DOCUMENT RESUME

ED 085 552   95   CE 000 732

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TITLE   Procedures for Estimating Adult and Post-Secondary
              Potential Enrollment. A Vocational Education Planning
              System for Local School Districts. Volume VI.
INSTITUTION   Government Studies & Systems, Philadelphia, Pa.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of
              Vocational Education.
PUB DATE   Jun 73
NOTE   136p.; For related documents, see CE 000 731, 733-5
              and CE 000 785-8

EDRS PRICE   MF-$0.65 HC-$6.58
DESCRIPTORS   Administrator Guides; *Adult Education; *Data
              Collection; Educational Planning; *Enrollment
              Projections; *Post Secondary Education; Program
              Planning; Statistical Surveys; *Student Needs;
              Vocational Education

ABSTRACT

The manual, one of a series resulting from a project
to design planning procedures for local and State vocational
agencies, presents survey instruments which will help State, county,
or local educational agencies gather information on the amount and
kind of demand for adult or post-secondary vocational education
programs. These instruments estimate the public's perceived need or
the "social demand." Data gathering instruments from State employment
offices, unions, employers, and schools are presented. (AG)

A Vocational Education Planning System

FOR LOCAL SCHOOL DISTRICTS

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
TRENTON, N.J. 08625

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PROCEDURES FOR ESTIMATING ADULT & POST-SECONDARY POTENTIAL ENROLLMENT | Vol. VI

A VOCATIONAL EDUCATION PLANNING SYSTEM

FOR

LOCAL SCHOOL DISTRICTS

Volume VI: Procedures for Estimating Adult and Post-
Secondary Potential Enrollment

Produced For

Edison Township

Linden

Lower Camden County Regional
High School District

Middlesex County Vocational Schools

Somerset County Vocational School
and Technical Institute

and

The State Department of Education
Division of Vocational Education

With the Assistance of

Government Studies and Systems, Inc.

July 1970 - June 1973

Acknowledgement

The Division of Vocational Education of the New Jersey
State Department of Education has long recognized the need
to introduce more science into the art of educational plan-
ning. This publication is an outgrowth of its efforts to
devise more systematic, objective, and precise bases for
program decisions. The Division has determined, moreover,
that the key to the success of its system is to insure that
the Local Education Agency has an advanced planning capability.

Mr. Harold R. Seltzer, Director, Bureau of Occupational Research and Development; and Mr. Alvin Weitz, Director of Program Development for their invaluable assistance and insights. To Government Studies and Systems, Inc., Mr. Charles P. Cella, Director; Mr. Roger L. Sisson, Associate Director; Mr. Joseph H. Bosworth, Program Director; and Mr. Nelson G. Freed, Project Manager for their knowledge and technical capability so necessary in developing and testing this planning system.

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Series Preface

Planning is a universal concept based on the proposi-
tion that if you think a bit about what you intend to do,
you are likely to do whatever it is better than if you
don't think about it. This process of thinking ahead generally
involves gathering information, analyzing the information
and then formulating one or more courses of action to follow.
The planning system presented here embodies these elements
in operational procedures for planning for school districts.

The Vocational Education Planning System for Local
School Districts draws heavily upon a growing body of
experience in educational planning which has been generated
by Government Studies and Systems (GSS). The introduction
describes these concepts. Out of this experience has
evolved a set of planning techniques, particularly suited
by design and through actual use, to enable effective plan-
ning. The bases for uses of indicators, planning factors,
forecasts, models and others of these techniques are clearly
laid out in this manual as they appear in the normal course
of the planning cycle.

This manual is one of several resulting from a project
to design planning procedures for local and state vocational
education agencies. This manual describes the overall

planning process for LEAs. It is to be used in conjunction
with the following manuals:

Volume I: Local Education Agency Users' Manual

Volume II: Local Education Agency Users' Data Collection
             Manual

Volume III: Local Education Agency Planning Analyst's
              Procedures

Volume IV: State Application Funding Procedures

Volume V: Enrollment Forecasting Procedures

Volume VI: Procedure for Estimating Adult and Post-
             Secondary Potential Enrollment

Volume VII: Job Demand Forecasting Program

Volume VIII: Training Materials

Volume IX: Guide to Project Manuals

The most important ingredients in effective planning,
however, are the people who do the planning. The planning
team itself should include, at the very least, those who are
going to be directly responsible for the execution of the
plan, once developed, and those who are otherwise directly
affected by the plan. People who participate in the planning
process, who see their input take shape in a plan, tend to
be better advocates and implementors of that plan.

Table of Contents

Purpose

This manual presents survey instruments which will
help state, county or local educational agencies gather
information on the amount and kind of demand for adult or
post-secondary vocational education programs. These
instruments estimate the public's perceived need for these
programs which is called "social demand."

Social demand may be considered a prediction of possible
enrollment. If the total school training capacity in the
area is less than the social demand, actual enrollment will
be limited by capacity; otherwise it is limited by this
demand.

Background

The methods of estimating social demand presented here
build on a study carried out by Government Studies and
Systems, Inc. in 1971. The study explored some of the data
required to predict adult and post-secondary vocational
education demand. The researchers gathered information
from several hundred students in one county. In the course
of that study, further data needs were revealed, and a
preliminary method was sketched.

SECTION I

General Review of Social Demand Forecasting

In establishing or changing vocational education programs, a major consideration is: Which programs will be desired by potential students? This is not the only consideration in the decision, of course. One also needs to consider job opportunities forecasted for various occupations (which may not match the expressed desires of the potential students), the effects of foreseeable technological changes, and costs.

This manual concentrates on the first consideration, the data which is necessary to forecast social demand.

There are two objectives: first, to be able to predict with some degree of accuracy the total potential enrollment in the adult and in post-secondary vocational education programs, based on the desires of the potential students. Secondly, we want to do this by specific programs and, if possible, by course and school.

The Two Tracks of Forecasting

Any forecasting has two aspects: first, to extrapolate
current policy; second, to analyze proposed new programs
or policies. In the first, one wants to forecast the future,
assuming no change in present policies. That future may
or may not be satisfactory. If it is unsatisfactory, the
administrators may then want to introduce changes to bring
about a different future.

In forecasting the demand for adult and post-secondary
education, we want to understand the present demand, and be
able to predict, quantitatively, future levels of demand,
assuming the present programs continue. Those responsible
for the program may then plan activities designed to accommo-
date that future.

For example, let us suppose that a forecast of demand
shows that if the present pattern continues, by Year 3
there will be overloading in program A, and a large number
of empty seats in program B. This is not an acceptable
future, from an administrative point of view. Those in
charge of the programs should begin to take some actions
to smooth out the program loads by guidance, advertising,
by relocating staff or whatever other means are necessary.
This, of course, will make the original forecast inaccurate;

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thus, frequent reforecasting is required. Ideally, when
Year 3 arrives, there will be full, but not overloaded,
classes in both programs A and B.

This is the first purpose of forecasting - to forecast
the future so that administrators can (1) foresee the con-
sequences of continuing current policies and practices and
(2) take steps to make the future more acceptable.

Not let us look at the second purpose - evaluating the
present pattern to see whether it meets the best public
policy standards. Perhaps programs A and B have perfectly
balanced enrollments, but upon examination it appears that
the student body will be composed almost entirely of
skilled workers seeking to move into the managerial ranks,
and will contain almost no semi-skilled workers seeking to
upgrade themselves. This may not be desirable public policy,
and the administrators now have to ask the question: How
should the present pattern be changed to bring about a more
socially acceptable future? The answer to this involves
other parts of the planning process described in other
manuals.

This manual describes how to obtain the data necessary
to the first purpose: to forecast, quantitatively, future
social demand. This section, however, describes the total
effort to be undertaken to carry out both purposes.

Forecasting Present Demand Pattern

Analysis has shown that there are three major "in-routes" used by students who are currently enrolled in post-secondary or adult courses:

1. immediately from high school, in may cases on the basis of advice from parents, counselor or others;

2. immediately from previous adult or post-secondary courses;

3. as a result of recommendations from institutions, principally:
   a. employer
   b. union
   c. employment services

We are uncertain, as yet, as to exactly how many students these three routes account for, except that they probably account for more than half.

This suggests a data analysis model such as the following:

Table 1

Flow of Students to Adult Education and
Post Secondary Programs

From   To

| | Next Year | | Next 2 or 3 Years | | More than 3 Years | |
	Adult Ed	Post Secondary	Adult	Post Secondary	Adult	Post Secondary
Present Adult education		(un- likely)		(un- likely)		(un- likely)
Post Secondary Students						
High School Seniors						
Presently Employed: a) Recommended by employer						
b) Recommended by Union						
Referred by State Employment Office						
Other						

Total

In Table 1, some of those who intend to enroll next year in adult education courses are now enrolled in adult education courses; some are in post secondary courses; some are now in high school; some are now working but are being urged by their employer to enroll; some are now working but are being urged by their union to enroll; and some are being urged by an employment agency to enroll.

Similarly, some of those who intended to enroll next year in post-secondary vocational educational programs are now involved in one of the feeder routes identified here.

The data analysis model also seeks information on intentions for each of these two programs during the next two or three years, and for intentions more than three years away.

The instruments described in this manual are also intended for data collection which will help predict demand for both general and specific program areas within adult education and post secondary vocational education. These instruments can be used by the individual school, the county, or the state. Present and recommended practice is that the data be collected by the LEA but submitted to the State for summarization by county and state. The next section will detail the data which the instruments are intended to provide.

We can begin to construct a model using the three entry routes, while, at the same time, carrying out activities designed to pin down all other major routes, if they exist. This suggests two activities, which are described further below.

Proposed Activity #1. Collect data which will forecast the potential enrollment (total and by program) in post secondary and in adult vocational education courses.

Proposed Activity #2. Construct a test survey of present students to refine the information we now have about the routes by which students enter the program.

Evaluating The Present Pattern (Version I)

Constructing a forecast for future potential enrollment on the basis of the present pattern has two pitfalls. First, it assumes a continuity of current practices. However, this is a problem always attendant on forecasting, and is not any different here. But second, it assumes that the present pattern is meeting the needs of the potential students and of the employers. This may or may not be true, and to the extent that the present pattern is not meeting the needs, either of the suppliers or demanders, the program is incomplete,

even though it may be administered effectively for that limited part of the market that it is serving successfully.

We might find, for example, that there is a large pool of non-English speaking people who want, need, and would use vocational education programs, but who are not being reached by the present pattern. Or we might find that there is a major transportation problem for some potential students, which deters them from attending a particular program.

There could be a number of reasons why the people who could benefit from post-secondary or adult voc. ed. programs are not enrolling, and those problems may be affected favorably by administrative actions. The pattern would be changed by these actions (requiring an expanded forecasting model) in a way which would strengthen the program from the point of view of meeting the public need.

This suggests another activity, which is described below:

> Proposed Activity #3. Collect data to
> identify population groups presently under-
> represented in vocational educational pro-
> grams or courses, but who desire (and could
> benefit from) such programs.

There is an additional problem involved in forecasting
social demand:

The routes used by students to arrive at adult or
post secondary vocational education courses are not totally

independent.   There is some overlap.   For example, a potential
student may have enrolled previously in a course, and may be
thinking about enrolling in another course, when r\s employer
suggests to him that additional training would facilitate
his advancement.   He enrolls in that course.   To what should
his enrollment be attributed?

