A MODEL FOR DETERMINING THE FEASIBILITY OF IMPLEMENTING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM IN AREA VOCATIONAL-TECHNICAL SCHOOLS

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CHAPTER I

INTRODUCTION

Although previous studies indicate that only 11.6 percent of the total population, 18 years or older, have obtained four years of college or more, an increasing percentage of American youths are attending four year colleges and universities.[1] College enrollment has increased 46 percent from 1964 to 1968.[2] Manpower demand requirements might be more efficiently met if a larger number of young people were entering skill training and/or on-the-job training to prepare for sub-professional employment. According to the United States Office of Education, projections by statisticians indicate the following educational attainment for persons now in their middle and late teens: 77 percent will graduate from high school and 42 percent will enroll in a degree-credit program. About 21 percent will earn a bachelor's degree.[3] In response to this apparent disparity in the allocation of educational resources, vocational education legislation was passed in 1963 and 1968. This legislation has opened the door to vocational education for millions of young people. Consequently, enrollments in federally aided vocational programs have risen from 4.6 million in 1964 to 8.2 million in 1968.[4]

Vocational education is being challenged to assist in providing a more meaningful or relevant high school experience for an increasing number of young people who are not academically inclined. One method

of providing this more relevant experience was recognized in part "G" of the Vocational Education Amendments of 1968 which authorized $35 million for the fiscal year ending June 30, 1971 for cooperative vocational education programs to help bridge the gap between school and work.

Cooperative vocational education has been recommended to the President by the Secretary of Labor and the Secretary of Health, Education and Welfare as an innovative approach to introduce students to the world of work.

Advantages of cooperative vocational education include:

1. It provides for the immediate and practical application of concepts and skills.
2. It provides realistic matching of manpower supply and demand by limiting participation to students who can be employed.
3. It assists institutions in utilizing their staff and facilities more effectively and efficiently by shifting part of the cost of education to the employers in the community.
4. It enables some students to remain in school who otherwise would drop out to seek employment for financial reasons.

The Problem

Oklahoma has established seven area vocational-technical schools. Four additional area vocational-technical schools are to begin classes in the Fall of 1970. A total of seventeen area vocational-technical schools are planned to serve the people of Oklahoma. Many of the area vocational-technical schools are considering cooperative vocational education. However, no systematic procedure has been established

in Oklahoma to investigate the potential for cooperative vocational education. This study will be concerned with establishing a model for determining the feasibility of potential cooperative vocational programs relative to the populations to be served, the training stations, (establishments), the administrators of high schools in the area to be served, and the area school administration.

The Purpose

The Vocational Education Amendments of 1968 have challenged vocational schools to initiate cooperative vocational education programs. This study will (1) develop a model for determining the feasibility of implementing a cooperative vocational education program and (2) test the model relative to an actual situation. Central Oklahoma Area Vocational-Technical School in Drumright, Oklahoma will be utilized as the test site.

The Model

The following four questions constitute the feasibility model to be tested in this study.

1. Will an area school agree to provide classroom facilities and leadership for a cooperative vocational education program?
2. Will the junior and senior high school students of the area served participate in a cooperative vocational education program?
3. Will the superintendents from the various high schools of the area agree to permit their students to participate in the

cooperative vocational education program?

4. Will the employers located in the area served agree to provide supervised training stations for students who participate in the cooperative vocational education program?

To test this model, these questions will be made specific to the Central Oklahoma Area Vocational-Technical School, as stated in Chapter III.

Research Questions

This study will attempt to answer the question, "Can the model outlined above be used to determine the feasibility of implementing a cooperative vocational education program in area vocational-technical schools?"

The preceding questions represent the issues to be resolved before rational decisions can be made for program implementation as defined by the model examined in this investigation. Through the analysis of data collected in this study, and by the model presented here, a determination will be made as to the feasibility of establishing a cooperative vocational education program in the Central Oklahoma Area Vocational-Technical School. The acceptance or rejection of the recommendations made in this study will constitute the validity test used to evaluate the model.

Scope and Limitations

Validation of the model is based on the reactions of a single institution. The institution used in this study involves junior and senior high school students who have applied for admission to the

Central Oklahoma Area Vocational-Technical School. It is further limited to the six counties to be served by the area school, i.e. Creek, Lincoln, Okfuskee, Pawnee, Payne, and Okmulgee. The study will involve the participation of administrators from the seventeen high schools of the Central Oklahoma Area Vocational-Technical School District. The seventeen high schools are located in the following towns: Bristow, Depew, Drumright, Kellyville, Kiefer, Mannford, Mounds, Oilton, Olive, Sapulpa, Carney, Davenport, Stroud, Cushing, Perkins, Ripley, and Yale.

