

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

by

198
1226-5600

LESLIE BRUCE ALLISON

B. S., Kansas State University, 1968

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

Approved by:

James Albracht
Major Professor

LD
2668
R4
1973
A44
C.2
Doc.

ACKNOWLEDGEMENTS

The writer wishes to take this opportunity to thank all the people who helped make this study possible. Special appreciation goes to his advisor, Dr. James Albracht who gave guidance, encouragement, and much time in helping him complete this study, and to Professor Howard Bradley and Professor Paul Stevenson for serving on the author's committee. Appreciation is also given to the author's wife, Linda, who was a constant source of inspiration, and to the vocational agriculture teachers and state staff members in Kansas who gave of their time and energy to help bring this study to its completion.

L. B. A.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
 Chapter	
1. INTRODUCTION	1
Statement of the Problem	2
Definition of Terms	3
Assumptions and Limitations	5
2. RELATED LITERATURE	7
Selection of Students for Cooperative Programs	7
Selection of Training Stations and Student Placement	10
Related Classroom Instruction	12
On-the-Job Instruction	14
Administrative Procedures	15
Advisory, Promotion, and Evaluation Procedures	17
3. METHODS AND PROCEDURES	21
4. FINDINGS OF THE STUDY	24
Groups Surveyed	24
Analysis of the Data Gathered	25
Selection of Students	25
Placement of Students	28
Selection of Training Stations and Placement of Students	30

Chapter	Page
4. FINDINGS OF THE STUDY (continued)	
Related Classroom Instruction	32
On-the-Job Instruction	35
Administrative Procedures	37
Advisory, Promotion, and Evaluation	39
Summary Statement of the Findings	42
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	43
Summary	43
Summary of Findings	44
Conclusions	50
Recommendations	51
SELECTED BIBLIOGRAPHY	53
APPENDIXES	57
A. Questionnaire	58
B. Proposed Guidelines for Developing and Conducting a Cooperative Vocational Education Program in Kansas	65
C. List of the Individuals Surveyed and Their Professional Responsibilities	77

LIST OF TABLES

Table		Page
1.	Proposed Policies for the Selection of Students for Cooperative Programs in Agricultural Education	27
2.	Proposed Policies for Student Placement in Cooperative Programs in Agricultural Education	29
3.	Proposed Policies for the Selection of Training Stations and Placement of Students for Cooperative Programs in Agricultural Education	31
4.	Proposed Policies for Related Classroom Instruction for Cooperative Programs in Agricultural Education	33
5.	Proposed Policies Concerned With On-the-Job Instruction for Cooperative Programs in Agricultural Education	36
6.	Proposed Policies Related to Administrative Procedures for Cooperative Programs in Agricultural Education	38
7.	Proposed Policies for Advisory, Promotion, and Evaluation Procedures for Cooperative Programs in Agricultural Education	40
8.	Policy Statements Ranked in the "Must Be" Adopted Category	45
9.	Policy Statements Ranked in the "Should Be" Adopted Category	46
10.	Policy Statements Ranked in the "Need More Study" Category	48

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."¹

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 intergrated into the production agriculture classes or in terminal senior level courses of production programs.

¹Vocational 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.²

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

²Harry 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.³

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.

³Huffman, 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.⁴

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.⁵

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

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

⁵Kansas 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.⁶

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.⁷

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

⁶Gordon F. Law, Cooperative Education, Handbook for Teacher-Coordinators, (Chicago, Illinois: American Technical Society, 1970), p. 42.

⁷Law, p. 42.

an employer to obtain part-time help."⁸

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.⁹

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.¹⁰

⁸Dr. 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.

⁹Huffman, p. 79.

¹⁰Paul 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.¹¹

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."¹²

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

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

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

¹³Law, p. 33.

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

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.¹⁵

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

¹⁴Mason and Haines, p. 232.

¹⁵Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 44.

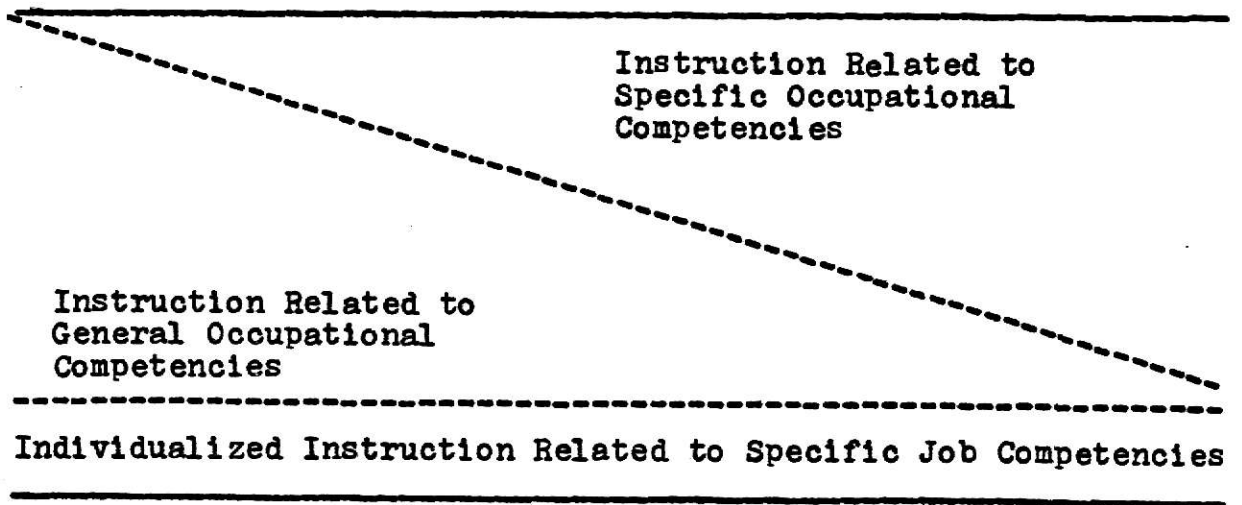


Figure 1

Sequence of Related Classroom Instruction¹⁶

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.¹⁷

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

¹⁶Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 44.

¹⁷Harold 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."¹⁸ 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.¹⁹

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.²⁰

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

¹⁸Law, p. 48.

¹⁹Wallace, loc. cit.

²⁰Handbook 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.²¹

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.²²

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.²³

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

²²Handbook for Administrators and Coordinators of Cooperative Vocational Education, p. 17.

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