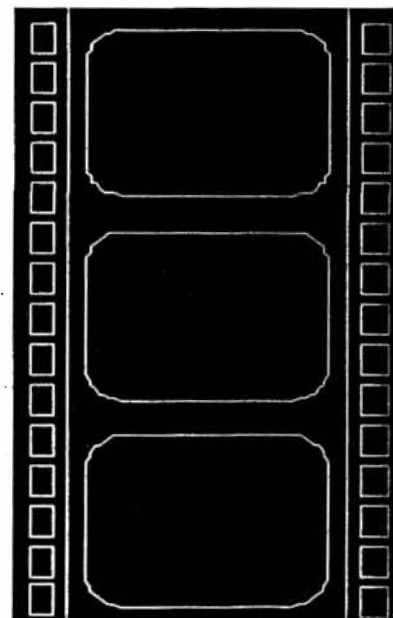
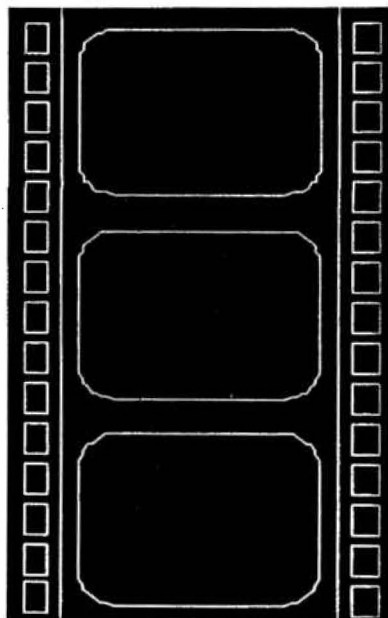
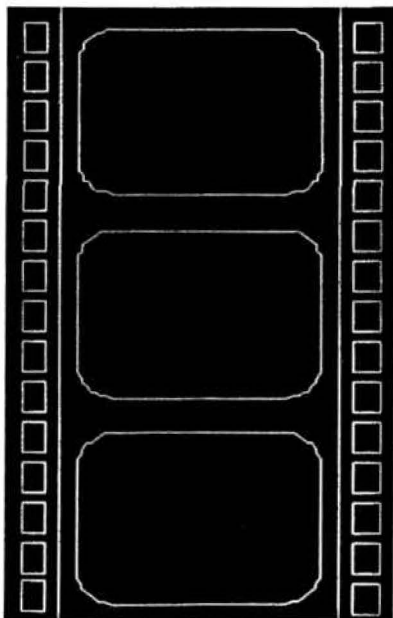
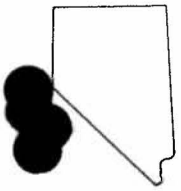


SUPPLEMENTAL MATERIAL

**VOCATIONAL
EDUCATION**





7th
annual
evaluation
report

nevada advisory council for
vocational-technical education

1976



7TH ANNUAL
EVALUATION REPORT

OF THE

NEVADA ADVISORY
COUNCIL

FOR

VOCATIONAL-TECHNICAL
EDUCATION



NEVADA ADVISORY COUNCIL FOR
VOCATIONAL-TECHNICAL EDUCATION

NYE BUILDING, CAPITOL COMPLEX
CARSON CITY, NEVADA 89710
TELEPHONE (702) 885-4499

MIKE O'CALLAGHAN
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HOPE ROBERTS
Chairman
RICHARD CUTBIRTH
Vice Chairman
ROBERT E. HAWKS
Executive Director

November 19, 1976

Mrs. Rosemary Clarke, President
State Board of Education
2544 Casey Avenue
Las Vegas, Nevada 89119

Dear Mrs. Clarke:

The Nevada Advisory Council for Vocational-Technical Education hereby submits its seventh annual report as prescribed by Federal Law P.L. 90-576.

This report is designed to continue the significant examination of areas of concern for vocational education in our state. It serves as a vital tool to ensure the continuity of recommendation and response so critical to the ongoing development of improved programming. Hopefully the recommendations contained herein will serve as guideposts to the future growth and improvement of Nevada's vocational education effort.

Finally, the Council would like to offer its heartfelt thanks to those at both the local and state level whose cooperation made this report possible. Our congratulations to you for your dedication and professional pride in serving the people of Nevada.

Sincerely,


Hope Roberts
Chairman

HR:1g

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INTRODUCTION

To afford the reader a meaningful sequence, this report is presented as follows:

Summary: a brief synopsis of Advisory Council activities for FY 1976.

Recommendations: presented in two parts, the first being recommendations to the State Board for Vocational-Technical Education concerning a wide range of activities; the second part being recommendations drawn from the special study conducted by Alexander Grant & Company.

Response to Recommendations FY'75: the responses of the State Board for Vocational Education to the General Recommendations presented by the Advisory Council in its FY'74 annual evaluation report.

Designation of School Districts: *For the purpose of this study, the definitions of "urban, rural, and remote rural" school districts will be those established in Education in Nevada: An Assessment, Research and Educational Planning Center, May, 1969:

1. Urban: multiple high schools and population density established by the Bureau of Census as urban areas.
2. Rural: at least one high school, including grades 9-12, with a minimum enrollment of 300 students.
3. Remote Rural: a high school population in grades 9-12 of fewer than 300 students.

Definition of Vocational Education: For the purpose of these discussions, the definition of vocational education as presented by the National Task Force of the State Directors of Vocational Education was utilized:

Organized educational programs and activities which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

SUMMARY

The Advisory Council for Vocational-Technical Education has had an eventful year. Many mandated responsibilities have been successfully fulfilled. The make-up and leadership of the Advisory Council have been changed. And, finally, the Advisory Council has been represented in a wide range of conferences, seminars, and meetings dealing with vocational education on the local, State, and national levels.

The 6th Annual Evaluation Report for FY 1975 was completed by the Council. Over 350 copies were printed, and mailings were sent to interested people throughout the State and Nation.

The Council helped in the development of the State Plan for Vocational Education and co-sponsored the public hearing, held on April 26, 1976, for the review of the same.

As part of the FY 1976 Evaluation, more than two-thirds of the Council members have visited schools in urban, rural and remote rural counties. Twelve administrators, more than thirty vocational education teachers, and nine State vocational education consultants were interviewed.

An Annual Report to the State Board for Vocational Education was presented by Chairman Brigham to the State Board at its meeting held June 16, 1976, in Carson City.

The Special Programming Committee is exploring delivery systems for rural areas, gathering available data on what is done in other states and making recommendations as to what might be done in Nevada. As part of this data gathering process, the Committee met with rural superintendents and other interested persons in Las Vegas, August 24, at the Showboat Hotel.

This year the Advisory Council has changed in both its leadership and internal structure. In November, Robert E. Hawks assumed the position of Executive Director for the Council. After many years of distinguished service as Advisory Council Chairman, Robert I. Brigham yielded, as of July 13, the chairmanship to Hope Roberts, also a council member of long and distinguished standing.

Additionally, the Council increased its visibility by issuing a Council brochure to introduce the personnel and the function of the Council to school people and others.

The change in the size of the Council from 21 to 13 members has had its impact on its activities, demanding more of each of its active members. For instance, six committees were established: Career Education, Civic Responsibility, Evaluation, Public Information Services, Special Programming, and Executive. These

chairmen, together with the representative of the Council to the State Board of Education, "consume" half of the Council's membership. Yet this smaller Council has achieved a great deal in the past twelve months and hopes to achieve even more in the months ahead.

The Council has attempted in the last year to work closely and cooperatively with other agencies. Council meetings have been held in conjunction with the College of Agriculture, University of Nevada, Reno; the College of Education, University of Nevada, Las Vegas; Clark County Community College; Southern Nevada Vocational-Technical Center. The Council has included in its agenda reports from representatives of the Nevada Department of Employment Security and from the College of Education, University of Nevada, Reno, and has sent representatives to seminars on the handicapped and developmentally disabled, to the Governor's Conference on CETA, and the Governor's Conference on Youth, among others. The Council has also been represented at the meetings of the Nevada Vocational Association and has been invited to send a representative to its Executive Board meeting. The relationship between the Council and the State Board of Education has been made much stronger the past year by the presence of the Board's representative, or an alternate, at Council meetings.

