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THE CONCERNS AND EXPECTATIONS OF PROSPECTIVE PARTICIPANTS IN
DIRECTED WORK EXPERIENCE PROGRAMS.

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OCCUPATION, SURVEYS, INTERVIEWS, QUESTIONNAIRES,

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE CONCERNS
AND EXPECTATIONS OF STUDENTS, PARENTS, AND EMPLOYERS
REGARDING PROSPECTIVE PARTICIPATION IN WORK EXPERIENCE
PROGRAMS. CONCERNS AND EXPECTATIONS CITED IN PREVIOUS STUDIES
WERE INCLUDED IN AN INTERVIEW SCHEDULE WHICH WAS FIELD
TESTED, REFINED, AND ADMINISTERED TO 105 ORNAMENTAL
HORTICULTURE AND AGRICULTURAL MECHANIZATION STUDENTS, ONE OR
BOTH PARENTS OF 102 STUDENTS, AND 52 PROSPECTIVE EMPLOYERS.
MAJOR STUDENT CONCERNS RELATED TO PROGRAM QUALITY,
INTERFERENCE OF PROGRAM WITH OTHER ACTIVITIES, COST, AND
EMPLOYERS. PARENTS WERE PRINCIPALLY CONCERNED ABOUT
TRANSPORTATION, EMPLOYERS, ADEQUACY OF ON-THE-JOB
SUPERVISION, AND INTERFERENCE WITH OTHER ACTIVITIES.
EMPLOYERS WERE CONCERNED MOSTLY ABOUT WORK PERIOD LENGTH AND
STUDENT SELECTION. STUDENTS EXPECTED SPECIFIC TRAINING,
CREDIT TOWARD GRADUATION, GOOD EMPLOYERS, AND MINIMUM WAGES.
PARENTS EXPECTED CREDIT TOWARD GRADUATION, INSURANCE
COVERAGE, AND GOOD EMPLOYERS. EMPLOYERS EXPECTED VARIED WORK,
GOOD STUDENTS, SCHOOL TRAINING FOR THE SPECIFIC OCCUPATION,
WORTHWHILE WORK PERIOD LENGTH, AND TEACHER COORDINATION OF
THE PROGRAM. THE IMPLICATIONS OF THE FINDINGS FOR DIRECTED
WORK EXPERIENCE PROGRAMS ARE GIVEN. THE APPENDIXES INCLUDE
(1) A DESCRIPTION OF DIRECTED WORK EXPERIENCE PROGRAMS IN
AGRICULTURE, (2) LISTS OF DUTIES AND RESPONSIBILITIES OF
STUDENTS, PARENTS, AND EMPLOYERS, AND (3) THE INTERVIEW
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by

Harold R. Cushman, C. W. Hill, and John K. Miller

1967

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FOREWORD

These are exciting and challenging times for leaders in the field of occupational education in agriculture at the secondary school level. Rapid changes are taking place in every aspect of agriculture. The clientele needing agricultural knowledge and skills in their occupational training is becoming increasingly 'urban oriented'. Bold new programs are being designed and tested for effectiveness in meeting the challenge of tomorrow's needs.

The purpose of the traditional vocational agriculture program for high school students has been... "to meet the needs of persons over fourteen years of age...who are preparing to enter upon the work of the farm..."¹ However, in recent years there has been a change from generalized to specialized types of agricultural endeavor. Many of the processing, manufacturing, and marketing functions formerly performed by the farmer on the farm have been transferred to businesses at off-farm locations. Employment in service occupations meeting the needs of farmers for feed, seed, fertilizer, spraying, artificial breeding, and record keeping has increased dramatically. Agriculture has rapidly become mechanized and a large sales and service industry has developed in farm machinery and equipment. Less productive land has been shifted out of farming and into forestry, conservation, and outdoor recreation uses. The growth of residential and suburban areas has created an unprecedented demand for the products and services of ornamental horticulture, floriculture, and landscaping.

As a result of such trends, the 88th Congress has specified in the Vocational Education Act of 1963 that "...any amounts allotted ...for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupations involve the work of the farm."²

Studies of off-farm agricultural occupations conducted since 1963 have revealed a wide variety of job titles involving knowledge and skills in agricultural subjects. Furthermore, such studies have clearly indicated that there are sufficient placement opportunities to justify training programs in a variety of agricultural fields such as: agricultural business; agricultural machinery; agricultural services; agricultural supplies; crops and forestry industries; agricultural mechanization; livestock and poultry industries; ornamental

¹ Administration of Vocational Education. Vocational Education Bulletin No. 1, General Series No. 1, U. S. Department of Health, Education and Welfare (Washington: U. S. Government Printing Office, 1958), p. 27.

² Committee on Labor and Public Welfare, United States Senate, Selected Education Acts of 1963 (Washington: U. S. Government Printing Office, 1963), pp. 75-76.

horticulture; and recreation and wildlife services.³ These findings have led to the development of new organizational patterns, courses of study, physical facilities, and to revised programs of teacher education. It has become increasingly apparent that occupational education in agriculture will, in the future, prepare an expanded clientele drawn with increasing frequency from urban and suburban settings for a variety of occupations requiring knowledge and skills in agricultural subjects.

According to the findings of the Panel of Consultants on Vocational Education⁴, occupational education programs for the future must place a high priority on meeting such needs as:

1. An increasingly urgent need for orientation to, and meaningful experience in, the world of work to compensate for the decline of such opportunities in the home settings of an ever-more mechanized and urbanized society.
2. The need for students from economically handicapped homes to earn money to supplement family resources while in school.
3. The need to stay in school for a greater span of years in training programs which provide opportunities to acquire skills, to earn money, and to gain experience in and an appreciation of the world of work.
4. The need to learn at an early age the dignity of labor and the pride of workmanship; of special significance to the handicapped.
5. The need to obtain realistic work-experience in technologically up-to-date settings; a situation more apt to be found on-the-job than in contrived settings of the classroom or school shop with their vulnerability to technological lag.
6. The need to develop attainable goals and occupational aspirations of a constructive nature through direct and personal involvement in the world of work.

The fulfillment of these vital needs by the new clientele will require a drastically revised directed work-experience program for persons preparing for off-farm agricultural occupations. The traditional supervised farming program conducted on the home farm under the guidance of parents and teachers must, for obvious reasons, be replaced by directed work-experience programs in commercial settings involving cooperative arrangements on the part of the student, employer, parents, and school.

³ Glenn Stevens, Summary of Research Findings of Off-Farm Agricultural Occupations, A Report of the Center of Research and Leadership Development in Vocational and Technical Education (Columbus: The Ohio State University, 1965).

⁴ Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education, 1963.

In response to this challenge, a three year project dealing with the development and improvement of directed work-experience programs in agriculture was initiated by Cornell University in 1965.⁵ Funded by a grant from the U. S. Office of Education under the provisions of paragraph 4(c) of Public Law 88-210, the project was designed (1) to develop tested guidelines and procedures for the guidance of teacher-coordinators in developing and directing work-experience programs for vocational offerings in agriculture at the secondary school level and (2) to compare the outcomes of two different "hour requirements" for such programs. The procedures planned for achieving these objectives involved four distinct and interrelated phases:

1. The development of guidelines and procedures for directed work-experience programs.
2. A try-out of the guidelines and procedures for directed work-experience programs in several northeastern states.
3. An evaluation of guidelines, procedures, and outcomes.
4. Revision of the teacher-coordinator's manual and dissemination of project findings.

One important aspect of the initial phase of the project involved an assessment of the concerns and expectations of students, parents, and employers at that point in time when they first enter into dialogue with the teacher about participation in a directed work-experience program. Such an undertaking was deemed important in order to devise procedures for initiating and operating directed work-experience programs which would be compatible with expectations and would minimize the initial concerns of students, parents, and employers. The procedures and findings of this investigation are explicated in the report which follows.

⁵ Harold R. Cushman, C. W. Hill, and Virgil E. Christensen, "The Development and Improvement of Directed Work-Experience Programs in Expanded Vocational Education Offerings in Agriculture at the Secondary School Level", Research Proposal Submitted to the U. S. Office of Education (Ithaca: Cornell University, 1965), 33 pp. (Mimeographed)

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THE CONCERNS AND EXPECTATIONS OF PROSPECTIVE PARTICIPANTS IN DIRECTED WORK-EXPERIENCE PROGRAMS

Harold R. Cushman, Charles W. Hill and John K. Miller

INTRODUCTION

The Problem

This study was an attempt to obtain first-hand information about certain reactions which students, parents, and employers are likely to evidence when their participation in directed work-experience programs is initially solicited by a teacher of agriculture. Assessment of two specific types of reactions were deemed to be of particular significance in formulating workable guidelines and procedures for use by teachers of agriculture in initiating and operating directed work-experience programs. One, referred to as "concerns" throughout this report, included feelings of marked uncertainty or apprehension about a present condition or possible future development affecting the participant's welfare or well-being. The second, referred to as "expectations", included feelings of anticipation or hope about a present condition or possible future development affecting the participant's welfare or well-being.

Answers were thus sought to two closely related questions:

1. What concerns are students, parents, and employers likely to evidence when their participation in directed work-experience programs is initially solicited by the teacher of agriculture?
2. What expectations are such prospective participants likely to evidence in the same context?

Previous Work

Some 26 publications were selected on the recommendation of leaders from agricultural education, business and distributive education, home economics education, trade and industrial education, and occupational research; administrators of various work-study programs; and knowledgeable persons from educational psychology, education sociology, and the philosophy of education on the basis of their potential contribution to the study.⁶

⁶ Harold R. Cushman, "A Synthesis of the Recorded Experience of Professional Vocational Educators With Pilot Programs in Off-Farm Agricultural Occupations and Work-Experience Programs in Other Fields", (Ithaca: Cornell University, 1965), 21 pp. (Mimeographed)

A review of these sources confirmed the belief that students, parents and employers can be expected to evidence certain concerns and expectations at that point in time when the teacher initiates dialogue with them concerning participation in a directed work-experience program. The literature further indicated that such concerns and expectations are likely to be found in such areas as the following:

1. Areas of possible concern to students:
 - a. The kind of work they may be asked to do.
 - b. Their responsibilities on the job.
 - c. The number of hours per day they will work.
 - d. The training experiences they will receive.
 - e. Transportation to and from the place of work.
 - f. The possible interference of work-experience with school and home activities.
 - g. The months of the year during which they will work.
 - h. The day or days of the week when work-experience will take place.
 - i. The employer for whom they will work.
 - j. The type of dress required for work.
 - k. The tools that may be needed for work.

