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A study of the occupational education involvement of selected small Iowa high schools

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A STUDY OF THE OCCUPATIONAL EDUCATION INVOLVEMENT OF SELECTED SMALL IOWA HIGH SCHOOLS

A Field Project

Presented to the

Department of Educational Administration and Supervision

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In Partial Fulfillment

Of the Requirements for the Degree

Specialist in Education

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by

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FIELD PROJECT ACCEPTANCE

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Chapter I

ANALYSIS OF THE PROBLEM

Introduction

In an effort to develop a concept of career education, the Iowa Department of Public Instruction began work in 1971 on Models for Career Education in Iowa, a K-8 career education curriculum study. In 1972, this project was expanded to include the 9-12 curriculum. As a result of this study, Iowa's public schools were directed to include within the K-12 curriculum a program which would provide for the student each of the following elements:

1. awareness of self in relation to others and the needs of society;

2. exploration of employment opportunities and experience in personal decision making;

3. experiences which would help the student to integrate work values and work skills into their lives.[1]

The Iowa Model for Career Development, which was devised as part of the Models for Career Education project, emphasizes the teaching of career awareness in grades K-6 and the provision of actual experiences in career exploration in grades 7-12. In keeping with the continuum established by this model,

schools should encourage students in grades 9-12 to explore careers which are consistent with their interests and abilities. According to the Iowa Department of Public Instruction, it is particularly important that schools provide occupational education experiences to students at the secondary level. Furthermore, the Department has recommended that schools develop both in-school and cooperative occupational education programs which will provide secondary school students with salable skills upon graduation from high school.

Statement of the Problem

The purpose of this study is threefold:

1. the identification of the various types of occupational education programs which currently exist in selected small Iowa high schools;

2. the identification of selected characteristics of these programs; and,

3. the formation of a body of information which can be used by schools that are seeking to improve their occupational education programs.

Method of Research

The research instrument was a questionnaire which was mailed to principals of selected small Iowa high schools. The questionnaire was designed for the purpose of determining the types of occupational education programs existing within the school systems and of identifying selected characteristics

of the programs.

Limitations of the Study

Principals of Iowa high schools with an enrollment of 100 to 150 students in grades 10 through 12 during the 1976-77 academic year were recipients of the questionnaire.

Definition of Terms

1. Career education. This term referred to the sequences of career development experiences, beginning in early childhood and continuing through adult life, that prepare individuals for present and future career opportunities.[2]

2. Occupational education. This term referred to those activities and experiences through which the student will ultimately become prepared to work in the world of paid employment.[3]

3. Vocational education. This term referred to all the activities and experiences through which one learns about a primary work role.[4]

4. Education. This term referred to all those activities and experiences through which one learns.[5]

5. Small Iowa high school. This term referred to a high school having a student population of 100 to 150 students in grades ten through twelve during the 1976-77 school year.

Organization of the Study

Chapter I has been devoted to an analysis of the problem and includes the introduction, the statement of the problem, the method used to secure data pertaining to the problem, the limitations of the study, and the definitions of terms used in the study.

Chapter II deals with a review of literature related to

the study. Chapter III explains the design of the study and includes an explanation of the procedures used, sources of data, and the method of gathering data. Chapter IV deals with the presentation and analysis of data. Chapter V includes major conclusions drawn from the study and the recommendations of the researcher.

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Chapter II

REVIEW OF THE LITERATURE

Literature in Support of the Need for Occupational Education

Douglas McGregor in The Human Side of Enterprise discussed the nature of man in terms of basic human needs. Various aspects of human behavior were related to a striving for the fulfillment of these needs. According to McGregor, among the most basic of human needs are:

1. Physiological needs - material things such as food, shelter, protection from the elements, exercise and rest;
2. Safety needs - protection from danger, threat, and deprivation;
3. Social needs - belonging, association, and acceptance by peers;
4. Ego needs - self-confidence, independence, achievement, competence, knowledge, and recognition;
5. Self-fulfillment needs - realization of one's potential, continued self-development, and creativity.[1]

Educational systems have been devised for the purpose of helping man to fulfill these needs. Much of the task of

providing individuals with this type of educational background falls upon an educational institution known as the school. While many goals of education and of schools have been formulated, it would appear that one of the primary objectives of a secondary school should be to serve the individual by enabling him to develop marketable skills which will provide him with future economic, social, and emotional security.

The realization that man must be educated to the world of work came about at the beginning of the twentieth century as a direct result of the industrial revolution. The relationship between education and occupation was strengthened by state and federal legislation enacted throughout the 1900's. The Smith-Hughes Act of 1917 was the first vocational education act for high schools. This act provided for federal monies to be spent for the training of students in the areas of agriculture, home economics, trades, industry, and teacher training. World War II was a motivating force which provided for the establishment of training programs for "defense production" workers. After the war the Serviceman's Readjustment Act, commonly known as the "GI Bill", was enacted in 1944 for the purpose of providing vocational education opportunities for veterans. The Korean Conflict and ensuing cold war era of the 1950's provided impetus for the National Defense Education Act of 1958 which provided for, among other things, funds to be spent on the training of highly skilled technicians. Perhaps the most important piece of vocational education

legislation in recent times has been the National Vocational Education Act of 1963 which provided for the maintenance, extension, and improvement of existing vocational education programs, for the development of new vocational education programs, for the provision of part-time employment of students participating in any vocational education program, and for expanded training opportunities for all ages in all communities. This act was ammended in 1968 to provide even more vocational education opportunities.[2]

