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A SYSTEMATIC APPROACH TO OKLAHOMA'S
ADULT EDUCATION NEEDS

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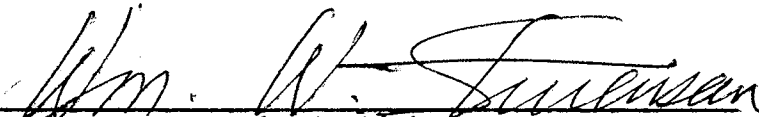
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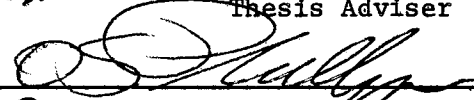
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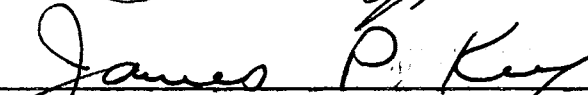
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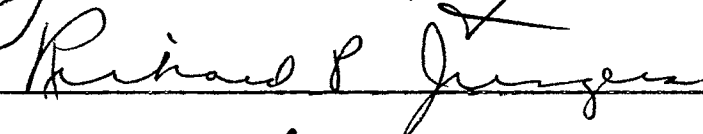
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PREFACE

The writer wishes to express his appreciation to Dr. William W. Stevenson, who served as chairman of his doctoral committee and who gave willingly of his valuable time and creative ideas. Appreciation is also expressed to Dr. James P. Key, Dr. Donald S. Phillips, and Dr. Richard P. Jungers who were always generous with their time and advice while serving as members of the doctoral committee. Appreciation is also extended to Dr. Charles O. Hopkins who gave of his time to assist and guide the writer, especially in the early development of the study.

The motivation to complete this study was supplied in part by my wife, Connie; daughter, Jana; and son, Jeffrey--without their support and personal sacrifice, this program and study would not have been possible.

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CHAPTER I

INTRODUCTION

Today's trend toward increased educational attainment on the part of all workers is expected to continue. If this trend toward greater educational attainment is met, our adult education system must be streamlined to handle the additional load. The contribution of vocational-technical education is three-fold; it must offer (1) preparatory training for those preparing for job entry, (2) supplementary training for those workers already in the work force, and (3) vocational training for those pursuing individual hobbies. Although the three areas need not be considered equally, they should all have some consideration in the total plan of adult education.

An effective adult education program should be organized to serve those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those of varying ages with special educational handicaps.

Adult education programs must serve the student in all respects. He must derive something that will benefit him personally or that will enable him to earn a better standard of living. Adults usually do not return if a course is not designed to lead them into a program or a sequence that will benefit them in terms of a better life.

The 1963 Vocational Act and the amendments to the Act in 1968 charged vocational educators with the responsibility of making vocational education opportunities which will be consistent with their needs available to all persons in all situations. The system must be constructed to allow adults to achieve occupational competence and personal satisfaction from a variety of educational offerings best suited to each individual's need. Programs could be organized in a sequential manner, allowing students to enter easily and to exit when they feel their occupational objectives have been fulfilled.

Statement of the Problem

The current adult education program in Oklahoma is based primarily upon former practices and policies. If there were more standardization in the total statewide effort of adult education, more people might benefit from adult training. With increasing emphasis on adult education in the state, it is the feeling of many leaders in adult education that definite guidelines should be established to administer programs. There is currently not a statewide plan for adult education to serve all adult needs in the state of Oklahoma.

The lack of a statewide plan results in a dilemma for some adult educators in developing a total educational package. Courses are not currently coordinated and arranged to allow a student to reach a desired goal and become employable. Presently, there is no generally used procedure for funding nor for teacher certification. Skill vocational training and adult basic education are not coordinated optimally.

Purpose of the Study

The purpose of this study is to gather opinions from a group of individuals knowledgeable in adult education which will assist in the design of a plan for adult education in Oklahoma. This paper will make recommendations which may be used in establishing an adult education program to serve those people in Oklahoma who can benefit from such a program.

The recommendations, if implemented, 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.

Need for the Study

With the continual need for training and retraining adults, there appears to be an increasing demand for adult education programs. There should be a program available whenever there are enough adults to warrant offering the program they desire. Adult education must be approached in a systematic manner if it is to meet the needs of the people. It should be organized so that it will be a functional program that will allow an adult to obtain a desired level of education and/or skill in a specific area. The need for adult education becomes more evident with the industrial growth of the state.

Research Questions

The objective of this study is to attempt to achieve a concensus on answers to selected research questions and to make recommendations based on the results. To achieve this objective, the following questions were asked of individuals knowledgeable in the area of adult education. The Delphi technique was utilized to ascertain and come to an agreement on opinions.

1. 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?
2. Who should have the responsibility of funding the preparatory, supplemental, apprentice, and avocational adult education programs?
3. What course structure should be provided in order to allow an adult student to enter at any skill level and receive his desired level of education?
4. What proportion of training cost should come from federal and state monies for each of the following training areas: preparatory, supplemental, apprentice, and avocational?
5. From where should the adult teacher supply be recruited?
6. What type of certification should the adult teacher hold in comparison to his day-time counterpart?
7. What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained?

Definitions

Adult Preparatory Training - Formal training which prepares an individual to enter into the world of work in a new occupation.

Supplementary Training - Training which provides an individual with certain skills to return to his regular job with additional skills. In many cases, the individual returns to a higher level of employment.

Avocational Training - Training for individuals to provide them with skills to pursue hobbies or leisure time activities.

Apprentice Training - Training received by an individual to provide him with the necessary skills to become a journeyman. The training is normally administered by a journeyman on the job.

Journeyman - One who has completed an apprentice program successfully and has been accepted into a trade by a specified criterion.

Adult Basic Education - Basic training or education in the basic rudimentary skills used in all aspects of life such as arithmetic, English, writing, history and other skills deemed necessary by educators to function in our society.

Limitations of the Study

The internal validity of the study is limited to the parameters of the Delphi responses returned by the respondents. In developing a plan for Oklahoma's adult education needs, the internal validity is limited to the scope of the population from which opinions were gathered.

Methodology

A plan for adult education in Oklahoma may be formulated to be used as a guide for adult educators in the state. The opinions for this study were gathered by means of the Delphi technique. The Delphi questionnaire was mailed to adult teachers, administrators of adult public school programs and administrators of area vocational-technical schools and was sent to state supervisors at the State Department of Vocational and Technical Education, as well as State Department of Education personnel. Their responses were considered on each objective. The composite responses were then written and verified by the original Delphi committee. The committee has had an opportunity to both submit ideas and to rank ideas of others.

Background of Delphi Technique

"The Delphi Technique" was developed by Olaf Helmer of the Rand Corporation in the early 1950's as a method of eliciting and refining group judgment without bringing the group together in a face-to-face confrontation. These convergent opinions of the group are usually gained through the use of successive questionnaires and feedback with each round of questions being designed to produce more carefully considered group opinion.

In its simplest form, the Delphi technique eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential individual interrogations (usually best conducted by questionnaires) interspersed with information input and opinion feedback.

There is no doubt that the Delphi method eliminates some of the major objections to the use of committees which arise largely from psychological factors such as unwillingness to back down from the publicly announced positions, personal antipathy to or excessive respect for the opinions of a particular individual, skill in verbal debate, and bandwagon effects (2). However, on the other hand, the Delphi technique causes the researcher to be somewhat more subjective in his evaluation and consolidation of opinions than does the use of a committee where problems may be discussed and further clarified.

Procedures

With the assistance of Dr. William Stevenson, Mr. Arch Alexander, Mr. Byrle Killian, Mr. Harold Winburn, and Dr. Charles Hopkins, a committee of seventy-five experienced adult teachers, administrators, and state supervisors were identified as potential participants for this study. The committee also assisted the writer in the development of a response sheet which included statements that the committee felt would elicit opinions covering the majority of the adult education effort. The total committee gave input to the response sheet and it was approved by all members before being mailed.

The participants selected to engage in the Delphi process were administrators of local public schools, administrators of area vocational-technical schools, State Department of Vocational and Technical Education staff, State Department of Education personnel, some participants from government and private agencies, and also participants from higher education institutions including junior colleges and four-year institutes. The participants were mailed a

series of three response sheets and asked to complete the series of questionnaires. The recommendations on adult education may be utilized to structure an organizational framework for adult education programs in the state of Oklahoma.

Scope of the Study

This study will relate directly and can be applied to adult vocational and technical programs in the state of Oklahoma. Hopefully, the plan will be adopted and utilized not only at the state level but also at the local level as well.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A search of related literature was made previous to this study; the search was concerned with the following areas: (1) the history and philosophy of adult education, (2) the need for adult education, (3) a review of adult programs now in operation, and (4) factors to consider in designing and administering adult programs.

The term "adult education" has been used to encompass a great variety of activities--some of which are truly educational, while others make little or no contribution to the education of adults. The adult education movement in America has included a variety of educational activities. Some programs have lasted for only a few years and have been relatively insignificant, while others have endured for longer periods of time and have served admirably as significant educational measures. Diversity is, indeed, the major characteristic of adult education and is the source of the great strength of adult education programs.

History and Philosophy of Adult Education

In the seventeenth century town meetings were held in New England where adults were given the opportunity to get together for the purpose

of discussing events in the town (11). Some authorities feel that these meetings do not have any part in the history of adult education, but in its larger aspects it does include training in civic awareness and government and these meetings certainly provided the colonists with that opportunity. It may be more accurate, however, to say that the town meetings simply provided opportunities for problem-solving and decision-making. Whichever view is accepted, the town meetings were one of the first known, organized efforts to train adults to improve their positions in life (22).

In 1826 the first lyceum was formed in Massachusetts for farmers and mechanics who had formed a voluntary association (11). The purpose of this association was "self culture, community instruction, and mutual discussion of common public interest" (11).

All declare, by joining a lyceum, that they wish to extend their knowledge; and from the manner in which they associate each may become, by turns, a learner and a teacher. All unnecessary formalities, as well as expenses, are to be avoided, that the way of learning may be rendered as free as possible.

Within a couple of decades or less, there were more than 3,000 lyceums in different towns across the nation. Some of the leading names of this period included Ralph Waldo Emerson, Henry David Thoreau, John Lowell, and Oliver Wendell Holmes (11).

John Lowell was the founder of one of the earliest institutes in the country, the Lowell Institute in Boston, which opened in 1836. The institute was responsible for providing free lectures on a variety of topics such as philosophy, natural history, the arts and sciences. Many of these lectures were published and thus were available to a much wider audience (22).

In 1874 Bishop John H. Vincent and his colleagues broadened and expanded a Sunday school summer program into a far-reaching institution which was known as the Chautauqua Institution. In the decade after 1924 the estimated enrollment in lyceums and chautauqua indicated a decrease of two million people. Some of this loss was explained as the result of the depression which affected America in the early 30's and some may have been due to the emergence of other forms of adult education, such as libraries, where enrollment in the same period rose from 200,000 to one million people (11). The original Chautauqua Institution at Chautauqua Lake in New York state has now been in existence for almost 100 years and it is still fulfilling its major function of providing "culture, education and recreation" (30). This particular institute has provided adults and their families with opportunities to broaden their educational horizons with summer programs offered for the whole family (30).

Training in biblical, religious and related subjects, which was intended for Sunday school teachers, was gradually broadened to include music, history, natural sciences, and classical and modern languages. (3)

In addition to initiating summer school programs, the Chautauqua movement was a pioneer in providing reading courses and correspondence courses which adults could pursue in their own homes. The reading program was a four year course, leading to a certificate, and it was run under the auspices of the Chautauqua Literary and Scientific Circle. The correspondence courses provided by the Chautauqua University were less successful in their endeavors but have provided the stimulus for more, currently well established correspondence courses. Programs initiated by the Chautauqua Institution which have survived the depression and which provide adult education in the present day

are the summer schools, the home reading program, and family programs offered at Lake Chautauqua (22).

Summer schools have now become an integral part of American education, but just before the turn of the century it was generally felt that people could not study during the summer months and the universities were usually closed. In 1888, William Harper became the leader of the summer school at Chautauqua and he developed such an interest in all aspects of the program that he took the ideas with him to the University of Chicago when he became its President in 1892. It was from this first summer school, with its carefully selected faculty, that the summer schools of the present day universities have developed (17).

An offspring of the Chautauqua Institution was the itinerant chautauqua whose troupes would tour some of the larger towns giving lectures and entertainment of an educational nature. Many of these itinerant companies were small in number and they, along with some lyceums and institutions, were forced out of business during the depression (3).

The universities began to play an increasingly important role in the life of the average American toward the end of the nineteenth century. It was at this period that universities began to offer extension courses to meet the needs of a much wider group of people (11). The extension programs in most universities may be divided into three main categories, which would be "classes offered off campus, lectures to popular audiences, and correspondence courses" (19). The extension service of universities continued to flourish and in 1915 the National University Extension Association was organized with 22 universities at

the inaugural meeting. By 1950 the number of member universities and colleges had increased to seventy (29).

Today, university extension is one of the important adult education agencies in the United States, encompassing not only classes and lectures but a wide variety of additional services and offerings, including correspondence courses, audio-visual libraries, package libraries, short-term institutes and conferences, residential centers and community-service activities.