2. Areas of possible concern to parents:
 - a. The training experiences the son or daughter will receive.
 - b. The on-the-job supervision that will be provided the son or daughter.
 - c. The schools' part in the program.
 - d. The number of hours per day that the son or daughter will work.
 - e. The possible interference of the program with school or home activities.
 - f. The transportation of son or daughter to and from work.
 - g. The kind of work the son or daughter will be asked to do.
 - h. The tools that may be needed by the son or daughter on-the-job.
 - i. The type of dress needed by the son or daughter on-the-job.
 - j. The employer for whom the son or daughter will work.

3. Areas of possible concern to employers:
 - a. The provision of on-the-job training.
 - b. The training provided in school.
 - c. The responsibility for supervising the student.
 - d. The amount of time expected of the employer.
 - e. The number of hours (per day or per week) the student will work.
 - f. The provision of wages for the student.
 - g. The selection of the student.
 - h. The legal requirements involved in the hiring of youth.
 - i. The safety of students.
 - j. The schools' part in the program.
 - k. The students' acceptance of their responsibilities.

4. Areas in which students may have certain expectations:
 - a. The employer.
 - b. The training that will be received.
 - c. Graduation credit for work-experience.
 - d. Wages.
 - e. The schools' part in the program.
 - f. The effects of such training on preparation for education beyond high school.

5. Areas in which parents may have certain expectations:
 - a. The training that will be received by the son or daughter.
 - b. The wages the son or daughter will receive.
 - c. Insurance coverage for the son or daughter on-the-job.
 - d. The son or daughter's employer.
 - e. The schools' part in the program.
 - f. School credit for directed work-experience.

6. Areas in which employers may have certain expectations:
 - a. The schools' part in the program.
 - b. The parents' part in the program.
 - c. The teacher's part in the program.
 - d. The number of hours (per day or per week) the student should work.
 - e. The student's preparation at school for work on-the-job.
 - f. The student's performance on-the-job.
 - g. The kind of work the student should do.

Definition of a Directed Work-Experience Program in Agriculture

Directed work-experience programs involve the placement of high school students in agricultural businesses where on-the-job experiences contribute to developing the abilities needed for careers in agricultural occupations.

Additional features characterizing a directed work-experience program are:

1. Related instruction provided in school is of two types:
 - a. Basic instruction, which provides an orientation to adult employment, resulting in the formation of desirable work habits, favorable attitudes toward work, and an understanding of employer and co-workers.
 - b. Instruction which provides specific occupational training in those skills, knowledges, and attitudes needed by the student to perform the tasks and responsibilities of the chosen occupation.
2. Participation is restricted to juniors and seniors who have made at least a tentative choice of an occupational field.

3. General understanding has been reached with the employer concerning the learning opportunities to be provided on-the-job.
4. Cooperating businesses are selected by the school to employ students and to provide appropriate training opportunities.
5. On-the-job supervision is the responsibility of the employer and/or his representative.
6. A teacher of agriculture is employed by the school to establish and coordinate the directed work-experience program.
7. The teacher of agriculture is responsible for:
 - a. Teaching vocational classes at school.
 - b. Coordinating instruction with on-the-job experiences.
 - c. Periodic on-the-job visitation.
 - d. Conferences with students and employers.
8. Parents are involved in planning for the directed work-experience program of their sons and daughters.
9. An advisory board representing cooperating businessmen is appointed and utilized in an advisory capacity.
10. Training received by the students is designed to prepare them for initial entry into an occupation, and/or for continuing education.
11. Directed work-experience programs in agriculture may become an integral part of the instructional program in such areas as:
 - a. Agricultural business
 - b. Agricultural mechanics
 - c. Ornamental horticulture
 - d. Conservation and forestry
 - e. Other specialized course sequences in agriculture

Assumptions

The following assumptions were made in planning and carrying out this study:

1. That grade level, type of instructional program enrolled in, and degree of previous involvement in a directed work-experience program could logically constitute the primary factors to be considered in selecting a representative sample of students whose participation in directed work-experience programs will be solicited by teachers of agriculture.
2. That even a limited sampling of students, their parents, and prospective employers might provide reasonably valid and useful information about the initial concerns and expectations of prospective participants in directed work-experience programs.

3. That teachers of specialized instructional programs in agriculture can accurately identify those businesses in their school district which employ two or more persons for at least a part of the year in the occupations for which they are providing training.
4. That comparable interview procedures would be followed by selected persons who had been instructed in the use of the interviewer's manual and interview schedules.
5. That students, their parents, and their prospective employers could and would accurately verbalize their concerns and expectations to an interviewer.
6. That the responses which students, their parents, and their prospective employers gave to experienced teachers of agriculture employed as interviewers would not differ significantly from those they would give to a locally employed teacher of agriculture.

Study Population

The student population consisted of those juniors who were enrolled either in Ornamental Horticulture Programs or Agricultural Mechanization Programs at public secondary schools in New York State during the school year 1965-66 and who were not involved in a directed work-experience program.

The parents of the student population comprised the parent population. Parents who presently had or who previously had a son or daughter participating in a directed work-experience program were excluded.

The employer population consisted of all operators of ornamental horticulture or agricultural machinery businesses employing two or more persons for at least part of the year and located in school districts offering instructional programs in these fields at the public secondary school during the school year 1965-66.

Sampling Procedures

1. A stratified random sample of schools offering instructional programs in Ornamental Horticulture and Agricultural Mechanization was selected using the following procedures:
 - a. A list of all schools offering such programs was obtained from the Agricultural Education Bureau, State Department of Education, Albany, New York.
 - b. The schools were sorted into two categories: those offering Ornamental Horticulture and those offering Agricultural Mechanization.

- c. Each school in the Ornamental Horticulture list was assigned a number and using a random numbers table, seven schools were selected at random. Two additional schools were drawn as alternates.
 - d. The procedure in c. above was repeated to select the Agricultural Mechanization schools.
2. A stratified random sample of students enrolled in the instructional programs in Ornamental Horticulture and Agricultural Mechanization was drawn using the following procedures:
 - a. A list of junior students enrolled in each school selected above who had not previously been involved in directed work-experience programs was obtained from the teachers.
 - b. The students to be included in the sample from Ornamental Horticulture were selected by:
 - (1) Calculating the total number of junior students enrolled in Ornamental Horticulture in each school.
 - (2) Calculating the total number of junior students enrolled in Ornamental Horticulture in the seven schools.
 - (3) Assigning a number to the students in each school and using a random numbers table to select a proportionate number of students from each school so that the total sample equaled 50 students from Ornamental Horticulture.
 - (4) Drawing two alternates per school.
 - c. The procedure in b. above was repeated to select students to be included in the student sample for Agricultural Mechanization.
 3. The parents of the student sample in 2. above were designated to comprise the parent sample. Parents who had other sons or daughters in an agricultural work-experience program were excluded. The parents of alternate students served as alternates.
 4. A stratified random sample of employers in ornamental horticulture and agricultural machinery businesses was selected using the following procedures:
 - a. A list of all employers in Ornamental Horticulture employing two or more persons for at least part of the year and located in the school districts serving the schools previously selected in 1.a. above was obtained from the teacher of Ornamental Horticulture. Those employers who had previously been involved in a directed work-experience program were excluded.
 - b. Each employer in the Ornamental Horticulture list was assigned a number and using random procedures, four employers per school were selected.
 - c. The procedure in a. and b. above was repeated to select employers to be included in the sample for Agricultural Mechanization.

Development of Interview Schedules and the Interviewer's Manual

Tentative interview schedules based on the review of literature were field tested on a limited basis during November and December of 1965, in separate interviews with students, their parents, and their prospective employers. This initial experience indicated the need for: a standardized description of directed work-experience programs in agriculture and lists of typical duties and responsibilities of students, their parents, and their prospective employers for use in establishing a base of mutual understanding for the interviews.

Following revisions in January of 1966 the interview schedules and procedures were field-tested extensively during February and March. The experiences provided in these field trials, additional critical review by professional colleagues, and insights derived from summarizing the field trial data contributed substantially to: (1) the final version of the description of directed work-experience programs in agriculture, APPENDIX A; (2) the resumé of duties and responsibilities of participating students, parents, and employers, APPENDIX B; the interview schedules, APPENDIX C; and the interviewer's manual.⁷ The final revisions of all materials to be used in actual interviews were submitted to and approved by the U. S. Office of Education.

Collection and Analysis of Data

The interviews were conducted during May and June of 1966 by experienced interviewers who had been instructed in administering the interview schedules. Two of the interviewers had previously served as teachers of agriculture and the third was majoring in the teacher preparation program in agriculture.

Appointments to interview students, their parents, and prospective employers were made in cooperation with and through the assistance of teachers of agriculture. Students were interviewed at school. Parents were usually interviewed at home, but in some cases at their place of employment. Interviews with employers were conducted at their place of business.

A total of 105 Ornamental Horticulture and Agricultural Mechanization students and one or both parents of 102 students were interviewed. Fifty-two prospective employers of the Ornamental Horticulture and Agricultural Mechanization students were likewise interviewed.

The data obtained from the interviews was hand coded, tabulated, and processed.

⁷ Interviewer's Manual - Concerns and Expectations of Prospective Participants in Directed Work-Experience Programs (Ithaca: Cornell University, 1966), 31 pp. (Mimeographed).

FINDINGS

I

THE CONCERNS OF STUDENTS, PARENTS, AND EMPLOYERS WHEN THEIR PARTICIPATION IN DIRECTED WORK-EXPERIENCE PROGRAMS WAS INITIALLY SOLICITED

Specific Concerns of Students

1. Will the work be worthwhile from an educational standpoint?

The most frequent concern expressed by the students was related to the kind of work they would be asked to do. They were particularly apprehensive as to whether or not the work would be of a nature which would make a meaningful contribution to their training program. Students typically expressed this worry in such statements as: "I would want the work to contribute to my training and experience" or "I wouldn't want to get just the dirty jobs". This concern was shared by 65 percent of the students.
FIGURE 1.

2. Will working interfere with home or school activities?

Many students (42 percent) were concerned with accommodating work-experience to other significant demands upon their time. A great variety of "best hours" and "best months" fitting individual circumstances were volunteered. The following statements are typical of the manner in which this concern was expressed: "I'd have to be home at 5 P.M. to work for Dad" or "I won't participate if it conflicts with other school activities".

