A STUDY OF MANAGEMENT RESPONSIBILITIES OF RELATED EDUCATION TEACHERS IN COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PROGRAMS

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Manpower programs provided by the Comprehensive Employment and Training Act of 1973 (CETA), operating under the direction of the Oklahoma State Department of Vocational and Technical Education and the United States Department of Labor, were instituted in Oklahoma to prepare disadvantaged adults with minimal requirements for job entry.

Manpower, or CETA, programs are open-ended with entry normally on a weekly basis. It was learned early in manpower training programs that the basic skill levels of the participants in math, reading, and language often were too low for success in the training areas. With a 26-week maximum for completion of training, occupational instructors did not have time to work individually with each learner to develop his academic skills. Since entry-level employability usually requires certain math and communication skills at a functional level, academic training which is directly related to the occupational area becomes an important increment in the total program.

For example, math skills are necessary to enable a machinist to complete a project on a lathe. These math skills, therefore, are just as important as any other operation a learner must perform.

Manpower programs are evaluated annually as a part of continuous program improvement. The instrument currently being used to evaluate

instruction and learning in the occupational areas, in many respects, is not applicable to the area of related education; therefore, major revision of the form is needed.

Although a clear understanding of teacher effectiveness is still lacking, state legislatures and school boards are beginning to require evaluation of teachers for tenure and merit pay. Accountability alone is reason enough to warrant effective evaluation procedures.

Problem Statement

The evaluative instrument used for assessing instruction and learning in the occupational areas focuses on management responsibilities of occupational teachers. Related education classes differ, however, and should not be evaluated with the same instrument. As a result, it is necessary to identify responsibilities of related education teachers for the purpose of developing effective evaluative measures for the area of related instruction. At the present time, there is a lack of information relative to instructional management responsibilities of related teachers.

Purpose

The purpose of this study is to identify management responsibilities of related teachers in manpower programs under the supervision and direction of the Oklahoma State Department of Vocational and Technical Education in order to recommend modification of the existing CETA program evaluative instrument.

Objectives

The following objectives were formulated in order to deal with the purpose:

(1) To identify responsibilities of related teachers in the management of their programs;

(2) To obtain information from administrators, related teachers, and occupational instructors as to the degree of importance of identified responsibilities;

(3) To list the responsibilities needed by related teachers for suggested modification of the existing evaluative instrument.

Definition of Terms

Responsibility: Something for which one is responsible; synonyms are answerability, accountability.

Skills Centers: The skills centers are vocational schools which have been set up under the Manpower Development and Training Act (MDTA) primarily to prepare disadvantaged adults for entry-level employment. Programs are open entry/open exit with individualized instruction.

Inmate Training Centers: Schools operated under the supervision and direction of the Oklahoma State Department of Vocational and Technical Education located at Lexington, Hodgens, McLeod, and Granite, Oklahoma. Programs in these locations are comparable to the ones described under "Skills Centers."

Basic Education: Learning and minimum understanding in communications skills and math skills requisite to successful individual functioning in skill and world-of-work activities. This, depending upon the individual's employability plan, might include instruction in

spelling, reading, writing, word usage, definitions, grammar and composition. It might also include mathematical computations of whole numbers, fractions, decimals, percentages, geometry, ratios, proportions, equivalences, measurement in standard and/or metric units.

Related Education: Communications and math skills which are constructed and applied in realistic skill training usage, designed separately for each skill area.

Related Technical Skills: Basic understanding in blue-print reading, use of scales, micrometers and rules, use of angles, ratios, weights, symbols, schematic drawings, descriptive drawing, record-keeping, graphs and charts.

Remedial Education: Mathematics, reading and other basic education necessary for the student to be able to function in the training program.

Programmed Instruction (Programmed Materials): These "Packages" normally contain study and reference material, pre-tests, post-tests, film strips or other visual aids, tapes, and self-checks for the student. Step-by-step procedures tell the student exactly what he/she is to learn and do.

Individualized Instruction: Differentiation of instruction according to individual differences in students.

Student Flow: Sequence of activities completed by the student. The path the student follows should seem logical to him/her. In an open-ended system, all students do not progress in the same sequential order, and may not complete the same activities.

Entry Level: A level of training proficiency at which the student is employable.

CHAPTER II

LITERATURE REVIEW

Rationale for Basic Related Education

All education springs from some image of the future. If the image of the future held by a society is grossly inaccurate, its education system will betray its youth (1).

Polak (1) discusses the role of the image of the future in past societies. He asks that we imagine an Indian tribe which for centuries has sailed its dugouts on the river at its doorstep. During all this time the economy and culture of the tribe have depended upon fishing and products possible because of the river. So long as the rate of technological change in such a community stays slow, and disasters do not occur, it is simple for the tribe to formulate a workable image of the future; tomorrow merely repeats today.

It is from this image that education flows. Schools may not even exist in the tribe; yet there is a curriculum--a cluster of skills, values, and rituals to be learned. Boys are taught to scrape bark and hollow out trees, just as their ancestors did before them. The teacher in such a system knows that tradition--the past--will work in the future.

What happens to such a tribe, however, when it pursues its traditional methods unaware that five hundred miles upstream men are constructing a gigantic dam that will dry up their branch of the river? Suddenly the tribe's image of the future, the set of assumptions on

which its members base their present behavior, becomes dangeriously misleading. Tomorrow will not replicate today. The tribal investment in preparing its children to live in a riverine culture becomes a pointless and tragic waste. A false image of the future destroys the relevance of the educational effort (1).

The nature of change requires that education continue throughout life. Most workers at the skilled level or above must relearn their jobs many times throughout their careers (2).

In this country's beginning, community tradesmen along with families, assumed the responsibility for vocational education. Many young people received their education as apprentices in shops. The owner was not only obligated to teach the skills of his craft, but also the basics of reading, writing, and arithmetic related to the skill (3). Two hundred years later, Terrel Bell (4), then U.S. Commissioner of Education, stated that 15 to 20 million American adults lacked the simple skills to sustain themselves and their families or to avail themselves of the opportunities and assistance their communities offered.

During the years 1917-1967, the American population increased nearly fifty million, with growth and other changes occurring and continuing at an accelerated pace each year. New occupations and industries unheard of a few years earlier sprang up. Workers were displaced and unable to qualify for re-employment due to a lack of occupational skills and technical knowledge (5).

The 1959 census showed 7,800,000 adults 25 years of age or older as functional illiterates; of these, 2,109,000 had no schooling whatsoever. As welfare rolls grew, the need for training and/or retraining

adults for entry-level employment became obvious. In 1962, Congress passed the Manpower Development Training Act (5).

The act symbolized a national effort to identify, train, and bring unemployed and underemployed individuals into the educational, cultural, and economic stream of life. The act involved training and/or retraining individuals for entry-level employment in a wide variety of occupations (5).

It became evident early in Manpower Development Training Act programs that many individuals could not obtain or hold jobs because of deficiencies in reading, writing, language skills, and mathematics (5). In an effort to correct this inadequacy, one-fourth of the MDTA training day was assigned for Basic Remedial or Related Education (5). To reiterate what Bell (4, p. 10) stated, "We must provide those basic skills along with those that a changing technology requires." Burkett (6) believes that vocational education, more than any other educational program, has changed to meet the needs of the times during the past decade.

The assumption that vocational education consists of skill training alone is a gross misunderstanding of the program (6). According to the definition of vocational education in the Education Amendments of 1976 (7), the term means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; and, for the purposes of this paragraph, the term "organized education program" means instruction related to the occupation or occupations for which the students are

training or instruction necessary for students to benefit from such training.

In 1973, the Manpower Development Training Act evolved into the Comprehensive Employment and Training Act (CETA) and related education classes were still a component part of training programs serving target groups which have presented recurring employment problems.