Much of the impetus for all these programs must be given to the Chautauqua movement. Malcolm Knowles summarizes the impact of its work when he says, (22)

Chautauqua, to this day, a thriving adult education institution, is assured a place in history alone by the influence it has had directly on the lives of thousands of individuals. But it merits additional credit for the contribution it has made to other institutions. It pioneered the development of such new forms and methods as the correspondence course, summer school, university extension, and book clubs....

At the turn of the century, adult education was given a much needed stimulus. Andrew Carnegie, a Scottish immigrant, who came to America in his early childhood and made his money in the steel industry, donated 41 million dollars between 1881 and 1917 for the establishment of free public libraries so that educational opportunities would be available to anyone who wished to take advantage of them (22). At approximately the same time, Andrew Mellon was donating large sums of money to museums to establish new ones and enlarge existing ones.

The movement called adult education has, therefore, been in existence to a greater or lesser extent for at least three centuries; but it is in the last fifty years that the greatest effort has been made to organize the movement to meet the needs of the largest number of people. In June, 1924, Frederick P. Keppel, who was president of the Carnegie Corporation of New York, called together the first

conference on adult education (11). The main function of this conference was to initiate a series of studies which would indicate whether or not an in-depth study of adult education would be profitable. The conference participants soon realized that there was much research to be done and, of necessity, they had to limit the area of concentration. University extension, lyceums, chautauqua, correspondence schools and vocational education programs were the first to be studied. These studies resulted in an increased interest in adult education and the number of books and articles written on the subject spiralled in the next couple of years. Why Stop Learning? written by Mrs. Dorothy Canfield Fisher in 1927 was one of the books which aroused the greatest interest (11).

In the fall of 1925 a national conference on adult education was assembled in Cleveland. This conference came to the unanimous agreement that the interest and activity in adult education revealed by the committee and its investigators warranted the formation of a national body for coordination and mutual assistance. (11)

After several regional conferences had been held, it was decided to form a national association. On March 26 and 27, 1926, a conference was held in Chicago and the American Association for Adult Education was formed with James E. Russell as its first president. The association was initially funded by a grant of \$137,500.00 from the Carnegie Corporation (11). The formation of this national association, with its emphasis on the need for studies and research to determine the role of adult education, was one of the major events in the history of adult education.

A well-known study conducted by E. L. Thorndike and published in 1928 revealed that, contrary to public opinion at that time, adults could learn and continued to do so throughout their lives. A slight

decrease of ability was noted in adults between 45 and 70 years of age. Although this study had far-reaching consequences, its major weakness was its concentration on the rate of learning and not on the amount of learning accomplished. Several other studies were conducted and they revealed that motivation was an important factor in learning and also that many adults lacked confidence in their own ability to learn (7).

The Journal of Adult Education was first published as a quarterly magazine in 1929 with administration and teachers as the main groups to benefit from the publication (11). Even at this early period in its current development, adult education was concerned with international relationships. The first world conference was held in 1929 in Cambridge, England, and was attended by about 400 people representing 46 different countries. The association has been mainly responsible for preparing informative pamphlets and keeping open the doors of communication (3).

The first graduate program in adult education was offered at Columbia University in the early 30's. In 1970 there were 19 universities offering a doctoral degree and 30 offering a master's degree in adult education. In 1957 a Commission of the Professors of Adult Education was held and emphasis was placed on the importance of degrees in this area and also on the value of workshops and institutes (30).

For the past two decades, there has been a trend to study the methods which should be used in teaching adults. Methods which were used for teaching children were not satisfactory when applied to adults and more teachers are now utilizing methods specifically for adults which take advantage of the maturity and experience they have

gained during their lives. Increased participation by adults in the teaching-learning situation is being encouraged together with a much greater use of mass-media such as television, radio, and visual aids (5).

Government support for adult education at both local and state levels has been expanded. In 1953 funds totaling 12 million dollars were provided by 20 states specifically for adult education including money for public libraries, university extension, and similar organizations. The G.I. Bill of Rights passed after the Second World War and loans for students provided by the National Defense Education Act are recent examples of government assistance to adults wishing to continue their education (22).

The numerous definitions, purposes, and trends of adult education make it a bit difficult to come to a firm conviction of the philosophy of adult education. It would seem, however, that because adult education for the most part accepts the reality of change and is designed to meet the current needs of society, pragmatism would most nearly approximate the philosophy.

Pragmatism is popularly regarded as an indigenous American philosophy. In fact, it is related to the British empiricist tradition, which maintains that we can know only what our senses experience. Pierce's (21) view of pragmatism is oriented toward physics and mathematics, and Dewey's toward social science and biology. James' philosophy, on the other hand, is personal and psychological and is motivated by religious considerations. To a greater extent than realism or idealism, pragmatism has been influenced by contemporary events. During the depression, for instance, it muted earlier emphasis on individualism and called for a greater social consciousness.

The principal themes of this philosophy are (1) the reality of change over permanence, (2) the relativity of values, (3) the social and biological nature of man, (4) the importance of democracy as a way of life, and (5) the value of critical intelligence in all human conduct (21). Pragmatism has been known by many other names including instrumentalism, functionalism, and experimentalism. Dewey preferred experimentalism.

Pragmatists consider the mind to be active and exploratory rather than passive and receptive. Truth does not lie solely in correspondence with external reality, because reality for man is not independent of the ideas that he proposes in order to explain his environment. To the pragmatist education is life and the retraining programs of adult education would seem to support this philosophy. The ends and means of education for the pragmatist are flexible and this is true of adult education as the leaders attempt to change course offerings to meet current needs. The teacher still has the responsibility to stimulate the desire to learn and can do this in a group setting with adults as they share the knowledge of spoken and written words. The experience which they can share will be such things as visits to the theater, concert hall, or lecture as these field trips are replacing the more traditional classroom setting.

The emphasis is still on content; but the goal has shifted from the acquisition of knowledge to the sharpening of judgment and from scholarship as such to an understanding of ideas and values in relation to social and personal goals in living. (21)

To the pragmatist in reality education never ends. This concept is expressive of the trend toward adult education.

Need for Adult Education

In an article published by U.S. News and World Report, April 2, 1973, it is exemplified that adult education is truly growing at a rapid rate. The article states: (44)

In 1957, 1 in every 13 people age 17 or above was enrolled part time in a formal adult-education activity. Today, 1 in every 8 people are enrolled in an adult-education program. Authorities estimate that, counting activities for which no enrollment is necessary, 32 million Americans undertook some form of adult education in the past year which is 1 of every 4 adults.

The need for an adult education system in Oklahoma is brought out by Capstick (10) in a study which has reference especially to the Tulsa Public Schools but adapts to the Oklahoma total situation. He states:

Data collected by the Tulsa Public Schools has provided evidence that the dropout rate in adult education courses has been about fifty percent for the past several years. Characteristics of enrollees such as their educational level, age, sex, and marital status would enable adult educators in organizing course content and teaching methods which would be meaningful to the enrollees and may drastically reduce the dropout rate. Within the past year, several adult course offerings in Tulsa failed to materialize because of inadequate enrollment.

Knowledge of the characteristics of enrollees in adult education programs may provide significant clues in identifying the adults that do not enroll in adult educational programs, but who might, if encouraging conditions existed.

The conceptual framework proposed in this study would allow administrators to advertise a program which is salable rather than a fragmentation of courses that are useless without coordination.

Bowlan (6) further states:

There is little or no dissent among educational leaders concerning the need for adult education. Virtually, all are agreed that the need for viable programs is a necessity. Knowledge of the history and backgrounds of struggles and developments of education in any community is most important in determining the nature and extent of programs and structures needed. The history of adult education,

especially adult vocational education, indicates much time and energy has been spent by adult educators to increase enrollment in classes when, perhaps, little consideration was given to implementing and maintaining programs possessing valid, but definite, goals and objectives. Enrollment is often stressed with seemingly little consideration given as to why programs succeed or fail in meeting the needs of the participants or community.

The historical summary of adult education in the Oklahoma City Public Schools emphasizes the need for determining the programs best suited to the needs of the people in the community as well as a need for determining criteria whereby the effectiveness of these programs can be evaluated. The apparent success of some adult programs further emphasizes the need for a more systematic approach to evaluation of all adult vocational programs.

Adult education constitutes a problem to the individual who requires order and structure. Here is a cluttered, nebulous something which exists, but in which people see few standard, recognizable outlines. It is in print that millions are engaged in adult education, and it would seem reasonable that anything attracting so many people would be easy to define. But a conventional analysis yields only fragmented bits and pieces with no recognizable framework.

In most respects, adult education is typically and traditionally voluntary. However, Devlin (15) states that participation in adult education is positively related to occupational mobility. This may imply that there is a current move toward encouragement from industries for their workers to obtain more education. There is, without defining its origin, a move toward more adult education programs. In a special labor force report, Johnston (43) states that by 1975, the adult work force (25 years and older) will include as many college graduates as those with eight years of schooling or less.

Johnston (43) further states the following evidence regarding adult programs and occupational participation in adult education.

Since level of education is one of the strongest correlates of participation in adult education, it is clear that administrators of adult education programs will be faced with growing numbers of individuals who are participating for occupational reasons. Adults may participate to "keep up" with changing job requirements, to get ahead in the occupational world or to avoid being pushed down in the occupational structure. Time spent in defining the particular occupational purposes for participation and choosing subject matter areas and learning experiences appropriate to each type of purpose, would hold great potential for the rational construction of programs allowing each learner to fulfill his personal goals. The results of the present study suggested that participation in adult education can play an important role in assisting individuals to rise in the occupational structure. The professional adult educator might recognize that there is a need to examine the functional relationship between the skills acquired in adult education programs and the skills required for acceptable job performance, especially in relation to certification policies. Certifying that adults are occupationally competent without examining their behavior in the work situation may create false expectations for performance. Certification policies developed by professional adult educators should assist both employers and employees to identify what skills are necessary for a particular job and whether these skills have been acquired by participation in adult education.

The need for adult education is further indicated by the increasing number of students who leave school as "dropouts." Many of these people go from place to place before realizing their need for adult education. A U.S. Department of Labor report (41) indicates the current dropout situation.

School dropouts, with a combination of low educational attainment and little if any vocational training, are ill-equipped to compete in the labor market with their contemporaries who have graduated from high school and may also have gone to college, or have completed apprenticeship or technical training programs and other skills development. Between October, 1969 and October, 1970 over 700,000 youths 16 to 24 years of age dropped out of school before completing high school. One-half of the year's dropouts were 16 and 17 years old, ages at which they usually first become legally eligible to leave school. As has been typical of past years, the dropouts were about equally divided between boys and girls. About one-fourth of the dropouts were Negroes, about double the proportion of all persons 16 to 24 years old enrolled in school a year earlier.

As the dropout rate increases, and leisure time becomes more available and as industries become more aware of their need for adult education, the growth of adult education will likely continue.

The availability of a conceptual framework of adult education for a state is difficult to find, especially those that may be applicable to Oklahoma. There is a study done by Bowlan (6) which considers Oklahoma City as an individual problem but has little applicability to a statewide system.

Many studies are based on continuing education studies at the university level which excludes some of the most worthy adult clients. The lack of enough good total programs is brought out by Clark (12) in the following paragraphs.

The large bulk of adult offerings in colleges and universities are strictly credit courses in liberal arts, engineering or business, which replicate regular, respectable courses given in the secure, centrally located department and colleges; the greatest number of non-credit offerings are recreational or highly popularized short courses, often looked on with great disfavor by faculty. The option seems to be that one can construct programs, about which no university person needs to be defensive, by changing and adopting the academic tradition not to clientele demand, but to some defensible theory of adult need.

These type programs should neither entertain nor induct individuals into the society, which is the job of the undergraduate program.

Such a separation seems to have its points. It may help to protect the program from dissolving into either of the two types, provide organizational identity appropriate to its different purposes and make any necessary justification of the program a simpler task.

Adult Education Programs Now in Operation

A study completed by Etter (18) of Oregon State outlines a conceptual framework for continuing education in Oregon which may in part be applicable for Oklahoma.

A 1967-68 adult education survey by the Wisconsin Board of Vocational, Technical and Adult Education, Research Coordinating Unit (46) indicates that the primary reason for vocational participants to enroll in a part-time adult education program is "to perform better on the job." The least significant reason for enrollment was given as "preparation for a 'second part-time job.'" A similar university wide extension program by the University of Wisconsin stated that they enroll in an adult education program "to become better informed citizens" as the number one reason. The university extension classes concurred with the part-time adult programs in that their least concern was "to prepare for a second part-time job."

The National Association of Public School Adult Education (38, 39) published some guidelines for adult programs, but it does not give specific guidelines. The Florida State Department of Education (33) has also published some guidelines for adult programs; however, it is more nearly a handbook of certification rules and regulations rather than an educational framework by objectives.

Durtson (16) says an adult education program is a voluntary activity, and will only attract adults while the program appeals to them as satisfying educational or other needs. Durtson (16) goes on to point out some elements of program planning which follow:

1. The determination of needs.
2. The identification of educational objectives.
3. The structuring of learning activities.
4. The evaluation of achievement.

Each of these elements should take into account the nature of the adult learner, the principles of learning and the variety of alternative educational resources and methods at the adult educator's disposal.

If a program of adult education is going to meet the needs of the potential participants and at the same time, achieve the objectives of the sponsoring agency, there is a need for a clear perception on the part of the organizers of the aims and objectives for which the program is being devised.

