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ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of the CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph identifies a variety of innovative techniques for individualizing instruction in classroom training as well as in the work experience and on-the-job training plans of CETA. The authors propose that CETA training should (1) provide competency-based activities in all occupational areas with specific tasks and duties listed as required for entry-level employment, (2) provide for individual differences, and (3) allow for open-entry/open-exit into the program activities. (CT)

INNOVATIVE APPROACHES FOR TRAINING THE CETA CLIENT

by

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FOREWORD

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues, as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.

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While at the Ohio State University, he coordinated the planning and implementation of the Performance-Based Teacher Education system developed at the National Center for Research in Vocational Education across the faculties of Agricultural, Home Economics, Trades and Industrial, Industrial Technology, Distributive, and Business Education.

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Her professional background includes both occupational and teaching experience. Her teaching experiences range from junior high pre-vocational career education to adult executive secretarial education. Four years of her professional career were spent teaching and living in Iran and traveling throughout the world.

Currently Ms. Manley coordinates several CETA funded projects relating to CETA/Education Linkage activities.

INNOVATIVE APPROACHES FOR TRAINING THE CETA CLIENT

The lock-step organization of our traditional public schools seems to cause many students to drop-out. Once out of the school routine, many of these individuals find themselves either trapped in low paying jobs or unemployed. CETA programs are designed to bring these drop-outs back into the classroom for training and CETA instructors must attempt to break this traditional classroom atmosphere if the student is going to meet with success.

Teaching in a CETA program means dealing with people--with clients and fellow professionals. Essential skills involve communication, human relations, and a variety of other attributes Unfortunately, many teachers only teach as they were once taught--in a traditional classroom containing a single instructor with students locked into a classical routine. Variation from this traditional pattern is considered novel or innovative. Thus, an "innovative" approach in this publication will be considered as an approach which is non-traditional from this classroom stereotype.

CETA clients have a wide range of abilities and, thus varied backgrounds. These individual differences bring to the classroom considerble variety in ability levels, motivation levels, reading levels, and race and ethnic backgrounds. Thus, individually focusing on instruction can and must be an integral part of the CETA training program. This

monograph identifies a variety of innovative techniques for individualizing instruction in classroom training as well as in the work experience and on-the-job training plans of CETA.

INNOVATIONS IN CLASSROOM TRAINING

Traditional classroom training in our educational system accepts the assumption that people learn varying amounts of subject matter because they possess varying aptitudes and thus develop different levels of competence. CETA was designed to assist those students who could not function in this type of system. Thus, if CETA instructors are going to meet the needs and reverse the failure experiences of these clients, different techniques must be implemented into the program and instructional methodology. The authors of this monograph propose that CETA training should:

1. provide competency based activities in all occupational areas with specific tasks and duties listed as required for entry-level employment,

2. provide for individual differences,

3. allow for open-entry/open-exit into the program activities.

COMPETENCY-BASED EDUCATIONAL ACTIVITIES

Competency-based education (CBE) provides a systematic program of instruction that includes job standards as described by the employer and employee related to employability, work ethics, skills and knowledge. CBE provides the

opportunity for feedback to update the program to meet current employment needs within a locality and provides a standard for measuring the proficiency of each client completing the program. One of the delivery systems designed to assist with implementing CBE is the Vocational-Technical Education Consortium of States (V-TECS). Administered by the Southern Association of Colleges and Schools, the consortium consists of 16 states and two associate member agencies. Through a cooperative effort, catalogs of performance objectives, criterion-referenced measures, and performance guides for occupations are written in specific occupational areas. Catalogs can be used for program design and contain major classifications called "duty" areas which are broken down into "task" areas. Instructors can use these listings to develop units of instruction, outlines for programs, or entire courses of instruction. Each task contains a criterion-referenced measure followed by a performance guide to assist in designing instruction and evaluating the client. Participating states have agreed that the catlogs designed to assist them with the implementation of CBE. Other CBE systems and materials are available from a host of organizations, including the Interstate Distributive Education Curriculum Consortium.

INDIVIDUALIZED INSTRUCTION

A working definition of "individualized instruction" suitable for CETA training programs may be taken from Pucel and Knaak (1975, pp. 13-19) who refer to the concept as "a global term used to make a program responsive to the unique

needs of individuals." The model Pucel and Knaak recommend for occupational training programs is the "fixed-content, variable-time, fixed-proficiency model." While first sounding rather awesome, this concept is rather simple and very effective.