In the first three quarters of fiscal year 1975, nearly a million Americans received jobs or training through CETA. More than 670,000 had been enrolled in skill training, work experience, and other activities under Title I, which provides financial assistance for comprehensive manpower services. Nearly 280,000 had been hired for public service jobs under the applicable Titles of the act (II and VI). Another 50,000 had public service jobs under the Emergency Employment Act. Ninety percent of all Title I prime sponsors received prompt grant renewal for fiscal year 1976, and the other 10 percent had submitted plans for bringing their performance to acceptable levels (8).

Related Education in CETA Programs

Related education in CETA programs is generally not plagued with motivation or discipline problems. Motivation for learning communications skills and math is provided by the real situation for knowing.

The related instructor, whose background generally is academic rather than vocational, adopts a team approach by working closely with the occupational instructor to determine the skills and knowledge needed by the learner.

In 1973, the State Department of Vocational and Technical Education conducted a series of workshops to bring occupational instructors

and related instructors together to make a needs assessment for related education in each occupational area. The related education purpose was stated as follows: To identify related education needs of each individual as pertaining to the individual's skill training objective. To prescribe activities to enable the learner to develop competencies needed in communications skills, math skills, and technical skills for completion of training and entry-level employment.

Responsibilities of related instructors were more clearly defined as a result of these workshops. Definitions were as follows:

1. Basic education will be learning and minimum understanding in communications skills and math skills requisite to successful individual function in skill and world-of-work activities. This, depending upon the individual's employability plan, might include instruction in spelling, reading, writing, word usage, definitions, grammar and composition. It might also include mathematical computations of whole numbers, fractions, decimals, percentages, geometry, ratios, proportions, equivalences, measurement in standard and/or metric units.
2. Related education consists of communications and math skills which are constructed and applied in realistic skill training usage, designed separately for each skill area.
3. Related technical skills consist of basic understanding in blue-print reading, use of scales, micrometers and rules, use of angles, ratios, weights, symbols, schematic drawings, descriptive drawing, record keeping, graphs and charts.

Related education program functions and policies were more clearly established as follows:

1. Minimum levels of competency in related education will be established for each skill area in terms of performance standards. These will be expressed in terms of performance which can be demonstrated in a pre-test.
2. Procedures for entry into training will include pre-testing to determine individual strengths and weaknesses as an evaluation of needs.
3. Each individual will be referred to related education only as his or her need is demonstrated in entry pre-testing and/or evaluation of previous educational experience.
4. Each learner will remain in related classes until he or she demonstrates competencies which meet minimum performance levels for his or her employability plan.
5. Related education classes will be scheduled to meet time demands of skill training. They will be taught concurrently until minimum levels of understanding are demonstrated.
6. The related instructor will work with the skill instructor and counselor in determining related education needs and scheduling.
7. Related instructors' responsibilities, other than instruction, include review of individual employability plans, pre-testing, prescribing corrective learning activities, post-testing, and recommendations for related scheduling and phasing out of related classes.
8. Other responsibilities will include program development and regular up-dating of instructional materials and methods.
9. The related instructor will regularly consult with skill instructors in determining relevancy of related instruction

and learning activities and sufficiency of instructional objectives.

10. Updating and redesign of learning activities will be done with cooperation from skill instructors.
11. The related instructor will work closely with the counselor in progress reporting, class attendance, referrals, terminations, evaluation of training, maintenance of valid pre- and post-testing, and development of minimum levels of related competency for each skill area.
12. Related education curriculum will be organized into units as pertains to a skill in a simple to complex sequence and tied into usage experiences. These units will be programmed for individual self-study, self-direction, and self-evaluation as far as possible with materials and equipment available.
13. Use of teaching machines and prepared audio-visual materials, programmed to meet individual needs is encouraged, as is instructor review and evaluation to maintain and promote student progress.
14. Individual student progress will be kept, and daily evaluation will allow for phasing-out when satisfactory minimum performance has been demonstrated.

Previous Research Studies Conducted

Collins (9) conducted a study to gather opinions from a group of individuals knowledgeable in adult education to make recommendations which could be used in establishing an adult education program. The recommendations, if implemented, he felt, should aid in the training

of a population that has gone untrained and underemployed because of the lack of basic skills for many years. Some part-time adult programs taught a level which required a person with high school basics and one who knew precisely what he wanted to do for a life's work. However, a closer coordination of adult basic education and vocational skill training would allow a person to gain competence in reading, math, and English while being trained in a vocational program which adapts to his interests and aptitude.

It is the observation of this writer that factors ranked among the most important by respondents in Collins' study were factors implemented in Oklahoma's manpower programs. The most important factors, as ranked in Collins' (9) study, were:

Statement Number One

How should Adult Basic Education be provided and/or organized in order to complement each skill area that will identify and correct the student's need to prepare him to enter the desired skill area?

Rank No.	Factor	Group Average
1.	Basic education should be an open-ended program to allow an individual to enter at his own level and work at his own pace. The subject matter should be directed toward the individual's interests in his own skill area.	2.553
3.	There should be a media center for individualized learning set up at each adult center. The basic education should be closely integrated with the vocational course.	3.255
4.	Each person should be given a battery of tests to locate his problem areas and be offered self-paced adult basic education in accordance with his aptitudes and interests. And, it should be provided in conjunction with skill training.	3.304

6. Adult basic education should become a part of the school and should provide only the amount of ABE which a student needs in a specific skill area. The needs should be identified and recognized by the instructor (pp. 98-99). 3.979

DeVaughan (10) asked selected groups of students, teachers, administrators, advisory council members, professional personnel development council members, and State Department of Vocational and Technical Education curriculum staff members to rank as to importance, using a five-point scale, a list of competencies needed by vocational and technical education teachers. According to DeVaughan (10):

> Mean responses to each item by all teachers and by all students revealed that both groups rated item 38, "evaluate one's own techniques and methods of teaching," the highest of the 92 competencies. The composite ratings revealed item 38 was rated the highest of any competency with a mean response of 4.39 (p. 116).

Tinnell (11) analyzed tasks performed by 138 technical teachers from 18 institutions of higher education. The tasks most emphasized were those which contributed directly to classroom instruction. According to Tinnell (11), the most emphasized tasks were listed as follows:

1. Read text books;
2. Select course content;
3. Organize lesson plans;
4. Prepare lecture outlines;
5. Present lessons with a chalkboard;
6. Give lectures;
7. Present lessons through problem solving; and
8. Grade written tests (p. 37).

The Mentec Corporation (12) interviewed 27 instructors in 15 cities to evaluate the relevance and quality of preparation for employment under the MDTA instructional program. Results of the evaluation indicated that:

> The organization and kind of training available to trainees varied widely among the institutions evaluated.

> Fourteen out of the fifteen institutions surveyed provided trainees with basic education instruction (p. 68).

Of these, 50 percent enrolled trainees in basic education on a full-time basis (6 to 8 hours per day) prior to entering occupational skills training; the other half scheduled basic education instruction concurrently with occupational skills training (1 hour to 1 hour and 40 minutes per day). The length of time spent in basic education ranged from a few weeks to as long as the trainee was enrolled in occupational skills training and depended upon the needs of the trainee. Enrollment in basic education also varied from requiring all trainees to attend to selecting only those who needed basic education in order to achieve their occupational goals. The latter was the more common practice.

Mentec (12) reported that both types of scheduling and enrollment practices were combined at the Tucson Skills Center.

> Trainees with a general deficiency in basic education skills, such as reading, math, and English, attended basic education either full-time or concurrently with occupational skills training. Those enrolled full-time in occupational skills training who encountered difficulty with a particular basic skill unit, such as adding fractions, or using commas, attended basic education for an hour or a few days as may be required and then returned to their occupational skills class. This approach enables the trainee to receive immediate instruction at a time when it is directly relevant to his occupational skills training (p. 68).