Allen (1) cites the principles of program planning for training adults as follows: (1) you must first analyze the organization and find how important adult education is to that organization before you begin a training program, (2) next you must describe how adults differ from young people in their learning behaviors, and (3) finally you must delineate what are the major principles of planning an adult training program.

Kreitlow in a Re-Education report at Wisconsin University (23) indicated that the level of knowledge about how adults "become aware" of new concepts is limited. A research postulate to discriminate new from reorganized learning by an adult has not been achieved; however, one needs to be formed to aid in the structure of adult education.

Kreitlow (23) also points out that:

Difference in culture and verbal behavior is a barrier to recruiting and programming as is traditionally done by adult education agencies.

Automation and cultural disadvantages are precursors to a number of problems faced by adults and in turn raise problems for those who attempt the reorganization of learning opportunities for adults.

Monge (24) discusses another relative problem to the formation of adult education programs. The problem deals with age of an individual and his performance.

Monge (24) summarizes his findings as follows:

There are unquestionably losses with age in factors associated with performance, i.e., in acting or reacting in situations requiring the overt display of acquired knowledge. There is, however, no good evidence until very, very late

in life. There is certainly no evidence for decline in this basic ability during the normal working years, say up to and including the middle and late sixties for most people.

Allen (1) also indicates four factors for a well balanced adult program that will be expanded upon in the next paragraph.

Adults differ from youth in learning in at least four ways which must be kept in mind while planning a complete program for adults.

1. Adults have more experience simply because they have lived longer. The trainer must take advantage of this in the construction of his training program and in the utilization of the appropriate content and methodology.
2. The adult not only has more experience but his experience is of a different quality. Adults have experiences of such things as marriage, divorce, job difficulties and career problems, and a variety of other kinds of adjustments of life which the youth of sixteen or nineteen simply do not have.
3. The adult is very much oriented toward his immediate needs and application of his learning. The adult is what we call problem-centered rather than subject centered. He wants to know how he can take this information and apply it to his immediate problem.
4. Perhaps the most important way in which the adult differs is the manner in which he comes into and perceives his role as a learner in the learning situation. Learning is primary with a youth in the educational situation whereas with an adult learning is a secondary condition. The adult does not want to be treated as a child and will consider the teacher as a resource person; a stimulator who enhances learning through inquiry rather than having the trainer as a transmitter of knowledge which is typically the case in more formal educational institutions. The adult has a desire to be self directing and autonomous whereas the youngster wants to become dependent upon the teacher.

Factors in Designing and Administering

Adult Programs

The above concepts have implications which must be kept in mind when designing an adult education program. The adult education program

must be designed to allow adults to enter and exit at their choice and to learn in accordance with their needs and desires.

The adult program must also contain a measure of evaluation. The evaluation may be done in a number of ways. Allen (1) offers the following suggestions: (1) observation, (2) interviews, (3) problems, (4) attitude surveys, (5) grapevine, (6) committee, (7) evaluation forms, and (8) performance appraisal. However, how the evaluation is conducted is secondary to the fact that it must be accomplished.

Allen (1) also states that there is a great need for logical planning in adult education programs. You must find what the problem is, what you are trying to correct, and what change in behavior is desired or how your participants should be changed by the learning process. Ultimately, you are interested in changing the individual because as we have stated earlier, learning is an internal and individual phenomenon.

In order to implement and operate an adult education program effectively, the above factors must be considered. In addition, there must be some consideration to cost. Steele (36) states that cost benefit focuses on the relationship of investment to results. Cost benefit analysis is a procedure by which the cost of producing a product is compared with the value of the product that is produced.

Steele (36) states that, in addition, one can use input-output analysis to examine output under varying input conditions. This data can tell a great deal about how to optimize learning for different types of clientele in different situations. As stated earlier, adults are volunteers and must be treated as such. The question can be asked,

"How much did the client have to put into a program as compared to what he expected to obtain from the program?"

According to a summary of budgets for adult programs in Oklahoma by Oklahoma's Comprehensive Manpower Plan (27), many agencies are receiving monies for adult education which may possibly be handled more efficiently by vocational-technical education.

A study published by the state of Illinois indicates the following recommendations which would assist in the creation of a more descriptive term for adult education (35). The recommendation is to:

Re-establish a formal definition of AVE (Adult Vocational Education). The definition must contain the three major elements which are: (1) non-credit, (b) vocational in nature, (3) not full-time students.

It would also aid the process if a minimum age could be established.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Introduction

The purpose of this study is to gather opinions from a group of participants which will assist in the design of a plan for adult education in Oklahoma. This paper will propose recommendations which may be used in establishing an adult education program to serve those people who wish to take advantage of such a program.

The majority of skill programs require a person with high school basics and who knows precisely what he wants to do for a life's work. However, with a closer coordination of adult basic education and vocational skill training, a person may gain competence in reading, math, and English while being trained in a vocational program which adapts to his interests and aptitude.

The purpose of this chapter is to describe the method by which the population was determined, the sampling procedure used, the design of the instrument, and the method of data collection and analysis.

Selection of the Population

There are many competent adult educators in the state of Oklahoma from whom responses could have been elicited. However, due to the voluminous number of persons qualified, a decision had to be made

regarding the persons who should be asked to become involved in the study. A committee of five persons in the State Department of Vocational and Technical Education rendered assistance in the selection of a committee of seventy-five adult educators in the state of Oklahoma to provide input to the study. Members of this committee were:

1. Dr. William W. Stevenson, Assistant State Director
2. Mr. Arch Alexander, Deputy State Director
3. Dr. Charles O. Hopkins, Coordinator of Planning
4. Mr. Byrle Killian, Assistant State Director
5. Mr. Harold Winburn, State Supervisor of Adult Education

Selection of the Sample

The selection committee's decision was to limit the population to Oklahoma and to the following agencies within the state of Oklahoma:

1. State Department of Vocational and Technical Education staff
2. Junior college personnel
3. Higher education teacher educators
4. Local public school personnel
5. State Department of Education staff
6. Area vocational-technical school personnel
7. Industry and government personnel

The committee members were asked to submit names of adult educators whom they considered qualified to react to the series of questionnaires which they would be completing during the course of the data collection process. After the names were submitted a committee of seventy-five participants was chosen based upon the criteria listed in Chapter I.

Design of the Instrument

With the assistance of the State Department of Vocational and Technical Education committee members, a correspondence sheet was designed which would elicit responses via the Delphi method from the seventy-five participants in regard to their perception of how adult education should be administered within the state of Oklahoma.

The Delphi response sheet was mailed to the participants in three separate mailings. Detailed explanation of the correspondence sheets and the mechanics of how each mailing was administered will be explained in the following narrative.

Correspondence Sheet No. 1

The study was designed to elicit responses from the Delphi committee which would give insight into the type of plan which adult vocational educators in Oklahoma wish to pursue.

Appendix A contains (1) a copy of the letter from the State Director of Vocational and Technical Education in Oklahoma, which introduces the project; (2) a copy of a letter explaining the procedure for each participant to follow, if he chooses to participate in the study; and (3) Correspondence Sheet No. 1, which was the instrument used to collect the participant responses.

The seventy-five participants whose names appear in Appendix D were broken down more specifically as follows: (1) State Department of Vocational and Technical Education staff, thirteen participants; (2) junior college educators, eleven participants; (3) local public school personnel, eighteen participants; (4) higher education teacher educators, eleven participants; (5) State Department of Education staff,

four participants; (6) area vocational-technical school adult administrators, thirteen participants; and (7) industry and government agencies, five participants for a total of seventy-five participants. From the seventy-five persons selected as potential participants, fifty-four returned the first response for a seventy-two percent return for Correspondence Sheet No. 1.

The information from Correspondence Sheet No. 1 was analyzed and put into statement form so that the participants would recognize their own responses. All data which appeared on Correspondence Sheet No. 1 went back to the participants in a statement form to be ranked on a continuum of (1) most important to (11) least important, as exemplified on Correspondence Sheet No. 2 (Appendix B). It would have been possible to combine responses from Correspondence Sheet No. 1, however, it was felt that the participant would not recognize his response if this procedure had been implemented.

Correspondence Sheet No. 2

Correspondence Sheet No. 2 (Appendix B) was mailed to the participants who returned the first correspondence sheet. After the responses from sheet No. 1 were put into statement form, Correspondence Sheet No. 2 was mailed to the fifty-four persons who returned Correspondence Sheet No. 1. The respondents were to rank the responses so that they could be tabulated and ranked in order of importance and verified by a third response. Eighty-seven percent of those who received Correspondence Sheet No. 2 returned them for further analysis.

Correspondence Sheet No. 2 was analyzed, averaged by total group and by specific groups, and placed in rank order which formulated Correspondence Sheet No. 3 (Appendix C).

Correspondence Sheet No. 3

Correspondence Sheet No. 3 (Appendix C) was formulated from the rankings indicated on Correspondence Sheet No. 2. The purpose of sheet No. 3 was to indicate to the respondents in rank order fashion the results of the total group. The ranking was accomplished by averaging all rankings on sheet No. 2 and deriving a rank order from the group average of sheet No. 2. A reaction sheet was mailed with the third response (Appendix C) which allowed participants to react to the rankings and offer suggestions for change if they felt that a particular ranking should be placed significantly higher or lower than the group. If a participant felt that a ranking should receive significant change, they were to write a justification for their change along with their proposed new ranking on the reaction sheet. There was no significant change made in the rankings of Correspondence Sheet No. 3 since approximately ninety-two percent of the participants felt no need for changing the rankings and the eight percent would not have changed the upper quartile responses significantly.

The upper quartile will be used to make recommendations and assist in the formulation of a systematic plan for adult education.

Comparison of the Data

The total group was ranked according to their initial responses on Correspondence Sheet No. 2. The upper quartile of the total group

rankings will be utilized for the formulation of a plan for Oklahoma's adult education needs. The upper quartile is used for analysis of the data. According to literature from the Center for Vocational-Technical Education Research at Ohio State University, the upper quartile is normally used to make recommendations; however, in some cases in this study, data below the upper quartile was used if deemed significant. The various agencies who participated will also be ranked separately so that significant differences in the attitude toward adult education can be readily identified if such differences exist in actual rankings. The various agency rankings can also be compared to the group rankings.

The results of the Delphi were taken from the response sheets in as near the form submitted as possible. The first response sheet of a Delphi method causes a limited amount of subjectivity to be present in the interpretation of the data. However, when the analysis of the responses go back to the participant on two more occasions this will allow for more objectivity in the ranking of the first responses. At the time of ranking if a participant wishes to change he is free to do so at that time and in some cases changes were suggested and actually made.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

Introduction

The purpose of this study was to obtain opinions from a group of Delphi participants who were knowledgeable to some degree about adult education. The opinions of these people were then utilized to propose recommendations which could possibly be adapted to Oklahoma's adult education needs.

Also presented in this chapter is an analysis of the data taken from the responses appearing in the top quartile on Correspondence Sheet No. 3 of the total group. The total group rankings by statement are exemplified on Correspondence Sheet No. 3 in Appendix C, and are listed in a descending rank order. This chapter will also reflect the differences in ranks of specific groups as compared to the total group. The specific groups to be compared with the total will be: (1) State Department of Vocational and Technical Education personnel, (2) junior college personnel, (3) comprehensive high school superintendents, adult supervisors and instructors, (4) higher education teacher educators, (5) State Department of Education personnel, (6) area vocational-technical school administrators, adult directors, and instructors, and (7) industry and government personnel.

Analysis of Data

The following data is an analysis of the responses appearing in the top quartile of Correspondence Sheet No. 3. The analysis has been done by statement and a plan for adult education may be formulated from this analysis.

Statement I

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 area? It was the concensus of Delphi committee participants that a full-time Coordinator of Adult Education should be provided on an individual school basis or a regional basis if not feasible for individual schools. This full-time person should have the responsibility of coordinating the adult vocational education program and the adult basic education program working directly with the State Department of Education to make the two disciplines at the local level more relevant. As a part of his task, a coordinator would initiate a testing program and see that it was administered to each adult to locate problem areas, and on the basis of these tests, offer a basic education program that would prepare the individual to enter skill training and be able to function at an acceptable level.

It was further expressed by the Delphi participants that adult basic education should be offered through a media center with emphasis on individualized learning. Therefore, the adult basic education should be open-ended to allow individuals to enter at their present level and work at their own pace until they have gained the knowledge

required for entering a given occupational program to train for a vocation. The open process would also allow instructors in vocational areas to utilize the program for those students who may need a specific segment of basic education to enrich their training. Another one of the coordinator's duties would be to recruit and assist in community studies or surveys to analyze the specific needs of a given community.

After a thorough analysis has been done within a community, the coordinator should then have adequate data to interface adult education programs with ongoing classes or to set up new programs in needed areas. It was also expressed that the coordinator would need to cooperate with local industries to maintain an overall program of adult education that possesses the flexibility to meet local demand.

Statement II

Who should have the responsibility of funding the preparatory, supplemental, apprentice, and avocational adult education programs?

It was the opinion of the participants that there should be a full-time State Coordinator of Adult Vocational Education at the State Department of Vocational and Technical Education to coordinate the funding of all programs with state supervisors as well as local coordinators. He should set policies and furnish leadership to the state's total adult education program. The funding procedure should be established by the state coordinator in conjunction with other state department administration as well as with local coordinators and directors of adult education. Adult education programs in all divisions and area schools should be supervised and approved through the State Coordinator of Adult Education.

