



OVERDUE FINES ARE 25¢ PER DAY
PER ITEM

Return to book drop to remove
this checkout from your record.

APR 29 1995
MAY 14 2001
D-71201

A SURVEY OF NEED AND CONTENT FOR A POST-SECONDARY
OCCUPATIONAL CURRICULUM IN PUBLIC PLANNING,
PROPOSAL AND RESEARCH (3PR) WORK

By

Philip J. Blank

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1979

ABSTRACT

A SURVEY OF NEED AND CONTENT FOR A POST-SECONDARY OCCUPATIONAL CURRICULUM IN PUBLIC PLANNING, PROPOSAL AND RESEARCH (3PR) WORK

By

Philip J. Blank

An investigation was made to determine whether need existed for a formal training program in the Greater Lansing Area, not to exceed two years at the post-secondary level, to prepare workers to do the nonprofessional tasks related to public planning, proposal and research work. The job description follows: "A Public Planning, Proposal and Research Aide (3PR Aide) knows where and how to obtain demographic, economic and other types of related data for a given political region and is able to compile and present such data in a manner that will enhance its meaning to the supervisor and to other decision makers regarding the planning, proposals and/or research as well as the follow-up reports on such items. The aide is able to follow directions, oral or written, provided by the supervisor, and technical guidelines provided by any public or private agency as well as any level of government. Also, this aide is expected to interact coherently with others at all

levels, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents. In following the guidance of the supervisor, this aide will work with the funding and budgetary aspects of a proposal as is appropriate to the context of the proposal and the office or agency. A 3PR Aide may write the final document, or submit the bare skeleton thereof, including all tables and graphs. In addition, this person is familiar with the application of computers and data processing within an institutional setting.

"This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research and report writing in a public agency or institution."

This study examined the feasibility of subdividing the tasks of several professional occupations in a manner similar to that of the New Careers methodology. The following items were sought: (1) a consensus about a job description for which training might be developed; (2) the degree of feasibility for developing a post-secondary occupational program of no longer than two years' duration to train people to do the work described above; and (3) enough information from which to suggest an appropriate curriculum to meet identified needs in the Greater Lansing Area.

Initial impetus for the study was from interviews with several specialists who were most knowledgeable

about all areas covered in the initially proposed job description. Besides giving encouragement, they made referrals to other authorities for the purposes of evaluating and responding to a survey questionnaire. Since the population to be surveyed was unknown, a method of simultaneously determining the population and surveying a large sample therefrom was developed based on the way earlier contacts were made. Appendix J shows the model for determining population size. After the questionnaire phase, many of the respondents were interviewed in order to get further information.

The study showed: favorable response to the job description, an indication that enough employers in the target area could have used specially trained workers in the field, and commitment to providing internship loci. Educational and training backgrounds were determined for people who were already doing 3PR Aide work, and preferences for the types of students to enter the program were determined. Many respondents indicated willingness to serve on a steering and/or advisory committee related to development of a training program. In the interviews, inputs were obtained relating to core curriculum as well as courses related to the technical specialties. Eleven appendices provide additional information about the study.

DEDICATION

This work is dedicated to my late uncle, Herbert M. Neuhaus, who simultaneously inspired me to continue with this project and encouraged me to maintain a balance in my professional, social and home life. While this paper contains an idea for helping to control the expenditure of public funds, Herb Neuhaus' career with the U.S. Navy Department was a continued dedication to cost cutting. His original work in scheduling in the realm of shipbuilding saved the United States taxpayers several million dollars in World War II. Further refinement of his techniques led to the development of PERT (Program Evaluation Review Technique) after the war. My interactions with him during his last six years lent greater significance to my study of leadership and management at Michigan State University.

ACKNOWLEDGMENTS

I am indebted to my guidance committee, consisting of Professors Frank Bobbitt, chairman; Blair MacLean, Max Raines and Bob Repas. Chairman Frank saw to it that I made my ideas clearer; Dr. MacLean was a great help when I was in most need of his services in the final stages, and he too helped me clarify my ideas. Dr. Raines had the perception to draw out of me the elaboration of my data-gathering technique (found in Appendix J), which may be the most distinctive feature of this paper. Bob Repas, as a friend and critic, helped to insure that I did not leave myself vulnerable relating to certain aspects of my data and the population surveyed. I am also indebted to the members of the EPDA faculty and staff in the Vocational-Technical Leadership Development program at Michigan State, especially to the co-chairmen, Professors Peter Haines and Rex Ray. Special note should be made of Professor Lawrence Borosage who shared much of his knowledge and self during most of the program. In his unique way, he saw to it that I followed through to completion. Professor O. Donald Meaders, now Department Chairman, gave me my first insight

into the universality of people in the field of Agricultural Education. He was also an excellent advisor.

Professor Philip Marcus, also of Michigan State University, gave me excellent guidance in my development of the questionnaire and interview schedule. He is an outstanding consultant in the field of survey research. Virginia Wiseman of the Graduate Student Affairs office in the College of Education deserves very special acclaim. Not a single graduate student in the College has gone without her warm encouragement and assistance with the necessary forms and processing related to graduate degrees. She is truly "in loco matris."

Special thanks go to Dean James Platte of Lansing Community College (LCC), whose office and counsel were available to me from the seminal stages of this project through the data-gathering stage. He and his friendly staff will always give me warm memories of new and pleasant experiences. There are many other personnel and students at LCC who deserve mention and who are too numerous to be cited individually.

In my home state of Wisconsin I owe special thanks to a colleague, Jill Cherny, who was most helpful in serving as a necessary critic and thought clarifier; and to Maurice Kirchberg, my statistical consultant, who also encouraged me to get more familiar with computer methods. His unique insights and creative analysis methods made

that stage of my work more pleasant than I ever could have anticipated. Dr. William L. Ramsey, Director of the Milwaukee Area Technical College (MATC), and Dr. George A. Parkinson, Director Emeritus, deserve special mention in their roles of encouraging me to apply for the EPDA Fellowship. Mr. Eugene Lehrmann, Director of the Wisconsin Board of Vocational, Technical and Adult Education and now President-Elect of the American Vocational Association, and the members of the State Board deserve my gratitude for their selecting me as the nominee from the state of Wisconsin. Mary Anne Gross served as my editor during the final year of this paper and deserves the highest praise for her excellent work and suggestions. There are several others at MATC who deserve recognition for their kind assistance in and facilitation of my project, and they are too numerous to mention individually.

Finally, maximum recognition should go to my wife, Beatrice, who patiently endured my absence of two and one-half years plus countless evenings while I put this document together. Her sister, Mary Trautmann, deserves special thanks as my editor in the early stages of this paper.

TABLE OF CONTENTS

LIST OF TABLES.	ix
Chapter	
I. INTRODUCTION	1
Background of the Study.	2
Statement of the Problem	6
Need for the Study	8
Objective of This Study.	8
Research Questions	11
Assumptions.	12
Limitations.	13
Definition of Terms	13
II. REVIEW OF THE LITERATURE	19
Definition of Public Service and/or Public Service Occupations	19
Need for Public Service Curricula	25
Role of the Community College.	42
Some New Community College Programs	46
Accountability as a Factor	47
Methodology.	48
Summary	53
III. METHODOLOGY	56
Introduction	56
Reliability of Questionnaire	64
Validity of Questionnaire	65
Analysis of the Data.	66
The Proposed Job Description	66
Analysis Techniques	77
Summary	77

Chapter

IV. RESULTS OF THE STUDY	79
Analysis Based on the Research Questions. .	79
Summary.	148
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . .	151
Summary.	151
Assumptions.	155
Limitations.	155
Conclusions	156
Recommendations	158
Recommendations for Further Study	160

APPENDICES

APPENDIX

A. COVER LETTER AND QUESTIONNAIRE.	161
B. INTERVIEW CODEBOOK.	172
C. NAMES OF INDIVIDUALS WHO EXPRESSED INTEREST IN BEING ON AN ADVISORY COMMITTEE FOR DEVELOPMENT OF A 3PR AIDE PROGRAM	186
D. NAMES OF AGENCIES, OFFICES OR ORGANIZATIONS WHICH HAD REPRESENTATIVES WHO INDICATED A FAVORABLE DISPOSITION TO HAVING REPRESENTATION ON AN ADVISORY COMMITTEE. . . .	194
E. NAMES OF INDIVIDUALS WHO EXPRESSED INTEREST IN BEING ON A STEERING COMMITTEE IN ORDER TO DETERMINE WHETHER A 3PR AIDE PROGRAM SHOULD BE DEVELOPED.	202
F. NAMES OF AGENCIES, OFFICES OR ORGANIZATIONS WHICH HAD REPRESENTATIVES WHO INDICATED A FAVORABLE DISPOSITION TO HAVING REPRESENTATION ON A STEERING COMMITTEE	208
G. NAMES OF THOSE WHO INDICATED APPROVAL TO HAVE THEIR NAMES USED AS PEOPLE WHO CONTRIBUTED TO THIS STUDY (THOSE NOT ALREADY LISTED IN APPENDICES C AND/OR E).	214

APPENDIX

H. NAMES OF INDIVIDUALS SUGGESTED FOR MEMBERSHIP ON A STEERING COMMITTEE BY INTERVIEWEES IN THE SAME ORGANIZATION	220
I. NAMES OF ALL ORGANIZATIONS WHICH HAD ONE OR MORE INDIVIDUALS PARTICIPATE IN THIS STUDY	221
J. TECHNIQUE FOR IDENTIFYING A TARGET GROUP OF EXPERTS IN A PARTICULAR REALM IN A GIVEN GEOGRAPHICAL REGION.	229
K. A SUGGESTED CURRICULUM	231
SELECTED BIBLIOGRAPHY	234

LIST OF TABLES

Table

1.	A Comparison of Three Different Listings of Public Service Job Families	43
2.	Number of Respondents to Questionnaire Based on Employer Category	62
3.	The Numbers of Respondents Answering the Following Questions with All "Yes" Responses, at Least One "No" Response or Some Other Combination: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available? Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency? . . . Are You in a Position to Decide or Recommend Whether a 3PR Aide Should Be Hired?"	69
4.	Questionnaire Respondents' Evaluation of Job Description by Elements	80
5.	Evaluation of Job Description Elements by Those Who Indicated a Commitment to Hire One or More 3PR Aides	90
6.	A Ranking of the Job Description Elements by the Numbers of Respondents Marking Column 1 Only and Columns 1 and 2 in Tables 4 and 5.	94
7.	Comments and/or Suggestions for Improving the Proposed Job Description for a 3PR Aide with an Eye toward Possibly Developing a Training Program (N = 73).	97

Table

8.	How the 70 Persons Who Responded Affirmatively to Each of the Following Criterion Questions Responded to the Question, "How Many 3PR Aides Could You Use?" Criterion Question 6: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available?" Criterion Question 7: "Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency?" Criterion Question 20: "Are You in a Position to Decide or Recommend Whether a 3PR Aide Should Be Hired?"	109
9.	How the 70 Persons Who Responded Affirmatively to Each of the Following Criterion Questions Responded to Two Additional Questions. Criterion Question 6: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available?" Criterion Question 7: "Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency?" Criterion Question 20: "Are You in a Position to Decide or Recommend Whether a 3PR Aide Should be Hired?"	111
10.	Interview Responses Related to Feasibility of Developing a Post-Secondary Occupational Curriculum for 3PR Aides of No Longer than Two Years' Duration in the Greater Lansing Area	113
11.	How the 70 Persons Who Responded Affirmatively to Each of the Following Criterion Questions Replied to Questions Related to Internships. Criterion Question 6: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available?" Criterion Question 7: "Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency?" Criterion Question 20: "Are You in a Position to Decide or Recommend Whether a 3PR Aide Should Be Hired?"	116
12.	Interview Responses Related to Taking 3PR Aide Student Interns on a <u>Nonpaid</u> Basis and on a <u>Paid</u> Basis	117

Table

13.	A Comparison of What Questionnaire Respondents Indicated Would Be the Difference in Annual Entry-Level Salaries between 3PR Aides and Statistical Clerks in Their Offices	119
14.	An Indication of the Degree to Which Employers of Those Interviewed Would Offer Enough Salary Incentive to Encourage Clerical Employees to Take Necessary Courses to Qualify as 3PR Aides (N = 73)	121
15.	How the People with No More Educational Credentials Beyond the High School Diploma Learned Their 3PR Aide Tasks (N = 27)	123
16.	How the People with No More Educational Credentials Beyond the Associate Degree Learned Their 3PR Aide Tasks (N = 22)	123
17.	How the People with No More Educational Credentials Beyond the Bachelor's Degree Learned Their 3PR Aide Tasks (N = 46)	124
18.	How the People with at Least a Master's Degree Learned Their 3PR Aide Tasks (N = 26)	126
19.	Interviewee Responses to Question as to Whether They Would Hire or Recommend Hiring 3PR Aides to Take Over Duties That Were Currently Being Done in Their Organization, Based on Respondent's Capability of Hiring or Recommending the Hiring of Employees (N = 65)	127
20.	How Respondents to the Questionnaire Evaluated Various Possible Background Characteristics of Potential 3PR Aide Trainees and a Numerical Measure of These Responses, Based on Assigned Weights of One Through Five to Columns One Through Five, Respectively (N = 159).	129
21.	Rankings and Frequency of First-Choice Selections and Rank Order and Frequency of Second-Choice Selections for Preferred Backgrounds for Potential 3PR Aide Students (N = 73)	131

Table

22.	Rankings and Frequencies of First- and Second-Choice Selections by Those with Authority to Promote Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 37) . . .	133
23.	Rankings and Frequencies of First- and Second-Choice Selections by Those Who Could Recommend Who Should Get Promoted Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 32).	135
24.	Rankings and Frequencies of First- and Second-Choice Selections by Those with Authority to Hire Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 49) . . .	136
25.	Rankings and Frequencies of First- and Second-Choice Selections by Those Who Can Recommend Who Is to Be Hired Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 32).	138
26.	Numbers of Individuals Indicating Willingness to Serve on an Advisory Committee Based on Type of Employer	139
27.	Numbers of Individuals Indicating Willingness to Serve on a Steering Committee Based on Type of Employer	140
28.	Responses of Interviewees to Type 1 Questions about Curriculum; i.e., Simple Questions That Asked Whether They Favored Inclusion of a Particular Type of Course in the Curriculum (N = 73)	143
29.	Responses of Interviewees to Type 2 Questions about Curriculum; i.e., Questions That Asked Whether They Preferred That a Specific Subject Area Be Designed into a Specific Course for 3PR Aide Students Only, or That a Specific Section of an Existing Course Be Set Aside for 3PR Aide Students Only (or Other Possibilities) (N = 73).	146
30.	Responses of Interviewees to Type 3 Questions about Curriculum; i.e., Questions That Asked Whether a Specific Course or Type of Course Should Be a Required Course or an Elective (N = 73).	147

CHAPTER I

INTRODUCTION

How can educators and other public servants cope with diminishing budgets and increasing demands for accountability? Attempts are made to be more accountable by implementing such measurement and evaluation techniques as "Management by Objectives" (MBO) and "Program Planning and Budgetary Systems" (PPBS). These techniques are related to the preparation for and attainment of performance and other types of objectives. Such objectives and methods are more systematic ways of scrutinizing the expenditure of funds at various agency levels. Scrutinizing of expenditures further requires accounting, researching, more careful planning, proposal writing and reporting of results.

The need for achieving accountability in the management of funds is greater now and has more visibility than ever before. It follows that managers and other high-level decision makers must give more attention to these management and control tasks. With this new emphasis the workloads of managers or other high-level

decision makers would increase, and it would be necessary for additional managerial or professional personnel to be hired. The hiring of such personnel would unduly increase the budget.

Funders who are demanding the controlled budgets and accountability have also been critical of top-heavy managerial structures and the resultant costs. Thus, it would appear profitable and wise to explore the feasibility of redistributing portions of these tasks among paraprofessional personnel.

This study attempts to determine whether such people exist at the paraprofessional level and whether they are appropriately recognized or identified and trained. It also attempts to determine whether a core of paraprofessionals should be established and whether a suitable post-secondary training program and curriculum should be planned and developed to produce the adequately prepared, competent paraprofessionals able to carry out the desired tasks.

