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ABSTRACT

Fourth in a series of five, the document presents guidelines for the development and study of a cooperative adult education program or for the evaluation of an existing program. Intended to be "content free," the guidelines focus on the processes of cooperative efforts. The 12 areas of concern are: needs assessment, objective setting and instructional content development, staffing, procedures and materials, pre-planning, resource acquisition and expenditure plan, program administration, job placement and promotion, internal and external communication, evaluation, accepting and screening participants, and counseling services for adult students. The format for each of these concerns includes: an overview, questions, and a section headed "suggestions on how." General comments stress the importance of documentation in the planning effort, joint meetings (of cooperating agencies to increase understanding and commitment), and a steering committee representing all interests involved in the program. (KH)

GUIDELINES FOR THE DEVELOPMENT AND STUDY OF COOPERATIVE ADULT EDUCATION PROGRAMS

Authors

Allen B. Moore
James C. Granger
Patricia W. Winkfield

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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We would also like to make special recognition of the dedicated assistance of Mrs. Wymer, Project Secretary, in the extensive efforts to identify and contact local cooperative programs.

Special thanks go to the fourteen consultants who assisted the project staff in developing criteria for identifying, selecting and reviewing Cooperative Programs throughout the Nation. A list of the consultants is found in Appendix A of this publication.

These cooperative adult education publications are available under the sponsorship of the United States Office of Education in cooperation with The Center for Vocational Education and The Ohio State University.

Robert E. Taylor
Director
The Center for Vocational
Education

PREFACE

Guidelines for the Development and Study of Cooperative Adult Education Programs

Cooperation between private industry and state supported educational agencies for programs to serve adults with less than a high school education is a reality in many of the fifty states and territories. The purposes of these programs vary from specific skill training to preparation for taking the General Equivalency Development Test. Whatever the purposes, the way in which these programs are developed and carried out may serve to aid similar efforts in the future.

This publication is the fourth in a series of five (5) products which grew out of the Cooperative Adult Education Project* carried out by The Center for Vocational Education at The Ohio State University and sponsored by The United States Office of Education. The other four products include:

- A Partial Listing of Cooperative Adult Education Programs (No. 1)
- Abstracts of Selected Cooperative Adult Education Programs (No. 2)
- Case Studies of Selected Cooperative Adult Education Programs (No. 3)
- Discussion of Industry-Education Cooperation for Adult Learning (No. 5)

All five (5) of these publications are available from The Center for Vocational Education, Product Utilization Section, at cost.

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*Project Title: Identification and Assessment of Existing Models of Cooperative Industry and State Administered Adult Education Programs.

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INTRODUCTION

> I propose a great new partnership of labor and educators. . . . Accordingly, I have asked the Secretaries of Commerce, Labor and HEW to report to me new ways to bring the world of work and the institutions of education closer together.

With these words President Gerald Ford in August 1974 proclaimed a new emphasis for industry/education cooperative across the United States.

As with any new thrust, it is important to look at what is currently happening and to study those efforts which may offer models for future development and refinement. No new emphasis can begin in a vacuum, without knowing what has happened and what is currently happening. Otherwise, the "wheel" is constantly being reinvented, and there is a loss of the experience persons in the field have built.

Thus, the overall goal for this Center for Vocational Education project sponsored by the U.S. Office of Education was to identify, study and disseminate information about programs which are currently in existence in order that the programs themselves may act as models and their experience may improve future collaborative efforts.

Programs Under Study

The field of industry/education cooperation is very large and may be represented as a pie in Figure 1. Included in this pie are pieces (or programs) such as distributive education for high school students. Even the field of cooperation for adult education is large. There are management development programs, college/industry exchange, and tuition reimbursement plans available in almost all industries and businesses. Thus, interaction is ongoing everyday and covers many levels of cooperation--from fee reimbursement to actual teacher/worker exchange. Therefore, it would be nearly impossible to cover the whole range of adult education in cooperation with business and industry in one study.

This project focused its attention on one piece of the pie, or area of industry/education cooperation, as represented in

FIGURE 1.

THERE ARE MANY TYPES OF COOPERATIVE PROGRAMS

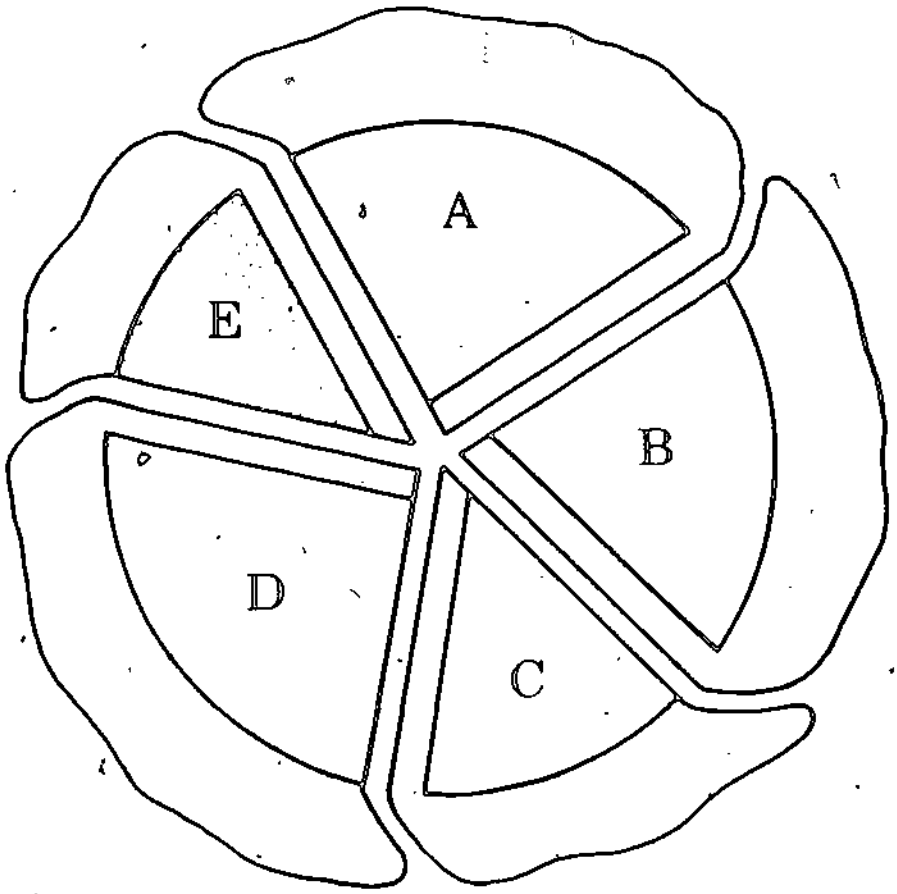


Figure 2. Not that any of the other pieces, or types of programs are less important but in order that a more complete study may be undertaken, and to provide the specific information requested by the U.S. Office of Education, the project was limited to this one area of cooperative education efforts.

The programs under study may be further defined by the following parameters:

1. Programs must be cooperative between a private business, industry or group of industries and a state affiliated educational agency such as a local school, a community college or state department. Some possible programs which would be ruled out by this parameter include programs with labor organizations, community service organizations, other parties of state government, and programs which are basically of a federal nature, that is programs such as the Manpower Development Training Act (MDTA) and the National Alliance of Businessmen (NAB). However, it may be that federal funds are funneled through the state for programs which are included in this study. The difference is mainly that control would remain at the state or local level rather than in Washington.

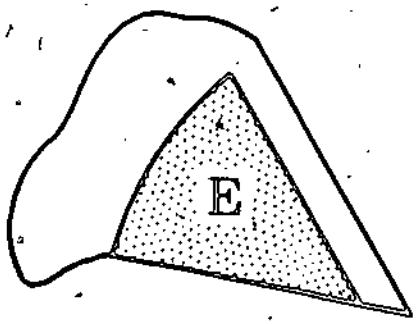
2. The cooperative arrangement may be formal or informal but the result must have both organizations contributing one or more of the following: direct funding, participant or teacher release time, intensive planning, facilities, equipment or materials. Programs which may be excluded by this parameter are those where the private industry simply pays tuition for its employees who take courses on their own.

3. The program must be primarily for participants who are adults (i.e., over 16 and assuming adult roles); who have less than a high school education and who are not enrolled in a full- or part-time traditional diploma-seeking program. This parameter would exclude programs for anyone with more than a high school education in the graduation certificate sense. Also, it would rule out distributive education programs for high school seniors who may indeed be over 16 but are still in a traditional diploma program.

4. The program may include any one or more of the following areas: job skills training, basic education, computational skills, writing, reading, speaking, or English as a second language. The teacher of these may be in the form of preparing for the General Equivalency Development Test (GED), skills training, any of the skill trades, on-the-job training, pre-employment education, or job upgrading. This parameter would exclude programs for leisure activities.

FIGURE 2.

COOPERATIVE PROGRAMS FOR ADULTS WITH LESS THAN A HIGH SCHOOL EDUCATION



All of the parameters listed above must be met for a program to be included in the study. They were designed to focus the effort on a specific population of programs aimed at aiding educationally disadvantaged adults. There are many fine programs across the United States which do not fit all of the parameters and they are worthy of close attention, but this project sought to direct its study to those which met the above criteria.

The Method

As an introduction of how the product herein enclosed came about, a review of the project method is provided. The reader may wish to review this section before delving into the product as it may answer many questions.

The project may be thought of in two phases, identification and study. The identification phase consisted of contacting some 15,000 persons, inquiring as to whether they knew of programs which met the parameters listed above. Contacts were made with all public community and junior colleges in the American Association of Community and Junior Colleges, all public school districts with over 3500 students, all members of the National Council of Local Administration in Vocational Education, all state and regional directors of adult and vocational education as well as a host of other suggested and identified persons.

Once a reply was received from the original mailings, follow-ups were sent where people said they personally did not have a program but knew of someone who did. This follow-up process refined the list down to some 238 persons who were identified as potential directors of cooperative adult education programs as have been defined above.