The State Coordinator of Adult Education should direct the activities of all part-time adult classes in the state. The State Coordinator should be directly responsible to the appropriate Assistant State Director. The adult division and specifically the Coordinator should cooperate with any state agency possible where a logical combination of funding and adult program resources are available. A joint effort with such groups as WIN, MDTA, Community Action, Vocational Rehabilitation or any other agency who would have a contribution to the total adult education process in the state may reap valuable benefits in terms of people trained and jobs filled.

The responses of the group further indicated that industry should be the major support of supplemental training. This response fell below the upper quartile; however, it was a suggestion of significant value and could not be overlooked. It was indicated in two of the lower responses that such involvement be considered, therefore, the consideration to fund only a limited amount and encourage industry to support the remainder was taken to be relevant to the total plan for adult education in Oklahoma. There were no other responses that seem to be as significant in analyzing and evaluating this particular response.

Statement III

What course structure should be provided in order to allow an adult student to enter at any skill level and receive his desired level of education? The participants in the top quartile indicated that a course structure which would allow an adult student to enter at any skill level and receive his desired level of education should

be open-ended and determined by a job analysis as well as appropriate tests. The course structure should be competency based so that an adult with proven competencies at various levels may enter at a higher level.

The curriculum should be standardized with the development of a set of core curriculum guides containing behavioral objectives. With these kinds of curriculum guides available, a more standardized course structure could be established in the state.

Each skill course should be organized to train for multi-level jobs. It should be taught in phases so that a student in auto mechanics, for example, may learn tune-up, air conditioning, and brake repair in phases, and exit when he has met his need, or take a complete course studying all phases. Emphasis should also be given to a small student-teacher ratio so that the student may gain more individual attention. It was the opinion of the participants that when classes are taught in phases it enables individuals at all levels to prepare for new jobs, to supplement present occupations and to pursue avocations of their choice. A program taught in phases also allows versatility in entrance and exit for those persons who can only afford to take advantage of one area. The student may choose one phase which fits his time frame and dollar budget and pursue that particular course of action and become a specialist in a specified area.

The emphasis on student-teacher ratio in adult education has traditionally been low and should be maintained because adult classes are generally shorter and require more one to one teaching to accomplish the same ends as a longer day program according to the participant responses from the upper quartile.

Statement IV

What proportion of training cost should come from federal and state monies for each of the following training areas: (1) Preparatory, (2) Supplemental, (3) Apprentice, and (4) Avocational? The participant input as to where funds should be derived and utilized and in what proportion is indicated by the proportion of training costs they felt should come from various funding sources, such as the federal and state government for the four adult education areas. Table I below indicates the source of funds as well as the distribution preferred by a majority of participants. The average percentage of funding, preferred by the top quartile on the final correspondence sheet from the Delphi respondents, was used to calculate the percentages in Table I.

TABLE I
FUND DISTRIBUTION BY LEVEL OF TRAINING

	Industry	Federal	State	Local	Fees and Tuition
A. Preparatory	0	38.6%	41.1%	20.0%	0
B. Supplemental	0	35.4%	36.6%	17.9%	8.8%
C. Apprentice	26%	28.0%	29.2%	11.6%	3.8%
D. Avocational	0	13.0%	12.9%	17.3%	56.9%

Later in the comparison of specific groups rankings to the total group rankings, the specific groups vary somewhat from the total; however, there are no significant differences in the upper quartile rankings since this quartile seemed to be close in the percentages preferred for each level of training.

The funding procedure of adult part-time classes becomes complicated in many ways and is difficult to administer if there is not some general guideline for the Coordinator of Adult Education to follow. These percentages as indicated by the participants should be funded according to Table I, however, in some cases individual responses indicate that avocational should be self sufficient and that industry should be involved in supplemental training to a greater extent.

Statement V

From where should the adult teacher supply be recruited? The top quartile consensus of the Delphi committee indicates two main sources from which teachers should be recruited: (1) Acquire experienced people from business and industry to teach so that instruction will be up to date utilizing the most current subject matter. The responses indicate that only those from industry who have had several years experience, such as journeymen with a minimum of five years experience, should be hired to teach adult classes. (2) Employ secondary day-time vocational teachers who would be knowledgeable of subject matter and familiar with teaching methods. The consensus which was indicated by the respondents was that an adult

education instructor should be knowledgeable and where possible, have some training in teaching methods.

The experienced tradesman was proposed by the group as most likely because of his knowledge of the subject. This is of paramount importance obviously as was indicated by the respondents. The day-time vocational teacher is probably as knowledgeable and was rated close to the person who is now employed in a related industry. The participants indicated that teachers of vocational subjects would in some cases be more acceptable especially in the case of those who have had extensive business or industry experience and who have also had at least the basic teaching methods courses.

Statement VI

What type of certification should the adult teacher hold in comparison to his day-time counterpart? The type of certification which the adult instructor possesses is suggested by the respondents in the first quartile of responses on Correspondence Sheet No. 3. According to the majority of participant responses, there should be three basic criteria for adult teacher certification: (1) the instructor should have at least five years work experience in his occupational or technical area; (2) the teacher should be required to attend seminars regarding teaching methods of adults, which should be presented by the State Department of Vocational and Technical Education. The classes would not necessarily be held in Stillwater, but would be under the supervision of the State Department; and (3) the adult instructor should have at least eight hours in teaching methods.

It was further expressed by the group that a certificate should be issued adult teachers. The majority of the group felt that the experience factor was a necessity and that the State Department of Vocational and Technical Education in cooperation with Oklahoma State University should go out to various parts of the state and offer short courses and seminars that would be applicable to the training of adults. The participants indicate that the structure of these seminars would be basically skewed toward how to work with adults, how to prepare teaching plans and the presentation of material. The majority of the respondents also felt that the courses or seminars should be of such magnitude to warrant the granting of college hours for participation.

Statement VII

What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained? It was the opinion of respondents in the top quartile of Statement VII that the adult student should have some training in the area of employability, which would assist the student in obtaining a job and remaining employable. Employability training should be a part of his formal course work and should assist the individual in becoming a more stable and suitable employee. The following recommendations emerged: (1) Employability training containing such items as attitudes toward work, job safety, and employer-employee relations should be taught. (2) In this same section of the course, the student should learn such things as job interview techniques and the mechanics of filling out job applications. He should also be informed of the types and kinds of employment he may expect to obtain. (3) Within this same framework,

the student would be allowed to explore such areas as the development of self concept, expectations of employers, as well as general material in the areas of taxes, social security, money management, proper dress, and job loyalty.

This portion of the course according to the majority of the respondents should not require a large number of hours and should be integrated into the total framework so the student would experience some actual success in the major field of study. The portion of time spent on this type training would be dependent upon whether the course was preparatory, supplementary, or avocational. It was the feeling of the group that it should be mandatory for preparatory and optional to the other categories.

Comparison of Individual Group to
Total Group Statement Responses

The purpose of this section is to compare individual groups to the total group and to be able to analyze individual group differences when they deviate substantially from one group to another. Correspondence Sheet No. 2 (Appendix B) indicates the total participants ranking by statement response in descending rank order. The following data reflected in Table II compares the upper quartile responses for all respondents by statement with the upper quartile of the seven individual groups. The various groups and the number of respondents are listed below:

1. Junior College Personnel - N = 5
2. Public School Superintendents, Adult Directors, and Teachers -
N = 7

TABLE II

A COMPARISON OF MEAN SCORES OF INDIVIDUAL GROUPS TO TOTAL GROUP RANKINGS BY STATEMENT RESPONSES*

Statement Responses From the Upper Quartile As Ranked by the Total Group	Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts., Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 1</u>								
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?								
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.	2.6	1.5	1.6	2.7	4.0	2.9	1.0	2.6
2. Employ a full-time adult coordinator who can work full time at recruiting students, set up programs in accordance with local needs, and utilize local instructors.	3.1	1.5	3.1	2.7	3.7	3.4	1.0	3.0

*Ratings are based on a continuum of 1 (most important) and 11 (least important)

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group	Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dir. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts., Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 1 (Continued)</u>								
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.	3.3	1.4	4.0	3.5	3.5	2.3	1.5	3.4
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.	3.3	1.3	4.4	4.2	3.3	2.8	1.0	3.9
5. Adult Basic Education and Adult Vocational Education should be coordinated through a central steering committee or agency in order to maximize all resources and facilities.	3.7	3.0	4.5	4.4	4.0	3.4	1.0	5.0
<u>Statement No. 2</u> Who should have the responsibility for funding the preparatory, supplemental, apprentice, and avocational adult education programs?								

TABLE II (CONTINUED)

<p style="text-align: center;">Statement Responses From the Upper Quartile As Ranked by the Total Group</p>	<p style="text-align: center;">Mean of the Total Group</p>	<p style="text-align: center;">Junior College Personnel</p>	<p style="text-align: center;">Public School Supts., Adult Dirs. and Teachers</p>	<p style="text-align: center;">Higher Education Teacher Educators</p>	<p style="text-align: center;">State Department of Education Personnel</p>	<p style="text-align: center;">AVIS Supts. Adult Directors and Teachers</p>	<p style="text-align: center;">Industry and Government Personnel</p>	<p style="text-align: center;">State Department of Vo-Tech Education Personnel</p>
<p><u>Statement No. 2 (Continued)</u></p>								
<p>1. There should be a State Supervisor of Adult Education in the State Department of Vocational and Technical Education who would coordinate the funding of all programs with other state supervisors. He should set policy and furnish leadership in the state's total Adult Education program.</p>	3.2	1.5	2.6	1.7	4.3	3.2	6.0	4.1
<p>2. The basic responsibility for funding should be at the federal and state level.</p>	4.6	3.6	6.0	3.5	5.8	3.3	5.5	4.8
<p>3. Funding for Adult Education should be identical to that of the skill areas.</p>	5.0	6.0	4.4	4.8	4.8	5.0	3.5	6.1
<p>4. Preparatory and supplemental should be sponsored 50-50 local and state/federal funds. Apprenticeship should be funded according to the type of program.</p>	5.2	2.3	6.6	5.8	5.3	4.4	7.5	5.7
<p><u>Statement No. 3</u> What course structure should be provided in order to allow an adult student to enter at any skill level and receive his desired level of education?</p>								

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group	Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts., Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 3 (Continued)</u>								
1. Open-ended programs should be offered with occupational objectives, so that a student can obtain his maximum competency level on a skill ladder.	2.7	1.3	2.5	3.3	2.0	2.4	1.0	3.8
2. Course structure should be determined by a job analysis and should be open-ended.	2.9	1.5	3.3	3.2	3.3	2.3	1.0	3.7
3. Course structure should be competency-based so that an adult student with proven competencies at various levels may enter at higher levels.	3.0	2.0	2.9	3.3	1.8	3.1	1.0	3.8
4. Skill course areas should be organized to train for sub-level jobs. Some skill areas such as auto mechanics should be taught in phases; e.g., Brakes, A/C, Tune-up, etc.	3.1	2.0	3.8	3.7	4.3	2.3	1.0	3.4
<u>Statement No. 4</u> What proportion of training cost should come from Federal and State monies for each of the following areas?								

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group						Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts. Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 4 (Continued)</u>													
	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>								
1. A. Prep.	0	37.5%	37.5%	25.0%	0								
B. Supp.	0	50.0%	50.0%	0	0								
C. Appr.	75.0%	12.5%	12.5%	0	0								
D. Avoc.	0	0	0	0	100%	5.9	5.3	7.3	5.0	7.3	5.6	9.5	5.6
2. A. Prep.	0	33.3%	33.3%	33.3%	0								
B. Supp.	0	33.3%	33.3%	33.3%	0								
C. Appr.	0	33.3%	33.3%	33.3%	0								
D. Avoc.	0	33.3%	33.3%	33.3%	0	6.3	7.5	5.3	5.6	4.6	6.3	6.5	7.5
3. A. Prep.	0	33.3%	33.3%	33.3%	0								
B. Supp.	0	20.0%	30.0%	30.0%	20.0%								
C. Appr.	0	20.0%	30.0%	30.0%	20.0%								
D. Avoc.	0	0	0	50.0%	50.0%	6.5	5.8	5.6	6.6	5.5	5.9	7.0	6.5

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group						Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts. Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 4 (Continued)</u>													
	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>								
4.	A. Prep.	0	50.0%	50.0%	0	0							
	B. Supp.	0	25.0%	25.0%	0	50.0%							
	C. Appr.	33.3%	33.3%	33.3%	0	0	6.7	8.3	7.4	6.4	7.5	5.0	
	D. Avoc.	0	0	0	0	100.0%					6.5	5.9	
5.	A. Prep.	0	20.0%	40.0%	40.0%	0							
	B. Supp.	0	30.0%	30.0%	30.0%	10.0%							
	C. Appr.	0	40.0%	40.0%	0	20.0%	6.7	7.8	5.2	7.8	8.5	7.0	
	D. Avoc.	0	25.0%	25.0%	0	50.0%					5.0	6.9	
6.	A. Prep.	0	40.0%	40.0%	20.0%	0							
	B. Supp.	0	40.0%	40.0%	20.0%	0							
	C. Appr.	0	40.0%	40.0%	20.0%	0	6.8	6.8	6.4	7.8	8.6	4.5	
	D. Avoc.	0	0	0	20.0%	80.0%					9.5	7.4	