This evaluation by Mentec (12) found that trainees enrolled in basic education for different reasons which usually depended upon their individual goals.

> Most trainees entering basic education are either (1) below the 8th grade level in their basic skills; (2) need basic education in order to benefit from their occupational skills training and supplementary related education courses; or (3) are preparing for an employment test or the GED examination (p. 69).

This study suggests that basic skill achievement rather than highest grade completed must be the determining factor in considering the basic education needs of trainees. The study supports this position by citing the discrepancy between highest grade completed and basic skills achievement.

Summary

Related classes exist to support the vocational instructor in his effort to help the learner develop competencies needed to succeed in the skill area. Just as trade analysis is performed in the occupational areas, analysis of basic skills needed for success in each unit of vocational-technical instruction can be made.

Vocational-technical educators are credited with the move toward competency-based instruction because of their basing courses on their knowledge of what is required in industry. Briggs (13), in a paper on competency-based teacher education (CBTE), reports the following:

> At this stage in its development, it appears that perhaps the major contributor to the CBTE movement is the vocational and technical education community. This might logically be expected, however, because vocational and technical educators have a relatively long history of basing their instructional programs on the performance requirements of the jobs and occupations for which their students are being prepared. The curricula for such programs traditionally have been derived from organized and systematic job and occupational analyses. In most cases, such analyses have been an integral part of the total training system (p. 2).

Problems of practical evaluation for policy formation, decision making, and planned change are addressed in Evaluating Educational Performance, edited by Herbert J. Walberg (14). Glass, Brophy, Barclay and other contributors to this book caution against equating that which

is most often or most conveniently measured, with that which is most important to the outcome.

Many vocational educators have used initial job placement of their graduates as the measure of success and quality of their programs. Burt (15) compares this with the analogy of industry using the single measure of profit as its evaluation tool:

> Administrators and executives, whatever their affiliation, need and constantly search for indices to evaluate the effectiveness of their programs and operations. Many businessmen use the single measure of profit as their evaluation tool. The more sophisticated businessman, however, looks at his profits and then questions how to increase them. This inevitably involves him in making detailed analyses of his entire operation. In doing so, he must establish criteria for every facet of his organization's activities in order to meet established goals. And what may be satisfactory today may have no relevance to the conditions under which he will have to operate tomorrow (p. 246).

Frazier (16) conducted a study of some effects of vocational education on culturally disadvantaged youth. There was evidence from this study "to recommend that future training or retraining programs should include academic as well as skill training" (p. 95).

Reid (17) in writing about the new vocational education amendments says that the law mandates improved planning at all levels in the operation of extensive management information systems. And that program evaluation is to be based on quality of instruction in terms of preparation for employment and placement in employment.

CHAPTER III

METHODOLOGY

Introduction

This study attempts to determine what management responsibilities in the areas of planning, organizing, directing, and controlling should be assumed by teachers of related subjects in CETA programs which are under the direction of the Oklahoma State Department of Vocational and Technical Education (OSDVTE) and the United States Department of Labor (DOL).

Objectives were as follows:

(1) Identify responsibilities related teachers need to assume in managing their programs;

(2) Obtain information from selected groups of people knowledgeable in the area of CETA program operation as to the degree of importance of the responsibilities identified;

(3) List responsibilities needed by related teachers for suggested modification of the current instrument used in CETA program evaluation.

Selection of the Population

A panel of experts was asked to review and amend the instrument currently used in CETA program evaluation and to list responsibilities related teachers would assume in managing their programs. This panel

included two experts in evaluation from the Research, Planning, and Evaluation Division of the OSDVTE, three learning lab managers in Oklahoma's area vocational-technical schools, and two teacher-trainers from the Manpower Division of the OSDVTE.

Six administrators, fifteen related teachers, and twenty occupational instructors from three skills centers in Tulsa, Oklahoma City, and Tahlequah and two inmate training centers at Hodgens and Lexington responded to the questionnaire.

The Oklahoma Manpower Training Association's (OMTA) executive committee was selected as a representative sample of the three groups to pilot test the instrument.

Development of the Instrument

The following procedure was used in order to accomplish the objectives of this study:

(1) A panel of experts surveyed the instrument currently used to evaluate instruction and learning in CETA programs.

(2) The writer contacted these people personally and explained the purpose and objectives of the study. They were asked to participate in the study by identifying responsibilities related teachers would assume in managing their CETA programs.

(3) The writer used their suggestions for additions, deletions, and other changes for the development of a questionnaire.

A copy of the existing CETA program evaluation instrument is shown in Appendix A. The panel of experts used this as a basis for proposing items for the instrument used in this study. The panel recommended that items 1, 5, 9, 10, 11, 12, 15, 16, 19, 22, 23, 24, 25, 26, 28, 29,

32, 36, 39, and 43 from the existing instrument be omitted. The panel further recommended that items 2, 3, 4, 6, 7, 8, 13, 14, 17, 18, 20, 21, 27, 30, 31, 33, 34, 35, 37, 38, 40, 41, and 42 be modified for inclusion in the instrument for the study.

The panel suggested 15 additional items for inclusion in the instrument for the study. Appendix B is the instrument which was developed from these suggestions, and was used for data collection.

The questionnaire (Appendix B) was taken to the Executive Committee of the OMTA for a pilot test. This executive committee was a representative sample of the three groups who would eventually be asked to respond to the questionnaire. Their responses were favorable toward use of the questionnaire as the research instrument.

Data Collection Procedures

The questionnaire, listing 38 responsibilities of related teachers, was administered to adminstrators, occupational instructors, and related teachers. Participants were asked to rate the importance of each responsibility listed using a five-point rating scale.

In order to permit treatment of the data, numerical values were assigned to the response categories as follows:

Extremely Important - 4.50-5.00
Very Important - 3.50-4.49
Important - 2.50-3.49
Of Some Importance - 1.50-2.49
Of No Importance - 0 -1.49

The data from the questionnaires were hand tabulated. The consensus index for each responsibility listed was determined by totalling ratings

for each responsibility, then dividing the sum by the number of respondents.

Results of this survey of completed questionnaires were used by the writer to develop a list of responsibilities for related teachers with which to modify the existing evaluative instrument.

The procedure for collection of data from teachers was facilitated by this writer going directly to the school sites, explaining the purpose to administrators, and securing their permission to conduct the study. Purpose of the study and procedures were explained to the teachers who participated. Also, participation was voluntary; and it was further explained that all information would remain confidential and that individual anonymity was assured.

Approval to proceed with this study was granted by Mr. Jess Banks, State Coordinator of CETA Programs and Mr. Eugene Dollar, Teacher-Trainer, Manpower Division of the Oklahoma State Department of Vocational and Technical Education.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this study was to identify and list responsibilities related teachers need to assume in the management of their programs. This list will be suggested to the Manpower Division of the Oklahoma State Department of Vocational and Technical Education (OSDVTE) for modification of the instrument currently used in evaluation of CETA programs operating under its supervision and direction.

The procedure followed in conducting this study consisted of (1) development of the instrument, (2) selection of the respondents, (3) collection of the data, (4) tabulation of the data, (5) presentation and analysis of the data, and (6) writing the research paper.

Objectives were as follows:

(1) To identify responsibilities of related teachers in the management of their programs;

(2) To obtain information from administrators, related teachers, and occupational instructors as to the importance of identified responsibilities.

(3) To list the responsibilities needed by related teachers for suggested modification of the current CETA evaluation instrument.

