behaviors may be expected to be reasonably comparable or interpretable from one situation to another, as in many professional and administrative jobs, and in research settings where observations can be made under fairly uniform conditions, the procedure seems applicable. We hope that it will prove useful in industrial, educational, and social areas of research.⁹

Definition of Terms

The following terms are defined in the context in which they are used in this study:

Area Vocational Education School--As defined by Public Law 90-576, a specialized high school used exclusively or primarily to provide nondiscriminatory vocational education to people who want to study in preparation for entering the labor market.¹⁰

Community College--As defined in the Michigan Community College Act (Public Act 331), "an educational institution providing primarily for all persons above the twelfth grade level and primarily for those within commuting distance, collegiate and non-collegiate level education including area vocational education programs which may result in granting of diplomas and certificates including those known as associated degrees but not including baccalaureate or higher degrees."¹¹

Michigan Public Community College--Two-year colleges located within the geographical territory of Michigan, supervised by the administration and controlled by locally elected boards, eligible for financial appropriations by the Michigan Legislature, and qualified to receive federal vocational education funds through the Michigan State Board of Education, Vocational-Technical Education Service.

State Department of Education--The State of Michigan's educational agency. State statutes empower the Department of Education to receive and distribute federal grants-in-aid and to administer the resources accruing from these grants.

State Plan--The plan adopted by the Michigan State Board of Education, which sets the requirements for receipt and allocation of federal funds for vocational education.

Local Secondary Administrative and Supervisory Personnel--Directors of Vocational Education, Shared-Time Directors of Vocational Education, Area Program Implementors, and Career Education Planning District Vocational-Technical Specialists.

Community College Occupational Dean--A line administrator identified by the chief executive of a Michigan public community college as having the primary responsibility and authority for developing, sustaining, evaluating, and promoting the institution's vocational-technical education programs and courses.

Postsecondary Instructional Personnel--People teaching approved vocational-technical education courses for which reimbursement is requested, and possessing a minimum of two years' work experience in the specific occupational area or in a directly related career field.

Intermediate School District Superintendent--The chief school administrative officer within the intermediate school district.

Secondary Counselor--Helps secondary vocational education students complete interest inventories, provides them with guidance and counseling, and helps them select and be placed in shared-time occupational programs.

Vocational-Technical Experts--Chiefs, supervisors, and educational specialists employed by the Michigan Department of Education, Vocational-Technical Education Service.

Postsecondary Education--Any instruction or learning opportunity offered to people who have completed or terminated their secondary education or who are beyond the compulsory secondary school attendance age, and are enrolled and participating in any educational institution, program, or learning opportunity.

Vocational-Technical Education--As defined by Public Law 90-576, "Vocational or technical training or retraining which is given in schools or classes under public supervision and control . . . and designed to prepare individuals for gainful employment as semi-skilled 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 programs to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree."¹²

Local Educational Agency--A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a state, or any other public educational institution or agency (such as a junior or community college or state-operated area vocational school) having administrative control and direction of a vocational education program.

Local School District or Secondary School District--An educational agency that does not include any grade beyond grade 12.

Intermediate School District--Defined in the General School Laws, Section 340.291a(a) as an established corporate body.

Constituent School District--Defined in the General School Laws, Section 340.291a(3) as a local school district whose territory is entirely within an intermediate school district.

Contractual Agreement--A legally binding agreement between a Michigan intermediate school district and a Michigan public community college to provide instructional programs, courses, and services for secondary-level vocational education students.

Role Responsibilities--Major duties for which secondary and postsecondary educational agencies are accountable in contracting for secondary vocational education at a public community college.

Overview of the Study

Chapter I contains a statement of the problem and need for the study, a discussion of assumptions and delimitations, an explanation of the theoretical framework, and definitions of important terms used in the dissertation.

Chapter II is devoted to a review of relevant literature related to vocational-technical education at the secondary and post-secondary levels of instruction. Research having applicability to the present study is reviewed in depth.

Chapter III includes a description of the population investigated, the procedures followed in designing the various questionnaires and in gathering data, and the analytical measures used.

Presented in Chapter IV are the major findings from the data gathered and analyzed. Major role responsibilities of secondary and postsecondary educational agencies, as perceived by vocational-technical specialists of the intermediate school districts, community college occupational deans, and secondary and postsecondary personnel from the Michigan Department of Education, Vocational-Technical Education Service, are reported. The results of the findings are summarized.

A summary of the study and its findings, conclusions drawn from the data, implications, and suggestions for future research are contained in Chapter V.

Footnotes--Chapter I

¹Michigan Department of Education, A Tentative Plan for the Development of Area Vocational Education Centers in Michigan (Lansing: Michigan Department of Education, 1970), p. 1.

²Ibid., pp. 4-5.

³Michigan Department of Education, The Annual and Long Range State Plan for Vocational Education, 1977-78 (Lansing: Michigan Department of Education, 1977), p. 2.

⁴Ibid., p. 73.

⁵Ibid.

⁶Ibid., p. 80.

⁷Patricia Smith and L. M. Kendall, "Retranslation of Expectations: An Approach to the Construction of Unambiguous Anchors for Rating Scales," Journal of Applied Psychology 47,2 (1963).

⁸C. E. Noble, "Scale Reliability and the Spearman-Brown Equation," Educational Psychology Measurement 15 (1955): 195, cited in Smith and Kendall, p. 150.

⁹Smith and Kendall, pp. 151-52.

¹⁰Michigan Department of Education, The Michigan State Plan for Vocational Education, 1976-77 (Lansing: Michigan Department of Education, 1976), p. 2.

¹¹Michigan Community College Act, Public Act 331, Section 105.

¹²Michigan Department of Education, State Plan, p. 2.

¹³Michigan Department of Education, Guide for the Administration of Vocational and Technical Education (Lansing: Michigan Department of Education, Vocational-Technical Education Service, 1975), p. 64.

CHAPTER II

REVIEW OF RELATED LITERATURE

A search of the literature revealed a dearth of research concerning contracting for secondary vocational education at a comprehensive community college. The literature did, however, reveal that several states are addressing the problem of providing educational opportunities to secondary students at postsecondary institutions by initiating alternative educational arrangements. Several studies have also been conducted to identify the duties and functions of intermediate or local-level staff administrators and postsecondary administrators of vocational education programs. There appears to be sufficient role similarity among the levels of administrators to warrant the review of representative studies on the respective leadership positions.

The first section of the review of literature is a discussion of the findings of a national survey conducted by determine the degree to which public vocational education programs in secondary institutions are carried on simultaneously with those in the same or closely related fields of postsecondary instruction. This discussion is followed by a report on alternative educational arrangements provided by specific states. Emphasis is given to the programs offered by the state of Michigan. The second section of the chapter contains

a review of research regarding the roles and/or role perceptions of vocational-technical education administrators.

Alternative Educational Arrangements

In 1976, the National Advisory Council on Vocational Education (NACVE), in cooperation with the State Advisory Councils (SAV), conducted a study to determine the degree to which public vocational education programs in secondary institutions are entered into simultaneously with those in the same or closely related fields of postsecondary instruction.¹ The 85.7 percent response was interpreted as an indication of the respondents' concern about this subject.

Six informational objectives were established for the study:

1. To identify existing procedures and combinations of procedures which indicate the existence of articulation.
2. To identify the number and types of programs included in the articulation process.
3. To determine the extent to which there is articulation with the apprenticeship programs.
4. To identify level and institutions involved in planning and coordinating programs which are articulated.
5. To identify factors which encourage effective articulation.
6. To identify factors which prevent effective articulation.²

One part of the study focused on states having programs allowing secondary students simultaneously to enroll in postsecondary institutions for vocational education at the secondary level and to receive high school credit. Of the states responding to the survey, 56.3 percent had such a program.*

*Although American Samoa is not a state, it was included in the national survey and was found to have a simultaneous secondary/postsecondary vocational education program.

The investigator of the present study contacted the executive directors of the State Advisory Councils of the states found in the national survey to have secondary/postsecondary vocational education programs (see Appendix D). They were asked to describe the specific educational arrangements existing in their particular states.

About one-third of the states contacted responded to the investigator's inquiry. Their statements are summarized below.

American Samoa: Junior and senior boys are bused to a centrally located facility, where they take trades and technical courses. The facility is operated by the American Samoa Community College, with transportation provided by the Department of Education. An entry-level arrangement makes it possible for secondary students to receive high school credit for the courses.

Delaware: The State Board of Education of Delaware adopted a policy that allows "early graduation" from high school if a student is accepted by a postsecondary institution before graduating from high school. The student attends classes at the postsecondary institution and simultaneously received credits toward high school graduation and toward the appropriate program at the postsecondary institution.

Texas: During the 1974-75 school year, 953 secondary students from 64 school districts were enrolled in 17 postsecondary institutions. Programs were offered in trade and technical education, vocational office education, and cosmetology.

Wyoming: In Powell, Wyoming, facilities are shared in all vocational areas. There is no charge for such a cooperative

arrangement, and no guidelines have been developed. Instructors and administrators at both institutions are most agreeable in working out the necessary details for such an exchange. Central Wyoming College in Riverton, Wyoming, provides secondary school students the opportunity to enroll in various courses offered by the college. Often students simultaneously receive both high school and college credits. Students must have permission from their high school principal before they are permitted to enroll.

Wisconsin: Major impetus to arrive at formalized educational arrangements has come primarily from three sources:

1. The Governor of Wisconsin has required that at least 3 percent of those enrolled in postsecondary vocational education institutions be 16 or 17 years of age.

2. The State Board of Vocational-Technical and Adult Education has required all local districts to file a plan detailing articulation with and success of secondary schools.

3. For three consecutive years, substantial amounts of EPDA and Part B Unspecified Vocational Education Act funds have been devoted to bringing secondary and postsecondary vocational education teachers together to develop curricula designed to give students a smoother transition from secondary to postsecondary institutions.

Iowa: Secondary and postsecondary personnel take part in joint planning and development of secondary-level programs, which are then submitted to the State Board for approval. The jointly administered programs are developed in accordance with Chapter 28E of the

Iowa Code, which allows tax-supported agencies to contract with each other for services.

Illinois: Secondary schools may contract with community colleges for specialized high-school-based courses in the vocational fields made available by the community college. Typically, two or more secondary districts enter into a joint agreement, with one district designated as the administrative district. The districts contract for services, facilities, and instructors. The State Board of Education reimburses such arrangements at a higher rate than it does regular vocational programs. An administrative organization factor helps defray the additional costs associated with such joint arrangements.

Maine: Secondary students may simultaneously enroll in postsecondary institutions for secondary-level vocational education, and receive high school credit as well as credit toward the A.A. degree or postsecondary certification. Advanced placement at the postsecondary institution is determined by competency-based examinations.

Montana: The Montana School Code defines a vocational-technical education student as a person who has left high school, is at least 16 years of age, and is available for study in preparation for entering the labor market.

Ohio: The state of Ohio has an alternative approach to vocational education. The Memorandum of Understanding on Technical and Vocational Education between the Ohio Board of Regents and the Ohio Department of Education contains clearly defined parameters for the

development and expansion of educational opportunities for vocational-technical education and the people each agency is to serve. The memorandum further sets forth understandings relating to support and assistance between the two agencies, including the joint use of certain physical facilities, appropriate professional staff, and ancillary services.

It is the position of the Department of Education and of the Ohio Board of Regents that opportunities for vocational and technical education should be greatly expanded throughout the State. Increased educational opportunities must be accomplished, however, through the efficient use of physical facilities and human resources. The Board of Regents and the Department of Education agree to the following principles governing the expansion of educational opportunities for vocational and technical education:

1. That determinations concerning the need for, and organization of vocational education shall be made by the Department of Education and by the individual school districts.
2. That determinations concerning the need for, and organization of technical education shall be made by the Ohio Board of Regents and by the individual institution of higher education.
3. That on the basis of a legal and financial commitment to technical education, the Department of Education will cooperate with the Ohio Board of Regents in the development of and support of technical education. Such assistance from the Department of Education shall be limited to those technical programs meeting the standards of the Department and shall not handicap the development of vocational education.
4. While technical education will grow in several administrative patterns, there must be no duplication of effort or taxation. Technical education is developing in Ohio in the following administrative organizations:
 - .Community Colleges
 - .Technical Institutes (such technical institutes may be separate entities or organized in conjunction with a joint vocational school district).
5. That cooperative efforts will be undertaken for the joint use of certain physical facilities, and of appropriate professional staff and ancillary services, in those circumstances where technical and vocational education programs have been established in the same area.³

Michigan: Area vocational-technical education programs have been developed at both the secondary and postsecondary levels. The secondary area vocational education concept emphasizes cooperative arrangements between two or more school districts, among high schools within large districts, and secondary programs contracting with community colleges, for the purpose of operating shared vocational education programs for people in relatively large geographical areas or those with high population density. The area concept also includes postsecondary vocational and technical programs offered on an area basis through strategically located community colleges.

Secondary area vocational education programs are designed to complement comprehensive high school programs and to coordinate with postsecondary vocational-technical programs without needless duplication of programs, facilities, or staff.

On June 11, 1969, the State Board of Education adopted the State Plan for Higher Education in Michigan, which, in part, provided for community colleges to offer secondary-level vocational education. The Plan stated:

Under some circumstances, community colleges may also be involved in vocational education at the secondary level, since it is intended that vocational education at the secondary level should be coordinated with vocational-technical education at the postsecondary level in such a way as to avoid unnecessary duplication of program and facilities.⁴

In 1974, the Michigan Department of Education published guidelines for secondary public schools to use in preparing contracts with private schools, business, and/or industry for vocational education. The guidelines provided for contractual assurances that:

1. The contract is in accordance with state and local law.
2. The instruction to be provided under contract will be conducted as part of the vocational education program of the state.
3. The Department of Education guidelines for approval of programs contracted with private schools, business and/or industry have been followed.⁵

In 1975, the Michigan Department of Education published a document entitled Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education. Chapter II of that publication addressed specific problems that deter effective program coordination and planning:

Inadequacies in the present education organizational structure pose a major barrier to achieving programs that are comprehensive, cohesive, continuous, and relevant to all people in Michigan. These inadequacies are emphasized in the 42 area vocational studies which encompass the entire State. The studies revealed an almost complete lack of joint planning among local educational agencies providing vocational-technical education programs. This lack of planning and coordination is particularly evident among secondary school districts and between community colleges and secondary schools. This has been a serious deterrent in providing effective program coordination and articulation.

The area studies strongly suggested that efforts be made to use facilities more effectively through shared-time programs and joint use of facilities by K-12 districts and community colleges. This would provide students with additional options for enrolling in occupational programs.⁶

The document further highlighted the problems in the following statements:

In some instances the relationship between vocational education directors and their institutions and occupational deans and their institutions is such that communications and coordination efforts are lacking or minimal. In other cases, the relationship is good, but any effort toward program articulation has not yet had the attention it deserves.⁷

In 1975, the Michigan Department of Education updated its guidelines to assist public educational agencies in negotiating

contractual agreements with other public agencies. Included in the guidelines were the following topics:

1. The minimum number of hours for training
2. Funding policies
3. Licensing requirements
4. Program or course implementation costs
5. Liability statements
6. Program evaluation
7. Instructional personnel certification requirements
8. Compliance statements regarding safety standards and laws
9. Department of Education approval process⁸

The Michigan Department of Education received a letter from the president of Kirtland Community College, in which a cooperative arrangement between the college and COOR Intermediate School District was formally stated. The community college's board of trustees adopted the following resolution supporting the area career center program:

WHEREAS we recognize that this is a sparsely populated area with limited financial resources and that the community can only be served economically and adequately through the full cooperation of all local educational agencies, including maximum use of existing facilities, and

WHEREAS Kirtland Community College recognizes the assistance COOR Intermediate School District has provided local educational agencies in securing programming for secondary students, and

WHEREAS Kirtland Community College has been serving as contracting agent for Secondary Occupational Programs for Local School Districts in COOR Intermediate School District for the past three years, and

WHEREAS the Kirtland Community College Board of Trustees and Administration totally support this cooperative arrangement,

BE IT RESOLVED that the Board of Trustees pledges to cooperate with COOR Intermediate School District and all local educational agencies in short-range and long-range planning for secondary and post-secondary occupational education, and

BE IT FURTHER RESOLVED that this Board pledges to provide available facilities and faculty for operating Secondary Occupational Programs (Area Career Center Program) on the college campus and supply the necessary action to attempt to obtain the needed facilities where student enrollment growth patterns indicate a need for additional facilities.

Resolution declared adopted.⁹

The Michigan Department of Education's Annual and Long Range State Plan for Vocational Education, 1977-78 emphasized the need to reduce unnecessary duplication of services to students. Within that publication, the Long Range Plan for 1978-82 stated: "The number of written agreements for the contracting of physical facilities and equipment between intermediate or constituent school districts and community colleges will increase."¹⁰

Summary

The findings of the national survey of secondary and post-secondary vocational education seem to indicate a lack of formal guidelines or procedures at the national level, which formalize the delivery of secondary vocational education at a community college. The findings encouraged the present researcher to pursue the investigation of that topic by contacting the individual states having such programs. Information resulting from that search was included in the preceding section. The next section of the review of literature is a discussion of research findings on the roles and/or role perceptions of vocational-technical education administrators.

The Role of Vocational-Technical Education Administrators

McBrayer conducted a study in Cherry Hill School District, Inkster, Michigan, to examine the practice of shared-time programs-- in his study, public enrollment in both a public and a parochial school. He sought to establish guidelines for developing and implementing shared-time educational programs. Although McBrayer's

study focused on private students attending public schools, the findings of his study of an existing shared-time program and his review of literature provided a basis for establishing shared-time guidelines.¹¹

Through personal interviews and questionnaires, McBrayer secured information about the shared-time program in Cherry Hill School District from participating schools, parents, students, and community leaders. A majority of the respondents judged the shared-time program to be a success.

The researcher suggested the following guidelines for the development and implementation of shared-time programs:

1. Shared-time programs should be based on the general characteristics and educational needs of the community and unmet educational needs of the students, as identified by people in the community.
2. The type of approach used for shared-time should be based upon the educational structure and characteristics of the community.
3. The constitutionality of a shared-time program should be determined by legal counsel.
4. Instruction must have a primarily public rather than religious purpose.
5. The amount of state aid for part-time students may determine shared-time program feasibility.
6. The proximity of the participating schools is important to the success of shared-time programs.

7. Community readiness for the program should be judged by public policy regarding the program.

8. Educational planners should be cautious in enlisting community groups before adopting a policy decision on shared-time.

9. The shared-time program should be restricted in scope and initially be on an experimental basis.

10. Administration of the program should be primarily a function of the public school.

11. The expenditure of public funds must be under public contract.

12. Instruction must be available to pupils of all denominations.

13. The program should not involve pupils below the junior high school level.

14. In administering the program, the private schools should be concerned with and deal primarily with the pupils enrolled in the shared-time program.

15. The success of a shared-time program requires (a) subject matter articulation between participating schools; (b) scheduling articulation between participating schools; (c) maximum integration of pupils between participating schools; (d) maximum involvement of professional staff, including teachers; and (e) periodic evaluation.¹²

In 1967, Stanger conducted an attitudinal study of selected groups of vocational educators to determine their perceptions of the function of the intermediate-level vocational director in California.

Only responsibilities for the improvement of instruction were studied. At the time of the survey, the position of vocational director in the county office of superintendent of schools was relatively new; only 26 counties employed vocational directors.

Five groups of educators were enlisted as panels of specialists to express their views concerning the appropriate functions of the intermediate-level director of vocational education. The five groups represented vocational educators at the secondary level of instruction, district supervisors of vocational education, county-level directors of vocational education, regional supervisors of vocational education, and the superintendent of the unified and secondary schools in the 26 counties employing intermediate-level vocational directors.

A list of 73 duties and functions of vocational education directors was prepared and refined for gathering data about the views held by the specialized group. Responses were tabulated, percentages computed, and rank-order listings prepared of the degree of importance and the degree of satisfaction the experts perceived for each of the listed functions. The researcher then determined group consensus regarding the perceived importance of and degree of satisfaction with each function.

Stanger's findings were as follows:

1. Intragroup and intergroup discrepancies were noted, where functions given high importance ratings were rated especially low in quality of performance.

2. Twice as many items were judged to be satisfactory in actual performance in comparing importance ratings with acceptability.

3. Most of the functions were accorded the lowest acceptability ratings.

4. Practices associated with the physical aspects of vocational education, such as learning environment, were accorded the lowest ratings.

5. The highest importance ratings were given to 21 functions-- 10 in the area of administration, 7 in the instructional program, and 4 in professional improvement; no items in the area of physical facilities or equipment and supplies received a consensus rating of "important."

6. Educators experienced greatest satisfaction with the way functions were actually being performed; of the functions with which the experts were most satisfied, six were administrative in nature, three dealt with professional improvement, and one was related to the instructional program.

7. Rank-order listings of the importance of items according to weighted scores revealed a preponderance of top-rated functions in the area of administrative and executive duties, followed by tasks concerned with the instructional program and professional improvement.

8. A strong pattern of consensus within and among groups was revealed through an item analysis of combined group ratings of the 73 listed functions.¹³

Boyne conducted a study in 1972 to determine the amount of agreement and/or disagreement among local superintendents, local

vocational education directors, and Illinois Division of Vocational and Technical Education staff members concerning their respective role expectations. He sought to determine:

1. The specific role expectations about which there was consensus or disagreement by the staff of the Illinois Division of Vocational and Technical Education, local superintendents, and local directors of occupational education.

2. The functional responsibilities on which there was agreement in the role expectations of Illinois Division of Vocational and Technical Education staff, local superintendents, and local occupational education directors.

3. The functional responsibilities on which there were differences in the role expectations of Illinois Division of Vocational and Technical Education staff, local superintendents, and local occupational education directors.

4. The average rank ordering of role expectations, as viewed by the Illinois Division of Vocational and Technical Education staff, local superintendents, and local occupational education directors.

Boyne employed a Q-sort methodology in his research. This technique generated 63 items, categorized into eight functional areas: (1) administration, (2) instruction, (3) personnel, (4) program planning and development, (5) public relations, (6) research, (7) budget and physical facilities, and (8) student services and activities. The Q-sort was administered to 15 Illinois Division of Vocational and Technical Education staff members, 15 local superintendents, and 15

local occupational education directors. The respondents were asked to place the 63 items in a rectangular distribution of nine categories, with seven cards in each category.

Findings of Boyne's study revealed that the Illinois Division of Vocational and Technical Education staff members' and local superintendents agreed on 84 percent of the functions identified in the study. The local occupational education directors and local superintendents agreed on 86 percent of the items. The researcher found 95 percent agreement between local occupational directors and the staff of the Illinois Division of Vocational and Technical Education.¹⁴

The U.S. Department of Health, Education and Welfare, Office of Education, developed a problem-solving and decision-making model for local administrators responsible for secondary and postsecondary vocational-technical education programs. The model was designed to provide occupational educators with a system for establishing parameters and determining strategies and alternatives pertinent to the management functions entailed in administering vocational-technical education programs. The model comprised the following 10 major functions performed by vocational-technical administrators: (1) public relations, (2) curriculum and instruction, (3) student personnel, (4) staffing, (5) facilities and equipment, (6) business arrangements, (7) determining the community power structure, (8) professional negotiations, (9) leadership development, and (10) long-range master planning.¹⁵

Corrigan studied the management styles and resource support systems of Michigan occupational education deans, with implications

for adopting management by objectives (MBO). All 29 community colleges (30 campuses and 30 occupational deans) in Michigan were included in the study. The purposes of his study were to:

1. Determine the extent to which the managerial styles of community college occupational deans are similar to the style described as appropriate for MBO in the Odiorne MBO Readiness Questionnaire.

2. Determine the extent to which selected resource support systems of the community college are (a) oriented to the goals of the occupational programs of the community, (b) controllable by the occupational dean, (c) adaptable to changing needs of the occupational program, and (d) provide feedback information to the occupational dean.¹⁶

The investigator administered a mailed questionnaire that sought information on two areas of interest: management style and resource support systems.

Corrigan found that, as a whole, the occupational deans demonstrated on the MBO Readiness Questionnaire a belief that their subordinates were able to manage their own jobs in a manner conducive to the use of management by objectives. The results of the study seemed to indicate that although the occupational deans held positive views of their subordinates' abilities to work under MBO, they actually employed management styles that did not reflect those attitudes. Only 40 percent of their responses concerning their own management styles supported MBO.

Corrigan identified two research support subsystems: financial resources and nonfinancial resources. Financial resources were concerned with salary administration and operational budget, whereas the nonfinancial area of concentration dealt with personnel employment and staff workload assignments.

Under resource support subsystems, the following results were found:

Support of goals: The resource support systems accountable to the occupational deans in accomplishing their objectives were found to be only marginally supportive of MBO in terms of goal orientation.

Controllable by dean: The results indicated that in nearly 70 percent of the instances measured, the occupational dean exercised control over the resource support systems.

Adaptable to change: Corrigan found that the adaptability of the resource support systems to change was relatively limited. In less than 40 percent of the instances measured could the resource support system be readily changed to meet changing circumstances in the occupational programs.

Providing feedback: The occupational deans received feedback in nearly 90 percent of the instances measured.

In Corrigan's study the salary administration function was rated lowest in the degree to which the resource support system operated in a manner supportive of MBO. In less than 40 percent of the instances measured did salary administration support MBO. The

operational budget function was reported to operate in a manner supportive of MBO in nearly 70 percent of the instances measured. Under personnel employment, the study revealed that the employment systems available to the occupational deans operated in a manner supportive of the successful implementation and use of MBO. In over 70 percent of the instances measured, the staff workload assignment function operated in a manner supportive of MBO.

The results of Corrigan's analysis of managerial styles and resource support systems indicated that the occupational deans in Michigan community colleges varied significantly in their administrative modes of operation. He concluded that occupational deans, for the most part, were unlike one another in the manner in which they used financial and nonfinancial resources. The findings of his study tended to support the belief that resource allocation in Michigan community colleges is often static and unrelated to need.¹⁷

In 1976, Grow conducted a study in which he developed guidelines that could be used by Michigan Career Education Planning District (CEPD) councils in planning for facilities to house career education instructional activities. As set forth in Act 97 of the Public Acts of 1974,

The CEPD council is a group of local educational agencies, including local school districts and intermediate school districts, in geographic proximity to each other and organized to increase cooperation and articulation between local educational agencies as they plan to implement a career education program.¹⁸

Michigan community colleges are not legally a part of CEPD, but many postsecondary institutions are represented in CEPD councils and participate in area planning of career education.

The four main components of Grow's Guidelines for Planning for Career Education Facilities were: (1) Planning Career Education, (2) Facilities and Planning for Career Education, (3) CEPD Planning Guidelines, and (4) Use of the Guidelines.¹⁹ In the section on Facilities and Planning for Career Education, Grow cited problems that educators and lay citizens should address in their leadership and coordination roles:

1. The unmet educational needs and shortcomings of present educational programs in the area.
2. Attendance areas and existing school locations in terms of size, programs, convenience, use, economy, and other factors.
3. Population, housing, transportation, and other social and economic trends affecting school buildings in the entire area.
4. Cost of present operations and buildings under the existing plan, as compared with cost of joint operation.
5. Ways and means of overcoming existing deficiencies or high costs.
6. Effects of building on local resources under the existing governmental structure, as compared with building under various alternatives.
7. Desirable future school attendance area, school location, and district boundary changes.²⁰

Based on a review of the literature and the findings of his study, Grow recommended that "a study should be conducted to determine the potential role between agencies in sharing facilities for career education."²¹

In 1976, Mazzara studied role expectations of the office of dean of occupational education in Michigan public community colleges as perceived by the college presidents, department heads, and occupational education deans. The objectives of his descriptive study were to:

1. Obtain a first approximation reading of the major role expectations of the office of dean of occupational education relative to selected administrative functions of vocational-technical education.
2. Determine the relative intensity with which incumbents and relevant others held those role expectations.
3. Determine the relative priority of the major role expectations.
4. Identify any differences in the role expectations, as viewed by incumbents and relevant others.
5. Measure the level of consensus and disagreement among incumbents and relevant others regarding the major role expectations.
6. Explore relationships between respondents' role expectations of the office of dean of occupational education and independent variables, including community college size, number of full-time administrators reporting to the office of dean, professional work

experience, and educational level of incumbents and relevant others.²²

A questionnaire containing 103 role expectations representing six major administrative functions was mailed to 191 people, who constituted the total population of Michigan community college presidents, occupational education deans, and department heads. Ninety-three percent (27) of the presidents, 100 percent (31) of the occupational education deans, and 85 percent (111) of the department heads returned usable questionnaires. The six major administrative functions represented by the role expectations were: (1) General Administration and Supervision, (2) Curriculum Development and Instruction, (3) Budget and Finance Management, (4) Planning, Evaluation and Research, (5) Personnel Management and Professional Development, and (6) Constituency Development.

Respondents were asked to indicate on a Likert-type scale the extent to which they agreed or disagreed that someone occupying the office of dean of occupational education should perform each of the given role expectations. Mazzara found a significant difference of opinions among department heads, occupational deans, and college presidents regarding performance of the role expectations. The three functions possessing the largest proportion of significant group differences were Personnel Management and Professional Development, Curriculum Development and Instruction, and Planning, Evaluation and Research. The differences found were generally between department heads and both presidents and occupational education deans. The

function with the least significant difference was Constituency Development; the one with the most significant difference was Planning, Evaluation and Research.

Mazzara also found that the most significant relationships were between the responses of presidents and the number of full-time subordinate administrators regarding the office of dean of occupational education. A negative relationship was reported relating to the following role expectations: subordinates' evaluating of job applicants, recommending the retention or termination of teaching staff, providing subordinate staff with follow-up information, using student classroom test results in course/program evaluation, conducting student interest surveys, and using lay advisory committees.

The researcher also found negative relationships between the responses of presidents to expectations of planning and coordinating community college vocational-technical programs in cooperation with local state educational agencies and the years of experience in their present position. He did not find a significant difference among separate group responses of presidents, occupational education deans, and department heads and their educational level, years of experience in public education, years of community college teaching experience, and years of experience in their present college.

Mazarra found there was more agreement between occupational education deans and presidents regarding the major role expectations of the office of dean than between occupational education deans and department heads. His findings concerning the major role expectations

of the office of dean of occupational education prompted Mazzara to identify and recommend a need for further study:

The role of Occupational Education Dean in promoting cooperative relationships with secondary vocational education should be analyzed. Among the critical areas which should be studied are: (1) contracted secondary vocational instruction, (2) joint facility use, (3) area cooperation of secondary/postsecondary instructional programs, and (4) articulation of instruction.²³

The Mazzara study encouraged the present researcher to pursue the investigation of role expectations. This study was concerned with area cooperation between secondary and postsecondary institutions, the possibility of secondary and postsecondary students using the same facility at the same and/or different times, and formalizing the agreement with a signed contract entered into by the principal parties. The occupational education deans and their subordinate administrators identified in the Mazzara study have major responsibility for administering contractual agreements between community colleges and intermediate school districts; hence their role expectations were of vital interest in the present research.

Summary

It was evident from the review of literature and research that contracting for secondary vocational education at comprehensive community colleges is emerging in a variety of alternative educational arrangements. No studies were found that had been conducted specifically to determine the perceptions held by secondary and/or postsecondary administrators of role expectations in contracting for secondary vocational education at a community college in Michigan.

However, the literature did indicate that role expectations for secondary and postsecondary vocational-technical education administrators can be subsumed into major categories for research purposes.

The functions identified in the related research studies served as a basis for determining the major administrative categories of occupational education used in the current study. They are: (1) Administration and Supervision/Coordination, (2) Curriculum Development and Instruction, (3) Budget and Finance Management, (4) Physical Facilities and Equipment, (5) Personnel Management and Professional Development, (6) Community Involvement, and (7) Guidance and Counseling. Those categories were employed as a means of classifying role expectations generated by Panel 1, and later in the data analysis of the study. The research methodology is discussed in depth in Chapter III.

Footnotes--Chapter II

¹Ruth Tangman et al., Articulation, A Study by the National Advisory Council on Vocational Education (Washington, D.C.: National Advisory Council on Vocational Education, May 1976).

