

Prairie View A&M University

Digital Commons @PVAMU

---

All Theses

---

5-1969

## An Analysis Of The Selection, Placement And Follow-Up Procedures Of The Industrial Cooperative Training Programs In Texas

Robert L. Flye

*Prairie View Agriculture And Mechanical College*

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

---

### Recommended Citation

Flye, R. L. (1969). An Analysis Of The Selection, Placement And Follow-Up Procedures Of The Industrial Cooperative Training Programs In Texas. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/1342>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact [hvkoshy@pvamu.edu](mailto:hvkoshy@pvamu.edu).



AN ANALYSIS OF THE SELECTION, PLACEMENT AND  
FOLLOW-UP PROCEDURES OF THE INDUSTRIAL  
COOPERATIVE TRAINING PROGRAMS  
IN TEXAS



PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE  
GRADUATE SCHOOL

WORKSHOP SHEET III & IV  
THESIS (OR ESSAY) REPORT  
\*TURN IN THIS FORM WITH YOUR COMPLETED THESIS  
OR ESSAY

NAME Robert L. Flye

DEGREE Master of Science

1267 Hidden Valley  
(Permanent Home Address)  
Dallas, Texas

DEPARTMENT: Industrial Education

DATE SUBMITTED May 12, 1969

TITLE OF THESIS OR ESSAY:  
AN ANALYSIS OF THE SELECTION

PREVIOUS DEGREES:  
B. S. Prairie View A & M College  
(DEGREES) (COLLEGE)

PLACEMENT AND FOLLOW-UP PROC-

\_\_\_\_\_  
(DATE)

DURES OF THE INDUSTRIAL COOPER-  
ATIVE TRAINING PROGRAM IN  
TEXAS.

\_\_\_\_\_  
(DEGREE) (COLLEGE)

\_\_\_\_\_  
(DATE)

RECORD:  
NUMBER OF PAGES: 62

UNDERGRADUATE MAJOR Ind. Ed.

NUMBER OF TABLES OR CHARTS 0

UNDERGRADUATE MINOR None

NAME OF TYPIST: Carol L. Ellis

GRADUATE MAJOR Ind. Ed.

GRADUATE MINOR Guidance

APPROVAL: \_\_\_\_\_  
(Signature of Supervising Professor)

BRIEF SUMMARY OF THESIS (OR ESSAY)  
(Not to exceed 100 words)

(This summary is a permanent bibliographical record. It should be written carefully).

SEE ATTACHED SHEET

This study was an attempt to show how Texas Industrial Cooperative Training Program differ from cooperative programs in Ohio, Colorado and Missouri.

The purpose of the study were: (1) to make an analysis of the selection, placement and follow-up procedures used in a selected number of states and (2) to show how Texas differs in its selection, placement and follow-up procedures as compared to Ohio, Colorado and Missouri.

The investigator made a study of the procedures and techniques used in Ohio, Colorado, and Missouri. It was found that:

1. Texas does differ from the states studied in the method of selecting students for the cooperative program.
2. The techniques used in finding training stations are different from the states studied.
3. The procedure used in Texas for conducting a follow-up survey are different.

The conclusion of this study tend to confirm that:

1. Texas authorities do not place a great deal of emphasis on getting the drop-out to re-enter school through the Industrial Cooperative Program.
2. Texas authorities do not consider the parent's interest toward the program as an important factor when selecting prospective student-trainees.
3. Texas authorities do not indicate that the Teacher-Coordinator should seek administrative approval for the selection procedures to be used.
4. The Training Plan is approved by an area supervisor in Texas and in the states studied, it is approved by the advisory committee.
5. The Texas authorities do not give a suggested form to use when doing a follow-up survey on the graduate.



### ACKNOWLEDGEMENT

The writer gratefully acknowledges the guidance of Mr. C. T. Edwards, Jr. for the patience, understanding, kindness and supervision in the preparation of this Thesis.

The writer desires to make acknowledgements to the persons in the states of Ohio, Colorado, Missouri and Texas, for the material received in preparation of this paper.

R. L. F.



## DEDICATION

The writer wishes to dedicate this paper to his wife and daughters, Mrs. Nona Dale, Myrtle Louise and Felicia Wynne Flye, and his parents, Mr. and Mrs. Andrew C. Flye Sr., for without their encouragement and inspiration this paper would not have been possible.

R. L. F.



264808

AN ANALYSIS OF THE SELECTION, PLACEMENT AND FOLLOW-UP  
PROCEDURES OF THE INDUSTRIAL COOPERATIVE TRAINING  
PROGRAMS IN TEXAS

A Thesis

BY

Robert L. Flye

Submitted to the Graduate School of  
PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE  
In Partial Fulfillment of The  
Degree of

MASTER OF SCIENCE

LB1029  
C6F59

May, 1969

Industrial Education



## TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
I. INTRODUCTION . . . . .	1
THE PROBLEM . . . . .	3
Purpose of the Study . . . . .	3
Limitations . . . . .	4
Methods of Procedures and Source of Data . . . . .	4
Definition of Terms . . . . .	5
II. PREVIOUS AND RELATED LITERATURE.	7
III. AN ANALYSIS OF THE SELECTION PROCEDURES USED IN OHIO, MISSOURI, AND COLORADO AS COMPARED TO TEXAS . . . . .	14
Procedures used in Colorado . .	14
Procedures used in Missouri . .	23
Procedures used in Ohio . . . .	24
Procedures used in Texas . . .	28
An analysis of how Texas differs in Selecting Students . . . .	30
IV. AN ANALYSIS OF THE PLACEMENT PROCEDURES USED IN OHIO AND COLORADO AS COMPARED TO TEXAS.	32

TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
Procedures used in Colorado . . .	33
Procedures used in Ohio . . . . .	41
Procedures used in Texas . . . . .	44
An analysis of how Texas differ in the Placement Procedures . . .	47
V. AN ANALYSIS OF FOLLOW-UP PROCEDURES USED IN OHIO AND COLORADO AS COM- PARED TO TEXAS . . . . .	49
Procedures used in Ohio . . . . .	52
Procedures used in Colorado . . . . .	53
Procedures used in Texas . . . . .	53
An analysis of how Texas differ in Follow-Up Procedures . . . . .	54
VI. SUMMARY, CONCLUSION, AND RECOMMENDA- TIONS . . . . .	55
APPENDIX . . . . .	61
BIBLIOGRAPHY . . . . .	



## CHAPTER I

### INTRODUCTION

The chief factors in determining the efficiency of a cooperative education program are as follows: (1) the quality of the students selected (2) the placement of the student trainee and (3) the follow-up report of the students once they have graduated from high school.

The guidance service, school records, and faculty recommendations are the services that should be made available and utilized by the teacher-coordinator when seeking prospective students.

Barba H. Kemp states that "conscientious efforts should be made to match the job to the student with appropriate interest and ability, and the possibility of career motivation resulting from these placements should be considered very seriously."<sup>1</sup>

---

<sup>1</sup> Barbara H. Kemp, The Youth We Haven't Served (Washington: U. S. Department of Health Education and Welfare, 1964), p. 22.