3. Will it be necessary to buy tools?

There was considerable misgiving on the part of students as to whether or not they would have to supply tools needed on the job. "The employer should provide tools" and "Buying tools would be a problem for me" were typical of student expressions of this concern. Forty percent of the students evidenced worry about this issue in one way or another.

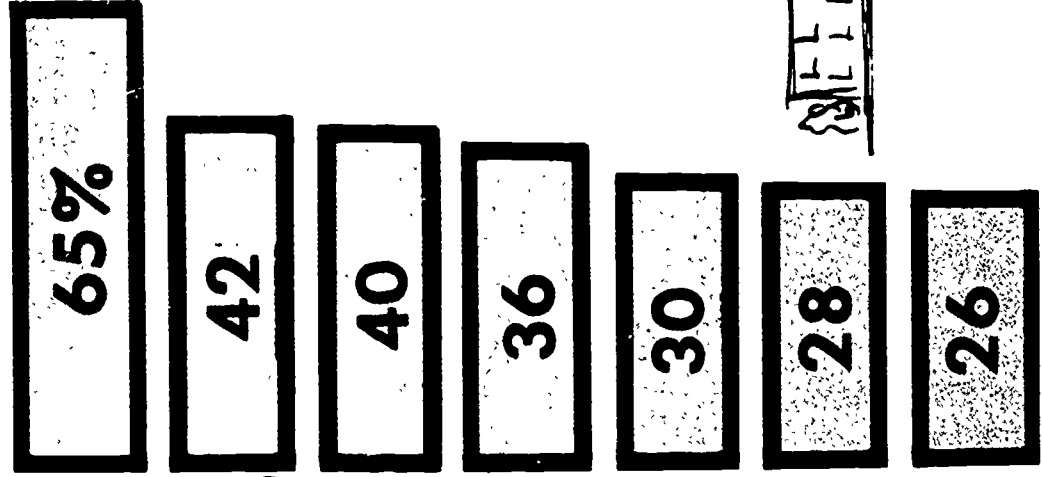
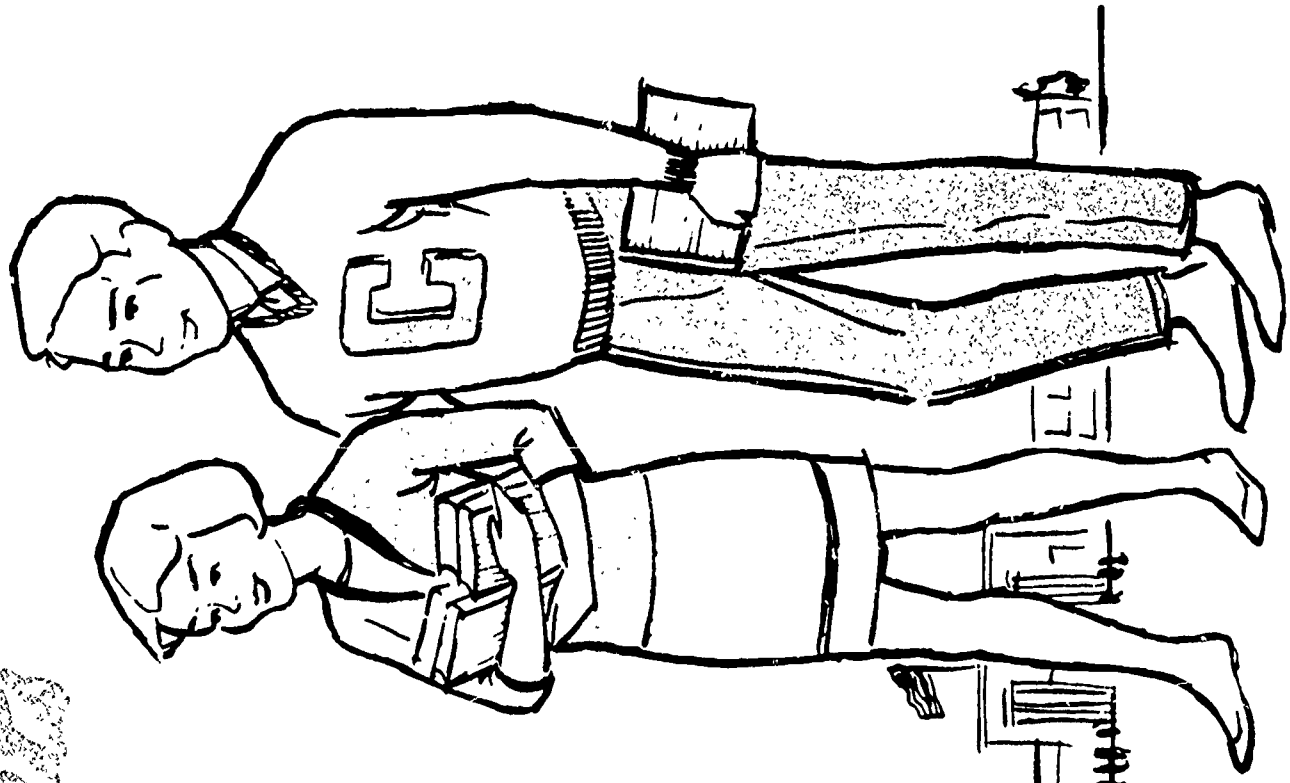
4. Will the employer be fair, pleasant, and helpful?

Student concerns about their prospective employer centered around what sort of person he would be and how he would treat them. One student expressed his anxiety by saying, "I hope he's not a slave driver". Another said, "I want an employer that's a good guy". And yet a third asked, "Will he take an interest in me and try to teach me?". In all, some 36 percent of the students expressed this concern in one way or another.

FIGURE
1

Students

Frequent CONCERNS of



Worthwhile educationally?

Interfere with home or school activities?

Necessary to buy tools?

Fair, pleasant, and helpful employer?

Delegation of responsibility to student?

Transportation to get to work?

In line with ability?

5. Will responsibility be delegated?

Students were eager to assume responsibility and were fearful that it might not be delegated to them. Their anxiety was usually revealed by the fact that they felt compelled to present arguments such as: "Getting responsibility gives a feeling of confidence" or "Responsibility makes you feel important to the business". Such statements were made by 30 percent of the students when asked what their concerns were with regard to the kind of work they would be asked to do.

6. Will transportation be needed to get to work?

Uncertainty concerning the need for transportation was expressed by 28 percent of the students. "How far will I have to travel?" and "How would I get to work?" were typical expressions of this concern.

7. Will the work be in line with ability?

Students were anxious to succeed on the job and wanted reassurance that job demands would not exceed their abilities. One student said, "I want to know what I'm doing before getting responsibility." Another said, "I want to know that I'm right so there would be no mistakes." In all, some 26 percent of the students shared this concern.

8. Other.

Four concerns noteworthy for their content but expressed by small numbers of students, were the following:

- a. Will the employer pay regular wages?
- b. Will the work be located in desirable surroundings?
- c. Will the employer be knowledgeable and experienced?
- d. Will the work environment be safe?

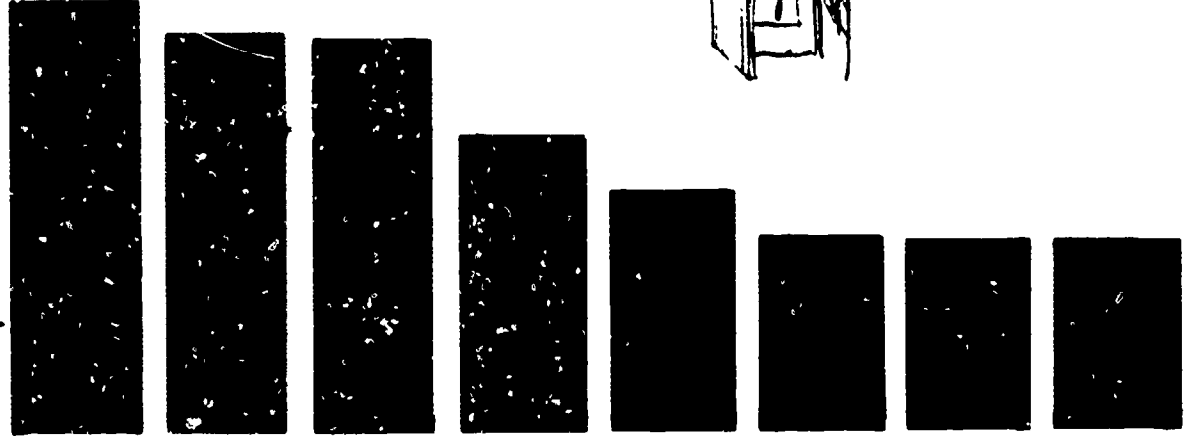
Specific Concerns of Parents

1. Will transportation be provided?

The most frequent concern of parents was the source of transportation to and from work for their son or daughter. FIGURE 2. Parent worry in this connection seemed to hinge mostly on the possible inconvenience they might suffer; although a few mentioned cost, the danger of accidents, or the special problems of transporting girls. Typical expressions of this misgiving by parents were: "It would be a problem", "I'm afraid of an accident while getting them to work", and "Safe transportation should be available for the girls". This concern was shared by 47 percent of the parents.

**FIGURE
2**

Frequent CONCERNS of Parents



•Transportation provided by school?

•'Right sort of person' for employer?

•Adequate on-the-job supervision?

