

AVENUES OF COOPERATION BETWEEN THREE STATE AGENCIES
RESPONSIBLE FOR POST HIGH SCHOOL EDUCATION

By

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With appreciation and love to my wife, I dedicate this dissertation to my perceptive father, now deceased, with his eighth grade education, and to my preceptor mother and stepfather, now retired, with their college educations. They all imbibed knowledge and truth, and whetted a son's appetite.

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The problematic objective was to identify and analyze the various avenues of intrastate cooperational relationships emerging between three selected state administrative agencies regarding their increasingly overlapping responsibilities in educational programs beyond the normal high school age or level. Accordingly, a nation-wide survey regarding joint agency intervolvements was made of the agencies in each state responsible for, respectively, adult and continuing education (ACE), vocational and technical education (VTE), and community junior colleges (CJC).

A taxonomic compendium was developed -- with general, geographical, and organizational perspectives -- of ACE, VTE, and CJC agency post high school educational involvements and cooperative avenues and procedures, along with a consideration of effective and preferred cooperative agency interactions.

Mandated avenues of interagency cooperation were more preferred by ACE agency directors, whereas voluntarily arranged methods were more preferred by VTE and CJC agency directors. Regular joint agency meetings

were designated as the most effective and preferred mode of cooperation. The most effective total agency approach was perceived to include an integration of formally structured, informally structured, mandated, and voluntary avenues of cooperation.

Significant overlap of responsibilities and programs was reported by the three agencies, with agency directors manifesting a basic desire to actively respond to joint agency cooperative involvements to meet increasing and diverse educational needs. A need for explicit, formal, and ongoing clarifications and definitions was reported regarding what the scope of post high school education does or ought to include, and of the evolving, correlated role(s) of the three agencies. Regional or national level training workshops were a recommended method for broader understanding of the dynamics of state level interinvolvements, and of fostering and/or upgrading appropriate state level joint agency interrelationships. Federal involvements and programs were generally regarded as the strongest catalyst presently in effecting, promoting, and developing state level interagency cooperative relationships.

ACE, VTE, and CJC agencies reported being responsible to one state board in 18 states, but divided under two state boards in 31 states and three boards in 1 state. ACE and VTE agencies were responsible to a common board in 28 of the 32 multi-board states. Independent or equal levels of responsibility, operation, and/or administrative parity were reported by the three agencies in 31 states, with unequal or dependency agency relationships reported in 19 states -- generally involving an ACE agency dependency on the VTE agency. Significantly, interagency cooperative involvements were reported more by single-board states, especially those having dependent or

mixed-parity agencies. This reported result was seen to run counter to the current trend of establishing independent state boards for administering community junior colleges.

An area of particular agency attention concerned discordant guidelines involving administrative, program, and/or fiscal procedures in both state and federal educational directives and legislation.

The development of effective interagency cooperation was seen to include the criteria of recognition of need, cooperative intent, agency flexibility, complementation of effort, ongoing cooperative processes, and a reciprocally accepted common concern in meeting needs. Individual agency actions relative to effectiveness also involved their evaluative assessment of present and potential alternatives regarding organizational structures, programs, fiscal policies, facilities and resources, personnel, and current interagency relationships. Good personal and interpersonal relations were also seen as necessary factors in effective cooperation, as was the need for a mandated chassis of sufficient formalism and structure to assure the initiation and facilitation of continuing joint agency associations. Several strategies for inducing or developing joint agency associations were distinguished: Imposed, emergent (interaction generates input), informal procedures, formal procedures, leadership (developing facilitating mechanisms), and sharing (joint utilization of resources).

The traditional Weber model of hierarchical superordinate to subordinate administrative organizational relationships appeared less appropriate in fostering cooperative agency involvements than the emerging pluralistic and democratic model which accentuates positive contributions to the decision-making process by agency staffs at all levels, with the stress on leadership by agency executives, rather than command.

CHAPTER I

INTRODUCTION

This study was a step in a relatively uncharted direction in educational research. Concisely, the problematic objective was to identify and analyze, within the several states, the various avenues of cooperation emerging between three selected state administrative agencies regarding their increasingly overlapping responsibilities in educational programs beyond the high school age or level. The ascertainment of these cross-agency working patterns predicated an increase in understanding, a recognition of commonalities and differences, and a contribution to the establishment of a basis both theoretical and practical for upgrading and improving these patterns to meet better the post high school challenges and problems of our modern society. The study goal thus embraced cognition and analysis of joint agency cooperative patterns, and development of cooperative agency guideline criteria.

The investigation was therefore directed to an identification and analytical study of the intrastate patterns of interrelations occurring between the three state administrative agencies designated by each state as primarily responsible for, respectively, the community junior colleges, vocational and technical education, and public continuing and adult education. See Figure 1. The study aimed therein to scrutinize general patterns and areas of agreement and disagreement on state level cooperative interagency relationships and specific cooperative patterns in the areas of state educational planning and federal programs.

Legislature

State Board Level	State Board of Education or Public Instruction	State Board of Vocational/Technical Education	State Community Junior College Board	State Board of Higher Education or Board of Regents	Other State Boards: Vocational Rehabilitation Law Enforcement Corrections etc.
State Administrative Staff Agency Level	State Department of Education	State Agency for Adult and Continuing Education	State Agency for Vocational/Technical Education	State Agency for Higher Education	Other State Agencies/Depts.: Vocational Rehabilitation Law Enforcement etc.
Local Institutional, Operational or Program Level	(Community Schools) (Kindergarten) Elementary or Basic Education (Middle Schools) (Junior High Schools) Secondary or High School Education	Adult Education Centers Continuing Education Centers Adult or Post Secondary High School Centers Correlated Offerings at Community Junior Colleges and Vocational Centers	Vocational/Technical High Schools Adult Vocational/Technical Centers Area Vocational/Technical Schools and Centers Technical Institutes and Colleges Correlated Offerings	Junior Colleges Community Colleges Junior Technical Junior Colleges Branch Campuses Extension Centers Correlated Offerings elsewhere	Universities Branch Campuses Four-Year Colleges Extension Centers Correlated Offerings elsewhere
					Local Offices or Centers Academies Schools "Colleges" Programs Courses etc.

Figure 1. Generalized Diagram of a State System of Public Post High School Education.

The particular parameters of this study have been subsequently delineated in this chapter in the sections on Procedures, and Delimitations and Limitations.

Overview and Justification of the Study

In a comprehensive survey for the United States Office of Education, Abrahams (1969) identified over 300 official state agencies, other than individual institutions, which had some responsibility for education beyond the high school. To amplify, an intrastate survey by the Illinois Junior College Board found 40 different Illinois state agencies involved in adult and continuing education alone (Wellman, 1971). Coordinating the evolving, multiple, and often overlapping activities, and the interests and goals of such kindred agencies within a state has become at least a challenge, if not an enigmatic dilemma.

While this investigation proffers no panacea for the interagency problems of correlating the multifarious aspects of post high school education at the state level, it is clear, as Hills (1968) pointed out,

unless one knows (A) the entities involved in the system, (B) the relevant properties of these entities, and (C) the relations among these properties, his chance of changing the state of the system is slight. (p. 4)

Most state governments have recognized the increasingly critical need for some form of overall systematic educational planning and coordination, and are expending state level efforts of considerable magnitude to correlate the extensive diversity of post high school educational programs offered through public governmental agencies. As of yet, however, this correlation effort has largely focused on state agencies with primary or major educational roles, somewhat to the exclusion of agencies with secondary or minor educational roles. Abrahams (1969) reported that 40 states had established constitutional or statutory "educational super

agencies" covering varying parts of education subsequent to the high school plane, 17 of which exerted governing and regulatory powers over both educational agencies and institutions, and 23 exercised varying degrees of lesser control and coordination. In the 10 remaining states and the District of Columbia educationally mandated agencies operated in cooperative ways through informal, advisory or voluntary arrangements. However, only 21 of the 40 "super agencies" reported any responsibility for post high school vocational-technical education (Abrahams, 1969; Chambers, 1968; Pliner, 1966).

Sponsored by the Education Commission of the States (1970), a Task Force on Statewide Planning under the chairmanship of Governor Richard B. Ogilvie of Illinois reported in its May 19, 1970, meeting that at that time,

Forty-eight states have some form of coordinating agency with all but two (Indiana and Nebraska) being legislatively authorized. Of the 48, 27 are coordinating agencies and 19 are governing boards. Two states, Vermont and Delaware, have no form of central coordinating or governing entity. (p. 48)

In assessing the vigorous extension of statewide coordination efforts regarding education beyond the high school, Eurich (1969) stated,

The state-to-state pattern varies substantially, however, both to meet local needs and as a reflection of differing historical developments of the various systems. Changes in the pattern occur nearly every year now, as legislatures, administrators, and educational leaders develop new arrangements to meet the needs of expanding enrollments and the more complicated educational situations that are developing. (pp. iii-iv)

Stuckman (1969) noted from a community junior college viewpoint,

Thus in nearly every state there is coordination of higher education although the mechanisms differ. If no statewide coordinating agency is established, the executive and particularly the legislative branches of state government by default do the coordinating of higher education via their decisions however ill prepared they may be. However, most states have opted not to leave statewide coordination to

the uncertainties and vicissitudes of legislative and administrative edict. (p. 2)

Personal state agency experience and research led Wattenbarger (1968) to designate pointedly the responsibilities of state agencies over community junior colleges related to relationships with other organizations and agencies as an area requiring attention and careful development of concepts. He emphasized that the great amount of overlap in programs and activities of different but related state level agencies was a burden and a source of confusion to junior colleges, and further, that the increasing demand for occupational programs made top level coordination imperative. Correspondingly, a Task Force on Community and Junior Colleges (ECS, 1971) recommended in its final report that,

There is a need for more adequate statewide planning and coordination of community and junior colleges, of these colleges as an integral part of the system of higher education, and of these colleges as they relate to all forms and types of post-high school education in the state. A special need at the present time exists in the area of occupational education where parallel systems often exist, offering similar and even identical programs in the same locality. Because each state's higher education system is unique, there is no single model appropriate for all states. However, in each state there should be a coordinating agency with statutory authority for overall coordination of all post-secondary education and for carrying out the function of master planning all types of higher education in the state. (p. 34)

By the first part of 1973, Wattenbarger (1973) observed that 47 states (excluding Indiana, New Hampshire, and North Dakota) had established a board at the state level with coordinating and/or governing responsibilities for the general scope of education offered in their community colleges.

For the many state agencies involved in education beyond the high school, the actual avenues and methods of interrelations are demonstrably in a developing state. By choice, law, and necessity, many of these

300-plus state instrumentalities with post high school responsibilities are establishing cross-agency ties, working relationships and patterns of cooperation of differing effectiveness in each state, some of which are distinct and peculiar to a state's legal structure and tradition, some of crazy-quilt anomaly, and others of more common and widespread usage (Abrahams, 1969; USOE, 1967; Wattenbarger, et al., 1970).

Increasingly, the burden of responsibility for educating those persons in the United States who are beyond the normal high school age or level of education is being absorbed by the developing public community junior colleges, sundry vocational and technical schools, and the adult and continuing education centers. These three educational groupings realize a considerable conjunction of purposes, programs and appeal at the post high school level, but operate largely under the aegis of different state level agencies or a mixture of such agencies (Abrahams, 1969; Medsker, 1967; PCAE Almanac, 1970).

The present and growing magnitude of the educational task facing these three postsecondary components and their relevant state agencies can be somewhat demonstrated by the following data.

Calculations by the United States Office of Education indicate that over 5,000,000 were enrolled in vocational and technical (occupational) educational programs beyond the high school level in fiscal 1970, and nearly 8,000,000 will be enrolled by fiscal 1975 (Russo, 1969). The enrollment in public continuing and adult education in 1968-69 was listed by state departments of education as totaling 4,276,576 (PCAE Almanac, 1970). However, using a broader definition, the President's Committee on Education Beyond the High School (1957) has estimated that "one of every three adults in the United States is engaged in some kind of continuing

education during any single year" (p. 36), and cited the figure of 50,000,000-plus. Neff (1966) gave a figure of 60,000,000. Admittedly allowing some overlap with the foregoing figures in enrollment calculations, due to comprehensive educational offerings, public junior college figures have increased from some 1,367 in 1917 to a 1972 fall enrollment of 2,729,685, with approximately 5,000,000 anticipated in 1981 (Connor, et al., 1973; Harbert, 1968; Harper, 1969, 1970, 1971; Medsker, 1967). Marland (1973) reported, that along with millions of their elders, "We have reached a point where more than half of young Americans enter some institutions of post-secondary learning " (p. A-16).

In his assessment of this growth and the implications for finance involved, Chambers (1968) concluded that,

Universal education beyond the high school, with perhaps 80 to 95 per cent of the high school graduates going on with further schooling, is inevitable in the United States. (p. 276)

He accorded that the burgeoning post high school enrollment and the concomitant expansion of programs and expenses thereto signaled a vital and necessary point of action for achieving effective joint efforts among the various state agencies with responsibilities at this level.

No small part of state level agency sedulity and proliferation involves the functional responsibility for administration of federally funded education, which is both multi-level and multi-agency (Abrahams, 1969). Illustratively, at the national level 10 cabinet departments and more than 15 agencies reported supporting or conducting vocational education, training and related programs among the states in 1968, with an estimated expenditure of \$11 billion (Bureau of the Budget, 1967). In the same year, higher education received \$4 billion from 12 federal agencies, with \$140 million allocated to two-year colleges (Chronicle of Higher Education, 1970).

Recurrent efforts are also being made on the national plane to consolidate proliferating related programs under single agency direction, such as the proposal to place all Manpower Development programs under the Department of Labor (Burkett, 1969; ECS, 1971). The Education Commission of the States (1968b) has also urged the Congress to consolidate all vocational/technical education into one comprehensive program and provide for a single administering federal agency. A related proposal was made by the Legislative Commission of the American Association of Junior Colleges (Henderson, 1966) for an omnibus community college federal aid bill which would provide direct federal support for all programs of the community college, including the community services and adult and continuing education. These efforts accordingly augur adjustments in the operations and relationships of affected state agencies.

Through the statutory and regulatory powers of the national government, some coercive pressure is also being applied toward effecting a correlation of agencies and programs at the state level. Under provisions of legislation passed by the Congress, typified by the Vocational Education Act, Titles II and III of the George-Barden Act, and the Appalachian Regional Development Act of 1965, states are being required to designate or to create among their agencies a primary point or points of contact and responsibility to qualify for state participation in various national educational funding programs. Another congressional requirement has involved the formulation and submission of state educational plans and projections as a condition for receiving national funding assistance (ACVE, 1968; Kirschbaum, 1964; USOE, 1967).

A report prepared by the Task Force on Statewide Planning (ECS, 1970) portrayed the struggle at the state level to bring order and direction to

the many-headed educational animal as follows:

A second problem is that of clarification of jurisdiction in terms of planning. Jurisdiction varies from state to state and in some does not include even major segments of public higher education such as community colleges and post-secondary vocational-technical institutes. If effective state-wide long-range planning is to be accomplished, not only the public segments of post-secondary education but private higher education as well must be integrally involved in the planning process. In addition, federal programs and particularly those under separate state agencies must be considered. For example, in some states the coordinating agency is not the agency that has been designated to administer federal programs for facilities, community service programs, or technical services. Finally, a strong liaison with secondary schools and departments of education needs to be maintained. This does not imply, however, that a single state agency for all education is an adequate answer particularly for the larger states since not only do the range and scope of problems differ, but the problems and institutional relations are complicated by subordination and other priority demands. (p. 48)

In a very productive recent effort to assure that all parties interested and involved in the total postsecondary educational program in a state would have a participative voice in developing the educational plan which would serve as a basis for federal support, and to stimulate more effective cooperation in the accomplishment of comprehensive statewide postsecondary planning, the federal Education Amendments of 1972 provided that any state that would appropriately establish or designate a state postsecondary education commission broadly representative of all postsecondary agencies and institutions (public and nonpublic) within the state which would be responsible for developing a comprehensive plan for the state would be eligible for direct federal financial support and technical administrative assistance for that commission's comprehensive postsecondary planning operations (Martorana, 1974). Further, this state postsecondary education commission could also optionally be designated as the state agency required by law as a condition for

continuing federal financial assistance through the various sections of the Higher Education Act of 1965 dealing with Community Service and Continuing Education, Equipment for Undergraduate Instruction, and Grants for the Construction of Undergraduate Academic Facilities. By April, 1974, 43 states plus the District of Columbia, American Samoa, Guam, and Puerto Rico had established such a "1202 Commission" -- taking this "1202" appellation from the authorizing section number of the 1972 Education Amendments (McKinney, 1974).

Almost parenthetically, a national project presently under way, similar to this study, is also indicative of the growing educational concern about achieving meaningful and effective interrelations among governmental agencies at all levels. One of the projects included in the 1969-1974 University Council for Educational Administration (1969) research plan involves the study, design, and testing of new forms of local (less than state level) intergovernmental cooperation. In this case, local intergovernmental relations were defined as any procedures by which two or more agencies or units of local government attempt to meet a mutual problem. Several research task forces have been outlined for an extended in-depth study. Consonantly, the dynamics of state level educational agencies are influenced by developing and fluctuating local pressures and involvements.

Macroscopically, society itself is experiencing a technological challenge and social consternation which place post high school occupational and educational patterns and potentialities under constant adaptive stress and strain. Numerous and variegated research efforts throughout the nation are unabating in pointing out the diversifying directions, trends, and needs of the post high school student. These studies, with

resultant implications and applications, are also contributing to a change in the role and function of the state agencies themselves, as well as to their interaction patterns relative to postsecondary education (CSHE, 1968; ECS, 1968a; Harrington, 1967; Medsker, 1967; Park, 1971; Reller & Corbally, 1967; Riendeau, 1969; Taylor, 1970).

Combined with the inductive intermix of these several foregoing sociopolitical forces is the growing public clamor for economy, for effective and efficient utilization of state resources which the public provides (Chambers, 1963, 1968; Ebey, 1969; Martorana, 1974; Priest, 1968). Individual agencies and institutions have been straining to plan ahead and satisfy the demands for post high school education, all too often with a debilitating kind of competition in the same areas (Shoemaker, 1967). Illustratively, Nyquist (1967) declared that,

A case in point is vocational education. For too long, those who administered a state's vocational education program, typically largely or wholly supported by federal funds, carried on like an almost autonomous, isolated unit within many departments. They constituted an enclave. Recent efforts in some departments to bring vocational education into more intimate relationships with other disciplines and curricular activities and with technical and vocational programs at the community college level, have been met with pronounced strain, conflict, and tension. (p. 248)

Wattenbarger (1973) cited nine factors influencing the various state agencies and their interworkings on post high school education, which may be summarized as follows:

1. The development of an egalitarian philosophy of education, which has increased the number of postsecondary students and generated a concurrent increased public concern over governance, relevancy, curriculum, cost, availability, etc.
2. Heightened student activist attitudes, seeking student input and voice in the decision-making processes affecting them.

3. A stimulated faculty involvement, and the growth of collective bargaining in many aspects of the educational process.
4. The impact of federal legislation, which dictates or affects state priorities in educational programs and directions.
5. New state level agencies or units, such as a growing governor's staff, expanding legislative committees and aids, and new planning and development agencies, with their various recommendations for allocation of future resources.
6. State budgeting authorities, whose blanket application of uniform rules and regulations affects strongly the decision-making power of educational agencies.
7. National educational accrediting organizations, whose concern with program quality has achieved vast influence.
8. The Legislature, with its fiscal and budgetary power, often imposing arbitrary fiscal limitations, with accompanying interpretations of legislative content and intent by legislative budget and finance agencies.
9. National associations and foundations, who through their organizational and funding influences can affect educational action and interaction.

State agencies handling the multiple facets involved in education beyond the high school are thus operating in a volatile socio-politico-economic climate, all of which lends imperativeness to the continued study -- and implementation -- of the highest type of interagency

cooperation possible. Towards this end, this study converged on the cooperative patterns by which three selected state agencies reportedly interacted together on their common concerns in post high school education.

Justification for the study therefore rested on several research pillars, among which were (a) the need for broad, valid information as a data base, i.e., a contribution to knowledge and understanding, (b) the practical need of dealing more cognizantly and capably with the current pressing problems concerning cooperation between related state level educational agencies, and (c) the need to develop a theoretical framework for approaching more effectively the on-going dynamic challenge of these agency interactions.

Statement of the Research Problem

This investigation had for its goal the identification and analysis of avenues of interagency cooperation occurring at the state level between three selected administrative agencies having responsibilities for post high school education, i.e., education beyond the normal high school level (twelfth grade) or age (18). The following specific questions served as the directive thrust of the research effort:

1. What present intrastate patterns of interagency activities, associations, and cooperative relationships can be identified among the three state agencies whose primary responsibilities for educational programs beyond the high school comprise, respectively, public adult and continuing education, vocational and technical education, and community junior colleges?
2. What general areas of agreement and disagreement on cooperative interagency relationships can be identified among these three agencies?

3. What specific cooperative patterns can be identified with respect to selected state educational plans and federal programs which deal with post high school education?
4. What are the perceptions of the directors of these three agency groupings concerning cooperative interrelationships and practices?
5. What guidelines regarding effective (or more effective) interagency cooperation can be developmentally established from the research effort?

Delimitations and Limitations

The research focus was delimited to the public sector of post high school education. Any consideration involving private post high school educational efforts has been explicitly spelled out or omitted.

The scope of the problem included those educational programs provided for people beyond the normal high school age of 18 as well as those beyond the high school twelfth-grade level, including up to the first two years of college level education. No consideration was given to further education leading to the baccalaureate degree.

Besides the 50 states, only the Commonwealth of Puerto Rico was found to have developed a sufficient level of comparable governmental agencies and educational institutions for inclusion in this study. The Canal Zone, Guam, District of Columbia, and other national possessions and trust territories operated under special governmental arrangements which lacked appropriate concord for inclusion.

Supplementing the indigenous imperfections of the author, the study was also subject to the limitations indicated in the type of research design. The principal data were gathered by

questionnaire, directed to the state directors of the three agencies in each state and Puerto Rico. The validity and usefulness of the study's conclusions are of necessity a function of the completeness and accuracy of the sources of data.

Assumptions

No judgment or justification of post high school education or its diversifications has been attempted. Rather, the assumption was that the existence and rapid growth of this level of education presented themselves as valid subjects for research and interpretation. The principle was also assumed as authentic that a knowledge of existing patterns in effect among agencies was an acceptable scientific basis for generating judicious improvement.

For the purposes of gathering data for the study, a blanket assumption was extended that the persons chosen to participate by questionnaire response were knowledgeable concerning the interactions of state agencies because of their positions, training, and experience. Ipsa facto, the information thus secured should accordingly be either representative of the best thoughts of those who have given serious consideration to the problem of interagency relations, or at least still scientifically applicable in accomplishing the study goals. It was also submitted that the use of the questionnaire technique was appropriate for use in this investigation.

Definition of Terms

Adult education. Although all education for individuals 18 years of age and older may be technically designated as "adult" education, for the purposes of this study the terms "adult education" and "public continuing education" have been used together and interchangeably and referred

particularly to those educational programs most often offered in the evening for part-time adult students. Curriculums contained almost any content, whether oriented to diploma or degree, credit or noncredit, occupational training or retraining, or simply to extend understanding and knowledge (Thornton, 1966).

College parallel. Interchangeable with "university parallel," this term referred to a course of studies which leads a student to, or prepares him for, admission to an upper division institution, whether four-year college or university.

Federal. Used interchangeably with the term "national" in this study, it referred to the central government in Washington, D.C.

Federal funds. Interchangeable in this study with the terms "federal aid" and "federal grants," this term referred to moneys being administered through agencies or departments of the central government in Washington, D.C., in accordance with congressionally enacted and funded programs.

Federal programs. This term referred to congressionally enacted programs dealing with some aspect of education.

Junior college. For the purpose of this study, the terms "junior college," "community college" and "community junior college" were used interchangeably and referred to public institutions supported by public tax funds which offered programs and/or courses, limited to the first two years of post high school education, including the university parallel program and at least one of the two following areas, occupational education and continuing education (Arney, 1969).

Post high school education. In this study, the terms "post high school" and "postsecondary" education have been used interchangeably, and referred to all organized educational programs, sponsored by governmental

units, provided for persons having a high school diploma, or for persons not having a high school diploma but who were beyond the normal age for attending high school. The "normal" age referred to was approximately 18, and was derived by addition, with a 6-year old child beginning his first school year and continuing through 12 years of elementary and secondary education.

Public education. As distinguished from "private education," this term referred to that training, instructing and schooling (institutional or noninstitutional) supported by tax funds secured through governmental power and controlled by some exercise of governmental will, e.g., some variety of government agency. The support and control of "private education" is largely distributed among religious denominations and nonprofit or proprietary organizations, with only secondary emphasis on governmental funding and control. By legal definition, the state rather than the national government is the basic unit over public education (Morphet, Johns & Reller, 1967).

State. This term denoted any one of the 50 states of the Union and Puerto Rico.

State agency. While generally applied to a specially designated "administrative staff arm" of state level boards, this term was also used in the broader sense to mean a department, office, board, commission, committee, or other state administrative instrumentality to which were expressly delegated by law administrative powers and duties. "Federal agency" had a similar definition but with its locus being at the national government level (ACSDE, 1969).

Vocational and technical education. This term was used interchangeably with the term "occupational education." While vocational education

generally referred to basic job training skills and knowledge (without college credit) and technical education generally referred to more advanced job training skills, knowledge, and competencies (often with college credit), for this study, however, occupational education referred to "any and all education and training . . . aimed at preparation for employment, as distinguished from curriculums in the liberal arts, the fine arts, or the humanities" (Harris, 1966, p. 43).

Procedures

Study Design

Typologically, this study could be characterized as survey research. According to Kerlinger (1964), survey research has not only been a useful tool for educational fact-finding, but also has great potential value in helping to solve theoretical and applied educational problems. He stated that,

Survey research is that branch of social scientific investigation that studies large and small populations by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and inter-relations of sociological and psychological variables. (p. 393)

Mouly (1964) held that survey research must begin with a definite problem and must identify present conditions and needs, it must interpret, synthesize and integrate data upon which to base sound decisions, and it must point toward eventual generalizations in later phases.

As a method of inquiry, survey research reflected a number of strengths and weaknesses. At the expense of depth, it had wide scope -- of information and of coverage. It had the advantage of accurate information, within sampling error ranges, but, while exhibiting strength and number, the variables by their very nature could not be manipulated, and the extent to which the variance could be maximized and controlled was quite

limited. The ex post facto nature of survey research, however, found strength in its significance and high heuristic quality.

In brief, the design of this study was to secure from each state, by questionnaire, information concerning the patterns of involvement and interactions occurring among three educational administrative staff agencies functioning at the state level which had concurrent administrative responsibilities in the developing spectrum of post high school education. Analysis and presentation of the respondent questionnaire data were expected to generate, in association with the framework of relevant literature, conclusions and implications from the total research effort.

Study Population

The population selected for study comprised the directors of state administrative agencies and included the following in each of the 50 states and Puerto Rico:

1. The state director of public continuing and adult education, or the person charged with this responsibility at the state level.
2. The state director for vocational and technical education, or the person charged with this responsibility at the state level.
3. The state director for community junior colleges, or the person charged with this responsibility at the state level.

The size of the study population of state directors was 153 and constituted a total population in that the directors of the three agencies or their functional equivalents in all 50 states and Puerto Rico were comprehended.

Instrumentation

The instrument developed for administration was referred to as the

Agency Questionnaire, which included in its basic construction a mixture of close-ended and open-ended questions. Close-ended questions comprised inquiries both informational and evaluative in nature, seeking to elicit declarative responses regarding the type and quality of multi-agency involvements and relationships, based upon the knowledge, perceptions, and experiences of the agency directors. Open-ended questions were designed to supply a frame of reference for pertinent response by the directors, with a minimum of restraint on the candor of their answers and/or expressions. An important feature of the instrument, to maximize questionnaire response, was the effort similar to Arney (1969) to preanswer as many of the close-ended questions as possible from information in available documents before it was sent to the target population group. The potential respondents were thus assisted in their solicited role, being principally responsible then to correct and/or complete those aspects of the questionnaire where information was inappropriate or lacking, and for expressing personal evaluative judgments regarding agency involvements and relationships.

Data Collection, Treatment, and Presentation

In Chapter I, the problem and objectives of the study were introduced, and couched in the relevant apologia of its educational milieu. In Chapter II, a review of professional literature related to the identified study motif is set forth.

The balance of the paper deals with the collection and treatment of the basic resource data from the study instrument, the Agency Questionnaire. Upon preparation, the questionnaire was sent to the designated state directors, whose responses yielded considerable multifaceted information regarding agency involvements and interactions. Compilation and analyses

of these varied data are presented in Chapters III to VI. The presentation in Chapter III treats the general instrument response and develops various comparative agency bases. Multisectional analyses of the questionnaire data are then presented in Chapters IV to VI. Chapter VII forges a synopsis, with conclusions and implications, of this investigation into the involvements and interrelationships of three state agencies having responsibilities in their respective states for particularized areas of post high school education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the professional literature relative to the evolving cooperative relationships between state level agencies, especially those agencies with direct responsibilities for post high school education, revealed several associated generalities, but appertaining specifics appeared to be dependent on further developmental research for their exposition. This was also noted by Martorana (1972). While limited and varied aspects of co-agency cooperative functioning at the state level could thus be documentally adduced, the foundational concepts and prevailing avenues serving to guide professional understanding and/or implementation in this area of interagency relationships were generally descriptively vague in the literature. In attempting to bridge this hiatus of popular undirection and indeterminate cognizance, the following precursory summary of dominant features and guidelines was cautiously derived from this review of contemporary normative writings, and from the suppletory input of those publications referenced in Chapter I of this paper.

1. In the area of post high school education, considerable overlap of agency responsibilities and programs was distinguishable among the three selected state level agencies involved in this study.
2. There was difficulty in discerning a clear pattern in the

developing state board and state level agency relationships and structures in dealing with the proliferous problem of overlapping responsibilities in post high school education.

3. A relative paucity of pertinent research information was noted regarding interactions on common problem areas by state level agencies responsible for adult and continuing education in cooperation with those agencies responsible for vocational-technical education and community junior colleges.
4. A varying reluctance to accept the leadership responsibility for active cooperation across agency lines on common areas and concerns was discernible within state level agencies. However, efforts and pressures promoting such interrelations were increasingly noted, both from without and within the agencies, and from both governmental and private sectors.
5. Nationally, the calculated design of federal programs appeared to be the strongest catalyst in effecting, promoting, and developing state level interagency cooperative relationships between the three agencies under study. With varying effectiveness, many state agencies, and especially the more sophisticated, have germinated and generated inceptive as well as accessory impetus.
6. The methods used to conclude voluntary cooperative agreements among interacting agencies were generally considered to be as important as the agreements themselves.
7. Generally superceding the advocacy of co-agency agreements on

particular cooperative areas and procedures were the recommendations for broad, formal, written arrangements which would outline and define both the areas of particular agency responsibilities and the correlative means of joint agency cooperation.

8. The Weber hierarchical model of organization appeared to persist as the dominant theoretical pattern in each agency type. Joint cooperative relationships involving agency responsibilities and personnel were therefore more generally structured under formal agreements than voluntary. However, a personalized flexibility regarding joint agency contacts was sought by many agencies.
9. The state and federal governmental emphasis, as pertaining to directive theory in this area of interagency cooperative avenues, has effectively persisted in promoting a Weberian hierarchical organizational structure.
10. The emphasis in literature tended to a preference for proper formal organizational structure and defined roles rather than on cultivated personal relations and voluntary coadjuvancy. However, such personal relations and personal abilities were still seen generally as more acceptable and productive than many of the more structured avenues.

The subsequent review of literature undergirds the foregoing assessments, and broaches the field of state agency interactions regarding post high school education from the vistas of cooperative modes, agency composition, federal pressures, and organizational theory.

Areas and Modes of Cooperation

Snyder (1972) affirmed a personalized approach, holding that meaningful communications between state leaders of vocational education and community junior colleges required two basic interwoven ingredients: trust and confidence. He envisaged trust as a firm belief in the integrity of another person or thing, while confidence partook of trusted reliance, e.g., confident that one's counterparts have the ability, the insight, and the desire to develop programs that will best suit the needs of a common student body. Calling for new administrative communication devices to be developed on this basis at the state level, he reported that,

In Kansas, the assistant commissioner for community colleges and the assistant commissioner for vocational education work and plan together. The program approval or disapproval for post-secondary institutions is a joint responsibility of these two administrators who, of course, rely heavily on the recommendations of their competent staffs. To insure still better communications, some members of the Community College Advisory Council and the Vocational Education Advisory Council are members of both councils and both assistant commissioners attend these council meetings. Joint meetings of community college administrators and directors of area vocational-technical schools are planned to discuss mutual problems and concerns. Joint legislative committees have been formed and are active in combined support of legislation and financial support for their institution. (p. 17)
 [Underlining added.]

Snyder generated other related ideas and topics, such as agency organization and communication as an interrelated problem, contractual relationships between and among state agencies involved in vocational education, developing a common data reporting system, and the pregnant ramifications for agency relations adumbrated by the concept of career education from the elementary school on.

The most incisive research report, by Martorana (1972), dealt with the condition of communications in 10 states among those state level

agencies and boards responsible for administering occupational education under the Federal Vocational Education Act (VEA) in community junior colleges. In emphasizing intercommunications as a top priority concern of responsible state agencies, he pointed out the growing commitment of community junior colleges to provide students with relevant programs of education and training for the world of work and that, more than any other part of the formal post high school educational structure, the community junior college was delivering needed post high school vocational and technical education and training to desirous students. Improved communications between affected agencies were deemed important for maintaining progress in community junior colleges toward developing sound vocational education, and for effectively utilizing all available resources, especially financial. Under the general problem of achieving effective state level interagency communications regarding VEA, Martorana listed four subproblems that affect community junior college operations:

First, the conflict, or potential conflict, over the issue of what state agency is in fact responsible for occupational education in the community college. Second, the lack of (community junior college) participation in the development of the state plan for vocational education required by the Federal Vocational Education Act.

Third, the differences in status and attitudes toward communication and the related involvements concerning program matters from those pertaining to fiscal matters in state administration of vocational education. There is a significant separation and different attitudes prevail among state boards in their roles and interactions (in program matters) as opposed to fiscal decisions and operations. And, further, the lack of definite organizational and structural or other formal arrangements that could facilitate and enhance communications among different state level agencies interested in community college vocational education. (p. 6)

Martorana chose to circumscribe the personalized approach in preference to more formal, businesslike, and mandated structural patterns of cooperation:

The plain fact seems to be that . . . the "system," to the extent that it operates well at all, depends heavily on personal relationships at both staff and board levels, not on the format of operations or structure of the system itself. . . . while this reliance on personal relationships can be very helpful, it obviously produces unreliable results from year to year, both in a given state and between states.

Only four of the 10 states . . . have formal arrangements to improve communications. And of these four, two . . . have the community colleges under the state board of education which is also the state board for vocational education under the federal act.

[One] has a special structure for communication at the board level in the form of an interlocking board membership.

. . . the fourth . . . has a joint committee of personnel involving the state board of education, serving as the federal vocational education board, and the Board of Governors for the Community Colleges.

. . . not a single state of the 10 . . . made mention of the State Advisory Council, now statutorily required by the Federal Vocational Education Act. (pp. 9-11)

In his considerations, Martorana cited several structural suggestions being put forward for possible improvement of state level interagency communication and administration of vocational education in the community colleges:

. . . the simplistic solution of creating a separate board, distinct and autonomous from all other state boards in a given state and with sole but complete responsibility for vocational education in the state.

. . . have community colleges under the same board as that designated to serve as the federal vocational education board . . . [to] facilitate communication . . . and . . . administering programs concerned with vocational education. . . . [However] the trend in state level administration of community colleges is away from use of state boards of education as the responsible state agency, not toward this pattern.

. . . the single state board responsible not for all aspects of . . . education but for only vocational education in the secondary school and for all aspects of operation at the community college level.

. . . the establishment of joint, inter-board committees [over both program and fiscal decisions by] . . . amendment to the federal statutes. The mandate [of a joint committee with specified authority and powers] would apply to all states where there are two or more boards and each has jurisdiction over a part of . . . vocational education. (pp. 12-14)

Martorana also evoked the idea of using consultants to review present roles and responsibilities of the various state level educational segments

for improving overall respective definitions and functions, of additional flexible federally stipulated guidelines regarding state level interagency cooperation, and of the proper role of the state advisory council being to help state agencies develop a state vocational education plan but not become involved in its administration.

Somewhat bespeaking Martorana's concern about the lack of mandated agency interaction patterns, Glenny (1959) indicated in a kindred field that statutory agency grounding, as opposed to voluntary, appeared not to standardize unduly nor stifle initiative, and that voluntary agency efforts operated under the severe limitation of tempering the natural motivations of participants to promote their own needs over the needs of the whole.

Abrahams (1969) gave a nation-wide general status report on state level planning and planning procedures for education beyond the high school, including a general description of the structural relationship of postsecondary vocational-technical education to other facets of higher education. Reference was made to interrelations occurring between the agencies responsible for vocational-technical education and community junior colleges, but excluded involvement regarding adult and continuing education.

Wattenbarger and Martorana (1970) in their collaborative state level study of Oklahoma described the related and overlapping functions and programs at both the institutional and the state level of junior colleges, senior colleges and universities, area vocational schools, and adult education programs. However, the study did not focus on co-agency cooperative patterns.

Smylie (1959), in a speech to the Western Governors Conference in 1959, described the workshop approach as a valuable tool in helping

legislators, state agency officials and educators jointly examine the needs of higher education.

In Virginia, a consultant team was engaged by a joint committee of the directors of the three state administrative agencies respectively responsible to three state educational boards -- state board of education, state board for community colleges, and state council for higher education -- to investigate and recommend a coordinated plan for providing post high school occupational and continuing education programs (Wattenbarger and Nerden, 1972). The consultative report outlined several avenues of cooperative interactions felt to be essential in the development of such a comprehensive and ongoing correlated state-wide plan: State level agency interstaff communications and cooperation; a state level coordinating committee with representatives of the three state boards, plus the three above mentioned agency directors, to correlate post high school programs, curriculum, facilities, funding arrangements, and state planning; regional occupational education coordinating committees, with members appointed by the community college presidents and school superintendents, to considerately anticipate occupational needs and forward recommended decisions to the state level committee; annual reports by regional committees to the state committee for consideration and action; joint utilization of institutional facilities where appropriate; regional curriculum study groups; regional adult education advisory committees for school districts and for community colleges, with intercommittee (and even interboard) membership to cooperatively consider respective educational assignments and interests; cooperative involvement of all affected agencies and areas in formulating and updating the state plan for vocational education each year; and establishment of a state "1202" post-secondary education commission.

In a study calling for altering the line of responsibility of the community junior colleges serving New York City from the City University of New York to sole governance under the Board of Higher Education of New York State, Peat (Peat et al., 1969) recommended that it be accomplished through the establishment of a Joint Committee on Statewide Coordination and Supervision of Community Colleges, composed of the Deputy Commissioner for Higher Education (Chairman), State University Vice-Chancellor for Higher Education, City University Dean of Two Year Colleges, as well as chief planning officers of the three parties. He also recommended the creation of a Joint Committee for Continuing Education to coordinate the (at least) 16 divisions, offices, agencies, and departments involved in continuing education in New York -- to review regional plans and priorities and prepare a master plan.

In his study, Boyle (1965) found that the development of procedures for the planning of junior college occupational programs required extensive cooperation among and between state agencies and individual junior colleges. He concluded that improved procedures could be realized through the development of a written state plan for junior college occupational education which outlined responsibilities for planning, and which provided direction for cooperative action between and among state agencies and individual junior colleges. However, his emphasis concerned procedures used more within agencies than between agencies, holding that an account of internal agency functioning and data could then be shared mutually among agencies through publication and distribution.

In 1963, the Council of Chief State School Officers (1963) issued a policy statement of guiding principles for the legal status, functions, and organization of the service areas of the state departments of education, which concluded with these lines:

Many state and federal agencies are concerned with educational affairs and contribute significantly to the state's educational programs. The state department of education staff should work harmoniously and cooperatively with these agencies.

The state department of education should recognize that, in areas of joint concern, services primarily educational in nature should be provided by the state department of education and that services chiefly noneducational should be provided by other agencies. The state department of education should be responsible for developing procedures and establishing cooperative relationships to guide noneducational agencies that administer programs directed to state and local educational agencies of the state system of education. The same spirit of cooperation and coordination should exist between the state department of education and professional education associations and other volunteer groups concerned with the improvement of education. (p. 43)

The Council advocated an official cooperative agreement as one of the guiding principles:

Where two or more state agencies are concerned with the establishment and enforcement of state administrative rules and regulations, there should be an official cooperative agreement which sets forth the specific responsibilities of each, provides for the joint development of standards, and identifies enforcement procedures. (p. 12)

Martorana (1968-1969) saw state boards for community junior colleges as facing three large tasks: (a) Definition of the role of the community junior college state board in relationship to other state boards responsible for educational affairs in the state; (b) definition of the role of the board in relation to other state agencies such as the ones giving support to the executive and legislative branches of government; and (c) clarification of the relationship of the state board and its staff with the administrative boards and staffs of the community junior colleges in the state. He explained that division of labor and of spheres of responsibility among two or more state boards responsible for educational affairs at different levels in a state should, theoretically, be easily and precisely defined. But, because all individuals in a large program of education for

the masses do not follow a common experience, time-table, or path in their educational development, duplications and overlaps develop in programs and services. The various levels of education in the total structure cannot be separated in any extreme and rigid way, and several boards of education with state level responsibility need to work together in some harmonious and coordinated way, if the total educational program in the state is to operate effectively. Germane to this point, he said members of a state board for community junior colleges must seek energetically and directly to do three things in establishing relationships with noneducational agencies whose functions and duties touch meaningfully on those held by the state board: (a) They must determine the points of contact of operations and policy decision-making that exist between the board and each of the other state agencies which either legally or operationally become involved in community junior college programs and their administrative management; (b) they must fix their policies concerning these relationships in the best interest of their obligations to the community junior college level of education for which they are responsible; and (c) they must formulate and establish firm, workable, and accepted understandings and methods of procedure by which relevant matters can be handled by the staffs of the agencies concerned and of the board.

The report of the Carnegie Commission for Higher Education (1970) outlined a proposed basis for developing systems of post high school education in each state. However, the emphasis fell mostly on organizational aspects of higher education, rather than on avenues of cooperation among agencies.

Shoemaker (1967) gave an excellent account of the organization and placing of the state vocational education agency within the state department

of education, but in general terms. He observed that,

The unit of vocational education in a State Department must develop and maintain relationships with various governmental agencies. Such agencies include the Bureau of Apprenticeship and Training, the State Employment Service, the Department of Welfare, the Department of Development, etc. While other units in the State Education Department maintain contacts with governmental agencies, their contacts are with a different set of agencies than those identified above for the vocational education unit. (p. 268)

Due to the nature of the responsibilities and duties as identified, the vocational education unit should have ready access to top administration and to the State Board for Vocational Education, established as a requirement under the federal vocational education acts. More specifically the Division of Vocational Education must be able to get to top administration and to the State Board with policy problems and must have an opportunity to: (a) make adequate presentation, (b) obtain adequate consideration, and (c) receive a prompt response. (p. 271)

As Boards have been proliferated within the States, between elementary and secondary education, community colleges, and boards concerned with four-year colleges or universities, the problem of locating the board providing policies for vocational education has increased. This problem is due to the fact that vocational education is concerned, not only with the high school youth, but also the out-of-school youth and adults; not only with the skilled level vocational training at the high school level, but also two-year post-high school training leading to para-professional occupations, and often the associate degree, which area often comes into focus with the field of higher education.

To the extent that there is a proliferation of boards of education within a state concerned with the total educational program, the problems of the administration of vocational education are compounded. There seems to be a trend toward the proliferation of separate boards for various types of education within the state, leading to a competition for students' prestige and money. (p. 272)

This statement of the varied location, composition, and functioning of the state agency responsible for vocational education harmonized with Venn's (1964) finding that no single pattern of institutional responsibility for occupational education beyond the high school had developed in the various states. Programs of every kind and quality were being offered by a variety of educational institutions, including comprehensive high

schools, trade and technical high schools, area vocational schools, technical institutes, special state schools, 2-year colleges, 4-year colleges, and universities. He cited a United States Office of Education survey which listed 48 different institutional titles of publicly supported schools working in this field.

Stuckman (1969) analyzed the state agencies responsible for community junior colleges in their coordination activities, and concluded that most states have accepted the necessity of coordination of institutional activities and programs, and are now concentrating on making their established coordinating agencies more effective. He saw the scope of these agencies extending to other state level agencies responsible for various facets of education as well as to the institutions themselves. Stuckman specified 22 states which have established some type of state agency to coordinate community junior college activities and programs, but outlined their general duties, responsibilities, and roles only in relation to the institutions. He advocated the use of councils as the most efficacious means to effect cooperation between the institutions and the state agency. Respective councils were to be composed of institutional representatives by their particular function, i.e., presidents, chief academic officers, chief student personnel officers, business managers, and teaching faculty. While the state agency was to effect coordination in an unexplained way with other state level and federal agencies, under the leadership role of the state agency and via the consensus-reaching approach these councils were to serve as forums for proposing and formulating policies and procedures, and as feedback vehicles from the junior colleges relative to institutional operations.

The manner in which this "super agency" -- the state-wide coordinating or governing agency -- interrelated with other agencies and units was felt

to be relevant even though its actions and patterns of cooperation necessarily occur to a certain extent in a different relationship and setting than that of the three selected state agencies in this study which interact on common and overlapping coordinates of educational interests and programs. In this respect, Glenny (1966) saw the state-wide educational coordinating agency situated between two powerful political forces, the social institutions (as colleges and universities) with historic intellectual independence and autonomy and the central public policy-formulating authorities of the governor and legislature. The coordinating agency must identify with both to achieve satisfactory solutions to educational problems. It might arbitrate and mediate, but its principal duty was long-range planning for improving educational quality in all its dimensions and areas and for expanding programs and facilities. Its policy strength was built on expert fact finding and extensive studies by agency and private technicians and leading citizens. Patterns and avenues of interrelation and cooperation must therefore be developed with these several groups and forces as well as in its coordination of the various state educational agencies. As a (a) mediator or arbitrator, the coordinating agency must assume the role of a broker in the political market. Here it could balance power, accommodate interests, avoid frustrating powerful interests and outright opposition, and achieve relative harmony by partial satisfaction to all. This could occur in meetings of the board, staff and legislative committees, by letter, through research reports, and in other ways. (b) The other mode of coordinative action was one which provided positive leadership in educational development. Glenny found that this mode of operation depended upon the composition of the coordinating agency's board or council, with citizen members being more vigorous and effective in

educational activities than boards composed of institutional representatives. The setting of Glenny's study differed from that of the three agencies in this writer's study in several autoptic ways, particularly in that the three agencies in the present study were not generally relating hierarchically to each other, but horizontally across agency lines. Also, the study focus of their interactions was largely tri-agency or bi-agency in nature, although it did involve other agencies, such as where other agencies were designated as responsible for federal programs participated in by one or more of the three agencies.

Another pertinent consideration concerned whether patterns and avenues of cooperation between educational agencies should or should not be similar to those between other public state level agencies. Gould (1966) asserted his persuasion that education was not just another branch of government and therefore should not be subject to exactly the same procedures or regulations. He felt that if education at any level, and especially beyond the high school level, was forced to operate inflexibly under the stark rules applicable to other government agencies, it was doomed to mediocrity or worse. He saw the need, not for independence without responsibility, but rather for a recognition of the differences between state educational agencies and other state departmental agencies because of their differences in purpose and mission. Education should be freed from as many bureaucratic strictures as feasible in order that it might take appropriate initiatives in developing and transforming itself to meet the timely needs of the people and the society it serves. However, Gould felt that education at all levels must still recognize its inevitable involvement with political figures and governmental agencies, and approach such involvements with the highest sense of responsibility and the utmost candor in communication.

Educational agencies should deal responsibly, perceptively, and realistically with all elements of state government, seeking to create a climate of understanding and trust which would make recourse to legal defenses unnecessary in all but the most extraordinary circumstances.

Agency Composition

As Snyder (1972) illustrated under the previous heading, the effective performance of state agency services and interactions has often been expressed in terms of abilities or assignments of agency staff members (BSS, 1955). In this regard, for example, a staff member in the Division of Community Junior Colleges in Florida was assigned the function of providing ". . . liaison with the Division of Vocational, Technical, and Adult Education" (Christian, 1967, p. 8).

A very cogent description of state staffs and the responsibilities of staff members employed by state agencies responsible for community junior colleges was set forth by Wattenbarger (Wattenbarger et al., 1970), even though the focus was on certain relationships of the staff to the local institutions within the system. In an updated reexamination (Wattenbarger et al., 1973), an effort was also made (a) to determine the line of responsibility from the state board level to the state community junior college agency, but the results were reportedly indeterminate, and (b) to ascertain what other state level agencies the state community junior college agency regularly related to, with the most frequently listed agencies being the state budget office, the higher education council or agency, the state department of education, and the state department of vocational-technical education. While the earlier study (Wattenbarger et al., 1970) was not specifically centered on state level multi-agency interactions, several guidelines were delineated that still carry implications for such

interrelations. Two of these guidelines were expressed as follows:

Coordination is a basic responsibility of a state level board and is expressed best through leadership rather than control. . . . In many instances the methods used in achieving coordination may be as important as the act itself. (p. 1)

In describing the state staff, he further identified a number of characteristics and primary functions in serving either in coordinating or operating roles.

Lines of responsible communication

Size of the staff

Relationship of the number of institutions for which the staff is responsible and staff size

Completeness of staff responsibilities in relationship to all two-year institutions within the state

Arrangements for handling vocational-technical programs and/or courses

Relationship of the staff to the director

Relationship of the staff members to their counterparts in the institutions

Incidence of other staff handling community junior college affairs

Functions most commonly assigned to principal staff members

Salaries of principal staff members

Seniority of principal staff members and salient features of their backgrounds

Report on the committees of the legislatures with whom the community junior college staffs are most likely to work. (p. 8)

Wattenbarger noted that the disparate state agency roles of coordination and control have a generally mutual thrust.

While it is convenient to divide state staffs into operating staffs on the one hand and coordinating staffs on the other, there is still a broad spectrum of alternatives in each instance. A staff that is primarily concerned with cooperative system planning, providing mechanisms for coordination, and providing leadership in developmental projects may at the same time be charged with responsibilities for budget review or surveillance of minimum standards which imply approval or disapproval of activities. Despite a wide variation there are often more similarities than differences in the activities and responsibilities of these staffs. (p. 7)

Wattenbarger listed five roles which the state staff must play in implementing its responsibilities: (a) Leadership role, (b) administrative role, (c) enforcement role, (d) coordination role, and (e) service role.

In discharging these roles, seven categories of state level staff activities were outlined, the last of which involved cross-agency cooperation directly:

A major role for the state board is found in its relationship with other agencies, both governmental and nongovernmental. The board becomes the major contact point for all matters associated with the community junior college program. At present the most critical area for increased effort by the board staff is in developing a relationship with the state vocational board and its staff which will encourage the proper development of collegiate-technical level occupational programs in the state's community junior colleges, freed from the traditional view that vocational-education was primarily a secondary school responsibility. (p. 5)

Structurally, the junior college agency at the state level has assumed many forms contingent on legal base, responsibilities, relationships to other agencies, state or local control of institutions, and so forth. Wattenbarger cited 27 states as having agency staffs concerned exclusively or primarily with public community junior colleges. Another 10 states had designated within their educational framework one or more individuals with major responsibilities for working with community junior colleges, and a thirty-eighth state was in the process of establishing a state level staff for community colleges. In the other 12 states, various individuals had assumed limited responsibilities for this level of education. Of the 27 states having separate staffs for comprehensive community junior colleges, 10 also had primary responsibility for vocational-technical matters. In another 10 states, a vocational-technical staff outside the community junior college staff was responsible for approving vocational-technical matters. In the other 7 states, a staff responsible to another board handled vocational-technical affairs in the community junior colleges. Additionally, in 3 states, there were professional staffs who reported both to the director of community junior colleges and to the director of vocational-technical education.

In this (1970) assessment of state agency staffs, Wattenbarger noted that the relative newness of the community junior college development was portrayed by the fact that one of the oldest states to have a state staff specifically designated for community junior colleges then had only 12 years of experience; most states have developed staffs at this level much more recently. He concluded that there was as yet no clear definition of the state staff function-implementation activities. In his (1973) re-examination, Wattenbarger reported that clearer definitions were emerging although the parameters and trends were still in rough form.

Federal Pressures

In association with the publications referenced in Chapter I of this study, additional federal implications and aspects may be noted.

Nyquist (1967) maintained that,

The state is the key to securing a proper balance of strengths amongst the local, state, and federal agencies composing what will increasingly become a calculated interdependence in education, a partnership of shared responsibility. (pp. 214-215)

Mensel (1967) listed 58 federal programs in which 2-year colleges were potential participants, either through direct allocation to the colleges, through state agencies over junior colleges, vocational and technical schools, and adult continuing education centers, or through projects to other institutions which directly or indirectly benefit 2-year colleges and their programs. Holding that the efficient use of all available resources demanded optimum coordination at all levels, the Task Force on Community and Junior Colleges (ECS, 1971) urged,

Therefore, the Secretary of the Department of Health, Education, and Welfare should take all necessary steps to assure coordination at the federal level of all programs affecting community colleges, including enforcement of statutes and regulations requiring coordination of programs at the state level. (p. 35)

Wattenbarger (1969) perceived increased federal support creating greater control and coordinating responsibility for education at the state level. Most recent federal legislation has called for a state plan, or some type of a state administration of funds. Those congressional acts that have bypassed the states and dealt directly with local educational units have engendered strong reactions at the state level, disposing the United States Office of Education and other federal agencies to revitalize policy guidelines for operating through state agencies in apportioning funds and insuring fair and equitable treatment for all state residents. As noted earlier, McKinney (1974) and Martorana (1974) described the section 1202 provision set forth in the federal Education Amendments of 1972 which provided for federal financial and administrative support to any state level postsecondary education commission established for comprehensive state-wide planning under conditions of broad representativeness of all areas of postsecondary education within the state. Three other federally administered and funded programs were also designated as authorized for administration by this "1202" commission if a state so opted. Masters (1967) saw the implications of an increased role of the federal government in education as forcing state departments and state agencies to expand their staffs, alter their basic biases, and recruit people trained to meet the special needs of educating people at all levels, especially in the modern metropolis.

Theory

Singling out a significant lack in the schematic composition of state educational boards and agencies at the post high school level, Martorana (1972) emphasized that "organizational and structural arrangements . . . [should] facilitate and enhance communication among different state level

agencies" (p. 6) interested and charged with common educational concerns. Holding agency structure as a prime key to effective and facilitated joint agency interworkings, he called for extended and widespread research efforts to consider the effectiveness or lack of effectiveness of inter-agency communications in state level administration of occupational education in community junior colleges.

Iannaccone (1967) postulated a taxonomy of states in regard to education according to structural type, lifestyle, and leadership group. This taxonomy has been summarized for the purposes of this paper in Table 1.

Table 1

Taxonomy of State Politics of Education^a

Type of State Educational Structure	Lifestyle	Leadership Group
Locally based Disparate	Entrepreneurial	Squirarchy
State-wide Monolithic	Cooptational	Oligarchy
State-wide Fragmented	Competitive	Polyarchy
State-wide Syndical	Coalitional	Synarchy

^aIannaccone, Laurence. "State Government and Education," in Dick C. Rice and Powell E. Toth (eds.), The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1967, pp. 117-140.

This taxonomy could be considered a developmental construct, with states changing from one type of educational politics to another. The taxonomy, with its lifestyle or behavior patterns, could also be correspondingly generalized to apply to relationships and interactions of state level agencies. (a) Entrepreneurial behavior would place a premium upon individualistic actions, having less capacity to produce than to prevent.

(b) Cooptive behavior would value persuasion, the inviting of universal agreement on values, and the solidarity of consensus. The emphasis would be on personal trust, disdain of gossip, and the habit of turning public meetings into sessions for ratifying decisions previously arrived at in informal settings rather than one's involving public confrontation of issues and divergent points of view. (c) Competitive behavior would be more secular and foster many viewpoints. It would be characterized by conflict resolution rather than consensus, bargaining instead of persuasion, and contractual agreement rather than accommodation. (d) Coalitional behavior would emphasize structural consensus, and involve the containment of conflict (which might otherwise divide organization members and the interests these represent) so as to present agreement upon proposals, to prevent other interests from competing with them, and to reduce the political coinage in educational affairs. These goals would be attained in three major ways characteristic of coalitions: the inclusion in its membership of major interest groups, the exclusion from consideration of issues regarded as basically irreconcilable, and the selection of members willing to compromise as representatives of their respective interest groups. As an expression of his taxonomic construct, Iannaccone ascribed much of the change in the governing of education to federal involvement, and stated that,

One of the first state department sub-units to experience the effects of the changing state politics of education will be the technical and vocational one. This group will face demands for change, and changing political ground rules, but will also find opportunity for leadership, especially toward reorganizing the state department as a unified agency with a new political role. (p. 139)

Educational administrators have taken note of system theorists, such as Hearn (1958), who pointed out the possibility of representing all forms

of animate and inanimate matter as systems, with the same principles being generally applicable to heterogeneous system levels and types. Substantial applications have since been made. Griffiths (1964) defined a system as simply a bounded complex of elements in interaction. Internally composed of subsystems and surrounded by other related and unrelated systems, the environment of a system also consisted of its suprasystem. The present study of three state level agencies can be appropriately interpreted in terms of three open, living social systems operating, often with uncertain mutual relatedness, within the state educational suprasystem. Their systemic elements involve department, sections, and divisions of diffuse structure, accountability, responsibilities, rules and roles, and which are staffed by people (components) having disparate personalities and cultural patterns.

In terms of systems analysis, Ianni (1967) cited seven characteristics involved in diffusing innovation acceptably in educational systems, which have applicability to developing avenues of cooperation between interacting state level agencies.

1. Divisibility - or the degree to which a cooperative practice can have a "trial run" before it is massively installed.
2. Things are more easily handled than ideas, e.g., gadgetry more than pedagogy, cooperation on sharing things more than sharing ideas acceptably.
3. Practices which contradict "core values" have little chance of acceptance. They must be consistent with existing values, or not conflict too glaringly with the past experience of participating members.
4. Change generated from within a system is usually more readily accepted than change from the outside.

5. A new practice has a relative advantage to the degree that it is perceived as superior to the idea it supercedes.
6. Complexity - or the degree of difficulty in understanding or using a new practice.
7. Communicability - the degree to which it can be easily observed and communicated to others. (pp. 176-179)

Morphet, Johns and Reller (1967) pointed out several considerations for educational systems such as state level agencies: (a) System Size and Structure -- This must be guardedly considered to maximize economy of scale, effectiveness, and relatability with other systems, and to minimize internal friction and difficulty of internal communication. (b) System Communicability -- A system, especially a large system with many components, can become absorbed with the problem of internal communications, leading to difficulty in cooperating across its boundary with other systems. (c) System Component Type -- To avoid highly standardized operating rules in external and internal associations, i.e., to minimize bureaucratic and maximize democratic features, component people should be selected for a system who are capable of working with each other, and provided with opportunities to do so in group situations. Conversely, components incapable or inexperienced in association must function according to strict programming or standardized rules to achieve system goals. (d) System Participation -- Errors in communication, understanding and common accomplishment, which generally result from protracted communication channels, can be minimized by increasing direct participation of subsystems and components. An apparent implication here would be for breadth and depth in staff participation in interagency cooperative efforts, as opposed to joint top-level agreement on cooperative aspects with a filtering down of information and assignments.

On a hypothetical continuum of organization and administration as it applied to education, Morphet, Johns and Reller (1967) set forth two principal competing concepts: the traditional monocratic, bureaucratic concept and the emerging pluralistic, collegial concept. Unnumbered variations were assumed to exist between these extremes. The typical bureaucratic concept has been associated with Max Weber (1947), defined as a pyramidal, hierarchical organizational structure with decision-making power flowing freely from superordinates to subordinates. Abbott and Lovell (1965) described five general characteristics of Weber's monocratic bureaucratic model: specialization of duties, activities, and personnel; hierarchically graded positions with fixed responsibilities and delegated authority over subordinates; management by exhaustive general rules which constituted standards and uniformity; efficient, impersonal organization based on rationality; and career security established by technical competence. This model prevails in American education.

The emerging pluralistic, collegial concept of organization and administration was represented by Morphet, Johns and Reller as a modification of the monocratic bureaucratic concept. Programs and policies were seen as still being implemented through a more loosely structured and defined bureaucratic hierarchy, but power to make major policy and program decisions was decentralized and shared by the executive. Thompson (1965) noted some characteristics of the collegial model as being: Broader work assignments organized around professional responsibilities, without overconcern about some overlap of function because it will promote interdepartmental communication; freer communications and innovations; less stratification, departmentalization, and use of authority; and more use of group processes and multiple group membership and interpersonal

communications. Morphet, Johns and Reller also portrayed the pluralistic collegial concept as more favorable to the promotion of cooperative avenues and attitudes because of its more open and threat-free climate for feedback and innovation, feeling of equality and involvement as well as independent freedom, more open structure emphasizing wide sharing of authority, more democratic administrative behavior, and multiple communication channels.

Provocatively envisioning the coming death of bureaucracy, Bennis (1967) prescribed the unique characteristics of organizational functioning in the developing educational world, as follows,

The key word will be "temporary." There will be adaptive, rapidly changing temporary systems. There will be task forces organized around problems-to-be-solved by groups of relative strangers with diverse professional skills. The group will be arranged on an organic rather than mechanical model; they will evolve in response to a problem rather than to programmed role expectations. The executive thus becomes a coordinator or "linking pin" between various task forces. He must be a man who can speak the polygot jargon of research, with skills to relay information and to mediate between groups. People will be evaluated not vertically according to rank and status, but flexibly and functionally according to skill and professional training. Organizational charts will consist of project groups rather than stratified functional groups. (This trend is already visible in the aerospace and construction industries, as well as many professional and consulting firms.)

Adaptive, problem-solving, temporary systems of diverse specialists, linked together by coordinating and task-evaluating executive specialists in an organic flux -- this is the organizational form that will gradually replace bureaucracy as we know it. Organizational arrangements of this sort may not only reduce the inter-group conflicts mentioned earlier; it may also induce honest-to-goodness creative collaboration.

I think that the future I describe is not necessarily a "happy" one. Coping with rapid change, living in temporary work systems, developing meaningful relations and then breaking them -- all augur social strains and psychological tensions. Teaching how to live with ambiguity, to identify with the adaptive process, to make a virtue out of contingency, and to be self-directing -- these will be the tasks of education, the goals of maturity, and the achievement of the successful individual. (pp. 250-251)

Summary

During this review of literature regarding co-agency cooperative relationships at the state level, with its focus on the three selected agencies of this study, the following various operating principles and guidelines surfaced, the ranging natures of which were indicative of the differing perspectives represented.

General Aspects:

1. Effective interagency relationships require mutual trust and confidence, with trust being understood as a belief in the basic integrity of others and their actions, and confidence being understood as a belief in the capacity and desire of others to function appropriate to the need.
2. Although, among state agencies, the issue of designated responsibilities for the ramified post high school educational programs has yet to be resolved equitably and statutorily, effective correlation of the developments and involvements of the program matters and fiscal matters of post high school interests and enterprises, such as vocational-technical education, can and must be achieved at the state level.
3. The various levels and programs of post high school education cannot be separated in any extreme or rigid way, if the total educational program in the state is to operate effectively.
4. In the absence of clearly defined state level staff function-implementation activities and guidelines, a generally pragmatic approach to the problem of interagency relationships prevails.

Governmental Aspects:

5. Statutory arrangements for joint agency cooperation are usually and variously understood not just as efforts to juxtapose

interagency responsibilities structurally, but also as ways to "channel" personal and personnel interrelationships among agencies. Narrow, rigid, or otherwise inappropriate channels are considered a hinderance to effective interrelations and accomplishment of statutory responsibilities.