Analysis of Data

By observation, the consensus indices of the three respondent groups appeared to be in close agreement. The administrators' group rated all 38 responsibilities between 3.33 and 5.00; 21 of these 38 responsibilities received a mean response of 4.50 or higher. The group of related teachers rated all 38 responsibilities between 3.20 and 4.93; this group rated 23 of the 38 responsibilities 4.50 or higher. The occupational instructors' group rated all 38 responsibilities between 2.95 and 5.00; 16 of these were rated 4.50 or higher. Nine of the 38 responsibilities received a mean response of 4.50 or higher by each of the three respondent groups.

The Kendall Coefficient of Concordance (18) statistical technique was applied to the mean responses of the groups in order to assess the degree of overall agreement among the three groups. A coefficient of .63 was obtained which is significant beyond the .001 level of significance. A coefficient this highly significant may be interpreted to mean that the three groups of respondents were applying essentially the same standard in responding to the importance of the 38 responsibilities listed on the questionnaire.

Siegel (18) suggests that the best estimate of the ranking of importance of the responsibilities is provided by the rank order of the various sums of ranks obtained when applying the Kendall Coefficient of Concordance to the data.

The 38 responsibilities, ranked by each group, and ranked then according to the sums of ranks of the three respondent groups are listed in order of importance, one through thirty-eight in Table I.

TABLE I

RESPONSIBILITIES RANKED ON IMPORTANCE BY SUMS OF RANKS OF THREE RESPONDENT GROUPS

Rank	Item	Responsibility	Groups' Sum of Ranks
1	D-03	Making appropriate assignments to meet individual student needs	8
2	C-07	Evaluating one's own related program with skill instructors	15
3	D-09	Supervising students and making appropriate corrections and redirections	16
4	O-01	Operating a program that is open-ended and that allows frequent entry	17.5
5	P-12	Planning with skill instructors to ensure related classes are supporting their efforts	23.5
6	D-10	Practicing an open-door counseling policy for students	27.5
7	O-02	Organizing a program so that the student knows what is required and where he is going	30
8	P-09	Using a pre-test and a prescription based on the results of the pre-test scores	31
9	D-11	Orientating new students to related classes	33.5
10	P-01	Securing information related to the skills industry requires of a prospective employee	40
11	D-07	Selecting appropriate media such as filmstrips and transparencies to meet individual needs	45
12	P-07	Developing a housekeeping plan	48
13	C-04	Evaluating one's own teaching methods and techniques	51.5

TABLE I (CONTINUED)

Rank	Item	Responsibility	Groups' Sum of Ranks
14	O-07	Organizing individualized learning packages and other programmed materials	53
15	D-01	Maintaining current student progress records	53.5
16.5	P-10	Having an approximate time frame for accomplishment of objectives	54
16.5	O-05	Keeping equipment up-to-date	54
18	C-02	Using a variety of methods to evaluate students' performance	55
19	D-08	Frequently demonstrating concepts and operations (group and individual)	55.5
20	C-03	Evaluating all work done by the student	58.5
21	P-06	Implementing a check-out system for materials, textbooks, workbooks, supplies	59.5
22	P-03	Utilizing an appropriate storage area	63.5
23	P-08	Designing a course outline which lists elements in specified teaching sequence	66
24	D-02	Make daily assignments	66.5
25	D-06	Demonstrating appropriate use of preparation, presentation, application, and testing methods of instruction	67.5
26	O-06	Maintaining an adequate reference library	69.5
27	O-03	Having materials and supplies organized and stored.	70
28.5	C-01	Establishing means to evaluate each lesson, unit, and course	80.5
28.5	D-04	Maintaining an inventory of equipment and supplies	80.5

TABLE I (CONTINUED)

Rank	Item	Responsibility	Groups' Sum of Ranks
30	C-05	Maintaining a list of equipment and materials for upgrading program	81.5
31	D-05	Employing daily procedures for housekeeping and maintenance of equipment	82.5
32	P-11	Operating under management by objectives	84.5
33	O-08	Utilizing the materials available in subject area, from the Curriculum Center	86
34	P-04	Posting a fire safety plan	88
35	C-06	Maintaining an inventory of parts for minor equipment repair	96.5
36	P-02	Securing materials from suppliers, dealers, business, and industry to assist in teaching students	98
37	O-04	Establishing target dates for completion of different phases of program development	100.5
38	P-05	Posting a disaster plan	112

The degree of consensus among the groups, after the Kendall Coefficient of Concordance was applied to the data, may best be illustrated by a comprehensive discussion of the responsibilities by the area in which they are listed on the questionnaire. For clarification purposes, the data regarding responsibilities and their perceived importance by the three respondent groups are divided into the following four areas: analysis of the planning data, analysis of the organizing data, analysis of the directing data, and analysis of the controlling data.

Analysis of the Planning Data

There were twelve responsibilities listed in the area of planning. Of these twelve responsibilities, the administrators' group rated seven extremely important (4.50 or higher). The related teachers' group rated six extremely important, and the occupational instructors' group rated four extremely important. A summary of the responses regarding planning responsibilities can be found in Table II.

Two of the responsibilities listed in the planning area received a mean response from each group of 4.50 or higher: "Securing information related to skills industry requires of a prospective employee" and "Planning with skill instructors to ensure related classes are supporting their efforts."

When the means of all groups were combined and averaged, "Using a pre-test and prescription based on the results of the pre-test scores" received a composite mean of 4.62 also. This was the planning responsibility judged most important by the related teachers' group. It also ranked as one of the three most important by the administrators' group. The administrators' group ranked two other responsibilities of equal importance: "Developing a housekeeping plan" and "Planning with skill instructors to ensure related classes are supporting their efforts." The latter was ranked most important by the occupational instructors' group.

All three groups were in agreement as to which responsibility in the planning area was least important: "Posting a disaster plan" received the highest rank indicating it was deemed least important by all.

TABLE II

SUMMARY OF RESPONSES REGARDING
PLANNING RESPONSIBILITIES

Responsibility	Administrators Mean	Administrators Rank	Related Mean	Related Rank	Occupation Mean	Occupation Rank	Composite Mean	Composite Rank
Securing information related to the skills industry requires of a prospective employee	4.67	4.5	4.53	5.5	4.65	2	4.62	2.5
Securing materials from suppliers, dealers, business, and industry to assist in teaching students	3.83	10.5	3.20	12	3.90	9	3.64	11
Utilizing an appropriate storage area	4.17	8-9	4.53	5.5	4.50	4	4.40	5
Posting a fire safety plan	3.83	10.5	3.67	8.5	4.00	8	3.83	10
Implementing a check-out system for materials, textbooks, workbooks, supplies	4.67	4.5	3.67	8.5	4.25	5.5	4.20	7
Developing a housekeeping plan	4.83	1 (2-3)	3.60	10	4.55	3	4.33	6
Designing a course outline which lists elements in specified teaching sequence	4.50	6-7	4.67	2	3.40	11	4.19	8
Using a pre-test and a prescription based on the results of pre-test scores	4.83	1 (2-3)	4.73	1	4.30	7	4.62	2.5
Posting a disaster plan	3.33	12	3.40	11	2.85	12	3.19	12

TABLE II (CONTINUED)

Responsibility	Administrators Mean	Administrators Rank	Related Mean	Related Rank	Occupation Mean	Occupation Rank	Composite Mean	Composite Rank
Having an approximate time frame for accomplishment of objectives	4.50	6-7	4.60	3.5	4.25	5.5	4.45	4
Operating under management by objectives	4.17	8-9	4.43	7	3.45	10	4.02	9
Planning with skill instructors to ensure related classes are supporting their efforts	4.83	1 (2-3)	4.60	3.5	4.95	1	4.79	1

Analysis of the Organizing Data

There were eight responsibilities listed in the area of organizing. The administrators' group rated four of these extremely important (4.50 or higher). The related teachers rated five extremely important, and the occupational instructors rated two extremely important.