Assumptions

The design of this study was based on the assumption that students have an opportunity to express their choice of a training program. Students are counselled in regard to their ability, educational objective, and the availability of the program. An additional assumption is that students, employers and administrators make uniform interpretations of the instruments used in this study.

Definition of Terms

Central Oklahoma Area Vocational-Technical School - (hereafter referred to as Central Tech). Central Tech is a school serving a multi-county area, which provides high school students the opportunity to train for entry level occupational skills to enable them to enter the labor market.

Cooperative Vocational Education Program - (hereafter referred to as CVE). CVE is a program for persons who are enrolled in a school and who, through cooperative arrangement between the school and employers,

receive part-time vocational instruction in the school and on-the-job training through part-time employment. It provides for alternation of study in school with a job in industry or business where the two experiences are planned and supervised by both the school and the employer to contribute to the student's development in his chosen occupation.[5]

Area Vocational-Technical School - a school involving a large geographical territory usually including more than one local basic administrative unit. It offers specialized training to high school students, who are preparing to enter the labor market. It also provides vocational or technical education to persons who have completed or left high school and are available for full-time study. These schools are sponsored and operated by local communities or by the state.[6]

Model - for the purpose of this study model will be defined as a pattern of procedure.[7]

FOOTNOTES

[1]Manpower Report of the President, United States Department of Labor, (Washington, 1968), p. 308.

[2]"Education," The Americana Annual (New York, 1970), p. 267.

[3]Ibid, p. 268.

[4]Manpower Report of the President, United States Department of Labor, (Washington, 1969), p. 235.

[5]Definitions of Terms in Vocational-Technical and Practical Arts Education, American Vocational Association, (Washington, 1964), p. 6.

[6]Ibid, p. 5.

[7]Carter V. Good and Winifred R. Merkel (eds.), Dictionary of Education, (New York, 1959), p. 350.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the review of literature will be divided into the following areas: (1) historical development of vocational education, (2) the development and practices of cooperative vocational education, (3) the development of area vocational-technical schools, and (4) educational planning.

During the preparation of the literature review, it was found that a limited number of studies were available pertaining to the establishment of cooperative vocational education programs.

Vocational Education

The historical development of formal publically supported sub-professional vocational education in the United States began around the turn of the twentieth century. A series of laws were enacted to support this type of education. The early acts concentrated on vocational training for the unemployed and underemployed. In 1917 the Smith-Hughes Act was signed by President Woodrow Wilson. This was the first act that was designed with measures to provide for vocational training at the secondary level. It promoted vocational education in the fields of agriculture, home economics, trades and industry, and provided for teacher training in these fields. The act provided for a permanent appropriation of $7.1 million annually with

a stipulation of dollar-for-dollar matching with state and/or local funds.[1]

The following is a chronological listing of the important amendments to the Smith-Hughes Act of 1917.

The George-Reed Act of 1929

The George-Reed Act was designed to promote the further development of training in agriculture and home economics. This legislation authorized an annual appropriation of $1 million and was scheduled to expire in 1934.[2]

The George-Ellzey Act of 1934

The George-Ellzey Act of 1934 replaced the George-Reed Act and provided for the further development of vocational programs for agriculture, home economics, and trades and industry.[3]

The George-Dean Act of 1936

The George-Dean Act of 1936 not only provides continued support for vocational education programs in the fields of agriculture, home economics, and trades and industry, but for the first time included federal support for distributive occupations programs.[4]

The George-Barden Act of 1946

The George-Barden Act of 1946 amended the George-Dean Act. Authorizations for appropriations were increased to $29 million annually. This legislation made it legal to use funds for guidance counselors.[5]

The Health Amendments Act of 1956

In 1956 Congress enacted the Health Amendments Act. This act provided authorizations for appropriations of five million dollars annually. The purpose of the grants to the states was to establish vocational practical nurse training programs.[6]

The National Defense Education Act of 1958

The National Defense Education Act of 1958 amended the George-Barden Act of 1946 by providing for "Area Vocational Education Programs." The concept of an area school was to serve beyond geographic boundaries of one school district.[7]

The Area Redevelopment Act of 1961

The act provided for training and retraining of unemployed workers who lived in designated redevelopment areas. The act was scheduled to expire in 1965 but the provisions of the act were incorporated in the 1965 amendments to the Manpower Development and Training Act of 1962.[8]

The Manpower Development and Training Act of 1962

The act provides funds for training and retraining underemployed and unemployed individuals to develop skills needed for employment. Institutional training under the legislation was under the supervision and control of the State Board for Vocational Education. The act provided for 100 percent federal financing. In 1965 an amendment was made to the act to provide federal financing on a 90-10 matching basis.[9]

Vocational Education Act of 1963

The Vocational Education Act of 1963 authorized federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings for such employment to continue their vocational training on a full-time basis.[10]

The Vocational Education Amendments of 1968

The shift in program emphasis from limited occupational categories to major groups of people in need of training was outlined in the Vocational Education Act of 1963. The Vocational Education Amendments of 1968 continue this emphasis. New requirements added are (1) annual and long-range planning and procedures for participation in the planning, review, and (2) evaluation of vocational-technical education.[11] The acts and amendments have been changing in an attempt to keep pace with technological, social, and educational needs of the nation.