6. While recognizing their inevitable involvement and need to deal responsibly with political sectors of government, yet to operate effectively and appropriately in meeting timely educational needs of society and its citizens, educational agencies require a measure of freedom and/or special consideration and flexibility relative to the bureaucratic governmental rules and regulations intended to standardize all state departments and agencies.
7. State boards can and/or should formulate and establish firm, workable, and accepted understandings and methods of internal as well as joint cooperative procedures for themselves, and for the staffs of concerned agencies responsible to them.
8. State level administrative agencies with post high school educational responsibilities should have access to and considerate response from the state board(s) regarding policy problems.
9. A state level agency having post high school educational responsibilities must develop patterns and avenues of interrelations and cooperation with the state educational coordinating agency, with other state level agencies having related educational responsibilities, with educational institutions serving as program outlets, and with other concerned groups and forces, such as federal agencies.

10. State educational agencies should be responsible, either solely or jointly, for developing procedures and establishing cooperative relationships to guide noneducational state level agencies that administer educational programs.
11. Coordination of post high school educational programs is a basic responsibility of a state level board(s), and is expressed better through positive leadership than control, e.g., by providing "facilitating mechanisms" for coordinating areas of common co-agency concern, rather than formal, stipulated, itemized procedures to be followed.
12. The method(s) of achieving coordination may be as important as the act or method of coordination itself.
13. Federally stipulated guidelines attached to the administration of federal education programs generally promote state level joint agency interaction, but the standard patterns of federal guidelines do not always allow for or accommodate existing agency arrangements already designated and deemed appropriate by state governments.
14. Federal education programs should be coordinated at the federal level in their statutes and regulations which require coordination of educational programs at the state level.
15. As a point of coordination and possible constitutional procedure, as well as political and governmental prudence, federal educational legislation should deal with or through the state level, and not bypass the state level to deal directly with local educational units.
16. In the state level development and preparation of the various federally required state plans, all appropriately concerned

agencies or units should have opportunities for input, even though a particular agency may be designated by statute as responsible for the development and submission of the plan.

Organizational Aspects:

17. Organizational and structural arrangements of state level agencies should facilitate and enhance interagency communication and cooperation.
18. Communications and relationships among state level agencies may be facilitated and enhanced by both informal (personalized) and formal (fixed, explicit order, including mandated) arrangements of structure, organization, and format of operations.
19. Disparity in the structural style and behavior patterns of state level agencies need not be debilitating. These differences are often expressions of innovation and progress, as well as legal structure and tradition, of short or long term, but they in turn augur appropriate adjustments in joint agency cooperation.
20. The selection of experienced or inexperienced, as well as monocratically, bureaucratically, or democratically oriented personnel will largely determine the type of operations and associations carried on by an agency, on a type-continuum of strictly programmed and standardized activities toward one end and open, democratically determined activities with a minimum of bureaucratic rules at the other.
21. The traditional hierarchical organizational structure is more favorable to interagency cooperation because of its nature of assigned decision-making and enforced implementation.
22. The more loosely structured pluralistic or collegial concept of organization is more favorable to cooperative avenues and

attitudes between agencies because of its more open and threat-free climate for feedback and innovation, and feeling of equality, involvement and sharing, and multiple channels of administration and communication.

23. From a systems point of view,
 - a. Changes and cooperative practices generated by joint agency resources are usually more readily accepted than change imposed from single agency or nonagency sources.
 - b. Cooperation on facilities, equipment, and personnel is more easily handled than cooperation on the administration and execution of programs. (Things over ideas.)
 - c. The degree of complexity of various joint agency relationships determines much of their success or failure, i.e., less complex relationships augur more successful interactions.
 - d. Agency size, as well as structure, can affect relatibility to other agencies, in terms of internal friction and communication as well as active cross-agency cooperative actions.
 - e. Increased breadth and depth of direct agency participation in interagency relationships will maximize communication, understanding, and accomplishment of assignments.

This review also identified the following reported or suggested avenues and modes of interagency contact and functioning, in varying stages of development, acceptance, and implementation.

General Behavioral Patterns:

1. Entrepreneurial behavior, i.e., individual and individualistic actions -- both to prevent problems and to produce results.
2. Cooptive actions by the few appropriate decision-making joint

agency personnel and/or units -- with emphasis on persuasion, agreement on values, and consensual actions.

3. Competitive behavior by agency personnel or units -- to foster many viewpoints, resolve conflicts by bargaining and contracting rather than accommodating.
4. Coalitional actions of agency personnel or units -- emphasizing a structural consensus approach to problems, to contain conflict and gain agreement by excluding irreconcilable issues, prevent competition and reduce agency tensions and political advantage-seeking by compromise of the respective interested groups.
5. Employment of consultants to review roles, relationships and responsibilities of the various state level educational segments, and to recommend improvement of respective definitions, functions, guidelines, and organizational aspects.
6. Efforts to exert positive agency leadership in programs of joint agency involvement, by providing "facilitating mechanisms" for co-agency cooperation rather than itemized, structured interaction procedures.

Modes and Avenues of Interrelations:

7. Trial runs of cooperative practices, before their permanent installation.
8. Joint agency responsibilities designated by law.
9. Written state plan, with outlined responsibilities.
10. Official cooperative agreement between two or more agencies, setting forth responsibilities, standards, and implementation and enforcement procedures.
11. Contractual relationships.

12. Meetings of and with the board.
13. Joint board meetings.
14. Interlocking board membership.
15. Joint committee, composed of personnel from various boards.
16. A single state board with sole responsibility for all occupational (vocational-technical) education in the state.
17. Placement of community junior college agency under whichever board is designated as the vocational education board. (However, the trend is presently away from placing the community junior college agency under the state board of education.)
18. Creation of a single state board with sole responsibility for all aspects of community junior college operation plus all vocational-technical education in the state.
19. Where two or more boards have jurisdiction over a part of post high school education, require the formation of joint inter-board committees with specified authority over both program and fiscal decisions.
20. A state "1202" postsecondary education commission, with membership representative of all agencies, areas, and institutions concerned with postsecondary education, to correlate a comprehensive approach to and execution of postsecondary educational planning, with options for administration of additional particular federal postsecondary educational programs.
21. Joint personal and/or professional association of agency directors, formal and/or informal.
22. Various formal and/or informal joint meetings of agency staff personnel or units, e.g.,

- a. Joint committee of agency directors.
 - b. Joint committee of agency planning directors.
 - c. Joint committee of professional staff responsible to two or more agencies or boards.
 - d. Joint legislative committees, to develop and support joint legislative programs and financial request.
 - e. Joint committee of finance officers, program personnel, etc.
23. Structurally organize agencies to facilitate communication within and across agency lines.
 24. Assignment of various staff members or units to provide liaison with other agencies on common problems and programs.
 25. Joint utilization of facilities, where appropriate.
 26. Interagency letter(s) and report(s).
 27. Joint research (&) reports.
 28. Accounts of agency functioning and data mutually shared among agencies through publication and distribution.
 29. Workshops for concerned parties.
 30. Interlocking members of Community College Advisory Council, Vocational Education Advisory Council, and Adult Education Advisory Council.
 31. Better definition and use of state advisory councils by agencies.
 32. A common data reporting system.
 33. Sponsor joint meetings of community college administrators with directors of area vocational-technical schools.
 34. Sponsor councils of institutional representatives by their

particular function, as feedback vehicles, to consider front-line problems of jointly administered programs, e.g.,

- a. Council of presidents/directors.
- b. Council of personnel officers.
- c. Council of business managers.
- d. Faculty councils, etc.

CHAPTER III

PATTERNS IN THE QUESTIONNAIRE RETURN AND PRELIMINARY QUESTIONS

Introduction

In the ensuing pages of this chapter various comparative agency bases and patterns are presented which were developed from (a) an assessment of the general questionnaire return factor(s), and (b) an appraisal of agency responses to the preliminary questions posed in the questionnaire regarding the reported state board relationship in each state and the reported administrative-status classifications and relationships of the three state level administrative departments or agencies under focus in this study. The determination of these particularized comparative bases and patterns served to establish a procedural format for the subsequent analyses in Chapters IV and V of the central questionnaire data.

For facility and conciseness in presentation, the following abbreviations have been utilized:

ACE agency -- state level agency responsible for adult/
continuing education.

VTE agency -- state level agency responsible for vocational/
technical education.

CJC agency -- state level agency responsible for community
junior colleges.

Directed reference has been made throughout to the accompanying respective tables which serve to amplify as well as delineate the specified

trends and patterns. The prepared tables were designed to be self-contained and complete.

General Appraisal of Response to Agency Questionnaire

Overall Response

Of the 153 Agency Questionnaires sent to the directors of the three selected agencies in each of the 50 states and Puerto Rico, 115 (75.2%) were returned. As indicated in Table 2, a breakdown of the total response figure further revealed a near similar ratio of return by the three agency types: ACE -- 74.5%, VTE -- 78.4%, and CJC -- 72.5%.

Table 2

Response of State Agencies to Agency Questionnaire,
by Number and Percent

Agency description	Number of respondent states	Percent of response
Agency responsible for ACE (Adult/Continuing Education)	38 of 51	74.5
Agency responsible for VTE (Vocational/Technical Education)	40 of 51	78.4
Agency responsible for CJC (Community Junior Colleges)	<u>37 of 51</u>	<u>72.5</u>
Total	115 of 153	75.2

This near equivalent return augured an initial measure of confidence regarding the various analyses drawn from the data submitted by the respondent agencies. When demonstrated on a percentage scale, the above responses by agency type were clustered closely to the overall mean response of 75.2%. (See Figure 2.) This pattern of near similar ratios also emerged in other analytical breakdowns of the agency responses.

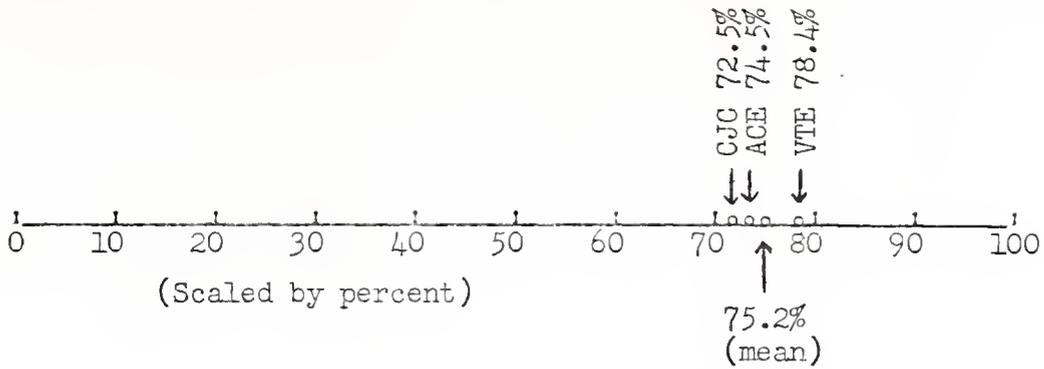


Figure 2. Percentage of Responses, by State Agency Grouping.

Response by Individual State and Agency

The full response pattern of the 51 states (including Puerto Rico) and 153 respective agencies, as seen in Table 3, showed every state except Indiana having at least 1 agency reply to the solicited survey. Of the 50 respondent states (excluding Indiana), 21 states had a response from all 3 agencies, another 23 states had a response from 2 agencies, and 6 states had a response by just 1 agency, as summarized in the following listing:

	Response by <u>agency type</u>			Number of states <u>involved</u>
	<u>ACE</u>	<u>VTE</u>	<u>CJC</u>	
States with three respondent agencies	21	21	21	21
States with two respondent agencies	10	10		
	6		6	
		7	7	23
States with one respondent agency	1	2	3	6
States with no respondent agency	--Indiana--			<u>1</u>
Totals	38	40	37	51

Response by Geographical Area

Geographically divided into four major groupings of states -- east, south, mid-west, and far-west -- the ratio of questionnaire returns from the three agencies reflected a relatively balanced response pattern, as

Table 3

Response To Agency Questionnaire, by State and Agency

#	State agency responsible for		#	State agency responsible for	
	ACE	VTE		ACE	VTE
1.	Alabama	Alabama	Nebraska	Nebraska	Nebraska
2.	Alaska	Alaska	Nevada	...	...
3.	Arizona	Arizona	New Hampshire	New Hampshire	New Hampshire
4.	Arkansas	Arkansas	New Jersey	New Jersey	New Jersey
5.	California	California	New Mexico	New Mexico	...
6.	Colorado	Colorado	New York	New York	New York
7.	Connecticut	Connecticut	North Carolina	North Carolina	...
8.	...	Delaware	North Dakota	North Dakota	North Dakota
9.	Florida	Florida	Ohio	Ohio	Ohio
10.	...	Georgia	Oklahoma	Oklahoma	Oklahoma
11.	Hawaii	...	Oregon	Oregon	Oregon
12.	Idaho	Idaho	Pennsylvania	Pennsylvania	Pennsylvania
13.	...	Illinois	Puerto Rico	Puerto Rico	Puerto Rico
14.	... (Indiana.)	...	Rhode Island	Rhode Island	Rhode Island
15.	Iowa	Iowa	...	...	South Carolina
16.	Kansas	Kansas	South Dakota	South Dakota	...
17.	Kentucky	Kentucky	Tennessee	Tennessee	Tennessee
18.	Louisiana	Louisiana	Texas	Texas	...
19.	Maine	...	...	...	Utah
20.	...	Maryland	...	Vermont	...
21.	...	Massachusetts	...	...	Virginia
22.	Michigan	Michigan	Washington	Washington	Washington
23.	Minnesota	Minnesota	West Virginia	West Virginia	...
24.	...	Mississippi	Wisconsin	Wisconsin	Wisconsin
25.	Missouri	Missouri	Wyoming	Wyoming	Wyoming
26.	...	Montana	Totals:	40	37
			Totals:	38	

shown in Table 4. Summarily, the respective responses from the agencies under study were as follows:

	# in group	Questionnaire Responses						Mean
		Agencies, by number			Agencies, by percent			
		ACE	VTE	CJC	ACE	VTE	CJC	
Eastern states group	11	7	11	8	63.6	100.0	72.7	78.6
Southern states group	14	11	10	11	78.6	71.4	78.6	76.2
Mid-West states group	13	9	9	10	69.2	69.2	76.9	71.8
Far-West states group	<u>13</u>	<u>11</u>	<u>10</u>	<u>8</u>	<u>84.6</u>	<u>76.9</u>	<u>61.5</u>	<u>74.4</u>
Total response pattern	51	38	40	37	74.5	78.4	72.5	75.2

The comparability of response factors in this geographical breakdown appeared to be a validating demonstration of a general common level of interest in the topic at hand. Evidently reflecting a high vocational orientation and interest, every agency responsible for VTE in the eastern states group replied. Of the 12 above listed percentage figures for the geographically grouped ACE, VTE, and CJC agencies, 6 were within 5.0% of the overall mean of 75.2%, 9 were within 10.0%, and 11 were within 15.0%.

Response of States with Three Respondent Agencies, by Geographical Grouping

As noted previously, 21 of the 51 states (41.2%) provided a response from all three agencies. These 21 states with tri-agency returns served appropriately as a control group for the purpose of assessing and verifying the trends and patterns established from the total agency response. When geographically grouped, these 21 full-responding states also depicted a numerically comparable representation from the four major areas -- 6, 5, 5, 5 -- with the higher number being from the eastern states grouping, as shown in Table 5.

Preliminary Questions Posed to Directors of State Agencies

Preliminary Question Number One: What is the State Board Relationship of the Three Administrative Bureaus or Agencies in your State that are Respectively Responsible for ACE, VTE, and CJC?

Table 4

Geographical Grouping of Responses to Agency Questionnaire, by State and Agency

State Grouping	State agency responsible for	
	ACE	VTE
Eastern States (11)	Connecticut	Connecticut
	Delaware	Delaware
	Maine	...
	Maryland	Maryland
	Mass.	...
	N. Hampshire	N. Hampshire
	New Jersey	New Jersey
	New York	New York
	Pennsylvania	Pennsylvania
	Rhode Island	Rhode Island
	...	Vermont
Response Percent	7 63.6%	11 100.0%
Southern States (14)	Alabama	Alabama
	Arkansas	Arkansas
	Florida	Florida

	Kentucky	Kentucky
	Louisiana	...
	...	Mississippi
	No. Carolina	No. Carolina
	Puerto Rico	Puerto Rico
	So. Carolina	...
	...	Tennessee
Texas	Texas	
Virginia	...	
W. Virginia	W. Virginia	
Response Percent	11 78.6%	10 71.4%
Mid-West States (13)	...	...
	... (Indiana)	...
	Iowa	Iowa
	Kansas	Kansas
	Michigan	Michigan
	Minnesota	...
	Missouri	Missouri
	Nebraska	Nebraska
	No. Dakota	No. Dakota
	...	Ohio
	...	Oklahoma
So. Dakota	So. Dakota	
Wisconsin	Wisconsin	
Response Percent	9 69.2%	9 69.2%
Far-West States (13)	Alaska	Alaska
	Arizona	Arizona
	California	California
	Colorado	Colorado
	Hawaii	...
	Idaho	Idaho
	...	Montana
	Nevada	...
	New Mexico	New Mexico
	Oregon	Oregon
	...	Utah
Washington	Washington	
Wyoming	Wyoming	
Response Percent	11 84.6%	10 76.9%
Mid-West States (13)	...	...
	... (Indiana)	...
	Iowa	Iowa
	Kansas	Kansas
	Michigan	Michigan
	Minnesota	...
	Missouri	Missouri
	Nebraska	Nebraska
	No. Dakota	No. Dakota
	...	Ohio
	...	Oklahoma
So. Dakota	So. Dakota	
Wisconsin	Wisconsin	
Response Percent	9 69.2%	10 76.9%
Far-West States (13)	Alaska	Alaska
	Arizona	Arizona
	California	California
	Colorado	Colorado
	Hawaii	...
	Idaho	Idaho
	...	Montana
	Nevada	...
	New Mexico	New Mexico
	Oregon	Oregon
	...	Utah
Washington	Washington	
Wyoming	Wyoming	
Response Percent	11 84.6%	8 61.5%

Table 5

Response to Agency Questionnaire from 21 States Having all Three
Agencies Reply, by Geographical Grouping, with Percent

State Grouping	Total in state group	States having three respondent agencies	Percent response of group
Eastern States	11	1. Connecticut 2. New Hampshire 3. New Jersey 4. New York 5. Pennsylvania 6. Rhode Island	54.5%
Southern States	14	1. Alabama 2. Arkansas 3. Florida 4. Kentucky 5. Puerto Rico	35.7%
Mid-Western States	13	1. Michigan 2. Missouri 3. Nebraska 4. North Dakota 5. Wisconsin	38.5%
Far-Western States	13	1. California 2. Idaho 3. Oregon 4. Washington 5. Wyoming	38.5%

As shown in Tables 6, 7, and 8, 18 of the 50 responding states (36.0%) designated their agencies responsible for ACE, VTE, and CJC as functioning under one state board, another 31 states (62.0%) reported a division of agency responsibilities under two state boards, and 1 state (2.0%) -- Oklahoma -- reported having three state boards respectively responsible for the three agencies. Iteratively stated, state board responsibilities for the three state level agencies were thus reportedly grouped as follows:

	<u>Number</u>	<u>Percent</u>
Single-board states	18	36.0
Two-board states	31	62.0
Three-board states	<u>1</u>	<u>2.0</u>
Respondent states (Including Puerto Rico and excluding Indiana)	50	100.0

Of the states with two designated state boards, the pattern showed 28 of the 31 states (90.3%) reporting their ACE and VTE agencies being responsible to a common state board of education. In the 3 remaining states, the state board responsible for CJC agencies was reportedly responsible for the VTE agencies in 2 states -- Colorado and Hawaii -- and for the ACE agency in 1 state -- North Dakota. In every case in these 31 two-board states, the CJC agencies were reported as serving under the state board of higher education or state junior college board. See Figure 3 and Figure 4.

This broad pattern, of a majority of states having plural-boards with mixed responsibilities for the three agencies over a minority number of states with the three agencies responsible to a single-board, was also generally reflected in the breakdown by geographical groupings, as shown in Table 9, with a preponderance (84.6%) of the far-west group reporting two state level boards having responsibilities over the three

Table 6

Respondent States Reporting One Designated State Board of Education
Responsible for ACE, VTE, and CJC Agencies

#	One State Board of Education with responsibilities for		
	ACE	VTE	CJC
1.	Alabama	Alabama	Alabama
2.	Florida	Florida	Florida
3.	Idaho	Idaho	Idaho
4.	Iowa	... ^a	Iowa
5.	Kansas	Kansas	... ^a
6.	Louisiana	... ^a	Louisiana
7.	Michigan	Michigan	Michigan
8.	... ^a	Mississippi	Mississippi
9.	Missouri	Missouri	Missouri
10.	Nebraska	Nebraska	Nebraska
11.	New Hampshire	New Hampshire	New Hampshire
12.	New York	New York	New York
13.	North Carolina	North Carolina	... ^a
14.	Oregon	Oregon	Oregon
15.	Pennsylvania	Pennsylvania	Pennsylvania
16.	Rhode Island	Rhode Island	Rhode Island
17.	South Dakota	South Dakota	... ^a & ^b
18.	... ^a	Tennessee	Tennessee
Respondent states:	(16)	(16)	(15)

^aNonreporting agency, whose board responsibilities were designated by another agency(s) of that state which did reply to the questionnaire.

^bReported no public community junior colleges.

Table 7

Respondent State Reporting Three State Boards Respectively
Responsible for ACE, VTE, and CJC Agencies, Showing
Appertaining Board-Agency Relationships

State	State Board of Education responsible for	State Vocational Education Board responsible for	State Board of Higher Education responsible for
Oklahoma	State ACE Agency ^a	State VTE Agency	State CJC Agency

^aNonreporting agency, whose board responsibilities were designated by another agency(s) of that state which did reply to the questionnaire.

Table 8

Respondent States Reporting Two Designated State Boards Responsible for
ACE, VTE, and CJC Agencies, Showing Board-Agency Relationships

#	State Board of Education with responsibilities for			State Board of Higher Education or State Junior College Board with responsibilities for		
	ACE	VTE	CJC	ACE	VTE	CJC
1.	Alaska	Alaska	...	...	...	...^a
2.	Arizona	Arizona	...	...	...	...^a
3.	Arkansas	Arkansas	...	...	...	Arkansas
4.	California ^b	California ^b	...	...	...	California ^b
5.	Colorado	...	...	...	Colorado	... ^a
6.	Connecticut	Connecticut	...	...	...	Connecticut
7.	... ^a	Delaware	...	...	...	Delaware
8.	... ^a	... ^a	...	...	...	Georgia
9.	Hawaii	...	...	...	...^a	Hawaii
10.	... ^a	... ^a	...	...	...	Illinois
11.	Kentucky	Kentucky	...	...	...	Kentucky
12.	Maine	Maine	...	...	...	...^a
13.	... ^a	Maryland	...	...	...	Maryland
14.	... ^a	Mass.	...	...	...	...^a
15.	Minnesota	... ^a	...	...	...	Minnesota
16.	... ^a	Montana	...	...	...	Montana
17.	Nevada	... ^a	...	...	...	...^a
18.	New Jersey	New Jersey	...	...	...	New Jersey
19.	New Mexico	New Mexico	...	...	...	...^a
20.	...	N. Dakota	...	N. Dakota	...	N. Dakota
21.	... ^a & b	Ohio ^b	...	...	...	Ohio ^b
22.	Puerto Rico	Puerto Rico	...	...	...	Puerto Rico
23.	S. Carolina	... ^a	...	...	...	S. Carolina
24.	Texas	Texas	...	...	...	...^a
25.	... ^a	... ^a	...	...	...	Utah
26.	... ^a	Vermont	...	...	...	...^a
27.	Virginia	... ^a	...	...	...	Virginia
28.	Washington	Washington	...	...	...	Washington
29.	W. Virginia	W. Virginia	...	...	...	...^a
30.	Wisconsin	Wisconsin	...	...	...	Wisconsin
31.	Wyoming	Wyoming	...	...	...	Wyoming
Respondent States:						
	(21)	(22)	(0)	(1)	(1)	(21)

^aNonreporting agency, whose board responsibilities were designated by another agency(s) of that state which did reply to the questionnaire.

^bReported very diffused responsibilities existing at the state level.

Type of State Board Arrangement	State Board Responsibilities According to the Type of State Administrative Agency		
	ACE Agency	VTE Agency	CJC Agency
One State Board	State Board of Education		
Two State Boards	State Board of Education		State Board of Higher Education
	State Board of Education		State Board of Junior Colleges
	State Board of Education	State Board of Higher Education	
	State Board of Education	State Board of Junior Colleges	
	State Board of Higher Education	State Vocational Education Board	State Board of Higher Education
	State Board of Education	State Vocational Education Board	State Board of Higher Education
Three State Boards	State Board of Education	State Vocational Education Board	State Board of Higher Education

Figure 3. Generalized Models of Various State Board Arrangements Regarding Responsibilities for the ACE, VTE, and CJC Administrative Agencies.

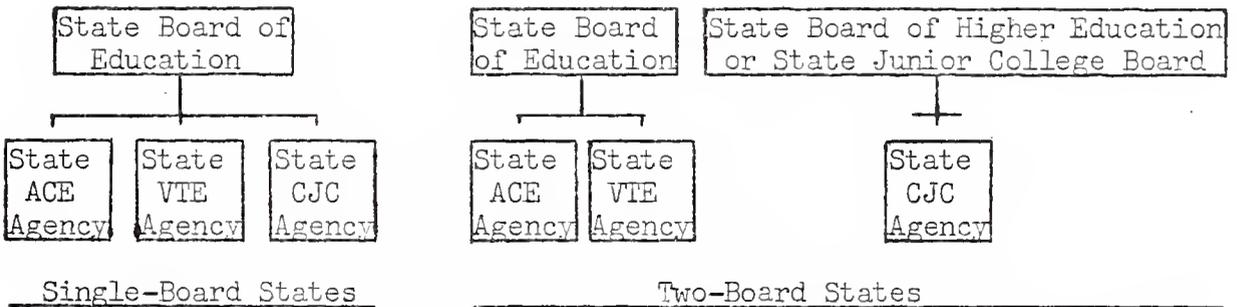


Figure 4. Generalized Models of Dominant Patterns of Agency Appendage in Single-Board States and Two-Board States.

agencies, and an atypical even ratio (50.0%) of single-board and plural-board states in the mid-west group. The pattern by geographical breakdown can be summarized as follows:

Eastern states group	7 of 11 (63.6%)	plural-board states
Southern states group	8 of 14 (57.1%)	plural-board states
Mid-West states group	6 of 12 (50.0%)	plural-board states
Far-West states group	<u>11 of 13 (84.6%)</u>	plural-board states
Total response pattern	32 of 50 (64.0%)	plural-board states

Table 9

Reported Relationships of State Boards and State Level
Administrative Agencies in 50 Respondent States,
by Geographical Grouping

State Grouping	States with all three agencies responsible to a single state board	States with responsibilities for three agencies divided under two or more state boards
Eastern States (11)	<ol style="list-style-type: none"> 1. New Hampshire 2. New York 3. Pennsylvania 4. Rhode Island 	<ol style="list-style-type: none"> 1. Connecticut 2. Delaware 3. Maine 4. Maryland 5. Massachusetts 6. New Jersey 7. Vermont
Southern States (14)	<ol style="list-style-type: none"> 1. Alabama 2. Florida 3. Louisiana 4. Mississippi 5. North Carolina 6. Tennessee 	<ol style="list-style-type: none"> 1. Arkansas 2. Georgia 3. Kentucky 4. Puerto Rico 5. South Carolina 6. Texas 7. Virginia 8. West Virginia
Mid-West States (12) ^a	<ol style="list-style-type: none"> 1. Iowa 2. Kansas 3. Michigan 4. Missouri 5. Nebraska 6. South Dakota 	<ol style="list-style-type: none"> 1. Illinois 2. Minnesota 3. North Dakota 4. Ohio 5. Oklahoma^b 6. Wisconsin
Far-West States (13)	<ol style="list-style-type: none"> 1. Idaho 2. Oregon 	<ol style="list-style-type: none"> 1. Alaska 2. Arizona 3. California 4. Colorado 5. Hawaii 6. Montana 7. Nevada 8. New Mexico 9. Utah 10. Washington 11. Wyoming

^aIndiana did not respond to the questionnaire.

^bOklahoma reported three state boards.

In the control group of 21 states having tri-agency responses, a near balance of 11 single-board arrangements and 10 plural-board arrangements was reported. This relative balance of single-board and multi-board arrangements by the control group of 21 states also carried over into a fairly balanced geographical representativeness, as shown in Table 10, thus adding to the verificative nature of the control group.

Table 10

Reported Relationships of State Boards and State Level Administrative Agencies in the 21 States Having Three Respondent Agencies, by Geographical Grouping

State Grouping	States with all three agencies responsible to a single state board	States with responsibilities for three agencies divided under two or more state boards
Eastern States	New Hampshire New York Pennsylvania Rhode Island	Connecticut New Jersey
Southern States	Alabama Florida	Arkansas Kentucky Puerto Rico
Mid-West States	Michigan Missouri Nebraska	North Dakota Wisconsin
Far-West States	Idaho Oregon	California Washington Wyoming

Preliminary Question Number Two: What is the Administrative Relationship among the State Level Agencies Responsible for ACE, VTE, and CJC in your State?

Of the 50 respondent state governments, 31 (62.0%) reported administrative relationships of an independent or equal-parity status existing between their three state level agencies. The other 19 states (38.0%) reported administratively dependent or unequal state level status relationships among their three agencies.

In a breakdown by state board grouping, as shown in Table 11, this pattern of administrative relationships among the three agencies was duplicated. Of 18 states with one board, 11 (61.7%) reported administrative relationships of an independent or equal-parity status (same level of responsibility) among their three agencies, and 7 (38.3%) reported dependency or unequal relationships. Of the 32 states with two or more boards, 20 (62.5%) reported their agencies as having administratively independent or equal-parity status, and 12 (37.5%) reported unequal or dependency status relationships among the three agencies.

Of the 19 states reporting unequal or dependency administrative status relationships, the pattern of unequal or dependency status fell most heavily upon the ACE agencies, as shown in Table 12, which reported this condition in all 12 (100%) of the two-board states and in 6 of the 7 (85.7%) one-board states, for a total of 18 of the 19 state ACE agencies (94.7%) that reported such a disproportion in agency parity with the VTE and CJC agencies. Of these 19 states who reported dependency agency relationship, 16 (84.2%) described their ACE agency as being dependent on the VTE agency, and 2 states (10.5%) placed their ACE agency under the CJC agency, with 1 lone independent ACE agency. See Figure 5.

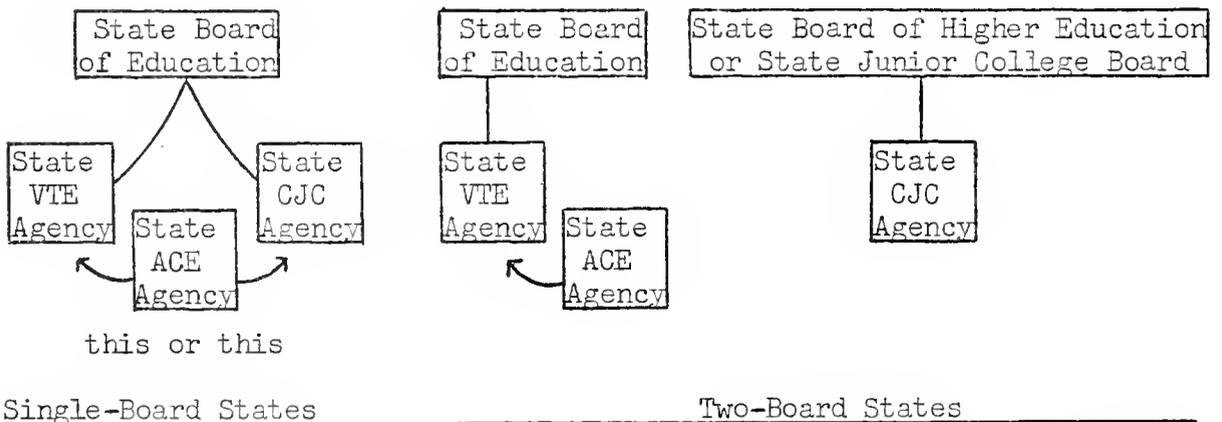


Figure 5. Generalized Models of State ACE Agency when Dependency Status Was Reported.

Table 11

Reported Administrative Relationships of State Agencies
in 50 Respondent States, by State Board Grouping

States reporting independent or equal-parity administrative status of all three agencies		States reporting unequal or dependent state level administrative status among the three agencies	
States having one board	States having two or more boards	States having one board	States having two or more boards
1. Alabama	1. Arizona	1. Florida	1. Alaska
2. Idaho	2. California ^a	2. Michigan	2. Arkansas
3. Iowa	3. Colorado	3. Nebraska	3. Georgia
4. Kansas	4. Connecticut	4. New Hampshire	4. Nevada
5. Louisiana	5. Delaware	5. N. Carolina	5. New Jersey
6. Mississippi	6. Hawaii	6. Oregon	6. New Mexico
7. Missouri	7. Illinois	7. Pennsylvania	7. Ohio ^b
8. New York	8. Kentucky		8. Texas
9. Rhode Island	9. Maine		9. Vermont
10. S. Dakota	10. Maryland		10. West Virginia
11. Tennessee	11. Massachusetts		11. Wisconsin
	12. Minnesota		12. Wyoming
	13. Montana		
	14. N. Dakota		
	15. Oklahoma ^a & ^c		
	16. Puerto Rico		
	17. S. Carolina		
	18. Utah		
	19. Virginia		
	20. Washington		

^aReported that agencies responsible for vocational/technical education and community junior colleges also shared some responsibilities for adult/continuing education, by law.

^bResponsibilities were reportedly very diffused.

^cOklahoma reported three state boards.

Table 12

Reported Administrative Relationships Among the ACE, VTE, and CJC
Agencies, by State Board Grouping

State	Administrative relationships of agencies under one board			Administrative relationships of agencies under two boards		
	ACE	VTE	CJC	ACE	VTE	CJC
	Agency	Agency	Agency	Agency	Agency	Agency
1. Alaska				Dependent on VTE	Independ.	Independ. ^a
2. Arkansas				Dependent on VTE	Independ.	Independ.
3. Florida	Dependent on VTE	Independ.	Independ.			
4. Georgia				Dependent on VTE ^a	Independ. ^a	Independ.
5. Michigan	Dependent on VTE	Independ.	Independ.			
6. Nebraska	Dependent on VTE	Independ.	Independ.			
7. Nevada				Dependent on VTE	Independ. ^a	Independ. ^a
8. New Hampshire	Independ.	Independ.	Dependent on VTE			
9. New Jersey				Dependent on VTE	Independ.	Independ.
10. New Mexico				Dependent on VTE	Independ.	Independ. ^a
11. North Carolina	Dependent on CJC	Dependent on CJC	Independ. ^a			
12. Ohio				Dependent on VTE ^a & ^b	Independ.	Independ.
13. Oregon	Dependent on CJC	Dependent on CJC	Independ.			
14. Pennsyl- vania	Dependent on VTE	Independ.	Independ.			
15. Texas				Dependent on VTE	Independ.	Independ. ^a
16. Vermont				Dependent on VTE ^a	Independ.	Independ. ^a
17. West Virginia				Dependent on VTE	Independ.	Independ. ^a
18. Wisconsin				Dependent on VTE	Independ.	Independ.
19. Wyoming				Dependent on VTE	Independ.	Independ.

^aNonreporting agencies, whose administrative relationship was given by another agency(s) of that state which did reply to the questionnaire.

^bResponsibilities were reportedly very diffused, with some being classed as of an independent nature and some of a dependent nature.

Conversely, all 12 (100%) of the VTE agencies and CJC agencies in the 12 multi-board states, as well as 5 (71.4%) VTE agencies and 6 (85.7%) CJC agencies in the 7 single-board states reported having administratively independent or equal-parity status in their state educational structures. Two states having single-boards reported a dependency relationship of the VTE agency to the CJC agency, and 1 single-board state reported a dependency relationship of the CJC agency to the VTE agency. Interestingly, the lone state reporting an independent ACE agency status was also the sole state reporting a dependent CJC agency status. The reported impaired administrative status relationships of these 19 state groups could thus be summarized as follows:

	<u>ACE Agency</u>	<u>VTE Agency</u>	<u>CJC Agency</u>
Equal-parity status	1 (5.3%)	17 (89.5%)	18 (94.7%)
Dependency status	18 (94.7%)	2 (10.5%)	1 (5.3%)

Geographically, as depicted in Table 13, the respective balance between states reporting administratively independent or equal-parity agency relationships and states reporting administratively dependent or unequal agency relationships was quite constant and could be summarized as follows:

	<u>Group total</u>	<u>States with three administratively independent agencies</u>	<u>States with one or more administratively dependent agencies</u>
Eastern states group	11	7 (63.6%)	4 (36.4%)
Southern states group	14	8 (57.1%)	6 (42.9%)
Mid-West states group	12	8 (66.7%)	4 (33.3%)
Far-West states group	<u>13</u>	<u>8 (61.5%)</u>	<u>5 (38.5%)</u>
Total response pattern	50	31 (62.0%)	19 (38.0%)

Each of the four geographical groupings also included states reporting independent agency status and states reporting dependent agency status in a further breakdown by single-board and multi-board states, as noted in Table 13, indicating the representativeness of the questionnaire responses.

Table 13

Reported Administrative Relationships of State Agencies According to
Type of State Board Affiliation, by Geographical Grouping

State Grouping	States with administratively independent agencies only		States with administratively dependent agencies	
	One state board	Two state boards	One state board	Two state boards
Eastern States (11)	New York Rhode Island	Connecticut Delaware Maine Maryland Massachusetts	New Hampshire Pennsylvania	New Jersey Vermont
Southern States (14)	Alabama Louisiana Mississippi Tennessee	Kentucky Puerto Rico S. Carolina Virginia	Florida N. Carolina	Arkansas Georgia Texas West Virginia
Mid-West States (12)	Iowa Kansas Missouri South Dakota	Illinois Minnesota North Dakota Oklahoma ^a	Michigan Nebraska	Ohio Wisconsin
Far-West States (13)	Idaho	Arizona California Colorado Hawaii Montana Utah Washington	Oregon	Alaska Nevada New Mexico Wyoming

^aOklahoma reported three state boards.

A geographical breakdown of the control group of 21 states having tri-agency responses also revealed a representative sample of states reporting independent and dependent agency relationships under both single-board and multi-board arrangements, as shown in Table 14.

Summary

Over three-fourths (75.2%) of the 153 solicited state agencies responded to the questionnaire, including Puerto Rico, with a relative balance among the three respondent agency types: 38 ACE, 40 VTE, and 37 CJC. Every state except Indiana responded, with 44 states having at least two respondent agencies. The questionnaire returns were also found to be representative of the four geographical sectors of the nation. As somewhat of a control group, 21 states having a response from all three agencies were discriminatively set apart as a check on the total questionnaire pattern analysis. The control group was found to exhibit characteristics representative of the total group, geographically, as well as in board and agency status and relationships.

In the 50 respondent states, which included Puerto Rico and excluded Indiana, the reported relationships of state boards to the state administrative ACE, VTE, and CJC agencies revealed a single state board in 18 states, two state boards in 31 states, and three state boards in 1 state, with mixed responsibilities for the three agencies. This pattern of plural-board dominance was nationwide and not just regional, with the far-western state grouping having the highest percentage of two-board states. Further, in two-board states a strong pattern was reported of a common state board of education responsible for ACE and VTE agencies, and a state board of higher education or a state junior college board responsible for the CJC agency.

Table 14

Reported Administrative Relationships of State Agencies According to
Type of State Board Affiliation, by Geographical Grouping of the
21 States with Tri-Agency Questionnaire Responses

State Grouping	States with administratively independent agencies only		States with administratively dependent agencies	
	One state board	Two state boards	One state board	Two state boards
Eastern States (6)	New York Rhode Island	Connecticut	New Hampshire Pennsylvania	New Jersey
Southern States (5)	Alabama	Kentucky Puerto Rico	Florida	Arkansas
Mid-West States (5)	Missouri	North Dakota	Michigan Nebraska	Wisconsin
Far-West States (5)	Idaho	California Washington	Oregon	Wyoming
Group Total (21)	23.8% 5 of 21	28.6% 6 of 21	28.6% 6 of 21	19.0% 4 of 21

Of the 50 respondent states, 62.0% reported independent or equal-parity state level administrative relationships between their ACE, VTE, and CJC agencies. The other 38.0% reported the presence of dependent or unequal status relationships among these three agencies. Grouped further by state board, a relative balance of single-board states (61.7%) and of multi-board states (62.5%) also reported independent or equal-parity state level administrative relationships among their three agencies. In those states with dependency relationships, 94.7% of ACE agencies reported an unequal or dependent status relationship to either the VTE or CJC agencies, whereas 89.5% of VTE and 94.7% of CJC agencies reported administratively independent or equal-parity status within their state level post high school educational structures.

CHAPTER IV

PRESENTATION OF QUESTIONNAIRE DATA: IDENTIFICATION AND ANALYSES OF AGENCY RESPONSIBILITIES AND INTERACTIONS IN VARIOUS COMPONENT AREAS OF POST HIGH SCHOOL EDUCATION AND SELECTED ACTIVITIES AND FUNCTIONS CARRIED ON BY STATE EDUCATIONAL AGENCIES

Introduction

Prefatory to this chapter's juncture, it would seem appropriate to observe that avenues, as ways or modes of approach or departure, should consummate in viable patterns in order to benefit man's ubiquitous organizational environment. The various responses to the Agency Questionnaire would also seem to project this as an apparent and credible perception in the governmental realms under study.

By means of the Agency Questionnaire a broad canvass of various facets of post high school education was executed to pool first-hand the seminal data of this study -- the nature and extent of post high school responsibility and participative involvement by the ACE, VTE, and CJC agencies -- from which agency and co-agency patterns and avenues of cooperation could be identified. Four major questions were put to these state agencies for respondent expressions, asking them to discriminate specify the scope of their particular responsibilities and/or participation. See Appendix A. By scission, these questions embraced the following integrants as the pabulum for inquiry and scrutiny:

Question 1: Eight component areas of post high school education.

Question 2: Nine activities and functions carried on by state agencies.

Question 3: Development of five educational plans relative to post high school education.

Question 4: Eight federal programs, as touching their planning, administration, and accountability.

The analyses of these four comprehensive questions are presented in this and the subsequent chapter: Questions 1 and 2 in Chapter IV and questions 3 and 4 in Chapter V. Following that is Chapter VI which deals with judgmental designations appendantly solicited from the directors of the state agencies relative to a postulated enumeration of varied types and methods of interagency cooperation. Chapter VI also treats various supplementary opinion statements submitted by the state directors to the open-end questions regarding insights, hopes, and concerns in this area of state level coordination of agencies responsible for post high school education.

Avenues and Patterns of Agency Responsibilities and Interactions

Consonant with the questionnaire instructions dealing with the above listed four major questions, agency directors categorized their responses regarding agency responsibilities and interrelationships into five groupings, of which the first three were apprehended as preeminently pertinent to this study:

Category 1: Mandated responsibilities requiring individual agency action independent of involvement with other agencies.

Category 2: Mandated responsibilities requiring interagency or joint agency cooperative activities.

Category 3: Voluntary interagency or joint agency cooperative activities.

Category 4: Informal consultations and contacts between agencies.

Category 5: No constituent agency responsibilities or interactions.

Iteratively, and as evidenced in the analyses, the first three categories comprised the richest ingredients for germane assay and formed the bases of analyses in this section.

As a crucial factor in understanding the writer's approach to identifying the framework of patterns, the following interwoven methodology should be noted: The formative procedure for isolating the basic general patterns of mandated agency responsibility required the combination of the reported totals of mandated independent agency actions (Category 1) and mandated cooperative agency actions (Category 2); to establish the basic general patterns of joint agency interrelationships, the reported totals of both mandated cooperative agency actions (Category 2) and voluntary cooperative agency actions (Category 3) were combined. However, for the purpose of distinguished report and clarity, both the three individual categories along with their respective bilateral combinations have been included in the presentation. To afford a viable data level from the questionnaire responses of the ACE, VTE, and CJC agency groupings for relevant analysis and uniformity, the figure of thirty percent (30.0%) of each reporting agency grouping was adopted as the threshold of significant agency involvement.

Analysis of Question 1: Questionnaire Responses Regarding the Type of Agency Responsibility and/or Participation in Eight Component Areas of Post High School Education

Precursory overview

As a general statement, the reported involvement of ACE, VTE, and CJC agencies in the eight varied segments of post high school education disclosed several areas of significant individual agency action as well

as cooperative joint agency activity. The overall pattern profile, as outlined in Table 15, showed substantial numbers of agencies reported mandated single agency responsibilities in three component program areas -- University-Parallel Programs, Basic Adult Education Programs, and High School Diploma Programs -- and mandated joint agency responsibilities in four other component areas -- 2-Year and Less than 2-Year Occupational Degree Programs, Employment Updating and Retraining Programs, and Community Service Programs -- with only minimal voluntary joint agency involvements in any of the eight component areas. Total mandated involvements -- including both single agency and joint agency classifications -- were affirmatively reported by significant numbers of agencies in all eight categories, and total cooperative involvements -- including both mandated and voluntary co-agency actions -- were reported by significant numbers of agencies in five categories. As further evinced in Table 16, a broader scope of program involvement was reported by CJC agencies than by ACE and VTE agencies; to wit, mandated responsibilities were reported by significant numbers of ACE agencies in five, of VTE agencies in four, and of CJC agencies in six of the eight component areas of post high school education, and interagency involvements were reported by significant numbers of ACE agencies in three, of VTE agencies in four, and of CJC agencies in five of the eight sectors.

Multisectional analyses

Patternwise, as shown in Tables 15 to 18, the eight component areas generated the following general taxonomy of agency involvements, with subsequent particularized analyses:

1. University-Parallel Programs

a. Mandated Involvements

--Manifestly apparent as the "private property" of CJC

Table 15

Summary of Comparative Agency Responses, by Percent, Regarding Mandated
and Cooperative Agency Participation in Eight Component Areas
of Post High School Education

Component Area of Post High School Education	Agency Type	Reported Agency Involvement		
		Mandated Single Agency (%)	Mandated Joint Agency (%)	Voluntary Joint Agency (%)
University-Parallel Programs	ACE	5.1	2.6	0.0
	VTE	2.4	9.5	4.8
	CJC	89.4	2.6	0.0
2-Year Occupational Degree Programs	ACE	5.3	2.6	5.3
	VTE	18.2	61.4	13.6
	CJC	25.6	46.5	9.3
Less than 2-Year Occupational Degree Programs	ACE	5.3	7.9	7.9
	VTE	18.6	67.4	9.3
	CJC	16.7	50.0	11.9
Employment Updating and Retraining Programs	ACE	14.6	19.5	9.8
	VTE	25.6	58.4	6.9
	CJC	7.7	46.2	17.9
Cultural and Personal Improvement and Enrichment Programs	ACE	17.1	26.8	31.7
	VTE	7.5	7.5	2.5
	CJC	23.1	20.5	20.5
Community Service Programs	ACE	17.5	47.5	12.5
	VTE	4.8	35.7	11.9
	CJC	18.4	34.2	13.2
Basic Adult Education Programs (Grades 1-8)	ACE	78.3	6.5	6.5
	VTE	12.5	5.0	5.0
	CJC	2.7	5.4	8.1
High School (Equivalency) Diploma Programs	ACE	78.6	11.9	7.1
	VTE	12.2	7.3	7.3
	CJC	5.4	10.8	5.4

Table 16

Summary Listing, by Percent, of Various Component Areas of Post High School Education Where at least Thirty Percent of Respondent Agencies Reported Mandated Agency Responsibilities and/or Aggregate Voluntary and Required Interagency Cooperation

Component Area of Post High School Education	Agency Type	Total Mandated Responsibilities	Total Joint Agency Cooperation
University-Parallel Programs	ACE	0.0	0.0
	VTE	0.0	0.0
	CJC	92.0	0.0
2-Year Occupational Degree Programs	ACE	0.0	0.0
	VTE	79.6% ^a	75.0% ^a
	CJC	72.1% ^a	55.8% ^a
Less than 2-Year Occupational Degree Programs	ACE	0.0	0.0
	VTE	86.0% ^a	76.7% ^a
	CJC	66.7% ^a	61.9% ^a
Employment Updating and Retraining Programs	ACE	34.1% ^a	(29.3%) ^a
	VTE	84.0% ^a	65.3% ^a
	CJC	53.9% ^a	64.1% ^a
Cultural and Personal Improvement and Enrichment Programs	ACE	43.9% ^a	58.5%
	VTE	0.0	0.0
	CJC	43.6%	41.0% ^a
Community Service Programs	ACE	65.0% ^a	60.0% ^a
	VTE	40.5% ^a	47.6% ^a
	CJC	52.6% ^a	47.4% ^a
Basic Adult Education Programs (Grades 1-8)	ACE	84.8	0.0
	VTE	0.0	0.0
	CJC	0.0	0.0
High School (Equivalency) Diploma Programs	ACE	90.5%	0.0
	VTE	0.0	0.0
	CJC	0.0	0.0

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Table 17

Comparative Rankings, by General Percentage Levels, of ACE, VTE,
and CJC Agencies Reporting Mandated Involvements in Eight Component
Areas of Post High School Education

General Levels of Percent	Reported Levels of Mandated Involvement in Eight Component Areas of Post High School Education		
	ACE Agency	VTE Agency	CJC Agency
100			
90-99	High School Diploma		University-Parallel
80-89	Basic Adult Education	1-Year Occupational Retraining Programs	
70-79		2-Year Occupational	2-Year Occupational
60-69	Community Service		1-Year Occupational
50-59			Retraining Programs Community Service
40-49	Cultural Enrichment	Community Service	Cultural Enrichment
30-39	Retraining Programs		
20-29			
10-19	1-Year Occupational	High School Diploma Basic Adult Education Cultural Enrichment University-Parallel	High School Diploma
0-9	2-Year Occupational University-Parallel		Basic Adult Education

Table 18

Comparative Rankings, by General Percentage Levels, of ACE, VTE,
and CJC Agencies Reporting Interagency Cooperation in Eight
Component Areas of Post High School Education

General Levels of Percent	Reported Levels of Interagency Cooperation in Eight Component Areas of Post High School Education		
	ACE Agency	VTE Agency	CJC Agency
100			
90-99			
80-89			
70-79		1-Year Occupational 2-Year Occupational	
60-69	Community Service	Retraining Programs	Retraining Programs 2-Year Occupational
50-59	Cultural Enrichment		1-Year Occupational
40-49		Community Service	Community Service Cultural Enrichment
30-39			
20-29	Retraining Programs		
10-19	High School Diploma 1-Year Occupational Basic Adult Education	High School Diploma University-Parallel Cultural Enrichment Basic Adult Education	High School Diploma Basic Adult Education
0-9	2-Year Occupational University-Parallel		University-Parallel

agencies, 92.0% of which reported mandated agency responsibilities, with 89.4% reporting mandated independent agency responsibility. ACE and VTE mandated involvements were inconsequential.

- b. Cooperative Involvements
 - Cooperative joint agency activity was inconsequential.

2. 2-Year Occupational Degree Programs

- a. Mandated Involvements
 - Strong mandated VTE and CJC agency involvement (79.6% and 72.1%).
- b. Cooperative Involvements
 - High numbers of VTE and medium numbers of CJC agencies reported co-agency activities (75.0% and 55.8%).

3. Less Than 2-Year Occupational Degree Programs

- a. Mandated Involvements
 - Very high numbers of VTE agencies and high numbers of CJC agencies reported mandated involvement (86.0% and 66.7%).
- b. Cooperative Involvements
 - High numbers of VTE agencies and fairly high numbers of CJC agencies reported cross-agency cooperative actions (76.7% and 61.9%).

4. Employment Updating and Retraining Programs

- a. Mandated Involvements
 - Low numbers of ACE, very high numbers of VTE and medium numbers of CJC agencies reported mandated involvement (34.1%, 84.0%, and 53.9%). Significant tri-agency involvement.
- b. Cooperative Involvements
 - Limited numbers of ACE and fairly high numbers of VTE and CJC agencies reported co-agency activities (29.3%, 65.3%, and 64.1%).

5. Cultural and Personal Improvement and Enrichment Programs

- a. Mandated Involvements
 - Low medium numbers of ACE and CJC agencies reported mandated involvement (43.9% and 43.6%).
- b. Cooperative Involvements
 - High medium numbers of ACE and low medium numbers of CJC agencies reported joint agency actions (58.5% and 41.0%).

6. Community Services Programs

a. Mandated Involvements

--Fairly high numbers of ACE, low medium numbers of VTE, and medium numbers of CJC agencies reported mandated involvement (65.0%, 40.5%, and 52.6%). Significant tri-agency involvement.

b. Cooperative Involvements

--Fairly high numbers of ACE and medium numbers of VTE and CJC agencies reported co-agency cooperative activities (60.0%, 47.6%, and 47.4%). Significant tri-agency interrelationships.

7. Basic Adult Education Programs (Grades 1-8)

a. Mandated Involvements

--Very high numbers of ACE agencies reported mandated agency involvement (84.8%), almost all of whom (78.3%) reported it as mandated independent agency action. (Minimal VTE and CJC agency involvement was reported.)

b. Cooperative Involvements

--Minimal cooperative involvement was reported.

8. High School (Equivalency) Diploma Programs

a. Mandated Involvements

--Very high numbers of ACE agencies reported mandated agency involvement (90.5%), most of whom (78.6%) reported it as mandated independent agency action. (Very limited VTE and CJC agency involvement was reported.)

b. Cooperative Involvements

--Very limited cooperative involvements were reported.

In the geographical breakdown, as noted in Table 19, the following subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported

- fewer agencies involved in Employment Updating and Retraining Programs,
- more agencies involved in Basic Adult Education Programs and High School Diploma Programs,
- equable agency levels in the other five areas.

Table 19

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Mandated Responsibilities in the Eight Varied Component Areas of Post High School Education

Component Area of Post High School Education	Agency Type	Agencies Reporting Mandated Responsibilities			
		Total General Pattern (%)	Patterns of Geographical Groupings		
			Eastern States (%)	Southern States (%)	Mid-West States (%)	Far-West States (%)
University-Parallel Programs	ACE	•	•	•	•
	VTE	•	•	•	•
	CJC	92.0	75.0	100.0	90.9
2-Year Occupational Degree Programs	ACE	79.6 ^a	83.4 ^a	69.3 ^a	77.7 ^a
	VTE	72.1 ^a	66.6 ^a	53.9 ^a	72.6 ^a
	CJC	•	•	•	•
Less than 2-Year Occupational Degree Programs	ACE	86.0 ^a	83.3 ^a	81.8 ^a	88.8 ^a
	VTE	66.7 ^a	66.6 ^a	53.9 ^a	54.6 ^a
	CJC	34.1 ^a	•	61.6 ^a	33.3
Employment Updating and Retraining Programs	VTE	84.0 ^a	78.5 ^a	80.0 ^a	88.8 ^a
	CJC	53.9 ^a	50.0 ^a	38.5 ^a	50.0 ^a
	ACE	43.9 ^a	40.0 ^a	45.5 ^a	66.6
Cultural and Personal Improvement and Enrichment Programs	VTE	•	•	•	•
	CJC	43.6	50.0 ^a	30.8 ^a	60.0
	ACE	65.0 ^a	57.2 ^a	50.0 ^a	90.0 ^a
Community Service Programs	VTE	40.5 ^a	33.3 ^a	36.4 ^a	55.5 ^a
	CJC	52.6 ^a	62.5 ^a	33.4 ^a	60.0 ^a
	ACE	84.8	100.0	85.7	88.9
Basic Adult Education Programs (Grades 1-8)	VTE	•	•	•	•
	CJC	•	•	•	•
	ACE	90.5	100.0	92.8	88.9
High School (Equivalency) Diploma Programs	VTE	•	•	•	•
	CJC	•	•	•	•
	ACE	•	•	•	•

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

2. VTE agencies reported
 - equable agency levels in all eight component areas.
3. CJC agencies reported
 - equable levels of involvement in all eight component areas.

Southern States

1. ACE agencies reported
 - fewer agencies involved in Community Service Programs,
 - more agencies involved in Employment Updating and Retraining Programs,
 - equable agency levels in the other six areas.
2. VTE agencies reported
 - equable agency levels in all eight component areas.
3. CJC agencies reported
 - fewer agencies involved in Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other three areas.

Mid-West States

1. ACE agencies reported
 - more agencies involved in Cultural and Personal Enrichment Programs and Community Service Programs,
 - equable agency levels in the other six areas.
2. VTE agencies reported
 - more agencies involved in Community Service Programs,
 - equable agency levels in the other seven areas.
3. CJC agencies reported
 - fewer agencies involved in 2-Year Occupational Degree Programs,
 - more agencies involved in Cultural and Personal Enrichment Programs,
 - equable agency levels in the other six areas.

Far-West States

1. ACE agencies reported
 - fewer agencies involved in Employment Updating and Retraining Programs and Cultural and Personal Enrichment Programs,
 - equable agency levels in the other six areas.
2. VTE agencies reported
 - more agencies involved in Community Service Programs,
 - equable agency levels in the other seven areas.

3. CJC agencies reported
 - more agencies involved in Occupational Degree Programs, Employment Updating and Retraining Programs, and Community Service Programs,
 - equable agency levels in the other four areas.

In the geographical breakdown, as noted in Table 20, the following subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
 - fewer agencies involved in Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other five areas.
2. VTE agencies reported
 - more agencies involved in Less than 2-Year Occupational Degree Program and Cultural and Personal Enrichment Programs,
 - equable agency levels in the other six areas.
3. CJC agencies reported
 - fewer agencies involved in Occupational Degree Programs and Cultural and Personal Enrichment Programs,
 - equable agency levels in the other five areas.

Southern States

1. ACE agencies reported
 - more agencies involved in Less than 2-Year Occupational Degree Programs and Employment Updating and Retraining Programs,
 - equable agency levels in the other six areas.
2. VTE agencies reported
 - fewer agencies involved in 2-Year Occupational Degree Programs,
 - equable agency levels in the other seven areas.
3. CJC agencies reported
 - more agencies involved in Occupational Degree Programs,
 - equable agency levels in the other six areas.

Mid-West States

1. ACE agencies reported
 - fewer agencies involved in Employment Updating and Retraining Programs, Cultural and Personal

Table 20

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Joint Agency Cooperative Interventions in the Eight Varied Component Areas of Post High School Education

Component Area of Post High School Education	Agency Type	Total General Pattern (%)	Agencies Reporting Interagency Cooperation Patterns of Geographical Groupings			
			Eastern States (%)	Southern States (%)	Mid-West States (%)	Far-West States (%)
University-Parallel Programs	ACE	.	.	.	.	.
	VTE	.	.	.	.	.
	CJC	.	.	.	.	.
2-Year Occupational Degree Programs	ACE	.	.	.	.	.
	VTE	75.0 ^a	75.0 ^a	61.6 ^a	44.4 ^a	100.0 ^a
	CJC	55.8 ^a	44.4	69.3 ^a	54.5	70.0
Less than 2-Year Occupational Degree Programs	ACE	.	.	.	.	.
	VTE	76.7 ^a	83.3 ^a	36.4 ^a	55.5 ^a	90.9 ^a
	CJC	61.9 ^a	44.4	72.7 ^a	45.5 ^a	88.9 ^a
Employment Updating and Retraining Programs	ACE	(29.3) ^a	.	46.2 ^a	.	.
	VTE	65.3 ^a	57.1 ^a	60.0 ^a	55.5 ^a	90.0 ^a
	CJC	64.1 ^a	62.5 ^a	53.9 ^a	50.0 ^a	100.0 ^a
Cultural and Personal Improvement and Enrichment Programs	ACE	58.5	50.0	63.7 ^a	44.4	72.8
	VTE	.	.	.	.	.
	CJC	41.0 ^a	46.2	46.2	30.0 ^a	62.5
Community Service Programs	ACE	60.0 ^a	42.9 ^a	58.3 ^a	50.0 ^a	81.8 ^a
	VTE	47.6 ^a	50.0 ^a	45.5 ^a	55.5 ^a	40.0 ^a
	CJC	47.4 ^a	50.0 ^a	41.7	30.0 ^a	75.0 ^a
Basic Adult Education Programs (Grades 1-8)	ACE	.	.	.	.	.
	VTE	.	.	.	.	.
	CJC	.	.	.	.	37.5 ^a
High School (Equivalency) Diploma Programs	ACE	.	36.4 ^a	.	.	33.4 ^a
	VTE	.	.	.	.	.
	CJC	.	.	.	.	37.5 ^a

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Enrichment Programs, and Community Service Programs,
 --equable agency levels in the other five areas.

2. VTE agencies reported

--fewer agencies involved in Occupational Degree Programs and Employment Updating and Retraining Programs,
 --more agencies involved in Community Service Programs,
 --equable agency levels in the other four areas.

3. CJC agencies reported

--fewer agencies involved in Less than 2-Year Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 --equable agency levels in the other four areas.

Far-West States

1. ACE agencies reported

--fewer agencies involved in Employment Updating and Retraining Programs,
 --more agencies involved in Cultural and Personal Enrichment Programs, Community Service Programs, and High School Diploma Programs,
 --equable agency levels in the other four areas.

2. VTE agencies reported

--more agencies involved in Occupational Degree Programs and Employment Updating and Retraining Programs,
 --equable agency levels in the other five areas.

3. CJC agencies reported

--more agencies involved in Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, Community Service Programs, Basic Adult Education Programs, and High School Diploma Programs,
 --equable agency level in the area of University-Parallel Programs.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 21, the following reported subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported

--more agencies involved in Employment Updating and

Table 21

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in Each Administrative and Board Grouping Reported Mandated Responsibilities in the Eight Varied Component Areas of Post High School Education

Component Area of Post High School Education	Agency Type	Agencies Reporting Mandated Responsibilities					
		Total General Pattern (%)	Patterns by Board and Administrative Status		Multi-Board Status		
			Single-Board Similar Status Agencies (%)	Multi-Board Similar Status Agencies (%)	Single-Board Dissimilar Status Agencies (%)	Multi-Board Dissimilar Status Agencies (%)	
University-Parallel Programs	ACE	.	.	.	.	(28.6) ^a	.
	VTE	.	.	.	.	83.3	85.7
	CJC	92.0	100.0	93.8	.	.	.
2-Year Occupational Degree Programs	ACE	.	.	.	.	100.0 ^a	81.8 ^a
	VTE	79.6 ^a	66.7 ^a	78.6 ^a	.	83.3 ^a	57.2 ^a
	CJC	72.1 ^a	90.0 ^a	65.0	.	(28.6) ^a	33.3 ^a
Less than 2-Year Occupational Degree Programs	ACE	.	.	.	.	100.0 ^a	91.7 ^a
	VTE	86.0 ^a	80.0 ^a	78.6 ^a	.	83.3 ^a	57.2 ^a
	CJC	66.7 ^a	80.0 ^a	57.9 ^a	.	42.9 ^a	45.5
Employment Updating and Retraining Programs	ACE	34.1 ^a	55.5 ^a	.	.	100.0 ^a	90.0 ^a
	VTE	84.0 ^a	81.9 ^a	73.3 ^a	.	57.1 ^a	33.3 ^a
	CJC	53.9 ^a	62.5 ^a	55.6 ^a	.	71.4 ^a	30.0
Cultural and Personal Improvement and Enrichment Programs	ACE	43.9 ^a	66.6 ^a	(26.6) ^a	.	.	40.0
	VTE	.	.	.	.	50.0 ^a	42.9
	CJC	43.6	33.3 ^a	47.1	.	100.0 ^a	60.0 ^a
Community Service Programs	ACE	65.0 ^a	90.0 ^a	30.8 ^a	.	.	50.0 ^a
	VTE	40.5 ^a	50.0 ^a	.	.	87.5 ^a	66.6 ^a
	CJC	52.6 ^a	44.4 ^a	47.0	.	66.7 ^a	76.9
Basic Adult Education Programs (Grades 1-8)	ACE	84.8	100.0	82.4	.	(28.6) ^a	40.0
	VTE	.	.	.	.	.	.
	CJC	.	.	.	.	.	.
High School (Equivalency) Diploma Programs	ACE	90.5	100.0	92.3	.	87.5	83.4
	VTE	.	.	.	.	.	45.5
	CJC	.	.	.	.	33.3 ^a	.

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Retraining Programs, Cultural and Personal Enrichment Programs, Community Service Programs, Basic Adult Education Programs, and High School Diploma Programs,
 --equable agency levels in University-Parallel Programs and Occupational Degree Programs.