Background of the Study

At a meeting of Wisconsin Board of Vocational, Technical and Adult Education (VTAE) personnel with directors and assistant directors of VTAE districts throughout the state, they discussed long-range planning for VTAE districts. One demographic and economic specialist in the state office gave a lengthy presentation

demonstrating how the short-, middle- and long-range plans would be developed. He presented exhibits of data from census offices and other economic and demographic sources. At that meeting it became clear that the first long-range plan prepared by each district would have to be developed by high-level personnel or by middle-level designates. The question arose as to whether these decision makers would continue to play a dominant role in the data gathering and the meaningful presentation of data in future plans. If this were so, there would be a needless expenditure of high-level talent for work, much of which could be made somewhat routine and performed by a paraprofessional person, right up to the point of final draft.

Several events that occurred in the same time frame brought the idea for this study to reality. In a manpower course in the Department of Labor and Industrial Relations at Michigan State University, this same idea--for routine tasks to be performed by paraprofessionals--was explored with the professor. He offered encouragement and suggestions as to how to proceed with a preliminary survey of offices where such functions as planning, proposal writing and reporting of results took place.

The original concept of exploring routine tasks in this area was pursued independently in different ways:

1. A questionnaire was developed as a project in a statistics course that had heavy emphasis on survey

techniques. This questionnaire related to the survey of people in offices or agencies where planning, proposal writing and reporting of results were carried out.

2. In a course on occupational curriculum development for the community college, a simulation project developed a curriculum related to the training of paraprofessionals to do much of the work connected with the routine tasks in planning, proposal writing and reporting of results.¹
3. During an internship at Lansing Community College (LCC) as an administrative assistant to the chairman of the North Central Review Project, some of the intern's tasks in the Institutional Self-Study involved the gathering and compiling of data, putting it into graphs or tables and relating through descriptive narrative how the information thus assembled pertained to the study. Gathering these data required visits to individuals or the offices of various agencies, visits to different levels of government and education, and interviewing people who had as a part of their duties the planning, proposal writing, research and reporting of results.

¹See Appendix K for an adaptation of the curriculum proposed by Philip J. Blank and Douglas Gavriloff.

In the self-study interviews, where appropriate, questions were asked related to the present study. These and subsequent interviews were conducted about the proposed curriculum development as a special project. The interviews took place with people in state offices such as civil service and equal opportunity, and with people in administrative and teaching positions at intermediate school district, community college and university levels, as well as with several people from the State Office of Education. Other people from governmental and private agencies were also interviewed. The interviews all related to an attempt to find out whether there might be a need for a training program for what was called a Public Planning, Proposal and Research Aide (hereinafter to be called a "3PR" Aide). The backgrounds of the individuals interviewed varied; however, they all felt a need for specially trained paraprofessionals who could carry out 3PR Aide functions. Some even expressed a need for workshops or adult courses to help prepare people in areas where they had no formal training. Another suggestion was that these paraprofessionals could be trained at the community college level.

The interviews described above played a major part in the development of a survey instrument to determine whether the various public employers in the Greater Lansing Area actually saw a need for 3PR Aides and whether they would hire one or more, if such people were to be trained

in a new occupational curriculum. In the simulation project, before any progress could be made in curriculum development, there had to be a job description from which to work. A rough job description was developed, and it was tried out on each of the people interviewed. Many of the people interviewed did some or all of the tasks described as a part of their job, or they had people working for them who did some or all of these described tasks. As a result of the interviews the job description was improved, and simultaneously several items were developed for inclusion in the proposed survey.

Statement of the Problem

Many offices, especially those in the public sector, where planning, proposal development and research work was done have become overburdened with work because of added checks and controls demanded for accountability purposes in areas where taxpayers' funds were being expended.

The dilemma posed to governing boards and/or top-level managers was: additional funds had to be expended to cover overtime, the hiring of added specialists or the contracting out of some of the work. These funds either had to be added to the budget or resources had to be taken from that part of the budget allocated to meeting the primary or other objectives of the agency. In either situation, it seemed clear that the organization would

desire to obtain optimum results; i.e., to show accountability at minimum additional expense. During the preliminary survey, situations were found to exist in the target area where managers involved in planning, proposal development and research work were working long hours, or where added personnel had to be hired. In addition, in some offices, clerical workers were trained to assume some of the responsibilities of the planning, proposal development and/or research work and the related accountability.

The preliminary survey interview showed that there was a distinct interest in a training program especially designed to prepare people to do this work. Many of those surveyed indicated that they would like to have additional specialized training that they did not receive in their degree program or in on-the-job training. Therefore, it was found appropriate to seek a solution to the problem in the Lansing Tri-County Area.

The problem was to determine whether a relatively new paraprofessional job existed for which specific training would be desirable in the Lansing Tri-County Area. The following items were sought: (1) a consensus about a job description for which training might be developed; (2) the degree of feasibility for developing a post-secondary occupational program of no longer than two years' duration for what shall be called Public Planning, Proposal and Research Aides (3PR Aides) in the tri-county

area; and (3) enough information from which to suggest an appropriate curriculum to meet identified needs in the Greater Lansing Area.

Need for the Study

Increasing numbers of public service jobs with accompanying federal funds and the public's demand to get their money's worth suggested that better systems of accountability be employed. This combination implied that more jobs related to this accountability would develop. Since professional planners, accountants, controllers and commercial artists commanded higher salaries than paraprofessionals, it was suggested that consideration be given to the feasibility of training specialists to do the 3PR Aide work as described above.

In the health fields, jobs of professionals had been analyzed and subdivided to determine those aspects that could be done by specially trained individuals. In the field of public service new entry levels were created in some areas, and some paraprofessional training programs had also been developed. In this study an attempt was made to see whether there was a need for paraprofessionals to be trained with a mix of skills from several specialties.

Objective of This Study

In the proposed solution to the stated problem for the Lansing Tri-County Area, the following items were enumerated: (1) a consensus about a job description

for which training might be developed; (2) the degree of feasibility for developing a post-secondary occupational program of no longer than two years' duration for what shall be called Public Planning, Proposal and Research Aides (3PR Aides) in the tri-county area; and (3) enough information from which to suggest an appropriate curriculum to meet identified needs in the Greater Lansing Area.

It was necessary to formulate a suggested job description in order to have a point of departure. Elements to support the feasibility of developing the proposed program included, but were not necessarily limited to: a felt need for these specially trained workers by employers, availability of internship loci, salary incentive in order to induce people to enter this training and information about formal education and how incumbent workers learned their skills related to 3PR Aide work. Other elements were: the availability of students from a target population that was to be defined by prospective employers, and the availability of experts in the geographical area who were willing to be on a steering committee to develop such a program or on an advisory committee once a program was initiated; and whether it was economically feasible to develop such a training program. Inputs for curriculum development had to come from experts in the field of planning, proposal and research work. With these ideas in mind, it was appropriate to state the objectives of this study:

1. Using an initially proposed job description, to determine:
 - (a) to what extent it needed to be modified, and
 - (b) the relative importance of the various elements in the proposed job description.
2. To determine whether enough public or private employers were willing to hire a 3PR Aide or encourage current employees to upgrade themselves through such a program to justify either the development of such a two-year program or at least one or two courses to get such a program started.
3. To find employers who were willing to use their offices or agencies as work places for such students during their training (a commitment to internship).
4. To determine starting salaries and/or classifications of such trained people and see how these compared with starting salaries and/or classifications of statistical clerks with the same employers.
5. To find out whether any offices, agencies or enterprises had people who were doing some 3PR Aide work as part of their assignment, and to determine the educational and training background of such people.

6. To determine whether potential employers had background preferences for such trainees--for the determination of target student population.
7. To develop a list of employers and people in the field who expressed willingness to serve on an advisory committee for such a program.
8. To develop the beginning of a strong linkage between community agencies and a school that would offer such a program in the event that there were an immediate commitment to develop this curriculum.
9. To gather information relating to curriculum in the following areas:
 - (a) core curriculum courses covering at least the areas of communication skills, psychology of human relations and economics.
 - (b) technical areas such as organizational theory and practice, library and other research skills, basic accounting, graphic communication processes and techniques, data processing and computer applications.

Research Questions

The following research questions were formulated for this study:

1. What job description for a 3PR Aide would be acceptable to those who indicate a commitment to hiring one or more 3PR Aides?
2. Would it be feasible to develop a post-secondary occupational curriculum of no longer than two years' duration in the Greater Lansing Area at this time?
3. What components should be identified for developing a curriculum for the training of 3PR Aides?

Assumptions

This study was based on the assumptions that:

1. Public service employment will continue to increase.
2. The public will demand more value for the tax dollar and solid evidence that it is receiving more value.
3. The geographical area covered by this study is appropriate because of the number of federal, state, county, township, municipal and public agency offices that could be served by 3PR Aides.
4. Data collected in this study could suggest similar findings elsewhere in the United States.

Limitations

There were some offices and individuals who either refused to participate in this study, or because of other priorities did not respond during the survey period of this study. Fortunately, this number was not large, but responses they may have given could have altered the conclusions. As to the very few who refused to participate, in-depth interviews with them might have shed light on problems that did not surface during the study.

Definition of Terms

Capital area (or capitol area).--This was sometimes used in agency names and it approximated the tri-county area (see below), but modifications in actual area from one agency to another were possible.

CEPD (Career Education Planning District).--A region of the state of Michigan in which all career and vocational education programs were coordinated and articulated so that needless duplication would be diminished. The programs offered were adequate for the needs of the employers in the district. The CEPD coordinator was hired by the educational leaders of the district or their vocational education directors to fulfill the requirement of coordinating vocational education programs to meet district

needs and to develop an annual plan for the provision of all career and vocational education programs.² Lansing was in CEPD 31, which approximately coincided with the Lansing SMSA (see below for this definition).

Higher education.--A college, university, community college or post-secondary institution, public or private.

K-12 education.--A school system, public or private, with the mission of providing educational services for pupils from kindergarten through the completion of 12th grade.

MAPC (Manpower Area Planning Council).--This was a council that had as its responsibility the planning of manpower projections for a specific region. Lansing was in the 6th region in the state of Michigan, a region which also coincided with the Lansing SMSA, and approximately with CEPD 31. The MAPC was required to submit a manpower plan for funding through revenue sharing to the governor for his approval.

Municipal.--Of or pertaining to a village, town or city, excluding township.

²Extracted from "Proposed Career Education Organizational Structure (Revised)," Michigan State Department of Education (November 15, 1971), p. 3.

Paraprofessional.--An intermediate-level occupation comprising one or more specialized skills that require pre-employment or considerable in-service training. Paraprofessional workers have skills that support professional workers.

Private enterprise.--An organization or business which exists primarily for the purpose of making a profit. This definition excludes private educational institutions and private social service organizations.

Private agency.--A private social service or other service agency organized to provide services to a segment of the population.

Public agency.--An agency existing to serve various segments of the population, receiving its funding through contributions of individuals, organizations, or through tax allocations, or some combination of these.

Public service occupations.--The following definition was adapted from Burns:

Those occupations pursued by persons performing the functions necessary to accomplish the mission[s] of local, county, state and federal government, except for military service. These missions reflect the services desired or needed by individuals and groups . . . and are performed through arrangements or organizations established by society, normally on a nonprofit basis and usually supported by tax revenues.³

³William E. Burns, Public Service Occupations in Career Education: Selected Excerpts and Recommendations

In order for this definition to be most serviceable, consider the terms "local" and "county" as including those governmental or agency entities that may transcend the usual borders. For instance, in the geographical area covered by this study, the terms "tri-county," "capital area," etc., were considered to be included in the above definition for the sake of convenience, and in order to avoid a more cumbersome, homemade definition.

SMSA (Standard Metropolitan Statistical Area).--

A geographical entity determined and described by the United States Bureau of the Census. It was based on population density and commuting patterns within a given region. When this study began, Lansing SMSA consisted of the tri-county area of Clinton, Eaton and Ingham Counties. During the summer of 1973 a decision was made to include Ionia County in the Lansing SMSA. However, all available data related to the tri-county area, and for the purposes of this report, "Lansing SMSA" referred to the tri-county area.

Township.--A legal geographical entity defined by the state not to include territory incorporated as a town, village or city. Originally, townships were defined

of the National Advisory and Review Committee Public Service Occupations Curriculum Project (Sacramento, Calif.: California State Department of Education Vocational Education Services, January 1972), p. 7.

as being six miles square, but because of urban growth, townships might approximate a total area of 36 square miles or they might be somewhat different in size; however, their areas were not geographically separated by another township or municipality.

Tri-county area.--The tri-county area spoken of in this paper was that of Clinton, Eaton and Ingham Counties in the southcentral part of lower Michigan. On the map they appear as three blocks, with Clinton County being at the top, Ingham to the lower right and Eaton to the lower left. The city of Lansing, at the northwest corner of Ingham County, was thus thought of as the "hub" of the tri-county area.

3PR Aide (Public Planning, Proposal and Research Aide).--

A Public Planning, Proposal and Research Aide (3PR Aide) knows where and how to obtain demographic, economic and other types of related data for a given political region and is able to compile and present such data in a manner that will enhance its meaning to the supervisor and to other decision makers regarding the planning, proposals and/or research as well as the follow-up reports on such items. The aide is able to follow directions, oral or written, provided by the supervisor, and technical guidelines provided by any public or private agency as well as any level of government. Also, this aide is expected to interact coherently with others at all levels, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents. In following the guidance of the supervisor, this aide will work with the funding and budgetary aspects of a proposal as is appropriate to the context of the proposal and the office or agency. A 3PR Aide may write the final document,

or submit the bare skeleton thereof, including all tables and graphs. In addition, this person is familiar with the application of computers and data processing within an institutional setting.

This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research and report writing in a public agency or institution.

CHAPTER II

REVIEW OF THE LITERATURE

Definition of Public Service and/or Public Service Occupations

Since 1967 a considerable amount of writing has come into being concerning public service employment and the role of the community college in developing the appropriate curricula. It would be practical at this point to determine a working definition of "public service" or "public service occupations" to consider for the balance of this study. Six different definitions were found in Nelson;¹ several of these definitions excluded military service and some excluded apprenticeable trades as well as occupations generally applicable to any industry other than government. Some indicated government activities that may also be found in other industrial categories. At least one such definition made specific reference to functions performed on a nonprofit basis and supported by tax revenues. These definitions, found in Appendices D, E and F, follow:

¹Hilding E. Nelson, Public Service Occupation Workshops for Core Curriculum: Instructional Associate, Government Management, Final Report EPDA Workshops, June 1975 (Sacramento: Office of the Chancellor), pp. 66-67.

Public service occupations are those: (1) found in local, state and federal government activities that are usually confined to government and only infrequently are found in other industrial categories, (2) for which post-high-school preparation of one or more years is required in accordance with the specific vocational preparation level designated by the U.S. Department of Labor Dictionary of Occupational Titles, (3) which typically encompass the performance of duties necessary to accomplish the specialized functions of government agencies at all levels but excluding military service, apprenticeable trades, and occupations generally applicable to any other industry.

Typical of the occupational activities are: police and fire protection, legislative, judicial, and administrative services, food and drug inspection, street maintenance, and tax collection.²

He then proceeded to cite the definition from the U.S. Office of Education, which follows:

Public service occupations can be defined as those necessary to accomplish the missions of local, county, state, and federal government except for military service. These missions reflect the services desired or needed by individuals and groups and are normally performed on a nonprofit basis and supported by tax revenues (Burnes [sic], 1972).

Two broad classifications of these occupations are human services and municipal services. Human service activities are oriented toward developing productive members of society through social service, gerontology, library/media assistance, instruction, and other programs. Municipal services include all occupations involving guardianship, maintenance, such as administrative justice, city planning, fire science, governmental management, and recreation leadership.³

In Appendix F of Nelson were listed four "working definitions" which follow:

²Ibid., Appendix D, p. 66.

³Ibid., Appendix E, p. 66.

