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VOCATIONAL-TECHNICAL ROLE EXPECTATIONS OF THE VOCATIONAL-
TECHNICAL SPECIALIST POSITION AT THE INTERMEDIATE SCHOOL
DISTRICT LEVEL IN MICHIGAN

Michigan State University

Ph.D. 1981

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VOCATIONAL-TECHNICAL ROLE EXPECTATIONS OF THE VOCATIONAL-
TECHNICAL SPECIALIST POSITION AT THE INTERMEDIATE
SCHOOL DISTRICT LEVEL IN MICHIGAN

By

Richard Taylor Hawkins

A DISSERTATION

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ABSTRACT

VOCATIONAL-TECHNICAL ROLE EXPECTATIONS OF THE VOCATIONAL- TECHNICAL SPECIALIST POSITION AT THE INTERMEDIATE SCHOOL DISTRICT LEVEL IN MICHIGAN

By

Richard Taylor Hawkins

This descriptive study was an investigation to determine the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan as viewed by intermediate school district superintendents, vocational-technical specialists, and local vocational-technical directors. The objectives of the study were to:

1. Obtain major vocational-technical role expectations of the specialist position in Michigan's intermediate school districts.
2. Identify any significant relationships in the major vocational-technical role expectations of the specialist position held by superintendents, specialists, and directors.
3. Provide a composite list of the major vocational-technical role expectations of the specialist position with respect to selected role expectations.

The data for the study were collected by the use of a questionnaire that was mailed to 219 participants. The respondents included all intermediate school district superintendents, vocational-technical

specialists, and local vocational-technical directors in Michigan. The questionnaire contained 60 vocational-technical role expectations that were presented in six administrative categories. An overall return rate of 78 percent was achieved.

The top ten and lowest ten vocational-technical role expectations in each respondent group were selected to be presented in both narrative and table form. Selection was based on the highest and lowest percentage of respondents who strongly agreed with the vocational-technical role expectations.

The following conclusions were derived from the data reported:

1. The person occupying the specialist position should provide leadership in forming the Career Education Planning District's philosophy of vocational-technical education. This particular vocational-technical role expectation was selected by all three responding groups and was in the top ten vocational-technical role expectation category for all three groups.

2. The specialist should serve as a contact person between the Career Education Planning District and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational-technical education. The superintendents, specialists, and directors all strongly agreed with this vocational-technical role expectation.

3. The specialist should be responsible for helping to develop a positive community image of vocational-technical education. In developing the positive image, the specialist should establish and

maintain an effective working relationship with key individuals in business and industry to promote vocational-technical education.

4. The specialist should play a key role in providing leadership for a representative vocational-technical education planning committee (Career Education Planning District Council) at the intermediate school district level. Also, leadership from the specialist's office should be provided to promote the effective utilization of local vocational-technical education advisory committees.

5. The superintendents and specialists were in agreement on the vocational-technical role that the specialist plays in the overall delivery of vocational-technical education at the intermediate school district.

6. The directors and specialists were in agreement on the vocational-technical role that the specialist plays in the overall delivery of vocational-technical education as long as the specialist does not make decisions at or for the local level.

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CHAPTER I

BACKGROUND AND GENERAL DESCRIPTION OF THE STUDY

Introduction

Since the inception of the Career Education Planning Districts in Michigan in 1971, there has been one dissertation (LaBonte, 1978) and numerous published and unpublished documents written by the Michigan Department of Education about the role and responsibilities of the Career Education Planning District position in regard to career education (Michigan Department of Education, 1972). Yet, there is another aspect of the role and responsibilities of the Career Education Planning District position in Michigan, that being vocational-technical education, and in particular, the vocational-technical specialist's (specialist) relationship to vocational-technical education. Research concerning the vocational-technical role expectations of the specialist position at the intermediate school district in Michigan has been virtually nonexistent.

At both the local and intermediate school district levels, there are no clear nor uniform vocational-technical role expectations concerning the specialist position. Yet, each year since the inception of the Career Education Planning District, vocational-technical education in Michigan has become more and more complex to administer, and the role and responsibilities of the specialist have increased tremendously.

The specialist must be prepared to provide assistance to the local school districts concerning their particular vocational-technical education programs, curriculum, and facilities. At the same time, the specialist is expected to coordinate and manage all activities related to vocational-technical education at the intermediate school district level. At the intermediate school district level, the specialist is providing services to anywhere from 1 to 20 or more local school districts. At the same time, the State Department of Education, Vocational-Technical Education Services, expects the specialist to act as a liaison person between the local school districts and the State Department of Education. Also, because Career Education Planning Districts vary in their geographic size (Appendix A) and vocational-technical enrollment, the specialist is faced with many other problems in administering vocational-technical education than what a local school district vocational-technical administrator would encounter. These problems could involve the transporting of students, use of a number of facilities located in several different school districts, working with local vocational-technical staff that are possibly represented by one or more bargaining units, and dealing with one or more local boards of education.

Background of the Study

Michigan's primary delivery system of secondary vocational-technical education is the public secondary high school, the secondary area vocational-technical center, or a combination of the two. These delivery systems are a result of both federal and state commitment for

a high degree of quality vocational-technical education at the secondary level in Michigan. The Michigan legislature and the State Board of Education have established the role of each type of Michigan educational agency or institution as they relate to the provisions of vocational-technical education.

Generally, vocational-technical programs are offered at the later senior high school years (grades 11-12). Each K-12 district should offer all vocational-technical programs for which it has sufficient resources and interested students. The purpose of vocational-technical education at the secondary level in Michigan is to provide high-quality vocational-technical training which is realistic in the light of actual or anticipated opportunities for gainful employment. This training must be consistent with the student's needs, interests, and abilities (Michigan Department of Education, 1980, p. 1).

Michigan's secondary vocational-technical program enrollment over the past several years has continued to increase, with numerous areas in the state serving in excess of 50 percent of their total secondary population, and with some areas providing training to over 70 percent of their total secondary enrollment (Michigan Department of Education, 1977, pp. 11-12). Based on the Annual and Long-Range State Plan for Vocational Education in Michigan (1980), the vocational-technical enrollment will continue to show an increase even in an era of declining enrollments for schools in general. Many students are not continuing their formal education after high school because they are able to receive excellent job training while in high school (Oberlander, 1980). The Annual and Long-Range State Plan for Vocational

Education in Michigan (1980) projects an increasing enrollment in all categories, with more and more individuals from special areas being served.

Much of the growth and development of secondary vocational-technical education can be attributed to the leadership at the intermediate school district level by the specialist. They are the chief vocational-technical administrator and are required to make decisions regarding the planning, development, implementation, operation, and evaluation of the vocational-technical programs at the intermediate school district and Career Education Planning District levels.

Statement of the Problem

The problem of this study was to conduct an investigation to determine the vocational-technical role expectations of the specialist position as viewed by intermediate school district superintendents (superintendent), specialists, and local vocational-technical directors (director). To date, there has been no examination of the specialist position at the intermediate school district level in regard to vocational-technical education and specifically to the vocational-technical role expectations of the position. Also, because the vocational-technical role expectations have not been examined, many administrators at both the local and intermediate school district levels must rely on the brief general performance objectives (Administrative Guide, 1978) that the State Department of Education has developed for the specialist position. By not having any specific vocational-technical role expectations, only performance objectives,

there could be a possibility that some of the specialists might not be providing vocational-technical leadership to the local school districts in a consistent manner that is in keeping with the State Department's overall vocational-technical plans. This study will determine a number of key vocational-technical role expectations that could then in turn be utilized by administrators to assist in determining the role that specialists are to play in the overall delivery system for vocational-technical education.

Need for the Study

At present, there has been virtually no research completed concerning the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan. Each intermediate school district that employs a specialist places a variety of different role expectations upon that person based on the particular intermediate school district's emphasis on vocational-technical education. This is clearly evident and can be seen by the priority or lack of priority as indicated by the title and the importance that the intermediate school district places on the specialist position. In 16 percent of the intermediate school districts, the specialist is given the title of assistant superintendent for vocational-technical education and functions as an upper-level administrator, while at 84 percent of the intermediate school districts this same position is held by a coordinator or director and they are regarded as a middle- or lower-level administrator (Michigan Education Directory, 1980).

Both at the intermediate school district level and at the local school district level, there are no specifically defined vocational-technical role expectations for the specialist position. The State Department of Education, Vocational-Technical Education Services, does provide examples of performance objectives for the position of specialist in its Administrative Guide for Vocational-Technical Education in Michigan handbook, but intermediate school districts can interpret these examples in whatever manner they wish (Administrative Guide, 1978).

Purpose of the Study

Because there are no current data available concerning the vocational-technical role expectations of the specialist position, the main purpose of this study was to determine the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan as viewed by superintendents, specialists, and directors. By determining the vocational-technical role expectations, this study obtained a first approximation reading of the major vocational-technical role expectations of the specialist position relative to selected administrative functions of vocational-technical education. It would then be feasible for a local education agency, intermediate school district, or Michigan Department of Education to assess to what extent the specialist position is or is not being utilized in the overall delivery system for vocational-technical education in Michigan.

The study identified differences in the vocational-technical role expectations as viewed by superintendents, specialists, and directors. This information revealed the relative intensity and priority with which these vocational-technical role expectations were held by selected individuals. It is anticipated that the findings of this study will assist local education agencies and intermediate school districts in fully understanding the role that is held by the specialist in relationship to vocational-technical education in Michigan. The study possibly could be of value to the Vocational-Technical Education Services of the Michigan Department of Education. This research report is the first investigation regarding the vocational-technical role expectations of the specialist position, and it will provide an opportunity for the State Department of Education to take a critical look at a specific part of the vocational-technical delivery system. The Vocational-Technical Education Services has recognized the importance of the specialist position to the success of vocational-technical education at the local education agency level and provides annual vocational-technical education assistance to intermediate school districts which have established this administrative position and have employed a qualified person (Administrative Guide, 1978, pp. 5-6). The amount of assistance is 40 percent of the specialist's annual salary up to \$30,000.

Research Questions

Objectives

This study was structured to:

1. Obtain a first approximation reading of the major vocational-technical role expectations of the specialist position in Michigan's intermediate school districts with respect to selected role expectations.
2. Identify any significant relationships in the major vocational-technical role expectations of the specialist position held by superintendents, specialists, and directors.
3. Provide a composite list of the major vocational-technical role expectations of the specialist position with respect to selected role expectations.

Questions

The purposes of the study were realized by answering the following research questions:

1. What are the major vocational-technical role expectations of the specialist position as held by superintendents with respect to selected role expectations?
2. What are the major vocational-technical role expectations of the specialist position as held by specialists with respect to selected role expectations?
3. What are the major vocational-technical role expectations of the specialist position as held by directors with respect to selected role expectations?

4. What are the relationships between the vocational-technical role expectations of the specialist position as held by superintendents, specialists, and directors with respect to selected role expectations?

Assumptions

There are four main basic assumptions that were made in this study:

1. Given a list of selected vocational-technical role expectations, the specialists can identify the major vocational-technical role expectations they believe are anticipated of their position.

2. Given a list of selected vocational-technical role expectations, the superintendents and the directors can identify the major vocational-technical role expectations they hold of the specialist position.

3. An acceptable degree of similarity exists between the vocational-technical role expectations for the specialist position held by superintendents, specialists, and directors to permit the use of the same questionnaire with each group.

4. The vocational-technical role expectations of the specialist position are similar enough to secondary vocational-technical administrators' role expectations and therefore permit the use of findings of related research as a beginning to the selection of items for the questionnaire.

Delimitations of the Study

The study and its findings are subject to the following delimitations:

1. The study is limited to the superintendents, the specialists, and the directors serving in Michigan's 58 intermediate school districts.

2. The vocational-technical role expectations identified in the study were limited to those considered most important by the researcher, and no attempt was made to study all role expectations of the specialist position.

3. The findings of the study may not be generalized to positions that do not fit the definition of the specialist as used in this study.

Definition of Terms

The following terms have been defined as they are used in this study:

Vocational-Technical Education--organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree (State Plan, 1980, pp. 7-8).

Vocational-Technical Specialist Position--an administrative position at the intermediate school district level in Michigan that coordinates all vocational-technical activities at the intermediate school district level and acts as a liaison between the State

Department of Education, Vocational-Technical Education Services, and the local school district.

Intermediate School District--an intermediary educational agency situated between K-12 schools and the State Department of Education and serves as the middle echelon in a three-echelon educational administrative structure that is responsible for carrying out both regulatory and service-oriented functions with local education agencies.

Intermediate School District Superintendent--the top administrative position at the intermediate school district level, who is responsible for the operation of the intermediate school district. This person is hired by and must answer to the intermediate school district board of education.

Local Vocational-Technical Director--an individual who is employed by a local education agency and has direct responsibility for administering the vocational-technical education programs.

Summary

In this chapter, the researcher presented information regarding the specialist's relationship with the intermediate school district and also the local school district concerning the administration of vocational-technical education. The role and responsibilities of the specialist have increased significantly over the past several years because vocational-technical education in Michigan has continued to expand and therefore has become more and more complex to administer.

The primary delivery system for vocational-technical education is at the secondary level because of a commitment (State Plan, 1980) by the State Department of Education to provide quality vocational-technical education. In this delivery system, the specialist is a primary link between the State Department of Education, Vocational-Technical Education Services, and the local school districts in coordinating and administering vocational-technical education.

Because of the role that the specialist plays in vocational-technical education, the problem of this study was to conduct an investigation to determine the vocational-technical role expectations of the specialist position as viewed by superintendents, specialists, and directors. There has been virtually no research completed concerning the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan. The State Department of Education does provide general performance objectives, but no specific vocational-technical role expectations are available.

In this research project, four research questions were asked which dealt with the vocational-technical role expectations of the specialist position as viewed by the specialist's supervisor, the incumbent, and the local vocational-technical administrator. Basic assumptions were made regarding the use of the same questionnaire for all groups. Also, delimitations were placed on the study regarding the respondents who participated. These indicated that the vocational-technical role expectations that were presented in the questionnaire

were those considered most important by the researcher. Major terms that were used throughout the study were defined.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In reviewing related literature, it was determined that no studies had been conducted or reported concerning the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan. There were, however, numerous studies regarding a similar position in the public secondary school system, which referred to a local vocational-technical director or local shared-time vocational-technical director. Even though the vocational-technical position at the local secondary level is different from the specialist position at the intermediate school district level, enough similarity exists between the two roles to permit the review and presentation of related literature that pertains to this vocational-technical position.

There has been one dissertation completed concerning the Career Education Planning District in Michigan, "Judgments Concerning the Major Functions, Authority, Accountability, and Financial Support of the Career Education Planning Districts in Michigan" by Roger T. LaBonte, but that dealt specifically with career education and did not explore the vocational-technical aspects of the Career Education Planning District (LaBonte, 1978).

History of the Vocational-Technical Specialist Position

The idea of employing an individual at the intermediate school district level to coordinate and act as a liaison between the local school district and the State Department of Education for vocational-technical education is not a new concept. Twenty years ago, there were several individuals who functioned as vocational-technical directors at the intermediate school district level in Michigan (R. Pangman, personal communication, March 1980). In the early 1960s, there was no system established to provide vocational-technical leadership at the intermediate school district level.

In 1963, the National Vocational Education Act was passed by Congress. Included in the act was a provision for all states to develop area- or region-wide vocational-technical education planning and programming. In Michigan, this provision gave validation and support to a series of 42 area vocational-technical studies that were conducted between 1966 and 1968. Responding to an appeal made by the Michigan Department of Education's Division of Vocational-Technical Education, local and intermediate educational units studied the existing and potential arrangements possible for quality vocational-technical education offered within the limits of local and area-wide resources and cooperation. In some cases, these studies explored territorial configurations beyond the existing legal boundaries of participating educational units.

In 1966, a position paper entitled "A Vertically Integrated Occupational Curriculum for Schools in Michigan" was published by

the Michigan Department of Education. It was developed by the Division of Vocational-Technical Education and was a product of three years of study by the Vocational-Technical Education Curriculum Committee. It asserted the need for occupational education to be an integral part of the total educational process and identified the role occupational education should play at each level of this process ("A Vertically Integrated," 1966, p. 1).

As a result of these studies, another position paper was prepared by the Vocational-Technical Education Division on November 15, 1971. Entitled "Proposed Career Education Organization Structure," this document was published early in 1972. It suggested an organizational structure to assist local educational agencies to achieve the goals and process that had been established for Michigan Vocational-Technical Education ("Proposed Career Education," 1971, p. 1).

Because of these studies, the concept of the Career Education Planning District was actually implemented during the 1971-1972 fiscal year through administrative action by the Michigan Department of Education. The position of Career Education Planning District coordinator was established by the Michigan Department of Education, and provisions were made partially to reimburse the cost of this position. The name of this position was changed to Career Education Planning District Vocational-Technical Specialist to reflect the vocational-technical importance that is placed on the position at the intermediate school district level.

At that time, the State Department of Education placed sufficient emphasis on vocational-technical education that they assisted

in meeting local and intermediate vocational-technical leadership needs. These needs were met by reimbursement of salaries of directors, shared-time directors, and specialists until adequate funds were available on an added-cost basis to offset local costs. On occasions when Career Education Planning Districts' plans called for additional vocational-technical leadership besides the specialist, the State Department of Education would reimburse an area program implementer position for a limited number of years.

Pertinent Related Literature

Administrators in vocational-technical education have been faced with a variety of role expectations to perform with each having varying degrees of importance. The importance of these role expectations can vary greatly from one level to another or from one district to another. Also, the importance of certain vocational-technical role expectations can vary within a single intermediate school district, depending on the priority that is placed on a particular expectation by the administration or the board of education. As explained by Baker (1977), it is extremely difficult to identify certain functions or jobs because of the size and range of a particular local school or local school district. Also, there is such a tremendous variance in the types of administrative responsibilities for vocational-technical programs, and one must take into consideration the qualifications and background of each individual administrator. But because there have been a number of studies that have consistently identified specific functions of local vocational-technical

administrators and all of these studies have utilized acceptable methods and produced consistent findings, the results can be accepted with a high level of validity.

With the rapid growth in vocational-technical education that Michigan has experienced, both in numbers and scope, the role of the vocational-technical administrator has become much more comprehensive and complex. There has been an increase in the number of federal and state rules and regulations regarding vocational-technical education and its relationship to civil rights, special education, barrier-free environment, and the vocational-technical education data system. These and numerous other areas have all placed more and more responsibilities on the vocational-technical administrator. It was indicated by Loudermilk (1973) that there is definitely an association that exists between the type of school district and the perceived role of the vocational director. Directors in single-school districts seemed to be more concerned with day-to-day operations, while directors of multi-school districts showed more concern for overall planning and program development. This same type of reasoning would hold true for the specialist because a person in that position deals with a number of local school districts and must be concerned with the overall planning and not with the day-to-day operation. Yet, in some circumstances, the specialist finds himself in a position where a local school district does not have a director and the specialist must become involved in the day-to-day operation of local vocational-technical programs.

After surveying local vocational programs in Indiana, Yoho (1959) analyzed all functions performed in the operation of the vocational programs and found that the local vocational director usually reported directly to the superintendent of schools. The superintendent of schools generally felt that the vocational director should be placed below high school principals on a line-staff chart in relationship to responsibility and authority. The researcher came to this conclusion after first categorizing communities and the number of full-time vocational administrators that they employed and then interviewing vocational teacher trainers, practical arts administrators, and vocational administrators. Further results of the research indicated that some of the functions that were performed by the local vocational directors revealed considerable differences in (a) the amount of importance that was placed on certain functions and (b) a variety of methods of performing certain functions. Yoho did find in his research study that a large majority of the vocational directors tended to function toward the cooperative-action approach in crucial situations that were posed by the researcher.

Because this study will attempt to clarify the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan, role theory will contribute to the study's theoretical foundation. Society is made up of people who form a variety of organizations and suborganizations or systems which actually dictate how individuals are expected to behave. Also, because of these organizations and suborganizations, an individual's behavior can be influenced by how others actually expect

him/her to behave or react to certain situations. Regarding how an individual responds or reacts to a particular situation, Foskett (1969) reported that an individual can use alternative ways of acting and that these ways are feasible for certain situations. But, over a period of time, a particular way of acting can become preferred by a certain segment of the population and therefore this way of acting becomes the "best" or "proper" way of acting. However, one must take into account an individual's personality, education, and culture because of the influences that these have not only on one's behavior but on an individual's role concept.

Extensive role analyses were conducted by Gross, Mason, and McEachern (1958) in an attempt to show in their research of role expectations concerning superintendents of schools that individuals in particular social situations generally behave with reference to certain recognized expectations that are held by a given population. The study concluded that generally formulations of role expectations and/or conceptions, particularly in the social science literature, include certain assumptions that indicate consensus very often does exist concerning role expectations when applied to the incumbents of a particular social position.

An attitudinal study that dealt with the responsibilities of the directors of vocational education in California at the intermediate school district level was completed by Stanger (1967). The investigator's major purpose focused on selected groups of vocational education leaders and their attitudes toward the functions of the directors of vocational education at the county level. The functions

in this research study dealt only with service responsibilities of the directors of vocational education. Of the 73 functions that were surveyed, a listing in rank-order of the importance of items indicated that executive and administrative functions along with evaluation and program planning were rated as most important. Further down the list but still rated as important were items that dealt with professional and personal improvement and instructional programming.

During 1971, Ward (1971) completed research concerning vocational education leadership roles and the competencies that were essential for the adequate performance of the position. Forty essential competencies were identified as necessary, and these should be performed by local vocational education directors. These essential competencies which pertain to vocational education leadership functions were divided into six major categories:

1. Planning
2. Public Relations
3. Personnel Management
4. Equipment and Facilities
5. Program Supervision
6. Curriculum Development

The researcher found that a combination of intern experience and college course work was the best way for an individual to be trained for administrative functions in vocational education.

In a study that was directed toward the role of local vocational-technical directors, Bayne (1972) investigated public

school districts that employed someone who worked directly with occupational education. The main emphasis of the study was to determine the amount of agreement that existed among local superintendents, Illinois Division of Vocational and Technical Education staff, and local occupational directors concerning the occupational education director's role. There were 63 items that were categorized into eight major areas:

1. Instruction
2. Public Relations
3. Research
4. Program Planning
5. Administrative
6. Student Services
7. Personnel
8. Resources

There was a high degree of consensus between the three groups that were surveyed in this research concerning the role of the director of occupational education. The most agreement, however, was between the Division of Vocational and Technical Education staff and the local occupational education directors.