²Ruth Tangman, Survey of Secondary-Post-Secondary Articulation Process in Vocational Education (Washington, D.C.: National Advisory Council on Vocational Education, 1976), pp. 2-3.

³Memorandum of Understanding on Technical and Vocational Education Between the Ohio Board of Regents and the Ohio State Department of Education, January 1969, pp. 22-23.

⁴Michigan Department of Education, The State Plan for Higher Education in Michigan (Lansing: Michigan Department of Education, 1969), p. 1-15.

⁵Michigan Department of Education, Guide for Administrators of Vocational and Technical Education (Lansing: Michigan Department of Education, Vocational-Technical Education Service, 1974), Section E, p. 43.

⁶Michigan Department of Education, Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education (Lansing: Michigan Department of Education, February 1972), p. 3.

⁷*Ibid.*, p. 10.

⁸Michigan Department of Education, Guide for Administrators of Vocational and Technical Education (Lansing: Michigan Department of Education, Vocational-Technical Education Service, 1975), Section E, pp. 45a, 47b.

⁹Letter to the Michigan Department of Education from Robert Stenger, President, Kirtland Community College, April 11, 1975.

¹⁰Michigan Department of Education, The Annual and Long-Range State Plan for Vocational Education, 1977-78 (Lansing: Michigan Department of Education, 1977), p. 80.

¹¹Richard Terrell McBrayer, "Guidelines for Development and Implementation of Shared-Time Education Programs" (Ed.D. dissertation, The University of Tennessee, 1965).

¹²*Ibid.*

¹³Norman Robert Stanger, "An Attitudinal Survey Concerning the Responsibilities of the Intermediate-Local Director of Vocational Education" (Ph.D. dissertation, University of California, 1967).

¹⁴George Keith Boyne, "The Role of the Local Director of Occupational Education as Perceived by Superintendents, State Director of Vocational and Technical Education Staff and Occupational Education Directors" (Ph.D. dissertation, Southern Illinois University, 1972).

¹⁵U.S. Department of Health, Education and Welfare, Administration of Occupational Education: A Suggested Guide (Washington, D.C.: Government Printing Office, 1973).

¹⁶Charles Corrigan, "A Description of Management Styles and Resource Support Systems of Michigan Community College Occupational Deans: Implications for Adoption of Management by Objectives" (Ph.D. dissertation, Michigan State University, 1974).

¹⁷Ibid.

¹⁸Act No. 97, Public Acts of 1974 (Lansing: State of Michigan, May 1974), p. 1.

¹⁹Bruce A. Grow, "Guidelines for the Planning for Career Education Facilities by Career Education Planning District Councils in Michigan" (Ph.D. dissertation, The Ohio State University, 1976), p. 216.

²⁰Ibid., citing Wallace H. Strevell and Arnold J. Burke, Administration of the School Building Program (New York: McGraw-Hill Book Company, 1959), p. 95.

²¹Grow, p. 257.

²²Andrew Mazzara, "Role Expectations of the Office of Dean of Occupational Education in Michigan Public Community Colleges as Viewed by Incumbents and Relevant Others" (Ph.D. dissertation, Michigan State University, 1977).

²³Ibid., pp. 185-86.

CHAPTER III

METHODOLOGY

The objectives of this expanded case study were to examine the differences and similarities in the major role expectations concerning agencies contracting for secondary vocational education at a comprehensive community college held by:

1. Intermediate school district vocational-technical specialists compared to:
 - a. Community college occupational deans
 - b. Secondary and postsecondary unit representatives of the Michigan Department of Education, Vocational-Technical Education Service.
2. Community college occupational deans compared to:
 - a. Intermediate school district vocational-technical specialists
 - b. Secondary and postsecondary unit representatives of the Michigan Department of Education, Vocational-Technical Service.
3. Secondary and postsecondary unit representatives of the Michigan Department of Education, Vocational-Technical Education Service, compared to:

- a. Intermediate school district vocational-technical specialists
- b. Community college occupational deans.

This chapter contains a discussion of the means by which the data from these respondents were gathered, ordered, and analyzed.

The Population

The vocational directors selected for the study were those individuals listed as "Vocational-Technical Specialists" in the Michigan Department of Education's 1977-78 Directory of Vocational Administrators. The occupational education deans selected for the study were those people listed as "Occupational Deans" in the same directory. These administrative offices were identified by the superintendent of the intermediate school district and the president of the community college as having primary responsibility and authority for the institution's vocational-technical education program.

The secondary agencies included in the study were: (1) Eaton Intermediate School District, (2) Delta-Schoolcraft Intermediate School District, and (3) Gogebic-Ontonogon Intermediate School District. The postsecondary agencies included in the study were: (1) Lansing Community College, (2) Bay de Noc Community College, and (3) Gogebic Community College. Also selected for study were the secondary and postsecondary units of the Michigan Department of Education, Vocational-Technical Education Service.

The agencies that participated in the study are under contract to provide vocational education appropriate to the needs and

desires of secondary area students. The contractual agreements are between the following agencies: (1) Eaton Intermediate School District/Lansing Community College, (2) Delta-Schoolcraft Intermediate School District/Bay de Noc Community College, and (3) Gogebic-Ontonagon Intermediate School District/Gogebic Community College.

In summary, one secondary vocational administrator and one postsecondary vocational administrator from each of the above-mentioned agencies were included in the study. Also included were two secondary unit and two postsecondary unit representatives from the Michigan Department of Education, Vocational-Technical Education Service.

Preparation of the Instrument

The investigator devised the questionnaire through a multi-step process. The first step was to convene by correspondence a panel of experts (Panel 1) representing secondary and postsecondary vocational-technical educators. Individuals selected for the study had been listed in the Michigan Department of Education's 1976-77 Directory of Vocational Administrators. (See Appendix A for the list of participants, by agency, who served on Panel 1.) These people were contacted by telephone, and their agreement to serve on the panel was secured. A letter restating the intent of the study, with instructions and format, was forwarded to the participants, who were requested to identify tasks or role expectations generally involved with the delivery of quality vocational-technical education. (See Appendix E for transmittal letter.) The following seven categories

were used to classify the role expectations identified by Panel 1: (1) Administration and Supervision/Coordination, (2) Curriculum Development and Instruction, (3) Budget and Finance Management, (4) Physical Facilities and Equipment, (5) Personnel Management and Professional Development, (6), Community Involvement, and (7) Guidance and Counseling. According to the rationale found in the theoretical framework of the study in Chapter I, it was deemed important to retain the terminology used by the people surveyed. Therefore, an eighth category--"Other"--was adopted. (See Appendix F.)

The next step was to combine all of the responses identified by each of the six respondents into a list of nonduplicated role activities. It was then necessary to determine the major role responsibilities by reordering the items generated by Panel 1. The primary reason for doing this was to attempt to overcome those biases that may exist within a particular category. A five-point Likert-type scale was established, using the categories "Critical," "Extremely Important," "Very Important," "Important," and "Somewhat Important." The category "Critical" was assigned five points and the category "Somewhat Important" one point.

The list of major responsibilities was then given to a second Panel of Experts having expertise in vocational education. The Panel included the following Michigan Department of Education personnel: supervisors of secondary vocational education, consultants and specialists from secondary and postsecondary vocational-technical education, and a supervisor of adult and continuing education. (See Appendix G.)

Members of the Panel were asked to judge the appropriateness of the statements by category; to identify statements that were duplications and/or appeared confusing, vague, or unclear; and to make recommendations for improvements. (See Appendix H for transmittal memorandum.) Upon the recommendation of the Panel of Experts, the category "Other" was eliminated.

The next step was to identify the persons to serve on Panel 2. (See Appendix B for the list of participants, by agency, who agreed to serve on the Panel.) Panel 2 comprised six occupational education deans and six intermediate school district vocational specialists who were not at that time involved in contracting at a community college for their students. Those individuals selected were listed in the Michigan Department of Education's 1976-77 Directory of Vocational Administrators. By telephone, agreement was obtained for them to serve on the Panel. A letter restating the intent of the study, with instructions and format, was forwarded to the participants, who were requested to rate the importance of the list of nonduplicated role responsibilities generated by Panel 1. (See Appendix I for the letter of transmittal and Appendix J for the data-collection instrument, entitled Format No. 2.)

To compile the data received from Panel 2 into a rank order of major role responsibilities, the ratings submitted were calculated and a total point score was established for each statement. They were then rank ordered from most important to least important. A total of 115 role responsibilities was generated. The most important

responsibilities were used as a basis for developing the questionnaire used in the study. Based on the points assigned to each of the role responsibilities by the Jury of Experts, the total number of responsibilities was reduced from 115 to 28. The 28 most important responsibilities provided the data used in the questionnaires.

The final step was to develop and pilot test the instruments with a Jury of Experts. People selected to serve on the Jury were listed in the Michigan Department of Education's 1977-78 Directory of Vocational Administrators. The members of the Jury were selected because of their experience in contracting for secondary vocational education at a comprehensive community college.

By telephone, the individuals contacted agreed to serve on the Jury. A letter restating the intent of the study, with instructions, examples, and the questionnaires, was forwarded to each participant (See Appendix K.) In the cover letter, a two-week return date was requested. A self-addressed, stamped envelope was enclosed to encourage the return of the pilot-test questionnaires. (See Appendix L for the Jury of Experts roster.)

A five-point Likert-type scale was used in the pilot test, using the categories "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." The category "Strongly Agree" was assigned five points and the category "Strongly Disagree" one point. Each role expectation was prefaced with the phrase, "In contracting for secondary vocational education at the community college, I believe that someone at the appropriate agency, i.e., Intermediate School

District or Community College, should. . . ." During the pilot test, members of the Jury were asked to complete the questionnaires according to the instructions and to make recommendations concerning the effectiveness of the research instrument. Needed alterations to the questionnaire, indicated by the pilot test, were made before its use in the study.

Data Collection

All 10 vocational education administrators and state representatives were contacted to confirm their intention to participate in the study. The questionnaires, instructions, examples, and an explanatory cover letter were mailed to each respondent. (See Appendices M, N, and O.) In the cover letter, a two-week return date was requested. A self-addressed, stamped envelope was enclosed to encourage the prompt return of questionnaires. Instruments were returned to the researcher during the course of the two weeks. All of the respondents returned usable instruments.

Data Analysis

The perceptions held by the vocational-technical education specialists, occupational education deans, and representatives from the secondary and postsecondary units of the Vocational-Technical Education Service of the Michigan Department of Education were compared by administrative categories, according to rank order of mean scores relative to role expectations associated with the intermediate school district and role expectations associated with the community college. Tables were constructed to display the role expectations

associated with the intermediate school district relative to secondary and postsecondary education administrative functions. Tables were also constructed to display the role expectations associated with the community college relative to secondary and postsecondary education administrative functions. From these tables an analysis was made to determine the major role expectations associated with the appropriate agency, according to the administrative categories, by the four population groups.

Item analysis was conducted for each role expectation to determine agreement-disagreement of relationships among and between the four population groups as they pertain to the intermediate school district and the community college. Tables were also used to display the intermediate school district role expectations compared to those of the community college, and vice versa. Descriptive statistics were used in reporting responses. The responses were tabulated by population group for each statement and converted to percentages. Tables were used to display the results for each of the following categories: (1) the vocational-technical education specialists' perceptions of the intermediate school district and community college's major responsibilities in contracting for secondary vocational education; (2) the community college occupational deans' perceptions of the intermediate school district and community college's major responsibilities in contracting for secondary vocational education; (3) the Michigan Department of Education secondary unit representatives' perceptions of the intermediate school district and community college's major responsibilities in contracting for secondary vocational education

at a community college; and (4) the Michigan Department of Education postsecondary unit representatives' perceptions of the intermediate school district and community college's responsibilities in contracting for secondary vocational education at a community college.

Summary

In summary, the research conducted was an expanded case study. Correlations of the perceptions of the intermediate school district's vocational-technical education specialists, community college occupational education deans, and representatives from the secondary and postsecondary units of the Michigan Department of Education were made concerning contracting for secondary vocational education at a comprehensive community college.

Statements used in the questionnaires were generated by the Panel of Experts composed of secondary vocational education administrators and community college occupational deans. A Michigan Department of Education Panel of Experts from secondary, postsecondary, and adult education reviewed the statements for clarity and understanding, and made appropriate adjustments. The second group of secondary and postsecondary vocational administrators from the intermediate school district and from the community college ranked the statements according to a Likert-type scale. The questionnaires were developed and tested with the assistance of a Jury of Experts from selected Michigan intermediate school districts and community college vocational-technical administrators.

Data were analyzed and described according to administrative function among and between the four population groups. A statement-by-statement analysis was also conducted to examine the similarities and differences that existed among and between the secondary vocational education administrators, postsecondary occupational deans, and representatives from the secondary and postsecondary education units of the Vocational-Technical Education Service of the Michigan Department of Education.

The results of the study are presented in the following chapter.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this chapter is to report descriptive data relative to the respondents and the institutions they represent and the opinions of vocational education specialists, community college occupational education deans, and personnel from the secondary and postsecondary units of the Michigan Department of Education relative to the role expectations being examined.

Background

One of the primary objectives of the study was to determine the major role expectations as perceived by three secondary and three postsecondary education administrators actively involved in contracting for secondary vocational education at a comprehensive community college. The perceptions held by secondary and postsecondary education representatives from the Vocational-Technical Education Service of the Michigan Department of Education were also sought.

To achieve this objective, a Panel of Experts generated 115 role expectations, which were then classified according to seven administrative functions: (1) Administration and Supervision/Coordination, (2) Curriculum Development and Instruction, (3) Budget and Finance Management, (4) Physical Facilities and Equipment,

(5) Personnel Management and Professional Development, (6) Community Involvement, and (7) Guidance and Counseling.

A second panel of secondary and postsecondary administrators was convened to rate the 115 role expectations, according to the following Likert scale:

Critical	5
Extremely Important	4
Very Important	3
Important	2
Somewhat Important	1

As a result of the ratings of Panel 2, the 115 role expectations were reduced to 28. The respondents were given two identical lists of role expectations that could be performed by someone at the intermediate school district and by someone at the community college, relative to contracting for secondary vocational education at a postsecondary institution. Respondents were asked to indicate the extent to which they agreed or disagreed that someone at the intermediate school district and the community college should perform each of the given role expectations. They were also requested to identify the agency to which the role expectation pertained. The following Likert scale was used to measure the intensity of the respondents' opinions and to compute the group mean score for each expectation:

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Mean scores of group role expectations were used to identify those role expectations within the questionnaire that were associated

with the intermediate school district and the community college. A grand mean score of 3.63 was established to discriminate among role expectations. Those expectations with a mean score equal to or exceeding a grand mean of 3.63 were judged to be associated with the appropriate agency, i.e., the intermediate school district or the community college. Role expectations with a mean score of less than 3.63 were considered not to be associated with that agency.

To produce a single set of role expectations for the intermediate school district, the community college, and the Michigan Department of Education, separate group mean scores were established according to the following four groups:

1. Vocational-technical education specialists
2. Occupational education deans
3. Secondary education unit representatives from the Michigan Department of Education, Vocational-Technical Education Service
4. Postsecondary education unit representatives from the Michigan Department of Education, Vocational-Technical Education Service

The data were summed and divided by the number responding to each role expectation, producing a combined mean score for each individual expectation. Expectations with a combined group mean score equaling or exceeding the grand mean of 3.63 constituted the single combined-group role expectations associated with the intermediate school district and the community college.

All items within the entire set of role expectations were ranked from 1 to 28 for each separate group (i.e., vocational-technical education specialists, occupational education deans, and Michigan Department of Education secondary and postsecondary education representatives). The combined groups were ranked according to their descending order of mean scores. Rank order of all items was used to establish relative priority of role expectations within each function and within the entire set.

The study was organized according to the seven major administrative categories presented earlier. Within each category, the results are presented in terms of relationships among variables. The role expectations of the four groups of respondents relative to secondary and postsecondary education functions are discussed as follows:

Intermediate school district role expectations relative to secondary education functions: The following perceptions were obtained relative to secondary education functions: (1) vocational-technical education specialists' perceptions of the intermediate school district role expectations; (2) the occupational education deans' perceptions of the intermediate school district role expectations; (3) the Michigan Department of Education, secondary education representatives' perceptions of the intermediate school district role expectations; and (4) the Michigan Department of Education, postsecondary education representatives' perceptions of the intermediate school district role expectations.

Intermediate school district role expectations relative to postsecondary education functions: The following perceptions were obtained relative to postsecondary education functions: (1) the vocational-technical specialists' perceptions of the community college role expectations; (2) the occupational education deans' perceptions of the community college role expectations; (3) the Michigan Department of Education, secondary education representatives' perceptions of the community college role expectations; and (4) the Michigan Department of Education, postsecondary education representatives' perceptions of the community college role expectations.

Community college role expectations relative to secondary education functions: The following perceptions were obtained relative to secondary education functions: (1) the vocational-technical education specialists' perceptions of the community college role expectations; (2) the occupational education deans' perceptions of the community college role expectations; (3) the Michigan Department of Education, secondary education representatives' perceptions of the community college role expectations; and (4) the Michigan Department of Education, postsecondary education representatives' perceptions of the community college role expectations.

Community college role expectations relative to postsecondary education functions: The following perceptions were obtained relative to postsecondary education functions: (1) the vocational-technical education specialists' perceptions of the community college role expectations; (2) the occupational education deans' perceptions of the community college role expectations; (3) the Michigan Department of

Education, secondary education representatives' perceptions of the community college role expectations; and (4) the Michigan Department of Education, postsecondary education representatives' perceptions of the community college role expectations.

Data were organized into three categories--agree, undecided, and disagree. Results are presented in tabular form, according to the four population groups, and accompanied by descriptions of the information contained in the tables. The findings are organized and presented in the following manner: (1) vocational-technical education specialists' role perceptions; (2) community college occupational deans' role perceptions; (3) Michigan Department of Education, secondary unit representatives' role perceptions; and (4) Michigan Department of Education, postsecondary unit representatives' role perceptions.

Within each major administrative category, the findings are organized and presented as an analysis of relationships, as follows: (1) role expectations for the intermediate school district relative to secondary administrative functions, (2) role expectations for the intermediate school district relative to postsecondary administrative functions, (3) role expectations for the community college relative to secondary administrative functions, and (4) role expectations for the community college relative to postsecondary administrative functions.

Summarized data are presented for each role expectation with the seven categories which reflect strongly agree, agree, undecided,

disagree, and strongly disagree percentage relationships between the intermediate school district and the community college, according to the total population and by individual groups.

Administration and Supervision/Coordination

The administrative functions of the Administration and Supervision/Coordination category comprised eight role expectations addressing duties and responsibilities related to administering policies to achieve institutional objectives for vocational-technical education; establishing annual objectives with subordinate vocational-technical education administrators; identifying major problems which hinder achievement of institutional objectives for vocational-technical education; serving on administrative councils, curriculum committees, and policy-establishing boards; establishing and maintaining effective relationships with external agencies; attending governing board meetings; making presentations to the intermediate school district and the community college governing boards; and establishing and maintaining a working relationship with college and/or state and federal agencies.

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary education Administration and Supervision/Coordination.--All eight of the role expectations representing secondary education Administration and Supervision/Coordination functions exceeded the grand mean score and were thereby associated with the

intermediate school district. One of the eight role expectations associated with the intermediate school district--establishing and maintaining working relationships with state and federal agency representatives (4)--received the highest priority ranking by the combined groups.

Four of the role expectations associated with the intermediate school district were ranked higher priority by the combined groups. The four priority expectations pertained to aspects of leadership, such as: serving on administrative councils, curriculum committees, and policy-establishing boards (2); attending governing board meetings (5); identifying major problems which may hinder the achievement of instructional objectives for vocational-technical education (7); and establishing and maintaining effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds (8). The priority ranked lowest by the combined group related to administering policies to achieve institutional objectives for vocational-technical education (3). (See Table 4.1.)

Role expectations for the intermediate school district relative to postsecondary Administration and Supervision/Coordination.--None of the eight role expectations representing postsecondary Administration and Supervision/Coordination functions exceeded the grand mean score and were thereby not associated with the intermediate school district by the combined groups. Analysis of separate group scores revealed that the secondary state representatives perceived that

Table 4.1.--Rank order of role expectations for the intermediate school district relative to secondary Administration and Supervision/Coordination.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Make presentations to the governing board concerning vocational-technical courses and programs.	4.40	3	4.67	1	3.67	3	4.50	2	5.00	1
2	Serve on administrative councils, curriculum committees, and policy-establishing boards.	4.50	2	4.67	2	4.00	2	4.50	2	5.00	1
3	Administer policies to achieve institutional objectives for vocational-technical education.	4.30	4	4.00	3	4.00	2	4.50	3	5.00	1
4	Establish and maintain a working relationship with state and federal agency representatives.	4.60	1	4.67	1	4.00	2	5.00	1	5.00	1
5	Attend governing board meetings.	4.50	2	4.33	2	4.00	2	5.00	1	5.00	1

Table 4.1.--Continued.

Item. No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
6	Establish annual objectives with subordinate vocational-technical education administrators.	4.40	3	4.67	1	3.67	3	4.50	2	5.00	1
7	Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.	4.50	2	4.30	2	4.00	2	5.00	1	5.00	1
8	Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.	4.50	2	4.67	1	3.67	3	5.00	1	5.00	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

someone from the intermediate school district should make presentations to the community college governing board (1). The secondary unit representatives also perceived that someone from the intermediate school district should serve on the community college administrative council's curriculum committees and policy-establishing boards in matters related to secondary and vocational education contracting (2). The occupational deans perceived that someone from the intermediate school district should establish annual postsecondary objectives with subordinate vocational-technical administrators (6). The deans also perceived that someone from the intermediate school district should identify with postsecondary representatives major problems that hinder achievement of instructional objectives for vocational-technical education (7). (See Table 4.2.)

Role expectations for the community college relative to secondary Administration and Supervision/Coordination.--Only three of the eight community college role expectations representing the secondary Administration and Supervision/Coordination functions exceeded the grand mean and were thereby associated with the community college by the combined groups. The role expectations generally related to identifying major problems which hinder achievement of instructional objectives (7), establishing and maintaining effective relationships with external agencies administering federal vocational education funds(8), and establishing and maintaining a working relationship with state and federal agency representatives (4).

Table 4.2.--Rank order of role expectations for the intermediate school district relative to postsecondary Administration and Supervision/Coordination.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Make presentations to the governing board concerning vocational-technical courses and programs.	3.00	4	3.33	2	2.00	11	4.50	1	2.00	3
2	Serve on administrative councils, curriculum committees, and policy-establishing boards.	2.70	11	3.33	2	2.00	11	4.00	2	1.50	4
3	Administer policies to achieve institutional objectives for vocational-technical education.	2.00	19	1.37	7	2.00	11	3.50	3	1.50	4
4	Establish and maintain a working relationship with state and federal agency representatives.	2.67	12	2.33	4	3.50	5	3.50	3	1.50	4
5	Attend governing board meetings.	2.44	5	2.33	4	2.00	11	3.50	3	2.00	3

Table 4.2.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
6	Establish annual objectives with subordinate vocational-technical education administrators.	2.78	14	2.33	4	4.00	3	3.50	3	1.50	4
7	Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.	3.40	7	3.67	1	3.67	4	3.50	3	2.50	2
8	Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.	2.75	10	2.33	4	5.00	1	3.50	3	1.50	4

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Analysis of separate group scores showed specialists associated four role expectations with the community college relative to secondary administrative functions. The four role expectations associated with the community college were: community college representatives serving on secondary administrative councils, curriculum committees, and policy-establishing boards (2); community college representatives establishing and maintaining a working relationship with state and federal agencies concerning secondary vocational education (4); identifying major problems which hinder achievement of instructional objectives (9); and establishing and maintaining effective relationships with the State Department of Education representatives who administer federal funds (8).

The occupational education deans associated three of the eight role expectations with the community college relative to secondary administration functions. The role expectations were associated with: establishing and maintaining a working relationship with state and federal representatives (4), identifying major problems which hinder achievement of instructional objectives for vocational-technical education (7), and establishing and maintaining effective relationships with key individuals of the Department of Education administering vocational education funds (8).

Secondary education representatives from the state Department of Education associated three of the role expectations with a community college. These expectations pertained to: making presentations to the governing board concerning vocational-technical education

courses and programs (1); serving on administrative councils, curriculum committees, and policy-establishing boards (2); and attending the secondary governing board meetings when matters of contracting postsecondary education are being discussed (5).

Postsecondary education representatives from the Vocational-Technical Education Service associated one of the eight role expectations with the community college. They perceived that someone from the community college should establish and maintain effective relationships with key individuals of the Michigan Department of Education administering secondary federal vocational education funds (8). (See Table 4.3.)

Role expectations for the community college relative to postsecondary Administration and Supervision/Coordination.--All eight of the community college role expectations pertaining to postsecondary Administration and Supervision/Coordination exceeded the grand mean score, and were thereby associated with the community college by the combined groups. The specialists and secondary State Department representatives were unanimous in perceiving all eight community college role expectations as pertaining to postsecondary education.

Analysis of separate group scores showed occupational deans associated four role expectations relative to postsecondary education administrative functions with a community college. The administrative functions related to: administering policies to achieve institutional objectives for vocational-technical education (3), establishing and maintaining a working relationship with state and federal agency

Table 4.3.--Rank order of role expectations for the community college relative to secondary Administration and Supervision/Coordination.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Make presentations to the governing board concerning vocational-technical courses and programs.	3.00	16	3.33	5	2.67	9	4.00	2	2.00	4
2	Serve on administrative councils, curriculum committees, and policy-establishing boards.	3.56	9	4.00	3	2.50	10	4.00	2	3.50	2
3	Administer policies to achieve institutional objectives for vocational-technical education.	2.50	23	1.67	9	2.00	11	3.00	4	3.50	2
4	Establish and maintain a working relationship with state and federal agency representatives.	4.13	3	4.33	2	4.00	4	3.00	4	3.50	2
5	Attend governing board meetings.	2.56	22	2.67	7	2.67	9	4.50	1	3.50	2

Table 4.3.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
6	Establish annual objectives with subordinate vocational-technical education administrators.	3.00	16	2.33	8	3.50	6	3.50	3	3.50	2
7	Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.	4.20	2	5.00	1	3.67	5	3.00	4	3.50	2
8	Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.	4.11	4	5.00	1	4.00	4	3.50	3	4.50	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

representatives (4), attending governing board meetings (5), and establishing and maintaining effective working relationships with key individuals of the Michigan Department of Education administering federal vocational education funds (8).

The postsecondary state representatives did not associate the following five role expectations with the community college: serving on administrative councils, curriculum committees, and policy-establishing boards (2); administering policies to achieve institutional objectives for vocational-technical education (3); establishing and maintaining working relationships with state and federal agency representatives (4); attending governing board meetings (5); and establishing and maintaining effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds (8). (See Table 4.4.)

Analysis of Relationships

Role Expectation 1: Make presentations to the governing board concerning vocational-technical courses and programs.

Intermediate school district role expectations compared to those of the community college.--Sixty-six and seven-tenths percent of the specialists, 33.3% of the deans, and 100% of the secondary state representatives agreed that someone from the intermediate school district should make presentations to their governing boards concerning vocational-technical courses and programs. Thirty-three and three-tenths percent of the specialists, 66.7% of the occupational deans, and 50% of the postsecondary state representatives disagreed

Table 4.4.--Rank order of role expectations for the community college relative to postsecondary Administration and Supervision/Coordination.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Make presentations to the governing board concerning vocational-technical courses and programs.	4.50	5	5.00	1	3.33	7	5.00	1	5.00	1
2	Serve on administrative councils, curriculum committees, and policy-establishing boards.	4.10	9	5.00	1	3.33	7	5.00	1	3.00	2
3	Administer policies to achieve institutional objectives for vocational-technical education.	4.50	5	5.00	1	4.67	2	5.00	1	3.00	2
4	Establish and maintain a working relationship with state and federal agency representatives.	4.40	6	5.00	1	4.67	2	5.00	1	3.00	2
5	Attend governing board meetings.	4.50	5	5.00	1	4.33	4	5.00	1	3.00	2

Table 4.4.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
6	Establish annual objectives with subordinate vocational-technical education administrators.	4.50	5	5.00	1	3.33	7	5.00	1	5.00	1
7	Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.	4.40	7	5.00	1	3.33	7	5.00	1	5.00	1
8	Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.	4.80	3	5.00	1	4.33	4	5.00	1	3.00	2

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

with this position. One postsecondary state representative was undecided about this item.

Sixty-six and seven-tenths percent of the specialists and 100% of the secondary state representatives agreed that someone from the intermediate school district should make presentations to the community college governing board concerning vocational-technical education courses and programs. By contrast, 33.3% of the specialists, 100% of the deans, and 50% of the postsecondary state representatives disagreed with that item. One postsecondary state representative was undecided regarding the role expectation. (See Table 4.5.)

Community college role expectations compared to those of the intermediate school district.--Sixty-six and seven-tenths percent of the specialists, 33.3% of the deans, and 100% of the secondary state representatives agreed that someone from the community college should make presentations to the postsecondary board of trustees concerning vocational-technical courses and programs. On the other hand, 33.3% of the specialists, 66.7% of the deans, and 50% of the postsecondary state representatives disagreed with that position. One postsecondary state representative was undecided concerning addressing the board of trustees.

One hundred percent of the specialists, 66.7% of the deans, and 100% of the secondary and postsecondary state representatives agreed that someone from the community college should make presentations to the intermediate school district board concerning vocational-technical courses and programs. However, 33.3% of the occupational

Table 4.5.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 1.

Role Expectation 1: Make presentations to the governing board concerning vocational-technical courses and programs.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	2	66.7	-	--	1	33.3
Deans	1	33.3	2	66.7	-	--	-	--	-	--	3	100.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	-	--	1	50.0	1	50.0	-	--	1	50.0	1	50.0

deans disagreed that someone from the community college should make such presentations. (See Table 4.6.)

Role Expectation 2: Serve on administrative councils, curriculum committees, and policy-establishing boards.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, 66.7% of the deans, and 100% of the secondary and postsecondary state representatives agreed that someone from the intermediate school district should serve on secondary administrative councils, curriculum committees, and policy-establishing boards. One occupational dean did not respond to the role expectation.

Sixty-six and seven-tenths percent of the specialists, 100% of the secondary state representatives, and 50% of the postsecondary state representatives agreed that someone from the intermediate school district should serve on postsecondary administrative councils, curriculum committees, and policy-establishing boards. However, 33.3% of the specialists, 100% of the deans, and 50% of the postsecondary state representatives disagreed with that role expectation. (See Table 4.7.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, 66.7% of the deans, 100% of the secondary state representatives, and 50% of the postsecondary state representatives agreed that someone from the community college should serve on postsecondary administrative councils, curriculum committees, and policy-establishing boards.

Table 4.6.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 1.
 Role Expectation 1: Make presentations to the governing board concerning vocational-technical courses and programs.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	3	100.0	-	--	-	--
Deans	1	33.3	-	--	2	66.7	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	-	--	1	50.0	1	50.0	2	100.0	-	--	-	--

Table 4.7.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 2.

Role Expectation 2: Serve on administrative councils, curriculum committees, and policy-establishing boards.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Deans	2 ^a	66.7	-	--	-	--	-	--	-	--	3	100.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

However, 33.3% of the deans and 50% of the postsecondary state representatives disagreed with this concept.

Sixty-six and seven-tenths percent of the specialists, 100% of the secondary state representatives, and 50% of the postsecondary state representatives agreed that someone from the community college should serve on secondary administrative councils, curriculum committees, and policy-establishing boards. On the other hand, 33.3% of the deans and 50% of the postsecondary state representatives disagreed with that role expectation and 33.3% of the specialists and deans were undecided on the item. One dean elected not to respond. (See Table 4.8.)

Role Expectation 3: Administer policies to achieve institutional objectives for vocational-technical education.

Intermediate school district role expectations compared to those of the community college.--Fifty percent of the state secondary and postsecondary representatives agreed that someone from the intermediate school district should administer secondary policies to achieve institutional objectives relative to contracting for secondary vocational education at the community college. One hundred percent of the specialists and deans and 50% of the secondary and postsecondary state representatives disagreed with that item.