> Proposed Activity #4.   One additional activity,
>
> therefore, is to construct the investigations
>
> in such a way that the analysis weights the
>
> effect of the routes, taking these overlapping
>
> effects into consideration.

Finally, in constructing a total picture, we need to
have some notion of the extent to which private training
facilities are now taking care of the demand, and the extent
to which they will do so in the future.   That is, if our fore-
cast is that 5,000 students can be expected to enroll in a
particular type of program by 1976, it would be misleading
to suggest that all 5,000 will find their way into the
public voc. ed. system.   Some of them will enroll in a private
school course, a union program, or an employer program which
meets their needs.   Thus we need:

Proposed Activity #5.   Estimate the exten-

siveness of the private system and its

probable ability and intention to handle

the forecasted load.

Summary

Five activities are being proposed. Some of them will
be described in this manual in what is called Version I.

Version I: Forecasting From The Current Public Student Pattern

1. Data will be collected and analyzed on the present
pattern, which will forecast:

a) total enrollment

b) enrollment in specific programs

c) the probable distribution of that enrollment
by schools.

2. Data will be collected from present public system
students to identify entrance routes they may use.

3. Data will be collected to permit evaluation of the
weight of the three routes already identified (high
school, institutions, present students) and to
enable estimation of the overlapping effects of these
routes.

Version II: The Private System; An Evaluation of the Total
Pattern

1. Data will be collected to estimate the extensiveness
of the private system and its ability and desire to
accommodate part of the forecasted load.

2. Other potential student groups will be identified along with other actual and potential routes to permit a qualitative assessment of the present and forecasted pattern.

Section II below describes the student-related survey instruments for Version I; Section III, the employer-related instruments; Section IV, union and Section V employment office instruments.

Timing

Since these instruments are new, a schedule for their reuse should await the analysis of the first use. ode X questions in the instruments are designed to be administered every 2-5 years. The others (Y, Z) are research questions, which probably need be repeated only every 5-10 years.

Students: The Data Gathering Instruments and Their Use

This section describes the instruments which have been
designed to collect data from students; that is, to fill in
the shaded boxes in Table 2. Sample report forms are also
included to show some of the ways the data can be analyzed.

Table 2.   Relevant Section of Model

Flow of Students to Adult Education and
Post Secondary Programs

From   To

	Next Year		Next 2 or 3 Years		More than 3 Years	
	Adult Ed	Post Secondary	Adult	Post Secondary	Adult	Post Secondary
Adult education	▨	▨	▨	▨	▨	▨
Post Secondary Students	▨	▨	▨	▨	▨	▨
High School Seniors	▨	▨	▨	▨	▨	▨
Presently Employed: a) Recommended by employer						
b) Recommended by Union						
Referred by Unemployment Office						
Other						
Total						

Background

Who Uses These Instruments?

These instruments have been designed to be used either by an individual school, by a county, or by a state agency. If an individual school uses them, it would be best to survey all the people in the category (e.g., the adult ed. enrollees; those presently enrolled in post-secondary programs, etc.). If a county wants to use the information, it can either consolidate school reports (if they have been gathered), or administer the instruments on a total or sample basis. The state, similarly, can either consolidate county reports (if enough have been gathered) or sample the state by distributing the instruments to a sample of schools throughout the state.

Level of Detail Available

Throughout the analysis of social demand, there are three kinds of analyses considered.

1. Level:

    - Adult Education Program

    - Post-Secondary Program

2. General Program Area (within each overall program type). These are the 1-digit Office of Education Codes:

    - Office Occupations

    - Home Economics/Homemaking

    - Vocational-Industrial

    - Distribution/Marketing

    - Technical

    - Health

    - Agriculture

    - Other

3. Specific Program Type (within each general program area). These are the 2-digit Office of Education Codes. For Example:

    - Health (General Program Area)

        - Dental

        - Medical Nursing

        - Rehabilitation

        - Radiologic

- Ophthalmic

- Environmental

- Mental Health

- Miscellaneous (inhalation, community health, mortuary, etc.)

What Information Is Being Gathered

There are two kinds of information gathered by these
instruments:

1. Information directly useful in forecasting social
   demand, broken down into overall, general, and
   specific program types. Questions designed to
   elicit this information are labeled "Code X" in
   the instruments.

2. Information useful in understanding the reasons
   for the present demand pattern, and possibly
   useful in understanding how to change, if
   desired, the present demand pattern. These
   questions provide data to help understand
   the process. Questions designed to elicit
   this information are labeled "Code Y" in the
   instruments.

The difference between these two kinds of questions is
one of validity and of administrative activity. The Code X
questions -- those which gather information directly useful
in forecasting social demand -- are concerned exclusively
with what the student believes he wants.

The Code Y questions are concerned with finding out
why the present pattern is what it is. For example, do
students interested in one particular program area, such

as Health, receive more incentives for taking relevant courses than do students interested in Agriculture? It might be the case that their employers pay the enrollment fee, or they expect to get an immediate pay increase upon completion of the course, or they expect to be able to get a new job upon completion of the course. If we want to increase the number of enrollees in Agriculture, are there some steps which could be taken by the Vocational Education Division administrators to build in such incentives?

These questions can identify the factors associated with enrollment in different programs.

Those using the instruments can make individual judgments on whether the instruments' purpose is to collect the core forecasting information, or whether it is to collect information also useful in forming administrative policy. If the former is their purpose, then the instruments can be prepared omitting those questions labeled Code Y. (The actual instrument distributed should omit all identifying codes of course. Those identifiers are used in this manual to explain instruments.)

Sample Reports for Forecasting

Before examining in detail the data gathering instruments, it might be helpful to get some perspective on how the resultant information can be of use to administrators. This section presents some sample reports generated by the survey.

The first class of possible reports demonstrates what the respondents intend to do next year, and what their interests might be in the future. The instruments are presented starting on Page **43**.

A.   Next Year's Intentions

1.   (Code X) What proportion of (a) present high school seniors, (b) of those enrolled in post-secondary courses (those currently enrolled in adult ed. courses) intend to enroll next year in a specified post-secondary program or adult ed. program?

2.   (Code X) Of those in Question 1, how many presently intend to take courses next year in such general areas as Health Occupations, Distribution and Marketing, etc.?

3.   (Code X) Of those in Question 2, how many presently intend to take courses next year into such specific sub-areas as Dental, Medical, Nursing, etc.?

B. __Future Year's Interest__

1. (Code X) For the same three populations (high
   school seniors, those now in post-secondary
   programs, and those now in the adult ed. program),
   how many feel they might have some interest, in
   either the post-secondary program or in the adult
   ed. program: first, within the next two or three
   years, and then at some time more distant than
   three years?

2. (Code X) Of these, how many think they might have
   some interest, during the same two time frames,
   in taking courses in such specific sub-areas.

This information can be collected by any school which
will complete a set of school information reports. A school
collecting this information should have the forms filled out
by each student in the program. (See the A-series attached.)

This information can also be collected by a county in
one of two ways. First, if the schools within the county
are collecting the information themselves, the county can
collate the reports into a consolidated county report. If
the schools are not collecting the information, the instru-
ment can be distributed by the county to the schools, and
the information can be forwarded directly to the county.

In this event, the county will collect all the A-series reports (school level) and consolidate them into county level reports. (B-series.)

This information can also be collected by the state, either by collating county level reports, or, if not enough counties have collected this information, by distributing school information forms to a sample of schools throughout the state, and collecting the information on these school reports (A-series) and consolidating them into a state report (C-series).

The ultimate objective is to be able to trace through the three student streams (present high school seniors, present enrollees in post-secondary programs, present enrollees in the adult education program), and identify the overall program, if any, into which they intend to go (post-secondary, adult ed.).

For post-secondary separately, and for adult ed. separately, we want also to trace these three streams of students to see into which general program they intend to go (Health, Agriculture, Distribution and Marketing, etc.); and also into what specific program areas they intend to go (radiology, nursing, medical laboratory, etc.). The data analyses tables, therefore, report this information

(by school, by county, and by state) for each student stream separately, and for all three streams combined.

The tables illustrated are at the specific program level, but similar tables can be constructed for the general or overall program level.

Table 3

Into Post Secondary

School Report A-1

Students Currently Enrolled in Post-Secondary Courses:
Intentions to Enroll in Post Secondary Courses Next Year

	Male	Female	All
OFFICE OCCUPATIONS	___	___	___
Accounting and computing	___	___	___
Business data processing systems	___	___	___
Filing, office machines, general clerical	___	___	___
Information communication (correspondence, mail, messenger)	___	___	___
Personnel, training	___	___	___
Stenographic, secretarial	___	___	___
Supervisory, administrative, management	___	___	___
Typing	___	___	___

Repeat detailed breakdown for each occupation category

The table shown illustrates -- by male, female, and all
students, of those presently enrolled in post secondary
courses -- intentions to enroll next year in post secondary
courses in office occupations. The full series for this
data is:

Next Year Intentions: Streams Into Post Secondary

School Report A-1:   Next Year Intentions, Present Post-
                      Secondary Into Post-Secondary

County Report B-1:   Next Year Intentions, Present Post-
                      Secondary Into Post-Secondary

State Report C-1:   Next Year Intentions, Present Post-
                      Secondary Into Post-Secondary

School Report A-2:   Next Year Intentions, Present High
                      School Grad Into Post-Secondary

County Report B-2:   Next Year Intentions, Present High
                      School Grad Into Post-Secondary

State Report C-2:   Next Year Intentions, Present High
                      School Grad Into Post-Secondary

School Report A-3:   Next Year Intentions, Present Post-
                      Secondary and Present High School
                      Grad Into Post-Secondary

County Report B-3:   Next Year Intentions, Present Post-
                      Secondary and Present High School
                      Grad Into Post-Secondary

State Report C-3:   Next Year Intentions, Present Post-
                      Secondary and Present High School
                      Grad Into Post-Secondary

A parallel set of tables records the students' future interests in specific post-secondary programs of these two populations: present post-secondary and high school seniors. Now the tables are recording next year, the next 2 or 3 years, and interest more than 3 years away.

The tables allow separate analyses of those presently in the post-secondary program who think they may be interested sometime in the future in specific post-secondary programs, those who are now high school seniors with similar interests, and the combined total of these two populations. Again, the tables are organized by school, county and state reports.

Table 4

Adults Currently Enrolled in Adult Ed: Intention to Choose Adult for More Than 3 Years

School Report A-11

OFFICE OCCUPATIONS	Next Year			Next 2 or 3 years			More than 3 years		
	M	F	All	M	F	All	M	F	All
Accounting and computing									
Business data processing systems									
Filing, office machines, general clerical									
Information communication (correspondence, mail, messenger)									
Personnel, training									
Stenographic, secretarial									
Supervisory, administrative, management									
Typing									

Repeat detailed breakdown for each occupation category.

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The full series for this set is:

Intentions, Next Year, or Next 2 or 3 Years, or More Than 3 Years Away, Into Adult Ed Courses

School Report A-11:   Present Adult into Adult

County Report B-11:   Present Adult into Adult

State Report C-11:   Present Adult into Adult

School Report A-12:   Present Post Secondary into Adult

County Report B-12:   Present Post Secondary into Adult

State Report C-12:   Present Post Secondary into Adult

School Report A-13:   Present High School Grads into Adult

County Report B-13:   Present High School Grads into Adult

State Report C-13:   Present High School Grads into Adult

School Report A-14:   High School Grads and Post-Secondary
                       and Adult into Adult

County Report B-14:   High School Grads and Post-Secondary
                       and Adult into Adult

State Report C-14:   High School Grads and Post-Secondary
                       and Adult into Adult

In addition to the questions which elicit information for the series just described, there are a number of other questions included which are designed to gather information helpful in understanding the demand for adult ed or post secondary programs. Some sample analyses tables are laid out in the following pages.

