

THE IMPORTANCE OF A PROPOSED LIST OF POLICIES  
FOR COOPERATIVE PROGRAMS IN AGRICULTURAL EDUCATION FOR KANSAS

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L. B. A.

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## Chapter I

### INTRODUCTION

Indications were made, in a publication by the Kansas Department of Education, that Agribusiness was the number one industry in Kansas as there were approximately 265,000 persons employed in agriculture in Kansas. Approximately one-half of these persons were in the supply and service areas or in other occupations that supported production agriculture. In the publication the Department went on to justify the existence of one of its service areas, "Agriculture Education is that phase of our educational system which prepares the student for an occupation in some phase of the agricultural industry."<sup>1</sup>

On-the-job supervised occupational experience in connection with related classroom learning experiences seemed to be one of the answers to preparing competent people for their entry into agriculture-related off-farm occupations. Programs had been established in Kansas at the secondary level to give students training in agricultural occupations other than farming. These programs, the author observed, were usually integrated into the production agriculture classes or in terminal senior level courses of production programs.

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<sup>1</sup>Vocational Education, A Handbook for Planning, Developing and Implementing Vocational Education in Kansas, Division of Vocational Education, Kansas State Department of Education, Topeka, Kansas, 1972. p. 7.

The author wanted to obtain the opinions of individuals who had experience with these types of programs on policies that would successfully guide a local cooperative program in agricultural education, hereafter referred to as cooperative program.

From a national seminar at Ohio State University concerning cooperative education the following suggestion was made:

The establishment of realistic standards, in the local cooperative education programs, will simplify the job of the teacher-coordinator as he explains the details of the program to fellow teachers, guidance counselors, parents, and employers. These standards can contribute to a healthy program and help develop relationships with individuals and groups.<sup>2</sup>

The State Department of Education established minimum requirements for cooperative programs but it was the opinion of the author that more specific policies should be made and that some policies were more important than others.

#### Statement of the Problem

The purpose of this study, broadly stated, was to survey opinions as to the importance of a list of proposed policies for cooperative programs in Kansas.

More narrowly, three specific objectives of the study

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<sup>2</sup>Harry Huffman (coord.), Guidelines for Cooperative Education and Selected Materials from the National Seminar Held August 1 - 5, 1966, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, 1967, p. 49.

were to determine:

1. What were the opinions of vocational agriculture teachers and state staff members as to the importance of a proposed list of policies for cooperative programs?
2. Were there differences of opinions between the two groups concerning the policies?
3. Which policies should and must be adopted for local cooperative programs and which policies in the proposed list needed more study before adoption?

#### Definition of Terms

Most of the terms used in the report of this study were, in the opinion of the author, commonly used and understood by the vocational agriculture teachers and state staff members. However, for the sake of the clarity of this report it was decided by the author that the following key terms should be defined.

Agricultural Education (synonymous with Vocational Agriculture) was interpreted as meaning education in agriculture which was a part of a nation-wide, federally aided program of systematic instruction in agriculture, and ag-related occupations.

Cooperative Programs in Agricultural Education were interpreted as being programs that prepared students for entry level employment in agriculture. Such programs combined the

working relationship between school and employer in providing on-the-job learning experiences consistent with the students' occupational objectives. These programs required a minimum of 180 hours of directly related classroom instruction based on the students' vocational objective and tied to his on-the-job training. Another requirement of the cooperative program was a minimum of 180 hours of generally related classroom instruction. Also a minimum of 450 hours of on-the-job training was required of each enrolled cooperative student.

Teacher-coordinator was the instructor of the cooperative program that received special certification from the Vocational Education Division of the Kansas State Department of Education.

Training stations were the business establishments in which the students were placed for their on-the-job training or employment.

Training Station Supervisor (synonymous with On-The-Job Instructor) was the individual placed in charge of the student while at the training station.

Importance Rating was interpreted as being of significance in affecting the operation of a cooperative program. Responses were given the following values: No, should not be adopted as a local policy, 0 points; Undecided as to whether policy should be adopted as a local policy, 1 point; Yes, may be adopted, 2 points; Yes, should be adopted, 3 points;

Yes, must be adopted as a local policy, 4 points.

Agricultural Occupations Programs were interpreted as learning experiences of less than 360 hours of classroom instruction whereby students gained work experience or on-the-job training and classroom instruction in occupational areas related to agriculture in lieu of, or in addition to, the maintenance of a farming program.

#### Assumptions and Limitations

It was assumed that there were enough agricultural occupations instructors or individuals experienced with cooperative programs in Kansas to obtain meaningful responses to a survey. It was assumed that there would be sufficient responses to provide enough useable returns for analysis. It was further assumed that the individuals surveyed would interpret the questionnaire as the writer had intended. It was assumed that the investigator could interpret the returns as the respondents had intended.

The study was limited to two groups. One group contained nineteen vocational agriculture teachers in Kansas who had experience with cooperative programs in agriculture or agricultural occupations programs. The potential respondees were selected in conference by the author and Dr. James Albracht in Agricultural Education at Kansas State University. The second group contained nine individuals and included four area

supervisors in Agricultural Education, State Department of Education; and five teacher educators in Agricultural Education, Kansas State University.

## Chapter 2

### RELATED LITERATURE

In searching the materials regarding related studies of policies for cooperative programs the author read textbooks, periodicals, and Master of Science degree theses and reports in the libraries at both Kansas State University and Fort Hays Kansas State College. Materials and books were also obtained from the Kansas State Department of Education, Division of Vocational Education, and the library in the Agricultural Education Department of Adult and Occupational Education at Kansas State University. The author consulted Dr. James Albracht and others relative to the literature sought. The Agricultural Education library at Trego Community High School and the author's personal library were also helpful.

The information which was derived from the review of literature was incorporated into the following areas: 1. The Selection of Students for Cooperative Programs, 2. The Selection of Training Stations and Student Placement, 3. Related Classroom Instruction, 4. On-The-Job Instruction, 5. Administrative Procedures, 6. Advisory, Promotion, and Evaluation Procedures.

#### Selection of Students for Cooperative Programs

In the publication Guidelines in Cooperative Education, the guideline is given that students who need, want, and can



profit from the experiences provided should be selected for the cooperative program. It was suggested that all available resources of the school, including guidance services, school records, and faculty recommendations should be utilized in selecting students for the cooperative program. The teacher-coordinator had the challenge to develop a procedure to recruit and select students who would benefit most from the combination of related classroom instruction and the on-the-job training.<sup>3</sup>

The Handbook for Administrators and Coordinators of Cooperative Vocational Education suggested that special attention should be given to the achievement in course work related to students' vocational objectives as well as many other factors. A specific guide for the selection of students was outlined as follows: The student

- Should be 16 years of age or older.
- Should have stated a career objective in an occupation requiring less than a baccalaureate or higher degree.
- Should be responsible for his own transportation to and from training station.
- Should be physically, emotionally, mentally, and morally capable of performing his career objective.
- Should be a junior in high school or enrolled in a post-high school or adult program.
- Should possess or have the potential to develop a saleable skill.
- Should have adequate skills and meet the prerequisites established for the specific curricula.
- Should be willing to accept responsibility and follow instructions.

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<sup>3</sup>Huffman, p. 69.

- Should have parental consent.
- Should have the ability to work with others.
- Should have an acceptable attendance record.
- Should have an acceptable scholastic record.
- Should have a receptive attitude toward training.
- Should need, want, and have the ability to profit from the instruction.
- Should be adequately groomed and possess satisfactory personal appearance.
- Should state desire to participate in the program.<sup>4</sup>

Further study by the author indicated that the final selection of students should be delayed until a definite training plan had been made. The Kansas Coordinator's Manual reported the following reasons:

1. Students will then have a clearer understanding of what they are to do.
2. Coordinator will be certain that he has a place for each student.
3. Coordinator can select students who will be most greatly benefited by the training.
4. Coordinator will have a better knowledge of the job specifications in each training station.<sup>5</sup>

The book Cooperative Education by Gordon Law, Associate Professor of Education, Rutgers University, indicated that in the selection of students for cooperative programs neither the coordinator nor school guidance and administrative officials

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<sup>4</sup>Handbook for Administrators and Coordinators of Cooperative Vocational Education, Bureau of Vocational, Technical, and Adult Education, State of West Virginia, p. 27.

<sup>5</sup>Kansas Coordinator's Manual, Kansas State Department of Education, Vocational-Technical Division, Kansas State Teachers College, Emporia, Kansas, p. 63.

should look upon the cooperative program as a device for solving school failures and disciplinary problems. It was indicated that many young people with poor school records and low academic ability undergo marked improvement as cooperative students; there was, however, no reason to assume that cooperative programs were suitable only for educational failures. In special cases where the purpose of a cooperative program was mainly for job orientation and exploration--not occupational competency--that purpose must be clearly known and accepted by all persons concerned.<sup>6</sup>

To Law it seemed necessary to determine that students were ready to meet the responsibilities to live job training, for he indicated that indiscriminate placement of poorly informed or disinterested students would quickly lead to student frustration and to a disintegration of program values.<sup>7</sup>

#### Selection of Training Stations and Student Placement

Mason and Haines in their book Cooperative Occupational Education and Work Experience in the Curriculum wrote, "Everyone concerned must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for remunerative employment for the student or for

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<sup>6</sup>Gordon F. Law, Cooperative Education, Handbook for Teacher-Coordination, (Chicago, Illinois: American Technical Society, 1970), p. 42.

