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DESIGN OF ORGANIZATIONAL GUIDELINES AND PROCEDURES FOR THE
IMPLEMENTATION OF A COMMUNITY ADVISORY COMMITTEE
FOR THE BOYS TOWN VOCATIONAL CAREER CENTER

A Field Project
Presented to the
Department of Educational Administration
and the
Graduate Faculty
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Chester J. Plewa

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Accepted for the faculty of the Graduate Studies
of the University of Nebraska at Omaha, in partial ful-
fillment of the requirements for the degree Specialist in
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Chapter 1

INTRODUCTION

At present, advisory committees are virtually non-existent at the Boys Town Vocational Career Center. Innumerable strengths in the Career Center's programs, staff, facilities and equipment can be cited; but weaknesses do exist and specifically in the lack of advisory councils in the vocational programs. A report prepared by the North Central Association of Colleges and Secondary Schools and the Nebraska State Department of Education Committee on Approval and Accreditation for the Boys Town Senior High School, January 1972, listed the following areas needing improvement in the vocational education program.¹

1. The lack of advisory councils in specific vocational programs.
2. The low enrollment and narrow offering in vocational agriculture.
3. The lack of flexibility in some instances whereby students can change from academic to vocational

¹"North Central and State Department of Education Committee Report," Boys Town Senior High School, Boys Town, Nebraska, January, 1972, pp. 23, 24, 31.

or visa versa. It may be that some type of screening could be improved. Some students could, perhaps, do better in other fields. Some appear to lack interest.

4. The lack of opportunity for boys to work in construction areas such as bricklaying, plumbing and electrical wiring.

5. Business and office courses classified as academic rather than vocational or occupational.

School officials should make an effort with the labor (craft) union officials to see that credit is offered in apprenticeship training for given vocational courses and programs for boys who have attained certain performance standards, but the need is for a guideline to insure more satisfactory results.² It would be highly advantageous for resource people from industry, working in cooperation with advisory people, to be effectively involved in the Vocational Career Center programs.

Statement of the Problem

The purpose of this study is to design organizational guidelines and procedures for the implementation of a community advisory committee for the Boys Town Vocational Career Center.

²Ibid., p. 24.

Importance of the Study

One very important mission of Boys Town is to carry on meaningful dialogue with noted leaders in industry and business in order to communicate and share concern for the vocational needs of youth. In addition, it is necessary to have a structure in order to continuously identify and evaluate the present as well as future occupational needs of youth and then to postulate strategies and programs to meet them.

Major Assumptions

For the purpose of this study, the following assumptions were made:

1. It was assumed that the Boys Town Vocational Career Center students, with the assistance of local advisory committees, will attain salable skills for full-time employment.

2. It was assumed that the Boys Town Vocational Career Center teachers receiving the assistance of a local advisory committee will feel that they have benefited from the expertise received.

3. It was assumed that industry will benefit by being able to employ Boys Town Vocational Career Center graduates who have successfully completed the requirements for employment achieved through programs which have been developed with the assistance of local advisory committees.

Procedure

This study concentrated on the design of organizational guidelines and procedures for the implementation of a community advisory committee for the Boys Town Vocational Career Center.

Advisory committees in Career Centers have been used in limited numbers because school personnel have not been aware of procedures for establishing such committees or how to use them effectively.³ Therefore, the formulation of guidelines for an advisory committee should commence with representatives of the local business/industry community becoming involved with administrators, staff and students to offer a realistic evaluation of: (1) physical facilities and equipment, (2) curriculum, and (3) programs. Sub-committees (ad hoc) can be formed to determine other needs.

Additional assistance was sought from the Omaha Public School System, Nebraska State Department of Education, and related literature.

³Loren Martin and John F. Stephens, "A Project to Develop an Instructional Packet for Advisory Committees in Vocational Education Used in the Orientation of School Personnel and Committee Members," (Washington, D.C.: Office of Education, Bureau of Research, ERIC Document ED 062 567, October, 1971), p. 3.

Definition of Terms

Ad hoc (Sub-Committee). (Lat. lit. "for this purpose") - established for a particular purpose without reference to wider applications, as ad hoc committee.⁴

Advisory Committee. A group of persons usually outside the educational profession chosen to advise regarding an educational program; does not have final decision-making powers; offers advice to legally constituted administrative officials; used extensively in the cooperative extension service and in vocational education.⁵

Advisory Committee, Craft. A group of local craftsmen selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation.⁶

Community (General) Advisory Committee. The general advisory committee is organized to deal with broad aspects of vocational education. In general, the members

⁴Carter V. Good, Dictionary of Education (New York and London: McGraw-Hill Book Company, 1973), p. 11.

⁵Ibid., p. 18.

⁶Ibid.

provide advisory service in determining general policies and types of training programs needed in the community. The members serve as consultants to the local teacher-coordinator, suggesting activities that will meet the needs of students as they prepare for careers in vocational education.⁷

Curriculum. The whole body of courses offered by an educational institution or one of its branches: all planned school activities including besides courses of study, organized play, athletics, dramatics, clubs, and home-room programs.⁸

Specific Occupational Advisory Committee. An occupational advisory committee is concerned with the instructional program in a specific vocational occupation. The members provide advisory service in determining objectives, in planning details, and in coordinating the instruction of the training program within the occupation.⁹

⁷Ronald Applegate and Others, Advisory Committees and Distributive Education, Delaware State College, Dover, Delaware, ERIC Document ED 059 407, (n.d.), p. 3.

⁸Webster's Unabridged Third New International Dictionary, (G & C Merriam Co., Springfield, Mass., 1971), p. 557.

⁹Good, loc. cit.

Steering Committee. A committee generally representative of the various interests involved and responsible for the overall determination and sometimes implementation of policies with regard to a project or activity that is to be undertaken: may function on national, state, or local level; for example, a curriculum steering committee within a particular school.¹⁰

Organization of the Study

This study will consist of four chapters as follows:

- I. Introduction and Statement of the Problem.
- II. Review of Related Literature.
- III. Organization, Function and Operation of the Vocational Career Center Community Advisory Committee.
- IV. Summary and Recommendations.

¹⁰Good, Ibid., p. 118.

Chapter 2

SURVEY OF RELATED LITERATURE

A survey of research indicates that programs of vocational education must be an integral part of the community in which they exist, and a realistic part of the day-to-day occupational life of that community. Close cooperation between the school and the work force of the area is of primary concern; and one of the most effective ways to achieve this cooperation is through the use of vocational advisory committees.¹¹

Although the advisory committee would be a new activity at the Boys Town Vocational Career Center, it is most important that success or failure be determined after the first full year of operation. This determination should involve the school officials and the committee members.¹²

The information presented in this chapter will focus on the following areas: importance of advisory committee, organization of the advisory committee,

¹¹Martin and Stephens, op. cit., p. 7.

