

1976

Organization and Use of a General Occupational Advisory Committee

Frank Dale Lane

Eastern Illinois University

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ORGANIZATION AND USE OF A GENERAL

OCCUPATIONAL ADVISORY COMMITTEE

(TITLE)

BY

FRANK DALE LANE

=

FIELD EXPERIENCE REPORT
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Educational Specialist

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

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CHAPTER I

INTRODUCTION

The purpose of this field experience project was to organize and then use an advisory committee for the vocational program of Brownstown High School. The steps in organizing this advisory committee and the part played by the vocational director are set forth in such a manner that others wishing to engage in a similar project can profit by these experiences. This is also true of the uses made of this committee in surveying past graduates and helping teachers in writing measurable objectives for the vocational program.

The author of this field study was hired in the summer of 1973 as principal of the Brownstown Junior-Senior High School at Brownstown, Illinois. It was soon found that one of the biggest jobs to be completed during the 1973-74 school year was to organize an advisory committee for the vocational program at the high school level.

This idea had first been proposed in the 1972-73 "Format For Preparing Local District One And Five Year Plan For Vocational And Technical Education." Under the question, "What and how were community resources used in planning and implementing your proposed program?" in section C is the statement, "Presently our vocational personnel are working with me on establishment of a local advisory council. We

are experiencing some problems on getting members that are willing to devote the time and effort to make this a worthwhile committee and this is the reason that presently we do not have a functioning advisory council."

In the 1973-74 format there is a plan for setting up an advisory committee. However, as far as this author could find out nothing more had been done by the previous administration to form an advisory committee other than consideration of the idea and perhaps sending out some feelers for people who might be willing to serve.

What is an Advisory Committee and What are Its Functions. Since this was the author's first experience involving an advisory committee of any kind, a lot of study was required to simply find out the basics of what an advisory committee is and its function, etc. In talking to an advisor from the DVTE (Division of Vocational and Technical Education) on September 25 it was found that a general advisory committee should be formed for the vocational program. By general, it was meant that it should represent all areas of the vocational program, i.e., agriculture, homemaking occupations, and business, which are the three areas of the total vocational program that is offered at Brownstown High School. A general occupational advisory committee is defined as a group of persons chosen from the community, district, and surrounding area to advise regarding occupational programs. It should provide a link between the school and the district.

In the 1973-74 format under section C, regarding the question "What and how were community resources used in planning

and implementing your proposed program?", the role and function of the advisory council is stated as follows:

1. will serve as a two-way communication link between the school and the community.
2. will help in setting goals for our programs.
3. will help in evaluating programs.

The agriculture teacher at Brownstown High School had been involved directly in the vocational program and was of considerable help to the author at this early stage of organization of an advisory committee. He was aware of a series of filmstrips which could be obtained from the REDL (Rurban Educational Development Laboratory) at Illinois University.¹ These were obtained and previewed by the author and the vocational teachers of Brownstown High School. From these filmstrips was obtained such information as:

I. Role of Advisor

- A. Assisting educators in determining objectives
- B. Taking part in surveys
- C. Becoming informed by inspecting educational plans, visiting schools and talking to students, and reading such journals as the American Vocational Journal
- D. Coordinating education and employment

II. Proper Functions of Advisory Councils

- A. Determining clientele and the needs
- B. Determining the objective of each program
- C. Developing policy
- D. Evaluating

- E. Communicating
- F. Providing service to citizens

III. Benefits of Citizens' Advisory Councils

- A. Making students the primary benefactors
- B. Helping find community needs, planning new programs, planning program objectives, planning program course of study, and helping the teacher
- C. Advising and assisting board of education in establishing philosophy, policy, new equipment needs, financial needs, improving school-community relations, and communicating
- D. Giving administration advice and assistance on extracurricula activities, instructional programs, policies, rules, regulations, pupil personnel services, safety programs, and school-community relations

CHAPTER II

ORGANIZATION OF THE ADVISORY COMMITTEE

With some idea now of what an advisory committee was all about through talking with the advisor from DVTE and by viewing the filmstrips, a meeting was attended at Kaskaskia College, Centralia, Illinois, on November 15 and 16 dealing with the IOCP (Illinois Occupational Curriculum Project).² From this meeting valuable information was obtained on how to specifically organize an advisory committee. During this meeting the author, using the IOCP forms and material, formulated a set of objectives designed to organize an advisory committee that year. (See Appendix A) Using this as a guide, the following procedure was followed in obtaining the members of the advisory committee.

As a result of the meeting at Kaskaskia it was decided that the committee should be made up of the industrial, business, agriculture, professional, labor and educational organizations of the community and district. The criteria for membership was to be (1) willingness to devote valuable time to the committee, (2) a wide range of experiences, (3) recognized leadership.

With these criteria in mind each teacher in the vocational field was asked to submit a list of people who would be especially interested in the particular field in which they taught. This list was then taken to the board of education on its regularly scheduled meeting in December to either approve or delete the names submitted. The board was also asked to add

any names to the list it would like to recommend. This list was then taken back to the teachers and they were asked to list those of their own field in order of preference.

The administration then asked the board of education at its regularly scheduled meeting in January to approve the top three in each field. This was done pending acceptance by those approved. The board also approved the "Handbook For Occupational Advisory Committee Members" at this time. (See Appendix B)

Before final approval by the board, the author called on each prospective member either personally, if possible, or by phone to see if he or she would accept. All nine prospective members approved by the board and contacted by the author accepted the nomination. Final approval was then given by the board at its regularly scheduled meeting in February. A letter was sent welcoming each member to the committee for a one year term. The handbook and agenda for the organizational meeting was enclosed with the letter. (See Appendix B and C)

With the organization of the General Occupational Education Advisory Committee of Brownstown High School now complete, the next job of the author (who will from now on be referred to as the vocational director) was to put the members to work helping to accomplish some of the objectives of the vocational program. In order to help the members of the committee to better understand their responsibilities, duties, and function before putting them to work, the organizational meeting of February 21, 1974 was also used for an orientation. The committee was welcomed by the president of the board of education and each member was introduced by the agriculture teacher. The vocational

director discussed the handbook, which had been prepared for the committee and which contained such topics as the profile of the school, basic policy regarding advisory committees, advisory committees and their functions, and advisory committee organization. The series of films from REDL referred to earlier was then shown. A description of the existing vocational programs of office occupations, homemaking occupations, and agriculture was then given by the teachers in each area. The meeting was adjourned and the members taken on a tour of the existing facilities.

For each meeting of the advisory committee the same procedure of correspondence to the members was used. This included a letter advising the members of the place, time, date, and agenda of the next meeting. Once a chairman was selected she was involved with the vocational director in making the agenda. The secretary of the committee typed up and ran off the minutes of the meeting which were then sent to those members who were not in attendance along with a letter to them advising them of the date of the next meeting and any pertinent information they might have missed by not attending the meeting. (A sample of these correspondences may be found in Appendix C)

Perhaps something should be said at this time about the make up of the committee. There was a total of nine members approved by the board of education for a one year period. It was hoped that two-thirds of the membership would remain on the committee at the end of the first year. In this way there would be the opportunity for different individuals in the

community to participate as well as having the benefit of the stability and leadership of experienced members. Due to the nature of the way in which the members were selected for the committee, there were three primarily interested in the agricultural area, three in the homemaking occupations area, and three in the business occupations area. These formed subcommittees when working on the different projects during the year.

The second meeting of the advisory committee on April 16, 1974 was again concerned with orienting the members of the committee to the vocational program of Brownstown High School in an effort to prepare them for the work that needed to be done. The "Format For Preparing Local District One And Five Year Plan For Vocational And Technical Education", to be referred to in the future as state vocational plan, was discussed with the committee. They were also taken on a tour of the vocational facilities at the Okaw Area Vocational Center at Vandalia, Illinois, where several of the Brownstown High School students go for additional training that is not provided at Brownstown.

CHAPTER III

USES OF ADVISORY COMMITTEE OF BROWNSTOWN

In the 1972-73 state vocational plan for the vocational program of Brownstown High School in section C under the question, "What are the objectives of your proposed vocational and technical plan?" is the statement, "A follow-up of those students is planned in an effort to measure how well our program is equipping our students with necessary skills." A similar statement is made in section C under the question, "What is your proposed improvement for 1972-73?" It is stated, "Conduct follow-up studies of students that have completed the program to ascertain areas in which our program needs improvement."

In the 1973-74 state vocational plan for the vocational program of Brownstown High School in section C, part 1 under the question, "What are the objectives of your proposed vocational and technical program?" is the statement, "Upon completion of a sequence of courses within a program the student in an occupational education program will be successful in obtaining an initial job as well as advancing toward his chosen career objective as determined by the result of a 1-year, 3-year, and 5-year follow-up study." It is also stated that "Upon completion of a sequence of courses within a program, 20 percent of the students in an occupational education program will receive postsecondary training and afterwards be successful in obtaining an initial job as well as advancing toward his chosen career objective as determined by the results of a 1-year, 3-year, and 5-year follow-up study."

Also, in the 1973-74 state vocational plan in Section C, part 5 under the question, "How do you plan to evaluate your proposed program?" are the statements:

- a. We will conduct follow-up studies to see if we have achieved the objectives listed under Section C, part 1.
- b. The Advisory Council, vocational teachers, and students who have completed the program will evaluate it.
- c. The evaluation process is designed to see to what degree we are meeting our objectives and the needs of our students. It will service as a basis for facilitating further program improvement.

When the vocational director took over that job at Brownstown High School in the fall of 1973 nothing had been done in advancing toward these objectives as set forth in the vocational plans for 1972-73 and 1973-74. With the advisory committee now organized and orientated to their job as individual members and a committee these objectives could now be realized in the school year 1974-75 with a lot of hard work on the part of the committee, vocational teachers, and the vocational director.

The advisory committee was given the project of working on follow-up surveys of former graduates of the vocational program of Brownstown High School at the June 4, 1974 meeting. The committee separated into the three subcommittees representing the three areas of the vocational program. After discussing the surveys in the separate subcommittees the committee as a whole then reassembled to discuss any progress that was made. Not very much was accomplished at this meeting in the way of formulating surveys other than making the committee, teachers, and the vocational director aware that there was a lot of work to be done before an adequate survey could be prepared.

During the next meeting of the advisory committee on August 6, 1974, sample follow-up surveys were distributed by the vocational director to the committee members and suggestions made on what the survey should be. The objectives of the survey were once again discussed with the committee as outlined in the state vocational plans. According to the sample used and the suggestions made in the IOCP materials, the survey should be so constructed as to give information on the former student's employment status and how it was either related or not related to the training he had received in the program of Brownstown High School. It should provide an opportunity for the person being surveyed to evaluate the program as it was when he was a student and give some recommendations on what could be done to improve the program in light of his experiences since leaving school. The survey should be clear, easy to complete, and to the point.

After pointing out the above to the committee, the members divided into their related fields of agriculture, homemaking occupations, and business occupations to continue their work on the survey. After further work on the survey that evening each group reported to the entire committee on the progress that had been made. With the input of the advisory committee now complete on the surveys, the teachers were given the responsibility by the vocational director to present a copy of the survey to him to be presented to the board of education for approval before being mailed to the program graduates.

After board approval and final examination of the surveys in their final form by the advisory committee at the October 15,

1974 meeting, the surveys were ready to be mailed. However, the job still remained of making a cover letter to go along with the surveys. With this in mind sample cover letters and suggestions from the IOCP materials were followed and a separate letter was prepared by the teachers with the help of their separate subcommittees. It was suggested that the cover letter should include such things as a descriptive title of the survey, a brief statement of the purpose of the survey, the importance of the survey, the name of the sponsoring agency, the name and address of the person to whom the survey is to be returned, and the date the survey is to be returned.

It was decided that the surveys should be done by mail since most of the graduates would be spread over a large area of the country making it very difficult for a personal interview or a phone survey. The survey forms were sent out on November 15, 1974. A survey was sent to each graduate of one of the vocational programs of the years 1969, 1971, and 1973. (See Appendix D) In order to qualify as a graduate of one of the programs it was decided that he or she must have been in the program for a minimum of three years. The total number of graduates of these programs for the three years was seventy. By December 2, 1974, there had been nineteen returned.

On December 3, 1974, a reminder was sent to those not yet having returned the survey. (See Appendix E) By December 16, 1974, there had been twenty-eight returned. Another reminder was then sent on December 16. (See Appendix E) By the time the advisory committee met on February 25, 1975, a total of forty-three had been returned. This was a response of 61 per-

cent and was felt to be good enough to proceed with the tabulation, analysis, and interpretation of the data.

The results of the survey were tabulated, analyzed, and interpreted by the vocational director and teachers. This was done by year for each program and for the total of all three years for each program. (These results may be found in Appendix F) These were then presented to the committee at the February 25, 1975 meeting. Even though a new committee for the next year had been organized by this time, members of the past committee who were not on the new committee were asked to attend the meeting for the purpose of seeing and discussing the results of the survey. After discussion of these results with their subcommittees, the vocational director and teachers drew up the final conclusions, recommendations, and implications. (These results may also be found in Appendix F)

It is difficult to answer the one measurable objective in the 1973-74 state vocational plan calling for 20 percent to receive post-secondary training and afterward obtain an initial job as well as advance toward their chosen objective. The closest answer that can be given is that of those responding, twenty went on to post-secondary training of some kind. Of those twenty, eleven are working at some job associated with their vocational program or are still attending school. This eleven of forty-three respondents gives approximately twenty-five and one-half percent. Therefore, this objective is being met. The other objectives called for are answered by the separate conclusions, recommendations, and implications given by each department.