<sup>7</sup>Law, p. 42.

an employer to obtain part-time help."<sup>8</sup>

Huffman's guidelines reported that the nature and extent of learning experiences provided by the employer were factors that helped to determine the effectiveness of the cooperative program. Teacher-coordinators needed to stress placement in a job, learning while on the job, skills to be learned, safety practices, general working environment, supervisor's duties and evaluation procedures when they visited with potential employers.<sup>9</sup>

Placement and follow-up activities should be an integral part of all vocational education programs. Paul Hemp, Professor and Chairman of the Division of Agricultural Education, University of Illinois, indicated in an article on the importance of placement and follow-up. He went on to state, "Students must be placed in suitable training stations in order to gain hands-on experiences in their chosen fields." He also indicated that graduates should be placed in full time employment in order to earn a living and contribute to the work of the world.<sup>10</sup>

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<sup>8</sup>Dr. Ralph E. Mason and Dr. Peter G. Haines, "Organizing the Training Station", Cooperative Occupational Education and Work Experience in the Curriculum, (The Interstate Printers & Publishers, Inc., 1972), p. 219.

<sup>9</sup>Huffman, p. 79.

<sup>10</sup>Paul E. Hemp, "The Importance of Placement and Follow-up", The Agricultural Education Magazine, 43 (February, 1971), 187.

Teacher-coordinators have felt that selection of training stations, if done correctly, will greatly benefit the student and his eventual placement. Jim Lewis, teacher at Helena Vocational Technical Center, Helena, Montana indicated that following graduation, many of his students returned to the dealership in which they received their cooperative training as full time employees. A good attitude and exceptional skill displayed during the cooperative training period was often rewarded by a higher beginning salary.<sup>11</sup>

#### Related Classroom Instruction

The author felt that a cooperative program by its very design would have students studying widely varying subject matter and skills. Clark related that "We must find ways to meet in the same class and course, the needs of students with widely diverse objectives."<sup>12</sup>

Law suggested that related classroom instruction should consist of both related theory and related general information.<sup>13</sup> Mason and Haines also suggested related instruction should be of two types. They called the two types directly related in-

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<sup>11</sup>Jim Lewis, "Cooperative Training in Agri-Mechanics". The Agricultural Education Magazine, 45, (December, 1972), 125.

<sup>12</sup>Raymond M. Clark, "Individualized Instruction in Vocational Agriculture," The Agricultural Education Magazine, 42, (November, 1969), 122.

<sup>13</sup>Law, p. 33.

struction, or that directly applicable to the employment experience, and supplementary related instruction.<sup>14</sup>

Competencies needed by the students in cooperative education programs have been grouped into three general areas to assist the teacher-coordinator in identifying specific units of instruction to be included in the related instruction offered.

- General occupational competencies can be described as the attitudes, skills, and knowledges needed by all persons regardless of their occupations or specified jobs. Examples of instruction are the areas of human relations, business organization and management, personality development, etc.
- Specific occupational competencies include those competencies essential to a broad occupational grouping.
- Specific job competencies include those attitudes, skills and knowledges required of students at the training station.<sup>15</sup>

The proportionate amount of time devoted to developing each type of competency as shown in Figure 1 represents one school year.

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<sup>14</sup>Mason and Haines, p. 232.

<sup>15</sup>Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 44.

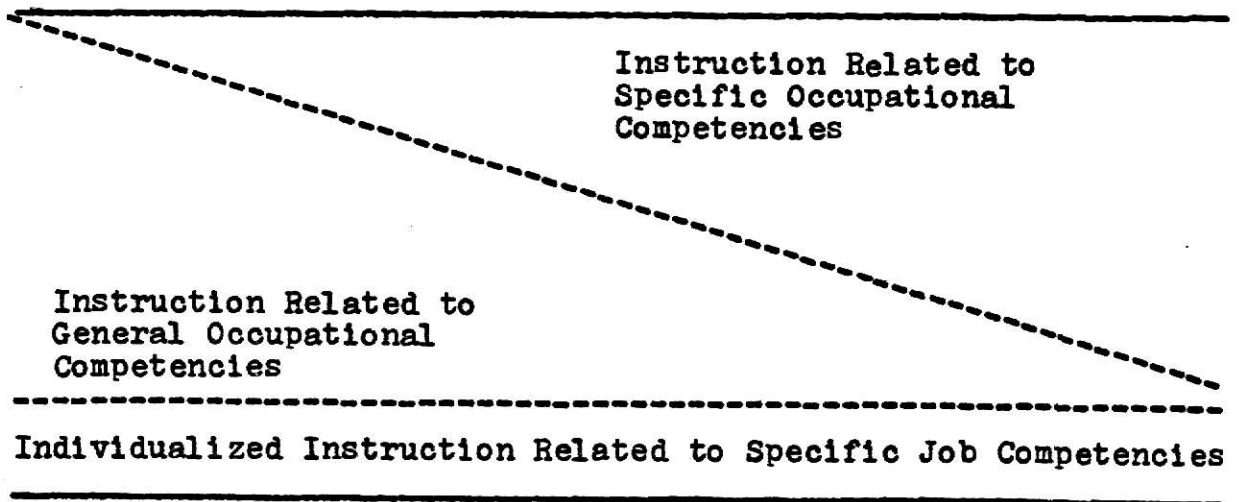


Figure 1

Sequence of Related Classroom Instruction<sup>16</sup>

Related instruction, according to Wallace, in the school should be based on a summary and interpretation of the training plans which were developed by the training sponsor, the student, and the coordinator.<sup>17</sup>

On-The-Job Instruction

On-the-job instruction should be handled to a large extent by the training station supervisor, related readings indicated. However, "periodic personal visits to training centers

<sup>16</sup>Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 44.

<sup>17</sup>Harold R. Wallace, Review and Synthesis of Research on Cooperative Vocational Education, Columbus: The Ohio State University, ERIC Clearinghouse on Vocational and Technical Education, June, 1970 (Ed 040 274).

are essential for efficient program operation." "They are valuable in correlating related classroom instruction with job training."<sup>18</sup> Wallace advocated that training plans should include a variety of experiences that would assist the student in preparing to meet the demands of the career and not just the entry job.<sup>19</sup>

It was indicated in the Handbook for Administrators and Coordinators of Cooperative Vocational Education that the training sponsor should be observant of student needs, and recognize both strengths and weaknesses. The handbook further encouraged that the training sponsor rotate the student to another task when he had demonstrated proficiency in a particular area; and that he provide appropriate instruction as needed and participate in the periodic evaluation of student progress.<sup>20</sup>

#### Administrative Procedures

Lambert wrote a report concerning agricultural occupations programs. In the report he indicated that a policy statement was needed to be prepared and approved by the administration and adopted by the local school board. The policy

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<sup>18</sup>Law, p. 48.

<sup>19</sup>Wallace, loc. cit.

<sup>20</sup>Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 21.



statement was essential to the program so that the students and parents would know what was taking place and what was expected of them.<sup>21</sup>

Cooperation and support from administrative and instructional staffs were considered essential for continued success of cooperative programs, according to information in the Handbook for Administrators and Coordinators. The handbook went on to indicate that the teacher-coordinator should prepare periodic and annual reports to keep all persons involved with the program informed of the progress and activities of the program.<sup>22</sup>

A handbook for vocational education in Kansas stipulated that the agribusiness career education instructor must be provided with travel funds provided by the local board of education, in addition to his regular salary. The reason given for this was to allow the teacher-coordinator to supervise and coordinate the agribusiness employment experience program of students, conduct field trips, attend called conferences, and be reimbursed for any travel incidental to the program.<sup>23</sup>

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<sup>21</sup>G. Lambert, "Orientation and Initiation of Agricultural Related Occupations in the High School Curriculum" (unpublished Master's Report, Kansas State University, 1971), p. 14.

<sup>22</sup>Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 17.

<sup>23</sup>Vocational Education, A Handbook for Planning, Developing, and Implementing Vocational Education in Kansas, p. 14.

Advisory, Promotion, and Evaluation Procedures

Organization and Operation of a Local Program of Vocational Education contained ideas pertaining to advisory procedures. In the publication it was suggested that the practice of turning to advisory committees of lay citizens for assistance in conducting an educational program had been common in the field of vocational education. Also if instruction was to be functional and related to occupational conditions, the need for some sources of current information was clear. The advisory committee it was indicated was a valuable adjunct to the vocational program for that purpose.<sup>24</sup>

Advisory committees are not the only source of advisory help available to the vocational administrator. The manual consulted above indicated that advice as well as services could be obtained from persons in State Education Agencies and individual specialists from labor, business, agriculture industry, and the professions. Sales representatives from suppliers of equipment might also prove to be helpful.

According to Phipps, "The careful evaluation of a high school program is essential. It provides a box score of progress. It motivates interest and makes objectives meaning-

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<sup>24</sup>Organization and Operation of a Local Program of Vocational Education, U.S. Department of Health, Education, and Welfare; Office of Education, Western New York School Study Council, State University of New York at Buffalo, 1968, p. 29.

ful. It is not, however, a teacher's responsibility alone but the responsibility of all concerned."<sup>25</sup> Wimer suggested that evaluation was concerned with two main ideas:

1. Evaluation must first be concerned with measuring results in terms of goals and objectives (that is it is primarily output rather than process oriented).
2. Evaluation must consider not only the output of the educational programs but also must consider the impact of that output in terms of serving the needs which the program is designed to meet.<sup>26</sup>

Programs should ultimately be evaluated in terms of their effects on such factors as employment of graduates, student retention and drop-out rates, ratios of trained workers to available job openings, and job performance of those who received the training as compared to those who did not.<sup>27</sup>

Promoting the cooperative program should be one of the initial activities of the teacher-coordinator. A workshop at Kansas State University about agricultural occupations programs developed a guide for operation and implementation of such programs. The guide indicated that school personnel, parents, students, and businessmen must understand the objectives,

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<sup>25</sup>Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1966), p. 385.