In determining the quality of students to be selected for a cooperative program, students who have made grades of all "A's" are not necessarily best qualified; however, those students who have the aptitude and qualification should be given priority.

(1) select the student for enrollment into cooperative classes (2) place the student-trainees and (3) do an accurate follow-up survey on the graduating seniors.

It is anticipated that the result of the findings will give some insight into the following question:

1. How does Texas differ from the states selected for the study in selecting cooperative students?
2. What are the techniques used in placing students?
3. What are the techniques used in making an accurate follow-up report?

## II. PURPOSE OF THE STUDY

The purpose of this study is to make an analysis of the selection, placement, and follow-up procedures of cooperative education students. They will show how Texas cooperative program compares with a selected number of states.



### III. LIMITATIONS

#### I. THE PROBLEM

This study is restricted to the procedures used in the selection, placement and follow-up of cooperative students in the states of Missouri, Ohio, Colorado and Texas. For the young or inexperienced coordinator, it can become extremely difficult to:

- (1) select the student for enrollment into cooperative classes
- (2) place the student-trainees and
- (3) do an accurate follow-up survey on the graduating seniors.

There are many other states that have cooperative programs, but they are known to many as "Diversified Occupations." Of the materials received for study, the writer feels that the above named states had the best

It is anticipated that the result of the findings will give some insight into the following question:

1. How does Texas differ from the states selected for the study in selecting cooperative students?
2. What are the techniques used in placing students?
3. What are the techniques used in making an accurate follow-up report?

#### IV. METHOD OF PROCEDURE AND SOURCE OF DATA

#### II. PURPOSE OF THE STUDY

After careful consideration of the problem, the descriptive

Letters were sent to the following states: (1) Ohio (2) Missouri (3) Colorado (4) to the Department of Health Education and Welfare and (5) the Texas Education Agency for materials concerning selection, placement and follow-up.

The purpose of this study is to make an analysis of the selection, placement, and follow-up procedures of cooperative education students. They will show how Texas cooperative program compares with a selected number of states.

### III. LIMITATIONS

This study is restricted to the procedures used in the selection, placement and follow-up of cooperative students in the states of Missouri, Ohio, Colorado and Texas.

There are many other states that have cooperative programs, but they are known to many as "Diversified Occupations." Of the materials received for study, the writer feels that the above named states had the best functioning programs in Industrial Cooperative Training.

### IV. METHOD OF PROCEDURE AND SOURCE OF DATA

After careful consideration of the problem, the descriptive or analysis method was used. Letters were sent to the following states: (1) Ohio (2) Missouri (3) Colorado (4) to the Department of Health Education and Welfare and (5) the Texas Education Agency for materials concerning selection, placement and follow-up.



After receiving this information an analysis was made to show how procedures in Texas compares with the selection, placement and follow-up procedures of its student to the states used in the study.

#### V. DEFINITION OF TERMS

Industrial Cooperative Training - a program designed to prepare boys and girls for useful employment in occupation of their choices in which there are available openings.

Co-op Student - one who is enrolled in a cooperative part-time program.

Coordinator - a person whose duty is to promote interest in the program, organize his classes, develop and organize instructional material, place students in employment according to their interest and qualifications, and to do follow-up work among employed students.

Training Station - a store or shop where the student receives his practical work experiences.

Training Sponsor - the person associated with the training station who hires the student, approves his training plan, and supervises his on-the-job training.

Training Plan - a written plan which serves as a guide to the coordinator and the employer in providing the student-learner with both practical work experiences and technical information related to his occupation.



## CHAPTER II

### PREVIOUS AND RELATED LITERATURE

A limited amount of information has been written concerning Industrial Cooperative Training or Diversified Occupations. However, some authorities have spent time and research on this particular topic.

It is imperative in the state of Colorado that the teacher-coordinator recognize the fact that the student-learner is the most important element in the programs. The success of the program, therefore, is going to depend to a great extent upon the selection of the student-learner.

The purpose of any vocational program is to prepare individuals for employment, to give additional training to those already employed, and to place them in occupations in which they are or can be happy, successful, and useful. One's occupation is important, if not the dominant factor in his life, and its selection should involve careful study and guidance.<sup>2</sup> It is unwise, therefore, to select students

---

<sup>2</sup> Denver Public Schools, Teacher Coordinator Handbook Cooperative Education (Colorado: State Board for Community Colleges and Occupational Education), p. 23.

instances, standardized tests to assist him in judging the for a vocational program on the basis of first come-first occupational fitness of students. Interest and aptitude served.

In Missouri, one of the vocational schools has a certain fields of work for which they are not fitted, but unique method of selecting its students. Students are selected on the basis of specific course preparation and grade achievement, and applicants will be given priority based on criteria intended to determine those who are most likely to profit from the instruction and to succeed in the occupational area in which they are already being trained.

The following procedures are used in the Ohio school system as a method of recruitment:

1. Each teacher-coordinator should obtain administrative approval.
2. Statements from the superintendent's office approving recruitment procedures.
3. Recommendations from the advisory committee relating to public relations, recruitment procedures and student selection.

As revealed by the Texas Education Agency, interest and fitness should be the coordinators major concern when selecting students. The coordinator may use, in some Cooperative Training (College Station: Engineering Extension Service, Texas A. & M. University, 1965), pp. 60-61.



instances, standardized tests to assist him in judging the occupational fitness of students. Interest and aptitude tests have a certain value in guiding students away from certain fields of work for which they are not fitted, but are wholly unreliable in predicting success in any specific field of endeavor.<sup>3</sup>

The high school part-time cooperative program usually requires that the student work half of each day and go to school the other half. While at work he is supervised by a foreman who makes certain that he is not exploited and that he is receiving worthwhile instruction. When the student is in school, he spends one hour per day studying the theory of his occupation. The coordinator, who teaches this class, makes certain that what the student learns is related to his work. The student also takes two other academic subjects.

---

<sup>3</sup>Texas Education Agency, Handbook for Industrial Cooperative Training (College Station: Engineering Extension Service, Texas A. & M. University, 1965), pp. 60-61.

The part-time cooperative plan is undoubtedly the best program in vocational education.<sup>4</sup> It consistently yields high placement records, high employment stability and high job satisfaction.<sup>5</sup> Students cannot be trained faster than they can be placed.

According to the authorities of the Colorado Public Schools, when selecting an occupation for training, it should be discussed with the student.<sup>6</sup> The teacher-coordinator must keep in mind that the occupation shall be one for which the preparation requires organized related instruction in school and progressive employment experience on the job.

The occupation should be examined by the teacher-coordinator and the student-learner to measure its desirability. After the teacher-coordinator and student-learner have rated the occupation, the student should be made fully aware of all factors which may not appear to be favorable.

---

<sup>4</sup>Advisory Council on Vocational Education, The Bridge Between Man and His Work, (Washington: U. S. Department of Health Education and Welfare, 1968), pp. 60-61.

<sup>5</sup>Ibid., pp. 61.

<sup>6</sup>Denver Public Schools, Teacher Coordination Handbook Cooperative Education, (Colorado: State Board of Community Colleges and Occupational Education), p. 27.