¹²Citizens Advisory Committees, Current Trends in School Policies and Programs, 1973, p. 36.

function of the advisory committee, and operation of the advisory committee.

Importance of Advisory Committee

An advisory committee is a vital link between the community and the school. It is composed of interested, able and concerned citizens, producing the most relevant methods to involve the community in education by giving advice, making recommendations, and providing services otherwise not available.¹³

School authorities, having discovered they have at their disposal an abundant supply of public talent, time and willingness to work, believe this reservoir of public energy and wisdom can be useful to the school system, the community, and the students. These services are most often described as improved two-way communication, school-community interaction, and participatory school administration.¹⁴

It is impossible for an individual to keep abreast of all the changes that bear upon problems facing him. For

¹³James L. Golby, Advisory Council Member: Illinois State Board of Vocational Education and Rehabilitation, (Springfield, Illinois, ERIC Document 065 724, n.d.), p. 94.

¹⁴Citizens Advisory Committees, op. cit., p. 5.

this reason, advisory committees are established to serve the various facets of the educational system.¹⁵

Organization of the Advisory Committee

Initial organization of advisory committees generally falls into four categories: (1) response to federal and/or state requirements; (2) desire for a particular need(s); (3) as a result of the administration's quest for better communication/involvement with the community; and (4) the demand of the community for better communication/involvement with the school system.¹⁶

The school desires the active participation of those people in the community who can contribute most to the success of the program and, thus, one of the most important requisites is the selection of members of the committee.¹⁷

Two major considerations are factors in deciding who should serve on the advisory committee: (1) membership must be representative of the total school service area; and (2) personal qualifications of members. The procedure is as follows:

¹⁵Martin and Stephens, loc. cit.

¹⁶Citizens Advisory Committees, loc. cit.

¹⁷"Organization, Function and Operation of Industry Advisory Groups," Electronic Industries Assn., Washington, D.C. (n.d.), p. 8.

1. Membership must be representative of the total school service area. Zikmund suggests that members should be selected to represent:¹⁸

- a. Geographical sections of the school service area.
- b. Business and industry.
- c. Management and labor.
- d. Parents of students.
- e. Alumni.
- f. Various age grouping.
- g. Varied educational levels.
- h. Present students.

2. Personal qualifications of members. The following personal qualifications for the success of the committee are desirable for members to demonstrate:¹⁹

- a. Reputation for good character and integrity.
- b. Willingness to serve.
- c. Willingness to devote adequate time.
- d. Experience, interest and enthusiasm for the educational program.
- e. Rapport and respect of fellow committee members.
- f. Ability to cooperate and contribute.

The size of the committee and the means of selecting the membership are important factors in the organization of advisory committees.

¹⁸Dale G. Zikmund, Operator's Manual for Vocational Education Advisory Committee, Center for Vocational and Technical Education, Kearney State College, Kearney, Nebraska, (n.d.), p. 4.

¹⁹Steve A. Equall, Advisory Committee for Vocational Education, Nebraska Department of Education, State Board of Education and State Board of Vocational Education, (n.d.), pp. 6, 7.

Means of selecting members in advisory committees may be through appointment by the board of education, voluntary (self-selected), elected by parents/citizens, chose by civic (community) organizations, or appointed by professional staff. Selection of members is decided most frequently by the board of education and/or appointed by the professional staff; i.e., the superintendent of school.²⁰

The American Vocational Association indicated that although there are no prescribed numbers for membership of advisory committees, the size will be a significant element in determining the success of its operation.

Martin cautions that when starting new committees, it may be best to start on the conservative side with a small number of committee members. As experience in committee operation grows, and as their activity increases, the size of the committee can be expanded.²¹

Community (general) advisory committees serving an entire program of vocational education may have twelve to fifteen members.²²

²⁰Citizens Advisory Committees, op. cit., pp. 10, 11.

²¹Martin and Stephens, op. cit., p. 12.

²²The Advisory Committee and Vocational Education, American Vocational Association, Inc., Washington, D.C., (n.d.), p. 27.

The committee advises school officials (particularly the vocational director) on the relative emphasis needed in various trades or occupations and usually assists in establishing general policies for the school or system. Some areas of advisement include:²³

1. Conducting a community survey to identify needs of the individuals and the community.
2. Assessing labor market requirements.
3. Developing community understanding and support.
4. Building the prestige and respect of the entire program of vocational education.
5. Long-range planning for occupational (vocational) education.

A special or ad hoc committee is a temporary group appointed by the community advisory committee for one specific problem; and upon completion of its task, the committee is disbanded.

It is suggested that the term of office for committee members be two to three years (on a rotation plan) and approximately one-third of the members be replaced each year.²⁴

Equall recommends a widely used procedure for nominating advisory committee members is for vocational education teacher(s) and the school superintendent to

²³Martin and Stephens, op. cit., pp. 8, 13.

²⁴The Advisory Committee and Vocational Education, op. cit., pp. 27, 28.

recommend a list of possible nominees to the board of education. The board in turn selects and appoints each member of the advisory committee for a specific term, after determining his/her willingness to serve. Appointment to the advisory committee is normally made at the annual organization meeting of the board of education.

A letter of appointment should be made by the board of education stating the term for which appointment is made and specifying the person who will call the organizational meeting. It is advisable to enclose pertinent information about the community advisory committee to give the new member an insight to his duties and responsibilities.²⁵

Function of an Advisory Committee

According to Haggmann, the role and function of the advisory committee members must be clearly understood:

They must understand that their function is advisory, not administrative. It must be clear to them that they are contributing from their own experience and knowledge to assist the governing board (teacher) and school officials in making policy decisions and in planning details of program operation, but that final responsibility rests with the

²⁵Equall, op. cit., p. 8.

governing board. It must be understood that it may not always be possible for the board (teacher) or the school administration to adopt in full the recommendations of an advisory committee.²⁶

Hagmann concludes that if the educator cannot accept the full recommendations of the advisory committee, he should explain his reasons to the committee.²⁷

Education U.S.A. survey indicated community advisory committees dealt with the following specific functions: building, programs (including site selection), vocational education, adult education, finances, student behavior, curriculum and instruction, transportation, federal programs, purchase of equipment, special education and use of school facilities. In addition to these specific subject areas, committees were asked to perform general functions, such as:²⁸

²⁶Larry Hagmann and Melvin L. Barlow, Role of Advisory Committees in Occupational Education: Types of Advisory Committees, University of California, Los Angeles Division of Vocational Education, ERIC Document ED 063 517 (31), August 9, 1971, p. 10, citing Western New York School Study Council, Organization and Operation of a Local Program of Vocational Education (New York: State University of New York at Buffalo, 1968), p. 31.