<sup>26</sup>Frank Wimer, "Evaluation", The Agricultural Education Magazine, 45, (August, 1972), 34.

<sup>27</sup>A Guide for Cooperative Vocational Education, College of Education, Division of Vocational and Technical Education, University of Minnesota, Minneapolis, Minnesota, September, 1969, p. 110.

advantages and operation of the program to increase interest and secure cooperation to help make the program a success. It was encouraged by the workshop participants that the instructor should continue the public information and promotion after the program was in operation to assure continued interest and cooperation at a maximal level.<sup>28</sup>

A checklist for public relations was developed and outlined in A Guide for Vocational Education. The checklist was as follows:

1. The faculty and administration have been oriented.
2. The student population and their parents are informed about the program.
3. Procedures of the program have been developed in cooperation with school, community, labor and employer groups.
4. A planned program of spaced publicity has been made.
5. Concerned groups in the community have been informed about the program.
6. Potential employers have been contacted and asked to participate.<sup>29</sup>

There was much information available on cooperative programs and program policies. Much of the literature cited dealt generally with cooperative vocational programs and not

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<sup>28</sup>The Agricultural Career Experience Program, Adult and Occupational Education, College of Education, Kansas State University, June, 1969, p. 4.

<sup>29</sup>A Guide for Cooperative Vocational Education, p. 123.

necessarily specifically to cooperative programs in agriculture. The information presented in this chapter, however, was helpful to the author in developing and implementing this study as well as in evaluating the results of the study.

### Chapter 3

#### METHODS AND PROCEDURES

The purpose of this study was to survey opinions as to the importance of a list of proposed policies for cooperative programs in Kansas. The problem was designed to provide information for the evaluation of proposed policies for cooperative programs and allow for recommendations of adoption or non-adoption.

To accomplish the objectives set forth in the study, a list of policies were proposed. This list was adapted from materials sent from the Division of Vocational Education, Kansas State Department of Education to institutions interested in the development of Cooperative Programs in Agricultural Education (see appendix B for information from State Department). The policies were grouped into the following areas for evaluation in this study: 1. Selection of Students; 2. Student Placement; 3. Selection of Training Stations and Placement of Students; 4. Related Classroom Instruction; 5. On-The-Job Instruction; 6. Administrative Procedures; and 7. Advisory, Promotion, and Evaluation Procedures.

Dr. James Albracht, Agricultural Education, Kansas State University, reviewed the list of policies and his suggestions were incorporated into a survey form which contained a descriptive rating scale as to the importance of

each policy statement. There were forty-five policy statements included in the questionnaire. A copy of the final questionnaire is found in appendix A.

Nineteen teachers of vocational agriculture with experience in agricultural occupations or cooperative programs and the four members of the State Staff in Agricultural Education in the State Department of Education and the five teacher educators at Kansas State University served as the population for the study. The nineteen teachers and the nine state staff members responded to the importance for each policy on the questionnaire by choosing one of the five possible responses.

The responses and their values were used to obtain weighted averages as follows: No, should not be adopted as a local policy, 0 points; Undecided as to whether policy should be adopted, 1 point; Yes, may be adopted, 2 points; Yes, should be adopted, 3 points; Yes, must be adopted as a local policy, 4 points. The value of each response was multiplied by the number of responses for each rating and then the total was divided by the number of respondents to obtain the weighted average for each response. A sum average for the two groups was determined by adding the weighted average for each group and dividing the sum by two.

In analyzing the ratings, guidelines were developed to assess the importance of each policy statement for conducting cooperative programs in agriculture. Policy statements with

sum averages between 3.51 to 4.00 were considered to be in a category "must be" adopted; 3.01 to 3.50 sum averages were considered "should be" adopted; and 2.51 to 3.00 sum averages were considered to "need more study". Policy statements with sum averages between 3.01 and 3.50 and with differences in importance ratings of .50 or more between the two groups were considered to be in the "need more study" category.

The findings were recorded in tables using frequency statistics in recording the responses of the population surveyed. After the results were analyzed, the findings were summarized and conclusions with recommendations were made.



## Chapter 4

### FINDINGS OF THE STUDY

The analysis of data is included in Chapter 4. Information for cooperative programs in agriculture is presented in this chapter as follows: selection of students; selection of training stations and placement of students; related classroom instruction; on-the-job instruction; administrative procedures; and advisory, promotion, and evaluation procedures. The chapter is concluded with a summary of the findings.

#### Groups Surveyed

The opinions concerning the proposed policies were collected by means of a questionnaire. Nineteen vocational agriculture teachers and nine state staff members served as the population for the study. The individuals surveyed were selected in conference by the author and Dr. James Albracht in Agricultural Education at Kansas State University, as individuals with experience relating to agricultural occupations or cooperative programs in agricultural education. Fourteen of nineteen vocational agriculture teachers completed and returned the questionnaire. This represented 73.9% of the teachers who received the questionnaire. Nine of the state staff members completed and returned the questionnaire representing 100% response from this group. Individuals surveyed and their professional responsibility are listed in appendix D.

### Analysis of the Data Gathered

The findings were recorded in tabular form using frequency statistics as the means of listing the responses of the population surveyed. The policy statements in each table were placed in order of importance according to the sum average for the two groups included in the survey. The weighted average of each policy statement for each group was determined by giving values for each response as follows: No, should not be adopted as a local policy, 0 points; Undecided as to whether policy should be adopted, 1 point; Yes, may be adopted, 2 points; Yes, should be adopted, 3 points; Yes must be adopted as a local policy, 4 points. The value of each response was multiplied by the number of responses for each rating and then the sum was divided by the number of respondents to obtain the weighted average for each response. A sum average for the two groups was determined by adding the weighted average for each group and dividing the sum by two.

### Selection of Students

Information in Table 1 gives the importance ratings for the proposed policies in the selection of students for cooperative programs in Agricultural Education. Policy statement number 1, "Students enrolled in the cooperative program must be at least 16 years of age," received the highest sum average (3.41). The state staff (3.67) placed more importance on this

policy than did the vocational agriculture teachers (3.14) with a difference of .53 points.

Two policies received identical sum averages which were the lowest (2.82). The two policy statements were: "The students enrolled must have the ability to enter and progress in the vocation or occupation for which instruction is given," and, "A student's parents should be interviewed."

The policy which ranked second in importance with a sum average of 3.27 was, "All students enrolled must attend the pre-employment orientation class before the job interview is arranged." The policy concerned with the responsibility of the final selection of students received a sum average of 2.92 for the two groups. This policy displayed a wide difference of opinion between the two groups (.72). The weighted average of the teachers was 3.28 while the weighted average of the state staff members was 2.56.

From the data in Table 1 the author concluded that the teacher group was more lenient in their policy ratings concerning minimum age, attendance at pre-employment orientation meetings, mandatory ability requirements, and having to interview the parents, than the state staff group was. Of the two groups the teachers expressed more desire to make the final decision in the selection of the students for the cooperative program.

Policy statements with sum averages 3.6 to 4.0 were considered to be in the "must be" adopted category and policies

Table 1

Proposed Policies for the Selection of Students for  
Cooperative Programs in Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers* wt. ave***	St. Staff Members** wt. ave.	Total sum ave****
1. Students enrolled in the co-operative program must be at least 16 years of age.	3.14	3.67	3.41
4. All students enrolled must attend the pre-employment orientation class before the job interview is arranged.	3.21	3.33	3.27
3. The final selection of the students is primarily the responsibility of the teacher-coordinator; he and members of the guidance staff should work together in developing and selecting a testing program that will provide the needed information about each student.	3.28	2.56	2.92
2. The students enrolled must have the ability to enter and progress in the vocation or occupation for which instruction is given.	2.86	2.78	2.82
5. A student's parents should be interviewed.	2.64	3.00	2.82

\*Fourteen vocational agriculture teachers in Kansas who had experience with cooperative or agricultural occupations programs.

\*\*Four area supervisors in Agricultural Education, State Department of Education, and five teacher educators in Agricultural Education, Kansas State University.

\*\*\*Weighted averages were derived from these values: must be, 4 points; should be, 3 points; may be, 2 points; undecided, 1 point; and no, 0 points.

\*\*\*\*Sum average was determined by adding the weighted averages for the two groups and dividing by two.

with sum averages of 3.1 to 3.5 were considered in the "should be" adopted category. Policies with a difference of .50 or more regardless of how high their sum average were considered to "need more study" as were those policies with sum averages of 2.6 to 3.0.

Only one item in Table 1 was rated as being of sufficient importance and in sufficient agreement by the populations surveyed to be included in the "should be" category. The policy statement was, "All students enrolled must attend the pre-employment orientation class before the job interview is arranged."

The other four policy statements in Table 1 fall into the "need more study" category. These policy statements dealt with the minimum age of 16 for students in the program, responsibility for the final selection of students in the program, mandatory ability requirements of the students and, having to interview the student's parents.

#### Placement of Students

Responses to policy statements in Table 2 gave the importance ratings for student placement. The policy statement, "Employed students must be covered by workmen's compensation and disability insurance," received the highest sum average (3.27) and was in the "should be" category. There was close agreement between the two groups surveyed with the

Table 2

Proposed Policies for Student Placement in Cooperative  
Programs in Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers wt. ave.	St. Staff Members wt. ave.	Total sum ave.
11. Employed students must be covered by workmen's compensation and disability insurance.	3.21	3.33	3.27
8. Students employed in firms involved in interstate commerce should be paid at the established hourly rate in accordance with federal minimum wage regulations. Those students with any exceptions to this need to obtain a student-learners permit.	3.28	3.11	3.20
9. Employed students should provide their own transportation to and from their place of employment.	3.21	2.56	2.89
6. When the student enrolls, he should be paid as a beginning worker during the employment cooperative work-study assignment.	2.57	2.78	2.68
7. Except for the matter of legality and the prevention of exploitation, the school should not enter into the problem of wage standards.	2.57	2.44	2.51

teachers' group rating this policy 3.21 and the state staff rating the policy with a sum average of 3.33.