Seven major factors were determined from the research conducted by Sundstrom (1972) when he surveyed 72 administrators regarding educational competencies common to local vocational education administrators. These factors included:

1. Instruction which dealt with staff and facilities
2. Personnel--both staff and student

3. Management of the educational system
4. Curriculum--both development and evaluation
5. Research projects
6. Professional relations with organized groups
7. Program development and demonstration

The major and most important point that was determined from his research study indicated that the local vocational education administrator must be willing to work with other educational administrators to maintain, initiate, and promote occupational education programs.

Role perceptions of the directors of vocational education in Missouri were researched by Sireno (1973) to determine the relationship between the ideal and actual role. Questionnaires were mailed not only to local vocational education directors but also to vocational education teachers and the immediate vocational education director's supervisor to determine role perceptions. The survey instrument listed a number of duties that were generally associated with the administration of vocational education. The researcher found that between the immediate supervisors and the local vocational directors, there was general agreement concerning duties or tasks of the vocational education director's position. Concerning the actual role of the vocational education directors, there seemed to be some disagreement between the vocational education teachers and the immediate supervisors. In over 90 percent of the inventory items, there was a significant difference in the ideal role of the local vocational education director as perceived by the immediate supervisors compared with the vocational education teachers.

Summary

In the review of related literature, there were no studies completed or reported concerning the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan. There has been one study that investigated the career education aspect of the specialist position at the intermediate school district level in Michigan, but it did not determine the vocational-technical role expectations of the position. In reviewing the history of the Career Education Planning District specialist position, a need was shown by the Michigan Department of Education, Vocational-Technical Education Services, for vocational-technical leadership at the intermediate school district level. This leadership came about because of a study in 1971 that determined the need for an organizational structure throughout Michigan for the delivery of vocational-technical education. The position of Career Education Planning District Coordinator was established, but later it was changed to Vocational-Technical Specialist to emphasize the importance of vocational-technical education.

In reviewing pertinent related literature, it was determined that a number of studies had been completed that dealt specifically with local vocational-technical education directors and their tasks or role expectations. These studies provided an excellent background for determining the major vocational-technical expectations that could be used in this research concerning a vocational-technical leadership position at the intermediate school district level. Basically, the

related literature indicated that all vocational-technical role expectations could be classified into six major categories. They were:

1. General Administration
2. Curriculum Development
3. Budget and Finance Management
4. Planning, Evaluation, and Research
5. Personnel Management and Professional Development
6. Public Relations

Upon further investigation, it was determined from the related literature that the best way to ascertain the vocational-technical role expectations of the specialist position was not only to survey the incumbent but also to survey the incumbent's superior and subordinate. Because of the major role that vocational-technical education plays in our secondary education today, it is extremely important to determine the leadership role that the specialist will provide in the overall delivery of vocational-technical education. In an article by Leighbody (1968), he indicated that in a rapidly changing world, vocational leadership must be dynamic and forward looking. It must be able to adapt its thinking and its behavior to the constantly changing situations that arise and, at the same time, maintain stability and direction in the program. The specialist provides this stability to vocational-technical education and plays an important leadership role in the delivery of vocational-technical education in Michigan.

CHAPTER III

METHODOLOGY

Introduction

The objectives of this descriptive study were to:

1. Obtain a first approximation reading of the major vocational-technical role expectations of the specialist position in Michigan's intermediate school districts with respect to selected role expectations.
2. Identify any significant relationships in the major vocational-technical role expectations of the specialist position held by superintendents, specialists, and directors.
3. Provide a composite list of the major vocational-technical role expectations of the specialist position with respect to selected role expectations.

The Population

The population selected for this study included superintendents, specialists, and directors. These individuals were selected because of their direct relationship with the specialist position at the intermediate school district level. The superintendent is the direct supervisor of the specialist; therefore that person's vocational-technical role expectations concerning the specialist position are critical and have a direct bearing on the effectiveness of

that position. Because the specialist works at the intermediate school district level and acts as a liaison between the local district and the State Department of Education, it is extremely important to determine the vocational-technical role expectations held by directors concerning the specialist position. The superintendents selected for the study were those persons who were listed as "Intermediate School District Superintendents" in the Michigan Education Directory and Buyer's Guide (1979). All of the specialists were selected because of the nature of the study and their relationship to the specialist position. The specialists selected for the study were those persons who were listed as "Vocational-Technical Specialists" in the Michigan Department of Education Directory of Vocational Administrators (1979-80, Blue Section). The directors selected for the study were those persons who were listed as "Vocational Directors" in the Michigan Department of Education Directory of Vocational Administrators (1979-80, Green Section).

These three groups were identified as having direct involvement with the specialist position, and they were included in the study as follows:

1. Fifty-eight intermediate school district superintendents
2. Fifty vocational-technical specialists
3. One hundred eleven local vocational directors

A total of 219 respondents were identified for this research study. The 219 respondents constituted all superintendents, all specialists, and all local state-reimbursed directors in Michigan for the 1979-80 school year.

Preparation of the Questionnaire

In studying role expectations, one of the more effective means that can be used is a questionnaire (Sarbin, 1954). This particular form of inquiry was used for this research as a means of obtaining information from selected population groups.

A three-step approach was used by the investigator to develop the questionnaire for this research study. A list of tentative vocational-technical role expectations was developed for the specialist position. In accomplishing the first step, practitioners in vocational-technical education were interviewed, related research was analyzed, and appropriate literature was reviewed. A tentative list of vocational-technical role expectations was organized in questionnaire form and stated in terms of action or deeds that the specialist might be expected to accomplish.

The second step was to submit the proposed questionnaire to selected recognized experts (Appendices B and C) in the field of vocational-technical education at the secondary, post-secondary, and state department levels. These individuals were asked to judge the appropriateness of the vocational-technical role expectations. They were also asked to evaluate the proposed vocational-technical role expectations as to their validity and suitability for the selected population groups in the research study.

The third and final step was to rewrite, eliminate, or combine vocational-technical role expectations based on how the selected experts evaluated the effectiveness of the proposed vocational-technical expectations. Upon the recommendations of the experts,

28 tentative vocational-technical role expectations were left as presented, 17 were modified or altered slightly, 15 were eliminated or combined as necessary, and 4 new vocational-technical role expectations were added.

The questionnaire was divided into two major sections. Section I contained the revised set of vocational-technical role expectations that were divided into six major administrative categories:

1. General Administration
2. Curriculum Development and Instruction
3. Budget and Finance Management
4. Planning, Evaluation, and Research
5. Personnel Management and Professional Development
6. Public Relations

A Likert scale was added to Section I to help the respondents rate the appropriateness of each vocational-technical role expectation. The scale allowed respondents to select one of the five following responses:

1. Strongly Agree--The vocational-technical role expectation should definitely be the responsibility of the person occupying the specialist position.

2. Agree--The vocational-technical role expectation should generally be the responsibility of the person occupying the specialist position.

3. Undecided--The respondent has not determined if the person occupying the specialist position should or should not be responsible for the vocational-technical role expectation.

4. Disagree--The vocational-technical role expectation should generally not be the responsibility of the person occupying the specialist position.

5. Strongly Disagree--The vocational-technical role expectation should definitely not be the responsibility of the person occupying the specialist position.

Section II asked the respondents to indicate the number of years they have in their present position, the number of years of teaching experience they have in public secondary education, and the number of years they have in administration in public secondary education. This section also asked the respondents to indicate the highest level of education that they had attained.

After all modifications, corrections, and changes had been made, the questionnaire was printed and distributed in June 1980. The questionnaire (Appendix D) was printed in booklet form and contained a cover letter explaining the study's purpose. All cover letters (Appendix E) were original copies on Gratiot-Isabella Intermediate School District letterhead stationery.

Data Collection

A questionnaire and a cover letter of explanation were mailed to 219 participants. All were coded so that each returned questionnaire could be identified with a study respondent for response checking

and classification only. In the cover letter of explanation, a two-week return date was requested. An addressed, stamped envelope was enclosed to encourage the return of the questionnaire by the participating respondents.

After completion of the second week, a reminder letter (Appendix F) with a fresh questionnaire was mailed to the nonrespondents, requesting them to return the completed questionnaire within one week. If the second attempt to secure a completed questionnaire failed, the investigator tried to contact each nonrespondent by telephone to determine if the individual would or would not participate.

The initial mailing produced a return rate of 63 percent. Subsequent follow-up attempts secured additional returns, which brought the total response rate to 78 percent.

Table 3.1.--Intermediate school district superintendents, vocational-technical specialists, and local vocational-technical directors forming population for the study.

Group	Number Contacted	Number Responding	Percentage Responding
Intermediate school district superintendents	58	45	78
Vocational-technical specialists	50	46	92
Local vocational- technical directors	<u>111</u>	<u>80</u>	<u>72</u>
Total	219	171	78

Respondents returned the questionnaires to the researcher during a five-week period. Upon receipt of the completed questionnaires, they were coded and prepared for key punching.

Methods of Analysis

To provide answers to research questions related to the major vocational-technical role expectations of the specialist position as held by superintendents, specialists, and directors, descriptive statistics were used. This research study dealt strictly with the data that were collected by the questionnaire, and no attempt was made by the investigator to generalize the results. The study also dealt with a specific population at a specific time.

Responses to each item on the questionnaire were analyzed for all groups individually and collectively. For each question, the frequency and percentage were shown for all respondents who selected a point on a five-point rating scale (strongly agree, agree, undecided, disagree, strongly disagree).

In the first three research questions, only the top ten and lowest ten vocational-technical role expectations were selected to be presented in both narrative and table form. Selection of the vocational-technical role expectations was based on the highest and lowest percentage of respondents who strongly agreed with the vocational-technical role expectations. All 60 vocational-technical role expectations are included in table form in Appendix G.

Only the top ten and lowest ten vocational-technical role expectations in Research Question 4 were selected to be presented in

both narrative and table form. Selection was based on the highest and lowest percentage of specialists who strongly agreed with the vocational-technical role expectations. A comparison was then made between the specialists' responses and those of the superintendents and directors to the same vocational-technical role expectations. All 60 vocational-technical role expectations showing comparison responses are included in table form in Appendix G.

Summary

In this chapter, the investigator presented the objectives of the research study. Those objectives dealt with obtaining a first approximation reading, identifying any significant relationships, and providing a composite list of the vocational-technical role expectations of the specialist position. To accomplish the objectives, a population made up of 58 superintendents, 50 specialists, and 111 directors was selected because of the nature of the study and their relationship to the specialist position.

A questionnaire containing 60 vocational-technical role expectations was developed by the researcher and submitted to a jury of experts. They were asked to evaluate the vocational-technical role expectations as to their validity and suitability for the selected population groups. After all modifications, corrections, and changes were made, the questionnaire along with a cover letter was mailed to 219 possible respondents. A total of 171 (78 percent) respondents returned usable questionnaires that were then coded and prepared for key punching.

To provide answers to the research questions concerning the vocational-technical role expectations of the specialist position, descriptive statistics were used. Responses to each item on the questionnaires were analyzed for all groups individually and collectively. The frequency and percentage were shown for each question.

The top ten and the lowest ten vocational-technical role expectations in each respondent group were selected to be presented in both narrative and table form. Selection was based on the highest and lowest percentage of respondents who strongly agreed with the vocational-technical role expectations.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

Introduction

The purpose of this chapter is to present in descriptive form the data relative to the responses from superintendents, specialists, and directors regarding the vocational-technical role expectations that were examined in this study.

Descriptive Characteristics of Respondents

This section presents information regarding the respondents' professional work experience, which includes the number of years in their present position and teaching and administrative experience in secondary education. Also included in this section is information concerning the level of education attained by the respondents.

Professional Work Experience

Table 4.1 shows the average years of professional work experience by selected categories for each respondent group. The superintendents averaged 10.29 years of work experience in their present position, while the specialists and directors averaged approximately three years less work experience in their present positions with 7.11 and 7.46 years, respectively. Directors exceeded both superintendents and specialists in the number of years of teaching experience in public education. The directors averaged 12.60

years of experience, while the specialists' mean was 9.74 and a mean of 8.71 was computed for the superintendents.

Table 4.1.--Professional work experience of intermediate school district superintendents, vocational-technical specialists, and local vocational-technical directors.

Work Experience Category	Superintendents \bar{X}	Specialists \bar{X}	Directors \bar{X}
Present job position	10.29	7.11	7.46
Teaching experience in public secondary education	8.71	9.74	12.60
Administrative experience in public secondary education	16.51	9.78	9.78

\bar{X} = Mean.

Regarding administrative experience in public secondary education, the superintendents had an average of 16.51 years of experience. Both the specialists and directors had 9.78 years of administrative experience, which was 6.73 years less than the superintendents.

Levels of Education

Table 4.2 contains data showing the number of respondents by levels of education. The most common level of education was that of more than a masters degree but less than a doctoral degree category. There were 57.8 percent of the superintendents who had attained this

level, while 78.3 percent of the specialists and 75.0 percent of the directors had also attained this level. Masters degrees were held by 8.9 percent of the superintendents, while 33.3 percent of the superintendents had doctoral degrees. Of the 46 specialists who responded to the survey questionnaire, 13.0 percent had masters degrees, while 8.7 percent held doctoral degrees. There were 12.5 percent of the directors who held masters degrees and 12.5 percent who had attained a doctoral degree. No respondent from any of the groups held less than a masters degree.

Table 4.2.--Level of education attained by intermediate school district superintendents, vocational-technical specialists, and local vocational-technical directors.

	Superintendents		Specialists		Directors	
	f	%	f	%	f	%
Bachelors degree or less	0	0	0	0	0	0
More than bachelors degree but less than masters degree	0	0	0	0	0	0
Masters degree	4	8.9	6	13.0	10	12.5
More than masters degree but less than doctoral degree	26	57.8	36	78.3	60	75.0
Doctoral degree	15	33.3	4	8.7	10	12.5
Total	45	100.0	46	100.0	80	100.0

f = Frequency of response.
% = Percentage of response.

Research Questions

Only the top ten and lowest ten vocational-technical role expectations were selected to be presented. The other vocational-technical role expectations were not selected to be presented because there was not a significant difference in the opinions held by the responding groups. All vocational-technical role expectations of the specialist position that were not selected as one of the top ten or lowest ten vocational-technical role expectations for each research question are presented in Appendix G.

Question Number One

What are the major vocational-technical role expectations of the specialist position as held by superintendents with respect to selected role expectations?

Top ten vocational-technical role expectations.--The top ten vocational-technical role expectations (Table 4.3) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the highest percentage of superintendents who strongly agreed with the expectations. The range of responses regarding the top ten vocational-technical role expectations from superintendents who strongly agreed varied from a high of 73.3 percent to a low of 57.8 percent. In this particular research question, vocational-technical role expectation numbers 23 and 33 had identical percentages in the strongly agree response category. Therefore, the highest percentage of agree responses was used to determine which vocational-technical role expectation would be included in the top ten.

Table 4.3.--The top ten vocational-technical role expectations of the vocational-technical specialist position as viewed by intermediate school district superintendents.

Role Expectation		SA	A	U	D	SD	NR
1. Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.	f %	33 73.3	11 24.4	0 0	1 2.2	0 0	0 0
54. Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.		32 71.1	13 28.9	0 0	0 0	0 0	0 0
55. Help develop a positive community image of vocational-technical education.		32 71.1	12 26.7	1 2.2	0 0	0 0	0 0
56. Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.		32 71.1	13 28.9	0 0	0 0	0 0	0 0
6. Provide leadership for a representative vocational-technical education planning committee (CEPD council).		31 68.9	13 28.9	1 2.2	0 0	0 0	0 0
53. Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.		31 68.9	14 31.1	0 0	0 0	0 0	0 0

Table 4.3.--Continued.

Role Expectation		SA	A	U	D	SD	NR
10.	Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.	f 29 64.4	13 28.9	2 4.4	1 2.2	0 0	0 0
2.	Promote the effective utilization of local vocational-technical advisory committees.	28 62.2	16 35.6	1 2.2	0 0	0 0	0 0
9.	Provide technical assistance in implementing vocational-technical program standards of quality.	27 60.0	16 35.6	1 2.2	1 2.2	0 0	0 0
23.	Identify potential sources and amounts of financial income to support the cost of vocational-technical programs.	26 57.8	18 40.0	0 0	1 2.2	0 0	0 0

40

Note: In this and subsequent tables, the following symbols are used: f = frequency; % = percent; SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree; NR = no response.

The top ten vocational-technical role expectations were divided into three major administrative categories, which dealt with general administration, budget and finance management, and public relations. The vocational-technical role expectation that received the most support from the superintendents referred to a general administration expectation concerning the specialist providing leadership in forming the Career Education Planning District's philosophy of vocational-technical education. Strongly agreeing were 73.3 percent of the superintendents, while another 24.4 percent agreed with this vocational-technical role expectation.

The superintendents indicated their support for having the specialist be responsible for providing leadership for a representative vocational-technical education planning committee at the intermediate school district level while also promoting the effective utilization of local vocational-technical advisory committees. Both of these vocational-technical role expectations were strongly agreed with by over 60 percent of the responding superintendents. There were also another 35.8 percent of the superintendents who agreed that the specialist should promote local advisory committees, and 28.9 percent agreed that the specialist should provide leadership for a council at the intermediate school district level.

Serving as a contact person between the Career Education Planning District and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational-technical education was an expectation that 64.4 percent of the superintendents strongly agreed that the specialist should accomplish.

Another 28.9 percent agreed that the specialist should act as a contact person.

Vocational-technical role expectation number 9, which was in the general administration category, dealt with the specialists providing technical assistance in implementing vocational-technical program standards of quality. Sixty percent of the superintendents denoted that this vocational-technical role expectation was important and strongly agreed with it. Slightly over 35 percent responded as being in agreement that the specialist should perform this particular role expectation.

Only one vocational-technical role expectation from the budget and finance management category was in the top ten as viewed by the superintendents. They indicated that one of the specialist's duties should be to identify potential sources and amounts of financial income to support the cost of vocational-technical programs. Strongly agreeing were 57.8 percent of the superintendents, while another 40 percent were also in agreement.

Four vocational-technical role expectations out of the top ten were in the public relations category. Over 70 percent of the responding superintendents strongly agreed that the specialist should be very involved in developing a positive community image of vocational-technical education along with working with business and industry to promote vocational-technical programs. Also, the superintendents strongly agreed that the specialist should establish and maintain effective working relationships with key individuals in the community.

Along with being concerned about vocational-technical education's community image, 68.9 percent of the superintendents strongly agreed that the specialist should establish and maintain effective working relationships with principals and counselors in the local high schools. This expectation was further agreed with by 31.1 percent of the superintendents.

Lowest ten vocational-technical role expectations.--The lowest ten vocational-technical role expectations (Table 4.4) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the lowest percentage of superintendents who strongly agreed with the expectations. The range of responses regarding the lowest ten vocational-technical role expectations from superintendents who strongly agreed varied from a low of 11.1 percent to a high of 28.9 percent. In this particular research question, vocational-technical role expectation numbers 26, 29, and 35 had identical percentages in the strongly agree response category. Therefore, the lowest percentage of agree responses was used to determine which vocational-technical role expectations would be included in the lowest ten.

The lowest ten vocational-technical role expectations were divided into five major administrative categories, dealing with general administration; curriculum development and instruction; budget and finance management; planning, evaluation, and research; and personnel management and professional development.

Preparing articles for professional journals and periodicals was an expectation that received the least support from the responding

Table 4.4.--The lowest ten vocational-technical role expectations of the vocational-technical specialist position as viewed by intermediate school district superintendents.

Role Expectation		SA	A	U	D	SD	NR
47.	Prepare articles for professional journals and periodicals.	f 5 11.1	24 53.3	12 26.7	3 6.7	0 0	1 2.2
7.	Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.	7 15.6	23 51.1	11 24.4	2 4.4	2 4.4	0 0
49.	Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.	10 22.2	30 66.7	5 11.1	0 0	0 0	0 0
17.	Provide vocational-technical education consultants to assist vocational teachers in program development.	11 24.4	23 51.1	7 15.6	3 6.7	0 0	1 2.2
27.	Establish and maintain effective relationships with key persons of the Michigan Department of Management and Budget administering state aid funds.	11 24.4	22 48.9	9 20.0	3 6.7	0 0	0 0

Table 4.4.--Continued.

Role Expectation		SA	A	U	D	SD	NR
48.	Attend local, state, and national professional meetings.	f % 11 24.4	30 66.7	4 8.9	0 0	0 0	0 0
34.	Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.	12 26.7	18 40.0	8 17.8	6 13.3	1 2.2	0 0
12.	Obtain necessary data from local education agencies and submit to Vocational-Technical Education Services for the Vocational Education Data System.	13 28.9	25 55.6	4 8.9	1 2.2	2 4.4	0 0
26.	Approve requisitions for supplies and equipment for the CEPD at the intermediate school district level.	13 28.9	16 35.6	9 20.0	6 13.3	0 0	1 2.2
35.	Plan special vocational-technical programs for disadvantaged and bilingual students.	13 28.9	13 28.9	12 26.7	7 15.6	0 0	0 0

superintendents. Only 11.1 percent of the superintendents strongly agreed that the specialist should perform this particular vocational-technical role expectation. However, 53.3 percent did agree with the vocational-technical role expectation. Two other vocational-technical role expectations that were in the personnel management and professional development category indicated that the superintendents were not in strong agreement with the specialist taking an active part in professional organizations or attending local, state, or national meetings. In both vocational-technical role expectations, less than one-fourth of the responding superintendents strongly agreed that the specialist should perform the expectations.

In the general administration category, only 15.6 percent of the superintendents strongly agreed with the specialist coordinating, monitoring, and assisting in implementing the Office of Civil Rights guidelines as they applied to vocational-technical education. In this particular vocational-technical role expectation, there were 51.1 percent of the superintendents who did agree that the specialist should be responsible for the expectation. In another vocational-technical role expectation that was also in the general administration category, the superintendents were not very supportive of the specialist obtaining necessary data from local education agencies and submitting it to the Vocational-Technical Education Services for the Vocational Education Data System. Slightly over one-fourth, 28.9 percent, of the superintendents strongly agreed with the expectation.

Vocational-technical role expectation number 17 was the only one in the curriculum development and instruction category that fell

into the lowest ten group. Only 24.4 percent of the superintendents strongly agreed with the specialist providing vocational-technical education consultants to assist vocational-technical teachers in program development.