The goal of any CETA training program is to allow clients the opportunity to gain the skills and knowledge required for entry-level employment regardless of the amount of time it takes to master the competencies. The "fixed-content, variable-time, fixed-proficiency model" assists all students who wish to develop certain skills regardless of the amount of time it takes each student to master them. The content for instructional program is composed of those tasks necessary to perform on the job. Such content is derived from business and industry and since it is assumed that people enroll in the program to enter that occupation, the content is labeled "fixed."

The time dimension refers to the amount of time a student is given to learn a competency. Due to the varying learning abilities, needs, and interests of CETA clients, fixed time frames are not feasible. Clients should be given as much time as necessary for mastering particular tasks. Thus, a "variable-time" component of the model is recommended for CETA clients.

Proficiency level indicates the level of competence a client will reach in a knowledge or skill. If the client is required to develop a specific amount of proficiency in a

task before he or she is allowed to move on to the next task, the proficiency model is said to be "fixed." This is based on the assumption that business and industry hiring these clients require a minimum level of proficiency in certain tasks if they are going to be able to perform on the job. Mastering a task implies, then, that a trainee has developed the necessary level of proficiency in a task to successfully perform it on the job. It must be remembered that the CETA client may have been turned off by the "fixed-time, variable-proficiency" model which allows students a certain amount of time to explore a topic, with grades assigned based upon the level of proficiency developed by each student. This conventional concept simply does not allow for individual differences; it just magnifies them.

OPEN-ENTRY/OPEN-EXIT PROGRAMS

Open-entry/open-exit programs allow students to enter on any day of the program, develop personal occupational training plans, and then pursue a selected series of learning experiences on an individual basis. They are free to leave the program whenever they have acquired those skills necessary for entry into paid employmen in their chosen occupation. Thus, individualized instruction which allows for open-entry/open-exit concept must be flexible and carefully managed.

Further information regarding the concepts of competency-based education, individualized instruction, and open-entry/open-exit programs is contained in the monograph "Open-Entry/Open-Exit, Competency-Based Programs for CETA Clients" which is a publication in this series.

INNOVATIVE STRATEGIES FOR INDIVIDUALIZING INSTRUCTION

There are a variety of strategies designed to reach clients on an individual basis. Given that trainees vary in their learning styles and perceptual strengths, instructional resources and methods must be selected to accommodate these differences. Such strategies include role-playing, games, simulation, peer instruction, self-paced study, peer instruction or tutoring, brainstorming, buzz groups, case studies, learning activity packages, programmed materials, computer assisted instruction, and PSI (Personalized System of Instruction). Several of these strategies will be discussed here and in greater detail in another monograph in this series entitled, "Methodology and Techniques."

SIMULATION

Simulation can be a key in providing realism to the instruction provided in a program. Students are placed in a work situation in the controlled environment of the classroom and required to perform both theory and practice. Simulation may take the form of an educational game, a single task simulation, or an actual job simulation (Donnel, 1979, p. 84).

Educational games include role-playing, pencil and paper activities, board games, and other resources available in a given curriculum area.

Task simulations are small units relating to one concept of the student's learning plan. They may be used to reinforce a concept or to learn a new concept. Many can be prepared by the instructor or are available in instructional materials.

Job simulation is a more complex concept and provides realistic work experience within the training environment to give the client an opportunity to experience the critical incidents often found on the job. There are many advantages to this type of training, including:

1. Students are allowed to experiment in a safe but realistic environment with limited fear of failure.

2. Students are able to receive career information which might expose them to a variety of positions.

3. Students are able to explore these career options in order to identify possible career mobility.

4. Adjustments from training to the work world can be made easier as students learn what is required on the job.

5. Social, communication, problem solving, and decision-making skills can be developed through this technique.

While simulation offers a considerable advantage to the CETA training program, activities can be difficult to develop. Several curriculum areas have simulation activities or equipment available for purchase. If the instructor must develop his or her own activities, factors to consider include the length of time, available space, necessary equipment, scope of the activity, available funding, and the like.

