DOCUMENT RESUME

ED 315 644   CE 054 228

TITLE   Prepare for a Community Survey. Second Edition.
                  Module A-1 of Category A--Program Planning,
                  Development, and Evaluation. Professional Teacher
                  Education Module Series.
INSTITUTION   American Association for Vocationa l Instructional
                  Materials, Athens, Ga.; Ohio State Univ., Columbus.
                  Center on Education and Training for Employ ent.
SPONS AGENCY   Department of Education, Washington, DC.
REPORT NO   ISBN-0-89606-268-6
PUB DATE   90
NOTE   77p.; For a related module, see ED 302 689.
AVAILABLE FROM   American Association for Vocational Instructional
                  Materials, 120 Driftmier Engineering Center,
                  University of Georgia, Athens, GA 30602.
PUB TYPE   Guides - Classroom Use - Materials (For Learner)
                  (051) -- Tests/Evaluation Instruments (160)

EDRS PRICE   MF01/PC04 Plus Postage.
DESCRIPTORS   Community Cooperation; *Community Surveys;
                  *Competency Based Teacher Education; Educational
                  Objectives; *Occupational Information; *Program
                  Development; Program Evaluation; Vocational
                  Education; *Vocational Education Teachers

ABSTRACT
                  One of a series of 127 performance-based teacher
education modules, this document teaches how to conduct a community
survey. The modules are based on competencies identified and verified
through research as being important to successful vocational teaching
at the secondary and postsecondary levels. In addition, they have
been found useful in the preparation of other occupational trainers.
The document consists of the following elements: (1) a foreword that
describes the developmen of the modules; (2) an introduction; (3) a
section that explains the module's contents; (4) the five learning
experiences; (5) the terminal (sixth) experience, which requires
students to prepare for a community survey while working in an actual
teaching situation and includes a form on which their competence can
be documented; (6) a page that explains how to use the module series;
and (7) a list of all modules in the series. In order to achieve the
objectives in the learning experiences, students must develop a plan
to obtain administrative approval for conducting a community survey,
develop a plan to organize a steering committee to assist with a
hypothetical survey, identify the geographical area in which to
conduct a hypothetical survey, write letters to hypothetical people
in local and state agencies and critique the performance of a teacher
in a case study, and develop a complete plan for conducting a
community survey using the background information given. All learning
experiences include information sheets, case situations, and feedback
in the form of model responses or checklists. Some experiences
include samples and additional student activities such as
letter-writing and budget-preparation. (CML)

ED315644

Prepare for a Community Survey

Second Edition

AAVIM
AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center   Athens GA 30602
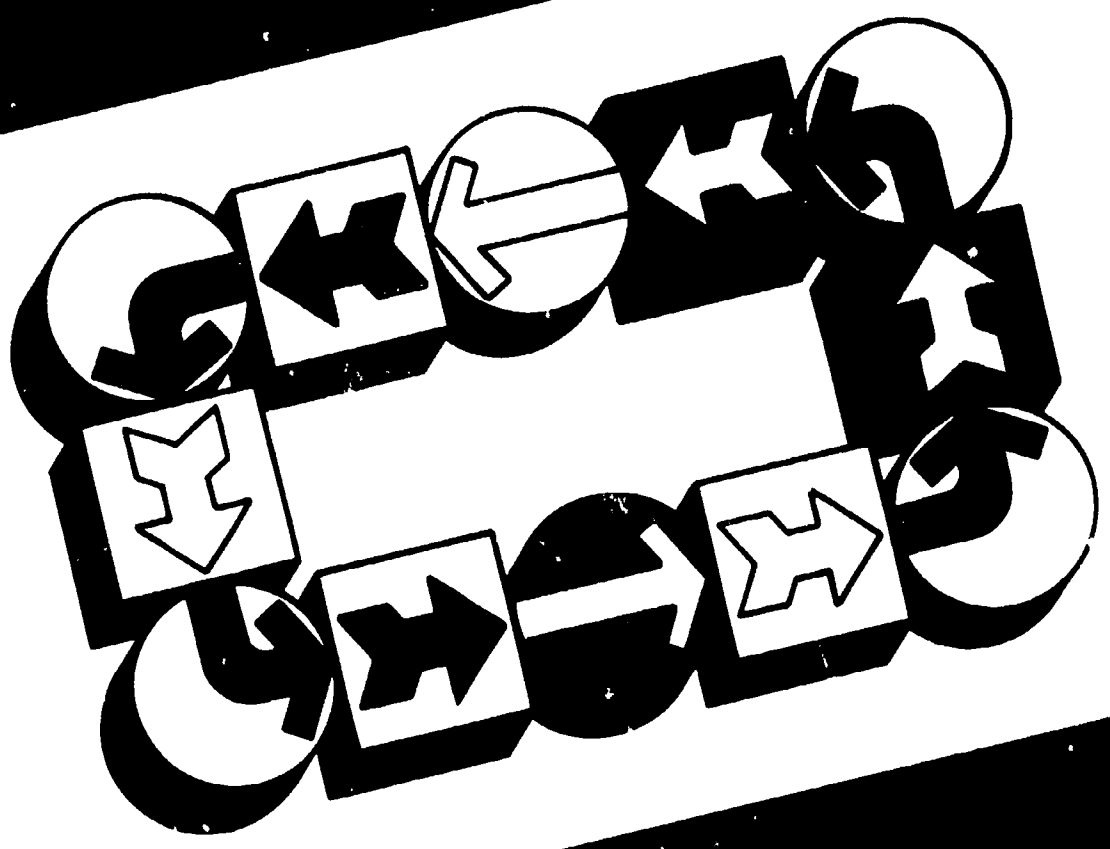
CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD•COLUMBUS OHIO 43210

ERIC

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FOREWORD

This module is one of a series of 127 performance-based teacher educati.n (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

T,e design of the materials provides considerable fi.xibility for planning and conducting performance-based training programs f.r preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials a.. intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A-J are products of a sustained research and development effort by the Center on Education and Training for Employment (formerly the National Center for Research in Vocational Education). Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the voca"onal teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971-1972. Curtis R. Finch provided leadership for the program from 197-1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the Center for revisions and refinement.

Early versions of the materials were developed by the Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri— Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

F.llowing preliminary testing, major revision of all materials was performed by Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of tne vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K-M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Suzanne Bowman for typesetting; to Jason Edwards for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

MODULE A-1

Prepare for a Community Survey

Second Edition

Module A-1 of Category A—Program Planning, Development, and Evaluation

PROFESSIONAL TEACHER EDUCATION MODULE SERIES

Center on Education and Training for Employment
The Ohio State University

Key Program Staff:

James B. Hamilton, Program Director
Robert E. Norton, Associate Program Director
Glen E. Fardig, Specialist
Lois G. Harrington, Program Assistant
Karen M. Quinn, Program Assistant

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INTRODUCTION

A community survey is designed to provide comprehensive information concerning current employment and future labor requirements by specific occupations. It is also used to ascertain training needs related to those requirements. The information is gathered from a specific, predetermined area of the community or city.

A well-conducted community survey can provide vocational-technical educators with needed information about occupational opportunities, training needs, resources, training facilities, and individual needs and goals. This information provides a solid base for curriculum planning and revision.

The quality of the information generated by the community survey will reflect the adequacy of the planning which went into the survey. This module is designed to develop your skill in planning a community survey that will yield the information needed for occupational program planning in your community. Two subsequent modules (A-2 and A-3) carry the process through the next steps of conducting the survey, and analyzing and reporting the data collected.

This module is written to give you the skills you will need to **direct** the planning for a community survey. However, it is recognized that in many school situations, you will not have sole responsibility for planning the survey, but rather will be **sharing** this responsibility with others.
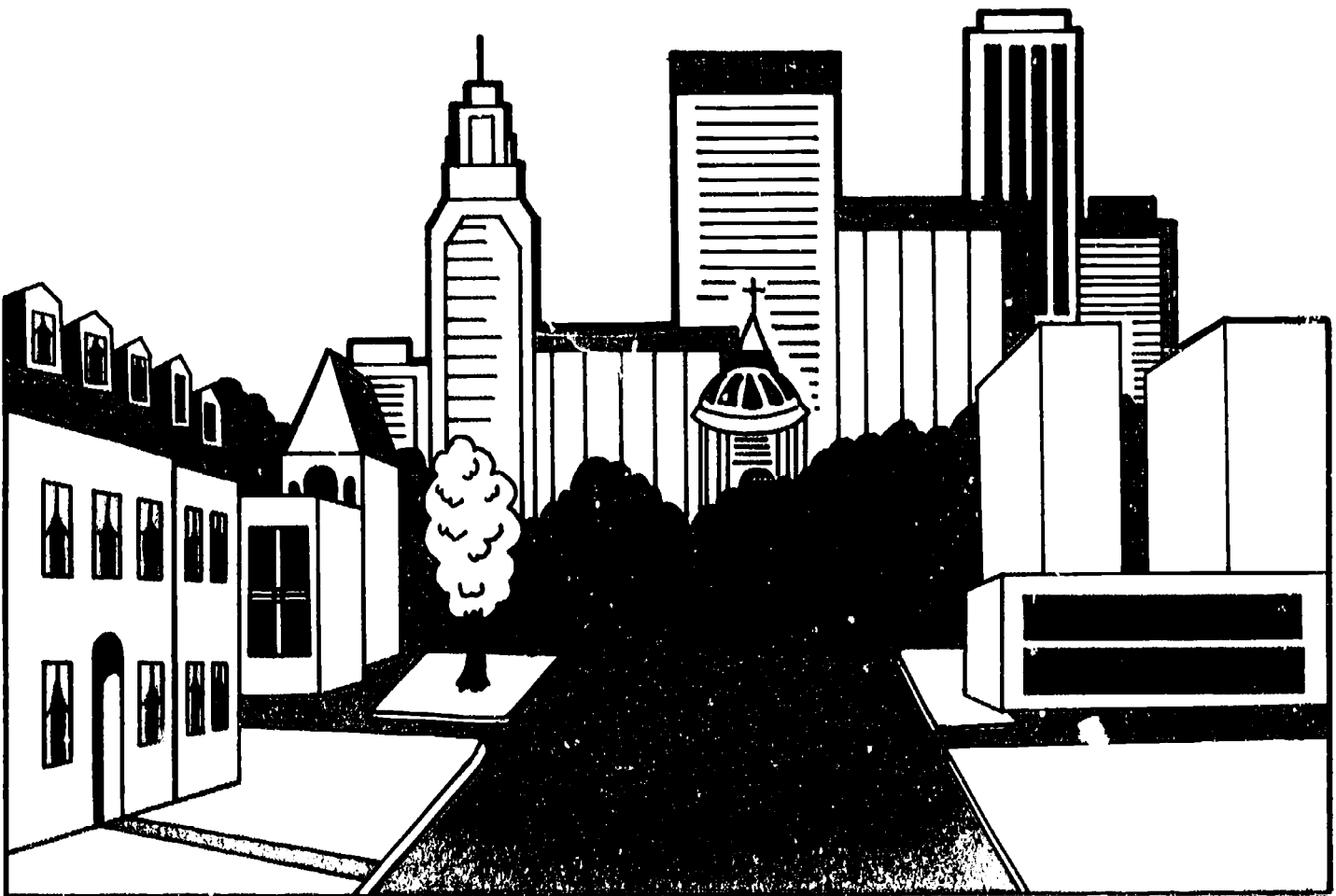
ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual teaching situation, prepare for a community survey. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 69–71 (*Learning Experience VI*).

Enabling Objectives:

1. After completing the required reading, deve.op a plan to obtain administrative approval for conducting a community survey in a given hypothetical situation *(Learning Experience I)*.
2. After completing the required reading, develop a plan to organize a steering committee to assist with a community survey in a given hypothetical situation *(Learning Experience II)*.
3. After completing the required reading, identify the geographical area in which to conduct a community survey in a given hypothetical situation *(Learning Experience III)*.
4. After completing the required reading, write letters to hypothetical people in local and state agencies, and critique the performance of a teacher in a given case study in contacting a labor leader *(Learning Experience IV)*.
5. After completing the required reading, develop a complete plan for conducting a community survey using the background information given *(Learning Experience V)*.

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I
No outside resources

Learning Experience II
No outside resources

Learning Experience III
No outside resources

Learning Experience IV
Optional
> *University or state department personnel* experienced in community surveys with whom you can consult.
> *Public employment office personnel* with whom you can consult.

Learning Experience V
Required
> *A resource person* to evaluate your competency in planning for conducting a community survey.

Optional
> *Reference:* Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method.* New York, NY: John Wiley & Sons, 1978.

Learning Experience VI
Required
> *An actual teaching situation* in which you can prepare for a community survey.
> *A resource person* to assess your competency in preparing for a community survey.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the PBTE Module Series on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

> The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

> The *Resource Person's Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies.

> The *Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.
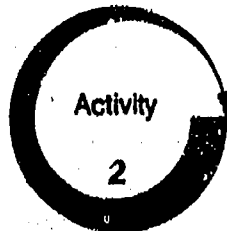
Learning Experience I

Enabling Objective

After completing the required reading, develop a plan to obtain administrative approval for conducting a community survey in a given hypothetical situation.

Activity 1

You will be reading the information sheet, Obtaining Administrative Approval for a Community Survey, pp. 6-8.

Activity 2

You will be reading the Case Situation, pp. 9-11, and planning in writing how you would justify a community survey to the administrator in that situation.

Feedback 3
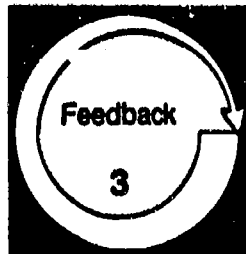
You will be evaluating your competency in planning to obtain administrative approval for conducting a community survey by completing the Administrative Approval Checklist, p. 13.

Activity

1

For information on the questions you must be prepared to answer in gaining administrative approval for a community survey, read the following information sheet.

OBTAINING ADMINISTRATIVE APPROVAL FOR A COMMUNITY SURVEY

A community survey is a comprehensive study of the employment climate of a community. It is designed to provide vocational-technical educators and planners with four kinds of information:

- What are the projected human resource needs in specific occupations in the local area? How many workers, with what kinds of skills, will local employers need to hire in coming years?
- What are the occupational interests of current and future vocational-technical students in the community? What kinds of training, for what kinds of jobs, do students want now, and what kinds will students want in coming years?
- What kinds of occupational training are available in the community now? What programs are being offered to train students for entry into the world of work? What specific knowledge, skills, and attitudes are being taught in those program offerings?
- What prospective integrated work experience and on-the-job training stations are available in the local area? Which employers in the community would be willing to allow students in cooperative education programs to take advantage of their facilities in order to gain experience with the world of work through actual observation and participation?

In many important matters concerning the activities of school or college personnel, the advice and approval of the administrator should be sought. Therefore, when you are making plans for a community survey, you must keep in mind that one of your first concerns will be to present the idea of a community survey to your administrator.

The way in which you approach your administrator will be crucial to whether he/she says yes or no to the project. Yours will be the "selling" job. Therefore, the better prepared you are, the more likely you are to succeed.

It is generally wise to make certain that you meet with your administrator to discuss important business at the **right time.** You should choose a time when he/she is free to sit down and listen to what you have to say—and when he/she is not too preoccupied with other pressing problems.

It is equally important that this conversation occur in the **right place.** This might be in his/her office, at a restaurant during lunch, or in your empty classroom or laboratory. The place selected should be, if possible, free of distractions so that you may have the administrator's total attention when you begin with a **well-organized approach** to what you want to discuss.