Cooperative Vocational Education

The development of school and employer participation for the training of students began with the passage of the George-Barden Act of 1946. This cooperation between school and employer has been offered through various programs, service areas both singly and in clusters such as Distributive Education (D.E.), Office Occupations (O.O.), Part-Time Industrial Cooperative Education, and Diversified Occupations (D.O.).[12]

The Advisory Council on Vocational Education established to evaluate the implementation of the Vocational Education Act of 1963 stated that cooperative vocational education had the best record of all vocational programs in terms of the proportion of students placed in the occupation for which they were trained.[13]

Schill in his 1965-66 study of cooperative work education found that definitions of it were nearly identical in every state. He found no relationship between prevalence of the programs and the measures of state wealth or unemployment. The only reasonable explanation seems to be that boards of vocational education in some states have promoted cooperative work education programs while in other states they may have opposed it. His results showed that only about 15 percent of the nation's 27,000 public high schools and 500 junior colleges now have cooperative work education programs.[14]

An inner city case study was conducted in the Detroit Public Schools. Wayne State University and the Detroit Public Schools combined forces to attack a variety of problems peculiar to business and distributive education in the city. The university was committed to building pre-service and in-service teacher programs that were relevant to the problems of urban schools. For their part, the public schools were actively seeking new solutions and promising practices for improved learning on the part of the inner-city youth. The pooling of resources of both university and public schools was a necessary melding of theory and practice. This study involved the support of Detroit Public Schools, Wayne State University, and the business community.[15]

A study of the cooperative trainees of Michigan High Schools was

conducted to evaluate the cooperative program. A population of 5,420 trainees received questionnaires. After the first and a second follow-up questionnaire was mailed, a return of fifty-five percent was reported. Findings in the study revealed that: (1) more than one half of the cooperative trainees were employed in the field for which they were trained, (2) approximately twenty-seven percent were still employed by their cooperative firm, (3) the average rank of the cooperative trainees was slightly superior to the average rank of the rest of their graduating class, and (4) approximately one percent of the cooperative trainees were unemployed.[16]

Congress was explicit in relating the nature of the type of cooperative vocational education it wished to stimulate by the provisions in Part "G" of the Vocational Amendments Act of 1968 which states:

> The Congress finds that cooperative work-study /Vocational Education 7 programs offer many advantages in preparing young people for employment. Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers create interaction whereby the needs and problems of both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations.[17]

Development of Area Vocational-Technical Schools

An area school is defined as a school involving a large geographical territory usually including more than one local basic administrative unit.[18] An area school offers specialized training to high school students, who are preparing to enter the labor market. It also provides vocational or technical education to persons who have completed

or left high school and are available for full-time study. Area schools are sponsored and operated by local communities or by the state.

The concept of area vocational-technical schools embraces training for all who desire it, need it, and show the initiative to obtain it. To be specific, the Vocational Education Act of 1963 provides for training of: (1) high school students, (2) full-time study for persons who have completed or left high school, (3) persons presently employed but who need training or retraining to achieve stability or advancement, and (4) persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational program.[19] The 1963 Vocational Education Act was amended by the 1968 Vocational Education Amendments, but this did not change the provision for establishment of Area Vocational-Technical Training Centers by the states.

In a recent study (Hopkins, 1969) thirty-four area vocational-technical training centers were recommended to adequately serve the State of Oklahoma. This estimate was considered to be the optimum number of area vocational-technical schools to form a state-wide system of training centers for Oklahoma. The Central Oklahoma Area Vocational-Technical School located at Drumright was considered as one of the thirty-four optimal locations.[20]

Educational Planning

The use of educational planning and the corallary employment of planning models is a rather recent phenomenon in vocational education. Model, in this study was defined to mean a pattern of procedure. Many

more complicated models exist, such as mathematical models, but they were not feasible for this study and therefore will not be reviewed in this section. Moreover, an effort was made to restrict this review to educational planning in general.

The necessity for additional knowledge about educational planning and its importance to educational administrators is evidenced in the articles of the 1967 World Yearbook of Education.[21] This publication is devoted entirely to the topic of educational planning. Other recent educational writers such as Hartley,[22] Davis[23] and Banghart[24] concur on the necessity for additional knowledge about educational planning. Hartley advances the notion that general systems theory could provide the conceptual framework for studying the relationships among educational variables. Banghart recommends new and more extensive use of the computer to assist in the decision-making process, while Davis points out the need for using the economically based human resources approach in educational planning.