Authorities in Ohio concluded that the transition from school to work is a major adjustment for most young people.<sup>7</sup> The teacher-coordinator and employer should work together to develop a plan to help the student-learner adjust to his job.

Training stations should be selected for their educational value to the cooperative education students.

A detailed list of criteria used in the Ohio system will be discussed in a later chapter.

The procedure used in Texas for selecting a suitable training station in any particular occupation, taken in consideration the attitude of the employer and his employees toward the cooperative training program and their willingness to provide well-rounded work experience.<sup>8</sup> After reaching the proficiency level required for satisfactory job performance, it is understood that the student-learner will be transferred

---

<sup>7</sup>The Center for Vocational and Technical Education, Guidelines in Cooperative Education, (Ohio: Ohio State University, 1966), p. 68.

<sup>8</sup>Texas Education Agency, Handbook for Cooperative Training, (College Station: Engineering Extension Service, Texas A. & M. University, 1965), p. 21.

from one job to another. The purpose of this rotation is to provide well-rounded training for the student-learner.

Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the student on a training station and following up his success and failures provide the best possible information to the school on its own strengths and weaknesses of the program.<sup>9</sup>

The best information on the adequacy of a vocational education program comes from the follow-up of the student who is placed on a job. It can therefore be assumed that the most successful vocational programs are those which accept the responsibility of placing their graduates and thus get feedback information the students progress. The teacher-coordinator, the student, his employer, and his fellow workers

kept for at least two years.<sup>11</sup>

---

<sup>9</sup>Advisory Council on Vocational Education, The Bridge Between Man and His Work, (Washington: U. S. Department of Health Education and Welfare, 1968), pp. 60-61.

<sup>11</sup>Denver Public Schools, Teacher Coordinator Handbook Cooperative Education, (Colorado: State Board for Community Colleges and Occupational Education), p. 49.

<sup>12</sup>Texas Education Agency, Handbook for Industrial Cooperative Training, (College Station: Engineering Extension Service



know the strengths and weaknesses of the program. Without the link or a good follow-up survey from the teacher-coordinator this information is unlikely to get back to the school.

Ohio further concluded that when doing a follow-up survey, the teacher-coordinator should be concerned about the student-trainee on each job and what happens to him after graduating from high school.<sup>10</sup> A good follow-up plan is very important in judging the effectiveness of the entire program.

Colorado authorities state the teacher-coordinator must make a follow-up survey of the program's graduates to determine where they are, what they are doing, and how much they are earning.<sup>11</sup>

Texas authorities indicated that such records, to determine the employment status and other data about students who have graduated from the cooperative program, should be kept for at least two years.<sup>12</sup>

---

<sup>10</sup>The Center for Vocational and Technical Education, Guidelines in Cooperative Education, (Ohio: Ohio State University, 1966), p. 79.

<sup>11</sup>Denver Public Schools, Teacher Coordinator Handbook Cooperative Education, (Colorado: State Board for Community Colleges and Occupational Education), p. 49.

<sup>12</sup>Texas Education Agency, Handbook for Industrial Cooperative Training, (College Station: Engineering Extension Service, Texas A. & M. University, 1965), p. 89.



## CHAPTER III

### AN ANALYSIS OF THE SELECTION PROCEDURES USED IN MISSOURI, OHIO, AND COLORADO AS COMPARED TO TEXAS

One's occupation is important if not the dominant factor in one's life and its selection should involve careful study and guidance.<sup>1</sup> It is unwise, therefore, to select students for a vocational program on the basis of first-come first served. However, this appears to be the standard procedure used by many teacher-coordinators in selecting their students.

The number of students which can be handled for a co-op program is rather small; therefore, a careful selection and guidance process should be followed with reasonable assurance that projected needs will materialize as career type jobs.

Selection of students also means selection of parents because the concept of Industrial Cooperative Training is

---

<sup>1</sup>Denver Public Schools, Teacher Coordinator Handbook Cooperative Education (Colorado: State Board for Community Colleges and Occupational Education), p. 23.



of a three sided partnership: (1) the home, (2) the school and (3) industry. It is imperative that we have parents who believe in the following: (1) dignity of work (2) the importance of good work habits, (3) punctuality, (4) dependability, (5) honesty and (6) responsibility. Unfortunately, just needing a job done does not guarantee much in the line of valuable traits.

It is imperative that the teacher-coordinator recognizes that the student-learner is the most important element in the program.<sup>2</sup> The success of the program, consequently, is going to depend to a great extent upon the selection of the student-learner.

When selecting students, all states agree that the student-learner must be at least sixteen years of age. They must be eligible for enrollment in either a one year or two year cooperative occupational program, in addition to their regular high school program.

Procedures used in Colorado: The department of public schools, in Colorado, states that in all cases the teacher-

---

<sup>2</sup>Ibid., p. 23.

coordinator should make sure that the individual has an interest in the occupation, the size, ambition, intelligence, personality necessary for success in employment.<sup>3</sup>

There may be situations where a student cannot remain in school without the aide of a part-time job. Whenever possible, such students should be included in the program and encouraged to remain in school.

The program should include those persons who have dropped out of school and are working either part-time or full-time in business and industry. These persons should be encouraged to return to school full-time and complete their high school education.

When the teacher-coordinator receives an application for entrance into the program, he should begin studying the prospective student-learner from all angles. Individual conferences should be held with the student, his home should be visited and acquaintanceship with his parents should be established. Through these media, an evaluation can be made

---

<sup>3</sup>Ibid., p. 23.



of the prospective student's potentialities.

There are several procedures that the state department of Public Education in Colorado believes the teacher-coordinator "does" or should "know" when selecting students:<sup>4</sup> These procedures are:

What The Teacher-Coordinator Does

1. Explain cooperative program to students.
2. Make a survey of prospective students.
3. Secure applications from students.
4. Interview students.
5. Discuss application with counselor, principal or teachers.
6. Give or arrange for tests.

What The Teacher-Coordinator Needs to Know

1. Objectives, operation, and policies of program.
2. When and how to survey students.
3. What is needed in application form.
4. Type of students desired.

---

<sup>4</sup>Denver Public Schools, Teacher Coordinator Handbook Cooperative Occupational Education, (Colorado: State Board for Community Colleges and Occupational Education), p. 23.

5. How to conduct interview.
6. Questions to be asked.
7. How to interpret answers.
8. How to work with counselor and others.
9. Understanding of counseling program.
10. How to administer and interpret tests.

It is expected that the student-learner has all application forms filled out before the first conference with the teacher-coordinator. The completed application will provide information related to the student's interests, abilities and adaptability to the chosen occupation.

In the first interview with the student, the teacher-coordinator will find out the following:

1. Name
2. Age
3. Class in school
4. Reasons for wanting to enter the program
5. Occupational interests of the student.



For the second interview it is suggested that the teacher-coordinator do the following:

1. Review the information on the application form.
2. Discuss parents opinion of students' choice.
3. Discuss possible training station.
4. If deemed necessary, make arrangements for G. A. T. B. test to be given.