The way you approach the topic of a community survey can affect the administrator's attitude toward it. Therefore, when preparing to meet with your administrator, be ready to answer **clearly** and **concisely** the following questions:

- What is a community survey?
- What is the purpose of the community survey?
- What kind of information is sought and from whom?
- Why should a survey be conducted now?
- How will our institution use this information?
- How much will this survey cost, and what school or college personnel will be involved?
- What benefits to the institution will the survey produce?

It is of utmost importance that you have answers to these questions prepared before your meeting. Otherwise, you may not make a clear, concise presentation, and your administrator will not have all the facts he or she needs in order to make a knowledgeable decision. This is not to say that you should have prepared a detailed overall plan for the survey before the meeting. A final plan should be formulated **only** after you have your administrator's **verbal** or **written** approval. However, you should have carefully thought about responses to the previously mentioned questions. Your responses should contain the following information.

What is a community survey? Your administrator may have little knowledge of what is involved in a community survey. It will be up to you to give him/her a complete, concise **definition** of such a survey. If your administrator understands what a community survey is, he or she will be better able to make a decision concerning the advisability of approving such a project.

You should begin by explaining, in simple terms, that a community survey is the process of forecasting how many job openings there will be in coming years in specific occupations and how many workers will be needed to fill those openings. Also forecasted are the number of students who are likely to seek training to qualify them for specific job openings and the number of work stations for integrated work experience and on-the-job training that may be available to students in co-op programs.

What is the purpose of the community survey? The purpose of the community survey is to help ensure that students receive appropriate, high-quality training for jobs that they can reasonably expect to get. If the survey results reveal that there are a large number of unfilled job openings in a specific occupation, students can be counseled to enroll in programs that will train them for that occupation. If, on the other hand, there are only a small number of openings in that occupation, students can be counseled about this as well.

Likewise, a community survey often helps identify new occupations for which training may be needed in the future. A new industry may be moving into the local area and require workers trained in skills not currently taught in vocational-technical programs. Or technological changes in existing occupations may point out the need to update the vocational-technical curriculum.

Finally, identifying prospective co-op work stations furthers the institutions's aim of ensuring that students receive appropriate, marketable, high-quality training. The knowledge and experience students can gain on the job is almost impossible to duplicate in any other setting. Integrated work experience allows students to get a taste of the real world of work while still receiving related instruction both on the job and in the school.

PURPOSE OF THE SURVEY...
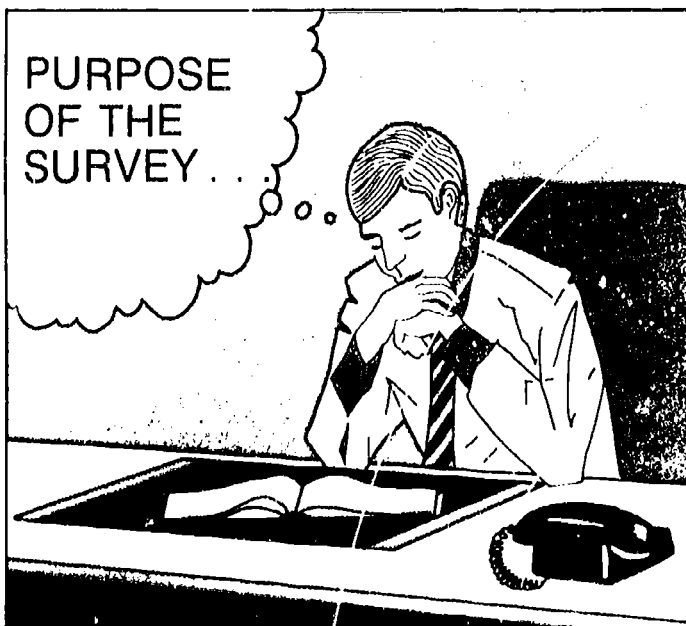
What kind of information is sought from whom? A community survey often involves getting many different kinds of information from many different sources. For example, **local employers** might be asked for the following information:

* Knowlege, skills, and attitudes needed by workers in specific occupations
* Additional knowledge, skills, and attitudes needed by workers for advancement in occupations
* Projected expansion or curtailment of job openings
* Employee turnover
* Number of employees at different skill levels in different occupations

Area **chambers of commerce** or various **state planning agencies** could be asked to furnish the following kinds of data:

* General economic forecasts for the local area
* Specific occupational forecasts for the local area
* General population trends for the local area (e.g., in-migration vs. out-migration)
* Expected movement of business and industry in or out of the local area
* National employment and economic trends that are generalizable to the local area

Program **graduates** could be surveyed for the following kinds of information:

* Entry employment obtained, by occupational categories
* Employment history since program completion
* Extent to which the vocational-technical program prepared them to enter and progress in the field
* Job satisfaction

In addition, **present and future students** could be surveyed to determine their occupational interests. The **parents** of secondary students might be asked what training they would like their sons and daughters to receive. Local vocational-technical **administrators** could provide information on the objectives and content of their programs, available staff and facilities, and numbers of students receiving training in specific programs.

Why should a survey be conducted now? Your administration might well wonder why a survey needs to be conducted at present. Many vocational-technical educators agree that if vocational programs are to be intelligently planned, such a study of the local employment climate needs to be completed every three years. The time between surveys may vary from situation to situation, of course.

For example, if you maintain close contact with local businesses and industries through advisory councils and committees and conduct follow-up studies of graduates as part of program evaluation, you may not need to conduct community surveys this frequently. Surveys may also be needed less often if the local economy is static—little or no expansion or curtailment in job openings, no new businesses and industries moving into the area, and so on. The fact remains, however, that community surveys need to be conducted fairly regularly, with the length of the period determined to some extent by local circumstances.

How will our institution use the information?
The information collected through a community survey will be used to ensure that the occupational training students receive is up-to-date and relevant. Employment projections and student occupational interest data can help planners steer students toward occupations in which there is a demand for workers. Other feedback from employers can help in determining what the content for specific training programs should be. Using community survey information, vocational-technical educators can make intelligent planning decisions in the following areas:

- Need for revision of the existing curriculum
- Need to eliminate out-of-date curricula or programs
- Need to add new curricula or programs

How much will this survey cost, and what school or college personnel will be involved? To your administrator, this may be the key question. You must be able to give him/her your estimate of the amount of time and money that will be involved in the community survey. You must be able to provide enough concrete information to get his/her approval.

Therefore, you need to identify the best possible sources of this information. You might wish to contact staff in the state department of education in your state. They should have records of community surveys that have been taken in your area. From these records, you can identify the names of schools or colleges and vocational-technical educators that have been involved in similar projects, as well as reports that would detail budgeting information.

The board of education in your community may have records of community surveys conducted locally. These records could provide you with information on costs and number of personnel involved. Vocational-technical teacher educators in your state may also be able to help. They could provide resource materials for planning, including budgeting information.

ESTIMATE OF BUDGETARY NEEDS
(based on past surveys)

| Time frame | Hours |
| Personnel (number) | Costs |
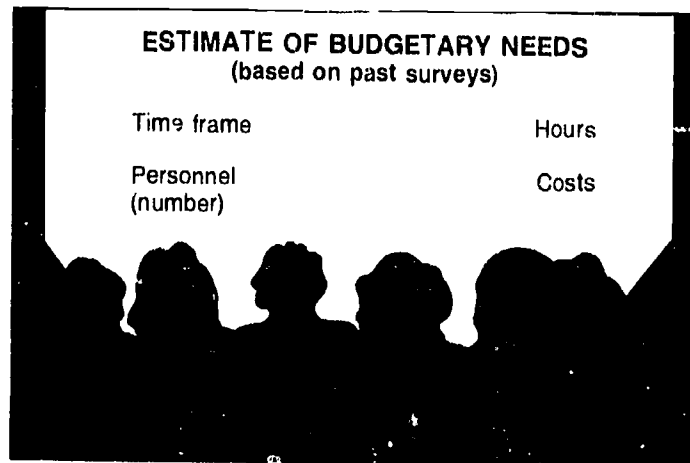
Information gathered from these sources should give you the needed information to come up with an **estimate** of the approximate amount of hours and dollars needed to conduct your community survey. Since costs of surveys vary so widely from one community to another, no suggested figures can be given here. Once your administrator gives you approval (oral or written) to proceed with planning your community survey, you can more accurately budget for the entire project.

What benefits to the institution will the survey produce? In addition to the benefits that students will derive from better planned, organized, and operated occupational programs, your administrator will be interested in the following benefits:

- Conducting such a survey provides an opportunity for the school or college to earn the goodwill of the entire community by showing that the institution is concerned with all segments of the community in which it is located. It can be an excellent public relations and publicity tool.
- The survey can garner strong support for the institution from the business and industry community. People in the private sector will have the opportunity to see that the school or college is interested in their needs and is attempting to meet their continuing requirement for competent employees through relevant occupational programs.
- Parents of current and future students can see that the school is seeking to provide programs to help their children reach their career goals.
- School or college personnel (teachers and counselors) will have the opportunity to go out into the community to help gather survey information. In doing so, they will learn much about the business needs of the area. This should be very helpful as they attempt to prepare students for careers. It may increase their knowledge of the area and give them a better basis for implementing the career education concept in their programs.

The following case situation provides background information for you to use in preparing a plan for presenting the need for a community survey to an administrator. Read the situation and then **prepare a written plan** for presenting the need for a community survey to the administrator.

CASE SITUATION

Assume you are a vocational-technical teacher at Central High School in the community of Smithville. You have made an appointment with your administrator, Mr. Gleason, to discuss the possibility of a community survey. The administrator tells you that he will be happy to discuss it with you but can give you only 15–20 minutes of his time at the most.

Smithville is a community of 40,000 people. There are approximately 500 business establishments of all types in the community. A majority of them are located in the main business district, which is north of the high school, and in the industrial area located south of the high school. (See the map on the following page.)

Central High School serves the entire community. There are 1,500 students enrolled in the high school (grades 9–12) and 100 faculty members. There are four guidance counselors in the school. There are presently four occupational programs in the school (agriculture, marketing and distribution, home economics, and trade and industry), each enrolling 40 students. Each of these programs has one full-time instructor. A community survey was conducted in Smithville four years ago.

From information you received from the State Board of Education, you learned that Knoxville High School in Knoxville, a community of approximately the same population, conducted a community survey last year. The number of faculty members, students, counselors, and occupational programs in Knoxville is almost identical to Central High School's.
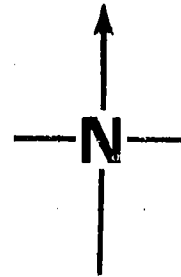
Budget data from the Knoxville survey indicates that the total cost of taking the survey was $704. (See survey budget on p. 11.) Students, faculty members, and guidance counselors worked approximately 100 hours in actually taking the survey and compiling the results.

MAP OF SMITHVILLE
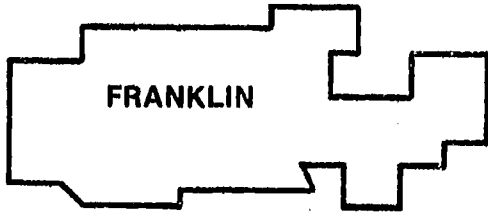
FRANKLIN

SEVIER COUNTY

■ Robert E. Lee
High School

N

Riverview
High School ■

Main Business District

■ Central High School

SMITHVILLE

Industrial Area

Scale: 3/16"   1 mile

Large Industrial Firms

SURVEY BUDGET

Survey Area: Knoxville

School System: Knoxville High School

Duration of Survey: May 1 – June 10

I. Personnel
   A. Vocational Teacher (no cost) 00.00
   B. Interviewers—Volunteers (no cost).. 00.00
   C. Secretary—Volunteer (no cost) 00.00

II. Travel
   A. Interviewers (750 miles @ 20¢/mile) 150.00

III. Supplies
   A. Paper (10 reams @ $5.40/ream) 54.00
   B. Misc. supplies 75.00

IV. Services
   A. Printing of instruments and 500 copies of final report (done by Board of
      Education—no charge, except cost of supplies)................................. 75.00
   B. Word processing (use school equipment) 00.00
   C. Publicity—Ads, radio, T.V., and newspaper (free public services) 00.00
   D. Tabulating data—Volunteers 00.00

V. Communication
   A. Telephone (25 long-distance calls at $3.00 each)............................. 75.00
   B. Postage (500 stamps) 125.00

VI. Special Expenses
   A. Consultant (to review instruments)—Volunteers 00.00
   B. Dinner for steering committee 150.00

                                                             TOTAL $704.00

Feedback
3
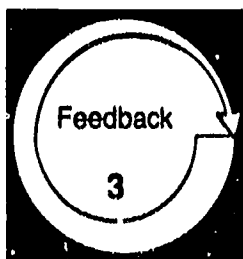
After you have developed your plan, use the Administrative Approval Checklist, p. 13, to evaluate your work.

NOTES

ADMINISTRATIVE APPROVAL CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
Your written plan includes:				
1. a description of the need and purpose of the community survey .	☐	☐	☐	☐
2. the types of information a survey yields	☐	☐	☐	☐
3. the ways in which the information yielded by a survey can be used by the school	☐	☐	☐	☐
4. the benefits to the school of taking a survey	☐	☐	☐	☐
5. an explanation of the personnel to be involved	☐	☐	☐	☐
6. an estimation of the cost involved	☐	☐	☐	☐
7. justification for the expenditure of time and money necessary to conduct a survey	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Obtaining Administrative Approval for a Community Survey, pp. 6-8, revise your plan accordingly, or check with your resource person if necessary.
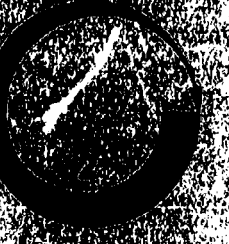
NOTES

Learning Experience II

Enabling Objective

After completing the required reading, develop a plan to organize a steering committee to assist with a community survey in a given hypothetical situation.

Activity

You will be reading the information sheet, Forming a Steering Committee, pp. 16-18.

You will be reading the Case Situation, pp. 19-20, and developing a plan to organize a steering committee to assist with a community survey.
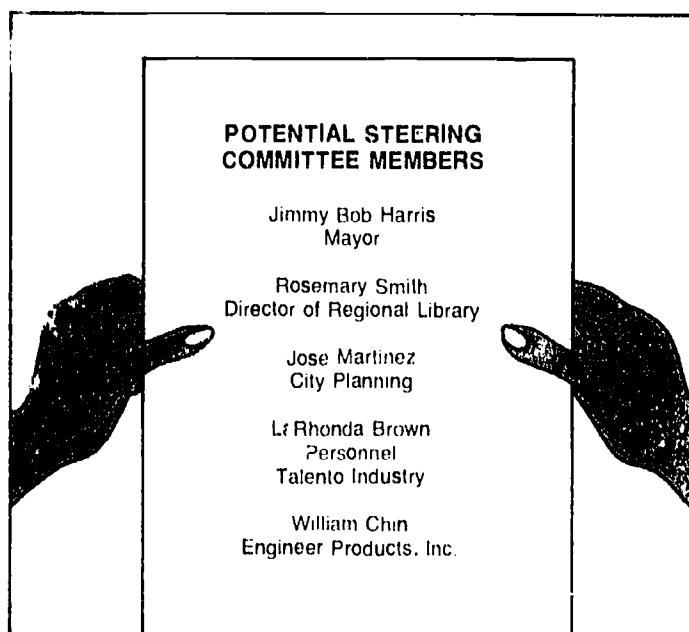
You will be evaluating your competency in developing a plan to organize a steering committee by completing the Steering Committee Checklist, p. 21.