While the necessity for additional knowledge about educational planning is widely accepted among scholars and administrators, the same level of agreement does not hold for its definition. Coombs states:

> There does not exist as yet any simple and generally agreed definition of educational planning. This is perhaps a good thing, for it is still too early in the career of this young subject to stunt its growth by verbal constraints.[25]

Anderson and Bowman define educational planning as "the process of preparing a set of decisions for future action pertaining to education."[26]

FOOTNOTES

[1]L.S. Hawkins, C.A. Prosser, and J.C. Wright, Development of Vocational Education, American Technical Society, (Chicago, 1951), p. 148.

[2]Mary Louise Ellis, "A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963" (unpublished Ph. D. dissertation, Oklahoma State University, 1969), p. 19.

[3]Ibid, p. 20.

[4]Ibid, p. 22.

[5]Ibid, p. 24.

[6]Ibid, p. 25.

[7]Ibid, p. 26.

[8]Ibid, p. 27.

[9]Ibid, p. 28.

[10]Definitions of Terms in Vocational-Technical and Practical Arts Education, American Vocational Association, (Washington, 1964), p. 22.

[11]The Vocational Amendments of 1968, U.S. Government Printing Office, (Washington, 1969), p. 1.

[12]Rupert N. Evans, "Advantages, Disadvantages and Factors in Development." American Vocational Journal, XLIV (1969), p. 19.

[13]Harry Huffman, "Unique Among Learn and Work Programs." American Vocational Journal, XLIV (1969), p. 16.

[14]Rupert N. Evans, "Advantages, Disadvantages and Factors in Development." American Vocational Journal, XLIV (1969), p. 19.

[15]Jeanne Reed, "An Inner-City Case Study in Cooperation; Detroit." Business Education World, XLIX (1969), p. 14.

[16]Peter G. Haines and L.M. Ozello, "How High School Cooperative Trainees Fare in the Labor Market", (unpublished Ph. D. dissertation, Michigan State University, 1966), p. 63.

[17]Guide for Cooperative Vocational Education, University of Minnesota, (Minneapolis, 1969), p. 13.

[18]Definitions of Terms in Vocational-Technical and Practical Arts Education, American Vocational Association, (Washington, 1964), p. 5.

[19]A New Concept in Vocational and Technical Education in Oklahoma, State Department of Vocational and Technical Education, (Stillwater, 1966), p. 1.

[20]Charles O. Hopkins, State-wide System of Area Vocational-Technical Training Centers for Oklahoma, Research Coordinating Unit, Oklahoma State University, (Stillwater, 1969), p. 58.

[21]George Z. Bereday and Joseph A. Laufwerys (eds.), The World Yearbook of Education 1967:Educational Planning (London, 1967).

[22]Harry Hartley, Educational Planning - Programming - Budgeting: A Systems Approach, (New Jersey, 1968).

[23]Frank W. Banghart, Educational Systems Analysis, (Toronto, 1969).

[24]Phillip M. Coombs, "What Do We Still Need To Know About Educational Planning?," in Bereday & Laufwerys, op.cit., p. 58.

CHAPTER III

PROCEDURES AND ANALYSIS OF DATA

INTRODUCTION

The primary purpose of this study was to investigate the following questions in terms of testing a feasibility model for CVE programs.

1. Will the new Central Oklahoma Area Vocational-Technical School utilized in this study agree to provide classroom facilities and leadership for a cooperative vocational education program?
2. Will the junior and senior high school students in the six county area participate in a cooperative vocational education program?
3. Will the seventeen high school superintendents of the area agree to permit the students in their local high school to participate in the cooperative education program?
4. Will employers in the Central Oklahoma Area Vocational-Technical School District agree to provide supervised training stations for students who participate in the cooperative vocational education program?

This chapter is concerned with (1) a description of the procedures used to investigate the above questions (2) an analysis of relevant data pertaining to the disposition of the above questions and (3)

actions taken relative to the establishment of a CVE program at Central Tech.

Procedures

Procedures related to Central Tech and Student Identification

The first step in this investigation was to establish Central Tech's position on the possibility of incorporating a CVE program into their curriculum. A personal interview method was utilized and conducted on January 8, 1970 with the present Director of Central Tech.

The second step in this investigation was to determine, if given the opportunity, would junior and senior high school students of the six county area participate in a cooperative vocational education program. The information pertaining to this question was collected through the use of Central Tech's official application for admission form. (See Appendix A.) The students from each of the seventeen high schools received orientation information from representatives of Central Tech. Orientation information included brief definitions of the fourteen programs available to students. Applications were made available to all students. The CVE program was listed with the regularly offered courses. An official school bulletin was given each student to explain each program and serve as a guide for making a vocational choice. Counselors were provided by Central Tech to individually counsel each interested student.