²⁷Hagmann and Barlow, Ibid.

²⁸Citizens Advisory Committees, op. cit., pp. 9, 10.

1. Long-range planning, establishment of goals and objectives, setting policies and priorities and evaluating programs.
2. Improving public relations, liaison with the community, taking surveys, disseminating information.
3. Needs assessment recommendations and suggestions, input, reaction to proposals.
4. Class visitation, screening, para-professionals, recreational activities, leg-work for task forces, and even "select principal."

The Omaha Public School System relates that the function and purpose of the lay advisory group was formally approved by the Board of Education. The committee is primarily a study group and its function is to become informed relative to curriculum, teaching methods, the management of school plants and school finance, and other allied matters. In this function, the committee members thus become equipped to render judgment based on fact and to report on school problems to their respective neighborhoods and to the public in general.²⁹

Operation of the Advisory Committee

Formulation of a common set of policies and procedures for the operation of advisory committees is not possible, but some generalizations can be made.

²⁹"Practices and Procedures of the School District of Omaha, 1974," Board of Education, Omaha, Nebraska, p. 3.

A set of guidelines and responsibilities, or a formal constitution, should be drawn up to give direction to the group and clarify the proper position of the committee within the school system. Since the representative of the school will usually serve as an interim chairman, he should attend the first meeting with a format in mind for conducting the session.³⁰

Election of new advisory committee officers should take place as soon as possible following the completion of the selection of all members. Officers should take office immediately following election. Vacancies may be filled at any meeting.

The advisory committee will set its own rules regarding time, place and frequency of meetings.

The principal should serve as an ex-officio, non-voting member of the committee and provide information regarding the school educational program, etc.³¹

The responsibility for planning the agenda or activities for every meeting of the advisory committee lies with the chairman and the school representative. A well prepared agenda is necessary if the time is to be

³⁰The Advisory Committee and Vocational Education, op. cit., pp. 32, 33.

³¹Citizens Advisory Committees, op. cit., p. 41.

used effectively and efficiently. The activities or services should be of sufficient importance to demand the committee's attention, presented clearly and logically sequenced.

The school representative must be familiar with every issue presented to the committee and be able to substantiate the comprehensive discussion of a problem with essential descriptive and statistical information. Business procedures and common courtesies should be practiced. Ample notice should be given for meetings, the agenda mailed in advance and minutes of meetings distributed to committee members promptly.³²

Zikmund summarizes that any attempts to improve a school program will succeed or fail to the degree that the school served by the program participate in and support it. In vocational education, capable and representative advisory committee members should be constantly involved in many phases of the program, including recommending policies, program planning, evaluation of curricula, improvement of instruction and public relations.³³

³²The Advisory Committee and Vocational Education,
op. cit., pp. 40, 41.

³³Zikmund, op. cit., p. 7.

Therefore, the role of the community advisory committee should be to assist and advise the administrators, instructional staff, and the students of the Boys Town Vocational Career Center in developing and implementing guidelines and procedures with respect to physical facilities and equipment, curriculum and evaluation.

Chapter 3

ORGANIZATION, FUNCTION AND OPERATION OF THE VOCATIONAL CAREER CENTER COMMUNITY ADVISORY COMMITTEE

The community (general) advisory committee for the Boys Town Vocational Career Center shall advise and recommend to the administrators, instructors and students in the following general areas: physical facilities and equipment, curriculum and evaluation.

For clarity, a model (Figure 1) was designed for guidelines and procedures of an advisory committee, which included its organization, function and operation with respect to physical facilities and equipment, curriculum and evaluation. For further clarity, a second model (Figure 2) was designed for the implementation of the community advisory committee involving: the student, the instructor, the administrator, and the committee.

Guidelines and procedures are a most effective way to give direction to a new community advisory committee as to its responsibilities as well as clarification of its role and function within the school system.

ORGANIZATION

The Boys Town Vocational Career Center desires the active participation of people in business/industry who