For information on the role of the steering committee in preparing for a community survey and on the procedures to use in organizing the committee, read the following information sheet.

FORMING A STEERING COMMITTEE

Once you have obtained administrative approval for conducting a community survey, you will need assistance in developing the best possible plan for the survey. There are invariably people in the local area who have much knowledge of the community, its citizens, and their needs. A number of these people would be happy to give of their time in order to help with a community survey. The most effective way to make use of the help they are willing to give is to organize a steering committee.

POTENTIAL STEERING COMMITTEE MEMBERS

Jimmy Bob Harris
Mayor

Rosemary Smith
Director of Regional Library

Jose Martinez
City Planning

La Rhonda Brown
Personnel
Talento Industry

William Chin
Engineer Products. Inc.

A steering committee is a group of people selected to help plan and carry out a specific activity—in this case, a community survey. It is important that you understand the responsibilities of the members of this committee. Their job is not to do the legwork of the survey for you. (Of course, if a member volunteers to help in conducting interviews or gathering other information, you may accept the offer.) Instead, their responsibilities lie in the planning and preparation stage, as follows:

- Members can help you identify who to survey. They should know of local employers, professional groups, labor organizations, community associations, or segments of the general population that can furnish the information you are seeking.
- They can help you promote and publicize your survey effort. They can urge businesses,

organizations, or other groups with which they are affiliated to respond to your survey—to allow an interview or to complete a mailed questionnaire.

- They can open doors for you and the survey effort. They might furnish letters of introduction that will help you gain access to people from whom you need information. They could arrange for you to address a meeting of an organization to which they belong so that you can ask its members for their cooperation or assistance with the survey.
- Perhaps most important, they can provide the perspective of the group they represent. They might be able to give you tips about conducting the survey in a manner acceptable to the people or group they represent. If nothing else, they may be able to tell you the best time of day to contact a busy executive or manager.

Committee Members

Steering committee members should represent a broad spectrum of the community. When planning the selection of committee members, you should consider including representatives from **business** (e.g., personnel directors, managers, civic or professional organization members), **labor** (e.g., labor leaders, union members, former students now working in business or industry), and **education**. In addition, particularly at the secondary level, you should include **parents** of students enrolled in the school.

In order to represent the community and its needs more accurately, the final selection of the steering committee should include both males and females and members of minority groups. Total membership should probably not exceed nine members.

Once you have identified the people you would like to have serve on the committee, you should submit a tentative list of prospective committee members to your administrator. This person generally has final approval of committee membership and will make the official appointment.

Planning for the First Meeting

As your institution's representative on the steering committee, you will serve as the liaison between

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the institution and the committee. You will be responsible for organizing the committee, informing members of the purposes of the committee and their roles as members, and recording and reporting its activities. You may serve as interim chairperson for the first meetings until a layperson is elected. Thereafter, you may serve as secretary.

When planning your first meeting with the steering committee, you will need to be prepared to present a complete orientation to the survey—to give members the background information they need to help guide the survey. This will generally include information about the following:

- Need for the survey
- Specific use to be made of the data collected
- Community characteristics (e.g., census data and economic factors)
- Specific responsibilities of the steering committee

In addition, you will need to be prepared to acquaint the group with the occupational program in your school or college. Committee members will need this information to carry out t' eir own responsibilities, including explaining the p ram to others. Members will need an understanding of the following:

- Type of work, by job titles, for which students are prepared occupationally
- Enrollment, by age and sex, in secondary, postsecondary, and/or adult programs
- Nature of the co-op program and the number of enrollees needing placement for integrated work experience or on-the-job training annually
- Any special/exceptional education and placement needs of the enrollees (e.g., needs related to physical or mental handicaps, economic or educational disadvantages, minority group status)
- Strengths and weaknesses of existing facilities and equipment

You may find it beneficial to ask people with special expertise in these areas to assist you in preparing for and presenting information during this first orientation meeting. For example, you might ask a representative from the state bureau of vocational education to make a presentation on how community survey data can benefit the school and community. You might ask an administrator from your institution to present background information on the total vocational-technical program. An official of the county government might be willing to share community census data with the committee members.

You will have major responsibility for making the arrangements for the first meeting of the steering

committee. Unless other provisions are made, arranging for subsequent meetings will remain your responsibility throughout the duration of the committee. Meeting arrangements involve the following steps:

- Provide ample note of the time and place of the meeting; generally, one week's notice is sufficient.
- The day before the meeting, contact committee members by phone and again remind them of the time and place of the meeting. If applicable, mention parking facilities and/or other arrangements.
- Reserve an attractive and convenient conference room with a large table as soon as the date and time of the meeting are decided.
- Provide name tags and/or name tents and have those in attendance fill out their names when seated at the conference table.
- Provide scratch pads, pencils, paper, and water. You may also wish to provide coffee, tea, or soft drinks.
- Check the room arrangement. Be sure there are an adequate number of chairs.
- Make certain the room environment (heat, light, and ventilation) is as comfortable as possible.

The First Meeting

The direction that is provided during the first meeting of the steering committee will, in large part, determine how successful the committee will be. Members will need to walk out of the meeting with a complete understanding of the purpose of the survey and of the steering committee. They will need to know their responsibilities and be prepared to begin to undertake them.
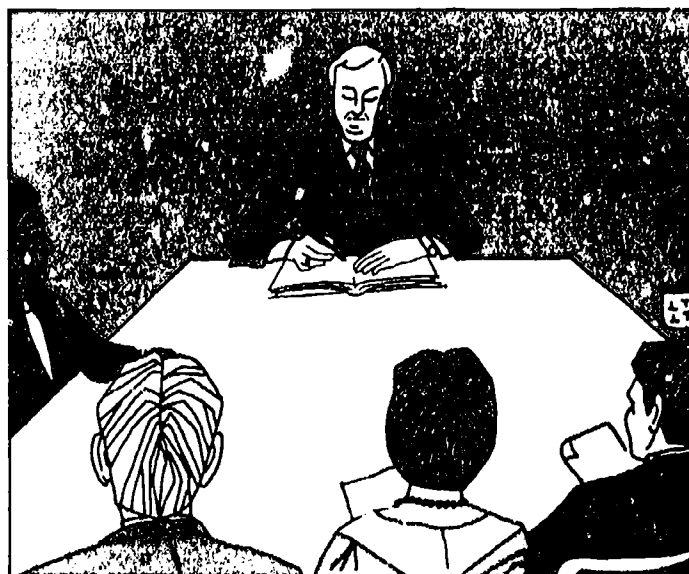
Committee members should be made aware that the purposes of the survey will be the following:

- To contact businesses and industries employing individuals whose competencies can be developed in vocational-technical programs
- To determine the number of employment opportunities existing in the firms that offer potential employment opportunities for vocational-technical graduates and placement opportunities for students in co-op programs
- To gather data that can result in more effective program planning

Related to that final item, committee members need to understand the ways in which the data will be used:

- To determine educational, occupational, and job requirements to guide occupational program planning
- To identify new technical developments and trends that require curriculum changes
- To provide more realistic guidance and counseling information about placement and employment opportunities on short- and long-term bases
- To determine the degree of business and industry support for vocational-technical programs
- To provide students with integrated work experience and on-the-job training in the occupation for which they are preparing
- To establish a closer liaison and working relationship between the school or college and the private sector (i.e., business and industry)

At some point during the meeting, discussion questions should be asked to obtain informal reactions from committee members on the total community situation, the types of information that would be helpful in reaching the objectives of the survey, and sources for obtaining this information. This discussion could lead you to assigning committee members the responsibility for gathering the following information before the next meeting:

- Community reactions to the proposed survey
- Suggestions from the groups they represent regarding ways in which the gathering of information might be facilitated
- Suggestions related to any special help they might provide to the community survey effort

A checklist covering group and/or individual responsibilities could also be developed and used to structure the making of assignments.
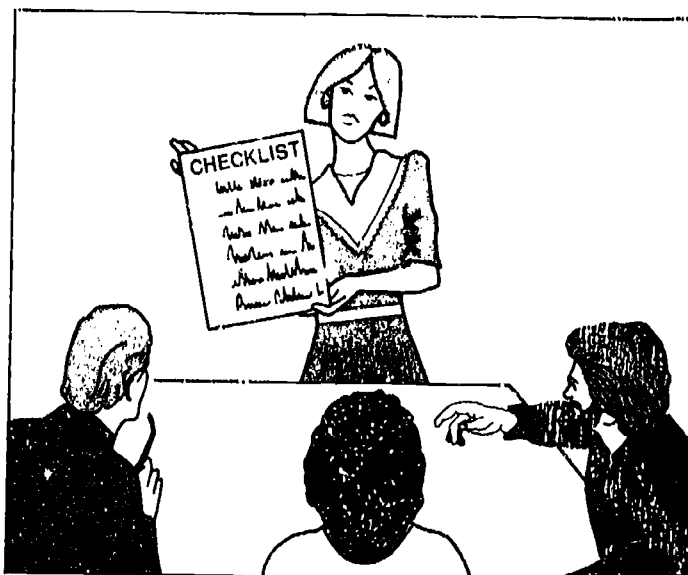
During the first meeting, members may want an idea of how long their services will be needed. You should explain that the length of time a steering committee operates depends upon its purpose. In this case, its purpose is to help you plan the community survey and provide information about the community, its citizens, its employers, and the functions of its businesses. Give the group an estimate of how long you think these activities will take.

When the committee has served its purpose, it will be dissolved at the appropriate time. At that time, the school or college administration will send each member an official letter of appreciation and formally dissolve the committee.
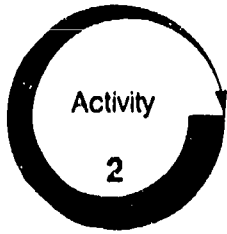
The following case situation asks you to assume that you have made preliminary plans to organize a steering committee to assist with a community survey. Read the situation, and then use the Steering Committee Checklist, p. 21, as a guide to help you in carrying out the activities prescribed in the case situation.

CASE SITUATION

Assume that you have made preliminary plans for organizing your steering committee. From the list of names provided by the chamber of commerce (see following page), you selected the following:

Jim Foster
Bob Portillo
Glenn Greene
William Simonton
Allen James

You also made tentative plans for the first meeting of the steering committee. You included the following in the program for this meeting:

Introductions
Orientation to the Community Survey
Question-and-Answer Session
Adjournment

When you submit this information to your administrator, you find that he does not like your selection of committee members or the agenda for the first meeting.

Using the checklist on p. 21 as a guide, (1) revise your preliminary selection of committee members and (2) plan a more detailed program for the first meeting of the steering committee.

CHAMBER OF COMMERCE SUGGESTIONS—
PROSPECTIVE COMMITTEE MEMBERS

Jim Foster
Vice-President, Second National Bank
Member, Chamber of Commerce

William Simonton
Owner, Simonton Heating and Air
    Conditioning Co.
Member, Sheet Metal Workers Union

Lucy Ashton
Home Economics Instructor, Franklin
    Junior College
Member, American Vocational Association
Member, American Association of
    University Women

Deborah Moore
Owner, Moore's Hardware
Member, NAACP
Member, Association of Black Merchants

Louise Chan
Realtor
Member, Board of Realtors

Alphonse Smith
Truck Driver
Parent of student in vo-tech program
Member, Teamsters Union

Glenn Greene
Owner, John Deere Tractor Sales

Jo Jones
Registered Nurse
Member, American Nurses' Association
Member of several civic organizations

Mary Taylor
Homemaker
Vice-President, PTA
Parent of student in vo-tech program

Peter Stringer
Retired Building Contractor
Member, Chamber of Commerce
Member, NAACP

Alice Greenwood
Personnel Director, Sears
Minister, First Baptist Church
Member, Black Ministers Alliance

Bob Portillo
Department Manager, J.C. Penney
Graduate of Central High (vo-tech program)

Jane Bennett
Homemaker
President, Garden Club

Allen James
Assembly Line Worker, Chrysler Corporation
Member, Amvets

Feedback

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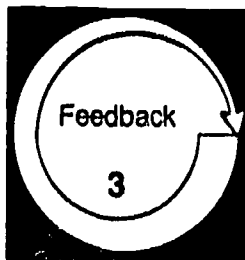
After you have revised your selection of members and planned a program for the first meeting of the steering committee, use the Steering Committee Checklist, p. 21, to evaluate your work.

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STEERING COMMITTEE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

The plan specifies or includes:

	N/A	No	Partial	Full
1. the organization al structure of the steering committee	☐	☐	☐	☐
2. an explanation of the purposes of the community survey	☐	☐	☐	☐
3. information on the role and responsibilities of the steering committee with respect to planning activities of the survey	☐	☐	☐	☐
4. information on the school and community to be presented to the committee	☐	☐	☐	☐
5. questions to be asked of the committee	☐	☐	☐	☐
6. orientation of the steering committee to the school's present program	☐	☐	☐	☐
7. information on the specific use to be made of the data collected .	☐	☐	☐	☐
8. information on the specific tasks to be performed by the committee	☐	☐	☐	☐
9. opportunities for the committee to organize its efforts to assist in preparing for the survey	☐	☐	☐	☐
10. representation of both males and females on the steering committee	☐	☐	☐	☐
11. representation of a cross section of the community (including minority groups) on the committee	☐	☐	☐	☐
12. committee membership of not more than nine people	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Forming a Steering Committee, pp. 16–18, revise your plan accordingly, or check with your resource person if necessary.

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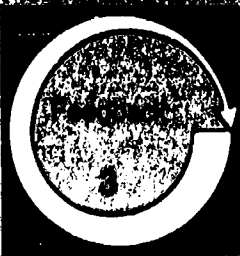# Learning Experience III

Enabling Objective

After completing the required reading, identify the geographical area in which to conduct a community survey in a given hypothetical situation.

You will be reading the information sheet, Identifying Boundaries for a Community Survey, pp. 24–25.

You will be reading the Case Situation, pp. 25–26, and identifying and examining in writing the boundaries for a community survey in the area described.

You will be evaluating your competency in identifying the geographical area in which to conduct a community survey by comparing your completed response with the Model Response, p. 27.

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For information on the factors to be considered in determining the boundaries for a community survey, read the following information sheet.

IDENTIFYING BOUNDARIES FOR A COMMUNITY SURVEY

There are no hard-and-fast rules for identifying the correct boundaries for a community survey. However, there are relevant factors (which may vary from community to community) that you should consider in identifying the geographic area to be included in the survey.

Considering the following factors should help you establish appropriate geographic limits for your community survey:

* **Nature and size of the community**—Is the community mainly a "bedroom community"; in other words, do a large number of the residents work in a neighboring town or city? If that is the case, the geographic boundaries should include those neighboring towns or cities.
* **Neighboring school districts and their programs**—Knowledge of what the surrounding school districts are providing in the way of vocational-technical programs is important in determining boundaries for a community survey. If other secondary or postsecondary schools in the area train students for the same occupations as you do, you will need to take this into account in reconciling the demand for beginning-level workers with the supply.
* **Previous surveys**—Consideration should be given to any previous surveys that have been conducted in surrounding areas or in the community under consideration. Knowledge of the boundaries used in previous surveys may help you establish the boundaries for your own survey effort. On the other hand, the employment situation may have changed since the previous surveys so that the earlier boundaries are no longer appropriate.
* **Population density**—The size of the population in relationship to total area must be considered in identifying geographic boundaries. If you are dealing with an area of low population density (e.g., a rural area), the geographic area you select may need to be larger in order to include enough firms to survey.
* **Ethnic or minority groups**—If there are racial or ethnic minority groups in your community, you will need to ensure that they are included in your survey effort. Steering committee members may be able to help you identify firms

that employ minority workers. If your survey is to serve the purposes of the community at large, it is important to include employers of minority workers in the survey effort.
* **Distance of employers from the school or college**—Under ordinary circumstances, employers located outside daily driving range (over 40 miles) would not be included in the survey. However, you must use your own knowledge of local employment patterns, as well as your judgment, in deciding how far your survey efforts should extend.