The policy which ranked the lowest regarded the setting of wages for students by the school. It received a sum average of 2.51. The author noted that this policy statement was given in a negative form and this may have been partially responsible for the low score of importance.

The policy statement that the students should be paid the federal minimum wage was ranked second in importance with a sum average of 3.20, and was in the "should be" category. The policy receiving the widest variance of importance between the two groups (.65) was "Employed students should provide their own transportation to and from their place of employment", and was considered in the "need more study" category; its sum average was 2.89.

The remaining policy, enrolled students should receive beginning workers wages, received an importance rating of 2.68 and was placed in the "need more study" category.

#### Selection of Training Stations and Placement of Students

According to the data in Table 3, three policies were ranked in the "must be" adopted category. These policies were concerned with the necessity of a training agreement outlining responsibilities of the parties involved (3.88) and the desirability of individual training plans (3.66). Both groups agreed

Table 3

Proposed Policies for the Selection of Training Stations and  
Placement of Students for Cooperative Programs  
In Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers wt. ave.	St. Staff Members wt. ave.	Total sum ave.
13. A written training agreement outlining the specific responsibilities of the parties involved should be prepared by the school when the student is placed on his training station.	3.86	3.89	3.88
12. To provide for maximum individual training and direct on-the-job experience, a plan outlining the kinds of experiences to be assigned on the job will be prepared by the teacher-coordinator and the on-the-job supervisor.	3.64	3.67	3.66
10. Training stations should be selected with due consideration for the regulations regarding the employment of minors and safety factors. Hazardous occupations need a student-learners permit.	3.93	3.33	3.63
24. The teacher-coordinator should develop a systematic method of selecting training stations for student-trainees.			
26. Employers should interview and select the student-trainees to be employed.			
25. When the student-trainee shows a sufficient degree of maturity and responsibility, he is placed in a training station as a part time employee. Placement in the training stations should be completed before the close of the first grading period.	3.21	2.33	2.77



closely on the importance of these two policy statements and gave them weighted averages within .03 of each other. The third policy ranked in the "must be" category was concerned with the selection of training stations with consideration to hazardous occupations (3.63).

The policy statement rated the lowest (2.77) and with the most disagreement (.88) dealt with degree of maturity and responsibility displayed by the student at the time of his placement. The teachers' group gave this policy a weighted average of 3.21 while the state staff group rated it a comparatively low 2.33; it was placed in the category "needs more study".

One other policy statement was placed in the "should be" category. The policy was "Employers should interview and select the student-trainees to be employed." (3.29)

Finally, the responses in Table 3 for the policy statement "The teacher-coordinator should develop a systematic method of selecting training stations for student-trainees", received a 3.32 rating and was placed in the "should be" adopted category.

#### Related Classroom Instruction

The replies of the two groups as indicated in Table 4 gives the importance ratings for the proposed policies of related classroom instruction for cooperative programs in

Table 4

Proposed Policies for Related Classroom Instruction for  
Cooperative Programs in Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers wt. ave.	St. Staff Members wt. ave.	Total sum ave.
19. Study guides related to the particular vocation should be available for individualized study.	3.36	3.56	3.46
18. The cooperative education classroom should be equipped with tables and chairs suitable for individualized instruction. Adequate storage for reference books, pamphlets, and magazines should also be provided.	3.36	3.44	3.40
15. The maximum number of students assigned to one teacher-coordinator for placement and follow-up should not exceed the number that he is able to visit at least twice each grade period.	3.50	3.11	3.31
16. A minimum of one regular class period per day will be provided for related classroom instruction. In addition, one hour of directly related course work is desired.	3.14	3.33	3.27
17. Approximately 50% of the total classroom instruction in a one-year program should relate to general employment information. The remainder of the time will be devoted to individual study related to the specific job assignment and the procedures and processes involved.	3.07	2.67	2.87
14. The number enrolled in each related class should be specified. Some plans call for a minimum of eighteen and a maximum of thirty-six students.	2.86	2.78	2.82

agricultural education.

Using the .50 criteria for differences of opinion, it was noted that the two groups agreed closely on all of the policy statements in this table. The widest difference between the two groups was .40 and concerned the amount of instruction time to be spent on general employment information.

Four of the six policy statements received an importance rating which placed them in the "should be" category. These statements were concerned with: study guides being available for individualized study (3.46 sum average), equipping the cooperative classroom for individualized study (3.40), the maximum number of students assigned to one teacher (3.31), and allowing a minimum of one class period per day for both related and directly related classroom instruction (3.27).

The remaining two policy statements were placed in the "need more study" category. These statements were, "Approximately 50% of the total classroom instruction in a one-year program should relate to general employment information. The remainder of the time will be devoted to individual study related to the specific job assignment and the procedures and processes involved"; and "The number enrolled in each related class should be specified. Some plans call for a minimum of eighteen and a maximum of thirty-six students." These policy statements received sum averages of 2.87 and 2.82 respectively.

### On-The-Job Instruction

Information in Table 5 gave the importance ratings for the proposed policies concerned with on-the-job instruction. The highest sum average in Table 5 and the entire study was given to policy number 27, "The teacher-coordinator should make regular visits to the student at his training station and discuss with the employer or the training supervisor the progress of each student-trainee." This policy statement received a weighted average of 4.00 from the teacher group, the only 4.00 weighted average given in the study by either group, and a 3.89 weighted average by the state staff group for a sum average of 3.95. This policy and the policy concerned with school credit for on-the-job training being based on the student's job evaluation (3.64) were both placed in the "must be" adopted category.

The following three policies were rated in the "should be" category with respective sum averages of 3.42, 3.38, and 3.24: "Employers should designate one person to whom the student-trainee is responsible while on the job"; "The length of the on-the-job instruction should be specified. Some authorities suggest a minimum of 15 hours per week"; "The training plan will serve as a guide for in-school and on-the-job instruction."

A difference of .53 between the weighted averages given by the two groups placed the policy statement "School time plus

Table 5

Proposed Policies Concerned With On-The-Job Instruction  
For Cooperative Programs in Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers wt. ave.	St. Staff Members wt. ave.	Total sum ave.
27. The teacher-coordinator should make regular visits to the student at his training station and discuss with the employer or the training supervisor the progress of each student-trainee.	4.00	3.89	3.95
22. To receive credit for On-the-job training, the student should have a satisfactory job evaluation in terms of total hours on-the-job instruction, experience, and other performance factors.	3.71	3.56	3.64
28. Employers should designate one person to whom the student-trainee is responsible while on the job.	3.28	3.56	3.42
23. The length of the on-the-job instruction should be specified. Some authorities suggest a minimum of 15 hours per week.	3.43	3.33	3.38
29. The training plan will serve as a guide for in-school and on-the-job instruction.	3.14	3.33	3.24
21. School time plus hours in employment should not exceed 8 hours per day.	3.21	2.78	3.00
20. The total time spent in school plus the time on-the-job should not exceed 40 hours per week.	3.00	2.89	2.95
30. The employer's primary responsibilities are to provide a variety of skill-developing experiences related to the occupation.	2.64	2.78	2.71

hours in employment should not exceed 8 hours per day", into the "need more study" category even though it had a sum average of 3.00.

The last two policy statements in Table 5 were rated low enough in importance to be placed into the "need more study" category. These policies and their sum averages were: "The total time spent in school plus the time on-the-job should not exceed 40 hours per week," (2.95); and "The employer's primary responsibilities are to provide a variety of skill-developing experiences related to the occupation." (2.71)

#### Administrative Procedures

Opinions represented in Table 6 rated the importance of policies related to administrative procedures in cooperative programs. Two policy statements had weighted average differences of .50 or more between the two groups surveyed yet were ranked high by both groups. The policy statement "Travel should be reimbursed for the teacher-coordinator at the regular rate provided by the board of education", had an importance rating of 3.79 by the teachers and 3.22 by the state staff for a sum average of 3.51. This statement was in the "must be" category. The policy statement "The student's grade reflects an evaluation of his achievement and performance both in school and on-the-job. He should receive the normal amount of credit received by students taking a full academic load", had a

Table 6

Proposed Policies Related to Administrative Procedures for  
Cooperative Programs in Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers wt. ave.	St. Staff Members wt. ave.	Total sum ave.
37. The teacher-coordinator should be responsible to the local director or high school principal.	3.43	3.78	3.61
36. On-the-job instructors and supervisors should work closely with the teacher-coordinator.	3.57	3.56	3.57
33. Travel should be reimbursed for the teacher-coordinator at the regular rate provided by the board of education.	3.79	3.22	3.51
35. An itinerary of proposed coordination visits should be left in the school office.	3.21	3.56	3.39
31. The student's grade reflects an evaluation of his achievement and performance both in school and on-the-job. He should receive the normal amount of credit received by students taking a full academic load.	3.50	3.00	3.25
34. Each month the teacher-coordinator should file a time and effort report with the high school principal.	2.79	3.44	3.12
32. Approximately half of each school day should be devoted to the supervision, coordination, and evaluation of the employment part of the program.	3.00	2.78	2.89

weighted average of 3.50 by the teachers and 3.00 by the state staff members for a sum average of 3.25. This policy statement was in the "need more study" category.

The policy statements: "The teacher-coordinator should be responsible to the local director or high school principal" (3.61 sum average), and "On-the-job instructors and supervisors should work closely with the teacher-coordinator" (3.57 sum average) were placed in the "must be" category.