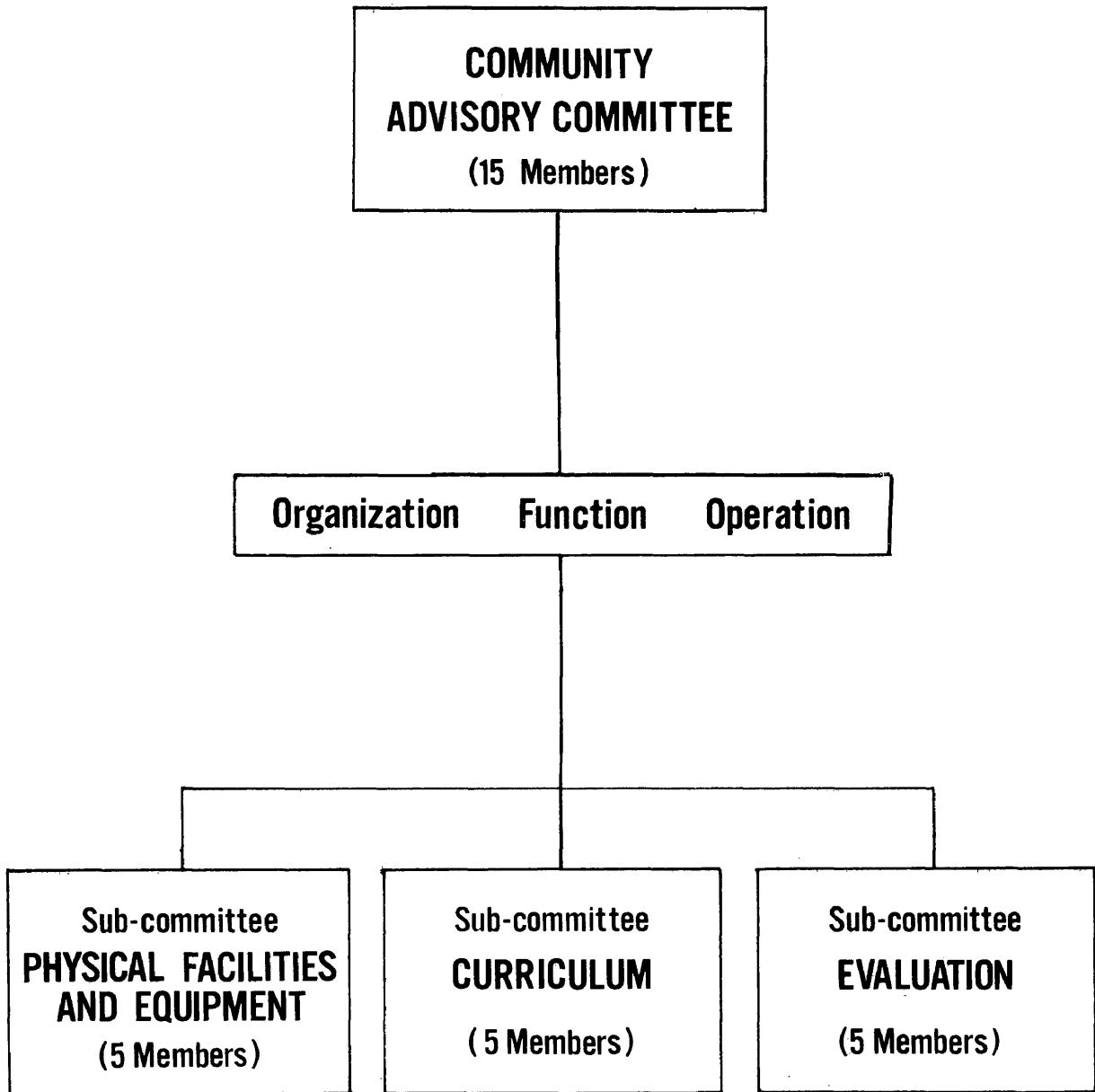


Figure 1. Model of the Organization, Function and Operation of Boys Town Vocational Career Center Community Advisory Committee.

can contribute most to the success of the vocational program. The establishment of a community advisory committee can be one of the most effective devices in formulating such a program. The first consideration in establishing an advisory committee is its organization.

In organizing a community advisory committee for the Boys Town Career Center, some basic rules are essential in order to get started. The following criteria should be kept in mind: (1) Composition of the Committee; (2) Selection of Members; and (3) Term of Office.

Composition of the Committee

The Career Center Community (General) Advisory Committee will serve the entire program of vocational education and will be composed of fifteen members. For specific assignments, the committee will be divided into three sub-committees (Figure 1); namely, (1) Physical Facilities and Equipment Sub-Committee, (2) Curriculum Sub-Committee, and (3) Evaluation Sub-Committee, each consisting of five members.³⁴

The Boys Town school administration must make every effort to involve the leaders from business/

³⁴The Advisory Committee and Vocational Education, op. cit., p. 27.

industry; local community group leaders (such as civic, labor, ethnic, or religious); public agencies of health and welfare; representatives from public and nonpublic school agencies; and other qualified persons interested in serving on an advisory committee.³⁵

Selection of Members

When selecting individuals for membership to an advisory committee for the Boys Town Vocational Career Center, three essential criteria should be kept in mind:³⁶

1. Experience. In the area which the committee will serve, members must have had successful first-hand experience. It is essential that these persons have the respect and confidence of their associates; but it is not necessary that all members be older persons with many years of working experience. Actually, it has been found that young business executives who know their jobs are hard workers in support of the school.

2. Adequate Time. The ability to devote adequate time to committee work is necessary for membership. The committee should meet as frequently as necessary and members keep in close contact with school activities. In

³⁵Citizens Advisory Committees, op. cit., pp. 47, 51.

³⁶"Organization, Function and Operation of Industry Advisory Groups," op. cit., pp. 8, 9.

this connection, it is sometimes advisable to have alternates for each member of the committee.

3. Character. Candidates for membership should include outstanding individuals with desirable personal qualities of intelligence, integrity, a keen and balanced mind, courage and an unselfish spirit. They should possess a strong sense of responsibility and a willingness to cooperate.

In addition to considering the personal attributes of individual members, the Boys Town school administration should make every effort to have a truly representative group. Members should be selected from different organizations or segments of industry. Along with the geographical divisions of the service area, important minority groups should be considered. In other words, there should be a well-balanced representation from business/industry for advisory committee membership.

In selecting and appointing the members of the Boys Town advisory committee, it should be a cooperative enterprise between the school and the groups to be served. As well as being held in high esteem by their colleagues, they must be acceptable to the schools; therefore, it must be a cooperative effort between the two parties concerned.

The final authority for approval of members must come from the Boys Town administration, and a formal

invitation (see Appendixes A) to membership on an advisory committee should come from them. In this way, the members realize that they are responsible to the Boys Town administrators and their recommendations must clear through them.³⁷

Notice of appointment should be made by letter from the administration stating the term for which appointment was made. The appointment should be publicized through local media.³⁸

Term of Office

Members of the advisory committee should be appointed for a definite term, from one to three years. Initial terms of appointments are to be staggered to insure continuity of experienced members on the committee. This provides fresh ideas every year by bringing in new members, thus revitalizing the program.³⁹

FUNCTION

Upon completion of the organization of the Career Center Advisory Committee, the second step will be the

³⁷Ibid.

³⁸Equall, op. cit., p. 8.

³⁹M. Shenker, "Advisory Committees for Cooperative Education Programs," Trenton State College, Department of Business Education, Trenton, New Jersey, ERIC Document ED 062 524, (n.d.), pp. 14, 15.

establishment of the committee's role and function.

One of the most frequent problems an advisory committee encounters is its definition of roles. Problems arise when roles are unclear; and many school district handbooks state that "advisory committees should be appointed only when there is a definite function to be performed." Upon completion of the particular function, the committee should be given a new assignment; and it is important that no committee be allowed to continue for prolonged periods without having a definite assignment.

The Boys Town Vocational Career Center Community Advisory Committee must, therefore, understand its purpose and objectives as well as the scope and limitation of its activities. The function of the committee shall be clearly explained in writing that their role is strictly advisory; and as soon as the job is completed, the committee shall be given a new specific assignment. Final decision on any of the committee recommendations will, of course, rest with the Boys Town administration.⁴⁰

While new functions will arise as the committee is given new specific assignments, the following three initial assignments are suggested as basic areas of

⁴⁰Citizens Advisory Committees, op. cit., p. 27.

responsibility (see Figure 1) for the fifteen member Career Center Committee and its three Sub-Committees of five members each in dealing with: (1) Physical Facilities and Equipment, (2) Curriculum, and (3) Evaluation of Programs.

With respect to the three sub-committees, it is suggested that the members pursue their task by considering each area through the eyes of the student, instructor and administrator. Therefore, the following material is offered as a means of assistance to them. The reader should note Figure 2, which is a model for the implementation of the advisory committee.

Physical Facilities and Equipment Sub-Committee

The Career Center Physical Facilities and Equipment Sub-Committee should be made up of the strongest leaders from both business and industry. The advisory committee must submit its studies and summary reports to the local administrator. Areas of study by the committee should consist of:⁴¹

1. Historical review of local school (include facility - growth and decline).
2. Survey of present facility - if construction is to be an addition or a remodeling project.

⁴¹"Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education," Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin, (n.d.), p. 14.