The one responsibility in this area that all three groups ranked most important was "Operating a program that is open-ended and that allows for frequent entry."

In addition to this one instance of total agreement, there were three instances of administrators' and related teachers' agreement. There were also three instances of related teachers' and occupational instructors' agreement. This consensus can best be shown in a summary of responses regarding organizing found in Table III.

Analysis of the Directing Data

There were eleven responsibilities listed in the directing area. Of the eleven responsibilities, the administrators' group rated seven extremely important (4.50 or higher); related teachers also rated seven extremely important, and the occupational instructors rated eight extremely important. The four responsibilities that were rated extremely important by all groups were as follows:

Making appropriate assignments to meet individual student needs.

Selecting appropriate media such as transparencies and filmstrips to meet individual needs.

Supervising students and making appropriate corrections and redirections.

Practicing an open-door counseling policy for students.

TABLE III

SUMMARY OF RESPONSES REGARDING
ORGANIZING RESPONSIBILITIES

Responsibility	Administrators		Related		Occupation		Composite	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Operating a program that is open-ended and that allows frequent entry	4.83	1.5	4.73	1.5	4.75	1	4.77	1
Organizing a program so that the student knows what is required and where he is going	4.83	1.5	4.73	1.5	4.40	3	4.65	2
Having materials and supplies organized and stored	4.17	5.5	4.53	5	4.10	4	4.27	5
Establishing target dates for completion of different phases of program development	3.83	8	3.53	7	3.45	7	3.60	8
Keeping equipment up-to-date	4.17	7	4.60	4	4.60	2	4.46	3
Maintaining an adequate reference library	4.67	3	3.60	8	3.70	8	3.99	6
Organizing individualized learning packages and other programmed materials	4.50	4	4.67	3	4.05	5	4.41	4
Utilizing the materials available in subject area, from the Curriculum Center	4.17	5.5	3.67	6	3.55	6	3.80	7

When the composite mean for three groups was computed, "Orientating new students to related classes" was also considered extremely important. A summary of responses from the three groups regarding the importance of responsibilities in the directing area can be found in Table IV.

Analysis of the Controlling Data

There were seven responsibilities listed in the controlling area. Administrators rated three extremely important (4.50 or higher), related teachers rated five extremely important, and occupational instructors rated three extremely important.

Both groups of administrators and occupational instructors agreed that the most important responsibility in this area was "Evaluating one's own related program with skill instructors." The related teachers' group judged "Using a variety of methods to evaluate students' performance" as most important in this area.

Another instance of agreement occurred between related teachers and occupational instructors. Both groups judged "Maintaining an inventory of parts for minor equipment repairs" least important in this area. A summary of responses from the three groups regarding the importance of responsibilities in the controlling area is shown in Table V.

Comments

The questionnaire asked for additions, deletions, and/or other changes. The following comments were made in that space by the three respondent groups.

TABLE IV

SUMMARY OF RESPONSES REGARDING
DIRECTING RESPONSIBILITIES

Responsibility	Administrators		Related		Occupation		Composite	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Maintaining current student progress records	4.67	3	4.60	6	3.75	9	4.34	7
Making daily assignments	4.16	9.5	3.73	9	4.55	6	4.15	9
Making appropriate assignments to meet individual student needs	5.00	1	4.93	1	4.75	2	4.89	1
Maintaining an inventory of equipment and supplies	4.50	6	3.47	10.5	3.65	10	3.87	10
Employing daily procedures for housekeeping and maintenance of equipment	4.50	6	3.47	10.5	3.50	11	3.82	11
Demonstrating appropriate use of preparation, presentation, application, and testing methods of instruction	4.00	11	4.07	8	4.60	5	4.22	8
Selecting appropriate media such as filmstrips and transparencies to meet individual needs	4.50	6	4.67	5	4.50	7.5	4.56	5
Frequently demonstrating concepts and operations (group and individual)	4.16	9.5	4.53	7	4.70	3.5	4.46	6

TABLE IV (CONTINUED)

Responsibility	Administrators Mean	Administrators Rank	Related Mean	Related Rank	Occupation Mean	Occupation Rank	Composite Mean	Composite Rank
Supervising students and making appropriate corrections and redirections	4.67	3	4.93	1	4.80	1	4.80	2
Practicing an open-door counseling policy for students	4.67	3	4.93	1	4.50	7.5	4.70	3
Orientating new students to related classes	4.33	8	4.87	4	4.70	3.5	4.63	4

TABLE V

SUMMARY OF RESPONSES REGARDING
CONTROLLING RESPONSIBILITIES

Responsibility	Administrators Mean	Administrators Rank	Related Occupation Mean	Related Occupation Rank	Occupation Mean	Occupation Rank	Composite Mean	Composite Rank
Establishing means to evaluate each lesson unit, and course	3.67	7	4.73	2.5	3.40	6	3.93	6
Using a variety of methods to evaluate students' performance	4.17	5	4.87	1	4.05	3	4.36	2
Evaluating all work done by student	4.50	3	4.00	6	4.50	2	4.33	3
Evaluating one's own teaching methods and techniques	4.67	2	4.73	2.5	3.45	4.5	4.28	4
Maintaining a list of equipment and materials for upgrading program	4.16	6	4.53	5	3.45	4.5	4.04	5
Maintaining an inventory of parts of minor equipment repair	4.33	4	3.33	7	2.95	7	3.54	7
Evaluating one's own related program with skill instructors	5.00	1	4.67	4	5.00	1	4.89	1

Administrators

We use everything we can from the curriculum center. We only wish there was more available to meet our needs.

How do we know when related objectives have been met?

Revise related programs with input from trade teachers.

Related Teachers

Our progress records reflect what the student has done, and what he needs to do.

State curriculum materials are presently being evaluated.

We are currently converting our course outlines to curriculum guides. More "detail" will be provided.

Could we use more time for planning with ref. and AC instructors.

Pretesting is really important, but so is posttesting.

If you speak of the curriculum center in Stillwater, I have not found material applicable to our situation in the Skills Centers. A section at the Library in Stillwater should be designated as Skills Center Material.

A time frame for an entire class is known, but a time frame for particular modules in the course has great variance.

Need aid to record daily progress. I service almost 80 students in seven curriculum areas.

No. C-02 using more than one domain to evaluate (affective).

No. P-05 having a disaster plan (natural, human, or what)?

Occupational Instructors

Students are placed on job training when possible for short periods. They are provided opportunities to visit businesses associated with their skills.

Frequent testing should be done.

Prompt evaluation of individual learning should be included somewhere.

Treatment of the Comments

Comments from respondents indicate that some important areas were not included on the existing CETA program evaluation instrument (Appendix A) or the questionnaire used in the study (Appendix B). Therefore, questions were formulated to measure the following areas:

1. Prompt evaluation of activities performed by students.
2. Related programs should be evaluated and revised with input from occupational instructors.
3. Post-testing should be conducted to ensure learners have met prescribed learning activities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem

Regulations for the Comprehensive Employment and Training Act (CETA) mandate annual evaluations of training programs. In order to ensure maximum efficiency and effectiveness, the Oklahoma State Department of Vocational and Technical Education (OSDVTE) establishes certain criteria for the programs it operates under the provisions of CETA. Evaluation teams, comprised of state level personnel and teachers who teach in the same occupational or related area, make an on-site evaluation of each separate training program in each training center.

The following objectives have been established by the CETA Division, OSDVTE, for the program evaluations.

1. To identify strengths and weaknesses in training programs.
2. To analyze weaknesses and make suggestions for program improvements.
3. To identify areas of emphasis for teacher-training workshops and developmental assistance.
4. To ensure a continuous upgrading of program efficiency and operational economy.