Definition 1: Public service occupations are those: (1) found in local, state and federal government activities that are typical of government but may also be found in other industrial categories. (2) For which post-high school preparation of one or more years is required in accordance with the specific vocational preparation level designated by the United States Department of Labor Dictionary of Occupational Titles. (3) Which typically encompasses [sic] the performances of duties necessary to accomplish specialized functions of government activities at all levels but excluding uniformed military occupations, apprenticeable trades, and all occupations generally applicable to any other industry. (4) Two broad classifications of these occupations are human services and governmental services. Human services activities are oriented toward developing productive members of society through social work, gerontology, library/media assistants [sic] instruction and other programs. Governmental services include all occupations involving guardianship, maintenance and improvement of the public domain for the general welfare of society, such as administrative justice, city planning, fire science, governmental management and recreation leadership.

Definition 2: Public service occupations are those that are necessary to accomplish the missions normally performed by federal, state and local government agencies that render services essential to the public safety or welfare.

Definition 3: Public service occupations can be defined as those necessary to accomplish the missions of local, state and federal government, as well as specific areas of private industry which provides [sic] a public service to individuals or groups in the interests of public safety or welfare.

Definition 4: Public service occupations are primarily confined to government and non-profit entities and typically encompass the performance of duties necessary to accomplish the specialized functions of government and non-profit agencies at all levels.⁴

William E. Burns listed two definitions, one stated above and cited by Nelson as the "USOE" definition, and

⁴Ibid., p. 67.

the other developed by Dr. David Snodgrass and used by the Bureau of Adult Vocational and Library Programs, United States Office of Education. Snodgrass' definition follows:

Public service occupations are those occupations pursued by persons performing the functions necessary to accomplish the mission [sic] of local, county, state and federal government, except for military service. These missions reflect the services desired or needed by individuals and groups . . . and are performed through arrangements or organizations established by society, normally on a nonprofit basis and usually supported by tax revenues.⁵

While Schell neither stated a definition of public service nor public service occupations in her work relating to the awareness stage of career education, one could infer that she included the military in her definition,⁶ and this made sense, for in using the clusters suggested by the USOE,⁷ especially in the awareness stage of career development, it was better to be inclusive rather than exclusive. Another example of this, where no definition of public service or public service occupations was given, but one could be inferred, was found in the booklet in the

⁵Burns, Public Service Occupations in Career Education, pp. 6-7.

⁶Mary Elizabeth Schell, Career Orientation Secondary Level, Curriculum Bulletin #73CBM3 (Houston: Houston Independent School District, 1973), pp. 94-96.

⁷United States Office of Education, Pamphlet on Career Education, 1971.

Job Family Series about jobs in the public service.⁸ In consideration of the target group of these publications, logical simplicity would suggest inclusion of the military services. No doubt this was true of most career education literature geared to the exploratory stage of career development.

When it came to an operational definition of public service occupations, for the purpose of post-secondary training in the civilian sector, it appeared reasonable to exclude the military services, for they had their own training channels. Also excluded were definitions that contained reference to the United States Department of Labor's Dictionary of Occupational Titles, because, according to Burns, the classifications were restrictive enough to omit 12,000 jobs that existed when he published his work.⁹ Burns also suggested a criterion that could be applied in the final analysis if one were not certain as to whether a job was in the public service sector: "Is the occupation tax supported?"¹⁰

In their effort to develop a master plan for public service occupational education, the California Consortium of Community Colleges came up with a definition

⁸Jobs in Public Service, Job Family Series, 1975.

⁹Burns, Public Service Occupations in Career Education, p. 19.

¹⁰Ibid., p. 7.

that appeared to be an amalgamation of the USOE and Dr. Snodgrass' definitions, both cited above. One of the characteristics of the definition they accepted was that the marketable skills could be obtained in two years of college or less.¹¹ For this reason as well as the others above, the definition chosen for the present study was adapted from that of the California group:

Public service occupations are those occupations pursued by persons performing the functions necessary to accomplish the mission [sic] of local, county, state and federal government, except for military service. These missions reflect the services desired or needed by individuals and groups . . . and are performed through arrangements or organizations established by society, normally on a nonprofit basis and usually supported by tax revenues.¹²

The adaptation chosen from this definition simply changes the first use of the term "mission" to its plural.

This definition became serviceable when it was borne in mind that the terms "local" and "county" included those governmental or agency entities that may have transcended the usual borders. For instance, in the geographical area covered by this study, the terms "Tri-County," "Capital Area," etc., were considered subsumed in the above definition for the sake of convenience. Thus, a more cumbersome homemade definition was avoided.

¹¹Ibid., p. 7.

¹²Ibid.

The most significant definition of public service occupational education also came out of California, and it was also adapted from Dr. Snodgrass' definition of public service occupations: "Public service occupational education in the community colleges is defined as instruction which prepares people to perform duties and to understand responsibilities necessary to accomplish the functions performed in those specialized occupations found principally in governmental and other public or private agencies which render services in the interest of public safety and general welfare, excluding apprenticeable trades, and occupations found generally applicable to business and industry."¹³

Need for Public Service Curricula

In 1968 Sheppard conducted a study of 130 cities with a population of 100,000 or more to determine the number of additional employees that would be needed in various occupations to accomplish the numerous goals of the cities, if budget and other obstacles did not exist.¹⁴ He found that over 5,000 additional employees were needed for housing codes and inspection jobs; and more than 12,000

¹³California Community Colleges, Master Plan for Public Service Occupational Education: A Report of Phase I (Sacramento, Calif.: September 1975), p. 3.

¹⁴Harold L. Sheppard, The Nature of the Job Problem and the Role of New Public Service Employment (Kalamazoo: W. E. Upjohn Institute for Employment Research, January 1969).

people were needed in urban renewal, rehabilitation and model cities jobs. In the first group there were 1,500 nonprofessional positions, and 7,800 of the second group were nonprofessional. These figures were one example of growth of jobs in the public sector. Weagraff, in extrapolating figures gathered from an office of the Bureau of Labor Statistics, United States Department of Labor, pointed out that government service provided jobs for nearly 13.3 million civilian workers in 1972, about one out of six employed persons in the United States; and that state or local governments employed nearly four-fifths of these workers.¹⁵ He also pointed out that the federal government was the nation's largest employer in 1972, employing about 2.6 million civilian workers at that time. Further, there were then more people employed at the general schedule (GS)-4 grade than at any other grade. The significance of this was that he observed that the starting grade for junior college and technical school graduates was GS-4. While the federal government would probably continue to be the nation's largest employer, Weagraff indicated that its growth through the mid-1980s would be slower, with the proportion of professional, technical and administrative jobs increasing while

¹⁵Patrick J. Weagraff, "The National Socio-economic Impact of Public Service Occupations" (paper presented at the National Conference on Vocational Education Public Service Occupations, Louisville, Kentucky, March 25, 1976).

clerical and blue-collar jobs would decrease. At the same time (1972) Weagraff observed that state and local governments employed about 10.6 million people and that this sector would experience rapid growth through the mid-1980s. In all government employment, two out of three employees were "white collar" employees, considerably higher than the ratio in private industry.¹⁶ Weagraff's conclusion was that the time was then ripe for vocational educators to collaborate on a nationwide basis in both planning and program development. The initiative should be taken to build a significant bridge between employment opportunities in the public service cluster and the training programs being established within the U.S. educational system.

Rotella, like Weagraff, indicated that federal government employment would increase more slowly but that state and local government employment would continue to expand rapidly, with their total labor force expected to be as high as 13.1 million by 1980.¹⁷ Rotella also predicted, as the United States continued to move toward a post-industrial economy, the increase in service occupations would be so rapid that by 1980, for the first time

¹⁶Ibid.

¹⁷Salvatore G. Rotella, "College Education for Government Service" (paper presented at the International Congress of Administrative Sciences, Rome, Italy, September 1971), p. 4.

there would be as many professional and technical workers as there would be blue-collar workers. He indicated that the training methods of the past would no longer be sufficient to meet the increasing needs of local governments because of the rapidly changing technologies. He indicated that the community college would play a role in solving problems in the cities through its record of adapting to change and through the preparation of personnel for entry and mid-management levels of employment, especially in the preparation of technicians. He defined these technicians to include all personnel working in supportive roles to professionals.¹⁸

Rotella, who provided much of the information for this section, was at the time of his writings and presentations the Director of the Public Service Institute in Chicago. The Public Service Institute was a part of the Chicago City College System and had most of its offerings at Loop College which was very close to the seat of city and county government, and was relatively close to the various federal offices in the metropolitan Chicago area. Rotella reported that when establishment of the Public Service Institute was being considered, it was felt that the community colleges, especially in the large urban areas, could do much to contribute to the solution of the manpower problems in public service. The extent of

¹⁸Ibid., p. 3.

this contribution was found to depend upon: (1) the willingness and ability of community colleges to engage in educational experiments and (2) an acceptance by governments of the potential role of the community college in preparing their personnel.¹⁹ This public service institute was so successful that at the time of this study it was still a leader in training manpower for the various levels of government in the downtown Chicago area.

In citing increasing manpower demands in the public sector, Rotella observed that public service employment increased from 5.5 million in 1947 to 10.6 million in 1965 in the United States and that this rate of growth was much faster than that of the nonagrarian labor force during the same time. He indicated that while total government employment in the decade between 1970 and 1980 was only expected to increase from 13 million to 16 million (about 2.9 percent per year), the rate of increase of state and local government was expected to be much faster, namely from 10.1 million to 13.1 million, with state governments employing about 25 percent of this number. Further, USOE estimates, according to Rotella, indicated that

¹⁹ Salvatore G. Rotella, "College Education for the Public Service," in Higher Education and Public Service Careers, eds. Michael A. Murray and Edwin T. Crego (Final report and background papers, Illinois assembly on higher education and public service careers, 1972), p. 34. Sponsored by the Institute of Government and Public Affairs, University of Illinois and the Public Service Institute, Loop College, City Colleges of Chicago.

paraprofessionals and technicians needed in public service would exceed 200,000 each year in the decade under discussion.²⁰ This suggested that community colleges in large metropolitan areas and locations where several levels of government had numerous offices (usually large metropolitan areas) could have been in a position to cooperate with these governmental agencies to help them in providing for the training of technicians and paraprofessional workers.

Korim observed that historically in the United States the federal government had only provided services when private enterprise failed to provide adequately for such needs.²¹ He added, however, that local, state and national leaders had been in general agreement that the federal government could not do the job effectively alone and that only improved local provision of the services could be responsive to the needs of the people. Thus, more and more frequently combinations of local, state and federal involvement came into being to help cope with the needs of the nation. Korim stated further:

Regardless of the level of government called upon to perform the functions, once a responsibility is acquired, a concerted effort will be needed to prepare personnel to do the jobs. A functional

²⁰Ibid., p. 30.

²¹Andrew S. Korim, Government Careers and the Community College (Washington, D.C.: American Association of Junior Colleges, 1971), p. 7.

division of labor, typically viewed as a ladder of careers, together with appropriate preparatory experiences providing self-growth, formalized education and training, and learning by working, will give the essential framework for service.²²

Korim then proceeded to point out a strong argument for the preparation of paraprofessionals at the community college level, after showing how many university degree programs did not meet many of the public service needs.

Couturier, as executive director of the National Civil Service League, gave further support to use of community colleges in large metropolitan areas for development of trained workers for public service occupations. She noted that a large manpower pool had existed for some time close to the geographical areas where most of the new public service jobs would continue to exist: the urban ghettos.²³ Her major concern was the upgrading of the individuals in this pool. In a study of 13 United States ghettos, she noted the fact that the average level of ghetto education was 12.1 years of school compared to 12.7 for American society at large. One would suspect that she was talking about people under 25 or 30 years of age, but this point was not clarified. Since the difference in years of education was probably not

²²Ibid.

²³Jean Couturier, "The Ivory Tower and Public Manpower," in Higher Education and Public Service Careers, eds. Michael A. Murray and Edwin T. Crego (Final report and background papers, Illinois Assembly on Higher Education and Public Service Careers, 1972), p. 76.

significant, she concluded that ghetto education was inferior. While other studies have since borne out this conclusion, she did not stop with that observation; she proceeded to cite a then new model public personnel administration law developed by her organization in 1970. In its suggested vast overhaul of the civil service system, one of the proposed reforms was to make the system more open to disadvantaged people and those receiving paraprofessional preparation for entry into civil service occupations. While it was not an expressed purpose of this study to help meet the occupational educational needs of urban ghetto dwellers, specifically in the Lansing metropolitan area, this concern was noted as a result of one of the earlier interviews with a civil service official. Couturier's remarks were relevant to some of the incidental information picked up during this study.

Couturier noted that higher education had been training high-level people for jobs in business and government but that, for the most part, governments had not recruited at the highest levels; rather, they recruited people as "peasants" (her term) and moved them up in the hierarchy. Perhaps it was because of this that most high schools and universities had not thought of government as a prime source of jobs--even though 40 percent of America's professionals were working for government at the time of her observation. She suggested that

when the administrators of more public agencies opened up their agencies to the academic community, the schools-without-walls concept would be closer to realization.²⁴

The schools-without-walls concept was one that had been in favor with many community college leaders in the decade or so prior to the time of this study, and it related to the idea of many loci of learning throughout the service district of a community college; e.g., through internships.

A program that had an all too short life, but which nevertheless developed some excellent methodology, was the New Careers Program. Programs under the New Careers umbrella were funded through local community action agencies under Title II, Section 205(E) of the Scheuer Amendment to the Economic Opportunity Act and administered through the U.S. Department of Labor, Bureau of Works Programs.²⁵

When the program was alive, New Careers was described as a multi-goal program for the purposes of:

- (1) improving client services in health, education and welfare agencies by restructuring the job hierarchy;
- (2) developing new approaches to the training and educating of the undereducated, unemployed and underemployed,

²⁴Ibid., p. 79.

²⁵Sheldon S. Steinberg and Eunice O. Shatz, "Junior Colleges and the New Careers Program," Junior College Journal 38 (February 1968):17.

which were geared to their specific life styles; (3) serving as a mental health intervention by reducing the alienation gap between those typically viewed as "clients" and "helpers"; (4) inhibiting the rising incidence of juvenile and adult crime by providing jobs leading to career involvement for the poor; (5) breaking the poverty cycle and dynasty of dependency by providing jobs with promotion potential and salary increases; (6) bringing agency services closer to community needs as they are articulated through indigenous persons employed by these agencies; encouraging social and institutional change by considering how utilization of "new careerists" can improve or alter the traditional flow of services and use of professional talent; (7) increasing the ability of the poor to take leadership roles in the community; and (8) providing true career mobility by thinking through necessary linkages with community educational and training facilities before training for entry-level jobs begins.²⁶

White suggested the following operational definition of New Careers: ". . . one of a number of programs to create employment opportunities for the disadvantaged through restructuring existing and addition of new personnel subsystems."²⁷ Thus, it was concluded that from a

²⁶Ibid., p. 12.

²⁷Leslie R. White, New Careers in Local Government (Berkeley, Calif.: Institute for Local Self Government, March 1969), p. 14.

systems perspective, New Careers was essentially an attempt to expand the then existing personnel system to accommodate a portion of the labor market. Stahl indicated that this may appear antithetical to a good merit system, defined as "a personnel system in which comparative merit or achievement governs each individual's selection and progress in the service and in which the conditions and rewards of performance contribute to the continuity of the service." However, it could be rationalized on the basis of cost benefits to the local community: the cost of hiring and training the disadvantaged might have been less than the cost of maintaining the disadvantaged on welfare, the social problems related thereto and inability to provide services because professionals and highly skilled technicians could not be obtained made to order for job vacancies that then existed.²⁸

Indicating that the manpower gap was the bedrock of New Careers, White observed that one of the fundamental differences between New Careers and other programs was the realization that in many cases jobs could be adapted to many people as readily as people could be trained to fit the slot of a particular job.²⁹ While upward mobility

²⁸Glenn O. Stahl, Public Personnel Administration (New York: Harper and Row, 1969), p. 28.

²⁹White, New Careers in Local Government, p. 5.

of urban ghetto dwellers was not listed as an objective of this study, the research suggested that this could be a valuable spinoff in the event that 3PR Aide training were to become reality. Most governmental entities and agencies proclaimed in job opening announcements that they were "equal opportunity employers."