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group						Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts., Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel	
<u>Statement No. 4 (Continued)</u>														
	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>									
7.	A. Prep.	0	50.0%	50.0%	0	0								
	B. Supp.	0	40.0%	40.0%	20.0%	0								
	C. Appr.	100.0%	0	0	0	0								
	D. Avoc.	0	0	0	25.0%	75.0%	7.0	8.8	6.7	8.2	8.8	6.0	9.5	5.5
8.	A. Prep.	0	45.0%	45.0%	10.0%	0								
	B. Supp.	0	45.0%	45.0%	10.0%	0								
	C. Appr.	0	45.0%	45.0%	10.0%	0								
	D. Avoc.	0	45.0%	45.0%	10.0%	0	7.0	8.3	6.9	7.4	6.5	5.0	9.5	8.2
<u>Statement No. 5</u>														
From where should the adult teacher be recruited?														
1.	Business and Industry						2.9	2.2	2.4	4.8	4.0	2.9	1.0	1.6
2.	Secondary Day-Time Vocational Teachers						3.0	3.0	3.1	6.0	2.8	2.1	3.5	2.3
3.	From Trades, Must be a Craftsman						3.1	4.6	3.0	4.3	3.5	2.4	1.0	2.9

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group	Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts., Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 6</u>								
What type of certification should the adult teacher hold in comparison to his day-time counterpart?								
1. The adult teacher should have at least five years' experience in his trade or vocational-technical area.	4.5	5.0	5.1	5.7	4.0	4.1	2.5	4.5
2. The adult teacher should possess necessary expertise in his field and attend seminars presented by the State Department of Vocational and Technical Education.	4.9	4.0	5.1	3.2	3.5	5.9	3.5	6.5
3. The adult instructor should be qualified in his field of expertise and have 8 hours of teaching methods.	5.1	5.8	6.1	4.4	4.8	5.2	2.0	4.8
<u>Statement No. 7</u>								
What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained?								

TABLE II (CONTINUED)

Statement Responses From the Upper Quartile As Ranked by the Total Group	Mean of the Total Group	Junior College Personnel	Public School Supts., Adult Dirs. and Teachers	Higher Education Teacher Educators	State Department of Education Personnel	AVTS Supts., Adult Directors and Teachers	Industry and Government Personnel	State Department of Vo-Tech Education Personnel
<u>Statement No. 7 (Continued)</u>								
1. The following items should be included in an employability course to help an employee to acquire and keep a job. a. Material on attitudes toward work b. Safety on the job c. Employee-employer relations	2.4	2.5	2.7	2.5	2.3	2.9	1.0	2.3
2. Along with job interview techniques, work requirements, and employee responsibility, there should be career counseling on types of jobs available and where they can be found.	2.6	2.0	2.7	2.8	2.5	2.7	1.0	3.1
3. The following items should be included in an employability course to help an employee acquire and keep a job. a. Help develop self-concept b. Help improve employer-employee relations c. Assist in completing applications and taking interviews d. Have employers talk to classes	2.7	2.2	2.7	2.6	3.5	2.6	1.0	3.3

3. Higher Education Teacher Educators - N = 6
4. State Department of Education Personnel - N = 4
5. Area Vocational-Technical School Superintendents, Adult
Directors and Teachers - N = 10
6. Industry and Government Personnel - N = 2
7. State Department of Vocational and Technical Education
Personnel - N = 12

Each of the individual groups were treated in the same manner as the total group. The upper quartile respondent scores on Correspondence Sheet No. 2 were averaged and thus divided by the total number of respondents for the respective group. This process provided for an unweighted mean of the total group responses. The individual groups were then treated separately taking the upper quartile scores for a specific response and summing the rankings and dividing by the total number in the group, which provides for a specific group mean to compare with the total group mean.

In a further analysis of the individual groups, it was noted that junior college personnel, State Department of Education personnel, and industry and government personnel seemed to deviate most frequently and also with greater variance. The variance which exists between the groups mentioned above may be due to a low number of respondents in these groups or to biased opinions toward particular responses which could not be determined precisely without further evaluation of responses on Correspondence Sheet No. 1. In calculating the responses it was also noted that a respondent would often complete the majority of a response sheet and leave key responses unrated which may also have a tendency to cause larger variances than might be anticipated.

Industry and government personnel as stated previously scored consistently lower than the mean and toward the number one which indicates that they may be more interested in a total adult education plan to meet their needs than educators. In the process of generally ranking responses lower than the mean, it was observed that this group consistently scored the upper quartile responses lower indicating a keen interest in involvement of their people in training programs that would gain the results indicated by the correspondence sheets.

On the other hand, there was one particular response from the State Department of Education, which consistently scored high, indicating that we do not need to change adult education in Oklahoma. However, others from the same agency ranked consistently within the approximate limits of the mean of the group.

The junior college group which also scored consistently lower than the average of the group felt that the adult programs should require more testing and assistance to the student so that he might go into a more extensive training program. However, the junior college group became more nearly congruent with the total group when the observation goes further than Statement One which advocates open-ended education and also that all adult programs of a part-time nature be administered from the State Department of Education.

In all other agency responses, there was obviously a closer congruence. The homogeneity with these groups may have been partially because of their involvement with adult education and the number of responses which were returned in those areas as compared to a lesser return in the areas mentioned earlier. There are occasional variations

in all groups which must be anticipated. Generally the groups were homogeneous with the exception of the ones mentioned above.

In summary there is a concensus that there needs to be additional organization and systematic administration of Oklahoma's adult education program. The specific responses listed in Table II are generally representative of the total group.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study is to elicit opinions of those adult educators who were knowledgeable in the area of adult education and to provide the basis for a plan for adult education. The proposed plan would possibly aid in the recruitment of a population that has gone untrained and underemployed because of the lack of basic skills for many years.

It was established by the participants in this study that adult education programs in Oklahoma need to be planned and approached in a more systematic manner. The objective of the study was to sample a population of adult educators in the state of Oklahoma and find the most practical and relevant procedure for establishing a plan for Oklahoma's adult education needs. The Delphi technique was chosen as the method for collecting the data from which recommendations would ultimately be made. A group of seventy-five participants were chosen by a committee at the State Department of Vocational and Technical Education to receive three separate response sheets. The first response sheet was mailed to elicit responses from statements made regarding adult education and more specifically adult vocational education.

Upon the return of the first response sheet, the responses of fifty-four respondents who returned their correspondence sheets were grouped and placed on Correspondence Sheet No. 2. Realizing the subjective nature of the Delphi technique it was the writer's goal to leave the first responses as much like they were received as possible. When the first responses were transferred to Correspondence Sheet No. 2, the process would have allowed an extreme amount of latitude and subjectivity. However, the goal was to be as objective as possible with an instrument such as Delphi. The responses from Correspondence Sheet No. 1 were not combined nor grouped except in those cases where the writer felt certain that they were meant to be the same response. When there were questions relative to combining, both responses were mailed out on Correspondence Sheet No. 2.

The second mailing which included Correspondence Sheet No. 2 was mailed to the 54 who responded to Correspondence Sheet No. 1 for their rankings. Immediately following the return of sheet No. 2, the rankings were tabulated and placed in rank order with the respondents rankings; this constituted Correspondence Sheet No. 3. The final mailing of Correspondence Sheet No. 3 which included all of the responses in order of importance to the total group was made. The respondents were to examine Correspondence Sheet No. 3 and request any change which they might have on a reaction sheet provided for the respondent to suggest changes in ranking and state his reasons. Approximately ninety percent of the respondents who received Correspondence Sheet No. 2 gave a response which enabled the formation of the last mailing which was a rank order of the suggestions. The upper quartile of the total rankings

on Correspondence Sheet No. 3 were utilized for formulating a plan by which adult vocational education could be administered in Oklahoma.

The data was analyzed by individual statement response in the upper quartile. The findings are summarized as follows:

1. Each school offering adult education courses should have a person designated as responsible for adult programs.
2. Adult Basic Education and Adult Vocational Education should strive for a closer working relationship statewide. This relationship in most cases would strengthen the total adult program.
3. When possible an area coordinator of adult education should be employed or designated to analyze and implement relevant adult programs.
4. Adult education of all types should be open-entry/open-exit to allow students to enter at their level of competence and exit when they are equipped to fill a meaningful occupation.
5. There should be a state coordinator of adult education to supervise all part-time adult education throughout the state. This person should be responsible for the supervision and funding of all part-time adult vocational programs and coordinating with state supervisors relative to the supervision of a program.
6. A full-time adult coordinator would allow for more coordination with other state agencies in possible joint efforts of adult education.

7. There should be some efforts made to standardize curriculum for adults and develop manuals using a behavioral objective approach.
8. A low student teacher ratio should be maintained for closer interaction with student and teacher, especially since part-time adult courses are generally shorter than traditional courses.
9. The adult vocational programs, it was suggested, should be supported by state, federal, and local dollars for preparatory and all other areas should have some involvement from the student or industry.
10. There was a strong tendency toward acquiring teachers who have had extensive industry or business experience in addition to some teaching experience.
11. The respondents suggest that the adult teacher should be certified by the State Department of Vocational and Technical Education. Another indication was that to become certified as an adult instructor, an individual should have at least five years of industry or business experience and have taken or agree to enroll in teaching methods courses. The courses referred to by some of the respondents as seminars should be taken to the teachers.
12. The aspect of training adults to become more employable was also encouraged by the respondents in Statement No. 7. As a part of the regular course work the student should be exposed to such subject matter as employee-employer relations, grooming, mechanics of filling out job applications, taking

interviews, and other general types of curriculum which would enable one to acquire and maintain a job following training.

When the various agencies were compared to the total group and to other agencies, it was noted that junior college personnel, State Department of Education personnel and industry and government personnel deviated somewhat from the group mean. This could be explained by the low numbers involved in these areas and by the differing philosophies toward adult education.

Conclusions

The following conclusions were made based on the analysis of the Delphi data relative to how the respondents view the current problems in adult education and how the problems should be solved.

1. There should be a full-time coordinator of part-time adult vocational education at the State Department of Vocational and Technical Education to provide over-all leadership for all part-time adult vocational education. There should be increased coordination with the State Department of Education Adult Basic Education Division. This person should be given full responsibility for the administration of all adult monies and coordination of supervision for specified areas through the proper state supervisory staff.
2. There should be regional coordinators of part-time adult vocational education. This need not be the only responsibility of this person; this individual would cooperate with

the state coordinator to see that all programs were being administered as prescribed at the local level.

3. The state coordinator should be responsible for setting up a testing program adaptable to each local agency where there are adult programs. Each adult would be tested and then counseled in the selection of a program of his choice within his ability and aptitude range.
4. The state part-time adult coordinator should be responsible for approval and funding for all phases of part-time adult vocational education. He should also be responsible for the setting of policy and the total leadership of part-time adult education in Oklahoma. He should coordinate with local directors of adult education, state supervisors, the area schools division and the State Department of Adult Basic Education. Part-time adult vocational education programs in all institutions, including area schools and junior colleges, should be supervised and approved through the state coordinator of part-time adult education. Any policy change should be approved through the proper Assistant State Director in the State Department of Vocational and Technical Education. In some instances policy changes may require legislative enactments beyond the control of the state coordinator's office.
5. Part-time adult vocational education as well as adult basic education should be open-ended so that a person could enter at his proper level and only be exposed to that portion of training which would prepare him to meet his occupational objective.

6. There should be individualized learning packets formulated to allow independent self-paced instruction. This would facilitate home study while the adult is not in the school environment. This process would require some additional teacher encouragement at each class meeting to keep the adult aligned in the chosen direction.
7. The course structure should be competency-based so that an adult student can move ahead based upon his own merit. The course should be competency-based to avoid discouraging the student to learn, rather there should be added incentive for excellence.
8. Skill courses should be designed to teach in levels or phases so that a student in auto mechanics, e.g., could learn only front-end alignment or air-conditioning; thereafter he would become employed if he desired, or he may be upgrading through supplemental training. All courses should be in phases for the person who only wishes to obtain a specified level and for the person who is working and only taking supplemental training for a new and different job.
9. The student-teacher ratio should not exceed that recommended for full day vocational classes. In most cases the ratio should be lower than day classes because of the abbreviated time that an adult has to learn the course work required to become skilled or competent in his chosen area of study.
10. The state reimbursement for an instructor's salary should be raised to something higher than the current \$3.00 per hour to attract better qualified teachers into the area of adult

instruction and to encourage them to upgrade themselves in methods of teaching.

11. Preparatory funding should be approximately 40 percent federal, 40 percent state and 20 percent local with no fees or tuition to the student. Supplemental funding should be approximately 35 percent federal, 35 percent state, 20 percent local and 10 percent paid by the student or sponsoring industry. Vocational funding should be approximately 10 percent federal, 10 percent state, 20 percent local and approximately 60 percent tuition.
12. The adult instructors should come from local businesses and industries when possible. If this is not possible, they should be employed from the staff of day-time instructors. If the teacher is recruited from industry or business, he should be given a specific short course or seminar in teaching methods. This training should be coordinated by the state coordinator of part-time adult education. The State Department of Vocational and Technical Education should give certification to the adult instructors based upon work experience, teaching knowledge, and college credits.
13. All part-time adult students should be given a short course in employability training which includes how to get along with others on the job; how to submit applications; how to take interviews; grooming procedures; and other pertinent data to acquire and keep a job. Within this course or outline, the student would also be able to explore job possibilities available in his training area. This area of employability

should be incorporated into the program for which the student came to school.