Two policy statements were found to be rated "should be" adopted in Table 6. These statements and their sum averages were: "An itinerary of proposed coordination visits should be left in the school office" (3.39), and "Each month the teacher-coordinator should file a time and effort report with the high school principal." (3.12)

Because of its lower sum average of 2.89, the following policy statement was rated lowest in importance in the table and placed in the "need more study" category: "Approximately half of each school day should be devoted to the supervision, coordination, and evaluation of the employment part of the program."

#### Advisory, Promotion, and Evaluation

Responses to policy statements in Table 7 gave the importance ratings for advisory, promotion and evaluation procedures for cooperative programs. According to the data



Table 7

Proposed Policies for Advisory, Promotion, and  
Evaluation Procedures for Cooperative  
Programs in Agricultural Education

Policies	Importance Rating		
	Voc. Ag. Teachers wt. ave.	St. Staff Members wt. ave.	Total sum ave.
41. A continuous program of public relations should be promoted by the teacher.	3.64	3.78	3.71
42. The teacher-coordinator should maintain a follow-up file of graduates of the cooperative program. A report of the graduates should be made to the advisory committee, administrators, and supervisors.	3.28	3.89	3.59
38. An active advisory committee should serve in an advisory capacity for the program.	3.14	3.67	3.41
40. If there is a general advisory committee, the cooperative committee should coordinate its activities with this general committee.	2.93	3.11	3.03
45. The program should be evaluated by a general reaction survey based upon the attitudes of parents, teachers, guidance personnel, administration, and students.	3.07	2.89	2.98
44. The program should be evaluated by how favorable the reaction of employers is regarding the adjustment and performance of the cooperative students in the employment situation.	3.28	2.44	2.81
39. The advisory committee should have approximately equal representation from both employer and employee groups.	2.93	2.56	2.75
43. The program should be evaluated by the number of students who have achieved their career goal through the cooperative program.	2.79	2.33	2.56

presented in this table, only one policy was rated as being of sufficient importance and in sufficient agreement to be included in the "must be" category. The policy and its sum average was, "A continuous program of public relations should be promoted by the teacher." (3.71)

One policy was rated in the "should be" category. The policy was "If there is a general advisory committee, the cooperative committee should coordinate its activities with this general committee." (3.03 sum average)

Considerable disagreement between the two groups surveyed was found in the following three policy statements: "An active advisory committee should serve in an advisory capacity for the program", (.53 difference in weighted average with a 3.41 sum average); the policy statement dealing with the maintenance of a follow-up file of graduates displayed a difference in weighted averages of .61 between the two groups and a sum average of 3.59; and the policy statement concerned with evaluation of the cooperative program by the reaction of employers received the most disagreement of any policy statement in the study (.84). It had a sum average of 2.81. The weighted average which the teacher group gave this policy was 3.28 while the weighted average given the policy by the state staff group was 2.44.

Three other policy statements, because of their low sum averages were also placed in the "need more study" category.

These policies and their sum averages were as follows: "The program should be evaluated by a general reaction survey based upon the attitudes of parents, teachers, guidance personnel, administration, and students," (2.98); "The advisory committee should have approximately equal representation from both employer and employee groups," (2.75); "The program should be evaluated by the number of students who have achieved their career goal through the cooperative program." (2.56)

#### Summary Statement of the Findings

The aim of this study was to determine the importance of each policy statement in a set of 45 proposed policies. As indicated in the findings of this study, there were ten policy statements that were ranked as to importance in the "must be" adopted category (3.51 to 4.00). There were 15 policy statements that were ranked in the "should be" adopted category with sum averages of 3.01 to 3.50; and there were 20 policy statements that were ranked in the "need more study" category with sum averages of 2.51 to 3.00. Policy statements with sum averages between 3.01 to 3.50 and with differences in importance ratings of .50 or more between the two groups were considered to be in the "need more study" category also.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was developed to investigate opinions as to the importance of a list of proposed policies for cooperative programs in Kansas. The objectives of the study were to determine opinions of vocational agriculture teachers and state staff members as to the importance of a proposed list of policies for cooperative programs, to find if there were differences of opinions between the two groups concerning the policies, and to determine which policies should and must be adopted for local cooperative programs and which policies needed more study before adoption.

To gather information needed for this study nineteen teachers of vocational agriculture with experience in agricultural occupations or cooperative programs, four members of the State Staff in Agricultural Education in the State Department of Education, and the five teacher educators at Kansas State University served as the population. The population was surveyed by a questionnaire that contained 45 policy statements to which opinionated responses were sought on a five point importance scale. The teacher group returned 14 or 73.9% of the questionnaires, and the state staff group returned 100% of the questionnaires sent them. The questionnaire

included policy statements concerned with selection of students; selection of training stations and student placement; related classroom instruction; on-the-job instruction; administration; and advisory, promotion, and evaluation procedures.

### Summary of Findings

The aim of this study was to determine the importance of each policy statement in a list of proposed policies for cooperative programs in agricultural education. As indicated in the findings of this study following is a summary of the importance of each policy statement listed in tabular form and ranked in order of decending importance.

There were ten policy statements that were ranked in the "must be" adopted category of 3.51 to 4.00. These statements are found in Table 8 on page 45.

Fifteen policy statements were ranked by the population in the "should be" adopted category with sum averages of 3.01 to 3.50. These policy statements are found in Table 9 on page 46 and 47.

There were 20 policy statements (over 44%) that were ranked in the "need more study" category with sum averages of 2.51 to 3.00. Policy statements with sum averages between 3.01 to 3.50 and with differences in importance ratings between the two groups were also of .50 or more considered to be in the "need more study" category. Policy statements in this category are listed in Table 10 on pages 48 and 49.

Table 8

## Policy Statements Ranked in the "Must Be" Adopted Category

No.	Policy Statement	Sum Ave.
27.	The teacher-coordinator should make regular visits to the student at his training station and discuss with the employer or the training supervisor the progress of each student-trainee.	3.95
13.	A written training agreement outlining the specific responsibilities of the parties involved should be prepared by the school when the student is placed on his training station.	3.88
41.	A continuous program of public relations should be promoted by the teacher.	3.71
12.	To provide for maximum individual training and direct on-the-job experience, a plan outlining the kinds of experiences to be assigned on the job will be prepared by the teacher-coordinator and the on-the-job supervisor.	3.66
22.	To receive credit for on-the-job training, the student should have a satisfactory job evaluation in terms of total hours on-the-job instruction, experience, and other performance factors.	3.64
10.	Training stations should be selected with due consideration for the regulations regarding the employment of minors and safety factors. Hazardous occupations need a student-learners permit.	3.63
37.	The teacher-coordinator should be responsible to the local director or high school principal.	3.61
42.	The teacher-coordinator should maintain a follow-up file of graduates of the cooperative program. A report of the graduates should be made to the advisory committee, administrators, and supervisors.	3.59
36.	On-the-job instructors and supervisors should work closely with the teacher-coordinator.	3.57
33.	Travel should be reimbursed for the teacher-coordinator at the regular rate provided by the board of education.	3.51

Table 9

## Policy Statements Ranked in the "Should Be" Adopted Category

No.	Policy Statement	Sum Ave.
19.	Study guides related to the particular vocation should be available for individualized study.	3.46
28.	Employers should designate one person to whom the student-trainee is responsible while on the job.	3.42
18.	The cooperative education classroom should be equipped with tables and chairs suitable for individualized instruction. Adequate storage for reference books, pamphlets, and magazines and other necessary materials should also be provided.	3.40
35.	An itinerary of proposed coordination visits should be left in the school office.	3.39
23.	The length of the on-the-job instruction should be specified. Some authorities suggest a minimum of 15 hours per week.	3.38
15.	The maximum number of students assigned to one teacher-coordinator for placement and follow-up should not exceed the number that he is able to visit at least twice each grade period.	3.31
26.	Employers should interview and select the student-trainees to be employed.	3.29
16.	A minimum of one regular class period per day will be provided for related classroom instruction. In addition one hour of directly related course work is desired.	3.27
11.	Employed students must be covered by workmen's compensation and disability insurance.	3.27
4.	All students enrolled must attend the pre-employment orientation class before the job interview is arranged.	3.27
29.	The training plan will serve as a guide for in-school and on-the-job instruction.	3.24
8.	Students employed in firms involved in interstate commerce should be paid at the established hourly rate in accordance with federal minimum wage regulations. Those students with any exceptions to this need to obtain a student-learners permit.	3.20

Table 9 (continued)

No.	Policy Statement	Sum Ave.
34.	Each month the teacher-coordinator should file a time and effort report with the high school principal.	3.12
40.	If there is a general advisory committee, the cooperative committee should coordinate its activities with this general committee.	3.03



Table 10

## Policy Statements Ranked in the "Need More Study" Category

No.	Policy Statement	Sum Ave.
1.	Students enrolled in the cooperative program must be at least 16 years of age. (.50 difference)	3.41
38.	An active advisory committee should serve in an advisory capacity for the program. (.50 difference)	3.41
31.	The student's grade reflects an evaluation of his achievement and performance both in school and on-the-job. He should receive the normal amount of credit received by students taking a full academic load. (.50 difference)	3.25
21.	School time plus hours in employment should not exceed 8 hours per day.	3.00
45.	The program should be evaluated by a general reaction survey based upon the attitudes of parents, teachers, guidance personnel, administration and students.	2.98
20.	The total time spent in school plus the time on the job should not exceed 40 hours per week.	2.95
3.	The final selection of the students is primarily the responsibility of the teacher-coordinator; he and members of the guidance staff should work together in developing and selecting a testing program that will provide the needed information about each student.	2.92
32.	Approximately half of each school day should be devoted to the supervision, coordination, and evaluation of the employment part of the program.	2.89
9.	Employed students should provide their own transportation to and from their place of employment.	2.89
17.	Approximately 50% of the total classroom instruction in a one-year program should relate to general employment information. The remainder of the time will be devoted to individual study related to the specific job assignment and the procedures and processes involved.	2.87