Once the interview has been completed, the teacher-coordinator will finally accept or reject the student on the following:

1. Aptitude for the occupation.
2. Interest in learning the occupation.
3. Attitude of parents toward Industrial-Cooperative Training.
4. School records on attendance, discipline, teachers and counselors comments.
5. Physical qualifications.
6. Scholastic qualification

The following are considered to be special factors about the student and his parents for entrance into the program.

The Student:

1. Motive: sincere desire to learn trade or occupation.
2. Adaptability
  - a. Scholarship and I. Q.
  - b. Type literature read
  - c. Extra-curricular activities
3. Attitude toward:
  - a. A particular job and work in general
  - b. Authority-supervisors at school
  - c. Employers
  - d. The faculty and school
  - e. Training in general
  - f. Parents
  - g. Church and general principles of morality
  - h. Success and how it is attained.

7. School achievements: at least junior or senior academic status.



4. Personal Traits: part-time:

- a. Honesty: fits the objectives of the cooperative program.
  - b. Reliability
  - c. Punctuality
  - d. Cooperation
  - e. Personal Appearance
  - f. Self control
  - g. Confidence of and sympathetic attitude toward program.
  - h. Industry
  - i. Initiative
  - j. Accuracy toward suggested training agencies and their personnel.
  - k. Interest
5. Aptitudes evidenced by:
- a. Jobs previously held
  - b. Extra-curricular activities (student office)
  - c. Hobbies, achievements
  - d. Test
6. Age: sixteen years minimum
7. School achievements: at least junior or senior academic status.
8. Character, reputation, and dependability.
9. Church preference.
10. Educational background.
11. Financial standing.

## 8. Is now working part-time:

In Missouri the method of selecting student is based on

a. His job fits the objectives of the cooperative  
different and program.

Process b. He is receiving an all-round training.

selected c. He has to work. Ific course preparation and

grade 9. School program: his required courses can be based on  
adapted to Industrial Cooperative Training.

criteria intended to determine those most likely to profit

The Parents:

from the instruction and to succeed in the occupational area

1. Understanding of and sympathetic attitude toward  
for which program. been prepared. Each applicant must be

in good 2. Willingness to cooperate in having student-learner  
do his part.

or expelled from school will not be considered for entrance

3. Attitude toward suggested training agencies and  
into the their personnel.

4. Attitude toward teacher-coordinator. for each appli-

cant 5. Occupations and social standing of parents. an

(502) 6. Willingness for students to work. on criteria:

7. Ambition for child.

8. Attitude toward civic affairs. les on standardized  
achievement tests

9. Character, reputation, and dependability.

10. Church preference. overall scholarship

11. Home environment.

12. Educational background.

Missouri: Special School District of St. Louis County, p. 7.

13. Financial standing.



In Missouri the method of selecting student is quiet different and interesting.

Procedures used in Missouri: Students in Missouri are selected on the basis of specific course preparation and grade achievement and applicants are given priority based on criteria intended to determine those most likely to profit from the instruction and to succeed in the occupational area for which they have been prepared. Each applicant must be in good standing with his school; a student who is suspended or expelled from school will not be considered for entrance into the program.<sup>5</sup>

A success prediction score is determined for each applicant by assigning points, plus or minus from the median (50% ile) for each of the following selection criteria:

1. Attendance
2. Reading achievements - percentiles on standardized achievement tests
3. Scholarship - grade point average if available or general estimate of overall scholarship

---

<sup>5</sup>Counselors Handbook, Vocational and Technical Education, (Missouri: Special School District of St. Louis County), p. 7.

4. G. A. T. B. 1 vocational aptitude patterns expressed in Stamine Equivalents
5. G. A. T. B. 2 in the General Aptitude Test Battery or other multi-aptitude test batteries
6. G. A. T. B. 3
7. G. A. T. B. 4
8. Mathematics - percentiles on standardized achievement test
9. Interest - indicated or expressed by students to his counselor
10. Pre-Vocational Grade- Industrial Arts, fine arts, or Typing I.
11. Science Grades
12. Specialize Aptitude Test Score

The sum of the plus and minus deviations from the national, state, or local means for each factor is the total selection score. Students with the twenty-highest scores are admitted to the program.

Procedures used in Ohio: The educational authorities in Ohio believes that any student who wants and can profit

The Center for Vocational and Technical Education, Guidelines in Cooperative Education, (Ohio: Ohio State University, 1966), p. 69.



from the experiences provided should be selected for the cooperative educational program."<sup>6</sup>

The following procedures are suggested as steps to follow when selecting students for a cooperative program:

1. Obtain Administrative Approval: The teacher-coordinator should seek administrative approval for his recruitment plan. This plan should include:
  - a. Statement from the superintendent's office approving recruitment procedures
  - b. Recommendation from the advisory committee relating to public relations, recruitment procedures and student selection.
2. Distribute Recruitment Bulletin: A recruitment bulletin describing the cooperative program should be given to prospective students.

This bulletin should include:

- a. A general description of a cooperative education program including the following:
  1. Time in school
  2. Related instruction
  3. Minimum and maximum hours on the job

---

<sup>6</sup>The Center for Vocational and Technical Education, Guidelines in Cooperative Education, (Ohio: Ohio State University, 1966), p. 69.

- c. Physical suitability
- d. b. Conditions of enrollment including:
  - e. 1. Age
  - f. 2. Grade completed
  - g. 3. Scholastic average
  - h. 4. Career objective
  - i. 5. Enrollment gates and specific procedures to follow.
  - j. Past work experiences
- 3. Determine Student Interest: Present an assembly program or the teacher-coordinator speaks to a particular class, students should be given an opportunity to fill-in an interest form for use by the teacher-coordinator, in scheduling enrollment interviews.
- 4. Recruitment students: In recruitment talks, the teacher-coordinator should point out the in-school instruction and on-the-job training features of the cooperative education program. He should also stress the importance of personnel development which comes through employment.
- 5. Select Student: To be selected the student-trainee should have the intelligence, interest, aptitude, maturity and personality to succeed in the program. The part-time employment aspect of the cooperative plan make it possible for the school to select students from the low-income families. The coordinator should consider the following qualifications when selecting students:
  - a. Interest
  - b. Mental capability



- c. Physical suitability
  - d. Social adaptability
  - e. Educational background
  - f. Disciplinary record
  - g. School attendance record
  - h. Age
  - i. Hobbies
  - j. Past work experiences
  - k. Personality characteristics
  - l. Sex (when a requirement)
  - m. Former employer's opinions
  - n. Other school activities
6. Gather information about Students: The teacher-coordinator should ask faculty members to give information about prospective students and to help evaluate the school records of student according to enrollment standards. When test information is not available, the guidance counselor should administer the necessary test to determine aptitude, interest, achievement and personality.

<sup>7</sup>Texas Education Agency, Handbook for Industrial Cooperative Training, (College Station: Engineering Extension Service, Texas A. & M. University, 1965), p. 15.

<sup>8</sup>Ibid.

Procedures used in Texas: One of the chief factors in determining the efficiency of a cooperative training program is the quality of the students selected, as revealed by the Texas Education Agency.<sup>7</sup> These students do not need to have made the grade of all "A's" in every subject, but they must possess the aptitude and qualifications required for a chosen work.