One hundred percent of the specialists, deans, and secondary representatives and 50% of the postsecondary state representatives agreed that someone from the intermediate school district should administer the postsecondary policies to achieve institutional

Table 4.8.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 2.

Role Expectation 2: Serve on administrative councils, curriculum committees, and policy-establishing boards.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	2	66.7	1	33.3	-	--
Deans	2	66.7	-	--	1	33.3	-	--	1 ^a	33.3	1	33.3
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

objectives regarding contracting for secondary vocational education at the community college. Fifty percent of the postsecondary state representatives disagreed with that concept, whereas two of the occupational deans did not respond to the expectation. (See Table 4.9.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, occupational deans, and secondary state representatives, and 50% of the postsecondary state representatives agreed that someone from the community college should administer postsecondary policies to achieve institutional objectives for vocational-technical education. Fifty percent of the representatives from the postsecondary unit of the State Department disagreed with this concept.

One hundred percent of the specialists and deans, and 50% of the secondary and postsecondary state representatives disagreed that someone from the community college should administer secondary policies pertaining to institutional objectives for vocational-technical education. Two occupational deans did not respond to the item. (See Table 4.10.)

Role Expectation 4: Establish and maintain a working relationship with state and federal agency representatives.

Intermediate school district role expectations compared to those of the community college.--All four groups agreed that someone from the intermediate school district should establish and maintain

Table 4.9.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 3.

Role Expectation 3: Administer policies to achieve institutional objectives for vocational-technical education.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	-	--	-	--	3	100.0	3	100.0	-	--	-	--
Deans	-	--	-	--	1 ^a	100.0	3	100.0	-	--	-	--
Secondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aTwo missing observations.

Table 4.10.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 3.

Role Expectation 3: Administer policies to achieve institutional objectives for vocational-technical education.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	-	--	3	100.0
Deans	3	100.0	-	--	-	--	-	--	-	--	1 ^a	100.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aTwo missing observations.

a secondary working relationship with state and federal agency representatives.

Thirty-three and three-tenths percent of the specialists and 50% of the deans and secondary state representatives agreed that someone from the intermediate school district should establish and maintain a postsecondary working relationship with state and federal agency representatives. However, 66.7% of the specialists, 50% of the deans and secondary state representatives, and 100% of the postsecondary state representatives disagreed with the role expectation. (See Table 4.11.)

Community college role expectations compared to those of the intermediate school district.--There was unanimous agreement among the specialists, deans, and secondary and postsecondary state representatives that someone from the community college should establish and maintain a community college working relationship with state and federal agency representatives.

Sixty-six and seven-tenths percent of the specialists, 33.3% of the deans, 100% of the secondary state representatives, and 50% of the postsecondary state representatives agreed that someone from the community college should establish and maintain a secondary working relationship with state and federal agency representatives. On the other hand, 50% of the postsecondary state representatives disagreed with that concept and 33.3% of the specialists were undecided regarding the item. (See Table 4.12.)

Table 4.11.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 4.

Role Expectation 4: Establish and maintain a working relationship with state and federal agency representatives.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Deans	3	100.0	-	--	-	--	1	50.0	-	--	1 ^a	50.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

Table 4.12.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 4.

Role Expectation 4: Establish and maintain a working relationship with state and federal agency representatives.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	2	66.7	1	33.3	-	--
Deans	3	100.0	-	--	-	--	1 ^a	33.3	-	--	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aTwo missing observations.

Role Expectation 5: Attend governing board meetings.

Intermediate school district role expectations compared to those of the community college.--Sixty-six and seven-tenths percent of the specialists; 100% of the deans, secondary, and postsecondary state representatives; and 66.7% of the specialists agreed that someone from the intermediate school district should attend secondary governing board meetings. On the other hand, 33.3% of the specialists were undecided regarding this role expectation.

Thirty-three and three-tenths percent of the specialists and 50% of the secondary and postsecondary state representatives agreed that someone from the intermediate school district should attend community college governing board meetings. Fifty percent of the postsecondary state representatives were undecided regarding this matter. Moreover, 66.7% of the specialists, 100% of the deans, and 50% of the secondary state representatives disagreed with this role expectation. One occupational dean did not respond. (See Table 4.13.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, 66.7% of the deans, and 100% of the secondary and postsecondary state representatives agreed that someone from the community college should attend community college governing board meetings when secondary vocational education items are on the agenda. Thirty-three and three-tenths percent of the deans disagreed with this concept.

Table 4.13.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 5.
Role Expectation 5: Attend governing board meetings.

Groups	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	1	33.3	-	--	2	66.7
Deans	3	100.0	-	--	-	--	-	--	-	--	2 ^a	100.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	1	50.0	-	--

^aMissing observation.

Thirty-three and three-tenths percent of the specialists and 50% of the secondary and postsecondary state representatives agreed that someone from the community college should attend intermediate school district governing board meetings. Thirty-three and three-tenths percent of the specialists were undecided regarding the concept. Another 33.3% of the specialists, 100% of the deans, and 50% of the secondary and postsecondary state representatives disagreed that someone from the community college should attend secondary governing board meetings when items dealing with contracting for vocational education are discussed. One occupational dean did not respond to the item. (See Table 4.14.)

Role Expectation 6: Establish annual objectives with subordinate vocational-technical education administrators.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, 66.7% of the deans, and 100% of the secondary and postsecondary state representatives agreed that someone from the intermediate school district should establish secondary objectives with subordinate vocational-technical education administrators. One occupational dean did not respond to this role expectation concerning the intermediate school district.

Thirty-three and three-tenths percent of the specialists and 50% of the occupational deans and secondary state representatives agreed that someone from the intermediate school district should establish community college annual objectives with subordinate

Table 4.14.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 5.
Role Expectation 5: Attend governing board meetings.

Groups	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	1	33.3	1	33.3
Deans	2	66.7	-	--	1	33.3	-	--	-	--	2 ^a	100.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

vocational-technical education administrators. Fifty percent of the deans were undecided regarding this role expectation for the intermediate school district. In addition, 66.7% of the specialists, 50% of the secondary state representatives, and 100% of the postsecondary state representatives agreed with this concept. (See Table 4.15.)

Community college role expectations compared to those of the intermediate school district.--Thirty-three and three-tenths percent of the specialists, 50% of the deans, and 50% of the secondary state representatives agreed that someone from the community college should establish postsecondary annual objectives with subordinate vocational-technical education administrators regarding contracting for vocational education. Fifty percent of the deans were undecided regarding this role expectation for the community college. Moreover, 66.7% of the specialists, 50% of the secondary state representatives, and 100% of the postsecondary representatives disagreed with this item.

Thirty-three and three-tenths percent of the specialists and 50% of the deans, secondary, and postsecondary state representatives agreed that someone from the community college should establish secondary annual objectives with subordinate vocational education administrators. Fifty percent of the occupational deans were undecided regarding this role expectation for the community college. On the other hand, 66.7% of the specialists and 50% of the secondary and postsecondary state representatives disagreed with this role expectation. (See Table 4.16.)

Table 4.15.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 6.

Role Expectation 6: Establish annual objectives with subordinate vocational-technical education administrators.

Groups	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Deans	2	66.7	1	33.3	-	--	1 ^a	50.0	1	50.0	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

Table 4.16.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 6.
 Role Expectation 6: Establish annual objectives with subordinate vocational-technical education administrators.

Groups	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	1	33.3	-	--	2	66.7	1	33.3	-	--	2	66.7
Deans	1	50.0	1	50.1	- ^a	--	1 ^a	50.0	1	50.0	-	--
Secondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0
Postsecondary State	-	--	-	--	2	100.0	1	50.0	-	--	1	50.0

^aMissing observation.

Role Expectation 7: Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.

Intermediate school district role expectations compared to those of the community college.--Sixty-six and seven-tenths percent of the specialists and 100% of the deans, secondary, and postsecondary state representatives agreed that someone from the intermediate school district should identify major problems which hinder achievement of the secondary institutional objectives for vocational-technical education. However, 33.3% of the specialists disagreed or did not associate identification of major problems with the intermediate school district.

Sixty-six and seven-tenths percent of the specialists and occupational deans and 50% of the secondary and postsecondary state representatives agreed that someone from the intermediate school district should identify major problems which hinder achievement of postsecondary institutional objectives when contracting for secondary vocational education. On the other hand, 33.3% of the specialists and deans and 50% of the secondary and postsecondary state representatives disagreed with that concept. (See Table 4.17.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, deans, and secondary state representatives and 50% of the postsecondary state representatives agreed that someone from the community college should identify major problems which hinder achievement of the

Table 4.17.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 7.

Role Expectation 7: Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	2	66.7	-	--	1	33.3
Deans	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

postsecondary institutional objectives for vocational-technical education. Fifty percent of the postsecondary state representatives disagreed with the concept.

One hundred percent of the specialists, 66.7% of the deans, 50% of the secondary state representatives, and 100% of the postsecondary state representatives agreed that someone from the community college should identify major problems which hinder the achievement of the secondary institutional objectives when contracting for vocational education with an intermediate school district. Thirty-three and three-tenths percent of the deans were undecided regarding this matter and 50% of the secondary state representatives disagreed with the concept. (See Table 4.18.)

Role Expectation 8: Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, secondary, and postsecondary state representatives and 66.7% of the occupational deans agreed that someone from the intermediate school district should establish and maintain effective secondary relationships with key individuals of the Department of Education who are responsible for administering federal vocational education funds. Thirty-three and three-tenths percent of the deans were undecided regarding this role expectation.

Table 4.18.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 7.

Role Expectation 7: Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	3	100.0	-	--	-	--
Deans	3	100.0	-	--	-	--	2	66.7	1	33.3	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--

Thirty-three and three-tenths percent of the specialists, 100% of the deans, and 50% of the secondary state representatives agreed that someone from the intermediate school district should establish and maintain effective postsecondary relationships with key individuals of the State Department of Education who are responsible for administering federal vocational education funds. In contrast, 66.7% of the specialists, 50% of the secondary state representatives, and 100% of the postsecondary state representatives disagreed with this role expectation. (See Table 4.19.)

Community college role expectations compared to those of the intermediate school district.--There was 100% agreement by the specialists, deans, secondary, and postsecondary state representatives that someone from the community college should establish and maintain effective postsecondary relationships with key individuals of the Michigan Department of Education responsible for administering federal vocational education funds.

There was 100% agreement between the specialists and deans and 50% agreement between the secondary and postsecondary state representatives that someone from the community college should establish and maintain effective secondary relationships with key individuals of the Michigan Department of Education responsible for administering federal vocational education funds. Fifty percent of the secondary and postsecondary state representatives disagreed with that role expectation. (See Table 4.20.)

Table 4.19.--Intermediate school district role expectations compared to those of the community college relative to Administration and Supervision/Coordination--Role Expectation 8.

Role Expectation 8: Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Deans	2	66.7	1	33.1	-	--	1 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aTwo missing observations.

Table 4.20.--Community college role expectations compared to those of the intermediate school district relative to Administration and Supervision/Coordination--Role Expectation 8.

Role Expectation 8: Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	3	100.0	-	--	-	--
Deans	3	100.0	-	--	-	--	2 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

Summary of ResultsIntermediate school district role expectations: Item 1.--

Fifty percent of the population, representing 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should make presentations to their board of education. Forty percent of the population, representing 66.7% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the specialists, agreed that someone from the intermediate school district should make presentations to their governing board regarding vocational-technical courses and programs. Ten percent of the population, or 33.3% of the occupational deans, were undecided regarding the intermediate school district's role in making presentations to their governing board regarding vocational-technical courses.

Twenty percent of the population, constituting 50% of the secondary state representatives and 33.3% of the specialists, strongly agreed that someone from the intermediate school district should make presentations to the community college board of trustees regarding vocational-technical courses and programs. Twenty percent of the population, representing 50% of the secondary state representatives and 33.3% of the specialists, agreed that the intermediate school district should make presentations to the community college board of trustees. Ten percent of the population, or 50% of the postsecondary state representatives, were undecided regarding the intermediate school district's role in addressing the community college board of trustees

regarding vocational-technical education. Thirty percent of the population, or 100% of the occupational deans, disagreed that someone from the intermediate school district should address the community college board of trustees regarding vocational-technical courses and programs. Twenty percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the vocational-technical education specialists, strongly disagreed that someone from the intermediate school district should address a community college board of trustees regarding secondary vocational education courses and programs.

Community college role expectations: Item 1.--Seventy percent of the population, representing 100% of the specialists, secondary, and postsecondary state representatives, strongly agreed that someone from the community college should make presentations to the community college board of trustees concerning vocational-technical courses and programs. Twenty percent of the population, or 66.7% of the occupational deans, agreed with the community college role expectation of making presentations to their governing board concerning vocational education. Ten percent of the population, or 33.3% of the occupational deans, disagreed that someone from the community college should make presentations to their governing board concerning vocational-technical courses and programs.

Ten percent of the population, or 33.3% of the vocational specialists, strongly agreed that someone from the community college should make presentations to the intermediate school district

governing board concerning vocational-technical courses and programs. Forty percent of the population, constituting 100% of the secondary state representatives and 33.3% of the occupational deans and specialists, agreed that someone from the community college should make presentations to the intermediate school district governing board concerning secondary vocational education. Ten percent of the population, or 50% of the postsecondary state representatives, were undecided regarding the community college's role in addressing the intermediate school district board of education. Twenty percent of the population, or 66.7% of the occupational deans, disagreed that someone from the community college should make presentations to the intermediate school district governing board concerning vocational-technical courses and programs. Twenty percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the secondary specialists, strongly disagreed with the concept of someone from the community college making presentations to the secondary governing board concerning vocational-technical courses and programs.

Intermediate school district role expectations: Item 2.--

Fifty-six percent of the population, representing 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should serve on secondary administrative councils, curriculum committees, and policy-establishing boards concerning vocational education to be staged at the community

college. Forty-four percent of the population, representing 100% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the secondary specialists, also agreed with this concept.

Fifty percent of the population, constituting 100% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists, disagreed with the concept that someone from the intermediate school district should serve on the community college administrative council, curriculum committee, and policy-establishing boards concerning contracting for secondary vocational education. Forty percent of the population, representing 100% of the secondary state representatives and 66.7% of the specialists, agreed that someone from the intermediate school district should serve on postsecondary administrative councils, curriculum committees, and policy-establishing boards. Ten percent of the population, or 50% of the postsecondary state representatives, strongly disagreed with the concept that someone from the intermediate school district should serve on postsecondary administrative councils, curriculum committees, and policy-establishing boards.

Community college role expectations: Item 2.--Sixty percent of the population, representing 100% of the specialists and secondary state representatives, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should serve on postsecondary administrative councils, curriculum committees, and policy-establishing boards regarding secondary vocational education.

Twenty percent of the population, or 66.7% of the occupational deans, also agreed with this concept. Ten percent of the population, or 33.3% of the occupational deans, disagreed with the concept that someone from the community college should serve on postsecondary administrative councils, curriculum committees, and policy-establishing boards. Ten percent of the population, comprising 50% of the postsecondary state representatives, strongly disagreed with the principle that someone from the community college should serve on the secondary administrative councils, curriculum committees, and policy-establishing boards regarding secondary vocational education.

Thirty-four percent of the population, constituting 100% of the secondary state representatives and 33.3% of the secondary specialists, agreed that someone from the community college should serve on intermediate school district administrative councils, curriculum committees, and policy-establishing boards regarding secondary vocational education. Twenty-two percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the secondary specialists, strongly agreed with this concept. Twenty-two percent of the population, or 50% of the occupational deans and vocational specialists, were undecided regarding the community college's role in serving on secondary councils, curriculum committees, and policy-establishing boards. Twenty-two percent of the population, representing 50% of the postsecondary state representatives and occupational deans, disagreed with the concept that the community college representatives should serve on secondary

administrative councils, curriculum committees, and policy-establishing boards.

Intermediate school district role expectations: Item 3.--

Fifty percent of the population, constituting 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should administer secondary policies to achieve institutional objectives for vocational-technical education. Forty percent of the population, constituting 100% of the occupational deans and 50% of the secondary state representatives, also agreed with this concept. Ten percent of the population, constituting 33.3% of the vocational-technical education specialists, agreed that someone from the intermediate school district should administer secondary policies to achieve institutional objectives for vocational education.

Fifty-six percent of the population, constituting 100% of the occupational deans, 50% of the secondary and postsecondary state representatives, and 33.3% of the specialists, disagreed with the concept that someone from the intermediate school district should administer postsecondary policies to achieve institutional objectives. Thirty-four percent of the population, constituting 67.7% of the specialists and 50% of the postsecondary state representatives, strongly disagreed that someone from the intermediate school district should administer postsecondary policies to achieve institutional objectives for vocational-technical education. Ten percent of the population, constituting 50% of the secondary state representatives, strongly

agreed that someone from the intermediate school district should administer postsecondary policy relative to secondary vocational education at the community college.

Community college role expectations: Item 3.--Eighty percent of the population, constituting 100% of the specialists and secondary state representatives, 66.7% of the occupational deans, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should administer postsecondary policies to achieve institutional objectives relative to secondary vocational education. Ten percent of the population, constituting 33.3% of the occupational deans, also agreed with this concept. Ten percent of the population, or 50% of the postsecondary state representatives, strongly disagreed that someone from the community college should administer postsecondary policy to achieve institutional objectives for vocational education when contracting for secondary vocational education at a community college.

Seventy-five percent of the population either disagreed or strongly disagreed with the concept that someone from the community college should administer secondary policies to achieve institutional objectives for vocational-technical education. Those respondents who disagreed were represented by 100% of the occupational deans, 66.7% of the specialists, and 50% of the secondary and postsecondary state representatives. Thirty-three and three-tenths percent of the specialists strongly disagreed with this concept. Only 12.5% agreed and strongly agreed that someone from the community college should

administer intermediate school district policy. This group was represented by the secondary and postsecondary state representatives, respectively.

Intermediate school district role expectations: Item 4.--

Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed with the concept that someone from the intermediate school district should establish and maintain a secondary working relationship with state and federal agencies. Forty percent of the population, representing 100% of the occupational deans and 33.3% of the specialists, also agreed with this concept.

Forty-five percent of the population, representing 50% of the occupational deans, secondary, and postsecondary state representatives, and 33.3% of the specialists, disagreed that someone from the intermediate school district should establish and maintain a postsecondary education working relationship with state and federal agency representatives. Twenty-two percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept. Twenty-two percent of the population, representing 50% of the occupational deans and secondary state representatives, strongly agreed that someone from the intermediate school district should establish and maintain a postsecondary education working relationship with state and federal agency representatives. Eleven percent of the population, or 33.3% of the specialists, agreed with the item.

Community college role expectations: Item 4.--Seventy percent of the population, representing 100% of the specialists and secondary state representatives, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly agreed that someone from the community college should establish and maintain a postsecondary education working relationship with state and federal agency representatives. Twenty percent of the population, or 66.7% of the occupational deans, also agreed with this concept. Ten percent of the population, or 50% of the postsecondary state representatives, strongly disagreed that someone from the community college should establish and maintain a postsecondary working relationship with state and federal agency representatives regarding secondary vocational education contracting.

Fifty percent of the population, representing 66.7% of the specialists and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should establish and maintain a secondary education working relationship with state and federal agency representatives. Twenty-five percent of the population, representing 100% of the occupational deans and 50% of the secondary state representatives, also agreed with this concept. Twelve and one-half percent of the population, representing 33.3% of the specialists, were undecided regarding the community college's role in establishing and maintaining secondary education working relationships with external agencies. Twelve and one-half percent of the population, representing 50% of the postsecondary state

representatives, disagreed with the concept that someone from the community college should establish and maintain secondary education working relationships with external agencies.

Intermediate school district role expectations: Item 5.--

Sixty percent of the population, representing 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should attend secondary education governing board meetings. Thirty percent of the population, representing 100% of the occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3% of the specialists, were undecided regarding the intermediate school district's role in attending governing board meetings when matters of secondary contracting for vocational education are being discussed.

Forty-five percent of the population, representing 100% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the specialists, disagreed that someone from the intermediate school district should attend the community college board of trustees meetings. Twenty-two percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed that someone from the intermediate school district should attend postsecondary education governing board meetings. Eleven percent of the population, or 50% of the postsecondary state representatives, were undecided regarding the intermediate school district's role in attending postsecondary board

of trustees meetings. Eleven percent of the population, representing 33.3% of the specialists, agreed that someone from the intermediate school district should attend the community college board of trustees meetings. Also, 11% of the population, constituting 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should attend postsecondary board of trustees meetings.

Community college role expectations: Item 5.--Seventy percent of the population, representing 100% of the specialists, secondary, and postsecondary state representatives, strongly agreed that someone from the community college should attend board of trustees meetings. Twenty percent of the population, or 66.7% of the occupational deans, also agreed with this concept. Ten percent of the population, comprising 33.3% of the occupational deans, disagreed with the concept that community college vocational administrators should attend board of trustees governing meetings.

Approximately 34% of the population, representing 100% of the occupational deans and 50% of the secondary state representatives, disagreed that someone from the community college should attend the intermediate school district board of education meetings. Twenty-two percent of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept. Twenty-two percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, were undecided regarding the

community college's role in attending secondary education governing board meetings. Eleven percent of the population, or 33.3% of the specialists, agreed that someone from the community college should attend the intermediate school district board meetings. Also, 11% of the population, constituting 50% of the secondary state representatives, strongly agreed with this concept.

Intermediate school district role expectations: Item 6.--

Fifty percent of the population, representing 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should establish secondary education annual objectives with subordinate vocational-technical education administrators. Forty percent of the population, constituting 66.7% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the specialists, agreed with this concept of the intermediate school district establishing secondary education objectives. Ten percent of the population, comprising 33.3% of the occupational deans, were undecided regarding intermediate school district role in establishing secondary annual objectives with administrators.

Twenty-two percent of the population, representing 50% of the occupational deans and secondary state representatives, strongly agreed with the concept that someone from the intermediate school district should establish postsecondary annual objectives with subordinate vocational-technical education administrators. Eleven percent of the population, or 33.3% of the specialists, also agreed with this

concept. Fifty percent of the occupational deans, representing 11% of the population, were undecided regarding the intermediate school district's role in establishing community college annual objectives. Approximately 34% of the population, comprised of 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, disagreed with the concept that someone from the intermediate school district should be establishing postsecondary objectives. Twenty-two percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept as well.

Community college role expectations: Item 6.--Seventy percent of the population, or 100% of the specialists, secondary, and postsecondary state representatives, strongly agreed that someone from the community college should establish postsecondary annual objectives with subordinate vocational-technical education administrators. Sixty-six percent of the occupational deans, representing 20 percent of the population, also agreed with this concept. Ten percent of the population, or 33.3% of the deans, disagreed with the concept of a community college establishing postsecondary annual objectives with subordinate vocational-technical education administrators during contracting for secondary vocational education at the community college.

Eleven percent of the population, representing 50% of the postsecondary state representatives, strongly agreed that someone from the community college should establish secondary annual

objectives with subordinate vocational-technical education administrators. Thirty-three percent of the population, or 50% of the occupational deans and secondary state representatives, and 33.3% of the specialists, also agreed with this concept. Fifty percent of the occupational deans, representing 11% of the population, were undecided regarding the community college's role in establishing intermediate school district annual objectives. Thirty-four percent of the population, representing 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the community college should establish secondary annual objectives with subordinate vocational-technical education administrators. Eleven percent of the population, representing 33.3% of the specialists, strongly disagreed with this concept.

Intermediate school district role expectations: Item 7.--

Sixty percent of the population, or 100% of the secondary and postsecondary state representatives, and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should identify major problems which may hinder achievement of the secondary institutional objectives for vocational-technical education. Thirty percent of the population, representing 100% of the occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3% of the specialists, were undecided regarding the intermediate school district's responsibility in this area.

Thirty percent of the population, representing 50% of the secondary state representatives and 33% of the occupational deans and specialists, strongly agreed that someone from the intermediate school district should identify major problems which hinder achievement of postsecondary institutional objectives when contracting for secondary vocational education. Thirty percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the occupational deans and specialists, agreed with this concept. Also, 30% of the population, constituting 50% of the secondary state representatives and 33.3% of the occupational deans and specialists, disagreed that someone from the intermediate school district should identify major problems which hinder achievement of postsecondary institutional objectives. Ten percent of the population, representing 50% of the postsecondary state representatives, strongly disagreed with this concept.

Community college role expectations: Item 7.--Seventy percent of the population, representing 100% of the specialists and secondary state representatives, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly agreed that someone from the community college should identify major problems which hinder achievement of the postsecondary institutional objectives for vocational-technical education. Twenty percent of the population, representing 66.7% of the occupational deans, also agreed with this concept. Ten percent of the population, constituting 50% of the postsecondary state representatives, strongly disagreed that someone

from the community college should identify major problems which hinder achievement of postsecondary institutional objectives for vocational-technical education.

Fifty percent of the population, or 100% of the specialists and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should identify major problems which hinder achievement of the secondary education institutional objectives for vocational-technical education. Thirty percent of the population, representing 66.7% of the occupational deans and 50% of the postsecondary state representatives, also agreed with this concept. Ten percent of the population, representing 33.3% of the deans, were undecided regarding this role expectations for the community college. Ten percent of the population, representing 50% of the secondary state representatives, disagreed that someone from the community college should identify major problems which hinder achievement of the secondary education institutional objectives for vocational-technical education.

Intermediate school district role expectations: Item 8.--

Sixty percent of the population, representing 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should establish and maintain effective secondary education relationships with key individuals representing the Michigan Department of Education who are responsible for administering federal vocational education funds. Thirty percent of the population, representing 66.7%

of the occupational deans and 33.3% of the specialists, also agreed with this concept. Ten percent of the population, comprising 33.3% of the occupational deans, were undecided regarding the intermediate school district's role in establishing and maintaining effective secondary education relationships with external agency representatives.

Thirty-seven and one-half percent of the population, representing 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the intermediate school district should establish and maintain effective postsecondary relationships with key individuals of the Michigan Department of Education. Twenty-five percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed that someone from the intermediate school district should establish and maintain effective postsecondary relationships with key individuals from the Michigan Department of Education administering federal vocational education funds. Twenty-five percent of the population, or 100% of the occupational deans and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should establish and maintain effective postsecondary relationships. Thirty-three and three-tenths percent of the specialists, representing 12.5% of the population, also agreed with this concept.

Community college role expectations: Item 8.--Eighty percent of the population, comprising 100% of the specialists, secondary and postsecondary representatives, and 33% of the occupational deans,

strongly agreed that someone from the community college should establish and maintain effective postsecondary working relationships with individuals from the Michigan Department of Education who are responsible for administering vocational education funds. Also, 66.7% of the occupational deans, representing 20% of the population group, agreed with this concept.

Fifty-six percent of the population, representing 100% of the specialists and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should establish and maintain effective secondary working relationships with individuals from the Michigan Department of Education. Twenty-two percent of the population, representing 100% of the occupational deans, also agreed with this concept. Secondary and postsecondary state representatives, constituting 22% of the population, disagreed with the concept that the community college should establish and maintain relationships with individuals from the Michigan Department of Education who administer federal secondary vocational education funds.

Curriculum Development and Instruction

The administrative function of Curriculum Development and Instruction comprised eight role expectations pertaining to: utilizing lay advisory committees in formulating programs and instructional objectives (15); evaluating curriculum in light of job demands, costs, etc. (16); developing, coordinating, and implementing curriculum policies of vocational-technical education (17); directing the

development and implementation of new occupational courses and programs (18); utilizing lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content(19); periodically evaluating the delivery and outcomes of all vocational-technical courses and programs (20); maintaining communication with representatives from business and industry to ascertain need for new occupational courses and programs (21); and developing criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty members (24).

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary Curriculum Development and Instruction.--All eight of the intermediate school district role expectations representing the secondary Curriculum Development and Instruction functions exceeded the grand mean score of 3.63, and were thereby associated with the intermediate school district.

Two of the role expectations associated with the intermediate school district were ranked higher priority by the combined groups. The two highest priority expectations pertained to periodically evaluating the delivery and outcomes of all vocational-technical courses and programs (20) and maintaining communications with representatives from business and industry to ascertain the need for new occupational courses and programs (21). The lowest-ranking priority expectation was developing criteria to be used in evaluating the

performance of subordinate supervisory and instructional faculty members (24).

Analysis of separate group scores showed occupational deans associated five of the eight role expectations with the intermediate school district. Three role expectations the deans did not associate with the intermediate school district related to: developing, coordinating, and implementing the policies of vocational-technical education (17); directing the development and implementation of new occupational courses and programs (18); and developing criteria to use in evaluating the performance of subordinate supervisory and instructional faculty members (24).

The postsecondary state representatives associated all eight role expectations with the intermediate school district and ranked them of the highest priority. The secondary state representatives associated seven of the eight role expectations with the highest priority and ranked as their second order of priority the role expectation relating to developing criteria to be used in evaluating the performance of subordinate and supervisory instructional faculty members (24).

The vocational-technical education specialists considered three of the eight role expectations of the highest priority; these related to: directing the development and implementation of new occupational courses and programs (18), maintaining communication with representatives from business and industry to ascertain the need for new occupational courses and programs (21), and developing

criteria to be used in evaluating performance of subordinate supervisory and instructional faculty members (24). (See Table 4.21.)

Role expectations for the intermediate school district relative to postsecondary Curriculum Development and Instruction.--Seven of the eight intermediate school district role expectations representing the Curriculum Development and Instruction function relating to postsecondary education were rejected on the basis of the combined group mean scores. One role expectation--maintaining communication with representatives from business and industry to ascertain the need for new occupational courses and programs (21)--had a group mean score that exceeded 3.63, thereby associating this role expectation with the intermediate school district relative to postsecondary education. (See Table 4.22.)

Analysis of separate group scores revealed the vocational-technical education specialists did not associate any of the role expectations with the intermediate school district relative to postsecondary Curriculum Development and Instruction. Specialists ranked two of the eight role expectations of higher priority than the others: periodically evaluating the delivery and outcomes of all vocational-technical courses and programs (20) and maintaining communication with representatives from business and industry to ascertain need for new occupational courses and programs (21). These role expectations were ranked second highest priority, whereas the combined group ranked them 20 and 21, respectively.

Table 4.21.--Rank order of role expectations for the intermediate school district relative to secondary Curriculum Development and Instruction.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
15	Utilize lay advisory committees in formulating programs and instructional objectives.	4.40	3	4.33	2	3.67	3	5.00	1	5.00	1
16	Evaluate curriculum in light of job demands, costs, etc.	4.50	2	4.33	2	4.00	2	5.00	1	5.00	1
17	Develop, coordinate, and implement curriculum policies of vocational-technical education.	4.30	4	4.33	2	3.33	4	5.00	1	5.00	1
18	Direct the development and implementation of new occupational courses and programs.	4.22	5	4.67	1	2.00	9	5.00	1	5.00	1
19	Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.	4.30	4	4.00	3	3.67	3	5.00	1	5.00	1

Table 4.21.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
20	Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.	4.60	1	4.33	2	4.33	1	5.00	1	5.00	1
21	Maintain communication with representatives from business and industry to ascertain need for new occupational courses/ programs.	4.60	1	4.67	1	4.00	2	5.00	1	5.00	1
24	Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.	4.11	7	4.67	1	2.00	9	4.50	2	5.00	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Table 4.22.--Rank order of role expectations for the intermediate school district relative to postsecondary Curriculum Development and Instruction.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
15	Utilize lay advisory committees in formulating programs and instructional objectives.	3.11	4	2.33	4	4.50	2	4.50	1	1.50	4
16	Evaluate curriculum in light of job demands, costs, etc.	3.10	5	2.67	3	3.67	4	3.50	3	2.50	2
17	Develop, coordinate, and implement curriculum policies of vocational-technical education.	2.50	15	2.00	5	3.00	7	3.50	3	1.50	4
18	Direct the development and implementation of new occupational courses and programs.	2.44	16	2.00	5	2.00	11	4.50	1	1.50	4
19	Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.	2.80	19	2.67	3	2.67	8	4.50	1	1.50	4

Table 4.22.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
20	Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.	3.60	20	3.33	2	4.00	3	4.50	1	2.50	2
21	Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.	3.67	21	3.33	2	4.50	2	4.50	1	2.50	2
24	Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.	2.90	7	2.33	4	2.67	8	4.50	1	2.50	2

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Postsecondary state representatives did not associate any of the role expectations with the intermediate school district relative to postsecondary Curriculum Development and Instruction. Secondary state representatives, on the other hand, associated six of the eight role expectations with the intermediate school district. The two role expectations that were not associated with the intermediate school district in terms of postsecondary education pertained to evaluating curriculum in light of job demands, costs, etc. (16) and developing, coordinating, and implementing curriculum policies of vocational-technical education (17).