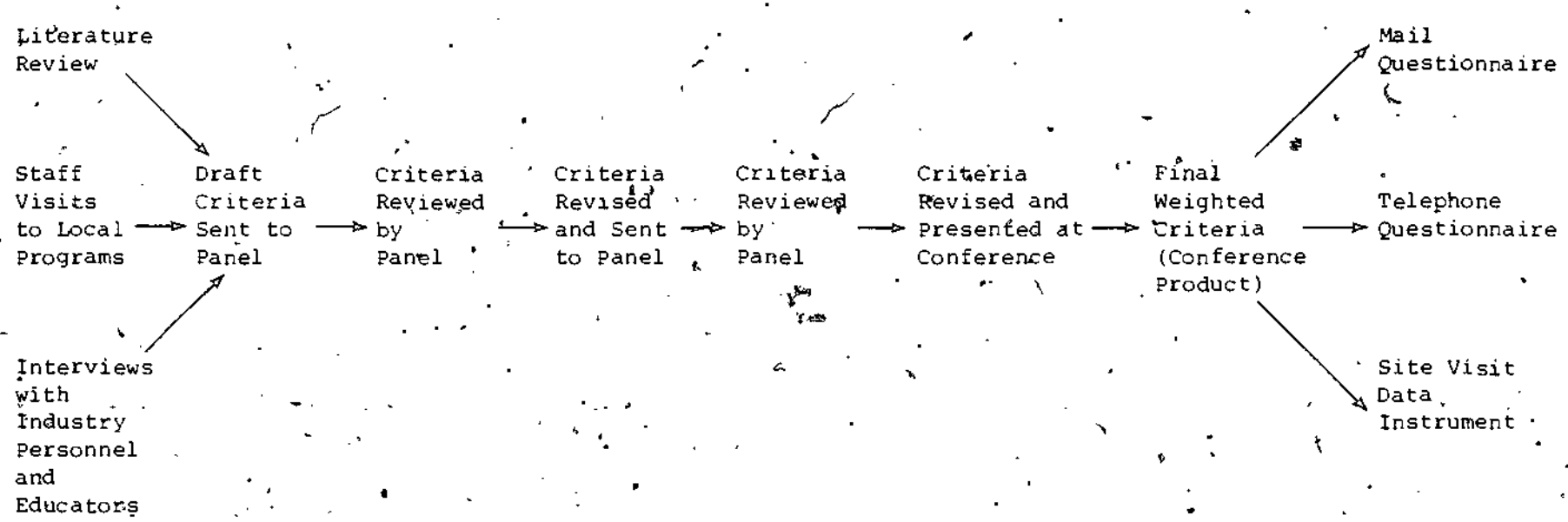
With all of these contacts, mailings, and follow-ups, it is still clear that not all programs in the United States have been identified. As was stated in the Preface of this publication, the goal of the project was not to identify all the cooperative programs in America, but to study a sufficient number to provide information for decision making and fostering other such efforts.

The study phase of the project began with the development of criteria by which the identified programs could be examined. The process by which these criteria were developed may be seen in Figure 3.

A literature survey was performed on cooperative adult education, the project staff made visits to local sites and interviews were conducted with industry and education personnel. The information gained in this way was used to produce a set of draft criteria which was then to select a panel in the first step of a modified Delphi type technique.

FIGURE 3

CRITERIA DEVELOPMENT PROCESS



The panel was made up of representatives from industry, adult educators, state department of adult education directors, labor organizations and local program directors. This panel was selected for their representative views and expertise in cooperative education. A listing of the panel may be seen as Appendix A.

As Figure 3 shows, there are two revisions of the criteria by the panel members individually and a conference was held when the criteria were finalized and weighted. These final, weighted criteria were used to develop the three information-gathering devices.

The mail questionnaire was sent to the 238 program directors which were specified from the identification phase. Seventy-one of the program directors responded that they were currently carrying on programs which met the parameters. Many directors reported more than one program. Thus a total of 108 programs were identified and reported in the product named A Partial Listing of Cooperative Adult Education Programs.

From this group of 108 programs, 29 programs at 29 different sites were selected for telephone interviews. The project staff contacted the 29 program directors and gathered information by means of an interview schedule developed using the criteria which the panel had arrived at. Thus, as shown in Figure 3, criteria which were developed and weighted by the panel were the basis for both the mail and telephone questionnaires.

The information gained from these 29 telephone interviews was then formed into the abstracts which became the product known as Abstracts of Selected Cooperative Adult Education Programs. The directors of the programs reviews and corrected these abstracts prior to their publication.

A final step in the study came with the selection of five programs out of the 29 to receive an on-site visit by members of the criteria development panel and project staff members. The five site visits, conducted during May and June of 1975, were of two to three days duration and resulted in the development of five case study reports which make up the product known as Case Studies of Selected Cooperative Adult Education Programs.

The Criteria

The development of the criteria by the panel followed something of a needs assessment process in that the main question asked was, "What ought (in the ideal sense) to be a part of a good cooperative adult education program?". Thus, the concern was not what exists but rather what ideally should exist. This

allowed the criteria to be used, not in an evaluation sense, but as a guide to look at what does exist. The criteria identified twelve wide areas of concern and under each of these a varying number of more specific statements clarified the general topic. These specific statements formed the basis for the development of the questionnaire, telephone interview and site visit data gathering instrument.

The twelve areas of concern developed by the panel for use as criteria are as follows:

1. Needs Assessment
2. Objectives
3. Staffing
4. Procedures and Materials
5. Pre-Planning
6. Funding
7. Administration
8. Job Placement
9. Communication
10. Evaluation
11. Accepting and Screening Participants
12. Counseling

It is important to repeat that these criteria were used to study the programs, not evaluate them. They represent the staff and panel members combined thinking as to important aspects of cooperative adult education programs.

GUIDE TO THE USAGE OF GUIDELINES
FOR THE DEVELOPMENT AND STUDY OF
COOPERATIVE ADULT EDUCATION PROGRAMS

The following guidelines for the development and study of cooperative adult education programs is designed for the individual who wants to begin such a program or as a guide to evaluate the program already in operation. By no means is it the final word on cooperative adult programs, rather it is a broad outline which is to be further refined by the local program director.

It is the hope of the authors that this work will be valuable to persons in industry as well as in education. The aim was to remain "content-free," and to focus on the processes and aspects of quality cooperative efforts. As you, the reader, go through the publication, we hope you will add to what is written in order that this can become your personal manual.

Format

Included here are twelve separate areas. These relate to the twelve criteria which were developed as reported in the Introduction Section of this booklet. Each of these twelve is further subdivided into three parts:

1. Overview

   This section provides a brief discussion of the area and in general how it relates to the whole program.

2. Questions

   Here are some specific questions which might guide the program director as he begins a program or wishes to study the operation of an active one.

3. Suggestions on How

   This section of each area attempts to provide some suggestions on how the program director or cooperating parties may proceed in order that the questions can be answered.

As mentioned before, the twelve areas and the questions under these areas are a direct result of the criteria discussed in the Introduction. The "suggestions on how" came in part from project site visits and telephone interviews, contributions from local directors, the advisory committee and project staff.

We hope these guidelines will be an important tool as the interpretation of education and work for the adult moves from discussion policy on into action.

GENERAL COMMENTS

As the reader begins these Guidelines for Development and Study of Cooperative Adult Education Programs some general comments may aid in understanding the total publication. Throughout each of the following twelve guidelines three suggestions seem to be repeated. These three areas are documentation, joint meetings, and advisory committees. The following discussion is provided to clarify the emphasis placed on these three topics.

Documentation

Throughout this publication there will be numerous references to "writing" things down. The importance of documentation of such steps as needs assessment, pre-planning and evaluation can not be understated. First, no one person is "permanent." As good and productive as personal contacts are, people are temporary creatures and the desire is for workable programs. If a program director does not write anything down and is suddenly taken out of the program, reconstruction of the program is made doubly difficult. For some, not writing something down may be a protection device. "You can't fire someone with all the knowledge, for knowledge is power."

Secondly, writing things down helps everyone clarify what is meant. There is no misunderstanding or "I didn't hear that." Further, by writing things down, situations where references can be made back to a specific item without people saying "I thought you said - - - - !"

Putting events and decisions in writing need not be an elaborate process. Memos, minutes of meetings and short letters, all kept in one place can serve to maintain an adequate record. The time utilized in keeping records is well worth the effort in terms of the time saved when clarifying problems or situations related to each of the twelve guidelines.

Joint Meetings

A second area of concern is the number of meetings between the two parties. Cooperation between two systems, education and industry is a delicate thing. It is easy for one or the other

of the parties to let the other agency handle more and more decisions. While this delegation of decision making may be expedient, it can lead to obvious problems. Primarily, if the program fails then the agency which delegated the decision can say "well we really didn't have much to say about that decision any way."

Meetings require a commitment of time and energy. One or the other of the cooperating agencies may be involved but not committed, because involvement is easy, inexpensive and not too time consuming. Cooperative programs, to be successful over the long term need commitment, and joint decisions in one-on-one meetings help seal that commitment.

Steering or Advisory Committees

The usefulness of advisory or steering committees is also discussed in this guidelines. These may be made up of participants, union or labor representatives, community representatives or others. The reason for stressing their importance may be obvious.

Programs, such as the ones we have been discussing, must reach a wide range of people. Not all persons who lack their high school education are absolutely convinced they want to become involved. Thus, any negative publicity can give them the excuse they may be looking for not to enroll. If all the groups which interact with the potential participant are aware of the program and have a chance to input ideas, there is a greater likelihood that the client will look upon the program favorably.

An advisory committee can be missionaries for the program. They can "spread-the-word" that what is happening is important. Further, these people can offer some expertise that the staff does not have as the program seeks to meet a specific need.

These then are three fundamental concerns that are repeated as the reader studies these guidelines. They are not "pulled from thin air" rather, as the staff and panel have looked at programs, these are some general areas of interest which permeate each of the specific guidelines and that are evidenced in "good" cooperative efforts.

Definition of Cooperative Adult Education "Class"

In this publication we use the term "class" to mean the area where a group of adults meet to work on their personal or career goals. The area is not a classroom in the traditional sense. It may be a converted office, a cafeteria, a shop area, a staff lounge, a board room, etc. The area may have moveable furniture which can be used for individual study, small and large group discussions.

NEEDS ASSESSMENT

OVERVIEW

The needs assessment in a cooperative adult education program is more important than in other efforts because it is cooperative. Needs of both the industry or business and the state education agency should be clearly assessed and stated. If this is done, later questions in regards to objective setting and evaluation will be answered with far greater ease.

In addition to the needs of the cooperating parties, some assessment of the needs of the expected participants should be made. This step will lay the base for future recruitment or advertising and selection procedures. Without the assessment of participant career and self-development needs, the program may miss the mark and result in low attendance, poor participant interest, or a high degree of dissatisfaction on the part of those who enroll.

The assessment process does not require an elaborate needs determination methodology. However, the steps used, the needs identified, and the suggestions for action should be committed to writing. The act of writing down the needs and how they were determined can help clarify exactly why the program is being undertaken and the overall goal. Also, this written document will provide valuable base line material which may be followed by anyone who wishes to trace the program's development.

After the initial needs assessment steps have been taken, input from prospective students should be sought. This input will be most helpful if it is gained as soon as possible after commitments from each of the cooperating parties has been received. Participant input in the needs assessment should not be passive, rather it should be vigorously sought and used.