Two vocational-technical role expectations in the budget and finance management category signified that the superintendents did not strongly agree with the specialist approving requisitions for supplies and equipment at the intermediate school district level or establishing and maintaining effective relationships with key individuals administering state aid funds. In vocational-technical role expectation number 26, which dealt with approval of requisitions, only 28.9 percent of the superintendents strongly agreed with the expectation, while just 35.6 percent agreed. Even less, 24.4 percent, strongly agreed with vocational-technical role expectation number 27 regarding the specialist relationships with individuals administering state aid funds.

Superintendents were not strongly in favor of the specialist working with special groups or groups with special problems. Only 26.7 percent responded as strongly agreeing with the specialist planning Comprehensive Employment and Training Act and other manpower training programs, while only 28.9 percent indicated the same response regarding the specialist being responsible for planning vocational-technical programs for the disadvantaged and bilingual students. In both of these expectations, which were in the planning, evaluation, and research category, 40 percent or less of the

respondents agreed that the expectations should be the specialist's responsibility.

Question Number Two

What are the major vocational-technical role expectations of the specialist position as held by specialists with respect to selected role expectations?

Top ten vocational-technical role expectations.--The top ten vocational-technical role expectations (Table 4.5) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the highest percentage of specialists who strongly agreed with the expectations. The range of responses regarding the top ten vocational-technical role expectations from specialists who strongly agreed varied from a high of 89.1 percent to a low of 63.0 percent.

The top ten vocational-technical role expectations were divided into four major administrative categories, which dealt with general administration; planning, evaluating, and research; personnel management and professional development; and public relations. The vocational-technical role expectations that received the strongest agreement from the respondents, 89.1 percent, concerned the specialist serving as a contact person between the Career Education Planning District and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational-technical education. In vocational-technical role expectation number 11, the specialists also indicated strong agreement, 78.3 percent, with the specialist being responsible for attending meetings

Table 4.5.--The top ten vocational-technical role expectations of the vocational-technical specialist position as viewed by vocational-technical specialists.

Role Expectation		SA	A	U	D	SD	NR
10.	Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.	f 41 % 89.1	4 8.7	0 0	1 2.2	0 0	0 0
11.	Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.	36 78.3	7 15.2	1 2.2	2 4.3	0 0	0 0
55.	Help develop a positive community image of vocational-technical education.	33 71.7	13 28.3	0 0	0 0	0 0	0 0
1.	Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.	32 69.6	12 26.1	1 2.2	1 2.2	0 0	0 0
53.	Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.	32 69.6	14 30.4	0 0	0 0	0 0	0 0

Table 4.5.--Continued.

Role Expectation		SA	A	U	D	SD	NR
54.	Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.	f 31 67.4	15 32.6	0 0	0 0	0 0	0 0
9.	Provide technical assistance in implementing vocational-technical program standards of quality.	30 65.2	14 30.4	1 2.2	0 0	0 0	1 2.2
49.	Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.	30 65.2	14 30.4	2 4.3	0 0	0 0	0 0
56.	Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.	30 65.2	16 34.8	0 0	0 0	0 0	0 0
39.	Work with local schoolboards, superintendents, and vocational staff to assist in the development of vocational-technical education programs.	29 63.0	17 37.0	0 0	0 0	0 0	0 0

called by the Vocational-Technical Education Services for administrators of vocational-technical education. These two vocational-technical role expectations were in the general administration category along with two others from the same category that received strong support from the specialists. Vocational-technical role expectation number 1, which dealt with the specialist providing leadership in forming the Career Education Planning District philosophy of vocational-technical education, was strongly agreed to by 69.6 percent of the respondents. Also, 30.4 percent agreed with the vocational-technical role expectation. The fourth vocational-technical role expectation in this category that received strong agreement from the respondents referred to the specialist providing technical assistance in implementing vocational-technical program standards of quality.

Only one vocational-technical role expectation from the planning, evaluation, and research category was in the top ten as viewed by the specialists. This expectation referred to the specialist working with local schoolboards, superintendents, and vocational-technical staff to assist in the development of vocational-technical education programs. Of the 46 specialists who responded to the questionnaire, 63.0 percent strongly agreed with the expectation, while another 37.0 percent agreed that the specialist should carry out the expectation.

In the personnel management and professional development category, the respondents strongly agreed regarding the specialist taking an active part in professional organizations. Organizations that the vocational-technical role expectation referred to were the

American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.

There were four vocational-technical role expectations in the public relations category that were selected, based on the specialists' responses, to be presented in the top ten expectations. Three out of the four vocational-technical role expectations dealt with the specialist working with the community to develop a positive vocational-technical image and promoting vocational-technical programs to business and industry. Also, establishing and maintaining effective working relationships with key individuals from business and industry was strongly agreed with by the specialists. In all three vocational-technical role expectations, between 71.7 percent and 65.2 percent of the respondents strongly agreed that the specialist should be responsible for these expectations. The fourth vocational-technical role expectation in the public relations category referred to the specialist establishing and maintaining effective relationships with the high school counselors and principals. In this expectation, 69.6 percent of the specialists strongly agreed with the vocational-technical role expectation.

Lowest ten vocational-technical role expectations.--The lowest ten vocational-technical role expectations (Table 4.6) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the lowest percentage of specialists who strongly agreed with the expectations. The range of responses regarding the lowest ten vocational-technical role expectations from specialists who strongly agreed

Table 4.6.--The lowest ten vocational-technical role expectations of the vocational-technical specialist position as viewed by vocational-technical specialists.

Role Expectation		SA	A	U	D	SD	NR
7.	Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.	f 4 8.7	27 58.7	11 23.9	3 6.5	1 2.2	0 0
47.	Prepare articles for professional journals and periodicals.	6 13.0	21 45.7	18 39.1	0 0	1 2.2	0 0
35.	Plan special vocational-technical programs for disadvantaged and bilingual students.	11 23.9	24 52.2	8 17.4	2 4.3	0 0	1 2.2
43.	Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.	11 23.9	25 54.3	7 15.2	2 4.3	1 2.2	0 0
34.	Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.	12 26.1	21 45.7	9 19.6	3 6.5	1 2.2	0 0

Table 4.6.--Continued.

Role Expectation		SA	A	U	D	SD	NR	
16.	Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.	f %	14 30.4	23 50.0	7 15.2	1 2.2	0 0	1 2.2
22.	Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.		14 30.4	24 52.2	7 15.2	1 2.2	0 0	0 0
36.	Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.		14 30.4	31 67.4	1 2.2	0 0	0 0	0 0
33.	Prepare a written annual and long-range vocational-technical education plan for the CEPD.		15 32.6	27 58.7	3 6.5	1 2.2	0 0	0 0
45.	Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.		15 32.6	24 52.2	7 15.2	0 0	0 0	0 0

Table 4.6.--Continued.

Role Expectation		SA	A	U	D	SD	NR
16.	Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.	f 14 30.4	23 50.0	7 15.2	1 2.2	0 0	1 2.2
22.	Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.	14 30.4	24 52.2	7 15.2	1 2.2	0 0	0 0
36.	Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.	14 30.4	31 67.4	1 2.2	0 0	0 0	0 0
33.	Prepare a written annual and long-range vocational-technical education plan for the CEPD.	15 32.6	27 58.7	3 6.5	1 2.2	0 0	0 0
45.	Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.	15 32.6	24 52.2	7 15.2	0 0	0 0	0 0

varied from a low of 8.7 percent to a high of 32.6 percent. In this particular research question, vocational-technical role expectation numbers 13, 33, and 45 had identical percentages in the strongly agree response category. Therefore, the lowest percentage of agree responses was used to determine which vocational-technical role expectations would be included in the lowest ten.

The lowest ten vocational-technical role expectations were divided into four major administrative categories dealing with general administration; curriculum development and instruction; planning, evaluation, and research; and personnel management and professional development. The vocational-technical role expectation that received the least support from the specialists, with only 8.7 percent strongly agreeing, indicated that the specialist should coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.

Two vocational-technical role expectations in the curriculum development and instruction category were in the lowest ten grouping. One of the expectations referred to the specialist providing leadership for the review of vocational-technical courses, course outlines, and instructional materials, while the other indicated that the specialist should utilize lay advisory committees to make recommendations concerning program content and instructional equipment. Both of these expectations only had 30.4 percent of the respondents strongly agreeing that the person responsible for accomplishing them should be the specialist.

In the planning, evaluation, and research category, four vocational-technical role expectations were selected because of the low percentage of specialists who strongly agreed with the expectations. Two of the vocational-technical role expectations referred to the specialist planning vocational-technical programs for special groups with specific needs and planning special manpower training programs for the Comprehensive Employment and Training Act organization. In both expectations, less than 27 percent of the respondents strongly agreed with having the specialist perform the vocational-technical role expectations.

Analyzing follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings was an expectation that only 30.4 percent of the specialists responded as strongly agreeing. Another 67.4 percent agreed that the specialist should perform this expectation.

The fourth vocational-technical expectation in the planning, evaluation, and research category to be selected related to the specialist preparing a written annual and long-range vocational-technical education plan for the Career Education Planning District. Only 32.6 percent of the responding specialists indicated that they were in strong agreement with this particular expectation. However, 58.7 percent did agree that the specialist should be responsible for fulfilling this vocational-technical role expectation.

Of the ten vocational-technical role expectations that were selected to be presented, three were in the personnel management and professional development category. Assisting in the development of

criteria to be used in evaluating vocational-technical staff and assessing vocational-technical staff needs were two areas with which the respondents did not strongly agree. Only 23.9 percent indicated that they strongly agreed with the specialist assisting in the development of criteria for evaluation, while a slightly larger percentage, 32.6, strongly agreed with the assessing of vocational-technical staff needs.

One other expectation in the personnel management and professional development category, regarding the specialist preparing articles for professional journals and periodicals, was strongly agreed with by only 13.0 percent of the respondents. There were, however, 45.7 of the specialists who did agree with this particular expectation.

Question Number Three

What are the major vocational-technical role expectations of the specialist position as held by directors with respect to selected role expectations?

Top ten vocational-technical role expectations.--The top ten vocational-technical role expectations (Table 4.7) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the highest percentage of directors who strongly agreed with the expectations. The range of responses regarding the top ten vocational-technical role expectations from directors who strongly agreed varied from a high of 62.5 percent to a low of 45.0 percent.

The top ten vocational-technical role expectations were divided into three major administrative categories, which dealt with

Table 4.7.--The top ten vocational-technical role expectations of the vocational-technical specialist position as viewed by local vocational-technical directors.

Role Expectation		SA	A	U	D	SD	NR	
6.	Provide leadership for a representative vocational-technical education planning committee (CEPD council).	f %	50 62.5	26 32.5	1 1.2	2 2.5	0 0	1 1.2
11.	Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.		48 60.0	30 37.5	2 2.5	0 0	0 0	0 0
5.	Interpret the potential effect of proposed state or federal legislation on vocational-technical offerings in the CEPD.		47 58.7	30 37.5	3 3.7	0 0	0 0	0 0
55.	Help develop a positive community image of vocational-technical education.		47 58.7	31 38.7	0 0	2 2.5	0 0	0 0
10.	Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.		45 56.3	28 35.0	4 5.0	1 1.2	2 2.5	0 0

Table 4.7.--Continued.

Role Expectation		SA	A	U	D	SD	NR	
1.	Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.	f %	44 55.0	34 42.5	1 1.2	1 1.2	0 0	0 0
12.	Obtain necessary data from local education agencies and submit to Vocational-Technical Education Services for the Vocational Education Data System.		40 50.0	26 32.5	11 13.7	3 3.7	0 0	0 0
23.	Identify potential sources and amounts of financial income to support the cost of vocational-technical programs.		38 47.5	38 47.5	3 3.7	1 1.2	0 0	0 0
57.	Effectively keep state and federal legislators informed concerning the current trends in vocational-technical education.		38 47.5	38 47.5	4 5.0	0 0	0 0	0 0
28.	Establish and maintain effective relationships with key persons of the Michigan Department of Education administering federal vocational-technical education funds.		36 45.0	38 47.5	3 3.7	3 3.7	0 0	0 0

general administration, budget and finance management, and public relations. The vocational-technical role expectation that received the most support from the directors referred to the specialist providing leadership for a representative vocational-technical education planning committee. Of the 80 directors who responded to the questionnaire, 62.5 percent strongly agreed that the specialist should be responsible for accomplishing this expectation.

There were five other vocational-technical role expectations in the general administration category that were selected to be presented based on the directors' responses. Attending meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education and serving as a contact person between the Career Education Planning District and the Vocational-Technical Education Services were two vocational-technical expectations that the directors felt should be the responsibility of the specialist. Sixty percent strongly agreed that the specialist should attend meetings called by the Vocational-Technical Education Services, while 56.3 percent strongly agreed that serving as a contact person was an expectation of the person occupying the specialist position.

Two other vocational-technical role expectations that were in the general administration category referred to the specialist interpreting the potential effects of proposed state or federal legislation on vocational-technical education and obtaining data from the local education agencies and submitting it to the Vocational-Technical Education Services for the Vocational Education Data System. There were 58.7 percent of the responding directors who strongly agreed that

the specialist should interpret proposed state and federal legislation and the possible effects it might have on vocational-technical offerings in the Career Education Planning District. Also, 37.5 percent agreed with this particular expectation. Regarding the specialist obtaining data for the Vocational Education Data System, exactly one-half, 50.0 percent, of the directors strongly agreed with the vocational-technical role expectation.

Providing leadership in forming the Career Education Planning District's philosophy of vocational-technical education is a general administration category expectation that 55.0 percent of the directors strongly agreed that the specialist should carry out. Another 42.5 percent also agreed with the expectation.

In the budget and finance management category, two vocational-technical role expectations were included in the top ten expectations as viewed by the directors. One of the expectations referred to the specialist identifying potential sources and amounts of financial income to support the cost of vocational-technical programs. Strongly agreeing with this expectation were 47.5 percent of the responding directors, while another 47.5 percent agreed that the specialist should be responsible for the expectation. The other expectation in the budget and finance management category dealt with the specialist establishing and maintaining effective relationships with key persons who administer vocational-technical education funds. Forty-five percent of the respondents strongly agreed with the vocational-technical role expectation.

Two vocational-technical role expectations in the public relations category were also selected to be included in the top ten expectations. Helping to develop a positive community image of vocational-technical education was a vocational-technical expectation that 58.7 percent of the directors strongly agreed that the specialist should perform. However, another 38.7 percent agreed with the expectation. In the other expectation in this category, 47.5 percent of the directors strongly agreed that the specialist should keep state and federal legislators informed concerning current trends in vocational-technical education.

Lowest ten vocational-technical role expectations.--The lowest ten vocational-technical role expectations (Table 4.8) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the lowest percentage of directors who strongly agreed with the expectations. The range of responses regarding the lowest ten vocational-technical role expectations from the directors who strongly agreed varied from a low of 7.5 percent to a high of 18.8 percent.

The lowest ten vocational-technical role expectations were divided into five major administrative categories, dealing with general administration; curriculum development and instruction; budget and finance management; planning, evaluation, and research; and personnel management and professional development. The vocational-technical role expectation that received the least support from the directors referred to the specialist preparing articles for professional journals and periodicals. Only 7.5 percent of the directors

Table 4.8.--The lowest ten vocational-technical role expectations of the vocational-technical specialist position as viewed by local vocational-technical directors.

Role Expectation		SA	A	U	D	SD	NR
47.	Prepare articles for professional journals and periodicals.	f 6 7.5	29 36.2	32 40.0	11 13.7	2 2.5	0 0
35.	Plan special vocational-technical programs for disadvantaged and bilingual students.	9 11.2	35 43.8	21 26.2	13 16.2	2 2.5	0 0
7.	Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.	12 15.0	31 38.7	21 26.2	14 17.5	2 2.5	0 0
18.	Encourage the use of suggestions from students and graduates in developing or revising vocational-technical programs and courses.	13 16.2	45 56.3	11 13.7	10 12.5	1 1.2	0 0
43.	Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.	13 16.2	31 38.7	13 16.2	18 22.5	4 5.0	1 1.2

Table 4.8.--Continued.

Role Expectation		SA	A	U	D	SD	NR
19.	Provide leadership in developing vocational-technical curriculum policy.	f 14 17.5	40 50.0	10 12.5	12 15.0	3 3.7	1 1.2
26.	Approve requisitions for supplies and equipment for the CEPD at the intermediate school district level.	14 17.5	25 31.3	13 16.2	12 15.0	16 20.0	0 0
36.	Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.	14 17.5	42 52.5	13 16.2	9 11.2	2 2.5	0 0
15.	Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.	15 18.8	37 46.2	10 12.5	16 20.0	1 1.2	1 1.2
40.	Assist in the planning for the vocational-technical needs of handicapped students and assist vocational teachers in meeting those needs.	15 18.8	51 63.8	9 11.2	5 6.3	0 0	0 0

strongly agreed that the specialist should be responsible for this expectation. However, 40.0 percent responded as undecided if the specialist should or should not perform this particular vocational-technical role expectation. This first vocational-technical role expectation was in the personnel management and professional development category. There was one other expectation in the lowest ten grouping, which also was in the same category. That expectation referred to the specialist assisting in the development of criteria to be used in evaluating the performance of vocational-technical staff. The directors did not strongly support this expectation, with only 16.2 percent strongly agreeing and 38.7 percent agreeing with the vocational-technical role expectation.

In the general administration category, only one vocational-technical role expectation was selected to be presented based on the responses of the directors. Coordinating, monitoring, and assisting in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education was an expectation that very few of the directors strongly supported. Fifteen percent responded as strongly agreeing and another 38.7 did agree with this particular expectation.

The directors indicated that they were not in favor of having the specialist provide much assistance in regard to revising vocational-technical programs and courses or working with curriculum policy. In the curriculum development and instruction category, two vocational-technical role expectations dealt with the specialist using suggestions from students and graduates in developing or revising

vocational-technical programs and courses and providing leadership in developing vocational-technical curriculum policy. Only 16.2 percent of the directors strongly agreed with having the specialist revise vocational-technical programs and courses, while 17.5 percent of the directors strongly agreed with the specialist dealing with curriculum policy.

One other expectation in the same category was also selected to be presented in the lowest ten vocational-technical role expectations as viewed by the directors. Of the 80 directors who responded to the questionnaire, 18.8 percent strongly agreed that the specialist should provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.

There was just one vocational-technical role expectation in the budget and finance management category that the directors did not strongly support. It dealt with the specialist approving requisitions for supplies and equipment for the Career Education Planning District at the intermediate school district level. Only 17.5 percent of the directors strongly agreed with the specialist having this responsibility. In this particular expectation, 20.0 percent of the responding directors strongly disagreed with this vocational-technical role expectation.

In the planning, evaluation, and research category, three vocational-technical role expectations were selected to be presented. Two of the vocational-technical role expectations referred to the specialist planning and assisting in meeting the needs of special groups. Only 11.2 percent of the directors strongly agreed with

having the specialist plan special vocational-technical programs for disadvantaged and bilingual students. Slightly more of the directors, 18.8 percent, strongly agreed with the specialist planning for the vocational-technical needs of handicapped students.

The third vocational-technical role expectation in this category dealt with the specialist analyzing follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings. Of the 80 directors who responded, only 17.5 percent strongly agreed with having the specialist be responsible for this expectation.

Question Number Four

What are the relationships between the vocational-technical role expectations of the specialist position as held by superintendents, specialists, and directors with respect to selected role expectations?

Top ten vocational-technical role expectations.--The top ten vocational-technical role expectations (Table 4.9) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the highest percentage of specialists who strongly agreed with the expectations. The top ten expectations that the specialists strongly agreed with were selected to show the relationships between the three responding groups because of the nature of the study. The range of responses from the specialists who strongly agreed varied from a high of 89.1 percent to a low of 63.0 percent. (See Appendix H for the top ten vocational-technical role expectations for each of the three responding groups.)

Table 4.9.--The top ten vocational-technical role expectations of the vocational-technical specialist position as viewed by vocational-technical specialists with comparison responses from intermediate school district superintendents and local vocational-technical directors.

