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ABSTRACT

The overall objective of the project was to formulate a set of statewide policies to provide for a continuing and systematic approach to the problem of updating the content knowledge of vocational teachers in secondary and postsecondary schools. The opportunity for an individualized, planned, two-week work experience in business, industry, industry-operated school, or seminar, was provided for 104 vocational teachers, of whom 80 successfully completed the program. All of the program participants were asked to report on their work experiences and to indicate the extent of changes made or planned in their classroom curriculum as a result of the project. All of the participants reported that their objectives had been met. Described in the report are the planning, objectives, and staffing of the project; participant selection; results in relation to objectives; evaluation; and observations. Over half of the document is composed of appendixes which contain correspondence and forms used in the project. Also included are the applications received and participants placed as distributed by: (1) job title and teaching level and (2) vocational area and teaching level. A random selection of comments from participants and from the business and industrial community completes the document. (RG)

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FINAL REPORT

SUB-PROPOSAL V
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Project No. 2504

A PLANNED OCCUPATIONAL EXPERIENCE
FOR EMPLOYED VOCATIONAL TEACHERS

July 1971

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Office of Education

Bureau of Educational Professional Development

Final Report.

Project No. 2504

A PLANNED OCCUPATIONAL EXPERIENCE
FOR EMPLOYED VOCATIONAL TEACHERS

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July 1971

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Educational Professional Development

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CHAPTER I

PLANNING

1. Objectives of the project,

After a teacher of vocational subjects has been away from business or industry for a number of years, what is the best procedure to let him experience the world in which his graduates will go to work? How can that instructor retain, upgrade, and update his knowledge and skills to keep pace with the fast-moving changes in materials, equipment, technology, and methodology? Certainly, no service is rendered when a student is graduated to compete for today's jobs with yesterday's skills. Grant Venn said of the vocational teacher: "Once he settles into the teaching routine, he tends to be isolated from newer developments in industry, for he will find few opportunities or publications to help update his knowledge.¹ It was this problem which gave direction to this effort.

The general objective of this project was to formulate a set of state-wide policies which would provide for a continuing and systematic approach to the problem of updating the content knowledge of vocational teachers in both secondary and post-secondary schools. Specific objectives were:

¹Grant Venn, Man, Education and Work, Post-secondary Vocational and Technical Education, American Council on Education, 1964, p. 35.

- A. To develop a model for updating the occupational competency of employed vocational teachers.
- B. To identify the operational problems encountered by the model program and recommend policies needed to facilitate and continue such a program at the state-wide level.
- C. To update the occupational competency of one hundred employed vocational teachers.
- D. To increase the teacher's awareness of current psychological and sociological stresses of the work setting.

2. Strategies.

A. Staffing the project

Dr. William H. Armstrong prepared the initial proposal for the project and served as the director until his departure in August, 1970. Dr. George L. O'Kelley, Jr. then assumed the directorship of the project, with considerable assistance being rendered during the transition by Dr. Paul Bowdoin.

Although the project was funded for one year beginning July 1, 1970, work was not actually begun until August 24, 1970 when Mr. Robert K. Mabry was appointed as the full time coordinator. A one-half time secretary had been employed as of July 1, 1970; her services were shared with the coordinator of another project. The project was thereby staffed by a

director (serving as an additional function), a full-time coordinator, and a one-half time secretary.

B. Coordination

During the initial planning stages, vocational teachers and administrators from the University of Georgia, the State Department of Education, and from secondary and post-secondary schools were the source of much information, ideas, and council. Formal and informal meetings were held with each of these groups to receive and coordinate their ideas, previous experiences, and professional guidance. Many questions of direction and detail arose and were partially or completely resolved during the meetings; unresolved problems became principle items on the agenda for the next coordination meeting. As a result of the assimilation of input from all interested sources within the State during these exploratory meetings, a consensus emerged, in the form of a vested interest in the project. This interest manifested itself by support and assistance throughout the project. By mid-September, 1970, the details of procedures, forms, channels of communication, - a trial model, had been completed.

C. Appointment and Use of an Advisory Committee

- (1) An Advisory Committee was selected and appointed by Dr. George L. O'Kelley, Jr., Chairman of the Division of Vocational Education, University of Georgia.

Representation was drawn from the University and State Department of Education Staffs, secondary and post-secondary vocational schools, local systems, and from industry. A list of Advisory Committee members and their occupational affiliations is attached as Appendix A.

- (1) The Advisory Committee conducted its first meeting on October 28, 1970. All aspects of the project were discussed and some changes were recommended and adopted. The in-depth discussions and sound recommendations by this professionally competent group was of inestimable value in the refinement and implementation of the project.

D. Dissemination of Information

- (1) A variety of means were used to disseminate information regarding the project, its objectives, means of administration, and how one should go about applying for participation. Brief explanatory articles were published in the Georgia Vocational Association publication, local publications of the College of Education, the University of Georgia, and the T & I Newsletter published by the Trade and Industrial Education Department, University of Georgia. Also, the

Coordinator was granted time on the agenda of several interested groups who had assembled for other purposes, such as the:

- a. State Vocational Agriculture Conference
- b. State Area School Directors Conference
- c. State Vocational High School Supervisors Conference
- d. State Vocational Home Economics Conference

(2) The principle means whereby information regarding the project was disseminated was by a letter from the Director of Vocational Education, State Department of Education. This letter was addressed to all Superintendents, Principals, School Directors, Systems Directors, Vocational Supervisors, and Vocational Teachers. Enclosures to the letter included a descriptive brochure with an application form, a definition of the State Department of Education Policies regarding the program, and a form on which applicants from each school could be consolidated. A copy of this letter and its enclosures is attached as Appendix B.

CHAPTER II

PARTICIPANT SELECTION

1. Types of participants

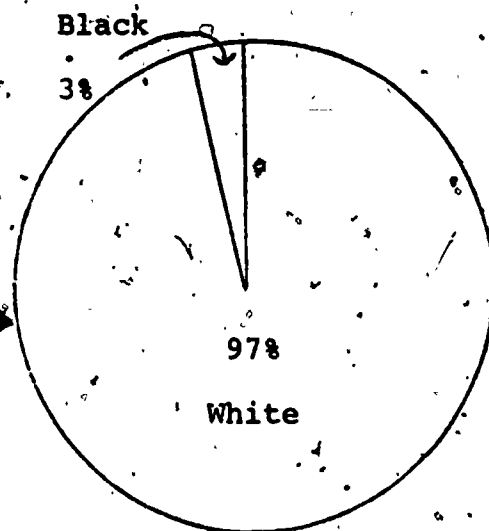
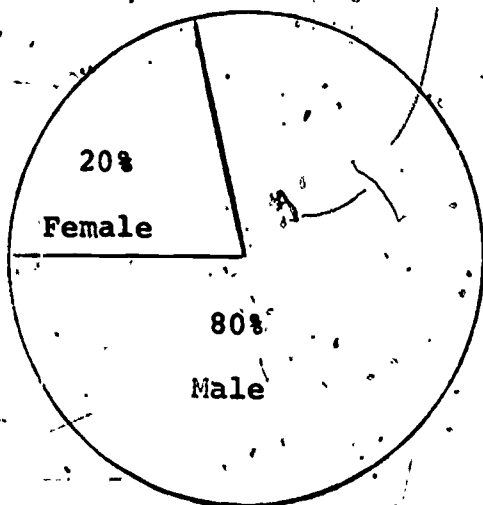
A. All participants were teachers of vocational subjects in either the secondary or post secondary systems..