Finally, as a part of the needs assessment process, an attempt should be made to gather information about other programs in the local geographical area with similar overall goals. The survey should include programs which have

been offered in the past, as well as those currently in operation. The information received from this part of the needs study will help in determining participant interest.

NEEDS ASSESSMENT

QUESTIONS

1. Are persons from both the industry or business and the state educational agency involved in determining the need?

2. Have personnel records of industry been used as an information source?

3. Have participants or prospective students been involved in establishing needs?

4. Have any labor organization members been involved in identifying the need?

5. Have faculty or staff members, who will be engaged in the program, been involved in the needs assessment process?

6. Is there a mechanism established to assure that the needs are reviewed and revised on a regular basis?

7. Are the needs based on the most current information available?

8. Have the participant needs been determined?

   . Career related needs?

   . Human development related needs?

9. Have the industry's or business' manpower needs been determined?

   . For that specific industry?

   . For similar local industries?

   . For similar national industries?

10. Has information been gathered on any other programs of a similar nature which have been offered in the particular geographical area?

11. Have <u>all</u> parts of the needs assessment process and results been put in writing?

NEEDS ASSESSMENT

SUGGESTIONS ON HOW

The key to all components of a cooperative program is involvement and commitment by both agencies. In addition to resource support, joint planning and the study of needs will go a long way toward preparing for the program. Any study of needs should include persons from both the industry and state educational agency. These individuals will most likely be the people in each agency responsible for the effort. However, these individuals may not be the only ones involved; for example, an industry may involve individuals from their planning department or an education agency may involve someone responsible for long range planning. The objective is to utilize, in the needs assessment process, those individuals who might best aid in determining the overall need statement.

One effective way to determine the need for a cooperative adult education program is through the use of an advisory or steering committee. In addition to industry management and officials from the state educational agency, the committee might include: prospective participants, on-the-job supervisors, union representatives and potential instructional staff. These people would then have an opportunity to check their individual opinions against the opinions of others and, thus, provide insight into the needs assessment process which cannot be obtained in any other way. The committee can also be valuable in other areas such as objective setting, pre-planning and evaluation.

Once the initial determination of needs has been made, there is a tendency to believe that the objectives can then be set and that is the end. This attitude does not take into account that the conditions which created the needs may change and, thus, both the general and specific needs for the program are altered. It is important to build into the program a mechanism whereby the needs are assessed periodically. This may be automatic and required if funding renewal is on a yearly basis. In organizing programs a date should be picked, two years from the starting date as an

example, when the needs assessment process is repeated to determine if the program is meeting the need as it exists at that future time.

It is natural that the needs assessment should be based on the most current information possible. This may not, however, be as easy to insure as it sounds. How recently has the industry reviewed and updated its records if this is a source of information on worker educational background? Are the school dropout data and census information recent enough to provide accurate figures on a community? These and other questions will keep a need from being identified which is out-of-date.

Participant needs may be determined in a number of ways. If the program is conceived as one to provide high school completion, a review of industry personnel records might show the number of persons without this level of educational attainment. Also, a review of the records of local schools could determine the dropout ratio for a particular region. This information would be valuable when contemplating a program open to the general public. The latest U.S. Census Report can be used to determine educational levels by region or city.

Another means of gathering data may be a survey of possible participants or target population to determine what they see as their training or educational needs. Surveys are easy and inexpensive to administer. However, there are problems to be aware of when using a survey. Reponses may not be received and those that are, may not be accurate. This could be a particular problem when asking about educational levels. One way around this issue is to use interviews or have the prospective participant's immediate work supervisor prepare the data.

Industry manpower needs may be studied through a review of its annual development plan or perhaps through a review of its personnel procedures. The first document may provide insight as to future

manpower needs and to the industry's need to satisfy a social commitment. The personnel procedures may show a policy of not promoting beyond a specified level without the employee having attained a certain educational background. Both of these documents would help in determining the need for the program. On a larger scale there are occupational projection books available from the United States Department of Labor. These may be used to look at local and national manpower needs relating to the planned effort.

One area often overlooked in a needs assessment is the gathering of data on programs of a similar nature in the same geographical area. Here phone calls to some "likely" agencies may be sufficient to identify whether similar programs have existed or are currently in operation. The information gained about these efforts may provide clues to how strongly the need is felt by potential participants.

As with other areas of cooperative programs it is recommended that the needs assessment process, data, and results be put in writing. They very act of writing down the need will help it become more clear for all concerned and be an aid in objective setting. This information may simply take the form of a memo that can be distributed to both agencies early in the program planning.

OBJECTIVE SETTING AND INSTRUCTIONAL CONTENT DEVELOPMENT

OVERVIEW

The most essential step in the development of a successful cooperative adult program is the setting of clear objectives and the development of appropriate instructional content to meet those objectives. All parties involved in the effort should provide input into these important tasks.

Objectives are of several types: First, there are the broad program objectives which define what goals the total program hopes to reach. Second, there are the more specific objectives related to individual students and the goals each person seeks to reach in satisfying personal needs.

Written objectives can serve as a means for evaluating program success and student progress. Such evaluation may indicate that objectives should be aimed in a new direction. Although objectives are set at the beginning of the program, they should be flexible enough to allow for necessary adjustments. It is not logical to proceed on a course of action that proves inadequate in meeting the needs of all parties involved.

The necessity for involving all parties in setting objectives cannot be stressed enough. Potential program participants as well as sponsoring groups should have a voice in this process. Foremen and other work supervisors can offer valuable clues as to what kind of educational training is needed to perform well on the job.

Failure of cooperating parties to define objectives jointly can result in misunderstandings at a later date. Objectives designed to meet the needs of any one party involved in the cooperative program need not be in conflict with other parties if coordination has been a major part of the planning process. The objectives of everyone involved can be met simultaneously if needs have been accurately identified.

Instructional content should be developed and evaluated through the use of essential criteria. Some of the criteria to be considered are:

1. Adherence to the basic objectives of the curriculum and the program.

2. Carefully organized sequence of coordinated units and topics in the course or curriculum.

3. A problem-solving approach in presenting technical subjects.

4. Appropriate use of texts, audiovisuals, exercises, and work related experience.

5. Maintenance of adequate and appropriate records of student progress.

6. When applicable, provision for effective placement and advancement of graduates.

OBJECTIVE SETTING AND INSTRUCTIONAL CONTENT DEVELOPMENT

QUESTIONS

1. Have representatives from both cooperating parties been involved in setting program objectives?
2. Are objectives flexible enough to permit change if necessary?
3. Are program objectives based on identified needs?
4. Have on-the-job supervisors in the cooperating industry been involved in developing objectives of the program?
5. Are participants or their representatives involved in formulating program objectives?
6. Are employee unions or other organizations involved in setting program objectives?
7. Are program objectives available in written form?
8. Is the instructional content developed from the objectives?
9. Are instructional concepts clearly defined?
10. Is there logical and sequential order in the skill or concept development?
11. Are there organized and structural exercises to provide information to diagnose learner's strengths and weaknesses?

OBJECTIVE SETTING AND INSTRUCTIONAL CONTENT DEVELOPMENT

SUGGESTIONS ON HOW

The needs assessment process determines the format for designing program objectives due to the fact that objectives are based upon identified needs. If all parties are involved in the needs assessment process, this input would, undoubtedly carry over into the designing of objectives and developing the instructional content. The procedure for developing objectives can be carried out in any number of ways. Representatives from all parties involved as found in a steering committee, can discuss and outline program objectives in a series of planning sessions. In many cases, meetings of this sort involve only industry and state agency representatives. However, the more complete group would include potential students, instructional staff, labor union personnel and industry work supervisors. Such meetings should be held regularly for the purpose of review and updating of objectives. Thus, all parties will be well informed and able to offer suggestions for improvements on a continuous basis.

Although objectives serve as direction for the program, they should not be overly rigid. The possibility of change in the objectives, if deemed necessary, should be a point of discussion in planning sessions. A written statement can be included with the objectives to indicate that revisions and alterations will be made as circumstances change.

Program objectives should be written by using identified needs as a basis. This can be done by representatives from all involved parties reviewing stated needs and writing program objectives to coincide with each need. This should be part of the planning process that occurs before the program starts. However, the process is continuous, eliminating goals as they are achieved and adding others.

Stating program objectives in a written form can prove to be very beneficial. Having taken this action there is no doubt as to what the objectives really are. All staff personnel should be headed clearly in the same direction, objectives

should be written and made available to all students, staff and other interested parties. Written objectives can, also, easily serve as a check for evaluation. Evaluation cannot be effective if there is no measure for determining progress. A good procedure is to have printed copies of identified needs and objectives available before the start of the program. Results of periodic evaluations can be added on a regular basis. In this manner, all interested parties could clearly see where the program stands.

A first step in developing instructional content is writing the goal statements in behavioral form. This is not so difficult as it sounds. Simply ask: "How would I evaluate this?" "What behavior would I like to see that will indicate that the objective has been met?" If these questions can't be answered rework the objectives because it is impossible to convince someone that the program is worth the money if results can't be proved. One suggestion is to break large goals into small parts. This is discussed further in the section on evaluation.

Once the behavioral objectives have been set, the program director and staff should make an attempt at developing the content. That is, outline the curriculum, the steps, books, materials, tests, everything in draft form. This should then be discussed with the two parties and the steering committee as a starting point. From this discussion, revisions can be made and the process repeated.

The final step may be to have someone with a sound educational or training background look at the content developed in light of the six criteria above. This review person or persons should have the content, the objectives and the needs assessment data and that is all. The result is that the logical sequence can be checked without a lot of "well I meant to say." With this feedback the final revisions in content can be made.

STAFFING

OVERVIEW

Among the many factors that determine the quality of the cooperative adult program, one of the most critical and important ingredients is a trained and motivated staff. Staff is used here to refer to all persons who are involved in the instructional program such as the program coordinator, instructors and counselors.

Perhaps the most important personal qualifications of the instructional members should be their ability to teach and to work with adults in a wide range of industrial settings. Completion of a formal adult teacher education program would be desirable. Staff members should have some formal training in adult education including how adults learn, characteristics of adult learners, program planning and counseling. In addition to educational background or experience in working with adults, staff members should have the desire to work with adults as a helper, and instructor.

The staff member will need skills in communications and human relations. During the planning, implementation and evaluation phases of the program, instructional staff members will be required to interact with program administrators, industry personnel, participants, support personnel, community representatives and other interested persons.

All prospective staff members should be viewed with reference to such personal attributes as understanding, humility, empathy and openness of mind. The program has more chances for success if the staff's attitudes are conducive to working in an individualized and open learning environment.

The staff member will need to be enthusiastic about the program and the participants. Enthusiasm will carry the staff member through many situations where education, training and experience are lacking. Staff should be motivated to suggest how the program can be changed or strengthened.