Alfred North Whitehead, an educational leader of this century, had this to say about the relationship between liberal and occupational education:

> "The antithesis between a technical and liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical; that is, no education which does not impart both technique and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well."[3]

James Conant wrote in 1961 in his book, Slums and Suburbs:

> "I submit that in a heavily urbanized and industrialized free society the educational experiences of youth should fit his subsequent employment. There should be a smooth transition from full-time schooling to a full-time job, whether that transition be after grade 10 or after graduation from school, college, or university."[4]

Recent polls conducted by George Gallup indicate that there is considerable public concern about the necessity for occupational education programs in our secondary schools. In his 1973 poll, Gallup found that nine of ten persons in all major groups sampled said they would like to have schools

give more emphasis to vocational education. In the 1976 poll eighty percent of the respondents indicated that more emphasis should be given to careers and career education in high schools.[5]

According to Phi Delta Kappan, "Because the public sees many unemployed and unskilled young people, it is quite natural and logical to reach the conclusion that the schools they attended do not give enough attention to job training."[6]

In the $32 Billion Misunderstanding, Lester Velie wrote of the necessity for schools to provide a total career occupational education program. In Velie's opinion schools are not meeting their occupational education obligation. He stated that of the four million youngsters who end their schooling yearly, more than half have no salable skill or training that enables them to earn a living. About one-fourth of these are elementary or high school dropouts, some are graduates of a 'go nowhere' general high school course that prepared them neither for a job nor for future education, and, of those who go on to college, only about half graduate with a bachelor's degree. Largely because of the school's neglect of needed job training, idleness among the young runs at three times the adult rate. In New York City's poverty areas, forty percent of all black youngsters of age sixteen through nineteen are out of school and out of work. The United State's unemployment rate for those under twenty-one - black and white - is the highest in the Western world. The money

invested in inadequate schooling, the cost of lost wages, crime, and welfare, and the money the federal government spends yearly on emergency, catch-up, manpower training programs amounts to a thirty-two billion dollar annual misunderstanding of our children's educational needs.[7]

According to Career Education - The CISI Perspective, a publication of the Iowa Department of Public Instruction:

> "Each year vast numbers of students terminate their secondary education without having been provided the types of experiences necessary for them to successfully deal with everyday living. Endless unemployment lines, burgeoning welfare rolls, a growing need for more drug abuse and crisis counseling centers, overcrowded correctional institutions - all are symptomatic of a population that has not been helped to develop an awareness level and the attitudes which are so necessary to adequately cope with the decision-making situations each individual confronts throughout life."[8]

It is apparent that in recent years there has been a growing concern that many high school graduates have completed their formal education without having mastered many of the necessary life-survival skills. Few proposals receive such overwhelming approval as do suggestions that schools give more emphasis to the study of trades and professions to help students make career choices. A direct result of this expressed concern has been the advent of various types of occupational education programs at the secondary school level.

Literature Related to Various Occupational Education Programs

An important element in the continuing support of secondary level vocational education is its impact on students, their well-being and their influence on society. The

historical rationale for supporting such education is that it is in the best interest of individuals and society to delegate to public education the responsibility of preparing a portion of the secondary student population with entry-level skills for specific occupations.[9]

In recent years occupational education programs have taken various forms. Finsterbach and McNeice in their book Creative Facilities Planning for Occupational Education present numerous concepts necessary to the development of a balanced program of education for individual competency. The concept of the total program is discussed and defined as the preparation of each individual to cope with problems of living in the social, economic, and individual environment. A program is concerned with the education of people rather than just subjects to be taught. In a total program of education, each person can: start to gain occupational competence after completion of elementary education and/or during junior high school; progress through high school as far as occupational interests, ambitions, and capabilities warrant; and, satisfy general education needs and higher education matriculation. A total program would serve many people of school age who are now neglected and, after successful employment, evening programs would permit people to re-enter at any point to upgrade competency for advancement or for new careers. Different approaches to individual needs are described by Finsterbach and McNeice as: an area vocational-technical

facility as part of a total program of education; an area vocational-technical facility on a shared-time basis; a facility planned as a full-time area vocational-technical high school; an area vocational-technical facility in a comprehensive high school; and, the place and nature of industrial arts and vocational-technical education in a total program.[10]

Perhaps one of the most dramatic and innovative expressions of committment to the total program concept of occupational education is the Skyline Career Development Center of Dallas, Texas. The center is a technological age high school which cost $21.5 million to build and is one of the largest and most comprehensive secondary education facilities in the United States. This facility, built on an eighty acre campus and housed in air-conditioned buildings that cover thirteen acres, is equipped with five million dollars worth of technological and scientific equipment. There is a 30,000-square-foot airplane hangar for aviation classes, a computer center which serves as the terminal for seventeen other Dallas high schools, a complete color television studio complex with 250 rooms, and a 1,600-square-foot greenhouse for horticulture classes. The center is open to students from any high school in the Dallas Independent School District but students are selected for their intellectual potential, emotional maturity, and their ability for self-discipline. This is a school for the highly motivated in thinking, performance, and ambition. While at the present time, Skyline is necessarily selective,

being the only school of its kind in the district, it is a prototype of what all high schools might be in the comprehensive career education mode. Skyline has arranged its curriculum into twenty-eight clusters with each cluster encompassing several families of careers. The center's ultimate purpose is to provide every student enrolled in its programs a balance of academic and occupational education that will put the student well on the way toward a successful career. The school guarantees the graduate these things: a high school diploma; preparation for entering the most exacting university, college, junior college, or advanced technical school; and/or, a marketable skill that can mean immediate employment.[11]