Additionally, Nevada was host to the Western Regional Advisory Council's Conference held in Reno, April 7-9. "Legislative Realities-Job Delivery" was the theme of this conference which stressed the inter-relation among business, education and government, and included active participation from all sectors. Representatives from as far away as Guam, North Dakota, and Maryland were in attendance. It was generally agreed that careful planning and the workshop approach made the conference a success.

The Advisory Council was also represented by Council members and/or the Executive Director at a total of 12 State or national meetings.

In addition to its regularly scheduled Council meetings and its Annual Public Hearing Meeting, the Council will hold six public meetings, to be held Statewide, for the purpose of receiving comments, concerns, and suggestions in regards to the effectiveness of vocational education services and activities throughout the State of Nevada. Comments are specifically solicited from public groups, organizations, and business having a personal and specific knowledge of the vocational education product. The Council is desirous of encouraging a positive approach: lauding vocational education's many strengths as a basis upon which further growth may develop. Concomitantly, the Council will be concerned with an examination of weaknesses, with an eye to alternative methods of upgrading the quality and availability of vocational education throughout the State.

RECOMMENDATIONS FOR FY'77

Vocational Education in Nevada has been reviewed by a Management-Evaluation Team from the U.S. Office of Education for compliance with federal rules and regulations. The State Board for Vocational Education should address itself to the findings of this management-evaluation report.

Special emphasis should continue to be made by the State Board for Vocational Education upon the difficult problems generic to the rural counties.

The State Board for Vocational Education, with the help of the Advisory Council, should continue in its efforts to broaden and strengthen the role of the local advisory councils and their immediate impact upon local vocational education programs.

The State Board for Vocational Education should continue in its efforts to maximize the strength and availability of vocational guidance in all areas of the State. To help achieve this goal, the State Board for Vocational Education should assign a fully qualified individual full time responsibility for guidance in the field of vocational education, as per the FY'76 State Plan for Vocational Education.

In order to facilitate a greater consultant presence in the field, study should be given to the need of increasing State Board for Vocational Education staffing.

The State Board for Vocational Education should provide increased in-service training opportunities for local school district personnel as is indicated in federal vocational education legislation.

RECOMMENDATIONS FOR FY'77

The State Board for Vocational Education should continue in its efforts for implementation of the comprehensive plan for vocational education of handicapped students in cooperation with the Department of Human Resources, especially the Rehabilitation Division.

The State Board for Vocational Education should actively encourage the elimination of any bias or stereotyping on the basis of sex in vocational education programs.

The State Board for Vocational Education should review its recommendations to the Nevada State Legislature in view of complying with the 1976 Amendments to the Federal Vocational Education Acts concerning size and composition of the Advisory Council.

Further attention should be given to determining the relative quality of vocational program offerings throughout the State of Nevada. Toward this end, we recommend the State Board for Vocational Education continues program evaluation, with the cooperation of the Advisory Council, by utilizing site visitation, collection of objective and subjective evaluation data through acceptable research practices, and identifying areas of vocational program need where the resources should be directed.

The State Board for Vocational Education should continue its monitoring of local programs for their conformity to the State Plan.

The State Board for Vocational Education should continue its efforts to develop, with interagency cooperation, a comprehensive plan for the vocational education of disadvantaged students.

RECOMMENDATIONS BY ALEXANDER GRANT & COMPANY

Most accounting systems are designed to measure historical cost and compare transactions to amounts budgeted. As a result, costs of particular programs cannot be determined with reasonable accuracy since the present accounting system used by local education agencies is not designed to provide information on local effort or total program costs of vocational education programs. The State Department of Education should consider adopting the accounting system recommended by the U.S. Office of Education which is designed to accomplish these objectives. This accounting system is discussed in DHEW Publication No. (OE) 73-1180, "Financial Accounting - Classification and Standard Terminology for Local and State School Systems - 1973.)

Immediate steps should be taken by the State Department of Education to reconcile with the other source data the discrepancies we noted in the records maintained to support unexpended grant funds.

The State Department of Education should audit the records of local education agencies as required under the State Plan and by the U.S. Office of Education.

The State Board for Vocational Education should review the present method which has been established to reimburse local education agencies for grant awards. Representatives of the school districts we visited stated that the present system is very cumbersome for budgeting and accounting purposes. Accounting problems at the local level, as well as at the State level, might be simplified if payments were made based on a grant award rather than as reimbursement after funds are expended.

RECOMMENDATIONS BY ALEXANDER GRANT & COMPANY

The State Department of Education's vocational education budget should be reviewed and carefully monitored to insure that only administrative costs which are directly related to vocational education programs are paid from the budget.

Financial information, reflecting school district effort which is included in reports submitted to the U.S. Office of Education, should be supported by accurate cost data gathered from local education agencies, rather than from estimates made by the State Department of Education.

Traditionally, auditing has been thought of as a function concerned primarily with financial operations. Recently, however, governmental auditing has become concerned with whether governmental organizations are achieving the purposes for which programs are authorized and funds are made available, are doing so economically and efficiently, and are complying with applicable laws and regulations. The State Department of Education should consider expanding its audit scope to encompass these new areas of concern. This could be accomplished by combining the efforts of financial auditors with consultants who are knowledgeable of program requirements and objectives.

The State Department of Education should require education agencies receiving grant funds to submit reports within 90 days of completion of each program or the fiscal year end, whichever is sooner. The agencies should also be encouraged, or required to work with their respective accounting departments to assure that the reports are supported by appropriate accounting data.

RESPONSES TO THE ADVISORY COUNCIL FY'75 RECOMMENDATIONS

The following is the response of the State Board for Vocational Education to the General Recommendations presented by the Advisory Council in its FY'74 annual evaluation report.

Recommendation Number 1 FY'75

The Council recommends that the Department once again address Recommendations 2, 3, 4, 8 and 9 contained in the FY'74 Annual Evaluation.

Recommendation FY'74-2

The SDOE should devote increased energy to developing an understanding in the schools of what vocational education is, what career education is, and how the work of the schools fits into the continuum of the individual's career development. Greater program definition is urgently needed.

Response

During FY'76 Department staff significantly increased their efforts to assist local district personnel with vocational program definition and the relationship of vocational education with Career Education. Program Guides for Agriculture Education, Health Occupations Education, Home Economics Education, Business and Office Education, and Trade and Industrial Education have been completed by staff assigned vocational education responsibilities. These program guides not only describe the components for building a vocational instruction program, but they also suggest a sequence of courses, instruction, and job performance competencies that provide opportunity for students to develop entry-level skills necessary for employment. The guides specifically address the need for a broad career exploration program.

In addition to the above-mentioned program guides, the Department has developed curricula currently used by Nevada's teachers which further define and delineate Vocational-Education programs, such as Caring for Children, Consumer Education, Nutrition and Foods, Cooperative Distributive Programs, Cooperative Diversified Programs, Business and Office Occupations, Nurse's Aide/Home Health Aide, and Automotive. These materials provide a comprehensive listing of business/industry validated competencies. Consideration is also being given to the development of additional guides identified and needed by Nevada's vocational educators.

Recommendation FY'74-3

The SDOE should develop a series of five-year plans to help schools not only to understand where career-oriented programs best fit into their curriculum, but to determine the nature of

the programs, to establish the limits of expectations of the school's performance in that program, and to procure, where necessary, adequate facilities for their programs.

Response

The Department proposed Career Education program, first developed in 1972, has undergone revision during Fiscal Year 1976. These documents support the Department's effort in orienting local school districts to the broader concept of career education awareness and exploration activities which are preliminary to vocational education skill-development programs. The Department has also prepared a five-year plan designed for the infusion of career education in Nevada's schools. This plan has been submitted to the United States Office of Education for necessary funding.

The Department's vocational program guides for Agriculture Education, Business and Office Education, Health Education, Home Economics Education, and Trade and Industry Education, establish the basis by which students are given an opportunity to gain competencies necessary for entry-level employment in today's job market. The dissemination of these vocational program guides and their implementation as a basis for program development is expected to have long-range results as teachers continue in their efforts to define and delineate the relationship of vocational education to career education. The guides and curricular materials designed for competency-based instruction help to establish guidelines for a measurement of performance at the class level.