It is the objective of the vocational director to continue these surveys annually for the next two years. In this way all graduates will have been surveyed since 1969. There are ways in which our existing surveys can be made more meaningful. The teachers and advisory committee will be put to work on making them so. One learns a lot by mistakes made. Since this was the first attempt on anyone's part who worked on these surveys, there were many lessons learned. With these corrected and with surveys of all graduates since 1969 surveyed, there should be a better picture gained of what needs to be done in the future to make the vocational program of Brownstown High School a better one.

By using the results of this survey a better program can be had in the future. The vocational director sees areas that need to be strengthened as so the teachers. By making the advisory committee aware of these and getting them to fulfill their role as a link between the school and the community, results can be achieved. By showing these results to the board, which was done, it becomes aware of the needs of the vocational program and can take action.

Use of Advisory Committee in Writing Measurable Objectives. In the 1973-74 state vocational plan under section C, part 1-b under the question "What are the objectives of your proposed vocational and technical program?", is the statement "Upon completion of the next school year, all occupational areas will have written, printed, and disseminated measurable objectives for all programs and courses in the school district." This had not been fulfilled that year. Therefore, the vocational director

set this as the next job on which the advisory committee could be made of great use.

Since the vocational director could not be present at the October 15, 1974, meeting of the committee, the agriculture teacher discussed with the committee its next project of advising concerning the writing of measurable objectives. Before the next meeting of the advisory committee on November 12, 1974, each member was sent a four-page folder, "An Aid for Writing Measurable Objectives for Occupational Education" supplied by the DVTE.³ At this meeting the vocational director discussed with the committee the information given in this folder. Following this discussion the subcommittees met to work on measurable objectives. When the committee reassembled to discuss the progress that had been made, it was found that not too much progress had been made. It was decided that more information was needed on just what the role of the advisory committee was in writing measurable objectives, as well as how they were to be written. With this in mind the meeting was adjourned with the objective of the next meeting being to have an expert in the field to meet with the committee to explain more fully to them their role.

Lauren Housel, from DVTE, was invited to attend our next meeting of January 14, 1975, to discuss measurable objectives. Mr. Housel presented a slide program on writing measurable objectives, and he answered many questions that the vocational director, teachers, and committee members had concerning the writing of measurable objectives. He explained that there were different levels of objectives that needed to be written.

First, there should be objectives written for the vocational program as a whole. Then, there should be objectives written for each program within the vocational program: i.e., the agriculture program, the homemaking occupations program and the business occupations program. And finally there should be objectives written for each course within these programs. He suggested that the committee start at the boarder levels and work back. Finally, Mr. Housel suggested that the committee list clusters of jobs in each area and then advise the teachers on what knowledge and skills the students should have when graduating from each program in order to be gainfully employed. (The literature given to the vocational director, teachers, and committee members on the mechanics of writing measurable objectives may be found in the Appendix G)

Since measurable objectives for the vocational program as a whole had already been written and were incorporated in the state vocational one- and five-year plan, the committee and teachers were directed to concentrate on writing objectives for each program and for the courses contained in each program. In preparation for writing the objectives the teachers developed a skills and knowledge survey for their particular program for the members of their various subcommittees to either complete themselves or send or take to various industries, individuals, and businesses to complete. The teachers were directed to have these ready to send to the advisory committee members by February 5, 1975, so that they would have time to work on them and present their findings to the subcommittees at the next advisory committee meeting on February 25, 1975.

At the advisory committee meeting of February 25, 1975, the teachers met with their subcommittees and discussed the results of their surveys of skills and knowledge needed for employment after school. As a result of the input the teachers then proceeded to write measurable objectives for their individual programs and courses. Results of the surveys that were done earlier gave the committee and teachers several ideas for objectives that needed to be included also. (The skills and knowledge surveys along with a sample of the measurable objectives that were written may be found in Appendix H)

Appointment of New Committee Members. The one year term of the 1974-75 advisory committee ended on January 31, 1975. In order to determine the make up of the committee for the 1975-76 year, a form was first sent to each member of the 1974-75 committee to determine whether or not they chose to remain for another year. (See Appendix I) Four of this committee did choose to remain another year pending their approval by the board of education. Each member of the 1974-75 advisory committee was asked to list anyone he would recommend for the 1975-76 committee. Each teacher was also asked to list anyone he would like to see on the committee. These two lists along with the list that was approved by the board for the past year and anyone else the board might suggest was presented to the board at its regular February meeting. The teachers had ranked these names in the order they would like to see them. The board approved these people without any reservations. They were then contacted by phone to see if they would accept. After they accepted, a letter was sent welcoming them as a member of the 1975-76

advisory committee. A letter was also sent thanking those members going off of the committee and asking them to attend the meeting in February so they could get in on the wind up of the surveys and measurable objectives work.

Recognition of Service. At the regular meeting of the board of education meeting in February, the board was asked by the vocational director to approve a resolution of appreciation to be presented to the members of the advisory committee of 1974-75. This was done and was presented to them by the president of the board at the February 25 meeting. The committee was also cited for its service by the board of education and notice of this put into the minutes of the board meeting and given to the newspaper for publication. (See Appendix J)

CHAPTER IV

LOG OF ACTIVITIES

From beginning of contract in summer of 1973 through attendance of workshop at Kaskaskia College during the week of November 12, 1973--Time was spent acquiring information on how to go about organizing an advisory committee. During this time occurred such activities as meeting with advisor from DVTE on September 25, viewing of filmstrips from REDL, and attendance of IOCP workshop on November 15 and 16.

November 19, 1973-December 14, 1973--This time was spent in preparing a list of potential advisory committee members and the submission of this list to the board of education at the regularly scheduled meeting of December 13 for approval.

December 17, 1973-January 11, 1974--Potential advisory committee members were listed in order of preference for each of the three vocational areas and approved this way by the board of education at their regularly scheduled meeting of January 10. The board also approved the committee handbook at this time.

January 14, 1974-February 8, 1974--Each candidate for the advisory committee was contacted, each accepting, and given final approval by the board of education at their February 7 meeting. A letter advising the members of the committee of the forthcoming organizational meeting was sent to each along with an agenda and committee handbook.

February 11, 1974-February 22, 1974--This time was spent in preparation for the organizational meeting of the advisory committee on February 21.

February 25, 1974-April 19, 1974--Further orientation as an extension of the organizational meeting was prepared and delivered at the April 16 meeting of the advisory committee.

April 22, 1974-June 2, 1974--Preparation was made and delivered to the advisory committee at their meeting of June 4 for them to work on follow-up surveys to be sent to graduates of the vocational programs of Brownstown High School of the years 1969, 1971, and 1973.

June 11, 1974-August 9, 1974--The advisory committee, teachers, and director worked during this time and at the committee meeting of August 6 to get the follow-up survey developed to the point that it could be submitted to the board of education for approval.

August 12, 1974-October 18, 1974--Teachers and the director drew together the suggestions of the advisory committee during this time and the survey in its final form was presented to

the board of education for approval at their October 10 meeting. At the October 15 meeting of the advisory committee they reviewed the surveys once more and developed a cover letter for them. Measurable objectives were also discussed for the first time at this meeting.

October 21, 1974-November 15, 1974--Copies of surveys were prepared and sent to graduates on November 15. The advisory committee again discussed measurable objectives at their meeting of November 12.

November 18, 1974-December 6, 1974--Surveys were being returned during this time. A second copy of the survey was prepared and sent to those not yet responding on December 3 reminding them. Work on preparation of measurable objectives was also being continued.

December 9, 1974-December 20, 1974--Returns of surveys were received and another reminder was sent on December 16 to those who had not yet sent in their survey. Work on measurable objectives was being continued.

December 23, 1974-January 17, 1975--Lauren Housel, from the DVTE was invited to present the way in which advisory committees might help in the writing of measurable objectives at the advisory committee meeting of January 14.

January 20, 1975-February 28, 1975--Results of the surveys were tabulated, analyzed, and interpreted and conclusions, recommendations, and implications were drawn and presented to the committee at their meeting of February 25. A skills and knowledge survey for the purpose of helping to write measurable objectives was also being developed and was sent to the committee members on February 5 to be completed by the February 25 meeting. Committee work on measurable objectives was completed and made ready for the teachers to write them at this meeting. On January 20 a form was sent to the advisory committee members asking them to make a decision on whether or not they would remain on the committee for another year. The board of education approved committee members for the coming year at their February meeting from a list prepared similarly to that of the past year. At this meeting the board also approved a prepared resolution of appreciation for the committee members to be presented to them at the February 25 meeting. A letter was sent thanking the members of the committee for their contribution over the past year and a letter was also sent welcoming the new members.

March 3, 1975-May 30, 1975--Measurable objectives were written in their final form.

CHAPTER V

SUMMARY AND EVALUATION

The project on which I worked in fulfilling the requirements for the field experience course was one which was badly needed at Brownstown High School. In time either I or someone else would have probably gotten around to getting these things done. However, once I was committed to doing this project for the field experience it was sure to be done correctly and more promptly. By taking the responsibility upon myself of seeing personally that the organization of the advisory committee and its use was done right, I learned about many aspects of the vocational program that I might not have otherwise. This has also helped in areas outside of the vocational program. The knowledge gained on how to do follow-up surveys and write measurable objectives can be used in other fields also. The public relations experience gained from working with the advisory council is tremendous. Meeting and working with resource people and finding out where to get information has been very important as an administrator.

Now that I have been through the experience, it is hopeful that the paper I have written can be used as a resource for others who are new at doing this. It has been written in a simple and understandable form with the idea that others might be able to use it and not have the struggle I did in many areas.

The field experience might be more effectively used if the person doing the study could have the opportunity of meeting in a seminar situation with others who are doing similar work.

Ideas shared this way would help to keep one on the right track in case he might be getting too far out. Making information gained available to those who need it would be a real help for all concerned.

B I B L I O G R A P H Y

1. REDL
University of Illinois
College of Education
338 Education Building
Urbana, Illinois 61820

Write to the above address for the ten filmstrips on citizens advisory councils and committees. They are available on a free-loan basis. Each filmstrip includes several topics such as initiation, establishment, organization, and utilization of citizens advisory councils and committees. The titles of the filmstrips are:

1. Benefits of Citizens' Advisory Councils
 2. Benefits of Advisory Councils in Home Economics
 3. Citizens' Advisory Councils and Health Occupations
 4. Citizens' Advisory Councils in Agribusiness and Natural Resources
 5. Citizens' Advisory Councils and Career Education
 6. Concerns of Advisory Councils in Business and Office Occupations
 7. Proper Functions of Citizens' Advisory Councils
 8. The Role of Advisor to Vocational Education
 9. The Role of the Individual Council Member
 10. The Use of Advisory Councils in Industrially Oriented Occupations
2. IOCP Activity Manuals
Illinois Occupational Curriculum Project
Funded by Joliet Junior College and State of Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Copyright applied for 1972 by Joseph A. Borgen and Dwight E. Davis
3. An Aid for Writing Measurable Objectives for Occupational Education
State of Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education

A P P E N D I C E S

A P P E N D I X A

LISTING OF PROBLEMS, PROJECTS, AND OUTCOMES

COLUMN A	COLUMN B			
Projects, problems, outcomes, idea changes, activities that you want to achieve	Essential to complete this year	Desirable to complete this year	Not to complete this year but desirable to complete within 4 years	Could be put off
<p>Organize a general advisory committee for the vocational program at Brownstown High School</p> <p>Publish an advisory committee handbook.</p> <p>Hold an organizational meeting.</p> <p>Send a thank you letter for attending the organizational meeting.</p> <p>Make recommendations of advisory committee available to the superintendent and the board of education.</p> <p>Recognize the efforts of the individual advisory committee members.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>			

PROGRAM MANAGEMENT OBJECTIVES WORKSHEET
(FOR OBJECTIVES THAT DO NOT HAVE SPECIFIC QUANTITATIVE INDICATORS)

Name Dale Lane

Date 11-15-73

Title and/or Position Principal & Vocational Director

CONDITIONS	OUTCOME STATEMENT	CRITERIA
Time Period and/or Target Date	Plans for Change and Problem Solving	Statement Describing Conditions That Will Exist
<p>By the December board of education meeting.</p> <p>By Christmas vacation.</p> <p>By end of first semester.</p> <p>One week after the organizational meeting</p> <p>By the February board of education meeting.</p> <p>By April 1974.</p>	<p>Appointment of members to the advisory committee.</p> <p>An advisory committee handbook will have been prepared.</p> <p>Letters will be sent to committee members notifying them of an organizational meeting along with an agenda for that meeting.</p> <p>A thank you letter will be written to members for attending and a letter to those who did not attend.</p> <p>Have recommendations of advisory committee prepared.</p> <p>Recognize committee members.</p>	<p>They will have been sent letters indicating they have been nominated to serve on the advisory committee and will have accepted this nomination.</p> <p>The handbook will have been sent to committee members.</p> <p>Organizational meeting will have been held.</p> <p>all The letters will be sent.</p> <p>Give them to the board for their reaction.</p> <p>Preparation of a resolution of appreciation, a certificate of appreciation, and a letter of appreciation from the vocational director.</p>

ACTIVITY WORKSHEET

Program Management Objective:

Activity Number	Activities to Accomplish Objective	Completion Dates			Staff Member Responsible
		Earliest	Latest	Actual	
1.1.8	Determine criteria for membership on the advisory committee.	11-21-73	11-28-73		Vocational director and vocational teachers.
	Prepare a list of potential committee members.	11-21-73	11-28-73		
	Contact potential members by phone, personal contact, or letter to see if they will accept the nomination.	11-28-73	Prior to December board of education meeting.		Vocational director.
	Submit list of potential committee members to board of education for approval.	December board meeting.			
1.1.8.2	Send appointment letter.				
1.1.8.4	Prepare an advisory committee handbook.	December board meeting.	Christmas vacation.		Vocational director.
1.1.8	Send a letter of invitation to committee members to attend an organizational meeting along with an agenda of the meeting.	Christmas	The week after Christmas vacation.		Vocational director.
1.1.8.5					
1.1.8.6					
1.1.8.4					

ACTIVITY WORKSHEET

Program Management Objective:

Activity Number	Activities to Accomplish Objective	Completion Dates			Staff Member Responsible
		Earliest	Latest	Actual	
	Hold organizational meeting.	By end of first sem.	Second week after end of first sem.		Vocational director.
1.1.8.7	Send letter of thanks to committee members for attending the organizational meeting	Day after meeting.	By end of first week after meeting.		Vocational Director.
1.1.8	Present recommendations of the advisory committee to the board of education.	February board mtg.	May board mtg.		Vocational director.
1.1.8 1.1.8.8 1.1.8.9 1.1.8.10 1.1.8.11	Recognition of committee members.	April	May		Vocational director.