5. To ensure compliance with State and CETA regulations.

6. To provide feedback for evaluation, reporting, and follow-up.

Three major areas are evaluated at each skills center or training project. They are:

1. Cost-placement effectiveness.
2. Training effectiveness of the program (as observed by team).
3. Teacher-student rapport (according to student evaluations of the teacher.)

Program evaluations are scheduled each spring, primarily in March and April. The following procedure is used:

1. Compile a list of team members for each site.
2. Memorandums and evaluation forms for self-evaluations mailed to participants (about one month prior to start of evaluation).
3. Instructors complete self-evaluations.
4. On-site evaluation includes:
   a. Orientation of team members
   b. Program evaluations by team
   c. Oral report to program administrator by team (team members turn in informal written report to the team leader.)
5. Team leader makes a formal written report on the evaluation. Copies of this report go to the Assistant State Director who is in charge of the AVTS/CETA Division, State Coordinator of CETA Programs, other program administrators, and the prime sponsor who funds the project.
6. Follow up, to ensure that program deficiencies are corrected, is made by teacher trainers, and other state level personnel.

The program evaluation instrument was developed several years ago by personnel in the CETA Division. It was revised for the FY77 evaluations by the Research, Planning, and Evaluation Division.

Although both occupational and related education programs are open-ended and require individualized instruction, several differences are evident. These differences include:

1. Students normally spend about 4½ to 5 hours per day in occupational training; while only about 1 to 1½ hours per day are spent in related programs.
2. Learner's academic levels are highly diverse.
3. In order to identify individual deficiencies in the reading, math, and language arts areas, a pre-test is necessary.

For these reasons, related programs must be individualized--more so than occupational programs--and a prescription approach whereby the individual learner is prescribed a group of corrective activities based on his pre-test results.

The current evaluative instrument was designed to evaluate occupational programs and, since the objectives and criteria for related programs differ from those of the trade or occupational areas, major modifications are needed in the evaluation form.

Purpose

The purpose of this study was to identify management responsibilities of related teachers in Oklahoma's manpower programs in order to recommend modification of the evaluative instrument currently used.

Objectives

The following objectives were formulated in order to deal with the purpose:

1. To identify responsibilities of related teachers in the management of their programs;
2. To obtain relative information from administrators, related teachers, and occupational instructors as to the degree of importance of identified responsibilities.
3. To list the responsibilities needed by related teachers for suggested modification of the existing evaluative instrument.

Findings and Conclusions

Since extraneous items had been omitted by the panel of experts, items on the research instrument include those responsibilities needed by personnel who operate related programs. Importance of all thirty-eight items submitted to the three respondent groups was rated 2.95 or higher on a 5.0 scale by all groups. There is a possibility that some of the items omitted from the existing evaluation instrument would have been rated high had they been included on the questionnaire.

The administrators' group rated all 38 responsibilities between 3.33 and 5.00; 21 of these 38 responsibilities received a mean response of 4.50 or higher. The group of related teachers rated all 38 responsibilities between 3.20 and 4.93; this group rated 23 of the 38 responsibilities 4.50 or higher. The occupational instructors' group rated all 38 responsibilities between 2.95 and 5.00; 16 of these were rated 4.50 or higher. Nine of the 38 responsibilities received a mean response of 4.50 or higher by each of the three respondent groups.

The Kendall Coefficient of Concordance (18) statistical technique was applied to the mean responses of the groups in order to assess the degree of overall agreement among the three groups. A coefficient of .63 was obtained which is significant beyond the .001 level of significance. A coefficient significant at this level may be interpreted to mean that the three groups of respondents were applying essentially the same standard in responding to the importance of the 38 responsibilities listed on the questionnaire.

Regardless of the differences in job responsibility, the three respondent groups apparently perceived the items on the questionnaire as being relatively equal in degree of importance. Similarity of responses might be attributed to the fact that people in these programs have a close working relationship; that they operate under the same philosophy of the manpower training programs; and because of the benefits derived from annual evaluations, all respondents realize the value of effective evaluative procedures.

Based on data collected from the three respondent groups, a new instrument (Appendix C) was developed. This instrument incorporated the items from the questionnaire (Appendix B) deemed appropriate for evaluating related teachers.

Recommendations

This researcher recommends, based on the results of this study, that the evaluation instrument (Appendix C) be considered for its usefulness in related CETA programs operating under the supervision and direction of the OSDVTE.

The researcher also recommends that a further study could be done to determine whether there are additional responsibilities for classroom management of related teachers.

An evaluative instrument should be developed specifically for job developers, counselors, and other specialty areas included in the OSDVTE's CETA programs.

Studies should be conducted for determining the effectiveness of related education programs by conducting follow-up surveys of former students in CETA programs.

It is recommended that curriculum studies be made to improve the occupationally-related offerings in the academic area.

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APPENDIX A

Program Evaluation
for
CETA

STATE OF OKLAHOMA

DIVISION OF RESEARCH, PLANNING AND EVALUATION

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION

CETA Training Center _____

Program _____

Teacher _____

Date of Report _____

PROGRAM EVALUATION COMMITTEE

NAME	POSITION
_____ Chairman	_____
_____	_____
_____	_____
_____	_____
_____	_____

A copy of this report is to be filed with the Program Director or Skill Center Director, vocational teacher and state coordinator of the manpower/CETA programs.

CETA SKILLS CENTERS
GUIDING PRINCIPLES

The Comprehensive Employment and Training Act (CETA) was signed into law December 28, 1973. It is the purpose of the Act to provide job training and employment opportunities for economically disadvantaged, underemployed and unemployed persons and to assure that training and other services lead to maximum employment opportunities. CETA training programs are available in various skill centers, inmate centers and through special projects. Each training program is designed to prepare the student for "entry level" employment in a trade or occupation of his or her choice.

Students are admitted into training programs through referrals made by prime sponsors and the State Employment service; and, in the inmate centers via the State Corrections Department. Students are referred into specialized programs on the basis of their aptitudes, interest, and abilities as determined by tests and observation measures.

All skill center programs are open entry/open exit programs, with entry normally scheduled on a weekly basis. Ideally, the student progresses at his own pace, and exits when he reaches a specified level of employability. Emphasis is placed on training each individual to function at his maximum potential in each specialized area of the trade, within the limits of job market requirements.

MAJOR GOALS

1. To provide quality occupational training in the various skill areas to economically disadvantaged, underemployed and unemployed persons, which will prepare them for gainful employment.
2. To provide related educational training in various academic subject areas which will maximize benefits of the occupational training.
3. To provide guidance and counseling services to CETA students which will assist them in selecting and maintaining jobs and in making personal adjustments.

INSTRUCTIONS

This instrument is designed to assist in the evaluation of CETA training programs and is directed solely toward program improvement. The instrument is to be completed (1) by the CETA instructor for self-evaluation purposes and, (2) by the evaluation teams during evaluation team visits.

Directions - Read each question carefully and circle the appropriate rating, using the following rating scale:

1 = Poor or missing, major improvement needed

2 = Below average, improvement needed

3 = Average

4 = Excellent

5 = Superior

N/A = Not applicable (Note-N/A is to be used only for related-education and guidance staff)

The space at the end of each section under the heading "Suggestions for improvement" should be used to make specific recommendation. Complete statements should be made in this space. Short phrases such as "needs improvement" are strongly discouraged. If additional space is required, you may continue on back of page.