After staff members have been hired it is the responsibility of the program director to provide related experiences and training. These activities may include regular staff meetings, workshops on selected topics, seminars, formal education, and new program responsibilities.

STAFFING

QUESTIONS

1. Do staff members have on-the-job experience and competence in work areas related to the program?

2. Do staff members have preparation/education in:

   . Adult learning?

   . Characteristics of adults?

   . Program planning?

   . Counseling?

3. When program goals or operations change, are staff members provided updating or upgrading experiences?

   . Are staff members given other program related responsibilities?

   . Are staff members replaced?

4. Are all staff members informed of their program responsibilities?

   . Are staff members informed of their program responsibilities as they relate to other personnel?

5. Are job descriptions for all program staff available for review?

6. Are professional development opportunities for all staff members provided by the program administrator?

   . Periodic staff meetings?

   . Personnel review by supervisors/administrators?

   . Workshops?

- Seminars?
- Formal course work?
- On-the-job training?
- New program related responsibilities?

7. Do pre-service training activities cover a wide range of concepts and skill areas basic to conducting a cooperative adult program?

8. Are resources, such as publishing companies, university personnel, industry personnel and state educational departments, utilized to full advantage?

STAFFING

SUGGESTIONS ON HOW

Staff members may be recruited from a variety of backgrounds including business, industry, education and others. The variation in backgrounds and experiences can become a part of on-the-job staff training by using instruction teams such as an educator and business person. Staff members with on-the-job experience in a factory setting should be better able to organize a program and relate to employees in manufacturing.

It is important for the program director to carefully consider the placement of staff in teaching/instructing situations where they desire to teach and where they can cope with the environment for several weeks. Staff members should consider going into the work place with program participants so that they can understand the job requirements, peer influences and develop a personal relationship with participants.

When screening or selecting staff members the program director should identify the strengths and gaps in an individual's background. Training or experience in adult education and working with adults is a plus for a cooperative adult education program. If potential staff members lack these adult education experiences, can they be trained and can the cooperative adult education program provide the necessary training and experience?

Staff members must be adaptable. Program staff may be asked to work in a wide variety of settings from an employee cafeteria to the "Board Room." Further, their roles as teacher/counselor may be put to the test. Also, they may meet with industry representatives to describe the benefits of the program or solicit additional funding from local community groups. If program goals or operations change, staff members should be informed of the changes, their new responsibilities, new job requirements and opportunities to upgrade themselves to meet the new demands.

Before assigning program responsibilities, all staff members should be introduced to program goals, operations and instructional settings.

General characteristics of participants should be reviewed by the program director and staff. All staff should be informed of their relationship and responsibilities to each other and program participants.

Job descriptions for each staff position should be prepared and available for review by all personnel. Job descriptions can be viewed as positive factors to motivate staff in carrying out their responsibilities plus develop new skills in related areas such as public relations, program planning, and adult learning. A possible job description outline may be seen below.

Outline for Job Description

I. Identification

A. Date description was made

B. Name of institution

C. Title of position

D. Percent of time allocated to the responsibilities

E. Sphere of operation (i.e., the district as a whole, ABC Company)

F. Brief history of the position

1. When initiated

2. Changes made since initiated

3. Length of time present incumbent has held position

II. Rationale for the Position

A. Purposes and objectives of the job

B. Broad functions of the position (list in order of importance)

C. Specific relationships of this position to other positions as well as to contacts and involvement with other parties such as industry, labor, etc.

III. Actual Duties and Activities of the Position

A. Summary of major duties, performances, functions, and activities for which the incumbent is held accountable

B. Scheduling of duties, functions, performances, and activities

1. Once a year, annually (list)

2. Monthly (list)

3. Weekly (list)

C. A typical daily schedule

IV. Skills Involved and Required in the Position

A. Technical skills

B. Conceptual skills

C. Human relation skills

D. Training and experience deemed desirable

E. Certification requirements

V. Relationship of Position to Others

A. Person to whom incumbent reports

B. List of positions with which the incumbent has a coordinating relationship

C. List of persons and positions reporting directly to the incumbent

Professional in-service development for staff is important to a viable program. Staff members need updating and training to carry out their program responsibilities. Professional development activities can take many forms which can be designed by the staff member and program director. For example, regular staff meetings with all personnel can be a useful tool to keep staff informed of program activities and changes in operations. These meetings can also be used to discuss problem situations and for the sharing of ideas for solutions. Regular meetings also provide opportunities for brining in outside personnel such as industry managers and communications specialists to offer reactions and suggestions on problem areas. The program administrator should also be aware of and encourage staff to take advantage of local or regional lectures, seminars, and workshops related to program activities which may be sponsored by schools, universities, business or industry. Some in-service topics might include program planning, curriculum development, and industrial training needs.

Understanding of instructional materials and equipment is important to the performance of the program staff. Training should first focus on available materials and equipment. All staff members should be familiar with the program and the materials used; furthermore, no student should be allowed to work with instructional materials that have not been reviewed and approved by the program staff. Upgrading of the staff will often occur because of the review, evaluation and discussions concerning new equipment and materials. If a new person is added to the staff, he should be thoroughly oriented to all the procedures, materials and equipment used in the program.

PROCEDURES AND MATERIALS

OVERVIEW

Are the program procedures and related instructional materials designed for use with an adult audience? The concern here is to develop a program for adults at their level of learning. Program design and activities should be for the adult and related to his or her particular needs. While some adults may not be proficient in reading, writing or computation they may be knowledgeable in other areas. The program should be built on respect for individual differences, accomplishments and experiences unique to each participant.

Instructional materials, equipment and facilities should be designed for use with adults. Procedures and materials identified with elementary and secondary schools are not conducive to adult learning. Program directors, instructors and counselors should be sensitive to adult needs when reviewing or ordering instructional materials. These materials should reflect the situations, experiences and backgrounds of adults. There are certain skills that must be taught, and the student is still the best source of information concerning how these skills can be applied to his or her need.

Physical facilities should contribute to learning. The classroom or learning facilities should be easily accessible to the majority of participants. Lighting should be adequate for reading. Distracting noise should be minimized. Heating and air-conditioning should be provided as necessary. The tables, desks, chairs, and rooms should be appropriate for adults. Equipment should be movable for arranging and rearranging to suit individual and group instructional needs.

PROCEDURES AND MATERIALS

QUESTIONS

1. Is the subject matter related to program goals?

2. Are the materials utilized in the program specifically designed for adults?

3. Are opportunities for practical experience and "hands-on" application provided in the program, especially for skill areas?

4. Are the physical facilities appropriate to the learning objectives?

   . Are they appropriate for adult learners?

   . Are they safe?

   . Are they conducive to learning?

5. Are the facilities and necessary equipment available before and throughout the entire length of the program?

   . Will the meeting area be changed during the span of the program?

   . Will equipment be moved, taken out, or brought back?

   . Will the facilities and equipment be there when you need it?

6. Is there provision for individualized instruction in the program?

7. Are the procedures, learning activities, and materials used in the program related to the adult's employment experience?

8. Have the participant's objectives been stated in behavioral terms?

9. Are there specific diagnostic and placement procedures incorporated in the program?

10. Is there provision for group instruction in the program?

PROCEDURES AND MATERIALS

SUGGESTIONS ON HOW

The process of developing a cooperative adult program in terms of program procedures and materials is an orderly one. To provide the appropriate curriculum, the program director should know the size of the potential student group, their backgrounds and the various types of jobs held or sought by the participants. The director should also be aware of participants' previous educational experience and their socioeconomic level. Additionally, it would be most helpful to know the general attitude held by participants towards formal education.

The content or subject matter of the program and related materials should be appropriate for adults with less than a high school education (e.g., below twelfth grade and in most cases below eighth grade). The content may include reading, writing and computational skills. Program materials can be commercial or teacher-made, for groups or individuals, written or visual, time restricted or not. Program staff should review all materials, before using them in the instruction setting, for sex and racial biases, work level difficulty, the need for special equipment or space. Additional consideration might include the type of participant or instructor involvement, the use of pencil and paper or other communication forms, and most important of all will these procedures and materials produce the results desired by program participants?

It should be noted that adults have had many experiences which can be directly related to their basic education program. These experiences such as driving a car, shopping for groceries, buying clothing, establishing a home or residence are responsibilities which most youth in elementary or secondary schools have not fully assumed. Commercial publishers as well as local curriculum developers should incorporate these activities into learning materials and the procedures.

All materials should be selected with regard to both internal and external validity. Internal validity requires that the material be judged as

to its contribution to the program objectives; and external validity refers to whether the individual participant accepts or rejects the material as being related to his or her needs.

Program participants should be given the opportunity to try out or apply their new skills and knowledge. These trials or experiments can be incorporated into the overall learning program by the use of games, role playing, discussions, and on-the-job activities (e.g., applying math knowledge to the use of metric measurement on the job). Participants can be asked to bring their hobbies, outside interests, work forms, or job descriptions to the instructor to build a program around an individual's job or leisure time activities.

The physical facilities must be adequate and suitable for attaining the objectives set forth through the needs assessment. The nature of the program must be reviewed to analyze essential information on which to base planning decisions regarding facilities and equipment. The following questions are presented to guide for selecting a physical facility:

- What are the goals and objectives of the program?
- What physical facilities are available at the present?
- Can any present facilities be used or efficiently adapted?
- What are the present employment opportunities and what does the future hold?
- What is the potential for expansion and diversification of industries and businesses of the area?
- What are the participants' interests, aims, and objectives?

- How many participants are to be accommodated?

- How are the facilities to be financed? What local, state, federal, and industrial funds are available for financing the facilities and equipment?

- Can the facilities and equipment be adaptable for multiple uses?

Almost any space on the job site can be used for a learning facility such as cafeterias, small meeting rooms, conference rooms, and offices. These facilities should be examined for heating, air-conditioning, proper lighting, accessibility, safety hazards, location of restrooms, availability of refreshments, smoking areas, and electrical outlets for movies/slides. When locating a facility, will desks, chairs, and tables be available when the program starts? The equipment should be available for the entire span of the program and not moved in or out of the area.

When planning the cooperative program are there provisions for individualized learning? Can the participant work at his or her level and at his or her own rate of speed? It is important to recognize the individuality of each participant. For example, each participant should be on a first name basis with the instructor. Each participant should be able to ask for help from instructors and/or peers. Participants should be praised for their unique progress in learning no matter what their level or rate of speed.

Procedures, learning activities and materials should be for adults and if possible directly related to their work or experience. For example, reading and math problems can be built on the participant's job description using job instructions, health and safety regulations, and amount of production per unit of time. Writing experiences may be developed around such areas as job descriptions, assembly procedures or production processes.

Participant objectives should be stated in terms of what is to be accomplished by the individual. For example, reading at a specific competency level, computing math problems appropriate to a particular task, reading and comprehending at a specific rate of words per minute.