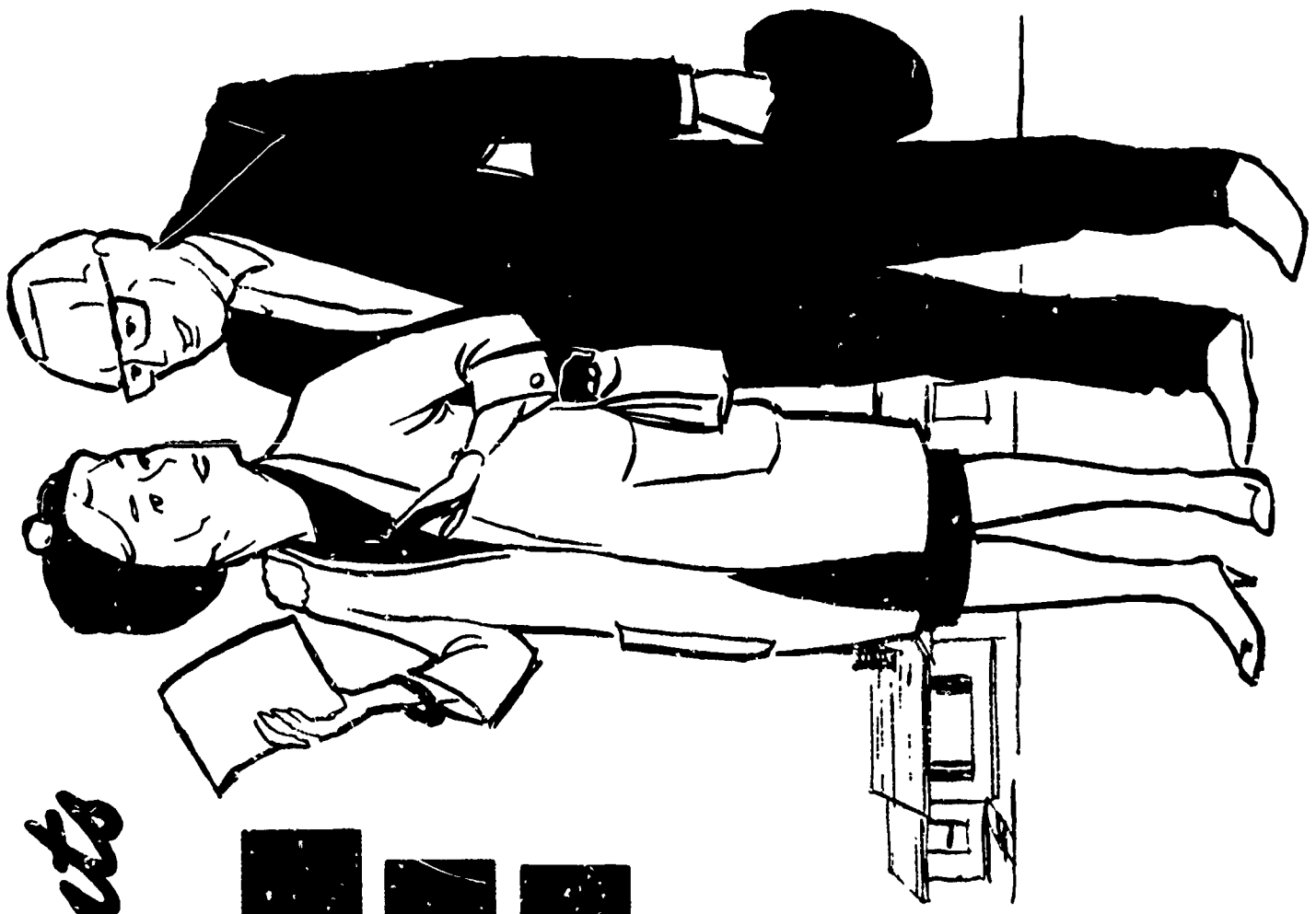
•Interfere with home or school activities?

•Worthwhile educationally?

•Special clothing required?

•Coordination of program by teacher?

•Necessary to buy tools?



2. Will the employer be the 'right sort of person'?

Parents were especially concerned about the character and integrity of the employer. Fairness, congeniality, and helpfulness were particular objects of parental concern. One parent said, "The employer should be up-standing and ethical." Another said, "The personal characteristics of some employers would be a problem." Yet a third put it this way; "I would want to check on the employer myself!" In all, some 41 percent of the parents expressed concern about the sort of person who would employ their son or daughter.

3. Will adequate on-the-job supervision be provided?

Forty-one percent of the parents were concerned about the sort of on-the-job supervision that would be provided their son or daughter. Parents were anxious lest the supervisor fail to take an interest in teaching their son or daughter. Some expressed concern that the extent of supervision might be inadequate. Others feared the possibility of exposing the student to the example of a supervisor of questionable character. "I would want a reliable supervisor as kids are very impressionable," said one parent. "Poor supervision might mean they would learn incorrect procedures," said another. "The supervisor should take a real interest in the student," said a third. Still another said, "I'd want to know the values of the supervisor." A fifth parent said, "He should be closely supervised."

4. Will working interfere with home and school activities?

Twenty-eight percent of the parents expressed concern about interference of work-experience with home and school activities. Parents were also quick to suggest a variety of combinations of hours and months that would interfere the least. Parental misgivings seemed to center more on when work-experience would be scheduled rather than on the total amount that would be required. Typical parent expressions of this concern were: "I don't want him to commit his summer", "The student is needed on the farm too", "He should work during school - doesn't have time after school", and "They should have time for recreation and schoolwork".

5. Will the work be worthwhile educationally?

Parent concern about the worthwhileness of the directed work-experience program focused primarily on the kind of work their sons or daughters would do and its contribution to their educational development. "It should be the kind of work the boy can use later," said one parent. "It should prepare them for the future," said a second. Twenty percent of the parents expressed this sort of anxiety.

6. Will special clothing be required?

Fourteen percent of the parents were concerned about the possibility that special clothing would be required on-the-job. However, only one percent of the parents thought that the employer should supply any special clothing needed.

7. Will the program be coordinated by a competent teacher?

Thirteen percent of the parents were anxious that work-experience should complement classwork and that a competent teacher should coordinate the entire program. Several of the parents saw this as a guarantee against exposure of their sons and daughters to unsafe working conditions or exploitation by employers, but most were concerned with integration of classroom and work-experience. As one parent said, "The teacher should define what is to be learned and oversee the whole business." Less typical were such comments as: "We don't want him doing dangerous work" and "I don't want the employer to take advantage of my son".

8. Will it be necessary to provide tools?

The parents who expressed this concern believed that they should not be asked to provide tools. A typical comment in this regard was: "The employer should provide tools until the boy has chosen a definite vocation." Thirteen percent of the parents expressed some misgiving in this connection.

9. Other concerns.

There were four relatively infrequent parental concerns that, nevertheless, appeared worthy of note:

- a. Will the program be flexible?
- b. Will the school keep the parents informed?
- c. Will the school contact and select employers?
- d. Will college entrance be jeopardized?

Specific Concerns of Employers

1. Will the students work long enough at a time to make it worthwhile?

The most common fear of employers (held by 60 percent) was that the students might not work long enough at a time to make it worthwhile to employ them. FIGURE 3. Thirty-two percent set the minimum acceptable student work period at eight hours per day. Twenty percent set it at three to four hours per day and eight percent at two hours per day. Eighteen percent made the additional point that flexibility in number of hours worked

FIGURE
3

Frequent CONCERNS of *Employers*



•Worthwhile length of work periods?

•Voice in selecting student?

•Specified wage required?

•Take too much time?

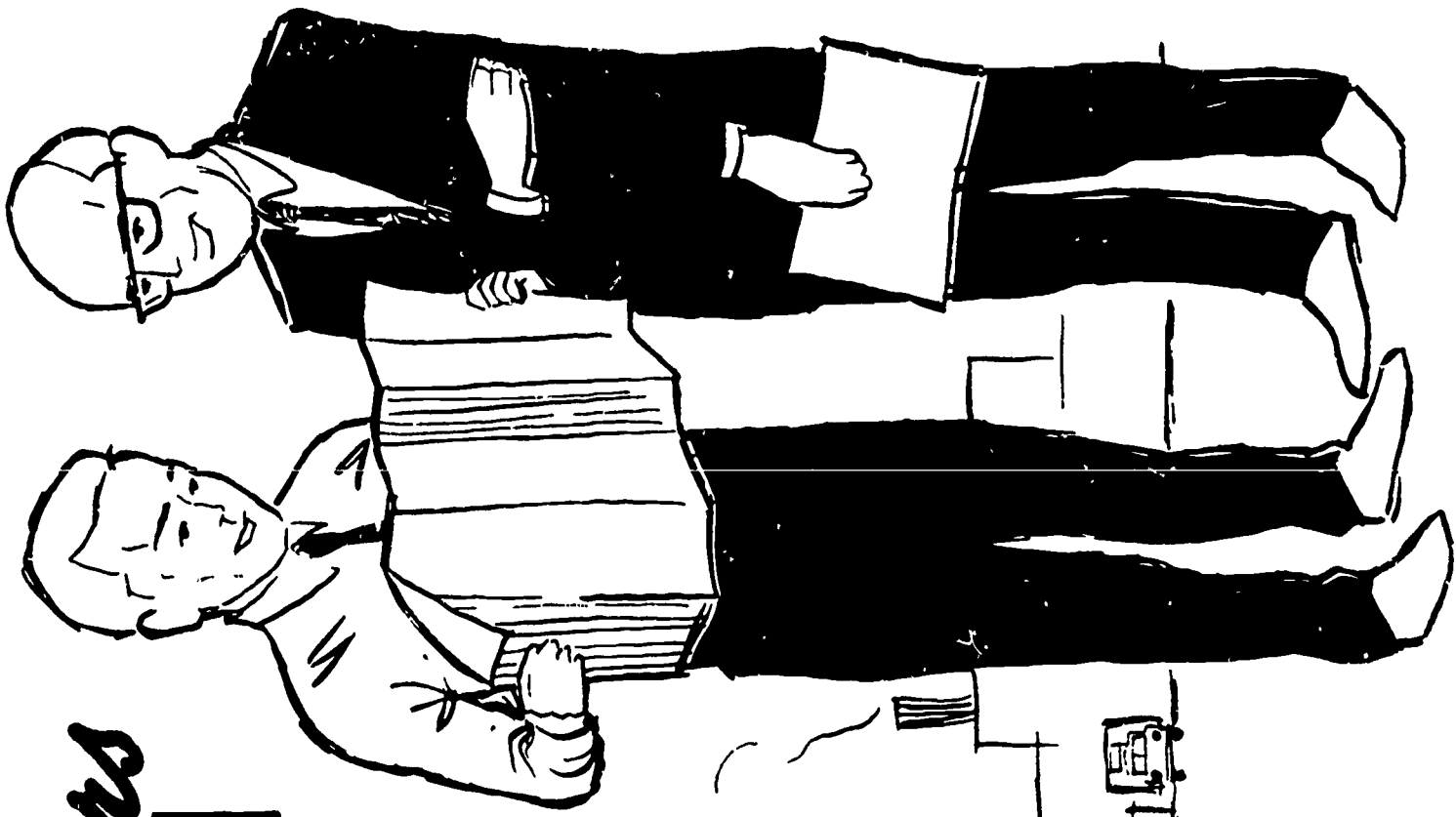
•Adequate training by school?