Table 5

Next Year's Intentions

Distances Traveled by Overall Program Type - Adult Ed Potential Enrollees

Distance from home to intended school	Adult Ed. #	%	Post-Secondary #	%
Less than one mile				
Between 1 and 5 miles				
Between 5 and 10 miles				
More than 10 miles				
	100%		100%	

Table 6

Next Year's Intentions

Distances Traveled by General Program Type - Adult Ed Potential Enrollees

Distance from home to intended school	Office Occ. #	%	Home Ec Homemaking #	%	Voc./ Ind. #	%	Distr. Marketing #	%	Tech. #	%	Health #	%	Agr. #	%	All #	%
Less than one mile																
Between 1-5 miles																
Between 5-10 miles																
More than 10 miles																
	100%		100%		100%		100%		100%		100%		100%		100%	

Table 7

Distribution Among Several Program Types of

Those Who Know Their Intended School

General Program Type	#	%	
Office Occ.			
Home Ec/Home Marketing			
Voc-Ind			
Distr/Mark			
Technical			
Health			
Agriculture			

100%

Table 8

School Report A-4

OFFICE OCCUPATIONS	Next Year			Next 2 or 3 years			More than 3 years		
	M	F	All	M	F	All	M	F	All
Accounting and computing	—	—	—	—	—	—	—	—	
Business data processing systems	—	—	—	—	—	—	—	—	
Filing, office machines, general clerical	—	—	—	—	—	—	—	—	
Information communication (correspondence, mail, messenger)	—	—	—	—	—	—	—	—	
Personnel, training	—	—	—	—	—	—	—	—	
Stenographic, secretarial	—	—	—	—	—	—	—	—	
Supervisory, administrative, management	—	—	—	—	—	—	—	—	
Typing	—	—	—	—	—	—	—	—	

Repeat detailed breakdown for each occupation category.

Table 8 shows those presently enrolled in post secondary courses who thought they might enroll in post secondary courses next year, or in the next 2 or 3 years, or some time more than 3 years away. The full series for this data is:

Intentions, Next Year Through More Than 3 Years,
Streams Into Post Secondary

School Report A-4:   Present Post-Secondary Into Post-Secondary

County Report B-4:   Present Post-Secondary Into Post-Secondary

State Report C-4:   Present Post-Secondary Into Post-Secondary

School Report A-5:   Present High-School Grads Into Post-Secondary

County Report B-5:   Present High School Grads Into Post-Secondary

State Report C-5:   Present High School Grads Into Post-Secondary

School Report A-6:   Present High School Grads and Present Post-
                      Secondary Into Post-Secondary

County Report B-6:   Present High School Grads and Present Post-
                      Secondary Into Post-Secondary

State Report C-6:   Present High School Grads and Present Post-
                      Secondary Into Post-Secondary

The Adult Education Program

The same questions produce a parallel set of tables for forecasting future demand and possible interest in specific adult education programs. Here the reports are concerned with three populations: those presently enrolled in an adult ed. course, those presently in the post-secondar program, and high

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school seniors. The first set of tables records the intentions

next year of each of these populations, and of the three popu-

lations combined, of enrolling in a specific adult ed. program.

Table 9

School Report A-7

	Male	Female	All
OFFICE OCCUPATIONS			
Accounting and computing	____	____	____
Business data processing systems	____	____	____
Filing, office machines, general clerical	____	____	____
Information communication (correspondence, mail, messenger)	____	____	____
Personnel, training	____	____	____
Stenographic, secretarial	____	____	____
Supervisory, administrative, management	____	____	____
Typing	____	____	____

Repeat detailed breakdown for each occupation category

The full series for this set of reports is:

Next Year Intentions, Streams into Adult Ed Program

School Report A-7:   Present Adult into Adult

County Report B-7:   Present Adult into Adult

State Report C-7:   Present Adult Into Adult

School Report A-8:   Present Post-Secondary Into Adult

County Report B-8:   Present Post-Secondary Into Adult

State Report C-8:   Present Post-Secondary Into Adult

School Report A-9:   Present High School Grads into Adult

County Report B-9:   Present High School Grads Into Adult

State Report C-9:   Present High School Grads Into Adult

School Report A-10:   Present High School Grads and Post-Secondary
                         and Adult Into Adult

County Report B-10:   Present High School Grads and Post-Secondary
                         and Adult into Adult

State Report C-10:   Present High School Grads and Post-Secondary
                         and Adult into Adult

A parallel set of tables records the future interests in
adult ed courses of these three populations: present adult ed.
enrollees, those now in post-secondary courses, and high school
seniors. Again, the tables are recording next year, the next
2 or 3 years, and interest more than 3 years away.

The tables allow separate analyses of those presently
in the adult ed. programs who think they may be interested some
time in the future in a specific adult ed. program; those now in
post-secondary courses who think they may be interested in a
specific adult ed. program; and high school seniors with similar
possible interests. A final table combines these three popu-
lations.

The tables are organized by school, county or state reports.

Understanding the Pattern

The instruments contain a number of questions not directly relevant to the task of forecasting enrollment at the three levels. These questions can be used to attempt to understand the patterns, and, if possible, to influence the patterns. The factors can be analyzed by area, program or sub-program.

The factors which have been included in the questionnaire are:

1) present employment status
2) income
3) education
4) incentives for completing course
5) what helped enrollee decide to take course
6) previous educational program

Some sample data analyses tables are presented on the following pages. As the footnotes to some tables indicate, until these instruments have been field tested, it will be necessary to gather and analyze the data using fine breakdowns in some categories. After some data have been collected and analyzed it may be clear that grosser categories are equally or more informative.

The sample tables present data at the second level of detail, that is, adult education program, by general program type. They could just as well be presented by specific programs within a general program. This level might prove too detailed, but field testing can determine the level of aggregation most useful.

Table 10

Distribution of Adult Ed Program Enrollees

by Education and by Program Type

Grades Completed	Office Occ.		Home Ec. Homemak.		Voc. Ind.		Distr. Mkt.		Tech		Health		Agr		All	
	#	%	#	%	#		#	%	#	%	#	%	#	%	#	%
Less than 8																
8																
9																
10																
11																
12																
Above 12																
Total	100%		100%		100%		100%		100%		100%		100%		10 %	

1/ These grade categories may be combined if too few cases
turn up in the one-grade increment distribution. It may
be more revealing, for example, to use the categories
"less than 8"; "8"; "some high school," "completed high
school" "more than high school." Or it may be more
revealing to use only "less than 8"; "8," "some high
school or completed high school"; "more than high school."

In the first test of these instruments, however,
the fine breakdowns should be retained to provide a
basis for different combinations.

Table 11

Distribution of Adult Ed Program Enrollees

by Income

and by Program Type 1/

Program Type

Income	Office Occ.		Home Ec./ Homemaking		Voc. Ind.		Distr. Mkt.		Tech		Health		Agr.		All	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Below $4,000																
4-5,999																
5-7,999																
8-9,999																
10-11,999																
12-14,999																
15,000+																
Total	100%		100%		100%		100%		100%		100%		100%		100%	

1/ These income categories may be combined if too few cases
turn up using these breakdowns. For example, it might be
more revealing to use "Below $4,000"; $4 to 7,999"; "$8-11,999";
$12,000+"; or some other combination of income increments.

In the first test of these instruments, however the fine break-
down should be retained to provide a basis for different com-
binations.

Table 12

Distribution of Incentives Perceived by

Adult Ed Enrollees, by Program Type[1]

Program Type

Incentives	Office Occ.		Home Ec. Homemak.		Voc. Ind.		Distr. Mkt.		Techn.		Health		Agr		All	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pay increase only																
Different Position only[1]																
New occ. only[1] Tuition Paid only																
Pay increase and Tuition pd.																
Diff. Pos. & tuition pd.																
New occ. and tuition pd.																
Pay incr. & diff. pos.																
Pay increase and new occ.																
Pay incr. + tuition pd. + new pos.																
Pay inc. + tuition pd. + new occ.																
	100%		100%		100%		100%		100%		100%		100%		100%	

[1] Note: "Different position within same company" and "new occupation" are not mutually acceptable combinations. They are "either/or."

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The Survey Instruments

The survey instruments are presented in the next pages.
First is the instrument collecting data on the intentions of
present high school seniors and present post-secondary students.
Next is the instrument designed to collect data from those
presently enrolled in adult education courses.

```
+-------------------------------+  Future Plans                    .
| Students do not fill in       |
|                               |
+-------------------------------+---------------------------------------+
| School name_____        School I.D._____          |
|                                                                        |
| Type:  comprehensive_____        Location:                           |
|                                                                        |
|        voc ed_____          Township_____           |
|                                                                        |
| Total enrollment_____          County_____           |
+------------------------------------------------------------------------+
```

ALL STUDENTS PLEASE ANSWER THE QUESTIONS IN THIS SECTION

Student name*_____ Male_____ Female_____

Address _____ Tel. #_____
(Code X) Number   street   city   state

(Code X) Program presently   1. High School Seniors _____
enrolled:
                                      academic _____

                                      voc ed _____

                                      commercial _____

                                      general _____

                                  2. Post-Secondary _____

                                      1st year _____

                                      2nd year _____

(Code X) Next year I plan to do the following (check all that apply)

    1. Be a homemaker _____

    2. I have no plans _____

    3. Attend college _____

* An LEA may choose to make the survey anonymous.

4. (Code X) Work full-time _____

   Name of firm and location _____

   What does the firm do? _____

   What will you do? _____

5. (Code X) Work part-time _____

   Name of firm and location _____

   What does the firm do? _____

   What will you do? _____

   Probable hours of employment; from _____ to _____

If you checked off questions 4 or 5 -- work full-or part-time -- please answer the next four questions: 6, 7, 8, and 9. If you did not check off questions 4 or 5, skip to question 10.

6. Will you work part-time and go to school part-time?

   Yes _____   No _____

   If yes, during what hours do you intend going to school?

   From _____   To _____

   From _____   To _____

7. (Code Y) I got the job through: (Check the most important)

   our school _____

   relatives _____

   friends _____

   ad I placed _____

   ad I answered _____

   other (describe) _____

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8.   (Code Y) Enter Armed Services _____

9.   (Code Y) Enter other government service

Job corps _____

Other government program (specify) _____

10. (Code Y) Next year I intend to look for work

Look for full-time job _____

Lock for part-time job _____

11. (Code Y) Next year I intend to attend an educational
institution (not college).

(Check One)

Business or secretarial school _____

Cosmetology or barber school _____

Art school _____

Nursing school _____

Technical, trade, or vocational school _____

Industry-sponsored school _____

High school post-graduate _____

Other secondary school _____

Adult voc ed. (evening) _____

Other (specify) _____

THE REST OF THIS QUESTIONNAIRE IS INTENDED ONLY FOR THOSE WHO CHECKED

ONE OF THE ITEMS IN QUESTION 11. IF YOU DID NOT CHECK ANY OF THE ITEMS

IN QUESTION 11 YOU DO NOT NEED TO ANSWER ANY FURTHER QUESTIONS?

THANK YOU.