During the past year Department vocational education personnel encourage local education agencies to use State and Federal funds for the acquisition of new equipment and supplies. The various agencies have responded by allocating a minimum of 50 percent of the funds for new equipment. This effort should modernize many of the facilities.

Recommendation Number 2 FY'75

The State Department of Education should produce a plan of action for recognized deficiencies in provisions for vocational education of the disadvantaged, with special attention to those needing reentry into the educational system.

Response

During the past year, a comprehensive plan to provide vocational education for handicapped students was initiated between the Department of Education and the Department of Human Resources. This approach for interagency cooperation will provide greater program articulation and continuity. Plans are pending to develop a similar approach for those students identified with various disadvantages. A proposed comprehensive plan for

the education of disadvantaged students will incorporate the New Careers Program, Office of Economic Opportunity, Elementary and Secondary Education Act-Title I, Intertribal Council Education Committee and Community Action Organizations.

The FY'77 State Plan for Vocational Education contains more definitive information regarding programs for the disadvantaged and criteria to identify individuals was significantly expanded. This improvement will provide a more solid basis for program development in meeting individual student needs.

To provide better opportunities for reentry into occupations, the Governor-appointed Manpower Service Council has placed high priority on establishing coordination of programs for the disadvantaged by all state agencies. The Department of Education will participate in this effort.

Recommendation Number 3 FY'75

The State Department of Education should intensify its efforts to articulate vocational education with the world of business and to articulate career education within the K through 12 framework.

Response

The Department encourages agencies funded with state and federal vocational dollars to provide opportunities for lay advisory committees to have involvement in local plan development and program review. The vocational program guides previously referred to emphasize competencies which have been validated by local business and industrial representatives. In addition, the program guides address the need for broad career exploration programs to be available to students prior to their entry into the skill-development program.

The Annual Vocational Education Conference, which will be held in August, 1976, will focus on competency-based education. During the 1976-77 school year, consultants will be working with teachers and administrators to strengthen the competency-based approach for vocational education.

Recommendation Number 4 FY'75

The State Department of Education should bend every effort to make certain that the federal dollar allocated for Vocational-Technical Education is actually spent for that purpose.

Response

All applications for State and Federal Vocational funds must document the use of every dollar requested in terms of salary, equipment, supplies and/or ancillary services. During the year, consultants, through monitoring activities, ensure that the funds are utilized as approved. In addition, prior to funds

being released for reimbursement to the local education agency, local vocational education administrators certify that the funds were expended as approved. (See Appendix A: Audit) All federal/state dollars are spent for the purpose for which they were intended.

Recommendation Number 5 FY'75

A representative of the Advisory Council should be included in any group designated by the Board of Education to study for budget preparation in anticipation of the next legislature.

Recommendation FY'74-4

The SDOE should address itself to the various alternative solutions to the small county, large county discrepancies in regard to program, facilities, staff, and funding, and should present its recommendations--costed out.

Response

The Department Vocational Education staff is working with the Nevada Advisory Council for Vocational-Technical Education to develop recommendations for alternative solutions necessary for the improvement of the small county position regarding programs, facilities, staff and funding. Also, a report was prepared for the Council analyzing the current status of Vocational-Education programs in small remote Nevada schools.

During FY'77 additional emphasis will be given to rural communities in the form of consultative services by vocational education staff to inform local administrators of viable alternative approaches for the improvement of vocational education programs. (See Appendix B: Survey)

Recommendation FY'74-8

The SDOE should continue to expand opportunities for staff upgrading, for in-service training opportunities for vocational teachers; and local school districts should be encouraged to give college credit within their salary schedules for applicable work experience.

Response

During the past year, professional development opportunities for Vocational Education personnel were expanded. Through the Education Professional Developmental Act, many in-service programs were initiated at both the local and regional level. During the past year, there were over a thousand enrollments of vocational teachers in one or more college courses and/or in-service programs. Of this number, over two hundred future teachers were served through the EPDA program.

Cooperative agreements between the Department and the College of Home Economics, College of Agriculture, and the College of Education, University of Nevada, Reno, have helped to expand the University's role in providing in-service training programs for teachers. A major focus has been on an in-service program for new and second-year teachers. In addition, these agreements have provided for the development of pertinent curricular materials which are made available to urban and rural teachers.

During the past two years, the College of Education at UNLV has instituted a baccalaureate-degree program in vocational education. The new program allows up to 32 credit-hours for previous work experience which has been supported by top university administrators and has significantly increased enrollment. Many experienced tradesmen are enrolling in the program. Soon, there will be additional vocational education graduates who will be well qualified to teach in the public schools.

Recommendation FY'74-9

The SDOE should expand its assistance to the local school districts to increase their effectiveness in establishing and maintaining programs for counseling, guiding and following up on vocational education students.

Response

The State Plan for Vocational Education requires that each local education agency submitting a proposal for vocational funds must include a full description of the guidance and counseling effort to be offered vocational education students. Through this mechanism, we feel that the Department vocational education staff can induce the local school districts to place more emphasis on vocational guidance. In addition, the Department distributed a State Handbook for Career Guidance and encouraged local school districts to send guidance personnel to the Annual Personnel and Guidance Association meeting for the purpose of upgrading their skills.

To increase vocational guidance, additional personnel are needed at the local level; and to achieve an expansion in this area, additional funding is vitally needed. Hopefully, with the passage of new federal legislature, more dollars will be made available for this critical area of education.

Response

The State Board of Education will act as a committee of the whole regarding budget matters for the next biennial budget. Since the President of the Board has appointed a board member to serve in a liaison capacity with the Council, all matters regarding budget preparation for vocational education by either the Board or the Council will have input from both groups. In the event that a special budget committee is established, the Board will seek input from the Advisory Council concerning vocational education budget items.

APPENDIX A
SPECIAL STUDY BY
ALEXANDER GRANT & COMPANY

September 15, 1976

Mrs. Hope Roberts, Chairman
Nevada Advisory Council for
Vocational-Technical Education
Capitol Complex
Nye Building, Room 235
Carson City, Nevada 89701

Dear Mrs. Roberts:

We have completed our study of the vocational-technical education programs in Nevada and are pleased to present our findings and our recommendations.

The attached report represents the combined efforts of several of our staff members in cooperation with your executive director, Bob Hawks, and the Council's Evaluation Committee.

For analysis purposes, we have included financial information derived without audit from the various agencies' books and records; accordingly, we express no audit opinion on them.

We are pleased to report that exceptional cooperation and assistance was received from all personnel contacted at the state and the local school districts.

We wish to express our thanks to the Advisory Council for giving us the opportunity to provide the services you requested. We would be pleased to discuss how we could be of assistance in implementing our recommendations. If any member of the Advisory Council has any questions, please feel free to call upon us.

Very truly yours,

Alexander Grant & Company

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SECTION I INTRODUCTION

Alexander Grant & Company was engaged by the Nevada Advisory Council for Vocational-Technical Education (Council) to conduct a study of vocational-technical programs in Nevada. As a part of the study, the records of three Nevada school districts were selected for review. The school districts designated by the Council for review were Clark (urban), Churchill (rural), and Lander (remote rural).

It was anticipated that the records review and analysis of each school district included in the study would cover the fiscal year ended June 30, 1975 and encompass the following:

OBJECTIVES

- (1) Determine and define the vocational-technical education program of the district.
- (2) Analyze and review the funding provided for the program, including a breakdown of federal, state and local source revenue.
- (3) Analyze and review the district's accounting, budgeting and reporting policies and practices with respect to grant funds, including determination of program costs with consideration to administrative expense allocations.
- (4) Determine if special programs were developed with special funding or if the funds were comingled for use in the total district operation.
- (5) Determine extent of instructor and student knowledge of program funding, in cooperation with Council personnel.
- (6) Determine extent of new programs or courses developed with special funding.
- (7) Determine compliance with State Plan requirements for accounting and reporting.
- (8) Determine if programs actually developed were the same as those applied for under the local plan.

- (9) Determine numbers of students starting and completing vocational educational programs using average daily attendance reports.
- (10) Calculate the per student cost for each program.