It is important to identify the level of competence for each participant prior to, or in the beginning of a program. Using a combination of techniques including interviews, reading word lists, and word or skill "tests" will enable the instructor to determine where to begin with the individual. These program entry activities can help the instructor plan the overall program.

At some points during the program it may be helpful to work with participants in small groups or as the entire group. Program facilities, procedures and materials should have this flexibility as needed. These sessions can be purely for information or discussion of common interests. Having a guest speaker program or visits to various places in the community may be used in conjunction with the in-class curriculum. Also, having the participants watch the television news together provides opportunities for using the knowledge learned in class. New company policies and work safety may be discussed during a portion of the program in order to relate the course to the work situation.

The program director and staff should invest some of their planning and start-up time in the study of adult learning, characteristics of the target population, gathering specific information about the program participants and involving participants in program development. Program procedures should be developed and reviewed with staff and participants. It should not be assumed that all cooperating parties are at the same level of understanding regarding program procedures. Industry representatives, local education agency personnel, labor union representatives, participants and other interested personnel should be

involved in the ongoing review of program procedures. For example, for on-the-plant-site instruction, the industry representative and/or industry planning committee should be responsible for locating the class or learning lab facilities, identifying the time of day for maximum participation (especially shift work industry) and obtaining instructor clearance for entry onto the site and parking. Education representatives should coordinate the development of curriculum, review of supporting instructional materials, and supervision of instructional activities. Where there are interested labor unions these representatives should assist the cooperating parties in the dissemination of program information, review of program procedures, identification of program goals and program evaluation.

PRE-PLANNING

OVERVIEW

Once the need has been identified and the objectives are being set, there are a great number of details regarding the program start-up which fall into the area of pre-planning. It should be noted, however, that pre-planning activities are intermingled with the needs assessment and objective setting. The key to pre-planning is participation on the part of all concerned with the programs. This again shows the need for involving an advisory or steering committee.

The result of all the pre-planning may well be a memo, report or other document which can serve as a guide to the program. In this document, such information as class day, hours of operation, agreements on facilities, personnel in the program and other data may be included. In order to compile this document several sessions of the planning group or advisory committee will be used and the document will grow naturally from these sessions. Minutes of planning meetings or advisory group sessions can form the core of the pre-planning report.

PRE-PLANNING

QUESTIONS

1. Are representatives from all cooperating parties involved in planning the program?

2. Are the program planning and development activities recorded? Is there a planning document that contains:

   . The overall program purpose?

   . The time frame of the program?

   . The budget?

   . General benefits to participants?

   . Conditions, tasks, and responsibilities of the cooperating agencies?

   . Explains how the program relates to the goals of each cooperating agency?

   . Funding sources?

   . Personnel requirements?

3. Are participant representatives involved in planning activities?

4. Have labor union or employee representatives been involved in planning the program?

5. Have community representatives (persons from other local agencies) been involved in planning the program?

PRE-PLANNING

SUGGESTIONS ON HOW

Planning the program should be a joint venture with representatives of all cooperating parties and potential participants. Initial planning should begin with a clear understanding of the need for developing a cooperative program. Once the need is specified, attention can be turned to the resources available to solve the problem and the details of meeting the need.

The most important contribution to the planning process may be the potential participants. These people should be consulted for assistance in selecting a program time and site.

Another important consideration in the planning process is telling the story to employees. Employee associations (unions) should be involved in the planning and encouraged to disseminate information about the cooperative effort. Top level management should endorse the program. The program administrator should plan ways and means for recognizing employees who participate and complete the program. Newsletters, banquets, and certificates are some of the methods used to recognize the personal accomplishments of participants.

Planners should give some consideration to preparing a document which may include the following contributions of each party: the items or services provided, the time span of the program, the procedures for evaluating the program, the resources or financial contributions, conditions under which these programs will be continued or terminated, and the responsibilities of each cooperating party to the participants in regard to employment opportunities upon completion of training.

If the industry has an organized labor union, representatives of this association should be contacted for their planning assistance. In most cases the union organization has an established education committee. The chairman of this committee should be contacted for his or her assistance in planning the program.

There are other individuals, agencies and groups who can assist in the development of a cooperative program. These include local community colleges, public school adult education directors, the chamber of commerce, other cooperative program directors, consultants from private education agencies, business, industry and labor leaders. Contacts in the community should be made for assistance in program planning and for the development of a communication link between the local community and the program.

RESOURCE ACQUISITION AND EXPENDITURE PLAN

OVERVIEW

As with any well run educational program, adult cooperative programs must be able to rely on identified and specified resources. The program director must be able to plan his efforts knowing what resources are available. Also, in cooperative programs both the industry and the state educational agency must be able to clearly see where these resources are coming from and how they are expended.

When an educational program is being undertaken by just one agency the resource identification and expenditure plan is subject only to that organization's management operation. In a cooperative program, on the other hand, each organization has different management systems. Since this is the case, care must be taken to be sure that the budget is clearly understood by both the industry or business and the state educational agency. This requires that terms and procedures be agreed upon before the program starts and that frequent reviews clarify any misunderstandings before they become major problems.

One way to avoid problems as the program progresses is to prepare a contractual agreement between the two cooperating parties. This may be formal or informal, but it should contain the following elements: the overall objectives and scope of work of the program as discussed in the pre-planning section; information as to each party's responsibilities; personnel for directing and conducting the program; the resource commitment of each party; and any other expected sources of assistance.

A program may or may not involve the expenditure of funds on the part of participants. This expenditure may be in the form of direct tuition or the purchase of books or materials including tools. The important consideration here is that the participant is informed early in the program of his or her costs for participation. Don't wait until the second class period to tell the participant that he or she is required to purchase a $12.95 book and $26.50 tool.

There will be programs where use is made of resources outside those provided by either of the cooperating parties or where resources are offered by one of the parties which is outside the scope of the contractual agreement. These resources might be called "in-kind" contributions. For example, a church may allow the program to use a bus to transport participants from a plant site to a learning center. One of the parties such as the industry might say they will put gas in the bus every other day since the church is donating the vehicle.

Here again, the important point is that these "in-kind" contributions should be recorded. This record will allow a person who is tracing the program to see what exactly took place and it will allow the program director to make a truly complete accounting of costs. If these types of resources are not recorded the actual costs might be estimated far lower than is actually the case.

RESOURCE ACQUISITION AND EXPENDITURE PLAN

QUESTIONS

1. Are both the industry or business and the state educational agency completely aware of the acquisition and expenditure of resources?

2. Is there some form of written agreement prepared and approved by both cooperating parties?

3. Are participants aware early of any program expenses which they may be required to contribute?

4. Are "in-kind" resources which are outside the contract identified and understood by both parties?

RESOURCE ACQUISITION AND EXPENDITURE PLAN

SUGGESTIONS ON HOW

The clarification of the resource acquisition, expenditure plans and procedures can be taken care of in an initial meeting between the person in the industry and the person in the state educational agency who are responsible for the program. If further clarification is needed, a meeting may be arranged for a person from each agency's business or accounting office. At these meetings a copy of the suggested budget procedures should be available. Thus, any questions which come up at a later date can be referred back to these discussions.

A contractual agreement need not be as formal as it sounds. A letter may suffice as long as it discusses those major points of objectives, scope of work, the parties' responsibilities, resource commitment, and other expected assistance. However, it is very important that something be in writing and that both parties have a copy.

Participants may be made aware of their expected contributions in a number of ways. The important point is that it be done early. Any advertising may contain this information; however, it may also act as an early deterrent to participation when some alternate arrangements may be worked out. Perhaps the best time to discuss the cost to the participant is the first interview with either the industry or educational person responsible. Here, the requirements of the program can be briefly explained and the costs can be discussed. Then, if there is a problem which might be worked out, those alternatives can be pursued.

The case with "in-kind" contributions is not so clear. The best way to handle this area is to look at the program and ask what resources are being used which are not covered in the contractual agreement. Are all salaries covered completely? Are you using space (utilities) not covered in the contract? Who is providing the tools, books, transportation of teachers and participants? There are many of these questions.

Once you have gone over the program budget and resource plans in as much detail as you can, let someone else ask questions to see if you have covered each resource area. After this, identify each of these resources in a memo and attach it to the contract. Send the contract and attachments to the people responsible in both the industry and state educational agency. Thus, nothing may be left to chance. But don't be surprised if something is left out.

PROGRAM ADMINISTRATION

OVERVIEW

Program administration can be a sensitive subject when two or more agencies combine efforts for a desired outcome. Special attention is needed on the part of the administrator to prevent one agency's goals from becoming subservient to the other for the sake of expendiency. The two or more agencies working together should be able to produce something beyond the capability of each agency acting independently.

Consideration should be given to identifying a specific person as program administrator. This person should be responsible and have authority for all decisions relating to the day-to-day operations of the cooperative program. It is not important that the individual represent either industry or education; but that he or she is identifiable and supported by both agencies to get the job done.

The administrator of a cooperative program has a unique situation to direct in that he or she has two bosses, the cooperating agencies. This relationship makes it necessary for the program administrator to keep open lines of communication to all groups in industry, education, and participants.

The cooperating agencies must agree on the responsibilities and authority of the program administrator. To insure a smooth running program the cooperating parties should specify the administrator's functions in writing and make this information known to all concerned with the program.

PROGRAM ADMINISTRATION

QUESTIONS

1. Have the cooperating parties agreed upon an individual with responsibilities of coordinating all components and day-to-day operations of the program?

2. Are the responsibilities and necessary authority delegated to the program administrator and communicated to all cooperating parties?

3. Is there a person assigned the responsibility for each of the program components?

4. Is there a program advisory committee representing each of the cooperating parties, participants and other interested persons?

5. Is there an identifiable budget for the cooperative program?

6. Are there written procedures for selecting and dismissing the program administrator?

7. Are staff development opportunities communicated to all personnel?

8. Is there an effort to keep participant paper work to a minimum?

PROGRAM ADMINISTRATION

SUGGESTIONS ON HOW

If the program administrator is not the person making the first contact between agencies, he or she should be selected as soon as possible after the cooperating parties agree to design the program. The administrator should be involved in the initial planning, hiring of staff, developing curriculum, locating facilities, interviewing participants, meeting with program advisory groups, discussing the idea with employee union leaders and making plans for evaluating the overall program.

Each cooperating agency should be informed of the duties, responsibilities and authority of the program administrator. It should be clearly understood what the administrator can or cannot do in directing the cooperative program. For example, the administrator should be introduced to all program related individuals in each agency. An early meeting of all people who will be in contact with the program administrator may be a good way to indicate the role of this individual to all concerned. Included in this meeting might be staff and support personnel, budget or fiscal office staff, and the local advisory committee.