1. We would like to know something about your plans for next year. Listed below are seven general program areas. Check all those in which you intend to take a course next year. For each program area, we would like to know whether it is of some help to you in your work or job interest. For each of them we want to know whether the program is classroom instruction, apprenticeship, or cooperative.

(Code X) Program Areas in Which You Intend to Take A Course

Program Area	Important to job		Program Will Be			
	Yes	No	Classroom	Appren-ticeship	Cooper-ative	Other/ Don't Know
Office Occupa-tions						
Home Economics/ Homemaking						
Vocational-Industrial						
Distribution/ Marketing						
Technical						
Health						
Agriculture						

2. (Code X) In what school will you be enrolling, if you know now?

   School name _____

   Town or city _____

   County _____

3. (Code X) How many miles is that from your home?

   Less than one mile _____

   Between 1 and 5 miles _____

   Between 5 and 10 miles _____

   More than 10 miles _____

4. (Code X) If you do not know exactly which school you will enroll
   in, do you know the town or city or county in which you will
   probably enroll?

   Town or city _____

   County _____

Now we would like to know something about your interests. On the lists
below are the same general program categories you checked off in Ques-
tion 1. Under each one are listed more specific programs. Check off
in the first column those specific programs in which you feel you might
have some interest next year. In the second column check off all those
in which you feel you might have some interest next three years. In
the third column, check off those in which you feel you might have some
interest at some time beyond three years. If you don't see any specific
programs of interest, then check off the general program area. Check
off as many general and specific programs as you feel might interest
you. Check off the last column as well if the program you checked
could be of help to you in your job.

(Code X) Program In Which You Might Have Some Interest

	Next year	Next 2 or 3 years	More than 3 years	Important to job
OFFICE OCCUPATIONS	____	____	____	____
Accounting and computing	____	____	____	____
Business data processing systems	____	____	____	____
Filing, office machines, general clerical	____	____	____	____
Information communication (correspondence, mail, messenger)	____	____	____	____
Personnel, training	____	____	____	____
Stenographic, secretarial	____	____	____	____
Supervisory, administrative, management	____	____	____	____
Typing	____	____	____	____

	Next year	Next 2 or 3 years	More than 3 years	Important to job
CONSUMER AND HOMEMAKING EDUCATION	___	___	___	___
Homemaking (child development, consumer education family health)	___	___	___	___
Occupational preparation (care and guidance of children, clothing management, food management, etc.)	___	___	___	___

VOCATIONAL INDUSTRIAL EDUCATION	___	___	___	___
Air conditioning	___	___	___	___
Appliance repair	___	___	___	___
Automotive services	___	___	___	___
Aviation	___	___	___	___
Blueprint reading	___	___	___	___
Business machine maintenance	___	___	___	___
Commercial art	___	___	___	___
Commercial fishery	___	___	___	___
Commercial photography	___	___	___	___
Construction and maintenance	___	___	___	___
Custodial services	___	___	___	___
Diesel mechanic	___	___	___	___
Drafting	___	___	___	___
Electrical	___	___	___	___
Electronics	___	___	___	___
Fabric maintenance	___	___	___	___
Foremanship	___	___	___	___
Graphic arts	___	___	___	___
Industrial atomic energy	___	___	___	___

	Next year	Next 2 or 3 years	More than 3 years	Important to job
VOCATIONAL INDUSTRIAL EDUCATION (cont'd)				
Instrument maintenance	_____	_____	_____	_____
Maritime	_____	_____	_____	_____
Foundry	_____	_____	_____	_____
Metallurgy	_____	_____	_____	_____
Personal services	_____	_____	_____	_____
Plastics	_____	_____	_____	_____
Public service (fireman, law enforcement etc.)	_____	_____	_____	_____
Quantity food	_____	_____	_____	_____
Refrigeration	_____	_____	_____	_____
Small engine repair	_____	_____	_____	_____
Electric power generating plants	_____	_____	_____	_____
Textile production	_____	_____	_____	_____
Leatherworking	_____	_____	_____	_____
Upholstering	_____	_____	_____	_____
Woodworking	_____	_____	_____	_____

DISTRIBUTION AND MARKETING	_____	_____	_____	_____
Advertising	_____	_____	_____	_____
Apparel and accessories	_____	_____	_____	_____
Automotive	_____	_____	_____	_____
Finance and credit	_____	_____	_____	_____
Floristry	_____	_____	_____	_____
Food distribution	_____	_____	_____	_____

	Next year	Next 2 or 3 years	More than 3 years	Important to job
DISTRIBUTIVE AND MARKETING (continued)				
Food services	___	___	___	___
General merchandise	___	___	___	___
Hardware	___	___	___	___
Home furnishings	___	___	___	___
Hotel and lodging	___	___	___	___
Industrial marketing	___	___	___	___
Insurance	___	___	___	___
International Trade	___	___	___	___
Personal services	___	___	___	___
Retail trade	___	___	___	___
Wholesale trade	___	___	___	___
Petroleum	___	___	___	___
Real estate	___	___	___	___
Recreation	___	___	___	___
Transportation	___	___	___	___

	Next year	Next 2 or 3 years	More than 3 years	Important to job
TECHNICAL EDUCATION	___	___	___	___
Engineering	___	___	___	___
Agricultural	___	___	___	___
Health	___	___	___	___
Office	___	___	___	___
Home economics	___	___	___	___
Misc (pilots, fire, forestry, police)	___	___	___	___

	Next Year	Next 2 or 3 years	More than 3 years	Important to job
HEALTH	____	____	____	____
Dental	____	____	____	____
Medical laboratory	____	____	____	____
Nursing	____	____	____	____
Rehabilitation	____	____	____	____
Radiologic	____	____	____	____
Ophthalmic	____	____	____	____
Environmental	____	____	____	____
Mental health	____	____	____	____
Misc (inhalation, community, health, mortuary, etc.)	____	____	____	____

	Next Year	Next 2 or 3 years	More than 3 years	Important to job
AGRICULTURE	____	____	____	____
Production	____	____	____	____
Supplies/services	____	____	____	____
Mechanics	____	____	____	____
Processing, inspection, marketing	____	____	____	____
Ornamental horticulture	____	____	____	____
Resources (conservation)	____	____	____	____
Forestry	____	____	____	____
Other (not covered by above)	____	____	____	____

Questionnaire for Adult Ed Students

Future Plans

```
Students - do not fill in:
```

School name_____'_____ School I.D._____

Type: comprehensive_____ Location:

      Voc Ed   _____ Township_____

Total enrollment   _____ County _____

Part A All students fill in

Male_____ Female_____

(Code X) Address_____ Tel#_____
              city   county   state

1.   (Code X) Are you presently employed full-time? Yes_____No_____

2.   (Code X) Are you presently employed part-time? Yes_____No_____

    If you are not employed full-or part-time please skip to Part B,

    beginning with question 19.

3.   (Code Y) Please check the income category corresponding to your

    present annual salary.

    a) Below $4,000_____   d) $ 8,000- 9,999_____

    b) $4,000-5,999_____   e) $10,000-11,999_____

    c) $6,000-7,999_____   f) $12,000-14,999_____

              g) $15,000 or more_____

4.   (Code Y) Please circle the last grade you completed:

    a)   Below 8   d) 10

    b)   8   e) 11

    c)   9   f) 12

              g) above 12

5. (Code Y) If you are employed part-or full-time who is your employer or company?

       Employer/company name_____

       Address_____

       Kind of business_____

       What do you do_____

6. (Code Y) If you are employed full-or part-time, check off from the list below the kind of work you do:

professional, technical, managerial   _____

clerical   _____

sales   _____

service   _____

farming, fishery, forestry   _____

processing   _____

machine trades   _____

bench work   _____

structural   _____

other (specify)   _____   _____

7. (Code Y) How did you get the initial job in that company? (Check the most important)

school help   _____

relatives   _____

friends   _____

ad I placed   _____

ad I answered   _____

other (describe)   _____

8. (Code Y) Does the job involve apprenticeship training?

Yes_____

No_____

Don't Know _____

9. (Code Y) Does the job involve on-the-job training?

Yes_____

No_____

Don't Know_____

10. (Code Y) What are your hours?   From_____ To_____

11. (Code Y) When you complete the course or courses you are now taking

will you be entitled automatically to a pay increase?

Yes_____

No_____

Don't Know_____

12. (Code Y) When you complete this course or courses will you be entitled

automatically to a different position within the same company?

Yes_____

No_____

Don't Know_____

If yes, what _____?

13. (Code Y) Is your employer paying the tuition (if any) for this course

or courses?

Yes_____

No_____

Don't Know_____

13A   (Code Y) When you complete this course will you be able to change
        your occupation?

                              Yes_____

                              No_____

                              Don.'t Know_____

14.   (Code Y) How did you happen to take this course (or courses)?

        Check all that apply:

            had a previous course in adult ed. program   _____

            had a previous course in industry-spon-
                sored program   _____

            had a previous course in some other
                educational program _____
                              (What Program)   _____

            heard through school counseling service   _____

            saw an ad   _____

            employment service recommendation   _____

            fellow worker recommendation   _____

            employer recommendation   _____

            union recommendation   _____

            friend or relative recommendation   _____

            other (specify) _____   _____

15.   (Code Y) Which of the reasons you checked in Question 12 do you

        think was the most important in helping you decide to take the

        course or courses in which you are now enrolled_____

        _____

16.   (Code Y) Are you seriously thinking about changing your occupation?

                              Yes_____

                              No_____

17.   (Code Y) If yes, to what_____?

18. (Code Y) Will the course you are <u>now</u> taking help you in your
new occupation?

                        Yes_____

                        No _____

                        Don't know_____

Part B

THE REST OF THE QUESTIONS SHOULD BE ANSWERED BY ALL

19. (Code X) Are you also taking any adult education courses this
    year at another school? Yes_____

                                    No _____

20. (Code X) If you are, at what school?

    School_____

    Address_____

    Name of course_____

21. (Code Y) During the three years previous to this, in which of
    the following programs were you enrolled, if any. (Check all
    that apply)

Type of Program	last year	two years ago	three years ago
adult education	_____	_____	_____
full-time high school	_____	_____	_____
full-time post-secondary	_____	_____	_____
full-time 2 or 4 year college	_____	_____	_____
industry sponsored courses	_____	_____	_____
on-the-job training	_____	_____	_____
apprenticeship	_____	_____	_____
some other education program	_____	_____	_____
what program:			

22. (Code X) Do you intend to enroll in an adult education program next year?

Yes _____

No _____

Don't know _____

23. (Code X) Do you intend to enroll in an education program other than the adult education program next year?

Yes _____

No _____

Don't know _____

(Code X) If yes to Question 16 or 17, complete the information below:

Type of Program	Intend to enroll next year
adult education	_____
full-time high school	_____
full-time post-secondary	_____
full-time 2 or 4 year college	_____
industry sponsored course	_____
on-the-job training	_____
apprenticeship	_____
business or secretarial school	_____
cosmetology or barber school	_____
art school	_____
nursing school	_____
technical, trade, or vocational school	_____
other (specify) _____	_____

24. If yes to Question 22 or 23, complete Part C. If no to either Question 22 or 23, you do not have to answer any further questions. Thank you.