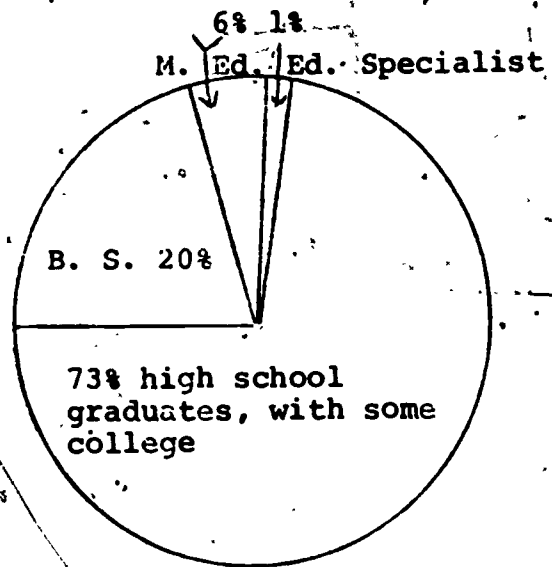
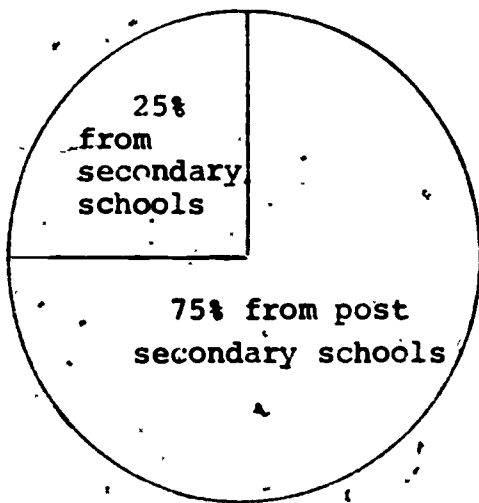
B. Participants ranged in age from 24 to 62; the average age was 43.

C. Participants had been teaching from 2 to 33 years; the group average was 11 years.

D. The typical participant was from a small town of a general population, with approximately 20% of the students coming from families whose annual income is less than \$3,000, and 19% of the student body comes from minority racial or ethnic groups.

E. Participants are further described as follows:





2. Selection criteria

The following prerequisites were established for participation in the program:

A. Applicant must be a teacher in a secondary or post secondary school for a period of one year or more. (This requirement was relaxed for applicants applying from secondary schools attempting to implement the "cluster" program.)

B. Teaching field must encompass one of the following vocational service areas:

- (1) Agriculture
- (2) Business Education
- (3) Vocational Home Economics
- (4) Distributive Education
- (5) Trade and Industrial Education (including Health Occupations)
- (6) Technical Education

3. Selection procedure

A. Candidates for participation completed the Application Form which had been furnished as indicated in paragraph 2D (2), Chapter I, and submitted their application to their respective local supervisor, director, or principal.

B. A consolidated list of candidates selected at the local level was forwarded to the Director of Vocational Education, State Department of Education.

C. Each State Supervisor of a vocational service area received the applications for that service area. The State Supervisor then compiled a list of applicants who were selected to participate, and designated the priority in which each applicant would be considered for placement.

D. The list of those selected to participate, and the order in which each would be considered, was furnished to the Coordinator who was physically located at the University of Georgia.

E. The Coordinator notified each individual of his selection and the priority which had been assigned. A form letter, attached as Appendix C, was used for this purpose.

4. Selection Results

A. 142 applications were received by the Coordinator. An unknown number of individuals submitted applications which were not favorably considered at the local or State level, and are not included in the above figure.

B. 4 applications were received from teachers of Industrial Arts and did not meet the selection criteria.

C. 138 applications met the selection criteria and were approved for participation by the appropriate State Supervisor. A breakout of applications received, by job title and teaching level, is attached as Appendix D. A breakout of applications received, by vocational area and teaching level, is attached as Appendix E.

D. Arrangements were completed for 104 individuals to attend schools, or work in businesses, industries or institutions as had been requested by the applicant and approved by the appropriate State Supervisor. A breakout of participants placed, by job title and teaching level, is attached as Appendix F. A breakout of participants placed, by vocational service area and teaching level, is attached as Appendix G.

E. 80 participants completed the training planned for them and accomplished the objectives enumerated in their original applications. 20 individuals did not complete the program. (See Chapter IV for a further discussion of this subject).

CHAPTER III

OPERATION

1. Revisions of Objectives. No revisions were made in the objectives as stated in the initial proposal.
2. Resultant Modifications. Since the initial objectives were not revised, no modifications of strategies or reallocations of staff or physical resources were necessary.

CHAPTER IV

FINAL STATEMENT

1. The objectives of this project, as initially stated in the proposal, were not changed. The objectives were:

A. To develop a model for up-dating the occupational competency of employed vocational teachers.

B. To identify the operational problems encountered by the model program and recommend policies needed to facilitate and continue such a program at the state-wide level.

C. To up-date the occupational competency of one hundred employed vocational teachers.

D. To increase the teacher's awareness of current psychological and sociological stresses of the work setting.

2. Statement of actual outcomes.

A. Discussion of outcomes in relation to objectives.

The following is a description of the outcome of each project objective:

- (1) This report describes the completed model which was designed to update the occupational competency of employed vocational teachers. The model was operational and was used for the identification, selection, notification, and placement of 104

vocational teachers in various businesses, industries, institutions, and industry operated schools throughout the State. A chart reflecting the flow of information, action, and coordination, is attached as Appendix H.

- (2) The objective of identifying operational problems encountered by the model was a continuing process. The initial planning was basically sound, however, there were some problems which could not be foreseen, and there were some answers to questions which had not been asked until the model was placed in operation. In the planning process, there is a point at which one must commit the plan to the acid test of use, knowing full well that only minor alterations could be made after that point. All problems which could be identified before the model was implemented were resolved and incorporated into the model; problems discovered after the implementation of the model were resolved insofar as possible. Additional comments and observations are included in paragraph five below.

Policies to facilitate and continue the program at the state-wide level are generally adequate. As a result of early planning-coordination meetings, questions were posed which would require a policy position by the State Department of Education or the University of Georgia.

These questions, regarding selection criteria, the renewal of teaching permits, travel and subsistence, the status of classes during the teacher's absence; and conditions under which one may apply for formal University credit, were answered in a policy letter published by the Director of Vocational Education, State Department of Education. (See enclosure to Appendix B)

This policy letter was distributed when the program was announced, and the policies enumerated have been sufficient and adequate. No additional policies, as such, are recommended.

- (3) The objective of updating the occupational competency of one hundred employed vocational teachers in the State was not achieved. Out of the 138 applicants who had been identified and approved for participation, the top 100 (by assigned priority) were notified of their selection. It was recognized that attrition would claim some percentage of that number; therefore, four additional applicants were selected from the priority list. The assumption that a 4% cushion would be adequate to replace any who might fail to participate, proved to be too low when 20 individuals did not participate after complete arrangements had been made for their participation. So far as could be ascertained, failures to participate

were caused by generally legitimate reasons, including: (a) illness, (2) no longer employed, (3) enrollment in a college course during same period, scheduled for UPDATE, (4) teaching load changed and precluded participation, (5) suitable arrangements could not be made for students during the absence of the instructor, and (6) participation desired at a later date (beyond the date covered by this project) in order to attend a specific school conducted by industry such as the Summer Workshop courses conducted by the Ford and General Motors Corporations. 80 teachers did participate in the program, and the experiences gained by that number are considered an adequate basis for the formation of conclusions regarding the model.