Few occupational education programs are as comprehensive as that of the Skyline Career Development Center. One of the reasons that more such programs do not presently exist is the high cost of such a program. While a great many individuals favor increased occupational education programs in schools, there is, at the same time, growing concern over spiralling costs of education. Educational administrators are searching for ways to stretch the tax dollar, to provide more services, and to be more accountable for money spent on educational programs. Some recent research may provide some answers to the problem of attaining lower cost occupational education programs.

Corazzini in his 1968 case study, "The Decision to Invest in Vocational Education: An Analysis of Costs and Benefits",

concluded that cheaper ways need to be found for keeping people in school and providing them with the skills necessary for employment. He suggested that alternative programs of on-the-job training be considered as a way to lower occupational education program expenditures.[12]

Reubens, in 1974, indicated that costs may be reduced and that better results may be achieved by relying on work experience and cooperative education arrangements. She proposed that the general curriculum be abolished, that some students be directed to classroom vocational education, and that the majority be directed to work-study and cooperative vocational education programs.[13]

In their 1975 study, McNelly and Kazanas conclude that cooperative vocational education is best for economic efficiency. School officials may emphasize the cooperative vocational education program as a viable alternative to the in-school vocational-technical education programs. Public school costs per student are greatly reduced and students' earnings following graduation are not altered. When a school administrator is faced with a shortage of funds and increasing enrollments in vocational programs, the most logical choice for the implementation of new programs is the provision for cooperative vocational education programs. Program expansion and economic efficiency can often be realized via vocational-technical programs capped by cooperative education during the senior year.[14]

In 1973 the Office of Planning, Budgeting, and Evaluation of the United States Office of Education engaged the Systems Development Corporation to conduct an assessment of school-supervised work education programs in the United States. The three primary purposes of this study of work education programs were to examine the different configurations of work education which currently exist in the United States, to determine the degree that different types of programs are meeting their intended obligations, and to suggest ways in which different types of programs might be modified or expanded. For intensive study a stratified, random sample of fifty work-education sites was drawn from a set of five hundred representative programs. Based upon the results of the study, it was concluded that specific occupational training programs of the cooperative sort are generating the most enthusiasm among students, employers, and school officials. Basic to this generalization was the finding that cooperative education programs are more likely than any other type to: provide students with job-related instruction in school; provide job placement services and have a high rate of job-related placements; help students in deciding on an occupation; and, provide students with jobs that fit into their career plans, have a high level of responsibility, and afford a high degree of satisfaction. While there is a definite risk in suggesting ways in which the structure of work education programs can be improved when the suggestions are based on a sample of only

fifty programs with widely varying characteristics and goals, certain findings of this study were sufficiently definitive to allow policy recommendations to be developed. Eleven such recommendations evolved from the study.

1. Explore further the concept of establishing occupational training programs with a non-paid work experience component.
2. Expand the scope of drop-out prevention programs.
3. Develop formal structures for career exploration programs.
4. Use vocational aptitude and interest instruments in the counseling of students.
5. Develop more effective follow-up practices.
6. Strengthen the role of program advisory committees.
7. Encourage unions to participate actively in work education programs.
8. Improve the effectiveness of public relations activities.
9. Discourage discrimination on the basis of student attitude.
10. Establish internship programs for work education coordinators.
11. Increase funding of cooperative education programs.

This study presents strong evidence that cooperative education programs are highly successful; that they appear to be meeting their intended objectives and generating support from students,

instuctors, administrators, and employers.[15]

Cooperative occupational education programs may vary considerably in their scope and structure. While most schools integrate the cooperative program into the regular curriculum, some schools present the program as an alternative to the traditional high school curriculum.

A good example of a cooperative occupational education program utilized as an alternative study plan is Community Experiences for Career Education, a program developed at Tigard High School, Tigard, Oregon. This is one of four programs which together make up the Experience-Based Career Education project (EBCE), a research/demonstration undertaking sponsored by the Career Education unit of the National Institute of Education. Students enrolled in Tigard High School's alternative study plan must complete the following requirements in order to qualify for a high school diploma:

1. Life Skills: Each student must complete two projects per program year in each of the Life Skills areas.
2. Competencies: All seniors must complete at least seven of the thirteen competencies. Students who enter the program as juniors must complete all of the competencies by the end of two years. Each of the thirteen competencies deals with a need or activity with which every adult must be able to cope effectively if he or she is to function adequately in everyday living. Students must reach a standard

level of performance on each competency and the achievement of that performance level is checked out by a community specialist in that activity.

3. Basic Skills: All student projects must include fundamental and applied skill activities in reading, mathematics, and communication.
4. Employer Learning Sites: Each student must complete at least five exploration-level placements per program year. In addition, each student must spend two-thirds of a program year on learning-level placements.