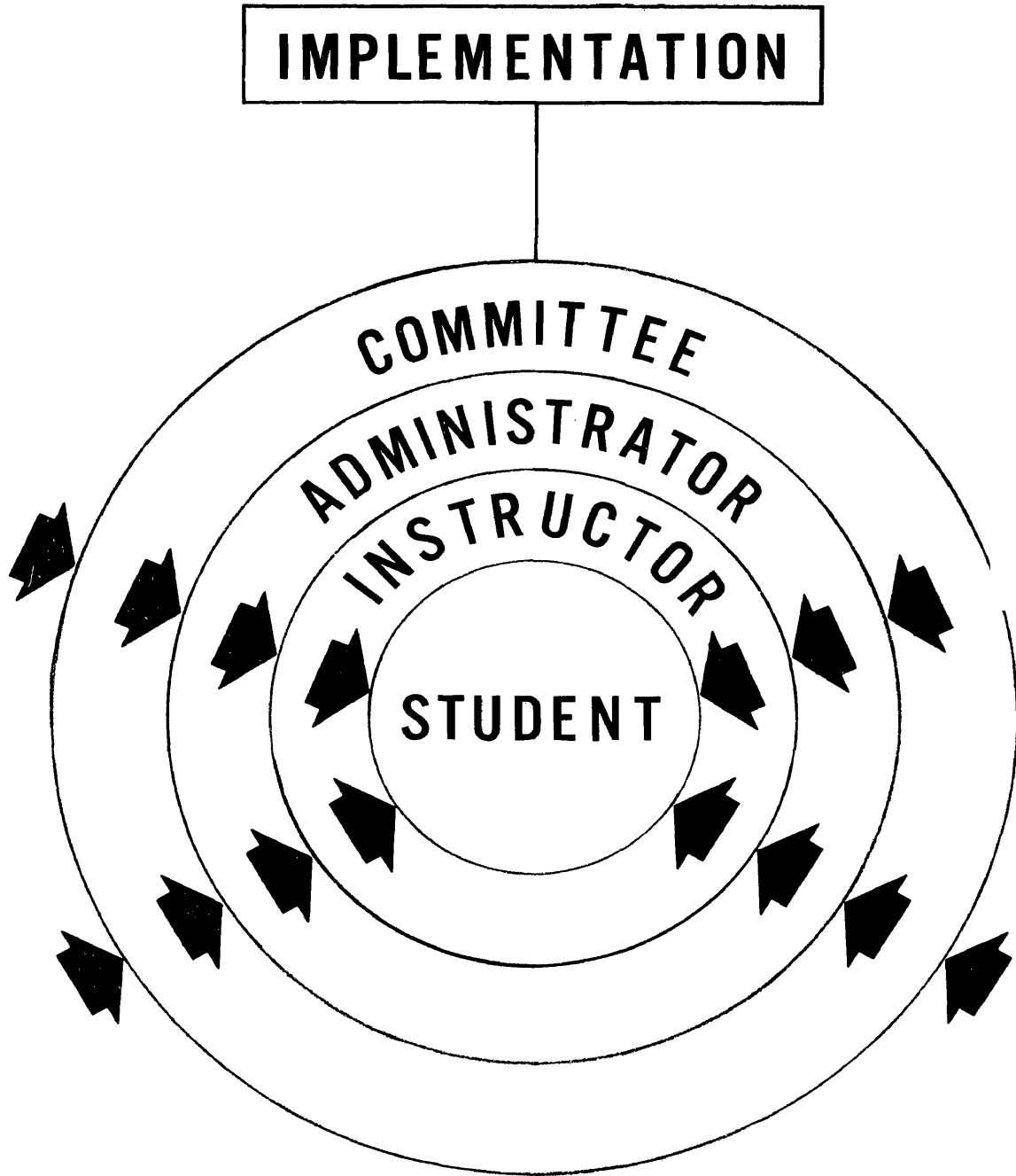


Figure 2. Model for the Implementation of the Advisory Committee from Viewpoint of the Student, Instructor and/or Administrator

- a. Age and condition of present structure.
 - b. Number and condition of previous additions.
 - c. Age and condition of all mechanical equipment, heating, plumbing, ventilating, and electrical.
3. Survey and ability to finance and maintain.
 4. Survey for suitable site.
 - a. Central city location vs. outlying location.
 - b. Study and survey on expanding present site.
 - c. New site campus type.
 - 1) Cost per acre.
 - 2) Utilities.
 - 3) Transportation.
 - 4) Parking.
 - 5) Local zoning.
 - 6) Subsoil condition determination.
 5. Equipment.

Student. The building should include functional facilities for as many subject areas as feasible within budgetary limitations. These should be designed and planned to meet the needs of each pupil, and should have "build-in" flexibility and adaptability for future changes in technology and industry. Of special interest to planners of industrial arts facilities is motivation of students by providing an environment and atmosphere that encourages learning. How available space is utilized contributes to the educational usefulness of the facilities.⁴²

⁴²Modern School Shop Planning, (Prakken Publications, Ann Arbor, Michigan, 1971), pp. 51, 52.

Instructor. Although the primary responsibility for preparing school plans rests with the administrator, he leans heavily on the specialists in his staff for guidance in their respective fields. Vocational-education personnel will be called on for suggestions concerning new shops for their field of specialization. Factors an instructor should take into consideration that have a bearing on the efficiency of a school shop are:⁴³

1. Whether the planning is for a need that already exists or if it is for probable future development.
2. The nature of the instruction to be given must be kept clearly in mind.
3. Awareness of the types of classes to be served - provisions for general shop, a unit shop, or a trade-preparatory shop.
4. Maximum size of classes.
5. Total space allowed for each student.
6. Total floor space necessary for each piece of equipment, sizes of the tool room and storage space.
7. Space allowed for lockers and washrooms and where to place them.
8. Arrangement for movable partitions to take care of probable rearrangement of rooms.
9. Location of shops in relation to one another.

⁴³Ibid., p. 33.

10. Modern methods of adequate light, heat and ventilation.

Administrator. The administrator is the person responsible for the overall planning of school building programs.⁴⁴

The administrator will delegate responsibility in planning to committees composed of various members of his staff because one person could scarcely be an expert in the entire building program let alone have the time to accomplish all the work.⁴⁵

The local administrator and school committees prepare a report for the local board which includes:⁴⁶

1. Evaluate and analyze studies and reports.
2. Develop educational specifications to meet established objectives in light of study results.
3. Recommend site selection and acquisition to local board in light of committee reports and guideline standards.
4. Submit report on size of school to local board in light of committee reports.

⁴⁴Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration, (Houghton Mifflin Co., Boston, Mass., 1972), p. 495.

⁴⁵Ibid., p. 496.

⁴⁶"Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education," op. cit., pp. 6, 7.