Respondents		SA	A	U	D	SD	NR
Role 10: Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.							
Intermediate school district superintendents	f %	29 64.4	13 28.9	2 4.4	1 2.2	0 0	0 0
Vocational-technical specialists		41 89.1	4 8.7	0 0	1 2.2	0 0	0 0
Local vocational directors		45 56.3	28 35.0	4 5.0	1 1.2	2 2.5	0 0
Combined		115 67.3	45 26.3	6 3.5	3 1.8	2 1.2	0 0
Role 11: Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.							
Intermediate school district superintendents		19 42.2	23 51.1	2 4.4	1 2.2	0 0	0 0
Vocational-technical specialists		36 78.3	7 15.2	1 2.2	2 4.3	0 0	0 0
Local vocational directors		48 60.0	30 37.5	2 2.5	0 0	0 0	0 0
Combined		103 60.2	60 35.1	5 2.9	3 1.8	0 0	0 0

Table 4.9.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 55: Help develop a positive community image of vocational-technical education.							
Intermediate school district superintendents	f	32	12	1	0	0	0
	%	71.1	26.7	2.2	0	0	0
Vocational-technical specialists		33	13	0	0	0	0
		71.7	28.3	0	0	0	0
Local vocational directors		47	31	0	2	0	0
		58.7	38.7	0	2.5	0	0
Combined		112	56	1	2	0	0
		65.5	32.7	.6	1.2	0	0
Role 1: Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.							
Intermediate school district superintendents		33	11	0	1	0	0
		73.3	24.4	0	2.2	0	0
Vocational-technical specialists		32	12	1	1	0	0
		69.6	26.1	2.2	2.2	0	0
Local vocational directors		44	34	1	1	0	0
		55.0	42.5	1.2	1.2	0	0
Combined		109	57	2	3	0	0
		63.7	33.3	1.2	1.8	0	0

Table 4.9.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 53: Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.							
Intermediate school district superintendents	f	31	14	0	0	0	0
	%	68.9	31.1	0	0	0	0
Vocational-technical specialists		32	14	0	0	0	0
		69.6	30.4	0	0	0	0
Local vocational directors		22	38	9	7	4	0
		27.5	47.5	11.2	8.8	5.0	0
Combined		85	66	9	7	4	0
		49.7	38.6	5.3	4.1	2.3	0
Role 54: Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.							
Intermediate school district superintendents		32	13	0	0	0	0
		71.1	28.9	0	0	0	0
Vocational-technical specialists		31	15	0	0	0	0
		67.4	32.6	0	0	0	0
Local vocational directors		27	49	1	3	0	0
		33.7	61.2	1.2	3.7	0	0
Combined		90	77	1	3	0	0
		52.6	45.0	.6	1.8	0	0

Table 4.9.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 9: Provide technical assistance in implementing vocational-technical program standards of quality.							
Intermediate school district superintendents	f	27	16	1	1	0	0
	%	60.0	35.6	2.2	2.2	0	0
Vocational-technical specialists	f	30	14	1	0	0	1
	%	65.2	30.4	2.2	0	0	2.2
Local vocational directors	f	35	39	6	0	0	0
	%	43.8	48.7	7.5	0	0	0
Combined	f	92	69	8	1	0	1
	%	53.8	40.4	4.7	.6	0	.6
Role 49: Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.							
Intermediate school district superintendents	f	10	30	5	0	0	0
	%	22.2	66.7	11.1	0	0	0
Vocational-technical specialists	f	30	14	2	0	0	0
	%	65.2	30.4	4.3	0	0	0
Local vocational directors	f	38	36	6	0	0	0
	%	47.5	45.0	7.5	0	0	0
Combined	f	78	80	13	0	0	0
	%	45.6	46.8	7.6	0	0	0

Table 4.9.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 56: Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.							
Intermediate school district superintendents	f	32	13	0	0	0	0
	%	71.1	28.9	0	0	0	0
Vocational-technical specialists		30	16	0	0	0	0
		65.2	34.8	0	0	0	0
Local vocational directors		35	44	1	0	0	0
		43.8	55.0	1.2	0	0	0
Combined		97	73	1	0	0	0
		56.7	42.7	.6	0	0	0
Role 39: Work with local schoolboards, superintendents, and vocational staff to assist in the development of vocational-technical education programs.							
Intermediate school district superintendents		22	20	2	1	0	0
		48.9	44.4	4.4	2.2	0	0
Vocational-technical specialists		29	17	0	0	0	0
		63.0	37.0	0	0	0	0
Local vocational directors		30	40	6	2	2	0
		37.5	50.0	7.5	2.5	2.5	0
Combined		81	77	8	3	2	0
		47.4	45.0	4.7	1.8	1.2	0

The top ten vocational-technical role expectations were divided into four major administrative categories, which referred to

general administration; planning, evaluation, and research; personnel management and professional development; and public relations. The vocational-technical role expectation that received the strongest agreement from the specialists dealt with the specialist serving as a contact person between the Career Education Planning District and the Vocational-Technical Education Services on matters pertaining to vocational-technical education. Strongly agreeing were 89.1 percent of the specialists, while only 64.4 percent of the superintendents strongly agreed with the expectation. However, the directors did not show as much support as the other two groups, with just 56.3 percent strongly agreeing that the specialist should be responsible for this expectation.

Besides the expectation that was just presented, there were four other vocational-technical role expectations that were in the general administration category. Attending meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education was strongly agreed to by 78.3 percent of the specialists, with 60.0 percent of the directors also strongly agreeing with this expectation. The superintendents did not express as much strong agreement for the expectation as the specialists and directors did, with only 42.2 percent strongly agreeing.

The third vocational-technical role expectation from the general administration category that was selected to be presented referred to the specialist providing leadership in forming the Career Education Planning District's philosophy of vocational-technical education. The superintendents and specialists both strongly agreed

with the vocational-technical role expectation, with 73.3 percent and 69.6 percent, respectively. In this vocational-technical role expectation, slightly more than one-half, 55.0 percent, of the directors responded as strongly agreeing that the specialist should be responsible for the expectation.

Providing technical assistance in implementing vocational-technical program standards of quality was the last vocational-technical role expectation in the general administration category to be selected based on the specialists' responses. A similar percentage of superintendents and specialists, 60.0 percent and 65.2 percent, respectively, strongly agreed that the specialist should provide technical assistance concerning standards of quality. A significantly smaller percentage, 43.8 percent, of the directors indicated that they strongly agreed with the expectation.

Only one vocational-technical role expectation was selected from the planning, evaluation, and research category. Strongly agreeing were 63.0 percent of the specialists that working with local schoolboards, superintendents, and vocational-technical staff to assist in the development of vocational-technical education programs should be the specialist's responsibility. But, in this particular vocational-technical role expectation, 48.9 percent of the superintendents strongly agreed, while only 37.5 percent of the directors strongly agreed.

In the personnel management and professional development category, an expectation that related to the specialist taking an active part in professional organizations was strongly agreed with

by 65.2 percent of the specialists who responded to the questionnaire. A slightly smaller percentage, 47.5 percent, of the directors strongly agreed with having the specialist fulfill the expectation. However, a noticeable difference in responses came from the superintendents, with only 22.2 percent of them responding as strongly agreeing.

The public relations category had four vocational-technical role expectations that were selected to be presented. Three out of the four vocational-technical role expectations referred to the specialist developing a positive community image of vocational-technical education and establishing and maintaining effective working relationships with business and industry. In all three of these vocational-technical role expectations, between 65.2 percent and 71.7 percent of the superintendents and specialists were in strong agreement with the expectations. However, the directors' responses indicated that only 58.7 percent strongly agreed with the specialist developing a positive community image, while 43.7 percent or less strongly agreed with the specialist establishing and maintaining effective working relationships with business and industry.

The fourth vocational-technical role expectation in the public relations category dealt with the specialist establishing and maintaining effective working relationships with principals and counselors in the local high schools served by the Career Education Planning District. Almost identical strongly agreeing responses were recorded for the superintendents and specialists, with 68.9 percent and 69.6 percent, respectively. In this particular vocational-technical role expectation, very few directors responded as strongly

agreeing, 27.5 percent, that the specialist should perform this vocational-technical role expectation.

Lowest ten vocational-technical role expectations.--The lowest ten vocational-technical role expectations (Table 4.10) were selected to be presented in both narrative and table form. Selection of these particular vocational-technical role expectations was based on the lowest percentage of specialists who strongly agreed with the expectations. The lowest ten expectations that the specialists strongly agreed with were selected to show the relationships between the three responding groups because of the nature of the study. The range of responses from the specialists who strongly agreed varied from a low of 8.7 percent to a high of 32.6 percent. In this particular research question, vocational-technical role expectation numbers 13, 33, and 45 had identical percentages in the strongly agree response category. Therefore, the lowest percentage of agree responses was used to determine which vocational-technical role expectations would be included in the lowest ten.

The lowest ten vocational-technical role expectations were divided into four major administrative categories, which dealt with general administration; curriculum development and instruction; planning, evaluation, and research; and personnel management and professional development. Coordinating, monitoring, and assisting in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education was the expectation that received the least support from the specialists. Only 8.7 percent of the specialists strongly agreed with the expectation, while slightly more

Table 4.10.--The lowest ten vocational-technical role expectations of the vocational-technical specialist position as viewed by vocational-technical specialists with comparison responses from intermediate school district superintendents and local vocational-technical directors.

Respondents		SA	A	U	D	SD	NR
Role 7: Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.							
Intermediate school district superintendents	f	7	23	11	2	2	0
	%	15.6	51.1	24.4	4.4	4.4	0
Vocational-technical specialists		4	27	11	3	1	0
		8.7	58.7	23.9	6.5	2.2	0
Local vocational directors		12	31	21	14	2	0
		15.0	38.7	26.2	17.5	2.5	0
Combined		23	81	43	19	5	0
		13.5	47.4	25.1	11.1	2.9	0
Role 47: Prepare articles for professional journals and periodicals.							
Intermediate school district superintendents		5	24	12	3	0	1
		11.1	53.3	26.7	6.7	0	2.2
Vocational-technical specialists		6	21	18	0	1	0
		13.0	45.7	39.1	0	2.2	0
Local vocational directors		6	29	32	11	2	0
		7.5	36.2	40.0	13.7	2.5	0
Combined		17	74	62	14	3	1
		9.9	43.3	36.3	8.2	1.8	.6

Table 4.10.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 35: Plan special vocational-technical programs for disadvantaged and bilingual students.							
Intermediate school district superintendents	f	13	13	12	7	0	0
	%	28.9	28.9	26.7	15.6	0	0
Vocational-technical specialists		11	24	8	2	0	1
		23.9	52.2	17.4	4.3	0	2.2
Local vocational directors		9	35	21	13	2	0
		11.2	43.8	26.2	16.2	2.5	0
Combined		33	72	41	22	2	1
		19.3	42.1	24.0	12.9	1.2	.6
Role 43: Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.							
Intermediate school district superintendents		18	19	5	3	0	0
		40.0	42.2	11.1	6.7	0	0
Vocational-technical specialists		11	25	7	2	1	0
		23.9	54.3	15.2	4.3	2.2	0
Local vocational directors		13	31	13	18	4	1
		16.2	38.7	16.2	22.5	5.0	1.2
Combined		42	75	25	23	5	1
		24.6	43.9	14.6	13.5	2.9	.6

Table 4.10.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 34: Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.							
Intermediate school district superintendents	f	12	18	8	6	1	0
	%	26.7	40.0	17.8	13.3	2.2	0
Vocational-technical specialists		12	21	9	3	1	0
		26.1	45.7	19.6	6.5	2.2	0
Local vocational directors		16	28	23	12	1	0
		20.0	35.0	28.8	15.0	1.2	0
Combined		40	67	40	21	3	0
		23.4	39.2	23.4	12.3	1.8	0
Role 16: Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.							
Intermediate school district superintendents		14	26	3	2	0	0
		31.1	57.8	6.7	4.4	0	0
Vocational-technical specialists		14	23	7	1	0	1
		30.4	50.0	15.2	2.2	0	2.2
Local vocational directors		15	37	10	16	1	1
		18.8	46.2	12.5	20.0	1.2	1.2
Combined		43	86	20	19	1	2
		25.1	50.3	11.7	11.1	.6	1.2

Table 4.10.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 22: Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.							
Intermediate school district superintendents	f	18	21	4	2	0	0
	%	40.0	46.7	8.9	4.4	0	0
Vocational-technical specialists		14	24	7	1	0	0
		30.4	52.2	15.2	2.2	0	0
Local vocational directors		21	35	11	11	2	0
		26.2	43.8	13.7	13.7	2.5	0
Combined		53	80	22	14	2	0
		31.0	46.8	12.9	8.2	1.2	0
Role 36: Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.							
Intermediate school district superintendents		16	25	3	1	0	0
		35.6	55.6	6.7	2.2	0	0
Vocational-technical specialists		14	31	1	0	0	0
		30.4	67.4	2.2	0	0	0
Local vocational directors		14	42	13	9	2	0
		17.5	52.5	16.2	11.2	2.5	0
Combined		44	98	17	10	2	0
		25.7	57.3	9.9	5.8	1.2	0

Table 4.10.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 33: Prepare a written annual and long-range vocational-technical education plan for the CEPD.							
Intermediate school district superintendents	f	26	16	1	2	0	0
	%	57.8	35.6	2.2	4.4	0	0
Vocational-technical specialists		15	27	3	1	0	0
		32.6	58.7	6.5	2.2	0	0
Local vocational directors		26	44	9	1	0	0
		32.5	55.0	11.2	1.0	0	0
Combined		67	87	13	4	0	0
		39.2	50.9	7.6	2.3	0	0
Role 45: Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.							
Intermediate school district superintendents		21	18	5	1	0	0
		46.7	40.0	11.1	2.2	0	0
Vocational-technical specialists		15	24	7	0	0	0
		32.6	52.2	15.2	0	0	0
Local vocational directors		21	45	10	4	0	0
		26.2	56.3	12.5	5.0	0	0
Combined		57	87	22	5	0	0
		33.3	50.9	12.9	2.9	0	0

superintendents and directors strongly agreed, 15.6 percent and 15.0 percent, respectively. This particular vocational-technical role expectation was the only one selected from the general administration category.

In the curriculum development and instruction category, two vocational-technical role expectations were selected to be presented. Both of these vocational-technical role expectations referred to similar issues, with one regarding the specialist reviewing vocational-technical courses, course outlines, and instructional materials, while the other related to the specialist making recommendations concerning program content and instructional equipment. In both expectations, 30.4 percent of the specialists strongly agreed that the specialist should be responsible for these expectations. A slightly larger percentage (31.1 percent and 40.0 percent) of superintendents strongly agreed with the expectations, while a slightly smaller percentage (18.8 percent and 26.2 percent) of directors strongly agreed with both expectations.

There were four vocational-technical role expectations that were selected to be presented in the lowest ten grouping from the planning, evaluation, and research category. Two of these expectations referred to the specialist planning special vocational-technical programs for specific groups who have special needs. Only 23.9 percent of the specialists and 28.9 percent of the superintendents strongly agreed that the specialist should plan special vocational-technical programs for disadvantaged and bilingual students. Of the 80 responding directors, 11.2 percent strongly agreed with this

expectation. The other expectation in this category dealt with the specialist planning special manpower training programs for the Career Education Planning District. Between 20.0 percent and 26.7 percent of the respondents from all three groups strongly agreed with the specialist being responsible for this particular expectation.

Another vocational-technical role expectation in this same category referred to the specialist analyzing follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings. Approximately one-third of the specialists, 30.4 percent, and superintendents, 35.6 percent, strongly agreed with the specialist performing this vocational-technical role expectation.

The last vocational-technical role expectation that was selected in the planning, evaluation, and research category related to the specialist preparing a written annual and long-range vocational-technical education plan for the Career Education Planning District. An almost identical strongly agreeing response rate from the specialists and directors of 32.6 percent and 32.5 percent, respectively, was recorded for this expectation. The superintendents placed much more importance on this vocational-technical role expectation, with 57.8 percent of them strongly agreeing that the specialist should fulfill the expectation.

There were three vocational-technical role expectations that were selected to be presented from the personnel management and professional development category. The one expectation that received the least support from all three responding groups referred to the

specialist preparing articles for professional journals and periodicals. Strongly agreeing with the expectation were 13.0 percent or less of the respondents from all groups.

Assisting in the development of criteria to be used in evaluating the performance of vocational-technical staff was an expectation that 23.9 percent of the specialists strongly agreed with, while only 16.2 percent of the directors strongly agreed that the specialist should be responsible for the expectation. A slightly larger percentage of superintendents, 40.0 percent, strongly agreed with the expectation. In this particular vocational-technical role expectation, 22.5 percent of the directors did respond as disagreeing with the expectation.

Assessing vocational-technical staff needs and assisting in the development of programs and activities to meet those needs was an expectation in the personnel management and professional development category. Strongly agreeing with this expectation were 32.6 percent of the specialists and 26.2 percent of the directors. A larger percentage, 46.7 percent, of the superintendents also strongly agreed that the specialist should accomplish the expectation.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS FOR FURTHER RESEARCH, AND REFLECTIONS

Introduction

In this chapter, the investigator will present (a) a summary of the problem, procedures, and findings of the study; (b) conclusions that were derived from the data; (c) recommendations for further research based on the conclusions, and (d) reflections of the researcher.

Summary

This study was an investigation to determine the vocational-technical role expectations of the specialist position at the intermediate school district level in Michigan as viewed by superintendents, specialists, and directors. By determining the vocational-technical role expectations, this study obtained a first approximation reading of the major vocational-technical role expectations of the specialist position relative to selected administrative functions of vocational-technical education.

The data for this research study were collected by the use of a questionnaire that was devised by the investigator. The questionnaire was submitted to a jury of experts for their evaluation as to its validity and suitability for the selected population. The

questionnaire was separated into two sections, with the first section asking the participants to respond to 60 vocational-technical role expectations that were divided into six administrative categories.

These categories were:

1. General Administration
2. Curriculum Development and Instruction
3. Budget and Finance Management
4. Planning, Evaluation, and Research
5. Personnel Management and Professional Development
6. Public Relations

The second section asked the respondents to provide information regarding their work experience and level of education attained. After refinement, the questionnaire along with a cover letter and addressed, stamped envelope was mailed to 58 superintendents, 50 specialists, and 111 directors in Michigan. Of the 219 possible respondents, 171 (78 percent) returned usable questionnaires, which were then coded and prepared for key punching.

Research Questions

The purposes of the study were realized by answering the following research questions:

1. What are the major vocational-technical role expectations of the specialist position as held by superintendents with respect to selected role expectations?
2. What are the major vocational-technical role expectations of the specialist position as held by specialists with respect to selected role expectations?

3. What are the major vocational-technical role expectations of the specialist position as held by directors with respect to selected role expectations?

4. What are the relationships between the vocational-technical role expectations of the specialist position as held by superintendents, specialists, and directors with respect to selected role expectations?

Findings

The findings in this research study are presented for each research question separately.

Question Number One

What are the major vocational-technical role expectations of the specialist position as held by superintendents with respect to selected role expectations?

The researcher's findings indicated that the superintendents felt that the person occupying the position of specialist at the intermediate school district level in Michigan should play a major leadership role in forming the vocational-technical education philosophy for the Career Education Planning District. Also, the specialist should be instrumental in developing a representative vocational-technical education planning committee that would serve all local vocational-technical education programs.

The superintendents felt very strongly about the specialist working with the community to develop a positive community image of vocational-technical education and also promoting vocational-technical education to business and industry. The superintendents indicated

that the specialist should be establishing and maintaining effective working relationships with the community. In developing a good working relationship with the community, it would be much easier for the specialist to promote the effective utilization of local vocational-technical advisory committees. The data showed that over 97 percent of the responding superintendents supported the specialist working with local vocational-technical advisory committees.

Besides serving as a contact person between the Career Education Planning District and the Vocational-Technical Education Services, the superintendents indicated that the specialist should also be establishing and maintaining effective working relationships with high school principals and counselors. The response rates signified that these two areas were considered by the superintendents to be very important.

The findings of this research study also revealed that the superintendents strongly supported the expectation regarding the specialist providing technical assistance in implementing vocational-technical program standards of quality. This area was supported by approximately 97 percent of the responding superintendents.

The response rate from the research study signified that the superintendents were in agreement that the specialist should identify potential sources and amounts of financial income to support the cost of vocational-technical programs. This particular vocational-technical role expectation was supported almost unanimously by the superintendents.

Question Number Two

What are the major vocational-technical role expectations of the specialist position as held by specialists with respect to selected role expectations?

The strongest support from the respondents concerned the specialist serving as a contact person between the Career Education Planning District and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational-technical education. This particular area received positive responses from almost 98 percent of the respondents. The findings also indicated that attending meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education was a vocational-technical role expectation that the specialist should be doing.

The respondents felt that the specialist should be developing a positive community image of vocational-technical education along with establishing and maintaining effective working relationships with key individuals in business and industry to promote vocational-technical education. In promoting vocational-technical education, the specialist would be providing leadership in forming the Career Education Planning District's philosophy of vocational-technical education.

The findings revealed that the specialist should be working with local schoolboards, superintendents, and vocational-technical staff to assist in the development of vocational-technical education programs. One hundred percent of the specialists strongly supported this area and also felt that establishing and maintaining effective

working relationships with principals and counselors in the local high schools served by the Career Education Planning District was a very desirable vocational-technical role expectation for the specialist.

The data showed that the specialist should be providing technical assistance in implementing vocational-technical program standards of quality. Slightly over 95 percent of the respondents signified that someone holding the position of specialist should be responsible for program standards of quality.

Strong support was indicated from the respondents regarding the specialist taking an active part in professional organizations. Organizations that the specialist should be affiliated with are the American Vocational Association, Michigan Council of Vocational Administrators, and Michigan Occupational Education Association. Again, 95 percent of the specialists strongly agreed with the area.

Question Number Three

What are the major vocational-technical role expectations of the specialist position as held by directors with respect to selected role expectations?

The data showed that the directors strongly supported the specialist providing leadership for a representative vocational-technical education planning committee. Over 95 percent of the directors responded in a positive way to this vocational-technical role expectation.

Attending meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education

was an expectation that the directors felt the specialist should accomplish. Also, the respondents did indicate that the person occupying the specialist position should serve as a contact person between the Career Education Planning District and the Vocational-Technical Education Services on matters pertaining to vocational-technical education. Both of these areas were supported by more than 97 percent of the responding directors.

The findings revealed that the specialist should effectively keep state and federal legislators informed concerning the current trends in vocational-technical education. In this same area, the directors strongly supported the specialist interpreting the potential effects of proposed state or federal legislation on vocational-technical offerings in the Career Education Planning District.

Developing a positive community image of vocational-technical education along with providing leadership in forming the Career Education Planning District's philosophy of vocational-technical education were two vocational-technical role expectations that the directors denoted as important. In both expectations, over 97 percent of the directors responded in a positive manner.

Two vocational-technical role expectations that were closely related dealt with the specialist identifying potential sources of income to support vocational-technical programs while also establishing and maintaining effective relationships with key individuals who administer federal vocational-technical education funds. These two vocational-technical role expectations were strongly supported by the directors.

The data collected by the questionnaire indicated that the directors supported the specialist obtaining necessary data from local education agencies and submitting it to the Vocational-Technical Education Services for the Vocational Education Data System. This particular vocational-technical role expectation was agreed with by over 82 percent of the directors.

Question Number Four

What are the relationships between the vocational-technical role expectations of the specialist position as held by superintendents, specialists, and directors with respect to selected role expectations?

The data showed that the specialists felt very strongly about serving as a contact person between the Career Education Planning District and the Vocational-Technical Education Services on matters pertaining to vocational-technical education and also attending meetings called by the Vocational-Technical Education Services. The superintendents were more supportive of the specialist serving as a contact person than the directors but less supportive of the specialist attending meetings called by the Vocational-Technical Education Services than the directors.

Helping to develop a positive community image of vocational-technical education along with providing leadership in forming the Career Education Planning District's philosophy of vocational-technical education were two expectations that both the specialists and superintendents indicated as being important. Approximately 70 percent of the specialists and superintendents strongly agreed with the two vocational-technical role expectations, while less than 60 percent of

the directors strongly agreed that the specialist should be responsible for the expectations.

Slightly more than 70 percent of the superintendents strongly agreed with the specialist working with business and industry in promoting vocational-technical education. Almost the same percentage of specialists agreed with the superintendent, but considerably fewer of the directors strongly agreed. Establishing and maintaining effective working relationships with key individuals in business and industry was also strongly supported by the superintendents and specialists but not as strongly supported by the directors.

The data revealed that superintendents and specialists endorsed the vocational-technical role expectation referring to the specialist establishing and maintaining effective working relationships with high school counselors and principals. Almost 40 percent fewer directors strongly agreed with the expectation than did superintendents and specialists.