In addition to the studies made at the three school districts, a limited review of the records and operations of the State Department of Education was made. The objectives to be accomplished in this review were as follows:

- (1) Determine total program funds received and total amounts transferred to the local districts.
- (2) Determine portion of total funds allocated to non-secondary institutions.
- (3) Determine accounting methods employed for accountability and related internal controls.
- (4) Review and comment on compliance with State Plan fiscal control and fund accounting procedures included in "General Application."
- (5) Determine if funds were allocated to the specific types of programs in the percentages set forth in the State Plan.

METHODOLOGY

In order to acquire the data required for this report, we conducted numerous interviews with school district administrators and financial people. We also reviewed the accounting records and other data of the three school districts to the extent considered necessary. The financial data and records maintained by the State Department of Education were reviewed in considerable detail. In addition to discussing the financial information with the individuals responsible for vocational education programs, we obtained data and information from them.

The following sections of this report provide financial information on the use of vocational education grant funds, a discussion of our findings resulting from the on-site reviews conducted at the three school districts and the State Department of Education, and comments and recommendations directed toward improving the administration of vocational-technical education programs in Nevada.

SECTION II

RECOMMENDATIONS AND FINDINGS

As a result of our work at the three school districts and the State Department of Education, we offer the following recommendations for your consideration:

- (1) Most accounting systems are designed to measure historical cost and compare transactions to amounts budgeted. As a result, costs of particular programs cannot be determined with reasonable accuracy since the present accounting system used by local education agencies is not designed to provide information on local effort or total program costs of vocational education programs. The State Department of Education should consider adopting the accounting system recommended by the U.S. Office of Education which is designed to accomplish these objectives. This accounting system is discussed in DHEW Publication No. (OE)73-1180, "Financial Accounting - Classification and Standard Terminology for Local and State School Systems - 1973." (See page 9)
- (2) Immediate steps should be taken by the State Department of Education to reconcile with the other source data the discrepancies we noted in the records maintained to support unexpended grant funds. (See page 11)
- (3) The State Department of Education should audit the records of local education agencies as required under the State Plan and by the U.S. Office of Education. (See page 12)
- (4) The State Board for Vocational Education should review the present method which has been established to reimburse local education agencies for grant awards.

Representatives of the school districts we visited stated that the present system is very cumbersome for budgeting and accounting purposes. Accounting problems at the local level, as well as at the State level, might be simplified if payments were made based on a grant award rather than as reimbursement after funds are expended. (See pages 9 and 10)

- (5) The State Department of Education's vocational education budget should be reviewed and carefully monitored to insure that only administrative costs which are directly related to vocational education programs are paid from the budget. (See page 11)
- (6) Financial information, reflecting school district effort which is included in reports submitted to the U.S. Office of Education, should be supported by accurate cost data gathered from local education agencies, rather than from estimates made by the State Department of Education.
- (7) Traditionally, auditing has been thought of as a function concerned primarily with financial operations. Recently, however, governmental auditing has become concerned with whether governmental organizations are achieving the purposes for which programs are authorized and funds are made available, are doing so economically and efficiently, and are complying with applicable laws and regulations. The State Department of Education should consider expanding its audit scope to encompass these new areas of concern. This could be accomplished by combining the efforts of financial auditors with consultants who are knowledgeable of program requirements and objectives.
- (8) The State Department of Education should require education agencies receiving grant funds to submit reports within 90 days of completion of each program or the fiscal year end, whichever is sooner. The agencies should also be encouraged, or required, to work with their respective accounting departments to assure that the reports are supported by appropriate accounting data. (See pages 7 and 10)

SECTION III FINANCIAL INFORMATION

The Vocational Education Act of 1963 (as amended) sets forth the following declaration of purpose:

"It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post secondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Federal Grant Approvals

For the 1974-1975 fiscal year, the State of Nevada received grants for the following programs set forth in the Act:

Program Identifier	Program Title	Grant Award
Part B	General Vocational Education Programs	\$ 917,859
Part C	Research and Training in Vocational Education	
	Section 131(a)	14,625
	Section 131(b)	19,294
Part D	Exemplary Programs and Projects	106,623

<u>Program Identifier</u>	<u>Program Title</u>	<u>Grant Award</u>
Part F	Consumer and Homemaking Education	\$ 77,157
Part G	Cooperative Vocational Education Programs	221,700
Part H	Work Study Programs for Vocational Education Students	24,258
Sec.102(b)	Vocational Education Programs for the Disadvantaged	42,854
EPDA	Training and Development Programs for Vocational Education Personnel	107,633
Total Federal Grants Available		<u>\$1,532,003</u>

Vocational Education Grants
to Education Agencies

Vocational education grant awards made to educational agencies during the 1974-1975 project year from both federal and state sources are summarized below:

Carson City School District

Part B	General Programs	\$ 24,982	
Part C			
Sec. 131(a)	Research and Training	14,625	
Part F	Consumer and Homemaking	2,099	
Part G	Cooperative	14,391	
Part H	Work Study	<u>1,981</u>	\$ 58,078

Churchill County School District

Part B	General Programs	28,702	
Part F	Consumer and Homemaking	1,091	
Part G	Cooperative	5,000	
Part H	Work Study	<u>1,034</u>	35,827

Clark County School District

Part B	General Programs	314,197	
Part D	Exemplary Programs	80,990	
Part F	Consumer and Homemaking	27,448	
Part G	Cooperative	98,703	
Part H	Work Study	12,000	
Sec. 102(b)	Programs for Disadvantaged	<u>29,842</u>	563,180

Douglas County School District

Part B	General Programs		163
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Elko County School District

Part B	General Programs	24,394	
Part F	Consumer and Homemaking	6,154	
Part G	Cooperative	<u>8,000</u>	38,548

Eureka County School District

Part B	General Programs	5,250	
Part G	Cooperative	<u>4,830</u>	10,080

Humboldt County School District

Part B	General Programs	13,206	
Part F	Consumer and Homemaking	<u>1,000</u>	14,206

Lincoln County School

Part B	General Programs	\$ 11,433	
Part F	Consumer and Homemaking	500	
Part G	Cooperative	15,784	
Part H	Work Study	313	\$ 28,030

Lyon County School District

Part B	General Programs	\$ 22,196	
Part F	Consumer and Homemaking	5,554	
Part G	Cooperative	<u>10,000</u>	37,750

Mineral County School District

Part B	General Programs	13,679	
Part F	Consumer and Homemaking	650	
Part G	Cooperative	<u>5,000</u>	19,329

Nye County School District

Part B	General Programs	10,372	
Part F	Consumer and Homemaking	500	
Part G	Cooperative	<u>15,000</u>	25,872

Pershing County School District

Part B	General Programs		8,750
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Washoe County School District

Part B	General Programs	121,111	
Part C			
Sec.131(b)	Research and Training	16,875	
Part D	Exemplary Programs	28,849	
Part F	Consumer and Homemaking	15,325	
Part G	Cooperative	35,897	
Part H	Work Study	7,029	
Sec. 102(b)	Programs for Disadvantaged	<u>10,852</u>	235,938

White Pine School District

Part B	General Programs	24,792	
Part F	Consumer and Homemaking	782	
Part G	Cooperative	<u>5,000</u>	30,574

Nevada Youth Training Center

Part B	General Programs		20,215
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University of Nevada-Reno

Part B	General Programs	60,593	
Part F	Consumer and Homemaking	884	
Part C			
Sec.131(b)	Research and Training	21,845	
EPDA	Training Vo-Ed Personnel	<u>80,405</u>	163,727

University of Nevada-Las Vegas

EPDA	Training Vo-Ed Personnel		27,216
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Community Colleges

Part B	General Programs	281,608	
Part F	Consumer and Homemaking	1,845	
Part G	Cooperative	<u>30,391</u>	313,844

Nevada State Highway Department

Part B	General Programs		11,270
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Nevada State Prison

Part B	General Programs	\$ 4,000
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Nevada State Hospital

Part B	General Programs	<u>120</u>
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Total Grants Awarded		<u>\$1,646,717</u>
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The several grants awarded can be summarized by program identifier as follows:

Part B	General Programs	\$1,001,033
Part C	Sec. 131(a) Research and Training	14,625
Part C	Sec. 131(b) Research and Training	38,720
Part D	Exemplary Programs	109,839
Part F	Consumer and Homemaking	63,832
Part G	Cooperative	247,996
Part H	Work Study	22,357
Sec. 102(b)	Programs for Disadvantaged	40,694
EPDA	Training Vo-Ed Personnel	<u>107,621</u>
Total Grants Awarded		<u>\$1,646,717</u>

Sources of Funding for Vocational Education
Operations and Grants

During the year ended June 30, 1975, sources of funding for education grants and the administration of vocational education programs by the state were as follows:

Grants to educational agencies		
Federal funds	\$1,401,608	
State funds	<u>245,109</u>	\$1,646,717
Administrative costs		
Federal funds	119,715	
State funds	<u>263,712</u>	<u>383,427</u>
Total		<u>\$2,030,144</u>

State Accounting and Reporting System

The Nevada State Board for Vocational Education has established a separate budget to account for the receipt and expenditure of all vocational education funds. This separate budget account is maintained within the state government's financial management information reporting system (FMIRS).