Kleinfeld and Morehouse described the New Careers approach as re-engineering an occupational structure in order to increase the number of subprofessional positions which could be filled by the unemployed in combination with on-the-job training (OJT) programs. This included three primary job restructuring methods, namely, (1) establishing "trainee positions," (2) developing "job spinoffs" and (3) promoting "job development."³⁰ The trainee position was usually below that of the traditional entry-level position in a field with a short job ladder. The job spinoff involved isolating and grouping together the simple and routine aspects of a professional job as a separate paraprofessional job. Job development involved changing an occupational structure to establish a definite career ladder with intermediate steps between the entry-level subprofessional and the entry-level professional. Kleinfeld and Morehouse indicated that in this type of

³⁰Judith Kleinfeld and Thomas A. Morehouse, Manpower Needs in Alaska State and Local Government (Fairbanks, Alaska: Alaska University, Institute of Social, Economic and Government Research, August 1970), p. 60.

situation released time for training was given and appropriate educational programs were arranged. Using an example somewhat related to this study, they cited a community planner career ladder that might have been structured as follows:

- A. Planning Trainee--eighth to twelfth grade education
- B. Planning Aide--certificate in community planning
- C. Planning Technician--AA in community planning
- D. Junior Planner--entry professional; BA degree³¹

It might be noted here that the proposed 3PR Aide job could be described as possessing elements of the job spinoff and job development. In the job description of the proposed 3PR Aide, a job ladder was suggested, but not specifically given, in the statement: "This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research and report writing in a public agency or institution." This lack of specification of the rungs in the job ladder was deliberate, for in a small agency there might have been no other workers but a secretary-receptionist, the 3PR Aide and the supervisor-professional. In other government entities, there might have been more than one 3PR Aide and many positions above and below that level.

³¹Ibid., p. 21.

Kleinfeld and Morehouse sounded both an optimistic and a pessimistic note toward the end of their work: it was observed that any program which provides funds for training professional and technical personnel can include New Careers concepts. On the negative side, the possible deterrent to the New Careers approach suggested was that professionals in the field under consideration might have felt that this would lower standards and place less emphasis on the final credentials they held. It was also suggested that the acceptance of new careerists could lower the prestige of the agency as well as that of the professionals.³² This was borne out in some of the interviews as well as in comments on some of the questionnaires in this study.

Much more was in the literature on New Careers including where the "old careerists" might have fit into the scheme of things. It seemed that had the predicted growth of public employment continued, there would have been continued room for growth or at least stabilization of jobs for the "old careerists." A Michigan manpower study of 1966 stated:

. . . it is evident that employment in public administration must expand. This statement can be made with confidence, since major new programs have already been legislated and others are currently

³²Ibid., p. 65.

in the legislative hearing rooms. In Michigan the employment in public administration is expected to grow from 94,800 in 1960 to 178,000 in 1980, an increase of 87 per cent.³³

It appeared that there was enough literature to give evidence of the expanding job market in the field of public service and that at least some community colleges were taking successful action to provide trained manpower to meet local and regional needs. However, William E. Burns, in citing some of the ideas from the National Advisory and Review Committee Public Service Occupations Curriculum Project, made strong mention of the preparation for public service occupations at the high school level.³⁴ After citing major occupational groups under the public service family, he discussed Phase III in the career education schema (i.e., career orientation), relating to grades 9 and 10, and Phase IV (development of specific entry-level job competencies), relating to the final two years of high school with regard to public service careers. There was, of course, mention of the student's option to go to advanced training in the field at a community college, or possibly at a four-year college level.

³³Batelle Memorial Institute, Socio-economic Research Section, Michigan Manpower Study Phase I: An Analysis of the Characteristics of Michigan's Labor Force in the Next 15 Years (Columbus, Ohio: May 18, 1966), p. 51.

³⁴Burns, Public Service Occupations in Career Education, p. 24.

Korim summarized a study by the American Association of Junior Colleges that showed the need for occupational education programs in the area of public service.³⁵ Training of paraprofessionals by such two-year institutions was urged. He cited eight career families in the realm of public service, he furnished the functional genesis of each and he gave examples of middle-level positions in each job family. The career families were: Community Development, Educational Service, Government Agency Management, Human Services, Judicial Services, Public Finance, Resources Management and Transportation.³⁶ These eight families had already had middle-level positions for which there were community college training programs, curricular examples of which were shown in Appendices A through L.³⁷ Korim suggested as other possibilities for job families in the public sector, public health and public works.³⁸ He acknowledged that certain occupations within a career family may have overlapped into other families, depending on size and scope of the governmental unit, arbitrary decisions by job analysts, or simply because governmental functions as performed in some

³⁵Korim, Government Careers and the Community College.

³⁶Ibid., p. 20.

³⁷Ibid., pp. 68-76.

³⁸Ibid., p. 28.

communities may not have been mutually exclusive. However, Korim pleaded against the idea of proliferation of occupational curricula in the public sector.³⁹ Appendix L, which gave a curriculum for a program in urban planning technology, was the closest program to that proposed in this study that this writer found.⁴⁰

On the other hand, Rotella, based on his experience at the Public Service Institute in Chicago, suggested that functions performed in the public service area be divided into six broad categories for educational purposes. These six were: Administrative Services, Educational Services, Engineering and Technical Services, Health Services, Social Services and Public Safety.⁴¹

Burns and Blue listed eight major occupational groups, somewhat similar to those of Korim, but his were broader. These were: Government Agency Management; Social and Economic Services; Educational Services; Resources Management; Rural, Urban and Community Development; Public Safety, Corrections and Judicial Services; Regulatory Services and Records; and Transportation Management.⁴²

³⁹Ibid., pp. 28-29.

⁴⁰Ibid., p. 76.

⁴¹Rotella, "College Education for the Public Service," 1971, p. 9.

⁴²William E. Burns and Harold M. Blue, An Appraisal of the First Year and Recommended Activities and Strategies of the National Advisory and Review Committee, Public

It might be helpful to see these three public service families juxtaposed (see Table 1). Based on information in Table 1, it was quite apparent that columns 1 and 3 were very similar, with the listings of Burns and Blue being considerably more inclusive than those of Korim. Based on the literature related to the three columns in the table, it appeared that Rotella's job families were grounded in some years of successful program operation. While Rotella lacked four of the job families on which the other two references agreed, his other two job families basically fell into the category that Korim suggested as possible additional job families. One possible interpretation of Rotella's lack of the four job families found in the other two references might be that at the time of his presentation, there was not enough demand in Cook County for community college training in those four areas.

Role of the Community College

Besides giving added support to Sheppard's suggestion that the civil service system be restructured,⁴³ Rotella described the Public Service Institute at Loop

Service Occupations Curriculum Project (Sacramento, Calif.: California State Department of Education, Division of Vocational Education, January 1973), p. 4.

⁴³Rotella, "College Education for the Public Service," 1971, p. 33.

TABLE 1. A Comparison of Three Different Listings of
Public Service Job Families

Korim's Job Families	Rotella's Job Families	Burns' and Blue's Job Families
Community Develop- ment		Rural, Urban and Community Development
Educational Ser- vices	Educational Ser- vices	Educational Ser- vices
Government Agency Management	Administrative Services	Government Agency Management
Human Services	Social Services	Social and Economic Services
Judicial Services	Public Safety	Public Safety, Cor- rectional and Judicial Services
Public Finance		Regulatory Services and Records
Resources Manage- ment		Resources Manage- ment
Transportation		Transportation Management
	Engineering and Technical Ser- vices	
	Health Services	

College and the various public service programs there.

He concluded his presentation by saying:

If it does not become entangled with the problems of the past, the community college can cut through much of the debate between general education versus vocational education, and even that between transfer education versus terminal education. Most important for public service is the fact that the community college can aim at the specific entry level. As an education institution, the community college must retain its identity and refrain from becoming a training academy for specific professional groups. It must assume an attitude of maximum cooperation and communication with the various professions, looking for their advice, encouragement and support. But in the educational task, it must be the college which makes the final decision as to the content and course of action. The faculty drawn from professional areas should be encouraged to achieve a certain degree of academic distinction and sophistication. They must join the traditional college faculty.⁴⁴

He added that the programs were to be planned so that the student would not feel s/he was doomed to a life of no expectations beyond that of the paraprofessional: there was to be growth potential, room for in-service education and advancement. He asserted also that while it was not possible to predict the necessary number of professionals for urban government in the then near future, jobs could be restructured to include the concept of teams with paraprofessionals and technicians accountable for routine work operations. This could have been an effective as well as an economic solution.

⁴⁴Ibid., p. 39.

At about the same time in the state of Illinois, there was the observation that a necessity for articulation existed between the community colleges and universities related to programs that required more than the community college offered in the area of public service education.⁴⁵ This related directly to Rotella's point about lack of upward mobility, for the community college trained paraprofessional deserved consideration for advanced standing based on the training and paraprofessional experience in the field.

Korim stated:

The demand for the supply of the para-professional, the semi-professional and the technician in the government labor market must be defined more precisely. The public careers labor market looks good for the community college graduate, especially in such priority areas as . . . human services, and educational services. But community colleges need comprehensive information on labor market demand to insure that they offer viable programs. . . . Statistical data regarding the actual need for personnel at the associate degree level is generally unavailable, or, if it is available, it is too general to be of value to college planners or students seeking guidance on a career in public service.⁴⁶

While making a plea for community college planners to adapt the resources of their institutions to each person

⁴⁵Illinois State Board of Higher Education, "Public Administration. Report of Master Plan Committee T" (Springfield: 1969), p. 11.

⁴⁶Korim, Government Careers and the Community College, p. 17.

to maximize easy entry, optimal exit, recycling, and re-entry, he also cautioned them against costly and embarrassing misinterpretations of the need for occupational programs.⁴⁷ Building education and training programs solely on needs identified by gaps in governmental services and social and economic goals could be a high risk venture. He suggested further that attempts also were to be made to locate information about surplus bachelor degree holders within a career family, as well as the number of military personnel leaving service; both of these with an eye toward analyzing the sources of supply.

He concluded this section of his report by suggesting that the community college should have a labor market review committee as a part of its advisory input and that the career education system have a linkage with community agencies as well as the appropriate employing agencies. Finally, since most new programs had been high risk ventures, even after need was recognized, he suggested that community interest be tested by offering a single course on a certificate basis.⁴⁸

Some New Community College Programs

While Korim, Rotella and Sheppard all discussed new community college programs for public service employment, a document put out by the Institute for Local Self

⁴⁷Ibid., p. 38.

⁴⁸Ibid., p. 47.

Government had considerable detail about programs with which the proposed one overlaps. These details included Accounting-Government Option,⁴⁹ Planning⁵⁰ and Governmental Supervision and Management.⁵¹ The cited publication went into a great deal of detail regarding not only the curricula, but the job ladders and expectations of employers and graduates alike. The community college programs described have preparation for most levels in each ladder that was mentioned.

Accountability as a Factor

Compare two statements on accountability--one by Gleazer and one by Korim. First Gleazer:

An increasing demand will be made upon educational institutions to account for their utilization of funds. Call it "cost benefit" or whatever: those in this new kind of community educational institution will be required to achieve a new precision in statements of objectives and obliged to give evidence of results in relation to dollars spent.⁵²

And then Korim:

Emphasis on accountability in the operations of government agencies is placing pressure upon agency administrators to upgrade the management of their

⁴⁹Les White and Randy H. Hamilton, Community College Programs for Public Service Occupations (Berkeley, Calif.: Institute for Local Self Government, October 1969), pp. 49-65.

⁵⁰Ibid., pp. 91-104.

⁵¹Ibid., pp. 105-15.

⁵²Edmund J. Gleazer, Jr., "The Community College Issues of the 1970's," Educational Record (Washington, D.C.: American Council on Education, Winter 1970), p. 52.

operations. This has obvious implications for personnel hiring, training and the career advancement procedure. The taxpayer revolt, as evidenced by the frequent defeat of local bond issues, can be interpreted as being a signal that the public wants a bigger return for the tax dollar than it has been getting. Better prepared personnel is one way of getting it. . . . Revenue sharing between the federal government and local communities offers the promise of increased funds to local government and community colleges for upgrading the local corps of civil servants.⁵³

Gleazer spoke strictly with reference to the community college regardless of the program, but Korim suggested that the community college and the various levels of government were in the same boat and that by cooperation, public servants could be upgraded and made more effective through cooperation with the community college in developing such programs. At the same time, the community college could be building programs that would assure public employers of having more effective entry level employees.

Methodology

While this study was not a community survey as such, some of the methodology used was very much like that of the community survey as described in Module A-1 of a series put out by the National Center for Research in Vocational Education. Such surveys were described as ordinarily being conducted by a school or school district

⁵³Korim, Government Careers and the Community College, p. 8.

or post-secondary institution, and the following steps in the process were described: (1) obtainment of administrative approval;⁵⁴ (2) forming of a steering committee for the development of the study;⁵⁵ (3) identification of the boundaries for the survey, based on the nature and size of the community, neighboring school districts and their programs, previous surveys, population density, ethnic or minority groups, sizes of organizations and their distances from school and resources for the survey;⁵⁶ (4) obtaining information and assistance from local and state agencies;⁵⁷ and (5) completing the plan for conducting of the community survey.⁵⁸ This study differed from the community survey in the sense that there was not a staff to conduct the survey, nor was there a steering committee available. However, this study did not have as its objective all the elements under the umbrella of the community survey. The steering committee is one of the possible logical outcomes of this study.

In conducting a survey over a multi-county area by community survey methods, Ferguson used sampling methods

⁵⁴ National Center for Research in Vocational Education, Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A--Program Planning, Development, and Evaluation (Columbus: Ohio State University, 1978), pp. 6-7.

⁵⁵ Ibid., p. 16.

⁵⁶ Ibid., p. 24.

⁵⁷ Ibid., p. 29.

⁵⁸ Ibid., p. 46.

within the metropolitan area, but outside that area all those were surveyed in industries with less than fifty employees.⁵⁹ Because this study dealt with a job that had not been previously defined, the population was unknown, so sampling was inappropriate. The methodology developed in this survey was designed to discover the population and survey it to the greatest extent possible.

Feasibility studies for post-secondary occupational education were reviewed for methodology. In most instances questionnaires and/or interviews were the principal means of data gathering, and the populations to be surveyed were clearly defined. Various types of sampling methods were used.

Hutkin and Holmberg described their methodology as consisting of a three-part process: (1) the development of a survey instrument, (2) the gathering of data, and (3) analysis of the data and submission of the final report.⁶⁰ This format was general enough to cover many kinds of studies.

⁵⁹L. G. Ferguson and others, The Assessment of Business and Industry Needs, Phase II of Multi-County Assessment of Adult Needs Project (MAP) (Waco, Texas: McLernnan Community College, 1975).

⁶⁰Ronald M. Hutkin and Mary Lou Holmberg, Community Health Education Consortia (CHEC) Feasibility Study of Northeast Central Nebraska. Final Report (Columbus, Nebraska: Platte Technical Community College, June 1974).

In a feasibility study that covered a tri-county area, three groups of people were surveyed: (1) high school students, (2) organizations selected from a list provided by the Chamber of Commerce and (3) parents selected on the basis of their children being in the even-numbered grades in the survey area.⁶¹ In this study, the target populations were known and specific survey techniques were followed.

Skalski and Baratta had the most comprehensive model, and that model transcended the scope of this study. Their steps were: (1) exploration, (2) research, (3) program design and (4) proposal presentation.⁶² Much of what was listed in the exploration phase was done in this study, and the research phase was basically a community survey (discussed earlier in this chapter). They used a planned sample for their surveys. The third and fourth phases, as described by Skalski and Baratta,⁶³ were phases that could be logical followups to this study and as such

⁶¹Local Government Research Corporation, Feasibility Study of a Regional Community College Without Walls Serving the Counties of Cameron, Clearfield and Elk (State College, Pennsylvania, August 1976).

⁶²John M. Skalski and Anthony N. Baratta, Adult Skills Training Center: A Feasibility Study for the Board of Education of Perth Amboy, New Jersey (Perth Amboy: Board of Education, June 30, 1972), pp. 1-2.

⁶³Ibid., pp. 103-04.

were discussed in Chapter V herein. However, in their study, they had the responsibility to implement a program.