An administrator's linkage to the cooperating agencies, the local community and other organizations is important. In many cases these linkages can be made by forming an advisory committee for the program. If an advisory committee is organized it should have specific functions which will contribute to the organization, implementation and evaluation of the program. Membership on the advisory committee should include representatives from industry, labor unions, participants, and persons from the local community.

The cooperative program should have an identifiable budget for all activities. The budget should not be restrictive but include sufficient funds to meet basic needs such as salaries, supplies, communication and unexpected expenses or investments (e.g., program information to the community, meetings for local program supporters, equipment, and materials). A separate

identifiable budget will allow the program administrator to direct the overall effort and eliminate some of his or her problems in getting approvals for expenditures. This same budget can also be important in the program evaluation process by examining program outputs, program activities, program goals and budgeted expenditures.

A part of the program procedures should include a description of the program administrator's job, criteria for the director's selection and replacement. It is important that these items be present in a written document so that the cooperating parties have a guide for action. Selecting a program administrator can be a complex process for two or more parties without such a guide. Likewise, procedures for the dismissal or release of a program administrator are important.

The administrator must also be a morale builder and motivator of staff. Provisions for professional staff development is a key feature in this process. The administrator should be continually identifying opportunities on and off the job that will contribute to the professional development, morale and motivation of staff. For example, a local community college or university may offer courses in communications, a Dale Carnegie course, or a workshop in curriculum development. The program administrator should be able to make provisions so that staff members can attend the courses, workshops or seminars. The procedures for release time and possible tuition reimbursement should be clearly communicated by the program administrator to the staff. A personal plan of professional development activities may be drawn up by each staff member and given to the program administrator for joint review. This plan can then become a guide to participation in staff development activities.

As the cooperative program is implemented, both the administrator and staff should make every effort to keep participant "paper work" to a minimum. Participation can increase if the entry and exit into a program are simple. Writing

and testing may be barriers to participation and should be looked at carefully for alternatives before use. As an example, a substitute for entrance tests might be interviewing. These alternatives can also be helpful in developing friendships between participants and the program staff.

JOB PLACEMENT AND PROMOTION

OVERVIEW

Possible results from participating in a cooperative education program may be employment, promotions, upgrading, and self-development. For unemployed persons this may be the procedure for obtaining a job at a particular business or industry. For those persons already employed, participating in a cooperative program may be the route to a promotion. Participation in the program may not be related to job placement or promotions at all. Regardless of the situation, the important point is that the expected end result be made known to participants before the program begins.

The plan for job placement or promotions, when this is an expected result of the cooperative program, should be specified in writing, perhaps in the form of a memo between cooperating parties and in recruitment literature. Written procedures will be helpful to the cooperating parties as they work with participants. Also, participants will have a goal to work toward.

If a program is offered for individuals who are not employed, the placement procedures takes on an entirely new dimension. In this case, job placement may mean assisting the unemployed participant in finding a job in the local community. Program staff can involve the advisory committee and community employment service agencies. Also, part of the unemployed participants training could include learning how to set individual career goals, identify potential employers, prepare job applications and utilize existing local or regional employment services.

JOB PLACEMENT AND PROMOTION

QUESTIONS

1. Is each participant involved in the development of his or her placement process?

2. Is there a written plan describing this process?

   . Is the plan available to all cooperating parties?

   . Is the plan available to participants?

3. Are placement procedures developed and changed when needed by the cooperating agencies?

4. Are program participants made aware of local and regional job opportunities and the process to learn about these positions?

5. Is the program advisory committee involved in the development and implementation of the placement process?

JOB PLACEMENT AND PROMOTION

SUGGESTIONS ON HOW

Each participant should be informed of the opportunities for employment or advancement within the company if he or she participates in a program where that is a possibility. The need for trained personnel and their qualifications in all company positions, as they relate to the program, should be clearly understood by the participants. The procedures for applying for advancement should, also, be clearly communicated. If these things are done for participants both industry and education personnel will be assisting the individual. For example, the personnel manager should be included in the initial interviews or group discussions with participants to specify the company position toward the cooperative program. He should explain the intent of management for promotions and salary raises (if any) that would come to the individual upon completion of the program.

A written plan for promotions, raises, and placement in new jobs within the company should be prepared and made available to participants. If there are incentives (e.g., raises, promotions, etc.) for participation this should be stated. If there are no incentives that should also be made clear. The plan should be developed by the cooperating parties, reviewed by the advisory committee and communicated to all potential participants and the staff. In addition, the written plan should have procedures for changing policies for placement as company needs change.

A portion of the cooperative program should be devoted to finding new jobs within the local community and the regional area. The process for identifying jobs and applying for these jobs should be clearly communicated to each program participant. Over emphasis of this process could alienate a cooperative industry. The program administrator should describe the process to the cooperating parties.

The program advisory committee can play a very important role in the placement process both within the company or outside, if necessary.

Advisory group members should have specific assignments related to the program. For example, one person may be assigned to providing information about the program to the Chamber of Commerce. Another person may be assigned liaison with other plant locations. A third individual may be assigned contacts with labor organizations. The advisory group can also function as a sounding board for new program efforts, policy changes and identification of additional funding sources. The advisory group is a linking organization between the cooperative program and other individuals or groups who can assist the program administrator and his or her staff in the placement activity.

INTERNAL AND EXTERNAL COMMUNICATION

OVERVIEW

If the comparison was made between a cooperative program and one which is sponsored by one separate agency, perhaps the most important difference is the need for effective communication in the cooperative effort. Two agencies must be kept informed of program progress, changes and accomplishments. This requirement is laid upon the ever present need to keep program staff and participants informed, and the advisability of providing information to appropriate local, regional and national organizations. All of this can not be left to change; it should be in the form of a written plan. Otherwise, an important component of the communication system may be left out.

Perhaps one of the most important aspects of this communication system is that which concerns information passing between the cooperating parties and information which passes "up and down" through those agencies. Industry or business management and state education agency officials must be kept informed of the program without a lot of overburdening details. This communication will go a long way in promoting program continuance.

Communication between participants and program personnel is one area that is often dependent upon the type of people involved with the effort. The importance of this communication is clear. Participants must be fully aware of the demands on their time, expectations of effort, and most significantly a reasonable estimate of what the career and personal development opportunities are resulting from his or her participation.

This last area deserves special attention. It is very easy for a person in a cooperative program to feel that since the effort is being sponsored by the industry that if he or she takes part in the program there will be some job advancement awarded for participation. Therefore, it is most important that "realistic" expectations be clearly stated before the person becomes involved.

Another area connected with participant program communication relates to work responsibilities during the term of the program. If the program is to be offered during the time when a person is regularly on the job, care must be taken that the participant knows what his work responsibilities are in conjunction with his involvement. Is he or she to work an extra hour for the hour he or she is in class? Are participants expected to produce the same number of products when in the program as when they are not? Is someone else expected to "cover" for the participant? All these questions need the involvement of the participant's immediate on-the-job supervisor.

There is a tendency on the part of some program directors to be reluctant to talk about their efforts. This is unfortunate since information passed on to local, regional and national organizations and agencies not only provides aid to others in the field, it may also identify additional sources of support. Some of these agencies include other local schools, community groups, regional industry organizations and national education and business professional associations. Naturally, a great deal of time can not be devoted to this part of the program. But, with some simple steps many external organizations can be kept informed.

When communications are discussed in organizational settings, the first area many people think of is memos. Undoutedly, the memo does provide a record which can be referred to at a later date. However, oral communication is also an effective tool in a cooperative program communication system. Phone calls between cooperating parties allows for immediate "give and take" on problems. Also, meetings where persons concerned can voice problems and have personal response are effective. Oral communication between participants and staff may be the most effective way of presenting program related information.

In accordance with recent court decisions, educational records in many cases need to be open to participants. This area is still not clearly defined and should be looked into by the program director. Care must also be taken to avoid conflicts with company policies dealing with records.

Finally, any working communication system must be in some way budgeted into the cooperative program. If it is, it will have a much greater chance of being carried out and not left to chance. The budget item need not be large, but some amount will help carry out this portion of the venture.

INTERNAL AND EXTERNAL COMMUNICATION

QUESTIONS

1. Is there a written plan for communication to all levels of both cooperating parties?
   - Is industry management kept informed?
   - Are state governmental officials and school officials being kept informed?
2. Is communication between participants and program personnel planned for and encouraged?
   - Are participants told of realistic expectations for their involvement?
   - Are participants kept informed of any changes in work responsibilities?
   - Are participants' immediate supervisors involved in changes concerning program attendance?
   - Are participants made aware of what is expected of them?
3. Are appropriate local, regional and national organizations kept informed of the program?
4. Are both oral and written communications encouraged within the program?
5. Has participant access to educational records been dealt with?
   - As the law is concerned?
   - As it concerns industry or business regulations?
6. Is there a budget for the communications aspect of the program?

INTERNAL AND EXTERNAL COMMUNICATION

SUGGESTIONS ON HOW

The communications system for each program will reflect the size, complexity and setting in which that effort operates. Communication systems for some small programs in areas where people in the industry and educational agency already know each other may be based on an informal or personal relationship. On the other hand, in a larger metropolitan area, the communication system may require a more formal and impersonal procedure. Whatever is the case, and for all sized programs in between, the overriding fact is that communication can not be left to chance. A plan should be developed and thought through to see that all the following areas are covered.

Between the two cooperating agencies, it would be ideal if the communication were on a personal basis between the individual in the industry responsible for the program and the educational agency counterpart. As with any program, problems and issues will arise that need immediate attention. If the communication is such that either party can pick up the phone and discuss the issue, the small problem may be prevented from becoming a major crisis.

Within each agency there is also the need for effective communication. Naturally, the method and form of this intra-agency communication is the responsibility of the person in that organization who is connected with the cooperative program. Neither the individual in the state educational agency, nor the one in the industry should expect the same memo or report used in one organization can be used by the other agency. Each organization has its own goals and purposes and the reports of the cooperative program should be tailored by the individual in that organization for the upper management or administration of his or her own agency. These reports should be kept as brief as possible.

Along with reports on a quarterly or semi-annual basis, effective communication tools include luncheons or dinners. At these meetings the upper management in industry and administration

in the education agency may be brought up to date on program progress, changes and accomplishments. It gives these persons a chance to ask those directly related to the program questions in order that they might have a clear picture of what is happening. This meeting might be held in conjunction with an awards dinner for the participants. This arrangement allows the manager and the administrator to see clearly the accomplishment of participants and, thus, feel close to the program.

The communication between the participants and those operating the program is most often keyed to the individual teacher. The program director must take care to see that those hired to work in cooperative programs can related to the needs of adults. Simply because a teacher is good in the classroom with elementary or secondary students does not necessarily mean he or she can relate to adults. Also, it must be remembered that the participants in these programs are closely associated with their place of work. If the teacher has not experienced this type of employment it may be good to have the teacher visit the business or industry in order that he or she becomes familiar with that work situation.