•Safety instruction by school?

•Student 'fit' in the business?

•Facilities of business adequate for training?

•Adequacy of present insurance coverage?



per day was desirable. "He should be on the job long enough each day to make it pay" and "I prefer a longer stretch at a time" were typical of remarks by this group of employers.

2. Will the employer have a voice in selecting students?

An almost equally common fear of employers (held by 56 percent) was that they might not have a voice in selecting the students who would receive work-experience in their business. However, a minority (eighteen percent) were willing to leave assignment of students to the teacher on the grounds that he would know them better. Employers' fears were typically expressed in such statements as: "It should be more up to the employer than the teacher" and "I'd like to interview four or five and hire the one I want".

3. Will a specified wage be required?

The cost of the directed work-experience program was of concern to many employers. Roughly one-third were worried that the school would specify the wages that students should receive. Fourteen percent said they could not afford to pay minimum wage. Another twelve percent said that wages should be commensurate with ability. Eight percent worried about the cost of insurance, and four percent worried about the cost of providing supervision. "Don't build up their financial expectations too high" and "Some high school kids are not worth the minimum wage - especially at first" were typical of the comments of employers.

4. Will it take too much time?

Closely related to their worries about cost was the matter of the time it would take to bring a student into the business and supervise him. "It would be difficult to find the time when I'm busy" and "I don't want to have to stand over him" were typical remarks in this connection. In all, some 32 percent of the employers expressed concern about demands that would be placed on their time.

5. Will the training provided by the school be adequate?

Roughly one-third of the employers were concerned that effective training be offered by the school prior to employment. Some (twelve percent) suspected that the training at school might lack detail and depth. Ten percent expressed concern that an unsatisfactory teacher-to-student ratio might prohibit effective instruction. Two percent doubted the schools' ability to develop proper attitudes. Typical employer expressions of this concern were: "Kids need the basic skills and the school should provide them" and "The school should stress fundamentals".

6. Will safety instruction be provided by the school?

Thirty percent of the employers expressed this concern. Some worried about the legal aspects of the situation if such instruction was not provided, while others were concerned about the welfare of the students.

7. Will the students 'fit' into the business?

Employers expressing anxiety in this area were concerned about the degree of interest students would take in their work, whether or not they would take responsibility, and whether they would have good work habits. One employer said, "They need to be really interested." Another said, "I don't want any 'nuts' working in my business." A third said, "He must take responsibility and follow all regulations." In all, 26 percent of the employers shared this concern.

8. Will the facilities of the business be adequate for good training?

Eighteen percent of the employers expressed this concern in such statements as: "A bigger outfit might provide better training" and "Might be a problem to keep the student interested".

9. Will present insurance coverage be adequate?

Sixteen percent of the employers expressed uncertainty about the effect that employment of minors might have on their insurance coverage and premiums. Some also expressed anxiety concerning the legal aspects of insurance coverage for employed minors.

10. Other concerns.

Two additional concerns were expressed by a few of the employers interviewed:

- a. Will the students have to travel a long way to work?
- b. Will the program be coordinated by a competent teacher?

II

THE EXPECTATIONS OF STUDENTS, PARENTS, AND EMPLOYERS WHEN THEIR PARTICIPATION IN DIRECTED WORK-EXPERIENCE PROGRAMS WAS INITIALLY SOLICITED

Specific Expectations of Students

1. That specific training for an occupation will be provided.

The most frequent expectation expressed by students had to do with the nature of the training they would receive in a directed work-experience program. FIGURE 4. Students said repeatedly that they anticipated that their training would be useful and lead to a good job. As one student expressed it, "I expect the training to provide experience which will prepare me for my life's work." A second student said, "I want to learn something that will be useful in the future." A third put it this way, "I want to be taught up-to-date techniques by competent technicians." Eighty-two percent of the students interviewed shared this hope.

2. That credit toward graduation will be given for directed work-experience.

Almost an equal percentage (81) of the students said that they expected credit toward graduation for directed work-experience. Typical of student remarks in this connection was that of one individual who said, "Experience on-the-job would be more valuable than school experience."

3. That the employer will be fair, pleasant, and helpful.

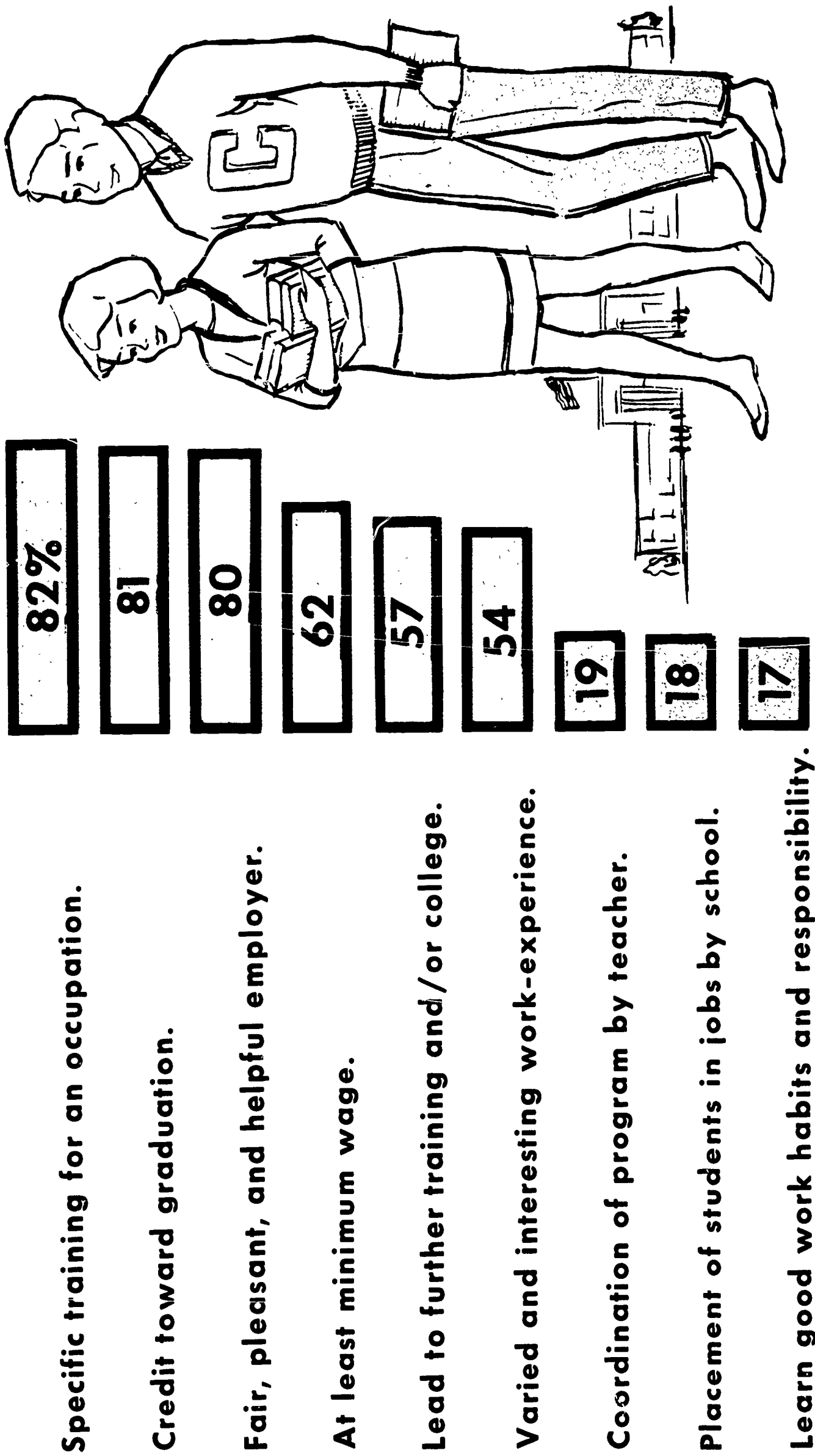
The vast majority (80 percent) of the students expected the employer to meet high standards in his relationships with them. "He should be competent and consider the welfare and interest of the student" and "I would like the employer to be aware of his teaching responsibilities" were typical of the ways students expressed this hope.

4. That at least the minimum wage will be paid.

When asked what specific expectations they had with regard to wages, only a few (two percent) said that wages did not matter. Even fewer (one percent) expressed the idea that no wages should be paid during school hours. The majority (62 percent) anticipated that they would be paid at least minimum wage for directed work-experience. Although this expectation was expressed in various ways, statements such as the following were typical: "I want to receive enough to make it worthwhile" and "I would like to start at minimum wage and work up".

**FIGURE
4**

Frequent EXPECTATIONS of



5. That work experience will lead to further training and college.

Fifty-seven percent of the students expressed the hope that the directed work-experience program would not be a 'strictly terminal' type of program. High educational aspirations were typically expressed by students in such statements as: "I want to get still more training after high school" and "The training should prepare us for college".

6. That a varied and interesting work-experience will be provided.

Another expectation expressed by a majority (54 percent) of the students was that the work would be varied in nature and related to their interests. "I want to learn how to use every tool in that shop," said one student. "Not just plain work-experience," exclaimed another.

7. That the teacher will coordinate the program and solve the problems that arise.

When asked what they expected of the school in connection with directed work-experience, nineteen percent of the students made statements which indicated that they hoped that the teacher of agriculture would play a coordinating role. "The ag teacher should drop in once or twice a week", "The teacher should help set up a good schedule so that a student can work", and again, "The school should see to it that work-experience and school work don't conflict" typified student perceptions of the school's role.

8. That the school will locate work-experience opportunities.

Lack of experience in locating jobs probably accounted for the fact that eighteen percent of the students said they expected the school to locate work-experience opportunities for them.

9. That good work habits and responsibility will be learned as a result of the training program.

Seventeen percent of the students interviewed evidenced the hope that directed work-experience would provide an opportunity for them to develop such attributes as industriousness and a sense of responsibility. As one student said, "Working in a real job is the best way to find out what habits you need to develop in order to succeed."

Specific Expectations of Parents

1. That credit toward graduation will be given.

Parents were nearly unanimous (96 percent) in expecting that credit toward graduation will be given for directed work-experience. FIGURE 5. This hope was usually expressed in a flat statement such as, "They should get credit". But others made remarks to the effect that, "Work-experience should be a continuation of the regular school program."