Table 10 (continued)

No.	Policy Statement	Sum Ave.
14.	The number enrolled in each related class should be specified. Some plans call for a minimum of eighteen and a maximum of thirty-six students.	2.82
2.	The students enrolled must have the ability to enter and progress in the vocation or occupation for which instruction is given.	2.82
5.	A student's parents should be interviewed.	2.82
44.	The program should be evaluated by how favorable the reaction of employers is regarding the adjustment and performance of the cooperative students in the employment situation.	2.81
25.	When the student-trainee shows a sufficient degree of maturity and responsibility, he is placed in a training station as a part time employee. Placement in the training stations should be completed before the close of the first grading period.	2.77
39.	The advisory committee should have approximately equal representation from both employer and employee groups.	2.75
30.	The employer's primary responsibilities are to provide a variety of skill-developing experiences related to the occupation.	2.71
6.	When the student enrolls, he should be paid as a beginning worker during the employment cooperative work-study assignment.	2.69
43.	The program should be evaluated by the number of students who have achieved their career goal through the cooperative program.	2.56
7.	Except for the matter of legality and the prevention of exploitation, the school should not enter into the problem of wage standards.	2.51

### Conclusions

The author concluded that there were ten of the 45 policy statements that must be adopted with sum averages of 3.51 to 4.00. Fifteen of the statements "should be" adopted with sum averages of 3.01 to 3.50. Twenty policy statements "need more study" with sum averages of 2.51 to 3.00 or with sum averages between 3.01 to 3.50 but with differences in importance ratings of .50 or more between the two groups in the study.

It was also concluded by the author that there was substantial agreement between the experienced vocational agriculture teachers and the state staff members since there was less than .50 differences between the responses for 39 of the 45 policy statements.

Another observation which the author concluded as noteworthy was from the data in Table 1, (page 27). The teacher group was more lenient than the state staff group in their ratings of policy statements concerning minimum age, attendance at pre-employment orientation meetings, mandatory ability requirements, and having to interview the parents. The author concluded also that the teachers expressed more desire to make the final decision in the selection of students for the cooperative program than the state staff thought was needed.

The author noted that the policy, "Except for the matter

of legality and the prevention of exploitation, the school should not enter into the probelm of wage standards", was stated in the negative form and concluded that this may have been partially responsible for the statement receiving the lowest sum average in the study. A final conclusion the author made was relative to the importance which the population placed on certain areas within this study. The policies which were grouped in the areas of selection of students, administrative procedures, and on-the-job instruction received higher importance ratings than those grouped in the areas of advisory, promotion, and evaluation; related classroom instruction; selection of students; and student placement.

### Recommendations

The recommendations were based on the information obtained from the study and the author's interpretation of that data. They were as follows:

1. More research and study should be implemented to determine the advisability of adopting the 20 policy statements that were placed in the "need more study" category.
2. The author recommends adoption of the policies in the "must be" and "should be" adopted categories.
3. The author recommended that more research and study be implemented in the area of policy development for

cooperative programs in agriculture as follows:

- A. Cooperating businesses should be surveyed to determine their opinions relating to policy matters.
- B. Administrators having cooperative programs in their school systems should be surveyed as to the value of the policy statements.
- C. Teachers with experience in conducting cooperative programs in agriculture and state staff members should participate in a workshop to study and revise the policies which were identified by this study to "need more study".

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## APPENDIXES

## APPENDIX A

A SURVEY OF SELECTED VOCATIONAL AGRICULTURE TEACHERS TO  
PROPOSED POLICIES FOR COOPERATIVE VOCATIONAL  
EDUCATION PROGRAMS IN KANSAS

You have been selected out of the vocational agriculture teachers, state staff and teacher educators in Kansas to aid in this survey concerning proposed policies for cooperative vocational education programs because of your experiences with on-job-training or experience programs in agriculture.

Below is a proposed list of policies for cooperative programs with response columns along side for your opinionated response. Your cooperation will be greatly appreciated. The questionnaire is completed by marking (X) in the appropriate column representing your opinion on each of the policies. The general meaning of each of the number values is:

0	No, should not be adopted as a local policy					
1	Undecided as to whether this should be adopted					
2	Yes, may be adopted					
3	Yes, should be adopted					
4	Yes, must be adopted as a local policy					
		no	undecided	may be	should be	must be
		0	1	2	3	4

## SELECTION OF STUDENTS

- |  |           |
|--|-----------|
| 1. Students enrolled in the cooperative program must be at least 16 years of age.  | - - - - - |
| 2. The students enrolled must have the ability to enter and progress in the vocation or occupation for which instruction is given.   | - - - - - |
| 3. The final selection of the students is primarily the responsibility of the teacher-coordinator. The coordinator and members of the guidance staff should work together in developing and selecting a testing program that will provide the needed information about each student. | - - - - - |

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4. All students enrolled must attend the pre-employment orientation class before the job interview is arranged.	-	-	-	-	-
5. A student's parents should be interviewed.	-	-	-	-	-

## STUDENT WAGES

6. When the student enrolls, he should be paid as a beginning worker during the employment cooperative work-study assignment.	-	-	-	-	-
7. Except for the matter of legality and the prevention of exploitation, the school should not enter into the problem of wage standards.	-	-	-	-	-
8. Students employed in firms involved in interstate commerce should be paid at the established hourly rate in accordance with federal minimum wage regulations. Those students with any exceptions to this need obtain a student-learners permit.	-	-	-	-	-

## STUDENT SAFETY

9. Employed students should provide their own transportation to and from their place of employment.	-	-	-	-	-
10. Training stations should be selected with due consideration for the regulations regarding the employment of minors and safety factors. Hazardous occupations need a student-learners permit.	-	-	-	-	-
11. Employed students must be covered by workmen's compensation and disability insurance.	-	-	-	-	-

0 1 2 3 4

### TRAINING PLANS AND AGREEMENTS

12. To provide for maximum individual training and direct on-the-job experience, a plan outlining the kinds of experiences to be assigned on the job will be prepared by the teacher-coordinator and the on-the-job supervisor.
13. A written training agreement outlining the specific responsibilities of the parties involved should be prepared by the school when the student is placed on his training station.

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### CLASS SIZE

14. The number enrolled in each related class should be specified. Some plans call for a minimum of eighteen and a maximum of thirty-six students.
15. The maximum number of students assigned to one teacher-coordinator for placement and follow-up should not exceed the number that he is able to visit at least twice each grade period.

- - - - -

- - - - -

### RELATED INSTRUCTION

16. A minimum of one regular class period per day will be provided for related classroom instruction. In addition, one hour of directly related course work is desired.
17. Approximately 50 percent of the total classroom instruction in a one-year program should relate to general employment information. The remainder of the time will be devoted to individual study related to the specific job assignment and the procedures and processes involved.

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0 1 2 3 4

#### FACILITIES FOR RELATED INSTRUCTION

18. The cooperative education classroom should be equipped with tables and chairs suitable for individualized instruction. Adequate storage for reference books, pamphlets, and magazines and other necessary materials should also be provided.
19. Study guides related to the particular vocation should be available for individualized study.

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#### ON THE JOB INSTRUCTION

20. The total time spent in school plus the time on the job should not exceed 40 hours per week.
21. School time plus hours in employment should not exceed 8 hours per day.
22. To receive credit for on-the-job training, the student should have a satisfactory job evaluation in terms of total hours on-the-job instruction, experience, and other performance factors.
23. The length of the on-the-job instruction should be specified. Some authorities suggest a minimum of 15 hours per week.

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#### PLACEMENT IN TRAINING STATIONS

24. The teacher-coordinator should develop a systematic method of selecting training stations for student-trainees.
25. When the student-trainee shows a sufficient degree of maturity and responsibility, he is placed in a training station as a part time employee. Placement in the training stations should be completed before the close of the first grading period.

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0 1 2 3 4

26. Employers should interview and select the student-trainees to be employed.

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#### SUPERVISION AND INSTRUCTION BY EMPLOYER

27. The teacher-coordinator should make regular visits to the student at his training station and discuss with the employer or the training supervisor the progress of each student-trainee.

- - - - -

28. Employers should designate one person to whom the student trainee is responsible while on the job.

- - - - -

29. The training plan will serve as a guide for the in-school and on-the-job instruction plan.

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30. The employer's primary responsibilities are to provide a variety of skill-developing experiences related to the occupation.

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#### SCHOOL CREDIT FOR ON THE JOB EXPERIENCE AND RELATED INSTRUCTION

31. The student's grade reflects an evaluation of his achievement and performance both in school and on the job. He should receive the normal amount of credit received by students taking a full academic load.

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#### TIME AND TRAVEL ALLOWANCES FOR THE TEACHER-COORDINATOR

32. Approximately half of each school day should be devoted to the supervision, coordination, and evaluation of the employment part of the program.

- - - - -

0 1 2 3 4

33. Travel should be reimbursed for the teacher coordinator at the regular rate provided by the board of education.
34. Each month the teacher-coordinator should file a time and effort report with the high school principal.
35. An itinerary of proposed coordination visits should be left in the school office.

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#### ADMINISTRATIVE RELATIONSHIPS

36. On-the-job instructors and supervisors should work closely with the teacher-coordinator.
37. The teacher-coordinator should be responsible to the local director or high school principal.

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#### ADVISORY COMMITTEE

38. An active advisory committee should serve in an advisory capacity for the cooperative education program.
39. This committee should have approximately equal representation from both employer and employee groups.
40. If there is a general advisory committee, the coop committee should coordinate its activities with this general committee.