A P P E N D I X B

HANDBOOK FOR OCCUPATIONAL ADVISORY COMMITTEE MEMBERS

**Brownstown High School
Brownstown Community Unit #201
Brownstown, Illinois**

December, 1973

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PROFILE OF THE SCHOOL

Brownstown High School is a public school serving the needs of Community Unit #201. At the present the following courses are being offered as part of this service.

In the area of office occupation:

- Typing I and II
- Office Practice
- Shorthand I and II
- Bookkeeping

In the area of homemaking occupations:

- Introductory Home Economics and Related Occupations
- Clothing Management
- Food Management
- Child Care Guidance

In the area of agriculture:

- Agricultural Orientation
- Animal Science II
- Mechanical Skills
- Soil Management
- Agricultural Electricity
- Agricultural Power
- Agricultural Business Management
- Agricultural Construction and Management
- Agricology
- Mechanical Skills
- Small Engines

BASIC POLICY REGARDING ADVISORY COMMITTEES

An advisory committee may be defined as a group of persons chosen from the community, student body, state, or nation to advise educators regarding educational programs. The advisory committee is usually a formally organized committee appointed by proper authority or authorities for a defined term. The primary purpose of an advisory committee is to provide a link between the community and the school district. The function of the advisory committee is to provide closer cooperation and better understanding of career education by industry, the general public, professions, and the school. It provides a two-way system of communications between the school and community which is essential to all educational programs. The advisory committee serves in an advisory capacity and has no legislative or administrative authority.

ADVISORY COMMITTEES AND THEIR FUNCTIONS

The attainment of high quality occupational education programs which are realistic in light of actual or anticipated opportunities for gainful employment is not possible without the close involvement of knowledgeable persons from agriculture, business, industry, and labor. The nature of occupational change requires that educators, and particularly those who are charged with decision-making be kept informed of the current anticipated skill needs of industry. Since the school is designed to meet so many needs, it is not possible for a single type of advisory committee to adequately serve and advise for all the needs in all the occupations. Generally, there are two types of advisory committees most commonly functioning at the local level. These are:

General Occupational Advisory Committee

The general occupational advisory committee is concerned with the

total occupational education programs being offered at the school and to advise on new requirements and priorities. Usually, this committee is concerned with problems pertaining to the development and evaluation of the overall occupational curriculum.

The general occupational advisory committee is usually made up of leading members of the industrial, business, agricultural, professional, labor and educational organizations of the community. Therefore, the major function of the general occupational advisory committee is to provide advice in determining general policies and types of occupational education that are needed in the community. Other functions of the general occupational advisory committee are:

1. To serve as a communication channel between the school and community groups, assisting in identification of program needs.
2. To provide close cooperation and better understanding of a particular career program between the employer, the general public, and the school.
3. To speak on behalf of community leaders in suggesting new or modified curricula.
4. To suggest related and technical information that should be considered in the development of occupational programs.
5. To suggest ways for improving dissemination of program information.
6. To assist in identifying facilities for internships and on-the-job cooperative work experience. (May be a function of the specialized committee)
7. To keep the school informed on changes in labor market, specific needs, and a constant review of the curriculum in the light of current local, state, and national needs.

8. To assist the school in understanding the occupational education needs of the community.
9. To assist in recruiting students, providing facilities, and placing qualified graduates in appropriate positions.
10. To assist in the evaluation of the occupational programs and the assessment of their impact on the community.
11. To give advice on space needs for occupational programs
12. To recommend ways through which occupational needs can best be met.
13. To suggest and support needed local, state, and national action to assure adequate occupational education programs.

Specialized Occupational Advisory Committee

The specialized occupational advisory committee is usually organized to advise the school administrators regarding instructional programs in specific trades, crafts, or clusters of occupations. Most probably there will be a specific committee for each curricula or occupational program area. Some specific functions of the committee are:

1. To speak on behalf of employers and employees from specific occupational areas.
2. Serves as a communication channel between the school and community occupational groups.
3. Lists the specific skills and suggests related and technical information for the program and courses required for entry into and promotion within a career area.
4. Advises on the type of skills, knowledges, and attitudes needed to prepare students for entering into a specific occupation.

5. Recommends physical facilities and types of equipment needed for a specific occupational program.
6. Make suggestions which will promote and assure the highest quality program.
7. Recommends standards of competency and achievement which are necessary for entry into employment and promotion within an occupational area.
8. Assists with an evaluation of the program of instruction.
9. Suggests ways for improving the dissemination of program information to potential students and employers.
10. Assists in recruiting potential students, providing internships, and in locating appropriate jobs for qualified graduates.
11. Keeps the school informed on current specific needs and changes in the labor market.
12. Provides a means for the school to inform the community of needed occupational programs.
13. Assesses program needs in terms of the needs of the community.
14. Assists in long-term program planning.

ADVISORY COMMITTEE ORGANIZATION

1. Personal Qualifications - The degree of expertise possessed by each member, is often an influencing factor in the invitation he receives to serve on the advisory committee. This knowledge, coupled with a general understanding of the field of education, affords the school a rich source of information.

The criteria for membership on an advisory committee would include:

- A. Willingness to devote valuable time to the committees;
- B. Wide range of experience;
- C. Recognized leadership;

D. An interest in the school.

2. Term of Membership-While Brownstown Community Unit #201 is appreciative of the cooperation and contribution of all the individuals who have consented to serve on the different advisory committees, the school realizes that members often have commitments and have busy schedules. Therefore, it is our policy to appoint all committees on a one-year basis. We expect that some individuals can and would be willing to serve additional terms. In addition, there are those who will be involved in some facet of the program which will make a continuing relationship with the committee an asset.

In consideration of the above, we expect to rotate the membership so that it would not be burdensome and so that other individuals who have expressed an interest in the program may have the opportunity to make a contribution. Even though basic policy calls for membership for one-year, we hope approximately two-thirds of the committee members would be reappointed to serve as experienced members. Using a staggered replacement rate of one-third per year there will always be new members coming into the committee with experienced members providing the needed stability and leadership. When a term has expired, a new committee member will be appointed by the school.

3. Selection of Committee Members-Advisory Committee members must meet the criteria previously spelled out and are usually nominated by the many different professional organizations, educational organizations, labor and manufacturing organizations within a community, by faculty and others. Final selection and approval of advisory committee members will be made by the school.

4. Selection of the Chairman-The different committee members of each

Committee will select their own chairman to preside over the meetings.

5. Duties of the Chairman-The chief duty of the chairman is to preside at all meetings of the committee. He will be expected to work closely with the administration at all times and will be consulted when the agenda for the meeting is prepared. The chairman will appoint sub-committees and represent the advisory committee when appropriate.

6. Who Represents the School-The director of occupational education will represent the administration at the general occupational advisory committee meetings. The director of occupational education will assist the specialized occupational advisory committees in their organizational phase; however, it is expected that the different department or division chairman or program heads for each of the major occupational areas would be the official school representative at these specific meetings.

7. Duties of the School Representative-The school representative is mainly present to seek advice and not to give it. One of the duties of the school representative in consultation with the chairman is the preparation of the agenda for each meeting. It is the responsibility of the chairman and the school representative to outline the tasks to be accomplished by the committee and to present items or problems needing action to the advisory committee for their discussion and recommendations. Other duties of the school representative include reproduction of the minutes, notifying members of time and place of meetings, arranging for meeting rooms at the school, and preparing reports of progress. The school will assume the tasks providing all clerical assistance needed in the work of the committee, including minutes, reports, recommendations, and special notices.

8. Lines of Communication-It will be the practice of Brownstown Community Unit #201 to send copies of the minutes, including recommendations, to the following individuals and agencies: (A) Administrative

Officers of the school, (B) the different department chairmen of the school (C) the members of the advisory committee, and (D) the organizations represented by the committee members.

1. Number of Members on the Advisory Committees- The number of members on an advisory committee will vary with the nature of the program served. This group normally should not exceed twelve to fifteen members which will be large enough to lend itself to informal constructive discussion and yet provide an adequate cross-section of the different community interest groups.

2. Number of Advisory Committee Meetings- There is no set pattern as to the number of meetings to be held by the advisory committee during the course of a year. The number of meetings depends entirely upon the particular occupational education program and the number of tasks to be accomplished. The number of meetings to be held should be established by the advisory committee at the organizational meeting and this agreed upon figure should be adhered to as closely as possible. It may be possible to avoid calling numerous meetings by polling committee members by telephone or by mail questionnaires thereby reducing the number of times for holding an official meeting.

A P P E N D I X C

BROWNSTOWN COMMUNITY UNIT SCHOOLS

THOMAS M. ROBERTSON, SUPERINTENDENT
DISTRICT 201
PHONE 427-3355

BROWNSTOWN, ILLINOIS 62418

EDITH GARRETT
ELEMENTARY PRINCIPAL
PHONE 427-3368

DALE LANE
JUNIOR-SENIOR HIGH PRINCIPAL
PHONE 427-3839

February 5, 1974

On behalf of the Brownstown Community Unit #201 Board of Education and the Vocational teachers and Administration of Brownstown High School, I take great pleasure in welcoming you as a member of our working team. Your willingness to serve on the General Occupational Education Advisory Committee for a one year term is appreciated. Your contribution is viewed as an essential part of building quality occupational education programs at our school. Your experience and interest in our school makes you a valuable member of this advisory team. Not only is this an opportunity to contribute your talent to the school, but to the community at large as well.

Enclosed is a copy of the school advisory committee handbook. Should you have any questions regarding the function or purpose of the advisory committee, please do not hesitate to call me.

The first meeting of this committee will be held at the school on February 21, 1974 at 7:00 P.M. The meeting agenda is enclosed.

Thank you again for your interest in this program. The school is indeed proud to have you as a part of our working team.

If for any reason, you will be unable to attend this meeting, please contact me as soon as possible.

Sincerely,

Dale Lane, Principal

DL/gw
Enc. 2

AGENDA FOR ORGANIZATION ADVISORY COMMITTEE MEETING

BROWNSTOWN HIGH SCHOOL
Brownstown, Illinois 62418

AGENDA

General Occupational Advisory Committee Meeting

February 21, 1974-7:00 P.M.

Agriculture Room
Brownstown High School

ORDER OF BUSINESS

1. Welcome
2. Introduction of Committee members by Glen Mills, Agriculture teacher
3. Brief review of the responsibilities, duties, and functions of the advisory committee--Dale Lane and Greg Wildt
4. Description of existing vocational programs:
Office Occupations: Mary Ann Doehring and Pete Heiden
Homemaking Occupations: Phyllis Smith
Agriculture: Glen Mills
5. Set date for next meeting
6. Adjournment
7. Tour of occupational facilities

45

General Occupational Advisory Committee Meeting

Minutes of Meeting

February 21, 1974

Brownstown High School
Brownstown, Illinois

The first meeting of the General Occupational Advisory Committee was held on February 21, 1974 at Brownstown High School.

Mr. Dale Lane welcomed everyone and introduced Mr. Tom Robertson. Mr. Robertson expressed his appreciation for the cooperation shown by the members in organizing the advisory council.

Mr. Raymond McElheney, president of the school board, also expressed his appreciation of the willingness of the members to participate in the council in behalf of the Board of Education.

The members of the committee were introduced by Glen Mills.

Mr. Lane went over a brief review of the responsibilities, duties, and functions of the advisory committee.

Mr. Greg Wildt showed the following filmstrips about advisory councils:

1. The Role of an Individual Advisory Council Member
2. Proper Functions of Citizens Advisory Councils
3. Citizens Advisory Council and Career Education
4. Benefits of Advisory Councils

Each teacher gave a brief description of the vocational programs in their area. The vocational teachers are:

Glen Mills, Agriculture; Phyllis Smith, Home Economics:
Mary Ann Doehring and Pete Heiden, Office Occupations.

It was decided that the next meeting would be held on
a Tuesday in March. No specific date was set.

The meeting was adjourned, and the council was taken on
a tour of the existing vocational facilities.

Feb. 27, 1974

Mrs. Carol Williams
Brownstown, Il. 62418

Dear Mrs. Williams:

Enclosed is a copy of the minutes of our February 21, 1974 organization advisory committee meeting. We are sorry you missed that meeting and hope you will be able to attend the next one. The committee decided to meet on Tuesday evenings in the future in order to avoid as many conflicts as possible. You will be advised of the exact date and time for the next meeting at a later date.

Sincerely,

Jale Lane, Vocational Director

JL/gw
enc. 1

A P P E N D I X D

AGRICULTURAL OCCUPATIONS EVALUATION SURVEY

Name _____ Year leaving High School _____

Address: St. or route _____ Town _____ State _____ Zip _____

Education - Highest grade _____ Additional training: Type program _____

Length of training _____ School or Company _____

Present Occupation _____ Location _____
(title - position)

Nature of Work _____ Name of Company _____

Self employed _____ Unemployed _____ Armed Services _____ Length of Service _____

Years at present job _____ Do you also work as a part-time job _____

AGRICULTURAL OCCUPATIONS EVALUATION OF HIGH SCHOOL CURRICULUM

Rank each Agriculture area as to how the school instruction helped prepare you for your present occupation. Circle one symbol per area listed.