The Tigard program is a comprehensive, individualized, alternate plan of full-time learning which relies on the active participation of the community to provide students with direct, non-paid learning experiences in real-life settings. It takes the subjects students customarily study along with many new ones and sends students out into the community to master these through first-hand contacts rather than in the more usual in-school context. Also, the program has been designed to offer something worthwhile and attractive to a wide range of students. An evaluation of the project indicates that cost should not be a barrier to the adoption of similiar programs in other schools of all kinds and sizes. In addition, analysis of the program shows that students appear to be reaching their objectives and the enthusiasm and participation of parents, employers, and other community resource people remains at a high level.[16]

The Little Creek High School, near Knoxville, Tennessee, involves students in a comprehensive on-the-site and cooperative work-study program. The school is operated by the students and teachers. All students, except freshmen, work at least four hours daily in the school industries, on the farm, or in cooperative ventures. Freshmen work a half-hour less. Students are shifted from job to job as they learn new skills. It is common for boys to come out of the program as apprentice or journeyman welders, electricians, carpenters, or plumbers and all have dairy and farm experience. Although girls sometimes share in farm and other chores, they generally do lighter work, concentrating on kitchen activities or nursing and serving in a nearby hospital and convalescent center.[17]

In some schools job placement services constitute an integral part of the cooperative occupational education program. Young men and women at six Dayton, Ohio, high schools can check out job requirements and opportunities by using computer terminals which hook into the Guidance Information System produced by the Time Share Corporation. The placement service aids students who are currently enrolled in school, recent graduates, and drop-outs. Young people wanting jobs enroll in Project PLACE by completing an application form and companies needing employees contact the career center and describe the job available and the desired qualifications of the prospective employee. By using a computer terminal placed at each high school, enrollees can receive information about

available job openings for which they qualify.[18]

Many high schools throughout the country have incorporated cooperative occupational education programs into the regular curriculum. Size of the school or distance to be traveled by students seem to be no deterrent to the implementation of a program. Perhaps one of the most striking examples of this is the Nome-Beltz High School, Nome, Alaska, which has approximately 400 students, most of whom are Eskimo youngsters who live in school dormitories. The 30 students enrolled in the student vocational program are flown to Anchorage, a distance of five hundred miles, where they have four weeks of on-the-job training and employment and are paid at the same rate as other new employees.[19]

Cooperative occupational education programs may be devised to cover a variety of occupational fields. An exemplary program implemented in the Shawano High School, Shawano, Wisconsin, is designed to expand student career development experiences in the health care field. The basic goals of the program are to give students the means of obtaining realistic information about the career opportunities at the vocational, technical, and professional levels of health care; to help students apply this information in determining their own interest and suitability to employment in the health care field; to help students prepare for entry into post-secondary technical and professional training programs; and, to prepare students for entry-level employment in the

health industry. An integral part of the program is the senior-level work-study or cooperative experience in which students are helped to develop the skills needed to make the transition from school to an entry-level job. In this phase of the program, cooperating health care facilities become an extension of the classroom.[20]

In recognition of the need for occupational education in Iowa's high schools, the Iowa Department of Public Instruction Career Education Division has developed two major forms of cooperative occupational education programs in which Iowa high schools may participate.

The Employer School Program (ESP) is a cooperative occupational training program through which the school, in cooperation with local and area businessmen, is able to place students which meet specified criteria in on-the-job training situations. A local school district program which meets Department of Public Instruction guidelines will be funded by the Special Needs Section. Priorities for the use of these funds are: for the disadvantaged or handicapped student; for school districts which offer two or less approved vocationally oriented courses; for contracting for trainers for training sites; and, for programs that are supervised by school personnel. The basic objective of ESP is to utilize community resources in providing occupational experiences that cannot be provided within the school's regular curricular setting. Major characteristics of the ESP program are:

1. Students are placed at a local or area work training site for eight to ten hours per week. While at the site, the student is under the direct supervision of the operator of the business, who will serve as the occupational education trainer.
2. Students may be involved in several programs during a semester, depending upon the nature of the training program.
3. A vocational training services agreement and program outline must be formulated and agreed upon by the school and trainer for each of the school's training programs.
4. The trainer will be compensated for services rendered based upon the duration and nature of the training program.
5. Student trainees participating in the ESP unit will not be paid but will receive credit toward graduation for each semester in which they are involved in the program.
6. The school must provide an individual who will serve as program coordinator of the efforts of the school and the individuals who are trainers.[21]

Another Iowa program is the Multi-Occupation Cooperative (MOC), an instructional plan designed to prepare students for a specific job or career area. In-school instruction is combined with regularly scheduled learning experiences in

employment settings which serve as laboratories where students have an opportunity to develop entry-level employment skills. An MOC program may be developed in schools where the small number of students interested in any one occupational area does not make it feasible to provide an offering in a specific occupation. School districts which conform to guidelines set by the Department of Public Instruction may receive funding for the establishment of MOC programs. In order to receive funding, schools must follow a prescribed set of procedures:

1. The committment of the school should come about through long-range planning. The school should be prepared to become more financially responsible for the maintenance of the program in future years.
2. A seven member advisory committee, representing occupational areas for which training is provided, should meet regularly and assist school personnel in the development and assessment of the program.
3. The school must designate a staff member to act as teacher-coordinator. This individual must meet Department of Public Instruction certification standards and will work with students and employers in planning and supervising the student educational plan to meet each student's occupational objectives. The teacher-coordinator will be responsible for the individualization of the instructional program of

for each student through the use of training plans and agreements.