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#### PROMOTION - FOLLOW UP - PROGRAM EVALUATION

41. A continuous program of public relations should be promoted by the teacher-coordinator.

- - - - -



0 1 2 3 4

42. The teacher-coordinator should maintain a follow-up file of graduates of the cooperative program. A report of the graduates should be made to the advisory committee, administrators, and supervisors.
43. The cooperative education program should be evaluated by the number of students who have achieved their career goal through the cooperative education program.
44. The cooperative education program should be evaluated by a favorable reaction of employers regarding the adjustment and performance of the cooperative students in the employment situation.
45. The cooperative education program should be evaluated by a general reaction survey based upon the attitudes of parents, teachers, guidance personnel, administration, and students.

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APPENDIX B

PROPOSED  
GUIDELINES FOR DEVELOPING AND  
CONDUCTING A COOPERATIVE VOCATIONAL  
EDUCATIONAL PROGRAM IN KANSAS

Kansas State Department of Education  
Division of Vocational Education

Adapted From

Guidelines in Cooperative Education  
Ohio State University, Center for Vocational  
and Technical Education

## Plan for Initiating and Organizing a Cooperative Program

The procedures for developing a cooperative education program should be outlined in a written plan.

### Explanation

The educational values of cooperative education, rather than the earnings, should be stressed with the superintendent, principal, counselors, employers, and members of the advisory committee.

A sequence of activities should give direction when organizing a new cooperative education program. The sequence should vary with the type of community and program. Few of the steps listed below can be eliminated without jeopardizing the program. (Many of the steps will be discussed in more detail elsewhere in this manual.)

### Implementation

1. Establishment of the Need and Value--Draw up a statement of the need for a cooperative education program with supporting evidence.
2. Local and State Support--Organize a steering committee made up of school personnel (including counselors and the administration's representative) to plan the organizational procedures.
3. Steering Committee--Activities and responsibilities follow:
  - a. Define the purpose and plan of the proposed program.
  - b. Develop an outline of activities to start the program.
  - c. Follow administrative policies and procedures established by the school system.
  - d. Develop the student selection criteria.
  - e. Determine the need for teaching facilities and office space to be used by the coordinators.
  - f. Decide on the nature of the in-school instruction plan and schedule.

4. School Administration Approval--Obtain approval of training plans and operating details from the school administrators.
5. Approval of Board of Education--Secure the approval of the board of education to conduct the cooperative program.
6. Feasibility Study--Conduct a feasibility study to determine employer interests, employment opportunities, and student interests.
7. Employment of Teacher-Coordinator--Report to the board of education on the local survey and secure their approval to employ a qualified teacher-coordinator.
8. Advisory Committee--Establish an advisory committee to review the policy statement and the operating details for the administration of the program.
9. Faculty Support--Explain the plans for cooperative education to the school faculty.
10. Public Relations--Develop a public relations program in the school and community.
11. Instructional Facilities and Equipment--Arrange for instructional facilities and equipment.
12. Student-Trainee Recruitment--Encourage interested students to apply for admission into the cooperative education program and select the students.
13. Counseling--Explain the details of the program operation to the students selected and prepare them for the job application, employment interview, and job placement.
14. Training Stations--Inform prospective employers about the program and select the training stations.
15. Training Agreement--Develop a standard training agreement to insure progress on the job and adequate learning experiences.
16. Safety Practices--Check at the training stations for possible safety hazards to the student-trainee.
17. Maintenance of Records--Maintain placement records for review by the advisory committee and school administrators.

18. Establishment of a Schedule for Supervision and Coordination--Establish a schedule of supervision with an adequate allowance of coordination time.
19. Evaluation of Students' Performance--Fill in student evaluation forms and discuss them with students and employers.
20. Related Instruction--Provide related instruction in keeping with training agreements.
21. Co-Curricular Activities--Prepare basic plan for organizing the student club program.
22. Evaluation of the Program--Provide for evaluation of the program by means of a follow-up of the students.

#### Local School Policies Relative to Cooperative Education

##### Guideline

Local schools should develop operational policies for their cooperative education programs.

##### Explanation

The establishment of realistic standards, in the local cooperative education programs, will simplify the job of the teacher-coordinator as he explains the details of the program to fellow teachers, guidance counselors, parents, and employers. These standards can contribute to a healthy program and help develop relationships with individuals and groups.

These operating guidelines should be reviewed every two or three years by the advisory committee. If the committee recommends changes, these should be discussed with the superintendent, principal, or others who may have administrative responsibility for policy making.

State manuals define minimum standards, but local standards may be established above state minimum standards to provide for unique situations peculiar to that community.

### Implementation

1. Use the state operating manual as the guide for preparation of local school policies.
2. Have the local steering committee review the local school policies and standards for the cooperative program.
3. Refer to the following seventeen examples of Local Policies for Cooperative Education.

#### Examples of Local Policies for Cooperative Education

The policies and procedures listed below can serve as an example of what may be done for a local program of cooperative education. The policies are not specific proposals but, rather, are illustrative of what might be included.

1. Selection of Students
  - a. Students enrolled in the cooperative program must be at least 16 years of age.
  - b. The students enrolled must have the ability to enter and progress in the vocation or occupation for which instruction is given.
  - c. The final selection of the students is primarily the responsibility of the teacher-coordinator. The coordinator and members of the guidance staff should work together in developing and selecting a testing program that will provide the needed information about each student.
  - d. All students enrolled must attend the pre-employment orientation class before the job interview is arranged.
  - e. A student's parents should be interviewed.
2. Student Wages
  - a. When the student enrolls, he should be paid as a beginning worker during the employment cooperative work-study assignment.
  - b. Except for the matter of legality and the prevention of exploitation, the school should not enter into the problem of wage standards.

- c. Students employed in firms involved in interstate commerce should be paid at the established hourly rate in accordance with federal minimum wage regulations. Those students with any exceptions to this need obtain a student-learners permit.

### 3. Student Safety

- a. Employed students should provide their own transportation to and from their place of employment.
- b. Training stations should be selected with due consideration for the regulations regarding the employment of minors and safety factors. Hazardous occupations need a student-learners permit.
- c. Employed students must be covered by workmen's compensation and disability insurance.

### 4. Training Plans and Agreements

- a. To provide for maximum individual training and direct on-the-job experience, a plan outlining the kinds of experiences to be assigned on the job will be prepared by the teacher-coordinator and the on-the-job supervisor.
- b. A written training agreement outlining the specific responsibilities of the parties involved should be prepared by the school when the student is placed on his training station.

### 5. Class Size

- a. The number enrolled in each related class should be specified. Some authorities recommend a minimum of fifteen and a maximum of twenty-five students.
- b. The maximum number of students assigned to one teacher-coordinator for placement and follow-up should not exceed the number that he is able to visit at least once or twice each grade period.

### 6. Related Instruction

- a. A minimum of one regular class period per day will be provided for related classroom instruction. In addition, one hour of directly related course work is desired.

- b. Approximately 50 percent of the total classroom instruction in a one-year program should relate to general employment information. The remainder of the time will be devoted to individual study related to the specific job assignment and the procedures and processes involved.

#### 7. Facilities for Related Instruction

- a. The cooperative education classroom should be equipped with tables and chairs suitable for individualized instruction. Adequate storage for reference books, pamphlets, and magazines, and other necessary materials should also be provided.
- b. Study guides related to the particular vocation should be available for individualized study.

#### 8. On-the-Job Instruction

- a. The total time spent in school plus the time on the job should not exceed 40 hours per week.
- b. School time plus hours in employment should not exceed 8 hours per day.
- c. To receive credit for on-the-job training, the student should have a satisfactory job evaluation in terms of total hours of on-the-job instruction, experience, and other performance factors.
- d. The length of the on-the-job instruction should be specified. Some authorities suggest a minimum of 15 hours per week.

#### 9. Placement in Training Stations

- a. The teacher-coordinator should develop a systematic method of selecting training stations for student-trainees.
- b. When the student-trainee shows a sufficient degree of maturity and responsibility, he is placed in a training station as a part-time employee. Placement in the training stations should be completed before the close of the first grading period.
- c. Employers should interview and select the student-trainees to be employed.



10. Supervision and Instruction by Employer

- a. The teacher-coordinator should make regular visits to the student at his training station and discuss with the employer or the training supervisor the progress of each student-trainee.
- b. Employers should designate one person to whom the student-trainee is responsible while on the job.
- c. The training plan will serve as a guide for the in-school and on-the-job instruction plan.
- d. The employer's primary responsibilities are to provide a variety of skill-developing experiences related to the occupation.

11. School Credit for On-the-Job Experience and Related Instruction--The student's grade reflects an evaluation of his achievement and performance both in school and on the job.

12. Time and Travel Allowances for the Teacher-Coordinator

- a. Approximately half of each school day should be devoted to the supervision, coordination, and evaluation of the employment-part of the program.
- b. Travel should be reimbursed for the teacher-coordinator at the regular rate provided by the board of education.
- c. Each month the teacher-coordinator should file a time and effort report with the high school principal.
- d. An itinerary of proposed coordination visits should be left in the school office.

13. Administrative Relationships

- a. On-the-job instructors and supervisors should work closely with the teacher-coordinator.
- b. The teacher-coordinator should be responsible to the local director or high school principal.

14. Advisory Committee

- a. An active advisory committee should serve in an advisory capacity for the cooperative education program.