Procedures Related to the Superintendents

The third step in this investigation was to obtain letters of

agreement and support for the CVE program from the seventeen high school superintendents of the six county area. The superintendents' support for a CVE program at the area school was considered essential to obtain maximum results for the six county area.

A meeting of the seventeen superintendents was held on March 25, 1970 at Central Tech with the present area school director presiding. Prior to the meeting the superintendents had received a letter explaining the agenda for the day. An orientation to the various class offerings available to students at Central Tech was presented. A proposal for the possible development of a CVE program was introduced by the writer and discussed. The superintendents were asked to write a letter indicating their willingness to allow their local high school students the opportunity to participate in the CVE program.

Procedures Related to Employer Participation

The fourth step of this study involved obtaining information pertaining to employers. Employers are essential in a CVE program to provide supervised training stations for the students.

A random sample of one hundred businesses and industries located in the six county area of Central Tech were mailed questionnaires on May 23, 1970. The writer used the seventeen high school towns to select the sample. Names and addresses of businesses and industries were drawn at random from telephone books of these towns within the six county area under study.

A cover letter was attached to each questionnaire explaining the CVE program. (See Appendix B.) The questionnaire consisted of two pages. (See Appendix C.) A self-addressed return envelope was included

with each questionnaire. A three week time period was allowed for return of questionnaires.

Thirty-two questionnaires were returned out of the one hundred originally mailed. Two incomplete questionnaire replies were discarded from the study. A total of thirty questionnaire respondents will be considered for the analysis of data. A follow-up was not considered necessary as Central Tech will employ an individual to make personal contacts with employers if the program is feasible.

Procedures Related to Action Taken by Central Tech to Establish a CVE Program

To identify and describe the actions taken by Central Tech regarding the feasibility questions resolved in this study.

Analysis

Analysis Related to Central Tech and Student Identification

A personal interview was conducted with the Director of Central Tech in January, 1970. The following were given as being indicative of the school's positive support for the CVE program.

1. Central Tech would provide classroom facilities.
2. Central Tech would provide the necessary teaching materials, textbooks, and audio visual aids.
3. Central Tech would assume the responsibility for hiring a qualified teacher-coordinator.
4. Central Tech would incur the cost of transportation for the students.

5. Central Tech would make every effort to assist potential students who desire and need the CVE program in order to meet their occupational objectives.

The above factors indicate the innovative efforts of Central Tech to provide training for all students who are interested in learning a skill.

Information and data concerning student interest in the CVE program was obtained from Central Tech's official application for admission form. Table I indicates the resulting tabulation of the students interested in the fourteen course offerings available at Central Tech. The figures indicate a limited student interest in CVE. A brief consultation with the counselors of Central Tech revealed two limiting factors very inherent to this phase of the study. The first factor was the limited time the counselors were available for individual counseling. One counselor stated he counselled as many as thirty students a day. The second factor was the limited amount of vocational resource knowledge available at the students' local high school.

Analysis Related to Superintendents

A meeting of the seventeen high school superintendents of the six county area was conducted on March 25, 1970. The consensus opinion of the group suggested students should be given the opportunity to participate in a CVE program. Letters of agreement were submitted by the superintendents. Table II indicates the response letters of the seventeen superintendents. Twelve of the seventeen superintendents expressed interest and agreed to allow their students to participate

TABLE I

TENTATIVE ENROLLMENT BY COURSE OFFERING

Class	A.M.	P.M.	Total
Auto Mechanics	23	20	43
Building Trades	16	0	16
Bussiness & Office	22	18	40
Cosmetology	23	23	46
CVE	16	0	16
Data Processing	18	18	36
Distributive Educ.	20	11	31
Diesel	19	14	33
Electro Mechanical	23	8	31
Health Services	27	26	53
Graphics	15	9	24
Machine Tool	14	12	26
Drafting	18	6	24
Welding	19	13	32
		Total Enrollment	451

TABLE II

SUPERINTENDENTS' RESPONSES INDICATING AGREEMENT TO ALLOW STUDENTS TO PARTICIPATE IN THE CVE PROGRAM

Local High School District	Superintendent	Yes	No
Bristow I - 2	Harold Sims	X	
Depew I - 21	Ivan Reeder	X	
Drumright I - 39	C. E. Bradley	X	
Kellyville I - 31	John Welpton	X	
Kiefer I - 18	Doyle Carter	X	
Mannford I - 3	Fay O. Stout	X	
Mounds I - 5	Fred Caudle	X	
Oilton I - 20	Albert Collier		X
Olive I - 17	Howard G. Helgeson	X	
Sapulpa I - 33	Dr. Tom Palmer	X	
Carney I - 105	Billy C. Kinsey		X
Davenport I - 3	Noel Vaughn		X
Stroud I - 54	Dr. C. B. Wright	X	
Cushing I - 67	Paul Babiak	X	
Perkins I - 56	Cecil Acuff	X	
Ripley I - 3	Fred Caudle, Jr.		X
Yale I - 103	Jimmy Crousen		X

in the CVE program. Five of the superintendents did not submit letters of agreement but verbally agreed to allow their interested students to participate in the program.