4. Training plans and agreements must be on file locally for each student enrolled in the MOC program. These must include a course outline and an explanation of the specific occupational activities in which the student will participate.
5. The school must organize a vocational youth organization to be advised by the teacher-coordinator.
6. It will be the responsibility of school administrative personnel to prepare a year-end evaluation of the MOC program, along with a descriptive and statistical financial report.

Students enrolled in an MOC program must be involved in a related class which parallels the employment experience, a skill-related course, and the cooperative employment learning experience.[22]

A review of available literature and the results of this study indicate that Iowa schools, like those throughout the other states, have developed a variety of career education, vocational education, and occupational education programs. Some schools in the state, while using neither the ESP or MOC programs under the auspices of the Department of Public Instruction, have modified these programs to fit the specific needs of the individual school.

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Chapter III

THE STUDY

Origin of the Study

This study is one aspect of an administrative effort to evaluate and improve the occupational education program of the Dow City-Arion Community School, Dow City, Iowa. It was felt that a comparison of the occupational education program of the Dow City-Arion school to programs of schools similar in size to Dow City-Arion would facilitate program assessment and generate ideas which would lead to the improvement of the Dow City-Arion program.

The Data Gathering Tool

A questionnaire was constructed so that responses to individual items and sets of items would:

1. indicate whether or not an occupational education program existed in the responding school;
2. provide basic information about student population and the relationship of students to the school's occupational education program;
3. provide information about selected characteristics of the school's occupational education program; and,
4. give the respondent an opportunity to describe aspects

of his/her school's occupational education program considered to be exemplary.

Selection of the Population

One hundred and twenty-nine schools were selected for participation in the study on the basis of enrollment. Schools selected are public institutions which had a student population of 100 to 150 students in grades ten to twelve during the 1976-77 school year, based upon enrollment data found in the October/November bulletin of the Iowa High School Athletic Association.

Administration of the Questionnaire

One questionnaire was mailed to the high school principal of each selected school. Seventy-six of the 129 questionnaires were completed and returned. Of those questionnaires which were returned, fifty-one had been completed by the high school principal, twenty-four by the high school guidance counselor, and one by the school superintendent.

Analysis of the Data

Six of the individuals responding to the survey indicated that their school had no occupational education program, as defined by the questionnaire.

Questionnaires returned by respondents whose schools had occupational education programs produced data of a descriptive nature specific to the occupational education

program of each school.

Responses to individual items or sets of items, and in some instances the fact that there was no response to an item or set of items, have been categorized and totaled. The resultant information is presented in tabular form in Chapter IV. Beneath each table, there appears a brief summarizing statement of the data.

Chapter IV

RESULTS OF THE QUESTIONNAIRE

This chapter presents and analyzes the data obtained through the response to the questionnaire. These data are shown in tabular form. Pages with tables are organized according to the following format:

1. Table number;
2. Description of the item as it appeared on the questionnaire;
3. The body of data; and,
4. A brief summarizing explanation of the tabulated data.

Table 1

Check the areas in which your school provides an occupational education offering.

Area of Offering	Number of Schools	Percentage of Total
agri-business, farm operation and management	50	66
communication and media	22	30
building construction	33	43
environmental studies	10	13
fine arts and humanities	19	25
home economics	48	63
health related skills	22	29
hospitality and recreation	7	9
manufacturing	19	25
marketing and distribution	8	10
office and business	56	74
public service	7	9
transportation	3	4
other	13	17
none	6	8

Responses indicate that occupational education offerings most prevalent in schools are those which are integrated into the traditional curricular offerings, e. g., home economics and office and business, and those such as agri-business and building construction which serve a most practical function in the curriculum of a small, rural school.

Table 2

Indicate the lowest grade level at which students are allowed to begin participation in occupational education course offerings.

Grade Level	Number of Schools	Percentage of Total
9	43	61
10	3	4
11	12	17
12	12	17

Responses to this item indicate that sixty-one percent of the schools with an occupational education program offer these courses to freshmen.

Table 3

How many students are currently involved in your school's occupational education program?

Boys_____ Girls_____

Percentage of Student Involvement	Percentage of Schools Reporting Involvement of Boys at Each Level	Percentage of Schools Reporting Involvement of Girls at Each Level
0	9	11
5	7	14
10	8	9
15	13	11
20	12	9
25	8	0
30	9	8
35	5	4
40	7	7
45	4	0
50	5	7
55	4	6
60	3	0
65	3	4
70	0	5
75	1	0
80	1	3
85	0	0
90	0	0
95	0	1
100	1	1

Responses indicate 87 percent of the responding schools involve 50 percent or fewer of the male student population in the occupational education program and 80 percent involve 50 percent or fewer of the female student population in these programs.

Table 4

On the basis of what criteria are students selected for participation in your school's occupational education program? Rank the criteria numerically, using 1 as the most important criterion.