The state has adopted the modified accrual basis of accounting in recording revenues and expenditures. NRS 353.309 defines the modified accrual basis as "...the basis of accounting under which expenditures are recorded in the accounting period when liabilities are incurred and revenues are recorded when received in cash, except for material or available revenues, or both, which should be accrued to reflect properly the revenues earned."

Timing Differences in Recording Transactions

We reviewed the financial transactions recorded on FMIRS in the vocational education work-program for the year ended June 30, 1975 to determine if grant funds received were in agreement with grant awards approved by the U.S. Office of Education and if expenditures made from this work-program were charged to the proper project year. This review disclosed that grants in the amount of \$187,730, recorded as revenue during the 1974-1975 budget year, were actually applicable to the project year 1973-1974. In addition, grant funds of \$440,076 received subsequent to June 30, 1975 were recorded as revenue in the 1975-1976 budget year. These timing differences resulted in an understatement of current year's revenue by \$252,346.

Timing differences similar to those found in recording revenue were noted for grant expenditures made to educational agencies, resulting in an understatement of the 1974-1975 expenditures by \$384,526.

The following schedule provides a comparison between the financial transactions as recorded in the vocational education workprogram and the same transactions adjusted for the timing differences discussed above.

	<u>As Recorded</u>	<u>As Adjusted</u>
Revenues		
State appropriation	\$ 508,821	\$ 508,821
Vocational education grants	1,279,657	1,532,003
	<u>1,788,478</u>	<u>2,040,824</u>
Balance of grant funds carried forward	2,965	119,266
	<u>\$1,791,443</u>	<u>\$2,160,090</u>
Expenditures		
Personnel services	\$ 294,070	\$ 302,825
Out-of-state travel	2,692	3,159
In-state travel	16,689	18,664
Operating expenses	53,427	56,373
Equipment	-	2,406
Grants to educational agencies	1,262,191	1,646,717
	<u>1,629,069</u>	<u>2,030,144</u>
Balance of grant funds carried forward to next year	162,374	129,946
	<u>\$1,791,443</u>	<u>\$2,160,090</u>

It should be noted that because of practices followed by several education agencies, it is not practicable or possible under the state's accounting system to record all expenditures in the project year to which they relate. As an example, the University of Nevada-Reno requested payment in March, 1976 for grant funds approved for use in the 1974-1975 project year. The state's final closing date for the fiscal year 1974-1975 was January 23, 1976. Therefore, any expenditures made after that date were required by state law to be appropriated out of the 1975-1976 budget. (Recommendation No. 8)

SECTION IV

COMMENTS ON RESULTS OF REVIEWS MADE AT SELECTED SCHOOL DISTRICTS

As mentioned in the introductory section of this report, the three school districts selected by the Council for review were Clark, Churchill and Lander. The basic criterion used in making these selections was a desire by the Council to have the widest possible exposure to school district operations which are affected by differences in population, geographic and economic factors.

The following two schedules provide financial and student enrollment data on the three school districts. This information was compiled from published reports prepared by the State Department of Education for the 1974-1975 school year.

Expenditures by major categories:

	<u>Clark County School District</u>	<u>Churchill County School District</u>	<u>Lander County School District</u>
Administration	\$ 1,520,459	\$ 116,102	\$ 38,944
Instruction	57,677,045	2,182,887	650,308
Auxiliary services	1,407,925	96,190	15,029
Pupil transportation	2,924,308	206,801	44,981
Operation of plant	7,441,509	251,305	78,566
Maintenance of plant	2,852,520	114,881	19,450
Fixed charges	6,529,358	247,971	76,109
Interfund transfers	1,730,850	39,787	18,171
Capital outlay	<u>10,929,075</u>	<u>1,703,595</u>	<u>248,515</u>
	<u>\$93,013,049</u>	<u>\$4,959,519</u>	<u>\$1,190,073</u>

Student enrollment by grade at the end of the first month of school:

	<u>Clark County School District</u>	<u>Churchill County School District</u>	<u>Lander County School District</u>
Kindergarten	5,402	187	57
1st grade	5,438	156	69
2nd grade	5,476	169	63
3rd grade	5,524	155	70
4th grade	6,232	161	76
5th grade	6,502	187	57
6th grade	6,265	228	54
7th grade	6,611	239	56
8th grade	6,633	244	81
	<u>54,083</u>	<u>1,726</u>	<u>583</u>
9th grade	6,468	227	60
10th grade	6,138	262	52
11th grade	5,601	206	60
12th grade	4,849	193	33
	<u>23,056</u>	<u>888</u>	<u>205</u>
Special education	<u>2,038</u>	<u>260</u>	<u>30</u>
Total Enrollment	<u>79,177</u>	<u>2,874</u>	<u>818</u>

Churchill County School District was selected at the beginning point in the study to serve as a test case. From the experience obtained we developed the necessary procedures, made changes to concepts, and developed additional objectives.

During the course of our field work at Churchill County School District we noted that several of the objectives outlined in the original study plan fell within the scope of the evaluation phase of the work being conducted by the Council's executive director and members of the Council's Evaluation Committee. Therefore, the following objectives which were set forth in the original study plan are not discussed in this report:

- (1) Determine and define the vocational-technical education program of the district. (No. 1)
- (2) Determine extent of instructor and student knowledge of program funding, in cooperation with Council personnel. (No. 5)
- (3) Determine numbers of students starting and completing vocational educational programs using average daily attendance reports. (No. 9)

The following discussion sets forth our findings relative to the other objectives.

OBJECTIVE: Analyze and review the funding for the program, including a breakdown of federal, state or local revenue (No. 2)

Clark County School District

As a part of Clark County School District's local plan submitted to the State Department of Education, vocational education projects totaling \$2,206,672 for the school year 1974-1975 were planned. Federal and state assistance in the amount of \$1,055,428 was requested. Funding for the district's projects received from federal and state sources amounted to only \$563,180, approximately 53% of the request. Programs included in the original local plan are summarized below:

<u>Program Type</u>	<u>Budgeted</u>			<u>Actual State Assistance</u>
	<u>Total Projected Cost</u>	<u>Local Effort</u>	<u>State Assistance Requested</u>	
General Programs	\$1,288,161	\$ 839,497	\$ 448,664	\$200,818
Programs for the Handicapped	247,404	99,631	147,773	49,058
Programs for the Disadvantaged	107,323	-	107,323	94,163

Program Type	Total Projected Cost	Budgeted		Actual State Assistance
		Local Effort	State Assistance Requested	
Exemplary Programs	\$ 80,990	-	\$ 80,990	\$ 80,990
Consumer and Homemaking	263,512	\$ 209,216	54,296	27,448
Cooperative	204,382	-	204,382	98,703
Work Study	14,900	2,900	12,000	12,000
	<u>\$2,206,672</u>	<u>\$1,151,244</u>	<u>\$1,055,428</u>	<u>\$563,180</u>

Churchill County School District

Churchill County School District's local plan for vocational education included planned projects costing \$227,741 for the 1974-1975 school year. Assistance from federal and state sources amounted to \$35,827 compared to \$103,319 requested from the state. The amount received was approximately one-third of the amount requested. Summarized in the following schedule are the district's local plan projects and requests by program type compared to actual funding received:

Program Type	Total Projected Cost	Budgeted		Actual State Assistance
		Local Effort	State Assistance Requested	
General Programs	\$172,536	\$ 98,521	\$ 74,015	\$23,970
Programs for the Disadvantaged	39,958	22,099	17,859	4,732
Consumer and Homemaking	7,603	3,802	3,801	1,091
Cooperative	6,144	-	6,144	5,000
Work Study	1,500	-	1,500	1,034
	<u>\$227,741</u>	<u>\$124,422</u>	<u>\$103,319</u>	<u>\$35,827</u>

Lander County School District

Lander County School District did not apply for vocational education grant funds during the 1974-1975 school year. School district personnel stated that they have not applied for grant funds because of the large amount of paperwork involved for the relatively small amount of funds that would be available. (Recommendation No. 4)

OBJECTIVE: Analyze and review the district's accounting, budgeting and reporting policies with respect to grant funds, including determination of program costs with consideration to administrative expense allocations (No. 3)

All three school districts reviewed follow the budgeting and accounting requirements prescribed by the State Department of Education for general school district financial operations. Clark County and Churchill County School Districts both maintained adequate accounting records to support expenditures identified as coming from grant funds. However, because of the accounting system required by the state, adequate records were not maintained to support the costs incurred which were attributable to the local effort.