One method of clear communication with the participants is to prepare a one-page program plan for distribution. This plan should clearly and simply state the goals of the program, the expected outcomes, the participants' expectations and the overall time schedule. Having this will not only better inform the participant, but it will also aid the program staff in simplifying the effort and their relationship to it.

Along these same lines, clear publicity is an essential part of the communication system. It is of primary concern that participants are given a clear indication of what they can expect to be the result of their involvement. Is job upgrading promised as a result of program completion? Is the program one of self-development? These must be clear in the publicity. Also, such

areas as when the class is offered, job changes if they are involved, and commitment by the participants should be included in the publicity.

In conjunction with participant/program communication there may be a need for the on-the-job supervisors of the participants to meet with someone involved with the program prior to start-up. A memo might be sent by a company executive to the supervisors sharing company interest and suggesting action to be taken. This is particularly crucial when the program is to be offered during hours when the participants are normally on the job. Here, questions of work responsibilities can be answered and problems avoided.

Communication with external local and regional agencies can be effective and yet kept simple and not too time consuming. First, local newspapers, radio stations and T.V. stations may be interested in programs such as these. Most often a recognition banquet for the participants can get the most coverage. This publicity will help in the recruitment effort. On a regional or national level, the program director might write one short article and send it to a number of magazines, journals and newsletters. Most states have a state educational newsletter and this would be a good place to start. On a national level the following magazines may be interested in the program:

- Training and Development Journal
- Phi Delta Kappan
- Training
- Adult Leadership

One issue the cooperative program director may face is that concerning access to the participants' educational records. An early analysis of the state and national laws concerning this area can save problems from arising at a

later date. Also, each industry or business has regulations regarding the files on their workers. One solution may be to keep the educational records separate from the participants' other files and perhaps maintained by the educational agency.

Finally, there must be a budget item for the communications system. This may not be a large sum, but enough to cover the advertising and printing of program plans and perhaps a staff newsletter in larger programs. Also, reports and meetings should be figured in as a regular part of the budget, thus assuring that attention is paid to the area of communications.

EVALUATION

OVERVIEW

At some time during the life of a cooperative program the question "Is the program successful?" is going to be asked. The program director will have to answer this question and an effective evaluation plan will give him or her the means to respond.

Furthermore, because the program is cooperative, it is important that the evaluation information be on two levels. First, it should measure how well the program meets the objectives that were set by the two parties for the effort. Second, the evaluation should indicate whether the program is furthering the purposes or goals of each of the cooperating parties.

The first level is most easily attempted. If the program objectives were set with evaluation in mind then the evaluation will, in some ways, already be dictated. For example, if an objective is to get 75% of the program entrants to improve their math score on a specific test by a set number of points, then the measures are already named and the evaluation procedures are clear.

The second level is much more complicated. Here the program should be evaluated in terms of the overriding goals or purposes of the two agencies. Thus, the first step is to "verbalize" those goals. Perhaps the local school's goal is to serve the entire population of a region in helping them obtain a high school graduation diploma. Then, does a purely skill training program for one industry further that goal or purpose? It might, but the connection needs to be made clear. On the industry side, a goal might be to make a profit. How does the program relate to that goal? Naturally each agency has many goals and purposes. However, the more the evaluation can be keyed to many of these goals the better the evaluation will answer the question of, "Is the effort successful?"

As with any evaluation, it must be started very early. From the first meeting of the two

agencies a plan for evaluation should be begun. During objective setting it is very important that the question "How will we evaluate this?" be asked. A plan for evaluation should be started early and committed to writing in order that both parties are aware of how it will work.

Along with information on program objectives and agency goals, the evaluation may wish to gather information in the following areas:

- Cost/benefit analysis
- Relationship of program to job placement (if applicable)
- Participant and staff attitudes
- Program spin-offs or unanticipated results
- Participant peer attitudes.

It will be valuable if the program can make use of both internal and external evaluation. No matter how unbiased we think we are, it is often true that a person who is closely involved in a program can focus on one area and overlook another. Thus, a third party may bring a fresh insight and help the program director spot both positive and negative aspects. Both of these types of evaluation will want to use the best techniques of research available in order that their results and conclusions are defensible.

EVALUATION

QUESTIONS

1. Does the evaluation data indicate the degree to which the program's objectives were attained?

2. Is there a written plan for the gathering of evaluation data and the utilization of the results?

3. Is cost/benefit data collected?

4. Is the program evaluated in regard to its relationship to job placement (if applicable)?

5. Are there provisions for both internal and external evaluation?

6. Are staff and participant attitudes noted in the evaluation?

7. Are program spin-offs or unanticipated benefits and liabilities evaluated?

8. Are participant peers or fellow workers' attitudes noted in the evaluation?

9. Does the evaluation design make best use of the techniques of experimental research?

EVALUATION

SUGGESTIONS ON HOW

It must be remembered that the purpose of evaluation is to improve programs, both the immediate effort and those in the future. In order to be able to tie evaluation and objective attainment it is clear that the objectives must be written with evaluation in mind. Thus, the two actions of objective setting and evaluation planning go hand in hand. One common objective in cooperative programs for persons with less than a high school education is to have participants pass the General Equivalency Development Test (GED). How would this overall objective be evaluated? If just one participant passes, is this success? To say that everyone should pass the General Equivalency Development Test would also be a problem since participants come to the program with different levels or backgrounds.

There are no easy answers to the dilemma of stating and measuring objectives. The important point is that clarity of objectives will allow for evaluation and non-clear objectives will hinder that process. One possible aid will be to break larger objectives into smaller and more definable goals. Thus, an objective on General Equivalency Development Tests might be broken down into improving the individuals' performance in math, English and social studies. Then with the comparison of diagnostic tests and final subject tests some conclusions can be drawn.

As to the goals of the two agencies, it would be a worthwhile effort to have a person from the industry and a person from the educational agency put that organization's overall goals into writing. This need only be a short statement but should cover both goals which directly and indirectly relate to the program. If this is done as part of the pre-planning, the results of the process can be used in the evaluation once the program has been in operation.

When objectives and goals relate to participants it is helpful and informative to build into the evaluation some long-term follow-up. It is true the program may be ended by the time the

follow-up takes place, but the valuable knowledge gained will aid both the industry and the educational agency when they discuss future programs. These data might include the following areas:

- Has the program made any difference in the participant's work?
- Has the program changed the participant's attitude about him or herself and the industry or business?
- Have employee "turnover" rates changed in the industry or business?
- Has the participant enrolled in other programs?

Again, it is important to put the evaluation plan into writing. This not only will help clarify it for the program director, it also makes the plan clear to both parties. This may be done in the form of a memo which might be written following some of the pre-planning that will restate the objectives and say how these will be evaluated. Finally, a statement should be included on how each of these results of the evaluation will be used. Many times evaluation is performed but the results are ignored. If some "plan for action" is in the early document then it will be much harder to "shelve" the evaluation data.

True cost/benefit data is very complicated and difficult to gather. A true analysis would ask for numerical benefits and detailed cost information. To gather a simplified version of this information, the program director may ask the industry to provide some assistance. One component of this may be to attempt to fully measure costs. While a program may keep records on "out-of-pocket" costs for such items as test fees and salaries, some programs have not taken into account such obvious costs as the participant being away from his or her work station. Benefits may be expressed in a number of ways. These include

individual and work related results. In the final analysis all cooperative programs will be judged as to whether their costs are justified by the benefits they provide. The evaluation plan must recognize this, collect information, and honestly report the results.

When a program has job placement as its primary goal, then the evaluation should center on this goal. This can be done by looking at each phase of the program to see if it is compatible with that placement objective. Finally, it means that the overall evaluation of success will be the number of participants placed, not how well they performed on some final test.

The evaluation plan will most often call for internal evaluation. This may mean gathering and analyzing test results, and reporting on observable measures by the instructor among other techniques. However, it is valuable to have a non-involved person conduct part of the evaluation. This may be most helpful in a summative mode or after the program has been in operation for some time and results can be reviewed. If a formal consultant can not be budgeted for in the program, the director may wish to call a local college or university to inquire if students are working on evaluation and might use the program as a field experiment. The results need not be widely disseminated but could prove valuable for the program director.

The attitudes of many groups may be collected in the evaluation through the use of questionnaires or using a sample of personal interviews. Participant reaction may be most helpful and can be collected in a short questionnaire as they near program completion. Collection of attitude information via a questionnaire or interview of participant's fellow workers may show whether a stigma is attached to involvement. Finally, staff reactions can provide valuable data as to how the program is proceeding. In this case, however, how the data is collected is most important.

Remember, people don't want to say they are affiliated with a "bad" program no matter how true that might be.

Often there are unexpected results of a cooperative program not related to the original objectives. For example, the industry might find some new employees out of the arrangement. The educational institution may find a new "friend" when tax levy renewal time comes around. The participants may find other programs in the area they didn't know existed. There is no sure way of finding all these spin-offs, the evaluation plan must be sensitive to the various possibilities and record those found.

Experimental research techniques are often ridiculed by educational program personnel as not relevant to what they are doing. In some ways they may be right. Control groups are indeed hard to come by. But there are parts of experimental design which can be very useful in the evaluation of programs and the reason for their use is overwhelming. It is very easy to say a program is a success because "I feel it is." That reason is impossible to defend. In a cooperative program, "feelings" are not enough to insure continuation from two perhaps skeptical agencies. Defensible data are absolutely necessary.

In order to get defensible data the method used to get the data must also be defensible. A good purchase for any program director is Campbell and Stanley's Experiments and Quasi-Experimental Design book. Not all of the information will be useful, but some of their methods may prove quite valuable as the program director attempts to answer that big question: "Was the program successful?"

ACCEPTING AND SCREENING PARTICIPANTS

OVERVIEW

The process whereby participants become aware of, involved with, and enrolled in a cooperative program has several facets. Perhaps this process may be oversimplified into two sections, recruitment and selection. Recruitment refers to those methods by which potential participants are made aware of the program and are informed about the effort. Selection refers to any type of screening methods which are used as the program specifies its purposes.

Recruitment and selection should follow a plan that has been agreed to by both cooperative parties. Also, since part of recruitment may be considered publicizing, this material should emphasize that fact of cooperation when attempting to attract participants. At the same time it should be recognized that advertisement by an industry or business to its employees might be interpreted as a work requirement. Care must be taken, if the program is voluntary, to differ the advertising from the usual process by which work requirements are disseminated.

In a similar vein, advertising must be clear in order that the program is not misunderstood by potential participants. As was mentioned in the section on communications, participants must be made completely aware of what they can expect to be the result of their involvement. This is the responsibility of the recruitment advertising and any subsequent interview before the person actually begins the "class."