Analysis Related to Employer Participation

A questionnaire was mailed to randomly selected businesses and industries of the six county area. A total of thirty respondents and/or 30 percent of the total sample population will be used for the analysis of employer participation. Table III indicates the major activity of their establishment. The word "other" was listed as a possible option to the available choices. As the table shows, the largest response area was that of retail trade. The option of "other" was chosen frequently. The term "other" in this study includes the following activities: Petroleum Storage and Pipelines; Daily Newspaper; Sign Production; Meat Processing; Dental Treatments; and Motel Cleaning.

The employers completing the questionnaire were asked to indicate if they felt the CVE program was feasible at this time. Sixty percent of the total respondents stated "yes". Seventeen percent of the total respondents answered "no", and 23 percent responded "don't know" to the above question.

With respect to providing a training station 47 percent of the total respondents would provide a training station. Of the group who felt a program was feasible at this time 78 percent offered to provide training stations. Sixteen of the total respondents described forty-four possible training positions available in their firms.

Employers were asked to indicate how many hours per week a

TABLE III

MAJOR ACTIVITY OF REPORTING

BUSINESSES AND INDUSTRIES

Activity	Number of Respondents	Percentage
Manufacturing	4	13.3
Construction	3	10.0
Trade (Wholesale)	3	10.0
Trade (Retail)	8	26.6
Public Utilities	1	3.3
Finance - Insurance - Real Estate	2	6.6
Service	3	10.0
Other	6	20.0

*Figures do no add to 100.0 due to rounding.

student would need to spend in their organization to develop skills to the minimum level of a regular starting employee, 35 percent of total respondents reported between five and ten hours per week and 41 percent reported more than fifteen hours a week. Eighteen percent of total respondents reported less than five hours a week would be necessary for a student to develop the skills of their regular starting employees.

With respect to the salary an employer is willing to pay a student, 50 percent of the total respondents reported between $1.25 and $1.60 an hour. Smaller businesses with less than ten employees, who were not affected by the minimum wage law, offered to pay students between $.75 and $1.25 an hour. Of the total respondents 50 percent of the businesses and industries indicated they would pay students between $.75 and $1.25 an hour.

A 10 percent random selection of the seventy non respondents was chosen to determine the bias of this phase of the study. An attempt was made to contact by telephone the 10 percent bias sample. Only four businesses and industries of the bias sample were contacted for comment. This sample was considered with reservation. Table IV indicates by their major activity the businesses and industries contacted by telephone and their response.

The analysis of the bias sample indicated no significant difference between the respondents and non respondents.

Analysis Related to Actions Taken by Central Tech to Establish a CVE Program

Central Tech has accepted the results of this study and has taken

TABLE IV

RESPONSES ON BIAS SAMPLE

Major Activity	Program Feasible At This Time	Organization Will Provide a Training Station
Service	yes	yes
Service	yes	yes
Service	don't know	don't know
Service	yes	don't know

the following actions:

1. Central Tech will provide a CVE program on a half-time basis. A half-time program provides training for a minimum of fifteen students as recommended by the State Department of Vocational-Technical Education.
2. Efforts are being made to contract a teacher-coordinator for the program.
3. Central Tech has provided in the budget for this fiscal year a portion to be used for the establishment of the half-time CVE program.

CHAPTER IV

SUMMARY OF FINDINGS AND RECOMMENDATIONS

INTRODUCTION

The following questions were formulated in Chapter I to test the model for determining the feasibility of the establishment of a CVE program in an area vocational-technical school.

1. Will the new Central Oklahoma Area Vocational-Technical School utilized in this study agree to provide classroom facilities and leadership for a cooperative vocational education program?
2. Will the junior and senior high school students in the six county area participate in a cooperative vocational education program?
3. Will the seventeen high school superintendents of the area agree to permit the students in their local high school to participate in the cooperative vocational education program?
4. Will employers in the Central Oklahoma Area Vocational-Technical School District agree to provide supervised training stations for students who participate in the cooperative vocational education program?

Summary of Findings

Cooperative vocational education should be organized to meet the needs of individuals for occupational preparation and adjustment as

well as the needs of society for trained manpower.