Adequate - A Inadequate - I

AGRICULTURE

Animal science	A	I
Plant science	A	I
Soils	A	I
Natural resources	A	I
Marketing & finance	A	I
Farm management	A	I
Carpentry	A	I
Welding	A	I
Electricity	A	I
Farm machinery	A	I
Power & engines	A	I
FFA Project	A	I
Field trips	A	I
FFA awards program	A	I

JUDGING/ CONTESTS

Public speaking	A	I
Parliamentary Procedure	A	I
Soil Judging	A	I
Grain Judging	A	I
Livestock Judging	A	I
Dairy Judging	A	I
Mechanics Contest	A	I
Leadership activities	A	I

Comments:

Dear Graduate:

Enclosed is an evaluation survey form to be completed and returned in the self-addressed envelope.

The Brownstown Business Education Department is asking for your help in evaluation the school program. You, as a former student of the business department, are in a good position to help in the evaluation. With your cooperation and help the school will be able to continue to offer and improve, relevant programs of instruction to the students.

Data provided will be used only for comparisons and averages by group areas in regard to age, education, training, occupations, occupation areas, course subject opinions, and recommendations.

All information will be valuable for a good evaluation.

Sincerely yours.

Mrs. Mary Ann Doehring
Bob Page
Business Education Dept.

STUDENT FOLLOW-UP SURVEY - BUSINESS EDUCATION DEPARTMENT

Name _____ Telephone A/C _____

Current Address _____

(Town) _____ (State) _____ (Zip Code) _____

Permanent Address _____

(Town) _____ (State) _____ (Zip Code) _____

Employment Items

1. What is your present employment status? (Check all that apply)

- (A) _____ Employed full-time (more than 35 hours per week)
 (B) _____ Employed part-time (less than 35 hours per week)
 (C) _____ Enrolled as a full-time student in college
 (D) _____ Enrolled as a part-time student in college
 (E) _____ In the Armed Services
 (F) _____ Unemployed (if unemployed, check why)
 (1) _____ Housewife
 (2) _____ Illness
 (3) _____ Other _____

2. What is the name and address of your present employer?

(A) Name of Firm _____

(B) Address _____

(Town) _____ (State) _____ (Zip Code) _____

(C) Name of your immediate supervisor _____

(D) Supervisor's title _____

3. What is your job title? _____

4. How related is your job to the training received at school?

- (A) _____ Identical
 (B) _____ Related
 (C) _____ Unrelated

5. If you are presently or have been previously employed in office work, indicate the adequacy of the training you received in the Brownstown High School Secretarial Program for the following skill.

	Does Not Apply	More Than Adequate Training	Adequate Training	Training Was Fair	Training Inadequate
Shorthand Dictation Speed	_____	_____	_____	_____	_____
Shorthand Accuracy	_____	_____	_____	_____	_____
Typing Speed	_____	_____	_____	_____	_____
Typing Accuracy	_____	_____	_____	_____	_____
Transcribing from Shorthand	_____	_____	_____	_____	_____
Transcribing from Recorded Letters	_____	_____	_____	_____	_____
Typing Tables	_____	_____	_____	_____	_____
Typing from Rough Draft	_____	_____	_____	_____	_____
Operating Machines and Equipment	_____	_____	_____	_____	_____
Filing	_____	_____	_____	_____	_____
Spelling	_____	_____	_____	_____	_____
Vocabulary	_____	_____	_____	_____	_____
Punctuation	_____	_____	_____	_____	_____
Capitalization	_____	_____	_____	_____	_____
Grammar	_____	_____	_____	_____	_____
Composing Letters	_____	_____	_____	_____	_____
Sentence Structure	_____	_____	_____	_____	_____
Greeting Callers	_____	_____	_____	_____	_____
Telephone	_____	_____	_____	_____	_____
Other Skills:	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

6. List other skills which you feel should have been taught in the Brownstown High School Secretarial Program. _____
7. (Skills for office practice) Evaluate the school training received for performing each of the following.

	Excellent	Good	Adequate	Less than Adequate
LETTERS				
Placement on page				
Use of stationery & carbon paper				
Composing				
TYPING				
Speed development				
Business forms				
Tabulation				
Business reports				
Financial statements				
Legal forms				
Telegrams				
Interoffice memorandums				
SHORTHAND				
Speed development				
Mailable letters				
BUSINESS ENGLISH				
Grammar				
Punctuation & capitalization				
OFFICE PROCEDURE				
Mailing services				
Incoming mail				
Outgoing mail				
Telephone				
Receptionist duty				
Personal habits				
FILING				
Alphabetic				
Geographic				
Numeric				
Commercial filing systems				

FINANCIAL DUTIES

Petty cash

Checkbook

Cash payments & receipts

Payroll

TRAVEL (itinerary)

8. Please list additional items which are not listed above but which you feel essential and should be included in the office practice class.

EDUCATION ITEMS

9. If you are enrolled in a post-high school institution, what is your major?

Major _____

Name of Institution _____

10. If you went for additional training beyond high school, please check reason/s why.

- _____ Felt high school training inadequate
- _____ Desire of parents
- _____ Changed occupational goals
- _____ Received scholarship
- _____ Other (please explain)

EVALUATION ITEMS

11. Please rate the courses in which you were enrolled while a student at Brownstown High School, according to the degree which they help you on your job.

	Excellent	Good	Poor	Of No Value
General Business	_____	_____	_____	_____
Business Machines	_____	_____	_____	_____
Business Law	_____	_____	_____	_____
Recordkeeping	_____	_____	_____	_____
Bookkeeping	_____	_____	_____	_____
Secretarial Office Practice	_____	_____	_____	_____
Shorthand	_____	_____	_____	_____

Excellent Good Poor Of No Value

Typing

12. Which course (s) taken at Brownstown High School have been of most benefit to you on the job or in college? _____

13. Were there courses offered at Brownstown High School which, had you taken them, would have benefited you now on your job or in college? _____

14. Do you have any suggestions for ways in which Brownstown High School could improve its secretarial program? _____

Dear Graduate:

You, as a graduate of Brownstown High School, are one of our most valuable sources of suggestions for improving our instructional offerings. We are certain that your learning experiences to date, relating to fields of H.E.R.O. and ideas for improving the program you graduated from can be of great assistance in our efforts to do a better job of serving the people of our community.

Would you please help us in our efforts by taking a few minutes of your time to complete and return the enclosed questionnaire, using the self-addressed stamped envelope provided.

Please be assured that we will not use your name in any published reports on this survey.

Your cooperation in this effort is most appreciated.

Sincerely,

Mrs. Phyllis Smith

Home Economics Dept.

E. Please indicate below your present employer's name, address, etc

1. Employer's name _____
2. Address of employer _____
(Street) (Town) (State) (Zip)
3. Your present job title _____

III. Continuation of Education and Training

A. If you are in school now, please indicate below:

1. In school full-time
2. In school part-time

B. If you are in school now, please check. I am enrolled in a program

1. in which I received previous training
2. which is related to my previous training
3. which is not related to my previous training

C. If you are not now in school, please check. Are you interested in further occupational training? Yes No

D. If you checked "yes" to item III-C, please indicate below the kind of training you are interested in.

ADEQUACY OF TRAINING

SKILL	VERY ADEQUATE	ADEQUATE	INADEQUATE
Sewing Const.			
Alterations			
Sewing for Profit			
Food Preparation			
Management			
Serving			
Safety & Sanitation			
Use of Commercial Equipment			
Quantitative Cookery			
Child Guidance			
Personal Techniques			
Careers. Resumes			
Consumer Education			

IV. Improvement of the Program

Please indicate below how this vocational program can be improved. For example, is better equipment needed, more lab time needed, etc.

To what extent did the training received at Brownstown High School help you with what you are presently doing?

- A. A great deal
 B. Some
 C. Very little
 D. Did not help at all
 E. Uncertain

Please indicate with a check mark the quality of service or quality of the following functions at Brownstown High School.

SERVICE OR FUNCTION	QUALITY OF SERVICE					
	Excellent	Very Good	Average	Below Average	Totally Inadequate	Uncertain
A. Vocational guidance & counseling						
B. Financial aides service						
C. Placement						
D. Health services						
E. Food services						
F. Learning resource center						
G. Admissions program						
H. Records & registration						
I. Student Activities						
J. Athletics						
K. Intramurals						

A P P E N D I X E

DECEMBER 3, 1974

FROM: DALE LANE, VOCATIONAL DIRECTOR

RE: BROWNSTOWN HIGH SCHOOL SURVEY OF VOCATIONAL PROGRAM

Dear Graduate,

A few days ago we mailed you an evaluation survey form concerning the vocational program of Brownstown High School. If you have already completed and returned this form, please accept our thanks for your cooperation.

If you have not as yet completed and returned the form, may we urge you to do so at your earliest convenience. Your response is essential to the ultimate worth of this survey.

Thank you for your help.

DECEMBER 16, 1974
Dale Lane, Vocational Director
Brownstown High School
Brownstown, Illinois 62418

Dear Graduate:

Recently an evaluation survey form concerning the vocational program of Brownstown High School had been mailed to you asking that it be completed and returned. As of today we have not received your completed survey form.

It is imperative that we receive a completed survey from you in order to determine ways in which we can improve our vocational program and thus better serve the people of our community.

Perhaps you have overlooked or misplaced the original questionnaire. If so, enclosed you will find another copy. In addition, a stamped, self-addressed envelope is also enclosed. Please complete the survey and return it to Brownstown High School as soon as possible.

Thank you for your cooperation.

Sincerely, _

Dale Lane, Vocational Director
Glen Mills, Agriculture
Phyllis Smith, Home Economics
Mary Ann Doehring, Business
Robert Page, Business

A P P E N D I X F

TABULATION OF DATA FOR EACH YEAR 1969, 1971, 1973 AND TOTAL FOR ALL THREE YEARS FOR AGRICULTURAL OCCUPATIONS

AGRICULTURE	1969	1971	1973	TOTAL
Animal Science	A-2 I-0	A-1 I-2	A-3 I-2	A-6 I-4
Plant Science	A-2 I-0	A-1 I-2	A-3 I-2	A-6 I-4
Soils	A-2 I-0	A-2 I-1	A-3 I-2	A-7 I-3
Natural Resources	A-2 I-0	A-0 I-2	A-2 I-3	A-4 I-5
Marketing and Finance	A-2 I-0	A-2 I-1	A-3 I-2	A-7 I-3
Farm Management	A-2 I-0	A-2 I-1	A-2 I-3	A-6 I-4
Carpentry	A-1 I-1	A-2 I-2	A-3 I-2	A-6 I-5
Welding	A-2 I-0	A-3 I-1	A-4 I-1	A-9 I-2
Electricity	A-0 I-2	A-2 I-2	A-3 I-2	A-5 I-6
Farm Machinery	A-2 I-0	A-2 I-2	A-3 I-2	A-7 I-4
Power and Engines	A-1 I-1	A-2 I-2	A-3 I-2	A-6 I-5
FFA Projects	A-2 I-0	A-3 I-0	A-4 I-1	A-9 I-1
Field Trips	A-0 I-2	A-3 I-0	A-4 I-1	A-7 I-3
FFA Awards Program	A-1 I-1	A-3 I-0	A-4 I-1	A-8 I-2
JUDGING CONTESTS	1969	1971	1973	TOTAL
Public Speaking	A-1 I-1	A-1 I-2	A-3 I-1	A-5 I-4
Parliamentary Procedure	A-2 I-0	A-1 I-2	A-3 I-1	A-6 I-3
Soil Judging	A-1 I-1	A-2 I-1	A-2 I-2	A-5 I-4
Grain Judging	A-1 I-1	A-2 I-1	A-2 I-2	A-5 I-4
Livestock Judging	A-1 I-1	A-2 I-1	A-2 I-2	A-5 I-4
Dairy Judging	A-1 I-1	A-2 I-1	A-1 I-3	A-4 I-5
Mechanics Contest	A-0 I-2	A-1 I-2	A-2 I-2	A-3 I-6
Leadership Activities	A-1 I-1	A-2 I-1	A-3 I-1	A-6 I-3

COMMENTS:

1969-Priority should be in the areas of: Natural Resources, Plant Science, Soils, Public Speaking, and Management.

1971-Priority needs to be put on: Ecology and Natural Resources

1972-There is a need for more tools and teacher experience in the areas of: Farm Machinery and Power and Engines

Engines classes are good for work on ones own car and part time jobs related to agriculture. Business and public speaking have also helped.

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS AS A RESULT OF SURVEY OF 1969, 1971 & 1973 GRADUATES OF VOCATIONAL PROGRAMS (HOMEMAKING OCCUPATIONS, AGRICULTURE, BUSINESS) OF BROWNSTOWN HIGH SCHOOL.

The purpose of completing a survey is to gather data which can be used to draw conclusions and make generalizations. Therefore, after data are presented, conclusions, recommendations, and implications should be formulated.