Clark County School District

At Clark County School District separate funds were established to account for the receipt and disbursement of all grant funds. Expenditures incurred by the district in support of the local effort were combined with all other non-grant fund expenditures. Because of this, it was not possible to determine the amount of local effort. Also, it was not possible to determine the amount of administrative expenses that are allocable to the projects approved for funding. (Recommendation No. 1)

Churchill County School District

Basically, the same conditions existed in Churchill County School District as those described above for Clark County School District.

OBJECTIVE: Determine if special programs were developed with special funding or if grant funds were comingled for use in total district operation (No. 4)

Our review of the grant applications and the accounting records for Clark County and Churchill County School Districts did not disclose any instance where funds were comingled in such a way as to cause specific grant funds to lose their identity.

OBJECTIVE: Determine extent of new programs or courses developed with special funding (No. 6)

Clark County School District

Based on our discussions with Clark County School District personnel and our review of approved project applications, we determined that a majority of the new vocational education programs projected in the local plan were never started. The reason given for the limited increase in new programs was lack of funding from the state.

Churchill County School District

Churchill County School District officials advised us that the amount of grant funds available to the district was so limited that new programs could not be developed. Grant funds were used to maintain vocational education programs at the same level as during the previous year.

OBJECTIVE: Determine compliance with State Plan requirements for accounting and reporting (No. 7)

Our review of Clark County and Churchill County School Districts indicated that reports requested by the state relative to vocational education programs were submitted.

One of the reports required by the State Department of Vocational Education to be submitted when requesting reimbursement for costs incurred is referred to as Form VEA-1. We reviewed the Forms VEA-1 submitted by Clark County School District to determine if the costs claimed for reimbursement were in agreement with the accounting records maintained in support of vocational education programs. We noted a number of instances where the accounting records disclosed that amounts claimed for reimbursement were greater than the actual costs incurred. The opposite was also true. There were a few cases where actual costs were greater than the amount claimed for reimbursement.

We also found during our review of Forms VEA-1 submitted by Clark County School District that nearly 10% of grant funds approved by the state for payment during the school year, \$54,432, were still on hand at June 30, 1975. This condition is contrary to the operating procedures established by the State Department of Education. (Recommendations Nos. 4 and 8)

OBJECTIVE: Determine if programs actually developed were the same as those applied for under the local plan (No. 8)

We reviewed Forms VEA-1 submitted by Clark County and Churchill County School Districts to determine if programs were being operated as claimed by the districts. There were no exceptions found by us during the review of this area.

OBJECTIVE: Calculate the per student cost for each program (No. 10)

It was not possible to fulfill the requirements of this objective since the accounting system which is required to be used by all Nevada school districts does not provide the necessary financial information to determine program cost. In addition, it will be necessary to develop a workable definition of a vocational-technical education program before meaningful per student cost information can be calculated.

SECTION V

COMMENTS ON RESULTS OF REVIEW MADE AT THE STATE DEPARTMENT OF EDUCATION

Several visits were made to the State Department of Education's offices to gather information on Nevada's vocational education programs. Meetings were held with numerous individuals who have responsibilities for these programs.

As discussed in the introductory section of this report, several objectives were established for the review of records and operations of the State Department of Education. The first two objectives; namely, determine total program funds received and total amounts transferred to local districts (No. 1), and determine portion of funds allocated to non-secondary institutions (No. 2), are covered in this report under Section III, Financial Information. The results of our review at the State Department of Education for the other three objectives follow.

OBJECTIVE: Determine accounting methods employed for accountability and related internal controls (No. 3)

Our review of the accounting system maintained to account for the receipt and disbursement of vocational education funds disclosed that separate records are maintained by the State Department of Education's accounting department and its vocational education program division. These separate records are in addition to those maintained on the state's FMIRS.

We compared the records maintained by the accounting department, the program division and FMIRS to determine if the three records were in agreement. This review showed that the accounting data and transactions were handled in a manner which produced dissimilar results. As an example, we compared the balances of unused grant funds on hand at June 30, 1975, as reflected in the records of each agency, and determined recorded balances as follows:

Accounting department	\$137,330
Program division	\$256,981
FMIRS	\$162,374

A partial explanation for these differences may be due to different methods of accounting used. The records maintained by the accounting department are on a cash basis, those of FMIRS are on a modified accrual basis, and those of the program division are on the equivalent of the full accrual basis.

If each balance shown above were adjusted to conform to the full accrual basis method of accounting (in this case to reflect unrecorded revenues and expenditures due to timing differences), the unused grant fund balances at June 30, 1975 would be as follows:

Accounting department	\$107,356
Program division	\$256,981
FMIRS	\$129,946

Except for the changes just noted, we were unable to determine the reasons for the differences. Upon further inquiry the differences were not satisfactorily explained by employees of the State Department of Education. We were advised that similar unreconciled differences have existed for the previous several years. (Recommendation No. 2)

In addition to comparing the total balance of unused grant funds, we also compared the individual balances of grant funds by category (Part B, Part C, Section 102(b), etc.) as reflected in the accounting department records to those recorded by the program division. This comparison, after adjusting for timing differences, also showed unreconciled differences in each grant fund category.

Since the program division records reflect a large balance of unused funds at June 30, 1975 as well as different individual balances for each grant category, there exists the possibility that grant awards to local education agencies could be approved in excess of the actual funding available.

As a part of our work at the State Department of Education, we also reviewed some of the administrative expenses charged to the vocational education workprogram for the 1974-1975 budget year. We included in this review an analysis of the salaries charged against the vocational education workprogram. This review disclosed that six employees, out of approximately 16 paid positions, were not connected with vocational education programs during the 1974-1975 fiscal year. The salaries and related payroll costs for these six employees amounted to approximately \$85,750. In addition, there were three other employees who had either part-time or only limited involvement in vocational education programs. The total salaries and related payroll costs for these three employees is approximately \$38,300 for the fiscal year 1974-1975. (Recommendation No. 5)

We believe the problems discussed above indicate a serious weakness in the State Department of Education's internal controls as they relate to the management of vocational education funds.

OBJECTIVE: Review and comment on compliance with State Plan fiscal control and fund accounting procedures included in the "General Application" (No. 4)

Rules and regulations issued by the U.S. Office of Education specify the following as it relates to state fiscal and accounting procedures:

"The State plan shall describe the fiscal control and fund accounting procedures which are in accordance with applicable State and local laws, rules, and regulations and which will assure proper disbursement of and accounting for Federal funds paid to the State under each program included in this part, funds paid by the State to participating local educational agencies and other organizations, agencies, and institutions, and all matching funds."

Nevada's State Plan for the fiscal year ended June 30, 1975 included comments relative to fiscal control and accounting procedures. These comments appear to be adequate to satisfy the rules and regulations as quoted above. However, because of the discrepancies noted in accounting for the unexpended balances of grant funds, and also because the local education agencies' accounting records do not provide the necessary financial information on matching funds (local effort), the State Department of Education may not be in compliance with the declarations contained in the State Plan for the fiscal year 1974-1975.