THE REST OF THIS QUESTIONNAIRE IS INTENDED ONLY FOR THOSE WHO INTEND TO
ENROLL IN SOME EDUCATION PROGRAM NEXT YEAR; IF YOU DO NOT, YOU DO NOT
NEED TO ANSWER ANY FURTHER QUESTIONS? THANK YOU. (Code X)

25. We would like to know something about your plans for next year.
     Listed below are seven general program areas. Check the area in
     which you are most interested (if more than one, check several).
     For each of them we would like to know whether that program area
     is of some help to you in your work or job interest. For each
     of them we want to know whether the program is classroom instruc-
     tion, apprenticeship, cooperative.

Program Area	Related to Present Job		Related to Possible Job			Program Will Be			
	Yes	No	Yes	No		Class-room	Appren-ticeship	Cooper-ative	Other/Don't Know
Office Occupations									
Home Economics/ Homemaking									
Vocational-Industrial									
Distribution/ Marketing									
Technical									
Health									
Agriculture									

26. In what school will you be enrolling, if you know now?

School name _____

Town or city _____

County _____

27. How many miles is that from your home?   Less than one mile _____

Between 1 and 5 miles _____

Between 5 and 10 miles _____

More than 10 miles _____

28. If you do not know exactly which school you will enroll in, do you
    know the town or city or county in which you will probably enroll?

    Town or city _____

    County _____

Now we would like to know something about your interests. On the lists
below are the same general program categories you checked off in Ques-
tion 1. Under each one are listed more specific programs. Check off in
the first column those specific programs in which you feel you might have
some interest next year. In the second column check off all those in
which you feel you might have some interest during the next three years.
In the third column, check off those in which you feel you might have some
interest at some time beyond three years. If you don't see any specific
programs of interest to you check off the general program area. Check
off as many general and specific programs as you feel might interest you.
Check off the last column as well if the program you checked could be of
help to you in your job.

(Code X)   Program In Which You Might Have Some Interest

	Next year	Next 2 or 3 years	More than 3 years	Important to job
OFFICE OCCUPATIONS	_____	_____	_____	_____
Accounting and computing	_____	_____	_____	_____
Business data processing systems	_____	_____	_____	_____
Filing, office machines, general clerical	_____	_____	_____	_____
Information communication (correspondence, mail, messenger)	_____	_____	_____	_____
Personnel, training	_____	_____	_____	_____
Stenographic, secretarial	_____	_____	_____	_____
Supervisory, administrative, management	_____	_____	_____	_____
Typing	_____	_____	_____	_____

	Next year	Next 2 or 3 years	More than 3 years	Important to job
CONSUMER AND HOMEMAKING EDUCATION	___	___	___	___
Homemaking (child development, consumer education family health)	___	___	___	___
Occupational preparation (care and guidance of children, clothing management, food management, etc.)	___	___	___	___
VOCATIONAL INDUSTRIAL EDUCATION	___	___	___	___
Air conditioning	___	___	___	___
Appliance repair	___	___	___	___
Automotive services	___	___	___	___
Aviation	___	___	___	___
Blueprint reading	___	___	___	___
Business machine maintenance	___	___	___	___
Commercial art	___	___	___	___
Commercial fishery	___	___	___	___
Commercial photography	___	___	___	___
Construction and maintenance	___	___	___	___
Custodial services	___	___	___	___
Diesel mechanic	___	___	___	___
Drafting	___	___	___	___
Electrical	___	___	___	___
Electronics	___	___	___	___
Fabric maintenance	___	___	___	___
Foremanship	___	___	___	___
Graphic arts	___	___	___	___
Industrial atomic energy	___	___	___	___

	Next year	Next 2 or 3 years	More than 3 years	Import to job
VOCATIONAL INDUSTRIAL EDUCATION (cont'd)				
Instrument maintenance	——	——	——	——
Maritime	——	——	——	——
Foundry	——	——	——	——
Metallurgy	——	——	——	——
Personal services	——	——	——	——
Plastics	——	——	——	——
Public service (fireman, law enforcement etc.)	——	——	——	——
Quantity food	——	——	——	——
Refrigeration	——	——	——	——
Small engine repair	——	——	——	——
Electric power generating plants	——	——	——	——
Textile production	——	——	——	——
Leatherworking	——	——	——	——
Upholstering	——	——	——	——
Woodworking	——	——	——	——

	Next year	Next 2 or 3 years	More than 3 years	Import to job
DISTRIBUTION AND MARKETING	——	——	——	——
Advertising	——	——	——	——
Apparel and accessories	——	——	——	——
Automotive	——	——	——	——
Finance and credit	——	——	——	——
Floristry	——	——	——	——
Food distribution	——	——	——	——

	Next year	Next 2 or 3 years	More than 3 years	Important to job
DISTRIBUTIVE AND MARKETING (continued)				
Food services	___	___	___	___
General merchandise	___	___	___	___
Hardware	___	___	___	___
Home furnishings	___	___	___	___
Hotel and lodging	___	___	___	___
Industrial marketing	___	___	___	___
Insurance	___	___	___	___
International Trade	___	___	___	___
Personal services	___	___	___	___
Retail trade	___	___	___	___
Wholesale trade	___	___	___	___
Petroleum	___	___	___	___
Real estate	___	___	___	___
Recreation	___	___	___	___
Transportation	___	___	___	___
TECHNICAL EDUCATION	___	___	___	___
Engineering	___	___	___	___
Agricultural	___	___	___	___
Health	___	___	___	___
Office	___	___	___	___
Home economics	___	___	___	___
Misc (pilots, fire, forestry, police)	___	___	___	___

	Next Year	Next 2 or 3 years	More than 3 years	Important to job
HEALTH	___	___	___	___
Dental	___	___	___	___
Medical laboratory	___	___	___	___
Nursing	___	___	___	___
Rehabilitation	___	___	___	___
Radiologic	___	___	___	___
Ophthalmic	___	___	___	___
Environmental	___	___	___	___
Mental health	___	___	___	___
Misc (inhalation, community, health, mortuary, etc.)	___	___	___	___

	Next Year	Next 2 or 3 years	More than 3 years	Important to job
AGRICULTURE	___	___	___	___
Production	___	___	___	___
Supplies/services	___	___	___	___
Mechanics	___	___	___	___
Processing, inspection, marketing	___	___	___	___
Ornamental horticulture	___	___	___	___
Resources (conservation)	___	___	___	___
Forestry	___	___	___	___
Other (not covered by above)	___	___	___	___

Section III

Employers: The Data Gathering Instruments and Their Use

Table 13. Relevant Section of the Model

Flow of Students to Adult Education and Post-Secondary Programs

Table 13. Shows the type of data these instruments cover.

From   To

	Next Year		Next 2 or 3 Years		More than 3 Years	
	Adult Ed	Post Secondary	Adult	Post Secondary	Adult	Post Secondary
Adult education						
Post Secondary Students						
High School Seniors						
Presently Employed:						
a) Recommended by employer						
b) Recommended by Union						
Referred by Employment Office						
Other						

Total

This section describes the data gathering instruments designed to gather material from _employers_ to use in forecasting social demand. This information is desired because previous surveys have indicated that a portion of those enrolled in post-secondary or adult vocational education programs were encouraged to do so by their employers. Thus, in order to forecast future interest in such programs, it is necessary to obtain data on employers' behavior.

There are three kinds of information sought in these instruments, requiring the following:

1) Questions designed to identify those employers who do suggest to employees that they enroll in education programs. Further questions are asked to analyze this information by size and type of employer and by specific program areas (such as health, office occupations, etc.) In addition, questions are included to discover whether the recommendation is specific as to program source (public, private, apprentice, on-the-job, etc.)

These questions are marked Code X in the questionnaire.

2) Questions designed to help vocational education administrators determine how public programs compare to other programs (such as apprentice, private, community college,

etc.). The comparison is made in regard to (1) how
the employers rate the different types of programs;
(2) the types of employee incentives offered for
different program types, and (3) the different fre-
quency with which employers recommend each program
type to their employees.

Included among these program types are the employer's own
programs.

These questions are coded Code Y.

3)   There are some questions designed to elicit suggestions
from employers which might be helpful in planning pro-
grams in the future. These questions ask about the
most common work-related deficiency in their employees;
and also ask for specific recommendations for education
of value to the employees.

These questions are coded Code Z.

Administration of the Employer Questionnaire

This instrument is most effective if it is administered
state-wide; but it can be administered by one county. However,
the county is the smallest geographic unit for which it makes
sense to gather this information.

For either unit, the state or the county, it is not necessary
to gather information from every employer. Employers with
fewer than ten employees may have to be eliminated completely.

It is possible to use information gathered from a sample of
employers with ten or more employees.

County sample

Identify all employers in the following employee-size
categories:

# of employees	# of firms
1-9	(eliminate these)
10-24	
25-49	
50-99	
100-249	
250-499	
500-999	
1,000 +	

Decide how many firms you wish to include in the sample, but
the total number of firms should be not less than about 150.
Select random firms proportionate to the number of such firms
in the county. In other words, if half the firms in the county
employ 10-24 employees, then half your sampled firms should
be from that category.

State Sample

If this instrument is administered by the state, then a
two-step stratification should be used: by county and by company
size. For each county, draw up a separate distribution of
employee-size firms, and draw samples from each county which are
representative of that county's distribution. The number
drawn from each county should be controlled so that the distri-
bution of firms across the state is weighted by the county's
contribution to employment. The number selected should be large

enough in each county so that a separate county analysis can be made. Thus, the smallest number of firms in any one county should not be less than about 125, preferably 150-200.

Collecting the Material

The instrument is designed to be a mail questionnaire, sent to the chief executive officer of the firm, with a request that it be filled out by that senior manager who has the personnel responsibility.

In order to assure the proper number of responses, the office administering the instrument will want to mail out at least twice as many questionnaires as it wants completed and returned. To accomplish this, two parallel samples should be drawn, and questionnaires mailed to both samples.

A mail follow-up in about three weeks, and a second follow-up about two weeks later (each including another copy of the questionnaire) should bring in sufficient returns to fill out the required quotas.

Since many employers will respond that they have not recommended additional training to their employees, and only a small number of firms will prove to be "suppliers," the returned questionnaires should be checked over, and those from the "suppliers" reviewed immediately. If these questionnaires are not complete, and especially if Question 19 has not been completed properly, then an additional follow-up, perhaps by a personal

visit, should be made. (Question 19 is the question which links the recommendations by employers to specific public voc-ed programs.) The determination of which employers are the ones who recommend employee training most frequently can be made after the first field test, using a cut-off of, say, the top 10 percent. That is, if a distribution is constructed of the number of employees to whom each firm recommended training last year, the distribution will range from zero to some number of employees. Perhaps the distribution will look like this:

# of employees to whom training was recommended last year	Number of firms
0	600
1-9	145
10-24	77
25-49	12
50 +	2

If this were, indeed, the distribution, then probably follow-ups should be made to those firms who recommended training to 10 or more employees. (Roughly the top 10 percent.)

A cover letter for the survey instrument and the instrument itself follows.

[New Jersey Vocational Education Agency Address]

[Addressee]

Dear Sir:

The [Agency] is collecting information on employers' _____
policies toward continuing education to help improve the
quality of employee job skills in New Jersey firms. As
part of this effort, we would like to find out something
about the kinds of training your firm provides directly for
its employees, and the kinds of training courses your firm
suggests its employees take.

This questionnaire should be filled out by your Director
of Training, if your firm has such. If you do not, then
this questionnaire should be filled out by your Personnel
Director or whichever senior manager carries out the functions
of a personnel director.