Eligibility of students: To become eligible for the Industrial Cooperative Program, the student has to be sixteen years of age or older and must be a junior or senior in classification.<sup>8</sup> Applicants may or may not be employed at the time they are admitted to class. If they are employed and wish to receive further training in their present work, both the occupation and the place of employment must meet the approval of the teacher-coordinator.

---

<sup>7</sup>Texas Education Agency, Handbook for Industrial Cooperative Training, (College Station: Engineering Extension Service, Texas A. & M. University, 1965), p. 15.

<sup>8</sup>Ibid.



Students who are employed in the occupation of their choice must be placed in part-time employment by the coordinator. This calls for student selection based upon the coordinator's knowledge of the occupational requirement of the various fields in which cooperative training is offered.

The coordinator should place students according to their interest as well as fitness for their chosen work.<sup>9</sup> The teacher-coordinator may use standardized interest and aptitude test to help assist him in judging the occupational fitness of applicants. Tests of this nature have certain values in guiding students away from certain fields of work for which they are not fitted, but they are unreliable in predicting success in a chosen work.

Another service, according to Texas that will assist the coordinator in judging occupational fitness of applicants, is the G. A. T. B. test. This test is administered by the Texas Employment Commission.

---

<sup>9</sup>Child Care and Guidance, "A Suggested Post High School Curriculum," (Washington: U. S. Department of Health Education and Welfare, 1969), p. 10.

The personal interview is one method of obtaining the necessary information about the student. It is suggested that the application blank be given to the student following his first interview with the coordinator. All applications must be signed by the student and the parent and should be filed for further reference.

When trying to determine if the applicant has the right attitude and general characteristics which make him employable, the teacher-coordinator should contact the student's former principals, teachers, counselors and employers for references.

Texas' and Ohio's lists of factors in selecting students for a cooperative program are very similar. These factors appear on page twenty-four, number five. However, in the state of Colorado, a deliberate attempt has been made to get the drop-out who is working-full-time to re-enter school through the industrial cooperative program. Colorado authorities further state that the parents should be interviewed to get their opinions concerning the cooperative



program. The Ohio educationa authorities believe that the teacher-coordinator should seek administrative approval for the selection procedures used in recruiting students. Recruitment bulletins are given to prospective students in the Ohio system.

## CHAPTER IV

### AN ANALYSIS OF THE PLACEMENT PROCEDURES USED IN OHIO AND COLORADO AS COMPARED TO TEXAS

The school cooperates with business and industry as supervised occupational training laboratories. It is imperative for cooperative education programs to have business as firms serve as training stations. Cooperative

education cannot be valid unless the training station becomes a true extension of the school's instructional program.<sup>1</sup>

Approval and adoption of a training station should be based on mutual understanding and written agreements among the following persons: (1) the employer, (2) the school, (3) the school coordinator, (4) and the prospective student-learner. Everyone concerned must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for remunerative employment for the student or for an employer to obtain part-time help.<sup>2</sup>

---

<sup>1</sup>Ralph Mason PH.D. and Peter Hines PH.D., Cooperative Education and Work Experience in the Curriculum, (Illinois: The Interstate Printers and Publishers, Inc., 1965), p. 179.

<sup>2</sup>Ibid., p. 183.



Experience gained at the training station should therefore be expected to contribute significantly to the development of knowledge, skills, and attitudes which are needed in the occupation for which the individual's training program is designed and which further the student's career objective.

When an employer decides to participate in a cooperative program, the procedures and objectives of the program should be developed, and a person should be designated as a sponsor for the student-learner. The employer himself may carry out this sponsorship function, although often a departmental supervisor or an experienced employee has more time and will work more closely with the student-learner.

Procedures used in Colorado: The Department of Education in Colorado stated that when selecting an occupation for training, it should be discussed with the student.<sup>3</sup> The teacher-coordinator should keep in mind that the occupation is one for which the preparation requires organized related instruction in school and progressive employment experience

---

<sup>3</sup>Denver Public School, Teacher Coordinator Handbook Cooperative Occupational Education, (Colorado: State Board for Community Colleges and Occupational Education), p. 27.

on the job. No occupation should be included in the program which does not provide an opportunity for continued employment without displacement of other workers.

The following list of procedures were given as an instrument for the teacher-coordinator and student-learner to examine for occupational training.<sup>4</sup> The suggested procedures are:

A. Factors to Consider in Selecting an Occupation for Training.

1. Occupation for employment after training: This factor is sessential because if the occupation is already overcrowded, it would be difficult for those who completed the training to secure employment. Is there a considerable turnover in employment in this occupation? Is there a scarcity of learners apprentices?
2. Stability of employment: This factor should be considered from the standpoint of the permanency of an occupation. Is it an occupation which is changing or which may be eliminated through specialization or technological changes? Is this occupation likely to remain in the community?
3. Opportunity for advancement: The teacher-coordinator and the student-learner, should consider the possibilities for advancement in the occupation.

---

<sup>4</sup>Ibid., p. 27.



4. Social value: This occupation should be studied with a view of determining the value of the occupation to society as a whole.
5. Length of training period: In choosing an occupation, the teacher-coordinator and the student should give some study to the length of time necessary to become proficient in its practices. A student should never be placed in training on an occupation which can be mastered in six weeks or six months.
6. Training carry-over: This factor should be taken into careful consideration to see if the knowledge and skills gained will carry-over into some other occupation.
7. Pay: This factor is included because the teacher-coordinator, in counseling with students and parents, must be able to give information as to the compensation which trained workers receive in the vocation being considered.
8. Training facilities: Does the training agency in which a student is to be placed have adequate equipment to afford all-round training?
9. Regularity of Employment: Determine whether employment will be seasonal or whether it is an occupation in which a worker can reasonably expect to be employed throughout the year.
10. Safety conditions: The teacher-coordinator in selecting occupations in which our students are placed in training should by all means give thorough consideration to the dangers and hazards to which the workers are exposed.



After the teacher-coordinator and student-learner have rated the occupation, the student should be made fully aware of all factors which may not appear to be favorable. This may avoid having a student-learner disappointed in his occupational choice later.

**B. Factors to Consider When Selecting a Training Agency:**

**C. Additional Factors in Selecting a Training Agency**

After the occupation in which the student-learner will receive his training has been determined, the training station must be selected and evaluated. It should be explained that no student-learner may be placed in a training station wherein he will displace another employee.<sup>5</sup> The prospective employer should be considered on the basis of the following:

**1. Employers attitude toward:**

- a. Employees
- b. Training (is the employer willing to permit training in various phases of the occupation).
- c. The Public
- d. Moral Standards
- e. The high school
- f. Working conditions
- g. Wage and hour
- h. The teacher-coordinator

---

<sup>4</sup>Ibid., p. 30.

<sup>5</sup>Ibid., p. 29.



2. Training environment
  3. Facilities for training
  4. Training personnel
  5. Wages of regular employee
  6. Willingness to employ student-learners full-time after completion of training.
- C. Additional Factors In Selecting A Training Agency

Once the training station has been approved the teacher-coordinator should then thoroughly explain the program to the training sponsor. The coordinator is then ready to present to the training sponsor a definite plan for his approval. This plan is "Will you cooperate with the school in training a young man or woman in his or her life's work?"<sup>6</sup>

Listed below are the additional factors that is imperative that the training sponsor should be aware:

1. That all student-learners be paid a monetary wage comparable to that of other beginning workers.
2. Upon reaching proficiency the student-learner be transferred to other jobs in order to get all-round experience.