Occupational deans associated three of the role expectations with the intermediate school district relative to postsecondary education. They were: utilizing lay advisory committees in formulating programs and instructional objectives (15), periodically evaluating the delivery and outcomes of all vocational-technical courses and programs (20), and maintaining communications with representatives of business and industry to ascertain a need for new occupational courses and programs (21). (See Table 4.22.)

Role expectations for the community college relative to secondary Curriculum Development and Instruction.--Three of the eight role expectations representing the Curriculum Development and Instruction function exceeded the grand mean of 3.63, and were thereby associated with the community college relative to secondary education. The role expectations pertained to: utilizing lay advisory committees to make recommendations to administration and faculty on both

instructional equipment and content (19), periodically evaluating the delivery and outcome of all vocational-technical courses and programs (20), and developing criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty members (24). The role expectations associated with the community college were ranked fifth, seventh, and sixth, respectively. (See Table 4.23.)

Analysis of separate group scores showed specialists associated three of the eight role expectations with the community college relative to secondary education. The specialists associated one role expectation with the highest priority; it pertained to utilizing lay advisory committees to make recommendations to the administration and faculty on both instructional equipment and content (19). The remaining two role expectations the specialists associated with the community college pertained to: utilizing lay advisory committees in formulating programs and instructional objectives (15) and maintaining communications with representatives from business and industry to ascertain need for new occupational courses and programs (21).

Occupational education deans associated four of the eight role expectations with the community college. These role expectations dealt with: directing the development and implementation of new occupational courses and programs (18), utilizing lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content (19), periodically evaluating the delivery and outcome of all vocational-technical courses and programs

Table 4.23.--Rank order of role expectations for the community college relative to secondary Curriculum Development and Instruction.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
15	Utilize lay advisory committees in formulating programs and instructional objectives.	3.44	10	3.67	4	3.00	8	3.50	3	3.50	2
16	Evaluate curriculum in light of job demands, costs, etc.	3.33	12	3.00	6	2.50	10	3.50	3	3.50	2
17	Develop, coordinate, and implement curriculum policies of vocational-technical education.	3.40	11	2.67	7	3.33	7	3.50	3	4.50	1
18	Direct the development and implementation of new occupational courses and programs.	3.40	11	2.67	7	4.00	4	4.50	1	3.50	2
19	Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.	4.10	5	5.00	1	4.00	4	3.50	3	3.50	2

Table 4.23.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
20	Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.	3.70	7	3.00	6	4.00	4	3.50	3	3.50	2
21	Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.	3.60	8	3.67	4	3.00	8	3.50	3	4.50	1
24	Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.	4.00	6	2.67	7	4.33	3	3.50	3	4.50	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

(20), and developing criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty (24).

Secondary state representatives associated only one of the eight role expectations with the community college relative to secondary Curriculum Development and Instruction. The role expectation was: directing the development and implementation of new occupational courses and programs (18).

Postsecondary state representatives associated three of the role expectations with the community college relative to secondary Curriculum Development and Instruction. These pertained to: developing, coordinating, and implementing curriculum policies of vocational-technical education (17); maintaining communication with representatives from business and industry to ascertain need for new occupational courses and programs (21); and developing criteria to be used in evaluating performance of subordinate supervisory and instructional faculty members (24). (See Table 4.23.)

Role expectations for the community college relative to postsecondary Curriculum Development and Instruction.--All eight of community college role expectations representing the Curriculum Development and Instruction function exceeded the grand mean score of 3.63, and were thereby associated with the community college. Analysis of separate group scores showed that the secondary state representatives associated all eight of the role expectations with the community college. The specialists also showed all eight of the role expectations to be highest in priority. (See Table 4.24.)

Table 4.24.--Rank order of role expectations for the community college relative to postsecondary Curriculum Development and Instruction.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
15	Utilize lay advisory committees in formulating programs and instructional objectives.	4.40	6	5.00	1	3.67	6	5.00	1	3.00	2
16	Evaluate curriculum in light of job demands, costs, etc.	4.20	8	5.00	1	4.33	4	5.00	1	3.00	2
17	Develop, coordinate, and implement curriculum policies of vocational-technical education.	4.55	5	5.00	1	3.67	6	5.00	1	3.00	2
18	Direct the development and implementation of new occupational courses and programs.	4.00	10	4.33	3	5.00	1	5.00	1	3.00	2
19	Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.	4.30	7	5.00	1	4.00	5	5.00	1	3.00	2

Table 4.24.--Continued.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
20	Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.	4.30	7	5.00	1	4.00	5	5.00	1	3.00	2
21	Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.	4.40	6	5.00	1	4.00	5	5.00	1	3.00	2
24	Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.	4.40	6	4.33	3	3.33	7	5.00	1	5.00	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Postsecondary state representatives associated only one of the eight role expectations with the community college relative to postsecondary Curriculum Development and Instruction. This role was: developing criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty (24).

Occupational deans associated seven of the eight role expectations with the community college relative to postsecondary education. The role expectation they did not associate with the community college pertained to developing criteria to be used in evaluating performance of subordinate supervisory and instructional faculty (24).

Analysis of Relationships

Role Expectation 15: Utilize lay advisory committees in formulating programs and instructional objectives.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the secondary and postsecondary state representatives and 66.7% of the specialists and occupational deans agreed that someone from the intermediate school district should utilize intermediate school district lay advisory committees in formulating programs and instructional objectives. On the other hand, 33.3% of the occupational deans and vocational-technical education specialists were undecided regarding this item.

One hundred percent of the occupational deans and secondary state representatives and 33.3% of the vocational-technical education specialists agreed that someone from the intermediate school district

should utilize postsecondary lay advisory committees in formulating programs and instructional objectives. One occupational dean did not respond to this role expectation. One hundred percent of the postsecondary state representatives and 66.7% of the specialists disagreed that someone from the intermediate school district should perform this function. (See Table 4.25.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, deans, and secondary state representatives and 50% of the postsecondary state representatives agreed that someone from the community college should utilize postsecondary lay advisory committees in formulating programs and instructional objectives. Fifty percent of the postsecondary state representatives disagreed with this concept.

Sixty-six and seven-tenths percent of the specialists and 50% of the occupational deans, secondary, and postsecondary state representatives agreed that someone from the community college should utilize secondary lay advisory committees in formulating programs and instructional objectives. Fifty percent of the occupational deans, secondary, and postsecondary state representatives and 33.3% of the specialists disagreed with this statement. One occupational dean did not respond. (See Table 4.26.)

Role Expectation 16: Evaluate curriculum in light of job demands, costs, etc.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the occupational

Table 4.25.--Intermediate school district role expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 15.

Role Expectation 15: Utilize lay advisory committees in formulating programs and instructional objectives.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	1	33.3	-	--	2	66.7
Deans	2	66.7	1	33.3	-	--	2 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

Table 4.26.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 15.
 Role Expectation 15: Utilize lay advisory committees in formulating programs and instructional objectives.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Deans	3	100.0	-	--	-	--	1 ^a	50.0	-	--	1	50.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

deans, secondary, and postsecondary state representatives and 66.7% of the specialists agreed that someone from the intermediate school district should evaluate secondary curriculum in light of job demands, costs, etc. Thirty-three and three-tenths percent of the specialists were undecided about this item.

Sixty-six and seven-tenths percent of the deans, 50% of the secondary and postsecondary representatives, and 33.3% of the specialists agreed that someone from the intermediate school district should evaluate community college curriculum in light of job demands, costs, etc. However, 50% of the secondary and postsecondary state representatives and 33.3% of the specialists and occupational deans disagreed with this role expectation. Moreover, 33.3% of the specialists were undecided regarding the item. (See Table 4.27.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, deans, secondary, and postsecondary state representatives agreed that someone from the community college should evaluate postsecondary curriculum in light of job demands, costs, etc.

One hundred percent of the postsecondary state representatives, 50% of the secondary state representatives, and 33.3% of the specialists agreed that someone from the community college should evaluate secondary curriculum in light of job demands, costs, etc. Fifty percent of the occupational deans and 33.3% of the specialists were undecided regarding this role expectation. Fifty percent of the deans and secondary state representatives and 33.3% of the specialists

Table 4.27.--Intermediate school district role expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 16.

Role Expectation 16: Evaluate curriculum in light of job demands, costs, etc.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	1	33.3	1	33.3	1	33.3
Deans	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

disagreed with the concept. One dean did not respond to the item.
(See Table 4.28.)

Role Expectation 17: Develop, coordinate, and implement curriculum policies of vocational-technical education.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the secondary and postsecondary unit representatives and 66.7% of the specialists and occupational deans agreed that someone from the intermediate school district should develop, coordinate, and implement intermediate school district curriculum policies for vocational-technical education. However, 33.3% of the deans disagreed with the role expectation. Thirty-three and three-tenths percent of the specialists were undecided regarding this item.

Fifty percent of the secondary state representatives and 33.3% of the occupational deans agreed that someone from the intermediate school district should develop, coordinate, and implement postsecondary curriculum policies of vocational-technical education. One hundred percent of the postsecondary state representatives, 66.7% of the specialists, 50% of the secondary state representatives, and 33.3% of the occupational deans disagreed with the concept. Also, 33.3% of the specialists and deans were undecided regarding this item. (See Table 4.29.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, deans, secondary, and postsecondary state representatives agreed that

Table 4.28.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 16.

Role Expectation 16: Evaluate curriculum in light of job demands, costs, etc.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	1	33.3	1	33.3
Deans	3	100.0	-	--	-	--	-	--	1	50.0	1 ^a	50.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--

^aMissing observation.

Table 4.29.--Intermediate school district role expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 17.

Role Expectation 17: Develop, coordinate, and implement curriculum policies of vocational-technical education.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	-	--	1	33.3	2	66.7
Deans	2	66.7	-	--	1	33.3	1	33.3	1	33.3	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

someone from the community college should develop, coordinate, and implement community college curriculum policies of vocational-technical education. One occupational dean did not respond to this role expectation.

One hundred percent of the secondary state representatives, 50% of the postsecondary state representatives, and 33.3% of the deans and specialists agreed that someone from the community college should develop, coordinate, and implement intermediate school district curriculum policies of vocational-technical education while contracting for secondary vocational education. On the other hand, 66.7% of the specialists and 50% of the postsecondary state representatives disagreed with this concept. In addition, 66.7% of the deans were undecided about this item. (See Table 4.30.)

Role Expectation 18: Direct the development and implementation of new occupational courses and programs.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists agreed that someone from the intermediate school district should direct the development and implementation of new intermediate school district occupational courses and programs. Fifty percent of the occupational deans disagreed with this role expectation, whereas 100% of the secondary and postsecondary state representatives and 50% of the occupational deans were undecided about the item. One occupational dean did not respond to this role expectation.

Table 4.30.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 17.

Role Expectation 17: Develop, coordinate, and implement curriculum policies of vocational-technical education.

Groups	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Deans	2 ^a	100.0	-	--	-	--	1	33.3	2	66.7	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

One hundred percent of the secondary state representatives agreed that someone from the intermediate school district should direct the development and implementation of new community college occupational courses and programs while contracting for secondary vocational education. One hundred percent of the deans and post-secondary state representatives and 66.7% of the specialists disagreed with this item, and 33.3% of the specialists were undecided about it. (See Table 4.31.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the secondary state representatives, 66.7% of the specialists and occupational deans, and 50% of the postsecondary state representatives agreed that someone from the community college should direct the development and implementation of new community college courses and programs as they pertain to secondary students. Fifty percent of the postsecondary state representatives and 33.3% of the occupational deans disagreed with this role expectation. Moreover, 33.3% of the specialists and 50% of the postsecondary state representatives were undecided regarding this item.

Sixty-six and seven-tenths percent of the deans, 50% of the secondary and postsecondary state representatives, and 33.3% of the specialists agreed that someone from the community college should direct the development and implementation of new intermediate school district courses and programs. In contrast, 50% of the secondary and postsecondary state representatives and 33% of the occupational deans

Table 4.31.--Intermediate school district role expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 18.

Role Expectation 18: Direct the development and implementation of new occupational courses and programs.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	1	33.3	2	66.7
Deans	-	--	1 ^a	50.0	1	50.0	-	--	-	--	2 ^b	100.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

and specialists disagreed with this item and 33.3% of the specialists were undecided about it. (See Table 4.32.)

Role Expectation 19: Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the secondary and postsecondary state representatives and 66.7% of the occupational deans and specialists agreed that someone from the intermediate school district should utilize secondary lay advisory committees to make recommendations to the administration and faculty on instructional equipment and content. Thirty-three and three-tenths percent of the occupational deans were undecided about this role expectation, whereas 33.3% of the specialists disagreed with the concept.

One hundred percent of the secondary state representatives, 66.7% of the specialists, and 33.3% of the occupational deans agreed that someone from the intermediate school district should utilize community college advisory committees to make recommendations regarding instructional equipment and content. On the other hand, 100% of the postsecondary state representatives, 66.7% of the deans, and 33.3% of the specialists disagreed with this role expectation. (See Table 4.33.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, occupational deans, and secondary state representatives and 50% of

Table 4.32.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 18.

Role Expectation 18: Direct the development and implementation of new occupational courses and programs.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.1	-	--	1	33.3	1	33.3	1	33.3
Deans	2	66.7	-	--	1	33.3	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

Table 4.33.--Intermediate school district role perceptions compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 19.

Role Expectation 19: Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	2	66.7	-	--	1	33.3
Deans	2	66.7	1	33.3	-	--	1	33.3	-	--	2	66.7
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

the postsecondary state representatives agreed that someone from the community college should utilize postsecondary advisory committees when making recommendations to the administration and faculty on instructional equipment and content. Fifty percent of the postsecondary state representatives disagreed with this item.

One hundred percent of the specialists, 66.7% of the deans, and 50% of the secondary and postsecondary state representatives agreed that someone from the community college should utilize intermediate school district advisory committees in making recommendations to administration and faculty on instructional equipment and content. Fifty percent of the secondary and postsecondary state representatives and 33.3% of the occupational deans disagreed that the community college should perform this function. (See Table 4.34.)

Role Expectation 20: Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the deans, secondary, and postsecondary state representatives and 66.7% of the specialists agreed that someone from the intermediate school district should periodically evaluate the delivery and outcome of all intermediate school district vocational-technical courses and programs. On the other hand, 33.3% of the specialists were undecided regarding this role expectation.

Table 4.34.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 19.

Role Expectation 19: Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	3	100.0	-	--	-	--
Deans	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

One hundred percent of the secondary state representatives, 66.7% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists agreed that someone from the intermediate school district should periodically evaluate the delivery and outcomes of all the community college vocational-technical courses and programs being provided to secondary students. Sixty-six and seven-tenths percent of the specialists were undecided about this item, whereas 50% of the postsecondary state representatives and 33.3% of the occupational deans disagreed with the role expectation. (See Table 4.35.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the secondary state representatives and specialists, 66.7% of the deans, and 50% of the postsecondary state representatives agreed that someone from the community college should periodically evaluate the delivery and outcome of all postsecondary vocational-technical courses and programs being provided for secondary students. Fifty percent of the postsecondary state representatives and 33.3% of the occupational deans disagreed with this concept.

One hundred percent of the postsecondary state representatives, 66.7% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the specialists agreed that someone from the community college should periodically evaluate the delivery and outcomes of all intermediate school district technical courses and programs. Fifty percent of the secondary state representatives

Table 4.35.--Intermediate school district role expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 20.

Role Expectation 20: Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	1	33.3	2	66.7	-	--
Deans	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

and 33.3% of the specialists and occupational deans disagreed with the role expectation for the community college. Also, 33.3% of the specialists were undecided regarding the community college's role in evaluating secondary education courses and programs. (See Table 4.36.)

Role Expectation 21: Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, deans, secondary, and postsecondary state representatives agreed that someone from the intermediate school district should maintain communications with representatives from business and industry to ascertain the need for new secondary occupational courses and programs.

One hundred percent of the deans and secondary state representatives, 66.7% of the specialists, and 50% of the postsecondary state representatives agreed that someone from the intermediate school district should maintain communications with representatives from business and industry to ascertain need for new postsecondary occupational courses and programs. Fifty percent of the postsecondary state representatives and 33.3% of the specialists disagreed with this role expectation. (See Table 4.37.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists and secondary state representatives, 66.7% of the occupational deans,

Table 4.36.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 20.

Role Expectation 20: Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.

Groups	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	1	33.3	1	33.3
Deans	2	66.7	-	--	1	33.3	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--

Table 4.37.--Intermediate school district expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 21.

Role Expectation 21: Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Deans	3	100.0	-	--	-	--	2 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

and 50% of the postsecondary state representatives agreed that someone from the community college should maintain communication with representatives from business and industry to ascertain need for new community college occupational courses and programs. Thirty-three and three-tenths percent of the occupational deans were undecided about the community college's role in dealing with external agencies, and 50% of the postsecondary state representatives disagreed with the concept.

One hundred percent of the postsecondary state representatives, 66.7% of the specialists, 50% of the secondary state representatives, and 33.3% of the occupational deans agreed that someone from the community college should maintain communications with representatives from business and industry to ascertain the need for new secondary occupational courses and programs. Thirty-three and three-tenths percent of the occupational deans were undecided regarding the community college's role in ascertaining the need for secondary programming. Moreover, 50% of the secondary state representatives and 33.3% of the occupational deans and specialists disagreed that someone from the community college should perform this role. (See Table 4.38.)

Role Expectation 24: Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, secondary, and postsecondary state representatives agreed that someone from the intermediate school district should develop criteria

Table 4.38.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 21.

Role Expectation 21: Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	2	66.7	-	--	1	33.3
Deans	2	66.7	1	33.1	-	--	1	33.1	1	33.3	1	33.3
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--

to be used in evaluating the performance of secondary subordinate supervisory and instructional faculty members as it pertains to secondary vocational education being delivered at the college. One hundred percent of the occupational deans disagreed with that concept.

One hundred percent of the secondary state representatives, 50% of the postsecondary state representatives, and 33.3% of the occupational deans and specialists agreed that someone from the intermediate school district should develop criteria to be used in evaluating performance of postsecondary supervisory and instructional faculty members. However, 66.7% of the occupational deans and specialists and 50% of the postsecondary state representatives disagreed with this role expectation. One occupational dean did not respond to the item. (See Table 4.39.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the secondary and postsecondary state representatives and 66.7% of the occupational deans and specialists agreed that someone from the community college should develop criteria to be used in evaluating the performance of postsecondary subordinate supervisory and instructional faculty. On the other hand, 33.3% of the occupational deans disagreed with this concept and 33.3% of the specialists were undecided about it.

One hundred percent of the postsecondary state representatives, 66.7% of the occupational deans and specialists, and 50% of

Table 4.39.--Intermediate school district role expectations compared to those of the community college relative to Curriculum Development and Instruction--Role Expectation 24.

Role Expectation 24: Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Deans	-	--	-	--	2 ^a	100.0	1	33.3	-	--	2	66.7
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

secondary state representatives agreed that someone from the community college should develop criteria to be used in evaluating the performance of intermediate school district supervisory and instructional faculty members. Thirty-three and three-tenths percent of the occupational deans were undecided regarding this item, whereas 50% of the secondary state representatives and 33.3% of the specialists disagreed with the role expectation. (See Table 4.40.)

Summary of Results

Intermediate school district role expectations: Item 15.-- Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should utilize intermediate school district advisory committees in formulating programs and instructional objectives for secondary area students. Twenty percent of the population, representing 66.7% of the occupational deans, also agreed with this concept. Twenty percent of the population, or 33.3% of the specialists and occupational deans, were undecided regarding the intermediate school district's role in utilizing lay advisory committee members as it pertains to secondary vocational education being delivered at the community college.

Twenty-two percent of the population, constituting 50% of the occupational deans and secondary state representatives, strongly agreed that someone from the intermediate school district should utilize postsecondary lay advisory committee members in formulating programs and instructional objectives. Approximately 34% of the

Table 4.40.--Community college role expectations compared to those of the intermediate school district relative to Curriculum Development and Instruction--Role Expectation 24.

Role Expectation 24: Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	2	66.7	-	--	1	33.3
Deans	2	66.7	-	--	1	33.3	2	66.7	1	33.3	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--

population, constituting 50% of the occupational deans and post-secondary state representatives and 33.3% of the specialists, also agreed with this concept. Twenty-two percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, disagreed that the intermediate school district should use postsecondary advisory committee members in formulating programs. Also, 22% of the population, constituting 50% of the post-secondary state representatives and 33.3% of the specialists, strongly disagreed with this concept.

Community college role expectations: Item 15.--Seventy percent of the population, constituting 100% of the specialists and secondary state representatives, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly agreed that someone from the community college should utilize secondary lay advisory committees in formulating programs and instructional objectives. Twenty percent of the population, constituting 66.7% of the occupational deans, also agreed with this concept. Only 10% of the population, representing 50% of the postsecondary state representatives, strongly disagreed with this concept.

Forty-four percent of the population, or 66.7% of the specialists and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should use secondary lay advisory committees in formulation programs and instructional objectives. Eleven percent of the population, constituting 50% of the occupational deans, also agreed with this concept.

Approximately 34% of the population, or 50% of the occupational deans, secondary, and postsecondary state representatives, disagreed that the community college should use secondary advisory committee members in formulating programs and objectives to be delivered at the community college. Eleven percent of the population, comprising 33.3% of the specialists, strongly disagreed with this concept as well. One occupational dean did not respond to this role expectation.

Intermediate school district role expectations: Item 16.--

Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should evaluate secondary curriculum in light of job demands, costs, etc. Thirty percent of the population, or 100% of the occupational deans, also agreed with this concept. Ten percent of the population, constituting 33.3% of the specialists, were undecided regarding the intermediate school district's role in evaluating the secondary curriculum.

Twenty percent of the population, representing 50% of the secondary state representatives and 33.3% of the occupational deans, strongly agreed that someone from the intermediate school district should evaluate community college curriculum in light of job demands, costs, etc. as they apply to secondary vocational education. Thirty percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists and occupational deans, also agreed with this concept. Ten percent of the population,

constituting 33.3% of the specialists, were undecided regarding this role expectation for the intermediate school district. Twenty percent of the population, comprising 50% of the secondary state representatives and 33.3% of the occupational deans, disagreed that someone from the intermediate school district should evaluate postsecondary curriculum in light of job demands, costs, etc. Also, 20% of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this role expectation for the intermediate school district.

Community college role expectations: Item 16.--Eighty percent of the population, constituting 100% of the specialists and secondary state representatives, 66.7% of the occupational deans, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should evaluate postsecondary curriculum as it applies to secondary students in light of job demands, costs, etc. Twenty percent of the population, representing 50% of the postsecondary state representatives and 33.3% of the occupational deans, strongly disagreed that someone from the community college should evaluate postsecondary education curriculum in light of job demands, costs, etc.

Approximately 34% of the population, constituting 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, strongly agreed that someone from the community college should evaluate secondary curriculum in light of job demands, costs, etc. Eleven percent of the population, or 50% of the

postsecondary state representatives, also agreed with this concept. Twenty-two percent of the population, constituting 50% of the occupational deans and 33.3% of the specialists, were undecided regarding this role expectation for the community college. Also, 22% of the population, or 50% of the occupational deans and secondary state representatives, disagreed that someone from the community college should evaluate secondary curriculum as it applies to secondary students on the community college campus. Eleven percent of the population, constituting 33.3% of the specialists, strongly disagreed with the community college role expectation as it applies to secondary curriculum being delivered on the community college campus.

Intermediate school district role expectations: Item 17.--

Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should develop, coordinate, and implement intermediate school district curriculum policies of vocational-technical education. Twenty percent of the population, constituting 66.7% of the occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3 percent of the specialists, were undecided regarding this role expectation. Also, 10% of the population, or 33.3% of the occupational deans, disagreed with the concept that the intermediate school district should provide the leadership and curriculum development and implementation as it pertains to secondary students being provided vocational education at the community college.

Ten percent of the population, representing 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should influence postsecondary curriculum policies of vocational education. Ten percent of the population, constituting 33.3% of the occupational deans, also agreed with this concept. Twenty percent of the population, constituting 33.3% of the occupational deans and specialists, were undecided regarding this role expectation for the intermediate school district. Forty percent of the population, or 50% of the secondary and postsecondary state representatives and 33.3% of the occupational deans and specialists, disagreed with the role expectation of the intermediate school district as it pertains to community college curriculum development and implementation. Twenty percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept as well.

Community college role expectations: Item 17.--Eighty-nine percent of the population, constituting 100% of the specialists, occupational deans, and secondary state representatives and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should develop, coordinate, and implement the community college curriculum policies of vocational-technical education. Eleven percent of the population, or 50% of the postsecondary state representatives, strongly disagreed with this concept of community college curriculum development and implementation as it applies to secondary area students. One occupational dean did not respond to this role expectation.

Thirty percent of the population, constituting 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, strongly agreed that someone from the community college should develop, coordinate, and implement intermediate school district curriculum policies of vocational education while contracting for secondary vocational education at the community college. Twenty percent of the population, comprising 50% of the secondary state representatives and 33.3% of the occupational deans, also agreed with this concept. Twenty percent of the population, constituting 66.7% of the occupational deans, were undecided regarding this role expectation for the community college as it applies to secondary curriculum development. Twenty percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the community college should develop, coordinate, and implement secondary curriculum policies of vocational education. Ten percent of the population, or 33.3% of the specialists, strongly disagreed with the community college involvement as it pertains to secondary curriculum policies.

Intermediate school district role expectations: Item 18.--

Sixty-seven percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7 percent of the specialists, strongly agreed that someone from the intermediate school district should direct the development and implementation of new occupational courses and programs. Eleven percent of the population, representing 33.3% of the specialists, also agreed with this

concept. Eleven percent of the population, comprising 50% of the occupational deans, were undecided regarding this role expectation. Also, 11% of the population, constituting 50% of the deans, strongly disagreed that the intermediate school district should direct the development and implementation of new secondary occupational courses and programs that may be contracted for at the community college. One occupational dean did not respond to this role expectation.

Eleven percent of the population, or 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should direct the development and implementation of new postsecondary occupational courses and programs. Eleven percent of the population, representing 50% of the secondary state representatives, also agreed with this concept. Eleven percent of the population, constituting 33.3% of the specialists, were undecided about the intermediate school district's role as it applies to new community college occupational courses and programs. Approximately 45% of the population, or 100% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists, disagreed with the concept that someone from the intermediate school district should influence postsecondary occupational courses and programs. Twenty-two percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept. One occupational dean did not respond to this role expectation.

Community college role expectations: Item 18.--Sixty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, 50% of the postsecondary state representatives, and 33% of the occupational deans, strongly agreed that someone from the community college should direct the development and implementation of new community college courses and programs as they pertain to secondary students. Ten percent of the population, or 33.3% of the occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3% of the specialists, were undecided regarding this role expectation for the community college. Ten percent of the population, constituting 33.3% of the occupational deans, disagreed that someone from the community college should direct the development and implementation of new community college courses and programs as they pertain to secondary students. Also, 10% of the population, comprising 50% of the postsecondary state representatives, strongly disagreed with this role expectation for the community college as it applies to contracting with the intermediate school district.

Forty percent of the population, or 66.7% of the occupational deans and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should direct the development and implementation of new intermediate school district courses and programs. Ten percent of the population, constituting 33.3% of the specialists, also agreed with this concept. Ten percent of the population, comprising 33.3% of the specialists, also were undecided regarding the community college's role as it applies

to influencing intermediate school district new courses and programs. Thirty percent of the population, or 50% of the secondary and post-secondary state representatives and 33.3% of the occupational deans, disagreed with the community college providing the leadership for the development and implementation of new courses and programs for the intermediate school district. Also, 10% of the population, constituting 33.3% of the specialists, strongly disagreed with the concept of community college involvement with secondary area program development.

Intermediate school district role expectations: Item 19.--

Sixty percent of the population, or 100% of the secondary and post-secondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should use intermediate school district lay advisory committees to make recommendations to the administration and faculty concerning instructional equipment and content. Twenty percent of the population, constituting 66.7% of the occupational deans, also agreed with this concept. Only 10% of the population, representing 33.3% of the occupational deans, were undecided regarding this role expectation for the intermediate school district. Ten percent of the population, constituting 33.3% of the specialists, disagreed with the concept that someone from the intermediate school district should utilize secondary advisory committees regarding recommendations on instructional equipment and content for programs being delivered at the community college.

Ten percent of the population, or 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should utilize lay advisory committee members to make recommendations regarding programming for secondary vocational education students. Thirty percent of the population, constituting 50% of the secondary state representatives, 33.3% of the specialists and occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3% of the specialists, were undecided regarding this role expectation's association with the intermediate school district. Thirty percent of the population, constituting 66.7% of the occupational deans and 50% of the postsecondary state representatives, disagreed with the concept of the intermediate school district utilizing community-college-related advisory committees. Twenty percent of the population, comprising 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with that role expectation for the intermediate school district.

Community college role expectations: Item 19.--Eighty percent of the population, constituting 100% of the secondary state representatives and specialists, 66.7% of the occupational deans, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should use postsecondary lay advisory committees when making recommendations concerning instructional equipment and content. Ten percent of the population, or 33.3% of the occupational deans, disagreed with this position. Also, 10% of the population, representing 50% of the postsecondary state

representatives, strongly disagreed with the community college using their advisory committees in making recommendations for instructional equipment and content as they relate to secondary students' courses and programs.

Seventy percent of the population, constituting 100% of the specialists, 66.7% of the occupational deans, and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should use secondary advisory committees as they pertain to instructional equipment and content recommendations. Thirty percent of the population, representing 50% of the secondary and postsecondary state representatives and 33.3% of the occupational deans, disagreed with this position.

Intermediate school district role expectations: Item 20.--

Seventy percent of the population, constituting 100% of the secondary and postsecondary state representatives, 66.7% of the specialists, and 33.3% of the occupational deans, strongly agreed with the role expectation that someone from the intermediate school district should periodically evaluate the delivery and outcomes of all intermediate school district vocational-technical courses and programs being delivered at the community college. Twenty percent of the population, or 66.7% of the deans, also agreed with this role expectation for the intermediate school district. Ten percent of the population, consisting of 33.3% of the specialists, were undecided regarding the role expectation as it applies to the intermediate school district.

Thirty percent of the population, constituting 66.7% of the occupational deans and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should periodically evaluate the delivery and outcomes of all community college vocational-technical courses and programs being provided to secondary students. Thirty percent of the population, representing 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, also agreed with this concept. Twenty percent of the population, constituting 66.7% of the specialists, were undecided regarding this role expectation as it applies to the community college. Ten percent of the population, composed of 33.3% of the occupational deans, disagreed with the intermediate school district evaluating community college vocational-technical courses and programs being provided to the secondary students. Also, 10% of the population, constituting 50% of the postsecondary state representatives, strongly disagreed with this concept.

Community college role expectations: Item 20.--Eighty percent of the population, consisting of 100% of the specialists and secondary state representatives, 66.7% of the occupational deans, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should periodically evaluate the delivery and outcomes of all postsecondary vocational education courses and programs being provided for secondary students. Ten percent of the population, constituting 33.3% of the occupational deans, disagreed with this concept. Ten percent of the population, comprising 50% of the

postsecondary state representatives, strongly disagreed with the concept that the community college should evaluate postsecondary technical courses and programs as they are being delivered to secondary students.