- (4) The objective of increasing the teacher's awareness of current psychological and sociological stresses of the work setting was achieved. Approximately 12% of those participating attended structured courses and seminars conducted by industry; the remainder were placed in actual work situations. Many took the employment examinations administered by the company or the union to determine the skills, knowledge, and attitudes expected of new employees.

One of the objectives of each participant was to compare the work setting, working conditions,

wage scales, employee benefits, and work relations with their present curriculum. Although participants were not asked to respond to a specific question on this subject, many volunteered the comment that their curriculum would be altered to stress the importance of "human relations" and "employer-employee relations". All those placed in business, industry or an institution, assumed the role of learner, and actually functioned in the job as a regular employee. One of the primary purposes for placement in the employee setting was for them to experience (again, for some) the psychological and sociological stresses of the working environment as they gained first hand knowledge and skills by a hands-on experience.

B. Project evaluation - background information

(1) The initial proposal envisioned the use of competency examinations, where available, to measure the improvement of each participant through a pre-test-post-test arrangement. There were obvious limitations to this method; chiefly,

- (a) there were no available competency examinations for the majority of the fields represented by the applications received,
- (b) there is no agreement as to the validity of those examinations which are available, and
- (c) competency examinations could not reflect the change in behavior resulting from learning not included in the scope of the examination.

For these, and other reasons, competency examinations were not used to evaluate the Project.

(2) Time considerations would not permit the development of tests tailored specifically for this Project, and without some form of mean/gain scores, the methods of analysis were limited. The decision was made to evaluate the program by primarily subjective measurements, with special emphasis upon the changes which had occurred in the classroom as a result of the project.

(3) On December 1, 1971, Mr. John Lloyd and Mr. Gerald Klein, who are on the staff of the Director of Vocational Education, State Department of Education, were guests of the Project Advisory Committee. They suggested that a form be prepared which would give current and background data on each participant, and spell out, in behavioral terms the objectives each hopes to achieve. The back of the form could be used as a "Training Plan" whereby the training station supervisor could program the work of the participant to insure that each objective was attained. Mr. Lloyd and Mr. Klein then devised the suggested form (see Appendix I) as well as an example of what the completed form would look like (see Appendix J). This form became the keystone of the entire placement process. From the information submitted in the initial application and from the comments of their respective supervisors, directors, and principals the objectives of each participant were listed on a form. During a later interview with the participant, either personally or by phone, these objectives were discussed and refined. This form became a "shopping list" of objectives, and the problem was simply to locate a training station which could and would provide the participant with the opportunity to

achieve those objectives. The extent to which those objectives were accomplished was considered a valid measurement which would be useful, along with other data, to make judgements regarding the project.

C. Evaluation instruments. It was determined that two categories of information would be required from participants: information relating to the administration of the program, and information upon which evaluative judgements could be based. Two separate instruments were devised for the reporting of each category of information. After an applicant was notified of his selection (paragraph 3, Chapter II), he was furnished the report forms in a packet, with a cover letter explaining their use and disposition. A copy of the cover letter and the report forms are enclosed as Appendix K.

- (1) The Participant Data Summary was used to gather information for the purpose of completing OE Form 7214, Department of Health Education and Welfare.
- (2) The Verification of Attendance form was designed primarily for the purpose its name implies. Although the Project was a "cooperative" type program, it differed from other cooperative programs in that there was no direct on the job supervision by the coordinator; nor is such

considered necessary or desirable. It was felt, however, that with a number of personnel involved all over the State, there should be some means to verify that the participant was in fact at the planned place for the prescribed time, and that he did perform certain functions. This form was prepared in recognition of the fact that business people resent the volume of paper work associated with some cooperative efforts. The employer/supervisor is furnished this form and he simply fills in the blanks and returns it to the Coordinator, or gives it to the participant who returns it to the Coordinator.

(3) The Report of Experiences form was designed to record general data as well as specific evaluations and judgements regarding the program. The information supplied in paragraphs 3, 4, and 5 of this report formed a significant part of the basis upon which evaluative judgements could be made. Specifically:

- (a) List the objectives of your participation and the degree to which those objectives were attained. Successful completion of 75% or more of the objectives of each participant was considered significant.
- (b) What new or modified learning activities or content have been built, or will be built,

into your curriculum? (Be specific and give details). The inclusion of one or more new learning activities or content into a curriculum was considered significant.

(c) What is your overall assessment of the experience and the program? This response was transposed to a scale as follows:

Favorable

Favorable, with qualifications

Unfavorable, with qualifications

Unfavorable

A response of 75% or better which were favorable, or favorable with qualifications, was considered significant.

(4) The Participant Evaluation form asked each participant to recognize that the true value of the "work experience" program was directly related to the resultant changes made in the classroom curriculum. The participant was asked to make a subjective judgement about the changes to the curriculum which "had been made" or were "planned to be made" as a result of participation in this program. Their decision was reflected on a scale which indicated:

No change

Some change

Significant change

Extensive change

A response that at least "some change" had been made or would be made in the curriculum by at least 75% of those participating, would be considered significant.

The supervisor, principal, or director of each participant was also asked to indicate his judgement of the changes which had been made or would be made as a result of the work experience. In addition to obtaining the independent judgements of the supervisor, this was considered to be one method of insuring that the supervisor/principal/director was involved, and was kept informed.

D. Evaluation results

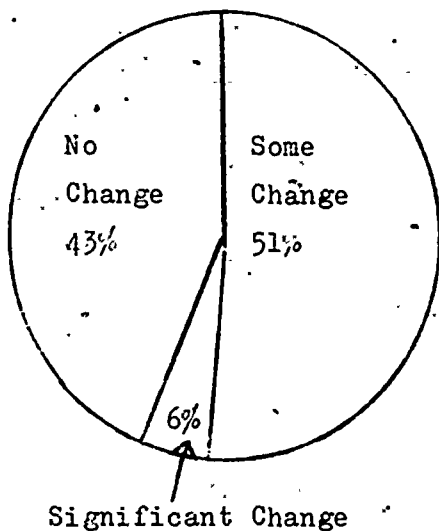
- (1) Each participant was asked to indicate the degree to which their formal objectives were achieved as a result of participating in the Project. 100% of those participating responded that their objectives were attained.
- (2) To the question of what new or modified learning activities had been or would be built into their curriculum as a result of participation in this Project, 100% of those participating responded with one or more.

(3) In response to the criterion question regarding the degree of changes made, or planned in the curriculum, individuals were asked to rate the magnitude of changes on the following scale:

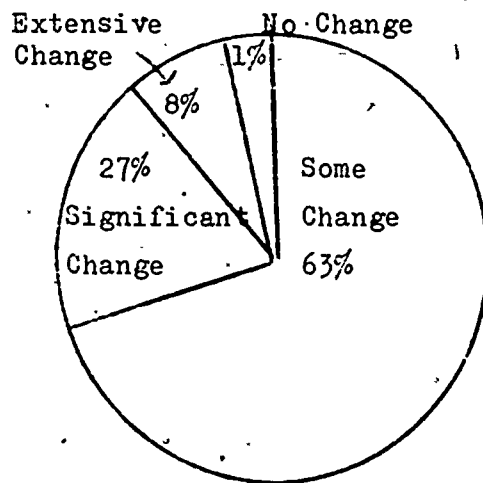
- (a) No change, (b) Some change, (c) Significant change, or (d) Extensive change. Responses are as indicated:

In the judgement of the participants, the following changes have been or will be made in the classroom curricula as a result of participation in Project Update:

Changes already completed involved:

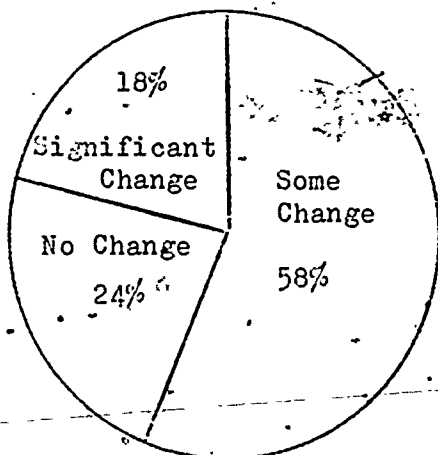


Changes planned involve:

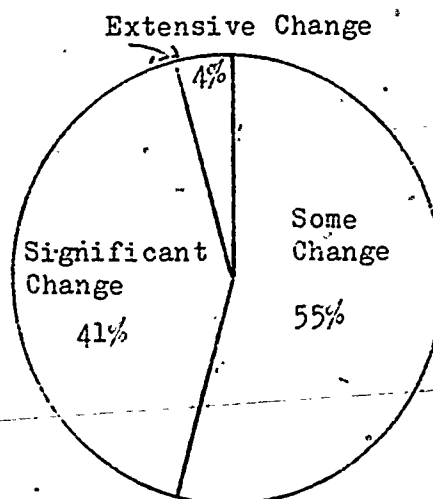


In the judgement of the supervisors, principals, and directors, changes have been or will be made in the classroom curricula as a result of participation in Project Update:

Changes already completed involved:



Changes planned involved:

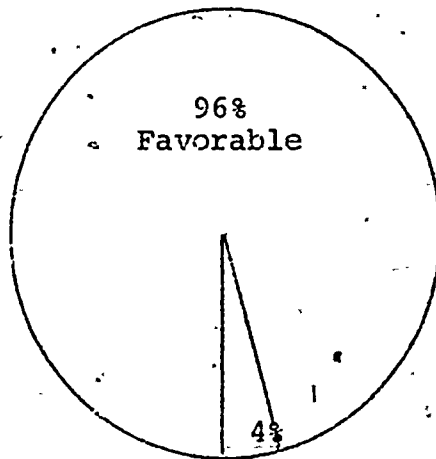


(The above percentages were based upon responses of those reporting)

(4) In response to the criterion question regarding the participant's overall assessment of the experience and the program, detailed subjective responses were capsuled, categorized, transposed to a scale most descriptive of the response, and considered as either:

- (a) Favorable
- (b) Favorable with qualifications
- (c) Unfavorable with qualifications
- (d) Unfavorable

The results of this design are depicted below:



Favorable, with qualifications

E. Self Evaluation

- (1) A random selection of participant responses to the above criterion question is enclosed as Appendix L.
- (2) Although the reception of this project by the business and industrial community was not a part of the evaluation and no comments were solicited, several firms felt obliged to submit their comments, a selection of which is enclosed as Appendix M. No unfavorable comments were received.
- (3) Of the several letters received from business and industry, one was selected as typical and is enclosed as Appendix N.

F. Letter of Completion: Participants were furnished a letter indicating the dates and number of days each had participated in the program. A sample copy of this letter is enclosed as Appendix O.

3. Reasons for any discrepancies between anticipated and actual outcomes.

A. 104 teachers of vocational subjects were identified, selected, assigned a priority, and notified of their selection. They were then interviewed and their objectives were defined; based upon those objectives, arrangements were made for them to attain those objectives at a suitable work station, an industry operated school, or seminar. The majority could not participate until after the normal school year; most desired to begin their work during the first week of June, 1971. By the time it was known that an individual would not participate, it was too late to replace him with anyone else.

B. The 4% overage which was selected to replace those who did not participate for one reason or another proved to be too small.

C. There were no other differences between the objectives and the outcomes.

4. No plans have been made for a formal follow-up evaluation.

5. Miscellaneous observations which might be helpful to others considering embarking on a venture such as this one, include the following:

A. The early coordination of all those parties interested in the project is essential. The inclusion and consideration of their experiences, ideas, and guidance, not only recognizes the value of their contribution to the project, but also will most likely assure their continued interest and support.

B. The needs of different applicants, even in the same field, may be quite different. Each applicant identified those areas where he felt updating was needed most when he completed the initial application. The immediate supervisor was encouraged to comment on what learning experiences the instructor may need and not be aware of. The State Supervisor of that vocational area was also given an opportunity to comment upon the objectives of an applicant, and many of them did. The needs of one individual may be satisfied by a 2-day seminar; whereas, the needs of another may not be adequately met by a 2-week structured course. There was no attempt made to fit the individual to some preconceived model, rather, the program was designed to fit the needs of the individual. Each participant was a part of the decision making process as it pertained to where he would train, when he would train, and how he would train. The only restriction was that it must be completed within a period of two weeks or less.

C. Approximately 30% of the training stations contacted voiced some concern about the liability which may be incurred in the event the participant was injured. Five training stations (Sears, Roebuck is an example) insisted that the participant be placed on the company payroll, at minimum wage, in order to afford them the same protection as with other employees.

D. Tactful liaison and coordination with applicants, supervisors, principals, directors, and the intended work station sometimes becomes a challenge. After an applicant has been selected for participation, there are three basic questions which must be resolved:

- (1) What learning experiences are desired?
- (2) Where can these experiences be obtained?
- (3) What times and dates are acceptable to the work station, the applicant, and the supervisor?

E. There are occasions when a work station in business or industry is not suitable for the accomplishment of the participant's objectives. For example, a mechanic interested in updating his skills in the area of automotive air conditioning may wait a week or more in a local dealership before someone comes in with air conditioner problems. Even then, the problem may be solved by the addition of freon. A three to five day structured course in automotive air conditioning is obviously more efficient.

F. The entire concept of "returning to industry and business" lends itself more readily to the updating of existing skills than to learning new ones.

G. There are many courses of varying duration taught by manufacturers for their own dealers. The Ford Motor Company, General Motors Corporation, Carrier Corporation, Lennox Corporation, Detroit Diesel, Sears, Roebuck and others conduct courses on the repair and maintenance of their equipment.

They are most receptive to having vocational instructors attend their courses, generally on a space-available basis. In some instances, they conduct special classes for only instructors, such as the Summer Workshop courses conducted by the Ford and General Motors Corporations. A significant byproduct of these courses is the opportunity to observe equipment, materials, audio visual aids, and teaching techniques employed by the instructor's counterpart in industry.

H. It would be desirable, if some appropriate method could be devised, to sensitize supervisions/principals/directors to the needs for development of their teaching staff.

I. When supervisory personnel in business or industry are asked to complete a report of any kind, and return it, it would be desirable to enclose a self-addressed stamped envelope.

J. When an individual applies for participation in a program such as UPDATE, and their application is approved by their supervisor/principal/director, and later approved by the State Department of Education, there must be some form of commitment implied. Once an individual is selected for participation, it is recommended that the same levels of administrative authority approve of a withdrawal as approved of the initial application.

K. In the event the project should be planned and operated again, the above observations would be considered and incorporated into the program.