Taking an active part in professional organizations by the specialist was a vocational-technical role expectation that over 60 percent of the specialists responded to as strongly agreeing. However, the directors were not as much in favor of the expectation as the specialists, and only slightly more than 20 percent of the superintendents responded as strongly agreeing with the expectation.

Both the superintendents and specialists strongly agreed with having the specialist provide technical assistance in implementing vocational-technical program standards of quality. The directors also favore

also favored this particular vocational-technical role expectation but not to as great an extent as the superintendents and specialists.

The findings indicated that working with local schoolboards, superintendents, and vocational-technical staff to assist in the development of vocational-technical education programs was an expectation with which approximately 60 percent of the specialists were in strong agreement. A slightly smaller percentage of the superintendents strongly agreed, while less than 40 percent of the directors strongly agreed with this vocational-technical role expectation.

Conclusions

The data collected in this descriptive research study provided the basis for numerous comparisons of the vocational-technical role expectations of the specialist position as viewed by superintendents, specialists, and directors. The findings related to the specific research questions revealed six major conclusions.

1. The person occupying the specialist position should provide leadership in forming the Career Education Planning District's philosophy of vocational-technical education. This particular vocational-technical role expectation was selected by all three responding groups and was in the top ten vocational-technical role expectation category for all three groups.

2. The specialist should serve as a contact person between the Career Education Planning District and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational-technical education. The superintendents,

specialists, and directors all strongly agreed with this vocational-technical role expectation.

3. The specialist should be responsible for helping to develop a positive community image of vocational-technical education. In developing the positive image, the specialist should establish and maintain an effective working relationship with key individuals in business and industry to promote vocational-technical education.

4. The specialist should play a key role in providing leadership for a representative vocational-technical education planning committee (Career Education Planning District Council) at the intermediate school district level. Also, leadership from the specialist office should be provided to promote the effective utilization of local vocational-technical education advisory committees.

5. The superintendents and specialists are generally in agreement on the vocational-technical role that the specialist plays in the overall delivery of vocational-technical education at the intermediate school district level.

6. The directors and specialists are generally in agreement on the vocational-technical role that the specialist plays in the overall delivery of vocational-technical education as long as the specialist does not make decisions at or for the local level.

Recommendations for Further Research

Based on the findings of this research study and ensuing conclusions, the following recommendations for further research are made:

1. Because of the important role that the specialist plays in vocational-technical education in Michigan, another study should be completed to determine the difference between the actual role expectations and the perceived role expectations of someone occupying the specialist position.

2. A parallel study could assess the vocational-technical role expectations of the specialist position as viewed by Michigan Department of Education, Vocational-Technical Education Services, staff and college and university teacher educators.

3. A similar study could be conducted using more specific vocational-technical role expectations to further assess the specialist's role in the delivery of vocational-technical education in Michigan.

Reflections

The reflections are not based totally on the data from the study, but are the researcher's opinions and interpretations regarding the vocational-technical role expectations of the specialist position.

1. The data collected by this research study pointed out that the specialist position is an important part of the total delivery system for vocational-technical education in Michigan. The State Department of Education should continue to fund the position and provide more inservice training for the specialist.

2. The Michigan Department of Education, Vocational-Technical Education Services, should review the findings of this study to better

determine the vocational-technical role that the specialist should play in the future of vocational-technical education.

3. Based on the findings, the Michigan Department of Education, Vocational-Technical Education Services, should provide inservice training for the directors to better inform them as to the vocational-technical role of the specialist.

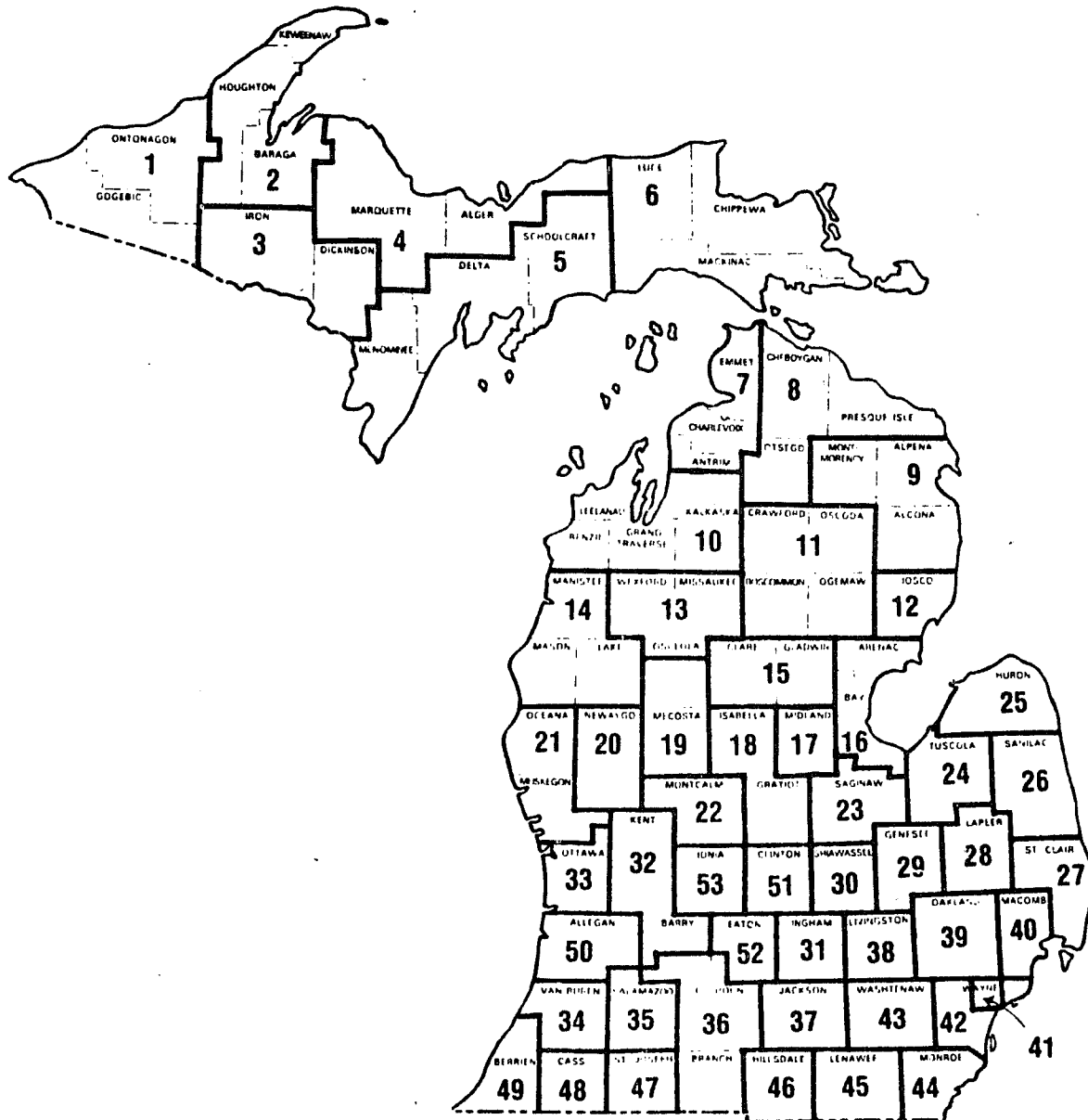
4. With all three groups responding in a positive manner to the majority of the vocational-technical role expectations, the results of this study should be used by the superintendents and specialists to evaluate the position of the specialist.

APPENDICES

APPENDIX A

MAP OF THE CAREER EDUCATION PLANNING DISTRICTS

APPENDIX A



Source: Michigan Department of Education, The Annual and Long-Range State Plan for Vocational Education in Michigan (Lansing: MDOE, 1980).

APPENDIX B

SELECTED EXPERTS IN VOCATIONAL-TECHNICAL EDUCATION

APPENDIX B

Mr. Donald Aulbert
Assistant Superintendent
Merrill Community Schools

Dr. David Jones
Superintendent
Breckenridge Community Schools

Dr. Wells Cook
Professor
Central Michigan University

Mr. Bill Mayes
Vocational Director
St. Louis Community Schools

Dr. Anne DeRose
Consultant
Michigan Department of Education

Mr. Robert Miller
Principal
Mecosta-Osceola Career Center

Dr. John Doneth
Professor
Ferris State College

Mr. Jack Parr
Principal
Career Opportunities Center

Mr. John Duris
Placement Specialist
Eaton Intermediate School District

Dr. Mack Seney
Consultant
Michigan Department of Education

Dr. Bruce Grow
Consultant
Michigan Department of Education

Dr. David Spathelf
Superintendent
Alma Public Schools

Ms. Mary Havercamp
Professor
Ferris State College

Dr. George Storm
Professor
Ferris State College

Mr. Richard Karelse
Consultant
Michigan Department of Education

APPENDIX C

LETTER TO SELECTED EXPERTS

APPENDIX C

GRATIOT-ISABELLA
INTERMEDIATE BOARD OF EDUCATION
1131 EAST CENTER STREET
ITHACA, MICHIGAN 48847

DANIEL M. MAHONEY
Superintendent

RICHARD T. HAWKINS
C.E.P.D. Coordinator

May 7, 1980

Dear

Thank you for agreeing to fill out my questionnaire and helping me to validate my instrument. Please feel free to make any suggestions, changes, corrections, or helpful hints regarding the questionnaire.

After the instrument is validated, I will be sending it to I.S.D. Superintendents, CEPD Vocational-Technical Specialists, and Local Vocational Directors to assess the vocational role expectations they hold regarding the CEPD Vocational-Technical Specialist position at the I.S.D. level. The returned questionnaires will provide me with data that will be used to write my dissertation.

It would be appreciated if you could return the questionnaire to me by May 16th. Again, thank you for your help.

Sincerely,

Richard T. Hawkins
CEPD Voc-Tech Specialist

RTH:b1

Enclosure

APPENDIX D

QUESTIONNAIRE

APPENDIX D

VOCATIONAL ROLE EXPECTATIONS OF THE VOCATIONAL- TECHNICAL SPECIALIST POSITION AT THE INTERMEDIATE SCHOOL DISTRICT LEVEL IN MICHIGAN

Q. No. _____

THIS STUDY OF THE VOCATIONAL-TECHNICAL SPECIALIST IS BEING CONDUCTED TO DETERMINE THE MAJOR DUTIES WHICH SHOULD BE PERFORMED BY SOMEONE HOLDING THIS POSITION. THE RESPONSES YOU MAKE ON THE QUESTIONNAIRE WILL BE HELD COMPLETELY CONFIDENTIAL.

THIS QUESTIONNAIRE CONSISTS OF TWO SECTIONS:

SECTION I IS DESIGNED TO DETERMINE THE STATUS OF THE VOCATIONAL-TECHNICAL SPECIALIST POSITION AT THE INTERMEDIATE SCHOOL DISTRICT LEVEL IN MICHIGAN.

SECTION II IS DESIGNED TO COLLECT INFORMATION ON THE EDUCATIONAL BACKGROUND AND WORK EXPERIENCE OF THE RESPONDENTS.

SECTION I:

DIRECTIONS - THE POSITION OF VOCATIONAL-TECHNICAL SPECIALIST HAS BEEN IDENTIFIED AS THE ADMINISTRATIVE OFFICE IN YOUR CAREER EDUCATION PLANNING DISTRICT HAVING PRIMARY RESPONSIBILITY FOR DEVELOPING, EVALUATING, AND PROMOTING THE CAREER EDUCATION PLANNING DISTRICT VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AND COURSES. THIS QUESTIONNAIRE CONTAINS DESCRIPTIONS OF TASKS OR "ROLE EXPECTATIONS" THAT MIGHT BE PERFORMED BY A PERSON OCCUPYING THIS OFFICE. YOU ARE ASKED TO INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE THAT SOMEONE IN THE ABOVE POSITION SHOULD PERFORM EACH ROLE EXPECTATION. PLEASE WEIGH EACH EXPECTATION CAREFULLY AND PLACE A CHECK (✓) IN ONE OF THE BOXES AT THE RIGHT OF EACH EXPECTATION WHICH BEST APPROXIMATES YOUR OPINION. PREFACE EACH ROLE EXPECTATION WITH THE PHRASE, "SOMEONE HOLDING THE VOCATIONAL-TECHNICAL SPECIALIST POSITION SHOULD . . ."

I. GENERAL ADMINISTRATION	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. PROVIDE LEADERSHIP IN FORMING THE CAREER EDUCATION PLANNING DISTRICT (CEPD) PHILOSOPHY OF VOCATIONAL-TECHNICAL EDUCATION.					
2. PROMOTE THE EFFECTIVE UTILIZATION OF LOCAL VOCATIONAL-TECHNICAL ADVISORY COMMITTEES.					
3. WRITE PROPOSALS FOR STATE AND FEDERAL REIMBURSEMENT OF VOCATIONAL-TECHNICAL COURSES AND PROJECTS.					
4. PROVIDE LEADERSHIP IN THE COORDINATION OF VOCATIONAL-TECHNICAL EDUCATION AND COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) PROGRAMS.					
5. INTERPRET THE POTENTIAL EFFECT OF PROPOSED STATE OR FEDERAL LEGISLATION ON VOCATIONAL-TECHNICAL OFFERINGS IN THE CEPD.					
6. PROVIDE LEADERSHIP FOR A REPRESENTATIVE VOCATIONAL-TECHNICAL EDUCATION PLANNING COMMITTEE (CEPD COUNCIL).					
7. COORDINATE, MONITOR, AND ASSIST IN IMPLEMENTING THE OFFICE OF CIVIL RIGHTS GUIDELINES AS THEY APPLY TO VOCATIONAL-TECHNICAL EDUCATION.					
8. COORDINATE AND ASSIST IN IMPLEMENTING A PLAN FOR PLACEMENT OF VOCATIONAL-TECHNICAL GRADUATES.					
9. PROVIDE TECHNICAL ASSISTANCE IN IMPLEMENTING VOCATIONAL-TECHNICAL PROGRAM STANDARDS OF QUALITY.					
10. SERVE AS A CONTACT PERSON BETWEEN THE CEPD AND THE MICHIGAN DEPARTMENT OF EDUCATION, VOCATIONAL-TECHNICAL EDUCATION SERVICES, ON MATTERS PERTAINING TO VOCATIONAL EDUCATION.					
11. ATTEND MEETINGS CALLED BY THE VOCATIONAL-TECHNICAL EDUCATION SERVICES FOR ADMINISTRATORS OF VOCATIONAL-TECHNICAL EDUCATION.					
12. OBTAIN NECESSARY DATA FROM LOCAL EDUCATION AGENCIES AND SUBMIT TO VOCATIONAL-TECHNICAL EDUCATION SERVICES FOR THE VOCATIONAL EDUCATION DATA SYSTEM.					

"SOMEONE HOLDING THE VOCATIONAL-TECHNICAL SPECIALIST POSITION SHOULD . . ."

II. CURRICULUM DEVELOPMENT AND INSTRUCTION

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
13. PROVIDE ASSISTANCE IN DEVELOPING COMPETENCY-BASED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS.					
14. ASSUME A LEADERSHIP ROLE IN SUPPORTING INCREASED PROGRAM ARTICULATION BETWEEN SECONDARY SCHOOLS AND COMMUNITY COLLEGES.					
15. PROMOTE COOPERATIVE TRAINING AND OTHER FORMS OF ON-THE-JOB LEARNING EXPERIENCES FOR VOCATIONAL-TECHNICAL STUDENTS.					
16. PROVIDE LEADERSHIP FOR THE REVIEW OF VOCATIONAL-TECHNICAL COURSES, COURSE OUTLINES, AND INSTRUCTIONAL MATERIALS.					
17. PROVIDE VOCATIONAL-TECHNICAL EDUCATION CONSULTANTS TO ASSIST VOCATIONAL TEACHERS IN PROGRAM DEVELOPMENT.					
18. ENCOURAGE THE USE OF SUGGESTIONS FROM STUDENTS AND GRADUATES IN DEVELOPING OR REVISING VOCATIONAL-TECHNICAL PROGRAMS AND COURSES.					
19. PROVIDE LEADERSHIP IN DEVELOPING VOCATIONAL-TECHNICAL CURRICULUM POLICY.					
20. ASSUME A LEADERSHIP ROLE IN SUPPORTING INCREASED PROGRAM ARTICULATION BETWEEN THE VOCATIONAL-TECHNICAL STAFF AND GENERAL EDUCATION STAFF.					
21. PROVIDE LEADERSHIP IN ORGANIZING LAY ADVISORY COMMITTEES COMPOSED OF INDUSTRIAL, BUSINESS, LABOR, AND HEALTH SERVICE REPRESENTATIVES TO ASSIST THE CEPD IN IDENTIFYING NEW VOCATIONAL-TECHNICAL PROGRAMS AND COURSE NEEDS.					
22. UTILIZE LAY ADVISORY COMMITTEES TO MAKE RECOMMENDATIONS TO ADMINISTRATION AND FACULTY ON BOTH PROGRAM CONTENT AND INSTRUCTIONAL EQUIPMENT.					

III. BUDGET AND FINANCE MANAGEMENT

23. IDENTIFY POTENTIAL SOURCES AND AMOUNTS OF FINANCIAL INCOME TO SUPPORT THE COST OF VOCATIONAL-TECHNICAL PROGRAMS.					
24. PREPARE REQUESTS TO STATE OR FEDERAL AUTHORITIES FOR VOCATIONAL-TECHNICAL EDUCATION FUNDS.					
25. MANAGE THE TOTAL VOCATIONAL-TECHNICAL EDUCATION BUDGET FOR THE CEPD AT THE INTERMEDIATE SCHOOL DISTRICT LEVEL.					
26. APPROVE REQUESTIONS FOR SUPPLIES AND EQUIPMENT FOR THE CEPD AT THE INTERMEDIATE SCHOOL DISTRICT LEVEL.					
27. ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH KEY PERSONS OF THE MICHIGAN DEPARTMENT OF MANAGEMENT AND BUDGET ADMINISTERING STATE AID FUNDS.					
28. ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH KEY PERSONS OF THE MICHIGAN DEPARTMENT OF EDUCATION ADMINISTERING FEDERAL VOCATIONAL-TECHNICAL EDUCATION FUNDS.					
29. COMPUTE THE COST-EFFECTIVENESS RATIO FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AND COURSES USING FINANCIAL INFORMATION PROVIDED ON END OF YEAR REPORTS.					
30. ASSIST IN THE DEVELOPMENT OF THE VOCATIONAL-TECHNICAL EDUCATION BUDGET FOR THE CEPD AT THE INTERMEDIATE SCHOOL DISTRICT LEVEL.					
31. SUBMIT PERIODIC REPORTS ON PROGRAM AND COURSE EXPENDITURES TO HIGHER-ECHELON ADMINISTRATORS AT THE INTERMEDIATE SCHOOL DISTRICT AND LOCAL EDUCATION LEVEL.					
32. PRESENT THE CEPD VOCATIONAL-TECHNICAL EDUCATION BUDGET TO HIGHER-ECHELON ADMINISTRATION FOR APPROVAL.					

"SOMEONE HOLDING THE VOCATIONAL-TECHNICAL SPECIALIST POSITION SHOULD . . ."

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
IV. PLANNING, EVALUATION, AND RESEARCH					
33. PREPARE A WRITTEN ANNUAL AND LONG-RANGE VOCATIONAL-TECHNICAL EDUCATION PLAN FOR THE CEPD.					
34. PLAN COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA) AND OTHER SPECIAL MANPOWER TRAINING PROGRAMS FOR THE CEPD.					
35. PLAN SPECIAL VOCATIONAL-TECHNICAL PROGRAMS FOR DISADVANTAGED AND BILINGUAL STUDENTS.					
36. ANALYZE FOLLOW-UP DATA ON BOTH LEAVERS AND COMPLETERS TO RECOMMEND IMPROVEMENTS IN VOCATIONAL-TECHNICAL EDUCATION OFFERINGS.					
37. PROVIDE LEADERSHIP IN DETERMINING THE CEPD STANDARDS AND CRITERIA FOR EVALUATING THE ADEQUACY OF VOCATIONAL-TECHNICAL EDUCATION OFFERINGS.					
38. OBTAIN INFORMATION PERTAINING TO THE VOCATIONAL-TECHNICAL OFFERINGS OF OTHER CEPD FOR PURPOSES OF POSSIBLE PROGRAM CHANGES.					
39. WORK WITH LOCAL SCHOOLBOARDS, SUPERINTENDENTS, AND VOCATIONAL STAFF TO ASSIST IN THE DEVELOPMENT OF VOCATIONAL-TECHNICAL EDUCATION PROGRAMS.					
40. ASSIST IN THE PLANNING FOR THE VOCATIONAL-TECHNICAL NEEDS OF HANDICAPPED STUDENTS AND ASSIST VOCATIONAL TEACHERS IN MEETING THOSE NEEDS.					
41. CONDUCT THE NEEDS DETERMINATION PHASE OF THE LONG RANGE PLANNING PROCESS FOR THE CEPD.					
42. COORDINATE LONG RANGE VOCATIONAL-TECHNICAL PLANNING FOR ALL SECONDARY SCHOOLS WITHIN THE CEPD.					

V. PERSONNEL MANAGEMENT AND PROFESSIONAL DEVELOPMENT

43. ASSIST IN THE DEVELOPMENT OF CRITERIA TO BE USED IN EVALUATING THE PERFORMANCE OF VOCATIONAL-TECHNICAL STAFF.					
44. HELP PLAN INSERVICE FOR LOCAL DISTRICT VOCATIONAL ADMINISTRATORS AND VOCATIONAL STAFF WITHIN THE CEPD.					
45. ASSESS VOCATIONAL-TECHNICAL STAFF NEEDS AND ASSIST IN THE DEVELOPMENT OF PROGRAMS AND ACTIVITIES TO MEET THOSE NEEDS.					
46. ENCOURAGE VOCATIONAL DIRECTORS AND TEACHING STAFF MEMBERS TO PARTICIPATE IN PROFESSIONAL IMPROVEMENT PROGRAMS.					
47. PREPARE ARTICLES FOR PROFESSIONAL JOURNALS AND PERIODICALS.					
48. ATTEND LOCAL, STATE, AND NATIONAL PROFESSIONAL MEETINGS.					
49. TAKE ACTIVE PART IN PROFESSIONAL ORGANIZATIONS SUCH AS THE AMERICAN VOCATIONAL ASSOCIATION, MICHIGAN COUNCIL OF VOCATIONAL ADMINISTRATORS, AND THE MICHIGAN OCCUPATIONAL EDUCATION ASSOCIATION.					
50. ORIENT NEW VOCATIONAL-TECHNICAL STAFF MEMBERS TO CEPD VOCATIONAL-TECHNICAL PROGRAMS AND POLICIES.					