2. That the employer will provide insurance coverage.

Although it was occasionally suggested by parents that either they or the school might provide insurance coverage, the vast majority (72 percent) expected the employer to do so. Parents' statements to this effect were usually direct and unqualified; i.e. "The employer should provide adequate insurance coverage."

3. That the employer will be the 'right sort of person'.

The majority (60 percent) of parents expected the employer to meet high personal and ethical standards. They hoped that the person who employed their son or daughter would be fair, pleasant, helpful, and of good moral character. One parent said, "I expect the employer to assume responsibility for the student's welfare." Another said, "He should make a good impression on young people." A third said, "He shouldn't be too hard on boys."

4. That at least minimum wage will be paid.

When parents were asked what expectations they had concerning the wages their son or daughter would receive for work-experience, ten percent indicated that they were willing to leave it to the employer to decide; six percent said they believed the employer and student should work it out together; and four percent said that training would be sufficient compensation without wages. However, the majority (54 percent) of the parents said that they expected their son or daughter to receive at least the minimum legal wage. "They should start with at least the minimum wage" was a typical parent expression of this expectation.

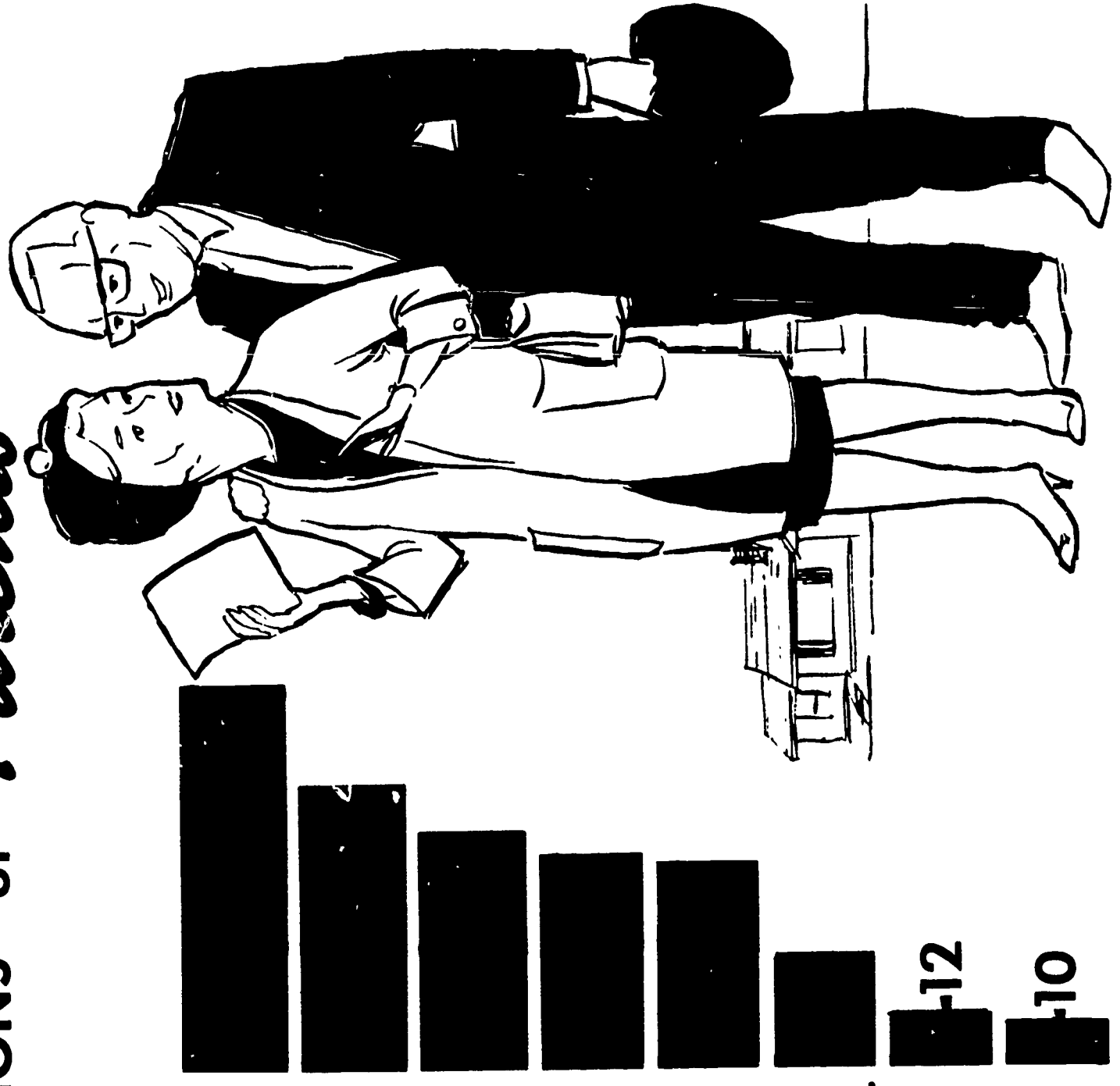
5. That specific training for an occupation will be provided.

The fifth expectation of a majority (52 percent) of the parents was that the training would be sufficiently specific and adequate to enable their son or daughter to obtain and succeed in a job. Three typical parent expressions of this hope were: "I expect that it will provide top-notch training which will lead to a job", "We expect the boy to get a good steady job someplace", and "I expect it will help him find out if he likes the work".

**FIGURE
5**

Frequent EXPECTATIONS of Parents

- Credit toward graduation.
- Insurance coverage by employer.
- 'Right sort of person' for employer.
- At least minimum wage.
- Specific training for an occupation.
- Coordination of program by teacher.
- Parents kept informed by school.
- Adequate on-the-job supervision.



6. That the teacher will coordinate the program and solve the problems that arise.

The parents expressing this expectation made such statements as: "The teacher should supervise the program to assure proper training", "School training should supplement the actual work-experience", "The school should see that the program doesn't interfere with other school activities", and "The teacher should check with employers". Twenty-eight percent of the parents had such expectations.

7. That the school will keep parents informed.

The twelve percent of the parents who hoped to be kept informed by the school expressed their expectation in statements such as: "We should know how the boy is doing" and "The teacher should see to it that a good relationship exists between boy, employer, and parents".

8. That adequate on-the-job supervision will be provided.

"He (the employer) should make sure that the student understands the job he is to do" and "He should explain what is expected" are typical of comments made by the ten percent of the parents who expected adequate on-the-job supervision for their sons or daughters.

9. Other expectations.

Four other parental expectations reported infrequently but emphatically were:

- a. That the school will place students in jobs for work-experience;
- b. That directed work-experience will lead to further training and/or college;
- c. That transportation will be provided; and
- d. That the work environment will be safe.

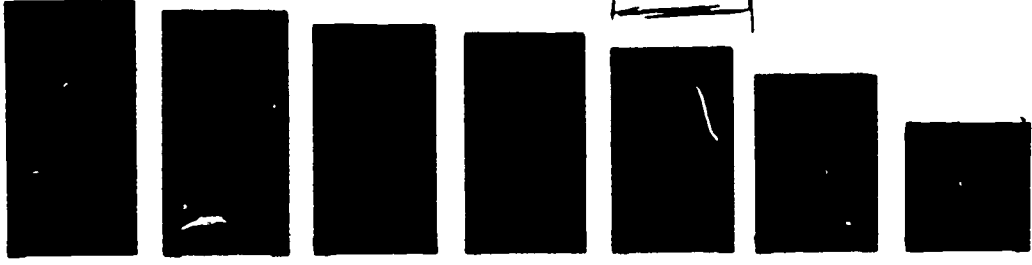
Specific Expectations of Employers

1. That the students will perform varied types of work.

"He should get a taste of everything", "Start with the easy ones and work them up", and "A boy should be brought along slowly until he can do a job with confidence, then try to teach him other jobs" were typical of the ways 76 percent of the employers stated this expectation. FIGURE 6.

**FIGURE
6**

Frequent EXPECTATIONS of *Employers*



- Varied types of work.
- Good student work habits and personality.
- Specific training for the occupation by school.
- Worthwhile length of work periods.
- Coordination of program by teacher.
- Cooperation and understanding of parents.
- Some students become regular employees.



2. That the students will have good work habits and desirable personal attributes.

Employers had high expectations of student work habits and personal attributes. Adjectives such as conscientious, self-reliant, courteous, willing, well-mannered, mild temperament, moral, and industrious were used by most employers in describing the sort of student they wished to hire. Seventy-two percent of the employers held this expectation.

3. That the school will provide specific training for the occupation.

Employers also had high expectations for the training to be provided by the school. "The school should teach them the fundamental skills required in the business," said one employer. "Teach the kids to be thorough," said a second. "We don't have time for kids that don't know what they're doing," exclaimed a third. "They should teach these kids to have a good attitude," said a fourth. These remarks are typical of those made by 64 percent of the employers.

4. That the students will work long enough at a time to make it worthwhile.

Sixty percent of the employers shared this expectation but were split on how many hours per day would make it worthwhile. Thirty-two percent thought eight hours per day, twenty percent said four, and eight percent cited two hours per day as the minimum.

5. That the teacher will coordinate the program and solve problems that arise.

A majority of the employers (56 percent) said that they expected the teacher to visit the boy at work, help with evaluation, and coordinate the directed work-experience program. A small minority said they expected no interference from the teacher.

6. That the parents will be cooperative and understanding and not interfere.

Employers indicated their hope that parents would give permission for work-experience, cooperate in ways that help the student fulfill his work-experience obligations, and above all, not interfere. "I don't want any interference from parents," said one employer. "I expect parents to give support and guidance of a helpful sort," said a second. Forty-four percent of the employers interviewed volunteered this hope.

7. That some of the students will become regular employees after graduation.

Twenty-four percent of the employers said that they anticipated that some of the students who performed directed work-experience with them would stay on after graduation and become regular employees. This was a pleasant prospect to those who expressed themselves on the subject. "I would like to build up a source of help and not have to depend on the man in the street," said one employer.

8. Other expectations.

Two percent of the employers expressed each of the following expectations:

- a. That students will provide tools.
- b. That the school will provide insurance.