6. Final recommendations which would be useful to the Bureau in administering the program under which this grant was received: None

APPENDIX A

LIST OF ADVISORY COMMITTEE

MEMBERS

1

ADVISORY COMMITTEE

<u>NAME</u>	<u>POSITION</u>	
Mr. George Mulling	State Director Division of Vocational Education, State Department of Education	Member (ex-officio)
Dr. George L. O'Kelley, Jr.	Chairman Division of Vocational Education, University of Georgia	Member (ex-officio)
Dr. Allene Cross	Head, Home Economics Department, Division of Vocational Education University of Georgia	Member
Dr. Eugene Bottoms	Associate State Director for Leadership Services Division of Vocational Education, State Depart- ment of Education	Member
Mr. Alfred E. Jones	Associate State Director for Area Schools, Division of Vocational Education State Department of Education	Member
Mr. Ed L. Word	Coordinator Area Vocational High Schools, Division of Vocational Education, State Department of Education	Member
Mr. C. M. Culbertson	Systems Director Coosa Valley Vocational- Technical School Rome, Georgia	Member
Mr. James H. Marlowe	Director North Georgia Technical and Vocational School Clarkeville, Georgia	Member

NAMEPOSITION

Mr. L. I. Leverett

Director
Marietta-Cobb Area
Vocational-Technical
School, Marietta,
Georgia.

Member

Mr. W. G. Hartline

Assistant Director
Columbus Area Vocational-
Technical School
Columbus, Georgia

Member

Mr. Kenny Boyett

Vocational Supervisor
Waycross-Ware County Area
Vocational High School
Waycross, Georgia

Member

Mr. Robert Hudson

Director of Training
Lockheed Georgia Corpo-
ration, Marietta, Georgia

Member

Mr. Robert K. Mabry

Project Coordinator

Member
(Recorder)

APPENDIX B

LETTER FROM STATE DIRECTOR OF
VOCATIONAL EDUCATION



STATE DEPARTMENT OF EDUCATION

OFFICE OF INSTRUCTIONAL SERVICES

JACK P. NIX

State Superintendent of Schools

H. TITUS SINGLETARY, Jr.

Associate State Superintendent of Schools

October 2, 1970

MEMORANDUM

TO: School Superintendents Area Vocational-Technical
 High School Principals School Directors
 Vocational Teachers State Technical-Vocational
 Local Directors of School Directors
 Vocational Education Area High School Supervisors

FROM: George W. Mulling, State Director, Vocational
 Education

SUBJECT: Back to Business and Industry Experience for
 Vocational Teachers

In view of the rapid technological changes and improvements in business and industry, it is necessary for teachers in these fields to update their own knowledge and experiences if they are to adequately prepare students for the existing labor market. Vocational teachers often need information, experiences or skills which are only obtainable from private business or industry. To meet this need, a new program has been designed to provide a planned and structured occupational experience for vocational teachers. This program will be individually tailored to the needs of each participant. It will provide an opportunity for 100 vocational teachers in Georgia to update their competencies by returning to business or industry for a two-week period prior to June 30, 1971.

Further details are contained in the attached brochure, policy letter, and school application form. Your cooperation and assistance toward the success of this program will be greatly appreciated.

GWM:dlf

Enclosures

Education Centennial 1970-1971



TO: Coordinator, Project Update
Division of Vocational Education
University of Georgia
Athens, Georgia 30601

Date _____

1. Full name: _____
2. Address: _____
3. School Address: _____
4. Teaching field: _____
5. Number of years teaching experience: _____
6. Years in present position: _____
7. Specific areas in which you feel deficient or outdated; or, specific new procedures or equipment on which you need updating; or, questions you need answered (use extra sheets if necessary)

8. Name and location of industry or company with which you desire to work: (list at least one alternate) _____

9. Other comments: _____

Signature

Vocational and Technical

TEACHERS

Would you and your

students

BENEFIT

If you updated your

knowledge and experience

BY RETURNING TO

INDUSTRY

For two weeks?

Then apply for:

PROJECT UPDATE

PROJECT UPDATE

PROJECT UPDATE

PROJECT UPDATE

... is a new program under development by the State Department of Education and the University of Georgia.

... 100 vocational teachers from Georgia vocational high schools and vocational-technical schools will be selected to participate each year.

... Participants will spend two one-week periods with appropriate local industries.

... Your regular salary will be continued during the training period.

... Travel expenses will be reimbursed.

... The goal is to permit teachers to return to industry for a 'hands-on' experience with new developments in the field or update their knowledge in areas in which they feel deficient.

... A pre-test and post-test may be required in order to evaluate the effectiveness of the program.

... Vocational teachers in all vocational service areas are eligible to participate.

... Participation may be scheduled during the academic year, between quarters, during summer periods, or annual vacations.

... You may apply for this program using the form on the back of this folder.

... For further information or assistance, contact:

COORDINATOR, PROJECT UPDATE
DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30601

It has long been realized that vocational students prepared for the current labor market must be taught by teachers with up-to-date information and experiences. PROJECT UPDATE is designed to assist teachers to:

... Keep up with the rapid advancements in technology.

... Learn about new or different products methods, labor-saving devices, and procedures.

... Become familiar with new ideas, new materials, and new equipment.

... Stay in tune with current working conditions, apprenticeships wage scales, working hours and fringe benefits.

... Learn new or different ways to relate instruction to the needs of disadvantaged and/or handicapped vocational students.

... Update curriculum content to ensure that students are counseled and trained in accordance with the latest equipment, methods and procedures available.

Policies for "Planned Work Experience" Program

as defined by

Division of Vocational Education
Georgia State Department of Education

1. Participating teachers must be secondary or post-secondary vocational teachers in Georgia who have been full-time teachers for one or more years. Area high school teachers in the cluster programs who have identified weaknesses in one or more of the occupational areas making up the cluster may participate in this program prior to one year of employment.
2. Program Credit*
The Division of Vocational Education, Georgia State Department of Education, will accept satisfactory completion of the two-week program in lieu of five quarter hours of professional credit for permit renewal purposes. This does not apply to the minimum 20 quarter hours of professional credit required for renewal of the one-year permit.
3. Teachers participating in the two-week program will be reimbursed for travel and subsistence in accordance with state travel regulations. Teachers in secondary or post-secondary area vocational-technical schools will be reimbursed from funds set up for their particular school after a request has been made and approved by the appropriate unit

in the Division of Vocational Education to whom the teacher is administratively linked. Other teachers who are on approved IFPE travel allotment will be reimbursed from these funds after a request has been made and approved by the appropriate unit in the Division of Vocational Education to whom the teacher is administratively linked.

4. Local system school administrators will have the responsibility of providing suitable learning experiences for students during the teacher's absence. No additional state vocational funds will be available for substitute teacher pay.

* Under special conditions teachers may enroll in the two-week program on a credit basis with prior approval by the Division of Vocational Education, University of Georgia, as part of a planned course of study. The number of credit hours to be granted and the additional professional course work required would be established by the Division of Vocational Education, University of Georgia, on an individual basis.

SCHOOL APPLICATION FORM

PROJECT UPDATE

DATE

NAME OF SCHOOL

ADDRESS OF SCHOOL

Name of Applicant	Instructional Area	Priority (if any)	Primary and alternate dates preferred	Needed for Permit Renewal?		Brief indication of measures taken to assure continued quality instruction for students during the temporary absence of this instructor
				Yes	No	

(See Instructions on Reverse Side)

INSTRUCTIONS

1. APPLICANT:

- A. Complete application form on back of printed brochure.
- B. Coordinate with local supervisor to insure that suitable arrangements can be made to continue quality instruction for your students during your absence.
- C. Discuss your objectives, possible work stations, and your preference for dates of participation, with your supervisor.
- D. Submit your application to your supervisor, director, or principal.

2. SUPERVISOR, DIRECTOR, OR PRINCIPAL:

- A. Assist applicants, where applicable, to make suitable arrangements for the conduct of their classes during their absence.
- B. If suitable arrangements can be made, and you concur with the application, enter the name of the applicant on the "School Application" form.
- C. Indicate if this work experience is to be used for renewal of teaching permit.
- D. Enter any comments you have concerning the applicants objectives, desired work station, primary and alternate dates of participation.
- E. Attach individual applications to the School Application and forward to: Mr. George Mulling, State Director, Vocational Education, State Department of Education, Atlanta, Georgia, 30334.