- a. Develop a formula for determining total number of classrooms needed.
 - b. Develop a formula for determining number of teaching stations required for each subject or course.
5. Submit cost estimate to local board.
 6. Submit report and recommendations on methods of financing.
 - a. Construction costs.
 - b. Cost of operation and maintenance of new facility.
 7. Development and adoption of long-range plan.
 8. Local board action to proceed.
 9. Selection and hire architect and develop plans and specifications.

Summary. A prime factor for the Boys Town Career Center Building Sub-Committee in planning physical facilities and equipment for vocational education is the realization that each of the areas has specific requirements which must be met. Since the building and other facilities are basically educational tools, they are essential to the educational process and will help to achieve the purpose of the program. Building design is an expression of how the problems of educational program planning have been solved.⁴⁷

⁴⁷"Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education," op. cit., p. 14.

Curriculum Sub-Committee

The role of the Boys Town Career Center Advisory Sub-Committee on Curriculum is to advise the school administration, the faculty, and the community at large of recent developments, needs, and future plans concerning career education in their school and community.

The sub-committee can provide both leadership and energy for moving all elements in the community toward the implementation of career education in two areas:⁴⁸

1. On-Campus Area. Works with faculty, students and community resources to recommend change in existing instructional program(s) and determines how career education can best fit into the educational system.
2. Off-Campus Area. Identifies learning resources in the community outside of regular school facilities. Its function is to provide for the assessment of on-campus resources so that they can be available as useful learning experiences in career education. The subcommittee makes its findings and recommendations available to the community advisory committee as a whole. This provides alternatives to on-campus or to in-school educational programs.

Student. Maley defines the relationship of career education to certain basic goals for people, education and

⁴⁸Sidney P. Marland, Jr., "Career Education: A Handbook for Implementation," U. S. Government Printing Office, Washington, D.C., 1972, pp. 84, 85.

society; and provides the basic premises and guidelines which directs student involvement:⁴⁹

Career education consists of the full range of educational experiences which enable the individual to make effective career decisions - that would provide for the greatest degree of compatibility between him or herself as a human being, and the position he or she chooses to enter as a respectable-productive citizen - and which would enable the individual to develop his or her capabilities in keeping with this selection.

Instructor. Career education is based on a model (see Appendixes B) which provides for a comprehensive program development at four levels: elementary, mid-school, secondary, and post-high school. Strong emphasis is placed on guidance and counseling at every level.

The occupational exploration component is designed (grades K through 6) to provide an overview of the world of work based on the student's occupational awareness experiences, and additional experiences that will facilitate further career development, specifically, an increase in career decision making ability.⁵⁰

Organization into occupational clusters is a

⁴⁹Donald Maley, "The Maryland Plan," School Shop, 32:8, April, 1973, p. 52.

⁵⁰Bruce Reinhart, Neill Slack, and David Buettner, "Building a Comprehensive Career Education System," School Shop, 32:8, April, 1973, p. 76.

portion of the component to be offered (grades 7 through 10), and the orientation experiences in these clusters is initiated in the 7th grade. Exploration experiences are provided in grades 8 through 10 if the student desires continued study in a cluster. Each cluster is divided into several segments and each segment divided into types of modules: simulation, occupational information, and community involvement. Simulation modules get students involved in work-like situations but do not provide them with a depth of knowledge; i.e., characteristics of workers, entry requirements, employment outlook and rewards. Necessary in assisting students to relate their simulation experiences and occupational information to the world outside the school building is a community involvement module.⁵¹

The career preparation (Boys Town vocational programs) component (grades 11-12) is a culminating effort to prepare students for entry into post-secondary work or educational experience. This curriculum, which must reach the entire high-school population, is designed to move each student as far as possible in his career development. The activity has two key outcomes - a salable skill and an expanded base of experience on which better career decisions

⁵¹Ibid.

can be made. Three major categories can be identified from the many methods of providing an effective career preparation program: alternatives to the subject-based curriculum, clustering concepts, and refined and extended vocational-education program.⁵²

Administrator. If a school system is to successfully implement a comprehensive program of career education, the Director of Education (Superintendent) and his board of education (directors) must identify career education as a high priority and adequately fund the program. The principal and faculty members in the school system must realize that career education is a performance priority. The central administration and the principal of the school units in the system must express concern and expectation that career education will be a high performance priority in the goal structure and operational objective of the school system.⁵³

To be implemented in the elementary and secondary schools, career education must have the support of the central administration. The program's scope and sequence must be built by the pupil personnel leaders in the central

⁵²Ibid.

⁵³Marland, op. cit., p. 67.

office. In-service training programs for faculty must be planned. The budget must plan to include funding priorities to support the effort.⁵⁴

Summary. The chief problem that remains in devising a conversion course for career and academic education programs is that a means must be selected to facilitate the development of a systemwide career education program. Carefully planned and implemented in-service programs dealing with the concepts of vocational education must be made available to all students, teachers in academic education on both the elementary and secondary level, guidance counselors, and teachers in vocational and industrial arts programs. Without these in-service programs, the conversion process to career education concepts will be not only impossible but also meaningless.⁵⁵

The task of designing and implementing career education programs in the school is a massive and vitally important one; and the cooperation of all components of the educational system must be insured to bring about the greatest degree of possible success.⁵⁶

⁵⁴Ibid.

⁵⁵L. Allen Phelps, "Cluster Based Instructional Planning for Industrial-Arts Career Education," School Shop, 32:8, April, 1973, p. 79.

⁵⁶Ibid.

Evaluation Sub-Committee

A primary function of the Boys Town Career Center Sub-Committee on Evaluation shall be to evaluate the current educational programs. During the early stages of development, the sub-committee should be given an opportunity to become oriented and knowledgeable in the area of the Career Center programs and its activities. To provide assistance in identifying and validating local needs and recommended priorities in a manner which will help the Career Center staff design and adopt programs should be the major thrust of the sub-committee's effort.⁵⁷

Student. An evaluation of student preparation may be assessed by members of the Career Center Advisory Sub-Committee on Evaluation and by off-campus employers reporting to them and to the coordinator of cooperative education. The evaluation may determine deficiencies in student knowledge and skills peculiar to a particular vocational area. Information on preparation will be helpful in the vocational-career school efforts to provide, revise, and improve instruction. Specific complaints from employers in industry or business provide tangible

⁵⁷Citizens Advisory Committees, op. cit., pp. 36, 37.

evidence of insufficient preparation.⁵⁸

Follow-up - some educators depend on employer opinions of graduates as well as graduates' opinions of the vocational schools, obtained either through formal surveys or other sources, in order to evaluate their vocational or career education programs.⁵⁹

Instructor. One of the main values of the Career Center Advisory Sub-Committee on Evaluation is its responsibility to draw school people from their educational atmosphere and expose them to constructive criticism. In order to insure a method of the school not drifting away from the people, the use of the advisory sub-committee is a sure way of attaining this. Insofar as life situations demand, the sub-committee should continuously evaluate the vocational program to ascertain appropriate training. Their suggestions for improvements and additions will represent the voice of the citizens in the community enabling the support for schools to establish programs designed to serve the community.⁶⁰

⁵⁸"Selection and Use," Advisory Committees, Ohio State Department of Education, February, 1966, p. 21.