_____interest in the program

_____high academic achievement

_____low academic achievement

_____results of vocational aptitude tests

_____parental financial status

_____grade level

Criteria	Number of Schools Responding at Each Ranking Level for Each Criterion					
	1	2	3	4	5	6
interest in the program	42	3	1	0	0	0
high academic achievement	0	0	2	5	4	1
low academic achievement	1	2	3	6	2	1
results of vocational aptitude tests	0	6	11	0	2	0
parental financial status	0	0	0	1	1	9
grade level	4	28	4	0	2	0

This information indicates that interest in the program, grade level, and the results of vocational aptitude tests are the criteria most used to determine which students will participate in a school's occupational education program.

Table 5

How many years are students allowed to participate in the school's occupational education program?

1 2 3 4

Years	Number of Schools	Percentage of Total
1	13	18
2	22	32
3	1	2
4	34	48

This information indicates that forty-eight percent of the responding schools have programs which involve students for four years.

Table 6

The school's occupational education program is administered in its entirety at the school by:

_____the superintendent _____the high school principal

_____a counselor _____other

Administrator	Number of Schools	Percentage of Total
superintendent	1	2
counselor	9	13
high school principal	20	28
other	5	7
multiple response	35	50

Fifty percent of the respondents indicated that their school's program is administered jointly by two or more individuals, usually a counselor and the high school principal. The response 'other' indicated in all instances that an individual designated as the 'teacher coordinator' is responsible for program administration.

Table 7

The school's occupational education program is administered in cooperation with:

_____area businessmen _____the Area Education Agency

_____local businessmen _____another school district

Co-Administrator	Number of Schools	Percentage of Total
area businessmen	9	13
local businessmen	12	17
Area Education Agency	11	16
multiple response	29	41
none	9	13

Forty-one percent of the respondents indicated that their school's program is co-administered by the school and two or more of the groups listed as possible responses. Thirteen percent indicated that their school's program is administered solely by the school.

Tables eight through eighteen consist of information gathered by the use of eleven question sets which were designed to provide descriptive information about specific characteristics of each school's occupational education program.

Table 8

Question set I was designed to determine whether the school's occupational education courses are taught by staff members, non-staff members, or a combination of both.

1. All courses are taught by school staff members.
2. Some courses are taught by school staff members.
3. All courses are taught by individuals other than school staff members.
4. Some courses are taught by individuals other than school staff members.

Responses	Number of Schools	Percentage of Total
1	22	32
3	3	4
2 and 4	39	56
none	6	8

Fifty-six percent of the respondents indicated that their school's programs are taught by staff and non-staff teachers and thirty-two percent indicated that all teachers are staff members.

Table 9

Question set II was designed to determine whether or not students are paid for work in the occupational education program.

1. Students are not paid for work in the program.
2. Some students are paid for work in the program.
3. All students are paid for work in the program.

Responses	Number of Schools	Percentage of Total
1	34	49
2	18	26
3	8	11
none	10	14

Students in forty-nine percent of the responding schools are not paid for work in the occupational education program.

Table 10

Question set III was designed to determine whether or not students receive credit toward graduation for work in the occupational education program.

1. Students receive credit toward graduation for work in the program.

Responses	Number of Schools	Percentage of Total
Yes	62	89
No	8	11

Responses indicate that students in eighty-nine percent of the responding schools do receive credit toward graduation for work in the occupational education program.

Table 11

Question set IV was designed to determine whether the school's occupational education courses are taught in cooperation with another educational agency or group.

1. Courses are taught in cooperation with local and area businessmen.
2. Courses are taught in cooperation with an area college.
3. Courses are taught in cooperation with another school district.

Responses	Number of Schools	Percentage of Total
1	24	34
2	12	17
3	3	4
1,2	9	13
2,3	2	3
1,2,3	6	8
none	14	21

Responses indicate that twenty-one percent of the responding schools have no cooperative occupational education program. Thirty-four percent of the schools cooperate with local and area businessmen and seventeen percent of the schools teach courses on a cooperative basis with area colleges. Twenty-four percent of the schools cooperate with two or more groups or agencies in teaching their occupational education courses.

Table 12

Question set V was designed to determine the source of funding for occupational education programs.

1. The local school district provides the entire cost of the program.
2. The program is partially state funded.
3. The program is totally state funded.
4. The program is partially federally funded.
5. The program is totally federally funded.

Responses	Number of Schools	Percentage of Total
1	12	17
2	24	34
3	2	2
4	6	9
5	0	0
2,4	18	26
none	8	12

Seventy-one percent of the responding schools receive some state and/or federal funding with which to operate the occupational education program.

Table 13

Question set VI was designed to determine whether area and local businessmen are paid for their participation in the program.

1. All businessmen are paid for their participation in the program.

2. Some businessmen are paid for their participation in the program.

Response	Number of Schools	Percentage of Total
1	2	3
2	9	13

Table number seven indicated that thirty percent of the responding schools operated programs in cooperation with area and/or local businessmen. The response to question set VI indicates that about fifty percent of the schools operating this type of program do pay some or all of the businessmen for their cooperation in the program.

Table 14

Question set VII was designed to determine where students participate in the occupational education program course offerings.

1. Some students remain at school to participate in the program.
2. All students remain at school to participate in the program.
3. Some students work at training sites in the town where the school is located.
4. All students work at training sites in the town where the school is located.
5. Some students work at training sites in towns other than the town where the school is located.
6. All students work at training sites in towns other than the town where the school is located.