If you have any questions about supplying any of this
information, please feel free to contact us. [Name, phone]
will be happy to discuss this with you.

Please return the completed questionnaire to [_____]
within ten days if possible.

Thank you very much for your cooperation. We hope that
with this information and other material we are collecting

from different sources we can help firms like yours by creating

more skilled employees, and help the potential employees by

giving them the skills you need.

Very sincerely yours,

Title.

EMPLOYER INFORMATION

This questionnaire should be filled out by

1) The Director of Training, if one exists; or

2) Personnel Director, if there is no Director of Training; or

3) Senior manager who carries out functions of a Personnel Director, if there is neither a Personnel Director nor a Director of Training.

Please indicate title of person filling out this questionnaire:

Title:_____

A. Background

1. (Code X) In what kind of business is your firm engaged?

Process (check all that apply)	Enter Size Code, if know	Industry type (for example, automobile, insurance, printing, construction, advertising)
a. Manufacturing - Durable Goods Production workers		
b. Manufacturing - Non-Durable Goods Production workers		
c. Wholesale and Retail Trade		
d. Finance, Insurance, and Real Estate		
e. Services and Professional		
f. Transportation and Public Utilities		
g. Government Federal, State and Local		
h. Contract Construction		
i. Mining		
j. Service-Producing		

2. (Code X) How many employees do you have at this location? (check one)

    a. 0-9 _____   d. 50-99 _____   g. 500-999 _____

    b. 10-24 _____   e. 100-250 _____   h. over 1000 _____

    c. 25-49   f. 250-499 _____

3. (Code X) Do you have other branches and/or subsidiaries in this country? Yes _____ No _____

    in this state? Yes _____ No _____

    in other states? Yes _____ No _____

4. (Code X) Are you a branch or subsidiary of another company?

    in this county? Yes _____ No _____

    in this state? Yes _____ No _____

    in another state? Yes _____ No _____

(If you answered yes to any option in Question 3 or 4, please answer the questions 5 and 6. If you did not answer yes to any option in Question 3 or 4, please skip to question 7.)

5. (Code X) Are all hiring and promotion decisions (except top management) made at your location?

Yes _____ No _____

6. (Code X) If not, please identify the county and state where the parent, branch, or subsidiary is located where hiring and promotion decisions are made:

_____

B. Your Training Programs

7. (Code X) Do you have any in-house, or in-service training programs for any class or category of employees?

    a) Yes _____ (check all that apply)

        1. at this location _____
        2. at the parent location _____
        3. at a branch or subsidiary location _____

    b) NO _____

8. (Code X and Y) If your firm at this location has such
    training programs, please list them, and indicate for
    whom they are intended, and the number of employees
    who are involved in them, with estimates of future enroll-
    ment.

		Number of Employees Involved			
Program	Target Employee Group	Last Year	This Year	Next Year	3 Years From Now

9. (Code X and Y) If training programs are carried on by a
    parent, branch or subsidiary located in this state, please
    list those programs and indicate the number of employees
    from your firm at this location who are involved in such
    programs: (Do not list total number employees involved,
    just from your location.)

			Number of Employees Involved From Your Own Firm Location			
Program	(Town and county) Location of Program	Target Employee Group	Last Year	This Year	Next Year	3 years from now

C. Other Vocational Education Programs

10. (Code Y) Are there any opportunities for your employees to enroll in training or education courses within about a 20 mile distance from your location? Yes___ No___ Don't know _____

11. (Code Y) If there are, what sponsorship do these programs have? (check all that apply)

   a) public education - full time daytime voc. ed. program _____

   b) public education - evening adult voc. ed. program_____

   c) other public education (specify) _____

   d) union sponsored program_____

   e) program sponsored by industry other than own firm _____

   f) community college_____

   g) 4-year college_____

   h) university or university extension_____

   i) other (specify) _____

12. (Code Y) What is your opinion of these adult education programs as a means for improving employees skills.

Program Type	Very Useful	Somewhat Useful	Not Useful
a) public ed-full time daytime voc.ed.program	_____	_____	_____
b) public ed-evening adult voc.ed. program	_____	_____	_____
c) other public education	_____	_____	_____
d) union sponsored program	_____	_____	_____

12. (cont'd)

Program Type	Very Useful	Somewhat Useful	Not Useful
e) program sponsored by industry other than own firm	_____	_____	_____
f) own firm's program, if relevant	_____	_____	_____
g) community college	_____	_____	_____
h) 4 year college	_____	_____	_____
i) university or university extension	_____	_____	_____
j) other (specify)	_____	_____	_____

13. (Code X) Did you or someone in your firm suggest to any employee within the past twelve months that his career might benefit by additional training?

Yes_____ No_____ Don't Know_____

14. (Code X and Code Y) If you answered "no" to Question 13, please skip to Question 17. If you answered "yes" to Question 13, please indicate on the list below approximately how many employees received that suggestion and, if a specific recommendation was made, the recommended training source. In the first column please indicate the number of such employees last year; in the second column please indicate the number you expect this year; and in the third column the number you expect three years from now.

Approximate Number of Employees
To Whom Training is Recommended

Program Type	Last Year	This Year	Next Year	3 Years From now
a) public ed-full time daytime voc. ed. program	____	____	____	____
b) public ed-evening adult voc. ed. program	____	____	____	____

14. (cont'd)

Approximate Number of Employees
To Whom Training is Recommended

Program Type	Last Year	This Year	Next Year	3 Years From Now
c) other public education	_____	_____	_____	_____
d) union sponsored program	_____	_____	_____	_____
e) program sponsored by industry other your own firm	_____	_____	_____	_____
f) own firm's program	_____	_____	_____	_____
g) community college	_____	_____	_____	_____
h) 4 year college	_____	_____	_____	_____
i) university or university extension	_____	_____	_____	_____
j) other(specify)	_____	_____	_____	_____
k) general recommendation not specifying training source	_____	_____	_____	_____

15. (Code Y) If an employee successfully completes a specific course in any of the training programs listed below, does he receive any of the benefits listed in the table? (Check all that apply)

Program Type	Tuition for Course(s) Paid	Automatic Pay Increase	Automatic Position Upgrade	New Job Title	Additional vacation or time off	Transfer To New Location	Other
a) public ed-full time day time program	___	___	___	___	___	___	___
b) public ed-adult evening voc-ed program .	___	___	___	___	___	___	___
c) other public ed	___	___	___	___	___	___	___
d) union sponsored program	___	___	___	___	___	___	___
e) program sponsored by other industry than own firm	___	___	___	___	___	___	___
f) own firm's program	___	___	___	___	___	___	___
g) community college	___	___	___	___	___	___	___
h) university or university extension	___	___	___	___	___	___	___
i) other (specify)	___	___	___	___	___	___	___

Benefits

16. (Code Y) If the program recommended is a full-or part-time course given in normal working hours, does the employee's regular pay continue?

<center>Pay Policy</center>

Type Of Course	Full Pay Continues	Partial Pay	No Pay
Full Time Course	_____	_____	_____
Part Time Course	_____	_____	_____

17. (Code Z) From your experience in your own firm, what
    is the most common deficiency in your employees' work
    skills, in meeting your expectations, or in any other
    area of importance to you?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

18. (Code Z) What kinds of employee education or training
    courses can you think of which would make your employees
    work of more value to your firm?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

19. (Code X) The following is a list of the types of
     programs currently being offered in the public voca-
     tional education schools. Please check off those most
     relevant to your firm.

\

OFFICE OCCUPATIONS	———
Accounting and com- puting	———
Business data pro- cessing systems	———
Filing, office machines, general clerical	———
Information communi- cation (correspon- dence, mail, messenger)	———
Personnel, training	———
Stenographic, secreta- rial	———
Supervisory, admini- strative, management	———
Typing	———

CONSUMER AND HOMEMAKING EDUCATION	_____
Homemaking (child development, consumer education family health)	_____
Occupational preparation (care and guidance of children, clothing management, food management, etc.)	_____

VOCATIONAL INDUSTRIAL EDUCATION	_____
Air conditioning	_____
Appliance repair	_____
Automotive services	_____
Aviation	_____
Blueprint reading	_____
Business machine maintenance	_____
Commercial art	_____
Commercial fishery	_____
Commercial photography	_____
Construction and maintenance	_____
Custodial services	_____
Diesel mechanic	_____
Drafting	_____
Electrical	_____
Electronics	_____
Fabric maintenance	_____
Foremanship	_____
Graphic arts	_____
Industrial atomic energy	_____

VOCATIONAL INDUSTRIAL EDUCATION (cont'd)	
Instrument maintenance	_____
Maritime	_____
Foundry	_____
Metallurgy	_____
Personal services	_____
Plastics	_____
Public service (fireman, law enforcement etc.)	_____
Quantity food	_____
Refrigeration	_____
Small engine repair	_____
Electric power generating plants	_____
Textile production	_____
Leatherworking	_____
Upholstering	_____
Woodworking	_____

DISTRIBUTION AND MARKETING	_____
Advertising	_____
Apparel and accessories	_____
Automotive	_____
Finance and credit	_____
Floristry	_____
Food distribution	_____

DISTRIBUTIVE AND MARKETING (continued)	
Food services	_____
General merchandise	_____
Hardware	_____
Home furnishings	_____
Hotel and lodging	_____
Industrial marketing	_____
Insurance	_____
International Trade	_____
Personal services	_____
Retail trade	_____
Wholesale trade	_____
Petroleum	_____
Real estate	_____
Recreation	_____
Transportation	_____

TECHNICAL EDUCATION	_____
Engineering	_____
Agricultural	_____
Health	_____
Office	_____
Home economics	_____
Misc (pilots, fire, forestry, police)	_____

HEALTH	_____
Dental	_____
Medical laboratory	_____
Nursing	_____
Rehabilitation	_____
Radiologic	_____
Ophthalmic	_____
Environmental	_____
Mental health	_____
Misc (inhalation, community, health, mortuary, etc.)	_____

AGRICULTURE	_____
Production	_____
Supplies/services	_____
Mechanics	_____
Processing, inspection, marketing	_____
Ornamental horticulture	_____
Resources (conservation)	_____
Forestry	_____

Table 14.   Relevant Section of Model

Flow of Students to Adult Education and
Post Secondary Programs

From   To

| | Next Year | | Next 2 or 3 Years | | More than 3 Years | |
	Adult Ed	Post Secondary	Adult	Post Secondary	Adult	Post Secondary
Adult education						
Post Secondary Students						
High School Seniors						
Presently Employed:						
a) Recommended by employer						
b) Recommended by Union	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
Referred by Employment Office						
Other						

Total

SECTION lV

<u>Unions</u>:   <u>The</u> <u>Data</u> <u>Gathering</u>
<u>Instruments</u> <u>and</u> <u>their</u> <u>Use</u>

This section describes the data gathering instruments
designed to obtain information from unions to use in fore-
casting social demand.   This information is desired be-
cause previous surveys have shown that a portion of those
enrolled in post secondary or adult vocational education
programs were encouraged to do so by their unions.   Thus,
in order to forecast future interest in such programs it
is necessary to obtain data on union policies.   The unit
used here is the union local.   (See Table 14.)

There are three kinds of information sought in these
instruments, requiring the following:

1)   Questions designed to identify those unions who
     do suggest to employees that they enroll in
     education programs.   Further questions are asked
     to analyze this information by size and type of
     union and by specific program areas (such as
     health, office occupations, etc.).   In addition,
     questions are included to discover whether the
     recommendation is general or specific as to pro-
     gram source (public, private, apprentice, on-the-
     job, etc.).