PROGRAM Agriculture

<p>WHAT ARE CONCLUSIONS? (Conclusions are generalizations supported by specific findings generated from the study. They should be organized in terms of the objectives of the study.)</p>	<p>WHAT ARE RECOMMENDATIONS? (Recommendations are generalizations based upon the conclusions. They are directed toward specific individuals or groups with specific suggestions. They tell when, how much, and where.)</p>	<p>WHAT ARE IMPLICATIONS? (Implications are the application of recommendations to specific situations. They are detailed recommendations.)</p>
<p>I. Farm management class will need some study and work on class content.</p> <p>II. Ag. Electricity will require more class organization.</p> <p>III. FFA program was checked adequate in all areas, except dairy judging and mechanic contest.</p>	<p>I. Advisory council study Farm management class more deeply at next meeting.</p> <p>II. The Ag. Sub committee make a more in depth study of curricula to be included in Ag. Electricity.</p> <p>III. To the Ag. Teacher to work more on these areas to improve student opportunities in these areas.</p>	<p>I. a. Look at a chance to use "Successful Farming" magazine in class b. Financing c. Market study.</p> <p>II.a. Should discuss what is now taught in order to see where we are. (Kits.) b. Electrical wiring processes and procedures.</p> <p>III.a. Use Hoard's Dairymen judging contest. All students studies the 1974 team. In Dairy the team placed 3rd out of 12 teams and are excited about going back.</p>

III. As a result of student comments, some attention might be given to the following areas:

Natural Resources
Ecology
Plant Science
Soils
Public Speaking
Management
More Tools

IV. These areas might be discussed by the advisory council to see if there are some areas here which indeed do need more attention.

III. b. Mechanics has not been participated in for the past 2 years and although students did not check inadequate in most machinery areas, the students did check low in mechanic contest.

c. FFA and Ag. teacher should become as competent in the section in Mechanics as in Linear and Parliamentary Procedure.

IV. Institute into the curricula more emphasis on these areas where the council think there should be.

TABULATION OF DATA FOR EACH YEAR 1969, 1971, 1973 AND TOTAL FOR ALL THREE YEARS FOR HOME MAKING OCCUPATIONS

II. Employment Information	1969	1971	1973	TOTAL
B. Employment Status				
1. Employed full-time	2	1	2	5
2. Employed part-time	0	0	0	0
3. Unemployed	3	1	0	4
4. Unavailable for employment	1	0	0	1
(a) Receiving further education	0	0	0	0
(b) Illness	0	0	0	0
(c) Housewife or pregnancy	4	0	0	4
(d) Other	0	0	0	0
C. Relationship of job to training				
1. For which received training	0	0	0	0
2. Related to training	2	0	0	2
3. Not related to training	0	1	2	3

III. Adequacy of Training	1969		1971		1973		TOTAL	
SKILL	VA	A I	VA	A I	VA	A I	VA	A I
Sewing Const.	2				1		3	
Alterations		2			1		1	2
Sewing for Profit		2			1		1	2
Food Preparation	1	1			1		2	1
Management	1	1			1		2	1
Serving	1				1		2	
Safety & Sanitation	2				1		3	
Use of Commercial Equipment	1	1			1		2	1
Quantitative Cookery	2				1		1	2
Child Guidance	1	2			1		1	2
Personal Techniques	2	1				1	3	1
Careers, Resumes		2			1		1	2
Consumer Education	1	1			1		1	1

IV. Comments for improvement of program:

1969-Need for better equipment, more teacher training, and more and better labs.

1973-Need for better machines.

QUALITY OF SERVICE	1969					1971					1973					TOTAL					(AVE.)								
	E	VG	A	BA	TI	U	E	VG	A	BA	TI	U	E	VG	A	BA	TI	U	E	VG		A	BA	TI	U				
A. Vocational Guid. and Coun.			1	1	2	1						1						2						1	3	1	2	2	3.57
B. Financial aides service			1	1	1				1			1						1			1			1	3	1	1	2	3.33
C. Placement			1	1	1				1		1							2						1	3	2	1	1	3.43
D. Health services			2	1					1		1							2						1	6	2		1	3.11
E. Food services	1		3	1					2									1	1						6	2		1	3.25
F. Learning resource center			2	2					1			1						2							5	2		1	3.29
G. Admissions program			1	1	2							1						2							2	1	1	3	3.75
H. Records and registration			2						2		1						1			1				2	3		3	2.60	
I. Student activities			2	2					1									2							6	2		1	4.50
J. Athletics			3	2					2									1			1				1	6	2		3.00
K. Intramurals			2	2					1			1						1			1	1			4	3		1	3.43

The purpose of completing a survey is to gather data which can be used to draw conclusions and make generalizations. Therefore, after data are presented, conclusions, recommendations, and implications should be formulated.

PROGRAM Homemaking Occupations

WHAT ARE CONCLUSIONS?
(Conclusions are generalizations supported by specific findings generated from the study. They should be organized in terms of the objectives of the study.)

WHAT ARE RECOMMENDATIONS?
(Recommendations are generalizations based upon the conclusions. They are directed toward specific individuals or groups with specific suggestions. They tell when, how much, and where.)

WHAT ARE IMPLICATIONS?
(Implications are the application of recommendations to specific situations. They are detailed recommendations.)

I In analyzing the student follow-up survey of 1969, 1971, and 1973 graduate in Homemaking Occupations it was found that more thought they were employed in a field not directly related to training.

I By more adequate individual Vocational counseling near the beginning and completion of the Vocational program with emphasis identifying requirements, benefits, Negative aspects of vocation, awareness of how the training may be related towards a variety of vocations.

I The recommendations may be implicated by Scheduling Conferences such as a definite detailed situation and a informal situation during school hours. Also knowledgeable Objectives related to training may be emphasized more at the beginning, middle and near completion of program.

II As far as analyzing adequacy of training in Homemaking Occupations the conclusion was that in the Areas of Sewing for Profit, Alterations, Careers, and Resumes the graduates felt that training was more inadequate than adequate.

II Recommendations based on conclusions are as follows:

1. Add a one and two year course in Homemaking curriculum on Sewing for Profit and alterations.
2. Students may benefit more by working on projects both during school and at home.
3. Emphasis should be towards stimulating students to use time wisely and effectively.
4. Emphasize the value of working on a variety of alteration projects for a gain of confidence and skill. Exposure to more places of business related to the Clothing Occupational area.
5. Require a specific number of alteration projects and garments.
6. By requiring each individual in class to write or make a oral report on Career research related to clothing occupations and writing a Resume one may be more

II Students may have more experiences by making Sewing For Profit a one and two year course. Students may work on projects both at home and school.

Stimulate students to use class time nicely and effectively.

Emphasize a variety of alteration projects and others to be completed during the year.

Take field trips to businesses related to the clothing field. (Dress factory, Fabric shop, upholstery establishment, alterations department, alterations at ones home, community people with skill on needle arts and quilting.)

III By analyzing other comments on the improvement of the program it was found that the following suggestions were made:
Need more and better equipment, More lab time and further teacher training.

V. In the area of quality of service or functions at BHS all except Athletics (which was average.) Records and registration (which was between average and very good) and student activities (which was between below average and totally inadequate) fall in the average and the below average category.

knowledgeable of the world of work in the field of clothing and better prepared in making job applications.

III Requisition more equipment such as sewing machines, sewing supplies, more storage space at the end of the school year.

Try to make lab time more effective because I don't know how to make periods longer. i.e. students stay down extra periods during the school day.

By teacher continuing to attend annual IVHETA convention and extra courses they are able to further training.

IV Give attention to the possibility of providing the following functions and services in an organized manner in the future in these areas.

i.e. V. Guidance and counseling
Financial aide service
Placement
Health service
Food Service
Learning resource center
Admission program
Student activities
Intramurals

Each student shall write a report on career related to the Clothing area for evaluation at the end of the semester. Each student shall write a Resume. Skits shall be given in class by students with help of Community resources on job application

II Purchase 2 sewing machines, purchase more sewing supplies.

Students may come down extra period

Teachers attend IVHETA & Consumer Education Conventions.

III This would mean providing a counselor or someone more time to concentrate on these and organize them.

TABULATION OF DATA FOR EACH YEAR 1969, 1971, 1973 AND TOTAL FOR ALL THREE YEARS FOR BUSINESS EDUCATION

1. Employment Status	1969	1971	1973	TOTAL
(A) Employed full-time	3	4	4	11
(B) Employed part-time				
(C) Full-time student				
(D) Part-time student				
(E) Armed forces				
(F) Unemployed	1	1	2	4
(1) Housewife	3	1	1	5
(2) Illness				
(3) Other			1	1

4. Relationship of job to training	1969	1971	1973	TOTAL
(A) Identical				
(B) Related	3	3	1	7
(C) Unrelated	2	1	4	7

5. Adequacy of training	1969					1971					1973					TOTAL					
	DNA	MTAT	AT	TJF	TMI	DNA	MTAT	AT	TJF	TMI	DNA	MTAT	AT	TJF	TMI	DNA	MTAT	AT	TJF	TMI	(M)
Shorthand Dictation Speed	3		1		1	1			1		3					7	1	1	1	3	
Shorthand Accuracy	3		1		2	1			1		3					7	1	1	1	3	
Typing Speed	2	1	1	1		1	1					1		2		3	1	3	1	2	2.5
Typing Accuracy	1	1	1	2			2					1		2		1	1	4	2	2	2.5
Transcribing from Shorthand	1			2	1	1	1				2	1				5	2	2	1	2	2.8
Transcribing from Recorded Letters	1			2	2	1			1		2	1				4	1	3	2	2	2.5
Typing Tables	2		1	2		1	1				1			2		4	2	1	2	3	
Typing From Rough Draft	2		2	1		1	1				1			2		4		3	1	2	2.8
Operating Machines and Equipment	2		1		2	1				1	1		1	1		3	1	1	1	4	3.1
Filing	1		2	1	1				1		1			2		2	1	2	2	3	2.8
Spelling	1		2	2			1			1	1		1	1		1	1	3	2	3	2.7
Vocabulary	1		2	2			1			1	1		2	1		1	1	3	2	3	2.7
Punctuation	1		1	1	2		1	1			1		2	1		1	1	2	2	4	2.8
Capitalization	1		1	2	1		1	1			1	1		1		1	1	3	3	2	2.6
Grammar			2	2	1		2				1			2		1	4	2	3	3	2.7
Composing Letters			2	3			2					1		2		1	4	3	2	3	2.3
Sentence Structure			1	3	1		2					1		2			4	3	3	3	2.9
Greeting Callers	1		1				1		1		1			2		1	3		6	6	3.3
Telephone	1			1	3		1		1		1			2		1	2	1	6	6	3.4

6. Other skills needing to be taught:
 1969-Stenotype, shorthand, dictaphone, more practical experience
 1971-Office machines

7. Skills for office practice	1969					1971					1973					TOTAL					(AVE.)
	E	G	A	LTA	P	E	G	A	LTA	P	E	G	A	LTA	P	E	G	A	LTA	P	
LETTERS																					
Placement on page	1	4	1			1	3				3				1	5	7	1	1		2.85
Use of stationary & carbon paper	1	4			1	1	3				2	1			1	4	8		2	3	3
Composing		3	3			1	2	1			1	1			2	2	6	4	2		3.4
TYPING																					
Speed development	3	1	1	1		1	3				1	1	1	1		5	5	2	2		3.07
Business forms	1	3	1	1		2	2				3				1	3	8	1	2		3.14
Tabulation	1	2	1			2	2				1	2				4	6	1	1		2.57
Business Reports	1	2	2	1		4		1			1	1	1	1		1	6	2	2		3.45
Financial statements		3	2	1		3		1			2	1	1			1	9	4	4		3.61
Legal forms						3		1			3				1	8	2	4			3.28
Telegrams	1	2	1	2		2					2	1	1			1	6	2	4		3.19
Interoffice memorandums	1	3		2		3					1	1	1	1		2	7	1	3		3.38
SHORTHAND																					
Speed development	3	3	1			1	1	2			1	1	1	1		2	5	6	2		3.53
Mailable letters	2	1	1			1	2	1			1	2	1			2	6	3	1		3.25
BUSINESS ENGLISH																					
Grammar	2	2	1	1		2	2				1	1			2	5	5	1	3		3.14
Punctuation and capitalization	1	3	2			2	2				1	2			1	4	7	2	1		3
OFFICE MISC DUTY																					
Mailing services	2	2	2			1	2				1	1			2	1	4	4	4		3.84
Incoming mail	3	1	2			3					1	1			2	1	4	4	4		3.84
Outgoing mail	3	1	2			3					1	1			2	1	4	4	4		3.84
Telephone	2	2	2			2	1				1	1			2	1	3	4	5		4
Receptionist duty	2	2	2			2	1	1			1				2	1	3	4	5		3.92
Personal habits	3	1	2			1	2				1	1			2	2	6	1	4		3.53
FILING																					
Alphabetic	4	2				3	1				2				2	6	5	1	2		2.92
Geographic	1	1	3	1		3	1				1	1			2	2	5	4	3		3.57
Numeric	2	2	1	1		3	1				2				2	4	5	2	3		3.28
Commercial filing systems	1	2	2	1		1	2				1	1			2	2	4	4	3		3.61

	1969				1971				1973				TOTAL				(AVE.)
	E	G	A	LTA P	E	G	A	LTA P	E	G	A	LTA P	E	G	A	LTA P	
FINANCIAL DUTIES																	
Petty cash	1	4			1	2	1		1	1	2		1	3	8	1	2.69
Checkbook	2	2	1		1	2	1		1	1	2		2	3	6	2	2.30
Cash payments & receipts	2	3			1	2	1		1	1	2		2	3	7	1	2.53
Payroll	3	2			1	1	1		1	1	1	1	1	2	5	4	3
TRAVEL (itinerary)	1	2	2		1	1			1	1	2		3	4		4	4.09

8. Additional items which should be included in office practice classes:
 1969-How to get along and work with other people in the office.
 1973-Transcribe more letters in shorthand.