2. VTE agencies reported
 - fewer agencies involved in Occupational Degree Programs,
 - more agencies involved in Community Service Programs,
 - equable agency levels in the other five areas.
3. CJC agencies reported
 - fewer agencies involved in Cultural and Personal Enrichment Programs and Community Service Programs,
 - more agencies involved in University-Parallel Programs, Occupational Degree Programs, and Employment Updating and Retraining Programs,
 - equable agency levels in Basic Adult Education Programs and High School Diploma Programs.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies involved in Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other five areas.
2. VTE agencies reported
 - fewer agencies involved in Less than 2-Year Occupational Degree Programs, Employment Updating and Retraining Programs, and Community Service Programs,
 - equable agency levels in the other five areas.
3. CJC agencies reported
 - fewer agencies involved in Occupational Degree Programs,
 - equable agency levels in the other six programs.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - more agencies involved in Less than 2-Year Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other four areas.
2. VTE agencies reported
 - more agencies involved in University-Parallel Programs, Occupational Degree Programs, Employment Updating and Retraining Programs, Community Service Programs, and Basic Adult Education Programs,
 - equable agency levels in Cultural and Personal Enrichment Programs and High School Diploma Programs.

3. CJC agencies reported

- fewer agencies involved in University-Parallel Programs,
- more agencies involved in Occupational Degree Programs, Cultural and Personal Enrichment Programs, Community Services Programs, and High School Diploma Programs,
- equable agency levels in Employment Updating and Training Programs and Basic Adult Education Programs.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported

- fewer agencies involved in Cultural and Personal Enrichment Programs, Community Service Programs, Basic Adult Education Programs, and High School Diploma Programs,
- more agencies involved in Less than 2-Year Occupational Degree Programs and Employment Updating and Retraining Programs,
- equable agency levels in University-Parallel Programs and 2-Year Occupational Degree Programs.

2. VTE agencies reported

- more agencies involved in Less than 2-Year Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, Community Service Programs, Basic Adult Education Programs, and High School Diploma Programs,
- equable agency levels in University-Parallel Programs and 2-Year Occupational Degree Programs.

3. CJC agencies reported

- fewer agencies involved in University-Parallel Programs, Occupational Degree Programs, and Employment Updating and Retraining Programs,
- more agencies involved in Community Service Programs,
- equable agency levels in Cultural and Personal Enrichment Programs, Basic Adult Education Programs, and High School Diploma Programs.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 22, the following reported subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported

- more agencies involved in Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,

Table 22

Summary List of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Joint Agency Cooperative Interventions in the Eight Varied Component Areas of Post High School Education

Component Area of Post High School Education	Agency Type	Total Agency Pattern (%)	Agencies Reporting Interagency Cooperation Patterns by Board and Administrative Status								
			Single-Board		Multi-Board		Single-Board		Multi-Board		
			Similar Status Agencies (%)	Similar Status Agencies (%)	Similar Status Agencies (%)	Similar Status Agencies (%)	Similar Status Agencies (%)	Similar Status Agencies (%)			
University-Parallel Programs	ACE	•	•	•	•	•	•	•	•	•	•
	VTE	•	•	•	•	•	•	•	•	•	•
	CJC	•	•	•	•	•	•	•	•	•	•
2-Year Occupational Degree Programs	ACE	•	•	•	•	•	•	•	•	•	•
	VTE	75.0 ^a	66.7 ^a	78.6 ^a	78.6 ^a	85.7 ^a	72.7 ^a	100.0 ^a	100.0 ^a	42.9 ^a	42.9 ^a
	CJC	55.8 ^a	70.0 ^a	40.0 ^a	40.0 ^a	100.0 ^a	42.9 ^a	58.3 ^a	42.9 ^a	•	•
Less than 2-Year Occupational Degree Programs	ACE	•	•	•	•	•	•	•	•	•	•
	VTE	76.7 ^a	80.0 ^a	78.6 ^a	78.6 ^a	100.0 ^a	58.3 ^a	100.0 ^a	42.9 ^a	•	•
	CJC	61.9 ^a	70.0 ^a	52.6 ^a	52.6 ^a	100.0 ^a	42.9 ^a	42.9 ^a	•	•	•
Employment Updating and Retraining Programs	ACE	(29.3) ^a	55.5 ^a	•	•	•	•	•	•	•	•
	VTE	65.3 ^a	54.6 ^a	60.0 ^a	60.0 ^a	100.0 ^a	60.0 ^a	100.0 ^a	•	•	•
	CJC	64.1 ^a	75.0 ^a	55.6 ^a	55.6 ^a	85.7 ^a	50.0 ^a	50.0 ^a	•	•	•
Cultural and Personal Improvement and Enrichment Programs	ACE	58.5	66.6 ^a	33.3	33.3	100.0 ^a	60.0	100.0 ^a	•	•	•
	VTE	•	•	•	•	•	•	•	•	•	•
	CJC	41.0 ^a	66.6 ^a	•	•	66.7 ^a	42.9	66.7 ^a	•	•	•
Community Service Programs	ACE	60.0 ^a	70.0 ^a	38.5 ^a	38.5 ^a	100.0 ^a	50.0 ^a	100.0 ^a	•	•	•
	VTE	47.6 ^a	70.0 ^a	•	•	87.5 ^a	40.0 ^a	87.5 ^a	•	•	•
	CJC	47.4 ^a	66.6 ^a	(29.4) ^a	(29.4) ^a	66.7 ^a	50.0 ^a	66.7 ^a	•	•	•
Basic Adult Education Programs (Grades 1-8) High School (Equivalency) Diploma Programs	ACE	•	•	•	•	•	•	•	•	•	•
	VTE	•	•	•	•	•	•	•	•	•	•
	CJC	•	•	•	•	•	•	•	•	•	•
High School (Equivalency) Diploma Programs	ACE	•	•	•	•	•	•	•	•	•	•
	VTE	•	•	•	•	•	•	•	•	•	•
	CJC	•	•	•	•	•	•	•	•	•	•

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

- equable agency levels in the other five areas.
- 2. VTE agencies reported
 - fewer agencies involved in 2-Year Occupational Degree Programs and Employment Updating and Retraining Programs,
 - more agencies involved in Community Service Programs,
 - equable agency levels in the other five areas.
- 3. CJC agencies reported
 - more agencies involved in Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other three areas.

Under multi-boards responsible for administratively independent or equal-status agencies

- 1. ACE agencies reported
 - fewer agencies involved in Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other five areas.
- 2. VTE agencies reported
 - fewer agencies involved in Community Service Programs,
 - equable agency levels in the other seven areas.
- 3. CJC agencies reported
 - fewer agencies involved in Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other three areas.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

- 1. ACE agencies reported
 - more agencies involved in 2-Year Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and Community Service Programs,
 - equable agency levels in the other four areas.
- 2. VTE agencies reported
 - more agencies involved in University-Parallel Programs, Occupational Degree Programs, Employment Updating and Retraining Programs, Community Service Programs, Basic Adult Education Programs, and High School Diploma Programs,
 - equable agency level in Cultural and Personal Enrichment Programs.

3. CJC agencies reported

- more agencies involved in Occupational Degree Programs, Employment Updating and Retraining Programs, Cultural and Personal Enrichment Programs, and High School Diploma Programs,
- equable agency levels in University-Parallel Programs and Basic Adult Education Programs.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported

- fewer agencies involved in Employment Updating and Retraining Programs, and Community Service Programs,
- more agencies involved in Basic Adult Education Programs and High School Diploma Programs,
- equable agency levels in the other four areas.

2. VTE agencies reported

- fewer agencies involved in Less than 2-Year Occupational Degree Programs and Community Service Programs,
- equable agency levels in the other six areas.

3. CJC agencies reported

- fewer agencies involved in Occupational Degree Programs and Employment Updating and Retraining Programs,
- more agencies involved in Basic Adult Education Programs and High School Diploma Programs,
- equable agency levels in the other three areas.

The strong correspondence of the general agency patterns relative to involvement in the eight component areas of post high school education and the patterns incident to the "control group" of 21 states with responses from all three agencies was also evidenced in the succeeding tabular data.

Analyses of individual component areas

University-parallel programs:

General Pattern:

	<u>Total reporting mandated responsibilities</u>	<u>Total with interagency cooperation</u>	<u>Total with no agency involvement</u>
ACE agency	7.7%	2.6%	76.9%
VTE agency	11.9%	14.3%	52.4%
CJC agency	92.0%	2.6%	2.6%

Not surprisingly, and as adduced in Table 23, the basic pattern of questionnaire responses regarding University-Parallel Programs showed:

1. Agency Responsibility. A very high number of CJC agencies (92.0%) reported mandated responsibilities, with a very strong accent on mandated singular agency responsibility (89.4%), independent of much involvement with ACE or VTE agencies. This pattern appeared consistent with the strong emphasis in community junior colleges on college-parallel academic courses leading to the degree ladder in higher education, as against a limited emphasis on degrees and the more immediate practical application of knowledge and training advocated generally in adult education and vocational/technical education.
2. Agency Cooperation. All agency cooperative involvements were reportedly extremely minimal.
3. Other. Only one CJC agency, in an eastern single-board state, reported having no responsibility or immixture.

Geographical, board, and agency relationship aspects. The basic pattern of very high numbers of CJC agencies reporting mandated single agency responsibility was nationwide, and in states with both single-board and multi-board arrangements. The only notable exception or variation to the general pattern was in those states having single-boards over unequal-parity agencies, where the VTE agencies reported a low medium level of co-agency cooperative activity (42.9%). Although minimal, single-board states appeared to foster more joint agency cooperation than multi-board states.

Table 23

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in University-Parallel Programs

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	5.1	9.1	.	9.1	10.0	.	.	8.7	4.5	5.9	.	7.7	.	10.0
VTE	2.4	4.3	.	.	10.0	.	.	4.0	.	5.6	.	.	.	9.1
CJC	89.4	86.4	75.0	90.9	90.9	100.0	86.7	91.3	92.0	84.6	88.9	93.8	83.3	85.7
Mandated Joint Agency														
ACE	2.6	.	.	.	10.0	.	6.3	.	4.5	.	11.1	.	.	.
VTE	9.5	4.3	.	10.0	10.0	20.0	17.7	4.0	8.3	11.1	10.0	7.1	28.6	.
CJC	2.6	.	.	9.1	.	.	6.7	.	4.0	.	11.1	.	.	.
Mutual Joint Agency														
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	4.8	8.7	8.3	10.0	.	.	5.9	4.0	4.2	5.6	.	7.1	14.3	.
CJC	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Informal Agency Contacts														
ACE	15.4	22.7	14.3	18.2	10.0	18.2	25.0	8.7	4.5	29.4	11.1	.	42.9	20.0
VTE	31.0	39.1	33.3	30.0	40.0	20.0	35.3	28.0	33.3	27.8	30.0	35.7	42.9	18.2
CJC	5.3	9.1	12.5	.	9.1	.	.	8.7	4.0	7.7	.	6.3	.	14.3
No Agency Activity														
ACE	76.9	68.2	85.7	72.7	70.0	81.8	68.8	82.6	86.4	64.7	77.8	92.3	57.1	70.0
VTE	52.4	43.5	58.3	50.0	40.0	60.0	41.2	60.0	54.2	50.0	60.0	50.0	14.3	72.7
CJC	2.6	4.5	12.5	.	.	.	6.7	.	.	7.7	.	.	16.7	.

2-year occupational degree programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	7.9%	7.9%	76.3%
VTE agency	79.6%	75.0%	0.0
CJC agency	72.1%	55.8%	2.3%

The pattern of responses denoted in Table 24 showed:

1. Agency Responsibility. High numbers of VTE and CJC agencies (79.6% and 72.1%) reported mandated agency responsibilities, with the accent on fairly high VTE and medium CJC mandated cooperative agency activities (61.4% and 46.5%).
2. Agency Cooperation. A large number of VTE agencies and a high medium number of CJC agencies (75.0% and 55.8%) reported co-agency activities, with the accent on mandated cooperation, as noted above.
3. Other. Every VTE agency and all but one mid-west CJC agency reported some kind of responsibility or involvement.

Geographical aspects. The pattern of strongly mandated VTE and CJC agency responsibilities with accent on mandated co-agency activity was strongest in the far-west states, and weaker in the south and mid-west.

Board and agency relationship aspects. As a seeming paradox to the preponderantly multi-board far-west states (11 of 13), states with single-boards over unequal-parity agencies reported the highest levels of mandated activities. In single-board states, CJC agency responsibility focused on strong mandated co-agency cooperation, whereas in multi-board states CJC agencies focused on mandated single agency actions.

Table 24

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in 2-Year Occupational Degree Programs

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	5.3	4.8	.	9.1	11.1	.	.	9.1	.	12.5	.	.	.	22.2
VTE	18.2	16.7	16.7	23.1	33.3	.	15.8	20.0	15.4	22.2	16.7	14.3	14.3	27.3
CJC	25.6	17.4	33.3	7.7	36.3	30.0	12.5	33.3	30.0	15.4	20.0	35.0	.	28.6
Mandated Joint Agency														
ACE	2.6	4.8	.	.	11.1	.	6.3	.	.	6.3	.	.	14.3	.
VTE	61.4	58.3	66.7	46.2	44.4	90.0	63.2	60.0	57.7	66.7	50.0	64.3	85.7	54.5
CJC	46.5	52.2	33.3	46.2	36.3	70.0	75.0	29.6	43.3	53.8	70.0	30.0	83.3	28.6
Mutual Joint Agency														
ACE	5.3	4.8	.	9.1	.	18.2	.	9.1	4.5	6.3	.	7.7	.	11.1
VTE	13.6	12.5	8.3	15.4	22.2	10.0	10.5	16.0	15.4	11.1	16.7	14.3	.	18.2
CJC	9.3	18.7	11.1	23.1	.	.	6.3	11.1	6.7	15.4	.	10.0	16.7	14.3
Informal Agency Contacts														
ACE	10.5	9.5	.	9.1	11.1	18.2	12.5	9.1	4.5	18.8	11.1	.	14.3	22.2
VTE	6.8	12.5	8.3	15.4	.	.	10.5	4.0	11.5	.	16.7	7.1	.	.
CJC	16.3	17.4	22.2	23.1	18.2	.	6.3	22.2	20.0	7.7	10.0	25.0	.	14.3
No Agency Activity														
ACE	76.3	76.2	100.0	72.7	66.7	72.3	81.3	72.7	90.1	56.3	88.9	92.3	71.4	44.4
VTE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CJC	2.3	4.3	.	.	9.1	.	.	3.7	.	7.7	.	.	.	14.3

Less than 2-year occupational degree programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	13.2%	15.8%	68.4%
VTE agency	86.0%	76.7%	0.0
CJC agency	66.7%	61.9%	2.4%

As shown in Table 25, the general pattern of responses concerning less than 2-Year Occupational Degree Programs was reportedly very similar to that indicated for the full 2-Year Degree Programs.

1. Agency Responsibility. Very high numbers of VTE agencies and high numbers of CJC agencies (86.0% and 66.7%) reported mandated responsibilities, with a high VTE and medium CJC emphasis on required joint agency cooperation (67.4% and 50.0%).
2. Agency Cooperation. High numbers of VTE agencies and fairly high numbers of CJC agencies (76.7% and 61.9%) reported interagency activities, with the accent on mandated cooperation, as noted above.
3. Other. Every VTE agency and all but one mid-west CJC agency reported some kind of responsibility or involvement.

Geographical aspects. The basic pattern of high numbers of mandated VTE and CJC agencies with accent on their joint cooperative roles was strongest in the far-west states. Significantly less VTE and CJC agencies in the mid-west reported mandated cooperative activities.

Board and agency relationship aspects. The general pattern outline was accentuated in single-board states, with near total mandated

Table 25

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Less than 2-Year Occupational Degree Programs

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status						
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent			
Mandated Single Agency																	
ACE	5.3	4.8	.	9.1	11.1	.	.	9.1	.	12.5	.	.	.	.	.	.	22.2
VTE	18.6	9.1	8.3	18.2	44.4	9.1	5.9	26.9	12.5	26.3	10.0	14.3	.	.	.	41.7	
CJC	16.7	13.0	33.3	7.7	18.2	11.1	6.3	23.1	17.2	15.4	10.0	21.1	.	.	.	28.6	
Mandated Joint Agency																	
ACE	7.9	9.5	.	18.2	11.1	.	12.5	4.5	.	18.8	.	.	28.6	11.1			
VTE	67.4	72.7	75.0	63.6	44.4	81.8	82.4	57.7	66.7	68.4	70.0	64.3	100.0	50.0			
CJC	50.0	52.2	33.3	46.2	36.4	88.9	75.0	34.6	48.3	53.8	70.0	36.8	83.3	28.6			
Mutual Joint Agency																	
ACE	7.9	9.5	14.3	18.2	.	.	.	13.6	9.1	6.3	.	15.4	.	11.1			
VTE	9.3	9.1	8.3	9.1	11.1	9.1	5.9	11.5	12.5	5.3	10.0	14.3	.	8.3			
CJC	11.9	8.7	11.1	23.1	9.1	.	6.3	15.4	10.3	15.4	.	15.8	16.7	14.3			
Informal Agency Contacts																	
ACE	10.5	4.8	.	.	11.1	27.3	12.5	9.1	4.5	18.8	11.1	.	14.3	22.2			
VTE	4.7	9.1	8.3	9.1	.	.	5.9	3.8	8.3	.	10.0	7.1	.	.			
CJC	19.0	21.7	22.2	23.1	27.3	.	12.5	23.1	24.1	7.7	20.0	26.3	.	14.3			
No Agency Activity																	
ACE	68.4	71.4	85.7	54.5	66.7	72.7	75.0	63.6	86.4	43.8	88.9	84.6	57.1	33.3			
VTE	.	.	.	.	9.1	.	.	3.8	.	7.7	.	.	.	.
CJC	2.4	4.3	.	.	9.1	.	.	3.8	.	7.7	.	.	.	14.3			

cooperation reported by VTE and CJC agencies (100% and 83.3%) under a single-board responsible for dissimilar status agencies. States with multi-boards reported more unilateral agency activity, with a near balance between mandated independent and mandated cooperative agency actions being reported by unequal or mixed-status agencies under multi-boards.

Employment updating and retraining programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	34.1%	29.3%	36.6%
VTE agency	84.0%	65.3%	0.0
CJC agency	53.9%	64.1%	2.6%

Anent Employment Updating and Retraining Programs, questionnaire responses detailed in Table 26 displayed a basic pattern of:

1. Agency Responsibility. Limited numbers of ACE, medium numbers of CJC, and very broad numbers of VTE agencies reported mandated agency involvement (34.1%, 53.9%, and 84.0%), each with an accent on mandated cooperative actions (19.5%, 46.2%, and 58.4%).
2. Agency Cooperation. Quite limited numbers of ACE and fairly high levels of CJC and VTE agencies reported cooperative agency involvements (29.3%, 64.1%, and 65.3%), with the accent on mandated cooperation, as noted above.
3. Other. Every VTE agency and all but one CJC agency, in a mid-west multi-board state, reported some responsibility or involvement.

Geographical aspects. There were as many irregularities as there were similarities. In the south, fairly high numbers of ACE agencies

Table 26

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Employment Updating and Retraining Programs

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	14.6	13.0	.	30.8	22.2	.	6.3	20.0	8.7	22.2	11.1	7.1	.	36.4
VTE	25.6	26.1	21.4	30.0	44.4	10.0	22.2	28.0	26.9	23.5	36.4	20.0	.	40.0
CJC	7.7	.	12.5	7.7	10.0	.	.	12.5	11.5	.	.	16.7	.	.
Mandated Joint Agency														
ACE	19.5	21.7	12.5	30.8	11.1	18.2	43.8	4.0	17.4	22.2	44.4	.	42.9	9.1
VTE	58.4	65.2	57.1	50.0	44.4	80.0	66.7	52.0	50.0	70.6	45.5	53.3	100.0	50.0
CJC	46.2	52.4	37.5	30.8	40.0	87.5	60.0	37.5	46.2	46.2	62.5	38.9	57.1	33.3
Mutual Joint Agency														
ACE	9.8	8.7	12.5	15.4	11.1	.	6.3	12.0	13.0	5.6	11.1	14.3	.	9.1
VTE	6.9	.	.	10.0	11.1	10.0	5.6	8.0	7.7	5.9	9.1	6.7	.	10.0
CJC	17.9	9.5	25.0	23.1	10.0	12.5	20.0	16.7	15.4	23.1	12.5	16.7	28.6	16.7
Informal Agency Contacts														
ACE	19.5	17.4	50.0	.	11.1	27.3	18.8	20.0	13.0	27.8	11.1	14.3	28.6	27.3
VTE	9.3	8.7	21.4	10.0	.	.	5.6	12.0	15.4	.	9.1	20.0	.	.
CJC	25.6	33.3	25.0	38.5	30.0	.	20.0	29.2	26.9	23.1	25.0	27.8	14.3	33.3
No Agency Activity														
ACE	36.6	39.1	25.0	23.1	44.4	54.5	25.0	44.0	47.8	22.2	22.2	64.3	28.6	18.2
VTE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CJC	2.6	4.8	.	.	10.0	.	.	4.2	.	7.7	.	.	.	16.7

(61.6%) reported mandated responsibilities compared to very limited numbers in the east and far-west (12.5% and 18.2%). Very high mandated VTE agency involvement was reported nationwide, but the accent on mandated co-agency activities was not stable. VTE and CJC agencies in the far-west reported accentuated mandated involvement, especially mandated cooperation (80.0% and 87.5%).

Board and agency relationship aspects. The general pattern was discernible; however, significantly greater co-agency interworkings were reported in single-board states than in multi-board states by ACE and CJC agencies. In states with single-boards over dissimilar status agencies, every VTE agency (100%) reported mandated co-agency cooperation.

Cultural and personal improvement and enrichment programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	43.9%	58.5%	4.9%
VTE agency	15.0%	10.0%	37.5%
CJC agency	43.6%	41.0%	0.0

As shown in Table 27, extensive responsibilities in this area were not reported.

1. Agency Responsibility. Low medium numbers of ACE and CJC agencies reported mandated agency responsibilities (43.9% and 43.6%).
2. Agency Cooperation. High medium numbers of ACE and low medium numbers of CJC agencies reported interagency activities (58.5% and 41.0%), fairly balanced between voluntary and mandated.
3. Other. Every CJC agency and all but two ACE agencies reported some kind of responsibility or involvement.

Geographical aspects. Mid-west states reported a high number of mandated ACE and CJC agency responsibilities (66.6% and 60.0%). Southern and far-west states reported higher numbers of ACE and CJC agencies having co-agency actions.

Board and agency relationship aspects. Significantly higher numbers of ACE and CJC agencies reported cross-agency bonds in single-board states, especially those responsible for administratively dissimilar agencies, where every ACE agency (100%) reported co-agency cooperation. Low levels of co-agency cooperation were reported by equal-parity agencies under multi-boards. Independent mandated agency action was more generally reported in multi-board states than single-board states. Under multi-boards responsible for dissimilar status agencies, a low medium but significant number of VTE agencies also reported mandated responsibilities (40.0%).

Community service programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	65.0%	60.0%	2.5%
VTE agency	40.5%	47.6%	21.4%
CJC agency	52.6%	47.4%	0.0

All three agency types reported significant responsibilities and participation regarding Community Service Programs, as shown in Table 28.

1. Agency Responsibility. High numbers of ACE, low medium numbers of VTE and medium numbers of CJC agencies reported mandated responsibilities (65.0%, 40.5%, and 52.6%), with a united emphasis of mandated interagency cooperation (47.5%, 35.7%, and 34.2%).

2. Agency Cooperation. Fairly high numbers of ACE and medium numbers of VTE and CJC agencies reported co-agency interactions (60.0%, 47.6%, and 47.4%), with the accent on mandated interaction, as noted above.
3. Other. Every CJC agency and all but one southern multi-board ACE agency reported some kind of responsibility or involvement.

Geographical aspects. The pattern outline was generally sustained nationally. Significantly higher numbers of mid-west agencies reported mandated responsibilities. Significantly higher numbers of ACE and CJC agencies in the far-west reported co-agency interworkings.

Board and agency relationship aspects. The questionnaire responses revealed that states with single-boards that are responsible for unequal or dissimilar agencies were incisively mandating more joint agency cooperation regarding Community Service Programs. States with multi-boards over equal-parity agencies reported much more limited responsibilities and cooperation, and scarcely any VTE agency involvement of consequence. States with multi-boards over mixed-parity agencies reported medium to high co-agency actions and responsibilities.

Basic adult education programs (grades 1-8):

General Pattern:

	Total mandated <u>responsibilities</u>	Total interagency <u>cooperation</u>	No agency <u>involvement</u>
ACE agency	84.8%	13.0%	0.0
VTE agency	17.5%	10.0%	47.5%
CJC agency	8.1%	13.5%	62.2%

As shown in Table 29, this area of post high school education was strongly identified with the ACE agencies.

Table 29

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Basic Adult Education Programs (Grades 1-8)

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status				
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent	
Mandated Single Agency															
ACE	78.3	74.1	100.0	78.6	88.9	62.5	93.8	70.0	84.6	70.0	100.0	76.5	85.7	61.5	
VTE	12.5	9.5	.	20.0	22.2	10.0	6.3	16.7	.	29.4	.	.	14.3	40.0	
CJC	2.7	.	12.5	.	.	.	.	4.5	3.8	.	.	5.9	.	.
Mandated Joint Agency															
ACE	6.5	7.4	.	7.1	.	12.5	.	10.0	3.8	10.0	.	5.9	.	15.4	
VTE	5.0	9.5	9.1	.	.	10.0	6.3	4.2	4.3	5.9	.	7.1	14.3	.	
CJC	5.4	9.5	.	.	.	25.0	6.7	4.5	7.7	.	.	11.8	.	.	
Mutual Joint Agency															
ACE	6.5	7.4	.	.	.	12.5	.	10.0	3.8	10.0	.	5.9	.	15.4	
VTE	5.0	9.5	18.2	.	.	.	12.5	.	4.3	5.9	11.1	.	14.3	.	
CJC	8.1	9.5	.	18.2	.	12.5	6.7	9.1	3.8	18.2	11.1	.	.	33.3	
Informal Agency Contacts															
ACE	8.7	11.1	.	.	11.1	12.5	6.7	10.0	7.7	10.0	.	11.8	14.3	7.7	
VTE	30.0	23.8	54.5	40.0	11.1	10.0	37.5	25.0	30.4	29.4	33.3	28.6	42.9	20.0	
CJC	21.6	23.8	12.5	27.3	30.0	12.5	26.7	18.2	19.2	27.3	22.2	17.6	40.0	16.7	
No Agency Activity															
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	47.5	47.6	18.2	40.0	66.7	70.0	37.5	54.2	60.9	29.4	55.6	64.3	14.3	40.0	
CJC	62.2	57.1	75.0	54.5	70.0	50.0	60.0	63.6	65.4	54.5	66.7	64.7	60.0	50.0	

1. Agency Responsibility. A very high number of ACE agencies (84.8%) reported mandated responsibilities, with a very strong emphasis on mandated single agency action (78.3%).
2. Agency Cooperation. Very limited joint agency cooperation was reportedly mandated or mutually effectuated by the three agencies.
3. Other. Every ACE agency reported some kind of responsibility or cooperation.

Geographical aspects. The basic pattern of strongly mandated ACE agency responsibility was nationwide, particularly in the eastern states where every ACE agency (100%) reported mandated single agency responsibility. In the far-west a lower level of mandated ACE responsibility was reported and, though not extensive, more agency interactions were reported than in the rest of the nation combined.

Board and agency relationship aspects. Equal-parity ACE agencies under a single-board reported complete (100%) mandated single agency responsibility for basic adult education courses. Under multi-boards responsible for unequal-parity agencies, 61.5% of the ACE agencies and 40.0% of the VTE agencies reported mandated single agency responsibilities and 30.8% of the ACE agencies and 33.3% of the CJC agencies reported co-agency interactions. States with administratively dissimilar agencies reported a more active VTE and CJC agency role, perhaps due to the general ACE agency status in this category as an arm or satellite of the VTE or CJC agency.

High school (equivalency) diploma programs :

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	90.5%	19.0%	0.0
VTE agency	19.5%	14.6%	31.7%
CJC agency	16.2%	16.2%	54.1%

ACE agencies dominated this area, as shown in Table 30.

1. Agency Responsibility. Very high numbers of ACE agencies (90.5%) reported mandated agency responsibilities, with a strong accent on mandated single agency action (78.6%).
2. Agency Cooperation. Minimal joint agency interactions were required or undertaken by any of the three agency types.
3. Other. Every ACE agency reported some kind of responsibility or involvement.

Geographical aspects. The basic pattern of high numbers of ACE agencies reporting mandated responsibilities was very pronounced, nationwide, with every eastern ACE agency (100%) reporting mandated single agency responsibility. Limited numbers of ACE agencies in the south and far-west reported co-agency interactions (28.5% and 33.4%). VTE and CJC agency involvements were sporadically reported.

Board and agency relationship aspects. Higher levels of equal-parity ACE agencies reported mandated responsibilities, especially mandated single agency responsibilities, than unequal-parity ACE agencies. Among unequal-parity type agencies, limited to medium levels of interactions were reported.

Synoptic observations

From the foregoing general analyses of these eight component areas of post high school education several perceptible observations were abstracted:

Table 30

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in High School (Equivalency) Diploma Programs

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status						
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent			
Mandated Single Agency																	
ACE	78.6	78.3	100.0	71.4	88.9	66.7	82.4	76.0	86.4	70.0	88.9	84.6	75.0	66.7			
VTE	12.2	4.8	.	18.2	11.1	20.0	.	20.0	4.3	22.2	.	7.1	.	36.4			
CJC	5.4	.	12.5	9.1	.	.	6.7	4.5	8.0	.	11.1	6.3	.	.			
Mandated Joint Agency																	
ACE	11.9	13.0	.	21.4	.	16.7	11.8	12.0	9.1	15.0	11.1	7.7	12.5	16.7			
VTE	7.3	9.5	18.2	9.1	.	.	6.3	8.0	4.3	11.1	.	7.1	14.3	9.1			
CJC	10.8	14.3	12.5	.	10.0	25.0	13.3	9.1	8.0	16.7	.	12.5	33.3	.			
Mutual Joint Agency																	
ACE	7.1	4.3	.	7.1	.	16.7	5.9	8.0	4.5	10.0	.	7.7	.	16.7			
VTE	7.3	14.3	18.2	.	11.1	.	18.8	.	4.3	11.1	11.1	.	28.6	.			
CJC	5.4	9.5	12.5	.	.	12.5	.	9.1	.	16.7	.	.	.	33.3			
Informal Agency Contacts																	
ACE	2.4	4.3	.	.	11.1	.	.	4.0	.	5.0	.	.	12.5	.			
VTE	41.5	38.1	45.5	27.3	55.6	40.0	62.5	28.0	39.1	44.4	66.7	21.4	57.1	36.4			
CJC	24.3	28.6	12.5	45.5	20.0	12.5	26.7	22.7	24.0	25.0	33.3	18.8	16.7	33.3			
No Agency Activity																	
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	31.7	33.3	18.2	45.5	22.2	40.0	12.5	44.0	47.8	11.1	22.2	64.3	.	18.2			
CJC	54.1	47.6	50.0	45.5	70.0	50.0	53.3	54.5	60.0	41.7	55.6	62.5	50.0	33.3			

1. There was a basic commonly identified affiliation with most of these eight various areas by the ACE, VTE, and CJC agencies (Table 15).
2. The overwhelming majority of reported joint agency cooperative activities in these varied component areas were of a mandated nature (Table 15).
3. Higher numbers of ACE agencies reported mandated involvements in those component areas which were less structured in terms of formal entry and participative procedures, such as Community Service Programs, Basic Adult Education Programs, and High School Diploma Programs. In an almost inverse ratio, higher numbers of VTE and CJC agencies reported mandated responsibilities in those component areas which were more structured in terms of entry and participative involvements, such as University-Parallel Programs and Occupational Training and Retraining Programs (Tables 16 and 17).
4. Overall, greater interagency cooperative activity was reported in those component areas dealing with Occupational Training and Personal Enrichment and Community Service Programs (Tables 16 and 18).
5. Comparatively larger numbers of far-west VTE and CJC agencies reported mandated responsibilities and also co-agency cooperative activities, especially in Occupational Training and Retraining Programs (Table 20).
6. In the component area of Community Service Programs, significant levels of interagency cooperation were reported by all three agency groupings in every geographical sector (Table 20).
7. More ACE agencies reported mandated responsibilities when

- operating in a single-board state. Conversely, significantly less ACE agencies reported mandated responsibilities when operating in a multi-board state, especially so if all three state agencies had administrative parity (Table 21).
8. More VTE agencies reported mandated responsibilities when operating in a single-board state, especially when dependent or mixed-parity agencies were operating. Conversely, significantly less VTE agencies reported mandated responsibilities in a multi-board state where independent or equal-parity agencies were operating (Table 21).
 9. More CJC agencies reported mandated responsibilities when operating in a single-board state. Conversely, significantly less CJC agencies reported mandated responsibilities when operating in a multi-board state (Table 21).
 10. Overall, the lowest levels of mandated responsibilities were reported by multi-board states having independent or equal-parity agencies. The highest levels of mandated responsibilities were reported by single-board states having dependent or mixed-parity agencies (Table 21).
 11. Overall, the lowest number of ACE, VTE, and CJC agencies reporting interagency cooperation were from multi-board states having independent or equal-parity agencies. The highest levels of ACE, VTE, and CJC agencies reporting interagency cooperation were from single-board states having dependent or mixed-parity agencies (Table 22).

Analysis of Question 2: Questionnaire Responses Regarding the Type of Agency Responsibility and/or Participation in Nine Activities and Functions Carried on by State Educational Agencies

Precursory overview

Responses from the three agency groupings reported substantial identification with nearly all of the nine state level agency activities and functions carried on regarding post high school education. As indicated in Tables 31 to 34, CJC agencies reported the broadest mandated involvements; to wit, mandated involvements were reported by significant numbers of ACE agencies in five, of VTE agencies in eight, and of CJC agencies in all nine categories. Interagency cooperative involvements were significantly indicated by ACE agencies in seven, by VTE agencies in eight, and by CJC agencies in eight of the state agency functionings. Interestingly, in every category except one -- Feasibility Studies -- a higher percentage of ACE agencies reported voluntary interagency relationships than VTE or CJC agencies. Ascendently high levels of mandated independent agency action were reported in only two activities -- In-Service Training for Agency Staffs and Developing Articulation Procedures -- and in both cases by CJC agencies. Mandated joint agency actions dominated voluntary joint agency actions in six of the categories, and were relatively equable in the other three.

Multisectional analyses

The following general patterns were particularized from the questionnaire responses, shown in Tables 31 to 34, regarding agency involvements in the nine activities and functions carried on by state educational agencies:

1. In-Service Training for Agency Staff

a. Mandated Involvements

--High numbers of ACE and very high numbers of VTE and CJC agencies reported mandated involvements (73.3%, 87.5%, and 85.0%). Most of the ACE and VTE agencies reported these as mandated co-agency actions (48.9% and 58.3%), whereas most CJC mandated responsibilities involved single agency action (62.5%).

Table 31

Summary of Comparative Agency Responses, by Percent, Regarding Mandated and Cooperative Agency Participation in Nine Activities and Functions Carried on by State Educational Agencies

Agency Activity	Agency Type	Reported Agency Involvement		
		Mandated Single Agency (%)	Mandated Joint Agency (%)	Voluntary Joint Agency (%)
In-Service Training for Agency Staff	ACE	24.4	48.9	17.8
	VTE	29.2	58.3	4.2
	CJC	62.5	22.5	10.0
State Educational Planning for Post High School Education	ACE	5.1	25.6	30.8
	VTE	11.1	46.7	24.4
	CJC	13.6	31.8	27.3
Review and Approval of Proposed Post High School Educational Programs	ACE	9.8	7.3	22.0
	VTE	15.6	64.4	8.9
	CJC	19.0	47.6	14.3
Preparing Legislation	ACE	22.0	9.8	34.1
	VTE	35.4	20.8	18.7
	CJC	37.5	15.0	15.0
Administration of State Appropriated Funds	ACE	37.2	37.2	14.0
	VTE	50.0	41.7	4.2
	CJC	52.3	31.8	6.8
Administration of Federal Programs	ACE	34.0	40.4	14.9
	VTE	46.9	42.9	6.1
	CJC	33.3	46.7	6.7
Developing Articulation Procedures	ACE	2.5	10.0	15.0
	VTE	18.2	11.4	9.1
	CJC	70.7	4.9	9.8
Feasibility Studies Regarding Proposed Institutions and Mergers	ACE	5.1	10.3	7.7
	VTE	21.4	40.5	9.5
	CJC	52.8	36.1	5.6
Establishment of Standards for Educational Programs	ACE	15.0	10.0	35.0
	VTE	29.5	52.3	11.4
	CJC	31.6	50.0	15.8

Table 32

Summary Listing, by Percent, of Nine Activities and Functions Carried on by State Educational Agencies Where at least Thirty Percent of Respondent Agencies Reported Mandated Agency Responsibilities and/or Aggregate Voluntary and Required Joint Agency Cooperation

Agency Activity	Agency Type	Total Mandated Responsibilities	Total Joint Agency Cooperation
In-Service Training for Agency Staff	ACE	73.3% ^a	66.7% ^a
	VTE	87.5% ^a	62.5% ^a
	CJC	85.0%	32.5% ^a
State Educational Planning for Post High School Education	ACE	30.7% ^a	56.4%
	VTE	57.8% ^a	71.1% ^a
	CJC	45.4% ^a	59.1% ^a
Review and Approval of Proposed Post High School Educational Programs	ACE	0.0	(29.3)
	VTE	80.0% ^a	73.3% ^a
	CJC	66.6% ^a	61.9% ^a
Preparing Legislation	ACE	31.8%	43.9%
	VTE	56.2%	39.5% ^a
	CJC	52.5%	30.0% ^a
Administration of State Appropriated Funds	ACE	74.4% ^a	51.2% ^a
	VTE	91.7%	45.9% ^a
	CJC	84.1%	38.6% ^a
Administration of Federal Programs	ACE	74.4% ^a	55.3% ^a
	VTE	89.8%	49.0% ^a
	CJC	80.0% ^a	53.4% ^a
Developing Articulation Procedures	ACE	0.0	0.0
	VTE	(29.6%)	0.0
	CJC	75.6%	0.0
Feasibility Studies Regarding Proposed Institutions and Mergers	ACE	0.0	0.0
	VTE	61.9% ^a	50.0% ^a
	CJC	88.9%	41.7% ^a
Establishment of Standards for Educational Programs	ACE	0.0	45.0%
	VTE	81.8% ^a	63.7% ^a
	CJC	81.6% ^a	65.8% ^a

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Table 33

Comparative Rankings, by General Percentage Levels, of ACE, VTE,
and CJC Agencies Reporting Mandated Involvements in Nine Agency
Activities and Functions

General Levels of Percent	Reported Levels of Mandated Involvement in Nine Agency Activities and Functions		
	ACE Agency	VTE Agency	CJC Agency
100			
90-99		5. State Fund Admin.	
80-89		4. Fed. Prog. Admin. 1. In-Service Tr'g. 9. Ed'l Standard 3. New Ed'l Programs	8. Feasibility Plans 1. In-Service Tr'g. 5. State Fund Admin. 9. Ed's Standards 6. Fed. Prog. Admin.
70-79	5. State Fund Admin. 6. Fed. Prog. Admin. 1. In-Service Tr'g.		7. Articulation
60-69		8. Feasibility Plans	3. New Ed'l Programs
50-59		2. State Ed'l Plan'g 4. Legislation	4. Legislation
40-49			2. State Ed'l Plan'g
30-39	4. Legislation 2. State Ed'l Plan'g		
20-29	9. Ed'l Standards	7. Articulation	
10-19	3. New Ed'l Programs 8. Feasibility Plans 7. Articulation		
0-9			

Table 34

Comparative Rankings, by General Percentage Levels, of ACE, VTE,
and CJC Agencies Reporting Interagency Cooperation in Nine
Agency Activities and Functions

General Levels of Percent	Reported Levels of Interagency Cooperation in Nine Agency Activities and Functions		
	ACE Agency	VTE Agency	CJC Agency
100			
90-99			
80-89			
70-79		3. New Ed'l Programs 2. State Ed'l Plan'g	
60-69	1. In-Service Tr'g.	9. Ed'l Standards 1. In-Service Tr'g.	9. Ed's Standards 3. New Ed'l Programs
50-59	2. State Ed'l Plan'g 6. Fed. Prog. Admin. 5. State Fund Admin.	8. Feasibility Plans	2. State Ed'l Plan'g 6. Fed. Prog. Admin.
40-49	9. Ed's Standards 4. Legislation	6. Fed. Prog. Admin. 5. State Fund Admin.	8. Feasibility Plans
30-39		4. Legislation	5. State Fund Admin. 1. In-Service Tr'g. 4. Legislation

20-29	3. New Ed'l Programs 7. Articulation	7. Articulation	
10-19	8. Feasibility Plans		7. Articulation
0-9			

b. Cooperative Involvements

--High numbers of ACE and VTE agencies, and low numbers of CJC agencies reported joint agency cooperation (66.7%, 62.5%, and 32.5%), which was largely of a mandated nature (48.9%, 58.3%, and 22.5%).

2. State Educational Planning for Post High School Education

a. Mandated Involvements

--Low numbers of ACE, high medium numbers of VTE, and low medium numbers of CJC agencies reported mandated agency responsibilities (30.7%, 57.8%, and 45.4%), which were largely of a joint agency nature (25.6%, 46.7%, and 31.8%).

b. Cooperative Involvements

--High medium numbers of ACE, high numbers of VTE, and high medium numbers of CJC agencies reported cooperative joint agency activities (56.4%, 71.1%, and 59.1%). As just noted, most VTE joint agency involvement was mandated, whereas ACE and CJC agency responses were divided between mandated and voluntary interrelationships.

3. Review and Approval of Proposed Post High School Educational Programs

a. Mandated Involvements

--Very high numbers of VTE and high numbers of CJC agencies reported mandated responsibilities (80.0% and 66.6%), most of which involved mandated joint agency actions (64.4% and 47.6%). Little ACE action.

b. Cooperative Involvements

--High numbers of VTE and fairly high numbers of CJC agencies reported joint agency cooperation (73.3% and 61.9%), most of which was mandated, as just indicated. Very little ACE involvement.

4. Preparing Legislation

a. Mandated Involvements

--Low numbers of ACE and medium numbers of VTE and CJC agencies reported mandated responsibilities (31.8%, 56.2%, and 52.5%), most of which involved mandated single agency action (22.0%, 35.4%, and 37.5%).

b. Cooperative Involvements

--Low medium numbers of ACE and VTE and low numbers of CJC agencies reported joint agency cooperative actions (43.9%, 39.5%, and 30.0%). Most ACE agencies and approximately half of the VTE and CJC agencies reported this as voluntary interaction (34.1%, 18.7%, and 15.0%).

5. Administration of State Appropriated Funds

a. Mandated Involvements

--High numbers of ACE and very high numbers of VTE and CJC agencies reported mandated responsibilities (74.4%, 91.7%, and 84.1%). Half of the ACE and most of the VTE and CJC agencies reported this as mandated single agency involvement (37.2%, 50.0%, and 52.3%).

b. Cooperative Involvements

--Medium to low medium numbers of ACE, VTE, and CJC agencies reported cooperative agency involvements (51.2%, 45.9%, and 38.6%), most of which were mandated (37.2%, 41.7%, and 31.8%).

6. Administration of Federal Programs

a. Mandated Involvements

-- High numbers of ACE and very high numbers of VTE and CJC agencies reported mandated responsibilities (74.4%, 89.8%, and 80.0%), about half of which were of a joint agency nature (40.4%, 42.9%, and 46.7%).

b. Cooperative Involvements

--Medium numbers of ACE, VTE, and CJC agencies reported joint agency cooperative activities (55.3%, 49.0%, and 53.4%), most of which were of a mandated nature, as just indicated.

7. Developing Articulation Procedures

a. Mandated Involvements

--Quite low numbers of VTE agencies and high numbers of CJC agencies reported mandated responsibilities (29.6% and 75.6%), most of which were single agency responsibilities (18.2% and 70.7%). Little ACE agency involvement reported.

b. Cooperative Involvements

--Very limited numbers of ACE, VTE, and CJC agencies reported having joint agency cooperative relationships (25.0%, 20.5%, and 14.7%), divided between mandated and voluntary.

8. Feasibility Studies Regarding Proposed Institutions and Mergers

a. Mandated Involvements

--High numbers of VTE and very high numbers of CJC agencies reported mandated responsibilities (61.9% and 88.9%). VTE agency involvement was more joint agency in nature (40.5%), while CJC agency involvement was largely of a single agency nature (52.8%). Little ACE agency involvement reported.

- b. Cooperative Involvements
 - Medium numbers of VTE and low medium numbers of CJC agencies reported cooperative agency involvements (50.0% and 41.7%), almost all of which were mandated (40.5% and 36.1%). Little ACE agency involvement reported.

9. Establishment of Standards for Educational Programs

- a. Mandated Involvements
 - Very high numbers of VTE and CJC agencies reported mandated responsibilities (81.8% and 81.6%), most of which were of a joint agency nature (52.3% and 50.0%). Little ACE agency involvement reported.
- b. Cooperative Involvements
 - Medium numbers of ACE and high numbers of VTE and CJC agencies reported joint agency cooperative activities (45.0%, 63.7%, and 65.8%). ACE agency cooperation was largely of a voluntary nature (35.0%), while VTE and CJC agency interactions were largely mandated (52.3% and 50.0%).

In the geographical breakdown, as seen in Table 35, the following subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
 - fewer agencies with mandated involvement in Preparing Legislation and Administration of State Appropriated Funds,
 - equable agency levels in the other seven activities and functions.
2. VTE agencies reported
 - fewer agencies with mandated involvement in Feasibility Studies and Establishment of Standards for Educational Programs,
 - more agencies with mandated involvement in Administration of State Appropriated Funds and Developing Articulation Procedures,
 - equable agency levels in the other five activities and functions.
3. CJC agencies reported
 - fewer agencies with mandated involvement in In-Service Staff Training, State Educational Planning for Post High School Education, Developing Articulation Procedures, and Preparing of Feasibility Studies,

Table 35

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Mandated Responsibilities in the Nine Activities and Functions Carried on by State Educational Agencies

Agency Activity and Function	Agency Type	Agencies Reporting Mandated Responsibilities					
		Total General Patterns (%)	Patterns by Geographical Groupings			Far-West States (%)	
			Eastern States (%)	Southern States (%)	Mid-West States (%)		
In-Service Training for Agency Staff	ACE	73.3 ^a	62.5 ^a	80.0 ^a	77.8 ^a	69.3 ^a	
	VTE	87.5 ^a	92.3 ^a	85.7 ^a	90.0 ^a	81.8 ^a	
	CJC	85.0	70.0	83.4	90.0	100.0 ^a	
State Educational Planning for Post High School Education	ACE	30.7 ^a	(28.6) ^a	(27.3) ^a	44.4 ^a	41.6 ^a	
	VTE	57.8 ^a	61.6 ^a	50.0 ^a	45.5 ^a	72.7 ^a	
	CJC	45.4	.	50.0 ^a	33.3	66.7 ^a	
Review and Approval of Proposed Post High School Educational Programs	ACE	80.0 ^a	83.3 ^a	69.3 ^a	77.7 ^a	90.9 ^a	
	VTE	66.6 ^a	63.7 ^a	50.0 ^a	63.7 ^a	100.0 ^a	
	CJC						
Preparing Legislation	ACE	31.8	.	38.5	33.3 ^a	33.3	
	VTE	56.2	58.3	42.8	50.0	75.0 ^a	
	CJC	52.5	55.5	38.5	50.0	75.0	
Administration of State Appropriated Funds	ACE	74.4 ^a	62.5	71.4	88.8 ^a	75.0	
	VTE	91.7	100.0	69.3	100.0	100.0 ^a	
	CJC	84.1	88.8 ^a	70.6	90.0	100.0 ^a	
Administration of Federal Programs	ACE	74.4 ^a	75.0 ^a	68.8	100.0 ^a	64.3 ^a	
	VTE	89.8	91.7	71.5	100.0	100.0 ^a	
	CJC	80.0 ^a	88.9 ^a	64.7	81.9	100.0 ^a	
Developing Articulation Procedures	ACE	.	.	.	.	.
	VTE	(29.6)	45.5 ^a	.	30.0	.	
	CJC	75.6	60.0	66.7	90.1	87.5	

Feasibility Studies	ACE	61.9 ^a	54.6 ^a	50.0 ^a	70.0	70.0 ^a
Regarding Proposed	VTE	88.9	75.0 ^a	90.9	88.9	100.0 ^a
Institutions and	CJC					
Mergers						
Establishment of	ACE	(25.5)	(28.6) ^a	33.3		(27.3) ^a
Standards for	VTE	81.8 ^a	74.9 ^a	74.9 ^a	90.0	90.0 ^a
Educational Programs	CJC	81.6 ^a	87.5 ^a	63.7 ^a	81.9	100.0 ^a

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

- more agencies with mandated involvement in Administration of Federal Programs,
- equable agency levels in the other four activities and functions.

Southern States

1. ACE agencies reported
 - more agencies with mandated involvement in In-Service Staff Training, Preparing Legislation, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other six activities and functions.
2. VTE agencies reported
 - fewer agencies with mandated involvement in every activity and function except In-Service Training for Agency Staff, where the level of involvement corresponded with the national pattern.
3. CJC agencies reported
 - fewer agencies with mandated involvement in Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, Administration of State Funds and Federal Programs, Developing Articulation Procedures, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other three activities and functions.

Mid-West States

1. ACE agencies reported
 - fewer agencies with mandated involvement in State Educational Planning for Post High School Education,
 - more agencies with mandated involvement in Review and Approval of Proposed Post High School Educational Programs, and Administration of State Funds and Federal Programs,
 - equable agency levels in the other five activities and functions.
2. VTE agencies reported
 - fewer agencies with mandated involvement in State Educational Planning for Post High School Education and Preparing Legislation,
 - more agencies with mandated involvement in Administration of State Funds and Federal Programs, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other three activities and functions.

3. CJC agencies reported
 - more agencies with mandated involvement in In-Service Staff Training, Administration of State Funds, and Developing Articulation Procedures,
 - equable agency levels in the other six activities and functions.

Far-West States

1. ACE agencies reported
 - fewer agencies with mandated involvement in Administration of Federal Programs,
 - more agencies with mandated involvement in State Educational Planning for Post High School Education,
 - equable agency levels in the other seven activities and functions.
2. VTE agencies reported
 - fewer agencies with mandated involvement in In-Service Training for Agency Staffs and Developing Articulation Procedures,
 - more agencies with mandated involvement in State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, Administration of State Funds and Federal Programs, Feasibility Studies, and Establishment of Standards for Educational Programs.
3. CJC agencies reported
 - more agencies with mandated involvement in every activity and function.

In the geographical breakdown, as noted in Table 36, the following subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in State Educational Planning for Post High School Education and Establishment of Standards for Educational Programs,
 - more agencies with interagency cooperation in In-Service Staff Training, Preparing Legislation, Administration of State Appropriated Funds and Federal Programs,
 - equable agency levels in the other three activities and functions.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in Preparing Legislation and Administration of State Appropriated Funds,

Table 36

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Joint Agency Cooperative Interventions in the Nine Activities and Functions Carried on by State Educational Agencies

Agency Activity and Function	Agency Type	Agencies Reporting Interagency Cooperation Patterns by Geographical Groupings					
		Total General Patterns (%)	Eastern States (%)	Southern States (%)	Mid-West States (%)	Far-West States (%)	
In-Service Training for Agency Staff	ACE	66.7 ^a	75.0 ^a	66.6 ^a	77.8 ^a	53.9 ^a	
	VTE	62.5 ^a	61.5 ^a	64.2 ^a	50.0 ^a	72.7 ^a	
	CJC	32.5 ^a		33.4 ^a	40.0 ^a	50.0 ^a	
State Educational Planning for Post High School Education	ACE	56.4 ^a	42.9 ^a	63.7 ^a	66.6 ^a	50.0 ^a	
	VTE	71.1 ^a	69.3 ^a	66.6 ^a	66.6 ^a	81.8 ^a	
	CJC	59.1 ^a	50.0	66.6 ^a	54.6 ^a	66.7 ^a	
Review and Approval of Proposed Post High School Educational Programs	ACE	(29.3)	33.3	(25.0)	33.3 ^a	(27.3)	
	VTE	73.3 ^a	83.3 ^a	69.3 ^a	44.4 ^a	90.9 ^a	
	CJC	61.9 ^a	54.6 ^a	66.7 ^a	54.6 ^a	75.0 ^a	
Preparing Legislation	ACE	43.9	71.4 ^a	38.5	66.6		
	VTE	39.5 ^a	33.3	35.7	40.0	50.0 ^a	
	CJC	30.0 ^a	33.3	30.8 ^a	30.0 ^a	(25.0) ^a	
Administration of State Appropriated Funds	ACE	51.2 ^a	62.5 ^a	35.7 ^a	44.4 ^a	66.6 ^a	
	VTE	45.9 ^a	33.3 ^a	38.5 ^a	40.0 ^a	69.2 ^a	
	CJC	38.6 ^a	44.4 ^a	(29.4)	30.0 ^a	62.5 ^a	
Administration of Federal Programs	ACE	55.3 ^a	75.0 ^a	43.8 ^a	55.6 ^a	57.1 ^a	
	VTE	49.0 ^a	50.0 ^a	42.9 ^a	40.0 ^a	61.5 ^a	
	CJC	53.4 ^a	55.6 ^a	47.0 ^a	36.4 ^a	87.5 ^a	
Developing Articulation Procedures	ACE	(25.0)		41.6		(27.3) ^a	
	VTE		(27.3) ^a	33.3			
	CJC		30.0				

Feasibility Studies						(27.3) ^a
Regarding Proposed						60.0 ^a
Institutions and						50.0 ^a
Mergers						
Establishment of	ACE	50.0 ^a	45.5 ^a	50.0 ^a	40.0 ^a	
Standards for	VTE	41.7 ^a	37.5 ^a	45.4 ^a	33.3 ^a	
Educational Programs	CJC					
	ACE	45.0	(28.6) ^a	58.3	50.0	60.0 ^a
	VTE	63.7 ^a	74.9 ^a	74.9 ^a	40.0 ^a	75.0 ^a
	CJC	65.8 ^a	62.5 ^a	72.8 ^a	54.6 ^a	

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

- more agencies with interagency cooperation in Review and Approval of Proposed Post High School Educational Programs and Establishment of Standards for Educational Programs,
- equable agency levels in the other five activities and functions.

3. CJC agencies reported

- fewer agencies with interagency cooperation in In-Service Staff Training, State Educational Planning for Post High School Education, and Review and Approval of Proposed Post High School Educational Programs,
- more agencies with interagency cooperation in Administration of State Appropriated Funds and Developing Articulation Procedures,
- equable agency levels in the other four activities and functions.

Southern States

1. ACE agencies reported

- fewer agencies with interagency cooperation in Administration of State Appropriated Funds and Federal Programs,
- more agencies with interagency cooperation in State Educational Planning for Post High School Education, Developing Articulation Procedures and Establishment of Standards for Educational Programs,
- equable agency levels in the other four activities and functions.

2. VTE agencies reported

- fewer agencies with interagency cooperation in Administration of State Appropriated Funds and Federal Programs,
- more agencies with interagency cooperation in Developing Articulation Procedures and Establishment of Standards for Educational Programs,
- equable agency levels in the other five activities and functions.

3. CJC agencies reported

- fewer agencies with interagency cooperation in Administration of State Appropriated Funds and Federal Programs,
- more agencies with interagency cooperation in State Educational Planning for Post High School Education and Establishment of Standards for Educational Programs,
- equable agency levels in the other five activities and functions.

Mid-West States

1. ACE agencies reported

- fewer agencies with interagency cooperation in Administration of State Appropriated Funds,

- more agencies with interagency cooperation in In-Service Staff Training, State Educational Planning for Post High School Education, Preparing Legislation,
 - equable agency levels in the other five activities and functions.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in In-Service Staff Training, Review and Approval of Proposed Post High School Educational Programs, Administration of State Funds and Federal Programs, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other three activities and functions.
 3. CJC agencies reported
 - fewer agencies with interagency cooperation in Review and Approval of Proposed Post High School Educational Programs, Administration of State Funds and Federal Programs, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - more agencies with interagency cooperation in In-Service Staff Training,
 - equable agency levels in the other three activities and functions.

Far-West States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in In-Service Staff Training, State Educational Planning for Post High School Education, Preparing Legislation, and Establishment of Standards for Educational Programs,
 - more agencies with interagency cooperation in Administration of State Appropriated Funds,
 - equable agency levels in the other four activities and functions.
2. VTE agencies reported
 - more agencies with interagency cooperation in every activity and function except Developing Articulation Procedures and Establishment of Standards for Educational Programs which were more consonant with the national pattern.
3. CJC agencies reported
 - more agencies with interagency cooperation in every activity and function except Preparing Legislation and Developing Articulation Procedures which were more consonant with the national pattern.

In the breakdown according to board relationships and administrative

status relationships of the three agencies in each state, as noted in Table 37, the following reported subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvement in State Educational Planning for Post High School Education,
 - more agencies with mandated involvement in Administration of State Appropriated Funds and Federal Programs,
 - equable agency levels in the other six activities and functions.

2. VTE agencies reported
 - fewer agencies with mandated involvement in State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Administration of State Appropriated Funds and Federal Programs,
 - more agencies with mandated involvement in Establishment of Standards for Educational Programs,
 - equable agency levels in the other four activities and functions.

3. CJC agencies reported
 - fewer agencies with mandated involvement in In-Service Staff Training, Review and Approval of Proposed Post High School Educational Programs, and Developing Articulation Procedures,
 - more agencies with mandated involvement in State Educational Planning for Post High School Education, Preparing Legislation, Administration of State Appropriated Funds, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - equable agency levels in Administration of Federal Programs.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvement in In-Service Staff Training, State Educational Planning for Post High School Education, Preparing Legislation, Administration of State Funds and Federal Programs,
 - equable agency levels in the other four agency activities and functions.

Table 37

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Mandated Responsibilities in the Nine Activities and Functions Carried on by State Educational Agencies

Agency Activity and Function	Agency Type	Agencies Reporting Mandated Responsibilities					
		Total General Pattern (%)	Patterns by Board and Administrative Status			Multi-Board Dissimilar Status Agencies (%)	
			Single-Board Similar Status Agencies (%)	Multi-Board Similar Status Agencies (%)	Single-Board Dissimilar Status Agencies (%)		
In-Service Training for Agency Staff	ACE	73.3 ^a	77.8 ^a	52.9 ^a	100.0 ^a	81.9 ^a	
	VTE	87.5 ^a	84.6 ^a	76.5 ^a	100.0 ^a	100.0 ^a	
	CJC	85.0	70.0 ^a	94.2	83.3 ^a	85.7	
State Educational Planning for Post High School Education	ACE	30.7 ^a	.	.	57.1 ^a	40.0 ^a	
	VTE	57.8 ^a	50.0 ^a	60.0 ^a	71.4 ^a	54.6 ^a	
	CJC	45.4 ^a	61.5 ^a	36.9 ^a	33.3 ^a	50.0	
Review and Approval of Proposed Post High School Educational Programs	ACE	.	.	.	(28.6) ^a	30.0	
	VTE	80.0 ^a	66.7 ^a	71.4 ^a	100.0 ^a	91.6 ^a	
	CJC	66.6 ^a	58.3 ^a	55.6 ^a	100.0 ^a	83.3 ^a	
Preparing Legislation	ACE	31.8	33.3	.	(28.6) ^a	54.6	
	VTE	56.2	53.9	50.0 ^a	(28.6) ^a	83.3	
	CJC	52.5	80.0 ^a	41.2	33.4 ^a	57.1	
Administration of State Appropriated Funds	ACE	74.4 ^a	100.0 ^a	60.0	100.0 ^a	58.4	
	VTE	91.7	78.6	93.3	100.0 ^a	100.0	
	CJC	84.1	91.7	88.2	83.4 ^a	66.7	
Administration of Federal Programs	ACE	74.4 ^a	90.0	64.7 ^a	100.0 ^a	61.6	
	VTE	89.8	78.6	93.8	100.0 ^a	91.6	
	CJC	80.0 ^a	83.3 ^a	77.8 ^a	100.0 ^a	66.6	
Developing Articulation Procedures	ACE	.	.	.	(28.6) ^a	.	
	VTE	(29.6)	(27.3)	.	57.2 ^a	36.4	
	CJC	75.6	63.6	82.4	83.4	71.4	

Feasibility Studies	ACE	61.9 ^a	63.7 ^a	42.8 ^a	(28.6) ^a	70.0 ^a
Regarding Proposed	VTE	88.9	100.0 ^a	83.8	85.7 ^a	83.4
Institutions and	CJC					
Mergers						
Establishment of	ACE	(25.0)	90.0 ^a	66.7 ^a	42.9 ^a	45.5
Standards for	VTE	81.8 ^a	88.9 ^a	81.3	85.7 ^a	81.7
Educational Programs	CJC	81.6 ^a			83.3 ^a	71.5

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

2. VTE agencies reported
 - fewer agencies with mandated involvement in In-Service Staff Training, Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, Developing Articulation Procedures, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other three agency activities and functions.

3. CJC agencies reported
 - fewer agencies with mandated involvement in State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, and Preparing Legislation,
 - more agencies with mandated involvement in In-Service Staff Training and Developing Articulation Procedures,
 - equable agency levels in the other four activities and functions.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - more agencies with mandated involvement in every activity and function except Preparing Legislation which was more consonant with the national pattern.

2. VTE agencies reported
 - fewer agencies with mandated involvement in Preparing Legislation,
 - more agencies with mandated involvement in In-Service Staff Training, State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Administration of State Funds and Federal Programs, Developing Articulation Procedures, and Feasibility Studies,
 - equable agency levels in the Establishment of Standards for Educational Programs.

3. CJC agencies reported
 - fewer agencies with mandated involvement in State Educational Planning for Post High School Education, Preparing Legislation, and Feasibility Studies,
 - more agencies with mandated involvement in Review and Approval of Proposed Post High School Educational Programs, Administration of Federal Programs, and Developing Articulation Procedures,
 - equable agency levels in the other three activities and functions.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvement in Administration of State Appropriated Funds and Federal Programs,
 - more agencies with mandated involvement in In-Service Staff Training, State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, and Establishment of Standards for Educational Programs,
 - equable agency levels in Developing Articulation Procedures and Feasibility Studies.

2. VTE agencies reported
 - more agencies with mandated involvement in In-Service Staff Training, Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, Administration of State Funds, Developing Articulation Procedures, and Feasibility Studies,
 - equable agency levels in the other three activities and functions.