As indicated in Chapter III, the Director of Central Tech accepted the responsibility for the over all leadership of the CVE program. The director also accepts the responsibility of trying to provide vocational career opportunities to meet the students' needs of the seventeen high schools within the six county area.

The superintendents of the seventeen high schools were asked to write letters of agreement allowing their students to participate in the program. Twelve letters of agreement were received. The remaining five did not write letters but verbally agreed during the meeting held in March.

Extending cooperative vocational education to additional students and preparing them for a wider range of occupations is encouraged through the new vocational education legislation. Conscientious program planners take into account the needs of all potential cooperative education students and planners.

Junior and senior high school students' interest in the CVE program was analyzed in Chapter III. Sixteen students indicated an interest in the CVE program. Two limiting factors were prevalent during this phase of the study. The two factors were the counselor's limited time to counsel each student and the lack of vocational knowledge available at the student's local high school.

The preceding questions were used to test the model for determining the feasibility of establishing a CVE program in an area vocational -technical school. The model used in this study has been established as possessing validity. Central Tech's acceptance of the results of this study have initiated a half-time CVE program.

The 1968 Vocational Education Amendments strongly encourage cooperative planning among the public educational institutions and other agencies in facilitating the vocational preparation of all individuals. The analysis of the respondents of the business and industries interest survey revealed an interest to participate in the CVE program.

Recommendations

The following represents recommendations to area vocational-technical schools considering the CVE feasibility model described in this study.

1. Additional information be provided to superintendents of the high schools in the area to be served to convey the opportunities available for their students in CVE programs.
2. More guidance and counseling services be provided to students. (A staff member to coordinate and direct students in the understanding of the CVE program would be an asset.)
3. Personal interviews with employers to explain the CVE program purposes, policies, and procedures.
4. Organizing a temporary advisory committee with representation from employers, employees, high schools, parent groups, and students.

The CVE program has been expanded through the recent vocational education legislation. The combined efforts of public schools, business and industries, and the public are essential to promote and develop the goals of the newly enacted legislation.

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APPENDIX A

APPLICATION FOR ADDMISSION FORM

STU 11/69

CENTRAL OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL

DISTRICT 3 DRUMRIGHT, OKLAHOMA 74030

APPLICATION FOR ADMISSION

SECONDARY ☐ POSTSECONDARY ☐ ADULT ☐
(CHECK ONE)

(Please type or print)

1. Name_____ Sex____ Present Class: 9 10 11 12
(Last) (First) (Middle) (CIRCLE ONE)

2. Age_____ Date of Birth_____
(Month-Day-Year

3. Name of Parent or Guardian_____ Occupation_____

4. Home Address_____ Phone_____

5. Home High School_____

6. I am a resident of _____ Number_____ County_____
(School District) (School District)

7. Condition of Health: Good___ Fair ___ Poor____ Explain any physical defects:_____

_____

8. Family Physician_____ Address_____ Phone_____

9. PAST WORK EXPERIENCE

DATE	KIND OF WORK	EMPLOYER	ADDRESS

10. HIGH SCHOOL SUBJECTS COMPLETED
Semester Grades

9th Grade: Subjects	Semesters	Grade	10th Grade : Subjects	Semesters	Grade

11th Grade: Subjects	Semesters	Grade

11. State your occupational objective:_____

_____

_____

_____

12. The following programs will be available to secondary students at CENTRAL TECH. (Place a "1" by your first choice, a "2" by your second choice, and a "3" by your third choice). I prefer: AM_____ PM_____

____ Auto Mechanics	
____ Building Trades	_____ Diesel Industrial Mechanics
____ Business & Office Education	_____ Electromechanical Technology
____ Cooperative Workstudy	_____ Health Service Occupations
____ Cosmetology	_____ Machine Tools
____ Data Processing (Unit Records)	_____ Vocational Drafting
____ D. E. Retail Sales & Mkt. Mgmt.	_____ Welding

13. PARENT APPROVAL: I understand the operation and objectives of CENTRAL TECH and its program and give permission for my (son/daughter)_____ (Name) to be considered for enrollment in the courses indicated above.

Parent or Guardian_____ Date_____
(Signature)

Address_____ Phone_____

(Please do not write below the following dotted line)

14. Residence (Item 6) Confirmed_____
(Local High School Principal or Counselor)

15. High School Subjects (Item 10) Confirmed_____
(Local High School Principal or Counselor)

16. I have counseled with this student concerning (his/her) program selection. I feel that (he/she) has a sincere voc-tech interest and I recommend ____AM _____PM enrollment.

Signature:_____
(Local High School Principal or Counselor)

17. _____ a student in _____ High
(Name)
School has been accepted for enrollment in _____ for the _____AM _____PM section.