14. A total part-time adult plan should be set up to include funding procedures and total dollars needed annually; development and utilization of basic core curricula; standardized number of hours for similar courses; teacher certification; state, regional and local structure; and all other variables to appropriately administer a total part-time adult vocational education program from the State Department of Vocational and Technical Education in Oklahoma.

These conclusions are based upon the analysis of data from people active in the field of adult education. However, it may be necessary, especially in the case of a policy change that is prohibited by legislative mandate, to use alternative action until a change can be made to initiate number one priorities.

Recommendations

Based upon the findings of this study as well as personal experience of the researcher, the following recommendations are made:

1. There should be an adult coordinator at the State Department of Vocational and Technical Education.
2. The state coordinator should set up a plan by which part-time adult vocational education can be administered to serve the maximum number of students. The plan should be systematic enough that each person in the system at the state, regional or local level would be able to define his precise involvement in the total process of part-time adult vocational education.

3. There should be an analysis made of each community periodically by or under the direction of the state coordinator of part-time adult vocational education. This survey should be made to ascertain the need for and the kinds of adult programs to be offered in the community for a given period of time.
4. Based upon the analysis of the data, a closer coordination of adult basic education and part-time adult vocational education must be provided for in the plan.

It is the observation of this researcher that the suggestions given by the Delphi committee are rational and pertinent to today's adult vocational education needs. A further observation is that the responsibility of adult vocational education at the State Department of Vocational and Technical Education must come to rest in one office and a person must be made directly responsible so that the total program may be coordinated and planned systematically. Unless a systematic plan of action is implemented, adult education will be in virtually the same state in years to come as it is today.

Implications

The knowledgeable adult educators who were chosen to participate in this study are progressive educators and are involved in well planned programs at the present time. However, this is not to say that all part-time adult vocational programs are well-planned.

Implications for change may be overshadowed in some cases by policy or legislative changes. The changes require time and effort before they gain a level of acceptability and before monies are available to implement such changes.

It is further recognized in this study that not all changes can be made immediately, but if some of the proposed changes are implemented others will surely follow. Oklahoma may then implement a program for part-time adult vocational education which will reach the maximum number of people for the limited resources available.

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APPENDIX A

COVER LETTERS AND CORRESPONDENCE SHEET NO. 1

(VO-TECH LETTERHEAD)

In order to provide Oklahoma's citizens and industries with the best vocational and technical adult education obtainable, the State Department of Vocational and Technical Education is conducting a study to determine how we can best administer a program of adult occupational training. Our Division of Research, Planning, and Evaluation is currently conducting research in this area. As a foundation for this research we need your ideas.

It is for this reason that I am asking your assistance in helping the State Department of Vocational and Technical Education to obtain basic individual ideas about the role adult vocational and technical education should take in meeting the training needs of Oklahoma's citizens and industries.

Thank you for your time and efforts, which I can assure you will be wisely used.

Sincerely,

Francis Tuttle, State Director
Vocational and Technical Education

Enclosure

FT/XCG-01/7

(VO-TECH LETTERHEAD)

The Oklahoma State Department of Vocational and Technical Education is continuously looking for ways to improve the planning of vocational and technical education for adults. In an attempt to insure that all inputs to effective adult vocational and technical program planning are incorporated into this effort, several persons are being asked to assist us in this process.

The Delphi Technique has been chosen as the method to be used in obtaining the information for planning purposes. This technique, which is built on the strength of informed intuitive judgment, is intended to get opinions from persons without bringing the individuals together in any kind of a face-to-face confrontation. Successive questionnaires and feedback are necessary with each round designed to produce more carefully considered group opinion. Three separate mailings will be used by the State Department of Vocational and Technical Education to gather and finalize your opinions.

Correspondence
No. 1

List three or more responses to each of the items contained in Correspondence Sheet No. 1 (Attached).

Correspondence
No. 2

A list of the responses will be compiled from the participants' responses and mailed back to you. Using this list each person will be asked to evaluate and rank each item by such criteria as importance, feasibility, probability of success, etc.

Correspondence
No. 3

A list of priorities will be compiled from the consensus obtained in Step 2. Each participant will be asked to either revise their opinions in line with the priority list developed in Step 2 or specify their reasons for remaining outside the consensus.

From the responses obtained in Step 3, a final list of priorities will be incorporated into the total planning process for Oklahoma's Adult Vocational and Technical Education program.

We hope you will agree to participate with us in this effort to provide a well-rounded adult education program. Thank you very much for your assistance.

Sincerely,

Charles O. Hopkins, Coordinator of Planning
Division of Research, Planning, and Evaluation

CORRESPONDENCE SHEET NO. 1

(To Be Enclosed in Return Mail)

Please list at least three responses to each of the statements below when appropriate.

Statement No. 1

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?

Statement No. 2

Who should have the responsibility of funding the preparatory, supplemental, apprentice, and avocational adult education programs?

Statement No. 3

What course structure should be provided in order to allow an adult student to enter at any skill level and receive his desired level of education?

Statement No. 4

What proportion of training cost should come from federal and state monies for each of the following training areas?

(1) Preparatory

(2) Supplemental

(3) Apprentice

(4) Avocational

Statement No. 5

From where should the adult teacher supply be recruited?

Statement No. 6

What type of certification should the adult teacher hold in comparison to his day-time counterpart?

Statement No. 7

What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained?

APPENDIX B

COVER LETTER AND CORRESPONDENCE SHEET NO. 2

(VO-TECH LETTERHEAD)

Thank you for completing the first of three correspondence questionnaires that the Oklahoma State Department of Vocational and Technical Education is using to formulate a plan for Adult Education in Oklahoma. The results of Correspondence Sheet No. 1 are promising. We hope you will continue to render your assistance by completing Correspondence Sheet No. 2.

Correspondence Sheet No. 2 contains the major factors that were identified from the suggestions you and others recommend to the State Department of Vocational and Technical Education for planning Oklahoma's future Adult Education Programs. In order that we can determine the most important factors, we are asking you to rank them on an 11-point continuum.

The highest ranked factors chosen by you and others will be investigated and analyzed to the extent of our capabilities by using the specific suggestion given us in Correspondence Sheet No. 1. Not all the factors contained in Correspondence Sheet No. 2 can be examined due to resources, time, and cost. Therefore, consider carefully those factors that you feel have a reasonable chance of being analyzed.

Again, let me thank you for giving us your time and attention which I know are important to you. A quick response on Correspondence Sheet No. 2 will be very much appreciated.

Sincerely,

Charles O. Hopkins, Planner
Division of Research, Planning,
and Evaluation

Enclosures

COH/YZBV-01/8

3. Adult Basic Education and Adult Vocational Education should be coordinated through a central steering committee or agency in order to maximize all resources and facilities.

/ / / / / / / / / / / / / / / /
1 2 3 4 5 6 7 8 9 10 11
4. 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.

/ / / / / / / / / / / / / / / /
5. Provide centrally located points across the state where a person can come and get his Adult Basic Education needs fulfilled before entering a skill area.

/ / / / / / / / / / / / / / / /
6. 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.

/ / / / / / / / / / / / / / / /
7. Each vocational teacher should be responsible for incorporating the necessary Adult Basic Education that a student needs into his skill classes. A student will more nearly see the need for Adult Basic Education if it is directly connected to a skill which is of interest to the person.

/ / / / / / / / / / / / / / / /
8. 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.

/ / / / / / / / / / / / / / / /
9. A questionnaire should be sent to the whole community annually to elicit their needs in organizing adult programs. Let the local high school do the total instruction.

/ / / / / / / / / / / / / / / /

17. Isolate specific knowledges required for competency in an occupational area. Establish advice from industrial people, in accordance with their performance standards for that skill. Write the ABE curriculum to cover only the knowledge and skills isolated. Plan the instruction, if possible, to reinforce and complement the specific skill area it was designed to complement.

1 2 3 4 5 6 7 8 9 10 11

18. Adult Basic Education should include both essential and non-essential education. ABE should be a cooperative effort co-sponsored by area vo-tech schools and junior colleges, with one person as administrator for both schools.

Statement No. 2:

Who should have the responsibility of funding the preparatory, supplemental, apprentice, and avocational adult education programs?

1. The student should pay at least 1/3 of the cost so he will have genuine interest in the course. The state and federal should pay the remaining 2/3. Local contributions should be in-kind types of things such as facilities, maintenance, etc.

2. The basic responsibility for funding should be at the federal and state level.

3. Preparatory should be 50-50 state and federal, supplemental should be state and local 50-50 and avocational should be funded by 1/3 state, 1/3 local and 1/3 tuition.

4. Funding should be as follows:
preparatory - primarily state
supplemental - primarily federal
apprentice - industry and employer
avocational - individual student

5. Preparatory and supplemental should be sponsored 50-50 local and state/federal funds. Apprentice should be funded according to the type of program.

14. Funding should be as follows:
 Preparatory - U.S. Department of Labor
 Supplemental - Industry
 Apprenticeship - U.S. Department of Labor
 Vocational - Local Schools & Institutions

 1 2 3 4 5 6 7 8 9 10 11

15. Preparatory should be funded by the public schools; supplemental by public schools and industry; apprenticeship by the student, the unions, and local schools; and vocational by the public school and the student.

16. Preparatory, supplemental, apprenticeship, and vocational should be funded equally by state and federal dollars. Basic Education federal funds should also be placed at the disposal of the State Department of Vocational and Technical Education.

Statement No. 3:

What course structure should be provided in order to allow an adult student to enter at any skill level and receive his desired level of education?

1. Behavioral objectives, programmed learning, and an open-exit system.
2. Open-ended programs should be offered with occupational objectives, so that a student can obtain his maximum competency level on a skill ladder.
3. Establish modular limits for individual instruction. Put all instruction on films and tapes, and have adequate stations for all students. Test to determine desired level of proficiency.
4. Offer more short courses and seminars to develop interest in some areas.
5. Programs should be arranged in job clusters designed for short-term success oriented training.

6. Should offer programs, not courses. The programs should be divided into modules, making an open entry-exit system. This concept must be based on an elaborate evaluation and counseling program.

/// // // // // // // // // //
1 2 3 4 5 6 7 8 9 10 11
/// // // // // // // // // //
7. Vocational course structure completely.

/// // // // // // // // // //
8. The course structure in the cognitive realm should be related to the skilled manipulative areas.

/// // // // // // // // // //
9. The open-entry and exit enrollment, plus smaller student-teacher ratio should be implemented. There should also be a set of standardized curriculum guides developed.

/// // // // // // // // // //
10. Skill course areas should be organized to train for sub-level jobs. Some skill areas such as auto mechanics should be taught in phases; e.g., Brakes, A/C, Tune-up, etc.

/// // // // // // // // // //
11. Course structure should be determined by a job analysis and should be open-ended.

/// // // // // // // // // //
12. All skill areas should include basic education skills, safety procedures on an individualized basis if necessary.

/// // // // // // // // // //
13. Individual as well as small group instruction should be taught in occupational clusters as well as correspondence study offered to those who can't come to a center.

/// // // // // // // // // //
14. It would be impossible to set up courses to allow people to enter at any skill level and exit when he wishes. The school should set up enough formal courses within a calendar year to train all adults who desire an entry level skill.

/// // // // // // // // // //
15. Course structure should be competency based so that an adult student with proven competencies at various levels may enter at higher levels.