3. CJC agencies reported
 - fewer agencies with mandated involvement in Administration of State Appropriated Funds and Federal Programs, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - more agencies with mandated involvement in Review and Approval of Proposed Post High School Educational Programs,
 - equable agency levels in the other four activities and functions.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 38, the following reported subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in Administration of Federal Programs,
 - more agencies with interagency cooperation in In-Service Staff Training, State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, and Establishment of Standards for Educational Programs,

Table 38

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Joint Agency Cooperative Interventions in the Nine Activities and Functions Carried on by State Educational Agencies

Agency Activity and Function	Agency Type	Total Agency Pattern (%)	Agencies Reporting Interagency Cooperation					
			Patterns by Board and Administrative Status			Multi-Board Status		
			Single-Board Similar Agencies (%)	Multi-Board Similar Agencies (%)	Single-Board Dissimilar Agencies (%)	Multi-Board Dissimilar Agencies (%)	Single-Board Dissimilar Agencies (%)	Multi-Board Dissimilar Agencies (%)
In-Service Training for Agency Staff	ACE	66.7 ^a	77.8 ^a	52.9 ^a	87.5 ^a	63.7 ^a		
	VTE	62.5 ^a	53.8 ^a	53.0 ^a	87.5 ^a	70.0 ^a		
	CJC	32.5 ^a	60.0 ^a	.	66.7 ^a	.		
State Educational Planning for Post High School Education	ACE	56.4	66.6	61.5	71.4 ^a	30.0 ^a		
	VTE	71.1 ^a	66.6 ^a	86.7 ^a	85.7 ^a	45.5 ^a		
	CJC	59.1 ^a	76.9 ^a	47.4	83.3	33.4 ^a		
Review and Approval of Proposed Post High School Educational Programs	ACE	(29.3)	44.4	(26.7)	42.9 ^a	.		
	VTE	73.3 ^a	66.7 ^a	78.5 ^a	85.7 ^a	66.6 ^a		
	CJC	61.9 ^a	83.3 ^a	38.9 ^a	83.3 ^a	66.7 ^a		
Preparing Legislation	ACE	43.9	55.5	(28.6)	57.2	45.5		
	VTE	39.5 ^a	46.2	31.3 ^a	57.2	33.3 ^a		
	CJC	30.0 ^a	50.0 ^a	.	33.4 ^a	.		
Administration of State Appropriated Funds	ACE	51.2 ^a	55.6 ^a	40.0 ^a	71.4 ^a	50.0		
	VTE	45.9 ^a	50.0 ^a	33.3 ^a	85.7 ^a	33.3 ^a		
	CJC	38.6 ^a	50.0 ^a	.	66.7 ^a	33.3 ^a		
Administration of Federal Programs	ACE	55.3 ^a	40.0 ^a	58.8 ^a	85.7 ^a	46.2 ^a		
	VTE	49.0 ^a	50.0 ^a	43.8 ^a	71.4 ^a	41.6 ^a		
	CJC	53.4 ^a	58.3 ^a	38.9 ^a	100.0 ^a	44.4 ^a		
Developing Articulation Procedures	ACE	(25.0)	.	.	57.2 ^a	.		
	VTE	.	.	.	57.2 ^a	.		
	CJC	.	.	.	33.4 ^a	.		
					(27.3)			

Feasibility Studies	ACE	50.0 ^a	.	63.7 ^a	.	42.9 ^a	50.0 ^a
Regarding Proposed	VTE	41.7 ^a	.	75.0 ^a	.	85.7 ^a	33.7 ^a
Institutions and	CJC						
Mergers							
Establishment of	ACE	45.0	38.5	66.7	57.2 ^a	57.2 ^a	(27.3)
Standards for	VTE	63.7 ^a	60.0 ^a	80.0 ^a	71.4 ^a	71.4 ^a	50.0 ^a
Educational Programs	CJC	65.8 ^a	43.8 ^a	88.9 ^a	100.0 ^a	100.0 ^a	57.2 ^a

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

--equable agency levels in the other three activities and functions.

2. VTE agencies reported
 - fewer agencies with interagency cooperation in In-Service Staff Training, Review and Approval of Proposed Post High School Educational Programs,
 - more agencies with interagency cooperation in Preparing Legislation, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other four activities and functions.
3. CJC agencies reported
 - more agencies with interagency cooperation in every activity and function except Administration of Federal Funds, which was nearly consonant with the national pattern.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in In-Service Staff Training, Preparing Legislation, Administration of State Funds, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other five activities and functions.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in In-Service Staff Training, Preparing Legislation, Administration of State Funds, and Feasibility Studies,
 - more agencies with interagency cooperation in State Educational Planning for Post High School Education,
 - equable agency levels in the other four activities and functions.
3. CJC agencies reported
 - fewer agencies with interagency cooperation in every activity and function except Developing Articulation Procedures, which was consonant with the national pattern.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - more agencies with interagency cooperation in every activity and function.
2. VTE agencies reported
 - more agencies with interagency cooperation in every activity and function.

3. CJC agencies reported
 - more agencies with interagency cooperation in every activity and function except Preparing Legislation, which was more consonant with the national pattern.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Administration of Federal Programs, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other five activities and functions.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in State Educational Planning for Post High School Education, Review and Approval of Proposed Post High School Educational Programs, Preparing Legislation, Administration of State Funds and Federal Programs, and Establishment of Standards for Educational Programs,
 - more agencies with interagency cooperation in In-Service Staff Training,
 - equable agency levels in the other two activities and functions.
3. CJC agencies reported
 - fewer agencies with interagency cooperation in In-Service Staff Training, State Educational Planning for Post High School Education, Preparing Legislation, Administration of Federal Programs, Feasibility Studies, and Establishment of Standards for Educational Programs,
 - equable agency levels in the other three activities and functions.

The strong correspondence of the general agency patterns relative to involvement in the nine varied activities and functions carried on by state educational agencies and the patterns incident to the "control group" of 21 states with responses from all three agencies is evidenced in the succeeding tabular data.

Analyses of individual agency activities and functions

In-service training for agency staff:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	73.3%	66.7%	0.0
VTE agency	87.5%	62.5%	0.0
CJC agency	85.0%	32.5%	0.0

The basic pattern, as indicated in Table 39, showed the following:

1. Agency Responsibility. High numbers of ACE and very high numbers of VTE agencies reported mandated responsibilities (73.3% and 87.5%), with the accent on medium mandated co-agency cooperation (48.9% and 58.3%). A very high number of CJC agencies also reported mandated responsibilities (85.0%), but the accent was on high mandated single agency action (62.5%).
2. Agency Cooperation. A fairly high number of ACE and VTE agencies reported agency interrelationships (66.7% and 62.5%), with the accent on mandated cooperation, as noted above. A limited number of CJC agencies reported co-agency activities (32.5%), and most of them were also mandated (22.5%). The relative comparability of ACE and VTE agency involvements may be a direct factor intrinsic in the frequent administratively dependent or satellite relationship of the ACE agency to the VTE agency, as well as their general common-board affiliation.
3. Other. Every state agency reported some kind of responsibility or involvement regarding in-service training for their agency staff members.

Geographical aspects. The strongly mandated pattern, with mixed

co-agency emphasis, was stable across the nation with the exception of the far-west where the ACE and CJC agencies reported quite balanced numbers of mandated single agency and mandated co-agency activities.

Board and agency relationship aspects. The highest levels of mandated and total cooperation were reported by single-board states, especially when responsible for agencies with unequal administrative status. The general pattern reported above was very irregular in a board-agency breakdown. CJC agencies under multi-board states reported very high levels of single agency action, indicating the organizational difficulty or reluctance in developing co-agency ties when agencies are administratively structured under different boards, as discussed in Chapter III.

State educational planning for post high school education:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	30.7%	56.4%	2.6%
VTE agency	57.8%	71.1%	0.0
CJC agency	45.4%	59.1%	0.0

As shown in Table 40, the pattern of questionnaire responses regarding state education planning for post high school education displayed the following:

1. Agency Responsibility. Limited numbers of ACE agencies and fairly medium numbers of VTE and CJC agencies reported mandated responsibilities (30.7%, 57.8%, and 45.4%), with the accent on mandated co-agency involvements (25.6%, 46.7%, and 31.8%).
2. Agency Cooperation. High medium numbers of ACE and CJC agencies and high numbers of VTE agencies reported inter-agency cooperation (56.4%, 59.1%, and 71.1%), with a fair

balance between voluntary and required cooperation reported by ACE and CJC agencies and a slight mandated VTE co-agency accent.

3. Other. Every agency, except a far-west multi-board dependency-status ACE agency, reported some kind of responsibility or involvement.

Geographical aspects. The general pattern was discernible throughout the nation. More agencies in the far-west reported mandated co-agency interworkings and generally more southern and mid-west agencies reported voluntary co-agency cooperation.

Board and agency relationship aspects. States with multi-boards responsible for disparate status agencies reported significantly more single agency responsibility levels and lower co-agency cooperative levels. States with multi-boards over equal-parity agencies generally followed the basic pattern set forth above. Single-board states reported consistently strong joint agency cooperation, with unequal-parity agencies having more mandated emphasis than equal-parity agencies.

Review and approval of proposed post high school educational programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	17.1%	29.3%	14.6%
VTE agency	80.0%	73.3%	0.0
CJC agency	66.6%	61.9%	0.0

As seen in Table 41, this agency activity has been strongly charged to the VTE and CJC agencies.

1. Agency Responsibility. Very high numbers of VTE agencies and high numbers of CJC agencies reported mandated

responsibilities (80.0% and 66.6%), the bulk of which were mandated co-agency cooperative actions (64.4% and 47.6%).

2. Agency Cooperation. Limited numbers of ACE agencies and fairly high numbers of VTE and CJC agencies reported inter-agency workings (29.3%, 73.3%, and 61.9%). The accent, as noted above, of VTE and CJC agencies was on mandated cooperation, but most ACE co-agency cooperation was of a voluntary nature.
3. Other. Every VTE and CJC agency reported some kind of responsibility or involvement.

Geographical aspects. The basic pattern of high ratios of VTE and CJC agencies reporting mandated responsibilities with the accent on mandated cooperation was nationwide, but accentuated in far-west states (90.0% and 100%). Mid-west states reported a trend toward mandated single agency actions.

Board and agency relationship aspects. The basic pattern outlines were discernible, but not stable. Unequal-parity agencies under multi-boards reported significantly more single agency responsibilities, whereas under single-boards they reported significantly more mandated co-agency activity. Equal-parity CJC agencies under multi-boards reported significantly less co-agency activities.

Preparation of legislation :

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	31.8%	43.9%	4.9%
VTE agency	56.2%	39.5%	2.1%
CJC agency	52.5%	30.0%	2.5%

As shown in Table 42, the basic pattern of agency involvements relative to the preparation of educational legislation was characterized by the following:

1. Agency Responsibility. Limited numbers of ACE agencies and medium numbers of VTE and CJC agencies reported mandated responsibilities (31.8%, 56.2%, and 52.5%, with the accent on single agency activity (22.0%, 35.4%, and 37.5%).
2. Agency Cooperation. Limited to moderate numbers of ACE, VTE, and CJC agencies reported co-agency interinvolvements (43.9%, 39.5%, and 30.0%). Most ACE agency cooperation was voluntary. VTE and CJC agency interworkings were a mixture of mandated and voluntary.
3. Other. All but four agencies reported some kind of responsibility or involvement.

Geographical aspects. Far-west VTE and CJC agencies reported higher mandated involvements, and lower ACE co-agency activity. In the east and mid-west, significantly higher ACE co-agency activity was reported.

Board and agency relationship aspects. Higher levels of co-agency cooperation were reported under single boards than multi-boards, with the accent on voluntary cooperation. More single agency responsibility was reported by agencies with dependency involvements under multi-boards than single-boards. Equal-parity CJC agencies under single-boards reported high levels of mandated involvement (80.0%).

Administration of state appropriated funds:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	74.4%	51.2%	2.3%
VTE agency	91.7%	45.9%	0.0
CJC agency	84.1%	38.6%	0.0

Table 42

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Preparation of Legislation

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	22.0	14.3	14.3	30.8	11.1	25.0	18.8	24.0	17.4	27.8	22.2	14.3	14.3	36.4
VTE	35.4	25.0	33.3	35.7	40.0	33.3	30.0	39.3	31.0	42.1	38.5	25.0	14.3	58.3
CJC	37.5	45.5	44.4	23.1	30.0	62.5	31.3	41.7	37.0	38.5	40.0	35.3	16.7	57.1
Mandated Joint Agency														
ACE	9.8	9.5	.	7.7	22.2	8.3	12.5	8.0	4.3	16.7	11.1	.	14.3	18.2
VTE	20.8	25.0	25.0	7.1	10.0	41.7	15.0	25.0	20.7	21.1	15.4	25.0	14.3	25.0
CJC	15.0	9.1	11.1	15.4	20.0	12.5	31.3	4.2	18.5	7.7	40.0	5.9	16.7	.
Mutual Joint Agency														
ACE	34.1	23.8	71.4	30.8	44.4	8.3	43.8	28.0	34.8	33.3	44.4	28.6	42.9	27.3
VTE	18.7	16.7	8.3	28.6	30.0	8.3	35.0	7.1	17.2	21.1	30.8	6.3	42.9	8.3
CJC	15.0	9.1	22.2	15.4	10.0	12.5	12.5	16.7	14.8	15.4	10.0	17.6	16.7	14.3
Informal Agency Contacts														
ACE	29.3	47.6	14.3	15.4	22.2	58.3	18.8	36.0	34.8	22.2	11.1	50.0	28.6	18.2
VTE	22.9	33.3	25.0	28.6	20.0	16.6	20.0	25.0	27.6	15.8	15.4	37.5	28.6	8.3
CJC	30.0	31.8	22.2	38.5	40.0	12.5	18.8	37.5	25.9	38.5	.	41.2	50.0	28.6
No Agency Activity														
ACE	4.9	4.8	.	15.4	.	.	6.3	4.0	8.7	.	11.1	7.1	.	.
VTE	2.1	.	8.3	.	.	.	.	3.6	3.4	.	.	6.3	.	.
CJC	2.5	4.5	.	.	.	.	6.3	.	3.7	.	10.0	.	.	.

When it came to money, as shown in Table 43, interest ran high.

1. Agency Responsibility. High to very high numbers of ACE, VTE, and CJC agencies reported mandated responsibilities (74.4%, 91.7%, and 84.1%) regarding the administration of state appropriated funds. Generally less than half reported mandated cooperation (37.2%, 41.7%, and 31.8%).
2. Agency Cooperation. Agency cooperation was moderate (51.2%, 45.9%, and 38.6%) with the accent on mandated cooperation over voluntary, as noted above.
3. Other. Every agency, except one mid-west multi-board independent status agency, reported some kind of responsibility or involvement.

Geographical aspects. The high mandated pattern was nationwide. Far-west agencies, however, reported higher levels of mandated cooperation than single agency action, perhaps reflecting the high number of single-board states there. Southern agencies divided their limited cooperative actions between voluntary and mandated co-agency expressions.

Board and agency relationship aspects. Single-board states reported higher levels of co-agency activities than multi-board states, especially when responsible for unequal-parity agencies. Multi-board states, with the exception of ACE agencies, reported higher mandated single agency actions.

Administration of federal programs:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	74.4%	55.3%	0.0
VTE agency	89.8%	49.0%	0.0
CJC agency	80.0%	53.4%	0.0

As brought out in Table 44, the high level of mandated agency responsibility was characterized by medium agency cooperation.

1. Agency Responsibility. High to very high numbers of ACE, VTE, and CJC agencies reported mandated responsibilities (74.4%, 89.8%, and 80.0%) regarding the administration of federal programs. Generally half of the agencies reported this as mandated single agency responsibility (34.0%, 46.9%, and 33.3%).
2. Agency Cooperation. Medium numbers of agencies reported co-agency interworkings (55.3%, 49.0%, and 53.4%), with the accent on mandated interrelationships (40.4%, 42.9%, and 46.7%).
3. Other. Every agency reported some kind of responsibility or involvement.

Geographical aspects. The basic pattern of high mandated tri-agency responsibilities was nationwide, but with a mixed accent regionally.

Co-agency activity was more generally reported in the far-west, particularly the mandated cooperation reported by VTE and CJC agencies.

Board and agency relationship aspects. Equal-parity agencies under both single-board and multi-board arrangements tended to follow the general pattern. States with agencies having dependency involvements charted different patterns. Single-board states over unequal-parity agencies reported every agency carrying a mandated responsibility (100%), with the heavy accent on co-agency activities (85.7%, 71.4%, and 100%). Mandated co-agency cooperation of unequal-parity agencies under multi-boards was markedly lower (23.1%, 33.3%, and 22.2%).

Development of articulation procedures:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	12.5%	25.0%	60.0%
VTE agency	29.6%	20.4%	31.8%
CJC agency	75.6%	14.7%	2.4%

As shown in Table 45, the general pattern of mandated CJC agency responsibility in the area of developing articulation procedures would seem consistent with the popular CJC emphasis on pursuing successive educational levels, as against what might be described as an ACE and VTE emphasis on pursuing successive input of areas of education and training.

1. Agency Responsibility. A limited number of VTE agencies and a high number of CJC agencies reported mandated responsibilities (29.6% and 75.6%), both with accent on mandated single-agency action (18.2% and 70.7%).
2. Agency Cooperation. Joint agency involvements among the three agencies were reportedly very limited.
3. Other. Every CJC agency but one reported some kind of responsibility or involvement.

Geographical aspects. The general pattern was nationwide, with accentuated single agency action reported by mid-west CJC agencies (90.1%). VTE agencies in the south and east reported more total active involvements, as did southern ACE agencies.

Board and agency relationship aspects. Equal-parity CJC agencies under multi-boards reported higher levels of single agency responsibility than under single-boards (82.4% vs. 54.5%). Unequal-parity agencies under single-boards reported significantly higher ratios of co-agency activities than other board-agency relationships. Single-board states reported

Table 45

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Development of Articulation Procedures

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	2.5	4.3	.	.	10.0	.	.	4.2	.	5.6	.	.	.	9.1
VTE	18.2	20.1	18.2	16.6	30.0	9.1	22.2	15.4	11.5	27.8	18.2	6.7	28.6	27.3
CJC	70.7	66.7	50.0	66.7	90.1	75.0	58.8	79.2	71.4	69.2	54.5	82.4	66.7	71.4
Mandated Joint Agency														
ACE	10.0	13.0	.	16.6	.	18.2	12.5	8.3	4.5	16.7	.	7.7	28.6	9.1
VTE	11.4	16.7	27.3	8.3	.	9.1	16.7	7.7	11.5	11.1	9.1	13.3	28.6	.
CJC	4.9	8.3	10.0	.	.	12.5	11.8	.	3.6	7.7	9.1	.	16.7	.
Mutual Joint Agency														
ACE	15.0	17.4	.	25.0	20.0	9.1	25.0	8.3	13.6	16.7	22.2	7.7	28.6	9.1
VTE	9.1	12.5	.	25.0	.	9.1	16.7	3.8	7.7	11.1	9.1	6.7	28.6	.
CJC	9.8	8.3	20.0	16.6	.	.	17.7	4.2	7.1	15.4	18.2	.	16.7	14.3
Informal Agency Contacts														
ACE	12.5	17.4	28.6	8.3	10.0	9.1	12.5	12.5	4.5	22.2	11.1	.	14.3	27.3
VTE	29.5	33.3	9.1	16.6	40.0	54.5	27.8	30.8	30.8	27.8	36.4	26.7	14.3	36.4
CJC	12.2	12.5	20.0	8.3	9.1	12.5	5.9	16.7	14.3	7.7	9.1	17.6	.	14.3
No Agency Activity														
ACE	60.0	47.8	71.4	50.0	60.0	63.6	50.0	66.7	77.3	38.9	66.7	84.6	28.6	45.5
VTE	31.8	16.7	45.5	33.3	30.0	18.2	16.7	42.3	38.5	22.2	27.3	46.7	.	36.4
CJC	2.4	4.2	.	8.3	.	.	5.9	.	3.6	.	9.1	.	.	.

generally more interagency cooperation, both mandated and voluntary, than multi-board states.

Feasibility studies for proposed institutions and institutional mergers:

General Pattern:

	Total mandated <u>responsibilities</u>	Total interagency <u>cooperation</u>	No . agency <u>involvement</u>
ACE agency	15.4%	18.0%	64.1%
VTE agency	61.9%	50.0%	9.5%
CJC agency	88.9%	41.7%	0.0

As shown in Table 46, the pattern of involvement in this agency activity indicated the following:

1. Agency Responsibility. A fairly high number of VTE agencies and a very high number of CJC agencies reported mandated responsibilities (61.9% and 88.9%), with the VTE accent on mandated co-agency action (40.5%) and the CJC accent on mandated single agency action (52.8%).
2. Agency Cooperation. A medium number of VTE agencies and a low medium number of CJC agencies reported joint agency interworkings (50.0% and 41.7%), with the accent on mandated co-agency cooperation (40.5% and 36.1%).
3. Other. Every CJC agency reported some kind of responsibility or involvement, as did all but four VTE agencies.

Geographical aspects. The strong mandated involvement of VTE and CJC agencies was constant nationwide, but the accents of single or co-agency responsibilities were irregular. Mid-west VTE and CJC agencies reported the highest levels of single agency responsibility, and far-west VTE and CJC agencies reported the highest levels of mandated co-agency responsibility.

Board and agency relationship aspects. States with multi-boards reported the highest levels of CJC single agency action. States with single-boards reported the highest level of co-agency cooperation, especially when responsible for agencies with dependency or unequal-parity agencies.

Establishment of standards for educational programs:

General Pattern:

	Total mandated <u>responsibilities</u>	Total interagency <u>cooperation</u>	No agency <u>involvement</u>
ACE agency	25.0%	45.0%	7.5%
VTE agency	81.8%	63.7%	0.0
CJC agency	81.6%	65.8%	0.0

The establishment of standards for educational programs was an activity of interest and concern to all three agencies, as detailed on Table 47.

1. Agency Responsibility. Very limited numbers of ACE agencies and very high numbers of VTE and CJC agencies reported mandated responsibilities (25.0%, 81.8%, and 81.6%), with the VTE and CJC accent on mandated co-agency cooperation (52.3% and 50.0%).
2. Agency Cooperation. Medium numbers of ACE agencies and fairly high numbers of VTE and CJC agencies reported joint agency cooperative intervolvements (45.0%, 63.7%, and 65.8%). The ACE agency accent was on voluntary interagency activities, and as noted above, the VTE and CJC agency accent was on mandated interagency activities.
3. Other. With the exception of three ACE agencies under multi-board states, every agency reported some kind of responsibility or involvement.

Geographical aspects. The general pattern of high mandated VTE and CJC agency involvement, with accent on mandated cooperation, was strongest in the far-west states. In the mid-west, the VTE and CJC agency accent was on mandated single agency action.

Board and agency relationship aspects. Multi-board states having unequal-parity agencies reported the highest levels of mandated single agency action. Single-board states reported the highest levels of co-agency interrelationships, especially those single-board states with unequal-parity agencies.

Synoptic observations

The preceding brief analytic ventilation of these nine state level agency activities and functions occasioned the following general observations:

1. The ACE, VTE, and CJC agency groupings reported significant identification with the nine postulated administrative activities and agency functions. However, only one grouping -- CJC agencies -- reported any significant agency plying of the development of articulation procedures as an agency activity (Tables 31 and 32).
2. Substantial levels of mandated involvements in the various activities and functions were reported by all three agency groupings -- by CJC agencies in all nine categories, by VTE agencies in eight categories, and by ACE agencies in five categories.
 - a. High numbers of all three agencies reported mandated involvements in three particular agency activities: In-Service Staff Training, Administration of State Funds, and Administration of Federal Programs.

- b. Overall, the balance of mandated involvements was more of a co-agency than an independent agency nature.
 - c. High levels of mandated independent involvements were reported only twice -- In-Service Staff Training and Developing Articulation Procedures -- and both times by the same agency grouping -- CJC agencies.
 - d. The balance of mandated involvement reported by ACE and VTE agencies was generally more of a co-agency nature than the CJC agency mandated involvements (Tables 31 to 33).
3. Substantial levels of cooperative agency interaction in the various activities and functions were reported by all three agency groupings.
- a. Overall, higher numbers of VTE agencies reported total interagency cooperation with ACE and CJC agencies.
 - b. With one minor exception -- Feasibility Studies -- more ACE agencies reported voluntary interagency actions than VTE and CJC agencies.
 - c. The considerable amount of total interagency cooperation reported by the three agency groupings regarding this array of general educational agency activities appeared to augur well for a continued comprehensive cooperative interplay on more particular administrative thrusts in post high school education, such as developing

specific broad-based state plans, and administering designated wide-ranging federal programs (Tables 31, 32, and 34).

4. Overall, geographically, higher numbers of far-west VTE and CJC agencies reported mandated agency responsibilities, while southern VTE and CJC agencies reported the lowest agency levels (Table 35).
5. Overall, geographically, higher numbers of far-west VTE and CJC agencies reported the lowest agency levels (Table 36).
6. With regard to the patterns of mandated involvement constituted by state educational structures (Table 37),
 - a. Generally higher numbers of ACE agencies reported mandated responsibilities in those single-board states where dependent or mixed-parity agencies were operating, while the low numbers of ACE agencies reporting mandated responsibilities were from multi-board states, especially where independent or equal-parity agencies were operating.
 - b. Generally higher numbers of VTE agencies reported mandated responsibilities in those single-board states where dependent or mixed-parity agencies were operating, while the low numbers of VTE agencies reporting mandated responsibilities were from states with independent or equal-parity agencies, especially those states with single-boards.
 - c. Generally higher numbers of CJC agencies reported mandated responsibilities in those single-board states where independent or equal-parity agencies

were operating, while the low numbers of CJC agencies reporting mandated responsibilities were from those states with dependent or mixed-parity agencies, under both single-boards and multi-boards.

7. With regard to the patterns of interagency cooperation constituted by state educational structures (Table 38),
 - a. Generally higher numbers of ACE agencies reported interagency cooperation in those single-board states where dependent or mixed-parity agencies were operating, while the low numbers of ACE agencies reporting interagency cooperation were from multi-board states, with little distinction as to the dependent or independent classifications.
 - b. Generally higher numbers of VTE agencies reported interagency cooperation in those single-board states where dependent or mixed-parity agencies were operating, while the low numbers of VTE agencies reporting interagency cooperation were from multi-board states, with a slight emphasis on the mixed-parity or dependent classification.
 - c. Generally higher numbers of CJC agencies reported interagency cooperation in the single-board states, especially those with dependent or mixed-parity agencies, while the low numbers of CJC agencies reporting interagency cooperation were from multi-board states, with a slight emphasis on the independent or equal-parity classification.

CHAPTER V

PRESENTATION OF QUESTIONNAIRE DATA: IDENTIFICATION AND ANALYSES OF AGENCY RESPONSIBILITIES AND INTERACTIONS IN SELECTED STATE EDUCATIONAL PLANS AND FEDERAL PROGRAMS RELATIVE TO POST HIGH SCHOOL EDUCATION

Avenues and Patterns of Agency Responsibilities and Interactions

Analysis of Question 3: Questionnaire Responses Regarding the Type of Agency Responsibility and/or Participation in the Development of Five State Educational Plans Relative to Post High School Education

Precursory overview

In the previous question regarding general agency activities and functions, part of the interrogation treated very generally the involvement and/or participation of the three state level agencies in the area of State Educational Planning for Post High School Education. Obvious difficulties arise in attempting to correlate responses to such a general question concerning involvement in state educational planning with the responses under this succeeding question regarding involvement in the development of specific state educational administrative prospectuses. However, allowing for aberration on particular plans, the general pattern of responses appeared to find verification. Overall, in the development of all five state educational plans, the broad pattern was one of ranging-medium numbers of agencies reporting involvement in both of the general categories: Mandated Responsibilities and Interagency Cooperation.

Regarding the state Community College Plan, Vocational Education Plan, and Community Services Plan, as detailed in Tables 48 and 49, each agency grouping reported trenchant and unchallenged levels of mandated

Table 48

Summary of Comparative Agency Responses, by Percent, Regarding Mandated and Cooperative Agency Participation in the Development of Five Educational Plans Involving Post High School Education

Type of Plan	Agency Type	Type of Agency Involvement		
		Mandated Single Agency (%)	Mandated Joint Agency (%)	Voluntary Joint Agency (%)
Master Plan for all of Education (MPE)	ACE	5.3	44.7	15.8
	VTE	6.9	41.9	16.3
	CJC	7.7	33.3	17.9
Master Plan for Higher Education (MPHE)	ACE	0.0	2.6	25.6
	VTE	4.9	26.8	24.4
	CJC	35.0	25.0	20.0
Community College Plan (CCP)	ACE	5.0	25.0	17.5
	VTE	5.0	57.5	5.0
	CJC	68.9	17.8	6.7
Vocational Education Plan (VEP)	ACE	5.3	39.5	18.4
	VTE	66.0	28.0	2.0
	CJC	0.0	55.3	10.5
Community Services Plan (CSP)	ACE	55.8	20.9	14.0
	VTE	15.9	34.1	15.9
	CJC	12.2	24.4	17.1

Table 49

Summary Listing, by Percent, of Five Educational Plans Involving Post High School Education Where at least Thirty Percent of Respondent Agencies Reported Mandated Agency Responsibilities and/or Aggregate Voluntary and Required Joint Agency Cooperation

Type of Plan	Agency Type	Total Mandated Responsibilities	Total Joint Agency Cooperation
Master Plan for all of Education (MPE)	ACE	50.0% ^a	60.5% ^a
	VTE	48.8% ^a	58.2% ^a
	CJC	41.0% ^a	51.2% ^a
Master Plan for Higher Education (MPHE)	ACE	0.0	(28.2%)
	VTE	31.7% ^a	51.2% ^a
	CJC	60.0%	45.0% ^a
Community College Plan (CCP)	ACE	30.0% ^a	42.5% ^a
	VTE	62.5% ^a	62.5% ^a
	CJC	86.7%	0.0
Vocational Education Plan (VEP)	ACE	44.8% ^a	57.9% ^a
	VTE	94.0%	30.0% ^a
	CJC	55.3% ^a	65.8% ^a
Community Services Plan (CSP)	ACE	76.7%	34.9% ^a
	VTE	50.0% ^a	50.0% ^a
	CJC	36.6% ^a	41.5% ^a

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

independent activity in the particular state plan which involved its special agency focus. In each case, however, the reported independent agency responsibility apparently served as a partial but correlate interface in liaison with the still significant levels of cooperation reported by the three agency groupings regarding that plan. See Figure 6.

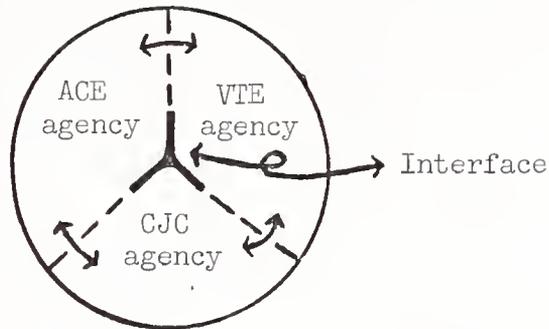


Figure 6. Model of Independent Agency Responsibility Serving as Partial State Plan Interface.

Multisectional analyses

The following general patterns were identified from the questionnaire responses, shown in Tables 48 and 49, regarding mandated and cooperative agency involvements in the development of five educational plans bearing on post high school education.

1. Master Plan for all of Education (MPE)

a. Mandated Involvements

--Medium numbers of ACE and VTE, and low medium numbers of CJC agencies reported mandated involvements (50.0%, 48.8%, and 41.0%), which were predominantly of a mandated joint agency nature (44.7%, 41.9%, and 33.3%).

b. Cooperative Involvements

--High medium numbers of ACE and VTE, and medium numbers of CJC agencies reported joint agency cooperative actions (60.5%, 58.2%, and 51.2%), most of which were mandated, as indicated above.

2. Master Plan for Higher Education (MPHE or MPH)

a. Mandated Involvements

--Low numbers of VTE and high medium numbers of CJC agencies reported mandated involvements (31.7% and 60.0%).

VTE involvements were nearly all mandated joint agency cooperation (26.8%), while CJC involvements called for more mandated single agency action (35.0%). ACE agency involvement was inconsequential.

b. Cooperative Involvements

--Limited numbers of ACE, high medium numbers of VTE, and low medium numbers of CJC agencies reported inter-agency cooperation (28.2%, 57.2%, and 45.0%). ACE agency involvement was nearly all voluntary (25.6%), whereas VTE and CJC agency involvement was nearly balanced between mandated (26.8% and 25.0%) and voluntary (24.4% and 20.0%) interagency relationships.

3. Community College Plan (CCP)

a. Mandated Involvements

--Low numbers of ACE, high numbers of VTE, and very high numbers of CJC agencies reported mandated responsibilities (30.0%, 62.5%, and 86.7%). ACE and VTE agency involvements were nearly all mandated joint agency cooperation (25.0% and 57.5%), whereas CJC agency involvement called for high mandated single agency activity (68.9%).

b. Cooperative Involvements

--Low medium numbers of ACE and high numbers of VTE agencies reported joint agency cooperative involvements (42.5% and 62.5%), most of which were mandated (25.0% and 57.5%). Quite limited CJC involvement (24.5%), most of which was mandated also (17.8%).

4. Vocational Education Plan (VEP)

a. Mandated Involvements

--Low medium numbers of ACE, very high numbers of VTE, and high medium numbers of CJC agencies reported mandated involvements (44.8%, 94.0%, and 55.3%). VTE agency involvement was principally mandated single agency action (66.0%), but nearly all ACE agency and all CJC agency involvements were mandated joint agency actions (39.5% and 55.3%).

b. Cooperative Involvements

--High medium numbers of ACE, low numbers of VTE, and high numbers of CJC agencies reported joint agency cooperation (57.9%, 30.0%, and 65.8%), most all of which was mandated (39.5%, 28.0%, and 55.3%).

5. Community Services Plan (CSP)

a. Mandated Involvements

--High numbers of ACE, medium numbers of VTE, and low numbers of CJC agencies reported mandated responsibilities

(76.7%, 50.0%, and 36.6%). ACE agency involvement was largely mandated single agency action (55.8%), while VTE and CJC agency involvements were mostly mandated joint agency activities (34.1% and 24.1%).

b. Cooperative Involvements

--Low numbers of ACE, medium numbers of VTE, and low medium numbers of CJC agencies reported joint agency relationships (34.9%, 50.0%, and 41.5%), most of which were mandated (20.9%, 34.1%, and 24.4%).

Quartering the respondent ACE, VTE, and CJC agencies into their appropriate domestic sectors, as demonstrated in Tables 50 and 51, revealed a generally stable level of mandated agency involvements across these four geographical divisions in the development of the five various state educational plans. The geographical assessment also apprehended the following appurtenant pattern features.

1. The percentages of ACE agencies reporting mandated involvements were
 - a. Much higher in the Master Plan for all of Education in the east and south than in the mid-west and far-west.
 - b. Inconsequential in the Master Plan for Higher Education in all four sectors.
 - c. Higher in the Community College Plan in the mid-west and far-west than in the east and south.
 - d. Higher in the Vocational Education Plan in the south and mid-west than in the east and far-west.
 - e. Commonly high in the Community Services Plan in all four sectors.
2. The percentages of VTE agencies reporting mandated involvements were
 - a. Commonly medium in the Master Plan for all of Education in all four sectors.

Table 50

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Mandated Responsibilities in the Development of Five Educational Plans Relative to Post High School Education

Type of Educational Plan	Agency Type	Agencies Reporting Mandated Responsibilities			
		Total Agency Pattern (%)	Patterns by Geographical Groupings		
			Eastern States (%)	Southern States (%)	Mid-West States (%)	Far-West States (%)
Master Plan for all of Education (MPE)	ACE	50.0 ^a	72.7 ^a	33.3 ^a	36.4 ^a
	VTE	48.8 ^a	54.6	40.0 ^a	40.0
	CJC	41.0 ^a	36.4	40.0 ^a	50.0 ^a
Master Plan for Higher Education (MPHE)	ACE	31.7 ^a	36.4 ^a	33.3 ^a	30.0 ^a
	VTE	60.0	74.9	50.0	50.0 ^a
	CJC	30.0 ^a		44.4 ^a	36.4 ^a
Community College Plan (CCP)	ACE	62.5 ^a	60.0 ^a	60.0 ^a	88.9 ^a
	VTE	86.7	81.3	100.0	100.0
	CJC	44.8 ^a	45.5 ^a	66.7 ^a	36.4 ^a
Vocational Education Plan (VEP)	ACE	94.0	88.3	90.0	100.0
	VTE	55.3 ^a	45.5 ^a	50.0 ^a	87.5 ^a
	CJC	76.7	73.3	77.8	74.9
Community Services Plan (CSP)	ACE	50.0 ^a	41.6	44.4 ^a	58.3 ^a
	VTE	36.6 ^a	35.7	40.0 ^a	37.5 ^a
	CJC				

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

MPH

VEP
CCP

20-29

MPH

10-19

CCP

MPH

0-9

MPH

MPH

MPH

- b. Commonly low in the Master Plan for Higher Education in all four sectors.
 - c. Much higher in the Community College Plan in the far-west than in the other areas.
 - d. Very high in Vocational Education Plan in all four sectors.
 - e. Commonly medium in the Community Services Plan in all four sectors.
3. The percentages of CJC agencies reporting mandated involvements were
- a. Fairly commonly medium in the Master Plan for all of Education in all four sectors.
 - b. Higher in the Master Plan for Higher Education in the south than in the other areas.
 - c. Higher in the Community College Plan in the mid-west and far-west than in the east and south.
 - d. Much higher in the Vocational Education Plan in the far-west than in the other areas.
 - e. Fairly commonly low in the Community Services Plan in all four sectors.

An example of the utilization of the data in Tables 50 and 51 could be shown by the following example:

An inquiry into the predicted percentages of VTE agencies in the far-west with mandated responsibilities in the Community College Plan (CCP) would disclose that 80-90% of these VTE agencies had some form of mandated involvement, compared to a national average of 60-70%. The far-west VTE agency involvement would be somewhat higher than that in southern and mid-west states, who rank with the national average, and much higher than the 40-50% of VTE agency involvement reported by eastern states.

In the geographical breakdown, as noted in Table 50, the following subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
 - fewer agencies involved in the Vocational Education Plan,
 - more agencies involved in the Master Plan for all of Education and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education and the Community College Plan.

2. VTE agencies reported
 - fewer agencies with mandated involvements in the Community College Plan,
 - more agencies with mandated involvements in the Master Plan for all of Education and the Vocational Education Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education and the Community Services Plan.

3. CJC agencies reported
 - fewer agencies with mandated involvements in the Community College Plan and the Vocational Education Plan,
 - equable agency levels of mandated involvement in the Master Plans for all of Education and for Higher Education, and the Community Services Plan.

Southern States

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Community College Plan,
 - more agencies with mandated involvements in the Master Plan for all of Education,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education, Vocational Education Plan, and Community Services Plan.

2. VTE agencies reported
 - fewer agencies with mandated involvements in the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plans for all of Education and for Higher Education, Community College Plan, and Vocational Education Plan.

3. CJC agencies reported
 - fewer agencies with mandated involvement in the Vocational Education Plan,
 - more agencies with mandated involvement in the Master Plan for Higher Education,
 - equable agency levels of mandated involvement in the Master Plan for all of Education, Community College Plan, and Community Services Plan.

Mid-West States

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education,
 - more agencies with mandated involvements in the Community College Plan and the Vocational Education Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education and the Community Services Plan.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education, Community College Plan, Vocational Education Plan, and the Community Services Plan.
3. CJC agencies reported
 - fewer agencies with mandated involvements in the Master Plan for Higher Education,
 - more agencies with mandated involvements in the Community College Plan,
 - equable agency levels of mandated involvement in the Master Plan for all of Education, Vocational Education Plan, and the Community Services Plan.

Far-West States

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education and the Vocational Education Plan,
 - more agencies with mandated involvements in the Community College Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education and the Community Services Plan.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education,

- more agencies with mandated involvements in the Community College Plan, Vocational Education Plan, and the Community Services Plan,
- equable agency levels of mandated involvement in the Master Plan for Higher Education.

3. CJC agencies reported

- fewer agencies with mandated involvements in the Master Plan for Higher Education,
- more agencies with mandated involvements in the Master Plan for all of Education, Community College Plan, and the Vocational Education Plan,
- equable agency levels of mandated involvement in the Community Services Plan.

By way of geographical comparison to the fairly stable levels of mandated agency responsibilities, an examination of the questionnaire responses regarding joint agency cooperation in the development of the five state educational plans, as shown in Tables 52 and 53, disclosed considerably more sectional eccentricity in the reported levels of interagency cooperative relationships. Inductive to the cognizance of this more erratic composite of cooperative agency intervolvements were the following pattern observations:

1. The percentages of ACE agencies reporting joint agency cooperation were
 - a. Higher in the Master Plan for all of Education in the mid-west than other sections and comparatively much lower in the far-west.
 - b. Higher in the Master Plan for Higher Education in the south than in other areas.
 - c. Much higher in the Community College Plan in the south, mid-west, and far-west than in the east.
 - d. Fairly commonly high medium in the Vocational Education Plan in all sectors.
 - e. Much higher in the Community Services Plan in the east than in other sections and especially limited in the mid-west.

Table 52

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Joint Agency Cooperative Interventions in the Development of Five Educational Plans Relative to Post High School Education

Type of Educational Plan	Agency Type	Agencies Reporting Interagency Cooperation					
		Total Agency Pattern (%)	Patterns by Geographical Groupings			Far-West States (%)	
			Eastern States (%)	Southern States (%)	Mid-West States (%)		
Master Plan for all of Education (MPE)	ACE	60.5 ^a	57.1 ^a	63.6 ^a	77.7	45.5 ^a	
	VTE	58.2 ^a	74.9 ^a	45.5 ^a	50.0 ^a	60.0 ^a	
	CJC	51.2 ^a	60.0 ^a	36.4 ^a	60.0 ^a	50.0 ^a	
Master Plan for Higher Education (MPHE)	ACE	(28.2)	(28.6)	41.7	33.3 ^a	70.0	
	VTE	51.2 ^a	63.7	36.4 ^a	50.0	37.5 ^a	
	CJC	45.0 ^a	60.0 ^a	33.2 ^a	44.4 ^a	54.6 ^a	
Community College Plan (CCP)	ACE	42.5 ^a	63.7 ^a	49.9	40.0 ^a	88.9 ^a	
	VTE	62.5 ^a	(27.3) ^a	60.0 ^a	40.0 ^a	88.9 ^a	
	CJC	57.9 ^a	57.2 ^a	37.5 ^a	66.7 ^a	54.6 ^a	
Vocational Education Plan (VEP)	ACE	30.0 ^a	55.5 ^a	54.6 ^a	50.0 ^a	45.5 ^a	
	VTE	65.8 ^a	71.4 ^a	41.2 ^a	50.0 ^a	87.5 ^a	
	CJC	34.9 ^a	54.6 ^a	72.8 ^a	33.3 ^a	33.2 ^a	
Community Services Plan (CSP)	ACE	50.0 ^a	55.5 ^a	42.9	77.7	50.0 ^a	
	VTE	41.5 ^a	55.5 ^a	42.9	30.0 ^a	37.5 ^a	
	CJC	41.5 ^a	55.5 ^a	42.9	30.0 ^a	37.5 ^a	

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Table 53

Comparative Geographical Rankings, by General Percentage Levels, of Interagency Cooperation Reported by ACE, VTE, and CJC Agency Groupings in the Development of Five State Educational Plans Relative to Post High School Education

General Levels of Percent	ACE Agencies					VTE Agencies					CJC Agencies				
	General Pattern	East	South	Mid-West	Far-West	General Pattern	East	South	Mid-West	Far-West	General Pattern	East	South	Mid-West	Far-West
100															
90-99															
80-89										CCP					VEP
70-79		CSP				MPE			CSP	MPH			VEP		
60-69	MPE		MPE	VEP		CCP	MPH	CCP	MPE	MPE	VEP	MPE	MPE	MPE	
50-59	VEP	MPE	VEP	VEP	CCP	MPE	CSP		MPE	CSP	MPE	VEP	VEP	MPH	MPE
40-49	CCP	VPE	CCP	MPH	VEP	MPH		MPE	CCP	VEP	MPH	CSP	CSP	MPH	VEP
30-39	CSP	CSP	CCP	CCP	MPE	VEP	MPH	MPH	CCP	VEP	MPH	CSP	CSP	CSP	MPH
								VEP	MPH		CSP	CCP	MPE	CSP	CSP
								MPH	MPH			MPH	MPH		

20-29 MPH MPH CSP VEP CCP CCP CCP

10-19 CCP CSP MPH

0-9 VEP CCP

2. The percentages of VTE agencies reporting joint agency co-operation were
 - a. Higher in the Master Plan for all of Education in the east than in the other sectors.
 - b. Much higher in the Master Plan for Higher Education in the east and far-west than in the south and mid-west.
 - c. Higher in the Community College Plan in the far-west than in the other sectors, and comparatively much lower in the mid-west.
 - d. Higher in the Vocational Education Plan in the south and far-west and extremely limited in the east.
 - e. Higher in the Community Services Plan in the mid-west and especially low in the south.
3. The percentages of CJC agencies reporting joint agency co-operation were
 - a. Higher in the Master Plan for all of Education in the east, mid-west, and far-west than in the south.
 - b. Higher in the Master Plan for Higher Education in the east and mid-west than in the south and far-west.
 - c. Higher in the Community College Plan in the south than in other sectors and especially limited in the far-west.
 - d. Much higher in the Vocational Education Plan in the south and far-west than in the east and mid-west.
 - e. Higher in the Community Services Plan in the east than in other sectors.

As an example of the varied utilization of the data in Tables 52 and

An inquiry into the predicted percentage levels of CJC inter-agency cooperation in the south regarding the Vocational Education Plan (VEP) would reveal that 70-80% of these CJC agencies were involved in some facet of joint agency cooperation, as against an overall national average of 60-70%. This level would be about par with far-west states, but considerably higher than states in the east or mid-west.

In the geographical breakdown, as noted in Table 52, the following subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Community College Plan,
 - more agencies with interagency cooperation in the Community Services Plan,
 - equable agency levels of interagency cooperation in the Master Plans for all of Education and for Higher Education, and the Vocational Education Plan.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Plan,
 - more agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education,
 - equable agency levels of interagency cooperation in the Community College Plan and the Community Services Plan.
3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Plan,
 - more agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, and the Community Services Plan,
 - equable agency levels of interagency cooperation in the Community College Plan.

Southern States

1. ACE agencies reported
 - more agencies with interagency cooperation in the Master Plan for Higher Education and the Community College Plan,
 - equable agency levels of interagency cooperation in the Master Plan for all of Education, Vocational Education Plan, and the Community Services Plan.

2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, and the Community Services Plan,
 - more agencies with interagency cooperation in the Vocational Education Plan,
 - equable agency levels of interagency cooperation in the Community College Plan.

3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education,
 - more agencies with interagency cooperation in the Community College Plan and the Vocational Education Plan,
 - equable agency levels of interagency cooperation in the Community Services Plan.

Mid-West States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Community Services Plan,
 - more agencies with interagency cooperation in the Master Plan for all of Education and the Vocational Education Plan,
 - equable agency levels of interagency cooperation in the Master Plan for Higher Education and the Community College Plan.

2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, Community College Plan, and Vocational Education Plan,
 - more agencies with interagency cooperation in the Community Services Plan.

3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Plan and the Community Services Plan,
 - more agencies with interagency cooperation in the Master Plan for all of Education,
 - equable agency levels of interagency cooperation in the Master Plan for Higher Education and the Community College Plan.

Far-West States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Master Plan for all of Education,

- more agencies with interagency cooperation in the Community College Plan,
- equable agency levels of interagency cooperation in the Master Plan for Higher Education, Vocational Education Plan, and the Community Services Plan.

2. VTE agencies reported

- more agencies with interagency cooperation in the Master Plan for Higher Education, Community College Plan, and the Vocational Education Plan,
- equable agency levels of interagency cooperation in the Master Plan for all of Education and the Community Services Plan.

3. CJC agencies reported

- fewer agencies with interagency cooperation in the Master Plan for Higher Education,
- more agencies with interagency cooperation in the Vocational Education Plan,
- equable agency levels of interagency cooperation in the Master Plan for all of Education, Community College Plan, and the Community Services Plan.

A perusal of the respondent agency questionnaires, grouped into the various board and administrative status classifications as shown in Table 54, disclosed several appreciably strong pattern characteristics relative to mandated agency responsibilities in the development of the five state educational plans.

1. Overall, the percentages of agencies reporting mandated responsibilities were

- a. Highest for ACE and VTE agencies in single-board states having unequal-parity agencies, and generally highest for CJC agencies in single-board states with either equal-parity or unequal-parity agencies.
- b. Lowest for ACE, VTE, and CJC agencies in multi-board states with equal-parity agencies.
- c. Comparatively ranked in the following manner, from highest to lowest:

Table 54

Comparative Rankings, by General Percentage Levels, of Mandated Responsibilities in the Development of Five State Educational Plans Relative to Post High School Education Reported by ACE, VTE, and CJC Agencies in Various Administrative and Board Groupings

General Levels of Percent	ACE Agencies			VTE Agencies			CJC Agencies			
	General Pattern	Single-Board Independent	Multi-Board Independent	Single-Board Independent	Multi-Board Independent	Multi-Board Dependent	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
100		VEP CSP	CSP	VEP VEP	CCP VEP					CCP
90-99			CSP	VEP	VEP					
80-89					MPE CSP	VEP	CCP	CCP	VEP	CCP MPH
70-79	CSP	MPE CCP					CCP	MPH	CSP	CCP
60-69				CCP	CCP	CSP	MPH	MPH	VEP CSP	VEP CSP MPH
50-59	MPE	VEP	VEP	MPE MPH	MPE CCP	MPE CCP	VEP	MPE MPH	MPE	MPE
40-49	VEP	MPE	CSP	MPE	CSP	MPE	MPE	VEP	MPE	VEP MPH
30-39	CCP		CCP	MPH	MPH	CCP	CSP	CSP	MPH	MPH VEP

20-29 MPE MPH MPH MPH CSP MPE
CCP MPH CSP

10-19 CCP MPH CSP

0-9 MPH MPH MPH VEP



--ACE agencies

- (1) Single-board states with unequal-parity agencies.
- (2) Multi-board states with unequal-parity agencies.
- (3) Single-board states with equal-parity agencies.
- (4) Multi-board states with equal-parity agencies.

--VTE agencies

- (1) Single-board States with unequal-parity agencies.
- (2) Single-board states with equal-parity agencies.
- (3) Multi-board states with unequal-parity agencies.
- (4) Multi-board states with equal-parity agencies.

--CJC agencies

- (1) Single-board states with equal-parity agencies.
- (2) Single-board states with unequal-parity agencies.
- (3) Multi-board states with unequal-parity agencies.
- (4) Multi-board states with equal-parity agencies.

2. The percentages of ACE agencies reporting mandated involvements were
 - a. Much higher in the Master Plan for all of Education in single-board states with unequal-parity agencies and multi-board states with unequal-parity agencies.
 - b. Inconsequential in the Master Plan for Higher Education in all board and administrative status classifications.
 - c. Much higher in the Community College Plan in single-board states with unequal-parity agencies.
 - d. Total (100%) in the Vocational Education Plan in single-board states with unequal-parity agencies,

- medium in single-board states with equal-parity agencies and multi-board states with unequal-parity agencies, and inconsequential in multi-board states with equal-parity agencies.
- e. Much higher in the Community Services Plan in single-board states with equal-parity and unequal-parity agencies and multi-board states with unequal-parity agencies.
3. The percentages of VTE agencies reporting mandated involvements were
- a. Higher in the Master Plan for all of Education in single-board states with unequal-parity agencies than single-board states with equal-parity agencies and multi-board states with unequal-parity agencies, and much higher than multi-board states with equal-parity agencies.
- b. Higher in the Master Plan for Higher Education in single-board states with equal-parity agencies.
- c. Much higher in the Community College Plan in single-board states with unequal-parity agencies.
- d. Extremely high in the Vocational Education Plan in all board and administrative status classifications.
- e. Higher in the Community Services Plan in single-board states with unequal-parity agencies than multi-board states with unequal-parity agencies and single-board states with equal-parity agencies, and much higher than multi-board states with equal-parity agencies.

4. The percentages of CJC agencies reporting mandated involvements were
 - a. Higher in the Master Plan for all of Education in single-board states with equal-parity and unequal-parity agencies and multi-board states with unequal-parity agencies.
 - b. Higher in the Master Plan for Higher Education in multi-board states with unequal-parity agencies than single-board states with equal-parity agencies and multi-board states with equal-parity agencies and much higher than single-board states with unequal-parity agencies.
 - c. Higher in the Community College Plan in multi-board states with unequal-parity agencies.
 - d. Higher in the Vocational Education Plan in single-board states with equal-parity and unequal-parity agencies.
 - e. Much higher in the Community Services Plan in single-board states with equal-parity and unequal-parity agencies.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 55, the following reported subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education and the Community College Plan,

Table 55

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Mandated Responsibilities in the Development of Five Educational Plans Relative to Post High School Education

Type of Educational Plan	Agency Type	Agencies Reporting Mandated Responsibilities					
		Total General Pattern (%)	Single-Board		Multi-Board		Multi-Board Dissimilar Status Agencies (%)
			Similar Status Agencies (%)	Single-Board Dissimilar Status Agencies (%)	Multi-Board Similar Status Agencies (%)	Multi-Board Dissimilar Status Agencies (%)	
Master Plan for all of Education (MPE)	ACE	50.0 ^a	44.4 ^a		71.4 ^a		70.0 ^a
	VTE	48.8 ^a	50.0 ^a	(28.5) ^a	85.7 ^a		50.0 ^a
	CJC	41.0 ^a	58.3 ^a	.	50.0 ^a		42.9
Master Plan for Higher Education (MPHE)	ACE	.	50.0 ^a	(28.5) ^a	(28.6) ^a	.	.
	VTE	31.7 ^a	58.3 ^a	62.6	33.4 ^a	.	83.3
	CJC	60.0			71.4 ^a		30.0 ^a
Community College Plan (CCP)	ACE	30.0 ^a	.	50.0 ^a	100.0 ^a		50.0 ^a
	VTE	62.5 ^a	66.7 ^a	88.9	83.3		100.0
	CJC	86.7	78.6		100.0 ^a		55.5 ^a
Vocational Education Plan (VEP)	ACE	44.8 ^a	55.6 ^a	.	100.0 ^a		86.6
	VTE	94.0	91.7	100.0	100.0		33.3 ^a
	CJC	55.3 ^a	80.0 ^a	43.8 ^a	66.7 ^a		100.0
Community Services Plan (CSP)	ACE	76.7	90.0	46.6	100.0		61.6 ^a
	VTE	50.0 ^a	44.4 ^a	.	85.7 ^a		.
	CJC	36.6 ^a	60.0 ^a	.	66.7 ^a		.

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

- more agencies with mandated involvements in the Vocational Education Plan and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the Community Services Plan,
 - more agencies with mandated involvements in the Master Plan for Higher Education,
 - equable agency levels of mandated involvement in the Master Plan for all of Education, Community College Plan, and the Vocational Education Plan.
 3. CJC agencies reported
 - fewer agencies with mandated involvements in the Community College Plan,
 - more agencies with mandated involvements in the Master Plan for all of Education, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education, Community College Plan, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education, Community College Plan, and the Community Services Plan,
 - more agencies with mandated involvements in the Vocational Education Plan,
 - equable agency levels of mandated involvements in the Master Plan for Higher Education.
3. CJC agencies reported
 - fewer agencies with mandated involvements in the Master Plan for all of Education, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of involvement in the Master Plan for Higher Education and the Community College Plan.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - more agencies with mandated involvements in the Master Plan for all of Education, Community College Plan, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education.
2. VTE agencies reported
 - more agencies with mandated involvements in the Master Plan for all of Education, Community College Plan, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education.
3. CJC agencies reported
 - fewer agencies with mandated involvements in the Master Plan for Higher Education,
 - more agencies with mandated involvements in the Master Plan for all of Education, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of mandated involvement in the Community College Plan.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - more agencies with mandated involvements in the Master Plan for all of Education, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for Higher Education and the Community College Plan.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the Master Plan for Higher Education, Community College Plan, and the Vocational Education Plan,
 - more agencies with mandated involvements in the Community Services Plan,
 - equable agency levels of mandated involvement in the Master Plan for all of Education.
3. CJC agencies reported
 - fewer agencies with mandated involvements in the Vocational Education Plan and the Community Services Plan,
 - more agencies with mandated involvements in the Master Plan for Higher Education and the Community College Plan,
 - equable agency levels of mandated involvement in the Master Plan for all of Education.

A scrutiny of reported joint agency cooperative relationships in the varied board and administrative status classifications, as shown in Table 56, revealed substantially more interagency cooperation in single-board states than multi-board states in the development of the five state educational plans. This coincided generally with the preceding consideration of reported mandated involvements, and impelled the following listing of differentiated pattern observations.

1. Comparatively ranked, the percentages of agencies reporting joint agency cooperation were, from highest to lowest, in this order:

- a. ACE agencies

- (1) Single-board states with unequal-parity agencies.
 - (2) Single-board states with equal-parity agencies.
 - (3) Multi-board states with unequal-parity agencies.
 - (4) Multi-board states with equal-parity agencies.

- b. VTE agencies

- (1) Single-board states with equal-parity agencies.
 - (2) Single-board states with unequal-parity agencies.
 - (3) Multi-board states with equal-parity agencies.
 - (4) Multi-board states with unequal-parity agencies.

- c. CJC agencies

- (1) Single-board states with equal-parity agencies.
 - (2) Single-board states with unequal-parity agencies.
 - (3) Multi-board states with unequal-parity agencies.
 - (4) Multi-board states with equal-parity agencies.

2. The percentages of ACE agencies reporting joint agency cooperation were

- a. Much higher in the Master Plan for all of Education in single-board states with unequal-parity and equal-parity agencies and multi-board states with unequal-parity agencies than multi-board states with equal-parity agencies.
 - b. Commonly low in the Master Plan for Higher Education in all board and administrative status classifications.
 - c. Higher in the Community College Plan in single-board states with unequal-parity and equal-parity agencies.
 - d. Total (100%) in the Vocational Education Plan in single-board states with unequal-parity agencies, high in single-board states with equal-parity agencies, medium in multi-board states with unequal-parity agencies, and quite limited in multi-board states with equal-parity agencies.
 - e. Higher in the Community Services Plan in single-board states with equal-parity and unequal-parity agencies and multi-board states with equal-parity agencies than multi-board states with unequal-parity agencies.
3. The percentages of VTE agencies reporting joint agency cooperation were
- a. Total (100%) in the Master Plan for all of Education in single-board states with unequal-parity agencies, and medium in the other classifications (but lowest in multi-board states).
 - b. Higher in the Master Plan for Higher Education in single-board states with unequal-parity and equal-parity agencies.

- c. Total (100%) in the Community College Plan in single-board states with unequal-parity agencies, high in single-board states with equal-parity agencies, and medium in multi-board states with equal-parity and unequal-parity agencies.
 - d. Higher in the Vocational Education Plan in multi-board states with unequal-parity and equal-parity agencies.
 - e. Higher in the Community Services Plan in single-board states with unequal-parity and equal-parity agencies.
4. The percentages of CJC agencies reporting joint agency co-operation were
- a. Much higher in the Master Plan for all of Education in single-board states with unequal-parity and equal-parity agencies.
 - b. Much higher in the Master Plan for Higher Education in single-board states with unequal-parity and equal-parity agencies.
 - c. Much higher in the Community College Plan in single-board states with equal-parity agencies, very limited in multi-board states with unequal-parity and equal-parity agencies, and inconsequential in single-board states with unequal-parity agencies.
 - d. Higher in the Vocational Education Plan in single-board states with equal-parity and unequal-parity agencies.

- e. Much higher in the Community Services Plan in single-board states with unequal-parity and equal-parity agencies, and very limited in multi-board states with equal-parity agencies.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 57, the following reported subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - more agencies with interagency cooperation in the Master Plan for all of Education, Community College Plan, and the Vocational Education Plan,
 - equable agency levels of interagency cooperation in the Master Plan for Higher Education and the Community Services Plan.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Plan,
 - more agencies with interagency cooperation in the Master Plan for Higher Education and the Community College Plan,
 - equable agency levels of interagency cooperation in the Master Plan for all of Education and the Community Services Plan.
3. CJC agencies reported
 - more agencies with interagency cooperation in all five plans.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Master Plan for all of Education, Community College Plan, and the Vocational Education Plan,
 - more agencies with interagency cooperation in the Community Services Plan,
 - equable agency levels of interagency cooperation in the Master Plan for Higher Education.

Table 57

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Joint Agency Cooperative Interventions in the Development of Five Educational Plans Relative to Post High School Education

Type of Educational Plan	Agency Type	Total Agency Pattern (%)	Agencies Reporting Interagency Cooperation Patterns by Board and Administrative Status							
			Single-Board		Multi-Board		Single-Board		Multi-Board	
			Similar Status Agencies (%)	Dissimilar Status Agencies (%)	Similar Status Agencies (%)	Dissimilar Status Agencies (%)	Similar Status Agencies (%)	Dissimilar Status Agencies (%)		
Master Plan for all of Education (MPE)	ACE	60.5 ^a	77.7 ^a	33.4 ^a	85.7 ^a	60.0 ^a				
	VTE	58.2 ^a	58.4 ^a	50.0	100.0 ^a	40.0 ^a				
	CJC	51.2 ^a	75.0 ^a	(28.6) ^a	83.3 ^a	(28.6) ^a				
Master Plan for Higher Education (MPHE)	ACE	(28.2)	33.3	.	(28.6)	30.0				
	VTE	51.2 ^a	60.0 ^a	42.8 ^a	71.5	40.0 ^a				
	CJC	45.0 ^a	66.6 ^a	.	66.7	33.3 ^a				
Community College Plan (CCP)	ACE	42.5 ^a	55.5	.	71.4 ^a	40.0 ^a				
	VTE	62.5 ^a	77.8 ^a	50.0 ^a	100.0 ^a	40.0 ^a				
	CJC	.	50.0 ^a	.	.	(28.6) ^a				
Vocational Education Plan (VEP)	ACE	57.9 ^a	77.8 ^a	.	100.0 ^a	55.5 ^a				
	VTE	30.0 ^a	.	33.3 ^a	.	40.0 ^a				
	CJC	65.8 ^a	80.0 ^a	56.4 ^a	83.4 ^a	50.0 ^a				
Community Services Plan (CSP)	ACE	34.9 ^a	40.0 ^a	43.6	42.9 ^a	.				
	VTE	50.0 ^a	55.5 ^a	40.0 ^a	71.4 ^a	46.2 ^a				
	CJC	41.5 ^a	70.0 ^a	.	83.4 ^a	37.5				

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, Community College Plan, and the Community Services Plan,
 - equable agency levels of interagency cooperation in the Vocational Education Plan.
3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of interagency cooperation in the Community College Plan.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - more agencies with interagency cooperation in the Master Plan for all of Education, Community College Plan, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of interagency cooperation in the Master Plan for Higher Education.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Plan,
 - more agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, Community College Plan, and the Community Services Plan.
3. CJC agencies reported
 - more agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education, Vocational Education Plan, and the Community Services Plan,
 - equable agency levels of interagency cooperation in the Community College Plan.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Community Services Plan,
 - equable agency levels of interagency cooperation in the Master Plans for all of Education and for Higher Education, Community College Plan, and the Vocational Education Plan.

2. VTE agencies reported

- fewer agencies with interagency cooperation in the Master Plans for all of Education and Higher Education and the Community College Plan,
- more agencies with interagency cooperation in the Vocational Education Plan,
- equable agency levels of interagency cooperation in the Community Services Plan.

3. CJC agencies reported

- fewer agencies with interagency cooperation in the Master Plans for all of Education and for Higher Education and the Vocational Education Plan,
- equable agency levels of interagency cooperation in the Community College Plan and the Community Services Plan.

The strong correspondence of the general agency patterns relative to involvement in the development of five educational plans bearing on post high school education and the patterns incident to the "control group" of 21 states with responses from all three agencies is evidenced in the succeeding tabular data.

Analyses of individual state plansDevelopment of a master plan for all of education:

General Pattern:

	Total mandated <u>responsibilities</u>	Total interagency <u>cooperation</u>	No agency <u>involvement</u>
ACE agency	50.0%	60.5%	5.3%
VTE agency	48.8%	58.2%	6.9%
CJC agency	41.0%	51.2%	7.7%

As shown in Table 58, the development of a Master Plan for all of Education within each state commanded the active involvement of a majority of all ACE, VTE, and CJC agencies. Among those agencies with no directly mandated or voluntary involvement nearly all still reported having informal contacts with other agencies regarding the Master Plan.