We also noted that the State Plan specifies that the State Department of Education auditors will audit the fiscal records and documents of the local education agencies pertaining to vocational education programs. Our review disclosed that the required audits of local education agencies have not been conducted by the State Department of Education. (Recommendation No. 3)

OBJECTIVE: Determine if funds were allocated to the specific types of programs in the percentages set forth in the State Plan (No. 5)

We reviewed the records maintained in support of funds awarded to local education agencies as outlined in the State Plan. This review disclosed no exceptions in the manner in which funds were allocated.

APPENDIX B
SURVEY

I. INTRODUCTION

The following report was designed and conducted by the Executive Director of the Advisory Council with the aid of several council members. To some degree, this study deals with some of the areas researched by the Research and Educational Planning Center's (REPC) two-year study of vocational education programs in Nevada (FY '74-'75).

II. OBJECTIVES

The objectives of this study were:

- A. To survey a stratified sample of three State school districts in the following areas:
 1. Instructional Programs
 2. Vocational Education Staff
 3. Students
 4. Guidance
- B. To receive from those primarily active in the delivery of vocational education instruction (in these three districts) a relatively impressionistic evaluation of program strengths, areas of concern, and felt needs.

III. STUDY DESIGN AND PROCEDURE

A total of 12 administrators and 31 vocational education/industrial arts instructors were contacted in the course of this study. All were actively involved in the delivery of the vocational education program in one of the three identified districts (selected from the urban, rural, and remote-rural classifications).^{*} Their response to inquiry relevant to felt program strengths, weaknesses, internal and external support are included in the body of analysis that follows.

For the purpose of this study, the definitions of "urban, rural, and remote rural" school districts will be those established in Education in Nevada: An Assessment, Research and Educational Planning Center, May, 1969:

1. Urban: multiple high schools and population density established by the Bureau of Census as urban areas.
2. Rural: at least one high school, including grades 9-12, with a minimum enrollment of 300 students.
3. Remote Rural: a high school population in grades 9-12 of fewer than 300 students.

For the purpose of these discussions, the definition of vocational education as presented by the National Task Force of State Directors of Vocational Education was utilized:

Organized educational programs and activities which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

A. Questionnaire Response

Furthermore, 26 teachers who had teaching assignments in vocational education courses for a minimum of three of their five teaching periods were asked to verbally respond to a 49-item forced-choice questionnaire. (Again, all respondents were from the three selected school districts.) The statements were developed in four areas of concern:

1. Instructional Program
2. Vocational Education Staff

^{*}These school districts are the same used in the study conducted by Alexander Grant and Company, Appendix A.

3. Students

4. Guidance

IV. ANALYSIS OF DATA

In the results that follow, questionnaire responses were sub-grouped into three categories: urban, rural, and remote-rural. Overall averages were additionally compiled and presented.

Questions were selected for presentation in this study based upon:

- A. Extreme differences in response between groups (urban, rural, and remote-rural).
- B. When response to the question reflected a strong orientation at either end of the spectrum.

It should be noted that the relative smallness of the sample size does not suggest a Statewide generalizability of these results. Indeed, conclusions drawn from this preliminary study might well be considered only potential indicators of areas for further study.

V. STUDY RESULTS

The results are presented in the following sections:

Section A: Instructional Program

Section B: Vocational Education Staff

Section C: Students

Section D: Guidance

Reading the Graphs: The responses offered the respondent were converted to the numerical values 4-3-2-1-0 as the response quality declined from "excellent" (4) to "not at all/none" (0). Ratings of each category (urban, rural, and remote-rural) were averaged and indicated along the horizontal continuum (see Section A). The numbers in parenthesis by each category indicate the number of respondents who responded other than "does not apply" or "don't know" and were averaged into the category response. Again, the reader is cautioned (given the small sample size) against drawing too firm or specific conclusions from these data.

Section A: Instructional Program

This section is designed to gauge the respondents' evaluation of the structure, goals, and efficacy of the Instructional Program; how well the program is monitored and integrated within the larger educational setting; what areas of strengths and weaknesses may be found in terms of program implementation.

1. Program is based upon and organized to provide basic skills and knowledge required for successful performance in an entry-level occupation or related cluster of occupations.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)	.....2.4		
Rural (9)	.....3.1		
Remote (2)	.....1.0		
Average (26)	.....2.5		

2. Program is designed to meet the manpower needs and opportunities in the labor market available to the student.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)	.....2.3		
Rural (9)	.....2.7		
Remote (2)	.....1.0		
Average (26)	.....2.4		

3. The program provides experiences in and orientation to related occupations.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)		.25	
Rural (9)			.34
Remote (2)	.10		
Average (26)		.27	

It is obvious that the vast majority of vocational education instructors responding to this survey feel that their programs are adequately serving the specific, basic needs mentioned above. The strength of their response should be noted (with the exception of the remote-rural). It would seem that the development of "basic skills" to provide access to the labor market area available "at an entry level" has been long since identified as a major goal to be conscientiously strived for (apparently quite successfully).

The response of the remote-rural section must be viewed within the framework of their specific setting. It would, of course, be much more difficult to provide a range of experiences and skills given limited resources and personnel. Similarly, the local labor market in the remote-rural setting is possibly limited in terms of breadth and depth of skilled labor needs. Combined with largely inadequate and/or antiquated facilities and equipment, the remote-rural instructor will find him/herself operating at a decided disadvantage in terms of program strength and efficacy.

An important variable in the extremely strong response of the rural sector is the cooperation and support felt by them from their community in general and, more specifically, from the local advisory committee for agricultural science. This group, while being a very active one, meets officially only once or twice annually. Their main thrust is much more informal, with the chairman and committee members actively working with school personnel in an ongoing development of the program. Such cooperation is undeniably a vital factor in creating high personnel morale and a powerful, growing program in these rural areas.

4. The total program is reviewed by an advisory committee at least once every year with recommendations in writing to involved staff.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)		.08	
Rural (8)			.13
Remote (2)	0.0		
Average (24)		.09	

In light of the preceding paragraph, we must wonder: Do local advisory committees exist and, if so, what function (formal and informal) might they best fill? It should be noted that even in the rural setting, where such committee(s) are an integral part of the vocational education effort, "recommendations in writing to involved staff" are reported by only 50 percent of our respondents (four of eight). We must also wonder if vocational education personnel would actively seek such external input if it were potentially available. This area of concern is one in which the Advisory Council might wish to develop more research data and in-depth attitudinal patterns.

5. The vocational program is an integral part of the school in that provision is made for academic classes to review and relate relevancy in occupations.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)		.08	
Rural (5)			.28
Remote (2)		.20	
Average (22)		.14	

6a. Programs are correlated with pre- and post-courses within the system to provide for sequential development of skills and knowledge.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)		.14	
Rural (8)			.24
Remote (2)		.20	
Average (25)		.18	

6b. Programs are correlated with pre- and post-courses without the system to provide for sequential development of skills and knowledge.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)		.1.3	
Rural (9)			.2.4
Remote (2)		.2.0	
Average (25)		.1.7	

It is instructive to examine the radical difference in response to these statements between the urban teachers and the other respondents. It would seem that the urban group see their program radically less integrated and correlated with the general academic flow of their schools. Some individual teachers in this group expressed the feeling that some of their students became involved in their programs by default, i.e., having failed to successfully compete in the strictly academic areas. Other factors offer themselves for consideration: a larger, more easily identified group of courses, instructors, and students (in a larger institution) to be labeled "vocational education" and thus, to a large degree, isolated; less formal and informal communications among faculty in reference to coordination of course goals and sequence.

Of course, this sense of non-integration may be felt in other departments as well in the larger urban schools and may be an unavoidable consequence of dealing with larger groups of people.

Section B: Vocational Education Staff

This section solicits from the respondents their evaluation of qualifications, skills, profession responsibilities, and ongoing involvement with student personnel.

1. Instructor's experience in program area is journeyman level, where applicable, and three years work experience in other areas.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)			.2.8
Rural (9)			.3.5
Remote (2)	.1.0		
Average (26)		.2.9	

2. Instructor has teaching certification with specialization in vocational education area he/she is teaching.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)			.3.2
Rural (7)		.2.4	
Remote (2)		.2.0	
Average (23)		.2.7	

It might be argued that respondent bias would tend to make their response to these questions highly subjective. Given that possibility, it could then be concluded by their overwhelmingly positive response that they do indeed feel well qualified and well placed in his/her teaching speciality. This would indeed speak well of administration choice and placement of personnel and, indeed, the professional pride of the vocational education teachers.