_____
Director of Student Services CENTRAL TECH

THE SPACES BELOW ARE FOR:

Information relevant to counseling and guidance of this particular individual should be recorded.

18.

Date_____
Signature_____
Principal or Counselor
_____High School

19.

Date_____
Signature_____
Vocational Counselor
CENTRAL TECH

APPENDIX B

QUESTIONNAIRE COVER LETTER

CENTRAL OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL

Phone A.C. 918
352-2551

P. O. Drawer 1237
DRUMRIGHT, OKLAHOMA
74030

District 3

May 23, 1970

The Central Oklahoma Area Vocational and Technical School which provides vocational and technical training in cooperation with your local high school is presently considering the initiation of a vocational cooperative training program. This type of training which is offered in many parts of the country prepares the student for a particular field of employment. Benefits derived from this type of program include (1) students are trained on-the-job in a wide variety of occupations which would not be possible in the classroom due to a lack of resources, (2) students are trained for jobs which are available in the local area which should decrease the outmigration of young people, which is a serious problem in this part of Oklahoma, and (3) the employer is preparing trainee(s) who often become valuable employees of his organization. For example: A senior girl who enrolls at the new area school might spend nine hours per week in the classroom learning clerical skills, and be provided on-the-job training as a clerk typist.

Approximately one hundred (100) businesses and industries are being surveyed in this area to determine the feasibility of cooperative training. Your cooperation in completing and returning the attached questionaire will be greatly appreciated by both the new area school and our future students. If you have any questions about the program or how to complete the form, please feel free to call Miss Larry Ann Holley at 918-352-2551.

Sincerely,

John H. Hopper

John H. Hopper, Superintendent

"WISE IS HE WHO HAS A SKILL"

APPENDIX C

BUSINESS AND INDUSTRIAL INTEREST QUESTIONNAIRE

BUSINESS AND INDUSTRIAL INTEREST QUESTIONNAIRE

The information on this questionnaire will be kept strictly confidential and does not constitute a commitment on the part of the respondent to provide a training station at this or any future time.

Name of Organization _____

Address of Organization _____
Number and Street

_____
City County

Name of Person completing this form _____

Position of Person Completing this form (Owner, Manager, Personnel Manager, etc.) _____

What is the approximate number of personnel that are presently employed in this establishment? _____
Number of Employees

What is the major activity of your establishment (or division)

_____ Manufacturing
_____ Construction
_____ Mining
_____ Public Utilities
_____ Other (please specify) _____

_____ Trade (Wholesale or Retail)
_____ Finance-Insurance-Real Estate
_____ Service
_____ Government

Do you feel this type of program would be feasible at this time?

(Please check the appropriate box)

Yes ☐ No ☐ Don't Know ☐

Would you be interested in providing a training position?

(Please check the appropriate box)

Yes ☐ No ☐ Don't Know ☐

If you answered yes to the last question, what type of training positions would you most likely provide? (Please Specify)

_____ _____

_____ _____

If you are interested in providing a training position, how many hours a week would you feel the student would need to spend at your organization in order to develop his skills to the minimum level of a regular starting employee. (The student (s) would be available to the program for one school year or nine months).

Please check the appropriate box

☐ Less than five (5)

☐ Between five (5) and ten (10)

☐ Between ten (10) and fifteen (15)

☐ More than fifteen (15)

If you are interested in providing a training position, what salary do you feel would be realistic for a student trainee?

Please check the appropriate box

☐ Less than 75 cents an hour

☐ 75 cents to $1.00 per hour

☐ $1.00 to $1.25

☐ $1.25 to $1.60 per hour

☐ Over $1.60 per hour

VITA

Larry Ann Holley

Candidate for the Degree of

Master of Science

Thesis: A MODEL FOR DETERMINING THE FEASIBILITY OF IMPLEMENTING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM IN AREA VOCATIONAL-TECHNICAL SCHOOLS

Major Field: Trade and Industrial Education

Biographical:

Personal Data: Born at Bartlesville, Oklahoma, December 8, 1945, the daughter of Olen and Pauline Holley.

Education: Graduated from Alluwe High School, Alluwe, Oklahoma in 1963; attended Northeastern A & M Junior College with a major in Trade and Industrial Education until 1965; Received the Bachelor of Science Degree from Oklahoma State University with a major in Trade and Industrial Education in 1969; completed requirements for the Master of Science Degree in Trade and Industrial Education at Oklahoma State University in July, 1970, as a Manpower Fellow; received U.S. Department of Labor Manpower Fellowship from 1969 to 1970.

Professional Experience: Secondary vocational teacher, Choctaw High School, Choctaw, Oklahoma, from 1965 to 1969. Manpower Research Intern, Oklahoma State University, from 1969 to 1970.