---

<sup>6</sup>Ibid., p. 30.

3. The Fair Labor Standard Act of 1938 as amended prescribes minimum wages of pay for workers engaged in interstate commerce. Care should be taken that the operators of such businesses realize that the student-learner is a regular employee and must receive minimum wage prescribed by law, unless a special wage exemption certificate has been issued.
4. That if the employer has three employees on at least one day of each twenty or more calendar weeks in a calendar year and takes on a student-learner in addition, this student-learner will count as the fourth employee and the employer automatically becomes liable for the Federal unemployment tax feature of the Social Security Legislation. This however does not apply if the employer has two employee's and employs a student-learner, and if that person is a male, under twenty-one, or a female whose age is less than eighteen years.
5. That the student-learner obtain a Social Security Card.
6. That the student-learner will work at least three hours per day each school day, thus working a minimum of fifteen hours per week.
7. That the student-learner will receive a minimum of one period per day of general and specific related training in the school.



#### D. Usual Types of Placement

There are two types of placement that should be taken into careful consideration: (1) A student may be already working in an establishment that can be considered a satisfactory training station. If the student applies for admission into the program, he may be transferred into the program and changing his status from that of a part-time worker to that of a student-learner in a cooperative part-time training program, (2) A second type of placement is involved, and it should be handled with extreme care. This type of job placement occurs when an employer tells the teacher-coordinator that he wants to cooperate with the school in training a young person in his life work. This accepted when both the training station and the student is rated satisfactory, but when either one or both are not desirable according to acceptable standards, the teacher-coordinator must summon all of his tact and diplomacy and handle the situation so that no one will be discriminated against.

### E. The Training Plan

The training plan is a vital and necessary part of the training program. It is through this agreement that the essential functions are outlined and agreed upon for each person concerned.<sup>7</sup> The training plan should include the following information:

1. Type of training to be undertaken
2. Extent of the period of training and of the tryout period
3. Provision for termination of student-learner
4. Employment schedule for the week.
5. Schedule of compensation
6. Special provision
7. Schedule of processes showing job training and outline of approved related instruction.
8. Provision for high school credits
9. Type and degree of responsibilities of all parties concerned.
10. Signatures of employers, parent, student-learner, and representative of the school.

The advisory committee is a body representing the school and looking after the welfare of the program; this committee should therefore approve each training plan after which it is signed by the teacher-coordinator as a representative of the school.

---

<sup>7</sup>Ibid., p. 34.



The educational authorities of the Ohio school system stated that the training station should be selected for their educational value to the cooperative education student.

The nature and extent of the learning experience provided by the employer are factors that help to determine the effectiveness of the cooperative program. The authorities of the Ohio system further states that the duties of a coordinator should include: (1) making visits to potential employers and discuss with them the value of the cooperative program, (2) he should stress placement in a job, (3) learning while on the job, (4) skills to be learned, (5) safety practices, (6) general working environment, (7) supervisor's duties and (8) evaluation procedures.

Procedures used in Ohio: The Ohio representatives listed ten items that should be used as criteria in selecting training stations.<sup>8</sup> Those listed items are:

1. Type of occupation: Both skills and knowledge should be experienced in the occupation.

---

<sup>8</sup>The Center for Vocational and Technical Education, Guidelines in Cooperative Education, (Ohio: Ohio State University, 1967), p. 71.



2. Opportunities for rotation: A wide variety of direct experienced associated with the occupation should be provided at the training station.
3. On-the-job supervision: The training station should be supervised by someone competent in the skills and technical aspects of the occupation.
4. Working conditions: The working conditions of training stations should be safe with a good record of accident prevention.
5. Reputation: The business establishment should have a good reputation and thorough ethical business practices.
6. Hours of employment: There should be a sufficient number of working hours at the training station.
7. Facilities and equipment: Up-to-date facilities and equipment should be used at the training station.
8. Supervisor and student-trainee: Good relationship should exist between the supervisor and the student-trainee.
9. Accessibilities: Consideration should be given to the travel time between the school and the training station.
10. Wages: The minimum wage should be paid to student-trainees.

Cooperative education program's must be operated within federal, state, and local laws and regulations. These laws regulate the employment of minors and are similar in every

---

<sup>9</sup> Ibid., p. 72.



There are additional factors that should be recognized by the teacher-coordinator and the prospective employer when thinking of student placement.<sup>9</sup> They are as follow:

1. The teacher-coordinator should send only those students to an employer who have the interest, aptitude and intelligence to perform the work assigned.
2. Should a student receive employment during the summer, he should be permitted to remain as a student-trainee if the employer agrees and understands the relationship of the in-school and on-the-job experience to his educational and vocational development.
3. The teacher-coordinator and the cooperating employer are responsive for the welfare and safety of each student-trainee.
4. The teacher-coordinator is expected to visit the training station at least once during a grade period and discuss the students progress.

The legal aspects of the employment of cooperative students should be known and adhered to by the teacher-coordinator and the employer.

Cooperative education program's must be operated within federal, state, and local laws and regulations. These laws regulate the employment of minors and are similar in every

---

<sup>9</sup>Ibid., p. 72.

community. The teacher-coordinator should keep informed about the regulations applicable to his high school service area, such as employment certification, hazardous occupations, wage and hour laws, jobs requiring licenses, and social security regulations.

The legal responsibilities of cooperative education include the following: (1) work permit, (2) Child Labor Laws, (3) Fair Labor Standard Act, (4) Disability Insurance, (5) Workman compensation, (6) Social Security, (7) Working hours and (8) School attendance.

It is also stated that a training plan should be prepared by the teacher-coordinator and signed by the employer, the teacher-coordinator, the parent or guardian, and the student-trainee.

Procedures used in Texas: The Texas Education Authorities stated that the chief factor in selecting a training station should be studied thoroughly before placement is made; station is the attitude of the employer and his employees toward the cooperative program and their willingness to provide a well-round work experience. It should be explained

<sup>10</sup> Texas Education Agency, Handbook for Industrial Cooperative Training, (College Station: Engineering Extension Service, Texas A. & M. University, 1965), p. 27.



to the employer that the student-learner must rotate from one job to another upon reaching the required skills for that particular job.

There are additional factors which should be considered by the teacher-coordinator when selecting an occupation for training.<sup>10</sup> They are:

1. Respectability and responsibility of the employer.
2. Training equipment available.
3. Competent employees.
4. Volume of business.
5. Variety of work available for training.
6. Wages to be paid student-learner.
7. Company policies toward student-learner.
8. Standards of workmanship to be met.
9. Degree of specialization required.
10. Employer-employee relationship existing.

The best training is not always found in large business.

As an example: If piece work is done in an occupation and no special training facilities are set up, the beginning employee may receive very little training. Each training station should be studied thoroughly before placement is made; all prospective training stations must meet the approval of the general advisory committee.