Ward and others used a "purposive" or judgment technique in selecting their sample for study. They felt this was better than simple random sampling because they used the judgments of two independent experts for selection of the sample.⁶⁴ This was the most distinctive aspect of their study. Because the present study did not deal with a known population, the judgment of as many experts as possible was sought both with respect to data collection and the discovery of others in the population.

Meleen and others developed a guide for state vocational planners to help identify and plan for new and emerging occupations. They defined a new and emerging occupation as ". . . one which has come into existence in the past ten years in skilled and technical areas for which there is an established demand, a basis for projecting growth, and a shortage of trained labor, and for which no public vocational training is available."⁶⁵ They suggested that the educational preparation required should

⁶⁴Sharon K. Ward and others, A Study of the Feasibility of a Health Occupations Career Mobility Program for Oklahoma. A Final Report (Stillwater: Division of Research, Planning and Evaluation, State Department of Vocational and Technical Education, March 1973), p. 9.

⁶⁵Paulette Meleen and others, Identifying and Planning for New and Emerging Occupations: A Suggested Guide (Belmont, Mass.: Contract Research Corporation, 1976), p. 1.

be significantly different from what is offered in existing programs, although it can contain component parts of various existing programs. They stated that there should be at least 2,000 job openings per year on a national scale and a projected growth for the next decade; and they indicated that the length and level of preparation should be a minimum of two months for upgrading, six months for a new trainee and a maximum of two years of preparation leading to skilled or technical employment.⁶⁶ Their statement about length and level of preparation was essentially the same as length and level of preparation considered in this study. However, their national demand criterion and projected growth criterion on a nationwide basis were clearly beyond the scope of this study.

Summary

Several definitions of public service education and public service employment were found, and a suitable one was selected, with adequate justification to be incorporated in Chapter I.

Numerous studies were found to indicate that the fastest growing area of the economy was in the public service sector. While the federal government had many more employees, projections for the fastest growth through the coming decade were in state and local government

⁶⁶Ibid., pp. 3-4.

levels. The literature stated that paraprofessionals and technicians needed in public service would exceed 200,000 each year in the decade going into the 1980s.

With this increasing number of paraprofessional jobs, and the largest projected increase in the public service sector having been state and local level, it was suggested that the community college would play an ever-increasing role in filling the training needs.

The literature suggested that the demand for increased accountability in the government sector would require the cooperation of the community college in developing new programs for upgrading public servants.

New Careers methodology, especially the spinoff aspect, appeared most relevant to developing these new programs for upgrading of the public servant. The survey techniques used in this study incorporated many of the elements of the community survey. Feasibility study methodology used in the realm of post-secondary occupational education was examined. The general outline of this study was found to be consistent with many of the studies, and with a part of the more comprehensively defined study by Skalski and Baratta. However, none of them dealt with the problem of determining the population to be studied. Techniques for determination of an unknown population were not found in any studies relating to vocational or technical education.

The guide by Meleen and others for identifying and planning for new and emerging occupations was helpful. However, it dealt with job projections on a national level, and it gave no help in suggesting techniques for determining a population.

CHAPTER III

METHODOLOGY

Introduction

A general outline for data collection in the tri-county area was developed through interviews with individuals in state offices such as civil service and equal opportunity; with people in administrative and teaching positions at intermediate school district, community college and university levels; with several people from the State Office of Education; and with other people from governmental and private agencies. In every case the idea for the proposed curriculum development project was discussed with people who worked in the area of planning, proposal development and/or evaluation. Besides giving support to further pursuit of the idea for this study, many of those interviewed also suggested additional items to explore. Most also granted the request for referrals to additional resource persons in regard to this study.

The initial interview survey indicated that the following approach be used for the collection of data:

1. Development of a questionnaire
2. Preliminary use of the questionnaire for the purposes of:
 - (a) Establishing a broader base of people to receive the initial mailing of the questionnaire
 - (b) Having a sample to be surveyed at a later date for testing of reliability and
 - (c) Examining the validity by seeking comments in this regard from:
 - (1) Those initially interviewed relating to the development of this study and
 - (2) Selected experts who were knowledgeable in education and public service occupational areas related to the subject of this study
3. Full use of the questionnaire for the purposes of:
 - (a) Getting some of the information needed for this study,
 - (b) Getting as comprehensive a coverage as possible of targeted respondents in the tri-county area and
 - (c) Determining who should be interviewed in order to get additional data related to this study
4. Development of the interview format

5. Conducting of the interviews
6. Analysis of the data

Early in the preliminary interviewing process, it was discovered that advance quantitative definition of a target population of experts for the purposes of this study would be impossible. Instead of trying a blind mailing to offices and agencies that would be randomly selected, it was decided to utilize high-level specialists who were familiar with the job skills under discussion. Upon consulting with those people, additional specialists were sought through referrals. The referring party allowed his/her name to be used as a reference for these contacts. These and other similar contacts plus those alluded to in Chapter I relating to the internship at Lansing Community College led to the conclusion that a nonprobability sample be sought, consisting of all the people who could be contacted in a given time period, January through June 1976. These people were experienced in and/or knowledgeable about planning, proposal writing, research and reporting of results.

Once a cross section of specialists was consulted, a "test" questionnaire was developed.¹

¹The questionnaire and interview schedule were developed after consultation with Prof. Philip Marcus of the Michigan State University Department of Sociology.

The strategy was to collect data related to this study as well as to obtain referrals to other specialists in the field who could furnish this information. Further, the data were collected in order to determine from those surveyed who key decision makers might be in relation to ultimate hiring and/or placing of any people who might be trained for such work through the ultimate results of this study, should these results be positive.

Three state employees² with considerable work experience in public service were in a special projects course in the Public Service Department of Lansing Community College, studying under an instructor with a vast background of public service employment. They and their instructor were briefed in the preliminary use of the questionnaire and in the background of the study as to purposes and intended goals. They received a list of the initially contacted experts. The students were further encouraged to seek other possible contacts, based either on their knowledge of the public sector of the tri-county area or on recommendations of their instructor. By adding these contacts to those listed, it was felt that there would be more referrals to whom an initial mailing could be made.

²The students from state employment were Suzanne Brownell, Jean Jones and Raymond Schwartz.

The additional people surveyed in the initial use of the questionnaire also provided a larger number who would be asked to respond again to the questionnaire eighteen months later in order to get a measure of reliability of the instrument. During this same time period the writer provided questionnaires to additional experts who were knowledgeable in the areas of education (mostly higher education) and public service occupational areas related to this study. This was for the purpose of getting an evaluation of the instrument related to its validity. Those who were initially interviewed in the preliminary stage were likewise asked to evaluate the questionnaire in addition to responding to the items.

Such favorable results were obtained by referral to other specialists through the method described above that it was decided to incorporate this technique by adding a special request for referrals at the end of the questionnaire (see Appendix A). When such referrals were given, only those were contacted who resided or worked in the Lansing Tri-County Region. The study was described and it was noted that another respondent had made the referral. If the referring respondent answered affirmatively to the question, "May we use your name as one who has contributed to this study?," the referring person's name and/or title were furnished. This gave an added inducement for the potential respondent to be favorable regarding participation in this study. This procedure

was so successful that hardly anyone contacted in this manner refused to participate. In some instances the potential respondent made referrals to other more appropriate sources.

A unique aspect of this study was the method of soliciting further respondents to the questionnaire, which the author named the "branching" technique, because a diagram of the contacts made from one person's referrals to other possible respondents somewhat resembled the branching diagrams shown in many textbooks on finite mathematics; the major exception here was the fact that many of the branches in this study actually intersected. In following the description of this model, it is appropriate to state here that as the study developed and more questionnaires were sent out and received, the writer observed that more of the same names began cropping up again and again. This indicated that the study was reaching closure; i.e., use of the branching technique for the purpose of reaching the desired population. This technique appeared to be a method deserving further examination either through a replication of this study or in a study where similar data-gathering techniques would be used. The data in Table 2 show the actual numbers of respondents in the various categories.

TABLE 2.--Number of Respondents to Questionnaire Based on Employer Category

Employer Category	Number
County, tri-county and public agency (excluding education)	21
Education, including State Department of Education	33
Federal government	2
Municipal and township (excluding education)	24
Private agency and private enterprise	18*
State of Michigan categories (excluding education)	<u>61</u>
Total	159

*Eighteen out of 21 responded in the private agency and private enterprise category for an 86 percent rate of return, whereas 141 responded out of 188 in the public realm for a 75 percent rate of return.

The branching technique was particularly useful for identifying and/or locating a more complete body of experts or knowledgeable specialists to be surveyed. Additional sources of expertise were located such as informal neighborhood organizations.

By means of the referral part of the questionnaire, it was intended to get coverage of every office or agency in the tri-county area where planning, proposal development, research and evaluation were carried out, as well as coverage of people who either did this work or who taught one or more aspects of it.

There was a return of 159 questionnaires out of 209 that were sent out. These 209 did not include the questionnaires that went out to and were returned from reliability sources; i.e., experts on survey techniques who were both inside and outside of the geographical area of study; certain individuals at Lansing Community College who were very close to this study and had a possible stake in the findings, and those who were involved in the preliminary survey to evaluate the questionnaire.

Neither did the 209 include all of the names given, for some of them were people or offices outside of the geographical area of the survey; others were people who worked in the same office as did people who had already responded, and they asserted that the response previously submitted was representative of the office or department. There were five who could not be reached, and some who when reached indicated that they were inappropriate to be surveyed for various reasons.

Of the 50 not in the tabulations, one response was received, but it arrived too late to be included; about five were answered so incompletely that they could not be used, and the rest did not follow through because of higher workload priorities or other reasons. In all cases there were followup calls made. Over ten indicated that after they had read the cover letter and questionnaire they then realized that it was inappropriate for them to be included in the survey.

Approximately 80 percent of the target offices, departments or organizations were contacted for this study.

In Table 2 the fact that the state category had such a high number was because of Lansing being the state capital. The number would be 77 instead of 61 had the State Department of Education been included in that category. The federal government category had such a low number because most of the referrals relating to federal personnel and/or offices were to addresses outside of the tri-county area.

Reliability of Questionnaire

The idea of having a panel of experts who responded to the questionnaire respond again for the purpose of measuring reliability did not work out because not enough members in this group responded a second time. In some instances, they had had changes in job or location, and in others they simply did not have time to respond again because of their workload. Since the number of second responses was ten, no suitable quantitative measure could be determined. Consideration was given to the split-half technique for determining a measure of reliability, but because there were three distinct types of items on the questionnaire, each to be considered separately, the number of subitems for each type would have been too small to get a meaningful measure. Since the questionnaire

was not to be standardized, and since it was simply a tool to be used in this study, at least partly for the purpose of determining who were to have been queried further, it served its purpose. The obvious defects in the questionnaire helped give direction to development of the interview schedule.

Validity of Questionnaire

Face and content validity of the questionnaire were addressed by having the initial people contacted in this study respond to their impression of the questionnaire in addition to completing it. Other experts were also found outside the geographical area targeted for the survey. As to the face validity, i.e., the appearance and format having been appropriate for the respondents, there were no negative comments. Regarding content validity, some weak items were found, and these were covered through appropriate changes in the interview schedule. The questionnaire codebook, represented by many of the tables in Chapter IV, was not made until all the questionnaires were received and ready to be coded. In that way, specific attention was given to the weak items, and the codebook was expanded to cover diverging types of answers in these situations. The interview schedule was prepared at the same time that the questionnaire was scrutinized relating to its codebook.

Analysis of the Data

The Proposed Job Description

Objective 1 from Chapter I stated: "Using an initially proposed job description, to determine: (a) to what extent it needed to be modified, and (b) the relative importance of the various elements in the proposed job description."

The elements of the proposed job description were listed in a rating scale in the questionnaire (see Appendix A), and simple descriptive methods were used in the analysis. Besides having room for comments about each of the elements of the proposed job description, it also had a question as to whether additional elements should have been included. Space was provided for suggested additions, and these were tallied and listed. While this was the only section on the questionnaire specifically addressed to the job description, several respondents gave additional comments either on the back of the questionnaire or in a cover letter; and some even enclosed position descriptions from their particular office or level of government. Note was also made of this.

The above-mentioned responses had limited value until they were tied in to responses to the interview. A different strategy was used therein: prompts were offered to the respondent if s/he did not readily offer

a comment or suggestion "to improve this job description with an eye toward possibly developing a training program, . . ." These prompts had been based on types of ideas picked up from the questionnaire and from the comments from experts who evaluated the questionnaire. There was allowance for three distinctly different responses related to the job description in the last substantive item of the interview. This open-end item asked the question, "What do you feel is most important insofar as our general topic is concerned?" While the basic intent was to solicit one response, some respondents did give up to three in rapid succession; and in those instances, the interviewer did ask for a ranking of them if their rank order did not seem clear. There were six general categories of answers plus a category for "other answer" as can be seen in the interview codebook (Appendix B).

Based on the amalgamation of the questionnaire responses and the interview responses related to the job description as well as the responses from the experts who evaluated the questionnaire as to its content validity, a suitable job description was developed for further consideration by any persons interested in the development of a training program for 3PR Aides. The relative evaluations of each of the elements of the job description were also noted for the purpose of supplying additional guidance to such decision makers.

Items relevant to feasibility of development of a post-secondary occupational curriculum of no longer than two years' duration in the Greater Lansing Area related to training of 3PR Aides. Objective 2 from Chapter I stated: "To determine whether enough public or private employers were willing to hire a 3PR Aide or encourage current employees to upgrade themselves through such a program to justify either the development of such a two-year program or at least one or two courses to get such a program started."

Since there were respondents to both the questionnaire and the interview who were not employers, questions relating to willingness to hire, and encouragement of current employees to upgrade themselves, were analyzed on the basis of whether the respondent was capable of hiring or recommending the hiring or upgrading of employees. An additional variable was created for the coding from the questionnaire related to responses to the following questions from the questionnaire:

6. Could your office or agency use such a person if appropriate funding and job classification were available?
7. Would you hire or recommend hiring a 3PR Aide for your office or agency? . . .
20. Are you in a position to decide or recommend whether a 3PR Aide should be hired?

If responses to the above were all affirmative, then this new variable was coded "1" for affirmative, and if just one response was negative, the variable was coded "2."

Any other possible combination of responses was coded "9" which was analogous to "did not answer" or "did not give enough information." The data in Table 3 show the breakdown of how many people there were in each category.

TABLE 3.--The Numbers of Respondents Answering the Following Questions with All "Yes" Responses, at Least One "No" Response or Some Other Combination: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available? Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency? . . . Are You in a Position to Decide or Recommend Whether a 3PR Aide Should Be Hired?"

Category	Number Responding in This Way
All "Yes" responses (Coded "1")	70
At least one "No" response (Coded "2")	73
Either did not answer or did not give enough information (Coded "9")	16

Those who registered all "Yes" responses above were checked to see how many 3PR Aides they were able to use at the time of the survey. They were also checked to see how many responded affirmatively to the question, "Is there a need for a formal training program to develop 3PR Aides in the Lansing Tri-County Area?" Likewise, these same decision makers had their questionnaires checked to determine how many answered affirmatively to the question, "If it is not possible within the next year

to begin a full two-year 3PR Aide training program, would you like to see one or two courses begin as soon as possible?"

Similar analyses were made on appropriate items in the interview related to who had authority to promote, recommend promotion, hire or recommend hiring of employees in their offices.

Objective 3 in Chapter I stated: "To find employers who were willing to use their offices or agencies as work places for such students during their training (a commitment to internship)." Again, those who responded affirmatively to the three questions in Table 3 had their responses to the following items analyzed: "If an internship is a part of such a training program, would you accept trainees on a nonpaid basis? If an internship is a part of such a training program, would you accept trainees on a paid basis?"

Similar analyses were made of the interview responses related to the subject of internships.

Objective 4 in Chapter I stated: "To determine starting salaries and/or classifications of such trained people and see how these compared with starting salaries and/or classifications of statistical clerks with the same employers."