APPENDIX C

FORM LETTER OF NOTIFICATION OF
SELECTION AND PRIORITY

SUBJECT: Selection for Project Update

TO:

PRIORITY:

I am pleased to inform you that your application for participation in the "work experience" program has been approved at the local and State levels, and forwarded to me for coordination. The appropriate State Supervisor, Department of Vocational Education, State Department of Education, grouped applicants into two priority lists. Your priority is indicated above to the right of your name.

I will contact you in the near future to discuss your objectives and possible work stations. In the meantime, please contact me if you have any questions or if I can assist you in any way.

Sincerely,

Robert K. Mahry
Project Coordinator

RKM:es

APPENDIX D

APPLICATIONS RECEIVED, BY
JOB TITLE AND TEACHING LEVEL

APPLICATIONS RECEIVED

BY JOB TITLE

<u>JOB TITLE</u>	<u>SECONDARY</u>	<u>POST SECONDARY</u>	<u>TOTAL</u>
Aircraft Mechanics		2	2
Agriculture	5	1	6
Appliance Repair		2	2
Automotive Mechanics		9	9
Auto Body Repair		6	6
Business Education	6	7	13
Carpentry	1	1	2
Chemical Technology		1	1
Cosmetology		4	4
Data Processing Technology		1	1
Diesel Mechanics		6	6
Distributive Education	1		1
Drafting & Design Technology	2	3	5
Electronic Technology	2	11	13
Electrical Construction		1	1
Electro Mechanical	2		2
Fabric Maintenance		1	1
Farm Mechanics		1	1
Food Service Management	1		1
Heating & Air Conditioning		7	7
Home Economics (Vocational)	3		3

(continued)

JOB TITLE	SECONDARY	POST SECONDARY	TOTAL
Industrial/Residential Wiring		3	3
Machine Shop	1	5	6
Masonry Trades		2	2
Mechanical Technology		13	13
Medical Laboratory Technician		2	2
Metal Trades	4		4
Office Machine Repair		1	1
Practical Nursing		5	5
Photography		1	1
Power Transportation	4		4
Printing	1		1
Radio & TV Repair	2	2	4
Small Engine Mechanic		1	1
Watch Repair		1	1
Welding	1	2	3
	36	102	138
TOTAL			

APPENDIX E

APPLICATIONS RECEIVED, BY

VOCATIONAL AREA AND TEACHING LEVEL

APPLICATIONS RECEIVED
BY VOCATIONAL AREA

VOCATIONAL AREA	SECONDARY	POST SECONDARY	TOTAL
Trade and Industrial Education (including Health Occupations)	21	65	86
Technical Education		29	29
Business Education	6	7	13
Agricultural Education	5	1	6
Home Economics	3		3
Distributive Education	1		1
TOTALS	36	102	138

APPENDIX F

PARTICIPANTS PLACED, BY

JOB TITLE AND TEACHING LEVEL

PARTICIPANTS PLACED

BY JOB TITLE

<u>JOB TITLE</u>	<u>SECONDARY</u>	<u>POST SECONDARY</u>	<u>TOTAL</u>
Aircraft Mechanic		1	1
Agriculture	3	1	4
Appliance Repair		2	2
Automotive Mechanics		9	9
Auto Body Repair		2	2
Business Education	6	5	11
Carpentry	1	1	2
Chemical Technology		1	1
Cosmetology		4	4
Data Processing		1	1
Diesel Mechanics		6	6
Distributive Education	1		1
Drafting and Design Technology	2	2	4
Electronic Technology	2	7	9
Electrical Construction		1	1
Electro-Mechanical	2		2
Fabric Maintenance		1	1
Farm Mechanics			
Food Service Management			
Heating & Air Conditioning		7	7
Home Economics (Vocational)	3		3

(continued)

JOB TITLE	SECONDARY	POST SECONDARY	TOTAL
Industrial/Residential Wiring		2	2
Machine Shop		4	4
Masonry Trades			
Mechanical Technology		3	3
Medical Laboratory Technician		2	2
Metal Trades	4		4
Office Machine Repair			
Practical Nursing		5	5
Photography		1	1
Power Transportation	4		4
Printing	1		1
Radio and TV Repair	3		3
Small Engine Mechanic		1	1
Watch Repair		1	1
Welding	1	1	2
	33	71	104
TOTALS			

APPENDIX G

PARTICIPANTS PLACED, BY

VOCATIONAL AREA AND TEACHING LEVEL

PARTICIPANTS PLACED

BY VOCATIONAL AREA

<u>VOCATIONAL AREA</u>	<u>SECONDARY</u>	<u>POST SECONDARY</u>	<u>TOTAL</u>
Trade and Industrial Education (including Health Occupations)	20	51	71
Technical Education		14	14
Business Education	6	5	11
Agricultural Education	3	1	4
Home Economics	3		3
Distributive Education	1		1
	<hr/>	<hr/>	<hr/>
TOTALS	33	71	104

APPENDIX H

MODEL FLOW CHART

"PLANNED OCCUPATIONAL EXPERIENCE FOR VOCATIONAL TEACHERS"

<p>APPLICANT</p> <ol style="list-style-type: none"> 1. Recognizes need for updating, prepares objectives, and submits application to supervisor, director, or principal. 	<p>SUPERVISOR, DIRECTOR, OR PRINCIPAL</p> <ol style="list-style-type: none"> 1. Arranges for conduct of class during absence of regular instructor. 2. Makes comments regarding objectives or additional areas in which applicant could benefit through updating. 3. Indicates priority (if any) in which applicants from that school may participate. 4. Forwards individual and "School Application" forms to appropriate State Supervisor, State Department of Education. 	<p>STATE SUPERVISOR, VOC-ED DIVISION STATE DEPT OF ED.</p> <ol style="list-style-type: none"> 1. Identifies current and future training needs, arranges them in priority, and projects training required to retain and upgrade competencies. 2. Receives "update" applications and considers applicants for projected in-service classes, seminars, product and service schools operated by industry, business and institutions, and/or individualized work experience. 3. Verifies suitability of alternate arrangements for students, and arranges funding as appropriate. Forwards applications, with any comments, to Project Coordinator. 	<p>PROJECT COORDINATOR</p> <ol style="list-style-type: none"> 1. Reviews learning experience desired, interviews and refines objectives. 2. Arranges: <ol style="list-style-type: none"> a. Suitable work station and experience tailored to needs of each individual. b. For admittance to an existing school operated by business or industry. c. With business, industry or trade association to conduct workshop training. 3. Monitors the program; receives, analyzes and reports results. 4. Evaluates the system and initiates improvements as necessary.
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(feedback)

(coordination)

APPENDIX I

INSTRUCTOR DATA FORM AND

TRAINING PLAN

TRAINING PLAN

From

To

Company Representative

Telephone

Company

Address

Instructor's Objectives	Department or Work Station	Foreman, Supervisor, or Trainer	Date and Time	Activities or Experiences Planned

Instructor Data

Instructor's Name	School	Instructional Area	No. Years Teaching
-------------------	--------	--------------------	--------------------

Employer	Dates	Duties	Number	Instructor's Objective During This Experience
			1	
			2	
			3	
			4	

Instructions for Completing Reverse Side

In the first column on the reverse side, enter the objective number(s) which can be satisfied at this company or institution. In the columns provided, enter the time, date, place, supervisor, and activity planned to reach the objective(s).