These questions are marked Code X in the questionnaire.

2) Questions designed to help vocational education administrators determine how public programs compare to other programs (such as apprentice, private, community college, etc.). The comparison is made in regard to how the unions rate the different types of programs: in terms of the incentives offered for different program types, and in terms of the different frequency with which unions recommend each program type to their members.

Included among these program types are the union's own programs. These questions are coded Code Y.

3) Questions designed to elicit suggestions from unions which might be helpful in planning programs in the future. These questions ask about the most common work-related deficiency in their members; and also ask for specific recommendations for education of value to the members.

These questions are coded Code Z.

Administration of the Union Questionnaire

This instrument is most effective if it is administered
state-wide; but it can be administered by one county. How-
ever, the county is the smallest geographic unit for which
it makes sense to gather this information.

For either unit, the state or the county, it is not
necessary to gather information from every union. Locals
with fewer than one hundred members may have to be elimi-
nated completely. It is possible to use information gathered
from a sample of locals with one hundred or more members
in the same county.

County sample

Identify all union locals in the following size
categories:

members in same county

100-249

250-499

500-999

1000+

Decide how many locals you wish to include in the sample,
but the total number of locals should be not less than about

twenty. Select random locals proportionate to the number
of such size unions in the county. In other words, if half
the locals in the county have between 100-249 members, then
half your sampled locals should be from that category.

State sample

If this instrument is administered by the state, then
a two-step stratification should be used: by county, by
union size. For each county, draw up a separate distri-
bution of member size unions, and draw samples from each
county representative of that county's distribution. The
number drawn from each county should be controlled so
that the distribution of unions across the state is weighted
by the county's union membership. The number selected should
be large enough in each county so that a separate county
analysis can be made. Thus, the smallest number of unions
in any one county should be 15-20.

Collecting the Material

The instrument is designed to be a mail questionnaire,
sent to the chief executive officer of the union, with a
request that it be filled out by that senior manager who
has the training responsibility.

In order to assure the proper number of responses, the office administering the instrument will want to mail out at least twice as many questionnaires as it wants to receive. To do this, two parallel samples should be drawn, and questionnaires mailed to both samples.

A mail follow-up in about three weeks, and a second follow-up about two weeks later (each including another copy of the questionnaire) should bring in sufficient returns to fill the required quotas.

Since many union locals will respond that they have not recommended additional training to their members, and only a small number of unions will prove to be "suppliers", the returned questionnaires should be checked over, and those from the "suppliers" reviewed immediately. If these questionnaires are not completed, and especially if Question 19 has not been completed properly, then an additional follow-up, perhaps by a personal visit, should be made. (Question 19 is the question which links the recommendations by unions to specific public vocational-education programs.) The determination of which unions are the ones who recommend training most frequently to their members can be made after the first field test using a cut-off of, say, the top 10%. That is, if a distribution is constructed of the number of

members to whom each union recommended training last year, the distribution will range from zero to some number of members. Perhaps the distribution will look like this:

Number of members to whom training was recommended last year	Number of unions
0	60
1-9	14
10-24	7
25-49	2
50+	1

If this were, indeed, the distribution, then follow-ups probably should be made to those firms who recommended training to 10 or more members. (Roughly the top 10%)

A cover letter to the union officials and the questionnaire follows.

Vocational Education [Agency Address]

[Addressee]

Dear Sir:

The [Agency] is collecting information on union policies
toward continuing education to help improve workers' skills in
New Jersey. As part of this effort, we would like to find out
something about the kinds of training your union provides
directly for its members, and the kinds of training courses
you finance for or suggest to your members.

This questionnaire should be filled out by your
Director of Training, if your union has one. If you do
not, then this questionnaire should be filled out by
whomever is most instrumental in arranging training of
your members.

If you have any questions about supplying any of
this information, please feel free to contact us. [Name,
phone] will be happy to discuss this with you.

Please return the completed questionnaire to
(_____) within ten days if possible.

Thank you much for your cooperation. We hope that, with this information and other material we are collecting we can help meet the need for work skills in New Jersey.

Very sincerely yours,

Title

Union Information

This questionnaire should be filled out by

1) The Director of Training, if one exists; or

2) Senior officer who carries out functions of

    member training.

Please indicate title of person filling out this questionnaire:

Title:_____

A. Background

1. (Code X) What kinds of workers comprise the bulk of
    your membership?

Process (check all that apply)	Enter SIC Code, if know	Industry type (for example, automobile, insurance, printing, construction, advertising)
a. Manufacturing – Durable Goods Production workers		
b. Manufacturing – Non-Durable Goods Production workers		
c. Wholesale and Retail Trade		
d. Finance, Insurance, and Real Estate		
e. Services and Professional		
f. Transportation and Public Utilities		
g. Government Federal, State and Local		
h. Contract Construction		
i. Mining		
j. Service-Producing		

2. (Code X) How many members does your local have in this
    County? (Check one)

                    a)   0-99   ____

                    b)   100-249   ____

                    c)   250-499   ____

                    d)   500-999   ____

                    e)   1000 +   ____

3. (Code X) How many members do you have in this State?
    (Check one)

                    a)   0-99   ____

                    b)   100-249   ____

                    c)   250-499   ____

                    d)   500-999   ____

                    e)   1000 +   ____

4. (Code X) Do you have other locals in this county?

                 Yes____

                 No ____

                 in this state?   Yes____   No____

                 in other states? Yes____   No____

5. (Code X) About how many members of this <u>union</u> are there
    in the State as a whole?

                    a)   0-99   ____

                    b)   100-249   ____

                    c)   250-499   ____

                    d)   500-999   ____

                    e)   1000 +   ____

B. Your Union's Training Programs

6. (Code X) Does your union have any in-house, or in-service, or apprenticeship training programs for any class or category of members?

   a) Yes _____ (check all that apply)

      1) at this location _____

      2) at another local in this county _____

      3) at another local in this State _____

      4) in another State _____

7. (Code X and Code Y) If your local at this location has such training programs, please list them, and indicate for whom they are intended, and the number of members who are involved in them, with estimates of future enrollment.

| | | Number of Members Involved | | | |
Program	Kind of Workers	Last Year	This Year	Next Year	3 Years From Now

8. (Code X and Code Y) If training programs available to
    your members are carried on by another local in this
    state, please list those programs and indicate the
    number of members from your local at this location who
    are involved in such programs: (Do not list total
    number members involved, just your location.)

Program	(Town and County) Location of Program	Kind of Workers	Number of Members Involve From Your Own Local			
			Location			
			Last Year	This Year	Next Year	3 Years From N(

C. Other Vocational Education Programs

9. (Code Y) Are there any opportunities for your members
    to enroll in training or education courses within about
    a 20 mile distance from your location?

    Yes   _____

    No   _____

    Don't know _____

10. (Code Y) If there are, what sponsorship do these programs
    have? (Check all that apply)

    a) Public education - full time daytime voc
       ed program _____

    b) Public education - evening adult voc ed
       program _____

    c) Other public education (specify) _____

    d) Industry sponsored program _____

    e) Program sponsored by union other than your
       own _____

    f) Your own union program _____

    g) Community college _____

    h) 4-year college _____

    i) University or university extension _____

    j) Other (specify) _____

11. (Code Y) What is your opinion of these adult education
    programs as a means of improving members skills?

Program Type	Very Useful	Somewhat Useful	Not Useful
a) public ed - full time daytime voc ed program	_____	_____	_____
b) public educ. - evening adult voc ed program	_____	_____	_____
c) other public education	_____	_____	_____
d) industry sponsored program	_____	_____	_____
e) program sponsored by union other than your own	_____	_____	_____
f) your own union program, if relevant	_____	_____	_____
g) community college	_____	_____	_____
h) 4 year college	_____	_____	_____
i) university or university extension	_____	_____	_____
j) other (specify)	_____	_____	_____

12. (Code X) Did you or someone in your local suggest to any member within the past twelve months that his or her career might benefit by additional training?

Yes _____

No _____

Don't know _____

13. (Code X and Code Y) If you answered "no" to Question 12, please skip to Question 17. If you answered "yes" to Question 12, please indicate on the list below approximately how many members received that suggestion and, if a specific recommendation was made, the recommended training source. In the first column please indicate the number of such members last year; in the second column please indicate the number you expect this year; and in the third column the number you expect three years from now.

Program Type	Approximate Number of Members To Whom Training is Recommended			
	Last Year	This Year	Next Year	3 Years From now
a) public ed - full time daytime voc ed program	_____	_____	_____	_____
b) public ed - evening adult voc ed program	_____	_____	_____	_____
c) other public education	_____	_____	_____	_____
d) industry sponsored program	_____	_____	_____	_____
e) program sponsored by union other than your own	_____	_____	_____	_____
f) your own union's program	_____	_____	_____	_____
g) community college	_____	_____	_____	_____
h) 4 year college	_____	_____	_____	_____
i) university or university extension	_____	_____	_____	_____
j) other (specify)	_____	_____	_____	_____
k) general recommendation not specifying training source	_____	_____	_____	_____

14. (Code Y) If a member successfully completes a specific course
in any of the training programs (listed below), does he or she
receive any benefits from you?

Program Type	Benefits From Union Local or International
a) public ed full time day time program	
b) public ed adult evening voc-ed program	
c) other public ed	
d) industry sponsored program	
e) program sponsored by union other than your own	
f) your own union's program	
g) community college	
h) 4 year college	
i) university or university extension	
j) other (specify)	

15. (Code Z) From the experience of your members, what is
    the most common lack in your members' skills?

    _____

    _____

    _____

    _____

    _____

    _____

16. (Code Z) What kinds of education or training courses can
    you think of which would make your members work of more
    value to their employers?

    _____

    _____

    _____

    _____

    _____

    _____

17. (Code X) The following is a list of the types of programs
    currently being offered in the public vocational educational
    schools. Please check off those most relevant to your
    members.