Response	Number of Schools	Percentage of Total
1,3	28	40
2	11	15
1,3,5	24	34
1,5	7	11

Response to this question set indicates that all of the responding schools carry on part or all of their occupational education program at the school site. Eighty-five percent of the schools operate part of their program at off-campus training sites.

Table 15

Question set VIII was designed to determine when students participate in the occupational education program.

1. Some student participation in the program takes place at times other than during regular school hours.
2. All student participation in the program takes place only during regular school hours.

Response	Number of Schools	Percentage of Total
1	32	45
2	32	45
none	6	10

Forty-five percent of the respondents indicated that some students participate in the occupational education program at times other than during regular school hours and forty-five percent indicated that all students participate in the program only during regular school hours.

Table 16

Question set IX was designed to determine what provision is made for the transportation of students to the site of the occupational education program.

1. The school provides some students with transportation to the training site.
2. The school provides all students with transportation to the training site.
3. Some students provide their own transportation to the training site.
4. All students provide their own transportation to the training site.

Response	Number of Schools	Percentage of Total
1	6	9
2	14	21
3	13	19
4	25	36
none	12	15

Thirty percent of the schools provide some or all students with transportation to the training site and thirty-six percent of the schools have students provide their own transportation to the training site.

Table 17

Question set X was designed to determine if students are allowed to work in more than one occupational area during a school year.

1. Students are allowed to work in more than one occupational area during a school year.

Response	Number of Schools	Percentage of Total
Yes	28	40
No	42	60

The majority, sixty percent, of schools allow students to work only in one occupational area during a given school year.

Table 18

Question set XI was designed to determine the respondent's perception of the degree of entry-level skills provided by his/her school's occupational education program.

1. Some parts of the program provide students with entry-level employment skills.

2. All parts of the program provide students with entry-level employment skills.

Response	Number of Schools	Percentage of Total
1	42	60
2	7	10
none	21	30

Seventy percent of the respondents perceived his/her school's occupational education program to provide students with entry-level employment experiences.

The final item on the questionnaire solicited information which pertained to the possible existance of exemplary occupational education programs within the respondent's school system.

"We are particularly interested in learning about any occupational education program which you consider to be especially effective. If you have such a program in your school, we would appreciate a brief general description of the program and the characteristics which you feel have contributed to its success."

Thirty-eight percent of the respondents responded in some detail to this item. Although the responses were quite diverse, it was possible to group programs perceived as being quite successful into the following categories:

1. Cooperative programs sponsored by area colleges;
2. Work-Study cooperative programs
    a. ESP
    b. MOC
3. Cooperative programs operated by two or more school districts;
4. School dentered programs
    a. industrial arts, building construction, mechanics
    b. home economics
    c. business education

Chapter V

SUMMARY

Conclusions

Based upon the results of this survey, the following conclusions about small Iowa high school occupational education programs have been reached.

1. There is a great deal of diversity in program structure and content among these schools, even though the schools are very similar in many respects, e. g., size and small town environment.
2. Responses from individuals returning the questionnaire indicated that perceptions of occupational education vary among educators.
3. Although the majority of schools offer some occupational education courses, in many schools curricular offerings in this area are fragmented and quite limited in scope. Many schools have no formally organized, comprehensive occupational education program designed to meet the needs of a wide variety of students at each grade level.
4. Occupational education courses in most schools are subjects such as business education, home economics, and auto mechanics which have long been a part of the traditional school curriculum. However, offerings

in areas such as environmental studies, health related skills, and hospitality and recreation serve as evidence that some schools are beginning to expand and diversify their programs.

5. Although student interest is the main criterion by which schools select occupational education program participants, responses indicate that in most schools programs are designed to appeal to a rather specific, limited segment of the student population. Eighty-seven percent of the responding schools involved fifty percent or less of their male students in their occupational education programs and eighty percent of the responding schools involved fifty percent or less of their female students in their programs.

6. Seventy-nine percent of the responding schools operate their occupational education programs in cooperation with some other groups of individuals or agencies. It is notable, however, that only seventeen percent of the schools cooperate with an area college and only four percent cooperate with another school district in providing their occupational education offerings. A cooperative venture between the school and another agency influences other program characteristics. For example, in some types of programs which feature a cooperative relationship between the school and local/area businessmen, the businessmen are paid for their participation in the

program and in other types of programs they are not paid. In some cooperative programs it is necessary to determine who is responsible for transporting students to and from the work sites. Thirty percent of the schools responding to this survey do provide some or all of their students with transportation to the occupational education work sites.

7. Fifty-six percent of the schools utilize both regular school staff and non-staff members as teachers of their occupational education classes.
8. Respondents in forty-nine percent of the schools indicated that students are not paid for participation in the occupational education program.
9. Students in eighty-nine percent of the responding schools receive credit toward graduation for participation in the occupational education program.
10. Seventy-one percent of the responding schools receive some state and/or federal aid with which to operate their occupational education program.
11. Comments made by many respondents indicate that educators recognize a need for expansion and improvement of their school's present occupational education program. Only a few respondents commented that they perceived their school's offerings in this area to be especially strong.
12. The respondents which responded the most favorably about their school's program related that the program's

strength came from a cooperative relationship which existed between the school and other groups of individuals or agencies.