PLANNING

To What Extent:

1.	Is storage area appropriate for the needs of the program?	1	2	3	4	5	N/A
2.	Does the instructor have a fire safety plan which is appropriate for the nature of potential hazards?	1	2	3	4	5	N/A
3.	Does the instructor have an organized clean-up plan?	1	2	3	4	5	N/A
4.	Does the instructor have a check-out system for materials, textbooks, supplies, etc.?	1	2	3	4	5	N/A
5.	Does the instructor have a Formal Craft Advisory Committee?	1	2	3	4	5	N/A
6.	Is information available to the instructor as to what industry requires of a prospective employee?	1	2	3	4	5	N/A
7.	Does the instructor have materials from suppliers, dealers, business, and industry to assist in the teaching process?	1	2	3	4	5	N/A
8.	Does the Course Outline list all instructional units in a specified teaching sequence?	1	2	3	4	5	N/A
9.	Is the instructor teaching what industry requires of a prospective employee?	1	2	3	4	5	N/A
10.	Is the first aid equipment and procedure appropriate for the number of students and the nature of potential hazards?	1	2	3	4	5	N/A
11.	Does the instructor have an approximate time frame for each "employability" level?	1	2	3	4	5	N/A
12.	Is there an organized plan for the placement of students seeking employment?	1	2	3	4	5	N/A

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

_____

_____

_____

_____

_____

ORGANIZATION

To What Extent:

13.	Is the program open-ended and allow for frequent entry?	1	2	3	4	5	N/A
14.	Is program organized so that the student knows what is required for orderly progression through the course?	1	2	3	4	5	N/A
15.	Does the instructor have daily, weekly and/or monthly training schedules as appropriate?	1	2	3	4	5	N/A
16.	Are adequate work stations available based on expected full student load?	1	2	3	4	5	N/A
17.	Are materials and supplies organized and stored in an appropriate manner?	1	2	3	4	5	N/A
18.	Does the instructor have target dates for completion of different phases of program development?	1	2	3	4	5	N/A
19.	Is the tool room clean and organized for efficiency?	1	2	3	4	5	N/A
20.	Does the instructor maintain an adequate reference library that is readily accessible to students?	1	2	3	4	5	N/A
21.	Does the instructor utilize individualized learning packages and other programmed materials?	1	2	3	4	5	N/A
22.	Does the instructor refer academically deficient students to Related Education Classes?	1	2	3	4	5	N/A
23.	Are the state curriculum materials being utilized?	1	2	3	4	5	N/A
24.	Are student instructional materials being utilized?	1	2	3	4	5	N/A
25.	Does the instructor enrich the curriculum with related resources (guest speakers, etc.) and conduct field trips to related businesses and industries?	1	2	3	4	5	N/A
26.	Is the classroom and shop arranged in such a manner as to emphasize safety, function, and class control?	1	2	3	4	5	N/A

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

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DIRECTING

To What Extent:

27.	Does the instructor maintain current student progress records?	1	2	3	4	5	N/A
28.	Does the instructor make timely lab and classroom student assignments?	1	2	3	4	5	N/A
29.	Are there appropriate lab and/or shop activities?	1	2	3	4	5	N/A
30.	Does the instructor maintain an appropriate inventory of equipment and supplies?	1	2	3	4	5	N/A
31.	Are daily procedures employed for housekeeping and maintenance of equipment?	1	2	3	4	5	N/A
32.	Does the instructor assist in securing placement and follow-up information for record purposes?	1	2	3	4	5	N/A
33.	Does the instructor conduct appropriate teacher activities, i.e. presentation, application, and testing etc.?	1	2	3	4	5	N/A
34.	Does the instructor utilize appropriate training aids such as transparencies and filmstrips for each unit taught?	1	2	3	4	5	N/A
35.	Does the instructor demonstrate operations to student groups and individuals?	1	2	3	4	5	N/A
36.	Does the instructor supervise student shop and/or lab work and make appropriate corrections?	1	2	3	4	5	N/A
37.	Does the instructor practice an "open-door" counseling policy for students?	1	2	3	4	5	N/A

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

_____

_____

_____

_____

_____

CONTROLLING

To What Extent:

38.	Does the instructor evaluate each lesson, unit, and course?	1	2	3	4	5	N/A
39.	Does the instructor conduct objective and/or performance tests for each unit as appropriate?	1	2	3	4	5	N/A
40.	Does the instructor evaluate his own methods and teaching techniques?	1	2	3	4	5	N/A
41.	Does the instructor maintain a list of equipment and materials needed for upgrading the program?	1	2	3	4	5	N/A
42.	Does the instructor maintain an appropriate inventory of parts for minor equipment repair?	1	2	3	4	5	N/A
43.	Are all students occupied at a definite project or work assignment?	1	2	3	4	5	N/A

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

_____

_____

_____

_____

_____

OVERALL RATING

Please indicate your overall impression of this CETA Program relative to others you have observed, by circling the appropriate number.

Poor 1 2 3 4 5 6 7 Excellent

APPENDIX B

MANAGEMENT RESPONSIBILITIES OF RELATED EDUCATION TEACHERS

The intent of this questionnaire is to determine responsibilities of related education teachers in vocational-technical education programs for the purpose of developing an instrument to be used in program evaluation.

In addition to subject knowledge and attitude, the related education teacher has responsibilities in four areas: Planning, Organizing, Directing, and Controlling.

DIRECTIONS: Circle (5) if you rate the item extremely important

Circle (4) if you rate the item very important

Circle (3) if you rate the item important

Circle (2) if you rate the item of some importance

Circle (1) if you rate the item of no importance

PLANNING Rate the importance of each responsibility listed.

1.	Securing information related to the skills industry requires of a prospective employee	5	4	3	2	1
2.	Securing materials from suppliers, dealers, business, and industry to assist in teaching students	5	4	3	2	1
3.	Utilizing an appropriate storage area	5	4	3	2	1
4.	Posting a fire safety plan	5	4	3	2	1
5.	Posting a disaster plan	5	4	3	2	1
6.	Implementing a check-out system for materials, textbooks, workbooks, supplies	5	4	3	2	1
7.	Developing a housekeeping plan	5	4	3	2	1
8.	Designing a course outline which lists elements in specified teaching sequence	5	4	3	2	1
9.	Using a pre-test and a prescription based on the results of the pre-test scores	5	4	3	2	1

10.	Having an approximate time frame for accomplishment of objectives	5	4	3	2	1
11.	Operating under management by objectives	5	4	3	2	1
12.	Planning with skill instructors to ensure related classes are supporting their efforts	5	4	3	2	1

SUGGESTIONS FOR DELETIONS, ADDITIONS, OR OTHER IMPROVEMENTS IN PLANNING

ORGANIZING Rate the importance of each responsibility listed.

1.	Operating a program that is open-ended and that allows frequent entry	5	4	3	2	1
2.	Organizing a program so that the student knows what is required and where he is going	5	4	3	2	1
3.	Having materials and supplies organized and stored	5	4	3	2	1
4.	Establishing target dates for completion of different phases of program development	5	4	3	2	1
5.	Keeping equipment up-to-date	5	4	3	2	1
6.	Maintaining an adequate reference library	5	4	3	2	1
7.	Organizing individualized learning packages and other programmed materials	5	4	3	2	1
8.	Utilizing the materials avaiable in subject area, from the Curriculum Center	5	4	3	2	1

SUGGESTIONS FOR DELETIONS, ADDITIONS, OR OTHER IMPROVEMENTS IN ORGANIZING

DIRECTING Rate the importance of each responsibility listed.