⁵⁹Samuel M. Burt, Industry and Vocational-Technical Education, (McGraw-Hill Book Co., New York, 1967), p. 252.

⁶⁰"Organization, Function and Operation of Industry Advisory Groups," op. cit., p. 5.

Evaluation is continuous, once a year, and should be conducted on the vocational program by the advisory sub-committee. The program is to be evaluated in relation to the objectives, accomplishment and problems.⁶¹

A program of quality should have two types of evaluation:⁶²

1. Formative evaluation - on-going evaluation where the student is involved in good instructional planning. (Example: if the teacher develops student behavioral objectives for his class and evaluates them with the program's advisory sub-committee, formative evaluation is taking place and the teacher gets immediate feedback from the sub-committee regarding the adequacy or inadequacy of these objectives.)

2. Year-end or summative evaluation - it is needed to determine achievement with respect to the behavioral objectives which were validated by formative evaluation during the year.

A quality program must have a formative and summative evaluation. Although this may not be possible in the initial evaluative effort because of various constraints, there has to be a starting point for the evaluation.⁶³

⁶¹"Selection and Use," op. cit., p. 22.

⁶²Hagmann and Barlow, op. cit., pp. 21, 22.

⁶³Ibid., p. 28.

Administrator. The role of the administrator is that of an "ex-officio," a non-voting member; but no one is more responsible for the ultimate success or failure of the sub-committee. His role must be one of cooperation to ensure effectiveness and reserved leadership.⁶⁴

If the administrator is reluctant to permit his advisory sub-committee to exercise their role in decision making which includes the evaluation process, members soon develop an attitude of frustration and loss of power. Effectiveness is almost certain, even though optimum conditions in terms of the committee structure may not prevail, if the administrator is one who:⁶⁵

1. Can exercise leadership without dogmatism.
2. Can influence the direction of council goals without becoming directive.
3. Can provide informal assistance for members who need it without domination.
4. Can participate in a partnership in mobilizing community involvement.
5. Can assist the community advisory committee in an evaluation procedure.

⁶⁴"An Evaluation of School-Community Advisory Councils," Los Angeles City Schools, Los Angeles, California, Office of Education and Management Assessment, 1972, p. 57.

⁶⁵Ibid., p. 58.

Summary. The Boys Town Vocational Career Center's programs prepare youth to enter business and industry and supply the means for up-grading their skills. Close co-operation between the school and the community is essential. Therefore, vocational and career education should be evaluated by the school and by business/industry in the community in order to insure that the instruction is relevant. The Career Center Advisory Sub-Committee on Evaluation, composed of people who are recognized and respected specialists in their field (business/industry), is an efficient means for providing the evaluation.⁶⁶

Constant technological changes in the business/industry world must be communicated to the educator through an evaluative program.⁶⁷

OPERATION

Having completed the organization and function of the Career Center Advisory Committee, the third and final step will be the establishment of its operation.

Guidelines for the new committee's operation will include: organizational meeting, annual organization for an on-going committee, and conduct of meetings.

⁶⁶Shenker, op. cit., p. 9.

⁶⁷Ibid.

Organizational Meeting. The first meeting of the newly appointed members shall be devoted to the orientation and program planning. The Boys Town school administration will share the responsibility for conducting the first meeting. Suggested items on the agenda are:⁶⁸

1. Explanation of the purpose, typical activities, and how the advisory committee will function in conjunction with the physical facilities and equipment, curriculum and evaluation of programs at the Career Center.

2. Description of the Vocational Career Center programs.

3. Selection of problem(s) to be discussed at the next meeting relating to physical facilities and equipment, curriculum and evaluation.

4. Determine time, place and frequency of meetings.

5. Election of officers: Chairman and vice-chairman will be elected for one year. The secretary will be appointed by the committee for one year; and he/she will be a school representative.

6. Tour of Vocational Career Center by the Advisory Committee.

⁶⁸Equall, op. cit., p. 9.

Annual Organization for an On-Going Committee.

The annual organizational meeting for an on-going committee should be held before the end of the Career Center's summer session. Leadership for the meeting will come from the chairman and Boys Town High School administrators serving as resource persons. Attention should be given to planning the activities concerning the Career Center during the year. In addition to routine matters, the following is the agenda:⁶⁹

1. Annual report of Career Center's accomplishments in vocational education with respect to physical facilities and equipment, curriculum and evaluation.
2. Report by Boys Town school administration on policy problems about which they would welcome recommendations.
3. Report by Career Center instructor(s) concerning operational problems where advice is needed.
4. Determine time, place and frequency of meetings for the coming year.
5. Plan the Career Center physical facilities and equipment, curriculum and evaluation programs for the coming year.
6. Election of officers: Chairman and vice-chairman will be elected for one year. The secretary

⁶⁹Zikmund, op. cit., p. 69.

will be appointed by the committee for one year; and he/she will be a school representative.

7. Selection of sub-committees.

Conduct of Meetings. The chairman of the Career Center Advisory Committee and the Supervisor of Vocational Education (a non-voting member of the committee) shall assume responsibility for preparing the agenda well in advance of the meeting. They should communicate with the secretary, Career Center instructors, and administration to ascertain that no important matter has been overlooked. The chairman will determine the order in which items will appear on the agenda and should observe the following, or a similar, order of business:⁷⁰

1. Review minutes of the previous meeting.
2. Sub-committee reports.
3. Instructor(s) reports.
4. Unfinished business.
5. Communications.
6. New business.
7. Recommendations from members.
8. Reading and approving of minutes.

The vice-chairman will conduct the meeting in the absence of the chairman.

⁷⁰Equall, op. cit., pp. 10, 11.

The duties of the secretary will be: keep the minutes of the meetings and promptly transmit to each of the members as well as other persons as the committee may designate, see that notices are given, take care of the committee's records, keep a record of the address and telephone number of each member of the committee, and analogous duties that may be assigned to this office by the chairman or by the committee.⁷¹

The Supervisor of Vocational Education, who is a non-voting member, shall be involved in the committee to the following extent: attend all meetings to keep abreast of committee activities, cooperate and work closely with the committee, assist the chairman in formulating the agenda for each meeting, provide advance notices and follow-up communication for each meeting, provide needed research and information for council activity.⁷²

Meetings of the committee will be held in the conference room of the Vocational Career Center. These meetings should be conducted in a business-like manner using parliamentary procedures; and the order of business established by the agenda should be observed.⁷³

⁷¹Citizens Advisory Committees, op. cit., p. 50.