GAMING

Gaming is a means of devising motivational materials to create a more effective learning environment. Basically there are two types of games--one that simulates problem solving and decision making activities and the other that incorporates review and recall experiences. Variations of the types of games played range from sophisticated computerized games to teacher-made or purchased game books. Instructors must have a clear objective in mind and understand the operation of the game prior to implementing it into his/her curriculum. Students should be informed of its objectives and be oriented to the game before they play. Following the game, the objectives should be reviewed followied by a discussion. And, just as in any classroom activity, the trainees competence in relation to the objective should be evaluated. Examples of types of games are as follows: crossword puzzles, word search, scrabble, bingo, and twenty questions. Games can provide a motivational break from the traditional classroom activities.

PROGRAMMED MATERIALS

Programmed instruction is any instruction in which the student learns by him/herself by proceeding through a sequential series of tasks which leads the trainee from his/her initial level of competence to a higher level. Thus, course content is divided into subdivisions, or modules, based upon competencies, which a student can master. As these competencies are mastered, they combine to form a cluster of skills and knowledges within a broader skill area. For example, if mathematics were the larger skill area of the training course, addition, subtraction, multiplication, and division could each be a module within the cluster of learning to manipulate whole numbers. Of course, mastery of that cluster would only be a part of the total proficiency in mathematics. Fractions would also be broken down into modules and clusters, as would all other necessary mathematical skills. This type of curriculum allows trainees to skip modules that cover skills in which they have demonstrated proficiency in earlier testing. Slower learners would be able to work without feeling pressure to keep up with the rest of the class. Additionally, students who have mastered certain modules can serve as tutors for slower students or for new trainees.

The Center for Vocational Education at The Ohio State University (1977, p. 7) classified programmed materials into the categories of linear, branching, combination, and mathetics. In a linear program, the sequence of activities is identical for all students. Each trainee must master all of

the information in the sequence provided. Branching (often called intrinsic or adaptive) programming provides more than one sequence or series of activities for each student. The trainee follows the sequence determined by his/her responses. Thus, the client may be lead to either (1) receive additional in-depth information, (2) eliminate certain activities, or (3) receive information about the next activity. Incorrect responses may lead the trainee to a reason why the chosen answer was incorrect. Combination programming combines both linear and branching programming. One or more activities are composed of linear activities while other activities lead students through branching activities. Mathetics programming resembles branching. Certain activities may be skipped by students already proficient but which may be completed by those needing more information. The major feature of this type of programming is the task simulation used. All activities are employed as simulations of actual tasks that would be performed on the job. There is little evidence that any one of these four types of programming is better than the others.

Information in programmed instruction may be presented through a programmed text or a teaching machine. In a programmed text, the student either writes an answer in the blank provided or selects the correct response from a list of possible responses. In the use of teaching machines, a mechanical device is designed to present to the student a sequential program in small increments. The machine itself can range from a very simple to very sophisticated and expensive piece of equipment. One type of machine is

audiovisual and provides information to the trainee through sight and sound. Instructors have found this type of machine to be excellent for independent study.

A more complex machine is the computer, instruction upon which is called Computer Assisted Instruction (CAI). There are several types of CAI devices which both directly and indirectly assist in instruction of the student. Basically the uses of the computer include (1) record keeping and retrieving information, (2) laboratory computing, (3) tutoring, and (4) simulation/gaming.

Computers can be programmed to drill and assist in practice work assignments in all areas. In more advanced forms of CAI, the computer could even serve as a primary source of instruction for highly motivated and capable students. The simulation/gaming aspect of the computer's use as an aid to instruction has many ramifications for the occupational instructor. An example of how a system might be used would be to provide definitions of words for a students to use as reference. A student could point to a word he/she does not understand and the computer would identify the word and send a definition of the word to the terminal assuming that the definition had been stored in the system. Course materials and data could be stored on storage devices that have random retrieval capability. Once the instructional process was individualized, flexible branching could be easily implemented. Excessive time in retrieving instructional material is avoided since the response is immediate.

Administratively, many CETA programs have found the computer very useful in maintaining client records and other paperwork. In addition, scheduling, inventories, and fiscal planning can be programmed into the computer. The very name, computer, implies that another function of the machine is to solve problems that involve computations. The speed and accuracy of the computer is constantly increasing with new technology developing rapidly. Computers are being used in word processing capacities as well as in mathematics laboratories.

Several CAI systems are available as standard products of computer manufacturers. Unfortunately, these systems are extremely expensive. However, by employing low-cost television terminals and consolidating display hardware, terminal costs can be reduced to an acceptable limit (Stelzer, 1971, p. 47).