VI. PUBLIC RELATIONS

51. WRITE ARTICLES AND NEWS RELEASES FOR LOCAL NEWSPAPERS TO PROMOTE VOCATIONAL-TECHNICAL PROGRAM OFFERINGS.					
52. ASSIST IN THE PREPARATION OF BROCHURES TO PROMOTE VOCATIONAL-TECHNICAL PROGRAM OFFERINGS.					

"SOMEONE HOLDING THE VOCATIONAL-TECHNICAL SPECIALIST POSITION SHOULD . . ."

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
53. ESTABLISH AND MAINTAIN EFFECTIVE WORKING RELATIONSHIPS WITH PRINCIPALS AND COUNSELORS IN THE LOCAL HIGH SCHOOLS SERVED BY THE CEPD.					
54. WORK WITH BUSINESS AND INDUSTRY AND OTHER PRIVATE ENTERPRISES IN THE CEPD TO PROMOTE VOCATIONAL-TECHNICAL PROGRAMS.					
55. HELP DEVELOP A POSITIVE COMMUNITY IMAGE OF VOCATIONAL-TECHNICAL EDUCATION.					
56. ESTABLISH AND MAINTAIN EFFECTIVE WORKING RELATIONSHIPS WITH KEY INDIVIDUALS REPRESENTING TRADE, LABOR, MANAGEMENT, AND OTHER ORGANIZATIONS IN THE AREA SERVED BY THE CEPD.					
57. EFFECTIVELY KEEP STATE AND FEDERAL LEGISLATORS INFORMED CONCERNING THE CURRENT TRENDS IN VOCATIONAL-TECHNICAL EDUCATION.					
58. WORK WITH GENERAL EDUCATION TO ENCOURAGE A BETTER MEANS OF COMMUNICATIONS BETWEEN VOCATIONAL-TECHNICAL EDUCATION AND GENERAL EDUCATION.					
59. PERIODICALLY SPEAK TO CIVIC AND PROFESSIONAL ORGANIZATIONS CONCERNING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS.					
60. ENCOURAGE ACTIVITIES SUCH AS EXHIBITS AND OPEN HOUSES TO PROMOTE VOCATIONAL-TECHNICAL EDUCATION PROGRAMS.					

SECTION II:

DIRECTIONS - PLEASE COMPLETE THE FOLLOWING INFORMATION ABOUT YOURSELF. YOU ARE ASSURED THAT ALL INFORMATION YOU SUPPLY WILL BE KEPT CONFIDENTIAL AND NO INDIVIDUAL OR DISTRICT WILL BE IDENTIFIED IN THE REPORT OF THIS STUDY.

1. HOW MANY YEARS OF EXPERIENCE DO YOU HAVE IN YOUR PRESENT POSITION? _____
2. HOW MANY YEARS OF TEACHING EXPERIENCE DO YOU HAVE IN PUBLIC SECONDARY EDUCATION? _____
3. HOW MANY YEARS OF ADMINISTRATIVE EXPERIENCE DO YOU HAVE IN PUBLIC SECONDARY EDUCATION? _____
4. HOW MANY YEARS OF COLLEGE EDUCATION DO YOU HAVE? (CHECK ONE).
 _____ A. None
 _____ B. Less than bachelor's degree
 _____ C. Bachelor's degree
 _____ D. More than bachelor's degree but less than master's degree
 _____ E. Master's degree
 _____ F. More than master's degree but less than doctoral degree
 _____ G. Doctoral degree
5. WOULD YOU LIKE A COPY OF THE RESULTS OF THIS RESEARCH? _____ YES _____ NO

THANK YOU FOR YOUR TIME AND COOPERATION

PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO:

**RICHARD T. HAWKINS
 GRATIOT-ISABELLA INTERMEDIATE SCHOOL DISTRICT
 1131 EAST CENTER STREET
 ITHACA, MI 48847**

APPENDIX E

LETTER TO RESPONDENTS

APPENDIX E
GRATIOT-ISABELLA
INTERMEDIATE BOARD OF EDUCATION
1131 EAST CENTER STREET
ITHACA, MICHIGAN 48847

DANIEL M. MAHONEY
Superintendent

RICHARD T. HAWKINS
C.E.P.D. Coordinator

June 16, 1980

Dear

A study of the Vocational-Technical Specialist Position is being conducted to determine the major vocational role expectations generally associated with this position at the intermediate school district level in Michigan. This questionnaire is divided into two sections and takes approximately fifteen minutes to complete.

Since this is an initial analysis of the vocational role expectations of the Vocational-Technical Specialist Position, your prompt responses on the enclosed questionnaire will be most helpful. The questionnaire also requests personal information that will be used in determining if respondents' educational backgrounds and employment experiences have any relationship with responses to questionnaire items.

This information is vital to the completion of my research, and all responses will be confidential. The data are to be used only in this study.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire. Please return the questionnaire prior to June 27, 1980. If you would like a copy of the results of this research, please indicate so on the questionnaire.

Thank you for your time and cooperation.

Sincerely,

Richard T. Hawkins
CEPD Voc-Tech Specialist

RTH:ba1

Enclosure

APPENDIX F

FOLLOW-UP LETTER TO NONRESPONDENTS

APPENDIX F

**GRATIOT-ISABELLA
INTERMEDIATE BOARD OF EDUCATION
1131 EAST CENTER STREET
ITHACA, MICHIGAN 48847**

DANIEL M. MAHONEY
Superintendent

RICHARD T. HAWKINS
C.E.P.D. Coordinator

Approximately three weeks ago, questionnaires were mailed to Intermediate School District Superintendents, CEPD Vocational-Technical Specialists, and Local Vocational Directors as part of a research study. The purpose of the questionnaires was to determine the major vocational role expectations generally associated with the CEPD Vocational-Technical Specialist position at the ISD level in Michigan.

Thus far, the number of returns in this State-wide study is encouraging and it is anticipated that the final return rate will be sufficiently high to assume validity of the findings. As of yet, I have not received a questionnaire from you, which is vital to the completion of this research.

For your convenience, a fresh questionnaire is included with this letter. Please complete the questionnaire and return it in the addressed, stamped envelope prior to July 18, 1980. You are assured that all information you supply will be kept confidential and no individual or school will be identified in the report of the study.

If a questionnaire has already been completed and returned, thank you. Your time and cooperation are greatly appreciated.

Sincerely,

Richard T. Hawkins
CEPD Voc-Tech Specialist

RTH:b1

Enclosure

APPENDIX G

VOCATIONAL-TECHNICAL ROLE EXPECTATIONS

Table G.1.--Vocational-technical role expectations of the vocational-technical specialist position as viewed by the intermediate school district superintendents.

Role Expectation		SA	A	U	D	SD	NR
1. Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.	f %	33 73.3	11 24.4	0 0	1 2.2	0 0	0 0
2. Promote the effective utilization of local vocational-technical advisory committees.		28 62.2	16 35.6	1 2.2	0 0	0 0	0 0
3. Write proposals for state and federal reimbursement of vocational-technical courses and projects.		21 46.7	16 35.6	6 13.3	0 0	1 2.2	1 2.2
4. Provide leadership in the coordination of vocational-technical education and Comprehensive Employment and Training Act (CETA) programs.		23 51.1	15 33.3	6 13.3	1 2.2	0 0	0 0
5. Interpret the potential effect of proposed state or federal legislation on vocational-technical offerings in the CEPD.		25 55.6	18 40.0	0 0	1 2.2	0 0	1 2.2
6. Provide leadership for a representative vocational-technical education planning committee (CEPD council).		31 68.9	13 28.9	1 2.2	0 0	0 0	0 0
7. Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.		7 15.6	23 51.1	11 24.4	2 4.4	2 4.4	0 0
8. Coordinate and assist in implementing a plan for placement of vocational-technical graduates.		23 51.1	19 42.2	2 4.4	1 2.2	0 0	1 2.2
9. Provide technical assistance in implementing vocational-technical program standards of quality.		27 60.0	16 35.6	1 2.2	1 2.2	0 0	0 0

Table G.1.--Continued.

Role Expectation		SA	A	U	D	SD	NR
10.	Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.	f 29 64.4	13 28.9	2 4.4	1 2.2	0 0	0 0
11.	Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.	19 42.2	23 51.1	2 4.4	1 2.2	0 0	0 0
12.	Obtain necessary data from local education agencies and submit to Vocational-Technical Education Services for the vocational education data system.	13 28.9	25 55.6	4 8.9	1 2.2	2 4.4	0 0
13.	Provide assistance in developing competency-based vocational-technical education programs.	14 31.1	29 64.4	2 4.4	0 0	0 0	0 0
14.	Assume a leadership role in supporting increased program articulation between secondary schools and community colleges.	14 31.1	25 55.6	4 8.9	2 4.4	0 0	0 0
15.	Promote cooperative training and other forms of on-the-job learning experiences for vocational-technical students.	20 44.4	19 42.2	4 8.9	2 4.4	0 0	0 0
16.	Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.	14 31.1	26 57.8	3 6.7	2 4.4	0 0	0 0
17.	Provide vocational-technical education consultants to assist vocational teachers in program development.	11 24.4	23 51.1	7 15.6	3 6.7	0 0	1 2.2

Table G.1.--Continued.

Role Expectation		SA	A	U	D	SD	NR
18.	Encourage the use of suggestions from students and graduates in developing or revising vocational-technical programs and courses.	f 14 31.1	30 66.7	0 0	1 2.2	0 0	0 0
19.	Provide leadership in developing vocational-technical curriculum policy.	16 35.6	22 48.9	5 11.1	2 4.4	0 0	0 0
20.	Assume a leadership role in supporting increased program articulation between the vocational-technical staff and general education staff.	22 48.9	18 40.0	2 4.4	3 6.7	0 0	0 0
21.	Provide leadership in organizing lay advisory committees composed of industrial, business, labor, and health service representatives to assist the CEPD in identifying new vocational-technical programs and course needs.	25 55.6	16 35.6	3 6.7	1 2.2	0 0	0 0
22.	Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.	18 40.0	21 46.7	4 8.9	2 4.4	0 0	0 0
23.	Identify potential sources and amounts of financial income to support the cost of vocational-technical programs.	26 57.8	18 40.0	0 0	1 2.2	0 0	0 0
24.	Prepare requests to state or federal authorities for vocational-technical education funds.	22 48.9	16 35.6	4 8.9	3 6.7	0 0	0 0
25.	Manage the total vocational-technical education budget for the CEPD at the intermediate school district level.	15 33.3	12 26.7	3 6.7	14 31.1	0 0	1 2.2

Table G.1.--Continued.

Role Expectation			SA	A	U	D	SD	NR
26.	Approve requisitions for supplies and equipment for the CEPD at the intermediate school district level.	f %	13 28.9	16 35.6	9 20.0	6 13.3	0 0	1 2.2
27.	Establish and maintain effective relationships with key persons of the Michigan Department of Management and Budget administering state aid funds.		11 24.4	22 48.9	9 20.0	3 6.7	0 0	0 0
28.	Establish and maintain effective relationships with key persons of the Michigan Department of Education administering federal vocational-technical education funds.		21 46.7	21 46.7	3 6.7	0 0	0 0	0 0
29.	Compute the cost-effectiveness ratio for vocational-technical education programs and courses using financial information provided on end of year reports.		13 28.9	21 46.7	7 15.6	3 6.7	0 0	1 2.2
30.	Assist in the development of the vocational-technical education budget for the CEPD at the intermediate school district level.		22 48.9	21 46.7	2 4.4	0 0	0 0	0 0
31.	Submit periodic reports on program and course expenditures to higher-echelon administrators at the intermediate school district and local education level.		23 51.1	20 44.4	1 2.2	1 2.2	0 0	0 0
32.	Present the CEPD vocational-technical education budget to higher-echelon administration for approval.		23 51.1	13 28.9	4 8.9	5 11.1	0 0	0 0
33.	Prepare a written annual and long-range vocational-technical education plan for the CEPD.		26 57.8	16 35.6	1 2.2	2 4.4	0 0	0 0

Table G.1.--Continued.

Role Expectation		SA	A	U	D	SD	NR	
34.	Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.	f %	12 26.7	18 40.0	8 17.8	6 13.3	1 2.2	0 0
35.	Plan special vocational-technical programs for disadvantaged and bilingual students.		13 28.9	13 28.9	12 26.7	7 15.6	0 0	0 0
36.	Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.		16 35.6	25 55.6	3 6.7	1 2.2	0 0	0 0
37.	Provide leadership in determining the CEPD standards and criteria for evaluating the adequacy of vocational-technical education offerings.		21 46.7	22 48.9	2 4.4	0 0	0 0	0 0
38.	Obtain information pertaining to the vocational-technical offerings of other CEPD for purposes of possible program changes.		15 33.3	24 53.3	3 6.7	3 6.7	0 0	0 0
39.	Work with local schoolboards, superintendents, and vocational staff to assist in the development of vocational-technical education programs.		22 48.9	20 44.4	2 4.4	1 2.2	0 0	0 0
40.	Assist in the planning for the vocational-technical needs of handicapped students and assist vocational teachers in meeting those needs.		17 37.8	22 48.9	6 13.3	0 0	0 0	0 0
41.	Conduct the needs determination phase of the long range planning process for the CEPD.		18 40.0	23 51.1	1 2.2	3 6.7	0 0	0 0

Table G.1.--Continued.

Role Expectation			SA	A	U	D	SD	NR
42.	Coordinate long range vocational-technical planning for all secondary schools within the CEPD.	f %	18 40.0	22 48.9	3 6.7	1 2.2	0 0	1 2.2
43.	Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.		18 40.0	19 42.2	5 11.1	3 6.7	0 0	0 0
44.	Help plan inservice for local district vocational administrators and vocational staff within the CEPD.		22 48.9	21 45.7	1 2.2	1 2.2	0 0	0 0
45.	Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.		21 46.7	18 40.0	5 11.1	1 2.2	0 0	0 0
46.	Encourage vocational directors and teaching staff members to participate in professional improvement programs.		17 37.8	26 57.8	2 4.4	0 0	0 0	0 0
47.	Prepare articles for professional journals and periodicals.		5 11.1	24 53.3	12 26.7	3 6.7	0 0	1 2.2
48.	Attend local, state, and national professional meetings.		11 24.4	30 66.7	4 8.9	0 0	0 0	0 0
49.	Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.		10 22.2	30 66.7	5 11.1	0 0	0 0	0 0

Table G.1.--Continued.

Role Expectation		SA	A	U	D	SD	NR
50.	Orient new vocational-technical staff members to CEPD vocational-technical programs and policies.	f 42.2	19 46.7	1 2.2	4 8.9	0 0	0 0
51.	Write articles and news releases for local newspapers to promote vocational-technical program offerings.	19 42.2	19 42.2	5 11.1	2 4.4	0 0	0 0
52.	Assist in the preparation of brochures to promote vocational-technical program offerings.	18 40.0	26 57.8	0 0	1 2.2	0 0	0 0
53.	Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.	31 68.9	14 31.1	0 0	0 0	0 0	0 0
54.	Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.	32 71.1	13 28.9	0 0	0 0	0 0	0 0
55.	Help develop a positive community image of vocational-technical education.	32 71.1	12 26.7	1 2.2	0 0	0 0	0 0
56.	Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.	32 71.1	13 28.9	0 0	0 0	0 0	0 0

Table G.1.--Continued.

Role Expectation		SA	A	U	D	SD	NR
57.	Effectively keep state and federal legislators informed concerning the current trends in vocational-technical education.	f %	19 42.2	23 51.1	3 6.7	0 0	0 0
58.	Work with general education to encourage a better means of communications between vocational-technical education and general education.		21 46.7	23 51.1	1 2.2	0 0	0 0
59.	Periodically speak to civic and professional organizations concerning vocational-technical education programs.		22 48.9	21 46.7	2 4.4	0 0	0 0
60.	Encourage activities such as exhibits and open houses to promote vocational-technical education programs.		19 42.2	23 51.1	3 6.7	0 0	0 0

Table G.2.--Vocational-technical role expectations of the vocational-technical specialist position as viewed by the vocational-technical specialists.

Role Expectation		SA	A	U	D	SD	NR
1. Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.	f %	32 69.6	12 26.1	1 2.2	1 2.2	0 0	0 0
2. Promote the effective utilization of local vocational-technical advisory committees.		23 50.0	23 50.0	0 0	0 0	0 0	0 0
3. Write proposals for state and federal reimbursement of vocational-technical courses and projects.		16 34.8	17 37.0	7 15.2	5 10.9	0 0	1 2.2
4. Provide leadership in the coordination of vocational-technical education and Comprehensive Employment and Training Act (CETA) programs.		20 43.5	19 41.3	3 6.5	2 4.3	1 2.2	1 2.2
5. Interpret the potential effect of proposed state or federal legislation on vocational-technical offerings in the CEPD.		23 50.0	20 43.5	1 2.2	0 0	0 0	2 4.3
6. Provide leadership for a representative vocational-technical education planning committee (CEPD council).		27 58.7	16 34.8	3 6.5	0 0	0 0	0 0
7. Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.		4 8.7	27 58.7	11 23.9	3 6.5	1 2.2	0 0
8. Coordinate and assist in implementing a plan for placement of vocational-technical graduates.		22 47.8	20 43.5	3 6.5	0 0	0 0	1 2.2
9. Provide technical assistance in implementing vocational-technical program standards of quality.		30 65.2	14 30.4	1 2.2	0 0	0 0	1 2.2

Table G.2.--Continued.

Role Expectation		SA	A	U	D	SD	NR
10.	Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.	f %	41 89.1	4 8.7	0 0	1 2.2	0 0
11.	Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.		36 78.3	7 15.2	1 2.2	2 4.3	0 0
12.	Obtain necessary data from local education agencies and submit to Vocational-Technical Education Services for the vocational education data system.		26 56.5	16 34.8	2 4.3	2 4.3	0 0
13.	Provide assistance in developing competency-based vocational-technical education programs.		15 32.6	30 65.2	1 2.2	0 0	0 0
14.	Assume a leadership role in supporting increased program articulation between secondary schools and community colleges.		23 50.0	22 47.8	0 0	1 2.2	0 0
15.	Promote cooperative training and other forms of on-the-job learning experiences for vocational-technical students.		20 43.5	25 54.3	1 2.2	0 0	0 0
16.	Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.		14 30.4	23 50.0	7 15.2	1 2.2	0 0
17.	Provide vocational-technical education consultants to assist vocational teachers in program development.		16 34.8	23 50.0	5 10.9	1 2.2	0 0

Table G.2.--Continued.

Role Expectation		SA	A	U	D	SD	NR
18.	Encourage the use of suggestions from students and graduates in developing or revising vocational-technical programs and courses.	f %	16 34.8	24 52.2	5 10.9	1 2.2	0 0
19.	Provide leadership in developing vocational-technical curriculum policy.		19 41.3	21 45.7	4 8.7	2 4.3	0 0
20.	Assume a leadership role in supporting increased program articulation between the vocational-technical staff and general education staff.		16 34.8	25 54.3	4 8.7	0 0	0 2.2
21.	Provide leadership in organizing lay advisory committees composed of industrial, business, labor, and health service representatives to assist the CEPD in identifying new vocational-technical programs and course needs.		21 45.7	18 39.1	7 15.2	0 0	0 0
22.	Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.		14 30.4	24 52.2	7 15.2	1 2.2	0 0
23.	Identify potential sources and amounts of financial income to support the cost of vocational-technical programs.		27 58.7	15 32.6	3 6.5	0 0	0 2.2
24.	Prepare requests to state or federal authorities for vocational-technical education funds.		21 45.7	17 37.0	4 8.8	3 6.5	0 2.2
25.	Manage the total vocational-technical education budget for the CEPD at the intermediate school district level.		18 39.1	10 21.7	5 10.9	9 19.6	3 6.5
						1 2.2	

Table G.2.--Continued.

Role Expectation			SA	A	U	D	SD	NR
26.	Approve requisitions for supplies and equipment for the CEPD at the intermediate school district level.	f %	17 37.0	8 17.4	4 8.7	12 26.1	4 8.7	1 2.2
27.	Establish and maintain effective relationships with key persons of the Michigan Department of Management and Budget administering state aid funds.		22 47.8	14 30.4	10 21.7	0 0	0 0	0 0
28.	Establish and maintain effective relationships with key persons of the Michigan Department of Education administering federal vocational-technical education funds.		28 60.9	17 37.0	1 2.2	0 0	0 0	0 0
29.	Compute the cost-effectiveness ratio for vocational-technical education programs and courses using financial information provided on end of year reports.		17 37.0	17 37.0	7 15.2	4 8.7	1 2.2	0 0
30.	Assist in the development of the vocational-technical education budget for the CEPD at the intermediate school district level.		21 45.7	14 30.4	3 6.5	3 6.5	4 8.7	1 2.2
31.	Submit periodic reports on program and course expenditures to higher-echelon administrators at the intermediate school district and local education level.		18 39.1	17 37.0	7 15.2	2 4.3	2 4.3	0 0
32.	Present the CEPD vocational-technical education budget to higher-echelon administration for approval.		20 43.5	16 34.8	1 2.2	6 13.0	2 4.3	1 2.2
33.	Prepare a written annual and long-range vocational-technical education plan for the CEPD.		15 32.6	27 58.7	3 6.5	1 2.2	0 0	0 0

Table G.2.--Continued.

Role Expectation		SA	A	U	D	SD	NR
34.	Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.	f 12 26.1	21 45.7	9 19.6	3 6.5	1 2.2	0 0
35.	Plan special vocational-technical programs for disadvantaged and bilingual students.	11 23.9	24 52.2	8 17.4	2 4.3	0 0	1 2.2
36.	Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.	14 30.4	31 67.4	1 2.2	0 0	0 0	0 0
37.	Provide leadership in determining the CEPD standards and criteria for evaluating the adequacy of vocational-technical education offerings.	17 37.0	24 52.2	5 10.9	0 0	0 0	0 0
38.	Obtain information pertaining to the vocational-technical offerings of other CEPD for purposes of possible program changes.	17 37.0	23 50.0	6 13.0	0 0	0 0	0 0
39.	Work with local schoolboards, superintendents, and vocational staff to assist in the development of vocational-technical education programs.	29 63.0	17 37.0	0 0	0 0	0 0	0 0
40.	Assist in the planning for the vocational-technical needs of handicapped students and assist vocational teachers in meeting those needs.	18 39.1	26 56.5	2 4.3	0 0	0 0	0 0
41.	Conduct the needs determination phase of the long range planning process for the CEPD.	18 39.1	21 45.7	4 8.7	2 4.3	1 2.2	0 0

Table G.2.--Continued.