	1969	1971	1973	TOTAL
10. Reasons for additional training beyond high school.				
Felt high school training inadequate	2	2	1	5
Desire of parents	1			1
Changed occupational goals	1			1
Received scholarship	1		1	2
Other	2			2

11. Degree to which courses helped on job.	1969				1971				1973				TOTAL				(AVE.)
	E	G	P	NV	E	G	P	NV	E	G	P	NV	E	G	P	NV	
General Business	2	2			1				1	1	1		1	3	4		1.75
Business Machines	1	1			1	1			1	1			1	3	2		2.18
Business Law			2		1						1			1	3		3
Recordkeeping	1	1			1				1				1	2	1		1.66
Bookkeeping	1	2	2		2	1			2	2			3	4	1	4	1.75
Secretarial Office Practice	2	1			1				2	1	1		2	4	2	1	2
Shorthand	1	4			2	1			1	1	2		4	1	7		1.8
Typing	1	3	2		3	1			2	1	1		3	6	3	2	2

12. Courses of most benefit in college:
 1969-Filing (2), Typing (4), Shorthand, English (2) Literature, General Office Practice, Math Bookkeeping
 1971-Typing (2), Adding machine, Filing, English, Auto Mechanics, Bookkeeping (2), General Business, Sciences
 1973-Typing (2)

13. Courses which would have benefited in college.
 1969-Office Machines, No (3)
 1971-No (2)
 1973-Something related to data processing, No (2)

14. Ways to improve secretarial program:

1969-Demand better work and speed, Electric typewriters (2), Demonstrate machine shorthand,
Office machines (2), Decent teachers

1971-Better teaching

Accounting instead of bookkeeping

1973-Better teaching, Better counseling, More equipment

The purpose of completing a survey is to gather data which can be used to draw conclusions and make generalizations. Therefore, after data are presented, conclusions, recommendations, and implications should be formulated.

PROGRAM Business

WHAT ARE CONCLUSIONS?

(Conclusions are generalizations supported by specific findings generated from the study. They should be organized in terms of the objectives of the study.)

1. Of those responding 73% were employed full-time.

2. 50% were employed in jobs relating to their high school training.

3. Those responding to Part 5 felt their education in Business was from fair to adequate.

4. Those responding to Part 6 felt that stenotype shorthand and the use of a dictaphone were skills that should be taught.

5. Of those responding to Part 7 73% felt that skills taught for office practice was from good to adequate; 2/3 felt that skills of office practice was from adequate to less than adequate.

6. Of those responding to Part 8 (Reason for additional training beyond high school)

5 felt high school training was inadequate

1 because it was desires of parents

1 because of change in occupational goal

WHAT ARE RECOMMENDATIONS?

(Recommendations are generalizations based upon the conclusions. They are directed toward specific individuals or groups with specific suggestions. They tell when, how much, and where.)

1. Work with advisory board toward the goal of including skills which the students will need upon graduation from high school in order to secure a job in which business skills are required.

2. Give students the opportunity go observe people in the business world doing their job.

3. Give students information about the many job opportunities in business that requires a high school diploma or a college degree.

WHAT ARE IMPLICATIONS?

(Implications are the application of recommendations to specific situations. They are detailed recommendations.)

1. Surveys from businesses in area that will tell us which skills should be taught and how much emphasis should be placed upon each skill. (This would give the instructor a better idea on work that should be included in the class room)

2. Field trips in which the student can observe, the environment in which a secretary, bookkeeper, bank teller, etc. at work

Advisory Board can relate to the teachers the job opportunities that are open to high school graduates. A pamphlet would be made up describing the jobs and listing the requirements.

CONCLUSIONS

RECOMMENDATIONS

IMPLICATIONS

2 other reasons

7. Relating to Part 11-
Students rated 6 out of 8 course
from good to excellent.

8. Relating to Part 12 the most
beneficial courses were typing,
office practice, bookkeeping
and machines

9. Suggestions on how to improve
the secretarial programs at
Brownstown included:

1. demand better work
2. better teachers
3. more equipment

A P P E N D I X G

An **AID**
 for **WRITING**
MEASURABLE
OBJECTIVES
 for
OCCUPATIONAL
EDUCATION

The information in this 4-page folder is based upon the Division of Vocational and Technical Education publication entitled *Writing Measurable Objectives for Occupational Education*.

State of Illinois
 BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
 DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
 1035 Outer Park Drive
 Springfield, Illinois 62706



MEASURABLE OBJECTIVES RELATED TO PLANNING AND EVALUATION OF QUALITY OCCUPATIONAL EDUCATION PROGRAMS CAN BE DIVIDED INTO TWO MAJOR CATEGORIES:

1. Program* Management Objectives are:

Statements describing program and multiprogram level **TARGETS** related to specific quantitative indicators such as staff utilization, facility utilization, student attrition, student placement, unit costs, etc.

Statements describing management intents of planning for change and problem solving.

2. Student Performance Objectives are:

Statements describing what the student (learner) will **DO** following successful completion of instruction.

Word pictures describing **STUDENT PERFORMANCE** when he has successfully completed a learning sequence.

Word images describing visible, observable student performance or products of student performance that will be displayed by successful learners.

WHY WRITE PROGRAM MANAGEMENT OBJECTIVES?

Program Management Objectives can:

1. Serve as an excellent planning vehicle
2. Foster efficient use of personnel energies
3. Provide a framework for budget decisions
4. Demonstrate progress and establish a basis for evaluation.

WHY WRITE STUDENT PERFORMANCE OBJECTIVES?

Student performance objectives can:

1. Clarify and communicate expected outcomes for learners, employers, administrators, evaluators, anyone
2. Help select and organize appropriate learning activities
3. Enable more accurate assessment of learner achievement
4. Promote identification of job competencies
5. Form the basis for systematic instruction.

* The term **PROGRAM** is used in its generic and general sense, and may encompass the overall instructional plan of an institution, the occupational instruction component, a series of specific courses, or a combination thereof.

COMPONENTS OF A MEASURABLE OBJECTIVE ARE:

1. **Condition** --A statement of the circumstances under which the outcome will be observed or measured--should relate as closely as possible to the time, limits, materials or equipment that the student will be confronted with when performing the job.
2. **Outcome statement** --A statement that describes the task activity, knowledge, attitude, or other accomplishment being sought--should reflect the tasks included in the job for which the student is being trained.
3. **Criteria** --The standards, i.e., levels or quality of outcome, being sought that, when achieved, will identify acceptable attainment of the outcome--should reflect the standards that will be used to judge successful performance of tasks on the job.

QUESTIONS USEFUL IN ANALYZING OR IDENTIFYING EACH COMPONENT OF A MEASURABLE OBJECTIVE:

1. Does the condition statement indicate time limits, place of performance, materials or equipment to be used, or special limitations?
2. Is your outcome statement a short descriptive sentence containing "action" verbs specifying what activity, ability, skill, or attitude is to be achieved?
3. Does your criteria statement indicate time allowed; number, percentage, proportion of successful attempts required, or results that will be considered acceptable.

SAMPLE PROGRAM MANAGEMENT OBJECTIVES

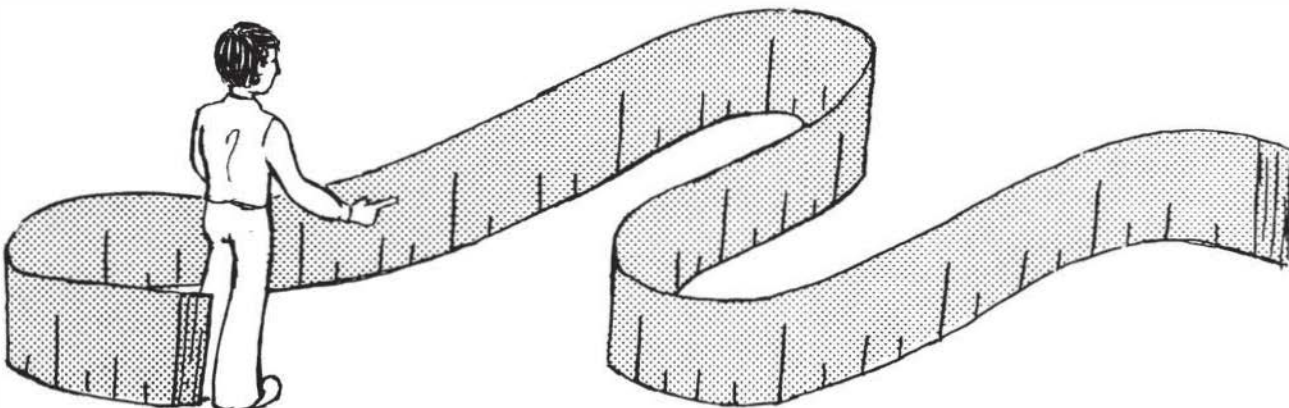
Occupational Objectives for One-and-Five-Year Local Plan Submitted to Division of Vocational and Technical Education (DVTE)

Upon completion of a sequence of courses within a program, the student in an occupational education program will be successful in obtaining an initial job as well as advancing toward his chosen career objectives as determined by the results of a one-year, three-year, and five-year follow-up study.

During the next school year, an articulation meeting will be held with representatives from junior high school, high school, and junior colleges to organize an articulation council. A summary report will be submitted to the board of education.

During the 197___, school year, occupational advisory councils will be organized to study the need for implementing new emerging occupational programs in all occupational areas; the recommendations of the councils will be forwarded to the board of education through the school administrator.

During the next school year, plans for an evaluation system for the total occupational program will be developed through the cooperative efforts of the occupational staff, guidance staff, administration, advisory councils, and will be submitted to the board of education.



SAMPLE PROGRAM OBJECTIVES

Objectives for a program consisting of related courses in a given occupational area

By January 197___, the occupational staff will identify, counsel, and enroll in the instructional program 80% of the handicapped and disadvantaged students possessing an interest in _____.

By July 197___, measurable objectives will be written for each unit of instruction in the _____ course. These objectives will be printed and disseminated to appropriate students, teachers, and administrators.

Upon completion of the _____ program, 75% of the students will be employed in the occupation for which trained, or pursuing advanced, related education.

SAMPLE STUDENT PERFORMANCE OBJECTIVES

Objectives describing student performance at the end of a predetermined period of time (Course, Unit, etc.)

Given a common model of power sprayer set at 35 p.s.i. with a tank filled with water, the student will be able to calibrate it in the field to determine the number of gallons of water per acre for the desired concentrate of pesticide according to the instructions given in the operator's manual with 100% accuracy.

Given a series of 100 T-accounts, the student will classify each as an asset, liability, or proprietorship, and indicate whether the account has a credit or debit balance with 98% accuracy. No sources may be used and the classification and statement should be made within 30 minutes.

Given an oscilloscope and signal generator, the student will connect the signal generator to the oscilloscope, adjust the oscilloscope for proper viewing, and calculate the input signal frequency and peak-to-peak voltage in less than 5 minutes with 100% accuracy.

Given a list of medical terms, commonly used in nursing, the student will be able to match them to definitions given with 8 out of 10 being matched correctly.

Given the necessary ingredients, the student will be able to demonstrate the correct and safe use of the commercial food mixer according to instructions in the applicable manual.

State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
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measurable
objectives

PARTICIPATION
SECTION

prepared by

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sponsored by

Division of Vocational and Technical Education
Center of Educational Studies
School of Education
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Please consider one of the courses that you are now teaching or will be teaching next term. From that course select a small section of it, hereafter called a "topic area," (i.e., Ohm's Law, laying a bead-welding, reading blue prints, timing an engine, geriatrics, family life). The title of my chosen topic area is

_____.

What are six things that students need to know or be able to do when they have finished this part of the course?

1.

2.

3.

4.

5.

6.

Now please turn on tape recorder.

COMPONENTS OF A MEASURABLE OBJECTIVE

Outcome Statement - A statement that describes the task activity, knowledge, attitude, or other accomplishment being sought - should reflect the tasks included in the job for which the student is being trained.

Condition - A statement of the circumstances under which the outcome will be observed or measured. Should relate as closely as possible to the time, limits, materials, or equipment that the student will be confronted with when performing the job.

Criteria - The standards, i.e., levels or quality of outcome being sought that, when achieved, will identify acceptable attainment of the outcome. The criteria should reflect the standards that will be used to judge successful performance of tasks on-the-job.