TEAM TEACHING

Team teaching occurs when two or more instructors jointly share the responsibility for the instruction and evaluation of a common group of trainees. The team concept is predicated upon the concept that "many professional people have the capacity for assuming one or more roles but that few live up to expectations in all of them simultaneously" (Callahan & Clark, 1977, p. 11). In this concept decisions are shared during team conferences and course planning meetings. There are several types of teams: (1) single subject teams, (2) interdisciplinary teams, (3) equal partner teams, and (4) hierarchical teams.

In single-subject terms, two or more instructors agree to teach the same subject to the same group of trainees. This approach encourages variation in the size of groupings as well as variety in individual activities.

In interdisciplinary teams, instructors from different subjects agree to instruct the same students in two or more subject areas. Scheduling of locations and times, and membership in groups is the responsibility of the professionals. A major advantage of this type of scheduling is the flexibility it affords the instructors in delivering two different subjects.

In both types discussed above, instructors are equal partners and share the responsibility for all aspects of instruction. Some teams, however, emphasize the hierarchical nature of teaching with job descriptions delineating the various roles played. In this hierarchical team approach, one professional functions as the administrator-in-charge with the remaining instructors performing professional duties as agreed upon by the team. Aides perform supportive chores such as audio-visual equipment operations, clerical responsibilities, etc.

The goal of team teaching is the improvement of instruction through better utilization of instructional staff. The team concept introduces the element of variety into the routine. Additionally, an important by-product of team teaching is the insurance that planning occurs.

INNOVATIONS IN WORK EXPERIENCE PROGRAMS

New and innovative program designs are needed in work experience programs. Focusing only upon work experience in the private or public sector constrains program design and inhibits creativity. A monograph published by the Employment & Training Administration in 1978 (Pines & Morlock) identifies a variety of innovative work experience programs and classified them into three basic models:

1. Work experience linked with secondary education

2. Work experience linked with coping skills

3. Work experience linked with skills training

WORK EXPERIENCE LINKED WITH SECONDARY EDUCATION

Linkages between secondary schools and CETA programs can provide alternatives to potential drop-outs. A variety of options are available; however, the basic principle is that a contract or subcontract be enacted between the prime sponsor and the local school system with the schools having primary operational responsibility.

An academic program which is highly job-oriented can be relevant enough to hold potential drop-outs in school. Drop-outs frequently become labor force drop-outs. Thus, the program should provide a positive job experience which helps them discover the types of jobs they find satisfying.

This will, in turn, build motivation and develop self-confidence in the individual.

One program in Baltimore (Pines & Morlock, 1978, p. 27) developed a mini- school concept in which individual learning correlates with the student's occupational interest and abilities. Each drop-out selects an occupational cluster and all traditional instruction is specifically designed by curriculum planners to directly relate to that occupation. For example, if a student selects a health occupation cluster, he/she would learn English composition through writing about hospital work, biology through job-related learning, math through laboratory work, and history through learning about medical discoveries.

Every two weeks students move from these classrooms to related public sector worksites around the city, where they can sample different jobs in the clusters they have chosen. Through these worksites, students find that information they received in the classroom directly applies to the real world, and that their work experience helps them understand these academic principles and theories.

Another possible link with secondary education might be a summer career exploration project for youth who have been identified by the school as potential drop-outs. A program in Shawnee, Illinois (Pines & Morlock, 1978, p. 29) linked summer employment with classroom training and supportive counseling in an attempt to improve youths' attitudes.

Classroom training and counseling was held with the remaining time spent at the worksite developed by the teacher-coordinator. During the classroom sessions, the teacher-coordinator reviewed basic job-related responsibilities. Youth who returned to school in the fall were then eligible to participate in the school's work experience program or one of the vocational programs utilizing the cooperative method to continue vocational exploration and reinforce the positive attitudes that were developed through the summer experience.

WORK EXPERIENCE LINKED WITH COPING SKILLS

Employers are as concerned with potential employee attitudes and work habits as they are about actual employee skills. Thus, a work experience program linked to providing coping skills is designed to stress the actual learning that occurs on the job while also providing supportive services targeted at improving self-concept and skills in coping. While this design may be coupled with remedial education, counseling, job search workshops, etc., all activities are aggregated for reporting purposes as CETA "work experience."