/// // // // // // // // // //

	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	40%	40%	20%	0
C. Apprentice	100%	0	0	0	0
D. Avocational	0	0	0	25%	75%
// // // // // // // // // //					
				1 2 3 4 5 6 7 8 9 10 11	
A. Preparatory	0	25%	25%	50%	0
B. Supplemental	0	40%	40%	20%	0
C. Apprentice	100%	0	0	0	0
D. Avocational	0	0	0	25%	75%
// // // // // // // // // //					
A. Preparatory	0	45%	45%	10%	0
B. Supplemental	0	45%	45%	10%	0
C. Apprentice	0	45%	45%	10%	0
D. Avocational	0	45%	45%	10%	0
// // // // // // // // // //					
A. Preparatory	0	100%	0	0	0
B. Supplemental	0	100%	0	0	0
C. Apprentice	0	100%	0	0	0
D. Avocational	0	50%	50%	0	0
// // // // // // // // // //					
A. Preparatory	0	20%	40%	40%	0
B. Supplemental	0	30%	30%	30%	10%
C. Apprentice	0	40%	40%	0	20%
D. Avocational	0	25%	25%	0	50%
// // // // // // // // // //					
A. Preparatory	0	90%	10%	0	0
B. Supplemental	0	90%	0	10%	0
C. Apprentice	0	50%	25%	25%	0
D. Avocational	0	0	10%	90%	0
// // // // // // // // // //					
A. Preparatory	0	25%	25%	50%	0
B. Supplemental	0	12.5%	12.5%	75%	0
C. Apprentice	0	5%	5%	90%	0
D. Avocational	0	0	0	100%	0
// // // // // // // // // //					

	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>
A. Preparatory	0	40%	40%	20%	0
B. Supplemental	0	30%	30%	40%	0
C. Apprentice	0	20%	20%	60%	0
D. Avocational	0	40%	40%	20%	0
// // // // // // // // // //					
1 2 3 4 5 6 7 8 9 10 11					
A. Preparatory	0	75%	15%	10%	0
B. Supplemental	0	50%	35%	15%	0
C. Apprentice	0	50%	25%	25%	0
D. Avocational	0	0	25%	75%	0
// // // // // // // // // //					
A. Preparatory	0	33.3%	66.7%	0	0
B. Supplemental	0	50%	50%	0	0
C. Apprentice	0	33.3%	66.7%	0	0
D. Avocational	0	50%	50%	0	0
// // // // // // // // // //					
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	50%	50%	0	0
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	25%	25%	0	50%
// // // // // // // // // //					
A. Preparatory	0	25%	25%	50%	0
B. Supplemental	0	10%	10%	80%	0
C. Apprentice	0	12.5%	12.5%	75%	0
D. Avocational	0	0	0	100%	0
// // // // // // // // // //					
A. Preparatory	0	40%	40%	20%	0
B. Supplemental	0	40%	40%	20%	0
C. Apprentice	0	40%	40%	20%	0
D. Avocational	0	0	0	100%	0
// // // // // // // // // //					
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	50%	50%	0	0
C. Apprentice	0	30%	20%	50%	0
D. Avocational	0	30%	20%	50%	0
// // // // // // // // // //					

	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	25%	25%	0	50%
C. Apprentice	33.3%	33.3%	33.3%	0	0
D. Avocational	0	0	0	0	100%
// // // // // // // // // //					
1 2 3 4 5 6 7 8 9 10 11					
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	50%	50%	0	0
C. Apprentice	0	50%	50%	0	0
D. Avocational	0	50%	50%	0	0
// // // // // // // // // //					
A. Preparatory	0	33.3%	33.3%	33.3%	0
B. Supplemental	0	25%	25%	50%	0
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	25%	25%	50%	0
// // // // // // // // // //					
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	50%	50%	0	0
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	0	0	0	100%
// // // // // // // // // //					
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	25%	25%	50%	0
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	12.5%	12.5%	0	75%
// // // // // // // // // //					
A. Preparatory	0	90%	10%	0	0
B. Supplemental	0	90%	10%	0	0
C. Apprentice	0	90%	10%	0	0
D. Avocational	0	90%	10%	0	0
// // // // // // // // // //					
A. Preparatory	0	0	100%	0	0
B. Supplemental	0	80%	20%	0	0
C. Apprentice	0	80%	20%	0	0
D. Avocational	0	0	20%	0	80%
// // // // // // // // // //					

	<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>
A. Preparatory	0	60%	40%	0	0
B. Supplemental	0	50%	40%	0	10%
C. Apprentice	50%	50%	0	0	0
D. Avocational	0	0	50%	40%	10%
// // // // // // // // // //					
1 2 3 4 5 6 7 8 9 10 11					
A. Preparatory	0	50%	50%	0	0
B. Supplemental	0	50%	50%	0	0
C. Apprentice	0	50%	50%	0	0
D. Avocational	0	0	0	0	100%
// // // // // // // // // //					
A. Preparatory	0	50%	35%	15%	0
B. Supplemental	0	40%	20%	40%	0
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	25%	25%	50%	0
// // // // // // // // // //					
A. Preparatory	0	33.3%	33.3%	33.3%	0
B. Supplemental	0	20%	30%	30%	10%
C. Apprentice	0	20%	30%	30%	10%
D. Avocational	0	0	0	50%	50%
// // // // // // // // // //					
A. Preparatory	0	90%	10%	0	0
B. Supplemental	0	90%	10%	0	0
C. Apprentice	0	100%	0	0	0
D. Avocational	0	100%	0	0	0
// // // // // // // // // //					
A. Preparatory	0	50%	25%	12.5%	12.5%
B. Supplemental	0	50%	12.5%	12.5%	25%
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	0	12.5%	12.5%	75%
// // // // // // // // // //					
A. Preparatory	0	25%	25%	50%	0
B. Supplemental	0	25%	25%	50%	0
C. Apprentice	0	25%	25%	50%	0
D. Avocational	0	12.5%	12.5%	0	75%
// // // // // // // // // //					

Statement No. 5:

From where should the adult teacher supply be recruited?

- 1. Adult Instructors should be recruited from the following places.
 - A. Business and Industry // // // // // // // // // //
 - B. Secondary Daytime Vocational Teachers 1 2 3 4 5 6 7 8 9 10 11
// // // // // // // // // //
 - C. Armed Forces Instructors // // // // // // // // // //
 - D. Junior College Instructors // // // // // // // // // //
 - E. Four Year Colleges or Universities // // // // // // // // // //
 - F. State Supervisory Personnel // // // // // // // // // //
 - G. Qualified Local Secondary and Elementary Teachers // // // // // // // // // //
 - H. From Trades, Must Be a Craftsman // // // // // // // // // //
 - I. Government Agencies Where Applicable // // // // // // // // // //
 - J. Engineers from Industry // // // // // // // // // //
 - K. Homemakers with Proper Expertise // // // // // // // // // //
 - L. Secondary Industrial Arts Teachers // // // // // // // // // //
 - M. Retired Persons with Proper Expertise // // // // // // // // // //

Statement No. 6:

What type of certification should the adult teacher hold in comparison to his daytime counterpart?

- 1. The adult teacher should be qualified according to how well he performs his skill only. // // // // // // // // // //
- 2. The adult teacher should have at least five years' experience in his trade or vocational-technical area. // // // // // // // // // //
- 3. The adult teacher should be certified in his area just as secondary and post secondary instructors. // // // // // // // // // //
- 4. To teach courses in secondary or post secondary areas, the instructor should have the same qualifications as day instructors. However, for those courses less than high school level, the instructor should only be qualified in that area. // // // // // // // // // //
- 5. The adult instructor should be qualified in his field of expertise and have 8 hours of teaching methods. // // // // // // // // // //

- 6. The adult instructor should have formal schooling, necessary work experience, meet certification developed by an individual skill area, and be approved by a committee from his field. // // // // // // // // // //
1 2 3 4 5 6 7 8 9 10 11
- 7. An adult instructor should have at least 16 hours of vocational teaching methods and courses plus trade experience. // // // // // // // // // //
- 8. The adult teacher needs no kind of formal certification. // // // // // // // // // //
- 9. The adult teacher should possess necessary expertise in his field and attend seminars at the State Department of Vocational-Technical Education. // // // // // // // // // //
- 10. All adult teachers should have a B.S. degree or above in his area to certify. // // // // // // // // // //
- 11. Each preparing institution should develop their own standards for their adult instructors. // // // // // // // // // //

Statement No. 7:

What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained?

- 1. The following items should be included in an employability course to help an employee to acquire and keep a job.
 - a. Help develop self concept
 - b. Help improve employer-employee relations
 - c. Assist in completing applications and taking interviews
 - d. Have employers talk to classes. // // // // // // // // // //
- 2. The following items should be included in an employability course to help an employee to acquire and keep a job.
 - a. Material on attitudes toward work
 - b. Safety on the job
 - c. Employee-employer relations. // // // // // // // // // //

APPENDIX C

COVER LETTER AND CORRESPONDENCE SHEET NO. 3

(VO-TECH LETTERHEAD)

The Delphi Technique has been very successful, and your cooperation has been instrumental in this success. A ranking of factors is presented as the last step to complete your participation in the Technique. If it is possible, we would like to have your comments by July 1.

On behalf of the State Department of Vocational and Technical Education, I would like to express our gratitude to you for assisting us in the selecting of factors to analyze in the planning of adult vocational and technical education in Oklahoma. In addition, I personally would like to extend my appreciation for the enthusiasm and interest you have shown in the project.

Upon completion of the study, I will send you a copy of our report. If, at any time, I can be of assistance to you, please do not hesitate to call on me.

Sincerely,

Charles O. Hopkins
Coordinator of Planning
Division of Research, Planning
and Evaluation

Enclosure

COH/XCD-01/7

CORRESPONDENCE SHEET NO. 3

(TO BE ENCLOSED IN RETURN MAIL)

Below are the factors you and others ranked in respect to their "importance" for planning Oklahoma's adult vocational-technical education. Since each factor was ranked on an 11-point continuum ranging from most important (1) to least important (11), those factors with the lowest group averages are considered as most important and appear first in the ranked order.

Examine these ranked factors and, if you feel that they should be placed significantly higher or lower, use the space provided at the end of Correspondence Sheet No. 3 to indicate which factors and your justification as to why they should be placed higher or lower on our list of priorities.

Name _____

RANK NO.	FACTOR	GROUP AVERAGE
-------------	--------	------------------

Statement No. 1

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?

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

Group Average

- | | | |
|----|---|-------|
| 2. | Employ a full-time adult coordinator who can work full-time at recruiting students, set up programs in accordance with local needs, and utilize local instructors | 3.065 |
| 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 |
| 5. | Adult Basic Education and Adult Vocational Education should be coordinated through a central steering committee or agency in order to maximize all resources and facilities | 3.729 |
| 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 | 3.979 |
| 7. | Isolate specific knowledges required for competency in an occupational area. Establish advice from industrial people in accordance with their performance standards for that skill. Write the ABE curriculum to cover only the knowledge and skills isolated. Plan the instruction, if possible, to reinforce and complement the specific skill area it was designed to complement. | 4.000 |
| 8. | Access students' needs through thorough testing. Through coordination of the basic education teacher, skill instructor, and counselor, an individually prescribed basic education with individual performance objectives could be set forth for the adult student | 4.267 |
| 9. | Prepare a list of basic education requirements for various skills and make it available to adult students. This may cause the student to secure the basic education before they begin their skill training | 4.575 |

Group Average

10. Each vocational teacher should be responsible for incorporating the necessary Adult Basic Education that a student needs into his skill classes. A student will more nearly see the need for Adult Basic Education if it is directly connected to a skill which is of interest to the person 4.723
11. Each vocational teacher should determine local Adult Education needs by means of advisory committee or community survey. Special emphasis should be given to upgrading an individual's skills in his already chosen occupational area. Select course offerings should be selected by information obtained in labor needs survey 5.044
12. Adult Basic Education should be offered by the State Department of Vocational and Technical Education through the area schools, junior colleges, and high schools. Each skill area should provide its own Adult Basic Education 5.089
13. Offer Basic Education to those who lack competencies before they begin skill training 5.234
14. Provide centrally located points across the state where a person can come and get his Adult Basic Education needs fulfilled before entering a skill area 5.723
15. Locate adult learning centers in all area vocational and technical schools, and place more emphasis on passing of G.E.D. The state should grant Adult Basic Education funds to the State Department of Vocational and Technical Education to be dispersed to local schools 5.913
16. Summer workshops, one week in length, 8 hours per day, and one week refresher courses should be offered to upgrade the adults' knowledge of basic skills 7.133
17. Adult Basic Education should include both essential and non-essential education. ABE should be a cooperative effort co-sponsored by area vo-tech schools and junior colleges, with one person as administrator for both schools 7.133
18. A questionnaire should be sent to the whole community annually to elicit their needs in organizing adult programs. Let the local high school do the total instruction 7.413

Group Average

Statement No. 2

Who should have the responsibility of funding the preparatory, supplemental, apprentice, and avocational adult education programs?

1. There should be a State Supervisor of Adult Education in the State Department of Vocational and Technical Education who would coordinate the funding of all programs with other state supervisors. He should set policy and furnish leadership to the state's total Adult Education program 3.222
2. The basic responsibility for funding should be at the federal and state level 4.578
3. Funding for Adult Education should be identical to that of the skill areas 5.045
4. Preparatory and supplemental should be sponsored 50-50 local and state/federal funds. Apprentice should be funded according to the type of program . . . 5.205
5. Preparatory should be 50-50 state and federal, supplemental should be state and local 50-50 and avocational should be funded 1/3 state, 1/3 local and 1/3 tuition 5.404
6. The student should pay at least 1/3 of the cost so he will have genuine interest in the course. The state and federal should pay the remaining 2/3. Local contributions should be in-kind types of things such as facilities, maintenance, etc. 5.511
7. Each program should be funded on a base for that program and given additional monies for higher enrollments and completers 5.644
8. Preparatory, supplemental, apprentice, and avocational should be funded equally by state and federal dollars. Basic Education federal funds should also be placed at the disposal of the State Department of Vocational and Technical Education 5.773
9. Funding should be as follows:
 Preparatory - primarily state
 Supplemental - primarily federal
 Apprentice - industry and employer
 Avocational - individual student 5.909

Group Average

10. Adult programs should be funded by the State Department of Vocational and Technical Education, the student, and the local district on an equal basis 5.913
11. The responsibility for funding should be as follows:
 Preparatory - State Department of Education with channels of responsibility in local and area school districts.
 Supplemental - should be funded jointly by the State Department of Education and the State Department of Vocational and Technical Education.
 Apprentice - should be a joint effort of the State Department of Vocational and Technical Education and the Department of Labor.
 Avocational - should be the responsibility of the community and non-profit organizations 5.956
12. The major responsibility for funding of preparatory, supplemental, and apprentice programs should be born by the student and employer. Avocation should be all the student's responsibility 6.978
13. Preparatory should be funded by the public schools; supplemental by public schools and industry; apprentice by the student, the unions, and local schools; and avocational by the public school and the student 7.136
14. One governmental agency controlled by a board of directors representing all geographic areas of the state, provide all funds 7.756
15. Funding should be as follows:
 Preparatory - U.S. Department of Labor
 Supplemental - Industry
 Apprentice - U.S. Department of Labor
 Avocational - Local Schools & Institutions 7.977
16. Should be funded by tuition of student to pay the instructor and utilize local facilities and equipment 8.109

* * *

Statement No. 3

What course structure should be provided in order to allow an adult student to enter at any skill level and receive his desired level of education?