ACTION VERBS FOR MEANINGFUL OBJECTIVES

Accomplish	Confer	Guard	Organize	Resolve
Actuate	<u>Connect</u>	Guide	Orient	<u>Restore</u>
Adapt	<u>Consolidate</u>		Originate	<u>Review</u>
<u>Adjust</u>	Construct	<u>Handle</u>	<u>Overhaul</u>	<u>Rework</u>
Advise	Contact	<u>Hang</u>		<u>Rotate</u>
Aid	Control	<u>Harmonize</u>	<u>Pain</u>	<u>Route</u>
Alert	Coordinate	Help	<u>Patch</u>	
<u>Align</u>	Copy		<u>Perform</u>	<u>Safeguard</u>
Allocate	Correct	Identify	<u>Place</u>	<u>Safety</u>
Alternate		Immerse	Plan	<u>Salvage</u>
<u>Analyze</u>	<u>Destroy</u>	Improve	<u>Position</u>	Scan
Apply	Detect	Indicate	Post	Schedule
Arrange	Determine	Inform	Prepare	<u>Secure</u>
<u>Ascertain</u>	Develop	Initiate	Prescribe	Set
<u>Assemble</u>	Devise	Inject	Preset	<u>Set-up</u>
Assess	Diagnose	Inspect	Prevent	<u>Signal</u>
Assign	<u>Disassemble</u>	<u>Install</u>	Probe	Simulate
Assist	<u>Disconnect</u>	Insure	Process	Specify
Assure	<u>Dismantle</u>	Intercept	<u>Project</u>	Stimulate
Attach	<u>Dispatch</u>	Interpret	<u>Program</u>	<u>Store</u>
	Dispose	Investigate	Provide	<u>Stow</u>
<u>Balance</u>	Distribute	Isolate	Puncture	<u>Submit</u>
<u>Boresight</u>				Suggest
Calculate	Effect	Join	Qualify	Superintend
Calibrate	Eliminate			Supervise
Categorize	Employ	Level	Ready	<u>Survey</u>
Change	Enforce	<u>Locate</u>	<u>Reassemble</u>	Synchronize
Channel	Engage	<u>Lubricate</u>	Recall	
Charge	Enter	<u>Maintain</u>	Recapitulate	Tabulate
Check	Erect	<u>Mate</u>	<u>Receive</u>	Test
<u>Checkout</u>	Establish	Measure	Recommend	<u>Tighten</u>
Classify	Estimate	Modify	<u>Recondition</u>	Trace
Clean	Evaluate	<u>Monitor</u>	Record	Transmit
Clear	<u>Examine</u>	<u>Mount</u>	<u>Regulate</u>	<u>Transport</u>
Collect	Expedite	Neutralize	Reject	<u>Trim</u>
Communicate	Fabricate	Notify	Relay	<u>Troubleshoot</u>
Compare	Figure		Remove	<u>Tune</u>
Compile	File	Observe	Renovate	
Comply	Follow	<u>Obtain</u>	<u>Repair</u>	Utilize
Compute	Form	<u>Operate</u>	Repeat	
<u>Condition</u>	Furnish	Order	<u>Replace</u>	<u>Verify</u>
Conduct			<u>Replenish</u>	
			Request	Zero

Those verbs which are underlined are the ones most commonly used in "doing" statements. Table 2 is a clarification of certain of the underlined verbs.

Page B-1

A. Referring to Page A-1 write an outcome statement for each thing you wanted your students to accomplish in your topic area.

1.

2.

3.

4.

5.

6.

B. Write a "condition" under which above-mentioned outcome statements will be observed.

1.

2.

3.

4.

5.

6.

Please turn to Page B-2.

Page B-2

C. Write a "criteria" whereby each outcome statement of Part A can be measured.

1.

2.

3.

4.

5.

6.

Please turn to Page C

Page C

When evaluating each of your six objectives concerning the outcome statement, condition, and criteria, the following questions could be asked:

OBJECTIVE #	YES						NO					
	1	2	3	4	5	6	1	2	3	4	5	6
<u>OUTCOME STATEMENT</u>												
1. Does the statement specify what activity, ability, or skill is to be achieved?												
2. Does the statement contain action verbs?												
<u>CONDITION</u>												
1. Is the place of performance stated?												
2. Are the materials or equipment stated?												
3. Are any special constraints listed?												
<u>CRITERIA</u>												
1. Does it state the quality needed for minimum requirements?												
2. Does it state the quantity desired												
3. Does it state the time allowed to complete the outcome statement?												
4. Does it state the results considered acceptable?												

While it is not absolutely necessary that each of the questions be answered yes, it becomes apparent the more times you can answer yes, the more effective the objective will be.

Now, turn on tape recorder.

Page D-1

Listed below is a group of objectives. Some are measurable; some are not. Determine which objectives have all three components previously discussed, and identify these components as illustrated in the slides. That is:

----- dotted line under the outcome statement

_____ single line under the condition

===== double line under the criteria

If the objective has only one or two of the components, identify those which are present by using the same method. Correct answers appear on the pages following the objectives.

1. Given the necessary equipment and two pieces of 1018 steel, the student will be able to weld a bead.
2. Given a piece of cloth and a 6" zipper, the student will install the zipper so that the zipper functions properly and has a seam with variance of no more than 1/8".
3. Given a set of plastic teeth, the student will demonstrate cleaning techniques which meet specifications established by the textbook.
4. Given a set of blueprints, the student will be able to determine the square footage of the building on the drawing to within 2% accuracy.

Please turn to Page D-2 for correct answers.

Page D-2

1. Given the necessary equipment and two pieces of 1018 steel, the student will be able to weld a bead. (The criteria is missing and might include: Maintaining 20,000 lbs. of stress on the tension testing machine.)
2. Given a piece of material and a 6" zipper, the student will install the zipper so that it functions properly and has a seam with a variance of no more than 1/8".
3. Given a set of plastic teeth, the student will demonstrate cleaning techniques which meet specifications established by the textbook.
4. Given a set of blueprints, the student will be able to determine the full footage of the building on the drawing to within 2% accuracy.

Please turn to Page D-3.

Page D-3

5. Given a dented fender and the proper body and fender tools, the learner will pound out, fill, and sand the dented area so that no ripple can be viewed at an oblique angle under good light conditions.
6. Given a timing-light, the student will be able to time an in-line 235 cubic inch Chevrolet engine at exactly 9 degrees before top-dead center.
7. With all the necessary tools and materials, the student will apply 120 pounds of roll roofing to a roof with a 2 x 4 pitch, according to building construction codes.
8. Given a damaged chair, new fabric, and proper tools, the student will be able to reupholster the chair.
9. Given an electronic circuit, the student will be able to calculate the total resistance to within 4% accuracy.
10. Given a compressor, condensor and the proper lines and fittings, the student will be able to hook up an air-conditioning unit, able to operate without flaw for at least two years.
11. Given a lathe, the student will be able to cut a $\frac{1}{2}$ " taper.
12. The student will be able to mill a flat, cast-iron block according to the instructor's specifications within 2% accuracy.

Please turn to page D-4 for correct answers.

5. Given a dented fender and the proper body and fender tools, the learner will pound out, fill, and sand the dented area so that no ripple can be viewed from an oblique angle under good light conditions.
6. Given a timing-light, the student will be able to time an in-line 235 cubic inch Chevrolet engine at exactly 9 degrees before top-dead center.
7. With all the necessary tools and materials, the student will apply 120 pounds of roll roofing to a roof with a 2 x 4 pitch, according to building construction codes. (In this objective the condition is split; this is acceptable.)
8. Given a damaged chair, new fabric, and proper tools, the student will be able to reupholster the chair. (The criteria is missing and might include: According to the text and to the customer's satisfaction.)
9. Given an electronic circuit, the student will be able to calculate the total resistance to within 4% accuracy.
10. Given a compressor, condensor and the proper lines and fittings, the student will be able to hook up an air-conditioning unit able to operate without flaw for at least two years.
11. Given a lathe, the student will be able to cut a $\frac{1}{2}$ " taper. (The criteria is missing and might include: to within a tolerance of ± 1.0005 ".)
12. The student will be able to mill a flat, cast-iron block according to the instructor's specifications within 2% accuracy. (The condition is missing and might include: given a milling machine, tool bits, micrometer and cast iron block.)

Please turn to page D-5

Page D-5

13. Given all parts of a V-8 engine (gasoline) and the proper tools, the student will know how to put it together.
14. The student will be able to pattern a dress with perfect construction.
15. After proper instruction, the student will know how to make a hospital bed with the patient still in it.
16. Given a list of ten sample menus, the student will be able to differentiate between those which meet nutritional standards and those which do not, in accordance with previously discussed nutritional standards.
17. After reviewing land and equipment requirements, the student will be able to list the minimum space requirements per child for indoor and outdoor activity areas as specified in state standards.

Please turn to page D-6 for correct answers.

13. Given all parts of a V-8 engine (gasoline) and the proper tools, the student will know how to put it together. (The outcome statement includes the word "know" which should not be used, and there is no criteria. The objective might include: The student will be able to assemble the engine to a running condition producing 300 h.p.)
14. The student will be able to pattern a dress with perfect construction. (The condition is omitted and might include: Given a pattern, cloth, pins, and scissors.)
15. After proper instruction, the student will know how to make a hospital bed with the patient still in it. (The outcome statement uses the word "know" which should not be used. Also, no criteria has been identified and might include: The student will be able to make a bed according to the instructor's written format.)
16. Given a list of ten sample menus, the student will be able to differentiate between those which meet nutritional standards and those which do not, in accordance with previously discussed nutritional standards.
17. After reviewing land and equipment requirements, the student will be able to list the minimum space requirements per child for indoor and outdoor activity areas as specified in state standards.

Please turn to Page D-7.

Page D-7

18. After proper instructions and correct materials (such as body filler, cream hardener, putty knife), the student will be able to mix plastic filler properly according to manufacturer's recommendations.
19. After being taught the use of the blood pressure cuff, the student will be able to demonstrate the ability to check the blood pressure of a patient.
20. Given the hospital conditions, where a patient is in isolation, and the equipment and linen necessary for this patient, the student will be able to use correct body mechanics when moving the patient.

Please turn to Page D-8 for correct answers.

18. After proper instructions and correct materials (such as body filler, cream hardener, putty knife), the student will be able to mix plastic filler properly according to manufacturer's recommendations.
19. After being taught the use of the blood pressure cuff, the student will be able to demonstrate the ability to check the blood pressure of a patient.
(The criteria has been omitted and might include: According to the manual or within accuracy specified by the instructor.)
20. Given the hospital conditions, where a patient is in isolation, and the equipment and linen necessary for this patient, the student will be able to use correct body mechanics when moving the patient. (The criteria has been omitted and might include: By return demonstration per the procedure manual.)

Please turn on tape recorder.

**QUESTIONS USEFUL IN ANALYZING
OR IDENTIFYING EACH COMPONENT OF A MEASURABLE OBJECTIVE:***

1. Answer these questions yes and your outcome statements are appropriate.
 - A. Does your statement specify what activity, ability, skill, or attitude is to be achieved?
 - B. Is your statement a short descriptive sentence containing "action" verbs?

2. Answer these questions yes and your conditions statements are appropriate. Does the statement indicate (if relevant):
 - A. Time limits of performance
 - B. Place of performance
 - C. With what materials or equipment (tools, clothing, etc.)
 - D. Under what special constraints (limitations given, job aids, environmental conditions, etc.)

3. Answer these questions yes and your criteria statements are appropriate.
 - A. Is there a statement of how well the outcome (quality) should be achieved?(and/or)
 - B. Does your statement clearly indicate how many aspects (quantity) must be achieved to obtain "minimum required success" level?
 - C. Are the following qualifications stated (if relevant)?
 - (1) The time allowed to complete activity or performance called for in the outcome statement.
 - (2) The number, percentage, proportion of successful attempts required.
 - (3) The results that will be considered acceptable.

* Adapted from McGlone and Pellant.

SELF-TEST ON IDENTIFYING CONDITIONS AND CRITERIA STATEMENTS

In the following statements underline the condition statement with a single line and the criteria statement with a double line.

Using a vacuum gauge, set the timing on any engine in accordance with the manufacturer's specifications for that engine.

Given an assembly drawing, identify and correctly translate all welding symbols used in accordance with military standards.

Given an unfinished metal casting, be able to surface, drill, and top according to the specifications indicated on the attached blueprint.*

Given a list of technical terms, commonly used in nursing, match them to definitions given with 8 out of 10 being matched correctly.*

Provided with an outdoor TV antenna bit and appropriate tools, be able to install the antenna according to trade standards, making sure the resulting TV picture is free of snow.*

By the fall of 1972, increase freshmen enrollment in mechanical technology by 10% over the fall of 1971 figure.

Mager and Beach, 1967.

LISTING OF PROBLEMS, PROJECTS AND OUTCOMES

COLUMN A	COLUMN B			
Projects, problems, outcomes, idea changes, activities that you want to achieve	Essential to complete this year	Desirable to complete this year	Not to complete this year but desirable to complete within 4 years	Could be put off

COMPETENCY IDENTIFICATION AND ANALYSIS WORKSHEET

Job _____

Column A (see attachment A for Diagnostic Questions)	Column B (see attachment B for Diagnostic Questions)		Column C (see attachment C for Diagnostic Questions)				Column D (see attachment D for Diagnostic Questions)	Column E (see attachment E for Diagnostic Questions)
Competency Statement	Frequency of Performance		Importance				Conditions for Application of Competency	Criteria That Exhibit Satisfactory Application of the Competency
	Every Day Frequently Rarely	No. of Times Per Week, Day, Year or Month	For Job Entry		For Job Advancement			
			E	D	U	NS		

E -- Essential; D -- Desirable; U -- Unnecessary; NS -- Not Sure

(FOR OBJECTIVES THAT DO NOT HAVE SPECIFIC QUANTITATIVE INDICATORS)

Name _____

Date _____

Title and/or Position _____

CONDITIONS	OUTCOME STATEMENT	CRITERIA
Time Period and/or Target Date	Plans for Change and Problem Solving	Statement Describing Conditions That Will Exist

STUDENT PERFORMANCE OBJECTIVES WORKSHEET

Program _____

TASK OR OUTCOME STATEMENT	CONDITIONS	CRITERIA

PROGRAM MANAGEMENT OBJECTIVES WORKSHEET

(FOR PROGRAM OBJECTIVES WITH SPECIFIC QUANTITATIVE INDICATORS)

Name _____

Date _____

Title and/or Position _____

CONDITIONS	OUTCOME STATEMENT	CRITERIA			
Time Period and/or Target Date	Management Responsibility	Reality Based Results			
		Minimum Acceptable	Average Expected	Maximum Probable	Unit of Measurement or Formula

A P P E N D I X H

February 4, 1975

Dear Carol,

At the last advisory council meeting I decided that before I begin writing measurable objectives I need to know some of the skills and the knowledge that is required of a job applicant to be hired for a secretarial position.

I have written a questionnaire that I would like to have completed by several businesses in Vandalia. Each advisory council member will receive a list of businesses where she can take the questionnaire.