1.	Maintaining current student progress records	5	4	3	2	1
2.	Making daily assignments	5	4	3	2	1
3.	Making appropriate assignments to meet individual student needs	5	4	3	2	1
4.	Maintaining an inventory of equipment and supplies	5	4	3	2	1
5.	Employing daily procedures for housekeeping and maintenance of equipment	5	4	3	2	1
6.	Demonstrating appropriate use of preparation, presentation, application, and testing methods of instruction	5	4	3	2	1
7.	Selecting appropriate media such as filmstrips and transparencies to meet individual needs	5	4	3	2	1
8.	Frequently demonstrating concepts and operations (group and individual)	5	4	3	2	1
9.	Supervising students and making appropriate corrections and redirections	5	4	3	2	1
10.	Practicing an open-door counseling policy for students	5	4	3	2	1
11.	Orientating new students to related classes	5	4	3	2	1

SUGGESTIONS FOR DELETIONS, ADDITIONS, OR OTHER IMPROVEMENTS IN DIRECTING

CONTROLLING Rate the importance of each responsibility listed.

1.	Establishing means to evaluate each lesson, unit, and course	5	4	3	2	1
2.	Using a variety of methods to evaluate students' performance	5	4	3	2	1
3.	Evaluating all work done by the student	5	4	3	2	1
4.	Evaluating one's own teaching methods and techniques	5	4	3	2	1
5.	Maintaining a list of equipment and materials for upgrading program	5	4	3	2	1
6.	Maintaining an inventory of parts for minor equipment repair	5	4	3	2	1
7.	Evaluating one's own related program with skill instructors	5	4	3	2	1

SUGGESTIONS FOR DELETIONS, ADDITIONS, OR OTHER IMPROVEMENTS IN CONTROLLING

APPENDIX C

PROGRAM EVALUATION
FOR RELATED CETA PROGRAMS

CETA Training Center_____

Program_____

Teacher_____

Date of Report_____

INSTRUCTIONS

This instrument is designed to assist in the evaluation of related classes in CETA training programs and is directed solely toward program improvement. The instrument is to be completed (1) by the CETA instructor for self-evaluation purposes and, (2) by the evaluation teams during evaluation team visits.

Directions - Read each question carefully and circle the appropriate rating, using the following rating scale:

1 = Poor or missing, major improvement needed

2 = Below average, improvement needed

3 = Average

4 = Excellent

5 = Superior

The space at the end of each section under the heading "Suggestions for Improvement" should be used to make specific recommendations. Complete statements should be made in this space. Short phrases such as "needs improvement" are strongly discouraged. If additional space is required, you may continue on back of page.

PLANNING

To What Extent:

1.	Is information available to the instructor as to what industry requires of a prospective employee?	1	2	3	4	5
2.	Does the instructor have materials from suppliers, dealers, business, and industry to assist in the teaching process?	1	2	3	4	5
3.	Does the instructor utilize an appropriate storage area?	1	2	3	4	5
4.	Does the instructor have posted a fire safety plan which is appropriate for the nature of potential hazards?	1	2	3	4	5
5.	Does the instructor have posted a disaster plan which is appropriate for matters of civil defense and other emergency nature?	1	2	3	4	5
6.	Does the instructor have a check-out system for materials, textbooks, supplies, etc.?	1	2	3	4	5
7.	Does the instructor have an organized clean-up plan?	1	2	3	4	5
8.	Does the Course Outline list all instructional units in a specified teaching sequence?	1	2	3	4	5
9.	Are new students pre-tested to identify their strengths and weaknesses?	1	2	3	4	5
10.	Are learning activities prescribed based on pre-test results?	1	2	3	4	5
11.	Is there an approximate time frame for accomplishment of objectives?	1	2	3	4	5
12.	Does the instructor operate under Management by Objectives?	1	2	3	4	5
13.	Is course planning done with skill instructors to ensure that related classes reinforce the efforts in the skill area?	1	2	3	4	5

PLANNING (CONTINUED)

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

ORGANIZING

To What Extent:

1.	Does the instructor operate a program that is open-ended and that allows frequent entry?	1 2 3 4 5
2.	Is the program organized so that the student knows what is required for orderly progression through the course?	1 2 3 4 5 1 2 3 4 5
3.	Are materials and supplies organized and stored in an appropriate manner?	1 2 3 4 5
4.	Has the instructor established target dates for completion of different phases of program development?	1 2 3 4 5
5.	Is equipment kept up-to-date?	1 2 3 4 5
6.	Does the instructor maintain an adequate reference library?	1 2 3 4 5
7.	Does the instructor organize individualized learning packages and other programmed materials?	1 2 3 4 5
8.	Does the instructor utilize the materials available in his/her subject area, from the Curriculum Center?	1 2 3 4 5

SUGGESTIONS FOR IMPROVEMENT
(List in order of Priority)

DIRECTING

To What Extent:

1.	Does the instructor maintain current student progress records?	1	2	3	4	5
2.	Are daily assignments made?	1	2	3	4	5
3.	Are appropriate assignments made to meet individual student needs?	1	2	3	4	5
4.	Does the instructor maintain an appropriate inventory of equipment and supplies?	1	2	3	4	5
5.	Are daily procedures employed for housekeeping and maintenance of equipment?	1	2	3	4	5
6.	Does the instructor conduct appropriate teacher activities, i.e. presentation, application, and evaluation?	1	2	3	4	5
7.	Does the instructor select appropriate training aids such as transparencies and filmstrips to meet individual needs?	1	2	3	4	5
8.	Does the instructor frequently demonstrate operations to student groups and individuals?	1	2	3	4	5
9.	Does the instructor supervise students and make appropriate corrections and redirections?	1	2	3	4	5
10.	Does the instructor practice an "open-door" counseling policy for students?	1	2	3	4	5
11.	Are students entering related classes oriented to Individualized Prescribed Instruction?	1	2	3	4	5

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

CONTROLLING

To What Extent:

1.	Does the instructor establish means to evaluate each lesson, unit, and course?	1 2 3 4 5
2.	Does the instructor use a variety of methods to evaluate students' performance?	1 2 3 4 5
3.	Is all work done by the student evaluated?	1 2 3 4 5
4.	Does the instructor evaluate his/her own methods and teaching techniques?	1 2 3 4 5
5.	Does the instructor maintain a list of equipment and materials needed for upgrading the program?	1 2 3 4 5
6.	Does the instructor maintain an appropriate inventory of parts for minor equipment repair?	1 2 3 4 5
7.	Is related program evaluated and revised with input from skill instructors?	1 2 3 4 5
8.	Are activities completed by learners promptly evaluated by instructor?	1 2 3 4 5
9.	Is post-testing conducted to ensure learners complete necessary related assignments?	1 2 3 4 5

SUGGESTIONS FOR IMPROVEMENT
(List in Order of Priority)

OVERALL RATING

Please indicate your overall impression of this CETA Program relative to others you have observed by circling the appropriate number.

Poor 1 2 3 4 5 6 7 Excellent

PROGRAM EVALUATION COMMITTEE

Name	Position
_____ Chairman	_____
_____	_____
_____	_____
_____	_____
_____	_____

A copy of this report is to be filed with the Program Director or Skill Center Director, vocational teacher and state coordinator of the manpower/CETA programs.

VITA

Barbara J. Lander

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF MANAGEMENT RESPONSIBILITIES OF RELATED EDUCATION TEACHERS IN COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PROGRAMS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, December 16, 1935, the daughter of Nelle and Harold Haus.

Education: Graduated from Central High School, Tulsa, Oklahoma, in May, 1953; received the Bachelor of Science in Education degree from the University of Tulsa, Tulsa, Oklahoma, in May, 1972; completed the requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1977.

Professional Experience: Teacher of Adult Basic Education, General Education Development, Clerical Related Language, and Health Related Math at the Tulsa Skills Center from July, 1972 through December, 1975. Teacher Trainer, Manpower Division, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, January, 1975 to present.

Professional Organizations: American Vocational Association; Oklahoma Vocational Association; National Manpower Training Association; Oklahoma Manpower Training Association.