It may, for example, be common practice for students in a small town or rural area to obtain training locally and then to move to several nearby cities to secure employment. If this is the situation in your community, your survey should extend, within reason, to the employers in those areas where your students are likely to find work.
* **Origin of student population**—Where your prospective students come from can affect the boundaries of your survey effort. Do they come from a feeder school located a mile away or even on the same campus, or do they come from feeder schools in many different communities? Your geographic area should include the schools from which prospective students come.

It may also need to include the community at large. Many adults are enrolling in occupational training programs today for a variety of reasons. If your school or college enrolls adults in its programs or would like to begin doing so, adults should be surveyed concerning their occupational interests and your survey area should be designed to reach the adults you wish to serve.
* **Resources**—In the final analysis, attention must be given to the time, finances, and human resources available for the survey. Of course, the first consideration should be the other factors that delimit the boundaries, but the area may have to be further reduced because of limited resources.

For surveys in large cities, it is likely that only a **sample** of employers within the city would be selected for the survey. By using a telephone directory to select the employers and by pinpointing them on a map, the geographic area can be somewhat delimited. For small communities, a survey would probably include all employers in the various occupations.

You will need to keep all these factors in mind in determining the boundaries for your community survey. You should also keep in mind that you may have different sets of boundaries for the different kinds of information your survey is seeking: (1) employment projections, (2) student occupational interests, (3) vocational-technical program data, and (4) potential work stations for co-op programs.

For example, if program graduates often move to a city 50 miles away to find jobs, you would probably want to survey employers from that city in determining employment projections. However, you would not survey those employers concerning their willingness to provide co-op work stations if they are located too far from the school for students to travel back and forth to work.

Activity 2

Assume that you are a vocational-technical teacher at Central High School. The following case situation provides information for you to use in identifying the boundaries for a community survey in Smithville. A map of the local area is provided on p. 26 to aid you in your task. Read the situation described and then identify those boundaries. Then **explain in writing** why you decided on those boundaries.

CASE SITUATION

Nature and Size of the Community

Almost all the employed citizens who live in Smithville work in Smithville. A very small percentage (approximately 2%) work in Franklin, a community of 10,000 which is in an adjoining county, Sevier, and which is about 22 miles from Smithville.

Neighboring School Districts and Their Programs

There are two other high schools in the county where Smithville is located. Each of them offers agriculture, home economics, business and office education, and trade and industrial education—the same programs that are offered in your school.

Previous Surveys

Although a community survey was carried out in Smithville four years ago, only five copies of the final survey report were printed. Furthermore, all five copies were destroyed when vandals set a fire in the central administrative office of the school last summer.

Population Density

There are approximately 40,000 residents of Smithville. There are approximately 20,000 residents who live in the county outside the Smithville city limits.

Ethnic or Minority Groups

Ethnic groups make up approximately 25% of the population of Smithville and about 14% of the work force.

Distance of Employers from School

Most of the industrial businesses of Smithville are located in the south part of town, approximately five miles from the school. The main business district is approximately one mile away from Central High.

There are two large industrial firms located 2 miles from the city limits (to the south). They are approximately 7½ miles from the school.
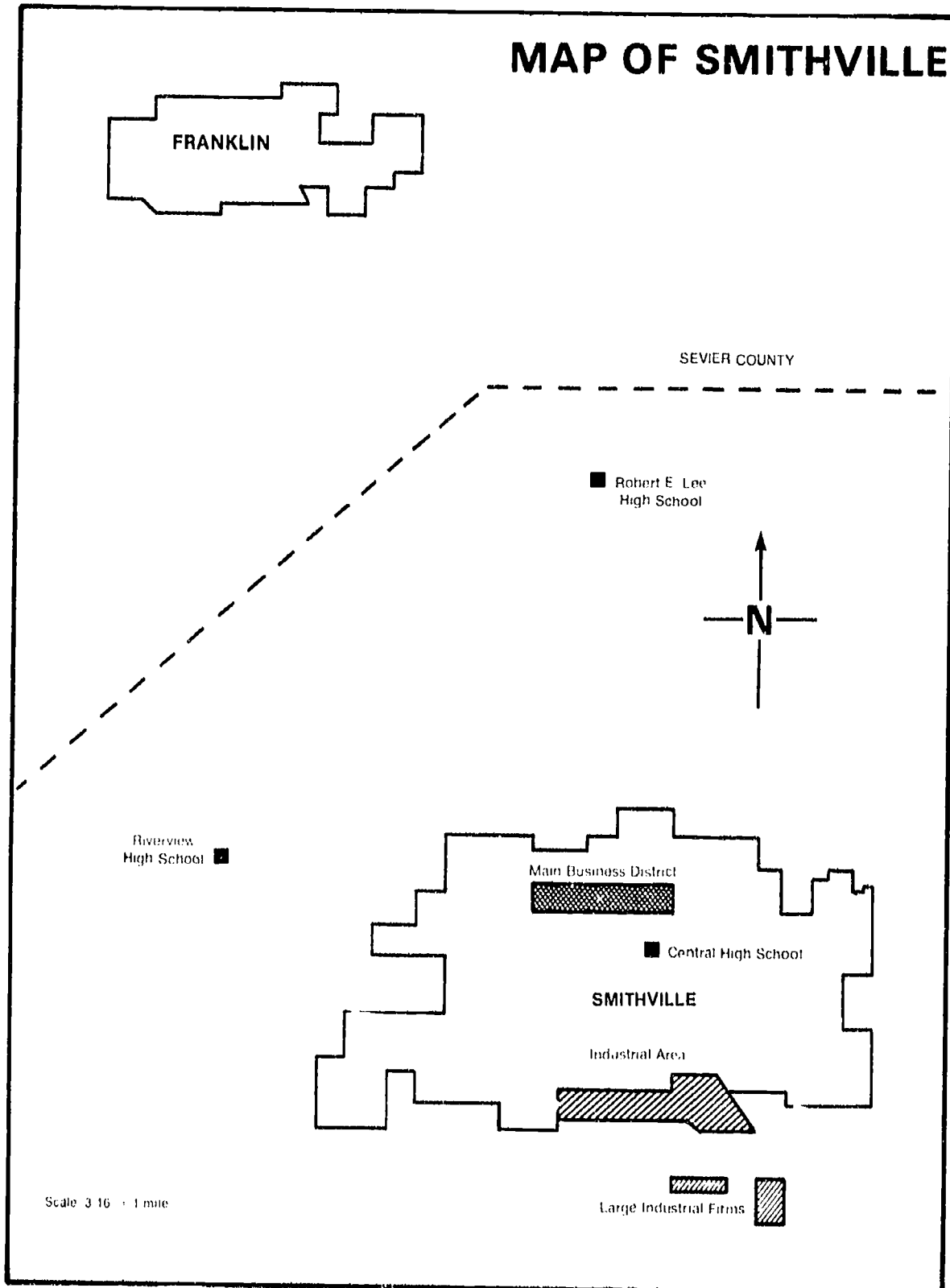
Origin of Student Population

Central High School is a four-year comprehensive high school. Interestingly, there has been a dramatic increase in adult enrollment in the past two years, as adult workers seek to master the skills required by technological developments on the job.
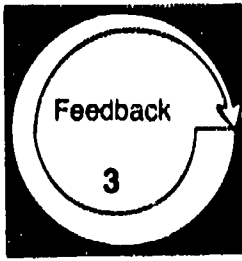
Resources

Your administrator, Mr. Gleason, has said that you may involve school personnel in your community survey. His concern is that you do not take up so much of their time that it interferes with their school duties. He is agreeable to using student volunteers to help, provided they are not working on the survey during school hours. He thinks that he might be able to provide up to $750.00 from the school fund for the project. Based on conversations with various people in the community, you feel that you can probably get an ample supply of volunteer help from interested citizens of the community.

MAP OF SMITHVILLE

FRANKLIN

SEVIER COUNTY

Robert E Lee
High School

N

Riverview
High School

Main Business District

Central High School

SMITHVILLE

Industrial Area

Scale 3 16 = 1 mile

Large Industrial Firms

Compare your written response to the case situation with the model response given below. Your written explanation need not exactly duplicate the model response; howver, you should have covered the same **major** points.

MODEL RESPONSE

There are several factors in the local situation in Smithville that would affect your determination of the boundaries for a community survey. Some of these factors would require the establishment of different sets of boundaries for different parts of the community survey.

Boundaries for the survey of employment projections. Potential employers include those located in the main business district north of Central High, the industrial area at the south edge of town, and the two large industrial firms just south of town.

This group of employers, being the only ones in the local area, must employ any local minority group members as well. Since the majority of Smithville residents work in the community itself, there would be no need to survey employers in the adjacent county of Sevier or in the town of Franklin.

Boundaries for the work station component of your survey. In this case, the potential employers to be surveyed for this component would be the same as those surveyed for employment projections. Since they are the employers who are likely to hire your program graduates, they would obviously be appropriate candidates to provide work stations for your co-op programs.

Furthermore, they are located near enough to the school for student travel to and from work to be feasible. (Of course, other criteria relating to the quality of on-the-job supervision and training a firm could provide would need to be considered in making any final decisions about the selection of training stations.)

Boundaries for student occupational interest data. The origins of the student population in the vocational-technical programs at Central High would indicate that you should gather occupational interest data from the students in lower grades at the high school. Students at Smithville's feeder schools could be surveyed as well.

The recent increase in adult enrollments in the program would suggest that the occupational interests of adults in the area should also be surveyed. Since there are two other high schools in the county and they offer the same programs as does Central High, limiting the survey to the adult population of Smithville should be appropriate.

Boundaries for data about other vocational-technical programs. Information should be gathered about the vocational-technical programs at the other two high schools in the county. Their program graduates constitute part of the supply of workers for the occupations in which you offer training. Therefore, you need to include these numbers in order to n⋅ ⋅realistic projections about whether jobs will be a⋅ able for your students upon program completion.

In summary, then, three sets of boundaries should be set for your community survey, as follows:

- An area that includes Smithville's main business district and industrial area and the firms two miles south of town (for gathering data from employers)

- An area that includes Smithville only (for gathering data from prospective vocational-technical students in the high school and feeder schools and prospective adult students in the town)

- An area that includes the two other high schools in the county (for gathering data about other vocational-technical program offerings in the area)

Level of Performance: Your explanation of the boundaries for the community survey should have covered the same **major** points as the model response. If you identified different boundaries, missed some points, or have questions about any additional points you made, review the material in the information sheet, Identifying Boundaries for a Community Survey, pp. 24–25, or check with your resource person if necessary.

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Learning Experience IV

Enabling Objective

After completing the required reading, write letters to hypothetical people ... during the performance of a teacher in a ...

You will be reading the information sheet, Obtaining Information, and ... p. 31.

... writing letters to state and/or local agencies designed to solicit ... assistance for conducting a community survey.

You will be evaluating your letters, using the Checklist for the State Department ... Letter, p. ... the Checklist for the Chamber of Commerce ... p. ... and the Checklist for the U.S. Employment Service Letter, p. 39.

You will be reading the Case Study, p. 41, and critiquing the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance ... by comparing your completed critique with the Model Critique, p. ...

Optional Activity 6

You may wish to consult with a person from the state department or from a university who has been involved in community surveys.

Optional Activity 7

You may wish to consult with a representative from the public employment office in your community concerning assistance available to you in conducting a community survey.

Activity

1

For information about the data and assistance from local and state agencies that may be available to you in conducting a community survey, read the following information sheet.

OBTAINING INFORMATION AND ASSISTANCE FROM LOCAL AND STATE AGENCIES

In planning and conducting a survey, it is important that you involve many agencies and make effective use of the information and assistance they can provide. Labor market data that have already been collected can be found in most communities, and these data should be used. Chambers of commerce, public utilities, manufacturing and business associations, professional associations, labor unions, state and university personnel, and the U.S. Employment Service are good sources of such data.

Census data are available from county and other governmental agencies. The U.S. Departments of Labor and Commerce conduct many general and special studies. Many states conduct similar studies at the state level. These agencies will usually readily supply their findings to responsible users.

When conducting a community survey, you should contact these agencies and others to seek out any available data that will simplify your task or increase the accuracy of your findings. In setting up and conducting a discussion session with a contact person at any of these agencies, you may find the following suggestions helpful:

- Prepare for the interview in advance by thinking through the points you want to discuss.
- Inform the contact person briefly of the need for and purpose of the survey.
- Ask for the specific help you require.
- Inquire about other related services that might be available through the contact person or his/her staff.
- Take notes during the interview.
- Express appreciation for the time taken and assistance given.
- Arrange for future contacts with the office if appropriate.

NOICC and SOICC. Probably the first contact you should make with an outside agency is your state occupational information coordinating committee (SOICC). The SOICCs and their national counterpart—the National Occupational Information Coordinating Committee (NOICC)—were set up by the Education Amendments of 1976 to develop, implement, and coordinate an occupational information system.

One of the responsibilities of the SOICCs is to link those who use and those who develop labor supply-and-demand information—just the kind of information you are looking for in your own community survey.

In general, each SOICC can provide employment projections—either directly or through agencies with which it collaborates—by specific occupations, for areas within the state. These statistics are often presented by standard metropolitan statistical areas in the state, sometimes with all other areas lumped into the category, *Balance of the State.* SOICCs and their collaborating agencies may also provide professional analysts who can "treat" the relevant data for you and draw from it conclusions related to your areas of need.

In other words, it is possible that your SOICC or its cooperating agencies will already have a good deal of the information you would be seeking in surveying local employers for employment projections. Your first question, then, in contacting your SOICC would be, What data can you provide me

about the predicted labor supply and demand in specific occupations in my local area?

You may find that your SOICC can hand over the exact information you need, set up an appointment with a professional analyst to explain the data, and send you on your way. If your SOICC cannot provide such complete information and services for you, you should determine what information and services they can provide.

State departments and universities. Many state departments of vocational-technical education have personnel who assist local school systems in conducting surveys. Universities in many states provide similar services. In many instances, state department and university personnel work cooperatively to plan and conduct surveys for local school systems.

These agencies may be expected to provide the following:

- Information on guidelines and techniques for planning and conducting a survey (e.g., recommended survey techniques, how to adapt survey techniques to your community's specific needs)
- Information on state labor market data
- Survey instruments (e.g., sample forms, information on how to organize the format of a survey form or to determine the types of data to be collected)
- Training for survey staff
- Computer services for analyzing survey data
- Consultant services for interpreting survey results

In some cases, these agencies may also provide financial assistance in conducting the survey if needed.