Recommendations

1. The apparent lack of formalized, articulated occupational education programs in many of Iowa's small high schools indicates a need for the Iowa Department of Public Instruction to strongly re-emphasize the importance of occupational education in the public schools. The DPI must exert leadership which will encourage schools to develop new programs and to seek ways in which existing programs can be improved. One possible means of focusing attention on occupational education program improvement would be DPI sponsored area workshops for school personnel involved in occupational education program development. Potential topics for such a workshop are:

    a. methods of development and implementation of occupational education programs at the district level;

    b. identification of potential groups of individuals or agencies which might interact with the local school district in a cooperative occupational education program;

    c. possible sources of program funding and the methodology of securing this financial aid; and,

    d. an explanation of existing state-sponsored occupational education programs such as ESP and MOC.

2. There is an obvious need for district-level educational decision makers to re-focus attention upon occupational education. Existing programs should be examined and evaluated in an effort to develop an articulated, comprehensive program which will involve the greatest possible number of students in a wide variety of occupational education experiences. School administrators should encourage total staff involvement in the occupational education program.
3. District-level administrators, occupational education coordinators, and counselors should interact with appropriate DPI personnel in the evaluation, development, and implementation of occupational education programs.
4. Educators should explore the various avenues which might lead to the development of cooperative relationships between the local school district and other groups of individuals or agencies. Current literature, as well as the results of this survey, indicates that cooperative occupational education programs are among the most potentially sucessful types of programs. Therefore, it seems quite important for school personnel to contact local/area businessmen, area education agencies, area colleges, and other school districts in an effort to develop programs of this type.

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APPENDIX

April 28, 1977

Dow City-Arion Community School
Dow City, Iowa 51528

Dear Principal:

We at the Dow City-Arion Community School are exploring ways in which we may improve our career and occupational education offerings. We would like to learn as much as possible about the various types of occupational education programs which currently exist in schools that are comparable in size to our school. It will help us with our planning if you will complete and return the following questionnaire.

Thank you.

Dick Hunter

Dick Hunter
High School Principal

For our purposes the term "occupational education program" is being defined as an educational program structured to provide activities and experiences through which the student will ultimately learn to work in the world of paid employment.

Name and Address of School_____

Individual Completing Form_____

Number of Students as of January, 1977:

Boys in Grades 9 _____10_____11_____12_____

Girls in Grades 9_____10_____11_____12_____

1. Check the areas in which your school provides an occupational education offering:

_____agri-business, farm operation and management

_____communication and media

_____building construction

_____environmental studies

_____fine arts and humanities

_____home economics

_____health related skills

_____hospitality and recreation

_____manufacturing

_____marketing and distribution

_____office and business

_____public service

_____transportation

_____other (specify below)

_____

_____

2. Indicate the lowest grade level at which students are allowed to begin participation in occupational education course offerings.

   9 10 11 12

3. How many students are currently involved in your school's occupational education program?

   Boys_____ Girls_____

4. On the basis of what criteria are students selected for participation in your school's occupational education program? Rank the criteria numerically, using 1 as the most important criteria.

   _____interest in the program

   _____high academic achievement

   _____low academic achievement

   _____results of vocational aptitude tests

   _____parental financial status

   _____grade level

   Please list and rank any other criteria which you may use.

5. How many years are students allowed to participate in the school's occupational education program?

   1 2 3 4

6. The school's occupational education program is administered in its entirety at the school by:

   _____the superintendent

   _____a counselor

   _____the high school principal

   _____other (specify below)

   _____

7. The school's occupational education program is administered in cooperation with:

   _____area businessmen

   _____local businessmen

   _____the Area Education Agency

   _____another school district

8. Check each of the following statements which pertains to your school's occupational education program.

_____All courses are taught by school staff members.

_____Some courses are taught by school staff members.

_____All courses are taught by individuals other than school staff members.

_____Some courses are taught by individuals other than school staff members.

_____Students are not paid for work in the program.

_____Some students are paid for work in the program.

_____All students are paid for work in the program

_____Students receive credit toward graduation for work in the program.

_____Courses are taught in cooperation with local and area businessmen.

_____Courses are taught in cooperation with an area college.

_____Courses are taught in cooperation with another school district.

_____The local school district provides the entire cost of the program.

_____The program is partically state funded.

_____The program is totally state funded.

_____The program is partially federally funded.

_____The program is totally federally funded.

_____All businessmen are paid for their participation in the program.

_____Some businessmen are paid for their participation in the program.

_____Some students remain at school to participate in the program

_____All students remain at school to participate in the program.

_____Some students work at training sites in the town where the school is located.

_____All students work at training sites in the town where the school is located.

_____Some students work at training sites in towns other than the town where the school is located.

_____All students work at training sites in towns other than the town where the school is located.

_____Some student participation in the program takes place at times other than during regular school hours.

_____All student participation in the program takes place during regular school hour

_____The school provides some students with transportation to the training site.

_____The school provides all students with transportation to the training site.

_____Some students provide their own transportation to the training site.

_____All students provide their own transportation to the training site.

_____Students are allowed to work in more than one occupational area during a school year.

_____Some parts of the program provide students with entry level employment skills.

_____All parts of the program provide students with entry level employment skills.

9. We are particularly interested in learning about any occupational education program which you consider to be especially effective. If you have such a program in your school, we would appreciate a brief general description of the program and the characteristics which you feel have contributed to its success.

10. Thank you for your time. If you would like a copy of the composite results of this survey, please check below.

_____