⁷²Golby, op. cit., p. 15.

⁷³Zikmund, op. cit., p. 9.

The most effective committees appear to be those with strong leadership on the part of the principals and chairman.

It should be emphasized that the citizen's advisory committee program is to provide two-way communication between a representative cross section of the people in the community and the local school.⁷⁴

38. ⁷⁴Citizens Advisory Committees, op. cit., pp. 37,

Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to design organizational guidelines and procedures for the implementation of a community advisory committee for the Boys Town Vocational Career Center.

A community advisory committee is an improved two-way communication link between the community and the school. It is composed of interested, able and concerned citizens providing assistance and identifying and validating local needs and recommending priorities in a manner which will help professional educators design and adopt programs. They contribute from their own experience and knowledge to assist the administrator and staff in making policy decisions and planning details for program operation. This abundance of public talent and wisdom, by providing time and willingness to work, can be useful to the school system, the community and the students. The committee must understand, however, that its function is advisory, not administrative.

The research and related literature concentrated on four main areas: (1) importance of the advisory

committee; (2) function of the advisory committee; (3) organization of the advisory committee; and (4) operation of the advisory committee.

For clarity, a model was designed and followed for the guidelines and procedures of an advisory committee with respect to: physical facilities and equipment, curriculum and evaluation. For further clarity, a second model was designed and followed for the implementation of the community advisory committee involving: student, instructor, administrator and committee.

Guidelines and procedures are a most effective way to give direction to a new community advisory committee as to its responsibilities as well as clarification of its role and function within the school system.

Recommendations

As a result of this investigation, the following recommendations are suggested to implement the community advisory committee for the Boys Town Vocational Career Center. Every effort will be made to incorporate as many as possible.

1. The advisory committee should be implemented during the 1975-1976 school year in the following manner:
 - a. Selection and confirmation of membership should be completed during the summer of 1975.

- b. A philosophy statement and goals for the Career Center should be presented with a planned format and agenda for an organizational luncheon in September, 1975.
- c. Three additional committee meetings are suggested to be held: November, 1975; February and May, 1976.
- d. It is hoped that the proposed Boys Town National Advisory Council (recommended that it be established by Booz, Allen and Hamilton study of Boys Town in 1973) will have a joint session with the Community Advisory Committee in May, 1976.

2. Assistance is needed in evaluating at least two or three vocational programs during the first year of operation. The committee should be provided with recent follow-up study on Career Center graduates.

3. Provision should be made for an in-service program on career education for the entire staff in the school system. It should include an interface (comprehensive program) between academic and vocational courses, individualized instruction and audio-visual aids.

4. The administration should provide the committee with essential descriptive and statistical information on the Career Center in the areas of physical facilities and equipment, curriculum and evaluation (procedures). It is hoped that in turn the committee will eventually have advisory feedback in these areas to the administration and staff.

5. Describe the types of students attending the Vocational Career Center. Programs and materials may have to be developed for all types of students.

6. There should be provision (funds and time) for field trips, studies, etc., to be made by administrators, teachers and/or committee members.

7. Bring the committee up-to-date on on-campus and off-campus work experience programs including the implementation of new guidelines.

8. A study should be made on OSHA (Occupational Safety and Health Act of 1970) in relationship to assisting administrators and school officials to understand their responsibilities under the Act, teachers informed about their rights, and both groups to fulfill their obligations to their students.

9. The committee should be made aware of the total and unified involvement of all areas (e.g., the school, social services and house parents, etc.) at Father Flanagan's Boys' Home.

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APPENDIXES

APPENDIX A
FORMAL INVITATION

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FORMAL INVITATION

Dear Mr. Jones:

You have been highly recommended to serve as a member of the Vocational-Education Advisory Committee for _____ School District. Your contribution to the educational life of the community through this avenue can be most significant and rewarding.

Advisory committees are called to serve the school system for a variety of reasons. Although our staff is expected to take an active part in community life and in their fields of special interest, they cannot, in their limited numbers, maintain the specialized knowledge of our dynamic society. Therefore, people who are engaged in business and industry are called upon to serve in an advisory capacity to promote currency of instruction. One more reason is to provide another communication link between the school and the community.

We realize that your time is limited, and we will make every effort to have meetings and other business prompt, precise, and purposeful. Initially, meetings will be held once a month, and after the committee is functioning, they may be held less frequently (minimum of four times a year).

The period of service may be from one to three years, dependent on some aspects which will be determined at one of the early meetings.

Our first meeting will be held on (date, time, place). In this one hour meeting we will discuss:

1. The importance of vocational education.
2. The importance of advisory committees.
3. The organization and functions of advisory committees.
4. Some problems which we desire your help in solving.

We hope that you will be able to attend. Please inform us as quickly as possible whether or not you will be willing to serve on the advisory committee and if you will be able to attend our first meeting.

Most respectfully yours,

Superintendent
(Phone number if not listed
on letterhead.)

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APPENDIX B

A COMPREHENSIVE PROGRAM DEVELOPMENT
AT FOUR LEVELS

C A R E E R S P E C I A L I Z A T I O N

Includes Programs in:

Community Colleges
 Junior Colleges
 Apprenticeship
 Vocational-Technical Colleges

Private Co-Tech Schools
 4 year Colleges and Universities

POST-HIGH SCHOOL
AND
ADULT

where students will:

- be involved in developing specific occupational knowledge and preparation in a specialized job area.
- have opportunity to form meaningful employer-employee type relationships.
- be provided necessary re-training or up-grading skills.

C A R E E R P R E P A R A T I O N

Centers on Career Cluster programs at 11-12 grades where students will:

GRADES
11-12

- acquire occupational skills and knowledge for entry level employment and/or advanced occupational training.
- tie a majority of high school experiences into generalized career goals.
- develop acceptable job attitudes.
- be involved in cooperative work experience and have opportunity to be a member of a vocational youth organization.

C A R E E R E X P L O R A T I O N

Programs in the mid-school years, usually grades 6-7 through 10, where students will:

GRADES
7-10

- explore key occupational areas and assess own interests and abilities.
- become familiar with occupational classifications and cluster.
- develop awareness of relevant factors to be considered in decision making.
- gain experience in meaningful decision making.
- develop tentative occupational plans and arrive at a tentative career choice.

C A R E E R A W A R E N E S S

Includes programs in the elementary grades, where students will:

GRADES
K-6

- develop awareness of many occupational careers available.
- develop awareness of self in relation to occupation in their potential careers.
- develop foundations for wholesome attitudes toward work and society.
- develop attitudes of respect and appreciation towards workers in all fields.
- make tentative choices of career cluster to explore in greater depth during mid-school years.

A Comprehensive Program Development
at Four Levels

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