A work experience slot in a public or private nonprofit agency is created for each client in the program. Emphasis is placed upon the client's potential and desire to work with support rendered in areas of time usage, decision-making, understanding authority, personal handling of money, and appropriate goal setting. Additionally, workshops on job search skills are provided with emphasis on how to negotiate the labor market on one's own.

WORK EXPERIENCE LINKED WITH SKILLS TRAINING

A program in Cleveland entitled the Cleveland Home Winterization Program, demonstrates institutional cooperation and change, expanded public service delivery, and increased and successful labor force participation among various CETA target groups. This program received assistance from a variety of organizations including the local education agency for training in home winterization, the county welfare department for identifying emergency housing sites, CETA for enrollment, wages, and planning support, and the Council for Economic Opportunities for furnishing materials, supplies, tools, office space, and project direction.

After the training by the local education agency, enrollees were assigned to cases to which priorities had been established due to high heating bills. An estimator analyzed the work and materials needed, a plan was drawn up, crew assigned, and materials delivered. Follow up inspection was made upon completion of the work. Enrollees received actual or simulated job experiences to test their skill proficiency and provide actual work orientation. To provide additional work simulation, wages were paid, appropriate social security and IRS deductions were made, and incentive increments were authorized.

Opportunities should be provided to include career exploration, skill training in needed occupations, acceptable work habits, and positive attitudes. The community at large has a stake in the direction of local policy. The results are better if the developmental needs of the potential jobseekers and the skills training and motivational needs of

employers are met while at the same time improving the delivery of local services.

INNOVATIVE APPROACH TO ON-THE-JOB TRAINING

On-the-job training implies that the client receives training while performing on the job. An important innovation for CETA in implementing OJT is the apprenticeship program. Much of the following information is drawn from the monograph "Apprenticeship and CETA Technical Assistance Guide," available from the Employment and Training Administration of the U.S. Department of Labor.

APRENTICESHIP PROGRAM

Apprenticeship is paid employment which combines on-the-job training supervised by skilled journey workers with theory taught through job-related courses. These programs are designed to teach all aspects of a trade, ensuring highly skilled workers for employers and unions, and in increasing the individual's employability by providing a broad range of training. Training is always a joint effort requiring close cooperation of skilled journey workers who do the actual on-the-job training and management which is responsible for the efficient operation of the program.

There are four types of apprenticeship programs:

1. Individual nonjoint programs in small shops without a union,

2. An individual joint program in an individual employer with a union, such as may occur in a manufacturing or other firm,

3. Group joint program involving two or more employers with a union, such as the contracting trades and construction trades, and

4. A group nonjoint program with a group of employers without a union.

Apprenticeship programs which meet the standards of the Department of Labor must be registered with the recognized State Apprenticeship Agency or the Federal Bureau of Apprenticeship and Training (BAT). The BAT is an agency of the Employment and Training Administration, U.S. Department of Labor and has ten regional offices and field representatives in every state. Each state agency obtains policy guidance from apprenticeship councils composed of employers, labor, and public representatives.

The occupational areas of construction, manufacturing, and service industries represent 60 percent of all apprenticeship programs. However, the BAT is attempting to expand the number of apprenticeable occupations by registering apprenticeship programs in new fields. Some of the occupations which have recently been approved are:

1 Floral Designer

2. Nursing Assistant/Nurse Aide

3. Dental Assistant

4. Legal Secretary

5. Weldingand Plasma Arc Machine Operator

6. Transmission Mechanic

7. Computer Programmer

8. Maintenance Repairer (Building)

9. Data Processing Technician

10. Automotive Parts Counter Clerk

11. Correction Officer

12. Law Enforcement Officer

The CETA apprenticeship program can be designed to provide participants with skills and background information which will enable them to qualify for apprenticeship programs; or it can be designed, in conjunction, with applicable apprenticeship entrance requirements, to provide credit toward the completion of the apprenticeship for the CETA training received.

Summary

Having investigated new and innovative approaches for training the CETA client, the instructor should reexamine and reappraise his/her current training practices. These innovative approaches focus on methods and techniques of curriculum and instruction; however, all aspects of instruction need constant review as part of their renewal process. By becoming informed about issues and problems, investigating different sources, arriving at reasonable judgments, and participating actively in professional advancement, the instructor can make a better contribution to both his/her personal growth and to the CETA training effort.

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