Role Expectation			SA	A	U	D	SD	NR
42.	Coordinate long range vocational-technical planning for all secondary schools within the CEPD.	f %	17 37.0	24 52.2	3 6.5	1 2.2	1 2.2	0 0
43.	Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.		11 23.9	25 54.3	7 15.2	2 4.3	1 2.2	0 0
44.	Help plan inservice for local district vocational administrators and vocational staff within the CEPD.		21 45.7	23 50.0	2 4.3	0 0	0 0	0 0
45.	Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.		15 32.6	24 52.2	7 15.2	0 0	0 0	0 0
46.	Encourage vocational directors and teaching staff members to participate in professional improvement programs.		20 43.5	25 54.3	1 2.2	0 0	0 0	0 0
47.	Prepare articles for professional journals and periodicals.		6 13.0	21 45.7	18 39.1	0 0	1 2.2	0 0
48.	Attend local, state, and national professional meetings.		21 45.7	22 47.8	2 4.3	1 2.2	0 0	0 0
49.	Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.		30 65.2	14 30.4	2 4.3	0 0	0 0	0 0

Table G.2.--Continued.

Role Expectation			SA	A	U	D	SD	NR
50.	Orient new vocational-technical staff members to CEPD vocational-technical programs and policies.	f %	22 47.8	23 50.0	0 0	1 2.2	0 0	0 0
51.	Write articles and news releases for local newspapers to promote vocational-technical program offerings.		17 37.0	25 54.3	4 8.7	0 0	0 0	0 0
52.	Assist in the preparation of brochures to promote vocational-technical program offerings.		20 43.5	24 52.2	2 4.3	0 0	0 0	0 0
53.	Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.		32 69.6	14 30.4	0 0	0 0	0 0	0 0
54.	Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.		31 67.4	15 32.6	0 0	0 0	0 0	0 0
55.	Help develop a positive community image of vocational-technical education.		33 71.7	13 28.3	0 0	0 0	0 0	0 0
56.	Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.		30 65.2	16 34.8	0 0	0 0	0 0	0 0

Table G.2.--Continued.

Role Expectation		SA	A	U	D	SD	NR
57.	Effectively keep state and federal legislators informed concerning the current trends in vocational-technical education.	f % 27 58.7	17 37.0	2 4.3	0 0	0 0	0 0
58.	Work with general education to encourage a better means of communications between vocational-technical education and general education.	20 43.5	25 54.3	1 2.2	0 0	0 0	0 0
59.	Periodically speak to civic and professional organizations concerning vocational-technical education programs.	20 43.5	23 50.0	3 6.5	0 0	0 0	0 0
60.	Encourage activities such as exhibits and open houses to promote vocational-technical education programs.	24 52.2	22 47.8	0 0	0 0	0 0	0 0

Table G.3.--Vocational-technical role expectations of the vocational-technical specialist position as viewed by the local vocational-technical directors.

Role Expectation		SA	A	U	D	SD	NR
1. Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.	f %	44 55.0	34 42.5	1 1.2	1 1.2	0 0	0 0
2. Promote the effective utilization of local vocational-technical advisory committees.		32 40.0	35 43.8	6 7.5	7 8.8	0 0	0 0
3. Write proposals for state and federal reimbursement of vocational-technical courses and projects.		21 26.2	41 51.3	9 11.2	8 10.0	1 1.2	0 0
4. Provide leadership in the coordination of vocational-technical education and Comprehensive Employment and Training Act (CETA) programs.		34 42.5	31 38.7	12 15.0	1 1.2	1 1.2	1 1.2
5. Interpret the potential effect of proposed state or federal legislation on vocational-technical offerings in the CEPD.		47 58.7	30 37.5	3 3.7	0 0	0 0	0 0
6. Provide leadership for a representative vocational-technical education planning committee (CEPD council).		50 62.5	26 32.5	1 1.2	2 2.5	0 0	1 1.2
7. Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.		12 15.0	31 38.7	21 26.2	14 17.5	2 2.5	0 0
8. Coordinate and assist in implementing a plan for placement of vocational-technical graduates.		16 20.0	46 57.5	13 16.2	5 6.3	0 0	0 0
9. Provide technical assistance in implementing vocational-technical program standards of quality.		35 43.8	39 48.7	6 7.5	0 0	0 0	0 0

Table G.3.--Continued.

Role Expectation		SA	A	U	D	SD	NR	
10.	Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.	f %	45 56.3	28 35.0	4 5.0	1 1.2	2 2.5	0 0
11.	Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.		48 60.0	30 37.5	2 2.5	0 0	0 0	0 0
12.	Obtain necessary data from local education agencies and submit to Vocational-Technical Education Services for the vocational education data system.		40 50.0	26 32.5	11 13.7	3 3.7	0 0	0 0
13.	Provide assistance in developing competency-based vocational-technical education programs.		22 27.5	55 68.8	1 1.2	2 2.5	0 0	0 0
14.	Assume a leadership role in supporting increased program articulation between secondary schools and community colleges.		35 43.8	38 47.5	5 6.3	2 2.5	0 0	0 0
15.	Promote cooperative training and other forms of on-the-job learning experiences for vocational-technical students.		22 27.5	38 47.5	9 11.2	10 12.5	1 1.2	0 0
16.	Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.		15 18.8	37 46.2	10 12.5	16 20.0	1 1.2	1 1.2
17.	Provide vocational-technical education consultants to assist vocational teachers in program development.		28 35.0	36 45.0	7 8.8	8 10.0	1 1.2	0 0

Table G.3.--Continued.

Role Expectation		SA	A	U	D	SD	NR
18.	Encourage the use of suggestions from students and graduates in developing or revising vocational-technical programs and courses.	f 13 16.2	45 56.3	11 13.7	10 12.5	1 1.2	0 0
19.	Provide leadership in developing vocational-technical curriculum policy.	14 17.5	40 50.0	10 12.5	12 15.0	3 3.7	1 1.2
20.	Assume a leadership role in supporting increased program articulation between the vocational-technical staff and general education staff.	18 22.5	38 47.5	13 16.2	10 12.5	1 1.2	0 0
21.	Provide leadership in organizing lay advisory committees composed of industrial, business, labor, and health service representatives to assist the CEPD in identifying new vocational-technical programs and course needs.	24 30.0	42 52.5	7 8.8	6 7.5	1 1.2	0 0
22.	Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.	21 26.2	35 43.8	11 13.7	11 13.7	2 2.5	0 0
23.	Identify potential sources and amounts of financial income to support the cost of vocational-technical programs.	38 47.5	38 47.5	3 3.7	1 1.2	0 0	0 0
24.	Prepare requests to state or federal authorities for vocational-technical education funds.	25 31.3	36 45.0	15 18.8	3 3.7	1 1.2	0 0
25.	Manage the total vocational-technical education budget for the CEPD at the intermediate school district level.	21 26.2	23 28.2	11 13.7	10 12.5	15 18.8	0 0

Table G.3.--Continued.

Role Expectation			SA	A	U	D	SD	NR
26.	Approve requisitions for supplies and equipment for the CEPD at the intermediate school district level.	f %	14 17.5	25 31.3	13 16.2	12 15.0	16 20.0	0 0
27.	Establish and maintain effective relationships with key persons of the Michigan Department of Management and Budget administering state aid funds.		32 40.0	37 46.2	6 7.5	3 3.7	2 2.5	0 0
28.	Establish and maintain effective relationships with key persons of the Michigan Department of Education administering federal vocational-technical education funds.		36 45.0	38 47.5	3 3.7	3 3.7	0 0	0 0
29.	Compute the cost-effectiveness ratio for vocational-technical education programs and courses using financial information provided on end of year reports.		17 21.2	36 45.0	15 18.8	9 11.2	3 3.7	0 0
30.	Assist in the development of the vocational-technical education budget for the CEPD at the intermediate school district level.		24 30.0	42 52.5	4 5.0	5 6.3	5 6.3	0 0
31.	Submit periodic reports on program and course expenditures to higher-echelon administrators at the intermediate school district and local education level.		18 22.5	40 50.0	7 8.8	11 13.7	4 5.0	0 0
32.	Present the CEPD vocational-technical education budget to higher-echelon administration for approval.		21 26.2	39 48.7	8 10.0	8 10.0	3 3.7	1 1.2
33.	Prepare a written annual and long-range vocational-technical education plan for the CEPD.		26 32.5	44 55.0	9 11.2	1 1.0	0 0	0 0

Table G.3.--Continued.

Role Expectation		SA	A	U	D	SD	NR	
34.	Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.	f %	16 20.0	28 35.0	23 28.8	12 15.0	1 1.2	0 0
35.	Plan special vocational-technical programs for disadvantaged and bilingual students.		9 11.2	35 43.8	21 26.2	13 16.2	2 2.5	0 0
36.	Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.		14 17.5	42 52.5	13 16.2	9 11.2	2 2.5	0 0
37.	Provide leadership in determining the CEPD standards and criteria for evaluating the adequacy of vocational-technical education offerings.		18 22.5	43 53.7	11 13.7	5 6.3	3 3.7	0 0
38.	Obtain information pertaining to the vocational-technical offerings of other CEPD for purposes of possible program changes.		19 23.8	45 56.3	11 13.7	3 3.7	1 1.2	1 1.2
39.	Work with local schoolboards, superintendents, and vocational staff to assist in the development of vocational-technical education programs.		30 37.5	40 50.0	6 7.5	2 2.5	2 2.5	0 0
40.	Assist in the planning for the vocational-technical needs of handicapped students and assist vocational teachers in meeting those needs.		15 18.8	51 63.8	9 11.2	5 6.3	0 0	0 0
41.	Conduct the needs determination phase of the long range planning process for the CEPD.		23 28.8	47 58.7	9 11.2	1 1.2	0 0	0 0

Table G.3.--Continued.

Role Expectation			SA	A	U	D	SD	NR
42.	Coordinate long range vocational-technical planning for all secondary schools within the CEPD.	f %	25 31.3	36 45.0	14 17.5	4 5.0	1 1.2	0 0
43.	Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.		13 16.2	31 38.7	13 16.2	18 22.5	4 5.0	1 1.2
44.	Help plan inservice for local district vocational administrators and vocational staff within the CEPD.		34 42.5	44 55.0	1 1.2	1 1.2	0 0	0 0
45.	Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.		21 26.2	45 56.3	10 12.5	4 5.0	0 0	0 0
46.	Encourage vocational directors and teaching staff members to participate in professional improvement programs.		28 35.0	51 63.8	1 1.2	0 0	0 0	0 0
47.	Prepare articles for professional journals and periodicals.		6 7.5	29 36.2	32 40.0	11 13.7	2 2.5	0 0
48.	Attend local, state, and national professional meetings.		26 32.5	47 58.7	5 6.3	1 1.2	0 0	1 1.2
49.	Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.		38 47.5	36 45.0	6 7.5	0 0	0 0	0 0

Table G.3.--Continued.

Role Expectation			SA	A	U	D	SD	NR
50.	Orient new vocational-technical staff members to CEPD vocational-technical programs and policies.	f %	24 30.0	37 46.2	9 11.2	9 11.2	1 1.2	0 0
51.	Write articles and news releases for local newspapers to promote vocational-technical program offerings.		30 37.5	38 47.5	7 8.8	3 3.7	2 2.5	0 0
52.	Assist in the preparation of brochures to promote vocational-technical program offerings.		28 35.0	35 57.5	4 5.0	2 2.5	0 0	0 0
53.	Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.		22 27.5	38 47.5	9 11.2	7 8.8	4 5.0	0 0
54.	Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.		27 33.7	49 61.2	1 1.2	3 3.7	0 0	0 0
55.	Help develop a positive community image of vocational-technical education.		47 58.7	31 38.7	0 0	2 2.5	0 0	0 0
56.	Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.		35 43.8	44 55.0	1 1.2	0 0	0 0	0 0

Table G.3.--Continued.

Role Expectation			SA	A	U	D	SD	NR
57.	Effectively keep state and federal legislators informed concerning the current trends in vocational-technical education.	f %	38 47.5	38 47.5	4 5.0	0 0	0 0	0 0
58.	Work with general education to encourage a better means of communications between vocational-technical education and general education.		27 33.7	40 50.0	6 7.5	5 6.3	1 1.2	1 1.2
59.	Periodically speak to civic and professional organizations concerning vocational-technical education programs.		31 38.7	45 56.3	3 3.7	1 1.2	0 0	0 0
60.	Encourage activities such as exhibits and open houses to promote vocational-technical education programs.		28 35.0	47 58.7	4 5.0	1 1.2	0 0	0 0

Table G.4.--Vocational-technical role expectations of the vocational-technical specialist position as viewed by intermediate school district superintendents, vocational-technical specialists, and local vocational-technical directors.

Respondents		SA	A	U	D	SD	NR
Role 1: Provide leadership in forming the Career Education Planning District (CEPD) philosophy of vocational-technical education.							
Intermediate school district superintendents	f	33	11	0	1	0	0
	%	73.3	24.4	0	2.2	0	0
Vocational-technical specialists		32	12	1	1	0	0
		69.6	26.1	2.2	2.2	0	0
Local vocational directors		44	34	1	1	0	0
		55.0	42.5	1.2	1.2	0	0
Combined		109	57	2	3	0	0
		63.7	33.3	1.2	1.8	0	0
Role 2: Promote the effective utilization of local vocational-technical advisory committees.							
Intermediate school district superintendents		28	16	1	0	0	0
		62.2	35.6	2.2	0	0	0
Vocational-technical specialists		23	23	0	0	0	0
		50.0	50.0	0	0	0	0
Local vocational directors		32	35	6	7	0	0
		40.0	43.8	7.5	8.8	0	0
Combined		83	74	7	7	0	0
		48.5	43.3	4.1	4.0	0	0
Role 3: Write proposals for state and federal reimbursement of vocational-technical courses and projects.							
Intermediate school district superintendents		21	16	6	0	1	1
		46.7	35.6	13.3	0	2.2	2.2
Vocational-technical specialists		16	17	7	5	0	1
		34.8	37.0	15.2	10.9	0	2.2
Local vocational directors		21	41	9	8	1	0
		26.2	51.3	11.2	10.0	1.2	0
Combined		58	74	22	13	2	2
		33.9	43.3	12.9	7.6	1.2	1.2

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 4: Provide leadership in the coordination of vocational-technical education and Comprehensive Employment and Training Act (CETA) programs.							
Intermediate school district superintendents	f	23	15	6	1	0	0
	%	51.1	33.3	13.3	2.2	0	0
Vocational-technical specialists		20	19	3	2	1	1
		43.5	41.3	6.5	4.3	2.2	2.2
Local vocational directors		34	31	12	1	1	1
		42.5	38.7	15.0	1.2	1.2	1.2
Combined		77	65	21	4	2	2
		45.0	38.0	12.3	2.3	1.2	1.2
Role 5: Interpret the potential effect of proposed state or federal legislation on vocational-technical offerings in the CEPD.							
Intermediate school district superintendents		25	18	0	1	0	1
		55.6	40.0	0	2.2	0	2.2
Vocational-technical specialists		23	20	1	0	0	2
		50.0	43.5	2.2	0	0	4.3
Local vocational directors		47	30	3	0	0	0
		58.7	37.5	3.7	0	0	0
Combined		95	68	4	1	0	3
		55.6	39.8	2.3	.6	0	1.8
Role 6: Provide leadership for a preresentative vocational-technical education planning committee (CEPD council).							
Intermediate school district superintendents		31	13	1	0	0	0
		68.9	28.9	2.2	0	0	0
Vocational-technical specialists		27	16	3	0	0	0
		58.7	34.8	6.5	0	0	0
Local vocational directors		50	26	1	2	0	1
		62.5	32.5	1.2	2.5	0	1.2
Combined		108	55	5	2	0	1
		63.2	32.2	2.9	1.2	0	.6

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 7: Coordinate, monitor, and assist in implementing the Office of Civil Rights guidelines as they apply to vocational-technical education.							
Intermediate school district superintendents	f	7	23	11	2	2	0
	%	15.6	51.1	24.4	4.4	4.4	0
Vocational-technical specialists		4	27	11	3	1	0
		8.7	58.7	23.9	6.5	2.2	0
Local vocational directors		12	31	21	14	2	0
		15.0	38.7	26.2	17.5	2.5	0
Combined		23	81	43	19	5	0
		13.5	47.4	25.1	11.1	2.9	0
Role 8: Coordinate and assist in implementing a plan for placement of vocational-technical graduates.							
Intermediate school district superintendents.		23	19	2	1	0	0
		51.1	42.2	4.4	2.2	0	0
Vocational-technical specialists		22	20	3	0	0	1
		47.8	43.5	6.5	0	0	2.2
Local vocational directors		16	46	13	5	0	0
		20.0	57.5	16.2	6.3	0	0
Combined		61	85	18	6	0	1
		35.7	49.7	10.5	3.5	0	.6
Role 9: Provide technical assistance in implementing vocational-technical program standards of quality.							
Intermediate school district superintendents.		27	16	1	1	0	0
		60.0	35.6	2.2	2.2	0	0
Vocational-technical specialists		30	14	1	0	0	1
		65.2	30.4	2.2	0	0	2.2
Local vocational directors		35	39	6	0	0	0
		43.8	48.7	7.5	0	0	0
Combined		92	69	8	1	0	1
		53.8	40.4	4.7	.6	0	.6

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 10: Serve as a contact person between the CEPD and the Michigan Department of Education, Vocational-Technical Education Services, on matters pertaining to vocational education.							
Intermediate school district superintendents	f	29	13	2	1	0	0
	%	64.4	28.9	4.4	2.2	0	0
Vocational-technical specialists	f	41	4	0	1	0	0
	%	89.1	8.7	0	2.2	0	0
Local vocational directors	f	45	28	4	1	2	0
	%	56.3	35.0	5.0	1.2	2.5	0
Combined	f	115	45	6	3	2	0
	%	67.3	26.3	3.5	1.8	1.2	0
Role 11: Attend meetings called by the Vocational-Technical Education Services for administrators of vocational-technical education.							
Intermediate school district superintendents	f	19	23	2	1	0	0
	%	42.2	51.1	4.4	2.2	0	0
Vocational-technical specialists	f	36	7	1	2	0	0
	%	78.3	15.2	2.2	4.3	0	0
Local vocational directors	f	48	30	2	0	0	0
	%	60.0	37.5	2.5	0	0	0
Combined	f	103	60	5	3	0	0
	%	60.2	35.1	2.9	1.8	0	0
Role 12: Obtain necessary data from local education agencies and submit to Vocational-Technical Education Services for the vocational education data system.							
Intermediate school district superintendents	f	13	25	4	1	2	0
	%	28.9	55.6	8.9	2.2	4.4	0
Vocational-technical specialists	f	26	16	2	2	0	0
	%	56.5	34.8	4.3	4.3	0	0
Local vocational directors	f	40	26	11	3	0	0
	%	50.0	32.5	13.7	3.7	0	0
Combined	f	79	67	17	6	2	0
	%	46.2	39.2	9.9	3.5	1.2	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 13: Provide assistance in developing competency-based vocational-technical education programs.							
Intermediate school district superintendents	f	14	29	2	0	0	0
	%	31.1	64.4	4.4	0	0	0
Vocational-technical specialists		15	30	1	0	0	0
		32.6	65.2	2.2	0	0	0
Local vocational directors		22	55	1	2	0	0
		27.5	68.8	1.2	2.5	0	0
Combined		51	114	4	2	0	0
		29.8	66.7	2.3	1.2	0	0
Role 14: Assume a leadership role in supporting increased program articulation between secondary schools and community colleges.							
Intermediate school district superintendents		14	25	4	2	0	0
		31.1	55.6	8.9	4.4	0	0
Vocational-technical specialists		23	22	0	1	0	0
		50.0	47.8	0	2.2	0	0
Local vocational directors		35	38	5	2	0	0
		43.8	47.5	6.3	2.5	0	0
Combined		72	85	9	5	0	0
		42.1	49.7	5.3	2.9	0	0
Role 15: Promote cooperative training and other forms of on-the-job learning experiences for vocational-technical students.							
Intermediate school district superintendents		20	19	4	2	0	0
		44.4	42.2	8.9	4.4	0	0
Vocational-technical specialists		20	25	1	0	0	0
		43.5	54.3	2.2	0	0	0
Local vocational directors		22	38	9	10	1	0
		27.5	47.5	11.2	12.5	1.2	0
Combined		62	82	14	12	1	0
		36.3	48.0	8.2	7.0	.6	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 16: Provide leadership for the review of vocational-technical courses, course outlines, and instructional materials.							
Intermediate school district superintendents	f	14	26	3	2	0	0
	%	31.1	57.8	6.7	4.4	0	0
Vocational-technical specialists		14	23	7	1	0	1
		30.4	50.0	15.2	2.2	0	2.2
Local vocational directors		15	37	10	16	1	1
		18.8	46.2	12.5	20.0	1.2	1.2
Combined		43	86	20	19	1	2
		25.1	50.3	11.7	11.1	.6	1.2
Role 17: Provide vocational-technical education consultants to assist vocational teachers in program development.							
Intermediate school district superintendents		11	23	7	3	0	1
		24.4	51.1	15.6	6.7	0	2.2
Vocational-technical specialists		16	23	5	1	0	1
		34.8	50.0	10.9	2.2	0	2.2
Local vocational directors		28	36	7	8	1	0
		35.0	45.0	8.8	10.0	1.2	0
Combined		55	82	19	12	1	2
		32.2	48.0	11.1	7.0	.6	1.2
Role 18: Encourage the use of suggestions from students and graduates in developing or revising vocational-technical programs and courses.							
Intermediate school district superintendents		14	30	0	1	0	0
		31.1	66.7	0	2.2	0	0
Vocational-technical specialists		16	24	5	1	0	0
		34.8	52.2	10.9	2.2	0	0
Local vocational directors		13	45	11	10	1	0
		16.2	56.3	13.7	12.5	1.2	0
Combined		43	99	16	12	1	0
		25.1	57.9	9.4	7.0	.6	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 19: Provide leadership in developing vocational-technical curriculum policy.							
Intermediate school district superintendents	f	16	22	5	2	0	0
	%	35.6	48.9	11.1	4.4	0	0
Vocational-technical specialists		19	21	4	2	0	0
		41.3	45.7	8.7	4.3	0	0
Local vocational directors		14	40	10	12	3	1
		17.5	50.0	12.5	15.0	3.7	1.2
Combined		49	83	19	16	3	1
		28.7	48.5	11.1	9.4	1.8	.6
Role 20: Assume a leadership role in supporting increased program articulation between the vocational-technical staff and general education staff.							
Intermediate school district superintendents		22	18	2	3	0	0
		48.9	40.0	4.4	6.7	0	0
Vocational-technical specialists		16	25	4	0	0	1
		34.8	54.3	8.7	0	0	2.2
Local vocational directors		18	38	13	10	1	0
		22.5	47.5	16.2	12.5	1.2	0
Combined		56	91	19	13	1	1
		32.7	47.4	11.1	7.6	.6	.6
Role 21: Provide leadership in organizing lay advisory committees composed of industrial, business, labor, and health service representatives to assist the CEPD in identifying new vocational-technical programs and course needs.							
Intermediate school district superintendents		25	16	3	1	0	0
		55.6	35.6	6.7	2.2	0	0
Vocational-technical specialists		21	18	7	0	0	0
		45.7	39.1	15.2	0	0	0
Local vocational directors		24	42	7	6	1	0
		30.0	52.5	8.8	7.5	1.2	0
Combined		70	76	17	7	1	0
		40.9	44.4	9.9	4.1	.6	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 22: Utilize lay advisory committees to make recommendations to administration and faculty on both program content and instructional equipment.							
Intermediate school district superintendents	f	18	21	4	2	0	0
	%	40.0	46.7	8.9	4.4	0	0
Vocational-technical specialists		14	24	7	1	0	0
		30.4	52.2	15.2	2.2	0	0
Local vocational directors		21	35	11	11	2	0
		26.2	43.8	13.7	13.7	2.5	0
Combined		53	80	22	14	2	0
		31.0	46.8	12.9	8.2	1.2	0
Role 23: Identify potential sources and amounts of financial income to support the cost of vocational-technical programs.							
Intermediate school district superintendents		26	18	0	1	0	0
		57.8	40.0	0	2.2	0	0
Vocational-technical specialists		27	15	3	0	0	1
		58.7	32.6	6.5	0	0	2.2
Local vocational directors		38	38	3	1	0	0
		47.5	47.5	3.7	1.2	0	0
Combined		91	71	6	2	0	1
		53.2	41.5	3.5	1.2	0	.6
Role 24: Prepare requests to state or federal authorities for vocational-technical education funds.							
Intermediate school district superintendents		22	16	4	3	0	0
		48.9	35.6	8.9	6.7	0	0
Vocational-technical specialists		21	17	4	3	0	1
		45.7	37.0	8.7	6.5	0	2.2
Local vocational directors		25	36	15	3	1	0
		31.3	45.0	18.8	3.7	1.2	0
Combined		68	69	23	9	1	1
		39.8	40.4	13.5	5.3	.6	.6