Because offices and agencies of many sizes were surveyed in this study, the job ladders in those organizations were subject to wide variation. Therefore, for

comparison purposes relating to salary incentives for upgrading of incumbent personnel or attracting new personnel, a question had to be developed around a job title that would meet the following two requirements:

- (1) The job (or its responsibilities) would probably exist in most, if not all, the offices or agencies; and
- (2) The job would have fewer responsibilities than that of the proposed 3PR Aide. This job was that of a statistical clerk, and parallel questions were asked about entry-level salary of a statistical clerk and what the respondent thought would be the entry-level salary of a 3PR Aide in the same office if such a person were to be hired. Again, only the responses of those who indicated they had authority to determine or recommend at what salary a person could be hired were analyzed. In this particular situation, the two parallel questions had five possible responses in a multiple-choice sense, and a new variable was developed by subtracting the numerical response related to the item about statistical clerk salary from the numerical response related to the item about 3PR Aide salary and then adding three. This additional new variable was based on responses to Questions 12 and 13 in the questionnaire (see Appendix A). In order to get a different approach to this information, the following question was asked in the interview: "Would your organization offer enough salary incentive to encourage a person already working there as a clerk, statistical clerk or

some other job at that level, and who is otherwise suitably motivated, to take necessary courses to qualify as a 3PR Aide?" This phrasing caused the respondent to give thought to response, and in some cases register a value judgment. In the interview schedule, because of this fact, instead of simple coding for "Yes-No" answers, additional codes were available for "qualified yes" and "qualified no" responses, and the qualifications or observations were noted on the interview response sheet.

Objective 5 in Chapter I stated: "To find out whether any offices, agencies or enterprises had people who were doing some 3PR Aide work as part of their assignment, and to determine the educational and training background of such people." A series of items covered this part of the survey in the questionnaire, and the data were given in summary form. In the interview a different approach was taken: If the respondent indicated that one or more persons in his/her organization did at least one task of the proposed 3PR Aide, the question was then asked as to whether there would be a hiring or a recommended hiring of a 3PR Aide to take over such functions. Again, such analysis was based on whether the interviewee was one who could hire or recommend such hiring.

Objective 6 in Chapter I stated: "To determine whether potential employers had background preferences for such trainees--for the determination of target student population."

A Likert-type scale was used to measure this in the questionnaire. This was recognized as one of the weaker items on the questionnaire, so it was reworked for the interview schedule. The interviewee was given a card listing the options and asked to state a preference for two of them in rank order. This card did allow the respondent to select one or even two that were not listed. Much more definitive results were obtained through this technique. Certain items were deliberately left out of this interview item: those relating to minorities, sex and the handicapped. This was because of general consciousness of recently enacted federal laws. It was felt that inserting those elements as possibilities for responses would have elicited what the interviewee might have felt was sought, or what the interviewee might have felt obligated to answer, or an affective response that could have unduly extended the interview without giving any additional information. It was felt that by letting the respondent suggest one or more of those to be ranked, a more honest approach to getting desired information was used.

Objective 7 in Chapter I stated: "To develop a list of employers and people in the field who expressed willingness to serve on an advisory committee for such a program."

This specific question was addressed in the questionnaire, and in Appendix C were listed those who indicated interest in serving on such an advisory committee; but the list only contains the names of those who responded affirmatively on item 19 of the questionnaire (on this subject) as well as on item 22, which asked: "May we use your name as one who has contributed to this study?" Because of respect for the privacy of those who responded negatively on the latter question, but affirmatively on item 22, a list of agencies or offices was listed based on positive answers on item 18 which asked: "Do you want your agency, office or organization represented on an advisory committee that would be set up to organize such a two-year curriculum?" This list of agencies, offices or organizations was placed in Appendix D.

The literature suggested that among the responsibilities of a steering committee was that of examining the feasibility or desirability of setting up a new occupational program. Some of the elements of this study overlapped with tasks of a steering committee, but this should not be construed as a substitution for the work

of a steering committee. Therefore, questions were put into the interview schedule similar to the questionnaire items about an advisory committee, and the responses thereto were placed in Appendices E and F.

As seen in Chapter II, literature related to the efforts of this study emphasized the importance of building and/or maintaining a strong linkage between community agencies and a school where programs helpful to the agencies were offered or planned. Much of the process involved in this study had been parallel to what was suggested in the literature, even in the way that this study was affiliated with Lansing Community College during the initial phases and the data gathering phase. Thus, Objective 8 from Chapter I, "To develop the beginning of a strong linkage between community agencies and a school that would offer such a program in the event that there were an immediate commitment to develop this curriculum," was hopefully met through the process of this study.

Determination of information from which to suggest an appropriate curriculum for a 3PR Aide training program in the Greater Lansing Area. The interview was the only tool used to gather information related to Objective 9 from Chapter I: "To gather information relating to curriculum in the following areas: (a) core

curriculum courses covering at least the areas of communication skills, psychology of human relations and economics, and (b) technical areas such as organizational theory and practice, library and other research skills, basic accounting, graphic communication processes and techniques, data processing and computer applications."

There were three basic types of questions used for solicitation of information related to attainment of this objective: (1) a simple question asking whether the respondent favored inclusion of a particular type of course in the curriculum; (2) a question asking whether the respondent preferred that a specific subject area be designed into a specific course for 3PR Aide students only, or that a specific section of an existing course be set aside for 3PR Aide students only; and (3) a question asking whether a specific course or type of course should be a required course or an elective.

Besides changing the pace of the part of the interview concerned with curriculum, the selection of these three types of questions was made in order to indirectly get at some basic issues in the realm of curriculum and instructional offerings of a college. For instance, while question type 2 was phrased in an "either-or" manner, the interview codebook allowed for other types of response, such as: "The students should be in the same core course as all other students in the

school." Question type 3 also allowed for the possible response: "Opposed to any such course."

Analysis Techniques

Questionnaire and interview data were hand coded and checked prior to being entered into the memory of the Honeywell computer at the Milwaukee Area Technical College (MATC). Printouts were obtained and checked and the data edited on line until all were found to be correct. A deck of cards was produced for data backup and another deck was prepared for card sorting.

Three cards were prepared on each participant in the study: (1) for the main questionnaire, (2) for those who responded in the "test" period of the questionnaire and (3) for those who were interviewed. In the instances where there was no interview and/or no "test" questionnaire, "9's" were encoded for all but identifying data (see Interview Codebook, Appendix B).

Due to the nature of this study and the fact that most of the data were nominal, descriptive measures were used to a great extent.

Summary

Basically, the nature of the study was descriptive. Data were gathered through the use of a questionnaire and interview. The questionnaire was used to gather certain items of information for this study; to

determine other individuals, offices, agencies or organizations to be surveyed; and to determine who was to be interviewed to get the remainder of the information needed for this study.

The interviews were used to gather information that was not adequately obtained by use of the questionnaire and to get helpful information related to the beginning stages of curriculum development. As a result of the information obtained from these two instruments, an appropriate decision maker at a post-secondary institution in the Lansing Tri-County Area could decide whether or not to convene a steering committee related to development of either a full program designed to train 3PR Aides or to set up one or more courses, workshops or institutes. These latter would be for the purpose of upgrading or in-service training of people who already had been doing some of the tasks defined in the 3PR Aide job description at the time of this study.

CHAPTER IV

RESULTS OF THE STUDY

Analysis Based on the Research Questions

Research Question 1:

What job description for a 3PR Aide would be acceptable to those who indicate a commitment to hiring one or more 3PR Aides?

This question is considerably narrower than Objective 1 from Chapter I, which stated: "Using an initially proposed job description, to determine: (a) to what extent it needed to be modified, and (b) the relative importance of the various elements in the proposed job description. Because it was possible that someone who was not a potential employer of 3PR Aides could furnish some expertise related to the job description, the following broader analysis was also considered.

First, consider the broadest case, the evaluation of the job description elements by all who responded to the questionnaire. The elements and the responses were put in a format similar to that of the actual items in the questionnaire for Table 4. One suggested criterion

TABLE 4.--Questionnaire Respondents' Evaluation of Job Description by Elements

I feel that:	This Is Very Important	This Is Somewhat Important	This Is Slightly Important	This Is Not at All Important	I Don't Know (I Can't Judge)	Number Not Responding	Number Having Comments
<u>Element 1:</u>							
. . . knows where and how to obtain demographic, economic and other types of data for a given political region	125	25	3	1	2	3	
<u>Element 2:</u>							
. . . is able to compile and present it in a manner that will enhance its meaning to the supervisor and to other decision makers regarding the planning, proposals and/or research as well as the follow-up reports on such items	132	16	5	2	1	3	
<u>Element 3:</u>							
. . . is able to follow directions, oral or written, provided by the supervisor, and technical guidelines provided by any public or private agency as well as any level of government	131	22	1	1	2	2	

TABLE 4.--Continued

I feel that:	This Is Very Important	This Is Somewhat Important	This Is Slightly Important	This Is Not at All Important	I Don't Know (I Can't Judge)	Number Not Responding	Number Having Comments
<u>Element 4:</u>							
. . . is expected to interact coherently with the specialists, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents	98	40	13	1	4	3	
<u>Element 5:</u>							
. . . under appropriate supervision, . . . will have the technical competence to deal with the funding and budgetary aspects of a proposal	38	66	38	8	7	2	
<u>Element 6:</u>							
. . . may write the final document, or submit the bare skeleton thereof, including all tables and graphs	61	62	23	8	3	2	

TABLE 4.--Continued

I feel that:	This Is Very Important	This Is Somewhat Important	This Is Slightly Important	This Is Not at All Important	I Don't Know (I Can't Judge)	Number Not Responding	Number Having Comments
Element 7:							
. . . is familiar with the application of com- puters and data proc- essing within an institutional setting	19	73	50	10	5	2	
Element 8:							
. . . occupation lies between that of a sta- tistical clerk and that of a person in charge of planning, proposals and/ or research writing in a public agency or insti- tution	43	41	28	11	30	5	1

for acceptance of each job description element in Tables 4 and 5 was for 50 percent or more of the responses to be in columns 1 and 2. A quick scanning of Table 4 shows that each of Elements 1 through 4 had the majority of responses in column 1 and that each of Elements 5 through 8 had the majority of responses in the first two columns. A blind adherence to the suggested 50 percent criterion would lead to the conclusion that all was well with the job description; however, a review of comments inserted in the questionnaire was, at times, enlightening.

From Table 4, it appears that there was only one comment, that being on Element 8. In actuality, there were two people who had comments related to that element, basically the same: "Agree," but the one that did not check a response stated: "Agree with statement but can't determine which box to check."

Since Element 8 pointed out an exception in the rating scheme, it would follow that there might have been other exceptions, perhaps more notable. This was indeed the case, so each element has been considered. The individual who marked Element 1 as "Not at All Important" stated that it was "good to know but for our purposes--not important." The only other comment on Element 1 ranked it as "Very Important" and suggested the following: "where to locate." Three respondents had comments relating to Element 2, two of them having rated it in the "Very

Important" category. One stated "how to use," and the other stated: "especially sensitive to policy implementation." The same individual who rated Element 1 as "Not at All Important" did the same with Element 2 and had the same comment as before: "Good to know but for our purposes--not important." He did the same thing with Element 3, but that was his last comment in addition to any rating. The other two who checked a box in Element 3 both indicated "I Don't Know (I Can't Judge)," with one adding: "This may not be consistent with the first two." The other individual stated, "Guidelines at any level is asking too much of an aide. Some are too technical." This individual also divided the element into two parts: "(1) Provided by the supervisor and (2) Technical guidelines provided." Up to this point, all who added comments to their markings were from some level of state government or the state department of education. On Element 4, while the individual ranked the item as "Very Important," he indicated that the statement was unclear and added, "ability to communicate orally and in written form? (sic) if implied" (sic).

Two educators rated Element 5 as "Very Important" and they added comments such as "realistic proposals are important" and "but would work with accountants in budget office." One other individual added a comment to justify why he checked the rating "I Don't Know (I Can't Judge),"

saying "statement unclear." Only two comments were indicated for Element 6 and both came from individuals who rated it as "Very Important." One indicated "draft only" and the other said: "Decisions would be made by persons affected, not by planners or writers." Element 7 had comments from one individual who rated it as "Somewhat Important" and two from persons rating it as "Slightly Important." The first stated: "Key is familiar--needs to be able to communicate directions in understandable terms." Another observation was "programmers come fairly easily; good analysts do not." A city planner indicated: "Response to Element #7 re: application of computers would not be a required skill because of the nature of our organizational structure."

Two more items on the questionnaire were directly related to the job description: one asking whether any elements should be added to it, and if so, the second asked respondents to state their ideas. There were 46 affirmative replies to the question, and of those, 33 respondents indicated one additional element, 12 indicated two additional elements and one person proposed three additional elements. This latter person suggested three distinct steps of a job ladder, namely, apprentice, journeyman and skilled worker. While no useful purpose would be served by directly quoting all the comments, a general summary was helpful, and significant items were worth

direct quotes. Some of the suggestions were actually related to specific numbered elements as shown in the table, while others related more to curriculum that could be developed as a result of the job description. Some of these latter comments were taken into consideration in the preparation of the interview schedule relating to aspects of curriculum. Several suggested elements actually related to specialized tasks for a specific office or agency.

There was one suggestion that related to Element 4 that was considered a significant improvement over the proposed Element 4, and that said that it should read, ". . . with others at all levels, both inside. . . ." Another person suggested building into the job description the idea that the person should be willing to be satisfied at performing well as an assistant without expectation of advancing to positions that might need to be filled; i.e., there was to be no expectation of upward mobility. The literature related to this study strongly suggested the possibility of upward mobility so that proposed element was not considered for the job description. One individual proposed that a general salary range would be preferable to the job ladder suggested in Element 8. On Element 6 there was a single comment that was contrary to the majority of comments, this person having suggested that the person ". . . must be capable of writing the

final document. . . ." Most of the other commentators on this element felt that it was too ambitious; that it was doubtful that such a person could be trained in a two-year program. Another comment that would fall into the latter category was that the person should understand and perhaps initiate research designs. A couple of comments suggested that graphics and graphic reproduction equipment could more appropriately relate to course work that might come out of the proposed job description. A couple of respondents suggested that the first element not be restricted to political regions. While the term "political region" did bother some individuals, both in the questionnaire and in the interview, no suitable alternative modifier was suggested. While some regions may appropriately be considered geographical regions, the type of planning that may involve them still pertains to political regions. For instance, in the realm of highways, there were still municipal, county, state and even federal jurisdictions to be considered. Even the drain commissioner was elected, and while his concerns were geographical, his electorate was political. Probably the most vulnerable element was Element 5 which contained somewhat of a non sequitur insofar as the technical competence had nothing to do with the appropriate supervision. Also, "to deal with the funding and budgetary aspects of a proposal" was considered too vague, so corrective action had to be taken.

Some commentators were very specific about wanting much more related to data processing and analysis skills, but here again, there was overlapping into curriculum and perhaps qualifications that go beyond the paraprofessional level. One individual felt that this person should be able to "articulate before legislature and public bodies re work in planning proposals and research." Again, that would place the worker above the paraprofessional level. While some of the criticisms of the given job description elements were well stated, some of the suggestions were more vague and general than the weakest ones that were originally stated.

In Chapter III it was stated that there were also comments made at the end of the questionnaire, some of which could have related to the job description. These, too, were summarized, and at least one personnel officer suggested that this was a description for a dead-end job. His reason was because he noted that many degreed planners had been looking for work or had been underemployed and that 3PR Aide jobs could have been filled by such people if such jobs had been defined. A planner suggested that the job description was a case of "overkill" in that he did not feel it was possible to get a person competent in all the proposed skills in a two-year training program when it was his observation that people out of four-year programs did not posseses such skills. Others from state

civil service noted that the civil service system did not presently provide for people with such a level of training to go into the type of job defined. This was one of Couturier's criticisms.¹

Another person at state level stated that the 3PR Aide function was fulfilled by OJT of secretaries.

One specialist felt that the 3PR Aide would be useless without additional specialized training in the discipline peculiar to the office or agency wherein such an aide would work. However, the person would be at least at the baccalaureate level then and would no longer be paraprofessional. Table 5 shows the evaluation of the job description elements by those who were actually decision makers as stated in the objective of the study listed at the heading of this section.

The data in Table 5 show that the total number of respondents who indicated a commitment to hire 3PR Aides (as shown in the questionnaire and the research question as stated at the head of this section) was 70, as opposed to the total of 159 responding to the questionnaire as a whole.