Fifty percent of the population, or 66.7% of the occupational deans, 50% of the secondary and postsecondary state representatives, and 33.3% of the specialists, strongly agreed that someone from the community college should periodically evaluate the vocational education outcomes of all secondary technical courses and programs. Ten percent of the population, comprising 50% of the postsecondary state representatives, also agreed with this concept. Ten percent of the population, constituting 33.3% of the specialists, were undecided regarding this role expectation for the community college. Twenty percent of the population, representing 50% of the secondary state representatives and 33.3% of the occupational deans, disagreed that the community college should evaluate the secondary courses and programs. Ten percent of the population, constituting 33.3% of the specialists, strongly disagreed with the role expectation of the community college evaluating intermediate school district courses and programs.

Intermediate school district role expectations: Item 21.--

Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should maintain communication with representatives of business and

industry to determine the need for new secondary occupational courses and programs. Forty percent of the population, comprising 100% of the occupational deans and 33.3% of the specialists, also agreed with this contact with industry and business to ascertain a need for new secondary occupational courses and programs.

Approximately 34% of the population, constituting 50% of the occupational deans and secondary state representatives and 33.3% of the specialists, strongly agreed that someone from the intermediate school district should maintain communication with representatives from business and industry as it pertains to developing new occupational courses and programs at the community college. Forty-four percent of the population, comprising 50% of the occupational deans, secondary, and postsecondary state representatives and 33.3% of the specialists, also agreed with this perception. Twenty-two percent of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the intermediate school district's role expectation in maintaining communications with representatives from industry and business to establish a need for new occupational courses and programs. One occupational dean did not respond to this role expectation.

Community college role expectations: Item 21.--Eighty percent of the population, constituting 100% of the specialists and secondary state representatives, 66.7% of the occupational deans, and 50% of the postsecondary state representatives, strongly agreed that someone should maintain communication with business and industry to establish

a need for new community college occupational courses and programs. Ten percent of the population, constituting 33.3% of the occupational deans, were undecided regarding this role expectation for the community college. Also, 10% of the population, consisting of 50% of the postsecondary state representatives, strongly disagreed with the community college maintaining communication with industry regarding secondary vocational education needs.

Forty percent of the population, constituting 66.7% of the specialists, 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should maintain communication with representatives from business and industry to establish the need for new secondary programs and courses. Twenty percent of the population, or 50% of the postsecondary state representatives and 33.3% of the occupational deans, also agreed with this concept. Ten percent of the population, constituting 33.3% of the occupational deans, were undecided regarding this role expectation for the community college as it may apply to the intermediate school district. Twenty percent of the population, representing 50% of the secondary state representatives and 33.3% of the occupational deans, disagreed with the role expectation being associated with the community college as it applies to the intermediate school district. Ten percent of the population, constituting 33.3% of the specialists, strongly disagreed with this role expectation as well.

Intermediate school district role expectations: Item 24.--

Fifty-six percent of the population, or 66.7% of the specialists,

100% of the postsecondary state representatives, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should develop criteria to be used in evaluating the performance of secondary subordinate supervisory and instructional faculty members. Twenty-two percent of the population, comprising 50% of the secondary state representatives and 33.3% of the specialists, also agreed with the perception. Another 22% of the population, constituting 100% of the occupational deans, disagreed with the concept that the intermediate school district should develop criteria to to be used in evaluating performance of administrators and faculty members as it pertains to secondary vocational education. One occupational dean did not respond to this role expectation.

Ten percent of the population, constituting 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should develop the criteria to be used in evaluating postsecondary staff who are responsible for delivering vocational education to secondary students. Forty percent of the population, representing 50% of the secondary and postsecondary state representatives and 33.3% of the specialists and occupational deans, also agreed with this concept. Thirty percent of the population, constituting 66.7% of the occupational deans and 33.3% of the specialists, disagreed with the concept of the intermediate school district developing criteria to be used in evaluating the performance of postsecondary staff. Twenty percent of the population, comprising 50%

of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the intermediate school district developing criteria to be applied toward the postsecondary faculty and staff members responsible for delivering quality vocational education.

Community college role expectations: Item 24.--Seventy percent of the population, consisting of 100% of the secondary and postsecondary state representatives, 66.7% of the specialists, and 33.3% of the occupational deans, strongly agreed that someone from the community college should develop the criteria to be used in evaluating performance of postsecondary faculty and supervisors who are responsible for delivering secondary vocational education for the intermediate school district. Ten percent of the population, constituting 33.3% of the occupational deans, also agreed to this concept. Ten percent of the population, constituting 33.3% of the specialists, were undecided regarding the community college's role expectation as it applies to developing criteria for postsecondary administrators and faculty members. Also, 10% of the population, consisting of 33.3% of the occupational deans, disagreed with the role expectation for the community college.

Sixty percent of the population, comprising 66.7% of the specialists and occupational deans and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the community college should develop the criteria to be used in evaluating the performance of intermediate school district staff

members who are interacting with the community college in regard to secondary vocational education. Ten percent of the population, representing 50% of the postsecondary state representatives, also agreed with this concept. Ten percent of the population, constituting 33.3% of the occupational deans, were undecided regarding the community college's role as it applies to the intermediate school district. Ten percent of the population, consisting of 50% of the secondary state representatives, disagreed with the community college's role in developing criteria to be used in evaluating intermediate school district personnel. Also, 10% of the population, or 33.3% of the specialists, strongly disagreed with this concept.

Budget and Finance Management

The administrative functions of the Budget and Finance Management category were represented by five role expectations addressing duties and responsibilities related to: developing vocational-technical operating budgets (9), obtaining allocation board and school board approval for operating budget (10), presenting the vocational-technical budget to higher-echelon administrators for approval (11), administering the total vocational education budget (12), and preparing requests to state or federal authorities for vocational education funds (13).

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary Budget and Finance Management.--All five of the

intermediate school district's role expectations representing secondary education Budget and Finance Management functions exceeded the grand mean score of 3.63, and were thereby associated with the intermediate school district. One of the role expectations associated with the intermediate school district was ranked highest priority by the combined groups. It pertained to developing the vocational-technical operating budget (9). Specialists, deans, and postsecondary state representatives were uniform in their separate group rankings of that item.

The lowest priority role expectation, ranked eighth by the combined group, related to administering a total vocational education budget (12). However, the secondary and postsecondary state representatives ranked that role expectation first and second, respectively. The deans group considered this role expectation to be of lower priority, ranking it sixth. The postsecondary state representatives were uniform in ranking all role expectations of the highest priority and also in accumulating a 5.00 mean score average for the role expectations.

The specialists ranked four of the five role expectations number one. This group ranked administering the total vocational education budget (12) third in order of priority. The secondary state representatives ranked obtaining allocation board and school board approval for operating budget (10) and preparing requests to state or federal authorities for vocational education funds (13) the highest priority. The secondary state representatives also ranked developing

vocational-technical operating budgets (9), presenting the vocational-technical budget to higher-echelon administrators for approval (11), and administering the total vocational education budget (12) number two in priority.

Further analysis of separate group scores revealed that the occupational deans did not associate administering the total vocational education budget (12) with the intermediate school district as a secondary function during contracting for secondary vocational education at the community college. (See Table 4.41.)

Role expectations for the intermediate school district relative to postsecondary Budget and Finance Management.--All five of the role expectations associated with the intermediate school district relative to postsecondary education fell below the grand mean score of 3.63 and were thereby not associated with the secondary agency.

Analysis of separate group scores showed secondary state representatives from the Michigan Department of Education associated the following items with the intermediate school district: developing vocational-technical operating budget (9), obtaining allocation board and school board approval for operating budget (10), and presenting the vocational-technical budget to higher-echelon administrators for approval (11). The secondary state representatives also ranked those three role expectations highest priority.

The postsecondary state representatives were consistent in ranking all five role expectations fourth in priority and rejecting all role expectations relating to the intermediate school district

Table 4.41.--Rank order of role expectations for the intermediate school district relative to secondary Budget and Finance Management.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
9	Develop vocational-technical operating budget.	4.60	1	4.67	1	4.33	1	4.50	2	5.00	1
10	Obtain allocation board and school board approval for operational budget.	4.50	2	4.67	1	3.67	3	5.00	1	5.00	1
11	Present the vocational-technical budget to higher-eschelon administration for approval.	4.40	3	4.67	1	3.67	3	4.50	2	5.00	1
12	Administer the total vocational education budget.	3.90	8	4.00	3	2.67	6	4.50	2	5.00	1
13	Prepare requests to state or federal authorities for vocational education funds.	4.50	2	4.67	1	3.67	3	5.00	1	5.00	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

concerning postsecondary Budget and Finance Management activities. The occupational deans group's mean score exceeded the grand mean score relating to the role expectations concerning the intermediate school district's preparing postsecondary requests to state or federal authorities for vocational education funds (13). The occupational deans did not respond to the role expectation dealing with obtaining allocation board and school board approval for operating budgets (10). (See Table 4.42.)

Role expectations for the community college relative to secondary Budget and Finance Management.--All five of the community college role expectations relating to secondary Budget and Finance Management fell below the grand mean score of 3.63, and were thereby not associated with the community college. However, analysis of separate group scores showed occupational deans associated with the community college the role expectation relating to preparing requests to state or federal authorities for secondary vocational education funds (13).

The secondary state representatives associated the following role expectations with the community college relative to secondary Budget and Finance Management matters: obtaining allocation board and school board approval for operating budget (10), presenting the vocational-technical education budget to higher-echelon administrators for approval (11), and administering the total vocational education budget (12).

Table 4.42.--Rank order of role expectations for the intermediate school district relative to postsecondary Budget and Finance Management.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
9	Develop vocational-technical operating budget.	2.10	18	1.33	8	1.67	12	4.50	1	1.50	4
10	Obtain allocation board and school board approval for operational budget.	2.43	17	1.67	6	--	--	4.50	1	1.50	4
11	Present the vocational-technical budget to higher-echelon administration for approval.	2.67	12	2.00	5	3.00	7	4.50	1	1.50	4
12	Administer the total vocational education budget.	2.60	13	2.00	5	3.33	6	3.50	3	1.50	4
13	Prepare requests to state or federal authorities for vocational education funds.	2.67	12	2.33	4	4.50	2	2.50	4	1.50	4

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

The postsecondary state representatives ranked all five role expectations number two, and were consistent in their group mean score of 3.50.

The combined group mean score rankings for all five role expectations pertaining to the community college relative to secondary Budget and Finance Management fell into the lower one-half rankings of the 28 role expectations. (See Table 4.43.)

Role expectations for the community college relative to postsecondary Budget and Finance Management.--Combined group mean scores for four of the five community college role expectations relating to postsecondary Budget and Finance Management exceeded the grand mean score and were thereby associated with the community college. The combined groups did not perceive the role expectations relating to obtaining allocation board and school board approval for operating budget (10) to be a function of the community college as it relates to postsecondary Budget and Finance Management.

Analysis of separate group scores, however, revealed that the occupational deans and the secondary state representatives did perceive the role expectation related to obtaining allocation board and school board approval (10) to be a function of the community college as it pertains to postsecondary Budget and Finance Management.

The secondary state representatives and occupational deans were consistent in ranking all five postsecondary Budget and Finance Management role expectations fourth and first, respectively. Within

Table 4.43.--Rank order of role expectations for the community college relative to secondary Budget and Finance Management.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
9	Develop vocational-technical operating budget.	2.70	20	1.33	10	2.67	9	3.50	3	3.50	2
10	Obtain allocation board and school board approval for operational budget.	2.88	16	1.33	10	3.00	8	4.00	2	3.50	2
11	Present the vocational-technical budget to higher-echelon administration for approval.	2.80	18	1.33	10	3.00	8	4.50	1	3.50	2
12	Administer the total vocational education budget.	2.67	21	1.33	10	3.00	8	4.00	2	3.50	2
13	Prepare requests to state or federal authorities for vocational education funds.	2.87	17	1.67	9	4.00	4	3.50	3	3.50	2

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

their groups, the deans and secondary state representatives also consistently generated mean scores of 4.3 and 5, respectively. (See Table 4.44.)

Analysis of Relationships

Role Expectation 9: Develop vocational-technical operating budget.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, deans, secondary, and postsecondary state representatives agreed that someone from the intermediate school district should develop secondary vocational-technical operating budgets during contracting at the community college.

One hundred percent of the specialists, deans, and postsecondary state representatives disagreed that someone from the intermediate school district should develop postsecondary vocational-technical operating budgets relating to secondary education contracts at the community college. However, 100% of the state representatives from the secondary unit agreed with that role expectation. (See Table 4.45.)

Community college role expectations compared to those of the intermediate school district.--Thirty-three and three-tenths percent of the specialists and 50% of the postsecondary state representatives disagreed that someone from the community college should develop postsecondary vocational-technical operating budgets as they relate to the delivery of secondary education at the community

Table 4.44.--Rank order of role expectations for the community college relative to postsecondary
Budget and Finance Management.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
9	Develop vocational-technical operating budget.	4.10	9	4.00	4	4.33	4	5.00	1	5.00	1
10	Obtain allocation board and school board approval for operational budget.	3.33	13	3.50	5	4.33	4	5.00	1	3.00	2
11	Present the vocational-technical budget to higher-echelon administration for approval.	4.10	9	4.00	4	4.33	4	5.00	1	3.00	2
12	Administer the total vocational education budget.	4.10	9	4.00	4	4.33	4	5.00	1	3.00	2
13	Prepare requests to state or federal authorities for vocational education funds.	3.80	12	4.33	3	4.33	4	5.00	1	3.00	2

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Table 4.45.--Intermediate school district role expectations compared to those of the community college relative to Budget and Finance Management--Role Expectation 9.

Role Expectation 9: Develop vocational-technical operating budget.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	-	--	3	100.0
Deans	3	100.0	-	--	-	--	-	--	-	--	3	100.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

college. Fifty percent of the postsecondary state representatives, 66.7% of the specialists, and 100% of the deans and secondary state representatives agreed with this concept.

Thirty-three and three-tenths percent of the deans and 50% of the postsecondary state representatives agreed that someone from the community college should develop secondary vocational-technical operating budgets. However, 50% of the postsecondary representatives, 66.7% of the deans, and 100% of the vocational-technical education specialists disagreed with that role expectation. (See Table 4.46.)

Role Expectation 10: Obtain allocation board and school board approval for operating budget.

Intermediate school district role expectations compared to those of the community college.--Sixty-six and seven-tenths percent of the deans and 100% of the specialists, secondary, and postsecondary state representatives agreed that someone from the intermediate school district should obtain secondary allocation board and school board approval for operating budgets. Thirty-three and three-tenths percent of the deans disagreed with that concept.

One hundred percent of the specialists and postsecondary state representatives disagreed that someone from the intermediate school district should involve the community college in obtaining allocation board and school board approval for secondary vocational education. On the other hand, 100% of the secondary state representatives agreed that the community college should become involved in that function. The occupational deans did not respond to this item. (See Table 4.47.)

Table 4.46.--Community college role expectations compared to those of the intermediate school district relative to Budget and Finance Management--Role Expectation 9.

Role Expectation 9: Develop vocational-technical operating budget.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	-	--	-	--	3	100.0
Deans	2	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

Table 4.47.--Intermediate school district role expectations compared to those of the community college relative to Budget and Finance Management--Role Expectation 10.

Role Expectation 10: Obtain allocation board and school board approval for operational budget.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	-	--	3	100.0
Deans	2	66.7	-	--	1	33.3	- ^a	--	-	--	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aThree missing observations.

Community college role expectations compared to those of the intermediate school district.--Fifty percent of the specialists and postsecondary state representatives agreed that someone from the community college should obtain allocation board and school board approval for operating budgets. One hundred percent of the secondary state representatives also agreed with this role expectation. Fifty percent of the specialists and postsecondary state representatives and 66.7% of the occupational deans disagreed with the concept, whereas 33.3% of the deans were undecided about the item.

One hundred percent of the specialists and 50% of the deans and postsecondary state representatives disagreed that someone from the community college should obtain allocation board and school board approval for the operating budget. In contrast, 100% of the secondary state representatives and 50% of the deans and postsecondary state representatives agreed with the role expectation. One dean did not respond to the item. (See Table 4.48.)

Role Expectation 11: Present the vocational-technical education budget to higher-echelon administrators for approval.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, secondary, and postsecondary state representatives and 66.7% of the deans agreed that someone from the intermediate school district should present the secondary vocational-technical budget to higher-echelon administrators for approval. Thirty-three and

Table 4.48.--Community college role expectations compared to those of the intermediate school district relative to Budget and Finance Management--Role Expectation 10.

Role Expectation 10: Obtain allocation board and school board approval for operational budget.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	1	50.0	-	--	1 ^a	50.0	-	--	-	--	3	100.0
Deans	-	--	1	33.3	2	66.7	1	50.0	-	--	1 ^a	50.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

three-tenths percent of the occupational deans were undecided about this role expectation regarding the intermediate school district.

One hundred percent of the postsecondary state representatives, 66.7% of the specialists, and 50% of the occupational deans disagreed that someone from the intermediate school district should present the postsecondary vocational-technical budget to higher-echelon administrators for approval. However, 100% of the secondary state representatives and 50% of the occupational deans agreed with this role expectation. Thirty-three and three-tenths percent of the specialists were undecided about this item. (See Table 4.49.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the occupational deans and secondary state representatives, 66.7% of the specialists, and 50% of the postsecondary state representatives agreed that someone from the community college should present the postsecondary vocational-technical budget to higher-echelon administrators for approval. Fifty percent of the postsecondary state representatives and 33.3% of the specialists disagreed with this role expectation.

One hundred percent of the secondary state representatives, 50% of the postsecondary state representatives, and 33.3% of the occupational deans agreed that someone from the community college should present the secondary vocational-technical budget to higher-echelon administrators for approval. However, 100% of the specialists, 50% of the postsecondary state representatives, and 33.3% of

Table 4.49.--Intermediate school district role expectations compared to those of the community college relative to Budget and Finance Management--Role Expectation 11.

Role Expectation 11: Present the vocational-technical budget to higher-echelon administration for approval.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	1	33.3	2	66.7
Deans	2	66.7	1	33.3	-	--	1	50.0	-	--	1 ^a	50.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

the occupational deans disagreed with this role expectation, whereas 33.3% of the occupational deans were undecided about it. (See Table 4.50.)

Role Expectation 12: Administer the total vocational education budget.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the postsecondary and secondary state representatives and 66.7% of the specialists agreed that someone from the intermediate school district should administer the total secondary vocational education budget. On the other hand, 66.7% of the deans and 33.3% of the specialists were undecided regarding the intermediate school district's role in this matter. One occupational dean disagreed with the role.

One hundred percent of the secondary state representatives and 66.7% of the occupational deans agreed that someone from the intermediate school district should administer the total postsecondary vocational education budget. One hundred percent of the postsecondary state representatives, 66.7% of the specialists, and 33.3% of the occupational deans disagreed with the concept. Thirty-three and three-tenths percent of the specialists were undecided about this item. (See Table 4.51.)

Community college role expectations compared to those of the intermediate school district.--Fifty percent of the postsecondary state representatives, 66.7% of the specialists, and 100% of the deans and secondary state representatives agreed that someone

Table 4.50.--Community college role expectations compared to those of the intermediate school district relative to Budget and Finance Management--Role Expectation 11.

Role Expectation 11: Present the vocational-technical budget to higher-echelon administration for approval.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	-	--	-	--	3	100.0
Deans	3	100.0	-	--	-	--	1	33.3	1	33.3	1	33.3
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

Table 4.51.--Intermediate school district role expectations compared to those of the community college relative to Budget and Finance Management--Role Expectation 12.

Role Expectation 12: Administer the total vocational education budget.

Groups	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	-	--	1	33.3	2	66.7
Deans	-	--	2	66.7	1	33.3	2	66.7	-	--	1	33.3
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

from the community college should administer the total postsecondary vocational education budget. However, 50% of the postsecondary state representatives and 33.3% of the specialists disagreed with this role expectation.

One hundred percent of the specialists and 50% of the deans, secondary, and postsecondary state representatives disagreed that someone from the community college should administer the total secondary vocational education budget. On the other hand, 50% of the deans, secondary, and postsecondary state representatives agreed with the concept; one occupational dean did not respond to the item. (See Table 4.52.)

Role Expectation 13: Prepare requests to state or federal authorities for vocational education funds.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, secondary, and postsecondary state representatives and 66.7% of the occupational deans agreed that someone from the intermediate school district should prepare secondary requests to state or federal authorities for vocational education funds. However, 33.3% of the occupational deans disagreed that someone from the intermediate school district should prepare such requests.

Sixty-six and seven-tenths percent of the occupational deans agreed that someone from the intermediate school district should prepare postsecondary requests to state or federal authorities for vocational education funds. On the other hand, 100% of the

Table 4.52.--Community college role expectations compared to those of the intermediate school district relative to Budget and Finance Management--Role Expectation 12.

Role Expectation 12: Administer the total vocational education budget.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	-	--	-	--	3	100.0
Deans	3	100.0	-	--	-	--	1 ^a	50.0	-	--	1	50.0
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

postsecondary state representatives, 50% of the secondary state representatives, and 33.3% of the specialists disagreed with this concept. Moreover, 66.7% of the specialists and 50% of the secondary state representatives were undecided about this role expectation. One occupational dean did not respond to the item. (See Table 4.53.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the secondary and postsecondary state representatives, 66.7% of the specialists, and 33.3% of the occupational deans agreed that someone from the community college should prepare postsecondary education requests to state or federal authorities for vocational education funds. Thirty-three and three-tenths percent of the specialists and deans were undecided about this item, whereas 33.3% of the occupational deans disagreed with this role expectation.

One hundred percent of the responding occupational deans and 50% of the secondary and postsecondary state representatives agreed that someone from the community college should prepare secondary education requests to state or federal authorities for vocational education funds. One hundred percent of the specialists and 50% of the secondary and postsecondary state representatives disagreed with this concept. Two occupational deans did not respond to the item. (See Table 4.54.)

Table 4.53.--Intermediate school district role expectations compared to those of the community college relative to Budget and Finance Management--Role Expectation 13.

Role Expectation 13: Prepare requests to state or federal authorities for vocational education funds.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	2	66.7	1	33.3
Deans	2	66.7	-	--	1	33.3	2 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	-	--	1	50.0	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

Table 4.54.--Community college role expectations compared to those of the intermediate school district relative to Budget and Finance Management--Role Expectation 13.

Role Expectation 13: Prepare requests to state or federal authorities for vocational education funds.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	-	--	-	--	3	100.0
Deans	1	33.3	1	33.3	1	33.3	1 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aTwo missing observations.

Summary of Results

Intermediate school district role expectations: Item 9.--

Sixty percent of the population, constituting 100% of the postsecondary state representatives, 66.7% of the specialists, 50% of the secondary state representatives, and 33.3% of the occupational deans, strongly agreed that someone from the intermediate school district should develop an intermediate school district vocational-technical operating budget. Forty percent of the population, comprising 66.7% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the specialists, also agreed with this concept.

Forty percent of the population, or 66.7% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists, disagreed that someone from the intermediate school district should develop the community college vocational-technical operating budget as it pertains to delivering vocational education to the students. Also, 40% of the population, constituting 66.7% of the specialists, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly disagreed with this concept. Ten percent of the population, constituting 50% of the secondary state representatives, strongly agreed with the role expectation. Also, 10% of the population representing 50% of the secondary state representatives, agreed with this concept.

Community college role expectations: Item 9.--Sixty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, 50% of the postsecondary state

representatives, and 33.3% of the occupational deans, strongly agreed that someone from the community college should develop the post-secondary vocational-technical operating budget as it pertains to contracting for secondary vocational education. Twenty percent of the population, comprising 66.7% of the deans, also agreed with this concept. Ten percent of the population, constituting 33.3% of the specialists, disagreed with the role expectation. Another 10% of the population, representing 50% of the postsecondary state representatives, strongly disagreed with this item.

Forty percent of the population, representing 66.7% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists, disagreed that someone from the community college should develop an intermediate school district vocational-technical operating budget. Twenty percent of the population, constituting 66.7% of the specialists, strongly disagreed with this concept. Thirty percent of the population, or 100% of the secondary state representatives and 33.3% of the occupational deans, agreed with the role expectation. Also, 10% of the population, constituting 50% of the postsecondary state representatives, strongly agreed with this item.

Intermediate school district role expectations: Item 10.--

Seventy percent of the population, constituting 100% of the secondary and postsecondary state representatives, 66.7% of the specialists, and 33.3% of the occupational deans, strongly agreed that someone from the intermediate school district should obtain allocation

board and school board approval for their operating budget. Twenty percent of the population, constituting 33.3% of the specialists and occupational deans, also agreed with this concept. Only ten percent of the population, or 33.3% of the occupational deans, disagreed with the item.

Forty-three percent of the population, representing 66.7% of the specialists and 50% of the postsecondary state representatives, disagreed with the concept that someone from the intermediate school district should obtain postsecondary allocation and school board approval for the operating budget. Twenty-nine percent of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed that someone from the intermediate school district should perform this role. Fourteen percent of the population, comprising 50% of the secondary state representatives, strongly agreed with this concept. Also, 14% of the population, or 50% of the secondary state representatives, agreed with this role expectation. None of the occupational deans responded to this item.

Community college role expectations: Item 10.--Approximately 34% of the population, constituting 50% of the occupational deans and postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the community college should obtain intermediate school district allocation board and school board approval for the operating budget. Twenty-two percent of the population, representing 66.7% of the specialists, strongly disagreed

with this role expectation. Also, 22% of the population, comprising 50% of the secondary and postsecondary state representatives, strongly agreed with the concept. Another 22% of the population, constituting 50% of the occupational deans and secondary state representatives, agreed with this concept.

Forty-four percent of the population, or 100% of the secondary state representatives and 50% of the specialists and postsecondary state representatives, strongly agreed that someone from the community college should obtain postsecondary allocation board and school board approval for the operating budget. Eleven percent of the population, constituting 33.3% of the occupational deans, were undecided regarding this role expectation for the community college. Approximately 34% of the population, representing 66.7% of the deans and 50% of the specialists, disagreed with the item. Eleven percent of the population, or 50% of the postsecondary state representatives, strongly disagreed with this role expectation.

Intermediate school district role expectations: Item 11.--

Fifty percent of the population, constituting 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should present the secondary vocational-technical budget to higher-echelon administrators. Forty percent of the population, representing 66.7% of the occupational deans, 50% of the secondary state representatives, and 33.3% of the specialists, also agreed with this role expectation for the

intermediate school district. Only 10% of the population, constituting 33.3% of the occupational deans, were undecided regarding this expectation.

Approximately 34% of the population, constituting 50% of the occupational deans and postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the intermediate school district should present the community college vocational-technical operating budget to higher-echelon administrators for approval. Twenty-two percent of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept. Eleven percent of the population, comprising 33.3% of the specialists, were undecided regarding this role expectation. Twenty-two percent of the population, constituting 50% of the occupational deans and secondary state representatives, agreed that someone from the intermediate school district should perform this function. Eleven percent of the population, constituting 50% of the secondary state representatives, strongly agreed with this item. One occupational dean did not respond.

Community college role expectations: Item 11.--Sixty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly agreed that someone from the community college should present the postsecondary vocational-technical operating budget to higher-echelon administrators for approval as it pertains to secondary vocational

education. Twenty percent of the population, constituting 66.7% of the occupational deans, also agreed with this concept. Only 10% of the population, or 33.3% of the specialists, disagreed with the community college presenting postsecondary budget to their administration for approval. Also, 10% of the population, representing 50% of the postsecondary state representatives, strongly disagreed with this item.

Thirty percent of the population, comprising 100% of the secondary state representatives and 33.3% of the occupational deans, agreed that someone from the community college should present the intermediate school district vocational-technical operating budget to higher-echelon administrators for approval. Another 10% of the population, constituting 50% of the postsecondary state representatives, strongly agreed with this role expectation. Ten percent of the population, representing 33.3% of the occupational deans, were undecided regarding the community college's role in this matter. Thirty percent of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists and occupational deans, disagreed with this role expectation. Finally, 20% of the population, constituting 66.7% of the specialists, strongly disagreed with the item.

Intermediate school district role expectations: Item 12.--

Forty percent of the population, constituting 100% of the postsecondary state representatives, 50% of the secondary state representatives, and 33.3% of the specialists, strongly agreed that someone

from the intermediate school district should administer the total secondary vocational education budget. Twenty percent of the population, comprising 50% of the secondary state representatives and 33.3% of the specialists, also agreed with this concept. Thirty percent of the population, or 66.7% of the occupational deans and 33.3% of the specialists, were undecided regarding the intermediate school district's responsibility in this matter. Ten percent of the population, constituting 33.3% of the occupational deans, disagreed with this role expectation.

Thirty percent of the population, comprising 66.7% of the occupational deans and 50% of the secondary state representatives, agreed that someone from the intermediate school district should administer the total community college vocational education budget. Twenty percent of the population, constituting 50% of the secondary state representatives and 33.3% of the specialists, were undecided regarding the intermediate school district's role in this matter. Thirty percent of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists and occupational deans, disagreed with this role expectation. Finally, 20% of the population, constituting 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the item.

Community college role expectations: Item 12.--Sixty percent of the population, comprising 100% of the secondary state representatives, 66.7% of the specialists, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly agreed

that someone from the community college should administer the total postsecondary vocational education budget. Twenty percent of the population, constituting 66.7% of the occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3% of the specialists, disagreed that someone from the community college should perform this function. A final 10% of the population, constituting 50% of the postsecondary state representatives, strongly disagreed with the role expectation.

Approximately 45% of the population, comprising 50% of the occupational deans, secondary, and postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the community college should administer the total secondary vocational education budget. Twenty-two percent of the population, constituting 66.7% of the specialists, strongly disagreed with this concept. Eleven percent of the population, or 50% of the occupational deans, agreed that someone from the community college should perform this function. Twenty-two percent of the population, representing 50% of the secondary and postsecondary state representatives, strongly agreed with this item. One occupational dean elected not to respond.

Intermediate school district role expectations: Item 13.--

Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should prepare secondary requests to state or federal authorities for vocational education funds. Thirty percent of the population, or

66.7% of the deans and 33.3% of the specialists, also agreed with this concept. Only 10% of the population, comprising 33.3% of the occupational deans, were undecided about the intermediate school district's role in this matter.

Approximately 34% of the population, constituting 66.7% of the specialists and 50% of the secondary state representatives, were undecided regarding the intermediate school district's role in preparing postsecondary requests to state or federal authorities for vocational education funds. Twenty-two percent of the population, constituting 50% of the secondary and postsecondary state representatives, disagreed with this role expectation. Also, 22% of the population, comprising 50% of the postsecondary state representatives and 33% of the specialists, strongly disagreed with this concept. Eleven percent of the population, representing 50% of the occupational deans, strongly agreed that someone from the intermediate school district should prepare postsecondary requests to external agencies for vocational education funds. Also, 11% of the population, constituting 50% of the occupational deans, agreed with this role expectation. One occupational dean chose not to respond.

Community college role expectations: Item 13.--Fifty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should prepare postsecondary requests to state or federal authorities for vocational education funds, as related to

delivering secondary vocational education at the community college. Ten percent of the population, representing 33.3% of the occupational deans, also agreed with this concept. Twenty percent of the population, constituting 33.3% of the specialists and occupational deans, were undecided regarding the community college's role in the preparation of requests to external agencies for federal vocational education funds. Ten percent of the population, comprising 33.3% of the occupational deans, disagreed with the role expectation. Another 10% of the population, or 50% of the postsecondary state representatives, strongly disagreed with the concept.

Fifty percent of the population, constituting 66.7% of the specialists and 50% of the secondary and postsecondary state representatives, disagreed that someone from the community college should prepare intermediate school district requests to external agencies for federal vocational education funds. Twelve percent of the population, representing 33.3% of the specialists, strongly disagreed that the community college should perform this function. Twenty-five percent of the population, or 50% of the secondary and postsecondary state representatives, strongly agreed with this role expectation. Finally, 13% of the population, representing 100% of the responding occupational deans, agreed with this concept. Two occupational deans elected not to respond.