CONCLUSIONS AND IMPLICATIONS

I

CONCLUSIONS

When the participation of students, parents, and employers in a directed work-experience program is initially solicited by the teacher of agriculture, it can be anticipated that they will evidence certain concerns or feelings of uncertainty, anxiety, and apprehension. Likewise, it can be anticipated that students, parents, and employers will have certain expectations or feelings of anticipation or hope. Specifically, it can be anticipated that:

1. A majority of the students will be concerned as to whether or not the work which will be required of them on-the-job will be worthwhile educationally. Furthermore, a substantial minority of the students will share concerns about the possible interference of work with home and school activities; the necessity of buying tools; whether or not the employer will be fair, pleasant, and helpful; whether they will be delegated as much responsibility as they would like; the need for transportation to work; and whether or not the work will be in line with their ability.
2. A majority of the parents will not evidence any common concerns. However, a minority of the parents will be concerned about the source of transportation to be provided, the sort of employer for whom their son or daughter will work, the adequacy of on-the-job supervision, the possible interference of work with home and school activities, and the worthwhileness of work from an educational standpoint. Also, some may be expected to evidence concern over the need for special clothing, coordination of the program by a competent teacher, and the provision of tools.
3. A majority of the employers will share two concerns: whether or not the students will work long enough at a time to make their work worthwhile and whether or not employers will have a voice in selecting the students who will work in their businesses. In addition, a notable minority of the employers will share such concerns as the need to meet specified wage requirements, the amount of time required of them, the adequacy of the training to be provided by the school, whether or not safety instruction will be provided by the school, and whether or not the students will 'fit' into their business. Also, the adequacy of their facilities for providing good training and the adequacy of their present insurance coverage will cause concern for some.

4. A majority of the students will expect that: specific training for an occupation will be provided; credit toward graduation will be given for directed work-experience; the employer will be fair, pleasant, and helpful; at least the minimum wage will be paid; directed work-experience will lead to further training and/or college; and that a varied and interesting work-experience will be provided. Furthermore, a large minority of the students will expect the teacher of agriculture to coordinate the program and solve problems that arise; they will expect the school to place students in jobs for work-experience; and they will hope to learn good work habits and responsibility on the job.
5. A majority of the parents will anticipate that: credit toward graduation will be given for directed work-experience, the employer will provide insurance coverage, the employer will be personally acceptable to them, and that specific training for an occupation will be provided. Likewise, a minority of the parents will expect that the teacher of agriculture will coordinate the program and solve the problems that arise, that the school will keep them informed, and that adequate on-the-job supervision will be provided.
6. A majority of the employers will expect the students to perform varied types of work, and to have good work habits and desirable personal attributes; they will want the school to provide specific training for the occupation; they will insist that the students work long enough at a time to make it worthwhile; and they will expect the teacher of agriculture to coordinate the program and solve problems that arise. Also, a minority of the employers will be hopeful that the parents will be cooperative and understanding and not interfere and that some students will become regular employees after graduation.

II

IMPLICATIONS

1. The concerns of students, parents, and employers are most likely to be eliminated by directed work-experience programs which emphasize:
 - a. Work which is worthwhile from an educational standpoint.
 - b. Work periods of sufficient duration to make them profitable from the employer's standpoint.
 - c. The utilization of normal hiring procedures.
 - d. Involvement of parents and students in solving transportation problems.
 - e. Flexibility in the scheduling of work-experience so that there is minimum interference with home and school activities.
 - f. The selection of prospective employers who have a reputation for being fair, congenial, helpful, of good character, and high morals.
 - g. Adequate on-the-job supervision.
 - h. Furnishing by the employer of all needed tools, equipment, and special clothing needed on-the-job.
 - i. Payment of at least the minimum legal wage.
 - j. Efficient use of employer's time.
 - k. Sufficient training at school prior to placement for work-experience.
 - l. Safety instruction provided by the school.
 - m. Assignment of work and delegation of responsibility to students in accord with their demonstrated ability.
 - n. Complete sharing of information the teacher has concerning student interests, ability to assume responsibility, and work habits with employers prior to interviews.
 - o. Placement in businesses where the physical facilities are adequate for good training.
 - p. Placement in businesses that comply with all legal requirements concerning the employment of minors.
 - q. Coordination of work experience by the teacher who teaches the course work at school.

2. The expectations of students, parents, and employers are most likely to be met by directed work-experience programs which emphasize:
 - a. Credit toward graduation for directed work-experience.
 - b. The selection of prospective employers who have a reputation for being fair, congenial, helpful, of good character, and high morals.
 - c. A varied work-experience.
 - d. Complete sharing of information the teacher has concerning student interests, ability to assume responsibility, and work habits with employers prior to interviews.

- e. Placement in businesses where all legal requirements concerning the employment of minors are complied with.
 - f. Specific training for the occupation is provided by the school.
 - g. Payment of at least the minimum wage.
 - h. Work periods of sufficient duration to make them profitable from the employer's standpoint.
 - i. Opportunity for further training and/or college following high school for those interested.
 - j. Coordination of the program by the teacher who teaches the course work at school.
 - k. Keeping parents informed.
 - l. Adequate on-the-job supervision.
 - m. Learning of good work habits and responsibility.
 - n. Assistance to students seeking jobs following graduation.
3. The concerns and expectations of students, parents, and employers are both realistic and compatible with recommended practice for initiating and operating such programs in the several fields of occupational education.
4. Guidelines and procedures to be used by teachers in initiating and operating directed work-experience programs must, if they are to prove effective, be strongly oriented to strategies for overcoming the concerns and fulfilling the expectations of students, parents, and employers.
5. The degree of success or failure achieved by the teacher in initiating and operating directed work-experience programs will depend to a very large degree on his effectiveness in overcoming the concerns and fulfilling the expectations of students, parents, and employers.

APPENDICES

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APPENDIX A

THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED WORK-EXPERIENCE PROGRAMS

DESCRIPTION OF DIRECTED WORK-EXPERIENCE PROGRAMS IN AGRICULTURE

Directed work-experience programs involve the placement of high school students in agricultural businesses where abilities needed for careers in agricultural occupations are developed through on-the-job experiences.

Additional features which help to further describe a directed work-experience program are:

- (1) Related instruction provided in school is of two types:
 - (a) Basic instruction which provides general occupational training resulting in the formation of desirable work habits, favorable attitudes toward work and an understanding of employer and co-workers.
 - (b) Instruction which provides specific occupational training in those skills, knowledges and attitudes needed by the student to perform the tasks and responsibilities of the chosen occupation.
- (2) Juniors and seniors are selected who have made at least a tentative choice of an occupational field.
- (3) General understanding has been reached with the employer concerning the learning opportunities to be provided on-the-job.
- (4) Cooperating businesses are selected by the school to employ students and to provide appropriate training opportunities.
- (5) On-the-job supervision is the responsibility of the employer and/or his representative.
- (6) A teacher of agriculture is employed by the school to establish and coordinate the directed work-experience program.
- (7) The teacher of agriculture is responsible for:
 - (a) Teaching vocational classes at school.
 - (b) Coordinating instruction with on-the-job experiences.
 - (c) Periodic on-the-job visitation.
 - (d) Conferences with students and employers.

- (8) Parents are involved in planning for the directed work-experience program of their sons and daughters.
- (9) An advisory board representing cooperating businessmen is appointed and utilized in an advisory capacity.
- (10) Training received by the students is designed to prepare them for initial entry into an occupation, and/or for continuing education.
- (11) Directed work-experience programs in agriculture may include one or more of the following areas:
 - (a) agricultural business
 - (b) agricultural mechanics
 - (c) ornamental horticulture
 - (d) conservation and forestry

APPENDIX B

THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED WORK-EXPERIENCE PROGRAMS

Form A

DUTIES AND RESPONSIBILITIES OF STUDENTS PARTICIPATING IN A DIRECTED WORK-EXPERIENCE PROGRAM

1. Cooperate with teacher-coordinator and employer in obtaining needed work-experience.
2. Obey all policies, rules and regulations established by the employer.
3. Possess a career interest in agriculture and sincere desire to learn and increase his or her knowledge and skills.
4. Carry out orders and directions given by the employer and/or his regular employees.
5. Be loyal, courteous, and respectful to the employer, other employees, and customers.
6. Be honest, dependable and willing to accept responsibility in accordance with training and experience.
7. Show initiative and responsibility for maintaining high standards of workmanship.
8. Attempt to safely and effectively perform the tasks required by the job.
9. Maintain a satisfactory level of scholastic achievement in related classroom instruction.
10. Keep work-experience program records as specified by the teacher-coordinator.
11. Dress appropriately for the job to be performed.
12. Do an honest day's work and be productive in the business.

THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED
WORK-EXPERIENCE PROGRAMS

Form B

DUTIES AND RESPONSIBILITIES OF PARENTS WHO ARE PARTICIPATING
IN A DIRECTED WORK-EXPERIENCE PROGRAM

1. Take an active interest in the program and attempt to keep informed about it.
2. Approve and actively support the participation of their children in the program.
3. Discuss and review with the teacher-coordinator plans for the student's training program.
4. Provide for transportation if needed by students participating in the experience programs.
5. Provide for purchase of limited materials and equipment needed by the student if not normally provided by the employer.
6. Assume responsibility for student's activities while traveling to and from the job.
7. Encourage students to satisfactorily perform duties and responsibilities connected with the work-experience program.

THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED
WORK-EXPERIENCE PROGRAMS

Form C

DUTIES AND RESPONSIBILITIES OF EMPLOYERS COOPERATING
IN A DIRECTED WORK-EXPERIENCE PROGRAM

1. Interview students who are pre-selected by the teacher-coordinator.
2. Explain policies, rules and regulations of the business.
3. Supervise the work-experiences of the student.
4. Provide on-the-job instruction to the student.
5. Provide him with as many varied work-experiences as possible.
6. Provide the agreed number of hours of employment each week.
7. Pay the student a monetary wage which is both legal according to state and federal laws, and reasonable in terms of student experience and productivity.
8. Comply with all local, state, and federal legal requirements concerning the employment of youth.
9. Help the teacher-coordinator evaluate the on-the-job performance of the student.
10. Submit any necessary reports and confer with the teacher-coordinator and the student regarding his progress and training needs.
11. Cooperate with the teacher-coordinator in planning and carrying out all aspects of the program.
12. Have a definite interest in and enthusiastically support the directed work-experience program.