1. Agency Responsibility. Generally medium numbers of ACE, VTE, and CJC agencies reported mandated responsibilities (50.0%,

Table 58

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Development of a Master Plan for all of Education

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	5.3	8.7	.	18.2	.	.	.	9.1	4.8	5.9	.	8.3	.	10.0
VTE	6.9	8.3	.	18.2	10.0	.	5.3	8.3	7.7	5.9	8.3	7.1	.	10.0
CJC	7.7	.	.	9.1	10.0	12.5	.	13.6	3.8	15.4	.	7.1	.	28.6
Mandated Joint Agency														
ACE	44.7	52.2	57.1	54.5	33.3	36.4	56.3	36.4	28.6	64.7	44.4	16.7	71.4	60.0
VTE	41.9	54.2	58.3	36.4	30.0	40.0	57.9	29.2	30.8	58.8	41.7	21.4	85.7	40.0
CJC	33.3	39.1	40.0	27.3	30.0	37.5	52.9	18.2	34.6	30.8	58.3	14.3	50.0	14.3
Mutual Joint Agency														
ACE	15.8	4.3	.	9.1	44.4	9.1	25.0	9.1	23.8	5.9	33.3	16.7	14.3	.
VTE	16.3	8.3	16.6	9.1	20.0	20.0	15.8	16.7	23.1	5.9	16.7	28.6	14.3	.
CJC	17.9	13.0	20.0	9.1	30.0	12.5	23.5	13.6	15.4	23.1	16.7	14.3	33.3	14.3
Informal Agency Contacts														
ACE	28.9	30.4	42.9	18.2	22.2	36.4	18.8	36.4	38.1	17.6	22.2	50.0	14.3	20.0
VTE	27.9	25.0	16.6	36.4	30.0	30.0	21.1	33.3	30.8	23.5	33.3	28.6	.	40.0
CJC	33.3	43.5	30.0	54.5	20.0	25.0	23.5	40.9	38.5	23.1	25.0	50.0	16.7	28.6
No Agency Activity														
ACE	5.3	4.3	.	.	.	18.2	.	9.1	4.8	5.9	.	8.3	.	10.0
VTE	6.9	4.2	8.3	.	10.0	10.0	.	12.5	7.7	5.9	.	14.3	.	10.0
CJC	7.7	4.3	10.0	.	10.0	12.5	.	13.6	7.7	7.7	.	14.3	.	14.3

48.8%, and 41.0%), with the accent on mandated co-agency activities (44.7%, 41.9%, and 33.3%).

2. Agency Cooperation. Generally high medium numbers of ACE, VTE, and CJC agencies reported co-agency cooperation (60.5%, 58.2%, and 51.2%), with the accent on mandated joint agency activities, as noted above.
3. Other. Very few agencies failed to report some kind of responsibility or involvement.

Geographical aspects. The general pattern of broad three agency involvement was reported in each geographical sector, with some individual accentuations. Higher numbers of southern ACE agencies reported mandated involvements, and higher numbers of mid-west ACE and eastern VTE agencies reported interagency cooperation.

Board and agency relationship aspects. Higher levels of joint agency interactions were reported in single-board states, especially those having dependent or unequal-parity agencies. Lower levels of agency responsibility and co-agency cooperation were reported in multi-board states with independent or equal-parity agencies. Generally fewer CJC agencies reported mandated and cooperative actions under multi-boards.

Development of a master plan for higher education:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	2.6%	28.2%	33.3%
VTE agency	31.7%	51.2%	9.8%
CJC agency	60.0%	45.0%	5.0%

CJC agencies reported the highest level of mandated responsibilities, indicating to a large degree their association and identification with the

academic ladder of higher education, in comparison to the other two agency groupings, as shown in Table 59.

1. Agency Responsibility. Limited numbers of VTE agencies and fairly high numbers of CJC agencies reported mandated responsibilities (31.7% and 60.0%), with the VTE agency accent on mandated cooperative agency actions and the CJC agency accent on mandated independent agency actions.
2. Agency Cooperation. Limited numbers of ACE agencies and medium numbers of VTE and CJC agencies reported interagency cooperative activities (28.2%, 51.2%, and 45.0%).
3. Other. Most VTE and CJC agencies reported some kind of responsibility or involvement.

Geographical aspects. The general pattern of dominant CJC agency mandated responsibility was reported nationwide, and accentuated in the south (74.9%). High numbers of eastern and far-west VTE agencies reported total interagency cooperative activities (63.7% and 70.0%).

Board and agency relationship aspects. In states with dependent or mixed-parity agencies higher numbers of CJC agencies in multi-board states (83.3%) and lower numbers of CJC agencies in single-board states (33.4%) reported mandated responsibilities. Significantly higher levels of inter-agency cooperation were reported in single-board states than multi-board states.

Development of a state community college plan:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	30.0%	42.5%	17.5%
VTE agency	62.5%	62.5%	12.5%
CJC agency	86.7%	24.5%	2.2%

Table 59

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Development of a Master Plan for Higher Education

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status						
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent			
Mandated Single Agency																	
ACE
VTE	4.9	4.5	.	9.1	.	10.0	5.9	4.2	8.3	.	10.0	7.1	.	.	.	.
CJC	35.0	30.4	20.0	58.3	30.0	25.0	22.2	45.5	35.7	33.3	25.0	43.8	16.7	50.0			
Mandated Joint Agency																	
ACE	2.6	4.5	.	.	11.1	.	.	4.3	.	5.9	.	.	.	10.0			
VTE	26.8	27.3	27.3	27.3	33.3	20.0	35.3	20.8	29.2	23.5	40.0	21.4	28.6	20.0			
CJC	25.0	21.7	40.0	16.6	20.0	25.0	27.7	22.7	25.0	25.0	33.3	18.8	16.7	33.3			
Mutual Joint Agency																	
ACE	25.6	18.2	28.6	41.7	11.1	18.2	31.3	21.7	27.3	23.5	33.3	23.1	28.6	20.0			
VTE	24.4	27.3	36.4	9.1	.	50.0	29.4	20.8	20.8	29.4	20.0	21.4	42.9	20.0			
CJC	20.0	21.7	20.0	16.6	30.0	12.5	38.9	4.5	17.9	25.0	33.3	6.3	50.0	.			
Informal Agency Contacts																	
ACE	38.5	40.1	42.9	33.3	44.4	36.4	50.0	30.4	31.8	47.1	44.4	23.1	57.1	40.0			
VTE	34.1	27.3	27.3	36.4	66.7	10.0	29.4	37.5	29.2	41.2	30.0	28.6	28.6	50.0			
CJC	15.0	21.7	20.0	8.3	10.0	25.0	11.1	18.2	17.9	8.3	8.3	25.0	16.7	.			
No Agency Activity																	
ACE	33.3	36.4	28.6	25.0	33.3	45.5	18.8	43.5	40.9	23.5	22.2	53.8	14.3	30.0			
VTE	9.8	13.6	9.1	18.2	.	10.0	.	16.7	12.5	5.9	.	21.4	.	10.0			
CJC	5.0	4.3	.	.	10.0	12.5	.	9.1	3.6	8.3	.	6.3	.	16.7			

As set forth in Table 60, the development of a State Community College Plan showed the following agency involvements:

1. Agency Responsibility. Limited numbers of ACE agencies, high numbers of VTE agencies, and very high numbers of CJC agencies reported mandated responsibilities (30.0%, 62.5%, and 86.7%). The ACE and VTE agency accent was on mandated co-agency activities (25.0% and 57.5%), while the CJC agency accent was on mandated single agency action (68.9%).
2. Agency Cooperation. Medium numbers of ACE agencies, high numbers of VTE agencies, and very limited numbers of CJC agencies reported co-agency interactions (42.5%, 62.5%, and 24.5%), all with the accent on mandated co-agency cooperation (25.0%, 57.5%, and 17.8%).
3. Other. Every CJC agency, except one in an eastern single-board state, reported some kind of responsibility or involvement.

Geographical aspects. The pattern of highly mandated VTE and CJC agency responsibilities was accentuated in the far-west states, but weaker in the eastern states. Every CJC agency in the far-west reported mandated independent agency responsibility, with near total mandated VTE co-agency cooperation (88.9%).

Board and agency relationship aspects. Single-board states reported significantly higher levels of co-agency cooperation than multi-board states. Unequal-parity agencies under single-boards reported very high levels of mandated responsibilities. VTE agencies in multi-board states reported considerably less responsibility or cooperative actions than in single-board states.

Table 60

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Development of a Community College Plan

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	5.0	4.5	12.5	.	11.1	.	.	8.3	4.3	5.9	.	7.1	.	10.0
VTE	5.0	4.8	.	.	20.0	.	.	8.3	4.3	5.9	.	7.1	.	10.0
CJC	68.9	72.0	54.5	56.3	80.0	100.0	55.0	80.0	65.6	76.9	42.9	83.3	83.3	71.4
Mandated Joint Agency														
ACE	25.0	27.3	12.5	16.6	33.3	36.4	37.5	16.7	13.0	4.2	11.1	14.3	71.4	20.0
VTE	57.5	66.7	45.5	60.0	40.0	88.9	81.3	41.7	52.2	64.7	66.7	42.9	100.0	40.0
CJC	17.8	16.0	18.2	25.0	20.0	.	25.0	12.0	18.8	15.4	35.7	5.6	.	28.6
Mutual Joint Agency														
ACE	17.5	13.6	.	33.3	11.1	18.2	25.0	12.5	21.7	11.8	44.4	7.1	.	20.0
VTE	5.0	4.8	18.2	.	.	.	6.3	4.2	8.7	.	11.1	7.1	.	.
CJC	6.7	4.0	9.1	12.5	.	.	10.0	4.0	9.4	.	14.3	5.6	.	.
Informal Agency Contacts														
ACE	35.0	40.1	75.0	25.0	22.2	27.3	31.3	37.5	34.8	35.3	33.3	35.7	28.6	40.0
VTE	20.0	19.0	9.1	30.0	30.0	11.1	6.3	29.2	26.1	11.8	11.1	35.7	.	20.0
CJC	4.4	4.0	9.1	6.3	.	.	5.0	4.0	6.3	.	7.1	5.6	.	.
No Agency Activity														
ACE	17.5	13.6	.	25.0	22.2	18.2	6.3	25.0	26.1	5.9	11.1	35.7	.	10.0
VTE	12.5	4.8	27.3	10.0	10.0	.	6.3	16.7	8.7	17.6	11.1	7.1	.	30.0
CJC	2.2	4.0	9.1	.	.	.	5.0	.	.	7.7	.	.	16.7	.

Development of a state vocational education plan:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	44.8%	57.9%	15.8%
VTE agency	94.0%	30.0%	0.0
CJC agency	55.3%	65.8%	2.6%

As indicated in Table 61, the development of a State Vocational Education Plan involved the following pattern:

1. Agency Responsibility. Medium numbers of ACE and CJC agencies, and very high numbers of VTE agencies reported mandated responsibilities (44.8%, 55.3% and 94.0%). The ACE and CJC agency accent was on mandated co-agency interactions, whereas the VTE agency accent was on mandated single agency responsibility (39.5%, 55.3%, and 66.0%).
2. Agency Cooperation. Moderately high numbers of ACE and CJC agencies, and limited numbers of VTE agencies reported joint agency cooperation (57.9%, 65.8%, and 30.0%), all with the accent on mandated joint agency interactions (39.5%, 55.3%, and 28.0%).
3. Other. Every VTE agency and all but one CJC agency reported some kind of responsibility or involvement.

Geographical aspects. VTE agencies in the east and mid-west reported very high levels of mandated single agency responsibility (91.7% and 80.0%). CJC agencies in the far-west reported very high levels of mandated co-agency responsibility, and an increased number of VTE agencies also reported mandated co-agency activities.

Board and agency relationship aspects. Greater levels of tri-agency

Table 61

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Development of a Vocational Education Plan

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status					
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent		
Mandated Single Agency																
ACE	5.3	4.8	.	9.1	11.1	.	.	9.1	.	12.5	.	.	.	22.2		
VTE	66.0	73.1	91.7	47.1	80.0	54.5	75.0	60.0	70.4	60.9	75.0	66.7	75.0	53.3		
CJC	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Mandated Joint Agency																
ACE	39.5	47.6	28.6	36.4	55.6	36.4	75.0	13.6	22.7	62.5	55.6	.	100.0	33.3		
VTE	28.0	23.1	8.3	41.2	10.0	45.5	20.0	33.3	25.9	30.4	16.7	33.3	25.0	33.3		
CJC	55.3	50.0	44.4	45.5	50.0	87.5	75.0	40.9	57.7	50.0	80.0	43.8	66.7	33.3		
Mutual Joint Agency																
ACE	18.4	14.3	28.6	18.2	11.1	18.2	12.5	22.7	22.7	12.5	22.2	23.1	.	22.2		
VTE	2.0	.	.	.	10.0	.	.	3.3	.	4.3	.	.	.	6.7		
CJC	10.5	9.1	11.1	27.3	.	.	6.3	13.6	7.7	16.7	.	12.5	16.7	16.7		
Informal Agency Contacts																
ACE	21.1	23.8	42.9	27.3	.	18.2	12.5	27.3	27.3	12.5	22.2	30.8	.	22.2		
VTE	4.0	3.8	.	11.8	.	.	5.0	3.3	3.7	4.3	8.3	.	.	6.7		
CJC	31.6	36.4	33.3	27.3	50.0	12.5	18.8	40.9	34.6	25.0	20.0	43.8	16.7	33.3		
No Agency Activity																
ACE	15.8	9.5	.	9.1	22.2	27.3	.	27.3	27.3	.	.	46.2	.	.		
VTE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CJC	2.6	4.5	11.1	.	.	.	.	4.5	.	8.3	.	.	.	16.7		

responsibility and joint agency cooperation were reported under single-boards than multi-boards, especially among unequal-parity agencies responsible to one board. ACE agencies under multi-boards responsible for equal-parity agencies reported very little involvement and no responsibility regarding the Vocational Education Plan.

Development of a state community services plan:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	76.7%	34.9%	0.0
VTE agency	50.0%	50.0%	11.4%
CJC agency	36.6%	41.5%	9.8%

In developing a State Community Services Plan, as shown in Table 62, the following pattern of agency involvement was reported:

1. Agency Responsibility. High numbers of ACE agencies, medium numbers of VTE agencies, and limited numbers of CJC agencies reported mandated responsibilities (76.7%, 50.0%, and 36.6%). The ACE agency accent was on mandated single agency action (55.8%), while the VTE and CJC accent was on mandated co-agency interactions (34.1% and 24.4%).
2. Agency Cooperation. Limited to medium numbers of ACE, VTE, and CJC agencies reported co-agency cooperation (34.9%, 50.0%, and 41.5%), all with the accent on mandated joint agency actions (20.9%, 34.1%, and 24.4%).
3. Other. Every ACE agency, and most VTE and CJC agencies, reported some kind of responsibility or involvement.

Geographical aspects. The general pattern was fairly stable. ACE agencies in the east reported their mandated accent on co-agency activity

Table 62

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Development of a Community Services Plan

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	55.8	54.2	28.6	53.3	77.8	58.3	55.6	56.0	44.0	72.2	60.0	33.3	57.1	90.0
VTE	15.9	13.6	9.1	25.0	11.1	16.6	12.5	17.9	8.3	25.0	11.1	6.7	14.3	30.8
CJC	12.2	9.1	.	21.4	10.0	12.5	.	20.0	14.8	7.1	.	23.5	.	12.5
Mandated Joint Agency														
ACE	20.9	25.0	57.1	20.0	.	16.6	33.3	12.0	20.0	22.2	30.0	13.3	42.9	10.0
VTE	34.1	40.1	45.5	16.6	33.3	41.7	50.0	25.0	25.0	45.0	33.3	20.0	71.4	30.8
CJC	24.4	31.8	33.3	14.3	30.0	25.0	62.5	.	22.2	28.6	60.0	.	66.7	.
Mutual Joint Agency														
ACE	14.0	8.3	14.3	13.3	11.1	16.6	5.6	20.0	24.0	.	10.0	33.3	.	.
VTE	15.9	9.1	9.1	8.3	44.4	8.3	12.5	17.9	20.8	10.0	22.2	20.0	.	15.4
CJC	17.1	13.6	22.2	28.6	.	12.5	12.5	20.0	11.1	28.6	10.0	11.8	16.7	37.5
Informal Agency Contacts														
ACE	9.3	12.5	.	13.3	11.1	8.3	5.6	12.0	12.0	5.6	.	20.0	.	.
VTE	22.7	18.2	18.2	33.3	.	33.3	18.8	25.0	25.0	20.0	22.2	26.7	14.3	23.1
CJC	36.6	36.4	44.4	28.6	50.0	25.0	18.8	48.0	37.0	35.7	20.0	47.1	16.7	50.0
No Agency Activity														
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	11.4	18.2	18.2	16.6	11.1	.	6.3	14.3	20.8	.	11.1	26.7	.	.
CJC	9.8	9.1	.	7.1	10.0	25.0	6.3	12.0	14.8	.	10.0	17.6	.	.

activity rather than single agency action. VTE agencies in the south reported low levels of joint agency activity, but VTE agencies in the mid-west reported very high levels.

Board and agency relationship aspects. In multi-board states with equal-parity agencies, the mandated responsibility for developing a Community Services Plan had not been extensively delegated or assigned. States with single boards reported more interagency cooperation than states with multi-boards. CJC agencies under single boards have strong cooperative roles.

Synoptic observations

From the emergent analytical explication regarding the development of these five specific state educational plans the following synoptic observations were educible:

1. The ACE, VTE, and CJC agency groupings reported significant identifiable involvement in the development of all five state educational plans, with one exception -- very few ACE agencies reported any participative involvement in the development of the Master Plan for Higher Education. In the development of this plan, not one ACE agency reported any mandated independent agency responsibility and only one ACE agency (2.6%) reported any mandated cooperative involvement (Tables 48 and 49).
2. Overall, in the development of all five state educational plans, the broad pattern was one of ranging-medium numbers of agencies reporting involvement in both of the general categories: Mandated Responsibilities and Interagency Cooperation (Table 49).

- a. As the dominant common thrust in this pattern, low to medium numbers of the three agency groups reported mandated interagency cooperative involvements (Table 48).
 - b. Conversely significant in the development of the five plans were the very restricted levels of mandated independent agency involvement, except as noted below, and the very low levels of reported voluntary interagency cooperation (Table 48).
3. A second pattern feature was the significant mandated independent agency responsibilities reported by the ACE, VTE, and CJC agencies in the development of the respective particular state plans commonly associated with their agency focus:
- a. ACE agencies -- Community Services Plan
VTE agencies -- Vocational Education Plan
CJC agencies -- Community College Plan
 - b. There was an apparent significant interplay of VTE and CJC agencies in the development of two plans: Vocational Education Plan and the Community College Plan. The levels of mandated independent agency responsibility and mandated cooperative agency involvement were closely matched in an inverted trade-off of independent agency leadership and cooperative agency support between the VTE and CJC agencies in the two plans (Table 48).
4. Generally, the highest levels of total mandated responsibilities were in the Community College Plan, Vocational Education Plan, and Community Services Plan. Generally, the highest levels of total interagency cooperation were in the Master Plan for all

of Education and the Vocational Education Plan (Table 49).

5. Geographical pattern aspects showed, relative to mandated responsibilities,
 - a. Overall, a generally higher and more geographically stable level of mandated agency responsibilities than joint agency cooperative relationships.
 - b. Generally higher numbers of far-west VTE and CJC agencies reported mandated agency involvements.
 - c. Significantly higher numbers of far-west VTE and CJC agencies reported mandated involvements in the development of Community College Plans and Vocational Education Plans.
 - d. Every mid-west and far-west CJC agency (100%) reported mandated responsibilities in the development of the Community College Plan, but a significantly lower level (72.7%) of CJC agencies reported this in the east.
 - e. Some further specific geographical aspects regarding mandated responsibilities were, vis-a-vis the total agency patterns,
 - a higher number of southern ACE agencies involved in developing the Master Plan for all of Education,
 - a lower number of eastern VTE agencies involved in developing the Community College Plan,
 - a lower number of eastern ACE agencies involved in developing the Vocational Education Plan, and
 - a higher number of mid-west ACE agencies involved in developing the Vocational Education Plan (Tables 50 and 51).

6. Geographical pattern aspects showed, relative to interagency cooperation,

- a. Generally higher numbers of far-west VTE agencies reported interagency cooperation.
 - b. Generally higher numbers of eastern CJC agencies reported interagency cooperation.
 - c. Some further specific departures from the general patterns of interagency cooperation were,
 - a higher number of far-west VTE agencies cooperatively involved in the Master Plan for Higher Education and Community College Plan,
 - a lower number of mid-west VTE agencies cooperatively involved in the Community College Plan,
 - a higher number of far-west CJC agencies cooperatively involved in the Vocational Education Plan,
 - a higher number of eastern ACE agencies and mid-west VTE agencies cooperatively involved in the Community Services Plan, and
 - a lower number of southern VTE agencies cooperatively involved in the Community Services Plan (Tables 52 and 53).
7. With regard to state educational structures and their associated conformation of patterns of mandated involvement, as shown in Tables 54 and 55,
- a. Generally higher numbers of ACE agencies reported mandated responsibilities in those single-board states where dependent or mixed-parity agencies were operating, while the lowest numbers of ACE agencies reporting mandated responsibilities were from multi-board states where independent or equal-parity agencies were operating. (This coincided with the previously considered ACE agency responses from

the questionnaire dealing with mandated involvements in general agency activities and functions. See Table 35.)

- b. Generally higher numbers of VTE agencies reported mandated responsibilities in single-board states, especially where dependent or mixed-parity agencies were operating, while the low numbers of VTE agencies reporting mandated responsibilities were from multi-board states where independent or equal-parity agencies were operating. (This coincided partially with the previously considered VTE agency responses from the questionnaire dealing with mandated involvements in general agency activities and functions. There, higher numbers of VTE agencies reported mandated involvements in single-board states with dependent or mixed-parity, and low numbers were from states with independent or equal-parity agencies, especially states with single-boards. See Table 35.)
- c. Generally higher numbers of CJC agencies reported mandated responsibilities in single-board states, especially where independent or equal-parity agencies were operating, while the lower number of CJC agencies reporting mandated responsibilities were from states with multi-boards. (This coincided partially with the previously considered CJC agency responses from the questionnaire dealing with

mandated involvements in general agency activities and functions. There, the high involvement of CJC agencies was in single-board states where independent or equal-parity agencies were operating, and the low CJC agency involvement was in single-board and multi-board states having dependent or mixed-parity agencies. See Table 35.)

8. With regard to state educational structures and their associated conformation of patterns of interagency cooperation, as shown in Tables 56 and 57,

- a. Generally higher numbers of ACE agencies reported interagency cooperation in single-board states, especially those with dependent or mixed-parity agencies, while the low numbers of ACE agencies reporting interagency cooperation were from multi-board states, especially those with independent or equal-parity agencies. (This coincided with the previously considered ACE agency responses from the questionnaire dealing with interagency cooperation in general agency activities and functions. See Table 36.) As an aside, the level of ACE agency involvement reported in multi-board states with dependent or mixed-parity agencies showed a close correspondence to the overall national pattern.
- b. Generally higher numbers of VTE agencies reported interagency cooperation in single-board states, especially those with dependent or mixed-parity

agencies, while the lower numbers of VTE agencies reporting interagency cooperation were from multi-board states, with little distinction as to the dependent or independent classification. (This coincided well with the previously considered VTE agency responses from the questionnaire dealing with interagency cooperation in general agency activities and functions, except that the lower numbers of VTE agencies were slightly more identifiable with multi-board states having dependent or mixed-parity agencies. See Table 36.)

- c. Generally higher numbers of CJC agencies reported interagency cooperation in single-board states, especially those with dependent or mixed-parity agencies, while the lower numbers of CJC agencies reporting interagency cooperation were from multi-board states, especially those with independent or equal-parity agencies. (This coincided with the previously considered CJC agency responses from the questionnaire dealing with interagency cooperation in general agency activities and functions. See Table 36.)

Analysis of Question 4: Questionnaire Responses Regarding the Type of Agency Responsibility and/or Participation in Eight Federal Programs Involving Post High School Education as Touching Their Planning, Administration, and Accountability

Precursory overview

Part of Question 2, which dealt with general agency activities and functions, inquired into the levels of agency involvements in the category

of Administration of Federal Programs. The broad pattern of agency responses thereto, as was shown in Table 32, was one of high numbers of agencies with mandated involvements and medium numbers of agencies with interagency cooperative involvements. This broad pattern was incorporatively pliant, though not necessarily subsumptive, of the following more detailed responses regarding specific federal programs dealing with post high school education.

As an analytical preface to the ensuing examination of response patterns, the following attendant denominators of agency functionality in the planning, administration, and accountability of the eight federal programs have been here prefixed:

1. An overall pattern was reported of medium to high numbers of agencies with mandated involvements, and of medium numbers of agencies with interagency cooperative involvements.
2. Extremely high numbers of VTE agencies reported mandated agency responsibilities in six of the eight federal programs, and generally medium numbers of ACE and CJC agencies reported mandated responsibilities.
3. Significant numbers of the three agency groupings alternately reported mandated independent or single agency responsibilities in six of the eight federal programs.
 - One federal program with significant numbers of ACE agencies reporting mandated independent responsibilities.
 - Three other federal programs with significant numbers of VTE agencies reporting mandated independent responsibilities.
 - Two other federal programs with significant numbers of CJC agencies reporting mandated independent responsibilities.
 - Two other federal programs with substantially lower numbers of any agencies reporting mandated independent responsibilities.

4. In six of the eight federal programs, substantial levels of agencies with mandated joint agency cooperation and with combined mandated and voluntary joint agency cooperation were reported.
5. Extremely limited numbers of agencies reported voluntary interagency cooperation in all eight federal programs.

Multisectional analyses

The following general patterns were inventorized from the questionnaire responses, shown in Tables 63 and 64, regarding agency involvements in the planning, administration, and accountability of eight designated federal programs.

1. Vocational Education Act (VEA)

a. Mandated Involvements

--Medium numbers of ACE, very high numbers of VTE, and medium numbers of CJC agencies reported mandated involvements (51.3%, 91.5%, and 55.0%). VTE agency involvement was predominantly of a mandated independent or single agency nature (70.2%). ACE and CJC agency involvement was largely of a mandated joint agency cooperative nature (43.6% and 47.5%).

b. Cooperative Involvements

--High medium numbers of ACE, quite limited numbers of VTE, and high numbers of CJC agencies reported joint agency cooperation (59.0%, 27.7%, and 65.0%), most of which was mandated (43.6%, 21.3%, and 47.5%).

2. Economic Opportunity Act (EOA)

a. Mandated Involvements

--Medium numbers of ACE, high numbers of VTE, and medium numbers of CJC agencies reported mandated involvements (51.3%, 81.4%, and 46.1%). VTE agency involvement was more of a mandated independent or single agency nature (46.5%), while ACE and CJC agency involvement was nearly all of a mandated joint agency cooperative nature (46.2% and 41.0%).

b. Cooperative Involvements

--High medium numbers of ACE, low medium numbers of VTE, and medium numbers of CJC agencies reported interagency cooperative relations (59.0%, 41.8%,

Table 63

Summary of Comparative Agency Responses, by Percent, Regarding Mandated and Cooperative Agency Participation in the Planning, Administration, and Accountability of Eight Federal Programs

Type of Program	Agency Type	Type of Agency Involvement		
		Mandated Single Agency (%)	Mandated Joint Agency (%)	Voluntary Joint Agency (%)
Vocational Education Act (VEA)	ACE	7.7	43.6	15.4
	VTE	70.2	21.3	6.4
	CJC	7.5	47.5	17.5
Economic Opportunity Act (EOA)	ACE	5.1	46.2	12.8
	VTE	46.5	34.9	6.9
	CJC	5.1	41.0	12.8
Adult Education Act (AEA)	ACE	61.9	26.2	7.1
	VTE	32.6	32.6	14.0
	CJC	7.3	31.7	14.6
Higher Education Act (HEA)	ACE	2.6	2.6	10.5
	VTE	2.5	7.5	17.5
	CJC	61.5	2.6	17.9
Manpower Development and Training Act (MDTA)	ACE	12.2	41.5	17.1
	VTE	71.1	26.7	2.2
	CJC	7.5	32.5	20.0
Higher Education Facilities Act (HEFA)	ACE	2.5	5.0	2.5
	VTE	0.0	7.5	15.0
	CJC	55.0	2.5	17.5
Elementary and Secondary Education Act (ESEA)	ACE	14.6	43.9	14.6
	VTE	27.9	48.8	9.3
	CJC	5.3	13.2	15.8
Nurses Training Act (NTA)	ACE	0.0	5.3	5.3
	VTE	34.9	53.5	6.9
	CJC	12.2	46.3	19.5

Table 64

Summary Listing, by Percent, of Eight Federal Programs Where at least Thirty Percent of Respondent Agencies Reported Mandated Agency Responsibilities and/or Aggregate Voluntary and Required Joint Agency Cooperation in Aspects of Planning, Administration, and Accountability

Type of Program	Agency Type	Total Mandated Responsibilities	Total Joint Agency Cooperation
Vocational Education Act (VEA)	ACE	51.3% ^a	59.0% ^a
	VTE	91.5%	(27.7%) ^a
	CJC	55.0% ^a	65.0% ^a
Economic Opportunity Act (EOA)	ACE	51.3% ^a	59.0% ^a
	VTE	81.4%	41.8% ^a
	CJC	46.1% ^a	53.8% ^a
Adult Education Act (AEA)	ACE	88.1%	33.3% ^a
	VTE	65.2% ^a	46.6% ^a
	CJC	39.0% ^a	46.3% ^a
Higher Education Act (HEA)	ACE	0.0	0.0
	VTE	0.0	0.0
	CJC	64.1%	0.0
Manpower Development and Training Act (MDTA)	ACE	53.7% ^a	58.6% ^a
	VTE	97.8%	(28.9%) ^a
	CJC	40.0% ^a	52.5% ^a
Higher Education Facilities Act (HEFA)	ACE	0.0	0.0
	VTE	0.0	0.0
	CJC	57.5%	0.0
Elementary and Secondary Education Act (ESEA)	ACE	58.5% ^a	58.5% ^a
	VTE	76.7% ^a	59.1% ^a
	CJC	0.0	(29.0%)
Nurses Training Act (NTA)	ACE	0.0	0.0
	VTE	88.4% ^a	60.4% ^a
	CJC	58.5% ^a	65.8% ^a

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

and 53.8%), most of which were mandated (46.2%, 34.9%, and 41.0%).

3. Adult Education Act (AEA)

a. Mandated Involvements

--Very high numbers of ACE, high numbers of VTE, and generally low numbers of CJC agencies reported mandated involvements (88.1%, 65.2%, and 39.0%). ACE agency involvement was principally of an independent single agency nature (61.9%), VTE agency involvement was divided between mandated single agency and mandated joint agency responsibilities (32.6% each), and CJC agency involvement was largely mandated joint agency cooperation (31.7%).

b. Cooperative Involvements

--Low numbers of ACE and medium numbers of VTE and CJC agencies reported joint agency cooperative activities (33.3%, 46.6%, and 46.3%), most of which were mandated (26.2%, 32.6%, and 31.7%).

4. Higher Education Act (HEA)

a. Mandated Involvements

--High numbers of CJC agencies reported mandated involvements (64.1%), most of which were independent single agency actions (61.5%). ACE and VTE agency involvements were inconsequential.

b. Cooperative Involvements

--Very limited numbers of ACE, VTE, and CJC agencies reported joint agency relationships (13.1%, 25.0%, and 20.5%), nearly all of which were voluntary (10.5%, 17.5%, and 17.9%).

5. Manpower Development and Training Act (MDTA)

a. Mandated Involvements

--Medium numbers of ACE, very high numbers of VTE, and low medium numbers of CJC agencies reported mandated responsibilities (53.7%, 97.8%, and 40.0%). VTE agency involvement was predominantly of a mandated independent or single agency nature (71.1%), whereas ACE and CJC agency involvement was nearly all mandated joint agency cooperation (41.5% and 32.5%).

b. Cooperative Involvements

--High medium numbers of ACE, limited numbers of VTE, and medium numbers of CJC agencies reported joint agency relations (58.6%, 28.9%, and 52.5%), most of which were mandated (41.5%, 26.7%, and 32.5%).

6. Higher Education Facilities Act (HEFA)

a. Mandated Involvements

--High medium numbers of CJC agencies reported mandated involvements (57.5%), most of which were independent single agency actions (55.0%). ACE and VTE agency involvements were inconsequential.

b. Cooperative Involvements

--Very limited numbers of ACE, VTE, and CJC agencies reported joint agency relationships (7.5%, 22.5%, and 20.0%), most of which were voluntary (2.5%, 15.0%, and 17.5%).

7. Elementary and Secondary Education Act (ESEA)

a. Mandated Involvements

--High medium numbers of ACE and high numbers of VTE agencies reported mandated responsibilities (58.5% and 76.7%), most of which were mandated joint agency involvements (43.9% and 48.8%). Very limited CJC agency involvement was reported (18.5%).

b. Cooperative Involvements

--High medium numbers of ACE and VTE agencies and limited numbers of CJC agencies reported inter-agency cooperative relationships (58.5%, 59.1%, and 29.0%). Most ACE and VTE agency cooperation was mandated (43.9% and 48.8%), while CJC agency cooperation was more voluntary (15.8%).

8. Nurses Training Act (NTA)

a. Mandated Involvements

--Very high numbers of VTE and high medium numbers of CJC agencies reported mandated responsibilities (88.4% and 58.5%), most of which were of a joint agency cooperative nature (53.5% and 46.3%). ACE agency involvement was inconsequential.

b. Cooperative Involvements

--High numbers of VTE and CJC agencies reported joint agency activities (60.4% and 65.8%), most of which were mandated (53.5% and 46.3%).

Tables 65 and 66 indicate the scope and degree of mandated agency participation in the eight federal programs from two geographical perspectives. High numbers of VTE agencies reported mandated involvements in all four geographical sectors, more erratic numbers of ACE agencies reported

Table 65

Comparative Rankings, by General Percentage Levels, of Geographically Grouped ACE, VTE, and CJC Agencies Which Reported Mandated Involvements in the Planning, Administration, and Accountability of Eight Federal Programs

General Levels of Percent	Overall Agency Ranking Patterns			Eastern States Agencies			Southern States Agencies			Mid-Western States Agencies			Far-Western States Agencies		
	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC
100				AEA	VEA MDTA		AEA	VEA MDTA		AEA	VEA MDTA		AEA	VEA MDTA	
90-99		MDTA VEA					ESEA EOA NTA			EOA					MDTA
80-89	AEA		NTA EOA		NTA		AEA		AEA				AEA		HEFA
70-79		ESEA			EOA		ESEA	HEA HEFA		ESEA NTA			ESEA EOA VEA	HEA NTA	
60-69		AEA	HEA		AEA ESEA	NTA VEA AEA MDTA		EOA		VEA EOA MDTA	AEA HEA		ESEA		
50-59	ESEA MDTA VEA EOA		NTA HEFA VEA	MDTA		EOA HEA		VEA MDTA		VEA EOA MDTA	AEA HEA		VEA EOA NTA		VEA EOA MDTA
40-49		EOA MDTA		VEA EOA ESEA		HEFA				ESEA			MDTA	AEA	

30-39	AEA	ESEA	AEA	HEFA EOA AEA MDTA	VEA	AEA ESEA
20-29			MDTA		EOA	AEA ESEA
10-19	HEA ESEA	NTA	HEA	HEA HEFA NTA	HEFA HEA HEFA	HEA HEFA
0-9	HEFA NTA HEA	HEA HEFA	HEA HEFA	HEA HEFA NTA	HEA NTA	HEA NTA

40-49	VEA EOA ESEA	ESEA MDTA	MDTA	AEA	EOA MDTA	HEFA
30-39	VEA	VEA	VEA	AEA	ESEA AEA	HEFA EOA AEA MDTA

20-29	EOA	EOA	MDTA	MDTA	AEA ESEA	AEA ESEA
10-19	NTA	HEA HEFA HEFA NTA	HEA HEFA	HEA HEFA HEFA	ESEA	ESEA
0-9	HEFA NTA HEA	HEA HEFA HEFA NTA	HEA HEFA HEFA	HEA HEFA HEFA	ESEA	ESEA

mandated involvements across the four sectors, and very substantial numbers of CJC agencies reported mandated involvements across all four sectors. The general geographical pattern of mandated involvements in the eight federal programs was as follows, ranked in descending order of numbers of agencies reporting mandated involvements:

<u>ACE Agencies</u>	<u>VTE Agencies</u>	<u>CJC Agencies</u>
South	South	East
Mid-West	Mid-West	Far-West
Far-West	& East	South
East	Far-West	Mid-West

The general overall pattern of mandated agency involvements in the eight federal programs was as follows, categorized by agency and ranked in descending order of numbers of agencies reporting mandated involvements:

<u>ACE Agencies</u>	<u>VTE Agencies</u>	<u>CJC Agencies</u>
AEA	MDTA	HEA
ESEA	VEA	NTA
MDTA	NTA	HEFA
VEA	EOA	VEA
EOA	ESEA	EOA
	AEA	MDTA
		<u>AEA</u>
<u>HEFA</u>	<u>HEA</u>	<u>ESEA</u> (Below 30.0%)
NTA	HEFA	
HEA		

A low number of far-west ACE agencies reported involvements in the EOA program, as a pattern departure, as did a low number of southern CJC agencies in the MDTA program, and a low number of far-west CJC agencies in the AEA program.

In the geographical breakdown, as noted in Table 67, the following subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
--fewer agencies with mandated involvement in the

Summary Listing of Comparative Agency Responses, by Percent, Where at least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Mandated Responsibilities in the Planning, Administration, and Accountability of Eight Federal Programs

Type of Program	Agency Type	Agencies Reporting Mandated Responsibilities				
		Total Agency Pattern (%)	Patterns by Geographical Groupings			
			Eastern States (%)	Southern States (%)	Mid-West States (%)	Far-West States (%)
Vocational Education Act (VEA)	ACE	51.3 ^a	42.9 ^a	58.3 ^a	66.7 ^a	36.4 ^a
	VTE	91.5	100.0	100.0	100.0	71.5
	CJC	55.0 ^a	60.0 ^a	58.3 ^a	50.0 ^a	50.0 ^a
Economic Opportunity Act (EOA)	ACE	51.3 ^a	42.9 ^a	66.6 ^a	66.7 ^a	.
	VTE	81.4 ^a	74.9	90.0 ^a	90.0	72.7 ^a
	CJC	46.1	55.6 ^a	50.0 ^a	30.0 ^a	50.0 ^a
Adult Education Act (AEA)	ACE	88.1	100.0	80.0	100.0	81.8
	VTE	65.2 ^a	66.7 ^a	81.9 ^a	66.7	45.5 ^a
	CJC	39.0 ^a	60.0 ^a	38.5 ^a	30.0 ^a	.
Higher Education Act (HEA)	ACE	.	.	.	.	.
	VTE	.	.	.	.	.
	CJC	64.1	50.0	72.7	60.0	75.0
Manpower Development and Training Act (MDTA)	ACE	53.7 ^a	57.2 ^a	50.0 ^a	66.7 ^a	45.5 ^a
	VTE	97.8	100.0	100.0	100.0	92.3
	CJC	40.0 ^a	60.0 ^a	.	30.0 ^a	50.0 ^a
Higher Education Facilities Act (HEFA)	ACE	.	.	.	.	.
	VTE	.	.	.	.	.
	CJC	57.5	40.0	72.7	36.4	87.5
Elementary and Secondary Education Act (ESEA)	ACE	58.5 ^a	42.9 ^a	75.0 ^a	40.0 ^a	66.7 ^a
	VTE	76.7 ^a	63.7 ^a	90.0 ^a	77.7 ^a	75.0 ^a
	CJC	.	33.3 ^a	.	.	.
Nurses Training Act (NTA)	ACE	88.4 ^a	83.4 ^a	90.0 ^a	77.7 ^a	100.0 ^a
	VTE	58.5 ^a	63.7 ^a	50.0 ^a	50.0 ^a	75.0 ^a
	CJC	.	.	.	.	.

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Vocational Education Act, Economic Opportunity Act, and the Elementary and Secondary Education Act,

- more agencies with mandated involvement in the Adult Education Act,
 - equable agency levels of mandated involvement in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.
2. VTE agencies reported
- fewer agencies with mandated involvement in the Economic Opportunity Act, and the Elementary and Secondary Education Act,
 - more agencies with mandated involvement in the Vocational Education Act,
 - equable agency levels of mandated involvement in the Adult Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.
3. CJC agencies reported
- fewer agencies with mandated involvement in the Higher Education Act and Higher Education Facilities Act,
 - more agencies with mandated involvement in the Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,
 - equable agency levels of mandated involvement in the Vocational Education Act and the Nurses Training Act.

Southern States

1. ACE agencies reported
- fewer agencies with mandated involvement in the Adult Education Act,
 - more agencies with mandated involvement in the Vocational Education Act, Economic Opportunity Act, and the Elementary and Secondary Education Act.
 - equable agency levels of mandated involvement in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.
2. VTE agencies reported
- more agencies with mandated involvement in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, and the Elementary and Secondary Education Act,
 - equable agency levels of mandated involvement in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

3. CJC agencies reported
 - fewer agencies with mandated involvements in the Manpower Development and Training Act and the Nurses Training Act,
 - more agencies with mandated involvements in the Higher Education Act and the Higher Education Facilities Act,
 - equable agency levels of mandated involvement in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, and the Elementary and Secondary Education Act.

Mid-West States

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Elementary and Secondary Education Act,
 - more agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, and the Manpower Development and Training Act,
 - equable agency levels of mandated involvement in the Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the Nurses Training Act,
 - more agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act,
 - equable agency levels of mandated involvements in the Adult Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.
3. CJC agencies reported
 - fewer agencies with mandated involvements in the Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act,
 - equable agency levels of mandated involvement in the Vocational Education Act, Higher Education Act, and Elementary and Secondary Education Act.

Far-West States

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, and the Manpower Development and Training Act,
 - more agencies with mandated involvements in the Elementary and Secondary Education Act,

--equable agency levels of mandated involvement in the Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported

--fewer agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Adult Education Act,

--more agencies with mandated involvements in the Nurses Training Act,

--equable agency levels of mandated involvements in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.

3. CJC agencies reported

--fewer agencies with mandated involvements in the Adult Education Act,

--more agencies with mandated involvements in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

--equable agency levels of mandated involvement in the Vocational Education Act, Economic Opportunity Act, and the Elementary and Secondary Education Act.

Tables 68 and 69 indicate the scope and degree of joint agency cooperation in the planning, administration, and accountability of the eight federal programs. The general overall pattern of joint agency cooperation was as follows, categorized by agency and ranked in descending order of numbers of agencies reporting cooperative interagency involvements:

<u>ACE Agencies</u>	<u>VTE Agencies</u>	<u>CJC Agencies</u>
VEA	NTA	NTA
EOA	ESEA	VEA
MDTA	AEA	EOA
ESEA	EOA	MDTA
<u>AEA</u>		<u>AEA</u>
HEA	<u>MDTA</u>	ESEA (Below 30.0%)
NTA	VEA	HEA
HEFA	HEA	HEFA
	HEFA	

The general geographical pattern of cooperative joint interagency relationships was as follows, categorized by agency and ranked by descending order of numbers of agencies reporting cooperative interagency activities in the eight federal programs (Table 68):

Table 68

Comparative Geographical Rankings, by General Percentage Levels, of ACE, VTE, and CJC Agency Groupings Who Reported Joint Agency Cooperation in the Planning, Administration, and Accountability of Eight Federal Programs

General Levels of Percent	ACE Agencies				VTE Agencies				CJC Agencies						
	General Pattern	East	South	Mid-West	Far-West	General Pattern	East	South	Mid-West	Far-West	General Pattern	East	South	Mid-West	Far-West
100															
90-99															
80-89															
70-79			ESEA	VEA EOA MDTA ESEA				NTA		EOA		VEA AEA	NTA		VEA
60-69			VEA EOA MDTA			NTA		ESEA EOA		ESEA		EOA NTA MDTA	VEA EOA	NTA	MDTA NTA
50-59	VEA EOA MDTA ESEA	EOA			MDTA ESEA	ESEA	AEA NTA		ESEA NTA	NTA	EOA MDTA	ESEA		VEA	EOA
40-49		VEA		AEA	VEA AEA	AEA EOA	ESEA	AEA VEA			AEA		MDTA	AEA MDTA	

30-39	AEA	NTA	EOA	MDTA	HEFA	MDTA	HEFA	AEA	EOA	AEA
20-29	AEA MDTA ESEA	AEA	MDTA VEA HEA HEFA	HEA MDTA EOA	HEFA AEA	MDTA HEA HEFA	ESEA HEA HEFA	HEA	ESEA ESEA	ESEA
10-19	HEA NTA	HEA HEFA	HEA HEFA	HEFA	HEA HEFA	MDTA EOA	HEA HEFA ESEA	HEA HEFA ESEA	HEA HEFA ESEA	HEA HEFA ESEA
0-9	HEFA HEFA	HEFA NTA	HEA HEFA NTA	VEA	VEA	VEA	VEA	VEA	VEA	VEA

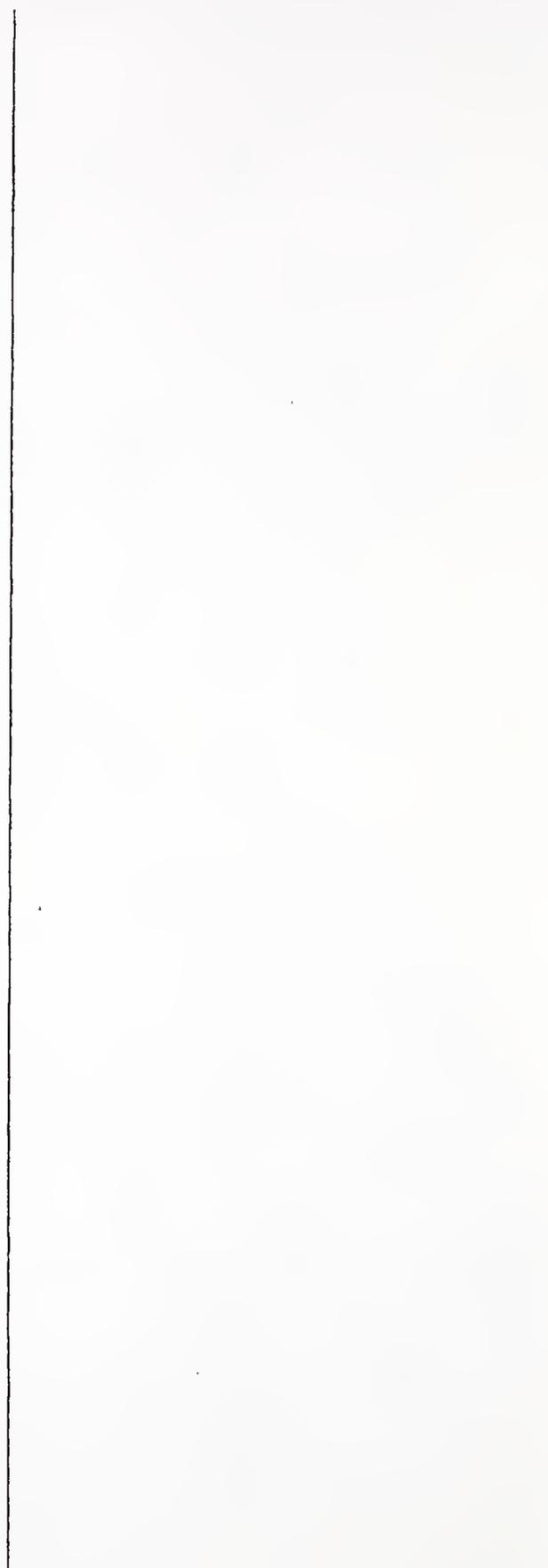


Table 69
 Comparative Rankings, by General Percentage Levels, of Geographically Grouped ACE, VTE, and CJC Agencies
 Which Reported Joint Agency Cooperation in the Planning, Administration, and Accountability of
 Eight Federal Programs

General Levels of Percent	Overall Agency Ranking Patterns			Eastern States Agencies			Southern States Agencies			Mid-Western States Agencies			Far-Western States Agencies		
	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC
100															
90-99															
80-89															
70-79				VEA			ESEA	NTA	NTA			VEA		EOA	VEA
				AEA								EOA			
												MDTA			
												ESEA			
60-69				EOA			VEA	ESEA	VEA					ESEA	MDTA
				NTA			EOA	EOA	EOA						NTA
				VEA			MDTA	MDTA							NTA
50-59				ESEA			EOA	ESEA						ESEA	MDTA
				EOA			AEA	AEA	ESEA					MDTA	NTA
				MDTA			NTA	NTA						ESEA	AEA
				ESEA										VEA	VEA
40-49				AEA			VEA	ESEA						VEA	AEA
				EOA					MDTA					AEA	MDTA

30-39	AEA		HEFA	MDTA	AEA	NTA	HEFA	EOA	MDTA	AEA
20-29	MDTA VTE HEA HEFA	ESEA HEA HEFA	HEA MDTA ESEA EOA	HEA MDTA ESEA EOA	AEA	HEA AEA	HEFA MDTA EOA	EOA HEA	MDTA HEA HEFA	AEA ESEA
10-19	HEA NTA		HEA HEFA NTA	HEA HEFA HEFA ESEA	HEA HEA HEFA ESEA	HEA MDTA EOA	HEA MDTA HEFA EOA			HEA HEFA
0-9	HEFA		HEFA VEA	HEFA VEA	HEFA NTA	VEA	HEA HEFA NTA			

<u>ACE Agencies</u>	<u>VTE Agencies</u>	<u>CJC Agencies</u>
Mid-West	Far-West	East
South	South	Far-West
Far-West	East	& South
East	Mid-West	& Mid-West

Table 69 would appear to indicate which agencies were engaged in the process of interacting relative to these eight federal programs, both by general patterns and by geographical patterns, as summarized below:

<u>Federal Program</u>	<u>General Pattern</u>	<u>Eastern Pattern</u>	<u>Southern Pattern</u>	<u>Mid-West Pattern</u>	<u>Far-West Pattern</u>
--VEA--	ACE CJC	ACE CJC	ACE VTE CJC	ACE CJC	ACE VTE CJC
--EOA--	ACE VTE CJC	ACE CJC	ACE VTE CJC	ACE CJC	ACE VTE CJC
--AEA--	ACE VTE CJC	VTE CJC	VTE CJC	ACE CJC	ACE VTE CJC
--HEA--					
--MDTA--	ACE CJC		ACE VTE CJC	ACE CJC	ACE VTE CJC
--HEFA--					
--ESEA--	ACE VTE	VTE CJC	ACE VTE	ACE VTE	ACE VTE
--NTA--	VTE CJC	VTE CJC	VTE CJC	ACE VTE CJC	VTE CJC

In the geographical breakdown, as noted in Table 70, the following subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Eastern States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,
 - equable agency levels of interagency cooperation in the Economic Opportunity Act, Adult Education Act, Higher Education Act, Higher Education Facilities Act, and Nurses Training Act.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Economic Opportunity Act and the Elementary and Secondary Education Act,
 - more agencies with interagency cooperation in the Adult Education Act,
 - equable agency levels of interagency cooperation in the Vocational Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

Table 70

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Geographical Grouping Reported Joint Agency Cooperative Interventions in the Planning, Administration, and Accountability of Eight Federal Programs

Type of Program	Agency Type	Agencies Reporting Interagency Cooperation			
		Total Agency Pattern (%)	Patterns by Geographical Groupings		
			Eastern States (%)	Southern States (%)	Mid-West States (%)	Far-West States (%)
Vocational Education Act (VEA)	ACE	59.0 ^a	66.6 ^a	77.8 ^a	45.5 ^a
	VTE	(27.7) ^a	41.7 ^a		50.0 ^a
	CJC	65.0 ^a	66.7 ^a	50.0 ^a	75.0 ^a
Economic Opportunity Act (EOA)	ACE	59.0 ^a	66.6 ^a	77.8 ^a	36.4 ^a
	VTE	41.8 ^a	60.0 ^a		72.7 ^a
	CJC	53.8 ^a	66.7 ^a	30.0 ^a	50.0 ^a
Adult Education Act (AEA)	ACE	33.3 ^a	(28.6) ^a	44.4 ^a	45.5 ^a
	VTE	46.6 ^a	58.3 ^a		54.6 ^a
	CJC	46.3 ^a	70.0 ^a	40.0 ^a	37.5
Higher Education Act (HEA)	ACE				
	VTE	(25.0)	(27.3)		30.0
	CJC			30.0	
Manpower Development and Training Act (MDTA)	ACE	58.6 ^a	64.3 ^a	77.8 ^a	54.6 ^a
	VTE	(28.9) ^a	36.4 ^a		38.5 ^a
	CJC	52.5 ^a	49.9	40.0 ^a	62.5 ^a
Higher Education Facilities Act (HEFA)	ACE				
	VTE			33.3	30.0
	CJC				
Elementary and Secondary Education Act (ESEA)	ACE	58.5 ^a	75.0 ^a	70.0	50.0 ^a
	VTE	59.1 ^a	63.6 ^a	55.5 ^a	66.7 ^a
	CJC	(29.0)			(25.0) ^a
Nurses Training Act (NTA)	ACE			33.3	58.3 ^a
	VTE	60.4 ^a	70.0 ^a	55.5 ^a	62.5 ^a
	CJC	65.8 ^a	75.0 ^a	60.0 ^a	

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

3. CJC agencies reported

- more agencies with interagency cooperation in the Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act,
- equable agency levels of interagency cooperation in the Vocational Education Act, Higher Education Act, and the Nurses Training Act.

Southern States

1. ACE agencies reported

- fewer agencies with interagency cooperation in the Adult Education Act,
- more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,
- equable agency levels of interagency cooperation in the Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported

- more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Manpower Development and Training Act, and the Nurses Training Act,
- equable agency levels of interagency cooperation in the Adult Education Act, Higher Education Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act. .

3. CJC agencies reported

- fewer agencies with interagency cooperation in the Adult Education Act,
- more agencies with interagency cooperation in the Economic Opportunity Act and the Nurses Training Act,
- equable agency levels of interagency cooperation in the Vocational Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.

Mid-West States

1. ACE agencies reported

- more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, Elementary and Secondary Education Act, and the Nurses Training Act,
- equable agency levels of interagency cooperation in the Higher Education Act and the Higher Education Facilities Act.

2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Economic Opportunity Act, Adult Education Act,
 - more agencies with interagency cooperation in the Higher Education Facilities Act,
 - equable agency levels of interagency cooperation in the Vocational Education Act, Higher Education Act, Manpower Development and Training Act, Elementary and Secondary Education Act, and the Nurses Training Act.

3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, and the Manpower Development and Training Act,
 - more agencies with interagency cooperation in the Higher Education Act,
 - equable agency levels of interagency cooperation in the Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.

Far-West States

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, and the Elementary and Secondary Education Act,
 - more agencies with interagency cooperation in the Adult Education Act,
 - equable agency levels of interagency cooperation in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported
 - more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act,
 - equable agency levels of interagency cooperation in the Higher Education Act, and the Nurses Training Act.

3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Adult Education Act,
 - more agencies with interagency cooperation in the Vocational Education Act, and the Manpower Development and Training Act,
 - equable agency levels of interagency cooperation in the Economic Opportunity Act, Higher Education Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 71, the following reported subpatterns of mandated responsibilities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - more agencies with mandated responsibilities in the Vocational Education Act and Adult Education Act,
 - equable agency levels of mandated involvements in the Economic Opportunity Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.
2. VTE agencies reported
 - more agencies with mandated responsibilities in the Vocational Education Act and Economic Opportunity Act,
 - equable agency levels of mandated involvements in the Adult Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.
3. CJC agencies reported
 - fewer agencies with mandated involvements in the Higher Education Act and Higher Education Facilities Act,
 - more agencies with mandated involvements in the Vocational Education Act, Adult Education Act, and the Elementary and Secondary Education Act,
 - equable agency levels of mandated involvements in the Economic Opportunity Act, Manpower Development and Training Act, and the Nurses Training Act.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,
 - equable agency levels of mandated involvements in the Adult Education Act, Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.
2. VTE agencies reported
 - fewer agencies with mandated involvements in the

Table 71

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Mandated Responsibilities in the Planning, Administration, and Accountability of Eight Federal Programs

Type of Program	Agency Type	Total Agency Pattern (%)	Agencies Reporting Mandated Responsibilities			
			Patterns by Board and Administrative Status			
			Single-Board Similar Status Agencies (%)	Multi-Board Similar Status Agencies (%)	Single-Board Dissimilar Status Agencies (%)	Multi-Board Dissimilar Status Agencies (%)
Vocational Education Act (VEA)	ACE	51.3 ^a	66.7 ^a	.	85.7 ^a	50.0 ^a
	VTE	91.5	100.0	82.3	100.0	92.3
	CJC	55.0 ^a	63.6 ^a	41.2 ^a	100.0 ^a	33.3 ^a
Economic Opportunity Act (EOA)	ACE	51.3 ^a	55.6 ^a	30.8 ^a	71.4 ^a	60.0 ^a
	VTE	81.4	100.0	57.1 ^a	85.8 ^a	92.3
	CJC	46.1 ^a	50.0 ^a	.	100.0 ^a	50.0
Adult Education Act (AEA)	ACE	88.1	100.0	85.7	100.0	75.0
	VTE	65.2 ^a	66.6 ^a	(28.6) ^a	100.0 ^a	84.6
	CJC	39.0 ^a	45.5 ^a	.	100.0 ^a	.
Higher Education Act (HEA)	ACE	.	.	.	.	.
	VTE	.	.	.	(28.6) ^a	.
	CJC	64.1	45.5 ^a	81.3 ^a	50.0	66.7 ^a
Manpower Development and Training Act (MDTA)	ACE	53.7 ^a	55.6 ^a	30.8 ^a	100.0 ^a	50.0 ^a
	VTE	97.8	100.0	93.8	100.0	100.0
	CJC	40.0 ^a	45.5 ^a	(29.4) ^a	83.4 ^a	100.0
Higher Education Facilities Act (HEFA)	ACE	.	.	.	.	(27.3) ^a
	VTE	.	.	.	.	.
	CJC	57.5	33.3	87.5	33.3	50.0

Elementary and									
Secondary Education	ACE	58.5 ^a	55.5 ^a	38.5 ^a	75.0 ^a	72.8 ^a			
ACE (ESEA)	VTE	76.7 ^a	75.0 ^a	60.0 ^a	85.7 ^a	92.4 ^a			
Nurses Training	CJC	.	40.0 ^a	.	33.4 ^a	.			
Act (NTA)	ACE	.	88.9 ^a	93.3 ^a	85.7 ^a	83.4 ^a			
	VTE	88.4 ^a	58.3	47.0 ^a	83.4	66.7 ^a			
	CJC	58.5 ^a							

^aDenotes where mandated joint agency cooperation comprised at least half of the reported figure.

Vocational Education Act, Economic Opportunity Act, Adult Education Act, and the Elementary and Secondary Education Act,

--equable agency levels of mandated involvements in the Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

3. CJC agencies reported

--fewer agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, and the Nurses Training Act,

--more agencies with mandated involvements in the Higher Education Act and Higher Education Facilities Act,

--equable agency levels of mandated involvements in the Elementary and Secondary Education Act.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported

--more agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,

--equable agency levels of mandated involvements in the Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported

--more agencies with mandated involvements in the Vocational Education Act, Adult Education Act, and the Elementary and Secondary Education Act,

--equable agency levels of mandated involvements in the Economic Opportunity Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

3. CJC agencies reported

--fewer agencies with mandated involvements in the Higher Education Act and the Higher Education Facilities Act,

--more agencies with mandated involvements in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, Elementary and Secondary Education Act, and the Nurses Training Act.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - fewer agencies with mandated involvements in the Adult Education Act,
 - more agencies with mandated involvements in the Economic Opportunity Act, and Elementary and Secondary Education Act,
 - equable agency levels of mandated involvements in the Vocational Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported
 - more agencies with mandated involvements in the Economic Opportunity Act, Adult Education Act, and the Elementary and Secondary Education Act,
 - equable agency levels of mandated involvement in the Vocational Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Nurses Training Act.

3. CJC agencies reported
 - fewer agencies with mandated involvements in the Vocational Education Act, Adult Education Act, Manpower Development and Training Act, and the Higher Education Facilities Act,
 - more agencies with mandated involvements in the Nurses Training Act,
 - equable agency levels of mandated involvements in the Economic Opportunity Act, Higher Education Act, and the Elementary and Secondary Education Act.

Though somewhat of a simplification, the eight federal programs involved in this study could be generally categorized as dealing principally with four broad thrusts in the purview of post high school education:

<u>Programs</u>	<u>Basic Thrusts of Programs</u>
ESEA, AEA	Basic and Secondary Education
AEA, ESEA, EOA	Continuing Education
VEA, EOA, MDTA, NTA	Occupational Education or Vocational/Technical Training
HEA, HEFA, NTA	Higher Education

As portrayed in Tables 72 and 73, the scope of mandated agency involvement in the eight federal programs varied according to the type of educational structure, i.e., the type of state board and administrative agency classification.

Table 72

Comparative Rankings, by General Percentage Levels, of Mandated Involvements Reported by ACE, VTE, and CJC Agency Groupings in the Planning, Administration, and Accountability of Eight Federal Programs Relative to Post High School Education, by State Board and Administrative Agency Status Classifications

General Levels of Percent	ACE Agencies			VTE Agencies			CJC Agencies						
	General Pattern	Single-Board	Multi-Board	Independent	Multi-Board	Single-Board	Independent	Multi-Board	Single-Board	Multi-Board	Single-Board	Multi-Board	Dependent
100		AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA
90-99													
80-89	AEA		AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA	AEA
70-79													
60-69		VEA	EOA	AEA	ESEA	EOA	AEA	ESEA	AEA	AEA	AEA	AEA	AEA
50-59	ESEA MDTA VEA EOA	EOA MDTA MDTA ESEA	VEA MDTA	EOA	VEA MDTA	AEA MDTA	AEA MDTA	AEA MDTA	AEA MDTA	AEA MDTA	AEA MDTA	AEA MDTA	AEA MDTA

40-49

EOA AEA NTA
MDTA HEA VEA
MDTA
ESEA

30-39

AEA HEFA ESEA VEA
HEFA

ESEA
EOA
MDTA

20-29

AEA HEA MDTA
HEFA EOA
AEA

VEA HEFA
HEA

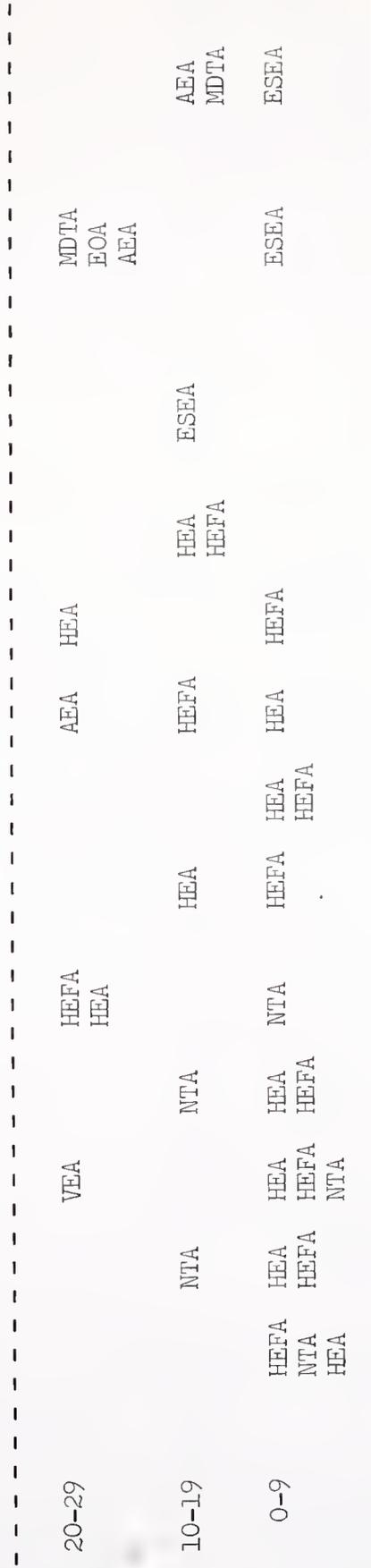
10-19

HEA HEFA ESEA AEA
MDTA

NTA NTA

0-9

HEFA HEA HEA HEA HEFA HEFA HEFA ESEA ESEA
NTA HEFA HEFA HEFA HEFA HEFA HEFA HEFA
HEA HEFA HEFA HEFA HEFA HEFA HEFA HEFA HEFA
NTA



40-49	EOA MDTA	AEA HEA MDTA ESEA	NTA VEA		
30-39	AEA	HEFA ESEA EOA MDTA	ESEA HEFA	VEA	
20-29		VEA AEA MDTA EOA AEA	HEA HEFA HEA		
10-19	HEA ESEA	HEFA NTA	HEFA NTA	HEA AEA MDTA	HEA HEFA AEA MDTA
0-9	HEFA NTA HEA	HEA HEFA HEFA NTA	HEA ESEA HEFA HEFA NTA	HEA HEFA NTA	ESEA

1. ACE agencies in single-board states reported their most frequently mandated program involvements as being in the AEA, VEA, EOA, MDTA, and ESEA, with little required involvement reported in the NTA, HEA, and HEFA. ACE agencies in single-board states thus apparently reported their primary mandated involvements to be in elementary and secondary education, continuing education, and some vocational education, but not in post high school areas specifically designated as higher education. A higher percentage of single-board states with dependent or mixed-parity agencies reported mandated ACE agency involvements in elementary and secondary education and vocational education than single-board states with independent or equal-parity agencies.
2. ACE agencies in multi-board states reported their most frequently mandated program involvements as being in the AEA, ESEA, EOA, and MDTA, with little involvement reported in the VEA, HEA, HEFA, and NTA. ACE agencies in multi-board states thus apparently reported their primary mandated involvements to be in elementary and secondary education, continuing education, and some vocation education, but not in post high school areas specifically designated as higher education. A higher percentage of multi-board states with dependent or mixed-parity agencies reported mandated ACE agency involvements than multi-board states with independent or equal-parity agencies, especially in the areas relative to vocational education.
3. VTE agencies in single-board states reported their most frequently mandated program involvements as being in the VEA, AEA,

- MDTA, NTA, ESEA, and EOA, with little involvement reported in the HEA and HEFA. VTE agencies in single-board states thus apparently reported their primary mandated involvements to be in vocation education, continuing education, and basic and secondary education, but not in post high school areas specifically designated as higher education. A higher percentage of single-board states with dependent or mixed-parity agencies reported mandated VTE agency involvements than single-board states with independent or equal-parity agencies, especially in continuing education and elementary and secondary education.
4. VTE agencies in multi-board states reported their most frequently mandated program involvements as being in the MDTA, NTA, VEA, ESEA, and EOA, and some AEA in states with mixed-parity agency classification, but little involvement was reported in HEA and HEFA. VTE agencies in multi-board states thus apparently reported their primary mandated involvements to be in vocational training, elementary and secondary education, and some continuing education in mixed-parity agency arrangements, but not in post high school areas specifically designated as higher education. A higher percentage of multi-board states with dependent or mixed-parity agencies reported mandated VTE agency involvements than multi-board states with independent or equal-parity agencies.
 5. CJC agencies in single-board states reported frequent mandated program involvements in all eight federal programs, but with lower frequencies in the HEFA and ESEA. CJC agencies in single-board states thus apparently reported selected emphasis in

aspects of higher education, substantial involvement in vocational education and continuing education, but less emphasis in elementary and secondary education. A higher percentage of single-board states with dependent or mixed-parity agencies reported mandated CJC agency involvements than single-board states with independent or equal-parity agencies.