The previously suggested criterion for leaving an element in the job description was for at least 50 percent

¹Courturier, "Ivory Tower and Public Manpower," in Higher Education and Public Service Careers, p. 79.

TABLE 5.--Evaluation of Job Description Elements by Those Who Indicated a Commitment to Hire One or More
3PR Aides

I feel that:	This Is Very Important	This Is Somewhat Important	This Is Slightly Important	This Is Not at All Important	I Don't Know (I Can't Judge)	Number Not Responding	Number Having Comments
<u>Element 1:</u>							
. . . knows where and how to obtain demographic, economic and other types of data for a given political region	55	12	2			1	
<u>Element 2:</u>							
. . . is able to compile and present it in a man- ner that will enhance its meaning to the supervisor and to other decision makers regarding the planning, proposals and/or research as well as the follow-up reports on such items	66	4					
<u>Element 3:</u>							
. . . is able to follow directions, oral or writ- ten, provided by the super- visor, and technical guide- lines provided by any public or private agency as well as any level of government	63	6	1				

TABLE 5.--Continued

I feel that:	This Is Very Important	This Is Somewhat Important	This Is Slightly Important	This Is Not at All Important	I Don't Know (I Can't Judge)	Number Not Responding	Number Having Comments
<u>Element 4:</u>							
... is expected to in- teract coherently with the specialists, both inside and outside the office, who would deal with such plans, pro- posals, reports and/or research documents	50	16	3			1	
<u>Element 5:</u>							
... under appropriate supervision . . . will have the technical com- petence to deal with the funding and budge- tary aspects of a pro- posal	19	28	18	4	1		
<u>Element 6:</u>							
... may write the final document, or submit the bare skeleton thereof, including all tables and graphs	30	27	9	3		1	

TABLE 5.--Continued

I feel that:	This Is Very Important	This Is Somewhat Important	This Is Slightly Important	This Is Not at All Important	I Don't Know (I Can't Judge)	Number Not Responding	Number Having Comments
<u>Element 7:</u>							
. . . is familiar with the application of computers and data processing within an institutional setting	9	31	25	4	1		
<u>Element 8:</u>							
. . . occupation lies between that of a sta- tistical clerk and that of a person in charge of planning, proposals and/or research writing in a public agency or institution	24	19	10	2	13	2	

of the responses to have been in columns 1 and 2 in Tables 4 and 5. That was shown, also by rank order, in Table 6. In Table 6 a display was made to represent the sum of the marks in columns 1 and 2 as a percentage of the total marks for each element from Table 4 (where $N = 159$) and Table 5 (where $N = 70$). At the same time the job description elements were shown in rank order by these percentages. In order to shed further light on this analysis, the table also included a ranking of just the column 1 marks as a percentage of the total for each job description element from Tables 4 and 5.

Table 6 showed that in all cases 50 percent of the respondents marked items 1 and 2. The juxtaposition of the percentage of people marking the element in just column 1 with the percentage marking the element in columns 1 and 2 showed something quite different.

Elements 2, 3, 1 and 4 ranked well enough so that little attention needed to be paid to the possibility of significant changes in them. However, it appeared that Elements 6, 8, 5 and 7 warranted further consideration.

Element 6 had opposite poles of comments. Some individuals suggested that the 3PR Aide must be able to write the final document, while others indicated that it might be expecting too much for the aide to even write the draft. One respondent indicated that in his experience

TABLE 6.--A Ranking of the Job Description Elements by the Numbers of Respondents Marking
Column 1 Only and Columns 1 and 2 in Tables 4 and 5

Ranking by Column 1 Marks Only (As a Percentage of Total Marks)		Rank	Ranking by Summation of Column 1 and 2 Marks (As a Percentage of Total Marks)	
For N = 70	For N = 159		For N = 159	For N = 70
Element 2 (94.2%)	Element 2 (83.0%)	1	Element 3 (96.2%)	Element 2 (100%)
Element 3 (90.0%)	Element 3 (82.4%)	2	Element 1 (94.3%)	Element 3 (98.5%)
Element 1 (78.6%)	Element 1 (78.6%)	3	Element 2 (93.1%)	Element 1 (95.7%)
Element 4 (71.4%)	Element 4 (61.6%)	4	Element 4 (86.8%)	Element 4 (94.2%)
Element 6 (42.8%)	Element 6 (38.4%)	5	Element 6 (77.4%)	Element 6 (81.4%)
Element 8 (34.3%)	Element 8 (27.0%)	6	Element 5 (65.4%)	Element 5 (67.1%)
Element 5 (27.1%)	Element 5 (23.9%)	7	Element 7 (57.9%)	Element 8 (61.4%)
Element 7 (12.8%)	Element 7 (11.9%)	8	Element 8 (52.8%)	Element 7 (57.1%)

even four-year graduates did not write well enough. Because of these contradictory comments, it was felt best to leave Element 6 intact and report the diverging comments to any steering committee that might be appointed to consider whether it is desirable to proceed toward the process of developing a program.

Element 7 had the largest number of "4" ratings, but again, the comments seemed to be contradictory: One respondent felt that the key word in the element was "familiar," while another expressed lack of understanding of the meaning of "familiar with." Because there were questions in the interview relating to curriculum and this element had a very specific implication relating to curriculum, no change was made in the wording of this element between the questionnaire stage and the interview stage. During the period of this study the computer was still in its evolutionary stage, so there were mixed reactions to the allusion to computer applications. It was felt that at least some (based on their comments) were negative to computer applications because they themselves did not have a working knowledge of computers. On the other hand, some who had a great deal of working knowledge of computers felt that the element as stated was not strong enough and, therefore, either should have been stronger or been left out entirely. Since the computer industry and applications of computers had been

growing so rapidly, it was felt best to have this element examined further by those who might pursue the next logical step based on the results of this study.

Element 8 had numerous comments related to the fact that it dealt with a job ladder, although some of the commentators showed by their comments that they did not necessarily understand that fact. One felt that the statistical clerk designation was too low and suggested that the lower level of the stated (or implied) job ladder be labeled "statistical technician." Other commentators indicated a basic agreement with the suggested range of the job ladder. The individual who recommended three specific levels of the 3PR Aide made an excellent point. Earlier, the rationale was given for having the extreme ends of the job ladder stated. No comments were strong enough or similar enough to warrant a change in Element 8 during this study.

The very first question in the interview related to the job description, and it asked: "What comments or suggestions do you have to improve this description with an eye toward possibly developing a training program?" Each interviewee was allowed up to three distinct responses. This question did not restrict responses in any way. However, for presentation purposes as a visual aid to the reader, the data in Table 7 summarize and categorize the results according to categories that were

TABLE 7.--Comments and/or Suggestions for Improving the
Proposed Job Description for a 3PR Aide with an Eye toward
Possibly Developing a Training Program (N = 73)

	Response Order		
	First	Second	Third
Improve format:	7	-	-
Job description too vague:	10	3	-
It should more precisely fit into a job ladder:	2	1	1
Elements should be removed, changed or added:	29	29	15
Job description might turn potential students off:	1	-	1
Other answers:	7	6	1
Job description OK as it is:	17	-	-
No further answers:	-	34	55
Totals	73	73	73

developed after the interview process ended. It was recognized that these are not mutually exclusive categories.

Table 7 shows that the vast majority of respondents had more comments that related to adding, changing or removing elements of the job description. Almost one-fourth of the respondents felt that the job description was acceptable as it was initially stated, and almost one-half of the respondents only had one response to the question.

Without directly quoting every response related to the first six items above, it was thought to be helpful to summarize the more important ones and at the same time relate appropriate elements from the responses to the question, "What do you feel is most important insofar as our general topic is concerned?," as well as any relevant comments volunteered at the end of the interview.

Related to the idea that the format might be improved, there were very specific recommendations such as to use bullets, subheadings and paragraphs; arrange tasks from primary to secondary; and list responsibilities first, preferably in hierarchical order. There were no further comments on this at the end of the interview.

The comment that the job description was too vague was simply expressed in that manner by five of the thirteen who related to that idea. Two requested that it be more specific, one including the recommendation

that it contain short, specific sentences. Another recommended that qualifications and responsibilities be delineated, while three pointed out three distinct words or phrases that they felt were too vague. These were different in each case. One person suggested a substitution which may have been appropriate to his agency, but was too specific and it varied from the flow of the job description. Another simply stated that a particular phrase was too vague but did not suggest something more precise. No responses to the last item in the interview related to this topic (see Appendix B), nor were there any comments at the end appropriate to this.

There were four comments related to the job description more precisely fitting into a job ladder. One of these suggested that a student assistant be at the lower level while another suggested that the lower end be higher, namely middle management, with the upper end being staff to top management. Still another respondent suggested that there be at least two levels of 3PR worker: an aide and a consultant. In the last item of the interview, one respondent indicated that he thought the job ladder was a thing of the future, but that idea was counter to the literature on vocational development and proposed new jobs in the public sector.

By far the largest number of responses related to the job description dealt with suggestions to remove,

change or add elements. Let us consider the suggestions one element at a time and include any comments related thereto from the final item in the interview as well.

The first element stated, ". . . knows where and how to obtain demographic, economic and other types of data for a given political region . . ." and five individuals took exception to the use of the word "political" in this context, but none could suggest an alternative term. The term was meant in the context of geography as in "political map," and perhaps the term "geopolitical" might have been more appropriate; but there may have been more people who would have been unsure of its meaning. Because of the ranking of Element 1 in the questionnaire and the fact that only five people were bothered by the use of this one word, the decision to change that was deferred to any steering committee and/or advisory committee that might be convened related to a 3PR Aide program or related program. One other respondent suggested that library research be emphasized, but that topic was covered later in the interview related to suggestions for curriculum. Another person suggested that skills in neighborhood data gathering be mentioned, but this could be subsumed under the term "political region."

Element 2 stated, ". . . is able to compile and present it in a manner that will enhance its meaning to the supervisor and to other decision makers regarding

the planning, proposals and/or research as well as the follow-up reports on such items. . . ." Several commentators suggested a broadening of the audience for whom this worker was to enhance the meaning of the data. That would suggest a greatly increased range of communication skills, since one commentator wanted this person to be able to speak at public hearings, legislative hearings, etc. Again, because of the earlier ranking of Element 2 in the questionnaire, there appeared to be little justification for making this change suggested by so few interviewees. One other comment suggested inclusion of fundamentals of graphics in this element, but that was covered later in the interview under the general category of curriculum. One other individual suggested that data analysis be included in this element. One person, in combining two elements, said, "The person should be able to communicate with all people in the work environment; and do the assignment with minimal instruction, carrying it almost to completion point before getting together with the supervisor." In the final item in the interview, another person greatly elaborated on treatment of very specific data. Data treatment was covered in the topic of curriculum, and specific data should ultimately be left to the instructor or the supervisor of the internship along with the work supervisor.

Element 3 stated, ". . . is able to follow directions, oral or written, provided by the supervisor and technical guidelines provided by any public or private agency as well as any level of government. . . ." This element only had one comment which suggested a change from "level of government," but no alternative was suggested.

Element 4 stated, ". . . is expected to interact coherently with the specialists, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents. . . ." In a manner similar to what was suggested in Element 2, one interviewee suggested that the 3PR Aide also be able to interact with the public in hearings. One individual suggested inclusion of the clause "and under appropriate supervision" immediately following "interact coherently."

Element 5 stated, ". . . under appropriate supervision . . . will have the technical competence to deal with the funding and budgetary aspects of a proposal. . . ." As mentioned previously the phrasing of the supervision aspect of this element is a non sequitur, and here the term "deal with" is unnecessarily vague in contradistinction to its deliberate use in Element 4 where its usage had no adverse comments. Regarding Element 5, some commentators suggested exclusion of this element from the job description. The best suggestion given

covered both weaknesses, and it was: "In following the guidance of the supervisor, this aide will work with the funding and budgetary aspects of a proposal as is appropriate to the context of the proposal and the office or agency." Here the non sequitur is eliminated and the degree to which any 3PR Aide will work with funding and budgetary aspects of a proposal is dependent on the situation and the work supervisor.

Element 6 stated, ". . . may write the final document, or submit the bare skeleton thereof, including all tables and graphs. . . ." Most of the comments on this element related to its having been overly ambitious in regard to the writing skills. Since the qualifying word "may" was included, it would appear that the degree to which this was actually done by the 3PR Aide would depend on the situation and the supervisor. The fact of no other significant comments and the relatively high ranking of Element 6 on the questionnaire suggested that it be left intact.

Element 7 stated, ". . . is familiar with the application of computers and data processing within an institutional setting. . . ." This element had the broadest spectrum of comments, ranging from totally excluding any reference to computers and data processing to very specific applications of the computer such as knowing how to encode and edit data. Another commentator

suggested that the 3PR Aide should know the capabilities and shortcomings of computers. Only one comment diverged from any mention of computers, and it suggested elimination of the qualification "within an institutional setting." In the final item of the interview, one respondent indicated that computer applications were most important. Again, this element was left intact because of the fact that there was such a wide spectrum of comments and because the importance and development of computers had been increasing so much in the recent years prior to this study.

Element 8 stated: "This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research writing in a public agency or institution." Some of the comments cited above about the job ladder also related to this element, but there were several comments about this element in addition to those above. One interviewee asked whether this was a job description for "posting" purposes as opposed to a straight job description. Two others related their knowledge of the state civil service to their recommendations: suggesting that it be a five level in civil service and that the job description include educational requirements. Clearly, the suggestions related to state civil service would qualify the job description as a "posting" job description, but in

this instance they would limit usage of this job description, and this was not the intent of the study.

There were several suggestions for additional elements for the job description, and these related to analysis of comparative data, possession of interviewing skills, sensitivities to political realities, ability to write a staff study, understanding of social structures and the attitudinal relationships and dynamics that exist, possession of a basic knowledge of statistics and possession of an analytical capacity. Some of these would be covered in the curriculum and others related to suggested aptitudes that prospective 3PR Aides were to possess. Because of this, none of these were added to the modified job description.

There were only two comments related to the idea that the job description would turn off prospective students; one was that the description was very demanding and the other was that the description was complexly stated; "e.g., 'demographic,'" but the commentator liked this term himself.

Related to the specific query about the job description--in Table 7, under "other answers"--six of the fourteen responses were that it was too ambitious. On the other hand, one response was that it was too narrow. Another respondent suggested that the job description seemed like it was trying to sell the idea, and another,

who had been sold (according to one view), stated that there was a necessity for this type of aide. One observation was that those having similar jobs possess an M.A. or above. One individual in the last item in the interview said s/he felt the most important thing about the study was that the job description was too broad. Only one comment volunteered at the end of the interview related to other answers about the job description. It simply stated, "excellent statement of responsibilities."

Elements 5, 7 and 8 of the job description had the lowest rankings in the tables shown previously, and they also merited the greatest numbers of comments. For reasons already stated, Elements 7 and 8 should be looked at further by a steering committee, but Element 5 needed an immediate change which was indicated above. Earlier in this chapter an improvement in Element 4 was noted, so before going on to the next research question, it is appropriate to state the job description for a 3PR Aide (Public Planning, Proposal and Research Aide) as it was modified by this study:

A Public Planning, Proposal and Research Aide (3PR Aide) knows where and how to obtain demographic, economic and other types of related data for a given political region, and is able to compile and present such data in a manner that will enhance its meaning to the supervisor and to other decision makers regarding the planning, proposals and/or research as well as the follow-up reports on such items. The aide is able to follow directions, oral or written, provided by the supervisor, and technical guidelines provided by any public or private agency as well as any

level of government. Also, this aide is expected to interact coherently with others at all levels, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents. In following the guidance of the supervisor, this aide will work with the funding and budgetary aspects of a proposal as is appropriate to the context of the proposal and the office or agency. A 3PR Aide may write the final document, or submit the bare skeleton thereof, including all tables and graphs. In addition, this person is familiar with the application of computers and data processing within an institutional setting.

This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research and report writing in a public agency or institution.

The underlining of a portion of the job description above was used to denote the part that was changed from what had been used in the questionnaire.

Research Question 2:

Would it be feasible to develop a post-secondary occupational curriculum of no longer than two years' duration in the Greater Lansing Area at this time?