	Relevant to Members
OFFICE OCCUPATIONS	_____
Accounting and computing	_____
Business data processing systems	_____
Filing, office machines, general clerical	_____
Information communication (correspondence, mail, messenger)	_____
Personnel, training	_____
Stenographic, secretarial	_____
Supervisory, administrative, management	_____
Typing	_____

	Relevant to Members
CONSUMER AND HOMEMAKING EDUCATION	_____
Homemaking (child development, consumer education family health)	_____
Occupational preparation (care and guidance of children, clothing management, food management, etc.)	_____

VOCATIONAL INDUSTRIAL EDUCATION	_____
Air conditioning	_____
Appliance repair	_____
Automotive services	_____
Aviation	_____
Blueprint reading	_____
Business machine maintenance	_____
Commercial art	_____
Commercial fishery	_____
Commercial photography	_____
Construction and maintenance	_____
Custodial services	_____
Diesel mechanic	_____
Drafting	_____
Electrical	_____
Electronics	_____
Fabric maintenance	_____
Foremanship	_____
Graphic arts	_____
Industrial atomic energy	_____

	Relevant to Members
VOCATIONAL INDUSTRIAL EDUCATION (cont'd)	
Instrument maintenance	———
Maritime	———
Foundry	———
Metallurgy	———
Personal services	———
Plastics	———
Public service (fireman, law enforcement etc.)	———
Quantity food	———
Refrigeration	———
Small engine repair	———
Electric power generating plants	———
Textile production	———
Leatherworking	———
Upholstering	———
Woodworking	———

	Relevant to Members
DISTRIBUTION AND MARKETING	———
Advertising	———
Apparel and accessories	———
Automotive	———
Finance and credit	———
Floristry	———
Food distribution	———

	Relevant to Members
DISTRIBUTIVE AND MARKETING (continued)	
Food services	_____
General merchandise	_____
Hardware	_____
Home furnishings	_____
Hotel and lodging	_____
Industrial marketing	_____
Insurance	_____
International Trade	_____
Personal services	_____
Retail trade	_____
Wholesale trade	_____
Petroleum	_____
Real estate	_____
Recreation	_____
Transportation	_____

	Relevant to Members
TECHNICAL EDUCATION	_____
Engineering	_____
Agricultural	_____
Health	_____
Office	_____
Home economics	_____
Misc (pilots, fire, forestry, police)	_____

	Relevant to Members
HÉALTH	———
Dental	———
Medical laboratory	———
Nursing	———
Rehabilitation	———
Radiologic	———
Ophthalmic	———
Environmental	———
Mental health	———
Misc (inhalation, community, health, mortuary, etc.)	———

	Relevant to Members
AGRICULTURE	———
Production	———
Supplies/services	———
Mechanics	———
Processing, inspection, marketing	———
Ornamental horticulture	———
Resources (conservation)	———
Forestry	———

SECTION V

State Employment Offices

This section describes the data gathering instruments
designed to obtain information from state employment
agencies to use in forecasting social demand. This infor-
mation is desired because previous surveys have shown that
a portion of those enrolled in post-secondary or adult
vocational education programs were encouraged to do so by
such agencies. Thus, in order to forecast future interest
in such programs it is necessary to obtain data on agency
behavior. The unit used here is the local state employ-
ment office. (See Table 15.)

There are three kinds of information sought in these
instruments, requiring the following:

1) Questions designed to identify those officials
   who do suggest to clients that they enroll in
   education programs. In addition, questions are
   included to discover whether the recommendation
   is general or specific as to program source
   (public, private, apprentice, on-the-job, etc.).

These questions are marked Code X in the questionnaire.

Table 15 Relevant Section of Model

Flow of Students to Adult Education and
Post Secondary Programs

From   To

	Next Year		Next 2 or 3 Years		More than 3 Years	
	Adult Ed	Post Secondary	Adult	Post Secondary	Adult	Post Secondary
Adult education						
Post Secondary Students						
High School Seniors						
Presently Employed: a) Recommended by employer b) Recommended by Union						
Referred by state employment office	/////	/////	/////	/////	/////	/////
Other						

Total

2) Questions designed to help vocational education administrators determine how public programs compare to other programs (such as apprentice, private, community college, etc.). The comparison is made in regard to how the agencies rate the different types of programs. The programs are also compared in terms of the different frequency with which agency officials recommend each program type to their clients.

These are coded Y.

3) Questions designed to elicit suggestions from agency officials, which might be helpful in planning programs in the future. These questions ask about the most common work-related deficiency in their clients.

These questions are coded Code Z.

Administration of the State Employment Office Questionnaire

This instrument is most effective if it is administered state-wide; but it can be administered by one county. However, the county is the smallest geographic unit for which it makes sense to gather this information.

For either unit, the state or the county, it is preferable to gather information from every state employment office in the corresponding area.

Collecting the Material

The instrument is designed to be a mail questionnaire, sent to the manager of the state employment office. There should be a mail follow-up in about three weeks, and a second follow-up about two weeks later (each including another copy of the questionnaire).

[New Jersey Vocational Education Agency Address]

(Addressee)

Dear Sir:

The [Agency] is collecting information on employment
office activities relative to continuing education to help
improve workers' skills in New Jersey. As part of the effort,
we would like to find out something about the kinds of train-
ing courses you suggest to those registered with your office.

If you have any questions about supplying any of
this information, please feel free to contact us.
[Name, phone] will be happy to discuss this with you.

Please return the completed questionnaire to (_____)
within ten days if possible.

Thank you for your cooperation. We hope that, with
this information and other material we are collecting,
we can help meet the need for work skills in New Jersey.

Very sincerely yours,

Title.

State Employment Office Questionnaire

NOTE:

Throughout, the questionnaire calls for information by specific categories, namely, handicapped and others. The term "handicapped" is used in federal funding of education programs. "Handicapped" refers to those legally, partially or totally disabled, mentally retarded, afflicted with cerebral palsy, hard of hearing or deaf, blind, etc. If you can supply the information using these categories it would be most helpful. If you cannot supply this information, but can make a reasonable guess, that too would be helpful.

However, if you cannot supply the information by the categories required, please complete the questionnaire using the total figures where indicated.

1. What is the total number of persons registered at this time with your office?

Male _____   Female _____   Total _____

2. How many of them are in each of the categories indicated below?

Categories	Male	Female	Total
1. Handicapped persons			
2. Others			
Total			

3. In about how many of the cases could employment be found if the person had additional vocational training of two-years or less?

    Male _____   Female _____   Total _____

4. How many of those who would benefit from such additional vocational training are in each of the categories indicated below?

Categories	Male	Female	Total
1. Handicapped persons			
2. Others			
Total			

5. Which work skill needed for job placement is most commonly lacking in those registered in your office?

    Male workers:

    Handicapped: _____

    _____

    Others: _____

    _____

    _____

    Female workers:

    Handicapped: _____

    _____

    Others: _____

    _____

    _____

6. What kind of education or training course can you think of which would make job placement easier?

7. (Code Y) Are there any opportunities for these people to enroll in training or education courses within about 20 mile distance from you location?

      Yes _____   No _____   Don't know _____

8. (Code Y) If there are, what sponsorship do these programs have? (Check all that apply)

    a) public education - full time daytime voc ed program _____

    b) public education - evening adult voc ed program _____

    c) other public education (specify) _____

    d) industry sponsored program _____

    e) union sponsored program _____

    f) community college _____

    g) 4-year college _____

    h) university or university extension _____

    i) other (specify)

9. (Code Y) What is your opinion of these adult education programs as a means for improving work skills of your clients?

Program Type	Very Useful	Somewhat Useful	Not Useful
a) public ed-full time daytime voc ed program	____	____	____
b) public educ-evening adult voc ed program	____	____	____
c) other public education	____	____	____
d) industry sponsored program	____	____	____
e) union sponsored program	____	____	____
f) community college	____	____	____

Question 9 (cont'd)

Program Type	Very Useful	Somewhat Useful	Not Useful
g) 4-year college	____	____	____
h) university or university extension	____	____	____
i) other (specify)	____	____	____

10. (Code X) Did you or someone in your office suggest to any client within the past twelve months that he or she might benefit by additional training?

Yes _____   No _____   Don't Know _____

11. (Code X and Code Y) If you answered "no" to Question 10, please skip to Question 12. If you answered "yes" to Question 10, please indicate on the list below approximately how many people received that suggestion and, if a specific recommendation was made, the recommended training source. In the first column please indicate the number of such people last year; in the second column please indicate the numbe: you expect this year; and in the third column the number you expect three years from now.

Program Type	Approximate Number of People To Whom Training is Recommended			
	Last Year	This Year	Next Year	3 Years From Now
a) public ed-full time daytime voc ed program	____	____	____	____
i) MDTA or WIN ii) other	____	____	____	____
b) public ed-evening adult voc ed program	____	____	____	____
c) other public education	____	____	____	____
d) industry sponsored program	____	____	____	____
e) union sponsored program	____	____	____	____
f) community college	____	____	____	____
g) 4-year college	____	____	____	____

Question 11 (cont'd)

Program Type	Last Year	This Year	Next Year	3 Years From Now
h) university or university extension	___	___	___	___
i) other (specify)	___	___	___	___
j) general recommendation not specifying training source	___	___	___	___

12. In which of the program areas listed below do you feel vocational training could be most helpful, when it comes to matching jobs available with job seekers.

    Enter 1 for most helpful

          2 for somewhat

          3 for marginal

    Leave others blank.

	Handicapped	Others
OFFICE OCCUPATIONS	_____	_____
Accounting and computing	_____	_____
Business data processing systems	_____	_____
Filing, office machines, general clerical	_____	_____
Information communication (correspondence, mail, messenger)	_____	_____
Personnel, training	_____	_____
Stenographic, secretarial	_____	_____
Supervisory, administrative, management	_____	_____
Typing	_____	_____

	Handicapped	Others
CONSUMER AND HOMEMAKING EDUCATION	___	___
Homemaking (child development, consumer education family health)	___	___
Occupational preparation (care and guidance of children, clothing management, food management, etc.)	___	___
VOCATIONAL INDUSTRIAL EDUCATION	___	___
Air conditioning	___	___
Appliance repair	___	___
Automotive services	___	___
Aviation	___	___
Blueprint reading	___	___
Business machine maintenance	___	___
Commercial art	___	___
Commercial fishery	___	___
Commercial photography	___	___
Construction and maintenance	___	___
Custodial services	___	___
Diesel mechanic	___	___
Drafting	___	___
Electrical	___	___
Electronics	___	___
Fabric maintenance	___	___
Foremanship	___	___
Graphic arts	___	___
Industrial atomic energy	___ Handicapped	___ Others

	Handicapped , Others	
VOCATIONAL INDUSTRIAL EDUCATION (cont'd)		
Instrument maintenance	____	____
Maritime	____	____
Foundry	____	____
Metallurgy	____	____
Personal services	____	____
Plastics	____	____
Public service (fireman, law enforcement etc.)	____	____
Quantity food	____	____
Refrigeration	____	____
Small engine repair	____	____
Electric power generating plants	____	____
Textile production	____	____
Leatherworking	____	____
Upholstering	____	____
Woodworking	____	____

	Handicapped	Others
DISTRIBUTION AND MARKETING	____	____
Advertising	____	____
Apparel and accessories	____	____
Automotive	____	____
Finance and credit	____	____
Floristry	____	____
Food distribution	____	____

	Handicapped	Others
DISTRIBUTIVE AND MARKETING (continued)		
Food services	_____	_____
General merchandise	_____	_____
Hardware	_____	_____
Home furnishings	_____	_____
Hotel and lodging	_____	_____
Industrial marketing	_____	_____
Insurance	_____	_____
International Trade	_____	_____
Personal services	_____	_____
Retail trade	_____	_____
Wholesale trade	_____	_____
Petroleum	_____	_____
Real estate	_____	_____
Recreation	_____	_____
Transportation	_____	_____

	Handicapped	Others
TECHNICAL EDUCATION	_____	_____
Engineering	_____	_____
Agricultural	_____	_____
Health	_____	_____
Office	_____	_____
Home economics	_____	_____
Misc (pilots, fire, forestry, police)	_____	_____

	Handicapped	Others
HEALTH	_____	_____
Dental	_____	_____
Medical laboratory	_____	_____
Nursing	_____	_____
Rehabilitation	_____	_____
Radiologic	_____	_____
Ophthalmic	_____	_____
Environmental	_____	_____
Mental health	_____	_____
Misc (inhalation, community, health, mortuary, etc.)	_____	_____

	Handicapped	Others
AGRICULTURE	_____	_____
Production	_____	_____
Supplies/services	_____	_____
Mechanics	_____	_____
Processing, inspection, marketing	_____	_____
Ornamental horticulture	_____	_____
Resources (conservation)	_____	_____
Forestry	_____	_____