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 25: Manage the total vocational-technical education budget for the CEPD at the intermediate school district level.							
Intermediate school district superintendents	f	15	12	3	14	0	1
	%	33.3	26.7	6.7	3.1	0	2.2
Vocational-technical specialists	f	18	10	5	9	3	1
	%	39.1	21.7	10.9	19.6	6.5	2.2
Local vocational directors	f	21	23	11	10	15	0
	%	26.2	28.8	13.7	12.5	18.8	0
Combined	f	54	45	19	33	18	2
	%	31.6	26.3	11.1	19.3	10.5	1.2
Role 26: Approve requisitions for supplies and equipment for the CEPD at the intermediate school district level.							
Intermediate school district superintendents	f	13	16	9	6	0	1
	%	28.9	35.6	20.0	13.3	0	2.2
Vocational-technical specialists	f	17	8	4	12	4	1
	%	37.0	17.4	8.7	26.1	8.7	2.2
Local vocational directors	f	14	25	13	12	16	0
	%	17.5	31.3	16.2	15.0	20.0	0
Combined	f	44	49	26	30	20	2
	%	25.7	28.7	15.2	17.5	11.7	1.2
Role 27: Establish and maintain effective relationships with key persons of the Michigan Department of Management and Budget administering state aid funds.							
Intermediate school district superintendents	f	11	22	9	3	0	0
	%	24.4	48.9	20.0	6.7	0	0
Vocational-technical specialists	f	22	14	10	0	0	0
	%	47.8	30.4	21.7	0	0	0
Local vocational directors	f	32	37	6	3	2	0
	%	40.0	46.2	7.5	3.7	2.5	0
Combined	f	65	73	25	6	2	0
	%	38.0	42.7	14.6	3.5	1.2	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 28: Establish and maintain effective relationships with key persons of the Michigan Department of Education administering federal vocational-technical education funds.							
Intermediate school district superintendents	f	21	21	3	0	0	0
	%	46.7	46.7	6.7	0	0	0
Vocational-technical specialists	f	28	17	1	0	0	0
	%	60.9	37.0	2.2	0	0	0
Local vocational directors	f	36	38	3	3	0	0
	%	45.0	47.5	3.7	3.7	0	0
Combined	f	85	76	7	3	0	0
	%	49.7	44.4	4.1	1.8	0	0
Role 29: Compute the cost-effectiveness ratio for vocational-technical education programs and courses using financial information provided on end of year reports.							
Intermediate school district superintendents	f	13	21	7	3	0	1
	%	28.9	46.7	15.6	6.7	0	2.2
Vocational-technical specialists	f	17	17	7	4	1	0
	%	37.0	37.0	15.2	8.7	2.2	0
Local vocational directors	f	17	36	15	9	3	0
	%	21.2	45.0	18.2	11.2	3.7	0
Combined	f	47	74	29	16	4	1
	%	27.5	43.3	17.0	9.4	2.3	.6
Role 30: Assist in the development of the vocational-technical education budget for the CEPD at the intermediate school district level.							
Intermediate school district superintendents	f	22	21	2	0	0	0
	%	48.9	46.7	4.4	0	0	0
Vocational-technical specialists	f	21	14	3	3	4	1
	%	45.7	30.4	6.5	6.5	8.7	2.2
Local vocational directors	f	24	42	4	5	5	0
	%	30.0	52.5	5.0	6.3	6.3	0
Combined	f	67	77	9	8	9	1
	%	39.2	45.0	5.3	4.7	5.3	.6

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 31: Submit periodic reports on program and course expenditures to higher-echelon administrators at the intermediate school district and local education level.							
Intermediate school district superintendents	f	23	20	1	1	0	0
	%	51.1	44.4	2.2	2.2	0	0
Vocational-technical specialists		18	17	7	2	2	0
		39.1	37.0	15.2	4.3	4.3	0
Local vocational directors		18	40	7	11	4	0
		22.5	50.0	8.8	13.7	5.0	0
Combined		59	77	15	14	6	0
		34.5	45.0	8.8	8.2	3.5	0
Role 32: Present the CEPD vocational-technical education budget to higher-echelon administration for approval.							
Intermediate school district superintendents		23	13	4	5	0	0
		51.1	28.9	8.9	11.1	0	0
Vocational-technical specialists		20	16	1	6	2	1
		43.5	34.8	2.2	13.0	4.3	2.2
Local vocational directors		21	39	8	8	3	1
		26.2	48.7	10.0	10.0	3.7	1.2
Combined		64	68	13	19	5	2
		37.4	39.8	7.6	11.1	2.9	1.2
Role 33: Prepare a written annual and long-range vocational-technical education plan for the CEPD.							
Intermediate school district superintendents		26	16	1	2	0	0
		57.8	35.6	2.2	4.4	0	0
Vocational-technical specialists		15	27	3	1	0	0
		32.6	58.7	6.5	2.2	0	0
Local vocational directors		26	44	9	1	0	0
		32.5	55.0	11.2	1.2	0	0
Combined		67	87	13	4	0	0
		39.2	50.9	7.6	2.3	0	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 34: Plan Comprehensive Employment and Training Act (CETA) and other special manpower training programs for the CEPD.							
Intermediate school district superintendents	f	12	18	8	6	1	0
	%	26.7	40.0	17.3	13.3	2.2	0
Vocational-technical specialists	f	12	21	9	3	1	0
	%	26.1	45.7	19.6	6.5	2.2	0
Local vocational directors	f	16	28	23	12	1	0
	%	20.0	35.0	28.8	15.0	1.2	0
Combined	f	40	67	40	21	3	0
	%	23.4	39.2	23.4	12.3	1.8	0
Role 35: Plan special vocational-technical programs for disadvantaged and bilingual students.							
Intermediate school district superintendents	f	13	13	12	7	0	0
	%	28.9	28.9	26.7	15.6	0	0
Vocational-technical specialists	f	11	24	8	2	0	1
	%	23.9	52.2	17.4	4.3	0	2.2
Local vocational directors	f	9	35	21	13	2	0
	%	11.2	43.8	26.2	16.2	2.5	0
Combined	f	33	72	41	22	2	1
	%	19.3	42.1	24.0	12.9	1.2	.6
Role 36: Analyze follow-up data on both leavers and completers to recommend improvements in vocational-technical education offerings.							
Intermediate school district superintendents	f	16	25	3	1	0	0
	%	35.6	55.6	6.7	2.2	0	0
Vocational-technical specialists	f	14	31	1	0	0	0
	%	30.4	67.4	2.2	0	0	0
Local vocational directors	f	14	42	13	9	2	0
	%	17.5	52.5	16.2	11.2	2.5	0
Combined	f	44	98	17	10	2	0
	%	25.7	57.3	9.9	5.8	1.2	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 37: Provide leadership in determining the CEPD standards and criteria for evaluating the adequacy of vocational-technical education offerings.							
Intermediate school district superintendents	f	21	22	2	0	0	0
	%	46.7	48.9	4.4	0	0	0
Vocational-technical specialists		17	24	5	0	0	0
		37.0	52.2	10.9	0	0	0
Local vocational directors		18	43	11	5	3	0
		22.5	53.7	13.7	6.3	3.7	0
Combined		56	89	18	5	3	0
		32.7	52.0	10.5	2.9	1.8	0
Role 38: Obtain information pertaining to the vocational-technical offerings of other CEPD for purposes of possible program changes.							
Intermediate school district superintendents		15	24	3	3	0	0
		33.3	53.3	6.6	6.7	0	0
Vocational-technical specialists		17	23	6	0	0	0
		37.0	50.0	13.0	0	0	0
Local vocational directors		19	45	11	3	1	1
		23.8	56.3	13.7	3.7	1.2	1.2
Combined		51	92	20	6	1	1
		29.8	53.8	11.7	3.5	.6	.6
Role 39: Work with local schoolboards, superintendents, and vocational staff to assist in the development of vocational-technical education programs.							
Intermediate school district superintendents		22	20	2	1	0	0
		48.9	44.4	4.4	2.2	0	0
Vocational-technical specialists		29	17	0	0	0	0
		63.0	37.0	0	0	0	0
Local vocational directors		30	40	6	2	2	0
		37.5	50.0	7.5	2.5	2.5	0
Combined		81	77	8	3	2	0
		47.4	45.0	4.7	1.8	1.2	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 40: Assist in the planning for the vocational-technical needs of handicapped students and assist vocational teachers in meeting those needs.							
Intermediate school district superintendents	f	17	22	6	0	0	0
	%	37.8	48.9	13.3	0	0	0
Vocational-technical specialists		18	26	2	0	0	0
		39.1	56.5	4.3	0	0	0
Local vocational directors		15	51	9	5	0	0
		18.8	63.8	11.2	6.3	0	0
Combined		50	99	17	5	0	0
		29.2	57.9	9.9	2.9	0	0
Role 41: Conduct the needs determination phase of the long range planning process for the CEPD.							
Intermediate school district superintendents		18	23	1	3	0	0
		40.0	51.1	2.2	6.7	0	0
Vocational-technical specialists		18	21	4	2	1	0
		39.1	45.7	8.7	4.3	2.2	0
Local vocational directors		23	47	9	1	0	0
		28.8	58.7	11.2	1.2	0	0
Combined		59	91	14	6	1	0
		34.5	53.2	8.2	3.5	.6	0
Role 42: Coordinate long range vocational-technical planning for all secondary schools within the CEPD.							
Intermediate school district superintendents		18	22	3	1	0	1
		40.0	48.9	6.7	2.2	0	2.2
Vocational-technical specialists		17	24	3	1	1	0
		37.0	52.2	6.5	2.2	2.2	0
Local vocational directors		25	36	14	4	1	0
		31.3	45.0	17.5	5.0	1.2	0
Combined		60	82	20	6	2	1
		35.1	48.0	11.7	3.5	1.2	.6

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 43: Assist in the development of criteria to be used in evaluating the performance of vocational-technical staff.							
Intermediate school district superintendents	f	18	19	5	3	0	0
	%	40.0	42.2	11.1	6.7	0	0
Vocational-technical specialists	f	11	25	7	2	1	0
	%	23.9	54.3	15.2	4.3	2.2	0
Local vocational directors	f	13	31	13	18	4	1
	%	16.2	38.7	16.2	22.5	5.0	1.2
Combined	f	42	75	25	23	5	1
	%	24.6	43.9	14.6	13.5	2.9	.6
Role 44: Help plan inservice for local district vocational administrators and vocational staff within the CEPD.							
Intermediate school district superintendents	f	22	21	2	1	0	0
	%	48.9	46.7	2.2	2.2	0	0
Vocational-technical specialists	f	21	23	2	0	0	0
	%	45.7	50.0	4.3	0	0	0
Local vocational directors	f	34	44	1	1	0	0
	%	42.5	55.0	1.2	1.2	0	0
Combined	f	77	88	4	2	0	0
	%	45.0	51.5	2.3	1.2	0	0
Role 45: Assess vocational-technical staff needs and assist in the development of programs and activities to meet those needs.							
Intermediate school district superintendents	f	21	18	5	1	0	0
	%	46.7	40.0	11.1	2.2	0	0
Vocational-technical specialists	f	15	24	7	0	0	0
	%	32.6	52.2	15.2	0	0	0
Local vocational directors	f	21	45	10	4	0	0
	%	26.2	56.3	12.5	5.0	0	0
Combined	f	57	87	22	5	0	0
	%	33.3	50.9	12.9	2.9	0	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 46: Encourage vocational directors and teaching staff members to participate in professional improvement programs.							
Intermediate school district superintendents	f	17	26	2	0	0	0
	%	37.8	57.8	4.4	0	0	0
Vocational-technical specialists	f	20	25	1	0	0	0
	%	43.5	54.3	2.2	0	0	0
Local vocational directors	f	28	51	1	0	0	0
	%	35.0	63.8	1.2	0	0	0
Combined	f	65	102	4	0	0	0
	%	38.0	59.6	2.3	0	0	0
Role 47: Prepare articles for professional journals and periodicals.							
Intermediate school district superintendents	f	5	24	12	3	0	1
	%	11.1	53.3	26.7	6.7	0	2.2
Vocational-technical specialists	f	6	21	18	0	1	0
	%	13.0	45.7	39.1	0	2.2	0
Local vocational directors	f	6	29	32	11	2	0
	%	7.5	36.2	40.0	13.7	2.5	0
Combined	f	17	74	62	14	3	1
	%	9.9	43.3	36.3	8.2	1.8	.6
Role 48: Attend local, state, and national professional meetings.							
Intermediate school district superintendents	f	11	30	4	0	0	0
	%	24.4	66.7	8.9	0	0	0
Vocational-technical specialists	f	21	22	2	1	0	0
	%	45.7	47.8	4.3	2.2	0	0
Local vocational directors	f	26	47	5	1	0	1
	%	32.5	58.7	6.3	1.2	0	1.2
Combined	f	58	99	11	2	0	1
	%	33.9	57.9	6.4	1.2	0	.6

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 49: Take active part in professional organizations such as the American Vocational Association, Michigan Council of Vocational Administrators, and the Michigan Occupational Education Association.							
Intermediate school district superintendents	f	10	30	5	0	0	0
	%	22.2	66.7	11.1	0	0	0
Vocational-technical specialists		30	14	2	0	0	0
		65.2	30.4	4.3	0	0	0
Local vocational directors		38	36	6	0	0	0
		47.5	45.0	7.5	0	0	0
Combined		78	80	13	0	0	0
		45.6	46.8	7.6	0	0	0
Role 50: Orient new vocational-technical staff members to CEPD vocational-technical programs and policies.							
Intermediate school district superintendents		19	21	1	4	0	0
		42.2	46.7	2.2	8.9	0	0
Vocational-technical specialists		22	23	0	1	0	0
		47.8	50.0	0	2.2	0	0
Local vocational directors		24	37	9	9	1	0
		30.0	46.2	11.2	11.2	1.2	0
Combined		65	81	10	14	1	0
		38.0	47.4	5.8	8.2	.6	0
Role 51: Write articles and news releases for local newspapers to promote vocational-technical program offerings.							
Intermediate school district superintendents		19	19	5	2	0	0
		42.2	42.2	11.1	4.4	0	0
Vocational-technical specialists		17	25	4	0	0	0
		37.0	54.3	8.7	0	0	0
Local vocational directors		30	38	7	3	2	0
		37.5	47.5	8.8	3.7	2.5	0
Combined		66	82	16	5	2	0
		38.6	48.0	9.4	2.9	1.2	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 52: Assist in the preparation of brochures to promote vocational-technical program offerings.							
Intermediate school district superintendents	f	18	26	0	1	0	0
	%	40.0	57.8	0	2.2	0	0
Vocational-technical specialists		20	24	2	0	0	0
		43.5	52.2	4.3	0	0	0
Local vocational directors		28	46	4	2	0	0
		35.0	57.5	5.0	2.5	0	0
Combined		66	96	6	3	0	0
		38.6	56.1	3.5	1.8	0	0
Role 53: Establish and maintain effective working relationships with principals and counselors in the local high schools served by the CEPD.							
Intermediate school district superintendents		31	14	0	0	0	0
		68.9	31.1	0	0	0	0
Vocational-technical specialists		32	14	0	0	0	0
		69.6	30.4	0	0	0	0
Local vocational directors		22	38	9	7	4	0
		27.5	47.5	11.2	8.8	5.0	0
Combined		85	66	9	7	4	0
		49.7	38.6	5.3	4.1	2.3	0
Role 54: Work with business and industry and other private enterprises in the CEPD to promote vocational-technical programs.							
Intermediate school district superintendents		32	13	0	0	0	0
		71.1	28.9	0	0	0	0
Vocational-technical specialists		31	15	0	0	0	0
		67.4	32.6	0	0	0	0
Local vocational directors		27	49	1	3	0	0
		33.7	61.2	1.2	3.7	0	0
Combined		90	77	1	3	0	0
		52.6	45.0	.6	1.8	0	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 55: Help develop a positive community image of vocational-technical education.							
Intermediate school district superintendents	f	32	12	1	0	0	0
	%	71.1	26.7	2.2	0	0	0
Vocational-technical specialists		33	13	0	0	0	0
		71.7	28.3	0	0	0	0
Local vocational directors		47	31	0	2	0	0
		58.7	38.7	0	2.5	0	0
Combined		112	56	1	2	0	0
		65.5	32.7	.6	1.2	0	0
Role 56: Establish and maintain effective working relationships with key individuals representing trade, labor, management, and other organizations in the area served by the CEPD.							
Intermediate school district superintendents		32	13	0	0	0	0
		71.1	28.9	0	0	0	0
Vocational-technical specialists		30	16	0	0	0	0
		65.2	34.8	0	0	0	0
Local vocational directors		35	44	1	0	0	0
		43.8	55.0	1.2	0	0	0
Combined		97	73	1	0	0	0
		56.7	42.7	.6	0	0	0
Role 57: Effectively keep state and federal legislators informed concerning the current trends in vocational-technical education.							
Intermediate school district superintendents		19	23	3	0	0	0
		42.2	51.1	6.7	0	0	0
Vocational-technical specialists		27	17	2	0	0	0
		58.7	37.0	4.3	0	0	0
Local vocational directors		38	38	4	0	0	0
		47.5	47.5	5.0	0	0	0
Combined		84	78	9	0	0	0
		49.1	45.6	5.3	0	0	0

Table G.4.--Continued.

Respondents		SA	A	U	D	SD	NR
Role 58: Work with general education to encourage a better means of communications between vocational-technical education and general education.							
Intermediate school district superintendents	f	21	23	1	0	0	0
	%	46.7	51.1	2.2	0	0	0
Vocational-technical specialists		20	25	1	0	0	0
		43.5	54.3	2.2	0	0	0
Local vocational directors		27	40	6	5	1	1
		33.7	50.0	7.5	6.3	1.2	1.2
Combined		68	88	8	5	1	1
		39.8	51.5	4.7	2.9	.6	.6
Role 59: Periodically speak to civic and professional organizations concerning vocational-technical education programs.							
Intermediate school district superintendents		22	21	2	0	0	0
		48.9	46.7	4.4	0	0	0
Vocational-technical specialists		20	23	3	0	0	0
		43.5	50.0	6.5	0	0	0
Local vocational directors		31	45	3	1	0	0
		38.7	56.3	3.7	1.2	0	0
Combined		73	89	8	1	0	0
		42.7	52.0	4.7	.6	0	0
Role 60: Encourage activities such as exhibits and open houses to promote vocational-technical education programs.							
Intermediate school district superintendents		19	23	3	0	0	0
		42.2	51.1	6.7	0	0	0
Vocational-technical specialists		24	22	0	0	0	0
		52.2	47.8	0	0	0	0
Local vocational directors		28	47	4	1	0	0
		35.0	58.7	5.0	1.2	0	0
Combined		71	92	7	1	0	0
		41.5	53.8	4.1	.6	0	0

APPENDIX H

TOP TEN VOCATIONAL-TECHNICAL ROLE EXPECTATIONS
IN RANK ORDER

APPENDIX H

Table H.1.--The top ten vocational-technical role expectations for the intermediate school district superintendents, vocational-technical specialists, and local vocational-technical directors in rank order.

Rank	Superintendents	Specialists	Directors
1	1	10	6
2	54	11	11
3	55	55	5
4	56	1	55
5	6	53	10
6	53	54	1
7	10	9	12
8	2	49	23
9	9	56	57
10	23	39	28

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