- b. This committee should have approximately equal representation from both employer and employee groups.
  - c. If there is a general advisory committee, the craft or cooperative program committee should coordinate its activities with this general committee.
- 15. Community Activities and Promotion--A continuous program of public relations should be promoted by the teacher-coordinator.
- 16. Follow-Up of the Student-Trainee--The teacher-coordinator should maintain a follow-up file of graduates of the cooperative program. A report on graduates should be made to the advisory committee, administrators, and supervisors.
- 17. Program Evaluation--The cooperative education program should be evaluated each year. This evaluation should be based on the following:
  - a. The number of students who have achieved their career goal through the cooperative education program.
  - b. A favorable reaction of employers regarding the adjustment and performance of the cooperative students in the employment situation.
  - c. A general reaction survey based upon the attitudes of parents, teacher, guidance personnel, administration, and students.

#### Preparation and Certification of Teacher-Coordination

##### Guideline

All teacher-coordinators should have adequate preparation and meet certification standards established by the appropriate state agency.

##### Explanation

Certification requirements for teacher-coordinators should be similar for all service areas in vocational education. The common elements found in all cooperative programs should be emphasized.

Some states require that specified courses be completed before an applicant will be considered for the teacher-coordinator's position. Other states permit certified teachers who are preparing to be teacher-coordinators to take some required courses in pre-service workshops during the summer months and other required courses through in-service study concurrent with employment.

### Implementation

1. **Certification Requirements**--Certification requirements should be based on the needs of the teacher-coordinator as a result of job analysis. They should also define the prerequisite teaching and employment experience.
2. **Teacher Education**--The teacher education program to prepare the teacher-coordinator for certification should include:
  - a. the principles, practices, and philosophy of vocational and technical education, and
  - b. curriculum development, survey techniques, a study of recruitment, student selection and counseling, placement and follow-up of trainees, job analysis, job adjustment, methods of individual and group instruction, and student and program evaluation.
3. **In-Service Improvement**--In-service education to improve the effectiveness of the teacher-coordinator should be provided by colleges and universities in cooperation with the state department of education.
4. **Follow-up of New Coordinator**--Representatives from the teacher-education institution and the state staff should follow up the new teacher-coordinator and provide assistance in setting up or adjusting to the cooperative program.
5. **Cooperative Education Workshop**--The state operating manual for vocational education should provide for at least one cooperative education workshop a year involving the teacher-educators, state supervisors, local supervisors, teacher-coordinators, and administrators.
6. **Recruitment of Teacher-Coordinators**--The local school and the teacher education institution should work together in the recruitment and training of prospective teacher-coordinators.

## Duties and Responsibilities of the Teacher-Coordinator

### Guideline

The duties and responsibilities of teacher-coordinators should be defined in terms of the objectives and policies of cooperative education.

### Explanation

The nature and extent of the teacher-coordinator's duties and responsibilities involve skills in planning, counseling, teaching, placing, and supervising students in training stations, and making follow-up studies to evaluate the student's performance.

The teacher-coordinator's duties are so varied that he should develop a daily schedule to help him complete his work. Such a schedule will provide evidence to the school administration that the assigned coordination time has been well spent.

### Implementation

1. Budget--Assist in preparing the cooperative education budget.
2. Advisory Committee--Meet and work with a Cooperative Education Advisory Committee.
3. Community Survey--Conduct a community survey to ascertain local training needs.
4. Public Relations--Inform faculty, students, and community about the program.
5. Reports--Make and submit necessary local and state reports.
6. Room Library--Maintain a library for related instruction.
7. Guidance and Counseling Services--Provide vocational guidance services for students interested in cooperative education, and counsel students about personal and training problems.

8. Parental Conferences--Conduct conferences with parents to explain the program.
9. Selection of Students--Select students for the program considering their interests, their vocational plans, and their ability to profit from the instruction.
10. Selection of Training Stations--(a) Find local employers who will cooperate with the school in training students and (b) develop for each student a training plan in cooperation with his on-the-job supervisor.
11. Training Agreement--Obtain agreement and signatures to the training agreement by student, employer, school representative, and parents.
12. Related In-School Instruction--(a) Provide general and specific related instruction for student-trainees in at least one school period daily; (b) coordinate in-school instruction with the students' on-the-job experience; and (c) provide organized instructional materials for specific related phases of the students' related instruction.
13. Supervisory Visits--Make supervisory visits to students' training stations to evaluate students' progress; allocate a minimum amount of time per student per week to coordination.
14. Appointment Schedule--Should develop and file an itinerary providing information where he may be reached.
15. Employer Conferences--Confer with students' on-the-job supervisor at regular intervals to check students' progress.
16. Youth Group Activities--Organize and sponsor co-curricular activities for youth enrolled in Cooperative Education.
17. Public Relations--See Guideline 75.
18. Self-Improvement--Attend professional workshop and conferences.
19. Participation in Professional Organizations--Maintain active membership in professional organizations.
20. Follow-up Studies--Conduct regular follow-up studies of cooperative education graduates.

## APPENDIX C

## APPENDIX C

A LIST OF THE INDIVIDUALS SURVEYED  
AND THEIR PROFESSIONAL RESPONSIBILITIESState Staff Members

1. Dean Prochaska, Director, Agricultural Education (State Department of Education, Division of Vocational Education, 120 E. 10th, Topeka, Kansas 66612)
2. Dan Marrs, Consultant, Agricultural Education
3. Leslie Olsen, Consultant, Agricultural Education
4. Damon Slyter, Consultant, Agricultural Education
5. Dr. James Albracht, Coordinator (Agricultural Education, Holton Hall, Kansas State University, Manhattan, Kansas 66502)
6. Professor Howard R. Bradley, Preservice Teacher Educator
7. Dr. Ralph Field, Associate Professor
8. Professor P. N. Stevenson, Head Agricultural Mechanics Teacher Educator (Department of Agricultural Engineering, Seaton Hall, Kansas State University)
9. Earl Baugher, Agricultural Mechanics Teacher Educator

Vocational Agriculture Teachers

1. Les Allison, Trego Community High School, WaKeeney
2. Ormond Breeden, Quinter High School, Quinter
3. Ed Brenner, Ness City High School, Ness City
4. Bob Broeckelman, Norton Community High School, Norton
5. Bob Farrar, Flint Hills A.V.T.S., Emporia
6. Leonard Harzman, Abilene High School, Abilene

7. Ron Hollandsworth, Wamego R.H.S., Wamego
8. James Hundley, Seaman High School, Topeka
9. Allan Knopp, Chapman H.S., Chapman
10. George Lambert, Hoxie H.S., Hoxie
11. Stan Larson, Lawrence H.S., Lawrence
12. Richard Ramsdale, Central Kansas A.V.T.S., McPherson
13. Gerald Schmidt, Dodge City H.S., Dodge City
14. Don Wiser, Phillipsburg H.S., Phillipsburg



THE IMPORTANCE OF A PROPOSED LIST OF POLICIES  
FOR COOPERATIVE PROGRAMS IN AGRICULTURAL EDUCATION FOR KANSAS

by

LESLIE BRUCE ALLISON

B. S., Kansas State University, 1968

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Agricultural Education

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1973

The purpose of this study was to determine the importance of a list of proposed policies for cooperative programs in agriculture for Kansas. The study was designed to identify policies for cooperative programs and allow for recommendations of adoption or non-adoption. Nineteen teachers of vocational agriculture with experience in conducting cooperative programs, and four members of the State Staff in Agricultural Education in the State Department of Education, and five teacher educators at Kansas State University served as the population for the study.

The instrument used to gather information needed for this study was a questionnaire which contained 45 proposed policy statements. The policy statements were grouped into the following areas for evaluation in this study: 1. Selection of students; 2. Student placement; 3. Selection of training stations and placement of students; 4. Related classroom instruction; 5. On-the-job instruction; 6. Administrative procedures and; 7. Advisory, promotion, and evaluation procedures.

The nineteen teachers and the nine state staff members responded to the importance for each policy on the questionnaire by choosing one of the five possible responses. The responses and their values were used to obtain weighted averages as follows: No, should not be adopted as a local policy, 0 points; Undecided as to whether policy should be adopted,

1 point; Yes, may be adopted, 2 points; Yes, should be adopted, 3 points; Yes, must be adopted, 4 points. In analyzing the ratings, guidelines were developed to assess the importance of each policy statement for conducting cooperative programs in agriculture. Policy statements with sum averages between 3.51 to 4.00 were considered to be a category "must be" adopted; 3.01 to 3.50 sum averages were considered "should be" adopted; 2.51 to 3.00 sum averages were considered to "need more study".

There were ten policy statements that were ranked in the "must be" adopted category of 3.51 to 4.00. Fifteen of the policy statements were ranked in the "should be" category with sum averages of 3.01 to 3.50. Twenty policy statements were ranked in the "need more study" category and had sum averages of 2.51 to 3.00 or had a difference of .50 or more between the weighted averages given the policy statement by the two groups in the population.

The policies which were grouped in the areas of selection of students, administrative procedures, and on-the-job instruction received higher importance ratings than those grouped in the areas of advisory, promotion, and evaluation; related classroom instruction; selection of students; and student placement.

The policy, "The teacher-coordinator should make

regular visits to the student at his training station and discuss with the employer or the training supervisor the progress of each student-trainee", in the area of on-the-job instruction received the highest sum averages of 3.95. The policy, "Except for the matter of legality and the prevention of exploitation, the school should not enter into the problem of wage standards", in the area of student placement received the lowest sum average of 2.51.

The author concluded that there was substantial agreement between the vocational agriculture teachers and the state staff members since there was less than .50 difference between the importance ratings for 39 of the 45 policy statements for the two groups. The author recommended that more research and study be implemented in the area of policy development for cooperative programs in agriculture as follows:

- A. Cooperating businesses should be surveyed to determine their opinions relating to policy matters.
- B. Administrators having cooperative programs in their school systems should be surveyed as to valuable policy statements.
- C. Teachers with experience in conducting cooperative programs in agriculture and state staff members should participate in a workshop to study and revise the policies which were identified by this study to "need more study".