Along with what a participant may expect from his or her involvement, the recruitment process should clearly state any minimum requirements for entry. These qualifications may mean a person has to have a minimum skill level or a specified knowledge base (e.g., specified reading comprehension level). Whatever they are, the important point is that requirements are clear to the potential participant.

Finally, with reference to selection, these procedures need to be in writing and agreed upon by both parties. Having done this, the program

director, staff and both agencies can then avoid questions as to why one person was accepted and not another. Naturally these selection criteria must be based on the objectives of the program. Additionally, any person who was not selected should be given reasons for that action.

ACCEPTING AND SCREENING PARTICIPANTS

QUESTIONS

1. Is the recruitment plan the result of joint decisions on the part of both cooperating agencies?

2. Does recruitment material or advertising clearly state the benefits and responsibilities of the program to potential participants?

3. Is the recruitment plan and selection criteria in written form?

4. Are the minimum qualifications, for selection specified for the potential participants?

5. Are invidiuals who are not included in the program given reasons for non-selection?

ACCEPTING AND SCREENING PARTICIPANTS

SUGGESTIONS ON HOW

As with so many other components, recruitment should be discussed early in the program development. Suggestions on how to attract and select participants can be sought from both cooperating parties and the advisory or steering committee. At this same time areas of particular concern can be aired. This might include such concerns as having the immediate work supervisor make the first contact with the potential participant before a company notice or letter goes out from the personnel office. Supervisors can be excellent recruiters.

Advertising may take a variety of forms. Some may be as usual bulletin board notices or posters, while others may be as unique as putting an announcement in telephone bills. The first step is to locate your audience and then be creative in your attempt to make them aware of the program. If the program is for one group, such as a specific plant, then the program director is limited as to the advertising techniques he or she may use. In this case, advertising needs to be closely coordinated with the personnel and training departments. If, on the other hand, the program is aimed at a whole community, the effort must be made to reach people through other means which might be effective.

Some community-wide advertising suggestions include using the newspaper and television stations. Here, the effort might not be to say "here is a program," but rather to show some success stories or participant recognition procedure. Another way to recruit participants might be to put notices in phone bills, at supermarkets or use lists provided by schools or industries. Again, some creativity should be used to make the advertising appealing.

In all advertising and interviewing concerning the program, the purpose should be clear and participants should fully understand what they can expect from their involvement in the program. A cooperative program may easily be seen by the participant as a means to a better

job though no such promise is made by the company. If the effort is self-development, that should be clearly spelled out and not left to the person's imagination. Likewise, the requirements of the course in terms of time that the participant is expected to commit or any costs to the participant should be made clear.

Minimum qualifications should also be made clear in writing to the participants for selection into the program. These will be particularly important if the program is one which will lead to employment rather than one where the individual is already employed. If the participant is to be employed following program completion, there may well be specific job-related requirements that should be considered along with program commitments. Physical health or stamina might be one of these. It would be unfortunate for a person to complete a program only to find he or she was not qualified for the position in the first place. Thus, all requirements and selection criteria must be considered.

Finally, there should be some mechanism for informing those who apply for a program, and who are not accepted, as to the reasons for their non-selection. It might be decided that this information is best distributed by the company or the educational agency. Again, the key is that the decision on how this is to be carried out must be cooperative with both parties agreeing to the procedures and understanding the results.

COUNSELING SERVICES FOR ADULT STUDENTS

OVERVIEW

The staff of an adult cooperative education program should concern itself with all aspects of the adult students' life which affect his or her performance on the job and in the "classroom." A counseling service designed to meet the personal and academic concerns of the student can be instrumental in contributing to the success of the program. The adult cannot do his or her job efficiently or learn well if he is unable to work out those matters which bear heavily upon his or her mind. Consultation with experienced and well-trained counseling personnel may help the adult to realize a solution to his or her own problems. The counselor must not give a ready made answer but assists the adult in working out his or her own solution.

The adult goes through a developmental stage just as crucial as that of childhood. During this time, the adult learns to cope with the many responsibilities brought about by the various roles which he or she assumes. Adults may experience difficulty in any one of the developmental tasks of adulthood which will interfere with adequate performance of the appropriate role.

The pressures of home and family may be immense for the adult who must perform in several roles as spouse, parent, worker and student in a cooperative program. Many such adults have been away from the educational scene for a long period of time and must again become accustomed to the process involved in learning. Still, others may recall unpleasant experiences at learning and, thus, feel uneasy about any form of educational activity.

Although well-trained personnel should be involved in the actual counseling situation, all staff members should be aware of services which are available and refer students to them. Provisions should be made for referring students to professionals outside of the program when in-house services are not appropriate.

Accessibility of counseling services is of vital importance. Arrangements should be made whereby a worker can either be released from his or her job for counseling or obtain such services before or after his or her regular working hours. Effective counseling may enable the adult student to handle those situations which might otherwise force him or her to drop out of the program.

It is essential that both parties involved in the cooperative program fully understand the importance of counseling services and, thus, contribute to the planning and operation of such services.

COUNSELING SERVICES FOR ADULT STUDENTS

QUESTIONS

1. Are all staff members involved in providing counseling services and referrals to participants?

2. Are counseling services readily available to program participants?

3. Is the counseling service provided by a well trained staff experienced in working with adult students?

4. Is there a referral system operating as part of the counseling service?

5. Are counseling services designed to assist students with learning and/or physical handicaps?

6. Do both cooperating agencies participate in the planning and execution of the counseling services?

COUNSELING SERVICES FOR ADULT STUDENTS

SUGGESTIONS ON HOW

Although all staff persons are not trained counselors, they can learn to notice student attitudes and behavior which suggest a need for counseling. In-service training sessions can be held to acquaint staff with the adult as a learner. Such sessions should focus on the physiological, psychological and sociological aspects of adult learners and the developmental tasks of adulthood. In-service training might also include special sessions to assist the staff in becoming more sensitive and aware of the needs of the adult learner. Immediate work supervisors might be encouraged to become better acquainted with workers through a review of personnel files and private consultations.

The availability of counseling services is a critical issue. First of all, program participants must be aware that such services exist. Notice of counseling services can be announced in the initial orientation of program participants. Further advertisement can be made through newsletters or other publications of the industry. Staff can also be instructed to remind program participants of the services available. Counseling services must also be easily accessible to participants. This can be achieved by allowing participants to be released from work duties in order to receive counseling. However, this practice might cause problems of inefficiency due to work stoppage. An alternative practice is to have counseling services available for participants before and after each work shift. Thus, the counseling office could operate twenty-four hours a day allowing participants to avail themselves of such services.

It would do well if such staff, also, had experience or training in the area of adult education or the counseling of adults. Adults cannot be counseled in the same manner as children; therefore, a knowledge of adult characteristics is of vital importance. Staff persons should be able to establish a rapport with adult students and develop a feeling of trust. This can only be achieved if counseling personnel accept the student as an adult and bring no biases (differing

values, prejudices) to the relationship. A system of in-service training and constant updating of training should be established. Arrangements could be made whereby counseling personnel might attend local colleges to acquaint themselves with advancements in the area of guidance and counseling.

All staff persons should be informed of the counseling service. This can be achieved by conducting a brief meeting outlining the service as well as written memorandums to all on-the-job supervisors and department directors. Staff persons, supervisors and program participants can be encouraged to refer students to counseling services if they notice a problem that must be worked out. This can be done by suggesting to the student that he or she visit the counseling service, or notifying the counseling staff that a particular student needs attention. Of course, the counseling staff must utilize discretion in contacting the student. Care should be taken to keep the source of information confidential. The student should not be confronted directly with "I hear you have a problem" but could be informally engaged in conversation. The skill of the counselor must come into play here to bring out the issues which are on the student's mind.

Counseling services should be designed to assist the student in all aspects of his or her personal and academic life. Therefore counselors might provide a testing service to identify physical and learning handicaps. This may be done by referring students to in-house clinics or appropriate physicians to handle physical or mental problems of eyesight, speech, or hearing. Special assistance can be obtained for those students who experience problems in doing class work due to learning disabilities. Arrangements can be made whereby such persons receive assistance from the educational agency personnel experienced in the area of learning handicaps.

The planning and operation of the counseling service should be a joint effort of both cooperating parties. Counseling services should be discussed at the initial planning session. During the life of the program, periodic meetings of the counseling staff, industry and educational agency personnel could keep everyone informed as to the operation of the counseling service

APPENDIX A

PROJECT ADVISORY COMMITTEE (PANEL)

CONSULTANTS	REPRESENTING
Dr. Gary Beasley Southern Region Weyerhaeuser Company P.O. Box 2288 Columbus, MS 39701	Industry
Dr. Luther H. Black, Director Adult Basic Education State Department of Education Little Rock, AR 72201	State, Adult Basic Education
Mr. Elmer E. Clausen, Director Adult Education State Department of Education P.O. Box 527 Olympia, WA 98501	State, Adult Education
Dr. William D. Dowling, Professor Ramseyer Hall, Room 160 29 West Woodruff Avenue The Ohio State University Columbus, OH 43210	University Adult, Vocational and Continuing Education
Dr. Abram Friedman Career and Continuing Education Los Angeles City Board of Education 450 North Grand Avenue, Room A-431 Los Angeles, CA 90012	Local School System and Regional Occupational Centers
Mr. William LeMaster UAW Educational Director Region 2-A Representative 1425 East McMillian Avenue Cincinnati, OH 45206	Labor Organization
Mr. James Miller Assistant Director Division of Federal Assistance Programs 933 High Street Worthington, OH 43085	State Department

APPENDIX A (continued)

CONSULTANTS	REPRESENTING
Mr. Vincent A. Miller Administrative Center General Manager, Consumer Affairs Training Whirlpool Corporation Benton Harbor, MI 49022	Industry and American Society for Training and Development (A.S.T.D. Past President)
Dr. Leonard Nadler, Professor George Washington University Washington, D.C.	University, Human Resources Development
Mr. James Sayer, Manager Education and Training Tektronix, Incorporated P.O. Box 500 Beaverton, OR 97077	Industry
Dr. Don F. Seaman, Associate Professor College of Adult Education 218 Harrington Educational Center Texas A&M University College Station, TX 77843	University, Adult Education
Dr. Harold Spears 430 South Dunn Street, Apartment 126 Bloomington, IN 47401	National Advisory Council on Adult Education
Mrs. Dorothea Sterne Industry Education Coordinator Niagara Frontier Industry Education Council 99 Aero Drive Buffalo, NY 14225	Local Coordinator
Mr. Del Valdez Admissions Counselor Alburquerque Technical-Vocational Institute 525 Buena Vista, SE Albuquerque, NM 87101	Counselor and Past Member of The National Advisory Council for Vocational Education