Would you please take a questionnaire to each of the following places:

Crane
P. H. Hirsch Warehouse
Real Estate Office (it doesn't matter which one)
State Farm Insurance Office

Mr. Lane is going to try to have an advisory council meeting on February 25th. I would like for you to have these forms completed at that time.

You can take a form to each of these offices and see if they would take the time to fill it out. If one of the places of business doesn't want to complete the form, please let me know, and I will give you another business.

Thank you for your help.

Terri,

Will you please take a questionnaire to each of the following places:

Burnside, Dees and Johnston

First National Bank

Fayette County Court House--Mr. Staff's office

Mr. Resnick's office

Mr. Austin's office

Imco

Thank you.

SURVEY OF THE KNOWLEDGE AND SKILLS
NEEDED TO OBTAIN A SECRETARIAL POSITION

Business Education Department
Brownstown High School

Name of Business _____

1. What typing speed is required of job applicants? _____
2. Is the knowledge of shorthand required? If so, at what speed should an employee be able to take dictation? _____
3. Do you have a dictaphone or other transcribing equipment in your office? _____
4. How much experience or knowledge of bookkeeping or accounting is needed for a job in your office? _____

5. Do job applicants need previous experience using calculators, copying, and duplicating equipment or can they receive on-the-job training? _____
6. What type of filing system is used in your office?
Alphabetical _____ Numerical _____ Geographical _____
_____ or Subject _____
7. How much previous training does a job applicant need to have on the proper use of the telephone? _____
8. Does the secretary in your office compose any of the outgoing correspondence, or is it all composed by the employer? _____
9. What personal qualities do you consider are most important when you hire a job applicant?
10. Please list other skills that are necessary for the job applicant to have in order to be employed in your office.

SURVEY OF THE KNOWLEDGE AND SKILLS
NEEDED TO OBTAIN A POSITION IN THE AGRICULTURAL FIELD

AGRICULTURAL DEPARTMENT, BROWNSTOWN HIGH SCHOOL

To help set the objectives for the Agriculture students at Brownstowr I would like you to use your own expertise or visit with someone who might know what a student should know or be able to do at the end of High School in order to get and hold anyone of the following Jobs. Any other jobs you feel should be added, Please add.

<u>JOB TITLE</u>	<u>KNOWLEDGE OR SKILL</u>
1. Agriculture machine set up-	
2. Agricultural Mechanic Repair-	
3. Agricultural Carpenter-	
4. Agricultural Concrete Mason-	
5. Agriculture Construction-	
6. Hog Farm Manager-	
7. Hog Farm Owner-	
8. Beef Farm Manager-	
9. Feed Lot Manager-	
10. Cash Grain Farmer-	
Corn-	
Soybeans-	
11. Welder-	

Dear Committee Member,

Before writing our measurable objectives we need information on knowledge and skills needed for our high school students to obtain part time or full time employment related in the area's of Child Care, Clothing Management, and Food Management.

I thought it would be easier if we divided the three categories. Would you be able to work on this information needed by contacting persons on knowledges and skills necessary for a high school graduate to obtain and keep part time or full time jobs?

Enclosed is a form for a guide.

Also, it would be helpful if you have other jobs and locations to list.

Sincerely

Phyllis Smith
(Home Economics)

SURVEY OF KNOWLEDGE AND SKILLS NEEDED TO OBTAIN
PART TIME OR FULL TIME EMPLOYMENT RELATED IN THE AREA
OF CHILD CARE, CLOTHING MANAGEMENT (PRODUCTION & SERVICE,)
FOOD MANAGEMENT (PRODUCTION AND SERVICE)

CLOTHING MANAGEMENT (PRODUCTION & SERVICE)

JOB TITLE

KNOWLEDGE AND SKILLS

INDUSTRIAL SEWING

DRESSMAKER, WOMEN'S ALTERATIONS

MENS WEAR, ALTERATIONS
GENERAL SEWING

WEARING APPAREL (SALES CLERK)

STORE MANAGER

BUYER

STOCKROOM CLERKS

TAILORS

AIDES AND ASSISTANTS TO INTERIOR DECORATORS

MILLINERS OR MILLINER'S AIDE

ASSISTANTS TO TEXTILE TESTERS

APPAREL AND HOME FURNISHINGS INDUSTRIES

FABRIC SHOP MANAGER

SALES DEPARTMENT

CLOTHING MANAGEMENT (PRODUCTION & SERVICE)

JOB TITLEKNOWLEDGE AND SKILLS

UPHOLSTERING BUSINESS

SLIP COVER SEAMSTRESS

NEEDLE ARTS

CUSTOM DRAPERIES

LAUNDRY

DRY CLEANING ESTABLISHMENT

HOME FURNISHINGS DEPARTMENT

FASHION DESIGNER

PATTERN DESIGNER

SURVEY OF KNOWLEDGE AND SKILLS NEEDED TO OBTAIN
 PART TIME OR FULL TIME EMPLOYMENT RELATED IN THE AREA OF CHILD CARE,
 CLOTHING MANAGEMENT (PRODUCTION & SERVICE,) FOOD MANAGEMENT (PRODUCTION
 AND SERVICE)

FOOD MANAGEMENT (PRODUCTION AND SERVICE)

JOB TITLE

KNOWLEDGE AND SKILLS

COOK

FOOD SERVICE WORKERS OR

AIDE IN SCHOOL LUNCH PROGRAM

OR

HOSPITALS, REST OR NURSING HOMES

OR

DAY CARE CENTERS

CHEFS

BAKERS

GENERAL FOOD PREPARATION WORKERS

KITCHEN HELPERS

WAITERS AND WAITRESSES IN FAST-FOOD SERVICES AND COMMERCIAL

CATERERS OR CATERER AIDES

FOOD ANALYSTS AND ASSISTANTS

FOOD SERVICE SUPERVISORS OR MANAGERS

DIETARY AIDE AND TECHNICIAN

AIRLINE FOOD PREPARATION, PACKAGING AND DELIVERY SERVICE WORKERS

FOODS AREA

JOB TITLE

KNOWLEDGE AND SKILLS

HOSTESSES AND STEWAIDS

FOOD AND BEVERAGE ORDER CLERKS FOR HOTELS AND MOTELS

DEMONSTRATORS OF FOOD PRODUCTS AND THEIR ASSISTANTS (SUNBEAM)EX.

HEAD WAITRESS

BUS PERSON

Utilities Companies

SURVEY OF KNOWLEDGE AND SKILLS NEEDED TO OBTAIN
PART TIME OR FULL TIME EMPLOYMENT RELATED IN THE AREA OF
CHILD CARE, CLOTHING MANAGEMENT (PRODUCTION AND SERVICE),
FOOD MANAGEMENT (PRODUCTION AND SERVICE).

JOB TITLEKNOWLEDGE AND SKILLSCHILD CARE

PROFESSIONAL BABY SITTING

HEAD START

NURSERY

KINDERGARTEN

ELEMENTARY

SECONDARY SCHOOL

PROFESSIONAL YOUTH LEADERS

SUPERVISORS IN CITY, COUNTY, STATE AND FEDERAL OFFICES
OF EDUCATION

AIDES IN DAY_CARE CENTERS

ASSISTANTS IN DAY_CARE CENTERS

AIDES IN RETARDATION CENTERS

FAMILY ASSISTANCE WORKERS

CAMP COUNSELOR

ASSISTANTS IN HOSPITAL, CLINICS

ASSISTANTS IN SHOPPING CENTERS

PLAYGROUND SUPERVISORS

CHILDRENS INSTITUTIONS

WELFARE DEPARTMENTS

Grade (s) _____

Subject Area Business Education Department

Component _____

Critical Area _____

Objective Within one year after graduating from
high school, 20% of the students graduating will be
enrolled in a four-year college.

Component _____

Critical Area _____

Objective Within one year after graduating from
high school, 20% of the students will be enrolled
in a junior college or other training program

Grade (s) _____

Subject Area Business Education Department

Component _____

Critical Area _____

Objective Within one year after graduating from
High School, 30% of the students will be working in
jobs related to their business training in the Business
Education Department.

Component _____

Critical Area _____

Objective After obtaining a job upon graduation
from high school, 80% of those working will hold
that job for at least three years.

Grade (s) _____

Subject Area Business Education Department

Component _____

Critical Area _____

Objective After two years of working on a job, 80%
of those working will realize that it takes a
combination of professional qualities, good personal
habits, and a pleasing personality to maintain a
good working relationship with employers, employees,
and customers.

Component _____

Critical Area _____

Objective _____

Grade (s) 11-12

Subject Area Shorthand I

Component Principles of Shorthand

Critical Area Notebook and pen

Objective When given a stenographic notebook and pen,
a student will orally explain the proper method of
taking shorthand notes in 2 minutes with 100% accuracy.

RELATED TO GOAL #2

Component Principles

Critical Area Alphabet

Objective When given the alphabet, a student will
write the shorthand forms in 2 minutes with 100%
accuracy.

RELATED TO GOAL #2

Grade (s) 11-12

Subject Area Shorthand I

Component Principles of Shorthand

Critical Area Sounds that shorthand forms represent

Objective When given an oral test over 25 shorthand
forms, a student will correctly pronounce the sound
the shorthand form represents in 2 minutes with 95%
accuracy.

RELATED TO GOAL #2

Component Principles of Shorthand

Critical Area Brief Forms

Objective When given 100 brief forms, a student will
will write the shorthand forms for them in 10 minutes
with 98% accuracy.

RELATED TO GOAL #2

Grade (s) 11-12

Subject Area Shorthand I

Component Principles of Shorthand

Critical Area Phrases

Objective When given 50 phrases, a student will
write the shorthand outline for them in 10 minutes
with 98% accuracy.

RELATED TO GOAL #2

Component Principles of Shorthand

Critical Area Word beginnings and endings

Objective When given 30 word beginnings and endings,
a student will write the shorthand outline for them
in 5 minutes with 98% accuracy.

RELATED TO GOAL #2

Grade (s) 11-12

Subject Area Shorthand I

Component Principles of Shorthand

Critical Area Spelling, punctuation, and grammar

Objective When given a letter with incorrect spelling,
punctuation, and grammar, a student will transcribe
the letter correctly in 15 minutes with 96% accuracy.

RELATED TO GOAL #2

Component Principles of Shorthand

Critical Area Vocabulary

Objective When given a vocabulary test over 50 business
terms, a student will write the meanings to the words
in one class period with 90% accuracy.

RELATED TO GOAL #2

Grade (s) 11-12

Subject Area Shorthand I

Component Transcription

Critical Area Three-minute dictation

Objective When given a letter dictated at 80wpm
for three minutes, a student will transcribe the
letter in 15 minutes with 96% accuracy.

RELATED TO GOAL #2

Component Transcription

Critical Area Three-minuted dictation

Objective When given a letter dictated at 60wpm
for three minutes, a student will transcribe the
letter in 15 minutes with 98% accuracy.

RELATED TO GOAL #2

A P P E N D I X I

January 20, 1975

From: Dale Lane, Vo. Director
To: Occupational Education Advisory Committee

Members of the General Occupational Education Advisory Committee of Brownstown Community Unit #201 were approved by the Board of Education for a one year term beginning February 1, 1974.

Names of prospective members for the coming year will be submitted to the Board of Education at the regularly scheduled meeting in February 1975.

Your service during the past years is appreciated. We are hopeful that at least two-thirds of the present membership will be reappointed to serve as experienced members.

Please indicate by checking the appropriate box below your decision as to whether or not you will be available to serve another one year term.

Will serve another one year term if reappointed

Will not serve another term

We would also appreciate the names of anyone who you could recommend as a member of the advisory committee.

Please return this form to me by the first of February.

A P P E N D I X J

RESOLUTION
Adopted February 13, 1975

Brownstown High School
Board of Education

WHEREAS, The Occupational Education Programs at Brownstown High School have enjoyed a very profitable year in working toward their goals and objectives; and

WHEREAS, The General Occupational Advisory Committee has been instrumental in bringing about our success, be it, therefore

RESOLVED, That the members of Brownstown High School Administration and the Board of Education express their appreciation to the following members of the General Occupational Advisory Committee: Mr. Warren Bayles, Mrs. Terri Braun, Mr. Harry Denning, Mrs. Mary Miller, Mrs. Linda Sidwell, Mr. Virgil Strobel, Jr., Mrs. Carol Williams, Mrs. Geneva Williams, Miss Louella Yakeb, and be it

RESOLVED FURTHER, That this resolution be entered in the Board minutes and released to the press as a part of the news release announcing the board meeting of February 13, 1975, and that a copy of the resolution be presented to each member of the committee.

RAYMOND McELHENEY,
President
Board of Education

Cites Service of Committee

Nine persons were named to the General Occupational Advisory Committee in the Brownstown Community School Unit at a recent meeting of the unit board of education.

Approved as committee members for one year were Harry Denning, Margaret Dowell, Lela Eisert, Leo Eisert, Mary Miller, Jerry Reed, Wilma Rook, Linda Sidwell and Virgil Strobel, Jr.

The board also expressed its appreciation to members who served on the committee during the past year: Warren Bayles, Terri Braun, Harry Denning, Mary Miller, Linda Sidwell, Virgil Strobel, Jr., Carol Williams, Geneva Williams and Louella Yakel.

In other action, the board:

Agreed to continue with its present schedule of half-day classes for kindergarten pupils.

Approved a combination field trip and class trip to Chicago for the seniors at Brownstown Community High School at a date to be announced later.

Ended its affiliation with the St. Elmo and LaGrove units in a cooperative for learning disabilities program under which the three schools had shared the services of a special education teacher to correct learning disabilities.

Brownstown will employ its own teacher and institute its own program beginning with the 1975 fall school term, according to superintendent Thomas M. Robertson.

Robertson pointed out the program will not interfere with education for handicapped students who presently attend classes in the Vandalia unit.