APPENDIX J

SAMPLE FORM

(INSTRUCTOR DATA-TRAINING PLAN)

PREVIOUS WORK EXPERIENCE

Employer	Dates	Duties
City of Decatur Decatur, Ga.	May 1962 to June 1963	City building inspector concerned with compliance with electrical codes
Jones Electric Co. 14 East Third St. Decatur, Ga.	June 1961 to April 1962	General electrical construction. Installed wiring, panels and controls in new buildings.
Moline Electric Co. Columbia Road Smyrna, Ga.	1959 to 1961	General electrical construction. Installed wiring in residential buildings

Instructions for completing reverse side

In the first column on the reverse side, enter the objective number(s) which can be satisfied at this company or institution. In the columns provided, enter the time period, date, place, supervisor, and activity planned to ensure that each objective is realized.

Number	Objective
1	INSTRUCTOR'S OBJECTIVE (S) DURING THIS EXPERIENCE Install wiring, panels, meters, and related equipment in high rise complexes, using blueprints and drawings and commercially available tools and equipment, to code specifications.
2	Install wiring circuits in new buildings by using the 4-wire system.
3	Repair common small home appliances by diagnosing problem, completing repairs, using test and repair equipment commonly available in shop order and store parts, and figure final bill.
4	Compare the latest materials, equipment, and techniques used in electrical construction with the curriculum I now teach.

TRAINING PLAN

Company Jones Electric Co. Inc Representative Roger L. Davis From February 14, 71
 Address Jackson Lane, Decatur, Ga. Telephone 265-3171 From to

Instructor's Objectives	Department or Work Station	Supervisor, or Foreman	Date and Time	Activities or Experiences Planned
1, 2 and 3	All	A. L. Johnson (owner)	February 1 8:00 - 5:00	Tour of company offices, familiarization with Company operations, review and discuss projects in progress, introduce co-workers.
1 and 2	work site	J. T. Owens (foreman)	8:00 - 5:00 1 - 5 Feb., and 8 - 9 Feb	Work on site with actual installations in progress at that time.
3	Repair Shop (Service Dept.)	Mr. Fred Smith	8:00 - 5:00 10 and 11 Feb	Work on bench with Mr. Smith, servicing equipment to be serviced at that time.
All	All	A. L. Johnson	8:00 - 5:00 12 February	Review of experiences and discussion of any problems encountered.



APPENDIX K

COVER LETTER AND REPORT FORMS

MEMORANDUM

TO:

FROM: Robert K. Mabry, Project Coordinator
Project Update

RE: Project Update

Enclosed you will find forms designed for the orderly administration and evaluation of the "Work Experience" program for which you have been selected. You are requested to complete and dispose of the forms as conscientiously and expeditiously as possible, in accordance with the following instructions:

1. PARTICIPANT DATA SUMMARY: Complete this form in one copy and return to the Project Coordinator at any time after selection, but not later than June 15, 1971. Information gathered by this instrument will be used to complete a similar report for the entire project. You may use typewriter, pen, or pencil, so long as it is legible.

2. REPORT OF EXPERIENCES: Complete this form in three copies. Furnish one to the Project Coordinator within five days after completion of the work experience, or by June 15, 1971, whichever is earlier. Furnish one copy to your Supervisor, Principal, or Director. Forward one copy, if considered appropriate, to the company or institution where your training was received.

- a. The contents of this report will be consolidated with others from the same vocational field, pertinent elements will be extracted, and a general distribution of the lessons learned will be made to others in the field. You may therefore expect to receive some benefit from the experiences of others.
- b. Give particular attention to question number 4. The true value of your experience is directly related to any change in your instruction. Be as specific as possible as you relate what you have done or plan to do, in the classroom, as a result of this experience.

page 2

3. PARTICIPANT EVALUATION: Two copies of this form are enclosed. One is to be completed by you, and the other by your Supervisor, Director, or Principal. Return both copies to the Coordinator within five days after completion of the participation period.

4. VERIFICATION OF PARTICIPATION: Furnish your contact at the company (or institution) with the enclosed form letter. It has been designed to permit him to complete it with the least possible effort. Its purpose is to verify that you did participate in a work experience program, the period involved, and the general nature of the experiences. Since this project is state-wide and not directly supervised, this was considered the best means of verification. Return the completed form to the Project Coordinator along with the other reports required.

Please feel free to call me or write to me if I can be of any assistance.

RKM:bd

Enclosures (4)

PARTICIPANT DATA SUMMARY

Planned work experience program to update experienced vocational teachers.

DATE _____

1. Participant Data:

- a. Name: _____.
- b. Age: _____.
- c. Sex: _____.
- d. Racial or ethnic background: _____.
- e. Viet Nam veteran? _____.
- f. Highest degree earned: _____.
- g. Total years of employment in the field of education:
_____.
- h. Title of present position: _____.

2. Grade level(s) to which you relate: _____.

3. Area of service of school where employed: (check one)

- a. Rural or small town - general population: _____.
- b. Rural or small town - poverty area: _____.
- c. Urban - general population _____.
- d. Urban - poverty area: _____.
- e. Suburban: _____.

4. Student body of school, in terms of the percent who come from specified minority racial or ethnic backgrounds:

Estimate Percentage

a. Negro or black

b. Puerto Rican

c. Mexican American

d. American Indian

e. Oriental

5. Your estimate of the percentage of the student body of your school who come from families whose annual income is \$3,000 or less: _____.

6. Are you preparing for work in a different field? _____.

REPORT OF EXPERIENCES

"A PLANNED OCCUPATIONAL EXPERIENCE FOR VOCATIONAL TEACHERS"

1. BACKGROUND DATA:

- a. Name: _____
- b. Address: _____
- c. School Name: _____
- d. School Address: _____
- e. Teaching Area: _____
- f. Office Phone Number: _____
- g. Was travel and subsistence reimbursed? _____
- h. Miles from residence to work site: _____

2. PARTICIPATION DATA: (Use separate sheets as necessary, keyed to appropriate paragraph numbers)

- a. Name and address of business or industry with which you worked: _____

- b. Name and phone number of your supervisor: _____

- c. Dates of participation: From _____ thru _____
From _____ thru _____
- d. Describe:
(1) Any new and/or different labor saving devices or processes: _____

(2) The nature, type, location and cost of any resource instructional material: _____

(3) Type, location, and availability of in-service schools:

(4) New production materials or equipment in use: _____

(5) Special programs, processes, or procedures encountered which have relevance to meeting the needs of the disadvantaged or handicapped: _____

(6) Job titles, job descriptions, and activities encountered which could be a career "sub-goal" (somewhat less than the career goal of presently organized training programs):

3. List the objectives of your participation and the degree to which those objectives were attained: _____

4. What new or modified learning activities or content have been built (or will be built) into your curriculum? (Be specific and give details.): _____

5. What is your overall assessment of the experience and the program? _____

6. What do you consider to be your next step to keep you updated in your skill? _____

Date: _____

Signature: _____

PARTICIPANT EVALUATION

NAME OF PARTICIPANT: _____

INSTRUCTIONAL AREA: _____

SCHOOL: _____

The value of the work experience program is directly related to the resultant changes made in the classroom curriculum. Please indicate your assessment of the new or modified learning activities or content which has been added to the curriculum as a result of this participation in the "Work Experience" program: (Check the appropriate box (s))

CHANGES COMPLETED

CHANGES PLANNED

No change

No change

Some change

Some change

Significant change

Significant change

Extensive change

Extensive change

(Date)

(Signature)

(Title or Position)