---

<sup>10</sup>Texas Education Agency, Handbook for Industrial Cooperative Training, (College Station: Engineering Extension Service, Texas A. & M. University, 1965), p. 27.



As stated by the Texas authorities, there are two things involved in placement; they are: (1) the selection of a particular student by the employer, (2) working out the conditions and plans under which the student is to receive training. These plans are worked out by the two parties involved, the teacher-coordinator and the employer, and is referred to as the Cooperative Training Plan.

There are certain standards that must be followed very closely when seeking employment for cooperative student in the state of Texas.<sup>11</sup> These standards are:

1. Hours: The number of hours the student-learner spends at the training station should not be less than twenty and not more than twenty-five hours per week.
2. Wages: The student-learner should receive a fair wage for useful work done while undergoing training.
3. Wage adjustments: Student making satisfactory progress at the training station is entitled to a raise.
4. Length of training: The length of training for juniors is two school years and for seniors one school year.
5. Probationary period: The probationary period should not be longer than sixty-days.

---

<sup>11</sup> Ibid., p. 29.



Denver differs from Texas and Ohio in its method of selecting training stations in the following aspects: (1) Denver seems to be more concerned about the opportunities for success or permanent employment after graduation than do Texas and Ohio, (2) All of the states agree on the legal responsibilities of cooperative education, but Ohio spells out each of the legal aspects, (3) One of the chief factors in which all states appear to differ considerably is the use of the training plan. Texas states that training plans should be executed in triplicate and sent to the area supervisor who reviews and sends the original copy to the State Office where it is filed. The second and third copy returned are to be used by the teacher-coordinator and the employer. The Denver authorities concluded that there should be three copies of the training plan and schedule of processes for each placement--one for the teacher-coordinator, one for the student-learner, and one for the employer. The Ohio personnel stated that a training plan should be prepared and signed by the student-learner and used as a guide for instruction by the teacher-coordinator and employer.

The best training plan provides a systematic method of keeping progress record of work completed, skills learned, and operation performed. A copy of the training plan should be included in the student's personnel record.



(2) any AN ANALYSIS OF FOLLOW-UP PROCEDURES USED in (3)  
OHIO, COLORADO AS COMPARED TO TEXAS

and Follow-up refers to a number of purposes and procedures by which continuous information can be gathered and analyzed to determine development, activities, and adjustment of students. Essentially, a follow-up of students can be used (1) to revise the curriculum, (2) to identify the students in need of assistance, (3) and to improve the cooperative program. As with all other evaluation procedures, follow-up studies require careful planning, careful delegating of responsibilities, and means of collecting data early and continuously.<sup>1</sup>

At least a minimum follow-up of graduates should be made every year and a depth study should be made at least every three to five years.<sup>2</sup> Each year the minimum follow-up should ascertain the (1) employment status, of each graduate,

---

<sup>1</sup>Andrew and Whiley, Administrative and Organization of the Guidance Program, (New York: Harper and Row Publishers, 1958), p. 294.

<sup>2</sup>Ralph Mason Ph.D. and Peter Haines Ph.D., Cooperative Education and Work Experience in the Curriculum, (Illinois: The Interstate Printers and Publishers, Inc., 1965), p. 222.

(2) any additional education which he is undertaking, (3) the relationship of his employment to his career objective and (4) his training station placement. Dr. Mason states that after three months have elapsed following graduation, the employment picture stabilizes sufficiently so that initial entry into further education can be determined accurately.<sup>3</sup> However, additional information regarding marriage and job changes that have followed temporary first jobs, may be obtained if the follow-up survey is made approximately nine months after graduation.

Various techniques have been used in first year follow-up surveys. A post card questionnaire has been mailed on the birthday of each graduate. This method most certainly seems undesirable because the information obtained is not comparable in time for each respondent and data cannot be summarized for the whole class. Another method used and is most desirable and that is the telephone interview. This method is quiet satisfactory in communities where graduates remain in large numbers.

---

<sup>3</sup>Ibid., p. 222.



An interview is more reliable in obtaining the exact nature of the graduate's present job or educational endeavor and provide the personal touch in maintaining good relations. In this method the graduates who have migrated can be contacted by a mail questionnaire. The problem that arises is that some graduates simply do not respond by mail and must be contacted personally. Whatever the method of contact, the key to follow-up is an accurate file on each graduate. The file card should be made up before graduation and include: (1) name and address of relatives, (2) a code number showing the job title of the student-learner, (3) his rank in his graduation class, (4) his career goals and other data to be used later as criteria against which to measure success.

This file is essential in accomplishing longitudinal studies covering periods of three to five years or more. In Texas the follow-up report is made by the coordinator alone whereas in other states the coordinator receives help from alumni groups and student club chapters. Students can gain much more from participating in a research study by helping



frame questions, procuring current addresses, tabulating data, and even sketching rough drafts and charts. The longitudinal study should not only ascertain current employment status but should illuminate pattern of advancement and discover relationships between the original training and the current occupation.<sup>4</sup>

The results of the follow-up survey should be published in attractive duplicated form, with charts that appeal to the laymen, and should be distributed to counselors, other teachers, administrators, and the advisory committee.

Procedures used in Ohio: In the state of Ohio all that is mentioned about follow-up is that the follow-up phase of cooperative education, the teacher coordinator should be concerned about the progress of the student-learner on each job and what happens to him after graduation from high school. A good follow-up plan is very important in judging the effectiveness of the entire program. The follow-up of student-trainee should include the visits made while in school and also a record of employment after graduation.

---

<sup>4</sup>Ralph Mason Ph.D. and Peter Hines Ph.D., Cooperative Education and Work Experience in the Curriculum (Illinois: The Interstate Printers and Publishers, Inc., 1965), p. 223.



Procedures used in Colorado: In Colorado, each year the teacher-coordinator must make a follow-up survey of all the program's graduates to determine where they are, what they are doing, and how much they are earning.

Listed below are the items which indicate how the teacher-coordinator secures this information and summarizes and interprets the data.<sup>5</sup> These items are:

1. What The Teacher-Coordinator Does:
  - a. Prepare and mail questionnaire
  - b. Interview graduates and former students
  - c. Set up permanent records and record data
  - d. Summarize data and prepare report
  - e. Revise course of study
  - f. Assist graduates with problems such as placement
  - g. Interpret report to public
  
2. What the Teacher-Coordinator Needs to Know
  - a. Type of information needed
  - b. Methods of making follow-up studies
  - c. Purposes of follow-up
  - d. Principles of summarizing and interpreting.

Procedures used in Texas: In Texas a space for notations on follow-up contacts with the student is provided on the reverse side of the Permanent record card. These records are

---

<sup>5</sup> Denver Public Schools, Teacher Coordinator Handbook Cooperative Occupational Education, (Colorado: State Board of for Community Colleges and Occupational Education), p. 50.



used to determine the employment status of each graduating student. This report should be kept for at least two years after graduation. This information is valuable for evaluating the cooperative program, for justifying it and guidance purposes. It is also used for making an Annual Report on Industrial Cooperative Classes.