In addition, many state departments, through their own staff or by contract to a university, are developing management information systems. An MIS can

DEPARTMENT OF VOCATIONAL EDUCATION

MANAGEMENT INFORMATION SYSTEM
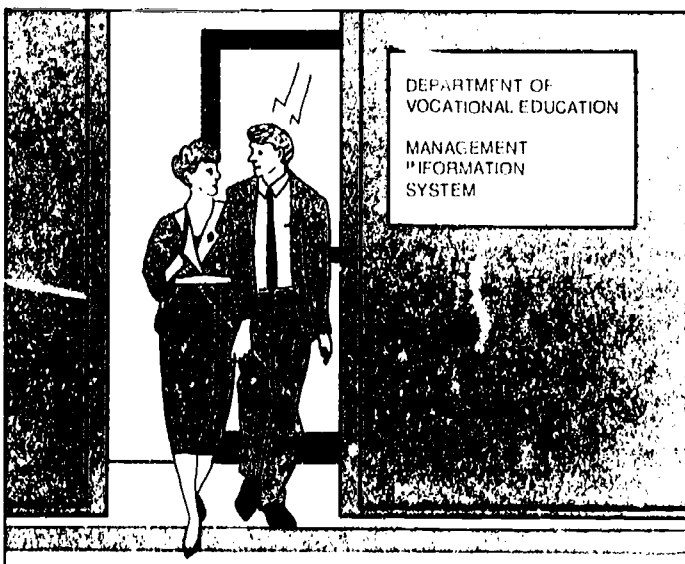
generally provide computer printouts on vocational-technical pupil/personnel information and human resource needs for any area of a state.

If you are conducting a community survey, you will usually find state and university personnel willing to help as much as their time permits. These individuals can assist by advising, counseling, opening channels of communication, and the like. When asking for their assistance, however, you should carefully determine how their services may best be utilized without imposing upon their time excessively.

Local chamber of commerce. The local chamber of commerce maintains specific information on all industries and businesses in a community. This information may include the number of employees at each industry or business, average wages paid to each, worker turnover rates by company, and community census data. In addition, the chamber is constantly striving to attract new industry to a community.

Local chambers of commerce have typically shown interest in providing information for community surveys. Representatives of your local chamber of commerce may be able to help you in ways such as the following:

- Providing information on possible or proposed business and industrial expansions in the community
- Providing a list of employers in the geographical area
- Providing volunteers to assist in conducting the survey
- Assisting in contacting employers to secure permission or support for the collection of data
- Helping to publicize the survey and its findings
- Scheduling time on the program of a regular chamber of commerce meeting for you to explain the need for and purpose of the survey

Local office of the U.S. Employment Service. The U.S. Employment Service is a division of the Department of Labor. This service assists states in establishing and maintaining a system of thousands of local public employment offices in the states and territories. The federal-state employment service provides employers and workers with job development, placement, and related supportive services.

The local office of the U.S. Employment Service may be able to provide you with the following products and services:

- Statistical reports on local and state employment needs and trends
- Resource materials on job openings for student use

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- Information about any employment surveys that have been completed or are being conducted in the area
- Assistance in establishing contacts at the state level to acquire any specific information you may need
- Personal insights into the economic situation of local industries and businesses; if proper rapport is established with these individuals, many bits of information regarding the business community can be obtained informally
- Assistance in conducting the actual survey
- Assistance in interpreting survey results in the light of human resource needs and trends
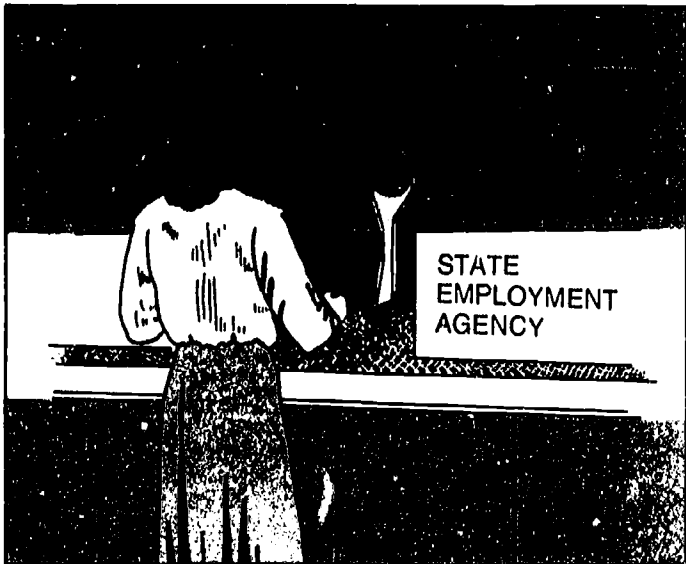
Labor representatives. Representatives of local labor organizations have their finger on the pulse of employment opportunities and trends in the local firms where their members work. Thus, every effort should be made to involve them in the survey effort. They should be represented on your steering committee, and you should seek their cooperation and assistance in obtaining data. Labor reps can provide information and assistance such as the following:

- Names of local firms where their members are employed
- Numbers of their members participating in apprenticeship programs
- Employment opportunities in firms where their members are employed
- Help in contacting employers

Obtaining information and assistance from labor reps may require some diplomacy. These individuals have responsibility for looking out for the interests of their own organization and membership. Therefore, they may be reluctant to discuss or to share information unless they are convinced that it will be used for a good purpose, consistent with their goals.

In order to obtain their cooperation in conducting your survey, you will need to understand their point of view and help them understand your own. The following suggestions may be helpful in dealing with labor reps:

- When requesting information, do not **tell** the individual what he/she is to do for you. Acquaint the labor rep with the need for and purpose of the survey and let him or her suggest ways to help.
- Be sure the labor rep understands that the survey results will be published and made available for the labor organization's use, as well as that of employers and teachers.

  For example, if the results indicate that 25 new carpenters are needed each year in the community and the apprentice program trains only 10 a year, the survey would provide a justification for enlarging the apprenticeship program, the vocational-technical program, or both.
- Point out the advantages of cooperation, rather than competition, between the labor organization and the vocational-technical program. Emphasize that the information you hope to obtain from the survey will help you better coordinate your own program with that of the labor organization.

  For example, you might explain that students who receive training under controlled conditions, such as those in the vocational-technical lab, are often better qualified apprentices. Discuss possible equivalency credit that your students may receive for their vocational-technical training should they decide to enter an apprenticeship program.
- Keep your purpose in conducting the survey at the focus of the conversation, and point out that the objective of having a well-balanced, well-trained, rationally controlled labor supply will benefit the labor organization as well as the total community.
- Leave the relationship open, possibly by inviting the labor rep to tour your facility or by scheduling another meeting to discuss mutual concerns.
- Maintain rapport throughout the meeting. Do not try to argue if you are unable to get your point across.

Other agencies. There may exist other agencies that can provide you with assistance and information. Some states are divided into economic development districts, with each district having a staff of economic and labor market planners who could provide invaluable information for a local survey.

33   35

In addition, a state government may have an agency that is responsible for attracting new industry to the state. This agency may have data that could be very beneficial to you in planning your community survey.

Activity 2
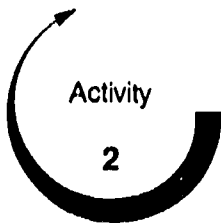
Write a letter to a hypothetical person in each of the following state and local agencies. In these letters, solicit information and assistance for conducting a community survey:

- State department or vocational-technical education **or** the vocational-technical teacher education department at a state university
- Chamber of commerce
- U.S. Employment Service

When composing your letters, assume that you are a vocational-technical teacher at Central High in Smithville and that neither you nor any of the staff assisting you has previous experience in conducting a community survey.

For information about Central High and Smithville, refer to the case situa-ions in the first three learning experiences. Use your imagination to fill in any details and amplify as necessary.

Feedback 3
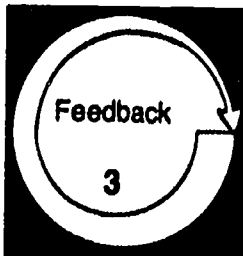
After you have written your letters, use the Checklist for the State Department or University Letter, p. 35, the Checklist for the Chamber of Commerce Letter, p. 37, and the Checklist for the U.S. Employment Service Letter, p. 39, to evaluate your work.

CHECKLIST FOR THE STATE DEPARTMENT OR UNIVERSITY LETTER

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

	Yes	No
Your letter:		
1. informs the contact person briefly about the survey and its purpose	☐	☐
2. asks for information on survey techniques	☐	☐
3. asks for assistance in adapting these techniques to the community's specific needs	☐	☐
4. requests advice in organizing the format of the survey form	☐	☐
5. requests advice in determining the specific data to be collected	☐	☐
6. asks about services provided by the contact person or his/her staff	☐	☐
7. solicits assistance in interpreting the findings of the survey	☐	☐
8. expresses appreciation for the assistance to be given	☐	☐

Level of Performance: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34; study the letter shown in sample 1, which follows; revise your letter accordingly; or check with your resource person if necessary.

SAMPLE 1

STATE DEPARTMENT LETTER

Central High School

110 Hunter Avenue/Smithville, Oregon 97223

State Department of Education
Vocational-Technical Division
202 State Street, Suite 206
Capital City, Oregon 97224

Dear Colleagues:

The vocational staff at Central High School is planning a survey of local employers to determine whether Central's vocational-technical program is adequately serving the community. Specifically, we are trying to collect information that will enable us to decide whether new occupational programs are needed at Central and to revise existing programs to better meet the needs of students and the business community.

This is my first experience in working with a community survey, and the first experience for those at Central High who are assisting me. We greatly need your expertise in helping to make this project a success. Will you please provide me with information about the services that you or your staff can provide for us?

Since we are about to develop the detailed plan for the entire survey procedure, I would be most grateful for any information your office could provide concerning the following:

- Survey techniques and how these might be adapted to meet Smithville's specific needs
- The development of forms to be used in the survey and in reporting survey findings
- What specific data should be collected in tne survey

I will be grateful for any assistance you can provide.

Sincerely,

CHECKLIST FOR THE CHAMBER OF COMMERCE LETTER

Name _____

Date _____

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

Resource Person _____

                                                                                    Yes   No

Your letter:

1. adequately informs the chamber of the need for and purpose of the survey ...... ☐   ☐

2. requests lists of employers within the community .... ☐   ☐

3. solicits information on expected business and industrial expansion in the community ☐   ☐

4. indicates your willingness to appear at a chamber meeting to inform members of the proposed survey .... ☐   ☐

5. solicits the assistance of the chamber in publicizing the survey .... ☐   ☐

Level of Performance: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34; study the letter shown in sample 2, which follows; revise your letter accordingly; or check with your resource person if necessary.

SAMPLE 2

CHAMBER OF COMMERCE LETTER

Central High School

110 Hunter Avenue/Smithville, Oregon 97223

The Chamber of Commerce
901 Grant Street
Smithville, Oregon 97223

Dear Chamber Members:

The vocational-technical staff at Central High School is planning a survey of local employers to determine whether Central's occupational program is adequately serving the community. Specifically, we are trying to collect information that will enable us to decide whether new programs are needed at Central and to revise existing programs to better meet the needs of students and the community.

I am writing to request your assistance in contacting employers in Smithville proper and in the greater metropolitan area. Could you provide us a list of present and prospective employers in the survey area?

As you know, we were very fortunate to have advance notice that Midland Electronics, Inc., would be relocating in Smithville. Thanks to a few of your concerned members, we were able to double our electronics program last year and produce many qualified technicians for Midland. Naturally, we would appreciate your advice concerning any new demand for computer personnel.

We are going to be carrying news stories about the survey in the Gazette and on WUSA-TV. You'll be hearing a lot about it soon. We are eager to get your members interested in the survey and to request their help in collecting information. In addition, we will need help getting the message across to the community once the survey results are in. I wonder if you could schedule about 10-15 minutes on your next chamber meeting agenda to allow me to describe the survey to your members? I would be very willing to speak before your group or discuss the survey with you individually at your convenience.

We would appreciate whatever assistance you can offer us.

Cordially,

CHECKLIST FCR THE U.S. EMPLOYMENT SERVICE LETTER

Name _____

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

Date _____

Resource Person _____

	Yes	No
Your letter:		
1. informs the representative of the local office of the need for and purpose of the survey	☐	☐
2. asks what services and information are available from the local office	☐	☐
3. requests statistical reports of human resource needs a ' trends	☐	☐
4. requests pertinent resource materials on job openings for student use	☐	☐
5. requests assistance in establishing contacts with the state office	☐	☐
6. requests assistance in interpreting the results of the proposed survey	☐	☐
7. arranges for you to be placed on the mailing list to receive future labor market studies and reports	☐	☐
8. asks about other services available through the local office	☐	☐
9. arranges for future contacts with the office	☐	☐

Level of Performance: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34; study the letter shown in sample 3, which follows; revise your letter accordingly; or check with your resource person if necessary.

EMPLOYMENT SERVICE LETTER

Central High School

110 Hunter Avenue/Smithville, Oregon 97223

Director
U.S. Employment Service
1960 Smithville Drive
Smithville, Oregon 97223

Dear Sir or Madam:

The vocational-technical staff at Central High School is planning a survey of local employers to determine whether Central's occupational program is adequately serving the community. Specifically, we are trying to collect information that will enable us to decide whether new programs are needed at Central and to revise existing programs to better meet the needs of students and the community.

I am writing to request your assistance in implementing this survey. First, I need to know specifically what services and information are available through your office and through the state office in Capital City. Will you provide me with the name of a person in the state office who could help me with this survey?

I also need any statistical reports of human resource needs and trends that you might have for the Smithville area or for other, similar areas in the state. If you have current information on job openings in the Smithville area, those would be most useful to me.

Please put my name on your mailing list to receive any studies of labor market needs in this part of the state. Mr. Joe Smith, another vocational-technical instructor at Smithville High, would also appreciate being put on your mailing list.

I will contact you by phone within the next two weeks to arrange a meeting with you. I sincerely hope that you will be able to help me with planning the community survey and later with interpreting the information provided by the survey.

I look forward to meeting you.

Sincerely,

The following case study describes how Tom Arnold, a vocational-technical teacher, went about contacting and meeting with a labor leader to get assistance in conducting a community survey. Read the situation described and then **explain in writing** (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his responsibilities.

CASE STUDY

Tom Arnold, a vocational-technical teacher at Knox Area Vocational-Technical School, was conducting a community survey in Knoxville. When he was down at the chamber of commerce office to get a list of employers in the community, Mr. Brown suggested that he talk to someone at the local labor organization to ask if they had any information on the employment situation in Knoxville. According to Mr. Brown, the labor organization kept a pretty extensive file of its own on training needs in the community.

Tom made an appointment with Mr. Hardin, the local labor representative, in hopes of getting to look at some of their records. "It would really be a help if they'd clue me in on their own predictions about employment needs. It sure would save a lot of time."

Tom thought awhile about the interview and imagined a couple of good beginnings. But, he decided not to worry about it. "I'll just get nervous if I think too much about it," he decided.

He felt pretty confident and happy as Mr. Hardin greeted him with, "Hello, Tom, what can I do for you?"

Tom sat down and searched through his briefcase until he finally found a brochure describing the school's program. "I'm conducting a survey for Knox Area Vocational-Technical School, and I thought you might be interested in what we're trying to do."

Mr. Hardin replied, "A survey? What kind of survey? Another one of those vocational-technical education projects?"

"Well, yes, that's right, I'm a vocational-technical teacher," answered Tom. "You see, there may be a good reason to change the program we offer or to offer a different program, but we don't have anything to go on unless we get some real information from employers in the community about what kind of job openings they're going to be having and what trends they see in the future."

"What does that have to do with me?" Mr. Hardin asked, as he began to get a little more interested. "I'm not an employer."

"Yes, I realize that, Mr. Hardin, but as you know, the labor organization is really close to the employment needs of the community. We need both sides of the picture—employers and labor. I'd appreciate any information you have on what types of workers you need right now and in the future, and what types of training you'd like us to offer students."

"Well, it's really none of my business, Mr. Arnold, since they are your training programs. Besides, we have our own training programs. We'd just as soon take someone fresh out of high school with a general education and train them right."