Physical Facilities and Equipment

The administrative functions of the Physical Facilities and Equipment category comprised four role expectations pertaining to: determining facility and equipment requirements in terms of the planned vocational-technical education program needs (25), recommending changes in physical facilities for proposed programs (26), supervising and coordinating the development of educational specifications for construction of new occupational facilities (27), and preparing and submitting required reports concerning equipment and facilities to the Michigan Department of Education (28).

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary Physical Facilities and Equipment.--Two of the four role expectations within the Physical Facilities and Equipment function exceeded the grand mean score of 3.63 and were thereby associated with the intermediate school district relative to secondary education functions. The two expectations that failed to be associated with the intermediate school district by the combined groups were: supervising and coordinating the development of educational specifications for construction of new secondary occupational facilities (27) and preparing and submitting required reports concerning secondary equipment and facilities to the Michigan Department of Education (28). The two role expectations associated with the intermediate school district by the combined groups related to:

determining facility and equipment requirements in terms of the planned vocational-technical program needs (25) and recommending changes in physical facilities for proposed programs (26).

Deans and postsecondary state representatives held similar opinions regarding these expectations. The specialists and secondary state representatives, however, did associate Role Expectations 27 and 28 with the intermediate school district relative to secondary education. The secondary state representatives held the role expectations that were not associated with the intermediate school district by deans and postsecondary state representatives as their highest priority.

Analysis of separate group scores revealed that the deans did not associate any of the four role expectations with the intermediate school district. Specialists considered the role expectation concerning recommending changes in physical facilities for proposed programs (26) to be of high priority. Secondary and postsecondary state representatives ranked determining facility and equipment requirements in terms of the planned secondary vocational education program needs (25) to be of high priority (second and first, respectively). Occupational deans and postsecondary state representatives were uniform in not associating the role of recommending changes in physical facilities for proposed secondary programs (26) to be a function of the intermediate school district. (See Table 4.55.)

Table 4.55.--Rank order of role expectations for the intermediate school district relative to secondary Physical Facilities and Equipment.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
25	Determine facility and equipment requirements in terms of the planned vocational-technical program needs.	4.22	5	4.33	2	3.00	5	4.50	2	5.00	1
26	Recommend changes in physical facilities for proposed programs.	3.70	10	4.67	1	2.67	6	4.50	2	3.00	2
27	Supervise and coordinate the development of educational specifications for construction of new occupational facilities.	3.20	12	3.67	4	1.67	10	5.00	1	3.00	2
28	Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.	3.40	11	3.67	4	2.33	8	5.00	1	3.00	2

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Role expectations for the intermediate school district relative to postsecondary Physical Facilities and Equipment.--All four of the role expectations in the Physical Facilities and Equipment category failed to exceed the grand mean score of 3.63 and were thereby not associated with the intermediate school district relative to postsecondary educational activities.

Analysis of separate group scores showed that the secondary state representatives' group mean score exceeded the grand mean; this means they associated all four role expectations with the intermediate school district. Their role expectations were: determining postsecondary facility and equipment requirements in terms of the planned vocational-technical program needs (25), recommending changes in postsecondary physical facilities for proposed secondary programs (26), supervising and coordinating the development of educational specifications for construction of new postsecondary occupational facilities (27), and preparing and submitting required reports concerning postsecondary equipment and facilities to the Michigan Department of Education (28). Specialists, deans, and postsecondary state representatives were consistent in not associating the four role expectations with the intermediate school district relative to postsecondary education activities. (See Table 4.56.)

Role expectations for the community college relative to secondary Physical Facilities and Equipment.--Two of the four intermediate school district role expectations representing Physical Facilities and Equipment functions exceeded the grand mean score of 3.63 and were thereby

Table 4.56.--Rank order of role expectations for the intermediate school district relative to postsecondary Physical Facilities and Equipment.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
25	Determine facility and equipment requirements in terms of the planned vocational-technical program needs.	2.80	8	2.00	5	2.67	8	4.50	1	2.50	2
26	Recommend changes in physical facilities for proposed programs.	3.11	4	2.00	5	3.00	7	4.50	1	3.50	1
27	Supervise and coordinate the development of educational specifications for construction of new occupational facilities.	3.00	6	2.00	5	2.50	9	4.50	1	3.50	1
28	Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.	2.98	9	2.00	5	2.00	11	4.00	2	3.50	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

associated with the community college. Two of the role expectations associated with the community college were ranked highest priority by the specialists and secondary state representatives; these pertained to determining facility and equipment requirements in terms of the planned secondary vocational-technical program needs (25) and recommending changes in physical facilities for proposed secondary programs (26). The two rejected role expectations pertained to supervising and coordinating the development of educational specifications for new occupational facilities (27) and preparing and submitting required reports concerning equipment and facilities to the Michigan Department of Education (28).

Analysis of separate group scores showed postsecondary state representatives did not associate any of the four role expectations with the community college relative to secondary education activities. Specialists and secondary state representatives' group mean scores exceeded the grand mean for the role expectation pertaining to supervising and coordinating the development of secondary educational specifications for construction of new occupational facilities (27). Although the combined group mean score fell below 3.63, the deans associated the role expectation relating to preparing and submitting required secondary reports concerning equipment and facilities to the Michigan Department of Education as a function of the community college (28). (See Table 4.57.)

Role expectations for the community college relative to postsecondary Physical Facilities and Equipment.--All four of the role

Table 4.57.--Rank order of role expectations for the community college relative to secondary Physical Facilities and Equipment.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
25	Determine facility and equipment requirements in terms of the planned vocational-technical program needs.	4.00	6	4.00	3	4.67	2	4.50	1	2.50	3
26	Recommend changes in physical facilities for proposed programs.	4.10	5	5.00	1	4.00	4	4.50	1	2.50	3
27	Supervise and coordinate the development of educational specifications for construction of new occupational facilities.	3.25	27	3.67	4	3.50	6	4.50	1	1.50	5
28	Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.	2.78	28	2.67	7	4.00	4	3.00	4	1.50	5

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

expectations representing the Physical Facilities and Equipment category exceeded the grand mean of 3.63 and were thereby associated with the community college relative to postsecondary education. Item 27, supervising and coordinating the development of postsecondary educational specifications for construction of new occupational facilities, received highest priority from all groups. The highest possible group mean score was also recorded by the combined groups for this item.

Analysis of separate group scores showed specialists, deans, secondary, and postsecondary state representatives associated all role expectations concerning Physical Facilities and Equipment with the community college. (See Table 4.58.)

Analysis of Relationships

Role Expectation 25: Determine facility and equipment requirements in terms of the planned vocational-technical program needs.

Intermediate school district role expectations compared to those of the community college.--Sixty-six and seven-tenths percent of the specialists, 50% of the deans, and 100% of the secondary and postsecondary state representatives agreed that someone from the intermediate school district should determine facility and equipment requirements in terms of the planned secondary vocational-technical program needs. However, 50% of the occupational deans disagreed that the intermediate school district should perform this function. Also, 33.3% of the specialists were undecided about this role expectation.

Table 4.58.--Rank order of role expectations for the community college relative to postsecondary Physical Facilities and Equipment.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
25	Determine facility and equipment requirements in terms of the planned vocational-technical program needs.	4.60	4	5.00	1	3.67	6	5.00	1	5.00	1
26	Recommend changes in physical facilities for proposed programs.	4.89	2	5.00	1	3.67	6	5.00	1	5.00	1
27	Supervise and coordinate the development of educational specifications for construction of new occupational facilities.	5.00	1	5.00	1	5.00	1	5.00	1	5.00	1
28	Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.	4.89	2	5.00	1	4.50	3	5.00	1	5.00	1

Note: Expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Sixty-six and seven-tenths percent of the specialists and deans and 50% of the postsecondary state representatives disagreed that someone from the intermediate school district should determine postsecondary equipment and facility requirements in terms of the planned vocational-technical needs. Thirty-three and three-tenths percent of the specialists were undecided about this concept. On the other hand, 33.3% of the deans, 100% of the secondary state representatives, and 50% of the postsecondary state representatives agreed with the role expectation. (See Table 4.59.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, secondary, and postsecondary state representatives and 66.7% of the occupational deans agreed that someone from the community college should determine postsecondary facility and equipment requirements in terms of the planned vocational-technical program needs. Thirty-three and three-tenths percent of the occupational deans disagreed with this role expectation.

Fifty percent of the specialists and postsecondary state representatives and 100% of the deans and secondary state representatives agreed that someone from the community college should determine facility and equipment requirements in terms of the planned secondary vocational-technical education needs. Fifty percent of the specialists were undecided regarding this item. Fifth percent of the postsecondary state representatives disagreed with the role expectation. (See Table 4.60.)

Table 4.59.--Intermediate school district role expectations compared to those of the community college relative to Physical Facilities and Equipment--Role Expectation 25.

Role Expectation 25: Determine facility and equipment requirements in terms of the planned vocational-technical program needs.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	-	--	1	33.3	2	66.7
Deans	1	50.0	-	--	1 ^a	50.0	1	33.3	-	--	2	66.7
Secondary State	2	50.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

Table 4.60.--Community college role expectations compared to those of the intermediate school district relative to Physical Facilities and Equipment--Role Expectation 25.

Role Expectation 25: Determine facility and equipment requirements in terms of the planned vocational-technical program needs.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1 ^a	50.0	1	50.0	-	--
Deans	2	66.7	-	--	1	33.3	3	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

^aMissing observation.

Role Expectation 26: Recommend changes in physical facilities for proposed programs.

Intermediate school district role expectations compared to those of the community college.--Fifty percent of the postsecondary state representatives, 100% of the specialists and secondary state representatives, and 66.7% of the occupational deans agreed that someone from the intermediate school district should recommend changes in physical facilities for proposed secondary programs. On the other hand, 50% of the postsecondary state representatives and 33.3% of the occupational deans disagreed that someone from the intermediate school district should perform this function.

One hundred percent of the specialists, deans, secondary, and postsecondary state representatives agreed that someone from the intermediate school district should recommend changes in community college facilities for proposed programs. (See Table 4.61.)

Community college role expectations compared to those of the intermediate school district.--Sixty-six and seven-tenths percent of the specialists and 50% of the postsecondary state representatives disagreed that someone from the community college should recommend changes in postsecondary physical facilities for proposed programs. Thirty-three and three-tenths percent of the specialists and 50% of the deans were undecided regarding this item. One hundred percent of the secondary state representatives and 50% of the deans and postsecondary state representatives agreed with the role expectation. One occupational dean did not respond.

Table 4.62.--Intermediate school district role expectations compared to those of the community college relative to Physical Facilities and Equipment--Role Expectation 26.

Role Expectation 26: Recommend changes in physical facilities for proposed programs.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	3	100.0	-	--	-	--
Deans	2	66.7	-	--	1	33.3	2 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--

^aMissing observation.

One hundred percent of the specialists and secondary state representatives, 33.3% of the deans, and 50% of the postsecondary state representatives agreed that someone from the intermediate school district should recommend changes in physical facilities for proposed programs. In contrast, 66.6% of the deans and 50% of the postsecondary state representatives disagreed with the concept. (See Table 4.62.)

Role Expectation 27: Supervise and coordinate the development of educational specifications for construction of new occupational facilities.

Intermediate school district role expectations compared to those of the community college.--Fifty percent of the postsecondary state representatives, 66.7% of the specialists, and 100% of the secondary state representatives agreed that someone from the intermediate school district should supervise and coordinate the development of educational specifications for construction of new occupational facilities to house secondary vocational education students. One hundred percent of the deans, 50% of the postsecondary state representatives, and 33.3% of the specialists disagreed with this role expectation.

Thirty-three and three-tenths percent of the specialists and 50% of the occupational deans were undecided regarding the intermediate school district's role in supervising and coordinating the development of postsecondary educational specifications for construction of new occupational education facilities. Fifty percent of the deans and postsecondary state representatives and 66.7% of the

Table 4.62.--Community college role expectations compared to those of the intermediate school district relative to Physical Facilities and Equipment--Role Expectation 26.

Role Expectation 26: Recommend changes in physical facilities for proposed programs.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	-	--	1	33.3	2	66.7	3	100.0	-	--	-	--
Deans	1 ^a	50.0	1	50.0	-	--	1	33.3	-	--	2	66.7
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

specialists disagreed with this item. Fifty percent of the postsecondary state representatives and 100% of the secondary state representatives agreed with the role expectation. (See Table 4.63.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, deans, secondary, and postsecondary state representatives who responded agreed that someone from the community college should supervise and coordinate the development of postsecondary educational specifications for construction of new occupational facilities. One dean did not respond to the item.

Fifty percent of the specialists and deans and 100% of the secondary state representatives agreed that someone from the community college should supervise and coordinate the development of secondary educational specifications for construction of new physical facilities. Fifty percent of the specialists were undecided regarding the concept. Fifty percent of the deans and 100% of the postsecondary state representatives disagreed with this role expectation. (See Table 4.64.)

Role Expectation 28: Compare and submit required reports concerning equipment and facilities to the Michigan Department of Education.

Intermediate school district role expectations compared to those of the community college.--Fifty percent of the postsecondary state representatives, 66.7% of the specialists, and 100% of the secondary state representatives agreed that someone from the

Table 4.63.--Intermediate school district role expectations compared to those of the community college relative to Physical Facilities and Equipment--Role Expectation 27.

Role Expectation 27: Supervise and coordinate the development of educational specifications for construction of new occupational facilities.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	-	--	1	33.3	2	66.7
Deans	-	--	-	--	3	100.0	-	--	1 ^a	50.0	1	50.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

Table 4.64.--Community college role expectations compared to those of the intermediate school district relative to Physical Facilities and Equipment--Role Expectation 27.

Role Expectation 27: Supervise and coordinate the development of educational specifications for construction of new occupational facilities.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1 ^a	50.0	1	50.0	-	--
Deans	2 ^a	100.0	-	--	-	--	1 ^a	50.0	-	--	1	50.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

intermediate school district should prepare and submit required secondary reports concerning equipment and facilities to the Michigan Department of Education during contracting for secondary vocational education at the community college. However, 33.3% of the specialists, 50% of the postsecondary state representatives, and 66.7% of the occupational deans disagreed with the role expectation. Thirty-three and three-tenths percent of the occupational deans were undecided about this item.

Fifty percent of the postsecondary state representatives and 100% of the secondary state representatives agreed regarding the intermediate school district's role in preparing and submitting required postsecondary reports concerning equipment and facilities to the Michigan Department of Education. However, 50% of the postsecondary state representatives, 66.7% of the specialists, and 100% of the occupational deans disagreed with this concept. Thirty-three and three-tenths percent of the specialists were undecided about the item. (See Table 4.65.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists, deans, secondary, and postsecondary state representatives agreed that someone from the community college should prepare and submit required postsecondary reports concerning equipment and facilities to the Michigan Department of Education relative to contracting for postsecondary vocational education.

Table 4.65.--Intermediate school district role expectations compared to those of the community college relative to Physical Facilities and Equipment--Role Expectation 28.

Role Expectation 28: Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	-	--	1	33.3	-	--	1	33.3	2	66.7
Deans	-	--	1	33.3	2	66.7	-	--	-	--	2 ^a	100.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aMissing observation.

Thirty-three and three-tenths percent of the specialists and 50% of the deans and secondary state representatives agreed that someone from the community college should prepare and submit required secondary reports concerning equipment and facilities to the Michigan Department of Education. On the other hand, 33.3% of the specialists and 50% of the deans were undecided regarding this concept. Moreover, 33.3% of the specialists, 50% of the secondary state representatives, and 100% of the postsecondary state representatives disagreed with the role expectation. (See Table 4.66.)

Summary of Results

Intermediate school district role expectations: Item 25.--

Fifty-six percent of the population, representing 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should determine facility and equipment requirements in terms of the planned secondary vocational-technical program needs. Twenty-two percent of the population, constituting 50% of the occupational deans and secondary state representatives, also agreed with this concept. Eleven percent of the population, constituting 33.3% of the specialists, were undecided regarding the role expectation. Also, 11% of the population, comprising 50% of the occupational deans, disagreed with the item.

Ten percent of the population, constituting 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should determine postsecondary facility

Table 4.66.--Community college role expectations compared to those of the intermediate school district relative to Physical Facilities and Equipment--Role Expectation 28.

Role Expectation 28: Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	1	33.3	1	33.3
Deans	2 ^a	100.0	-	--	-	--	1 ^a	50.0	1	50.0	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

and equipment requirements in terms of the planning of vocational-technical program needs. Thirty percent of the population, representing 50% of the secondary and postsecondary state representatives and 33.3% of the occupational deans, also agreed with the concept. Thirty-three and three-tenths percent of the occupational deans, or 10% of the population, were undecided regarding the intermediate school district's role in this matter. Thirty percent of the population, constituting 66.7% of the occupational deans and 33.3% of the specialists, disagreed with this role expectation. Finally, 20% of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this item.

Community college role expectations: Item 25.--Eighty percent of the population, representing 100% of the specialists, secondary, and postsecondary state representatives and 33.3% of the occupational deans, strongly agreed that someone from the community college should determine postsecondary physical facilities and equipment requirements in terms of the planning of vocational-technical program needs. Ten percent of the population, comprising 33.3% of the occupational deans, also agreed with this concept. A final 10% of the population, constituting 33.3% of the occupational deans, disagreed with the role expectation.

Forty-four percent of the population, constituting 66.7% of the occupational deans and 50% of the specialists and secondary state representatives, strongly agreed that someone from the community

college should determine secondary facility and equipment requirements in terms of the planned vocational-technical program needs. Approximately another 34% of the population, constituting 50% of the secondary and postsecondary state representatives and 33.3% of the occupational deans, also agreed with this concept. Eleven percent of the population, comprising 50% of the specialists, were undecided regarding the community college's role in this matter. Fifty percent of the postsecondary state representatives, which constituted 11% of the total population, disagreed with the role expectation.

Intermediate school district role expectations: Item 26.--

Forty percent of the population, constituting 66.7% of the specialists and 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the intermediate school district should recommend changes in physical facilities for proposed secondary programs. Thirty percent of the population, representing 50% of the secondary state representatives and 33.3% of the specialists and occupational deans, also agreed with this concept. Sixty-six and seven-tenths percent of the occupational deans, which constituted 20% of the population, disagreed with the item. Ten percent of the population, representing 50% of the postsecondary state representatives, strongly disagreed with this role expectation for the intermediate school district.

Twenty-two percent of the population, comprising 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the intermediate school district should recommend

changes in the community college's physical facilities for proposed secondary programs. Also, 22% of the population, constituting 50% of the occupational deans and secondary state representatives, agreed with this concept. Thirty-three and three-tenths percent of the specialists, which constituted 11% of the population, were undecided regarding the intermediate school district's role in this matter. Approximately 34% of the population, representing 50% of the occupational deans and postsecondary state representatives and 33.3% of the specialists, disagreed with the role expectation. Finally, 11% of the population, constituting 33.3% of the specialists, strongly disagreed with the item.

Community college role expectations: Item 26.--Eighty-nine percent of the population, constituting 100% of the specialists, secondary, and postsecondary state representatives and 50% of the occupational deans, strongly agreed that someone from the community college should recommend changes in postsecondary physical facilities for proposed secondary programs. Eleven percent of the population, comprising 50% of the occupational deans, also agreed with this concept.

Sixty percent of the population, representing 100% of the specialists, 66.7% of the occupational deans, and 50% of the secondary state representatives, strongly agreed that someone from the community college should recommend changes in physical facilities for proposed intermediate school district programs. Twenty percent of the population, constituting 50% of the secondary and postsecondary

state representatives, also agreed with this concept. Thirty-three and three-tenths percent of the occupational deans, constituting 10% of the population, disagreed with the concept of the community college recommending changes in postsecondary physical facilities for proposed secondary programs. Ten percent of the population, constituting 50% of the postsecondary state representatives, strongly disagreed with the role expectation.

Intermediate school district role expectations: Item 27.--

Fifty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, and 50% of the postsecondary state representatives, strongly agreed that someone from the intermediate school district should supervise and coordinate the development of educational specifications for construction of new occupational facilities. Twenty percent of the population, comprising 66.7% of the occupational deans, disagreed with the concept.

Thirty percent of the population, constituting 50% of the postsecondary state representatives, 33.3% of the specialists, and 33.3% of the occupational deans, strongly disagreed with this role expectation.

Twenty-two percent of the population, representing 50% of the secondary and postsecondary state representatives, strongly agreed that someone from the intermediate school district should supervise and coordinate the development of postsecondary educational specifications for construction of new occupational facilities. Eleven percent of the population, representing 50% of the secondary state representatives, also agreed with this concept. Twenty-two percent

of the population, comprising 50% of the occupational deans and 33.3% of the specialists, were undecided regarding this item.

Approximately 34% of the population, constituting 50% of the occupational deans and postsecondary state representatives and 33% of the specialists, disagreed with this role expectation. Eleven percent of the population, or 33.3% of the specialists, strongly disagreed with the intermediate school district's role in this matter.

Community college role expectations: Item 27.--One hundred percent of all population groups strongly agreed that someone from the community college should supervise and coordinate the development of postsecondary educational specifications for construction of new occupational facilities.

Twenty-five percent of the population, constituting 50% of the occupational deans and secondary state representatives, strongly agreed that someone from the community college should supervise the development of educational specifications for new occupational facilities. Also, 25% of the population, representing 50% of the specialists and secondary state representatives, agreed with this concept. Another 12.5% of the population, or 50% of the specialists, were undecided about the item. Twenty-five percent of the population, constituting 50% of the occupational deans and postsecondary state representatives, disagreed with the role expectation. Finally, 12.5% of the population, or 50% of the postsecondary state representatives, strongly disagreed with this role expectation.

Intermediate school district role expectations: Item 28.--

Fifty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, and 50% of the postsecondary state representatives, strongly agreed that someone from the intermediate school district should prepare and submit required secondary reports concerning equipment and facilities to the Michigan Department of Education. Ten percent of the population, comprising 33.3% of the occupational deans, were undecided regarding this item. Twenty percent of the population, or 66.7 percent of the occupational deans, disagreed with the role expectation. Also, 20% of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the concept.

Eleven percent of the population, constituting 50% of the postsecondary state representatives, strongly agreed that someone from the intermediate school district should prepare and submit the required postsecondary reports concerning equipment and facilities to the Michigan Department of Education. Twenty-two percent of the population, or 100% of the secondary state representatives, also agreed with this concept. Eleven percent of the population, or 33.3% of the specialists, were undecided about this item. Forty-four percent of the population, representing 100% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists, disagreed with the role expectation. Finally, 11% of the population, constituting 33.3% of the specialists, strongly disagreed with this item.

Community college role expectations: Item 28.--Eighty-nine percent of the population, comprising 100% of the specialists, secondary, and postsecondary state representatives and 50% of the occupational deans, strongly agreed that someone from the community college should prepare and submit the required postsecondary reports concerning equipment and facilities to the Michigan Department of Education. Eleven percent of the population, constituting 50% of the occupational deans, also agreed with this concept.

Eleven percent of the population, constituting 50% of the occupational deans, strongly agreed that someone from the community college should prepare and submit required secondary reports concerning equipment and facilities to the Michigan Department of Education. Twenty-two percent of the population, or 50% of the secondary state representatives and 33.3% of the specialists, also agreed with this concept. Twenty-two percent of the population, consisting of 50% of the occupational deans and 33.3% of the specialists, were undecided regarding the community college's role in this matter. Twenty-two percent of the population, representing 50% of the secondary and postsecondary state representatives, disagreed with the role expectation. Finally, 22% of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the item.

Personnel Management and Professional Development

The administrative function of Personnel Management and Professional Development constituted one role expectation, pertaining to selecting subordinate vocational-technical supervisory and instructional faculty members and making recommendations for their employment (23).

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary Personnel Management and Professional Development.--
The Personnel Management and Professional Development function had a combined group mean score exceeding the grand mean of 3.63, thereby associating the role expectation with the intermediate school district relative to secondary education functions.

Analysis of separate group scores showed specialists and postsecondary state representatives associated the role expectation with the intermediate school district relative to secondary activities. Both groups ranked this role expectation number one in priority. The occupational education deans and secondary state representatives did not associate this role activity with the intermediate school district. (See Table 4.67.)

Role expectations for the intermediate school district relative to postsecondary Personnel Management and Professional Development.--
The combined group mean score was less than the grand mean of 3.63, which indicates that the role expectation of selecting postsecondary subordinate vocational-technical education supervisory and

Table 4.67.--Rank order of role expectations for the intermediate school district relative to secondary Personnel Management and Professional Development.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
23	Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.	3.89	9	4.67	1	2.50	7	3.00	4	5.00	1

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

instructional faculty members and making recommendations for their employment (23) was not perceived to be a function of the intermediate school district.

Analysis of separate group scores revealed that the deans group's mean score exceeded the grand mean, thus associating the role expectation with the intermediate school district. The deans also ranked this role expectation number one. (See Table 4.68.)

Role expectations for the community college relative to secondary Personnel Management and Professional Development.--The combined group mean score was less than the grand mean score; thus the function of selecting subordinate vocational-technical supervisory and instructional faculty members (23) was not considered to be a role expectation for the community college relative to secondary personnel appointments.

Analysis of separate group scores revealed that the secondary state representatives perceived this role expectation to be a function of the community college. They rated this role expectation highest priority, whereas the combined groups ranked it number 15. (See Table 4.69.)

Role expectations for the community college relative to postsecondary Personnel Management and Professional Development.--The combined group mean score of 3.90 exceeded the grand mean of 3.63, which indicates that the combined group perceived this role expectation to be associated with the community college relative to postsecondary personnel appointments.

Table 4.68.--Rank order of role expectations for the intermediate school district relative to postsecondary Personnel Management and Professional Development.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
23	Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.	3.33	12	2.33	8	5.00	1	3.00	4	3.50	2

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Table 4.69.--Rank order of role expectations for the community college relative to secondary
Personnel Management and Professional Development.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
23	Select subordinate vocational- technical supervisory and instructional faculty members and make recommendations for their employment.	2.50	15	2.00	5	2.30	10	4.50	1	1.50	4

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Analysis of individual group mean scores revealed that the vocational-technical education specialists and occupational deans perceived the selection of supervisors and faculty to be a function of the community college. However, the state secondary and post-secondary representatives felt this should not be a function of the community in contracting for secondary vocational education at the community college. (See Table 4.70.)

Analysis of Relationships

Role Expectation 23: Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, 50% of the secondary state representatives, and 100% of the postsecondary state representatives agreed that someone from the intermediate school district should select secondary subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment. Fifty percent of the occupational deans were undecided regarding the intermediate school district's role in this matter. Fifty percent of the occupational deans and secondary state representatives disagreed with the concept.

Sixty-six and seven-tenths percent of the specialists and deans and 100% of the postsecondary state representatives disagreed with the concept that someone from the intermediate school district

Table 4.70.--Rank order of role expectations for the community college relative to postsecondary Personnel Management and Professional Development.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
23	Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.	3.90	11	4.33	3	3.67	6	3.50	2	3.00	2

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the community college.

should select postsecondary vocational-technical supervisory and instructional faculty members and make recommendations for their employment. One hundred percent of the secondary state representatives agreed with the role expectations, whereas 33.3% of the deans and specialists were undecided regarding this item. (See Table 4.71.)

Community college role expectations compared to those of the intermediate school district.--Sixty-six and seven-tenths percent of the specialists, 33.3% of the deans, 100% of the secondary state representatives, and 50% of the postsecondary state representatives agreed that someone from the community college should select postsecondary subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment. However, 33.3% of the deans and 50% of the postsecondary state representatives disagreed with this concept and 33.3% of the specialists and deans were undecided about it.

Sixty-six and seven-tenths percent of the specialists, 50% of the occupational deans, and 100% of the secondary and postsecondary state representatives agreed that someone from the community college should select secondary subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment. On the other hand, 50% of the occupational deans disagreed with this role expectation for the community college. One occupational dean did not respond. (See Table 4.72.)

Table 4.71.--Intermediate school district role expectations compared to those of the community college relative to Personnel Management and Professional Development--Role Expectation 23.

Role Expectation 23: Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	1	33.3	2	66.7
Deans	-	--	1 ^a	50.0	-	50.0	-	--	1	33.3	2	66.7
Secondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

Table 4.72.--Community college role expectations compared to those of the intermediate school district relative to Personnel Management and Professional Development--Role Expectation 23.

Role Expectation 23: Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	2	66.7	1	33.3	-	--	2	66.7	1	33.3	-	--
Deans	1	33.3	1	33.3	1	33.3	1 ^a	50.0	-	--	1	50.0
Secondary State	2	100.0	-	--	-	--	2	100.0	-	--	-	--
Postsecondary State	1	50.0	-	--	1	50.0	2	100.0	-	--	-	--

^aMissing observation.

Summary of ResultsIntermediate school district role expectations: Item 23.--

Forty-four percent of the population, constituting 100% of the post-secondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district should select secondary vocational-technical supervisory and instructional faculty members and make recommendations for their employment. Twenty-two percent of the population, comprising 50% of the secondary state representatives and 33.3% of the specialists, also agreed with this concept. Twelve percent of the population, constituting 50% of the occupational deans, were undecided regarding this role expectation. Twenty-two percent of the population, representing 50% of the occupational deans and secondary state representatives, disagreed with the item.

Ten percent of the population, representing 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should select subordinate postsecondary vocational-technical supervisory and instructional faculty members and make recommendations for their employment. Also, 10% of the population, comprising 50% of the secondary state representatives, agreed with this concept. Twenty percent of the population, or 33.3% of the occupational deans and specialists, were undecided about the role expectation. Forty percent of the population, constituting 66.7% of the occupational deans, 50% of the postsecondary state representatives, and 33.3% of the specialists, disagreed with the role

expectation. Another 20% of the population, representing 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the concept.

Community college role expectations: Item 23.--Sixty percent of the population, comprising 100% of the secondary state representatives, 66.7% of the specialists, 50% of the postsecondary state representatives, and 33.3% of the occupational deans, strongly agreed that someone from the community college should select postsecondary subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment. Twenty percent of the population group, representing 33.3% of the specialists and occupational deans, were undecided regarding this item. Ten percent of the population, or 33.3% of the occupational deans, disagreed with the role expectation. Also, 50% of the postsecondary state representatives, constituting 10% of the population, strongly disagreed with this concept.

Approximately 34% of the population, representing 100% of the occupational deans and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should select secondary subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment. Twenty-two percent of the population, or 50% of the secondary state representatives and 33.3% of the specialists, agreed with this concept. Fifty percent of the secondary and postsecondary state representatives and 33.3% of the specialists, constituting

about 33% of the population, disagreed that someone from the community college should perform this function. Eleven percent of the population, or 33.3% of the specialists, strongly disagreed with the item.

Community Involvement

The administrative function of Community Involvement constituted one role expectation, pertaining to establishing and maintaining effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc. (14).

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary Community Involvement.--The intermediate school district role expectation representing the secondary administrative function of Community Involvement exceeded the grand mean score of 3.63 and was thereby associated with the intermediate school district.

An analysis of separate group scores showed that specialists, secondary, and postsecondary state representatives associated the role expectation with the intermediate school district. The occupational deans' mean score fell below the grand mean score, thereby indicating that as a group they did not perceive the Community Involvement role expectation to be a function of the intermediate school district. (See Table 4.73.)

Table 4.73.--Rank order of role expectations for the intermediate school district relative to secondary Community Involvement.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
14	Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.	4.40	3	4.67	1	3.33	4	5.00	1	5.00	1

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Role expectations for the intermediate school district relative to postsecondary Community Involvement.--The combined group mean score fell below the grand mean, which indicates that the specialists, deans, secondary state, and postsecondary state representatives did not perceive the Community Involvement role expectation to be a function of the intermediate school district relative to secondary vocational education. It was ranked average priority (fourteenth) by the combined groups. (See Table 4.74.)

Role expectations for the community college relative to secondary Community Involvement.--The combined group mean score of 3.25 fell below the grand mean score; therefore the Community Involvement role expectation was not associated with the community college relative to secondary education.

The specialists, secondary, and postsecondary state representatives were uniform in rejecting the task as a community college role expectation. However, the occupational deans' mean score exceeded the grand mean score, which indicates they perceived the role expectation to be a function of the community college. (See Table 4.75.)