In the course of the more informal exchanges with those interviewed, it became readily apparent that the vast majority brought with them to the teaching situation many years of business experience, private involvement and/or journeyman-level experience. Very few came from a principally academic background, and even those had some practical experience in the commercial world.

Those whose qualifications were largely based upon experience were actively engaged in completing outstanding requirements for their baccalaureate degrees in their respective fields. Additionally, the majority of those contacted expressed an active desire to pursue usable work experiences which would enable them to stay abreast of current technological changes.

8. Instructor coordinates part-time job placement for students.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)	. . . . .	. . . . .	. . . . .
Rural (3)	. . . . .	. . . . .	. . . . .
Remote (2)	0.0		
Average (24)	. . . . .	. . . . .	. . . . .

9. Instructor coordinates and assists in placement for full-time jobs for course graduates.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)	. . . . .	. . . . .	. . . . .
Rural (9)	. . . . .	. . . . .	. . . . .
Remote (2)	0.0		
Average (25)	. . . . .	. . . . .	. . . . .

These questions touch upon an area which may call for further exploration. As has been noted previously in this narrative, the mixture of formal/informal relations with the local advisory council seems to work well in the rural setting (hence, we surmise their less negative response). Both the urban respondents and their remote counterparts reacted quite negatively.

Perhaps further inquiry may be appropriate. Some of those polled cited their role as industrial arts instructors as a primary reason for non-involvement with job placement. With the remote-rural setting, the problem of placement may be exacerbated by the narrowness and relative smallness of the labor market. And finally, the question of division of responsibility here arises: What is the role of the instructor vs. the counselor/guidance personnel? Who should be responsible for contact and coordination with community placement resources?

Section C: Students

Herein the respondents were queried as to their appraisal of general student concerns: measurement, testing, readiness for instruction, progress, and areas of involvement.

2. There is student assessment based upon aptitude and/or interest prior to entry in program.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)
Rural (8)
Remote (2)
Average (24)

Interesting in terms of such variability of response, we remained a bit puzzled as to our respondents' concerns in this area. It could be speculated that the instructors feel adequate pre-entry aptitude (interest assessment) is not conducted. Instructive information could certainly be garnered by a fuller exploration of felt needs in this area.

4a. Students are taught objectives and skill levels they are expected to attain in terms of entry-level jobs in industry for the occupation involved.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)
Rural (8)
Remote (2)
Average (25)

4b. Students are taught objectives and skill levels they are expected to attain in terms of working conditions in industry for the occupation involved.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)
Rural (8)
Remote (2)
Average (25)

4c. Students are taught objectives and skill levels they are expected to attain in terms of wages in industry for the occupation involved.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)
Rural (8)
Remote (2)
Average (24)

It would seem the respondents are quite satisfied with the level of exposure their students are afforded in relation to the complexity of their vocational development; that, indeed, the students are given an accurate concept of skill levels, working conditions, and wages to be expected in pursuit of their given vocation.

7a. Follow-up records of students are maintained.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)
Rural (7)
Remote (2)
Average (23)

7b. Follow-up records of students are used in helping revise course content and effectiveness of value to the occupation.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (13)
Rural (7)
Remote (2)
Average (22)

Given this pattern of response, it would seem that follow-up records, at best, are poorly kept and are not used as a critical feedback mechanism for program evaluation. Is utilization and collection of such data feasible or do certain variables essentially negate such attempt? Is such a process necessary? Is the process too cumbersome? Too time consuming? Are there better methods of collection available? These and many other pertinent questions could be explored to adequately evaluate this area of concern.

17. Programs are available for disadvantaged.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)
Rural (3)
Remote (2)
Average (24)

18. Programs are available for handicapped.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (13)		.2.1	
Rural (8)		.1.9	
Remote (2)		.2.0	
Average (23)		.2.0	

In both instances, the vast majority of the respondents felt that available programs were adequate or better for the disadvantaged (96 percent) and for the handicapped (87 percent). In the course of the field visitation, programs for the disadvantaged were observed in operation; specific programs for special students are available. Generally, the respondents felt there was a place for the handicapped student in almost all of the vocational education classes. The only significant complication seemed to arise when the use of power equipment posed a possible physical danger. It was apparent, however, that those actively involved in supplying vocational education training were very positively motivated toward the integration of both the disadvantaged and the handicapped into the standard classroom setting.

Section D: Guidance

The Nevada Advisory Council does not continue to have Career Education as a predominant concern. However, the similarity between the goals of career education and vocational/technical education cannot be ignored. For that reason, the following data were collected and presented here for the reader's information.

1. Students have received basic career job information at the Junior High level.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)		.2.0	
Rural (7)		.1.0	
Remote (2)		.1.0	
Average (24)		.1.5	

Obviously, a distinct attitudinal difference exists between our urban and rural respondents; in terms of our discussion, it may be generic to view these differences in terms of felt job pressures and responsibilities. Do the rural and remote-rural instructors feel a need to expose their students to career education materials? Would such responsibility be handled better by others, i.e., guidance personnel (if available)?

2. Students receive career education at the secondary level.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (15)		.2.9	
Rural (8)		.1.7	
Remote (2)		.1.0	
Average (25)		.2.4	

Again, a sharp difference appears along the urban/rural continuum. Obviously, the urban respondents feel the job is getting done. Perhaps what is being done correctly in one system could be extrapolated to the others.

Students receive job skills training at the secondary level.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (14)		.2.3	
Rural (8)		.2.2	
Remote (2)		.1.0	
Average (24)		.2.2	

Again, it would seem our respondents feel their students are receiving adequate preparation at their level.

3. Students receive basic hands-on vocational skills at the Junior High level which is correlated and sequential with secondary program.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (13)		
Rural (7)		
Remote (2)		
Average (22)		

Again, a rather obvious urban/rural difference appears in this response. Obviously, the urban instructors feel something good is happening in their system. The reasons for such a contrast may be worth exploring.

4. Secondary vocational programs are correlated sequentially with post-secondary agencies for those desirous of advanced training.

	Not at All 0.0	Average 2.0	Excellent 4.0
Urban (11)		
Rural (8)		
Remote (2)		
Average (21)		

Herein lies an area with which no one is quite pleased. Adequate information concerning post-secondary training, including specifics, i.e., relative quality of comparable programs, entry-level skills required, costs involved, etc., is needed on an ongoing basis. Some respondents indicated a real need to bring their courses of instruction to a level to better prepare their students for post-secondary training experiences.

RATIONALE FOR AN ACT TO REPEAL
N.R.S. CHAPTER 399
ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

*Please see
S.B. 138
Support Material*

A State Advisory Council for Vocational Education is required in each of the several states as mandated in Federal law, P.L. 94-482. "Any state which desires to participate in programs under this Act for any fiscal year shall establish a State Advisory Council."

The Advisory Council must be composed of members who represent some twenty three agencies, groups, or organizations, such as: business, industry, labor, secondary education, post-secondary education, ---etc.

The members who serve on the Council shall be appointed by the Governor, or in those States where the State Board of Education is elected, by the State Board of Education.

The Advisory Council does not repeat does not need to be recognized by State legislation, and in most states, there is no legislation giving status to the Council.

The only requirement for Nevada to receive federal vocational funds in regard to an Advisory Council for Vocational Education, is there be one appointed by the State Board of Education, composed of members who represent the groups referred to above.

Since the Governor is trying to reduce State committees, councils, boards, and commissions, it seems that NRS Chapter 399 should be repealed. This would cancel the necessity to amend NRS Chapter 399 and S.B. 138 could be held in Committee.

The terms of the members currently serving on the Advisory Council would terminate on June 30, 1977, and the State Board of Education, in cooperation with individuals and groups could appoint a new Council.

The State would end up with one less legal entity which should please the Governor and would save time of many State employees who provide ancillary services to the existing Council.

A PROPOSED ACT TO REPEAL

N.R.S. CHAPTER 399

N.R.S. Chapter 399 creating a State Advisory Council for Vocational-Technical Education is hereby repealed effective upon signature of the Governor.