Tom got a little offended by that answer and couldn't help asking, "What do you mean by **right**? We'd like to train people while they're in school so that, whether they graduate or not, they'll still be able to get a good job."

Mr. Hardin was getting a little annoyed, too. "It seems to me that you people want to give a person a little bit of training in a bunch of different skills and then let him or her work for someone until he or she learns something. You'll defeat your own purpose by flooding the market with half-qualified people. If this is true, why should I help you do that?"

By this time, Tom saw that he was getting nowhere by arguing with Mr. Hardin. Tom replied, "All I want is a list of places where your people are employed, the type of training you give them, future job needs you know about, and..."

At this point Mr. Hardin stood up and walked around his desk to open the door for Tom. "This meeting has taken longer than I intended, Mr. Arnold, and I have another appointment. Let me think about your request for a few days. However, I honestly don't think we can supply you with that information."

Tom left Mr. Hardin's office a little disappointed that things had turned out the way they did. "Oh, well," he said to himself, "I didn't think he'd be any help. I guess we may just have to get long without his support."

NOTES
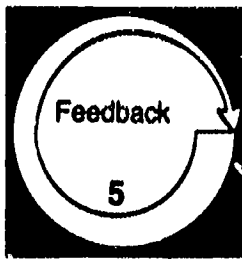
Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Unfortunately, Mr. Arnold was not very well prepared for this meeting. One of the few things he did right was to call in advance to arrange the meeting with Mr. Hardin.

The key to Mr. Arnold's inability to establish and maintain rapport with Mr. Hardin is found in the last paragraph when he said, "Oh, well, I didn't think he'd be any help. I guess we may just have to get along without his support." Mr. Arnold walked into the meeting with this negative attitude and communicated it to Mr. Hardin, making it impossible for the two men to talk effectively."

Mr. Arnold was not well organized. He had to search through his briefcase for information to give Mr. Hardin and became flustered. He made the mistake of arguing and being very blunt.

Mr. Arnold could have been given a complete copy of the rationale for the community survey, which could have included a setion on the benefits to labor in cooperating in the study. The results of the study could have prevented a duplication of effort on the part of labor in collecting similar information.

If Mr. Arnold had been more tactful and better prepared and had had a positive attitude, his chances would have improved 100 percent. Had he left the rationale for the community survey for Mr. Hardin to study and asked him to consider ways in which his organization might provide expertise to the project, he would have had a reason to call him back after he had a chance to look it over. As it turned out, his chances of discussing the survey with Mr. Arnold again are practically nonexistent.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. it you missed some points or have questions about any additional points you made, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34, or check with your resource person if necessary.

Optional
Activity
6
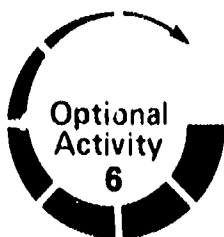
You may wish to arrange through your resource person to meet with a university faculty member or a person with the state department who has been involved in a community survey. During this meeting, you could discuss ways in which you can involve state or university personnel in a community survey. Ask the person to explain his/her role in the survey he/she was involved in.

Optional
Activity
7
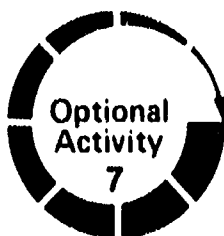
You may wish to arrange through your resource person to meet with a representative from the public employment office in your community. During this meeting, you could discuss the services his/her agency can provide in conducting a community survey.

NOTES

Learning Experience V

Enabling Objective After completing the required reading, develop a complete plan for conducting a community survey using the background information given.

Activity You will be reading the information sheet, Developing a Survey Plan, pp. 46-53.

You may wish to read all or part of the following supplementary references:

You will be reading the Case Situation, pp. 54-55 and based on the situation described, developing a complete plan for conducting a community survey.

Feedback Your competency in developing a complete plan for conducting a community survey will be evaluated by your resource person, using the Planning Checklist, p. 65.

Activity

1

For an explanation of the key steps in the development of a detailed plan for conducting a community survey, read the following information sheet.

DEVELOPING A SURVEY PLAN

The development of a detailed plan for conducting a community survey generally involves four main steps:

- Adapting existing community survey materials to local needs
- Developing a plan of activities for survey staff to follow in conducting the community survey
- Determining how survey staff will be recruited
- Determining how survey staff will be prepared to carry out their responsibilities

Let's look at each of these steps in detail.

Adapting Existing Materials to Local Needs

In general, you will not need to develop from scratch the instrument(s) you use to obtain data. A great variety of these instruments already exist, both for vocational-technical education in general and for specific occupational areas. They may be acquired from vocational-technical personnel locally, at universities, and in state departments. In fact, some state departments require the use of one particular instrument.

Such instruments may also be available in resource materials in the library. In your search through the library's indexing system, look under such subject headings as Surveys, Social Surveys, Educational Surveys, Community, Occupational Information, and Labor Market Forecasting. You should locate several instruments that fit your survey objectives. (Sample 4 outlines some basic items you might find included in a survey instrument for employers.)

Any instrument you consider using should meet certain general criteria. An instrument should be reasonably short and easy to fill out. A good rule to follow is that an instrument should (1) be no more than five or six pages in length and (2) take no longer than one half hour to complete. Questions should follow a logical sequence, and each individual question should contain only one major idea. A simple, brief, straightforward instrument, aimed at the desired objectives, should be your goal.

In order to determine how to adapt the information in these instruments to fit local needs, you need to consider the following questions. Your answers to these questions will help you adapt existing instruments into one or more survey forms that fit your local situation.

What kinds of data do you want to obtain? The goals and objectives you have previously established for the survey will determine the types of data you need to secure and, thus, the types of questions you need to ask.

What are your budget constraints? Your budget can affect staffing, how you conduct the survey, and how you process the data. It can determine whether you can conduct the survey by telephone, personal interview, hand-delivered questionnaires, or mailed questionnaires. It can determine whether you can have the data processed by computer or by hand. This will, in turn, determine the type of questionnaire instrument you will need to use.

What do you already know about the area in which you will conduct the survey? You should have consulted the local chamber of commerce and the local office of the U.S. Employment Service to identify local employers and obtain information on labor market trends and needs. Questions that ask for information that is already available and up-to-date should not be used.

What can your steering committee do to help? This committee was chosen to represent a great spectrum of the community. Using their familiarity with the groups they represent and with the community, they should be able to judge how well the selected instruments fit the local needs and conditions. They should be able to point out questions that are irrelevant or that need to be revised and to suggest additional questions that should be asked.

SAMPLE 4

POSSIBLE INSTRUMENT ITEMS: EMPLOYER SURVEY

I. Employment situations for program graduates

A. Employment situation of the firm

1. Total number of workers

2. Number of workers by job title*

3. Number of full- and part-time workers

4. Number of annual replacements needed

5. Methods and sources of recruitment for job openings

6. Anticipated employment needs in next five years

B. Employment opportunities related to your vocational-technical program area, by job title (part-time, full-time, seasonal)

1. Number of employees presently needed

2. Average annual number of new entrants

3. Projected annual number of new entrants needed in the next five years

4. Reasons for shortages of qualified candidates (within the local area) for employment in this occupational area

5. Starting and maximum wages

6. Working hours per week

7. Union restrictions

8. Requirements for employment (minimum level, preferred level)

a. Types of competencies

b. Type of experience

c. Type of education

d. Type of training

9. Chances for advancement

10. Necessary competencies the employer perceives are not being adequately covered by the school(s) at present

11. New and emerging related occupations anticipated in the next five years

II. Placement opportunities for integrated work experience or on-the-job training as part of a co-op program

A. In-plant training opportunities

1. Number of student trainees the employer would accept

2. Hours per day on the job available for trainees

3. Days per week on the job available for trainees

4. Estimated beginning hourly wage

5. Specific job titles for trainee placement

6. Formal on-the-job training programs available to employees

B. Trainee requirements (minimum level, preferred level)

1. Age accepted

2. Types of competencies

3. Type of course work completed

4. Type of education completed

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*For the sake of consistency, it may be advisable to use the *Dictionary of Occupational Titles* (DOT) as a basis.

Developing a Plan of Action

Good, clear, thorough planning is a prerequisite to success for any endeavor. Before you can proceed in conducting the community survey, you will need to develop a complete list of the activities that need to be completed. You will also need to establish a timetable for the major activities. These serve as guidelines for the people involved, enabling them to keep on task and on schedule.

List of survey activities The list of activities you develop should include all the general events that will have to occur from the time you receive administrative approval for the survey to the time the project is completed. These events will, of course, vary according to your survey objectives and local conditions. Sample 5 presents a sampling of activities that may be included in such a list.

Timetable. Once you have determined the required activities, the specific events can be placed within the framework of a timetable. A survey timetable might include items such as the following:

- Proposed date for the completion of the survey
- Starting date for all team members to make an initial survey of at least two employers
- Date for meeting after the initial survey to resolve any problems
- Regularly scheduled survey staff meetings
- Sufficient time for rescheduling of appointments for face-to-face interviews that were cancelled
- Sufficient time for call-backs when an initial contact does not result in a completed phone interview
- Dates when follow-up letters should be sent to employers who received mailed questionnaires

Planning for Survey Staff Recruitment

A competent survey staff is vital to the success of a community survey. Therefore, the recruitment of survey staff is extremely important. Keep in mind that your survey staff is not the steering committee. The function of the steering committee is to advise you on the planning and preparation of the survey effort. The function of the survey staff is to actually do the work of the survey under your direction.

To ensure that you recruit the right people, in the right numbers, your detailed community survey plan should include a section on how the recruitment process is to be carried out. Who will be involved? What procedures will be used to recruit them? How might they benefit from their involvement? What role will the administration play in this process? The following information on recruitment may help as you develop this section of your survey plan.

Recruiting school staff. Guidance and counseling staff in the school or college are often encouraged to be part of the survey staff and to play a major role in conducting the survey. Their participation can give them a more thorough and accurate understanding of the local employment situation, which will help them provide needed career information to the students they counsel.

Furthermore, part of your survey effort may involve collecting occupational interest data from students. If so, guidance and counseling staff should be well qualified to take responsibility for this activity.

Other vocational-technical teachers in your institution can (and should) assume major responsibilities in the community survey effort. Their programs and their students will profit from the information contained in the survey, just as yours will.

Academic teachers, too, can be involved. They will find their involvement can greatly add to their professional outlook and understanding of the real world of work. Their teaching should be enriched by the knowledge they gain.

Involvement of teachers and guidance and counseling staff can aid in the following:

- Developing leadership and competence within the institution for conducting future surveys
- Strengthening the working relationship among vocational-technical, academic, and guidance and counseling personnel
- Widening their acquaintance with the business and industry community
- Providing them with an opportunity for increased communication with the students involved
- Heightening their understanding of the role of the vocational-technical program in relation to the business and industry community
- Providing them with factual, up-to-date occupational information

A faculty meeting can provide a good opportunity to inform staff about the survey and your need for their assistance. You could plan to make a brief presentation at such a meeting, as follows:

- Inform staff about the purpose of and procedures to be used in conducting the survey
- Describe the proposed timetable for the survey
- Explain the need for their assistance in conducting the survey
- Describe the benefits of participation
- Urge them to become involved
- Ask them to inform other community groups with whom they are in contact about the survey

SAMPLE 5

SURVEY ACTIVITIES LIST

Initial Activities

- Secure administrative approval for the su vey.
- Draw up a working agreement between the school/college and the survey staff.
- Organize a group of leaders, drawn from the total survey staff, to act as mini-team captains.
- Acquaint all members of the survey staff with their duties and responsibilities.
- Acquaint the survey staff with the information and data to be secured from employers. Review the survey form with them.
- Acquaint the survey staff with the use to be made of the findings of the survey.
- Determine the number of employers to be surveyed (within the geographic boundaries established for the survey).
- Pinpoint these employers on a map of the community.
- Set a proposed timetable for completion of the survey that is acceptable to the survey staff. Agree upon a starting date for all member of the staff to survey two or more employers.
- Work with the school/college administration to establish budgetary controls for expenses involved in conducting the survey.
- Work with the steering committee and survey team captains to devise a plan for disseminating the survey findings to the administration, faculty, and public.

Activities Related to Face-to-Face Interviews

- Acquaint the survey staff with effective face-to-face interview techniques.
- Acquaint the survey staff with the source of the job titles to be used in the survey form (e.g., Dictionary of Occupational Titles) so that they can help employers provide consis ant data.
- Inform staff members of the procedure to be followed in obtaining interviews with employers.
- Divide the geographic area so that each mini-team will be assigned to survey a fairly equal number of employers.
- Divide the survey staff into mini-teams, and appoint a team captain for each team.
- Hold a meeting of the survey staff as soon as the initial surveys have been completed in order to iron out any unforeseen problems that arise.

Activities Related to Phone Interviews

- Acquaint the survey staff with effective telephone interview techniques.
- Acquaint the survey staff with the source of the job titles to be used in the survey form (e.g., the Dictionary of Occupational Titles) so that they can help employers provide consistent data.

- Inform staff members of any procedures to be followed in keeping a record of calls made (for accounting purposes).
- Inform staff members of the procedures to be used in obtaining an interview at a later time if the respondent is unable or unwilling to allow the interview during the initial contact.
- Divide the group of employers to be contacted so that each mini-team will be assigned to survey a fairly equal number of employers.
- Divide the survey staff into mini-toams, and appoint a team captain for each team.
- Hold a meeting of the survey staff as soon as the initial surveys have been completed in order to iron out any unforeseen problems that arise.

Activities Related to Mailed Questionnaires

- Reproduce the necessary copies of the questionnaire to be used.
- Assign a code number to each questionnaire so that returns can be matched with employers, and record each assigned code number on a master list.
- Develop a cover letter to be included with the questionnaire and a follow-up letter to be sent to nonrespondents after a specified amount of time has elapsed.
- Reproduce the necessary copies of the cover letter.
- Assemble and mail out materials to the employers to be surveyed.
- Record receipt of returned questionnaires for future reference.
- Reproduce the necessary copies of the follow-up letter and mail them to nonrespondents.

General Activities Related to the Survey Effort

- Hold periodic meetings with the team captains to give direction and ensure that the established time schedule is being met by the staff under their supervision.
- Involve other vocational-technical staff members in the survey effort to develop their competence in survey techniques.
- Involve the team captains and vocational-technical facu..y in summarizing the information and data.
- Arrange for the administration to send letters of appreciation (e.g., to all steering committee members, survey staff, and employers cooperating in the survey).

Extended Activities

- Arrange to acquaint other vocational-technical staff members with the information or data gathered that may be of use in them in their particular teaching field.
- Submit the findings to the school/college administration for review, discussion, and approval.
- Use the survey findings as a basis in vocational-technical program planning and development.

Once the administration has indicated which staff could be released to participate, those individuals will need to be contacted. Your plans should provide for contact to be made as soon as possible after the faculty meeting so that you can obtain their commitment to assist in the survey while its importance is still fresh in their minds.

Recruiting students. The survey director, along with the steering committee, will need to determine early in the planning phase the extent to which students may be involved in data gathering. Just what responsibilities students will have in your survey effort will depend on the specifics of your survey, the maturity of the students, and the policies of the school concerning student involvement in such activities.

If your survey will consist of face-to-face interviews, students may be able to conduct some of those interviews. If it is to be a telephone survey, stduents might conduct interviews over the phone. In any survey effort, students could do clerical work, preparing and producing survey forms, mailing, record keeping, tabulating results, and so on.

The point to remember in planning to involve students is that they should not be used as a source of free labor. Getting out into the business and industry community and conducting interviews with employers should be excellent experience for the vocational-technical student. It gives students a chance to polish their communication skills and increase their poise.