Role expectations for the community college relative to postsecondary Community Involvement.--The combined group mean score exceeded the grand mean score, indicating that as a group the respondents associated the Community Involvement role expectation with the community college relative to postsecondary education.

Table 4.74.--Rank order of role expectations for the intermediate school district relative to postsecondary Community Involvement.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
14	Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.	2.56	14	2.00	5	3.50	5	3.50	3	1.50	4

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Table 4.75.--Rank order of role expectations for the community college relative to secondary
Community Involvement.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean Rank		Mean Rank		Mean Rank		Mean Rank		Mean Rank	
14	Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.	3.25	14	2.67	7	4.00	4	3.50	3	3.50	2

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Specialists, deans, and secondary state representatives were uniform in agreeing that this was a role expectation to be associated with the community college. However, the postsecondary state representatives' mean score fell below the grand mean score, which indicates that they did not perceive the Community Involvement role expectation to be a function of the community college relative to postsecondary activities. (See Table 4.76.)

Analysis of Relationships

Role Expectation 14: Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, Bureau of Apprenticeship and Training (BAT), etc.

Intermediate school district role expectations compared to those of the community college.--One hundred percent of the specialists, 66.7% of the deans, and 100% of the secondary and postsecondary representatives agreed that someone from the intermediate school district should establish and maintain effective secondary working relationships with federal and state manpower training agencies. Thirty-three and three-tenths percent of the deans, however, disagreed with this role expectation for the intermediate school district.

Sixty-six and seven-tenths percent of the specialists, 50% of the deans and secondary state representatives, and 100% of the postsecondary state representatives disagreed with the concept that someone from the intermediate school district should establish and maintain effective postsecondary working relationships with federal and state

Table 4.76.--Rank order of role expectations for the community college relative to postsecondary
Community Involvement.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
14	Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.	4.10	9	4.67	2	3.67	6	5.00	1	3.00	2

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the community college.

manpower training agencies. Another 33.3% of the specialists and 50% of the deans and secondary state representatives were undecided about the intermediate school district's role in this matter. (See Table 4.77.)

Community college role expectations compared to those of the intermediate school district.--One hundred percent of the specialists and secondary representatives, 66.7% of the occupational deans, and 50% of the postsecondary state representatives agreed that someone from the community college should establish and maintain postsecondary working relationships with federal and state manpower training agencies. Thirty-three and three-tenths percent of the occupational deans were undecided about this role expectation.

Thirty-three and three-tenths percent of the specialists, 100% of the deans, and 50% of the secondary and postsecondary state representatives agreed that someone from the community college should establish and maintain effective secondary working relationships with federal and state manpower training agencies. However, 66.7% of the specialists and 50% of the secondary and postsecondary state representatives disagreed that someone from the community college should establish such relationships. (See Table 4.78.)

Summary of Results

Intermediate school district role expectations: Item 14.--Sixty percent of the population, constituting 100% of the secondary and postsecondary state representatives and 66.7% of the specialists, strongly agreed that someone from the intermediate school district

Table 4.77.--Intermediate school district role expectations compared to those of the community college relative to Community Involvement--Role Expectation 14.

Role Expectation 14: Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	-	--	1	33.3	2	66.7
Deans	2	66.7	-	--	1	33.3	-	--	1 ^a	50.0	1	50.0
Secondary State	2	100.0	-	--	-	--	-	--	1	50.0	1	50.0
Postsecondary State	2	100.0	-	--	-	--	-	--	-	--	2	100.0

^aMissing observation.

Table 4.78.--Community college role expectations compared to those of the intermediate school district relative to Community Involvement--Role Expectation 14.

Role Expectation 14: Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	3	100.0	-	--	-	--	1	33.3	-	--	2	66.7
Deans	2	66.7	1	33.3	-	--	1 ^a	100.0	-	--	-	--
Secondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0
Postsecondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0

^aTwo missing observations.

should establish and maintain effective secondary working relationships with federal and state manpower training agencies. Thirty percent of the population, representing 66.7% of the occupational deans and 33.3% of the specialists, also agreed with this concept. Ten percent of the population, representing 33.3% of the occupational deans, disagreed with the role expectation.

Approximately 34% of the population, constituting 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, disagreed that someone from the intermediate school district should establish and maintain effective postsecondary working relationships with external agencies. Twenty-two percent of the population, comprising 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with this concept. Eleven percent of the population, or 50% of the secondary state representatives, strongly agreed with the role expectation. Also, 11% of the population, constituting 50% of the occupational deans, agreed with the concept. Twenty-two percent of the population, constituting 50% of the deans and 33.3% of the specialists, were undecided about this item.

Community college role expectations: Item 14.--Fifty percent of the population, constituting 100% of the secondary state representatives, 66.7% of the specialists, and 50% of the postsecondary state representatives, strongly agreed that someone from the community college should establish and maintain effective postsecondary working relationships with federal and state manpower training agencies.

Thirty percent of the population, constituting 66.7% of the occupational deans and 33.3% of the specialists, also agreed with this concept. Ten percent of the population, or 33.3% of the occupational deans, were undecided about the role expectation. Another 10% of the population, representing 50% of the postsecondary state representatives, strongly disagreed with this item.

Thirty-eight percent of the population, comprising 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, strongly agreed that someone from the community college should establish and maintain effective secondary working relationships with external federal and state manpower training agencies. Thirteen percent of the population, constituting 100% of the occupational deans, also agreed with this concept. Thirty-eight percent of the population, consisting of 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, disagreed with this role expectation. Another 12% of the population, constituting 33.3% of the specialists, strongly disagreed with the item.

Guidance and Counseling

The administrative function of the Guidance and Counseling category constituted one role expectation, pertaining to providing the guidance and counseling department with up-to-date lists of occupational programs and courses (22).

Relationships Among Variables

Role expectations for the intermediate school district relative to secondary Guidance and Counseling.--The combined group mean score for the role expectation representing the Guidance and Counseling function exceeded the grand mean score and was thereby associated with the intermediate school district.

Analysis of separate group scores showed that the specialists, deans, and postsecondary state representatives perceived the role activity pertaining to providing the guidance and counseling department with up-to-date lists of occupational programs and courses (22) to be a function of the intermediate school district. The secondary state representatives' mean score fell below the grand mean score; hence they did not associate this role expectation with the intermediate school district. (See Table 4.79.)

Role expectations for the intermediate school district relative to postsecondary Guidance and Counseling.--The combined group mean score fell below the grand mean score; thus the Guidance and Counseling role expectation was not associated with the intermediate school district.

Analysis of separate group scores showed the occupational deans associated the postsecondary Guidance and Counseling role expectation with the intermediate school district. Specialists, secondary, and postsecondary state representatives were uniform in their perceptions of not providing the community college guidance and

Table 4.79.--Rank order of role expectations for the intermediate school district relative to secondary Guidance and Counseling.

Item No.	Role Expectations	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
22	Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.	4.20	6	4.67	1	3.67	3	3.00	3	5.00	1

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

counseling department with lists of occupational information. (See Table 4.80.)

Role expectations for the community college relative to secondary Guidance and Counseling.--The combined group mean score fell below the grand mean, thereby not associating the Guidance and Counseling role expectation with the community college relative to secondary education.

In terms of separate group scores, the postsecondary state representatives' group mean score exceeded the grand mean, thereby associating this role expectation with the community college relative to providing the guidance and counseling department with up-to-date lists of secondary occupational programs and courses. (See Table 4.81.)

Role expectations for the community college relative to postsecondary Guidance and Counseling.--The combined group mean score exceeded the grand mean, thereby associating the role expectation with the community college relative to postsecondary functions.

Analysis of separate group scores showed specialists, deans, and secondary state representatives associated the Guidance and Counseling role expectation with the community college relative to postsecondary education. However, the postsecondary state representatives' group mean fell below the grand mean, which indicates they did not perceive the role activity to be a community college function. (See Table 4.82.)

Table 4.80.--Rank order of role expectations for the intermediate school district relative to postsecondary Guidance and Counseling.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
22	Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.	2.88	8	2.67	3	4.00	3	3.50	3	1.50	4

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the intermediate school district.

Table 4.81.--Rank order of role expectations for the community college relative to secondary Guidance and Counseling.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
22	Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.	3.30	13	2.67	7	3.00	8	3.50	3	4.50	1

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Table 4.82.--Rank order of role expectations for the community college relative to postsecondary Guidance and Counseling.

Item No.	Role Expectation	Combined Groups		Specialists		Deans		Secondary State		Postsecondary State	
		Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
22	Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.	3.90	11	5.00	1	4.33	4	5.00	1	3.00	2

Note: Role expectations with a mean of 3.63 or greater are considered to be associated with the community college.

Analysis of Relationships

Role Expectation 22: Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.

Intermediate school district role expectations compared to those of the community college.--Thirty-three and three-tenths percent of the specialists and occupational deans, 50% of the secondary state representatives, and 100% of the postsecondary state representatives disagreed that someone from the intermediate school district should provide secondary guidance and counseling departments with up-to-date lists of occupational courses and programs when contracting for vocational education at the community college. Thirty-three and three-tenths percent of the occupational deans were undecided about this role expectation. Sixty-six and six-tenths percent of the specialists, 33.3% of the deans, and 50% of the secondary state representatives disagreed with the item.

One hundred percent of the specialists, 33.3% of the deans, and 50% of the secondary and postsecondary state representatives agreed that someone from the intermediate school district should provide the postsecondary guidance and counseling department with up-to-date lists of occupational courses and programs. Thirty-three and three-tenths percent of the deans were undecided about this item. Another 33.3% of the deans and 50% of the secondary and postsecondary state representatives disagreed with the role expectation. (See Table 4.83.)

Table 4.83.--Intermediate school district role expectations compared to those of the community college relative to Guidance and Counseling--Role Expectation 22.

Role Expectation 22: Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.

Group	Intermediate School District						Community College					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	1	33.3	-	--	2	66.7	3	100.0	-	--	-	--
Deans	1	33.3	1	33.3	1	33.3	1	33.3	1	33.3	1	33.3
Secondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0
Postsecondary State	2	100.0	-	--	-	--	1	50.0	-	--	1	50.0

Community college role expectations compared to those of the intermediate school district.--Thirty-three and three-tenths percent of the specialists and 50% of the deans and secondary state representatives agreed that someone from the community college should provide the postsecondary guidance and counseling departments with up-to-date lists of occupational courses and programs. Thirty-three and three-tenths percent of the specialists and 50% of the deans were undecided regarding this role expectation for the community college. Another 33.3% of the specialists, 50% of the secondary state representatives, and 100% of the postsecondary state representatives disagreed with the concept.

One hundred percent of the specialists, 66.7% of the deans, 50% of the secondary state representatives, and 100% of the postsecondary state representatives agreed that someone from the community college should provide the secondary guidance and counseling departments with up-to-date lists of occupational courses and programs. Thirty-three and three-tenths percent of the occupational deans were undecided and 50% of the secondary state representatives disagreed with this concept. (See Table 4.84.)

Summary of Results

Intermediate school district role expectations: Item 22.--Fifty percent of the population, constituting 100% of the postsecondary state representatives, 66.7% of the specialists, and 50% of the secondary state representatives, strongly agreed that someone from the intermediate school district should provide secondary

Table 4.84.--Community college role expectations compared to those of the intermediate school district relative to Guidance and Counseling--Role Expectation 22.

Role Expectation 22: Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.

Group	Community College						Intermediate School District					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Specialists	1	33.3	1	33.3	1	33.3	3	100.0	-	--	-	--
Deans	1 ^a	50.0	1	50.0	-	--	2	66.7	1	33.3	-	--
Secondary State	1	50.0	-	--	1	50.0	1	50.0	-	--	1	50.0
Postsecondary State	-	--	-	--	2	100.0	2	100.0	-	--	-	--

^aMissing observation.

education guidance and counseling departments with up-to-date lists of occupational courses and programs. Thirty percent of the population, constituting 66.7% of the occupational deans and 33.3% of the specialists, also agreed with this concept. Ten percent of the population, or 33.3% of the occupational deans, were undecided regarding the item. Also 10% of the population, representing 50% of the secondary state representatives, disagreed with the role expectation.

Twenty-two percent of the population, representing 50% of the occupational deans and secondary state representatives, strongly agreed that someone from the intermediate school district should provide the secondary guidance and counseling departments with up-to-date lists of occupational courses and programs. Eleven percent of the population, representing 33.3% of the specialists, also agreed with this concept. Twenty-two percent of the population, or 33.3% of the specialists and 50% of the occupational deans, were undecided about the role expectation. Twenty-two percent of the population, constituting 50% of the secondary and postsecondary state representatives, disagreed with the role expectation. Finally, 22% of the population, or 50% of the postsecondary state representatives and 33.3% of the specialists, strongly disagreed with the item.

Community college role expectations: Item 22.--Sixty percent of the population, representing 100% of the specialists, 50% of the secondary and postsecondary state representatives, and 33.3% of the deans, strongly agreed that someone from the community college should provide postsecondary guidance and counseling departments with

up-to-date lists of occupational courses and programs. Another 10% of the population, representing 33.3% of the occupational deans, also agreed with this concept. Twenty percent of the population, comprising 50% of the secondary state representatives and 33.3% of the occupational deans, disagreed with the concept. Ten percent of the population, representing 100% of the postsecondary state representatives, strongly disagreed with the role expectation.

Thirty percent of the population, comprising 50% of the secondary and postsecondary state representatives and 33.3% of the specialists, strongly agreed with the role expectation associated with the community college providing the intermediate school district with guidance and counseling department information pertaining to occupational courses and programs. Twenty percent of the population, or 50% of the postsecondary state representatives and 33.3% of the occupational deans, also agreed with this concept. Ten percent of the population, representing 33.3% of the occupational deans, were undecided regarding the community college's role in this matter. Thirty percent of the population, constituting 50% of the secondary state representatives and 33.3% of the specialists and occupational deans, disagreed with the concept. Finally, 10% of the population, representing 33.3% of the specialists, strongly disagreed with the role expectation.

Included in Chapter V are the summary and conclusions of the study, implications, and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this chapter is to present (1) a summary including a discussion of probable reliability, objectives, procedures, and major findings of the study; (2) the conclusions of the study based on major results; (3) a discussion of the implications of the study for people interested in and responsible for the delivery of secondary vocational education at a community college; and (4) areas of needed study relative to the roles of secondary and postsecondary vocational education administrators.

Summary

This case study was aimed at determining the perceptions of major role expectations held by selected intermediate school district vocational-technical education specialists, community college occupational deans, and secondary and postsecondary representatives of the Michigan Department of Education, Vocational-Technical Education Service while contracting for secondary vocational education at a community college. The procedures used in this case study of formulating general role responsibilities by one group of administrators and ranking these general statements for importance by another group of administrators, appeared to generate behaviors that may be

expected to be reasonably comparable between the intermediate school district and the community college. With the small number of respondents surveyed within each group, there was an indication of probable reliability, although not checked for complete confidence.

The objectives of the study were:

1. To determine the intermediate school district vocational-technical education specialists' perceptions compared to those of the community college occupational deans.

2. To determine the community college occupational deans' perceptions compared to those of the intermediate school district vocational-technical specialists.

3. To determine the secondary and postsecondary state representatives' perceptions compared to those of the vocational-technical specialists and community college occupational deans.

4. To examine the differences and similarities between the major role expectations held by secondary and postsecondary unit representatives of the Michigan Department of Education.

A mailed questionnaire was developed and tested with the assistance of three panels of experts and a jury of experts, representing the intermediate school district, the community college, and the Michigan Department of Education. Two questionnaires, containing 28 identical role expectations, were mailed to 10 individuals-- 3 intermediate school district respondents, 3 community college administrators, and 4 representatives from the secondary and postsecondary units of the Michigan Department of Education, Vocational-Technical Education Service. Data were gathered and analyzed according to the

following seven major administrative categories: (1) Administration and Supervision/Coordination, (2) Curriculum Development and Instruction, (3) Budget and Finance Management, (4) Physical Facilities and Equipment, (5) Personnel Management and Professional Development, (6) Community Involvement, and (7) Guidance and Counseling. A 100% response rate was obtained from the three panels of experts, the jury of experts, and the population surveyed.

Respondents were asked to indicate the extent to which they agreed or disagreed that someone at the intermediate school district and the community college should perform each of the given role expectations. Respondents were also requested to select the educational agency most appropriate to accomplish the role expectations identified on each questionnaire. A Likert-type scale was used to measure the intensity of respondents' opinions and to compute group mean scores for each role expectation. Group mean scores were used to identify those role expectations associated with the intermediate school district and the community college.

Role expectations were rank ordered according to combined and individual group mean scores. Rank order of expectations was used to establish the relative priority of role expectations. Role expectations exceeding the grand mean score of 3.63 were considered to be higher priority expectations associated with the intermediate school district and/or community college. Role expectations that fell below the grand mean score were considered lower priority role expectations not associated with the intermediate school district and/or community college.

Data were also analyzed and described according to administrative functions among and between the population groups. Descriptive statistics were used on a statement-by-statement basis to examine the similarities and differences that existed among and between groups.

One hundred percent of the population groups, representing a majority of the respondents, associated role expectations with the intermediate school district and with the community college pertaining to the administrative functions of Personnel Management and Professional Development, Curriculum Development and Instruction, and Community Involvement.

Seventy-five percent of the population groups, constituting a majority of the respondents, also associated role expectations with the intermediate school district and community college pertaining to the administrative function of Administration and Supervision/Coordination.

The lowest percentage reported by the majority of the combined groups that did not associate role expectations with the intermediate school district or with the community college pertained to the administrative functions of Physical Facilities and Equipment and Guidance and Counseling.

Role expectations associated with the intermediate school district and with the community college were among the four population groups' higher priority rankings. The role expectations concerned the performance of: identifying major problems which hinder achievement of the instructional objectives for vocational education;

establishing and maintaining a working relationship with state and federal agency representatives; attending governing board meetings; establishing and maintaining effective relationships with key individuals of the Michigan Department of Education responsible for administering federal vocational education funds; and evaluating curriculum in light of job demands, costs, etc.

All four population groups surveyed generally agreed that someone from the intermediate school district should perform role expectations associated with secondary vocational education.

In general, the four population groups also agreed that role expectations associated with postsecondary administrative functions should be performed by someone at the community college.

The secondary state representatives' perceptions differed from those of the specialists, deans, and postsecondary state representatives. The secondary state representatives perceived that someone from the intermediate school district should perform role expectations normally associated with the community college.

In general, the vocational-technical specialists and secondary state representatives agreed that selected intermediate school district role expectations could be performed by someone at the community college.

The occupational deans and postsecondary state representatives generally did not agree with the specialists and secondary state representatives that community college personnel should perform role expectations normally associated with the intermediate school district.

The administrative function possessing the lowest proportion of combined group opinions pertaining to the role expectation associated with the intermediate school district and with the community college was: providing the guidance and counseling department with up-to-date lists of occupational programs and courses. However, a majority of respondents did report that someone from the community college and someone from the intermediate school district should provide each other with such information.

Most significant negative relationships produced in the study by the combined groups pertained to the postsecondary role expectation associated with the intermediate school district. The postsecondary role expectation associated with the intermediate school district receiving higher priority ranking pertained to maintaining communications with representatives from business and industry to ascertain the need for new occupational courses and programs.

A negative relationship was revealed among the responses of the combined groups pertaining to the secondary role expectations associated with the community college. However, the following role expectations were associated with the community college: establishing and maintaining working relationships with individuals administering federal funds from external agencies; identifying major problems which hinder instructional objectives; utilizing advisory committees; evaluating vocational courses and programs; determining facility and equipment requirements; and recommending changes in physical facilities for proposed programs.

Conclusions

The study resulted in the compilation of a body of role expectations associated with the intermediate school district and with the community college as they pertain to contracting for secondary vocational education at the community college. Secondary and postsecondary administrators responding to the survey questionnaires were employed in intermediate school districts and community colleges in Michigan during the 1977-78 academic year. The conclusions that follow appear to be valid for the population groups studied.

1. Of the seven administrative functions studied, vocational-technical specialists, occupational deans, secondary, and postsecondary state representatives gave higher priority to intermediate school district role expectations relative to Administration and Supervision/Coordination, Curriculum Development and Instruction, and Budget and Finance Management.

2. Of the seven administrative functions studied, vocational-technical specialists, occupational deans, secondary, and postsecondary state representatives gave lower priority to intermediate school district role expectations relative to Physical Facilities and Equipment and Guidance and Counseling.

3. Of the 28 major role expectations studied relative to the community college, vocational-technical specialists, occupational education deans, secondary, and postsecondary state representatives gave higher priority to 23 expectations (82%). The role expectations not associated with the community college pertained to: providing the guidance and counseling department with up-to-date lists of

occupational information; attending governing board meetings; making vocational-technical education presentations to the board of trustees; establishing annual objectives with subordinate community college administrators; and obtaining allocation board and school board budget approval.

4. The majority of respondents perceived only four administrative functions (14%) as not being associated with the intermediate school district, as viewed from the intermediate school district perspective. The combined groups associated all other role expectations with the intermediate school district. The role expectations not associated with the intermediate school district by a majority of the respondents pertained to: administering policies to achieve institutional objectives; providing the guidance and counseling department with up-to-date lists of occupational courses and programs; supervising and coordinating the development of educational specifications for construction of new occupational facilities; and preparing and submitting required reports concerning equipment and facilities to the Michigan Department of Education.

5. A majority of respondents agreed with six administrative functions being associated with the community college, as viewed from the intermediate school district perspective. These related to: administering policies to achieve institutional objectives for vocational-technical education; identifying major problems which hinder achievement of institutional objectives; evaluating the delivery and outcomes of all vocational-technical courses and programs; maintaining communications with representatives of business and

industry to ascertain the need for new occupational courses and programs; providing the guidance and counseling department with up-to-date lists of occupational courses and programs; and recommending changes in physical facilities for proposed programs.

6. Agreement was reached by a majority of the respondents associating four role expectations with both the intermediate school district and the community college. The role expectations pertained to: identifying major problems which may hinder achievement of institutional objectives; periodically evaluating the delivery and outcome of all vocational-technical courses and programs; maintaining communication with representatives from business and industry to ascertain the need for new occupational courses and programs; and recommending changes in physical facilities for proposed programs.

7. Agreement was reached by the combined groups regarding seven administrative functions that should not be associated with the community college, as viewed from the intermediate school district perspective. They related to: obtaining allocation board and school board budget approval; establishing working relationships with state and federal agency representatives, including manpower training agencies; developing budgets; presenting budgets to higher-echelon administrators for approval; developing, coordinating, and implementing vocational-technical curriculum policies; directing the development and implementation of new occupational courses and programs; and selecting subordinate supervisory and instructional faculty members.

8. A majority of respondents agreed that nine role expectations associated with the community college should be performed by both the community college and the intermediate school district. The role expectations were: establishing and maintaining working relationships with state and federal agency representatives, including those individuals who administer federal funds; identifying major problems which hinder achievement of instructional objectives; utilizing advisory committees; evaluating the delivery and outcomes of vocational education; maintaining communications with representatives from business and industry; determining the need for new occupational programs; selecting subordinate supervisory and instructional faculty members; developing criteria to be used in evaluating supervisory and instructional faculty members; and determining facility and equipment requirements in terms of the planned vocational-technical program needs.

9. Of the 28 role expectations studied, only three were associated with the community college and reported not to be a function of the intermediate school district by the majority of respondents. The role expectations agreed upon by the combined groups pertained to: administering policies to achieve institutional objectives for vocational-technical education; developing vocational-technical operating budgets; and administering the total vocational education budget.

10. The secondary vocational educators disagreed with the postsecondary vocational administrators relative to someone at the

community college performing administrative functions at the intermediate school district. The specialists and secondary state representatives agreed that community college personnel should perform secondary administrative functions. The deans and postsecondary state representatives did not expect to perform secondary administrative functions.

11. There appeared to be little difference in the specialists, deans, and secondary and postsecondary state representatives' role expectations for the intermediate school district pertaining to secondary education. All groups generally agreed that secondary role expectations should be associated with the intermediate school district.

12. There was agreement among the specialists, deans, secondary and postsecondary state representatives regarding role expectations for the community college. All groups generally associated postsecondary role expectations with the community college.

13. There was disagreement between the secondary state representatives and the specialists, deans, and postsecondary state representatives regarding the intermediate school district role expectations as they pertain to the community college. The secondary state representatives agreed with more involvement of secondary administrators in community college administrative functions than did the other three groups.

Implications

For Aspirants to the Office of Vocational-Technical Education Specialist

The results of the study may be used by individuals who aspire to become a vocational-technical education specialist in an intermediate school district. The set of major role expectations associated with the intermediate school district, as presented in the study, can help one determine whether he is interested in pursuing the office.

Aspirants can also use the set of role expectations associated with the community college to gain insights into postsecondary education programming. Professional development courses can be selected in their graduate programs of study to gain an understanding of the knowledge, skills, and attitudes necessary in this leadership position.

For Aspirants to the Office of Occupational Dean

Results of the study may be used by those who hope to become an occupational dean at a community college under contract to provide secondary vocational education to constituent school districts through an intermediate school district. Aspirants can better determine if they have the understanding of and proper attitude toward secondary vocational education, needed for success in this leadership position.

Aspirants can also use the set of role expectations associated with the intermediate school district and those associated with the

community college to plan their professional development more effectively. Graduate courses can be identified and selected, which would provide the aspirant with the technical, human, and conceptual skills required for this leadership position.

For Teacher Educators

Teacher educators may find the results of this study useful in developing a curriculum for preservice and inservice education of those intending to become vocational-technical specialists or occupational deans. The role expectations produced for each agency by the study can be restated in terms of basic competencies to be developed in special seminars, workshops, and course work.

For the Michigan Department of Education

There are some clear differences in the perceptions of state officials in secondary education and people in the field regarding role responsibilities of intermediate school district versus community college functioning in the area of contracting for vocational education services. These differences, however, will not be consequential as long as current policies of state support do not reflect the differences in these perceptions. Should there be a change in the funding policies which more nearly coincide with state official perceptions, then one might encounter considerable conflict.

Recommendations for Further Research

Researchers interested in delivering secondary vocational education at a community college can contribute to the present body of knowledge by conducting investigations pertaining to the following areas of need:

1. A study should be conducted to explore more fully the relationship between secondary and postsecondary agencies in promoting the joint use of physical facilities for vocational education. Among the main areas that should be studied are size of contracting agency, vocational options available to students, area coordination of instructional programs, and vertical and horizontal instructional articulation agreements.

2. A study should be conducted to determine the potential for establishing postsecondary vocational education programs at existing secondary area centers. Among the major topics that should be studied are student interests, manpower/supply demands, costs, geographic location, physical facility and equipment needs, and interagency relationships.

3. A study should be conducted to determine the joint use of physical facilities in metropolitan areas of Michigan. Among the major topics that should be studied are specialty programs having unique laboratory and equipment requirements, manpower supply/demand information, scheduling of programs, and interagency relationships in securing commitments with outside agencies to operate vocational programs.

4. A study should be conducted to determine the qualifications of secondary and postsecondary personnel who have primary responsibility for contracting arrangements between agencies. Among the major areas of professional development that should be studied are the technical, human, and conceptual skills required to be a successful vocational administrator. Such a study should clarify whether such skills are necessary for administrators to be successful in contracting for secondary vocational education at a community college.

5. A study should be conducted to gain Michigan secondary and postsecondary vocational administrators' perceptions of inter-agency relationships as they pertain to delivering secondary vocational education at the community college.

APPENDICES

APPENDIX A

PANEL OF EXPERTS NUMBER 1

APPENDIX A

PANEL OF EXPERTS NUMBER 1

Charles Corrigan
Director of Vocational Education
Mid-Michigan Community College
Harrison, Michigan 48625

John Dygert
Director of Vocational Education
Branch Intermediate School District
Coldwater, Michigan 49036

Edwin Ferguson
CEPD Vocational-Technical Specialist
Cheboygan-Otsego-Presque Isle I.S.D.
Indian River, Michigan 49749

Frank P. Marczak
Dean of Instruction
Muskegon Community College
Muskegon, Michigan 49443

Arnold E. Metz, Dean
Vocational-Technical Education
St. Clair County Community College
Port Huron, Michigan 48060

Harry Miller, Shared-Time
Director of Vocational Education
Calhoun Intermediate School District
Marshall, Michigan 49069

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APPENDIX B

PANEL OF EXPERTS NUMBER 2

APPENDIX B

PANEL OF EXPERTS NUMBER 2

Stanley Evers
CEPT Vocational-Technical Specialist
Montcalm Intermediate School District
Stanton, Michigan 48888

Thaddeus Diebel
Dean of Applied Sciences
Schoolcraft College
Livonia, Michigan 48151

Henry Kuehl
CEPD Vocational-Technical Specialist
Jackson Intermediate School District
Jackson, Michigan 49202

Robert Kollin
Dean of Instruction
Monroe County Community College
Monroe, Michigan 48161

Maurice Fritch
CEPD Vocational-Technical Specialist
St. Clair Intermediate School District
Marysville, Michigan 48040

Wallace Ollila
Dean of Occupational Education
Jackson Community College
Jackson, Michigan 49201

Alva Mallory
CEPD Vocational-Technical Specialist
Genesee Intermediate School District
Flint, Michigan 48507

Ben Standen
Dean for Technologies
Lake Michigan College
Benton Harbor, Michigan 49022

Maynard Mathers
CEPD Vocational-Technical Specialist
Newaygo County Area Vocational Center
Fremont, Michigan 49412

Robert Steely, Dean
Applied Arts and Sciences
Kellogg Community College
Battle Creek, Michigan 49016

Larry Varda
CEPD Vocational-Technical Specialist
Dickinson Area Vocational Center
Kingsford, Michigan 49801

John Schwetz
Dean of Instruction
West Shore Community College
Scottville, Michigan 49454

APPENDIX C

LETTER OF REQUEST: NATIONAL SURVEY FOLLOW-UP



JOHN W. PORTER
Superintendent of
Public Instruction

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Vocational-Technical Education Service

Box 30009 Lansing, Michigan 48909

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GOV. WILLIAM G. MILLIKEN

Ex-Officio

August 18, 1976

Dear

Recently, the National Advisory Council on Vocational Education conducted a study to determine the degree to which public vocational education programs in secondary institutions are continuous with those in the same or closely related fields of postsecondary instruction.

Question No. 1 of the Council's survey asked states to identify descriptors of their orientation process. The item ranked Number 2 indicated that 56.3 percent of states had an affirmative response to, "Secondary students are simultaneously enrolled in postsecondary institutions for vocational education at the secondary level and receive high school credit." Your state was among the 56.3 percent who responded affirmatively to the question.

We are attempting to determine the specific educational arrangements that exist in those states that responded affirmatively. We would appreciate any information you could send us concerning the above statement which will assist us in the planning process. If you are sharing facilities, contracting for secondary vocational education services, developed guidelines or administrative rules, etc., we would be most grateful to know what educational arrangements do exist.

Please send any information you may assemble to my attention at the above address. If there is a charge for the material, please let me know prior to sending.

Thank you for any assistance you may provide in this matter.

Sincerely,

Richard Holmes
Consultant
Postsecondary Unit



MICHIGAN The Great Lake State



APPENDIX D

STATES REQUESTED TO PARTICIPATE IN
NATIONAL SURVEY FOLLOW-UP

APPENDIX D

STATES REQUESTED TO PARTICIPATE IN NATIONAL SURVEY FOLLOW-UP

American Samoa

Delaware

Illinois

Iowa

Maine

Michigan

Montana

Ohio

Texas

Wisconsin

Wyoming

APPENDIX E

LETTER OF TRANSMITTAL:
PANEL OF EXPERTS NUMBER 1

APPENDIX E

LETTER OF TRANSMITTAL: PANEL OF EXPERTS NUMBER 1



JOHN W. PORTER
Superintendent of
Public Instruction

STATE OF MICHIGAN DEPARTMENT OF EDUCATION

Vocational-Technical Education Service

Box 30009 Lansing, Michigan 48909

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EDMUND F. VANDETTE
JOHN WATANEN, JR.
GOV. WILLIAM G. MILLIKEN
Ex-Officio

August 26, 1977

Dear:

Intermediate school districts, K-12 constituent school districts and community colleges perceive educational benefits inherent in contracting for secondary vocational-technical education.