6. CJC agencies in multi-board states reported their most frequently mandated program involvements as being in the HEFA, HEA, and NTA, less frequent in the VEA and EOA, and little involvement was reported in the ESEA, MDTA, and AEA. CJC agencies in multi-board states thus apparently reported their strongest mandated agency involvements in higher education, less strong in vocational education, and little emphasis in elementary and secondary education and continuing education. A higher percentage of multi-board states with independent or equal-parity agencies reported mandated CJC agency involvements in higher education than in multi-board states with dependent or mixed-parity agencies.
7. Overall, single-board states reported higher percentages of mandated ACE, VTE, and CJC agency involvements than multi-board states, especially in those single-board states responsible for dependent or mixed-parity agencies. Ranked generally in order of their reported levels of mandated involvements the sequence would be:

Highest -- Single-board states with dependent or mixed-parity agencies.
 ↑ -- Single-board states with independent or equal-parity agencies.
 -- Multi-board states with dependent or mixed-parity agencies.

Lowest -- Multi-board states with independent or equal-parity agencies.

8. Higher percentages of VTE agencies reported mandated involvements than CJC agencies, which in turn were higher than ACE agencies.

In the breakdown according to board relationships and administrative status relationships of the three agencies in each state, as noted in Table 74, the following reported subpatterns of cooperative joint agency activities were pertinent when compared to the national pattern:

Under single-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,
 - equable agency levels of interagency cooperation in the Adult Education Act, Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.
2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Economic Opportunity Act,
 - more agencies with interagency cooperation in the Adult Education Act and the Nurses Training Act,
 - equable agency levels of interagency cooperation in the Vocational Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.
3. CJC agencies reported
 - more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.

Under multi-boards responsible for administratively independent or equal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,

Table 74

Summary Listing of Comparative Agency Responses, by Percent, Where at Least Thirty Percent of the Respective Agencies in each Administrative and Board Grouping Reported Joint Agency Cooperative Interventions in the Planning, Administration, and Accountability of Eight Federal Programs

Type of Program	Agency Type	Total Agency Pattern (%)	Agencies Reporting Interagency Cooperation Patterns by Board and Administrative Status					
			Single-Board Similar Status Agencies (%)	Multi-Board Similar Status Agencies (%)	Single-Board Dissimilar Status Agencies (%)	Multi-Board Dissimilar Status Agencies (%)		
			88.9 ^a	35.3 ^a	100.0 ^a	50.0 ^a		
Vocational Education Act (VEA)	ACE	59.0 ^a					50.0 ^a	
	VTE	(27.7) ^a					38.5 ^a	
	CJC	65.0 ^a	35.3 ^a	100.0 ^a		50.0 ^a		
Economic Opportunity Act (EOA)	ACE	59.0 ^a	58.8 ^a	83.3 ^a		50.0 ^a		
	VTE	41.8 ^a	46.2 ^a	85.7 ^a		38.5 ^a		
	CJC	53.8 ^a	42.8 ^a	57.2 ^a		50.0 ^a		
Adult Education Act (AEA)	ACE	33.3 ^a	(29.4) ^a	83.3 ^a		33.4 ^a		
	VTE	46.6 ^a	(28.5) ^a	42.9 ^a		38.5 ^a		
	CJC	46.3 ^a	35.7	71.4		50.0		
Higher Education Act (HEA)	ACE		(27.8) ^a	83.3 ^a				
	VTE	(25.0)		(28.6)				
	CJC			71.5				
Manpower Development and Training Act (MDTA)	ACE	58.6 ^a		33.3		50.0 ^a		
	VTE	(28.9) ^a	30.8 ^a	85.7 ^a		41.7 ^a		
	CJC	52.5 ^a	37.6 ^a			50.0		
Higher Education Facilities Act (HEFA)	ACE		41.1	66.7		(27.3) ^a		
	VTE							
	CJC			42.9				

Elementary and									
Secondary Education	ACE	58.5 ^a	66.6 ^a	38.5 ^a	87.5 ^a	54.6 ^a			
Act (ESEA)	VTE	59.1 ^a	62.5 ^a	53.3 ^a	71.4 ^a	53.9 ^a			
Nurses Training	CJC	(29.0)	40.0 ^a	.	50.0	.			
Act (NTA)	ACE	60.4 ^a	66.7 ^a	60.0 ^a	(28.6) ^a	50.0 ^a			
	VTE	65.8 ^a	75.0 ^a	47.0 ^a	71.4 ^a	83.4 ^a			
	CJC								

^a Denoted where mandated joint agency cooperation comprised at least half of the reported figure.

--equable agency levels of interagency cooperation in the Adult Education Act, Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported

--fewer agencies with interagency cooperation in the Adult Education Act,
 --more agencies with interagency cooperation in the Vocational Education Act and the Manpower Development and Training Act,
 --equable agency levels of interagency cooperation in the Economic Opportunity Act, Higher Education Act, Higher Education Facilities Act, Elementary and Secondary Act, and the Nurses Training Act.

3. CJC agencies reported

--fewer agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, and the Nurses Training Act,
 --equable agency levels of interagency cooperation in the Higher Education Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.

Under single-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported

--more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Manpower Development and Training Act, and the Elementary and Secondary Education Act,
 --equable agency levels of interagency cooperation in the Higher Education Act, Higher Education Facilities Act, and the Nurses Training Act.

2. VTE agencies reported

--more agencies with interagency cooperation in the Economic Opportunity Act, Adult Education Act, Higher Education Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act,
 --equable agency levels of interagency cooperation in the Vocational Education Act and the Manpower Development and Training Act.

3. CJC agencies reported

--more agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, Adult Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.

Under multi-boards responsible for administratively dissimilar or unequal-status agencies

1. ACE agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Act, Economic Opportunity Act, and the Manpower Development and Training Act,
 - equable agency levels of interagency cooperation in the Adult Education Act, Higher Education Act, Higher Education Facilities Act, Elementary and Secondary Education Act, and the Nurses Training Act.

2. VTE agencies reported
 - fewer agencies with interagency cooperation in the Adult Education Act and the Nurses Training Act,
 - more agencies with interagency cooperation in the Vocational Education Act and the Manpower Development and Training Act,
 - equable agency levels of interagency cooperation in the Economic Opportunity Act, Higher Education Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.

3. CJC agencies reported
 - fewer agencies with interagency cooperation in the Vocational Education Act,
 - more agencies with interagency cooperation in the Nurses Training Act,
 - equable agency levels of interagency cooperation in the Economic Opportunity Act, Adult Education Act, Higher Education Act, Manpower Development and Training Act, Higher Education Facilities Act, and the Elementary and Secondary Education Act.

As pictured in Tables 75 and 76, the scope of cooperative inter-relationships reported by ACE, VTE, and CJC agencies relative to the eight federal programs varied according to the type of state educational structure, i.e., the type of state board arrangement and administrative agency classifications within which the agencies operated.

1. ACE agencies in single-board states reported their most frequent interagency cooperation relative to federal programs as being in the VEA, MDTA, EOA, ESEA, somewhat less in the AEA, and little cooperative relations in the HEA, HEFA, and NTA. ACE agencies in single-board states thus apparently reported their strongest levels of interagency cooperation in vocational

Table 75

Comparative Rankings, by General Percentage Levels, of Interagency Cooperative Involvements Reported by ACE, VTE, and CJC Agency Groupings in the Planning, Administration, and Accountability of Eight Federal Programs Relative to Post High School Education, by State Board and Administrative Agency Status Classification

General Levels of Percent	ACE Agencies			VTE Agencies			CJC Agencies		
	General Pattern	Single-Board	Multi-Board	Independent	Single-Board	Multi-Board	Independent	Single-Board	Multi-Board
100									
90-99									
80-89									
70-79									
60-69									
50-59									

40-49	EOA ¹	AEA ¹	AEA ¹ EOA ¹	NTA ¹ EOA ¹	HEFA	MDTA ¹	AEA ¹	ESEA ¹	NTA ¹ MDTA
30-39	AEA ¹	AEA ¹	AEA ¹	EOA ¹	MDTA ¹ AEA ¹ VEA ¹	VEA ¹ EOA ¹ AEA ¹	HEA HEFA	HEA HEFA	HEA HEFA

20-29	AEA VEA	HEA NTA	HEFA HEA	MDTA VEA HEA HEFA	HEA HEFA	HEA HEFA	ESEA HEA HEFA	EOA AEA	
10-19	HEA NTA	NTA		MDTA VEA	VEA MDTA	HEFA		ESEA	HEA HEFA ESEA
0-9	HEFA HEFA NTA	HEA HEA HEFA NTA	HEFA		HEA			HEA HEFA	HEA HEFA

¹Denotes where mandated joint agency cooperation comprised at least half of the reported figure.

Table 76

Comparative Rankings, by General Percentage Levels, of Interagency Cooperative Involvements Reported by ACE, VTE, and CJC Agencies in the Planning, Administration, and Accountability of Eight Federal Programs Relative to Post High School Education, Grouped by State Board and Administrative Agency Status Classifications

General Levels of Percent	Overall Agency Ranking Pattern		Single-Board Independent or Equal-Parity Agencies		Multi-Board Independent or Equal-Parity Agencies		Single-Board Dependent or Mixed-Parity Agencies		Multi-Board Dependent or Mixed-Parity Agencies			
	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC	ACE	VTE	CJC
100												
90-99												
80-89				VEA ¹	EOA ¹			VEA ¹		NTA ¹	VEA ¹	NTA ¹
70-79								ESEA ¹			EOA ¹	AEA ¹
								MDTA ¹				
										HEA		
										AEA ¹		
										ESEA ¹		
										NTA ¹		
60-69		NTA ¹	NTA ¹	EOA ¹	NTA ¹	MDTA ¹					MDTA	
		VEA ¹	VEA ¹	ESEA ¹	ESEA ¹							
50-59	VEA ¹	ESEA ¹	EOA ¹	AEA ¹	AEA ¹	AEA ¹	ESEA ¹	VEA ¹	ESEA ¹	ESEA ¹	ESEA ¹	VEA ¹
	EOA ¹		MDTA ¹						VEA ¹	VEA ¹	NTA ¹	EOA ¹
	MDTA ¹								EOA ¹	EOA ¹	AEA	AEA
	ESEA ¹								MDTA ¹	MDTA ¹	MDTA	MDTA

40-49	AEA ¹ EOA ¹	AEA ¹	ESEA ¹	EOA ¹	NTA ¹ EOA ¹	NTA ¹ MDTA	AEA ¹	HEFA	MDTA ¹
30-39	AEA ¹	AEA ¹ EOA ¹	HEA HEFA	ESEA ¹ MDTA ¹	MDTA ¹ AEA ¹ VEA ¹	HEA HEFA	HEA HEFA	AEA ¹ VEA ¹ EOA ¹ AEA ¹	

20-29	MDTA VEA HEA HEFA	ESEA HEA HEFA	HEA HEFA	AEA VEA	HEA HEFA	EOA AEA	HEA NTA	HEFA HEA	
10-19	HEA NTA	NTA	MDTA VEA	ESEA	VEA MDTA	HEA MDTA	NTA	HEFA HEFA ESEA	
0-9	HEFA	HEA HEFA	HEA HEFA NTA	HEFA	HEA HEFA	HEA HEFA	HEFA	HEA	

¹Denotes where mandated joint agency cooperation comprised at least half of the reported figure.

education, continuing education, and elementary and secondary education, but very restricted cooperation in areas of higher education. A higher percentage of single-board states with dependent or mixed-parity agencies reported ACE co-agency cooperation than single-board states with independent or equal-parity agencies. A significantly higher percentage of single-board states reported ACE co-agency cooperation than multi-board states.

2. ACE agencies in multi-board states reported their most frequent interagency cooperation relative to federal programs as being in the EOA, ESEA, and MDTA, with some in the AEA and VEA in states with mixed-parity agency classification, but little cooperative relations in the HEA, HEFA, and NTA, or in the AEA and VEA in states with equal-parity agency classification. ACE agencies in multi-board states, especially those states with dependent or mixed-parity agencies, thus apparently reported their strongest levels of interagency cooperation in continuing education, elementary and secondary education, and some vocation education, but very restricted cooperation in areas of higher education. A higher percentage of ACE agency cooperative relationships was reported in multi-board states with dependent or mixed-parity agencies than in multi-board states with independent or equal-parity agencies.
3. VTE agencies in single-board states reported their most frequent interagency cooperation relative to federal programs as being in the NTA, ESEA, AEA, and EOA, with some in the HEA and HEFA in states with mixed-parity agency classification, but

little cooperative relations in the MDTA and VEA. VTE agencies in single-board states thus apparently reported their strongest levels of interagency cooperation in elementary and secondary education and continuing education, and in higher education in states with dependent or mixed-parity agencies, but very restricted cooperation in most areas of vocational education. A higher percentage of VTE agency cooperative relationships was reported in single-board states with dependent or mixed-parity agencies than in single-board states with independent or equal-parity agencies. A generally higher percentage of single-board states, especially those with dependent or mixed-parity agencies, reported VTE agency co-agency cooperation than multi-board states.

4. VTE agencies in multi-board states reported their most frequent interagency cooperation relative to federal programs as being in the ESEA, NTA, MDTA, VEA, EOA, and AEA, but little cooperative relations in the HEA and HEFA. VTE agencies in multi-board states thus apparently reported their strongest levels of interagency cooperation in elementary and secondary education, vocational education, and continuing education, but very restricted cooperation in areas of higher education. Very comparable percentages of VTE agencies reported cooperative relationships in multi-board states with independent or equal-parity agencies and multi-board states with dependent or mixed-parity agencies.
5. CJC agencies in single-board states reported their most frequent interagency cooperation relative to federal programs as

being in the EOA, NTA, VEA, and MDTA, a little less in the AEA and ESEA, and still less in HEA and HEFA. CJC agencies in single-board states thus apparently reported their strongest levels of interagency cooperation in vocational education, next strongest in continuing education and elementary and secondary education, and third strongest in areas of higher education. A generally higher percentage of CJC agency cooperative relationships was reported in single-board states with dependent or mixed-parity agencies than in single-board states with independent or equal-parity agencies. A significantly higher percentage of single-board states reported CJC co-agency cooperation than multi-board states.

6. CJC agencies in multi-board states reported their most frequent interagency cooperation relative to federal programs as being in the VEA, NTA, and MDTA, and in EOA and AEA in states with mixed-parity agencies, but little cooperative relations in HEA, HEFA, and ESEA. CJC agencies in multi-board states thus apparently reported their strongest levels of interagency cooperation in vocational education, and in continuing education and perhaps some aspects of elementary and secondary education in states with mixed-parity agencies, but very restricted cooperation in areas of higher education and some areas of elementary and secondary education. A higher percentage of CJC agency cooperative relationships was reported in multi-board states with dependent or mixed-parity agencies than in multi-board states with independent or equal-parity agencies.
7. Overall, single-board states reported higher percentages of

interagency cooperation by all three agency groupings than multi-board states, especially those single-board states with dependent or mixed-parity agencies. Ranked generally in order of their reported percentages of interagency cooperation, the sequence would be:

Highest	-- Single-board states with dependent or mixed-parity agencies.
↑	-- Single-board states with independent or equal-parity agencies.
	-- Multi-board states with dependent or mixed-parity agencies.
Lowest	-- Multi-board states with independent or equal-parity agencies.

VTE agencies in multi-board states reported very comparable percentages in both mixed-parity and equal-parity agency classifications, as the only significant variation.

- ACE and CJC agencies in single-board states, and in multi-board states with dependent or mixed-parity agencies, reported higher percentages of co-agency cooperative activities than VTE agencies. However, in multi-board states with independent or equal-parity agencies, VTE agencies reported higher percentages of interagency cooperation in most of the federal programs.

The strong correspondence of the general agency patterns relative to involvement in the administrative aspects of eight federal programs and the patterns incident to the "control group" of 21 states with responses from all three agencies is evidenced in the succeeding tabular data on the eight programs.

Analyses of individual federal educational programs

Vocational education act:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agencies	51.3%	59.0%	23.1%
VTE agencies	91.5%	27.7%	0.0
CJC agencies	55.0%	65.0%	5.0%

As shown in Table 77, the VTE agencies carried the thrust of the planning, administration, and accountability of the Vocational Education Act.

1. Agency Responsibility. High numbers of VTE agencies and medium numbers of ACE and CJC agencies reported mandated responsibilities (91.5%, 51.3%, and 55.0%). The VTE agency accent was on mandated single agency action (70.2%), whereas the ACE and CJC agency accents were on mandated co-agency activities (43.6% and 47.5%).
2. Agency Cooperation. Fairly high numbers of ACE and CJC agencies reported joint agency interactions, but only a limited number of VTE agencies reported co-agency involvement (59.0%, 65.0%, and 27.7%), with the accent for all agencies being on mandated interactions (43.6%, 47.5%, and 21.3%).
3. Other. Every VTE agency and all but two CJC agencies reported some kind of involvement or responsibility.

Geographical aspects. VTE agencies in the east and mid-west reported high single-agency mandated actions, whereas in the south and far-west more accent was put on VTE co-agency cooperation.

Board and agency relationship aspects. Single-board states reported significantly higher levels of ACE and CJC co-agency interactions and VTE single agency actions than states with multi-boards.

Table 77

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Vocational Education Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	7.7	4.5	14.3	8.3	11.1	.	.	13.0	4.5	11.8	.	7.7	.	20.0
VTE	70.2	70.8	91.7	58.3	100.0	42.9	88.2	60.0	70.4	70.0	90.0	58.8	85.7	61.5
CJC	7.5	4.3	.	16.6	.	12.5	11.8	4.3	7.1	8.3	9.1	5.9	16.7	.
Mandated Joint Agency														
ACE	43.6	54.5	28.6	50.0	55.6	36.4	75.0	21.7	36.4	52.9	66.7	15.4	85.7	30.0
VTE	21.3	16.7	8.3	41.7	.	28.6	11.8	26.7	18.5	25.0	10.0	23.5	14.3	30.8
CJC	47.5	52.2	60.0	41.7	50.0	37.5	64.7	34.8	42.9	58.3	54.5	35.3	83.3	33.3
Mutual Joint Agency														
ACE	15.4	9.1	14.3	16.6	22.2	9.1	18.8	13.0	13.6	17.6	22.2	7.7	14.3	20.0
VTE	6.4	8.3	.	.	.	21.4	.	10.0	7.4	5.0	.	11.8	.	7.7
CJC	17.5	13.0	10.0	25.0	.	37.5	11.8	21.7	21.4	8.3	18.2	23.5	.	16.7
Informal Agency Contacts														
ACE	10.3	9.1	14.3	8.3	.	18.2	.	17.4	9.1	11.8	.	15.4	.	20.0
VTE	2.1	4.2	.	.	.	7.1	.	3.3	3.7	.	.	5.9	.	.
CJC	22.5	26.1	30.0	16.6	30.0	12.5	11.8	30.4	25.0	16.7	18.2	29.4	.	33.3
No Agency Activity														
ACE	23.1	22.7	28.6	16.6	11.1	36.4	6.3	34.8	36.4	.	11.1	53.8	.	10.0
VTE	.	.	.	.	20.0	.	.	.	.	8.3	.	5.9	.	16.7
CJC	5.0	4.3	.	.	20.0	.	.	8.7	3.6	8.3	.	5.9	.	16.7

Economic opportunity act:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	51.3%	59.0%	20.5%
VTE agency	81.4%	41.8%	4.7%
CJC agency	46.1%	53.8%	12.8%

As shown in Table 78, the general pattern of agency responsibility for the planning, administration, and accountability of the national Economic Opportunity Act indicated the following:

1. Agency Responsibility. The paramount characteristic was the high number of VTE agencies reporting mandated responsibilities (81.4%) with the slight accent on mandated single agency actions (46.5%). Medium numbers of ACE and CJC agencies also reported mandated responsibilities (51.3% and 46.1%) with the accent on mandated co-agency activities (46.2% and 41.0%).
2. Agency Cooperation. Low to high medium numbers of ACE, VTE, CJC agencies reported joint agency interactions (59.0%, 41.8%, 53.8%), with the accent on mandated joint relationships (46.2%, 34.9%, and 41.0%).
3. Other. All but two VTE agencies and most CJC agencies reported some kind of responsibility or involvement.

Geographical aspects. VTE agencies in the east and mid-west reported high levels of mandated single agency actions, whereas in the south and far-west more accent was put on VTE co-agency cooperative actions. ACE agencies in the far-west and CJC agencies in the mid-west reported only limited involvement in the Economic Opportunity Act.

Table 78

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Economic Opportunity Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	5.1	4.5	.	8.3	11.1	.	.	8.7	.	11.8	.	.	.	20.0
VTE	46.5	45.5	58.3	30.0	80.0	18.2	56.3	40.1	39.1	55.0	66.7	21.4	42.9	61.5
CJC	5.1	4.5	.	8.3	.	12.5	6.3	4.3	3.7	8.3	.	5.9	16.7	.
Mandated Joint Agency														
ACE	46.2	45.5	42.9	58.3	55.6	27.3	62.5	34.8	40.9	52.9	55.6	30.8	71.4	40.0
VTE	34.9	36.4	16.6	60.0	10.0	54.5	37.5	33.3	34.8	35.0	33.3	35.7	42.9	30.8
CJC	41.0	45.5	55.6	41.7	30.0	37.5	62.5	26.1	29.6	66.7	50.0	17.6	83.3	50.0
Mutual Joint Agency														
ACE	12.8	13.6	14.3	8.3	22.2	9.1	12.5	13.0	13.6	11.8	11.1	15.4	14.3	10.0
VTE	6.9	9.1	8.3	.	.	18.2	6.3	7.4	4.3	10.0	.	7.1	14.3	7.7
CJC	12.8	9.1	11.1	25.0	.	12.5	18.8	8.7	18.5	.	30.0	11.8	.	.
Informal Agency Contacts														
ACE	15.4	9.1	.	.	.	54.5	6.3	21.7	22.7	5.9	11.1	30.8	.	10.0
VTE	6.9	4.5	8.3	10.0	10.0	.	.	11.1	13.0	.	.	21.4	.	.
CJC	28.2	22.7	22.2	25.0	50.0	12.5	12.5	39.1	37.0	8.3	20.0	47.1	.	16.7
No Agency Activity														
ACE	20.5	27.3	42.9	25.0	11.1	9.1	18.8	21.7	22.7	17.6	22.2	23.1	14.3	20.0
VTE	4.7	4.5	8.3	.	.	9.1	.	7.4	8.7	.	.	14.3	.	.
CJC	12.8	18.2	11.1	.	20.0	25.0	.	21.7	11.1	16.7	.	17.6	.	33.3

Board and agency relationship aspects. Equal-parity agencies in multi-board states reported significantly less mandated responsibilities. CJC agencies in multi-board states reported lower levels of co-agency relationships. Conversely, ACE and CJC agencies in single-board states reported higher levels of joint agency interactions than in multi-board states.

Adult education act:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	88.1%	33.3%	0.0
VTE agency	65.2%	46.6%	6.9%
CJC agency	39.0%	46.3%	2.4%

As depicted in Table 79, questionnaire responses showed the following pattern in the planning, administration, and accountability of the national Adult Education Act:

1. Agency Responsibility. Very high numbers of ACE agencies, high numbers of VTE agencies, and fairly limited numbers of CJC agencies reported mandated responsibilities (88.1%, 65.2%, and 39.0%). The ACE agency accent was on mandated single agency actions (61.9%), the VTE agencies were divided between single and co-agency activities (32.6%), and the CJC agency accent was on mandated co-agency actions (31.7%).
2. Agency Cooperation. Limited to medium numbers of ACE, VTE, CJC agencies reported joint agency interworkings (33.3%, 46.6%, and 46.3%), with the accent on mandated joint interactions.
3. Other. Every ACE agency and nearly every VTE and CJC agency reported some kind of responsibility or involvement.

Geographical aspects. Eastern CJC agencies reported significantly

Table 79

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Adult Education Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	61.9	65.2	71.4	66.7	55.6	54.5	62.5	61.5	65.2	57.9	66.7	64.3	57.1	58.3
VTE	32.6	31.8	25.0	36.4	55.6	18.2	31.3	33.3	21.7	45.0	33.3	14.3	28.6	53.8
CJC	7.3	4.2	.	15.4	.	12.5	11.8	4.2	6.9	8.3	9.1	5.6	16.7	.
Mandated Joint Agency														
ACE	26.2	30.4	28.6	13.3	44.4	27.3	37.5	19.2	26.1	26.3	33.3	21.4	42.9	16.7
VTE	32.6	31.8	41.7	45.5	11.1	27.3	50.0	22.2	21.7	45.0	33.3	14.3	71.4	30.8
CJC	31.7	37.5	60.0	23.1	30.0	12.5	52.9	16.7	24.1	50.0	36.4	16.7	83.3	16.7
Mutual Joint Agency														
ACE	7.1	.	.	6.7	.	18.2	.	11.5	4.3	10.5	.	7.1	.	16.7
VTE	14.0	18.2	16.6	.	11.1	27.3	12.5	14.8	21.7	5.0	22.2	21.4	.	7.7
CJC	14.6	16.7	10.0	15.4	10.0	25.0	11.8	16.7	13.8	16.7	18.2	11.1	.	33.3
Informal Agency Contacts														
ACE	4.8	4.3	.	13.3	.	.	.	7.7	4.3	5.3	.	7.1	.	8.3
VTE	14.0	9.1	8.3	9.1	22.2	18.2	6.3	18.5	21.7	5.0	11.1	28.6	.	7.7
CJC	43.9	41.7	20.0	46.2	60.0	50.0	23.5	58.3	51.7	25.0	36.4	61.1	.	50.0
No Agency Activity														
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	6.9	9.1	8.3	9.1	.	9.1	.	11.1	13.0	.	.	21.4	.	.
CJC	2.4	.	10.0	.	.	.	.	4.2	3.4	.	.	5.6	.	.

higher co-agency involvement and responsibility levels. Southern VTE agencies reported equally high levels of mandated responsibility as southern ACE agencies.

Board and agency relationship aspects. Under multi-boards responsible for equal-parity agencies, significantly less VTE and CJC agencies reported mandated responsibilities, or joint agency involvements. Single-board states generally reported much higher levels of mandated responsibility and of co-agency cooperation than multi-board states, especially the group of unequal-parity agencies under single-boards which reported totally mandated actions (100%). Under multi-boards responsible for unequal-parity agencies, VTE agencies were more mandated than ACE agencies. CJC agencies under multi-boards reported much less involvement than under single-boards.

Higher education act:

General Pattern:

	Total mandated <u>responsibilities</u>	Total interagency <u>cooperation</u>	No agency <u>involvement</u>
ACE agency	5.2%	13.1%	84.2%
VTE agency	10.0%	25.0%	45.0%
CJC agency	64.1%	20.0%	7.7%

As shown in Table 80, mandated responsibilities rested principally with the CJC agencies in the planning, administration, and accountability of the Higher Education Act in this particular realm of post high school education.

1. Agency Responsibility. A fairly high number of CJC agencies reported mandated responsibilities (64.1%), with the accent on mandated single agency actions (61.5%).
2. Agency Cooperation. Very limited cooperative relationships were reported, and were mostly voluntary co-agency activities.

Table 80

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Higher Education Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	2.6	4.8	.	.	11.1	.	.	4.5	.	6.3	.	.	.	11.1
VTE	2.5	4.8	.	.	11.1	.	.	4.2	.	5.9	.	.	.	10.0
CJC	61.5	52.2	40.0	72.7	60.0	75.0	41.2	77.3	63.0	58.3	36.4	81.3	50.0	66.7
Mandated Joint Agency														
ACE	2.6	.	.	.	.	9.1	.	4.5	.	6.3	.	.	.	11.1
VTE	7.5	4.8	9.1	10.0	.	10.0	12.5	4.2	4.3	11.8	.	7.1	28.6	.
CJC	2.6	4.3	10.0	.	.	.	5.9	.	3.7	.	9.1	.	.	.
Mutual Joint Agency														
ACE	10.5	9.5	14.3	18.2	11.1	.	12.5	9.1	4.5	18.8	.	7.7	28.6	11.1
VTE	17.5	28.6	18.2	10.0	22.2	20.0	31.3	8.3	17.4	17.6	22.2	14.3	42.9	.
CJC	17.9	17.4	10.0	18.2	30.0	12.5	29.4	9.1	14.8	25.0	27.3	6.3	33.3	16.7
Informal Agency Contacts														
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	27.5	23.8	18.2	50.0	11.1	30.0	31.3	25.0	34.8	17.6	55.6	21.4	.	30.0
CJC	10.3	13.0	20.0	9.1	10.0	.	17.6	4.5	14.8	.	27.3	6.3	.	.
No Agency Activity														
ACE	84.2	85.7	85.7	81.8	77.8	90.9	87.5	81.8	95.4	68.8	100.0	92.3	71.4	66.7
VTE	45.0	38.1	54.5	30.0	55.6	40.0	25.0	58.3	43.5	47.1	22.2	57.1	28.6	60.0
CJC	7.7	13.0	20.0	.	.	12.5	5.9	9.1	3.7	16.7	.	6.3	16.7	16.7

3. Other. Nearly every CJC agency reported some kind of responsibility or involvement.

Geographical aspects. CJC agencies in the east reported less mandated responsibilities than elsewhere.

Board and agency relationship aspects. CJC agencies under multi-boards reported significantly higher levels of mandated responsibility than under single boards. States with single-boards reported more co-agency activities. Equal-parity ACE agencies reported almost no manner of involvement.

Manpower development and training act:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	53.7%	58.6%	12.5%
VTE agency	97.8%	28.9%	0.0
CJC agency	40.0%	52.5%	7.5%

As shown in Table 81, the pattern of agency involvement in the planning, administration, and accountability of the Manpower Development and Training Act was as follows:

1. Agency Responsibility. Every VTE agency except one (97.8%) reported mandated responsibilities, with the accent on mandated single agency actions (71.1%). Fairly medium numbers of ACE and CJC agencies reported mandated responsibilities (53.7% and 40.0%), with their accent on mandated co-agency activities (41.5% and 32.5%).
2. Agency Cooperation. Limited VTE agency levels of interagency cooperation were reported, whereas medium numbers of ACE and CJC agencies reported co-agency cooperative actions (28.9%, 58.6%, and 52.5%), all with the accent on mandated co-agency relationships (26.7%, 41.5%, and 32.5%).

Table 81

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Federal Manpower Development and Training Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status				
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent	
Mandated Single Agency															
ACE	12.2	9.1	28.6	14.3	11.1	.	6.3	16.0	4.5	21.1	.	7.7	14.3	25.0	
VTE	71.1	73.9	75.0	63.6	88.9	61.5	88.2	60.7	73.1	68.4	90.0	62.5	85.7	58.3	
CJC	7.5	4.3	10.0	8.3	.	12.5	5.9	8.7	7.1	8.3	.	11.8	16.7	.	
Mandated Joint Agency															
ACE	41.5	50.0	28.6	35.7	55.6	45.5	68.8	24.0	36.4	47.4	55.6	23.1	85.7	25.0	
VTE	26.7	21.7	25.0	36.4	11.1	30.8	11.8	35.7	23.1	31.6	10.0	31.3	14.3	41.7	
CJC	32.5	39.1	50.0	16.6	30.0	37.5	52.9	17.4	28.6	41.7	45.5	17.6	66.7	16.7	
Mutual Joint Agency															
ACE	17.1	9.1	.	28.6	22.2	9.1	18.8	16.0	18.2	15.8	33.3	7.7	.	25.0	
VTE	2.2	4.3	.	.	.	7.7	.	3.6	3.8	.	.	6.3	.	.	
CJC	20.0	13.0	10.0	33.3	10.0	25.0	11.8	26.1	21.4	16.7	18.2	23.5	.	33.3	
Informal Agency Contacts															
ACE	17.1	13.6	14.3	14.3	.	36.4	.	28.0	22.7	10.5	.	38.5	.	16.7	
VTE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CJC	32.5	34.8	20.0	33.3	50.0	25.0	23.5	39.1	42.9	8.3	36.4	47.1	.	16.7	
No Agency Activity															
ACE	12.2	18.2	28.6	7.1	11.1	9.1	6.3	16.0	18.2	5.3	11.1	23.1	.	8.3	
VTE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CJC	7.5	8.7	10.0	8.3	10.0	.	5.9	8.7	.	25.0	.	.	16.7	33.3	

3. Other. Every VTE agency and most all ACE and CJC agencies reported some kind of responsibilities or involvement.

Geographical aspects. The general pattern was discernible nationwide. Southern CJC agencies reported lower levels of mandated responsibilities than eastern CJC agencies, significantly.

Board and agency relationship aspects. States with single-boards reported higher levels of mandated VTE single agency action and higher levels of ACE and CJC co-agency activities than multi-board states. Near total mandated responsibilities were reported by all three agency types under single-boards that administer unequal-parity agencies. More VTE co-agency cooperation was reported under multi-boards.

Higher education facilities act:

General Pattern:

	Total mandated <u>responsibilities</u>	Total interagency <u>cooperation</u>	No agency <u>involvement</u>
ACE agency	7.5%	7.5%	90.0%
VTE agency	7.5%	22.5%	62.5%
CJC agency	57.5%	20.0%	12.5%

As shown in Table 82, the pattern of agency involvement in the planning, administration, and accountability of the Higher Education Facilities Act was reported as follows:

1. Agency Responsibility. Medium numbers of CJC agencies reported mandated responsibilities (57.5%), with the accent on mandated single agency action (55.0%).
2. Agency Cooperation. Very limited cooperative activities were reported among the agencies.
3. Other. Nearly all CJC agencies reported some kind of responsibility or involvement.

Table 82

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Higher Education Facilities Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	2.5	.	.	.	.	8.3	.	4.2	.	5.6	.	.	.	9.1
VTE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
CJC	55.0	41.7	30.0	72.7	36.4	87.5	27.8	77.3	60.7	41.7	25.0	87.5	33.3	50.0
Mandated Joint Agency														
ACE	5.0	4.5	.	.	11.1	8.3	.	8.3	.	11.1	.	.	.	18.2
VTE	7.5	4.8	9.1	.	11.1	10.0	.	12.5	8.7	5.9	.	14.3	.	10.0
CJC	2.5	4.2	10.0	.	.	.	5.6	.	3.6	.	8.3	.	.	.
Mutual Joint Agency														
ACE	2.5	4.5	.	8.3	.	.	.	4.2	.	5.6	.	.	.	9.1
VTE	15.0	19.0	9.1	10.0	22.2	20.0	31.3	4.2	13.0	17.6	22.2	7.1	42.9	.
CJC	17.5	20.1	20.0	18.2	18.2	12.5	27.8	9.1	14.3	25.0	25.0	6.3	33.3	16.7
Informal Agency Contacts														
ACE	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VTE	15.0	9.5	18.2	20.0	11.1	10.0	31.3	4.2	17.4	11.8	44.4	.	14.3	10.0
CJC	12.5	12.5	20.0	9.1	18.2	.	22.2	4.5	17.9	.	33.3	6.3	.	.
No Agency Activity														
ACE	90.0	90.1	100.0	91.7	88.9	83.3	100.0	83.3	100.0	77.8	100.0	100.0	100.0	63.6
VTE	62.5	61.9	63.6	70.0	55.6	60.0	37.5	79.2	60.9	64.7	33.3	78.6	42.9	80.0
CJC	12.5	20.1	20.0	.	27.3	.	16.7	9.1	3.6	33.3	8.3	.	33.3	33.3

Geographical aspects. Significantly more CJC agencies in the south and far-west reported mandated responsibilities than in the east and mid-west.

Board and agency relationship aspects. Multi-board states reported significantly more mandated CJC agency responsibility than single-board states, especially under multi-boards responsible for equal-status agencies. Slightly higher levels of co-agency activities were reported by single-board states with unequal-parity agencies. Only unequal-parity ACE agencies under multi-boards reported any involvement.

Elementary and secondary education act:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	58.5%	58.5%	12.2%
VTE agency	76.7%	59.1%	4.7%
CJC agency	18.5%	29.0%	31.6%

As shown in Table 83, the basic pattern of responsibility or participation regarding the planning, administration, and accountability of the Elementary and Secondary Education Act was as follows:

1. Agency Responsibility. High medium numbers of ACE agencies and quite high numbers of VTE agencies reported mandated responsibilities (58.5% and 76.7%), with the accent on mandated co-agency relationships (43.9% and 48.8%).
2. Agency Cooperation. High medium numbers of ACE and VTE agencies and limited numbers of CJC agencies reported co-agency activities (58.5%, 59.1%, and 29.0%), with the ACE and VTE agency accent on mandated co-agency actions, as noted above.

Table 83

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in the Elementary and Secondary Education Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE	14.6	8.7	14.3	8.3	10.0	25.0	5.9	20.8	13.6	15.8	11.1	15.4	.	27.3
VTE	27.9	36.4	18.2	27.3	33.3	33.3	20.0	32.1	21.7	35.0	25.0	20.0	14.3	46.2
CJC	5.3	4.5	.	9.1	.	12.5	12.5	.	3.8	8.3	10.0	.	16.7	.
Mandated Joint Agency														
ACE	43.9	43.5	28.6	66.7	30.0	41.7	58.8	33.3	31.8	57.9	44.4	23.1	75.0	45.5
VTE	48.8	50.0	45.5	63.6	44.4	41.7	60.0	42.9	43.5	55.0	50.0	40.0	71.4	46.2
CJC	13.2	13.6	33.3	.	10.0	12.5	25.0	4.5	15.4	8.3	30.0	6.3	16.7	.
Mutual Joint Agency														
ACE	14.6	17.4	.	8.3	40.0	8.3	17.6	12.5	18.2	10.5	22.2	15.4	12.5	9.1
VTE	9.3	4.5	.	.	11.1	25.0	6.7	10.7	13.0	5.0	12.5	13.3	.	7.7
CJC	15.8	13.6	22.2	18.2	10.0	12.5	18.8	13.6	11.5	25.0	10.0	12.5	33.3	16.7
Informal Agency Contacts														
ACE	14.6	17.4	28.6	8.3	.	25.0	5.9	20.8	13.6	15.8	.	23.1	12.5	18.2
VTE	9.3	4.5	27.3	.	11.1	.	6.7	10.7	13.0	5.0	.	20.0	14.3	.
CJC	34.2	31.8	44.4	36.4	40.0	12.5	25.0	40.9	34.6	33.3	40.0	31.3	.	66.7
No Agency Activity														
ACE	12.2	13.0	28.6	8.3	20.0	.	11.8	12.5	22.7	.	22.2	23.1	.	.
VTE	4.7	4.5	9.1	9.1	.	.	6.7	3.6	8.7	.	12.5	6.7	.	.
CJC	31.6	36.4	.	36.4	40.0	50.0	18.8	40.9	34.6	25.0	10.0	50.0	33.3	16.7

3. Other. Most all ACE and VTE agencies reported some kind of responsibility or involvement.

Geographical aspects. The general pattern was discernible nationwide. Higher levels of mandated ACE responsibilities were reported in the south and far-west than in the east and mid-west. Eastern CJC agencies reported higher levels of joint agency activities.

Board and agency relationship aspects. Multi-board states with equal-parity reported generally lower levels of mandated responsibilities. Single-board states reported higher levels of co-agency cooperation, especially when responsible for unequal-parity agencies. More CJC agency involvement was reported under single-boards than under multi-boards.

Nurses training act:

General Pattern:

	<u>Total mandated responsibilities</u>	<u>Total interagency cooperation</u>	<u>No agency involvement</u>
ACE agency	5.3%	10.6%	81.6%
VTE agency	88.4%	60.4%	0.0
CJC agency	58.5%	65.8%	2.4%

As indicated in Table 84, the basic pattern of agency involvement in the planning, administration, and accountability of the Nurses Training Act was as follows:

1. Agency Responsibility. Very high numbers of VTE agencies and high medium numbers of CJC agencies reported mandated responsibilities (88.4% and 58.5%), with the accent on mandated joint agency actions (53.5% and 46.3%).
2. Agency Cooperation. Fairly high numbers of VTE and CJC agencies reported co-agency cooperative activities (60.4% and 65.8%), with the accent on mandated co-agency activities, as noted above.

Table 84

Comparative Response Patterns, by Percent, of the Three Reporting Agencies Regarding the Type of Involvement or Responsibility They Shared in Planning, Administration, and Accountability of the Nurses Training Act

Type of Interaction, by Agency Grouping	Total Response Pattern	21 Full Response States	By Geographical Grouping				By Board Status		By Administrative Status		By Both Board and Administrative Status			
			East	South	Mid-West	Far-West	Single-Board	Multi-Board	Independent Relationships	Dependent Relationships	Single-Board Independent	Multi-Board Independent	Single-Board Dependent	Multi-Board Dependent
Mandated Single Agency														
ACE														
VTE	34.9	36.4	41.7	20.0	33.3	41.7	31.3	37.0	33.3	36.8	33.3	33.3	28.6	41.7
CJC	12.2	8.3	18.2	8.3	.	25.0	11.1	13.0	13.8	8.3	8.3	17.6	16.7	.
Mandated Joint Agency														
ACE	5.3	4.8	14.3	.	11.1	.	12.5	.	4.5	6.3	11.1	.	14.3	.
VTE	53.5	50.0	41.7	70.0	44.4	58.3	56.3	51.9	58.3	47.4	55.6	60.0	57.1	41.7
CJC	46.3	50.0	45.5	41.7	50.0	50.0	55.6	39.1	37.9	66.7	50.0	29.4	66.7	66.7
Mutual Joint Agency														
ACE	5.3	9.5	.	.	22.2	.	6.3	4.5	.	12.5	.	.	14.3	11.1
VTE	6.9	13.6	16.6	.	11.1	.	12.5	3.7	4.2	10.5	11.1	.	14.3	8.3
CJC	19.5	16.7	18.2	33.3	10.0	12.5	22.2	17.4	20.7	16.7	25.0	17.6	16.7	16.7
Informal Agency Contacts														
ACE	7.9	9.5	.	18.2	.	9.1	.	13.6	4.5	12.5	.	7.7	.	22.2
VTE	4.7	.	.	10.0	11.1	.	.	7.4	4.2	5.3	.	6.7	.	8.3
CJC	19.5	20.1	18.2	16.6	40.0	.	11.1	26.1	27.6	.	16.6	35.3	.	.
No Agency Activity														
ACE	81.6	76.2	85.7	81.8	66.7	90.1	81.3	81.8	90.1	68.8	88.9	92.3	71.4	66.7
VTE	.	.	.	.	.	12.5	.	.	.	.	.	.	.	.
CJC	2.4	4.2	.	.	.	.	.	4.3	.	8.3	.	.	.	16.7

3. Other. Every VTE and nearly every CJC agency reported some kind of responsibility or involvement.

Geographical aspects. The pattern was nationwide. Every VTE agency in the far-west reported mandated responsibilities (100%), as did 75.0% of the CJC agencies. VTE and CJC co-agency activities were slightly higher in the south.

Board and agency relationship aspects. Under multi-boards responsible for equal-parity agencies, CJC agencies reported lower levels of responsibility and cooperation.

Synoptic observations

The preceding foundational assay of the reported types of state agency involvements in the planning, administration, and accountability of these eight federal programs dealing with post high school education yielded the following distillation of compendious observations:

1. The ACE, VTE, and CJC agency groupings reported significant mandated and cooperative agency involvements in the planning, administration, and accountability of six of the eight federal programs under study which deal with facets of post high school education (Tables 63 and 64).
 - a. These administrative involvements varied in breadth and focus among the three agency groupings.
 - b. In the two federal programs dealing specifically with higher education significant involvement was largely restricted to CJC agencies. This coincided closely with the agency responses treated in question one which showed CJC agencies as the principal mandatees regarding university-parallel courses, and presented in Table 15.

2. Overall, the general pattern of reported agency involvements in the planning, administration, and accountability of the various federal programs was one of medium to high numbers of agencies with mandated involvements, and medium numbers of agencies with interagency cooperative involvements (Tables 63 and 64). This response pattern demonstrated consistency with that in question two concerning reported agency involvements in the general category of Administration of Federal Programs, as was shown in Table 32.
 - a. Most agencies reported their interagency cooperative activities to be of a mandated nature, with very limited numbers of agencies reporting voluntary interagency cooperation.
 - b. Very high percentages of VTE agencies reported mandated responsibilities in six of eight federal programs, while more generally medium numbers of ACE and CJC agencies reported the presence of mandated involvements. In every federal program, except the HEA and HEFA, CJC agencies reported higher percentages of interagency cooperation than mandated responsibilities, while VTE agencies conversely reported higher percentages of mandated responsibilities than interagency cooperation. In every federal program except the AEA, ACE agencies reported equal or higher percentages of interagency cooperation than mandated responsibilities.
3. Substantial percentages of the three agency groupings alternately reported mandated independent responsibilities in six federal

programs, and low percentages in two more programs, thereby indicating various particular focuses or aspects in the scope of their agency functioning.

- a. The percentage levels of agency involvement in the various federal programs are summarized in the following list (see Table 63):

<u>Federal program</u>	<u>Prominent agency</u>	<u>Mandated independent</u>	<u>Total mandated</u>	<u>Total joint cooperation</u>
AEA	ACE (VTE)	61.9% 32.6%	88.1% 65.2%	33.3% 46.6%
VEA	VTE	70.2%	91.5%	27.7%
EOA	VTE	46.5%	81.4%	41.8%
MDTA	VTE	71.1%	97.8%	28.9%
HEA	CJC	61.5%	64.1%	20.5%
HEFA	CJC	55.0%	57.5%	20.0%
ESEA	VTE	27.9%	76.7%	59.1%
NTA	VTE	34.9%	88.4%	60.4%

Where high percentages of a particular agency grouping reported both mandated independent responsibilities and and total mandated responsibilities in a federal program, they also reported very limited numbers having joint agency interactions. The other two agencies associated with the respective high mandated agency reported their levels of total mandated involvement to be very commensurate with their total joint agency cooperative involvements (Table 64).

- b. The reported high level of ACE agency mandated responsibilities in the AEA was roughly parallel with the level of ACE agency responses in question one regarding basic adult and secondary education program involvement. However, the VTE agency responses in question one indicated that VTE agency involvement in federal programs would

likely be more mandated co-agency in nature -- as in the ESEA and NTA -- than mandated independent agency action reported in most of the federal programs (See Table 15).

4. Overall, geographically, the three agency groupings reported the following comparative high and low levels of agency involvement in the eight federal programs:

- a. Mandated involvements, summarized from Table 67 --

<u>Level</u>	<u>East</u>	<u>South</u>	<u>Mid-West</u>	<u>Far-West</u>
Comparative high percentages	CJC	ACE VTE CJC	ACE VTE	CJC
Comparative low percentages	ACE VTE		CJC	ACE VTE

The highest levels of mandated involvements were reported by southern and mid-west ACE and VTE agencies, and eastern and far-west CJC agencies, while the lowest levels were reported by far-west ACE and VTE agencies and mid-west CJC agencies.

- b. Interagency cooperation, summarized from Table 70 --

<u>Level</u>	<u>East</u>	<u>South</u>	<u>Mid-West</u>	<u>Far-West</u>
Comparative high percentages	CJC	ACE VTE CJC	ACE	VTE
Comparative low percentages	ACE VTE		VTE CJC	ACE CJC

The highest levels of interagency cooperation were reported by mid-west ACE agencies, southern and far-west VTE agencies, and eastern CJC agencies, while the lowest levels were

reported by eastern ACE agencies, and mid-west VTE and CJC agencies.

5. With regard to the state educational structures and their associated patterns of mandated agency involvements in the eight federal programs, as summarized from Tables 71, 72, and 73,
- a. Overall, single-board states reported higher percentages of mandated ACE, VTE, and CJC agency involvements than multi-board states, especially in those single-board states responsible for dependent or mixed-parity agencies. The following list summarizes the comparative high and low levels of mandated involvement for the three agency groupings.

<u>Level</u>	<u>Single-Board Equal-Parity</u>	<u>Multi-Board Equal-Parity</u>	<u>Single-Board Mixed-Parity</u>	<u>Multi-Board Mixed-Parity</u>
Reported highest involvement	VTE ^a	.	ACE VTE CJC	VTE ^a
Reported lowest involvement		ACE VTE CJC		

^aHigh levels were very competitive with that of Single-Board Mixed-Parity agencies.

- b. Ranked generally in order of the total reported levels of mandated involvements for the three agency groupings, the overall sequence would be:

Highest -- Single-board states with dependent or mixed-parity agencies.
 ↑ -- Single-board states with independent or equal-parity agencies.
 -- Multi-board states with dependent or mixed-parity agencies.
 Lowest -- Multi-board states with independent or equal-parity agencies.

6. With regard to the state educational structures and their associated patterns of interagency cooperation in the eight federal programs, as summarized from Tables 74, 75, and 76,

a. Overall, single-board states reported higher percentages of interagency cooperation by all three agency groupings than multi-board states, especially those single-board states with dependent or mixed-parity agencies. The following list summarizes the comparative high and low levels of interagency cooperation for the three agency groupings.

<u>Level</u>	<u>Single-Board Equal-Parity</u>	<u>Multi-Board Equal-Parity</u>	<u>Single-Board Mixed-Parity</u>	<u>Multi-Board Mixed-Parity</u>
Reported highest involvement			ACE VTE CJC	
Reported lowest involvement		ACE VTE ^a CJC		VTE ^a

^aLow levels were very competitive.

b. Ranked generally in order of their total reported percentages of interagency cooperation for the three agency groupings, the overall sequence would be:

Highest	--	Single-board states with dependent or mixed-parity agencies.
↑	--	Single-board states with independent or equal-parity agencies.
	--	Multi-board states with dependent or mixed-parity agencies.
	Lowest	--	Multi-board states with independent or equal-parity agencies.

As just noted above, VTE agencies in multi-board states reported very comparable low percentages in both mixed-parity and equal-

parity agency classifications, as the only significant variation.

- c. ACE and CJC agencies in single-board states, and in multi-board states with dependent or mixed-parity agencies, reported higher percentages of co-agency cooperative activities than VTE agencies. However, in multi-board states with independent or equal-parity agencies, VTE agencies reported higher percentages of interagency cooperation in most of the federal programs.

CHAPTER VI

PRESENTATION OF QUESTIONNAIRE DATA: EVALUATIVE RANKINGS AND OPINIONATIVE STATEMENTS BY AGENCY DIRECTORS REGARDING JOINT AGENCY COOPERATION

Evaluative Rankings by Agency Directors Regarding Varied Avenues and Methods of Interagency Cooperation

The development of an accompanying analytical appreciation of some of the qualitative dimensions of joint interrelationships operating between state agencies concerned with post high school education was also a factor in the research effort built into the questionnaire. See question eight in Appendix A. Thereto, to elicit a measure of this qualitative perspective, agency directors were requested to classify -- along a high, moderate, or minimal scale of effectiveness and preference -- various structured and unstructured avenues or methods of mandatory and voluntary joint agency interworkings summarily derived from the literature referenced in Chapter II:

Category A: Structured Avenues of Interagency Cooperation (Both as Mandated and Voluntary Procedures)

General --

- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.
- Method Number 2. Regular Joint Agency Staff Meetings.
- Method Number 3. Joint Agency Research Activities.
- Method Number 4. Joint Agency Reporting Activities.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.
- Method Number 7. Joint In-Service Training for Agency Staffs.
- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.

Irregular --

- Method Number 1. Irregular, Required or Voluntary, Joint Agency Staff Meetings.
- Method Number 2. Invited to Attend Meetings of Board or Other Agencies with no Official Role.

Category B: Unstructured or Informal Avenues of Interagency Cooperation.

- Method Number 1. Interagency Memos, Correspondence, etc.
- Method Number 2. Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations.
- Method Number 3. Occasional "Get Togethers" to Iron Out Common Problems.
- Method Number 4. Coffee Klatch Sessions During the Week.

Formal or Structured Avenues of Interagency Cooperation

As shown by percentages in Tables 85 and 86 and portrayed by percentage levels in Table 87, the evaluative responses by the agency directors of the three agency groupings regarding the first eight general postulated avenues of joint agency cooperation produced the following broad rankings of effectiveness and preference for the total respondent group.

1. Responses concerning the appraised effectiveness of Mandatorily Structured Cooperative Avenues.
 - a. Ranked most often as highly effective avenues were
 - Method Number 2. Regular Joint Agency Staff Meetings.
 - Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

Table 85

Evaluative Rankings of Effectiveness and Preference, by Percent, Reported by Agency Directors
Regarding Eight Mandatorily Structured Avenues of Joint Agency Cooperation

Mandatory Avenues of Structured Joint Agency Cooperation	Agency Type	Ranking of Questionnaire Responses					
		Effectiveness			Preference		
		High (%)	Medial (%)	Little (%)	High (%)	Medial (%)	Little (%)
Regular Board Meetings with Official Multi-Agency Staff Participation	ACE	33.3	37.5	29.2	54.5	31.8	13.6
	VTE	35.5	35.5	29.0	35.5	45.2	19.4
	CJC	13.0	34.8	52.2	33.3	33.3	33.3
Regular Joint Agency Staff Meetings	ACE	48.0	20.0	32.0	73.9	17.4	8.7
	VTE	32.1	39.3	28.6	53.6	35.7	10.7
	CJC	24.0	48.0	28.0	43.5	39.1	17.4
Joint Agency Research Activities	ACE	21.7	43.5	34.8	42.9	42.9	14.3
	VTE	25.0	39.3	35.7	46.4	28.6	25.0
	CJC	16.7	45.8	37.5	28.6	38.1	33.3
Joint Agency Reporting Activities	ACE	15.4	57.7	26.9	47.8	47.8	4.3
	VTE	21.4	42.9	35.7	28.6	57.1	14.3
	CJC	13.0	47.8	39.1	38.1	28.6	33.3
Joint Preparation of Recom- mendations for Board, Legislation, Publication	ACE	45.5	31.8	22.7	55.0	40.0	5.0
	VTE	36.7	30.0	33.3	46.7	40.0	13.3
	CJC	25.0	33.3	41.6	40.9	31.8	27.3
Joint Efforts in Public Relations, Press Releases, etc.	ACE	34.8	26.1	39.1	68.2	13.6	18.2
	VTE	13.8	31.0	55.2	27.6	41.4	31.0
	CJC	8.3	33.3	58.3	22.7	27.3	50.0
Joint In-Service Training Programs for Agency Staffs	ACE	33.3	25.0	41.6	52.4	38.1	9.5
	VTE	17.9	42.8	39.3	35.7	46.4	17.9
	CJC	8.3	25.0	66.7	18.2	22.7	59.1

Joint Agency Personnel, with	ACE	22.7	31.8	45.5	33.3	38.1	28.6
Multi-Agency Responsi-	VTE	22.2	27.8	50.0	25.0	25.0	50.0
bilities and/or Salaries	CJC	0.0	34.8	65.2	10.0	30.0	60.0

Table 86

Evaluative Rankings of Effectiveness and Preference, by Percent, Reported by Agency Directors
Regarding Eight Voluntarily Structured Avenues of Joint Agency Cooperation,
Plus Two Unstructured Avenues

Voluntary Avenues of Structured Joint Agency Cooperation	Agency Type	Ranking of Questionnaire Responses					
		Effectiveness			Preference		
		High (%)	Medial (%)	Little (%)	High (%)	Medial (%)	Little (%)
Regular Board Meetings with Official Multi-Agency Staff Participation	ACE VTE CJC	28.6 17.2 12.5	33.3 48.3 33.3	38.1 34.5 54.2	50.0 31.0 30.0	25.0 44.8 40.0	25.0 24.1 30.0
Regular Joint Agency Staff Meetings	ACE VTE CJC	50.0 33.3 24.0	20.0 43.3 40.0	30.0 23.3 36.0	68.4 43.3 54.2	21.1 46.7 29.2	10.5 10.0 16.7
Joint Agency Research Activities	ACE VTE CJC	19.0 13.3 16.0	47.6 50.0 44.0	33.3 36.7 40.0	52.4 44.9 31.8	33.3 34.5 45.5	14.3 20.7 22.7
Joint Agency Reporting Activities	ACE VTE CJC	23.8 13.3 8.3	42.9 40.0 45.8	33.3 46.7 45.8	40.9 30.0 28.6	45.5 50.0 38.1	13.6 20.0 33.3
Joint Preparation of Recom- mendations for Board Legislation, Publication	ACE VTE CJC	27.3 20.0 22.2	36.4 50.0 33.3	36.4 30.0 44.4	57.1 33.3 33.3	33.3 50.0 41.6	9.5 16.7 25.0
Joint Effort in Public Relations, Press Releases, etc.	ACE VTE CJC	23.8 17.2 12.5	42.9 31.0 29.2	33.3 51.7 58.3	50.0 31.0 17.4	35.0 55.2 47.8	15.0 13.8 34.8
Joint In-Service Training Programs for Agency Staffs	ACE VTE CJC	19.0 13.8 12.0	47.6 41.4 28.0	33.3 44.9 60.0	42.9 37.9 18.2	38.1 34.5 36.4	19.0 27.6 45.5

Joint Agency Personnel, with	ACE	5.3	36.8	57.9	23.8	38.1	38.1
Multi-Agency Responsi-	VTE	16.7	33.3	50.0	30.0	36.7	33.3
bilities and/or Salaries	CJC	10.7	35.7	53.6	20.0	28.0	52.0

Irregular Joint Agency Staff	ACE	18.2	31.8	50.0	30.4	43.5	26.1
Meetings, Voluntary or	VTE	26.7	46.7	26.7	37.0	37.0	25.9
Required	CJC	27.6	27.6	44.9	41.6	16.7	41.6
Invited to Attend Meetings	ACE	16.7	37.5	45.8	34.8	34.8	30.4
of Board or Other Agencies	VTE	12.9	32.3	54.8	20.7	27.6	51.7
with no Official Role	CJC	14.3	25.0	60.7	29.2	20.8	50.0

	Effectiveness of Voluntarily Structured Avenues		Preference for Voluntarily Structured Avenues	
0-10	6,7 8		7,2 5,4	
90-100				
80-90				
70-80				
60-70		7		
50-60	2	8	6,4 5	2
40-50	3,7 4,6	1,2 7,4	3,2 2,1	6,3 5,1
30-40	8,5 1	1,5 3,4 6,7 2	7,5 1,6 4,8	8 5,3 1
20-30	1,5 4,6	2	7,1 3,4	4,8 2,8 5,3
10-20	3,7	1,6 8,7 3,4	7,6 3,4 2	5,6 7,6 2
0-10	8	4	5	

b. Ranked most often as moderately effective avenues were

- Method Number 4. Joint Agency Reporting Activities.
- Method Number 3. Joint Agency Research Activities.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

c. Ranked most often as minimally effective avenues were

- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.
- Method Number 7. Joint In-Service Training for Agency Staffs.
- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.
- Method Number 3. Joint Agency Research Activities.

2. Responses concerning the appraised effectiveness of Voluntarily Structured Cooperative Avenues.

a. Ranked most often as highly effective avenue was

- Method Number 2. Regular Joint Agency Staff Meetings.

b. Ranked most often as moderately effective avenues were

- Method Number 3. Joint Agency Research Activities.
- Method Number 4. Joint Agency Reporting Activities.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.
- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.

c. Ranked most often as minimally effective avenues were

- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.
- Method Number 7. Joint In-Service Training for Agency Staffs
- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.
- Method Number 4. Joint Agency Reporting Activities.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.

- Method Number 3. Joint Agency Research Activities.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

3. Responses concerning the appraised preference for Mandatorily Structured Cooperative Avenues.

a. Ranked most often as highly preferred avenues were

- Method Number 2. Regular Joint Agency Staff Meetings.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.

b. Ranked most often as moderately preferred avenues were

- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.
- Method Number 4. Joint Agency Reporting Activities.

c. Ranked most often as minimally preferred avenues were

- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.
- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.

4. Responses concerning the appraised preference for Voluntarily Structured Cooperative Avenues.

a. Ranked most often as highly preferred avenues were

- Method Number 2. Regular Joint Agency Staff Meetings.
- Method Number 3. Joint Agency Research Activities.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.
- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.

b. Ranked most often as moderately preferred avenues were

- Method Number 4. Joint Agency Reporting Activities.

- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- Method Number 3. Joint Agency Research Activities.
- Method Number 7. Joint In-Service Training for Agency Staffs.

c. Ranked most often as minimally preferred avenue was

- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.

In brief, the most commonly reported methods in the various ranking categories could be summarized as follows:

Highly Effective Method, Mandated or Voluntary.

- Method Number 2. Regular Joint Agency Staff Meetings.

Moderately Effective Methods, Mandated or Voluntary.

- Method Number 3. Joint Agency Research Activities.
- Method Number 4. Joint Agency Reporting Activities.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

Minimally Effective Methods, Mandated or Voluntary.

- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.
- Method Number 7. Joint In-Service Training for Agency Staffs.
- Method Number 6. Joint Efforts in Public Relations, Press Releases, etc.
- Method Number 3. Joint Agency Research Activities.

Highly Preferred Methods, Mandated or Voluntary.

- Method Number 2. Regular Joint Agency Staff Meetings.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- Method Number 1. Regular Board Meetings with Official Multi-Agency Staff Participation.

Moderately Preferred Methods, Mandated or Voluntary.

- Method Number 4. Joint Agency Reporting Activities.
- Method Number 5. Joint Preparation of Recommendations for Board, Legislature, Publications, etc.

Minimally Preferred Method, Mandated or Voluntary.

- Method Number 8. Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.

As can be seen in Table 87, very limited percentages of the agency directors ranked these eight joint agency cooperative methods as highly effective, whether as mandatory or voluntary procedures. Much higher percentages of the directors ranked the eight methods as moderately effective and minimally effective. The according observation was, therefore, that apparently agency directors judgmentally perceived these particular avenues researched from related literature as having limited effectiveness in stimulating the prosecution of those areas of post high school education for which their respective agencies were presently responsible.