It is quiet evident, on the basis of what has been presented from each state, there has not been a great amount of literature published concerning follow-up. However, the authorities in Colorado, says what is expected that the Teacher-Coordinator does, and should know concerning follow-up. Texas and Ohio do not list any procedures for the Teacher-Coordinator to use when conducting a follow-up survey on its former students. It is therefore, left up to each Teacher-Coordinator, to develop his own instrument he intends to use while conducting this survey. This of course is an individual effort by the Teacher-Coordinator to compile the information received on its graduates and does not have the help of any alumni groups or student clubs in seeking this information.



The SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

This study was an attempt to show how Texas Industrial Cooperative Training programs differ from cooperative programs in Ohio, Colorado and Missouri.

The purpose of the study were: (1) to make an analysis of the selection, placement and follow-up procedures used in a selected number of states and (2) to show how Texas differs in its selection, placement and follow-up procedures as compared to Ohio, Colorado and Missouri.

The investigator made a study of the procedures and techniques used in Ohio, Colorado, and Missouri. It was found that:

1. Texas does differ from the states studied in the method of selecting students for the cooperative program.
2. The techniques used in finding training stations are different from the states studied.
3. The procedure used in Texas for conducting a follow-up survey are different.
3. Training memorandums be established and sent to the area supervisor for record of training.
4. Training Plans be approved by an advisory committee.

The conclusion of this study tend to confirm that:

1. Texas authorities do not place a great deal of emphasis on getting the drop-out ot re-enter school through the Industrial Cooperative Program.
2. Texas authorities do not consider the parent's interest toward the program as an important factor when selecting prospective student-trainees.
3. Texas authorities do not indicate that the Teacher-Coordinator should seek administrative approval for the selection procedures to be used.
4. The Training Plan is approved by an area supervisor in Texas and in the states studied, it is approved by the advisory committee.
5. The Texas authorities do not give a suggested form to use when doing a follow-up survey on the graduate.

#### RECOMMENDATIONS

From the above conclusions, the writer proposes the following recommendations which include, selection, placement, and follow-up.

1. Parents attitude be determined toward the program before students be allowed to enter the program.
2. Personality test be given each student before entry.
3. Training memorandums be established and sent to the area supervisor for record of training.
4. Training Plans be approved by an advisory committee.



5. Training Plans be completed in triplicated, one for the employer, the student, and one for the Teacher-Coordinator.

6. The Teacher-Coordinator receive help from office aides when conducting a follow-up survey.

7. The state adopt a follow-up instrument to be used by all Teacher-Coordinators.

It is also recommended that:

In evaluating and revising the program a carefully planned follow-up on each graduate can be helpful. When each graduate starts to work they are in a position to make an analysis of the quality and appropriateness of the training they have received. This evaluation should be based upon interviews and questionnaires.

The frequency of follow-up should be dependent on the availability of staff and secretarial time. It would be desirable to contact persons one year following graduation and then, once every five years.

The following questionnaire is recommended for Teacher-Coordinators as follow:

11. List three courses during your training period that were most helpful.

A SUGGESTED FOLLOW-UP QUESTIONNAIRE

1. Name: \_\_\_\_\_

2. Address: \_\_\_\_\_

3. Marital Status: \_\_\_\_\_

4. Number and ages of children: \_\_\_\_\_

5. Are you employed? (check) \_\_\_\_\_ yes; \_\_\_\_\_ no

6. Name of employer: \_\_\_\_\_

7. Address of employment: \_\_\_\_\_

8. Length of present employment: \_\_\_\_\_

9. What are the specific duties you perform on this job?

\_\_\_\_\_ too long  
 \_\_\_\_\_ too short  
 \_\_\_\_\_ of desirable length

10. List three courses that you did not have during your training period, that you feel would be most helpful in performing the job you now hold.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

11. Give your reason for the above answer: \_\_\_\_\_



11. List three courses during your training period that were most helpful in keeping the job you now hold.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

12. List any courses you feel that were of little assistance to you in terms of job preparation.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

13. How do you feel about the length of training for cooperative students?

\_\_\_\_\_ too long

\_\_\_\_\_ too short

\_\_\_\_\_ of desirable length

14. Do you feel that the program should be opened only:

\_\_\_\_\_ for juniors?

\_\_\_\_\_ for seniors?

\_\_\_\_\_ juniors and seniors?

15. Give your reason for the above answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Do you feel that you had good quality supervision and assistance during your training period?

\_\_\_\_\_ yes

\_\_\_\_\_ no

17. Do you think your responsibilities, while in training were?

\_\_\_\_\_ to many responsibilities?

\_\_\_\_\_ to few responsibilities?

\_\_\_\_\_ a desirable amount of responsibilities?

18. Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Letters were sent to:

1. American Vocational Assoc: 1267 Hidden Valley  
Dallas, Texas 75241
2. St. Louis Education Agency October 16, 1968
3. St. Louis Co. Vocational School

Denver Educational Agency  
Denver, Colorado

5. Ohio State University

Dear Sir:

6. Department of Health Education & Welfare

I am an Industrial Cooperative Training Coordinator at  
Lincoln High School, Dallas, Texas.

Presently, I am enrolled in Research and Thesis Writing  
at Prairie View A. & M. College, Prairie View, Texas.  
The title of my thesis is "An Analysis of The Selection,  
Placement, and Follow-Up for Industrial Cooperative Stu-  
dents." Would you please send any available literature  
on Selection, Placement, and Follow-Up of Vocational Co-  
op Students.

If there is any cost for the material, would you send it  
C. O. D. to the above address.

Your cooperation will be greatly appreciated.

Respectfully yours,

Robert L. Flye  
I. C. T. Coordinator

Letters were sent to:

1. American Vocational Association
2. St. Louis Education Agency
3. St. Louis Co. Vocational School
4. Oklahomas Education Agency
5. Ohio State University
6. Department of Health Education & Welfare
7. Fairfax County Public Schools
8. The Eric System
9. Denver Colorado Education Agency
10. Texas Education Agency .



## BIBLIOGRAPHY

- Kemp, Barbara H., The Youth We Haven't Served, Washington: U. S. Department of Health, Education and Welfare, 1969.
- Child Care and Guidance, "A Suggested Post High School Curriculum," Washington: U. S. Department of Health Education and Welfare, 1967.
- The Center for Vocational and Technical Education, Guidelines in Cooperative Education, Ohio: Ohio State University, 1967.
- Advisory Council on Vocational Education, The Bridge Between Man and His Work., Washington: U. S. Department of Health Education and Welfare, Publication I, 1968.
- Counselor Handbook, Vocational-Technical Education, Missouri: Special School District of St. Louis County.
- Denver Public Schools, Texas Coordinator Handbook, Cooperative Occupational Education: Colorado: State Board for Community Colleges and Occupational Education.
- Texas Education Agency. Handbook for Industrial Cooperative Training. College Station: Engineering Extension Service, Texas A. and M. University, 1965.
- Mason, Ralph Rh.D. and Haines, Peter Ph.D., Cooperative Education and Work Experience in the Curriculum. Illinois: The Interstate Printers and Publishers, Inc., 1965.
- Andrew, Dean C. and Willey, Roy DeVerel, Administration and Organization of The Guidance Program. New York: Harper and Row Publication, 1958.