If, however, student involvement cannot be justified educationally—in other words, if it does not contribute to their occupational preparation—then any students serving on the survey staff should be paid at a level compar able to their responsibilities.

You can plan to ask teachers, guidance and counseling staff, and administrators to provide you with the names of student ts capable of assisting in the community survey. To help staff identify these students, you will need to let them know the number of students you require and the specific tasks the students will be assigned to carry out.

Planning for Survey Staff Preparation

Regardless of the manner in which staff are to be involved, the key to their successful participation will be to thoroughly acquaint them with the work they are to do. You need to plan what information you will include in your orientation and how that orientation will be carried out. Will you present the information as part of an orientation meeting? Will you provide a written orientation handbook? Both?
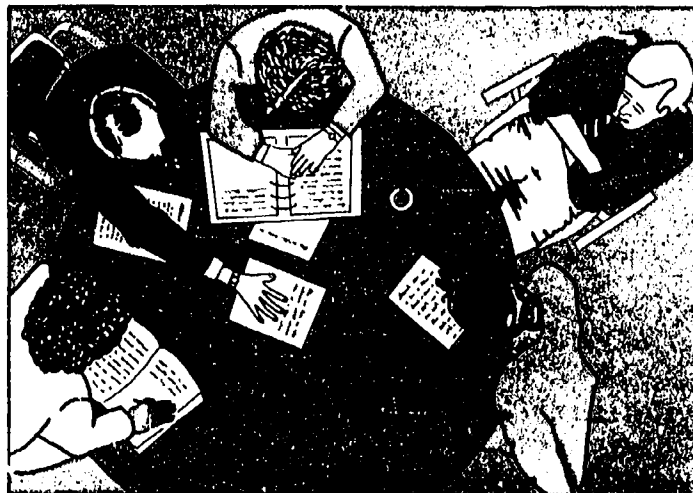
Typically, the following information should be included in any orientation approach you decide to use:

- Purpose of the survey
- Nature of the survey form, its contents, terminology, meaning of items, responses needed, etc.
- Purpose of and procedure to be used in data collection, personal interviews, etc.
- Duties and responsibilities that they will be given

Once staff have been oriented, they will need clear, complete instructions concerning the tasks to be performed. They need to know both how to handle their assigned tasks under normal conditions and what to do when the "unexpected" arises (e.g., who to call if an employer asks for information they can't supply, where to obtain additional survey forms should they run short).

In order to obtain reliable results from the survey, staff who will be involved in conducting interviews must be consistent in their approach and in their explanations to employers. Therefore, you will need to plan how to clearly spell out to the survey staff the procedures for handling the survey process and using the survey instrument.

In general, all oral instructions should be supplemented with written directions that staff can review as needed. One example of a set of written directions developed to guide survey staff in conducting interviews is shown in sample 6.

Some survey staff may also need practice in applying effective interview techniques. This may be particularly true if students are to serve as interviewers. Role-playing activities can be used to accustom staff to the interview situation and to help them polish their skills.

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SAMPLE 6

DIRECTIONS FOR A SURVEY INTERVIEW

Making Appointments

Obtain an interview. Attempt to obtain an interview when you first call. If you cannot do so, try to obtain a definite commitment for an interview at some time in the immediate future.

Occasionally, a potential respondent may attempt to avoid making an appointment with you. If this is apparent, quickly state the purpose of the survey and its importance, and try to arouse the individual's interest in participating.

If you make an initial contact by phone or in person, without a prior appointment, the potential respondent may be too busy to discuss the survey with you. If this happens, try to arrange a date and time for another contact.

Make a good first impression. The first impression made on a potential respondent is very important. It can influence how he or she feels about the interviewer and the survey.

Whether the initial contact is made by phone or letter, the respondent should be made to feel that the interviewer is doing an important job and that the respondent is an important element in that job. It is most important that an atmosphere of professionalism be established.

During the initial contact, you should carry out the following steps:

- Introduce yourself and state the purpose of the contact. Not only is this courteous, but it helps dispel suspicion.
- Explain who is conducting the survey. Indicate that the organization you represent is reliable.
- Explain the subject and purpose of the survey. State this in broad terms to avoid giving the impression that the process will be highly involved or complicated.
- Explain how the individual was chosen to be a potential respondent. Unless given a satisfactory explanation, some respondents may assume there is an underlying ulterior motive and refuse to cooperate.
- Explain that the interview is confidential. Do not dwell on this point. An overemphasis may make some respondents self-conscious or suspicious.

Follow through on the good first impression you made. Always show up punctually for the appointments you make. It shows that you are courteous and that you consider the respondent's time to be valuable.

Establishing Rapport

To a great degree, the success of the interview is dependent upon the interviewer's ability to quickly create a friendly atmosphere—one of trust and confidence. There is no one best way of establishing rapport. People are different, and these differences must be taken into account.

The following are some general guidelines an interviewer can follow in trying to establish rapport.

Make the respondent feel that the interview is open and frank. Show no sign of approval or disapproval concerning a respondent's answer. A respondent may alter an answer if he or she feels that it was not correct or not what you wanted to hear. A respondent may resent your disapproval. Instead, react only to the respondent's honesty and cooperation.

Make the respondent feel the survey is important. People are more responsive if they know that what they are being asked to participate in is important. If necessary, briefly remind the individual of the purpose of the survey and to whom it is important.

Make the respondent feel that his/her answers are important. When respondents are chosen randomly, they may find it difficult to see why their answers are important. If random selection is used, tell the respondents that this is one way of helping to ensure that an unbiased cross section of the population is researched. If the respondent was selected by other means, explain the method used.

Ensure that your appearance is professional looking. An interviewer's physical appearance is probably the first impression to be made on the respondent. Be sure that you are appropriately attired and well groomed.

Conduct the interview in a quiet place. Survey interviews generally take a half hour or more and should be conducted in a place where you can have the respondent's full attention. Requesting a quiet location may also help reinforce the importance of the survey.

Employers usually find it more convenient if interviews are conducted in their places of business. However, if the job site is noisy, interruptions are frequent, and no quiet location is available, you might consider asking the respondent to meet you in some quieter place (e.g., over lunch, at his/her home).

If, during an interview, the respondent has to deal with unexpected problems or major interruptions, it is best to bring the interview to a close and to make an appointment for another time.

Administering the Questionnaire

The questionnaire is the basic tool with which information is collected. Therefore, its proper use is crucial and you should observe the following guidelines.

Ask the questions precisely as specified. The major reason for using a prepared questionnaire is so that no matter who asks or answers the questions, the results will be comparable. If you feel that respondents are uncomfortable with a word or question, you may feel inclined to reword it. **Rewording must be avoided.** If there are such questions, practice asking them until they feel natural to you.

Ask the questions in the order presented on the questionnaire. The questions may have been sequenced to provide a continuity between questions, to facilitate the interviewing task, to obtain certain information, and/or to establish an atmosphere. Departing from the established sequence could produce unwanted results.

Ask every question on the questionnaire. The only exception to this guideline is when a contingent question is built into the questionnaire. This type of question is asked only when a particular answer has been given to a preceding question.

When a question is not understood or is misinterpreted, repeat it in the same words; do not paraphrase it. Since questions are normally pretested, they are seldom misunderstood. If they are, however, they should not be "explained."

If after repeating the question several times as written, it is still not understood, mark the question and proceed to the next one. After the interview, report any such occurrences to the survey director so that appropriate corrections can be made in the question if needed.

When a respondent hesitates or refuses to answer a question initially, handle the situation tactfully so as not to destroy rapport. When you prepare to ask a question you believe to be sensitive, do not indicate this to the respondent. Ask the question in a natural, matter-of-fact manner.

If the respondent hesitates, remind him or her of the confidential nature of the answers. Excessive pressure should not be applied, however; answers so obtained are not worth the loss of rapport. At the end of the interview, it is sometimes possible to return to a question skipped earlier.

Use the questionnaire with ease and keep your manner informal. Questionnaires are scientific instruments and should be used with precision. Respondents should not, however, be given the uncomfortable impression that they are being tested or investigated. Develop an easygoing style by practicing repeatedly before going into the field.

Maintain rapport throughout the interview. When rapport is threatened, take time out to reestablish or strengthen it. No ready-made rules are available for these situations, but taking the respondent's mind off the survey for a moment can be helpful.

Make sure there is a smooth return to the questionnaire. Remind the respondent that his/her honest answers are important, that there are no right or wrong responses, and that all responses are confidential.

Close the interview on a positive note. Thank the respondent for his/her participation, and try to leave him or her with the feeling that the interview has been a pleasant and interesting experience. How successful you are in accomplishing this will help determine the reception that future community survey interviewers can expect from this individual.

Recording Responses

The recording of responses should be carried out in accordance with the following guidelines:

- Record responses at the time they are made.
- Record the respondent's own words.
- Provide detailed explanations concerning any nonresponses.
- Record in parentheses all interview probes (stimuli to elicit a response).
- Record all significant events occurring during the interview.
- Record all responses clearly and legibly.
- Check each questionnaire for completeness, readability, and legibility before turning it in.

If students will not be given full responsibility for contacting employers and gathering data through face-to-face interviews, the following modified approach can be used. This approach also works well as a way of training students to assume full responsibility for data gathering.

- The student is assigned to work with an adult member of the survey staff.
- The survey director or other faculty member makes the initial appointments with the employers.

- The student is assigned responsibility for completing the portion of the survey form covering background information on the firm (e.g., demographic information), thus saving the principal interviewer's time.

  In a small firm, the student might secure this information from the employer in the half hour before the principal interview is conducted. In a large firm, the student might gather the needed information from staff in the personnel office prior to the employer interview or even during the time the employer is meeting with the principal interviewer.

- The student may join the principal interviewer and employer in the role of observer in order to become familiar with the data-gathering process.

- After the student returns from the data gathering, the background information he or she gathered is carefully checked for completeness and accuracy. If there are questions about any of the data gathered, the student is asked for clarification. If additional clarification is needed, the survey director or principal interviewer contacts the employer to secure the information needed.

Optional Activity 2
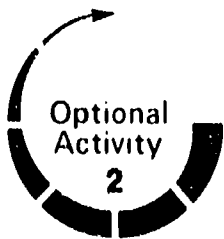
For more detailed information on different kinds of survey techniques and questionnaires, you may wish to refer to the following supplementary reference: Dillman, *Mail and Telephone Surveys: The Total Design Method.* Of particular interest might be Chapter 2, pp. 39–75, which presents the advantages and disadvantages of different survey techniques. Also useful could be the section on training telephone interviewers, pp. 257–269.

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The following case situation provides some background information about a community survey effort that has been initiated. Read the situation, and then use the information provided to develop a complete plan for conducting the community survey.

CASE SITUATION

Assume that you are responsible for conducting a community survey in the city of Smithville. The purpose of this survey is to gather data to be used in updating and expanding Central High School's vocational-technical program. (Additional background information on Smithville is available in the case situations in Learning Experiences I and III.)

You have contacted the state department of education and asked for help in planning the community survey. The materials you received from them included four instruments that have been used for community surveys in various areas of the state (see pp. 55–62).

Your administrator has given his okay for using school personnel and students in conducting the survey. He has decided, however, not to personally ask them to help with the survey. He feels that it is entirely your responsibility to enlist their assistance.

You have received a sample community survey planning calendar from the teacher education department at the state university (see p. 63). There was a note that came with it, however, indicating that the sender did not consider the calendar to be a very good one. She stated that some very important points had been omitted and that the dates suggested might not be the most appropriate ones, considering the busiest times of the school calendar year.

COMMUNITY SURVEY FORM 1

Employer Questionnaire

NAME OF BUSINESS _____
Number of workers _____

Number of Workers	Employee Information	
JOB DESCRIPTION	Full-Time	Part-Time

1. Does your firm provide training for the employees listed above? _____

2. Have you within the last two years experienced difficulty in obtaining capable employees? _____

3. Do you plan to expand your business by increasing your staff? _____

4. What is your average number of annual replacements? _____

5. What is your anticipated employment need for the next five years? _____

6. What possible job openings will you have for vocational-technical graduates? _____
   What levels of training will you require? _____

7. What are the types and amounts of educational preparation you require of future employees?
   Academic _____
   Occupational _____ _____

8. What are some new or emerging occupations that you foresee in your business in the next five years? _____

9. Would your business cooperate with a local school in providing on-the-job training for students?
   Yes _____ No _____

If yes, how many students will you accept? _____

How many hours per day per student? _____

How many days per week per student? _____

Name some specific training areas you would provide. _____
_____

Summary Form

NUMBER OF BUSINESSES INTERVIEWED _____

Employee Information

JOB DESCRIPTION	TRAINING LEVEL	PRESENT # OF EMPLOYEES	EST. # NEXT 5 YEARS

Number of firms willing to take student trainees _____

Total number of trainees potentially accepted _____

    Average number of hours per day per student _____

    Average number of days per week per student _____

Specific job titles for trainees _____

Estimated hourly wage _____

New and emerging occupations in the next five years

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COMMUNITY SURVEY FORM 2

Name _____

Business _____

Position _____

Phone _____

NOTE: All items pertain to Smithville only, and all answers will be kept strictly confidential. No answers or comments made will place any obligation on your business. This is for general information only.

1. **Total number of employees**

   a. Number of full-time employees (35 hours/week or more) _____

   b. Number of part-time employees (less than 35 hours/week) _____

2. **Seasonal employees** (Christmas, tourism, etc.)   Yes_____   No_____

   a. If "yes," please indicate in the spaces provided the number(s) employed in each appropriate time period (e.g., 12 Jan.–March)

   _____Jan.–March   _____Sept.–Nov.
   _____April–May   _____Christmas
   _____June–August   Season

   From_____ To_____ No._____
   From_____ To_____ No._____

3. **Estimated total employment per year (not including seasonal employees)**

   1985_____
   1987_____
   1989_____

4. **Total number of new employees hired in the last calendar year (1985)**

   a. Number of new employees that filled newly created positions _____

   b. Number of new employees that filled vacated positions _____

   c. Number of new employees without prior experience _____

5. **Total number of employees changed to new jobs or positions within your organization during the calendar year 1985** _____

6. **When you have a job opening(s), which of the following sources do you use to hire workers? (Mark the spaces that are most appropriate for each item.)**

	Often	Someti...es	Never
a. State Employment Service	_____	_____	_____
b. Private Employment Agencies	_____	_____	_____
c. Advertising and Want Ads	_____	_____	_____
d. Friends and Relatives	_____	_____	_____
e. Direct Company Application (walk-ins)	_____	_____	_____
f. School Co-op Program (DE, COE, etc.)	_____	_____	_____
g. Other (Please describe _____) ...	_____	_____	_____

7. Would high school cooperative education programs be attractive to you in obtaining additional qualified employees?   Yes_____   No_____

   a. If above answer is no, please identify changes/additions needed to make high-school-trained personnel an attractive source of qualified employees.

   _____

   _____

   _____

   _____

8. Would you consider permitting a qualified senior high student to enter your place of business or area of activity as a volunteer worker in order to get the experience in an occupation?   Yes_____   No_____

9. Would you be willing to have yourself or an employee visit a class(es) in a public school to explain your occupation?   Yes_____   No_____

10. Are there areas of training experiences not currently in the program that you feel the public schools should provide?   Yes_____   No_____

   a. If answer is yes, please explain.