However, when asked to express their ranking of graduated preferences regarding these eight selected methods, a juxtaposed comparison with the effectiveness rankings showed that larger percentages of agency directors expressed high preferences, generally equal percentages expressed moderate preferences, and significantly lower percentages expressed minimal preferences. The reason for the larger percentages of agency directors reporting high preference rankings than high effectiveness rankings for the same eight methods was a vacancy not filled by the thrust of this study. It can perhaps be speculated that the larger high preference rankings registered by the agency directors may have stemmed from attitudes as, "Though their effectiveness is limited, they're better than nothing," or "Until something

better comes along, I prefer these," or "Although these methods may presently be of limited effectiveness, I believe their potential for development is significant," etc.

Focusing on the high effectiveness and high preference rankings as the core pattern aspects in the qualitative classifications reported by the agency directors, the following comparative percentage patterns were registered for each agency grouping relative to the eight structured methods, as condensed from Tables 85 and 86:

<u>Agency Group</u>	<u>Formally Structured Avenues</u>			
	<u>Mandatory</u>		<u>Voluntary</u>	
	<u>highly effective</u>	<u>highly preferred</u>	<u>highly effective</u>	<u>highly preferred</u>
Method Number 1: Regular Board Meetings with Official Multi-Agency Staff Participation.				

ACE	33.3%	54.5%	28.6%	50.0%
VTE	35.5%	35.5%	17.2%	31.0%
CJC	13.0%	33.3%	12.5%	30.0%

Method Number 2: Regular Joint Agency Staff Meetings.

ACE	48.0%	73.9%	50.0%	68.4%
VTE	32.1%	53.6%	33.3%	43.3%
CJC	24.0%	43.5%	24.0%	54.2%

Method Number 3: Joint Agency Research Activities.

ACE	21.7%	42.9%	19.0%	52.4%
VTE	25.0%	46.4%	13.3%	44.9%
CJC	16.7%	28.6%	16.0%	31.8%

Method Number 4: Joint Agency Reporting Activities.

ACE	15.4%	47.8%	23.8%	40.9%
VTE	21.4%	28.6%	13.3%	30.0%
CJC	13.0%	38.1%	8.3%	28.6%

Method Number 5: Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

ACE	45.5%	55.0%	27.3%	57.1%
VTE	36.7%	46.7%	20.0%	33.3%
CJC	25.0%	40.9%	22.2%	33.3%

Agency Group	<u>Formally Structured Avenues</u>			
	<u>Mandatory</u>		<u>Voluntary</u>	
	<u>highly effective</u>	<u>highly preferred</u>	<u>highly effective</u>	<u>highly preferred</u>

Method Number 6: Joint Efforts in Public Relations, Press Releases, etc.

ACE	34.8%	68.2%	23.8%	50.0%
VTE	13.8%	27.6%	17.2%	31.0%
CJC	8.3%	22.7%	12.5%	17.4%

Method Number 7: Joint In-Service Training Programs for Agency Staffs.

ACE	33.3%	52.4%	19.0%	42.9%
VTE	17.9%	35.7%	13.8%	37.9%
CJC	8.3%	18.2%	12.0%	18.2%

Method Number 8: Joint Agency Personnel, Whose Responsibilities and/or Salaries Overlap Two or More of these Agencies.

ACE	22.7%	33.3%	5.3%	23.8%
VTE	22.2%	25.0%	16.7%	30.0%
CJC	0.0	10.0%	10.7%	20.0%

The following overall pattern observations pertinent to the particular agency groupings were also deduced from the judgmental assessments of the respondent directors:

1. Rankings of High Effectiveness and High Preference.

a. ACE agencies

- Low to medium numbers of directors reported high effectiveness rankings for mandatorily structured avenues of cooperation, and by very limited numbers of directors for voluntarily structured avenues.
- Medium to high numbers of directors reported high preference rankings for both mandatorily and voluntarily structured avenues.

b. VTE agencies

- Quite limited numbers of directors reported high effectiveness rankings, with more reported for mandatorily than voluntarily structured avenues.
- Low to medium numbers of directors reported high preference rankings, with more reported for voluntarily than mandatorily structured avenues.

c. CJC agencies

- Very limited numbers of directors reported high

effectiveness rankings for either mandatorily or voluntarily structured avenues of cooperation.
 --A larger though still low number of directors reported high preference rankings for both mandatorily and voluntarily structured avenues.

2. Rankings of Moderate Effectiveness and Moderate Preference.

a. ACE agencies

--Low to medium numbers of directors reported moderately effective rankings, with slightly more registered for the voluntarily than the mandatorily structured avenues.
 --Quite similar numbers reported moderate preference rankings, with more registered for the mandatorily structured avenues.

b. VTE agencies

--Low to medium numbers of directors reported moderate effectiveness rankings, with more for voluntarily than mandatorily structured avenues.
 --Quite similar numbers reported moderate preference rankings, with slightly more for voluntarily than mandatorily structured avenues.

c. CJC agencies

--Low to medium numbers of directors reported moderate effectiveness rankings for both mandatorily and voluntarily structured avenues.
 --A generally similar number reported moderate preference rankings for voluntarily structured avenues, but only low numbers of directors reported moderate preference rankings for mandatorily structured avenues.

3. Rankings of Minimal Effectiveness and Minimal Preference.

a. ACE agencies

--Medium numbers of directors reported minimal effectiveness rankings for voluntarily structured avenues, and low to medium numbers reported this ranking for mandatorily structured avenues.
 --Very limited numbers of directors reported minimal preference rankings for either mandatorily or voluntarily structured avenues.

b. VTE agencies

--Low to medium numbers of directors reported minimal effectiveness rankings, with slightly more registered for voluntarily than mandatorily structured avenues.
 --Quite limited numbers reported minimal preference rankings for either mandatorily or voluntarily structured avenues.

c. CJC agencies

- Moderate to high numbers of directors reported minimal effectiveness rankings for both mandatorily and voluntarily structured avenues.
- Generally low to medium numbers reported minimal preference rankings, with more reported for mandatorily than voluntarily structured avenues of cooperation.

As aforementioned, and also reported in Table 86, two irregular avenues of somewhat structured joint agency cooperation which involved formal agency involvements were also presented to the agency directors for their judgmental assessment as to effectiveness and preference:

Method Number 1. Irregular Joint Agency Staff Meetings, Whether Mandated or Voluntary.

Method Number 2. Invited to Attend Meetings of Board or Other Agencies with no Official Role.

Overall, very limited numbers of directors reported high effectiveness rankings for either method, while a slightly higher but still low number of directors reported high preference rankings for both methods, with more for Irregular Joint Agency Staff Meetings.

More specifically, the following pattern observations pertinent to the particular agency groupings were noted:

Method Number 1. Irregular Joint Agency Staff Meetings, Whether Mandated or Voluntary

a. ACE agencies

- Very limited numbers (18.2%) reported high effectiveness rankings. Low numbers (31.8%) reported moderate effectiveness rankings. Medium numbers (50.0%) reported minimal effectiveness rankings.
- Low numbers (30.4%) reported high preference rankings. Medium numbers (43.5%) reported moderate preference rankings. Limited numbers (26.1%) reported minimal preference rankings.

b. VTE agencies

- Limited numbers (26.7%) reported high effectiveness rankings. Medium numbers (46.7%) reported moderate effectiveness rankings. Limited numbers (26.7%) reported minimal effectiveness rankings.

--Low numbers (37.1%) reported high preference rankings. Low numbers (37.0%) reported moderate preference rankings. Limited numbers (25.9%) reported minimal preference rankings.

c. CJC agencies

--Low numbers (27.6%) reported high effectiveness rankings. Low numbers (27.6%) reported moderate effectiveness rankings. Medium numbers (44.9%) reported minimal effectiveness rankings.
 --Medium numbers (41.6%) reported high preference rankings. Very limited numbers (16.7%) reported moderate preference rankings. Medium numbers (41.6%) reported minimal preference rankings.

Method Number 2. Invited to Attend Meetings of Board or Other Agencies with no Official Role.

a. ACE agencies

--Very limited numbers (16.7%) reported high effectiveness rankings. Low numbers (37.5%) reported moderate effectiveness rankings. Medium numbers (45.8%) reported minimal effectiveness rankings.
 --Low numbers (34.8%) reported high preference rankings. Low numbers (34.8%) reported moderate preference rankings. Low numbers (30.4%) reported minimal preference rankings.

b. VTE agencies

--Very limited numbers (12.9%) reported high effectiveness rankings. Low numbers (32.3%) reported moderate effectiveness rankings. Medium numbers (54.8%) reported minimal effectiveness rankings.
 --Very limited numbers (20.7%) reported high preference rankings. Limited numbers (27.6%) reported moderate preference rankings. Medium numbers (51.7%) reported minimal preference rankings.

c. CJC agencies

--Very limited numbers (14.3%) reported high effectiveness rankings. Limited numbers (25.0%) reported moderate effectiveness rankings. High numbers (60.7%) reported minimal effectiveness rankings.
 --Low numbers (29.2%) reported high preference rankings. Limited numbers (20.8%) reported moderate preference rankings. Medium numbers (50.0%) reported minimal preference rankings.

Informal or Unstructured Avenues of Interagency Cooperation

Outlined in the precursory comments of this chapter were the following four unstructured or informal avenues of joint agency cooperation which the agency directors were requested to discriminatively assess as to effectiveness and preference:

- Method Number 1. Interagency Memos, Correspondence, etc.
- Method Number 2. Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations.
- Method Number 3. Occasional "Get Togethers" to Iron Out Common Problems.
- Method Number 4. Coffee Klatch Sessions During the Week.

As shown by percentages in Table 88 and portrayed by percentage levels in Table 89, the evaluative responses by the agency directors regarding these four informal or unstructured avenues of joint agency cooperation produced the following broad rankings of effectiveness and preference for the total respondent group:

1. Responses concerning the appraised effectiveness of Unstructured or Informal Cooperative Avenues.
 - a. Ranked most often as highly effective avenue was
 - Method Number 3. Occasional "Get Togethers" to Iron Out Common Problems.
 - b. Ranked most often as moderately effective avenues were
 - Method Number 1. Interagency Memos, Correspondence, etc.
 - Method Number 2. Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations.
 - c. Ranked most often as minimally effective avenue was
 - Method Number 4. Coffee Klatch Sessions During the Week.
2. Responses concerning the appraised preference for Unstructured or Informal Cooperative Avenues.
 - a. Ranked most often as highly preferred avenues were
 - Method Number 3. Occasional "Get Togethers" to Iron Out Common Problems.
 - Method Number 2. Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations.
 - Method Number 1. Interagency Memos, Correspondence, etc.

Evaluative Rankings of Effectiveness and Preference, by Percent, Reported by Agency Directors
Regarding Four Informal or Unstructured Avenues of Joint Agency Cooperation

Informal and Unstructured Avenues of Joint Agency Cooperation	Agency Type	Ranking of Questionnaire Responses					
		Effectiveness			Preference		
		High (%)	Medial (%)	Little (%)	High (%)	Medial (%)	Little (%)
Interagency Memos, Correspondence, etc.	ACE	25.9	51.9	22.2	36.4	59.1	4.5
	VTE	23.5	55.9	20.6	51.5	39.4	9.1
	CJC	25.0	64.3	10.7	48.0	44.0	8.0
Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations	ACE	30.8	50.0	19.2	45.5	45.5	9.1
	VTE	41.2	35.3	23.5	61.8	29.4	8.8
	CJC	25.0	53.1	21.9	55.6	29.6	14.8
Occasional "Get Togethers" to Iron Out Common Problems	ACE	34.6	42.3	23.1	52.2	34.8	13.0
	VTE	51.5	24.2	24.2	66.7	24.2	9.1
	CJC	40.6	40.6	18.8	59.3	25.9	14.8
"Coffee Klatch" Sessions During the Week	ACE	16.7	25.0	58.3	23.8	28.6	47.6
	VTE	10.0	23.3	66.7	17.9	25.0	57.1
	CJC	12.5	33.3	54.2	19.0	42.9	38.1

Table 89

Comparative Agency Rankings, by General Percentage Levels, Showing the Relative Ranges of Effectiveness and Preference Evaluatively Reported by Agency Directors Regarding Four Avenues of Informal or Unstructured Joint Agency Cooperation

General Percentage Levels	Effectiveness of Unstructured or Informal Avenues of Cooperation				Preference for Unstructured or Informal Avenues of Cooperation						
	ACE		VTE		ACE		VTE		CJC		
	High	Med.	Low	High	High	Med.	Low	High	Med.	Low	
90-100											
80-90											
70-80											
60-70			4					3,2			
50-60		1,2	4	3	1	2	4	3	1	4	3,2
40-50		3		2	2	3	3	2	2	4	1
30-40									1		1,4
		3,2			2	4			3		4
20-30	1	4	3,1	1	3,4	3,2	1,2	2	4	4	2,4
						1					3
10-20	4	2	2	4	4	3,1	4	3	4	4	2,3
0-10								2,1			1,3
											2

b. Ranked most often as moderately preferred avenues were

Method Number 1. Interagency Memos, Correspondence, etc.

Method Number 2. Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations.

c. Ranked most often as minimally preferred avenue was

Method Number 4. Coffee Klatch Sessions During the Week.

3. General levels of responses concerning effectiveness and preference rankings of Informal or Unstructured Avenues of Cooperation.

a. Overall effectiveness rankings were reported as follows:

--generally low to medium percentages of directors registered high effectiveness rankings,

--ranging low to high percentages ranked these methods as moderately effective.

--quite limited percentages reported minimal effectiveness rankings.

b. An apposite collation of the above triad of effectiveness rankings with parallel preference rankings showed:

--a larger grouping of medium to high percentages of directors expressed high preference rankings.

--a decreased grouping of limited to medium percentages reported moderate preference rankings,

--a very limited percentage reported minimal preference rankings.

The ratio of these levels of effectiveness rankings with levels of preference rankings regarding unstructured or informal avenues of joint agency cooperation did not deviate materially from the ratio engendered by the formally structured avenues which also particularly depicted a larger percentage of agency directors who reported high preference rankings than high effectiveness rankings. This factor was clearly evidenced in the following comparison of percentage patterns regarding high effectiveness and high preference rankings, condensed from Table 88.

	Agency type	Comparative Rankings	
		highly effective	highly preferred
Method Number 1. Interagency Memos, Correspondence, etc.	ACE	25.9%	36.4%
	VTE	23.5%	51.5%
	CJC	25.0%	48.0%
Method Number 2. Voluntary Exchange, Orally or Written, of Reports, Advice, Recommendations.	ACE	30.8%	45.5%
	VTE	41.2%	61.8%
	CJC	25.0%	55.6%
Method Number 3. Occasional "Get Togethers" to Iron Out Common Problems.	ACE	34.6%	52.2%
	VTE	51.5%	66.7%
	CJC	40.6%	59.3%
Method Number 4. Coffee Klatch Sessions During the Week.	ACE	16.7%	23.8%
	VTE	10.0%	17.9%
	CJC	12.5%	19.0%

The evaluative rankings emanating from the various respondent agency directors regarding these four unstructured avenues of interagency cooperation also generated the following collateral observations of ranking patterns generic to the three particular agency groupings, as reflected in Table 89:

1. Rankings of High Effectiveness and High Preference.

a. ACE agencies

--Quite low numbers of directors reported high effectiveness rankings. Low to medium numbers reported high preference rankings.

b. VTE agencies

--limited to medium numbers of directors reported high effectiveness rankings.
--Generally medium to high numbers reported high preference rankings.

c. CJC agencies

--Generally limited numbers of directors reported high effectiveness rankings.
--Generally medium numbers reported high preference rankings.

2. Rankings of Moderate Effectiveness and Moderate Preference.

a. ACE agencies

- Generally medium numbers of directors reported moderate effectiveness rankings.
- Low to medium numbers reported moderate preference rankings.

b. VTE agencies

- Limited to medium numbers of directors reported moderate effectiveness rankings.
- Generally limited numbers reported moderate preference rankings.

c. CJC agencies

- Low to high numbers of directors reported moderate effectiveness rankings.
- Limited to medium numbers reported moderate preference rankings.

3. Rankings of Minimal Effectiveness and Minimal Preference.

a. ACE agencies

- Generally limited numbers of directors reported minimal effectiveness rankings.
- Very limited numbers reported minimal preference rankings.

b. VTE agencies

- Generally limited numbers of directors reported minimal effectiveness rankings.
- Very limited numbers reported minimal preference rankings.

c. CJC agencies

- Generally limited numbers of directors reported minimal effectiveness rankings.
- Very limited numbers reported minimal preference rankings.

Opinionative Statements by Agency Directors Regarding Aspects and Avenues of Interagency Cooperation

In conjunction with the preceding section which dealt with the evaluative rankings reported by agency directors regarding a postulated listing of interagency avenues of cooperation was this section dealing further with unstructured open-ended declarations solicited from the directors as to their general advocacy of,

1. Particular methods or avenues of long term and short term joint agency cooperation which were regarded as most effective,

at least in their respective state settings.

2. Particular methods or avenues of joint agency cooperation which they would like to see effected or introduced.
3. Specific areas of post high school educational concern in their respective states where cooperation should be initiated or developed between responsible state agencies.

One of the obstacles in appropriately analyzing the vast amount of relatively unstructured data contained in this section concerned the evolution of a presentation device for outlining the findings gleaned from the varied expositive commentaries submitted by the respondent directors. The ideation in this case culminated in the decision to group the directors' responses into general relational patterns, as a means of systematically identifying and focusing on the intent and content of the cornucopia of data.

Opinionative Statements by Agency Directors Regarding the most Effective Avenues or Methods of Cooperation, both Long Term and Short Term, between State Administrative Staff Agencies having Responsibilities for Post High School Education

Responses from directors of the agencies to this questionnaire query were both prolific and somewhat mixed regarding their perceptions of joint agency contacts and cooperative relationships that were most effective, long term and short term, voluntary or required. Many directors reported enthusiasm for voluntary interactions and many reported preference for required or mandated relationships, often expressing frustration in achieving much success through voluntary joint agency efforts. Some directors felt that avenues of cooperation directed or required by policy or statute by their nature take priority over voluntary cooperative efforts, and this emphasis or accountability make the required avenues more effective. The contrasting expression of other directors was (a) that mandated coordination which

neither party or agency desires may accomplish the goals, but will involve a long and wasteful process, and (b) formal channels were too difficult, hence informal meetings and voluntary discussions among the directors and key staff members of various agencies were more productive. A tally of the declarative responses to this particular inquiry showed the following ramifications of directorate preferences, relative to the mandated or voluntary nature of the cooperative avenues submitted as most effective:

		<u>Mandated</u>	<u>Voluntary</u>
ACE agencies	.....	64.7%	35.3%
VTE agencies	.....	45.5%	54.5%
CJC agencies	.....	48.9%	51.1%

The major thrusts or avenues advocated by the respondent ACE, VTE, and CJC agency directors have been analytically extracted and set forth in the following self-evident classifications:

1. Joint Agency Cooperation involving Individual or Small Groups.
2. Joint Agency Cooperation involving Committee-level Contacts.
3. Joint Agency Cooperation involving Agency-wide Contacts.
4. Joint Agency Cooperation involving State Board(s), Departments and Commissions.
5. Joint Agency Cooperation involving other Associated Facets of Agency Functioning.

Description of Avenue or Method of Agency Involvement	Reported by Agency			Nature of Involvement			
	Directors of			Mandated		Voluntary	
	ACE	VTE	CJC	Long Term	Short Term	Long Term	Short Term
<u>1. Joint Agency Cooperation involving Individuals or Small Groups.</u>							
a. <u>Individual Personal Contacts across Agency Lines.</u> Facilitation of communication, resolution of problems and better program implementation are effected when agency personnel, on a first-name basis, interact across agency lines. In states with small agencies particularly, many staff members hold dual or multi responsibilities, and are able to relate to counterpart personnel in other agencies on a first-name basis.	ACE	VTE	CJC		Short		Short
b. <u>One-to-One Discussions or Dialogues</u> between those persons responsible for particular programs to determine specific common objectives, plans to meet the objectives, and a timetable for accomplishment, followed by contact and communication as necessary for common progress and reclarification of objectives as the plan operates.	ACE	VTE	CJC		Short	Long	Short
c. <u>Joint Interaction in Small, Planned Meetings,</u> for direct, first-hand and personal cooperation, such as in formal or informal conferences, formal or informal "get togethers" or meetings, to consider short term responsibilities and objectives. Held as needed.	ACE		CJC		Short		Short
d. <u>Small Group Meetings,</u> with fixed assignments as to participation, to facilitate interagency communication, to share opportunities and problems, for program review, and for program evaluation.	ACE				Short		Short
<u>2. Joint Agency Cooperation involving Committee-level Contacts.</u>							
a. <u>Interagency Workshops,</u> to accomplish specified goals within short time spans.		VTE			Short		Short
b. <u>Interagency Working Committees or Teams,</u> for research, for curriculum, for in-service training, for preparation of legislation, etc.	ACE	VTE	CJC	Long	Short	Long	Short

Description of Avenue or Method of Agency Involvement	Reported by Agency Directors of			Nature of Involvement			
	ACE	VTE	CJC	Mandated		Voluntary	
				Long Term	Short Term	Long Term	Short Term
<p>c. <u>Joint Agency Planning Committees or Boards:</u></p> <p>(1) Planning Committee formed from personnel of the three agencies to <u>define goals</u> for all post high school education, solicit policies from board or boards covering these goals, and establish objectives and procedures to accomplish these goals.</p> <p>(2) Planning Committee formed from personnel of the three agencies to <u>review present practices and policies</u> of the three agencies, determine areas of agreement and possible cooperation, and consider current common problems and sources of action.</p> <p>(3) Informal planning sessions between staffs.</p>	ACE	VTE				Long	
<p>d. <u>Articulation Committee</u>, composed of representatives of two or more agencies to meet periodically to <u>consider common interests and programs</u>, and report back to their respective agencies pertinent concerns and suggested solutions.</p>			CJC			Long	
<p>e. <u>Joint Task Forces</u>, formed from the personnel of the three agencies, to pursue specific objectives, or to handle interagency problems, planning and evaluation.</p>	ACE	VTE			Short		Short
<p>f. <u>High Level Joint Agency Committees, Discussion Groups, Councils, or Conclaves</u>, composed of personnel at the higher levels of administration, such as directors and key staff members of the three agencies.</p>		VTE	CJC		Short		Short
<p>3. <u>Joint Agency Cooperation involving Agency-wide Contacts.</u></p> <p>a. <u>Cooperative Communication Activities</u>, especially direct staff communication, for free flow of information between agencies. Could include exchange of, or joint efforts in, memos, bulletins, letters, reports, etc.</p>	ACE		CJC	Long	Short	Long	Short

Description of Avenue or Method of Agency Involvement	Reported by Agency			Nature of Involvement			
	Directors of			Mandated		Voluntary	
	ACE	VTE	CJC	Long Term	Short Term	Long Term	Short Term
<p>b. <u>Joint Agency Interstaff Meetings, Discussions and/or Interactions</u>, with multi-agency staff participation, dealing with specific purposes or general agenda items, including the following:</p> <ul style="list-style-type: none"> --Arrange joint agency in-service training programs. --Preparation of long range and short range plans. --Define problems and common concerns and seek resolution of problems. --Establish goals, objectives, nature of responsibilities, and assignment of responsibilities. --Cooperative program planning, review, evaluation and institution of program changes or adaptations. --General and special curriculum needs. --Post high school student needs. --Informational needs. --Exchange of materials. --Reporting activities. --Preparation of recommendations for board, legislature, publication, etc. <p>(1) <u>Regular Interstaff Meetings</u>, formal with prepared agenda and "gavel" procedures, or informal with less structured agenda and procedures; frequent or more spaced (Regularity itself would stimulate more effective interactions).</p> <p>(2) <u>Irregular Interstaff Meetings</u>, formal or informal. The irregularity could accomodate both frequent or more spaced meetings.</p>	ACE	VTE	CJC	Long	Short	Long	Short
		VTE	CJC		Short		Short
<p>c. <u>A Combination</u> of structured and unstructured Joint Agency Staff Meetings, such as joint quarterly meetings (structured) and irregular informal meetings in the interim, when needed.</p>		VTE		Long	Short	Long	Short
<p>d. <u>Joint Agency Projects</u>, with cooperative interstaff administration.</p>			CJC		Short		
<p>e. <u>Joint Agency Funding Arrangements</u>. (Financial input held as an important key to effective agency interinvolvements.)</p>							

Description of Avenue or Method of Agency Involvement	Reported by Agency Directors of			Nature of Involvement			
	ACE	VTE	CJC	Mandated		Voluntary	
				Long Term	Short Term	Long Term	Short Term
(1) <u>Joint Agency Funding of Specific Activities or Projects</u> , involving cooperative interactions of agency staffs on philosophy, goals, objectives, as well as procedures.	ACE			Long	Short	Long	Short
(2) <u>Funding of Common Agency Programs</u> by the state department of education, which requires cooperative interagency action.		VTE		Long	Short		
f. <u>Joint Agency Agreements.</u>							
(1) <u>Interagency Linkage</u> , as a contract between agencies, each agreeing to render specified services as expressed in the document, using the strengths and capacities of other agencies, and utilizing the referral system. (Example: ACE agency links with VTE agency to serve the diversified learning levels of those persons beyond high school age or training who are weak in a specific academic field which would handicap the individual's total potential development.)	ACE			Long		Long	
(2) <u>Informal Mutual Agreements</u> between the agencies involved.		VTE				Long	Short
(3) <u>Mutual Commitments</u> , with interaction on a continuing basis by staff members.		VTE				Long	Short
g. <u>Mutual Exchange of Staff Members</u> , to assist in the correlation of common agency activities and/or functions, and to avoid replication.	ACE			Long	Short	Long	Short
4. <u>Joint Agency Cooperation involving State Board(s), Department, and Commissions.</u>							
a. <u>State Department Coordination.</u> In cases where any combination of ACE, VTE, and CJC staff agencies function within the department of education as divisions on the same level of responsibility, a designated member of the staff of the commissioner of education provides coordination among the divisions in matters of policy, planning and evaluation, with specified division staff members charged		VTE		Long	Short		Short

Description of Avenue or Method of Agency Involvement	Reported by Agency Directors of			Nature of Involvement			
	ACE	VTE	CJC	Long	Short	Long	Short
				Term	Term	Term	Term
with the internal division administrative implementation.							
b. <u>A Coordinating Commission or Council</u> , which has authority for review of agency programs, budgets, proposals for new institutions, etc. Representatives of each affected agency (usually the director) often serve as an <u>Advisory Council</u> to this coordinating commission.			CJC	Long			
c. <u>Regular Board Meetings</u> , with official multi-agency staff participation. (Regularity would precipitate both voluntary and required staff agency interactions, and could be monthly, bimonthly, quarterly, or biannually.)	ACE	VTE	CJC	Long	Short	Long	Short
d. <u>Designation of a Single State Board</u> as responsible for, (1) <u>Administering All Post High School Education</u> .		VTE		Long			
(2) <u>Staff Agencies, Requiring Cooperative Interactions</u> in administering post high school educational programs.			CJC	Long			
e. <u>Promulgation of Clear and Distinct Board Policies</u> regarding agency inter- volvements.			CJC	Long	Short		
f. <u>Advisory Board Arrangements</u> , with interlinked membership from regular state boards (board of education, board of higher education, vocational education board, etc.), to the meetings of which agency representatives are in attendance for necessary and pertinent interactions (usually the directors, with staff aides).	ACE			Long	Short		Short
g. <u>Interboard Cooperative Arrangements</u> . (1) <u>Joint Meetings of Board of Education and Board of Higher Education</u> regarding programs, funding, and activities of community junior colleges, vocational/technical education, etc.	ACE	VTE		Long	Short		

Description of Avenue or Method of Agency Involvement	Reported by Agency			Nature of Involvement			
	Directors of			Mandated		Voluntary	
	ACE	VTE	CJC	Long Term	Short Term	Long Term	Short Term
(2) <u>A Joint Committee</u> , composed of members of the board of higher education and vocational education board with staff members of the division of higher education and division of vocational education, to articulate programs, resolve joint problems, etc.		VTE			Short		
(3) <u>Interboard Communications</u> regarding common legislative endeavors, program development, financing (especially when one board has funding responsibilities for programs also administered by another board), etc.		VTE		Long	Short	Long	Short
(4) <u>Contractual or Semi-Contractual Interboard Arrangements</u> , as between state board of higher education and vocational education board for allocation of vocational education funds to be channeled to colleges offering vocational programs.			CJC	Long		Long	
(5) <u>Interlocking Executives or Directorates on Boards</u> , as chancellor of the state board of higher education (regents) to serve also as ex-officio member of state board of education, and state superintendent of education to serve also as ex-officio member of state board of higher education.		VTE		Long			
(6) <u>Joint Planning Boards or Committees</u> ,							
(a) <u>With Interboard Membership</u> .		VTE		Long		Long	
(b) <u>With Interboard Membership and official status or membership of ACE, VTE, and CJC staff members</u> .		VTE		Long	Short	Long	Short
(7) <u>Establishment of Coordinated Interboard Policies</u> , delineating joint staff agency interactions and relationships.			CJC	Long	Short	Long	Short
<u>5. Joint Agency Cooperation involving Other Associated Facets of Agency Functioning.</u>							
a. <u>Advisory Committees or Councils.</u>							
(1) <u>Lay Advisory Committees</u> , to work closely with agencies, recommending areas of interagency attention, with membership drawn from the ranks of laymen representative of various sectors of post high school education.							

Description of Avenue or Method of Agency Involvement	Reported by Agency Directors of			Nature of Involvement			
	ACE	VTE	CJC	Mandated		Voluntary	
				Long Term	Short Term	Long Term	Short Term
(a) <u>Advisory Committees, for Each of the Three Agencies.</u>	ACE			Long		Long	
(b) <u>Joint Advisory Committee, to serve the three agencies.</u>	ACE			Long		Long	
(2) <u>Advisory Council on Post High School Education, to consider and resolve problems, program coverages, and points of conflict relative to community junior colleges, vocational/technical education and adult and continuing education. With various suggested compositions, such as laymen, and representatives of community junior colleges, 4-year colleges and universities, vocational/technical education, adult education, public school administrators, state board(s) and/or commissioner of education.</u>	ACE			Long		Long	
b. <u>Mergers.</u>							
(1) <u>Merger of ACE, VTE and CJC agencies into One Staff Agency.</u> Staff meetings then provide necessary communication, coordination, etc., and a single board significantly reduces high level supervisory and administrative difficulties.			CJC	Long	Short		
(2) <u>Establishment of a single Comprehensive State-Supported System of Post Secondary Education through Grade 14.</u>			CJC	Long			
c. <u>A Correlated Design for "Lock-In" of Each Agency's Master Plan</u> for post high school education. Correlation provided by some supra-agency body.	VTE			Long			
d. <u>Gubernatorial Initiatives and Involvements.</u>							
(1) <u>Councils, Committees, and Cabinets.</u>							
(a) <u>Education Cabinet or Resource Committee on Education</u> , usually composed of specific personnel, including the agency directors.	VTE	CJC		Long		Long	
(b) <u>Council on Education</u> (or Post High School Education, or Higher Education), of various compositions	VTE			Long		Long	

Description of Avenue or Method of Agency Involvement	Reported by Agency			Nature of Involvement			
	Directors of			Mandated		Voluntary	
	ACE	VTE	CJC	Long Term	Short Term	Long Term	Short Term
usually including staff agency personnel of varying levels and capacities. To prepare reports and make recommendations to governor's office on post high school education.							
<p>e. <u>Legislative Initiatives and Involvements.</u></p> <p>(1) <u>Joint Legislative Master Plan Committee</u>, of various compositions; usually the agency directors and/or specific staff members are involved.</p> <p>(2) Fixing responsibilities of agencies, as for planning and coordination functions, and formally identifying areas of mutual agency concern and responsibility through</p> <p>(a) <u>Specific Legislation or Legislative Expressions.</u></p> <p>(b) <u>Legislatively-structured agency organization(s).</u></p>		VTE		Long			
<p>f. <u>Federal Program Involvements</u>, influencing agency interrelationships, and sometimes overriding established state patterns. (Various peculiarities of intra-state administration and implementation of federal programs because of complex or arbitrary federal guidelines brought to bear on state level mandated educational organizational structures(s) and program structures.)</p>			CJC	Long	Short		
<p>g. <u>Active Board, Agency and Lay Cultivation of the Need for Interagency Cooperation and Coordination, and of a Willingness and Desire to Positively Interact;</u> of the mutual need to resolve problems when the resolution of such problems would enhance each agency's attractiveness, standing, capacity, etc. (Held by many directors as more important than legal restraints and tables of organization in providing and stimulating the needed coordination of state agencies.)</p>	ACE	VTE	CJC	Long	Short	Long	Short
<p>h. <u>A Combination of All or Many Avenues</u> was recommended for effective and comprehensive joint agency cooperation.</p>		VTE	CJC	Long	Short	Long	Short

Opinionative Statements by Agency Directors Regarding Methods or Avenues of Joint Agency Cooperation Which They Would Like to See Effected or Introduced

Desiderative avenues of interagency cooperation were copiously advocated by the respondent agency directors. However, these desiderata projected more of a disposition of the directors for various contemporaneous practices pursued in other states than an extended unfolding of new and innovative joint agency cooperative linkages.

One impelling and incisive pattern was reaped from the respondent directors, and that was their nearly overwhelming desire (64.3%) for regular joint agency meetings, whether mandated or voluntarily arranged, with participative representatives from the involved agencies. Repeated comments by the directors of these three agencies charged with the major responsibilities of post high school education pointed to this as a nationally sought operational nucleus, for consideration and resolution of overlapping involvements and congenerous concerns and problems, for discussions and decisions regarding administration and policy, and for more effective execution of the total post high school educational program. National training meetings regarding joint agency cooperation were recommended, to cover state agency interaction procedures and patterns, and perhaps specific intervolvement factors generated by federal programs.

Beyond this basic outpouring, the responses of the directors were so diverse that the distinguishing of further particular popular patterns of desiderative avenues of cooperation was inexpedient to this paper. In lieu, the preceding classification system was utilized again as a formative outline in grouping the directors' responses into general relational patterns for presentation, with the focus on aspects or avenues of joint agency cooperation not exhausted in the previous categorization.

Reported by Agency Directors of			Description of Desired Avenue or Method of Agency Involvement
ACE	VTE	CJC	
	VTE		1. <u>Joint Agency Cooperation involving Individuals or Small Groups.</u>
			a. <u>Informal Agreements and Mutual Commitments between Agency Heads</u> , influencing the actions, interactions, policies, and program execution of each involved agency.
			2. <u>Joint Agency Cooperation involving Committee-level Contacts.</u>
		CJC	a. <u>Joint Agency Advisory Committee Structure</u> , to assist in coordinating efforts.
ACE			b. <u>Joint Agency Professional Priority Committee.</u>
			c. Define clearly by law or written agreement the scope and responsibilities of each of the three agencies with respect to post secondary education. Then joint agency committees can be formed -- when regular or irregular interstaff meetings are set up to iron out difficulties or develop specific projects --to develop and supervise all joint agency projects, as joint research, joint staff training, etc.
		CJC	(1) <u>Permanent Joint Agency Committees.</u>
		CJC	(2) <u>Ad Hoc Joint Agency Committees.</u>
ACE			d. <u>Permanent State (and National) Joint Agency Research Committee.</u>
ACE			e. <u>Interagency Task Forces</u> , focused on coordinated and cooperative planning regarding mutually supported programs.
			3. <u>Joint Agency Cooperation involving Agency-wide Contacts.</u>
	VTE		a. <u>Informal Meetings.</u>
			(1) <u>Informal Conferences.</u>
		CJC	(2) <u>Informal "Retreat-type" Meetings</u> , involving multi-agency staff members.
ACE	VTE		b. <u>Pre-Planning Conferences</u> , to eliminate duplication and consolidate agency efforts for specific clientele groups rather than the current program "patchwork" that frequently overly promotes or overly inhibits various aspects of programs which are in truth interdependent for their success.
			c. <u>Interagency Cooperation within Districts or Particular Geographical Areas of a State.</u>
ACE			(1) <u>Distribution of Printed Materials.</u>
	VTE		(2) <u>Common Office Location or Office Space.</u>
ACE			(3) <u>Personnel with Multi-Agency Responsibilities.</u>

Reported by Agency Directors of			Description of Desired Avenue or Method of Agency Involvement
ACE	VTE	CJC	
ACE	VTE		<p>d. <u>Agency Interhousing and Staff Interchange.</u></p> <p>(1) <u>Sharing of Staff Facilities</u>, fully or in some facets and locations. Physical collocation(s) of agencies and individuals induces interactions, familiarity and cooperation.</p> <p>(2) <u>Staff Members from One Agency Housed in Other State Agencies</u>, as resource persons, and to bridge the communications gap.</p>
ACE	VTE	CJC	<p>e. <u>Joint Agency Communication and Information Exchange Procedures, involving,</u></p> <p>(1) <u>Exchange of Materials.</u></p> <p>(2) <u>Wider Use of Interoffice Communications.</u></p> <p>(3) <u>Regular Weekly Staff Meeting Communications</u> regarding concerns and problems.</p> <p>(4) <u>Sharing and circulation of correspondence, memos, bulletins, etc.</u>, especially when there is a need for common knowledge and concern. (Free flow of information between agencies, especially if action is contemplated which would affect more than one agency.)</p> <p>(5) <u>Interdepartmental Newsletter.</u></p> <p>(6) <u>More Frequent Communications</u> between agencies.</p> <p>(7) <u>Exchange of Major Policy Decision Papers.</u></p> <p>(8) <u>More Effective Dissemination of Data</u> gathered by the various agencies through the implementation of an <u>Information Retrieval System</u>, to avoid duplication and make total information gathered available for long range planning.</p> <p>(9) <u>Required Single Point Collection of Data</u> for use by all three agencies.</p> <p>(10) <u>Data Bank Transmission Services.</u></p>
ACE	VTE	CJC	<p>f. <u>Joint Agency Training Sessions.</u></p> <p>(1) <u>Joint Planning and Execution of In-Service Training Programs.</u></p> <p>(2) <u>Joint Training Sessions</u> to bring administrative staffs to the point of knowledgeability concerning operations of correlative agencies.</p> <p>(3) <u>Periodic Updating of Staff Personnel</u> on administrative decisions and policies.</p>
ACE	VTE	CJC	<p>g. <u>Joint Agency Meetings</u>, with participative representatives from the involved agencies, embracing the following varied array of characteristics:</p> <p>--<u>Regular</u> (Weekly, bimonthly, monthly, quarterly, semi-annually) or <u>Irregular.</u></p> <p>--<u>Planned</u> (Scheduled ahead) or <u>As Needed.</u></p> <p>--<u>Mandated</u> (By policy or statute) or <u>Voluntary.</u></p> <p>--<u>Formally Structured</u> or <u>Informal and Less Structured Organization and Procedures.</u></p>

Reported by Agency Directors of			Description of Desired Avenue or Method of Agency Involvement
ACE	VTE	CJC	
			<p>--<u>General Agenda Input, Specific Agenda Considerations, or of a Crisis-Oriented Nature.</u></p> <p>g. (continued) (As an aside, one VTE agency director indicated that while more was generally accomplished in informal or voluntary joint agency meetings, a formal meeting with agenda was sometimes the only cooperative arrangement to facilitate understandings into action steps and implementation.) Purposes for the meetings included the following, among others:</p>
	VTE	CJC	--Stimulate interpersonal relations and contacts.
	VTE		--Provide staff interaction on a continuing basis.
		CJC	--Gain insight into the common problems of the agencies.
ACE	VTE		--Development and execution of various joint in-service training programs.
		CJC	--Facilitate communications and information exchange among agencies and staff members.
	VTE	CJC	--Essential, short term or continuing, cooperation in coordinating relationships on common programs and problems.
ACE	VTE	CJC	--Resolve problems and concerns between agencies.
ACE			--Review of programs, goals, objectives.
	VTE		--Evaluation of programs.
	VTE		--Planning, long term or short term.
	VTE		--Joint tri-agency planning for post secondary education that gives a single comprehensive direction to the responsible institutions.
	VTE		--Conduct hearings, especially regarding local education agencies and extensions.
	VTE	CJC	--Coordinate administrative and policy decisions and procedures.
	VTE		--Establish or arrive at a coordinated execution of board policies.
ACE			--Mutual application of resources concerted toward definite common goals.
	VTE		--Mutual commitments.
	VTE		--Development of innovative programs.
	VTE		--Legislative programs and recommendations.
	VTE		h. <u>Periodic Meetings</u> of the ACE, VTE, and CJC agencies with the agency(s) responsible for the 1965 Higher Education Act.
			4. <u>Joint Agency Cooperation involving State Boards(s), Departments and Commissions.</u>
			a. <u>Single Board Recommendations.</u>
			(1) <u>Establish a Single Board of Education for All of Education.</u>

Reported by Agency			Description of Desired Avenue or Method of Agency Involvement
Directors of			
ACE	VTE	CJC	
		CJC	(a) Responsible for K-12, vocational/technical education, two-year colleges, and higher education. Then all educational agencies which require mutual cooperation will be subordinate to the same board.
ACE	VTE		(b) With three divisions: Elementary and secondary education, vocational/technical education, and higher education.
	VTE		(c) With three divisions: Elementary and secondary education, post secondary and adult and continuing education, and higher education.
ACE			(2) <u>Establish or Designate a Single Board, and/or a Single Agency, as Responsible for all Post High School Education.</u> (May be inclusive or exclusive of higher education.)
ACE		CJC	(3) <u>State Board of Education to Spell Out Responsibilities</u> of the three agencies, overlapping responsibilities of the three agencies, and resultant linkages of the three agencies, for the direction of agencies involved and for the benefit of program participants.
ACE			b. <u>A Policy-Making Council or Committee Within the State Board of Education</u> , responsible for adult and continuing education in both basic education and higher education. Membership could include representatives from the vocational education division, Council on Basic Education and the Council on Higher Education.
		CJC	c. <u>Establish a Neutral Coordinating Board</u> , through which post high school educational planning is coordinated to avoid duplication of effort and costs.
ACE			d. <u>Establish a Central Advisory Board</u> to direct all questions from local levels to the proper agency or area of concern. Agency heads should attend scheduled meeting(s) under this advisory board, to insure proper interaction and to keep each other aware of new developments in the individual fields.
	VTE		e. <u>Plural Board Recommendations.</u>
	VTE		(1) <u>Establishment of Joint Board Meetings</u> , with official representatives from the administrative agencies responsible to the boards.
	VTE		(2) <u>Establish a Legal Responsibility for the Various Boards over the Three Agencies to Meet at least Annually</u> (such as state board of education, vocational education board, and board of higher education [regents]), to determine the policies of cooperation between the three agencies. At these meetings, the boards should agree to require their agency staffs to provide for joint planning of programs for which they are legally responsible. Then voluntary periodic meetings should continue between the staffs of the three agencies.

Reported by Agency Directors of			Description of Desired Avenue or Method of Agency Involvement
ACE	VTE	CJC	
ACE			(3) <u>State Board of Education and Board of Higher Education Should Engage Outside Consultant Firm</u> to (a) review present practices and policies concerning post high school education and staff agencies involved, (b) determine areas of agreement and cooperation, and (c) review and study problems and sources of action. <u>Both boards should then determine what cooperation between agencies is needed, and a priority for its accomplishment.</u> To assist the boards, <u>a planning committee should be formed from staff personnel of the three agencies</u> to (a) aid in the determination and clarification of goals for post secondary education, (b) recommend pertinent board policies to cover these goals, and (c) delineate appropriate objectives and procedures for the boards' consideration for the accomplishment of these goals. <u>A three-day inter-agency conference</u> could then assist staff members to (a) see the potential of post high school education in the state, (b) set a tone for joint agency cooperation, and (c) plan both short term and long term cooperative steps.
ACE			(4) <u>Advisory Boards, with Interlinked Membership from Regular Boards</u> (as board of education, board of higher education, vocational education board, etc.), to the meetings of which agency directors and/or appropriate staff members should be in attendance for necessary and pertinent interactions.
ACE		CJC	(5) <u>Interlocking Board Memberships.</u> (6) <u>Establishment of a Joint Committee by the State Board of Education and State Community College Board</u> , to give consideration to the operational roles of the ACE and VTE agencies regarding adult and continuing education and vocational/technical education, and to the development of operating guidelines for adult and continuing education. <u>Then interaction and agreement by the state department of education and the community college office</u> on delineation of their respective adult and continuing education and vocational/technical education functions, adopting rules and regulations specifying the kinds and types of adult classes which will be offered by each of them.
	VTE	CJC	(7) <u>Interlocking Directorates on Boards</u> , affording opportunities for top-level joint agency cooperation.
	VTE		(8) <u>Separate Postsecondary Education from the State Board of Higher Education</u> to stymie tendency for post secondary institutions to move into community colleges, junior colleges, and on into four-year degree institutions.
		CJC	(9) <u>Establish Responsibilities for Post Secondary Institutions under an Independent Board of Trustees for State Colleges</u> , apart from the board of education and board of higher education (regents), to allow for return of institutional autonomy features lost to a "system-like management team" when placed under commissioner of education.

Reported by Agency Directors of			Description of Desired Avenue or Method of Agency Involvement
ACE	VTE	CJC	
			<p>5. <u>Joint Agency Cooperation involving other Associated Facets of Agency Functioning.</u></p>
	VTE		<p>a. <u>Organizational Schema.</u></p> <p>(1) <u>Legislatively Redesign the Current Organizational Structure</u> accommodating the multi-faceted area of post high school education to facilitate effective interaction among those state educational agencies charged with delivering it to the post high school clientele.</p>
		CJC	<p>(2) <u>Joint Agency Participation in the Systematization of the whole "helter-skelter loose contact" system of post high school education,</u> with a consequent legal formalization.</p>
		CJC	<p>(3) <u>Reorganize the Current Organizational Structure of Post High School Education along Functional Lines,</u> not just lines of program categories or educational accretion.</p>
ACE		CJC	<p>(4) <u>Establishment of a Single Comprehensive System</u> of state supported post secondary education through grade 14.</p>
		CJC	<p>(5) In states with restricted population, <u>One Agency can have Established or Consolidated Responsibilities</u> for all of post high school education. Intrastaff meetings would then provide the necessary communications and correlations.</p>
ACE			<p>b. <u>Gubernatorial Input.</u> The governor's office should be the common denominator in requiring cooperation among the three agencies.</p>
ACE			<p>c. <u>National Level Involvements.</u></p> <p>(1) <u>One Governmental Agency at the Federal Level Should Be Responsible for Adult Basic Education Components of the Various Federal Education Programs,</u> instead of federal level multi-agency insular administration; <u>or at least joint federal agency cooperation</u> in delivering adult basic education programs to state level agencies.</p>
ACE	VTE		<p>(2) <u>Regional or National Level Training Sessions</u> for state level educational agencies regarding patterns and procedures of joint agency interactions and interrelationships. Presumably hosted by such bodies as the United States Office of Education, public or private national organizations having post high school involvements, or designated university training centers.</p>
ACE			<p>(3) <u>National Permanent Research Committee,</u> basically comprised of representatives of state level staff agencies.</p>
	VTE		<p>d. <u>Incorporate Provisions in State Plan(s)</u> for joint agency interinvolvements, formal or informal.</p>

Opinionative Statements by Agency Directors Regarding Areas of Post High School Educational Concern Where Interagency Cooperation Should Be Initiated or Developed

The reported areas of post high school education where interagency cooperation was recommended or sought were indicative of several things, principally,

1. Several areas of common concern were identified by the directors where initiation or development of joint agency interactions was deemed appropriate, applicable, and/or necessary:
 - a. National level concerns and involvements.
 - b. Legislation concerns.
 - c. Post high school planning, coordination, assessment, and evaluation concerns.
 - d. Information and communication concerns.
 - e. Fiscal concerns.
 - f. Personnel concerns.
 - g. Educational program concerns.
 - h. Diploma and degree concerns.
 - i. Regional and district level concerns.
 - j. Program coordination concerns at the local level.
2. The felt needs expressed by the directors also reflected manifold perspectives and understandings, as well as multifaceted organizational development, operational scope, and span of student serviceability.

The areas of post high school education reportedly meriting joint agency attention were analyzed, assessed, and arranged for presentation in the following synoptic outline.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
			1. <u>National Level Concerns and Involvements.</u>
	VTE	CJC	a. <u>Federal Programs Generally</u> were reported to be an area where meaningful joint agency cooperation could be substantially increased among state level agencies.
	VTE	CJC	b. Accentuated joint agency cooperation at the state level could also be realized in the administration of various federal programs with <u>modifications in the specifications and administration of certain federal program statutes</u> , such as the Vocational Education Act of 1963 and the Higher Education Act of 1965, to allow for more effective and fuller integration and accommodation with variegated educational structures and procedures mandated by state laws. Dissatisfaction was most commonly reported with the somewhat incapacitated joint agency interactions resulting from the complicated and impractical relationships often necessarily devised between the state board of education (which often serves also as the vocational education board) and the state board of higher education (regents) to achieve administrative compliance with federal program guidelines.
	VTE		c. National efforts, involving state level agencies, in the <u>development of a common occupational program titling and coding system.</u>
			2. <u>Legislation Concerns.</u>
ACE		CJC	a. <u>Cooperation in and Coordination of Legislative Efforts and Programs.</u>
	VTE		b. <u>Corrective Legislation -- Clarification of Legal Bases.</u> (In one state the organization of post secondary schools was reportedly governed by four diverse statutes, with resultant difficulties in joint agency agreement and administration. Joint agency cooperation was recommended in developing one piece of legislation to supercede the existing four conflicting acts. In the face of current vested interests and opposing administrators at state and local levels it was felt that the effort at interagency cooperation itself in this case would necessitate at least an act of the legislature, and perhaps even the implementation of theocratic government.)
		CJC	c. <u>Development of a Single Comprehensive System of Postsecondary Education through Grade Fourteen.</u>
		CJC	d. <u>Mergers of All 2-Year Post High School Institutions</u> , especially along budget lines, if nothing else.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
		CJC	e. <u>Loss Of Post High School Institutional and Systemic Autonomy</u> occasioned by absorption into larger systems of the state educational structure, or by having restrictive "management team" administration imposed on them.
		CJC	f. <u>Development of 4-Year Technical Programs</u> which comprise the eleventh to the fourteenth years of school.
ACE			g. <u>Arriving at Post High School Educational Goals by some Means other than F.T.E. Figures</u> (Full Time Enrollment).
			3. <u>Post High School Planning, Coordination, Assessment, and Evaluation Concerns.</u>
	VTE	CJC	a. <u>Master Planning, Long Range and Annual.</u>
		CJC	(1) <u>Define Clearly by Law or Written Agreement</u> the scope and responsibilities of each of the state agencies having responsibilities for postsecondary education.
ACE			(2) <u>Pre-Planning Conferences</u> to eliminate duplication and consolidate efforts for clientele groups.
	VTE		(3) <u>Coordination of Interagency Planning and Program Support.</u>
	VTE		b. Study of the <u>Scope and Range of Potential Legal and Voluntary Mutual Commitments.</u>
		CJC	c. <u>Joint Agency Decision Making.</u>
ACE	VTE	CJC	d. <u>Elimination or Prevention of Unnecessary Duplication and Overlap</u> -- in responsibilities, roles, programs, services, facilities, equipment, classes, and participants.
ACE	VTE	CJC	(1) <u>Establishment of Common Goals</u> , consistent with the needs of society and citizens.
ACE			(a) <u>Pooling of Resources and Talent</u> towards a common goal.
	VTE		(b) <u>Cooperative Planning to Muster all Educational Resources to Serve the Needs</u> of each community.
ACE	VTE	CJC	(2) <u>Articulation and Delineation of Agency Responsibilities, Missions, Roles, and Functions.</u>
	VTE		(a) <u>Joint Recognition that Each State Agency Has a Role to Fulfill.</u>
	VTE		(b) <u>Tri-agency Planning for Postsecondary Education to Give a Single Comprehensive Direction to the Responsible Institutions.</u>
	VTE		(c) Joint Planning and <u>Definition of Function of Each Type of Post High School Institution.</u> (Area vocational schools, adult education centers, technical institutes, community Junior Colleges, etc.)
	VTE	CJC	<u>1/ Location</u> of Institutions.
	VTE	CJC	<u>2/ Missions</u> of Institutions.
	VTE	CJC	<u>3/ Placement</u> of Programs.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
	VTE		(d) <u>Development of a Definite Line of Responsibility</u> for efficient administration of programs.
		CJC	e. <u>Particular Coordination Concerns.</u>
	VTE		(1) <u>Coordination between State Department of Education and Community Junior Colleges on Occupational Education.</u>
	VTE		(2) <u>Coordination between Agencies of the Department of Vocational/Technical Education with the State Regents for Higher Education.</u>
	VTE		(3) <u>Coordination between the Community Junior College Commission, State Board of Education, and Universities.</u>
ACE	VTE		f. <u>Development of an Effective System of Assessment and Evaluation for Post High School Programs and Institutions</u> which would benefit the institutions and the agencies.
			4. <u>Information and Communication Concerns.</u>
ACE			a. <u>Interagency Communication.</u>
	VTE		(1) Need for <u>Planned Communications.</u>
	VTE	CJC	(2) Need for <u>Better Communications, Formal or Informal.</u>
		CJC	(3) Clear <u>Understanding of Agency Roles</u> by agency staff and post high school personnel.
		CJC	(a) Clear <u>Understanding of Institutional Roles</u> by agency staff and post high school personnel, such as area vocational/technical school and vocational/technical high school personnel of the community junior college mission.
ACE	VTE	CJC	(4) <u>Cultivation of Recognition of the Need and Desire to Cooperate and Coordinate.</u>
	VTE		b. <u>Joint Agency Informational Concerns.</u>
	VTE		(1) <u>Clarification and Uniformity of Titles and Terminology</u> used in post high school education.
	VTE		(a) <u>Common Identification of Titles and Terms</u> to facilitate funding, administering, etc.
		CJC	(2) <u>Development of a Common Course Identification System.</u>
	VTE		(a) <u>Development of a Common Occupational Program Titling and Coding System.</u>
	VTE		(3) <u>Single Point Collection of Data.</u>
	VTE		(4) <u>Implementation of a Joint Agency Information Retrieval System</u> , to avoid duplication, facilitate dissemination of data gathered by the three agencies, and make total information gathered available to all agencies for long range planning.
		CJC	(5) <u>Data Bank Transmission Services.</u>
		CJC	(6) <u>Free Flow of Information between Agencies</u> , so that actions contemplated by one agency, which would affect other agencies, would be made known to all concerned.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
ACE	VTE		(7) <u>Development of a Uniform Financial Accounting System</u> which would provide compatible data for all agencies.
		CJC	(8) Revision and <u>Development of Uniform Rules and Regulations</u> governing post high school education.
		CJC	(9) <u>Development of a Management Information System.</u>
			(10) <u>Development of an Information System to Determine What is Happening to Occupational and College Graduates</u> and the effect of the postsecondary educational program on the graduates.
	VTE		c. <u>Need for More Time and Resources to Conduct Research, and Develop Reports.</u>
	VTE	CJC	d. <u>Need for More Time and Resources to Conduct Public Relations.</u>
			5. <u>Fiscal Concerns.</u>
ACE			a. <u>Fiscal Parity and Equity</u> , where joint agency action could effectively spotlight educational inconsistencies.
			(1) <u>Equitable Funding for Equitable Programs</u> , regardless of the institution offering the program (high school, area vocational school, technical institute, community junior college, 4-year college, or university).
	VTE		(2) <u>Differences in State Funding</u> for various types of post high school institutions should be cooperatively evaluated.
		CJC	(3) <u>Fiscal Parity on All Levels of Instruction</u> , i.e., fiscal parity with other segments of the state educational system. (In one state, the community junior college system was reportedly educating nearly two-thirds of all college students with only partial financing by the state, whereas state colleges and university campuses received total state financing.)
	VTE		(4) <u>Equality in Salary Schedules</u> . (As, questioning why a higher salary is demanded for teaching common courses and programs at a university than at vocational/technical institutes, especially when the pedagogic level is equivalent.)
			b. <u>Funding, generally.</u>
	VTE		(1) <u>Allocation Formulas</u> regarding state and federal dollars.
ACE	VTE	CJC	(2) <u>Division of Vocational Education Funds.</u>
			(3) <u>Undue Competition for Program Funds</u> at the post high school level, especially in the manpower training areas.
	VTE		(4) <u>Common Lack of Money</u> available to implement new worthwhile projects already on the drawing board.
ACE	VTE		(5) <u>Pooling of Resources and Talent</u> toward a common goal. Coordination of interagency planning and program support.
ACE			(6) <u>Greater Latitude in the Use of Program Funds</u> as related to overall objectives.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
	VTE		c. <u>Development of a Suitable Financial Accounting System</u> that would provide compatible data for all systems.
		CJC	d. <u>Provisions for Isolating "Research" and "Teaching" Functions</u> in terms of fiscal and philosophical parameters in each segment of post high school education, especially higher education.
	VTE	CJC	e. <u>Need for More Time and Resources to Conduct Research and to Develop Reports, and to Conduct Public Relations.</u>
			6. <u>Personnel Concerns.</u>
		CJC	a. <u>Agency Level.</u> (1) <u>Staff Training</u>
	VTE		b. <u>Institutional Level.</u> (1) <u>Selection</u> of post high school instructional personnel.
	VTE		(2) <u>Preparation</u> of post high school educational personnel.
	VTE		(a) <u>Teacher Education</u>
ACE			(3) <u>Upgrading.</u> (a) <u>Need to Furnish within the Community Junior College System Adequate Training Opportunities</u> for adult and continuing education staff and faculty.
ACE			(b) <u>Better Planning with 4-Year Schools and Professional Organizations for External Degree Programs, Seminars, and Drive-in Conferences,</u> to provide training opportunities to adult and continuing education personnel in staff and faculty development.
			7. <u>Educational Program Concerns.</u>
ACE			a. <u>Adult and Continuing Education Programs.</u>
ACE	VTE	CJC	(1) <u>General Educational Development.</u>
			(2) <u>Adult Education Programs,</u> including basic education, secondary education, vocational education, continuing education, and higher education.
ACE			(a) <u>State Supported Local Programs for Adults</u> at the high school level.
ACE			(b) <u>Meeting Needs of High School Graduates Who Are Functioning below the Eighth Grade Level.</u>
ACE			(c) <u>Assist ACE Centers to Conduct Basic Studies Programs</u> for, <ol style="list-style-type: none"> 1/ Students who cannot be admitted under present university standards. 2/ Students who have been admitted to universities, but whose success probability is low.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
ACE			<p><u>3</u> Students who cannot be admitted to vocational/technical schools under present standards.</p> <p><u>4</u> Students who have been admitted to vocational/technical schools but whose success probability is low.</p> <p>(d) <u>Comparison of Adult Basic Education Program, Vista, etc., to determine possible common goals.</u></p>
ACE		CJC	(3) <u>Continuing Education.</u>
ACE			(a) <u>Citizenship Responsibilities.</u>
ACE			(b) <u>Improvement of Home and Family Life.</u>
ACE		CJC	(c) <u>Increasing Personal Enrichment.</u>
ACE			(d) <u>Development of Programs to Serve the Disadvantaged.</u>
ACE			(e) <u>Avocational Activities for Retired People.</u>
			b. <u>Occupational Training Programs.</u>
		CJC	(1) <u>General Program Concerns.</u>
		CJC	(a) <u>Occupational Education.</u>
			(b) <u>Planning of Career Programs</u> and articulation of career programs.
	VTE		(c) <u>Organizing New Programs to Meet True Market Needs.</u>
ACE	VTE		(d) <u>Real Preparation of Students for the Labor Market.</u>
			(e) <u>Development of Vocational Competence.</u>
	VTE		(f) <u>Make Education Responsive to the Needs of People,</u> relevant to their career objectives, and relevant to manpower needs and job opportunities.
	VTE		(g) <u>A Joint Agency Manpower Study</u> to determine the needs of the people in vocational education, and at the community college level.
	VTE		(h) <u>Joint Approval of Manpower and Student Needs</u> (at some level).
	VTE		(i) <u>Increased Enlistment of Male and Female Youth</u> into post secondary vocational training programs.
	VTE		(j) <u>Needed Expansion of Vocational Education Programs,</u> including need for adequate facilities, instructors, counselors, and administrative staff.
		CJC	(k) <u>Agency Coadjvancy Regarding Distribution of Vocational Education Funds.</u>
	VTE		(l) <u>Need for Community Junior College to Accept Responsibility for Involvement in the Total Vocational Education Effort,</u> including nongraded, short-unit efforts with the emphasis on serving people.
	VTE		(m) Development of a <u>Common Occupational Program Titling and Coding System.</u>
	VTE		(2) <u>Particular Vocational/Technical Program Concerns.</u>
			(a) <u>More Short-Term Training Courses</u> to permit the acquiring of a salable skill.
		CJC	(b) <u>More Rapid Development of Vocational/Technical Programs</u> in the technical colleges, and subprofessional programs in the university centers.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
		CJC	(c) <u>Developing 4-Year Technical Education Programs</u> , which comprise the eleventh to the fourteenth years in school.
	VTE		(d) <u>Development of Health and Medical Technician Areas</u> .
		CJC	(3) <u>Retraining and Upgrading Concerns</u> .
	VTE		(a) <u>Short-Term In-Service Vocational Programs</u> .
ACE			(b) <u>Short-Term Retraining Courses</u> to permit the acquiring of a salable skill.
ACE			(c) <u>Employee Updating</u> .
			(d) <u>Career Changing Programs</u> .
		CJC	c. <u>College Academic Programs</u> .
		CJC	(1) <u>The Nature and Offerability of some Lower Division Courses</u> .
		CJC	(2) <u>Trend in Development of 2-Year Programs by Higher Education</u> , which results in program duplication.
ACE			d. <u>Need to Meet Individual Needs in a Cooperative Manner</u> .
ACE			e. <u>Programming for Clientele Groups</u> who come for post high school education.
			8. <u>Diploma and Degree Concerns</u> .
			a. <u>Initiation or Development of a Coordinated Adult High School Diploma Program</u> , with guidelines for issuance by,
ACE			(1) <u>The State</u> .
ACE			(2) <u>The Local School Districts</u> .
ACE			(3) <u>Community Junior Colleges</u> .
			b. <u>Awarding of Short-Term Certificates and Associate Degree Certification</u> by,
	VTE		(1) <u>Area Vocational Schools</u> , which offer the appropriate levels of training.
		CJC	(2) <u>Vocational/Technical High Schools</u> , which offer thirteenth and fourteenth years of training.
			c. <u>Opposition to 2-Year Associate Degree Programs</u> by any post high school institution, as they tend to disparage vocationally oriented students whose interests are relevant to career and occupational courses in favor of academically oriented students who pursue those courses that yield degrees.
			9. <u>Regional and District Level Concerns</u> .
		CJC	a. <u>Regional and District Planning and Program Coordination</u> .
ACE			(1) <u>Division of State into Regions or Districts</u> , to enhance coordination of all post high school educational opportunities within each region or district.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
ACE	VTE		(2) <u>Coterminous or Harmonious Boundaries</u> between Community college districts, area vocational/technical school systems, and intermediate school districts.
	VTE		(3) <u>Delineation of Functions of Various Areas</u> , especially high school and junior college districts, regarding curriculum and operations.
	VTE		(4) <u>Coordinating Councils for Vocational Education</u> in each junior college district, to coordinate all vocational education within the district.
	VTE		(5) <u>Joint State Agency Meetings or Hearings</u> with groups representing local, district, and/or regional educational agencies or units.
	VTE		(6) <u>Joint Agency Efforts to Assist Local, District, and Regional Administrative Units</u> in following the rationale of vocational education programs.
			10. <u>Program Coordination Concerns at the Local Level.</u>
	VTE		a. <u>Coordinating Councils for Vocational Education</u> in each community junior college district, to coordinate all vocational education within the district.
	VTE		b. <u>Coordination and Articulation of Overlapping Local Institutional Offerings</u> in adult and continuing education, vocational/technical education, and available college programs.
	VTE	CJC	(1) Coordination of programs, instructional staff, facilities, and movement of students <u>between Community Junior Colleges and Area Vocational/Technical Schools</u> .
	VTE	CJC	(2) <u>Cooperation between Secondary Schools and 2-Year Postsecondary Schools</u> (as, between vocational/technical high school and community junior college).
		CJC	(a) Offering of thirteenth and fourteenth years in vocational/technical high schools tends to confuse programs with community junior colleges.
		CJC	(b) <u>Development of 4-Year Technical Programs</u> which comprise the eleventh to the fourteenth years of school which will also articulate into the community junior colleges.
ACE			(3) Cooperation and Planning <u>between Local Adult and Continuing Education Directors and Community School People</u> . Active role by local school superintendent could assure local cooperation.
	VTE	CJC	(4) <u>Cooperation between 2-Year Vocational/Technical Colleges and Institutes and the Community Junior Colleges</u> .
ACE	VTE	CJC	(5) <u>Coordination of the 2-Year Postsecondary Level with the 4-Year College (and University) System</u> , also including university extension and community junior college community service programs.