Date: _____

TO: Coordinator, Project UPDATE
Division of Vocational Education
University of Georgia
Athens, Georgia 30601

FROM: _____

(Mr.) (Miss) (Mrs.) _____, a teacher/
instructor at _____ participated in a
work experience program with this Company during the period
_____ through _____. The general nature of the work
experiences in which this individual participated and satisfactorily
completed included (use back of page or separate sheet as necessary):

Signature _____

Position or title _____

APPENDIX L

RANDOM SELECTION OF COMMENTS
FROM PARTICIPANTS

A RANDOM SELECTION OF COMMENTS FROM PARTICIPANTS

1. "This is an excellent program of great value; it fills a long standing need, and provides a very profitable experience for the instructor." (Electronic Technology)
2. "This has been a most informative experience. It has fulfilled a personal desire to learn more about some surgical procedures that I never had the opportunity to observe. Consequently, I feel that I can teach more effectively with the self confidence of knowledge and understanding." (Nurse)
3. "This is the best possible way for an instructor to obtain experience in fields in which he has not specialized, and to become familiar with current industrial techniques and equipment." (Drafting and Design Technology)
4. "The program is good and long overdue. The experience was very interesting and informative and will help me as a teacher." (Electronic Technology)
5. "I think it was the best and most meaningful experience I have ever had in updating my training for my job." (Agriculture)
6. "Indispensable for providing current instruction." (Small engines)
7. "It was highly satisfactory, -- far better than taking some unrelated course purely for certification purposes." (Watch Repair)
8. "Excellent. It was a wonderful experience for me. I can now update my Refrigeration Program and know that I am in step with industry." (Refrigeration)
9. "I would like to express my thanks and appreciation for getting me admitted to the two-week class at Carrier. This is the type of training that I have felt a need for these past four or five years. I hope it is only the beginning of more and better classes. Every instructor in this field should have this opportunity." (Heating and Air Conditioning).

10. "I feel the program was a complete success. I have gained valuable knowledge in the field of instrumentation." (Méchanical Technology)
11. "I think it was time well spent. I plan to use the knowledge gained from this program here and now. The experience gained is rewarding to me and the student. The program is a definite upgrading of vocational education." (Auto Mechanic)
12. "These two weeks have definitely been a learning experience for me and one that is directed to my particular area of teaching." (Nurse)
13. "I feel that I was helped in many ways, and that this is a realistic plan for instructors to see and know what is needed to relate to students who go into industry." "I feel that this was a profitable experience and it will help me to be a better instructor." (Welding)
14. "The opportunity of working in this program has been beneficial and rewarding. The first hand experiences which I can relate to the classroom will be so much more meaningful to the students than material read from textbooks." (Business Education)
15. "This is what we have needed and will need to keep up with industry. A joy to be a part of the program." (Auto Mechanic)
16. "Program is worthwhile. It helps to get exposed to latest equipment and techniques used in the industry." (Data Processing Technology)
17. "The experience was well worth the time spent in the program. I feel that Project Update is a start in the right direction to help raise our vocational standards and ability to meet the demands of today and the future. I am very well satisfied with the program and hope to participate in it again in the future." (Machine Shop)
18. "Very worthwhile. I thoroughly enjoyed being with these professional people and appreciate the opportunity. The experiences gained are invaluable." (Business Education)
19. "A most valuable experience! I hope the program can be continued whether anyone needs certification or not." (Metals Cluster)

APPENDIX M
RANDOM SELECTION OF COMMENTS FROM
BUSINESS AND INDUSTRIAL
COMMUNITY

SELECTED COMMENTS FROM BUSINESS AND INDUSTRY

1. "This instructor has been a stimulus to our department; we enjoyed having her." (Macon Hospital, Macon Georgia).
2. "The experience and procedures this man received will better enable him to teach and prepare his students to excell in their chosen career field". . . . "This will enable him to prepare his students as to what will be expected of them and also what they can expect from their efforts." (Dixie Engine Company, Atlanta, Ga.)
3. "I feel that this program has been mutually beneficial for both Mr. Wheeler and our organization; would like to see it continued." (Johnson Motors, Inc., LaGrange, Georgia)
4. "We are pleased to have Mr. Smith visit our place for the purpose of having a better understanding of our problem and therefore would be more able to teach his people so that they can be of better benefit to the industry." (Mack Trucks, Inc., Atlanta, Ga.)
5. "We're pleased that DeKalb Technical School's aim is to train students with the latest information and equipment. With rising costs and demand for trained men, we welcome students trained to the tune of the day." (Cummins Georgia Diesel, Inc., Atlanta, Ga.)
6. "We commend the Department of Education for beginning this work experience program. Knowledge of employers needs should enable you to establish a curriculum which provides the most value to your students and to industry." (Yancy Brothers, Inc., Atlanta, Ga.)
7. "We would be delighted to have this instructor at any time in the future for another visit." (Chief Horticulturist, Callaway Gardens, Inc., Pine Mountain, Ga.)
8. "Because of this teacher's responsibility, enthusiasm and interest in all the areas she spent time in, we feel that her visit was of as much value to us as it was to her." (VA Hospital, Dublin, Georgia).
9. "We are happy to have had the opportunity to participate in this project." (Alamo Shirt Co., Alamo, Ga.)

10. "We feel very fortunate to have been able to have him work with us." (Home Mart Building Center, Rome. Ga.)
11. "We are pleased with Mr. Anderson's interest in new products and impressed with his ability to repair and calibrate many of our current instruments. His serious and conscientious approach to his assignments here in the Repair Center reflect well on him personally and on the vocational program. We are more than happy to continue this program with other instructors who may request assignment with us." (Hewlett-Packard Corporation, Atlanta, Ga.)
12. "We sincerely appreciate your confidence in our company in allowing Mr. Turner to work with us on your Project Update." (President, Southern Oxygen Supply Co., Atlanta, Ga.)

APPENDIX N

SAMPLE LETTER FROM WORK STATION

SUPERVISOR TO A PARTICIPANT

May 7, 1971
Our 82nd Year

Mr. Glenn Mauney
Instructor -North Ga. Tech and Voc. School
Coordinator, Project UPDATE
Division of Vocational Education
University of Georgia
Athens, Georgia 30601

Dear Mr. Mauney:

It has been a real pleasure having you in our plant for the past two weeks and we are delighted that you choose the Gainesville Iron Works' to make a small contribution to the future of our youth in sharing our experiences in foundry practices and procedures. To you and your people we extend the invitation to use our facilities and to visit us whenever possible.

Sincerely yours,

GAINESVILLE IRON WORKS, INC.

V. C. Puckett
President

VCP:jam

cc: University of Georgia
Athens, Georgia

APPENDIX O

LETTER OF COMPLETION



THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
ATHENS, GEORGIA 30601

(current date)

DISTRIBUTIVE EDUCATION
AGRICULTURAL EDUCATION
HOME ECONOMICS EDUCATION
INDUSTRIAL ARTS EDUCATION
BUSINESS AND OFFICE EDUCATION
TRADE AND INDUSTRIAL EDUCATION

Mr. Robert M. Smith
Coosa Valley Vocational-Technical School
112 Hemlock Street
Rome, Georgia 30161

Dear Mr. Smith:

Records on file at the Division of Vocational Education, the University of Georgia, indicate that you satisfactorily participated in the "Planned Work Experience" program (PROJECT UPDATE) during the period June 7, 1971 to June 23, 1971 for a total of two (2) weeks.

Sincerely,

G. L. O'Kelley, Jr.
Chairman.

GLO'K:es

cc: Director

Coosa Valley V-Tech School