   _____

   _____

   _____

   _____

11. How many students enrolled in high school co-op programs do you have working in your business?   _____

Information about Business Operation

A	B	C JOB OPENING INFORMATION		D TRAINING					
		CURRENT	ANTICIPATED IN OPENINGS	Check major source or type of training where employees acquired skills needed for each job listed in column A.					
			Job openings anticipated in the next 12 months for which employees will be actively sought.						
		TOTAL	TOTAL	High School	OUT or Apprenticeship	Trade Technical School	Jr. College	College	Other
EXAMPLE: Clerk Typist	5	1	2	X					

*PLEASE REFER TO MORE DETAILED INSTRUCTIONS ON BACK OF THIS PAGE AS NEEDED.

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Directions for Completing "Information about Business Operation"

COLUMN A—Occupations in Your Firm

Beginning with the first blank line in Column A, list each **different** job in your firm or agency on a separate line. If you have more than one employee in an identical specific job, use a single line. For example, if you have three clerk-typists working for you, the job title "Clerk-Typist" would be entered on a single line as one of the types of jobs that you have in your firm. (See example on the first line of the survey.)

If you are not sure what to call a particular job, or if a job includes many different duties, please add descriptive words that will help clarify the nature of the job. If you need more space, use another sheet of paper.

COLUMN B—Number Presently Employed

After all the different occupations are listed, go to Column B. List the total number of people you have employed in each different type of job. For example, if you have three clerk-typists, the number 3 would be marked in the "TOTAL" column.

COLUMN C—Job Opening Information

Column C is entitled "Job Opening Information." In this column, under "Current Job Openings," list the total number of job openings, if any, that you have that are immediately available and for which you are actively trying to find workers from outside your firm.

For example, if you have been looking for another clerk-typist to fill a job that is currently open, you would mark a "1" in the "TOTAL" column on the line in which you had filled in "Clerk-Typist." If you have no openings, record "0."

In the column "Anticipated Job Openings," list the number of job openings (**other** than current job openings) that you anticipate in the next 12 months for each occupation that you have listed.

NOTE: If you have a current job opening or anticipate a job opening up in the next 12 months for an occupation that is different from any of the occupations that you presently have in your firm, list its job title and the appropriate job opening information.

COLUMN D—Training

In this column, check the major source or type of training where employees acquired (or, if it is a new job that will be opening up, where they should acquire) skills needed for each job listed in Column A.

"OJT" indicates "on-the-job training." If an employee only needs **some** college training but not a degree, please indicate the number of years needed.

COMMUNITY SURVEY FORM 3

Confidential Information Concerning Local Business Firms

Name of Business _____

Address _____ Telephone _____

Type of Business _____

Name of Person Completing Questionnaire (Optional) _____

Title (Optional) _____

Interviewer _____ Date _____

Total No. of Employees _____   No. of Clerical and Office Employees_____
                                      No. of Craftspersons   _____
                                      No. of Salespersons   _____
                                      Other:_____   _____

Projected Employment Needs: No. of employees needed
                                             6 mos. from now   _____
                                             1 year from now   _____
                                             2 years from now   _____

Does your business have a training program for beginning workers? Yes_____   No_____

Type of Training Program _____

Mandatory Education Requirements for New Employees_____

Desirable Education Requirements for New Employees _____

Please list school training programs that employer feels would contribute to the success of the business and its present employees. (Examples: safety practices, basic electricity, blueprint reading, supervisor-management training, food service, salesmanship, secretarial office practice, office education, office machines, etc.)

_____

_____

_____

_____

_____

_____

_____

COMMUNITY SURVEY FORM 4

NAME OF BUSINESS _____   TYPE OF BUSINESS _____

JOB DESCRIPTION	NUMBER OF EMPLOYEES	ESTIMATED AVG. ANNUAL NUMBER NEW ENTRANTS	TRENDS IN EMPLOY-MENT		REQUIREMENTS FOR EMPLOYMENT				KIND OF TRAINING THAT COULD BE GIVEN TO EMPLOYED PERSONS		PROMOTIO POSSIBILI
			UP	DOWN	EDUCATIONAL LEVEL MINIMUM	DESIRED	SPECIAL TRAINING	EXPER. (YRS.)	FOR IMPROVEMENT IN PRESENT POSITION	IN PREPARATION FOR PROMOTION	TO WHAT
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

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SURVEY TIMETABLE

Target Dates for Community Survey

Sept. 29 Orientation meeting with principal
Obtain oral and written approval for survey

Oct. 16 Orientation session for steering committee

Nov. 10 Final plan for community survey completed

Dec. 2 Begin data-gathering activities

Dec. 17 Complete data-gathering activities

Jan. 3 Begin analysis of data

Feb. 10 Complete final report

Feedback
4
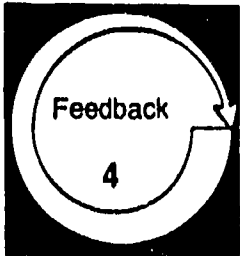
After you have developed your complete plan for conducting the community survey, arrange to have your resource person review and evaluate your plan. Give him/her the Planning Checklist, p. 65, to use in evaluating your work.

NOTES

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PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In planning, the teacher:				
1. adapted existing survey instruments to meet the needs of the community	☐	☐	☐	☐
2. devised instruments that would provide all the desired data in an organized, concise manner	☐	☐	☐	☐
3. developed guidelines for the survey staff to follow in conducting a community survey, including: a. a detailed plan of activities	☐	☐	☐	☐
b. a realistic timetable	☐	☐	☐	☐
4. identified ways of approaching school personnel to solicit their participation in the community survey	☐	☐	☐	☐
5. identified information to be used in explaining to school personnel the need for their participation	☐	☐	☐	☐
6. organized information to explain to school personnel the benefits they could derive from participation	☐	☐	☐	☐
The plan included full explanations of how the teacher would:				
7. obtain commitments from school personnel to participate	☐	☐	☐	☐
8. acquaint survey staff with their specific duties and responsibilities	☐	☐	☐	☐
9. acquaint survey staff with the specific procedures to be followed in carrying out their assigned tasks	☐	☐	☐	☐
10. provide survey staff with regular guidance and support throughout the effort (e.g., written guidelines, regular meetings)	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience VI

Terminal Objective

While working in an **actual teaching situation,*** prepare for a community survey.

Activity 1

At a time when community survey data is necessary for program development and evaluation, prepare or assist in preparing for a community survey. This will include—

- obtaining the approval of your administrator for conducting the community survey
- organizing a steering committee to assist with the survey
- identifying the geographical boundaries for the survey
- soliciting information and assistance from local and state agencies in planning the survey
- developing a survey plan

NOTE: Due to the nature of this experience, you will need to have access to an actual situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Feedback 2

Arrange in advance to have your resource person review your documentation and observe an instance in which steering committee members are being prepared to assume their roles.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 69–71.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in preparing for a community survey.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare for a Community Survey (A-1)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In obtaining administrative approval for the survey, the teacher:						
1. arranged to meet with the administrator at a time and place conducive to productive conversation	☐	☐	☐	☐	☐	☐
2. clearly described what a community survey is	☐	☐	☐	☐	☐	☐
3. justified the need for and proposed use of the survey	☐	☐	☐	☐	☐	☐
4. provided an estimate of the costs and staffing that would be required	☐	☐	☐	☐	☐	☐
5. justified the expenditure of time and money necessary to conduct the survey	☐	☐	☐	☐	☐	☐
6. presented all information in a clear, concise, well-organized manner	☐	☐	☐	☐	☐	☐
In organizing a steering committee to assist with the survey, the teacher:						
7. appointed a committee of approximately nine members representing a cross section of the community	☐	☐	☐	☐	☐	☐
8. included both males and females and members of minority groups on the committee	☐	☐	☐	☐	☐	☐
9. oriented the committee to: a. the school's present programs	☐	☐	☐	☐	☐	☐
b. the nature and purpose of the survey	☐	☐	☐	☐	☐	☐
c. their role and function	☐	☐	☐	☐	☐	☐
10. obtained initial information from the committee about the survey approach to be used	☐	☐	☐	☐	☐	☐
11. helped assign committee members to complete specific tasks	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent

In determining the geographical boundaries of the survey, the teacher:

12. identified and considered all relevant school-community factors .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

13. selected boundaries that were consistent with the factors identified .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

When soliciting information and assistance from local and state agencies, the teacher:

14. identified and set up interviews at a variety of agencies that could provide needed information .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

15. prepared a list of points to discuss during each interview | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

16. informed the contact person briefly of the need for and purpose of the survey .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

17. indicated the specific type of help he or she required . | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

18. inquired about other related services that might be available through the agency .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

19. took adequate notes during the interview............ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

20. expressed appreciation for the time taken and assistance give. .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

In developing a survey plan, the teacher:

21. secured copies of existing instruments to use as a basis in developing or adapting the needed survey instruments | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

22. devised instruments that would provide all the desired data in an organized, concise manner .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

23. developed a detailed plan of activities that included:
a. a list of all survey activities to be carried out ...... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

b. a realistic and complete timetable .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

24. determined who would be recruited to serve on the survey staff .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

25. determined how survey staff would be recruited ...... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

26. prepared activities and/or materials for the survey staff:
a. to orient them to the survey effort .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

b. to acquaint them with their specific duties and responsibilities .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

c. to prepare them adequately to carry out their assigned responsibilities .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

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ABOUT USING THE PBTE MODULE SERIES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module. you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience and have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the **Teacher/Instructor:** The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
A-1   Prepare for a Community Survey
A-2   Conduct a Community Survey
A-3   Report the Findings of a Community Survey
A-4   Organize an Occupational Advisory Committee
A-5   Maintain an Occupational Advisory Committee
A-6   Develop Program Goals and Objectives
A-7   Conduct an Occupational Analysis
A-8   Develop a Course of Study
A-9   Develop Long-Range Program Plans
A-10   Conduct a Student Follow-Up Study
A-11   Evaluate Your Vocational Program

Category B: Instructional Planning
B-1   Determine Needs and Interests of Students
B-2   Develop Student Performance Objectives
B-3   Develop a Unit of Instruction
B-4   Develop a Lesson Plan
B-5   Select Student Instructionc Materials
B-6   Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
C-1   Direct Field Trips
C-2   Conduct Group Discussions, Panel Discussions, and Symposiums
C-3   Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4   Direct Students in Instructing Other Students
C-5   Employ Simulation Techniques
C-6   Guide Student Study
C-7   Direct Student Laboratory Experience
C-8   Direct Students in Applying Problem-Solving Techniq.ies
C-9   Employ the Project Method
C-10   Introduce a Lesson
C-11   Summarize a Lesson
C-12   Employ Oral Questioning Techniques
C-13   Employ Reinforcement Techniquos
C-14   Provide Instruction for Slower and More Capable Learners
C-15   Present an Illustrated Talk
C-16   Demonstrate a Manipulative Skill
C-17   Demonstrate a Concept or Principle
C-18   Individualize Instruction
C-19   Employ the Team Teaching Approach
C-.0   Use Subject Matter Experts to Present Information
C-21   Prepare Bulletin Boards and Exhibits
C-22   Present Information with Models, Real Objects, and Flannel Boards
C-23   Present Information with Overhead and Opaque Materials
C-24   Present Information with Filmstrips and Slides
C-25   Present Information with Films
C-26   Present Information with Audio Recordings
C-27   Present Information with Televised and Videotaped Materials
C-28   Employ Programmed Instruction
C-29   Present Informat.on with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
D-1   Establish Student Performance Criteria
D-2   Assess Student Performance Knowledge
D-3   Assess Student Performance: Attitudes
D-4   Assess Student Performance Skills
D-5   Determine Student Grades
D-6   Evaluate Your Instructional Effectiveness

Category E: Instructional Management
E-1   Project Instructional Resource Needs
E-2   Manage Your Budgeting and Reporting Responsibilities
E-3   Arrange for Improvement of Your Vocational Facilities
E-4   Maintai.. a Filing Syst_.r.
E-5   Provide :or Student Safety
E-6   Provide for the First Aid Needs of Students
E-7   Assist Students in Developing Self-Discipline
E-8   Organi? 9 the Vocational Laboratory
E-9   Manage the Vocational Laboratory
E-10   Combat Problems of Student Chemical Use

Category F: Guidance
F-1   Gather Student Data Using Formal Data-Collection Techniques
F-2   Gather Student Data Through Personal Conlacts
F-3   Use Conferences to Help Meet Student Needs
F-4   Provide Information on Educational and Career Opportunities
F-5   Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
G-1   Develop a School-Community Relations Plan for Your Vocational Program
G-2   Give Presentations to Promote Your Vocational Program
G-3   Dovelop Brochures to Promote Your Vocational Program
G-4   Prepare Dı ·plays to Promote Your Vocational Program
G-5   Prepare News Releases and Articles Concerning Your Vocational Program
G-6   Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7   Conduct an Open House
G-8   Work with Members of the Community
G-9   Work with State and Local Educators
G-10   Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
H-1   Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2   Establish a Vocational Student Organization
H-3   Prepare Vocational Student Organization Members for Leadership Roles
H-4   Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5   Supervise Activities of the Vocational Student Organization
H-6   Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
I-1   Keep Up-to-date Professionally
I-2   Serve Your Teaching Profession
I-3   Develop an Active Personal Philosophy of Education
I-4   Serve the School and Community
I-5   Obtain a Suitable Teaching Position
I-6   Provide Laboratory Experiences for Prospective Teachers
I-7   Plan the Student Teaching Experience
I-8   Supervise Student Teachers

Category J: Coordination of Cooperative Education
J-1   Establish Guidelines for Your Cooperative Vocational Program
J-2   Manage the Attendance, Transfers, and Terminations of Co-op Students
J-3   Enroll Students in Your Co-op Program
J-4   Secure Training Stations for Your Co-op Program
J-5   Place Co-op Students on the Job
J-6   Develop the Training Ability of On-the-Job Instructors
J-7   Coordinate On-the-Job Instruction
J-8   Evaluate Co-op Students' On-the-Job Performance
J-9   Prepare for Students' Related Instruction
J-10   Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
K-1   Prepare Yourself for CBE
K-2   Organize the Content for a CBE Program
K-3   Organize Your Class and Lab to Install CBE
K-4   Provide Instructional Materials for CBE
K-5   Manage the Daily Routines of Your CBE Program
K-6   Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
L-1   Prepare Yourself to Serve Exceptional Students
L-2   Identify and Diagnose Exceptional Students
L-3   Plan Instruction for Exceptional Students
L-4   Provide Appropriate Instructional Materials for Exceptional Students
L-5   Modify the Learning Environment for Exceptional Students
L-6   Promote Peer Acceptance of Exceptional Students
L-7   Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8   Improve Your Communication Skills
L-9   Assess the Progress of Exceptional Students
L-10   Counsel Exceptional Students with Personal-Social Problems
L-11   Assist Exceptional Students in Developing Career Planning Skills
L-12   Prepare Exceptional Students for Employability
L-13   Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
M-1   Assist Students in Achieving Basic Reading Skills
M-2   Assist Students in Developing Technical Reading Skills
M-3   Assist Students in Improving Their Writing Skills
M-4   Assist Students in Improving Their Oral Communication Skills
M-5   Assist Students in Improving Their Math Skills
M-6   Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
N-1   Prepare to Work with Adult Learners
N-2   Market an Adult Education Program
N-3   Determine Individual Training Needs
N-4   Plan Instruction for Adults
N-5   Manage the Adult Instructional Process
N-6   Evaluate the Performance of Adults

RELATED PUBLICATIONS
Student Guide to Using Performance-Based Teacher Education Materials
Resource Person's Guide to Using Performance-Based Teacher Education Materials
Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs
Performance-Based Teacher Education: The State of the Art. General Edı ation and Vocational Education