Reported by Agency Directors of			Description of Areas of Post High School Educational Concern Reportedly Meriting Joint Agency Cooperative Attention
ACE	VTE	CJC	
ACE	VTE		(6) <u>Adult Vocational Education in Cooperation with High School Completion.</u>
ACE			(7) <u>Total Span of Vocational Education Offered by Community Junior Colleges, including non-graded, short-term programs.</u>
		CJC	(8) <u>Responsibility of Community Junior Colleges and Public Schools for Adult Basic Education and Adult Secondary Education.</u>
		CJC	(9) <u>Planning and Articulation of Career Programs.</u>
			(10) <u>Duplication of Post High School Career Programs within a Duplication of Post High School Facilities (community junior colleges vs. technical institutes or colleges.)</u>
		CJC	(11) <u>Integration of Programs in some institutions.</u>
	VTE		(12) <u>Free Flow of Students from Institution to Institution.</u>
ACE			c. <u>Need to Convince Local Decision Makers that the Concept of Adult and Continuing Education Is an Integral Part of the Local Educational Establishment's Responsibility for total service to the community.</u>

Synoptic Observations

As part of the study survey, directors of the ACE, VTE, and CJC agencies were requested to personally evaluate the effectiveness of, and their preference for, various structured and unstructured avenues of mandatory and voluntary joint agency interworkings. The mandatorily structured cooperative avenues ranked most often as highly effective were (a) Regular Joint Agency Staff Meetings, and (b) Joint Agency Preparation of Recommendations for Board, Legislature, Publication, etc. These two mandatorily structured methods were also ranked most often as highly preferred, along with Regular Board Meetings with Official Multi-Agency Staff Participation. The voluntarily structured cooperative avenue ranked most often as highly effective was again Regular Joint Agency Staff Meetings. It was also ranked most often as highly preferred, with several other voluntary cooperative avenues also listed less often as highly preferred: (a) Joint Agency Research Activities, (b) Joint Preparation of Recommendations for Board, Legislature, Publication, etc., (c) Regular Board Meetings with Official Multi-Agency Staff Participation, and (d) Joint Efforts in Public Relations, Press releases, etc. Larger numbers of agency directors expressed high preference ratings than high effectiveness ratings for these cooperative avenues, thus indicating perhaps that the methods were either comfortably familiar or felt to have more potential than present usage demonstrated.

Of four postulated informal or unstructured avenues of joint agency cooperation, the one ranked most often by the agency directors as highly effective was Occasional "Get Togethers" to Iron Out Common Problems. It was also most highly preferred as an informal cooperative method, along with (a) Voluntary Exchange, Orally or Written, of Reports, Advice, and Recommendations, and (b) Interagency Memos, Correspondence, etc. Again,

larger numbers of agency directors expressed high preference ratings than high effectiveness ratings.

Opinionative statements by the agency directors were both prolific and mixed in response to an unstructured open-end question requesting them to state their personal choice of most effective avenues of interagency cooperation, long term and short, whether mandated or voluntary, formal or informal. Mandated cooperative avenues were preferred by 64.7% of ACE agency directors, whereas voluntary cooperative avenues were preferred by 54.5% of VTE agency directors and 51.1% of CJC agency directors. Because of the ramification of responses, the variegated avenues of cooperation were grouped into five classifications for presentation: (a) Joint Agency Cooperation involving Individuals or Small Groups, (b) Joint Agency Cooperation involving Committee-level Contacts, (c) Joint Agency Cooperation involving Agency-wide Contacts, (d) Joint Agency Cooperation involving State Board(s), Departments and Commissions, and (e) Joint Agency Cooperation involving other Associated Facets of Agency Functioning.

In response to a second question inviting agency directors to list methods or avenues of joint agency cooperation which they would personally like to see introduced or effectuated, another plethora of opinion was encountered. However, one method was supereminent, as 64.3% of the directors expressed a desire for the establishment of Regular Joint Agency Meetings, whether mandated or voluntarily arranged, with participative representation from the involved agencies. The diversity of desiderative avenues of cooperation was again grouped for presentation into the above-mentioned five classifications.

Responses by the agency directors to a final question regarding areas of post high school education where development of joint agency cooperation was needed indicated many varied perspectives and understandings, but also

several areas of common concern including (a) the national level, (b) state level legislation, (c) planning, coordination, and evaluation, (d) communication and information needs, (e) financial affairs, (f) personnel, (g) programs, (h) diplomas and degrees, and (i) regional, district, and local level coordination.

CHAPTER VII

SUMMARY, FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Summary of the Setting, Problem, and Procedures

Much has been researched, spoken, and written during recent years regarding the proliferous, increasingly complex, and overlapping responsibilities, activities, interests, and goals of state educational agencies in the area of public education beyond the high school age or level, and of the need for state level coordination of this ebullient and somewhat profligate dissemination of postsecondary education. Demonstrably, Gillie (1970) reported 9 major institutional or program vehicles (1 involved nonpublic schools) delivering occupational education in Pennsylvania under the auspices of various state level agencies, an Illinois survey reported by Wellman (1971) identified 40 state level agencies involved in adult and continuing education in that state alone, and a nation-wide survey by Abrahams (1969) identified over 300 different official state level agencies engaged in various aspects of post high school educative functioning.

The study at hand presupposed the essentiality of pertinent and exigent post high school educational coordination, and turned its focus to a relatively uncharted field -- an analytical identification of the intrastate patterns of state level entitative interrelations occurring between three principal administrative staff agencies in this area of public education, respectively designated by each state as primarily

responsible for public adult and continuing education (ACE), vocational and technical education (VTE), and community junior colleges (CJC). Through the instrumentality of a questionnaire both complete and commensurate, postally administered to the directors of these three defined agencies in each of the 50 states and the Commonwealth of Puerto Rico, perceptible patterns of mandated agency involvements and of the emerging joint interinvolvements of the three agencies were sought and demarcated, with a particular effort at specificity regarding state post high school educational planning and selected federal educational programs, along with a consideration of the evaluative statements and rankings submitted by respondent ACE, VTE, and CJC agency directors respecting the multi-form avenues and methods of state level joint agency or multi-agency cooperation.

In association with the generation of various theoretical and operational implications and applications, this nation-wide state level tri-agency study also emerged as somewhat of a taxonomic compendium -- with general, geographical, and organizational perspectives -- of (a) ACE, VTE, and CJC agency post high school educational involvement, and (b) palpable cooperative avenues and procedures among state level educational agencies, in consort with a consideration of opinionative input and effective and preferred cooperative agency interactions, as well as a general integrating synthesis of related research and professional expositions.

Summary of Questionnaire Results and Findings

1. Of the 153 questionnaires sent to the 50 states and the Commonwealth of Puerto Rico, 115 (75.2%) were returned, with a very comparable ratio of return among the three state level agencies:

	<u>Sent</u>	<u>Returned</u>	<u>Percent</u>
ACE agency	51	38	74.5%
VTE agency	51	40	78.4%
CJC agency	51	37	72.5%

2. Puerto Rico and every state except Indiana had at least one of their three agencies reply, and 44 had at least two respondent agencies, of which 21 states registered a response from all three agencies.

3. The 21 states with tri-agency responses were immediately designated as a control group to test the consistency of the total questionnaire pattern analysis. The control group was very consistent in exhibiting characteristics representative of the total group, the geographical groupings, and the groupings by board and agency status relationships.

4. Four relatively balanced geographical state groupings were developed as one analytical base: 11 eastern states, 14 southern states, 12 mid-western states, and 13 far-western states. The control group of 21 states was also closely divided along these respective geographical lines: 6, 5, 5, 5.

5. Of the 50 responding states (excluding Indiana and including Puerto Rico), 18 (36.0%) reported their ACE, VTE, and CJC administrative agencies responsible to and functioning under one state board, 31 (62.0%) reported a division of agency responsibilities under two state boards, and one state (Oklahoma) reported having three state boards, each respectively responsible for one of the three state agencies (for a total of 32 plural-board states).

6. In the 31 states comprising the dominant national pattern of two designated state boards, 28 (90.3%) reported a correlated pattern of ACE and VTE agencies being responsible to a common state board, with the CJC agency reportedly responsible to a second state board (such as the

state junior college board or the state board of higher education). In two of the other states, the VTE and CJC agencies were responsible to a common state board, with the ACE agency attached to another state board. And in one instance, the ACE and CJC agencies were commonly grouped under one state board, with the VTE agency attached to another state board.

7. This dominant pattern of plural-board states was evident in all four geographical groupings, especially in the far-west:

Eastern States Group	7 of 11 (63.6%)
Southern States Group	8 of 14 (57.1%)
Mid-West States Group	6 of 12 (50.0%)
Far-West States Group	<u>11</u> of <u>13</u> (<u>84.6%</u>)
Total	32 50 (64.0%)

The smaller control group also contained a mixed sample of plural-board arrangements:

Eastern States Group	2 of 6
Southern States Group	3 of 5
Mid-West States Group	2 of 5
Far-West States Group	<u>3</u> of <u>5</u>
Total	10 21

8. Of the 50 respondent states, a different grouping of 31 (62.0%) very evenly geographically divided states reported their ACE, VTE, and CJC agencies as operating on the same level of administrative responsibility, or having equal-parity status with each other in the educational structure. The other 19 states (38.0%) reported various combinations of administratively unequal or dependent status relationships existing among their three agencies.

9. Boardwise, of the 18 single-board states, 11 (61.7%) reported independent or equal-parity agency status; while of the 32 multi-board states, 20 (62.5%) reported independent or equal-parity status among their administrative agencies. Equal-parity and unequal-parity agency arrangements

were included in all of the geographical groupings, as well as a very representative sample in the control group.

10. Of the 19 states where one agency was attached to or answerable to another agency, the ACE agency was reported in this unequal or dependency status relationship in 18 (94.7%), 16 times of which it was attached to or dependent on the VTE agency, and to the CJC agency in the other two states. Conversely, in these same 19 states reporting the presence of a dependency relationship, 17 (89.5%) of the VTE agencies and 18 (94.7%) of the CJC agencies reported administratively independent or equal-parity status. Boardwise, of these 19 states, every multi-board state (12) and nearly every single board state (6 of 7) identified their ACE agency as dependent or of unequal-parity. Two single-board states reported a VTE agency dependency on the CJC agency, and one single-board state reported a CJC agency dependency on the VTE agency. No VTE or CJC agency dependency was reported in multi-board states.

11. In plumbing eight varied segments of post high school education for the nature of participative involvements by ACE, VTE, and CJC agencies, significant mandated involvement was affirmatively reported by at least one of the three agencies in all eight of the categories, with significant cooperative involvements reported by at least two of the agencies in five categories. The overall pattern profile showed substantial mandated single agency or independent agency responsibility in three component program areas -- University-Parallel Programs by CJC agencies, and Basic Adult Education Programs and High School Diploma Programs by ACE agencies -- and mandated joint agency cooperative responsibility in four other component areas -- 2-Year and Less-than-2-Year Occupational Degree programs by VTE and CJC agencies, Employment Updating and Retraining programs by VTE and CJC agencies, and Community Service Programs by ACE, VTE, and CJC agencies.

Significant numbers of at least two agencies reported, as noted above, a combined mandated and voluntary cooperative involvement in five of the categories, including the previous four just listed plus Cultural Enrichment Programs by ACE and CJC agencies, as shown in Table 16. A higher number of ACE, VTE, and CJC agencies reported mandated responsibilities (whether single agency or joint agency) in single-board states, especially those having dependent or mixed-parity agencies. The lowest levels of mandated responsibility were reported by multi-board states, especially those having independent or equal-parity agencies. A broader synopsis of agency involvements in these eight component areas of post high school education is found in the summary statements following the analysis of them in Chapter IV.

12. A scrutiny of participative involvement by ACE, VTE, and CJC agencies in nine activities and functions carried on by state educational agencies disclosed significant numbers of agencies reporting mandated responsibilities (including both single agency and joint agency) as follows: ACE agencies in five, VTE agencies in eight, and CJC agencies in all nine of the categories. Combined interagency cooperative involvements (including both mandated and voluntary) were reported by significant numbers of ACE agencies in seven, VTE agencies in eight, and CJC agencies in eight of the state agency functionings. Voluntary agency cooperative activities were reported by a higher percentage of ACE agencies than VTE and CJC agencies in every category except one -- Feasibility Studies. The mandated involvements of ACE and VTE agencies were more of a joint agency nature than were the CJC agency involvements. Higher numbers of VTE agencies also reported joint agency cooperative involvements (combination of mandated and voluntary) than ACE and CJC agencies. Higher numbers of far-west VTE and CJC

agencies reported mandated agency responsibilities and total joint agency cooperative involvements than other areas of the country, while southern VTE and CJC agencies reported the lowest agency levels of mandated responsibility, and mid-west VTE and CJC agencies reported the lowest levels of interagency cooperation. Single-board states with dependent or mixed-parity agencies reported the highest numbers of ACE and VTE agencies with mandated agency involvements, and single-board states with independent or equal-parity agencies reported the highest numbers of CJC agencies with mandated agency involvements. Single-board states with dependent or mixed-parity agencies reported the highest numbers of ACE, VTE, and CJC agencies with joint agency cooperative involvements. A broader synopsis of agency participation in these nine activities and functions carried on by state level educational agencies is found in the summary statements following the analysis of them in Chapter IV.

13. The ACE, VTE, and CJC agency groupings reported significant participative involvement in the development of all five state educational plans included in this study, with one exception -- very few ACE agencies reported any participative involvement in the development of the Master Plan for Higher Education. Only one ACE agency reported any mandated responsibilities to this plan, and less than 30.0% reported any voluntary inter-agency involvements. Overall, the broad pattern was one of ranging-medium numbers of agencies reporting mandated responsibilities and cooperative involvements in the five plans. Very restricted voluntary involvement was reported. Significant numbers of the three agencies reported mandated independent agency responsibilities in the development of the respective particular state plans commonly associated with their agency focus: ACE agencies in the Community Services Plan, VTE agencies in the Vocational

Education Plan, and CJC agencies in the Community College Plan. Apparent significant interaction was reported by the VTE and CJC agencies regarding the Community College Plan and the Vocational Education Plan. The highest levels of mandated responsibilities were generally reported in the Community Services Plan, Vocational Education Plan, and the Community College Plan. The highest levels of cooperative agency activities were in the Master Plan for all of Education and the Vocational Education Plan. Generally higher numbers of far-west VTE and CJC agencies reported mandated agency involvements. Generally higher numbers of far-west VTE agencies and eastern CJC agencies reported joint agency cooperation. Single-board states with dependent or mixed-parity agencies reported higher numbers of ACE and VTE agencies with mandated responsibilities than in other board-agency arrangements, and single-board states with independent or equal-parity agencies reported higher numbers of CJC agencies with mandated responsibilities. Single-board states with dependent or mixed-parity agencies reported higher numbers of ACE, VTE, and CJC agencies involved in joint agency cooperative activities. A broader synopsis of agency participation in these five state plans is found in the summary statements following the analysis of them in Chapter V.

14. In the state level planning, administration, and accountability of eight federal programs relating to post high school education, an overall pattern was reported of medium to high numbers of ACE, VTE, and CJC agencies with mandated involvements, and of medium numbers of these three agencies with joint agency cooperative involvements. The high numbers were usually reported by VTE agencies in the mandated category, especially in six of the eight programs. Only the CJC agencies reported significant numbers having participative involvement in the Higher Education Act and the Higher Education Facilities Act. Extremely limited numbers of agencies

reported voluntary interagency cooperative activities in all eight federal programs. The highest levels of mandated involvements were reported by southern and mid-west ACE and VTE agencies, and eastern and far-west CJC agencies. The highest levels of interagency cooperation were reported by mid-west ACE agencies, southern and far-west VTE agencies, and eastern CJC agencies. Single-board states with dependent or mixed-parity agencies reported higher percentages of ACE, VTE, and CJC agencies having mandated involvements and joint agency cooperative involvements. A broader synopsis of agency participation in these eight federal programs is found in the summary statements following the analysis of them in Chapter V.

15. Respondent agency directors ranked the most effective mandatorily structured cooperative avenues as follows:

- a. Regular Joint Agency Staff Meetings.
- b. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.

16. Respondent agency directors ranked the most effective voluntarily structured cooperative avenue as follows:

- a. Regular Joint Agency Staff Meetings.

17. Respondent agency directors ranked the most preferred mandatorily structured avenues of cooperation as follows:

- a. Regular Joint Agency Staff Meetings.
- b. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- c. Regular Board Meetings with Official Multi-Agency Staff Participation.

18. Respondent agency directors ranked the most preferred voluntarily structured cooperative avenues as follows:

- a. Regular Joint Agency Staff Meetings.

- b. Joint Agency Research Activities.
- c. Joint Preparation of Recommendations for Board, Legislature, Publication, etc.
- d. Regular Board Meetings with Official Multi-Agency Staff Participation.
- e. Joint Efforts in Public Relations, Press Releases, etc.

19. Regarding these immediately preceding four statements on structured avenues of cooperation, it should be noted that quite limited percentages of the agency directors ranked these or any of the eight listed cooperative methods as highly effective, but rather much higher percentages ranked them as moderately or minimally effective. However, when asked to express their rankings of graduated preferences regarding these eight selected methods, a juxtaposed comparison with the effectiveness rankings showed that larger percentages of agency directors expressed high preferences, generally equal percentages expressed moderate preferences, and significantly lower percentages expressed minimal preferences.

20. Low to medium numbers of ACE agency directors reported high effectiveness rankings for mandatorily structured avenues of cooperation, and very limited numbers for voluntarily structured avenues of cooperation. Medium to high numbers of ACE directors reported high preference rankings for both mandatorily and voluntarily structured avenues. Quite limited numbers of VTE agency directors reported high effectiveness rankings, with more reported for voluntarily than mandatorily structured avenues. Low to medium numbers of VTE agency directors reported high preference rankings, with more reported again for voluntarily than mandatorily structured avenues. Very limited numbers of CJC agency directors reported high effectiveness rankings, but a larger though still low number of CJC

agency directors reported high preference rankings for both mandatorily and voluntarily structured avenues of cooperation.

21. Respondent agency directors ranked the most effective unstructured or informal avenue of cooperation as follows:

a. Occasional "get togethers" to iron out common problems.

22. Respondent agency directors ranked the most preferred unstructured or informal avenues of cooperation as follows:

a. Occasional "get togethers" to iron out common problems.

b. Voluntary exchange, orally or written, of reports, advice, recommendations, etc.

c. Interagency memos, correspondence, etc.

Regarding the list of four unstructured or informal avenues of joint agency cooperation, quite low numbers of ACE agency directors reported high effectiveness rankings, while low to medium numbers reported high preference rankings; generally medium numbers of VTE agency directors reported high effectiveness rankings, while low to medium numbers reported high preference rankings; generally limited numbers of CJC directors reported high effectiveness rankings, and very limited numbers reported high preference rankings.

23. Opinionative statements by directors, relative to their stated perceptions of the effectiveness of mandated or voluntary cooperative interagency avenues, showed the following preferences:

	<u>Mandated</u>	<u>Voluntary</u>
ACE agencies	64.7%	35.3%
VTE agencies	45.5%	54.5%
CJC agencies	48.9%	51.1%

ACE agency directors thus appeared more inclined toward mandated interagency avenues than VTE and CJC agency directors.

24. Regarding methods or avenues of joint agency cooperation which they would like to see effected or introduced, respondent agency directors strikingly congealed (64.3%) around one particular thrust: Regular joint agency meetings, whether mandated or voluntarily arranged, with participative representatives from the involved agencies.

24. Several areas of post high school education were identified by respondent directors where initiation or development of joint agency interactions was deemed appropriate, applicable, and/or necessary:

- a. National level concerns and involvements.
- b. Legislation concerns.
- c. Post high school planning, coordination, assessment, and evaluation concerns.
- d. Information and communication concerns.
- e. Fiscal concerns.
- f. Personnel concerns.
- g. Educational program concerns.
- h. Diploma and degree concerns.
- i. Regional and district level concerns.
- j. Program coordination concerns at the local level.

Summary of Study Findings, with Conclusions and Guidelines

A full synoptic repetition of the vast amount of general and specific findings in this study was deemed overproductive, whereupon selected findings of pressing relevancy were abstracted and arranged for provocative presentation.

1. The ten educative guidelines informationally presented at the beginning, and the anthology of guidelines and principles extractively propounded at the end, of Chapter II's review of professional and related literature remained appropos to the findings of this study.

2. Among the many aspects of state government and its instrumentalities, education has long operated in a generally unique setting, not infrequently being considered as the "fourth" branch of government. For, while basically dependent with the general executive branch and judicial branch on the legislative branch for statutory programs and policies as well as funding, education has often also been subsidiarily constitutionally secure and/or indirectly independent either by virtue of elected public boards and/or other educational leaders, or by long term top-level appointments or other statutory delegations and cloakings. A preponderant or major share of expanding state governmental budgets has also been designated for educational purposes. However, the direction of contemporary state governmental thrust has been to increasingly incorporate education into a more generally integrated state level system.

3. Especially since World War II, public education beyond the high school age or level has experienced an accelerating if not explosive growth pattern in terms of numbers of people and appropriated programs and administrative involvements. This increased public participation in education beyond the high school age or level, in an effort to meet ongoing economic needs and personal desires, has precipitated a concomitant increase in public concern with the education quality, equality, and diversity provided by state post high school educational systems. At the state level the resolution of this crescendo of postsecondary educational concerns has been complicated by the also expanding and increasingly conflicting priorities impellent upon state government and the growing public demand for better accountability of the mounting costs and expenditures of public funds.

4. A finding of indeterminate conclusion concerned the apparent lingering confusion among many state level agencies as to what the scope

of post high school education does or ought to include. Acceptance of education beyond the high school age or level, with its manifold expressions, as a viable and valid entity in and of itself within the state educational organization and structure was seen as still in need of explicit legal, organizational, and financial recognition and clarification. Statutory or administrative inconsistency within a state in some areas of post high school education also engendered occasional agency frustrations, wherein one agency might reportedly be required to cooperatively interact with another agency regarding some educational concern, but the other agency might reportedly be under no such requirement. In the struggle for equitable standards and quality in all phases of post high school education, an increasing recognition was reported of the impracticality and/or impossibility of assuring high quality, frugality, and effective coordination of post high school programs when spread among large numbers of state level agencies.

A unified state level approach providing for coordinated post high school education was seen to involve many factors. One recommended guideline in this regard would provide that initial and continuing coordinated definitions of the scope of post high school education and state level agency involvements therein should be established and correlated through a legislatorially prescribed framework, and within that framework by board or interboard policies and directives and/or a state coordinating agency and/or regular joint cooperative coordination among the relevant state agencies. Another recommended guideline would involve legislative recognition and establishment of key agencies (such as the ACE, VTE, and CJC agencies) with full or total responsibilities for state level post high school educational involvements, followed by mandated consolidation of

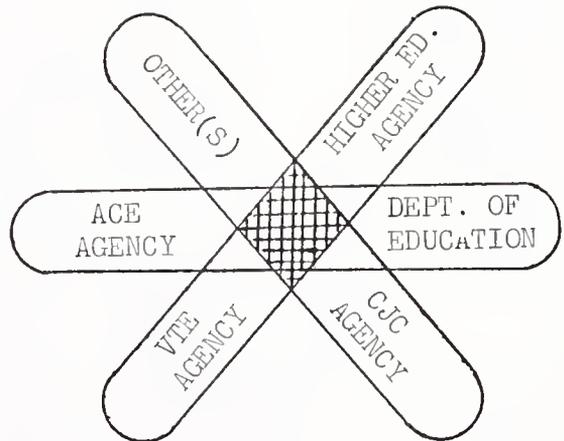
the present state-wide multiple agency involvements in aspects of post high school education into the scope of these key state educational agencies, with appropriate provisions where deemed pertinent for the other state agencies to accordingly enter into contracts, funding arrangements or other cooperative joint agency agreements regarding their respective agency or program needs for particular aspects of short term or long term post high school education or training (such as police academies, driver education programs, health programs, rehabilitation programs, special school or centers -- prison centers, traffic safety schools, barber colleges, beauty colleges, -- and etc.). The key agencies could either arrange to (a) provide the contracted training through their own educational resources, or (b) correlate the involvement of nonagency or private sector resources, such as commercial driver training schools. A third recommended avenue of approach in seeking increased correlation and efficiency in post high school educational concerns would be to statutorily or voluntarily broaden the basic postsecondary arrangement of joint ACE, VTE, and CJC agency meetings, interactions, and communications to include chief state school officers and their agency staffs, state executive officers of higher education and their agency staffs, and perhaps other state level agency groupings involved in particular aspects of post high school education, as shown in Figure 7.

5. The tenor and context of the analogous but not identical educational problems and structures reported by the respondent directors of ACE, VTE, and CJC agencies registered their clear recognition of the strategic position of post high school education as the most important discretionary program level for alternative educational and career decisions, but prof-fered no particular panacea for resolving state level post high school

educational difficulties. The agency directors did, however, indicate a broad general acceptance of their responsibility to initiate or actively respond to cooperative joint agency involvements in order to maintain a high legislative priority for post high school educational programs, stimulate state-wide postsecondary planning and reduce or deal effectually with duplication and overlap, increase efficiency and effectiveness, assure accountability and continuity, and meet the diverse educational needs of all interested citizens beyond the high school age or level. A shirking or indisposition to interagency cooperation as well as the notion of "little state level empires" was generally perceived as tantamount to courting consequential disaster for all concerned.



Basic Postsecondary
Arrangement



Expanded Postsecondary
Arrangement

Figure 7. Models of Joint Relationships of ACE, VTE, and CJC Agencies and Expansion to Include Other State Level Agencies with Post High School Education Involvements.

6. The benefits and expedient opportunities tendered by dynamic state level interagency cooperation were not without potential pitfalls and areas of conflict and confusion, such as federal input and rigidity in program requirements, state planning commissions and additional levels of state planning and coordination, disparate agency structure and restrictive guidelines on joint agency intervolvements, inflexible interpretive differences and unclear statutory direction, broad and overlapping definitions, polarization and contrariety or discord by vested interests, and precipitous actions on the parts of states, agencies, or institutions without clearly thinking through the consequences. Cognizantly, these concerns could provide a basis for unproductive conflict and increased tension -- or they could offer propitious opportunities for flexible and productive cooperation and coordinated actions within the state level post high school educational community. Subversion of the potential augured chaos and more stringent state and federal regulations, rather than free-spirited opportunity to cooperate.

7. Effective cooperation between state level agencies was seen as predicated upon certain guideline conditions or criteria:

- a. Recognition of the need for joint agency cooperation.
- b. Development of the intent or resolution to cooperate.
- c. Recognition and acceptance of the need for flexibility on the part of the state agencies in cooperatively meeting the many and diverse post high school educational concerns and problems.
- d. Capitalizing on the diversity of the involved state agencies by stressing complementation of effort toward correlate goals.

- e. Acceptance of the need to establish some type of ongoing process to maintain commingling cooperation and correlated priorities amidst diversity.
- f. Overcoming internecine multi-agency conflicts through a reciprocally accepted joint common concern with meeting post high school educational needs.

8. While the scope of this present study did not include a comprehensive investigation and evaluation of effectiveness defined in terms of output or accomplishment, several individual agency actions pursuant to the just mentioned attitudinal guidelines were also overtly or impliedly reported by the respondent directors as underlying the development of effective joint agency cooperation, including at least the following:

An evaluative assessment by respective individual agencies of,

- a. Current agency organizational structures, roles and legal bases, along with potential alternatives.
- b. Current state and federal educational programs involving post high school education, along with potential agency implications, ramifications, and alternatives.
- c. Current agency fiscal structures, policies, practices and procedures, and program involvements, along with potential alternatives.
- d. Current agency facilities, informational and data resources, etc., along with available potentials and alternatives.
- e. Current agency personnel, especially in terms of training, capacity, and assignment, along with potential alternatives.
- f. Current status of interagency relationships and avenues of joint agency interactions, along with a consideration of

potential alternative cooperative avenues compatible with legal bases, structures, roles, program requirements, fiscal involvements, available resources and personnel capacities, as well as preference and discretion.

9. The role of the national or extrastate level in this regard was most favorably perceived by directors of the ACE, VTE, and CJC agencies as that of a help-agent or catalyst in promoting and encouraging the upgrading of, or instigation of more effective, state level joint agency interrelationships and interfunctionings. This role could include such functions as regional or national orientation sessions or training workshops dealing with interagency cooperation for state agency staff personnel, consultant services on multi-agency involvements, or a cadre approach where a training team of help-agents or change-agents could be jointly developed, or invited into a state for a visitation, to participate in a concentrated and intensive interstaff study and evaluation of various techniques of effective involvement and/or the merits and disadvantages of present and potential cooperative activities, etc. Ideally, the directors saw the national role as more that of a catalyzer and synthesizer of active state level efforts, and less that of imposing controlling guidelines and standards on state level efforts.

10. The role and function of state level agencies as well as their cooperative relationships and activities were seen as somewhat in a state of flux -- changing and evolving -- with a variety of perceptions being reported by ACE, VTE, and CJC agencies regarding the roles and responsibilities of state administrative agencies. The perceptions varied in their similarity and differentiation in groupings by geography and organizational structure as well as in general groupings by agency type. Some agencies reportedly saw themselves as having somewhat of a technical role -- as the

final authority on all practices and procedures in their domain; others saw themselves in more of a managerial role -- to administer and implement operational decisions; still others saw themselves in an institutional-related role -- legitimizing acts of institutions, setting goals, and attending occasionally to final decisions; etc.

Although a policy designation would undoubtedly assist the clarification most appropriately in the long run, one practical guideline for more immediately effective state agency administration and cooperation would be to inaugurate interagency orientation meetings, joint training sessions and workshops, and continuing interagency communications to develop and foster a more common understanding of congenerous agency roles and responsibilities.

11. Good personal and interpersonal relations were approbatively perceived by the ACE, VTE, and CJC agencies as a most effective factor in joint agency cooperative efforts. However, a general deficiency of interagency arrangements, formal or informal, for effecting and promoting such relations was also reported and perceived as a significant handicap.

Respondent directors called repeatedly for the establishment of regular, formal and/or informal, joint agency meetings and personnel interactions at all appropriate agency levels. The directors were somewhat divided between advocating sheer joint agency contacts as beneficial to better personal relations and interagency cooperation, or in advocating certain joint agency contacts as preferable in promoting effective multi-agency intervolvements. This divarication was bespoken in Wattenbarger's (Wattenbarger et al., 1970) suggested cautionary guideline regarding state educational coordination that the method used may be as important as the act itself.

As a recommended multi-agency synergic guideline, joint ACE, VTE,

and CJC agency meetings should be mandatorily or voluntarily established as the basis of their interagency cooperation regarding post high school education. The most propitious arrangement might vary, but it would seem to include all three agencies, as shown in Figure 8.

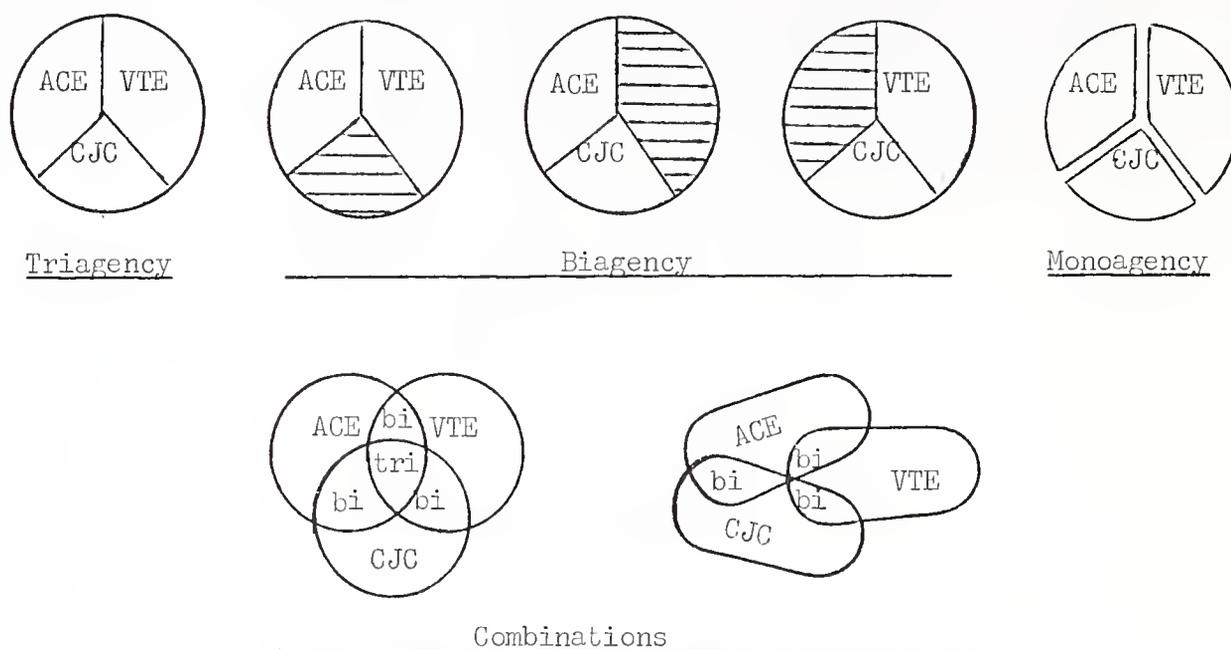


Figure 8. Models of Possible Joint Agency Interaction Arrangements Between ACE, VTE, and CJC Agencies

These joint agency meetings should comprise both executive level as well as appropriate staff level interactions, as portrayed in Figure 9. Some pattern of regularity should be established either by mandated policy or voluntary agreement, to provide appropriate continuity and facilitation in joint agency correlative efforts.

12. Appreciable deliberative considerations were superinduced regarding the potential accommodations, relationships, or involvements of many of the broadly practical understandings and applications reported through this study with particular organizational theories having an educational compatibility, such as systems theory and the theoretical models of bureaucratic

and open democratic administrative organization. Functioning as bounded groups or complexes of elements in interaction (Griffiths, 1964), ACE, VTE, and CJC agencies questionnairewise reported a broad demonstrated correspondence -- relative to their structural arrangements, interrelationships, and activity patterns -- with basic principles of systems theory and systems interactions such as those referenced in Chapter II.

The relative applicability and advantages, regarding the emerging pluralistic and democratic models of administrative organization (Morphet, Johns and Reller, 1967) vis-a-vis Weber's (1947) conception of a traditional monocratic and bureaucratic pyramid model, as depicted in Figure 10, were generally perceived by agency directors as mixed, but with the widest positive acceptance involving the emerging, more open, and democratic framework. Under Weber's model, the hierarchical superordinate to subordinate implementation and administration of decisions were further accentuated by a controlled input and restricted top-level involvement in the decision-making itself, whereas broad staff interest and participation were reported by respondent directors -- with this involvement viewed as a positive contribution to the decision-making process. Agency staffs at all levels were frequently seen as seeking a contributory role -- "a piece of the action," in vernacular terms -- and agency directors generally perceived this concern and effort toward adjunctive input as compressing or effacing potential staff alienation, inertia, and inadequacy, as well as upgrading decisions, the decision-making process and effectiveness of decision implementation. Allusions to a possible threatening of executive level roles and responsibilities were very minimal. Concern was reported less with the roles and powers of command, and more with the roles of leadership in cooperative endeavors. Many agency directors seemed somewhat tensed,

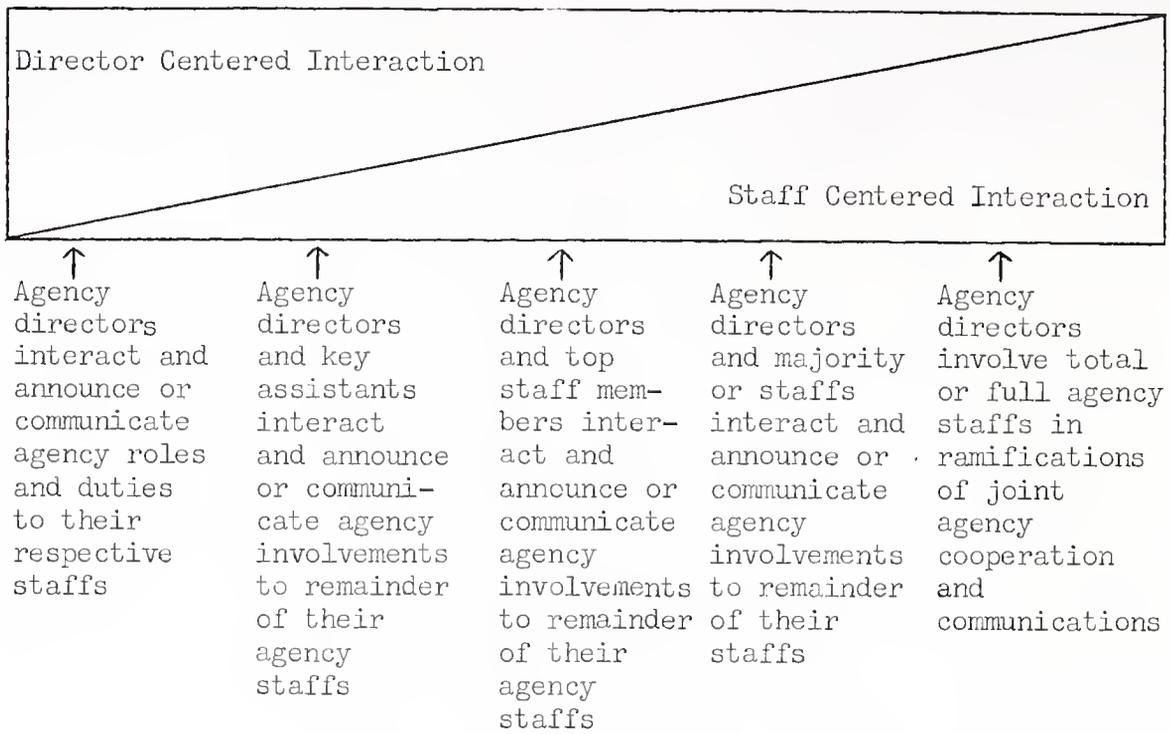


Figure 9. Model of Increasingly Comprehensive Agency Involvement in Joint Agency Interactions.

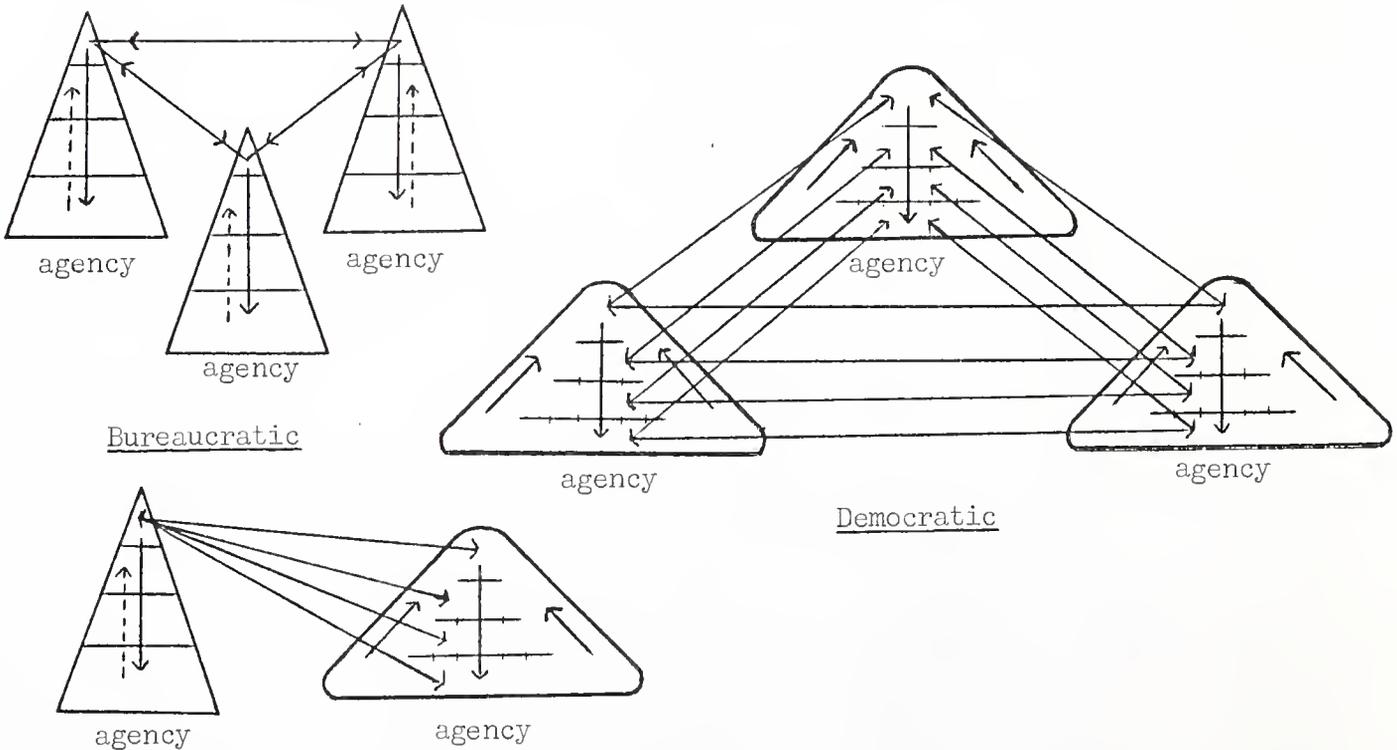


Figure 10. Generalized Models of Bureaucratic Organizational Structures and Pluralistic or More Open Democratic Organizational Structures, Showing Various Interagency Cooperative Involvements.

unsure of appropriate cooperative procedures and knowledge, and consequently waiting for other agencies to take the lead in dealing with the cooperative process. The basic guideline in this respect would again appear to incorporate the timely maxim -- teach them correct principles, then they can move to govern themselves. Effective leadership is most basically a function of knowledgeability of the situation.

13. On a broader level, as shown in Figure 11, the bureaucratic pyramid and the collegial pyramid of administrative organization formed a continuing contrast, with the bureaucratic model demonstrating again the tight reins held on policy decisions, policy formulation and decision-making, and policy implementation, beginning at the legislature and hierarchically descending through the state board level, then the state administrative staff agencies, and finally to the local institutional level. Though also pyramidal in general structure, the democratic or collegial model indicated functioning relationships and cooperative associations with both vertical and horizontal levels in the organization. Cooperative coordination can be exercised at the legislative level, the state board level, the state agency level, and the local institutional level.

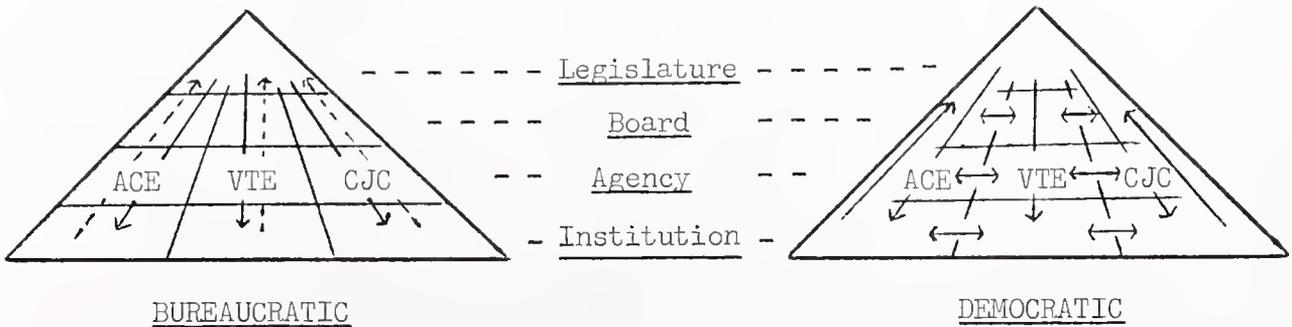


Figure 11. Generalized Models of Traditional Bureaucratic and Emerging Democratic Administrative Organization, as Applied to the State Educational Structure.

14. Several strategies were resourcefully unfolded for inducing or developing not only joint agency cooperative associations and activities but also increased effectiveness therein, including the following:

- a. Imposed -- through statute, policy, or directive.
- b. Emergent -- where the process of interaction was seen to involve, sire, or generate an upgrading and progressive input relative to cooperative understandings, techniques, and methods.
- c. Informal -- where joint relationships were seen as proceeding with restrained or reduced emphasis on types of interactions and/or stipulated procedures.
- d. Formal -- where joint relationships were seen as proceeding with generally overt emphasis on the manner and types of cooperative interactions and stipulated cooperative procedures.
- e. Leadership -- with an emphasis on agencies exerting positive leadership efforts by developing, sponsoring, and supporting "facilitating mechanisms" for joint agency interactions.
- f. Sharing -- involving joint utilization of various capacitative agency resources.

These strategies were perceived as productively applicable under both mandated and voluntary cooperative arrangements, with perhaps more generally accentuated effectiveness resulting among voluntary settings.

15. The question of whether formal or informal, mandated or voluntarily arranged joint agency cooperation was most effective had several overtones. The consensual conclusion of this study, though not an exhaustive examination, came down affirmatively on the concept of integration of these approaches. While acknowledging the bracing productiveness of self-initiated cooperation and while thus generally aspiring for maximum opportunities for voluntary and informal expressions of interagency cooperation and joint agency relationships, agency directors also assented to a collaborative need for a mandated chassis of sufficient formalism and

structure to assure the initiation and facilitation of continuing joint agency associations, activities, and decisions. Agency directors also concurred that in most states the minimal mandatory framework for activating and sustaining fairly comprehensive multi-agency associations and interactions in the area of post high school education had not been achieved yet. This was basically congruent with the findings by Martorana (1972) in his 10-state study of interagency communications.

16. Regarding the ascertainment of any particular "best" avenues of joint agency cooperation from among the imposing variety of approaches and procedures, the use of survey techniques to solicit or derive such consensual information and accept it as scientifically conclusive posed no small number of studied difficulties, such as the multi-setting handicap with all of the attendant implications, and the variability of abstractness and complexity associated with the ranging scope of professional understandings and applications. While a particular avenue (or avenues) might be reported as "more effective" than others, increased accuracy in such a determination would perhaps necessitate the additional or substitutional application of a more appropriate diagnostic research instrument, such as in-depth interviews.

However, it would also appear crucial that the effectiveness of avenues of cooperation be viewed and appraised in terms of the objectives to be accomplished, not just in terms of opinionative characterization. And unless it was considered in terms of objectives that had been systematically formulated, the evaluated effectiveness of the cooperative avenue would have dubious meaning. Pointedly, the sophistication of cooperative avenues would thus also appear to be limited by the nature of the established goals and their corresponding objectives (which serve in plotting

out the goal approachment process). To know how to cooperate would evidently not be enough; it would also be necessary to know what was to be achieved by such cooperation.

17. Complications and difficulties in agency administrative and fiscal procedures were reported when administrative or implemental guidelines attached to particular educational programs were discordant with or required new channels of plural agency administration and/or channels of delivery through the heterogeneous categories of local level institutions. As a case in point, federal program guidelines not infrequently allowed only restricted accommodations with regularly established state educational channels of single or multiple agency administration and responsibility, and strained the effectiveness and cooperative resources of the existing state educational structures as, for instance, broad-ranging federally appropriated programs whose guidelines involved the designation of and prescribed procedures for a particular state board or state agency as the point of state level entry and responsibility for appropriate planning, delivery, administration, and accountability, but with the guidelines thereto generating a certain administrative handicap or reluctance on the part of the designated responsible state unit to interact on a cooperative basis (rather than an authoritarian or rigid basis) with other relevant state educational agencies or units on the respective program and fiscal involvements.

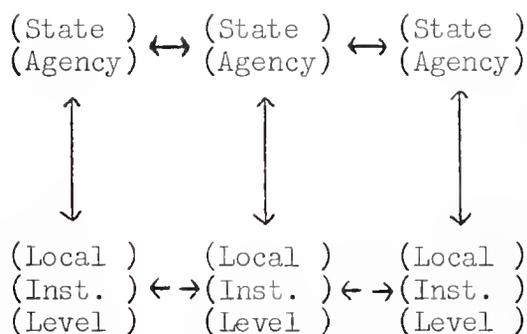
As a recommended guideline for more effective interagency cooperation, legislatively and congressionally mandated educational programs should be constructed, altered, or amended to (a) allow better accommodation at the state level with existing educational structures and channels or lines of intrastate administration, program, and fiscal responsibilities, and (b)

promote, rather than exacerbate or unduly restrict, positive cooperative interactions among relevant state level agencies or units. A possible procedure might be, rather than to require total intrastate single agency administration of any particular program, to invest designated agencies with power to contract with other relevant state level agencies with respect to their particular program and fiscal needs, thus permitting each agency to administer the programs and funds through its own channels while maintaining viable accountability at the state level. Further, the increasingly ingrained efforts of federal leadership and direction in the educational role of the states, with federally imposed standards and stipulated procedures, should at least adjustably include tempering provisions to permit legitimate and particular individual state expression and administration of education. Federal educational programs which have been constructed and administered to deal directly with local institutional levels, ignoring or bypassing established state level educational channels, were considered antagonistic to the American constitutional system and unacceptable and unwarranted in provoking intrastate post high school educational complications and stresses.

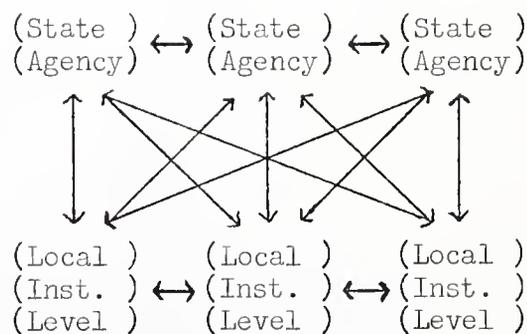
18. Substantial organizational problems were reported by state agencies when channels or lines of administrative and/or program responsibilities differed from lines of fiscal responsibilities. This was to varying degrees philosophically and operationally converse to those elements of post high educational practice or research which preferred, for example, for (a) institutional program and fiscal involvements and responsibilities to be somewhat pragmatically arranged between the local institutional levels and the various state level agencies, (b) institutional program responsibilities to be channeled through one state agency but the effectuating fiscal lines

to flow through multiple state agencies to the institutions, or vice versa, (c) strong state level financial support of local institutions with the retention of total or near-total local control of institutional and program administration, etc.

As a recommended guideline for more effective interagency administration and cooperation, lines of administrative, program, and fiscal responsibility should be cooperatively correlated by relevant state agencies at the state level. Thereto, parent state agencies should be charged by statute or board policy with jointly coordinating diverse state level program involvements and responsibilities and the correlated and consequent fiscal responsibilities relative to institutional offerings. Operational lines should be cooperatively clarified -- between state agencies, between local and state levels, and between local institutional levels, as portrayed in Figure 12. This would also assure definite channels of assistance and program and fiscal administration as well as an equal state level voice for each of the various categories of local post high school institutions and program centers.



Unific Lines of Responsibility



Multiple Lines of Responsibility

Figure 12. Generalized Models of Unific and Multiple Lines of Administrative, Program, and Fiscal Responsibilities in Post High School Education.

Implications and Recommendations for Further Research

The additive nature of the preceding summaries and conclusions precipitated several implications relative to the areas of state level agencies responsible for post high school education.

1. Heightened percentages of ACE, VTE, and CJC agencies reporting joint agency cooperation were from states with one single board responsible for the three agencies. This appears converse to the trend in higher education of placing CJC agencies under a separate board.

As a significant exception, although single-board states generally reported higher numbers of agencies engaged in joint agency cooperation and especially mandated cooperation, the far-west multi-board states also reported high levels of joint agency cooperation.

2. A slightly accentuated level of interagency cooperation was reported in the single-board states with dependent or mixed-parity agencies. The question then arose as to whether one post high school agency (with subdivisions for ACE, VTE, and CJC) under one state board would be the most recommendable form of educational structure for effective correlation and cooperation of this level of education.

3. Appropriate study or action ought to be undertaken to approach the fulfillment of the commonly expressed desire for training sessions on joint agency interrelationships and interaction, at regional and/or national levels.

4. Except for the category of regular joint agency meetings, there was an extreme lack of other common avenues of interagency cooperation across the national framework. The plurality and confusion registered would seem to parallel the above stated desire for some assistance in the realm of interagency cooperation, its ramifications, nuances, and true nature.

5. Further research could well embrace an extension of the question

raised in this study, to inquire not only whether joint agency cooperation occurred, but with which other state level agency or agencies did the cooperation take place regarding the various aspects and activities of post high school education. It might involve the question of the manner or type of cooperative participation of each agency in the formulation of the various state plans (such as joint agency committees, common research effort, etc.). It might also involve the type or manner of joint agency cooperation occurring relative to federal programs that affect more than one state agency.

6. A study might be initiated regarding the various legal bases undergirding joint agency cooperation and interactions.

7. Further research might investigate the placement of the state agencies on a continuum relative to the range between democratic and bureaucratic administrative organization, with the ramifications of such placement.

8. More particularized taxonomies of patterns of joint agency cooperative avenues might be developed, such as:

- a. Those expressly mandated by state statute or imposed by state board, state plan(s), or other authoritative policy levels.
- b. Those resulting from legal restraints, or state and federal program requirements.
- c. Those negotiated by voluntary interactions and personal contacts.
- d. Those resulting from other factors, as institutional needs, research findings or recommendations, in-service workshops, etc.

- e. Those resulting from or according to numerical size, agency composition, and/or structure.
- f. Those resulting from or according to type of agency responsibility in post high school education, such as consultative, interpretative, governing, coordinating.

9. Further research might involve an investigation and evaluation of effectiveness of joint agency cooperative avenues, with effectiveness defined in terms of output or accomplishment. This could perhaps include questions such as the following:

- a. Is it more effective or less effective to have only top-level agency cooperation, as agency directors?
- b. Is it more effective or less effective to have specific specialists do the bulk of interacting, as on federal programs, budgets, etc?
- c. Is it more effective or less effective to have narrow or broad interagency involvements?
- d. Are small committees or large committees more appropriate for accomplishing effective joint agency cooperation?
- e. Defined in terms of accomplishment, are regular or occasional meetings more productive? Are mandated or voluntary avenues, formal or informal relationships, etc., more effective?
- f. Is there an appropriate middle ground of extensiveness in joint agency cooperation? If so, how can it best be determined?

APPENDIX A

STATE AGENCY QUESTIONNAIRE ON POST HIGH SCHOOL EDUCATION
AND
ACCOMPANYING COVER LETTER

College of Education

University of Florida
Gainesville, Florida - 32601

July 15, 1971

Would you take a moment to help us?

We are endeavoring to gather from three agencies in each state some very useful and pertinent information about state level avenues of interagency cooperation. These three agencies are all involved in serving the post high school age student, but from different directions.

With the help of our W. K. Kellogg grant, Dean Hansen is making a detailed study of state agency cooperative patterns involving post high education. We would be grateful to have your considered help as an input.

Sincerely,

James L. Wattenbarger, Director
Institute of Higher Education

The enclosed questionnaire has been pre-answered according to our best available information. However, we would appreciate having you verify the answers relative to your agency, and then complete the questions asking for your personal opinion as Agency Director.

The questionnaire involves the cooperative interconnections or interactions of only three (3) state agencies who have responsibilities in post high school education. These are the agencies responsible for a) adult education, b) vocational education, and c) community junior colleges.

As you verify the pre-answered questions, it is essential that you correct them for your responsibilities and interactions as a state agency only as it relates to the other two agencies. Please exclude considerations of any other agency than these three, except for questions 9, 10 and 11.

Thank you for your very valuable assistance. (Needless to say, a quick return would be very appreciated.)

Sincerely,

Dean Maurice Hansen
Institute of Higher Education

Institute of Higher Education
 University of Florida
 Gainesville, Florida 32601

S T A T E A G E N C Y Q U E S T I O N N A I R E
 O N P O S T H I G H S C H O O L E D U C A T I O N

For the State of _____.

Please make answers apply as of July 1, 1971.

NOTE I For the purposes of this questionnaire, post high school education will refer to educational programs provided for people beyond the normal high school age as well as those beyond the high school level. This includes the following:

- (1) people who are beyond the high school level of a twelfth (12th) grade diploma, and
- (2) people who are beyond the normal high school completion age of eighteen (18) regardless of their educational level.

NOTE II This questionnaire is directed towards only three (3) state agencies concerned with post high school education. These three agencies are referred to throughout this questionnaire by letter only: (a), (b), and (c), as follows:

- (a) State Agency responsible for Adult/Continuing Education,
- (b) State Agency responsible for Vocational and Technical Education,
- (c) State Agency responsible for Community Junior Colleges.

* * * *

QUESTION 1. What is the legal name of your particular agency? _____

QUESTION 2. What is the Board relationship of these three agencies in your state? Please circle agency letters in appropriate column (s).

Under Which Board does each Agency Function				
State Board of Education	State Board for Higher Education	State Board for Community Junior Colleges	State Board for Vocation Education	Please specify other:
(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)

Comment: _____

QUESTION 3. What is the administrative relationship of these three agencies in your state? Please circle in appropriate column(s).

Administrative Relationship				
Operates as separate State Agency	Operates as part of, or under, the State Agency responsible for Adult/Continuing Education	Operates as Part of, or under, the State Agency responsible for Vocational Education	Operates as part of, or under, the State Agency responsible for Community Junior Colleges	Operates as part of, or under, another State Agency. (Please specify.)
(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)

Comment: _____

QUESTION 4. As one of these three state agencies, please indicate the type of responsibility or participation your agency has in the following component areas of post high school education. Please circle in appropriate column(s).

Components of post high school education	Type of State Agency Responsibility or Participation				
	Your Agency solely responsible for	Required joint Agency planning and administration	Voluntary joint Agency planning and administration	Informal consultations and associations between Agencies	No responsibility for, and no interaction between Agencies
University-Parallel Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
2-Year Occupational Degree Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Less than 2-year Occupational Degree Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Employment Updating and Retraining Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Cultural & Personal Improvement and Enrichment Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Community Service Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Basic Adult Education Programs (Grades 1-8)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)

(Continued on following page)

QUESTION 4. (Continued)

High School (Equivalency) Diploma Programs	(a) (b) (c)				
Other (Specify)	(a) (b) (c)				

QUESTION 5. Listed below are several activities which may be carried on by the different state agencies responsible for post high school education. Please indicate the type of responsibility or participation your agency has in these activities with the other agencies under study. Please circle the letter for your agency in appropriate column(s).

Agency Activities	Type of State Agency Responsibility or Participation				
	Your Agency solely responsible for	Required joint Agency planning and administration	Voluntary joint Agency planning and administration	Informal consultations and associations between Agencies	No responsibility for, and no interaction between Agencies
In-Service Training for Agency Staff	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
State Educational Planning for Post High School Educ.	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Review & Approval of proposed Post High School Educational Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Preparing Legislation	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Administration of State Appropriated funds	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Administration of Federal Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Developing Articulation Procedures	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Feasibility Studies regarding proposed Institutions/Mergers	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Establishment of Standard for Educational Programs	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Other (Specify)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)

QUESTION 6. Please indicate the type of responsibility or participation your agency exercises with the other agencies in developing the following educational plans. Please circle your agency letter in appropriate column(s).

Type of Plan	Type of State Agency Responsibility or Participation				
	Your Agency solely responsible for	Required joint Agency planning and administration	Voluntary joint Agency planning and administration	Informal consultations and associations between Agencies	No responsibility for, and no interaction between Agencies
Master Plan for all of Education	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Master Plan for Higher Education	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Community College Plan	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Vocational Education Plan	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Community Services Plan	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Other (Specify)	(a) (b) (c)	(a) (b) (b)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)

QUESTION 7. Please indicate the extent of responsibility and/or participation your agency has regarding planning, administration, and accountability of the following federal programs. Following the column guide of the above questions, please circle your agency letter in the appropriate column(s).

Federal Programs	Type of State Agency Responsibility or Participation				
Vocational Education Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Economic Opportunity Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Adult Education Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Higher Education Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Manpower Development and Training Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Higher Education Facilities Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Elementary and Secondary Education Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Nurses Training Act	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)
Other (Specify)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)

QUESTION 8. In your judgment as the Agency Director, please classify according to effectiveness and preference the following types of interactions between the three agencies. Circle your responses.

Please use this classification scale:

high moderate little or none
1 2 3

		<u>Effectiveness</u>	<u>Preference</u>
PART I. Formal Avenues of Cooperation between Agencies			
}	A. Regular Board meetings with official multi-agency staff participation.....	1 2 3	1 2 3
	B. Regular inter-agency staff meetings.....	1 2 3	1 2 3
	C. Joint agency research activities.....	1 2 3	1 2 3
	D. Joint agency reporting activities.....	1 2 3	1 2 3
	E. Joint preparation of recommendations for Board, Legislature, publications, etc.....	1 2 3	1 2 3
	F. Joint efforts in public relations, press releases, etc.....	1 2 3	1 2 3
	G. Joint in-service training programs for agency staffs.....	1 2 3	1 2 3
	H. Inter-agency personnel, whose responsibilities and/or salaries overlap two or more of these agencies	1 2 3	1 2 3
}	I. Regular Board meetings with official multi-agency staff participation.....	1 2 3	1 2 3
	J. Regular inter-agency staff meetings.....	1 2 3	1 2 3
	K. Joint agency research activities.....	1 2 3	1 2 3
	L. Joint agency reporting activities.....	1 2 3	1 2 3
	M. Joint preparation of recommendations for Board, Legislature, publication, etc.....	1 2 3	1 2 3
	N. Joint efforts in public relations, press releases, etc.....	1 2 3	1 2 3
	O. Joint in-service training programs for agency staffs.....	1 2 3	1 2 3
	P. Voluntarily arranged inter-agency personnel, whose responsibilities and/or salaries overlap two or more of these agencies.....	1 2 3	1 2 3
}	Q. Irregular, required or voluntary, inter-agency staff meetings.....	1 2 3	1 2 3
	R. Invited to attend Board or other Agency meetings, with no official status or role.....	1 2 3	1 2 3
	S. Other: (Please specify).....	1 2 3	1 2 3
	T. Other:	1 2 3	1 2 3

PART II. Informal Avenues of Cooperation between Agencies

A. Inter-agency memos, correspondence, etc.....	1 2 3	1 2 3
B. Voluntary exchange of advice, reports, recommendations between agencies, orally and written.....	1 2 3	1 2 3

QUESTION 8, PART II: (Continued)

C. Occasional invitations to "get together" to iron out a common problem.....	1	2	3	1	2	3
D. Coffee Klatch sessions during the week.....	1	2	3	1	2	3

QUESTION 9. Acknowledging the probable omission in Question 8 of many cooperative interactions -- in your frank opinion as an Agency Director, what are the most effective avenues or methods of cooperation, both long term and short term, between agencies in your state which have responsibilities for post high school education?

QUESTION 10. What are some avenues or methods of inter-agency cooperation that you would like to see effected or introduced?

QUESTION 12. What are some areas of post high school educational concern in your state where cooperation should be initiated or developed between responsible agencies?

Please Return This Questionnaire To:
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 Gainesville, Florida 32601

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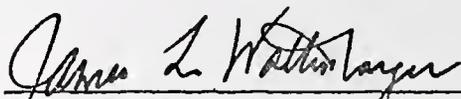
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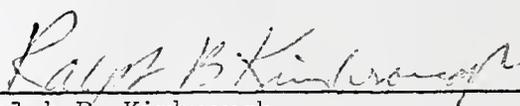
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Dean Maurice Hansen was born in Driggs, Idaho. In September, 1967, he initiated his Doctor of Philosophy program in the Graduate School of the University of Florida, pursuing a major in College and Junior College Administration and a minor in Political Science. The name of his gracious wife is Annette, his joys are six-year old Amy and three-year old Adam, and he is an active educator.

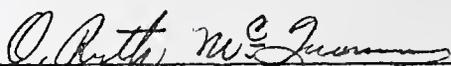
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James L. Wattenbarger, Chairman
Professor of Education

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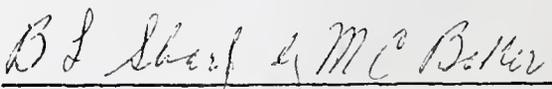

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