APPENDIX C

INTERVIEW SCHEDULE

OE-6-85-048 THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED
WORK-EXPERIENCE PROGRAMS IN EXPANDED VOCATIONAL EDUCATION
OFFERINGS IN AGRICULTURE AT THE SECONDARY SCHOOL LEVEL

Date of Interview _____

Interviewer _____

Form A

CONCERNS AND EXPECTATIONS OF STUDENTS

Instructions to Interviewer:

1. Describe directed work-experience concept to the student using, "Description of Directed Work-Experience Program in Agriculture" as a guide.
2. Describe the duties and responsibilities of students participating in such a program using description on mimeo sheet.
3. Invite and answer student's questions and clarify ideas.
4. Ask the student to assume that he may participate in such a program next year.
5. Ask the student, "What concerns would you have regarding participation in such a directed work-experience program?" Record his responses under Roman numeral No. I below.

I. Concerns expressed by the student without prompting.

- A.
- B.
- C.
- D.
- E.

Instructions to Interviewer:

1. Ask the student, "What expectations would you have regarding participation in such a directed work-experience program?"
2. Record his responses under Roman numeral No. II below.

II. Expectations expressed by the student without prompting.

- A.
- B.
- C.
- D.
- E.

Instructions to Interviewer:

1. Give the student the "List of Areas in Which Students Might Have Concerns".
2. In connection with the first area, ask the student, "Would you have any concern(s) about the kind of work you would be asked to do?"
3. If the student answers "yes", ask him, "What are your concern(s)?" Record responses in the spaces provided below. If the student answers "no" record "none".
4. Continue in like manner until the student has responded to each of the areas.

III. Concerns expressed by the student when certain areas in which students might have concerns are called to his attention.

A. The kind of work you would be asked to do.

- 1.
- 2.
- 3.

B. Your responsibilities on the job.

- 1.
- 2.
- 3.

C. The number of hours per day that you would work.

- 1.
- 2.
- 3.

D. The training experiences you would receive.

1.

2.

3.

E. Transportation to and from work.

1.

2.

3.

F. The possible interference of the program with your school or home activities.

1.

2.

3.

G. The months of the year during which you would work.

1.

2.

3.

H. The day or days of the week when work-experience would take place.

1.

2.

3.

I. The employer for whom you would work.

1.

2.

3.

J. Providing the type of dress required for work.

1.

2.

3.

K. Providing the tools that may be needed for work.

1.

2.

3.

Instructions to Interviewer:

1. Give the student the "List of Areas in Which Students Might Have Expectations".
2. In connection with the first area ask the student, "Would you have any expectation(s) of the employer?"
3. If the student answers "yes", ask him "What are your expectation(s)?" Record responses in the spaces provided below. If the student answers "no", record "none".
4. Continue in like manner until the student has responded to each of the areas below.

IV. Expectations expressed by the student when certain areas in which students might have expectations are called to his attention.

A. Of the employer.

1.

2.

3.

B. Regarding the training received.

1.

2.

3.

C. Regarding graduation credit for work-experience.

1.

2.

3.

D. Regarding wages.

1.

2.

3.

E. Of the school in relation to the directed work-experience program.

1.

2.

3.

F. About the training preparing you for education beyond high school.

1.

2.

3.

V. Interviewee Information

NOTE: See Interviewer's Manual for Explanation of Terms.

A. Occupation of: Father _____ Mother _____

B. Residence: Farm _____, rural non-farm _____, city _____, village _____

C. Educational objective: high school graduation _____, 2-yr. college _____
4-yr. college _____, other _____

INTERVIEW SCHEDULE

OE-6-85-048 THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED
WORK-EXPERIENCE PROGRAMS IN EXPANDED VOCATIONAL EDUCATION
OFFERINGS IN AGRICULTURE AT THE SECONDARY SCHOOL LEVEL

Date of Interview _____

Interviewer _____

Form B

CONCERNS AND EXPECTATIONS OF PARENTS

Instructions to Interviewer:

1. Describe directed work-experience concept to the parent(s) using, "Description of Directed Work-Experience Programs in Agriculture" as a guide.
2. Describe the duties and responsibilities of parent(s) whose son or daughter is a prospective participant in such programs using the description on mimeo sheet as a guide.
3. Invite and answer parent(s) questions and clarify ideas.
4. Ask the parent(s) to assume that his son or daughter may participate in such a program next year.
5. Ask the parent(s), "What concerns would you have regarding the son or daughter's participation in such a directed work-experience program?"
Record responses under Roman numeral No. I below.

I. Concerns expressed by the parent(s) without prompting:

- A.
- B.
- C.
- D.
- E.

Instructions to Interviewer:

1. Ask the parent(s), "What expectations would you have regarding your son or daughter's participation in such a directed work-experience program?"
2. Record his responses under Roman numeral No. II below.

II. Expectations expressed by the parent(s) without prompting:

- A.
- B.
- C.
- D.
- E.

Instructions to Interviewer:

1. Give the parent(s) the "List of Areas in Which Parent(s) Might Have Concerns."
2. In connection with the first area, ask the parent(s), "Would you have any concern(s) about the training experiences for your son or daughter?"
3. If the parent(s) answers "yes" ask, "What are your concerns?" Record responses in the spaces provided below. If the parent(s) answers "no", record "none".
4. Continue in like manner until the parent(s) has responded to each of the areas.

III. Concerns expressed by the parents when certain areas in which parents might have concerns are called to their attention.

- A. The training experiences for your son or daughter.
 - 1.
 - 2.
 - 3.
- B. The on-the-job supervision provided your son or daughter.
 - 1.
 - 2.
 - 3.
- C. The school's part in the program.
 - 1.
 - 2.
 - 3.

- D. The number of hours per day that your son or daughter would work.
- 1.
 - 2.
 - 3.
- E. The possible interference of the program with school or home activities.
- 1.
 - 2.
 - 3.
- F. Transportation to and from work.
- 1.
 - 2.
 - 3.
- G. The kind of work your son or daughter would be asked to do.
- 1.
 - 2.
 - 3.
- H. Providing tools that may be needed by your son or daughter on-the-job.
- 1.
 - 2.
 - 3.
- I. The type of dress needed by your son or daughter on-the-job.
- 1.
 - 2.
 - 3.
- J. The employer for whom your son or daughter would work.
- 1.
 - 2.
 - 3.

Instructions to Interviewer:

1. Give the parent(s) the "List of Areas in Which Parent(s) Might Have Expectations."
2. In connection with the first area ask the parent(s), "Would you have any expectation of the training received by your son or daughter?"
3. If the parent(s) answers "yes" ask him, "What are your expectations?" Record responses in the spaces provided below. If the parent(s) answers "no", record "none".
4. Continue in like manner until the parent(s) has responded to each of the areas.

IV. Expectations expressed by the parent(s) when certain areas in which parents might have expectations are called to their attention.

A. The training received by your son or daughter.

1.

2.

3.

B. The wages your son or daughter would receive.

1.

2.

3.

C. Insurance coverage for your son or daughter on-the-job.

1.

2.

3.

D. Your son or daughter's employer.

1.

2.

3.

E. Of the school in relation to the directed work-experience program.

1.

2.

3.

F. School credit for directed work-experience.

1.

2.

3.

INTERVIEW SCHEDULE

OE-6-85-048 THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED
WORK-EXPERIENCE PROGRAMS IN EXPANDED VOCATIONAL EDUCATION
OFFERINGS IN AGRICULTURE AT THE SECONDARY SCHOOL LEVEL

Date of Interview _____

Interviewer _____

Form C

CONCERNS AND EXPECTATIONS OF EMPLOYERS

Instructions to Interviewer:

1. Describe directed work-experience concept to the employer using, "Description of Directed Work-Experience Programs in Agriculture" as a guide.
2. Describe the duties and responsibilities of employers participating in such programs using the description on mimeo sheet as a guide.
3. Invite and answer employer's questions and clarify ideas.
4. Ask the employer to assume that he may participate in such a program next year.
5. Ask the employer, "What concerns would you have regarding participation in such a directed work-experience program?" Record his responses under Roman numeral No. I. below.

I. Concerns expressed by the employer without prompting.

- A.
- B.
- C.
- D.
- E.

Instructions to Interviewer:

1. Ask the employer, "What expectations would you have regarding participation in such a directed work-experience program?"
2. Record responses under Roman numeral No. II below.

II. Expectations expressed by the employers without prompting.

- A.
- B.
- C.
- D.
- E.

Instructions to Interviewer:

1. Give the employer the "List of Areas in Which Employers Might Have Concerns."
2. In connection with the first area ask the employer, "Would you have any concern(s) about providing on-the-job training?"
3. If the employer answers "yes" ask him, "What are your concern(s)?" Record responses in the spaces below. If the employer answers "no", record "none".
4. Continue in like manner until the employer has responded to each of the areas.

III. Concerns expressed by the employer when certain areas in which employers might have concerns are called to his attention.

A. Providing on-the-job training.

- 1.
- 2.
- 3.

B. The training provided in school.

- 1.
- 2.
- 3.

C. Your responsibility for supervising the student.

- 1.
- 2.
- 3.

D. The amount of time expected of the employer.

1.

2.

3.

E. The number of hours (per day or per week) the student would work.

1.

2.

3.

F. Providing wages to the student.

1.

2.

3.

G. The selection of the student.

1.

2.

3.

H. The legal requirements involved in the hiring of youth.

1.

2.

3.

I. The safety of students.

1.

2.

3.

J. The school's part in the program.

1.

2.

3.

K. The students accepting their responsibilities.

1.

2.

3.

Instructions to Interviewer:

1. Give the employer the "List of Areas in Which Employers Might Have Expectations."
2. In connection with the first area ask the employer, "Would you have any expectation(s) of the school in relation to the directed work-experience program?"
3. If the employer answers "yes" ask him, "What are your expectation(s)?" Record responses in the spaces provided. If the employer answers "no", record "none".
4. Continue in like manner until the employer has responded to each of the areas.

IV. Expectations expressed by the employer when certain areas in which employers might have expectations are called to his attention.

A. Of the school in relation to the directed work-experience program.

1.

2.

3.

B. Of the parents in relation to the program.

1.

2.

3.

C. Of the teacher in relation to the program.

1.

2.

e.

D. The number of hours (per day or per week) the student should work.

1.

2.

3.

E. The student's preparation at school for work on-the-job

1.

2.

3.

F. The student's performance on-the-job.

1.

2.

3.

G. The kind of work the student should do.

1.

2.

3.

V. Interviewee Information:

NOTE: See Interviewer's Manual for Explanation of Terms

A. Nature of business: _____

B. Number of employees: summer _____ winter _____

C. Position of interviewee: owner _____, partner _____, manager _____

THE END 10-24