The Michigan Department of Education, Vocational-Technical Education Service, also perceives educational benefits from contracting for the delivery of secondary vocational-technical education at a comprehensive community college. In the Michigan State Plan for Vocational Education, Goal 2, Objective II, states, "Vocational-technical education programs and courses will be articulated to reduce all unnecessary duplication of services, to encourage efficient student learning, and to increase the efficient use of available local, state, and federal financial resources".

The Vocational-Technical Education Service is interested in examining the perceptions of the major role responsibilities held by intermediate school district vocational administrators, community college occupational deans, and representatives from the Secondary and Postsecondary Units of the Michigan Department of Education in contracting for secondary vocational education.

The Michigan Department of Education, Vocational-Technical Education Service, has developed a document entitled, The Michigan Guidelines and Inventory Profile for Vocational-Technical Education Planning. The study will concern itself with the following seven components identified in the above document: 1) curriculum development and instruction; 2) administration and supervision/coordination; 3) personnel management and professional development; 4) guidance and counseling; 5) facilities and equipment; 6) budget and finance management, and 7) community involvement.

In a recent telephone conversation you indicated a willingness to serve on a panel of judges composed of three intermediate school district vocational administrators and three community college occupational deans. The purpose of the panel is to identify and list, according to the preceding categories, those activities generally associated with the delivery of quality vocational-technical education. This panel will not meet formally, but will be asked to react individually to the attached format.



Page Two
August 26, 1977

Your assistance in this study is deeply appreciated. Your contribution will provide a basis for analyzing the major role perceptions held by vocational-technical educators identified earlier.

Please return the attached completed format prior to Monday, September 12, 1977. A self-addressed, stamped envelope has been enclosed for your convenience.

Thank you very much for participating in the study. I await your prompt response.

Sincerely,

Richard G. Holmes
Consultant
Postsecondary Unit

RGH/kja

Enclosures

APPENDIX F

COLLECTION INSTRUMENT: PANEL OF EXPERTS NUMBER 1

Role Expectations: Format 1

The following format is designed to collect descriptions of tasks or "role expectations" which are generally associated with the delivery of quality vocational-technical education. It is important that your entrees be listed under the appropriate category. If a particular task should directly impact more than one category, list the task in the appropriate category. If other activities are identified, please enter them in the OTHER category. If you have any questions, please call Richard Holmes (517/373-3360).

Curriculum Development and Instruction

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

ADMINISTRATION AND SUPERVISION/COORDINATION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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11. _____
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25. _____

PERSONNEL MANAGEMENT AND PROFESSIONAL DEVELOPMENT

1. _____
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10. _____
11. _____
12. _____
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GUIDANCE AND COUNSELING

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BUDGET AND FINANCE MANAGEMENT

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APPENDIX G

PANEL OF EXPERTS

APPENDIX G

PANEL OF EXPERTS

Ms. Barbara Gaylor, Supervisor
Consumer and Homemaking Education
Michigan Department of Education
Vocational-Technical Education Service

Mr. James Folkening, Consultant
Postsecondary Unit
Michigan Department of Education
Vocational-Technical Education Service

Dr. Robert Paullin, Specialist
Planning Unit
Michigan Department of Education
Vocational-Technical Education Service

Mr. David F. Hanson, Consultant
Higher Education Management Services
Michigan Department of Education

Mr. Kenneth E. Walsh, Supervisor
Adult and Continuing Education Service
Michigan Department of Education

APPENDIX H

MEMORANDUM TO PANEL OF EXPERTS

APPENDIX H
MEMORANDUM TO PANEL OF EXPERTS



JOHN W. PORTER
Superintendent of
Public Instruction

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Vocational-Technical Education Service

Box 30009 Lansing, Michigan 48909

Instructions to Panel of Experts

STATE BOARD OF EDUCATION
BARBARA DUMOUCHELLE
DR. PAUL B. HENRY
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GOV. WILLIAM G. MILLIKEN
Ex-Officio

M E M O R A N D U M

TO: Members of Panel of Experts
FROM: Richard G. Holmes
SUBJECT: Pilot Test of Major Role Responsibility Statements
DATE: August 31, 1977

Attached are statements clustered under eight categories. They were generated by a group of secondary and postsecondary vocational administrators concerning the major tasks or role responsibilities that may occur in delivering vocational education.

Please review the list of statements judging the appropriateness by category, eliminating duplication of items, and identify statements which appear unclear, vague, or confusing. Place any comments or suggestions you may have along the margin. I will contact you after receiving the completed materials in order to discuss any additional comments you may have.

Please return the completed materials to me prior to September 7, 1977.

Thank you for your valuable assistance.

RGH/kja

Attachments



APPENDIX I

LETTER OF TRANSMITTAL: PANEL OF EXPERTS
FORMAT NUMBER 2

APPENDIX I

LETTER OF TRANSMITTAL: PANEL OF EXPERTS--FORMAT NUMBER 2



JOHN W. PORTER
Superintendent of
Public Instruction

STATE OF MICHIGAN DEPARTMENT OF EDUCATION

Vocational-Technical Education Service

Box 30009 Lansing, Michigan 48909

STATE BOARD OF EDUCATION
BARBARA DUMOUCHELLE
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EDMUND P. VANDETTE
JOHN WATANEN, JR.
GOV. WILLIAM O. MILLIKEN
Ex-Officio

September 28, 1977

Dear:

Intermediate school districts, K-12 constituent school districts and community colleges perceive educational benefits inherent in contracting for secondary vocational-technical education.

The Michigan Department of Education, Vocational-Technical Education Service, also perceives educational benefits from contracting for the delivery of secondary vocational-technical education at a comprehensive community college. In the 1977-78 Michigan State Plan for Vocational Education, Goal 2, Objective II, states, "Vocational-technical education programs and courses will be articulated to reduce all unnecessary duplication of services, to encourage efficient student learning, and to increase the efficient use of available local, state, and federal financial resources".

The Vocational-Technical Education Service is interested in examining the perceptions of the major role responsibilities held by intermediate school district vocational administrators, community college occupational deans, and representatives from Secondary and Postsecondary Units of the Michigan Department of Education in contracting for secondary vocational education.

The study was initiated with the identification of a team of six secondary and postsecondary vocational administrators. They were requested to identify the major tasks or role expectations that might be performed in delivering vocational education. In order to determine the relative importance of each of these tasks, secondary and postsecondary administrators are being asked to rate the tasks which have been identified by the panel described earlier.

In a recent telephone conversation you indicated a willingness to serve on the panel of judges composed of six intermediate school district vocational administrators and six community college occupational deans. The purpose of the panel is to obtain perceptions of the importance of the major role responsibilities which have been identified. Since all of these responsibilities impact the delivery of vocational-technical education in varying degrees, it is necessary to determine the relative importance of each responsibility.



Page Two
September 28, 1977

Please examine each statement shown herein and place a checkmark in the column which most nearly indicates your opinion. These categories are weighed as follows:

Critical	5 Points
Extremely Important	4 Points
Very Important	3 Points
Important	2 Points
Somewhat Important	1 Point

NOTE: Since the weight you assign each task will be used in combination with the responses generated by other panel members to establish a rank order of the relative importance of each role responsibility, it is essential that you consider each item carefully.

This panel will not meet formally, but will be asked to react individually to the attached format.

Your assistance in this study is deeply appreciated. Your contribution will provide a basis for analyzing the major role perceptions held by vocational-technical educators identified earlier.

Please return the attached completed format on or before Friday, October 14, 1977. A self-addressed, stamped envelope has been enclosed for your convenience.

Thank you very much for participating in the study. I await your prompt reply.

Sincerely,

Richard G. Holmes
Consultant
Postsecondary Unit

RGH/kja

Enclosures

APPENDIX J
COLLECTION INSTRUMENT
PANEL OF EXPERTS NUMBER 2

APPENDIX J
COLLECTION INSTRUMENT: PANEL OF EXPERTS NUMBER 2

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Administration and Supervision/Coordination

	Critical 5	Extremely Important 4	Very Important 3	Important 2	Somewhat Important 1
1. Prepare laboratory and classroom schedules for vocational-technical offerings.					
2. Make presentations to the governing board concerning vocational-technical courses and programs.					
3. Serve on administrative councils, curriculum committees and policy establishing boards.					
4. Prepare status reports on vocational-technical education for state and federal agencies.					
5. Evaluate local, state, and national vocational-technical education data for purposes of program planning.					
6. Administer policies to achieve institutional objectives for vocational-technical education.					
7. Maintain inter-departmental communication through memorandums and staff meetings.					
8. Approve requisitions for instructional equipment and supplies.					
9. Establish and maintain a working relationship with state and federal agency representatives.					
10. Attend governing board meetings.					
11. Attend state called vocational-technical administrative meetings.					
12. Establish annual objectives with subordinate vocational-technical education administrators.					
13. Develop and maintain an organized follow-up system on vocational-technical education students to determine program effectiveness.					
14. Establish and maintain an accurate inventory of teaching supplies, materials, etc.					
15. Establish broad instructional objectives for vocational-technical education.					

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Budget and Finance Management

INSTRUCTIONS: Rate the importance of the following major role responsibilities.		5 Critical	4 Extremely Important	3 Very Important	2 Important	1 Somewhat Important
CATEGORY: Budget and Finance Management						
1.	Obtain budget recommendations from occupational staff in various departments for budget development.					
2.	Develop vocational-technical operational budget.					
3.	Obtain allocation board and school board approval for operational budget.					
4.	Determine cash flow projections.					
5.	Approve purchase requisitions for supplies and equipment.					
6.	Monitor monthly expenditures.					
7.	Report expenditures to school boards.					
8.	Prepare requests to state or federal authorities for vocational education funds.					
9.	Administer the total vocational education budget.					
10.	Determine budget needs for vocational-technical departments.					
11.	Determine the cost effectiveness ratio for vocational-technical programs and courses.					
12.	Identify potential sources and amounts of financial income to support the cost of vocational-technical courses and programs.					
13.	Submit periodic reports on programs and course expenditures to agencies administering state and federal funds.					
14.	Present the vocational-technical budget to higher echelon administration for approval.					
15.	Request estimates from vendors before purchasing instructional equipment and supplies.					
16.	Administer budget controls for occupational department accounts.					

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Community Involvement

	Critical 5	Extremely Important 4	Very Important 3	Important 2	Somewhat Important 1
1. Appear on radio and television programs to promote vocational-technical programs.					
2. Prepare articles and news releases for local media promoting vocational-technical programs and course offerings.					
3. Attend PTA or PTO meetings.					
4. Develop community survey instruments and survey voters.					
5. Plan exhibits and parent open houses to promote vocational-technical offerings.					
6. Serve on civic welfare committees such as the local chapter of the United Fund, etc.					
7. Utilize lay advisory committees in promotional activities.					
8. Hold membership and participate in civic clubs such as the Kiwanis, Lions, etc.					
9. Provide facilities for community events.					
10. Invite parents and business personnel to attend youth club activities.					
11. Serve on CEPD Council, advisory committees, or special committees such as the local hospital nursing board, etc.					
12. Participate in high school career days and address senior classes.					
13. Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.					
14. Establish and maintain liaison with city, county, and state government.					
15. Provide information on occupational courses and programs to support agencies in the community.					

FORMAT NUMBER 2

CATEGORY: Community Involvement (Continued)

[illegible]

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Curriculum Development and Instruction

	Critical 5	Extremely Important 4	Very Important 3	Important 2	Somewhat Important 1
1. Develop, coordinate, and implement curriculum policies of vocational-technical education.					
2. Organize faculty curriculum committees composed of vocational-technical representatives.					
3. Utilize lay advisory committees in formulating programs and instructional objectives.					
4. Evaluate curriculum in light of job demands, cost, etc.					
5. Administer coop course guidelines.					
6. Survey employment needs.					
7. Structure courses to meet State guidelines.					
8. Obtain CEPD/State approval of courses.					
9. Develop instructional system around performance objectives.					
10. Provide supportive media and materials.					
11. Develop curriculum articulation agreements with other educational agencies.					
12. Direct the development and implementation of new occupational courses and programs.					
13. Work individually with teachers in Competency Based Education (CBE) implementation in the classroom.					
14. Make recommendations for teacher techniques.					
15. Review courses, course outlines, and instructional materials.					
16. Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment and content.					
17. Promote cooperative vocational education and other forms of on-the-job learning experiences.					
18. Periodically evaluate the delivery and outcomes of all vocational-technical courses and programs.					

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Curriculum Development and Instruction
(Continued)

19. Present proposed vocational-technical programs and courses to the general curriculum committee.
20. Maintain communication with representatives from business and industry to ascertain need for new occupational courses or programs.

5	Critical
4	Extremely Important
3	Very Important
2	Important
1	Somewhat Important

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Guidance and Counseling

- | | Critical
5 | Extremely
Important
4 | Very
Important
3 | Important
2 | Somewhat
Important
1 |
|---|---------------|-----------------------------|------------------------|----------------|----------------------------|
| 1. Assist in the development of the policies and procedures for guidance and counseling programs. | | | | | |
| 2. Advise individual students about appropriate vocational-technical education programs. | | | | | |
| 3. Establish and maintain working relationships with Vocational Rehabilitation Service and other local agencies. | | | | | |
| 4. Assist students on matters of their personal concerns, e.g. emotional difficulties. | | | | | |
| 5. Coordinate secondary student tours of vocational facilities. | | | | | |
| 6. Coordinate programs in vocational awareness and job opportunities between specific departments. | | | | | |
| 7. Advise individual students on vocational course and program pre-requisites, graduation requirements, probation and withdrawal. | | | | | |
| 8. Assist guidance and counseling personnel in the recruitment of new students for occupational programs and courses. | | | | | |
| 9. Assist the placement office in the development of an active placement system for occupational students. | | | | | |
| 10. Provide the guidance and counseling department with up-to-date lists of occupational programs and courses. | | | | | |
| 11. Assist the guidance and counseling department in the development and implementation of student follow-up studies. | | | | | |
| 12. Provide occupational course and program information to support agencies in the community. | | | | | |
| | | | | | |

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Personnel Management and Professional Development

	Critical	Extremely Important	Very Important	Important	Somewhat Important
	5	4	3	2	1
1. Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.					
2. Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.					
3. Establish and maintain a planned faculty inservice education program consisting of workshops, seminars, internships, etc.					
4. Attend local, state, and national professional meetings.					
5. Assist individual faculty members who have a special teaching problem.					
6. Serve as a member of the collective bargaining team during negotiations.					
7. Encourage supervisory and faculty members to participate in professional improvement programs such as CBE, sabbatical leaves, special travel requests, etc.					
8. Organize workshops and seminars for special population groups such as the handicapped, disadvantaged and minorities.					
9. Evaluate the laboratory and classroom performance of full and part-time vocational-technical instructors.					
10. Recommend retention or termination of employment for vocational-technical supervisory or faculty members.					
11. Inservice subordinate administrative and faculty members on the provisions of the collective bargaining agreement as it pertains to vocational-technical education.					
12. Orient new staff members to vocational-technical programs and policies.					
13. Assign teaching duties and establish teaching load.					

MAJOR ROLE RESPONSIBILITIES

FORMAT NUMBER 2

INSTRUCTIONS: Rate the importance of the following major role responsibilities.

CATEGORY: Physical Facilities and Equipment

	Critical 5	Extremely Important 4	Very Important 3	Important 2	Somewhat Important 1
1. Determine facility and equipment requirements in terms of the planned vocational-technical program needs.					
2. Establish procedures for the purchase, repair, and maintenance of equipment and tools.					
3. Evaluate appropriateness of equipment in terms of student needs.					
4. Evaluate physical facilities in terms of vocational-technical education needs.					
5. Coordinate building and custodial maintenance operations in occupational training spaces.					
6. Provide for security of equipment and physical facilities.					
7. Maintain an inventory of instructional equipment.					
8. Administer an inspection program of equipment and physical facilities to comply with state fire, safety, and health codes.					
9. Recommend changes in physical facilities for proposed programs.					
10. Recommend the purchase/rental of physical facilities and equipment.					
11. Supervise the purchase of tools, supplies, and equipment for new occupational courses and programs.					
12. Supervise the purchase, delivery, and storage of supplies and materials for occupational courses.					
13. Supervise and coordinate alterations to laboratories and equipment to accommodate program changes in occupational courses and programs.					
14. Supervise and coordinate the development of educational specifications for the construction of new occupational facilities.					
15. Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.					

APPENDIX K

INSTRUCTIONS TO JURY OF EXPERTS--PILOT TEST

APPENDIX K

INSTRUCTIONS TO JURY OF EXPERTS--PILOT TEST



JOHN W. PORTER
Superintendent of
Public Instruction

October

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Vocational-Technical Education Service

Box 30009 Lansing, Michigan 48909

STATE BOARD OF EDUCATION
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EDMUND F. VANDETTTE
JOHN WATANEN, JR.
GOV. WILLIAM G. MILLIKEN
Ex-Officio

Dear

The Michigan Department of Education, Vocational-Technical Education Service, perceive educational benefits from contracting for the delivery of secondary vocational-technical education at a comprehensive community college. In the 1977-78 Michigan State Plan for Vocational Education, Goal 2, Objective II, states, "Vocational-technical education programs and courses will be articulated to reduce all unnecessary duplication of services, to encourage efficient student learning, and to increase the efficient use of available local, state, and federal financial resources".

The Vocational-Technical Education Service is interested in examining the perceptions of the major role responsibilities held by intermediate school district vocational administrators, community college occupational deans, and representatives from the Secondary and Postsecondary Units of the Michigan Department of Education in contracting for secondary vocational education.

In a recent telephone conversation you indicated a willingness to assist in this study as a member of a Jury of Experts composed of four intermediate school district vocational administrators and four community college occupational deans. The purpose of the Jury is to pilot-test the Questionnaire to be used in the research.

Enclosed is the tentative draft of the mail Questionnaires to be used in my research study of the role responsibilities held by vocational educators during contracting for secondary area students at a comprehensive community college. The items in this Questionnaire are the result of input from secondary and postsecondary vocational administrators. Another group of administrators from the secondary and postsecondary population ranked the items in order of importance. I have added a Likert scale to determine agreement or disagreement of one's opinion regarding the extent to which someone at the appropriate agency should perform the individual role or task.

The Jury of Experts will not meet formally, but will be asked to react individually to the enclosed questionnaires.

Your assistance in this study is deeply appreciated. Your contribution will provide a basis for analyzing the major role perceptions held by vocational-technical educators identified earlier.



Letter to Jury of Experts
Page Two
October

Please return the attached completed format on or before , 1977.
A self-addressed, stamped envelope has been enclosed for your convenience.

Thank you very much for participating in the study. I await your prompt reply.

Sincerely,

Richard G. Holmes
Consultant
Postsecondary Unit

RGH/ja

Enclosures

APPENDIX L

JURY OF EXPERTS

APPENDIX L

JURY OF EXPERTS

Larry Mann
CEPD Vocational-Technical Specialist
Alpena Public Schools
Alpena, Michigan 49707

Alan Reed, Dean
Vocational-Technical Education
Alpena Community College
Alpena, Michigan 49707

Ronald Nagy
CEPD Vocational-Technical Specialist
COOR Intermediate School District
Roscommon, Michigan 48653

Garnet Stewart, Dean
Occupational Studies
Kirtland Community College
Roscommon, Michigan 48653

Roy Monto
CEPD Vocational-Technical Specialist
Clare-Gladwin Intermediate School District
Clare, Michigan 48617

Tom Nyquist
Dean of Instruction
Mid Michigan Community College
Harrison, Michigan 48625

Jack Drew
CEPD Vocational-Technical Specialist
Traverse Bay Area I.S.D.
Traverse City, Michigan 49684

Toby Ferguson, Dean
Occupational Education
Northwestern Michigan College
Traverse City, Michigan 49684

APPENDIX M

THE POPULATION

APPENDIX M

THE POPULATION

Field

Secondary

Mr. LeRoy Liimakka
CEPD Vocational-Technical Specialist
Gogebic-Ontonagon Intermediate
School District
Box 218
Bergland, Michigan 49910

Mr. Ivan Ryan
CEPD Vocational-Technical Specialist
Delta-Schoolcraft Intermediate
School District
810 North Lincoln Road
Escanaba, Michigan 49829

Mr. Earl Willmarth
CEPD Vocational-Technical Specialist
Eaton Intermediate School District
1790 East Packard Highway
Charlotte, Michigan 48813

Postsecondary

Mr. Gene Dahlin
Occupational Dean
Gogebic Community College
Jackson and Greenbush
Ironwood, Michigan 49938

Mr. Arne Anderson
Dean of Business & Applied Technology
Bay de Noc Community College
Danford Road
Escanaba, Michigan 49829

Mr. William Monroe
Dean of Applied Arts and Sciences
Lansing Community College
419 North Capitol Avenue
Lansing, Michigan 48914

Michigan Department of Education

Secondary

Mr. Philip Bailey
Supervisor
Secondary Unit
Michigan Department of Education
Vocational-Technical Education Serv.
Box 30009
Lansing, Michigan 48909

Mr. Carl Woloszyk
Consultant
Secondary Unit
Michigan Department of Education
Vocational-Technical Education Serv.
Box 30009
Lansing, Michigan 48909

Postsecondary

Dr. John J. Shanahan
Supervisor
Postsecondary Unit
Michigan Department of Education
Vocational-Technical Education Serv.
Box 30009
Lansing, Michigan 48909

Mr. James Folkening
Consultant
Postsecondary Unit
Michigan Department of Education
Vocational-Technical Education Serv.
Box 30009
Lansing, Michigan 48909

APPENDIX N

LETTER OF TRANSMITTAL TO THE POPULATION

APPENDIX N

LETTER OF TRANSMITTAL TO THE POPULATION

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION



JOHN W. PORTER
Superintendent of
Public Instruction

Vocational-Technical Education Service

Box 30009 Lansing, Michigan 48909

November 10, 1977

STATE BOARD OF EDUCATION
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NORMAN OTTO STOCKMEYER, JR.
EDMUND F. VANDETT
JOHN WATANEN, JR.
GOV. WILLIAM G. MILLIKEN
Ex-Officio

Dear:

The Michigan Department of Education, Vocational-Technical Education Service, perceives educational benefits from contracting for the delivery of secondary vocational-technical education at a comprehensive community college. In the 1977-78 Michigan State Plan for Vocational Education, Goal 2, Objective II, states, "Vocational-technical education programs and courses will be articulated to reduce all unnecessary duplication of services, to encourage efficient student learning, and to increase the efficient use of available local, state, and federal financial resources".

The Vocational-Technical Education Service is interested in examining the perceptions of the major role responsibilities held by intermediate school district vocational administrators, community college occupational deans, and representatives from the Secondary and Postsecondary Units of the Michigan Department of Education.

In a recent telephone conversation, you indicated a willingness to participate in a study composed of the above individuals. You are assured that all information you supply will be kept confidential and no individual or institution will be identified in the findings of this research study.

Enclosed are two mail questionnaires to be used in the study. The task statements in the questionnaires were generated from secondary and post-secondary vocational administrators. Another group of administrators from the secondary and postsecondary population ranked the items in order of importance. I have added a Likert scale to determine agreement or disagreement of one's opinion regarding the extent to which someone at the intermediate school district and someone at the community college should perform the individual role or task. A third group of secondary and post-secondary administrators pilot-tested the questionnaires and appropriate adjustments were made.

Please return the questionnaires prior to November 23, 1977. A self-addressed, stamped envelope has been enclosed for your convenience.

Thank you very much for participating in this study.

Sincerely,

Richard G. Holmes
Consultant
Postsecondary Unit



APPENDIX 0

THE INSTRUMENT

APPENDIX O

THE INSTRUMENT

ROLE RESPONSIBILITIES OF CONTRACTING AGENCIES FOR SECONDARY VOCATIONAL EDUCATION AT A COMPREHENSIVE COMMUNITY COLLEGE

Questionnaire

Introduction

This study is being conducted to determine the respondent's perception of the major "role expectations" generally associated with the office of Vocational-Technical Specialist at the intermediate school district and the office of the Occupational Dean at the community college in the administration of contracting for secondary vocational education at a comprehensive community college. The survey contains descriptions of tasks or "role expectations" that might be performed by someone at the intermediate school district or at the community college.

The survey consists of two questionnaires: Questionnaire I is designed to determine the respondent's perception of the role expectations generally associated with the intermediate school district during contracting for secondary vocational education.

Questionnaire II is designed to determine the respondent's perception of the role expectations generally associated with the community college during contracting for secondary vocational education.

All information on this survey is confidential. All results will be summarized by groups. The item numbers in the left margin are for analysis only. The number in the upper left margin is used only to classify responses and to assist in follow-up procedures. When you have completed both questionnaires, return them in the self-addressed, stamped envelope.

Directions

You are asked to examine two identical lists of activities which may be performed by someone at the intermediate school district or by someone at the community college. You are being asked four kinds of responses to the items in the survey:

The extent to which you AGREE or DISAGREE with 28 task statements that someone at the intermediate school district should perform for the intermediate school district, community college, or both.

The extent to which you AGREE or DISAGREE with 28 task statements that someone at the community college should perform for the intermediate school district, community college, or both.

Each of the tasks or "role expectations" should be checkmarked in the appropriate column as it pertains to the intermediate school district and/or the community college in contracting for secondary vocational education. Please refer to the enclosed examples for clarification.

EXAMPLE:

Preface each role expectation with the phrase, " . . . in contracting for secondary vocational education at the community college, I believe that someone at the COMMUNITY COLLEGE should . . . "

Role Expectation: _____

Survey Employment Needs

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
X		X		

The person who responded to this role expectation (strongly agrees) with the statement that someone at the community college should survey the INTERMEDIATE SCHOOL DISTRICT employment needs. The respondent (agrees) with the statement that someone at the community college should survey the COMMUNITY COLLEGE employment needs.

EXAMPLE:

Preface each role expectation with the phrase, " . . . in contracting for secondary vocational education at the community college, I believe that someone at the COMMUNITY COLLEGE should . . . "

Role Expectation: _____

Maintain a follow-up system of vocational graduates.

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
X		X		

The person who responded to this role expectation (strongly agrees) with the statement that someone at the community college should maintain a COMMUNITY COLLEGE follow-up system of vocational graduates. The respondent is (undecided) that the community college should maintain an INTERMEDIATE SCHOOL DISTRICT follow-up system of vocational graduates.

EXAMPLE:

Preface each role expectation with the phrase, "... in contracting for secondary vocational education at the community college, I believe that someone at the INTERMEDIATE SCHOOL DISTRICT should ..."

Role Expectation: _____

Survey Employment Needs

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

The person who responded to this role expectation (strongly agrees) with the statement that someone at the intermediate school district should survey the INTERMEDIATE SCHOOL DISTRICT employment needs. The respondent (disagrees) with the statement that someone at the intermediate school district should survey the COMMUNITY COLLEGE employment needs.

EXAMPLE:

Preface each role expectation with the phrase, "... in contracting for secondary vocational education at the community college, I believe that someone at the INTERMEDIATE SCHOOL DISTRICT should ..."

Role Expectation: _____

Maintain a follow-up system of vocational graduates.

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

The person who responded to this role expectation (agrees) with the statement that someone at the intermediate school district should maintain an INTERMEDIATE SCHOOL DISTRICT follow-up system of vocational graduates. The respondent (strongly disagrees) with the statement that someone at the intermediate school district should maintain a COMMUNITY COLLEGE follow-up system of vocational graduates.

Please weigh each role expectation carefully and place a checkmark in one or two of the boxes at the right of each role expectation which best approximates your opinion on Questionnaire I and on Questionnaire II.

ROLE RESPONSIBILITIES OF CONTRACTING AGENCIES
FOR SECONDARY VOCATIONAL EDUCATION AT A
COMPREHENSIVE COMMUNITY COLLEGE
Questionnaire I

No. _____

Preface each role expectation with the phrase, ". . . in contracting for secondary vocational education at the community college, I believe that someone at the INTERMEDIATE SCHOOL DISTRICT should. . . "

	5	4	3	2	1
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
1. <u>Make presentations to the governing board concerning vocational-technical courses and programs.</u>					
2. <u>Serve on administrative councils, curriculum committees, and policy establishing boards.</u>					
3. <u>Administer policies to achieve institutional objectives for vocational-technical education.</u>					
4. <u>Establish and maintain a working relationship with state and federal agency representatives.</u>					
5. <u>Attend governing board meetings.</u>					
6. <u>Establish annual objectives with subordinate vocational-technical education administrators.</u>					
7. <u>Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.</u>					
8. <u>Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.</u>					
9. <u>Develop vocational-technical operating budget.</u>					
10. <u>Obtain allocation board and school board approval for operational budget.</u>					
11. <u>Present the vocational-technical budget to higher eschelon administration for approval.</u>					

No. _____	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
	ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
12. Administer the total vocational education budget.					
13. Prepare requests to state or federal authorities for vocational education funds.					
14. Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.					
15. Utilize lay advisory committees in formulating programs and instructional objectives.					
16. Evaluate curriculum in light of job demands, costs, etc.					
17. Develop, coordinate, and implement curriculum policies of vocational-technical education					
18. Direct the development and implementation of new occupational courses and programs.					
19. Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment & content.					
20. Periodically evaluate the delivery and outcomes of all vocational technical courses and programs.					
21. Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.					
22. Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.					
23. Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.					
24. Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.					
25. Determine facility and equipment requirements in terms of the planned vocational-technical program needs.					
26. Recommend changes in physical facilities for proposed programs.					
27. Supervise and coordinate the development of educational specifications for construction of new occupational facilities.					
28. Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.					

ROLE RESPONSIBILITIES OF CONTRACTING AGENCIES
FOR SECONDARY VOCATIONAL EDUCATION AT A
COMPREHENSIVE COMMUNITY COLLEGE
Questionnaire II

No. _____

Preface each role expectation with the phrase, ". . . in contracting for secondary vocational education at the community college, I believe that someone at the COMMUNITY COLLEGE should . . . "

	5	4	3	2	1
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
1. Make presentations to the governing board concerning vocational-technical courses and programs.					
2. Serve on administrative councils, curriculum committees, and policy establishing boards.					
3. Administer policies to achieve institutional objectives for vocational-technical education.					
4. Establish and maintain a working relationship with state and federal agency representatives.					
5. Attend governing board meetings.					
6. Establish annual objectives with subordinate vocational-technical education administrators.					
7. Identify major problems which hinder achievement of the instructional objectives for vocational-technical education.					
8. Establish and maintain effective relationships with key individuals of the Michigan Department of Education administering federal vocational education funds.					
9. Develop vocational-technical operating budget.					
10. Obtain allocation board and school board approval for operational budget.					
11. Present the vocational-technical budget to higher echelon administration for approval.					

No. _____

	5	4	3	2	1
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	ISD CC	ISD CC	ISD CC	ISD CC	ISD CC
12. Administer the total vocational education budget.					
13. Prepare requests to state or federal authorities for vocational education funds.					
14. Establish and maintain effective working relationships with federal and state manpower training agencies such as the local Comprehensive Employment and Training Area (CETA) board, the Bureau of Apprenticeship and Training (BAT), etc.					
15. Utilize lay advisory committees in formulating programs and instructional objectives.					
16. Evaluate curriculum in light of job demands, costs, etc.					
17. Develop, coordinate, and implement curriculum policies of vocational-technical education					
18. Direct the development and implementation of new occupational courses and programs.					
19. Utilize lay advisory committees to make recommendations to administration and faculty on both instructional equipment & content.					
20. Periodically evaluate the delivery and outcomes of all vocational technical courses and programs.					
21. Maintain communication with representatives from business and industry to ascertain need for new occupational courses/programs.					
22. Provide the guidance and counseling department with up-to-date lists of occupational programs/courses.					
23. Select subordinate vocational-technical supervisory and instructional faculty members and make recommendations for their employment.					
24. Develop criteria to be used in evaluating the performance of subordinate supervisory and instructional faculty.					
25. Determine facility and equipment requirements in terms of the planned vocational-technical program needs.					
26. Recommend changes in physical facilities for proposed programs.					
27. Supervise and coordinate the development of educational specifications for construction of new occupational facilities.					
28. Prepare and submit required reports concerning equipment and facilities to the Michigan Department of Education.					

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