Group Average

- | | | |
|-----|--|-------|
| 1. | Open-ended programs should be offered with occupational objectives, so that a student can obtain his maximum competency level on a skill ladder | 2.744 |
| 2. | Course structure should be determined by a job analysis and should be open-ended | 2.864 |
| 3. | Course structure should be competency based so that an adult student with proven competencies at various levels may enter at higher levels | 2.978 |
| 4. | Skill course areas should be organized to train for sub-level jobs. Some skill areas such as auto mechanics should be taught in phases; e.g., Brakes, A/C, Tune-up, etc. | 3.091 |
| 5. | The open-entry and exit enrollment, plus smaller student-teacher ratio should be implemented. There should also be a set of standardized curriculum guides developed | 3.222 |
| 6. | The course structure should consist of short, sequential courses that make up a program designed for specific occupational preparation. This would allow a student to enter the program at the level appropriate to his past experiences | 3.261 |
| 7. | All skill areas should include basic education skills, safety procedures on an individualized basis if necessary | 3.311 |
| 8. | Programs should be arranged in job clusters designed for short-term success oriented training | 3.867 |
| 9. | Behavioral objectives, programmed learning, and an open-exit system | 3.955 |
| 10. | A person should be tested and trained beginning with his present level. He should master that area before he is allowed to move on to the next phase of a program | 4.196 |
| 11. | Should offer programs, not courses. The programs should be divided into modules, making an open entry-exit system. This concept must be based on an elaborate evaluation and counseling program | 4.333 |
| 12. | The course structure in the cognitive realm should be related to the skilled manipulative areas | 4.364 |
| 13. | Offer more short courses and seminars to develop interest in some areas | 4.909 |

Group Average

14. Individual as well as small group instruction should be taught in occupational clusters as well as correspondence study offered to those who can't come to a center 5.478
15. It would be impossible to set up courses to allow people to enter at any skill level and exit when he wishes. The school should set up enough formal courses within a calendar year to train all adults who desire an entry level skill 6.304
16. Vocational course structure completely 6.465
17. Establish modular limits for individual instruction. Put all instruction on films and tapes, and have adequate stations for all students. Test to determine desired level of proficiency 7.533

* * *

Statement No. 4

What proportion of training cost should come from Federal and State monies for each of the following areas?

		<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>	
1.	A. Preparatory	0	37.5%	37.5%	25%	0	5.905
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	75%	12.5%	12.5%	0	0	
	D. Avocational	0	0	0	0	100%	
2.	A. Preparatory	0	33%	33%	33%	0	6.275
	B. Supplemental	0	33%	33%	33%	0	
	C. Apprentice	0	33%	33%	33%	0	
	D. Avocational	0	33%	33%	33%	0	
3.	A. Preparatory	0	33.3%	33.3%	33.3%	0	6.455
	B. Supplemental	0	20%	30%	30%	10%	
	C. Apprentice	0	20%	30%	30%	10%	
	D. Avocational	0	0	0	50%	50%	
4.	A. Preparatory	0	50%	50%	0	0	6.684
	B. Supplemental	0	25%	25%	0	50%	
	C. Apprentice	33.3%	33.3%	33.3%	0	0	
	D. Avocational	0	0	0	0	100%	

		<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>	<u>Group Average</u>
5.	A. Preparatory	0	20%	40%	40%	0	
	B. Supplemental	0	30%	30%	30%	10%	
	C. Apprentice	0	40%	40%	0	20%	
	D. Avocational	0	25%	25%	0	50%	6.744
6.	A. Preparatory	0	40%	40%	20%	0	
	B. Supplemental	0	40%	40%	20%	0	
	C. Apprentice	0	40%	40%	20%	0	
	D. Avocational	0	0	0	20%	80%	6.846
7.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	40%	40%	20%	0	
	C. Apprentice	100%	0	0	0	0	
	D. Avocational	0	0	0	25%	75%	6.952
8.	A. Preparatory	0	45%	45%	10%	0	
	B. Supplemental	0	45%	45%	10%	0	
	C. Apprentice	0	45%	45%	10%	0	
	D. Avocational	0	45%	45%	10%	0	7.050
9.	A. Preparatory	0	40%	40%	20%	0	
	B. Supplemental	0	40%	40%	20%	0	
	C. Apprentice	0	40%	40%	20%	0	
	D. Avocational	0	0	0	100%	0	7.077
10.	A. Preparatory	0	50%	25%	12.5%	12.5%	
	B. Supplemental	0	50%	12.5%	12.5%	25%	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	0	12.5%	12.5%	75%	7.081
11.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	25%	25%	50%	0	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	12.5%	12.5%	0	75%	7.108
12.	A. Preparatory	0	25%	25%	50%	0	
	B. Supplemental	0	25%	25%	50%	0	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	12.5%	12.5%	0	75%	7.190
13.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	0	0	0	100%	7.290
14.	A. Preparatory	0	75%	15%	10%	0	
	B. Supplemental	0	50%	35%	15%	0	
	C. Apprentice	0	50%	25%	25%	0	
	D. Avocational	0	0	25%	75%	0	7.350

		<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>	<u>Group Average</u>
15.	A. Preparatory	0	25%	25%	50%	0	
	B. Supplemental	0	40%	40%	20%	0	
	C. Apprentice	100%	0	0	0	0	
	D. Avocational	0	0	0	25%	75%	7.366
16.	A. Preparatory	0	40%	40%	20%	0	
	B. Supplemental	0	30%	30%	40%	0	
	C. Apprentice	0	20%	20%	60%	0	
	D. Avocational	0	40%	40%	20%	0	7.425
17.	A. Preparatory	0	60%	40%	0	0	
	B. Supplemental	0	50%	40%	0	10%	
	C. Apprentice	50%	50%	0	0	0	
	D. Avocational	0	0	50%	40%	10%	7.513
18.	A. Preparatory	0	33.3%	33.3%	33.3%	0	
	B. Supplemental	0	25%	25%	50%	0	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	25%	25%	50%	0	7.514
19.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	0	30%	20%	50%	0	
	D. Avocational	0	30%	20%	50%	0	7.528
20.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	0	50%	50%	0	0	
	D. Avocational	0	0	0	0	100%	7.528
21.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	25%	75%	0	0	
	C. Apprentice	0	25%	75%	0	0	
	D. Avocational	0	0	0	0	100%	7.589
22.	A. Preparatory	0	50%	35%	15%	0	
	B. Supplemental	0	40%	20%	40%	0	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	25%	25%	50%	0	7.639
23.	A. Preparatory	0	0	100%	0	0	
	B. Supplemental	0	80%	20%	0	0	
	C. Apprentice	0	80%	20%	0	0	
	D. Avocational	0	0	20%	0	80%	7.711
24.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	0	50%	50%	0	0	
	D. Avocational	0	50%	50%	0	0	7.730

		<u>Industry</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Fees & Tuition</u>	<u>Group Average</u>
25.	A. Preparatory	0	90%	10%	0	0	
	B. Supplemental	0	90%	10%	0	0	
	C. Apprentice	0	90%	10%	0	0	
	D. Avocational	0	90%	10%	0	0	7.947
26.	A. Preparatory	0	50%	50%	0	0	
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	0	25%	25%	50%	0	
	D. Avocational	0	25%	25%	0	50%	7.949
27.	A. Preparatory	0	90%	10%	0	0	
	B. Supplemental	0	90%	0	10%	0	
	C. Apprentice	0	50%	25%	25%	0	
	D. Avocational	0	0	10%	90%	0	8.103
28.	A. Preparatory	0	33.3%	66.7%	0	0	
	B. Supplemental	0	50%	50%	0	0	
	C. Apprentice	0	33.3%	66.7%	0	0	
	D. Avocational	0	50%	50%	0	0	8.180
29.	A. Preparatory	0	25%	25%	50%	0	
	B. Supplemental	0	10%	10%	80%	0	
	C. Apprentice	0	12.5%	12.5%	75%	0	
	D. Avocational	0	0	0	100%	0	8.205
30.	A. Preparatory	0	90%	10%	0	0	
	B. Supplemental	0	90%	10%	0	0	
	C. Apprentice	0	100%	0	0	0	
	D. Avocational	0	100%	0	0	0	8.611
31.	A. Preparatory	0	25%	25%	50%	0	
	B. Supplemental	0	12.5%	12.5%	75%	0	
	C. Apprentice	0	5%	5%	90%	0	
	D. Avocational	0	0	0	100%	0	8.615
32.	A. Preparatory	0	100%	0	0	0	
	B. Supplemental	0	100%	0	0	0	
	C. Apprentice	0	100%	0	0	0	
	D. Avocational	0	50%	50%	0	0	8.854

* * *

Statement No. 5

From where should the adult teacher be recruited?

1.	Business and Industry	2.936
2.	Secondary Daytime Vocational Teachers	3.000
3.	From Trades, Must be a Craftsman	3.106

	Group Average
4. Qualified Local Secondary & Elementary Teachers	4.319
5. Homemakers with Proper Expertise	4.500
6. Retired Persons with Proper Expertise	4.630
7. Secondary Industrial Arts Teachers	4.933
8. Armed Forces Instructors	5.533
9. Government Agencies Where Applicable	5.667
10. Engineers from Industry	5.744
11. Junior College Instructors	6.391
12. State Supervisory Personnel	6.674
13. Four Year Colleges or Universities	7.500

* * *

Statement No. 6

What type of certification should the adult teacher hold in comparison to his daytime counterpart?

1. The adult teacher should have at least five years' experience in his trade or vocational-technical area	4.543
2. The adult teacher should possess necessary expertise in his field and attend seminars at the State Department of Vocational-Technical Education	4.935
3. The adult instructor should be qualified in his field of expertise and have 8 hours of teaching methods	5.087
4. The adult instructor should have formal schooling, necessary work experience, meet certification developed by an individual skill area, and be approved by a committee from his field	5.364
5. To teach courses in secondary or post secondary areas, the instructor should have the same qualifications as day instructors. However, for those courses less than high school level, the instructor should only be qualified in that area	5.756
6. The adult teacher should be qualified according to how well he performs his skill only	6.391

Group Average

7.	The adult teacher should be certified in his area just as secondary & post secondary instructors	6.489
8.	An adult instructor should have at least 16 hours of vocational teaching methods and courses plus trade experience	6.622
9.	Each preparing institution should develop their own standards for their adult instructors	7.227
10.	The adult teacher needs no kind of formal certification	7.911
11.	All adult teachers should have a B.S. degree or above in his area to certify	8.544

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Statement No. 7

What type of training should be offered to adults to aid them in obtaining and holding a job after they are trained?

1.	The following items should be included in an employability course to help an employee to acquire and keep a job. a. Material on attitudes toward work b. Safety on the job c. Employee-employer relations	2.444
2.	Along with job interview techniques, work requirements, and employee responsibility, there should be career counseling on types of jobs available and where they can be found	2.644
3.	The following items should be included in an employability course to help an employee acquire and keep a job. a. Help develop self concept b. Help improve employer-employee relations c. Assist in completing applications and taking interviews d. Have employers talk to classes	2.711
4.	One phase of the total adult program should be employability training including job preparation series, employee-employer relations, taxes, social security, personal and money management, proper dress, loyalty, etc.	2.804

Group Average

5.	The comprehensive adult vocational training program should have built into it a section on how to get a job and how to hold that job	2.889
6.	Each adult student should have the opportunity to attend a short course in employability training aside from his skill training area	3.478
7.	The adult courses "Working With People" and "Supervisory Training" should be available to all adults completing a skill course (not required, only encouraged)	3.696
8.	The school should provide a course in human relations, as well as job placement assistance	4.091
9.	An internship program should be set up as a part of the final semester for a student to learn employability traits in an actual setting	4.136
10.	There should be a coordinator for employability training in each school who assists students with acquiring jobs and helps them to keep those jobs by visiting employers periodically	4.174
11.	Training for employability should be on the college level	10.800

* * *

Reaction Sheet

Write the rank number and the justification as to why you feel this factor should receive a lower or higher ranking. (Use back of pages for extra space.)

STATEMENT NUMBER: _____

RANK NUMBER: _____

REASON FOR RANKING CHANGE:

STATEMENT NUMBER: _____

RANK NUMBER: _____

REASON FOR RANKING CHANGE:

STATEMENT NUMBER: _____

RANK NUMBER: _____

REASON FOR RANKING CHANGE:

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APPENDIX D

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VITA 2

Billy Dee Collins

Candidate for the Degree of

Doctor of Education

Thesis: A SYSTEMATIC APPROACH TO OKLAHOMA'S ADULT EDUCATION NEEDS

Major Field: Vocational-Technical and Career Education

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