Several of the objectives of the study stated in Chapter I pertain to this question, so they are considered here one at a time in their numerical order. Objective 2 stated: "To determine whether enough public or private employers were willing to hire a 3PR Aide or encourage current employees to upgrade themselves through such a program to justify either the development of such a two-year program or at least one or two courses to get such a program started." In regard to relevant items from

the questionnaire, only those responses were considered from respondents who answered affirmatively to all of the following questions (see Appendix A):

6. Could your office or agency use such a person if appropriate funding and job classification were available?
7. Would you hire or recommend hiring a 3PR Aide for your office or agency?
20. Are you in a position to decide or recommend whether a 3PR Aide should be hired?

Of the 156 respondents to the questionnaire, there were 70 who responded affirmatively to each of the three criterion questions listed above. Appropriate follow-up questions were asked. The first follow-up question asked how many 3PR Aides would be able to be used in the respondent's office. The data in Table 8 give a breakdown of this.

Twenty-eight of the 70 indicated that they needed one 3PR Aide, although an additional person expressed some frustration that no money was in the budget at the time of his response. The next greatest frequency was for those who indicated that they could use two 3PR Aides at that time. While almost two-thirds of those respondents accounted for over half of the 3PR Aides that could have been put to work at that time, over 18 percent of the respondents accounted for the remainder of the then

TABLE 8.--How the 70 Persons Who Responded Affirmatively to Each of the Following Criterion Questions Responded to the Question, "How Many 3PR Aides Could You Use?" Criterion Question 6: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available?" Criterion Question 7: "Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency?" Criterion Question 20: "Are You in a Position to Decide or Recommend Whether a 3PR Aide Should Be Hired?"

Number Needed	(Times)	Number Responding	(Equals)	Total
None	x	1*	=	0*
1	x	28	=	28
2	x	17	=	34
3	x	5	=	15
4	x	5	=	20
5	x	0	=	0
More than 5**	x	3	=	18
(Don't know)		7		-
(Did Not Answer)		4		-
Totals		70		115***

* Indicated that there was currently no money in the budget.

** Considered as 6 for this table.

*** Total based on conservative estimate of "more than 5" interpreted as 6.

available jobs. This suggested that some of the larger governmental or agency offices could be quite influential in determining whether there was to be any kind of training for 3PR Aides.

Further modifications of the number of possible jobs for newly trained 3PR Aides (had such aides then been available) at the time of the questionnaire administration were based on responses to two additional questions on the part of the 70 individuals who responded affirmatively to each of the three criterion questions in the questionnaire. The data in Table 9 show how these 70 people responded to the question that asked whether there was a need for a formal training program to develop 3PR Aides in the Lansing Tri-County Area at that time and to the question, "If it is not possible within the next year to begin a full two-year 3PR Aide training program, would you like to see one or two courses begin as soon as possible?"

At the time of the administration of the questionnaire, six-sevenths of those responding who were in decision-making positions indicated that there was then a need for a formal training program to develop 3PR Aides in the geographical area under consideration. An even greater number indicated that they wanted to see one or two courses begin as soon as possible related to 3PR Aide training.

TABLE 9.--How the 70 Persons Who Responded Affirmatively to Each of the Following Criterion Questions Responded to Two Additional Questions. Criterion Question 6: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available?" Criterion Question 7: "Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency?" Criterion Question 20: "Are You in a Position to Decide or Recommend Whether a 3PR Aide Should be Hired?"

Questions	Responses				Total
	Yes	No	Don't Know	Didn't Respond	
Is there a need for a formal training program to develop 3PR Aides in the Lansing Tri-County Area?	60	5*	5**		70
If it is not possible within the next year to begin a full two-year 3PR Aide training program, would you like to see one or two courses begin as soon as possible?	62	4	1	3	70

*These five respondents accounted for three of the 3PR Aides that could have been hired at the time the questionnaire was administered.

**These five respondents accounted for five of the 3PR Aide jobs that could have been filled at the time the questionnaire was administered.

If the eight jobs referenced in the footnotes of Table 9 had been excluded from the number of possible jobs available as indicated from Table 8, there still would have been at least 107 jobs available to 3PR Aides at that time. In the interpretation of this, the qualification about funding and job classification in criterion Question 6 in the questionnaire must be considered.

Similar questions were asked in the interview, and the findings are shown in Table 10. In the case of the general questions about whether a training program was favored, answers were analyzed from those who had indicated that in their workplace they were in either a position to hire or to recommend the hiring of workers. In the question about one or two courses for the purpose of upgrading people who were already in an office where work of the 3PR Aide was done, the criterion of ability to hire or to recommend hiring was not pertinent, and this fact was depicted in the table by centering the responses under the response columns rather than under the subcolumns according to whether the individual could hire or had power to recommend hiring.

Of the 73 persons interviewed, 72 indicated ability to hire or that they could recommend who was to be hired; and this accounted for the differences in the totals shown for the first two questions in Table 10 as opposed to the total for the third question.

TABLE 10.--Interview Responses Related to Feasibility of Developing a Post-Secondary Occupational Curriculum for 3PR Aides of No Longer than Two Years' Duration in the Greater Lansing Area

Question	Yes		Qualified Yes		Nonpositive Responses		Total
	Number Who Can Recommend Hiring	Number Who Can Hire	Number Who Can Recommend Hiring	Number Who Can Hire	Number Who Can Recommend Hiring	Number Who Can Hire	
Do you favor specific training at the community college level related to this job description?	15	37	7	8	1	4	72
Should there be a comprehensive training program to train people to do this work?	11	30	6	10	6	9	72
Should there be one or two courses designed to upgrade people who already work in a place where this work is done?	53		13		7		73

A further breakdown of these totals showed that 49 of those 72 were in positions of authority to hire and the remaining 23 could recommend who was to be hired.

As to the first question represented in Table 10, "Do you favor specific training at the community college level related to this job description?," over 93 percent of the respondents responded with a "qualified yes" or stronger affirmative answer, and over 72 percent responded with an unqualified "yes." Over 50 percent of all interviewees were in the category of those who could hire and answered "yes" to this question. Most of the "qualified yes" responses related to the question of need for the program; i.e., they expressed the idea, "yes, if the program is needed."

In the case of each of the questions, the "Nonpositive responses" represented the accumulation of responses such as "Qualified No," "No," "Neutral," or the question was not applicable to one or more respondents.

As to the second question, "Should there be a comprehensive training program to train people to do this work?," almost 80 percent of the respondents responded with a "qualified yes" or stronger response, and over 55 percent responded with an unqualified "yes." Over 55 percent of all the interviewees were in the category of those who could hire and they also answered with a "qualified yes" or stronger affirmative answer.

The third question in Table 10, "Should there be one or two courses designed to upgrade people who already work in a place where this work is done?," had the highest number of unqualified "yes" respondents, slightly ahead of the first question in the table.

Objective 3 in Chapter I stated: "To find employers who were willing to use their offices or agencies as work places for such students during their training (a commitment to internship)." Two items on the questionnaire related to this objective: one asked if an internship was a part of such a training program whether the respondent would accept trainees on a non-paid basis, and the other asked the same thing about accepting trainees on a paid basis. The same questions were asked in the interview, but instead of analyzing the responses on the basis of those who responded in the affirmative to each of the three criterion questions from the questionnaire, they were analyzed on the basis of whether the respondent had the authority to take interns into the office or recommend the taking of interns into the office. The data in Table 11 show that well over half of the 70 decision makers responded affirmatively to the taking of interns into their offices: over five-sevenths approving the idea of interns on a nonpaid basis, and exactly four-sevenths approving the idea of interns on a paid basis. The category "other" in the table depicts

situations where respondents did not answer, responded that they did not know, or indicated "maybe." Further insight on these responses was gained through the interview.

TABLE 11.--How the 70 Persons Who Responded Affirmatively to Each of the Following Criterion Questions Replied to Questions Related to Internships. Criterion Question 6: "Could Your Office or Agency Use Such a Person if Appropriate Funding and Job Classification Were Available?" Criterion Question 7: "Would You Hire or Recommend Hiring a 3PR Aide for Your Office or Agency?" Criterion Question 20: "Are You in a Position to Decide or Recommend Whether a 3PR Aide Should Be Hired?"

Question	Yes	No	Other
If a 3PR Aide training program comes into being, would you consider taking one or more interns on a <u>nonpaid</u> basis?	53	7	10
Would you consider taking one or more interns on a <u>paid</u> basis?	40	24	6

Of the 73 persons interviewed, there were 10 who indicated that they only had authority to recommend the use of interns, and the remaining 63 indicated that they had the authority to take interns. The data in Table 12 show how the 73 respondents answered the questions about internships.

As in the case of the questionnaire, the decision makers who were interviewed had a greater percentage of responses favoring the nonpaid internship; but in the case of the interview where qualified answers could be readily given, most of the 14 who qualified their

affirmative answer about paid interns indicated that they favored them on that basis if money were available to pay the interns. Most of the "nonpositive responses" were those of "Qualified no," "No," or expressions of the situation not being applicable to the office or agency represented by the interviewee. In the case of interns on a paid basis, many of those registered in the "Nonpositive responses" column indicated that lack of funding was the principal reason for the response given. Some of those interviewed had had experiences with interns and answered negatively to the question of nonpaid interns while having been favorably disposed to paid interns. It was the contention of these respondents that an unpaid intern would either be exploited or would have an experience without adequate supervision and/or accountability.

TABLE 12.--Interview Responses Related to Taking 3PR Aide Student Interns on a Nonpaid Basis and on a Paid Basis

Question	Yes	Qualified Yes	Nonpositive Responses	Total
If a 3PR Aide training program comes into being, would you consider taking one or more interns on a <u>non-</u> paid basis?	58	6	9	73
Would you consider taking one or more interns on a <u>paid</u> basis?	34	14	25	73

Based on the data in Tables 11 and 12, there would have been enough internship placements available at the time of this survey to have placed students in more than one 3PR Aide class on either a paid or nonpaid basis.

Objective 4 in Chapter I stated: "To determine starting salaries and/or classifications of such trained people and see how these compared with starting salaries and/or classifications of statistical clerks with the same employers." The rationale for how this was approached in the questionnaire was developed in Chapter III. The following table shows the data from an auxiliary variable derived from responses to Questions 12 and 13 of the questionnaire (see Appendix A). These two questions were parallel in their multiple choice format, each dealing with an annual salary range: Question 12 relating to that of an entry-level statistical clerk and Question 13 relating to what the respondent felt would be the entry-level salary of a 3PR Aide.

In Table 13 the data indicate that all respondents showed a plurality indicating that a beginning 3PR Aide would have received about the same salary as an entry-level statistical clerk; however, the majority of decision makers considered annual entry-level salaries for 3PR Aides should be commensurate with or slightly higher (\$1 - \$1,000 higher) than those for beginning statistical

TABLE 13.--A Comparison of What Questionnaire Respondents Indicated Would Be the Difference in Annual Entry-Level Salaries between 3PR Aides and Statistical Clerks in Their Offices

Description	All Respondents	Decision Makers
The beginning statistical clerk gets between \$1,000 and \$2,000 more than the beginning 3PR Aide would get	4	3
The beginning statistical clerk gets between \$1 and \$1,000 more than the beginning 3PR Aide would get	7	4
The beginning statistical clerk gets approximately the same as the beginning 3PR Aide would get	52	20
The beginning 3PR Aide would get between \$1 and \$1,000 more than the beginning statistical clerk gets	42	20
The beginning 3PR Aide would get between \$1,000 and \$2,000 more than the beginning statistical clerk gets	12	7
The beginning 3PR Aide would get between \$2,000 and \$3,000 more than the beginning statistical clerk gets	2	2
(Did not respond to either or both of the questions related to this table)	40	14
Total	159	70

clerks with their respective agencies or organizations. Specifically, 70 percent of the decision makers indicated that beginning 3PR Aides would get salaries commensurate with those of entry-level statistical clerks or up to \$3,000 more than entry-level statistical clerks, and over 41 percent of them indicated a range of \$1 to \$3,000 more per annum for the beginning 3PR Aide than that for the entry-level statistical clerk. All respondents to the questionnaire were approximately 10 percent lower in each of these categories than were the decision makers.

A different approach was used in the interview schedule related to this objective. Respondents who answered with a "yes" or "qualified yes" the questions that related to whether they possessed the authority to promote within their organizations or whether they could recommend who was to get promoted had their responses analyzed to the question, "Would your organization offer enough salary incentive to encourage a person already working there as a clerk, statistical clerk or some other job at that level, and who is otherwise suitably motivated, to take necessary courses to qualify as a 3PR Aide?" The data in Table 14 show these results as well as the responses from everyone who participated in the interview. In addition, the data show that only four of the 73 people who were interviewed were neither in a position to promote nor to recommend who could be

promoted; and that, of these four, two stated "yes" related to offering enough salary incentive and the other two indicated that they did not know.

The data in Table 14 show that over 60 percent of the respondents indicated there would be enough salary incentive to encourage clerical workers to take necessary courses to qualify as 3PR Aides, while less than 25 percent were negative on this account.

TABLE 14.--An Indication of the Degree to Which Employers of Those Interviewed Would Offer Enough Salary Incentive to Encourage Clerical Employees to Take Necessary Courses to Qualify as 3PR Aides (N = 73)

	Yes	Qualified Yes	Qualified No	No	Not Applicable	Does Not Know
Those who had authority to promote	19*	7*	5	6	-	-
Those who could recommend who was to get promoted	10	7	4*	2	4*	5
Total	29*	14*	9*	8	4*	5
Responses from all who were interviewed	31	14	9	8	4	7

* One of those respondents gave a "qualified yes" to the question of being able to recommend who was to get promoted.

Objective 5 in Chapter I stated: "To find out whether any offices, agencies or enterprises had people who were doing some 3PR Aide work as part of their assignment and to determine the educational and training background of such people.

In the questionnaire, item 14 asked the question, "Do you presently have one or more persons who do 3PR Aide work as a part of their responsibilities?," followed by several questions that probed educational background and training of such people for the 3PR Aide work that they did.

Ninety of those who responded to the questionnaire responded in the affirmative to the question, and the following tables show the type of learning of the tasks associated with each educational credential level that was possessed at the time of this survey.

In Tables 16 - 18 the totals are less than the N's at the top of the tables; however, consideration should be given to the phrasing of the question from which the results of Table 15 and the following tables emanate: "Do you presently have one or more persons who do 3PR Aide work as a part of their responsibilities?" Thus, it was possible that the numbers of cases reflected in the tables could have counted for more than one individual. For this reason the parenthetical "N" in the table heading stands for the number of those who responded affirmatively related to the academic credential in the stem question.

From the data in Table 15, it would appear that the number of employees who received their training on the job was equal to the number of employees who received

TABLE 15.--How the People with No More Educational Credentials Beyond the High School Diploma Learned Their 3PR Aide Tasks (N = 27)

How the Worker Was Trained for the Task(s)	Number of Cases
1. Primarily through appropriate on-the-job training (OJT)	8
2. Worked into the job on the basis of previous clerical experience in the office	6
3. Training other than the above two categories	7
4. Training which was a combination of 1 and 2 above	4
5. Training which was a combination of 2 and 3 above	2
Total	27

TABLE 16.--How the People with No More Educational Credentials Beyond the Associate Degree Learned Their 3PR Aide Tasks (N = 22)

How the Worker Was Trained for the Task(s)	Number of Cases
1. Primarily through appropriate on-the-job training (OJT)	6
2. Worked into the job on the basis of previous clerical experience in the office	4
3. Training other than the above two categories	4
4. Training which was a combination of 1 and 2 above	2
Total	16

their training in other ways not specified in the table. From the items that show combinations of means of training acquisition, it would appear that the OJT method ranked first. Some of the other methods of developing these skills included military training and experience and volunteer work.

In the case of those with no degree higher than the Associate Degree, the fact that the total did not equal 16 would suggest that at least one employer had more than one worker in one or more of the categories depicted in Table 16. Again, the OJT method was indicated as the most frequent method of skill acquisition. Note that up to this level of formal education none of the cases indicated special academic or vocational training for these skills.

TABLE 17.--How the People with No More Educational Credentials Beyond the Bachelor's Degree Learned Their 3PR Aide Tasks (N = 46)

How the Worker Was Trained for the Task(s)	Number of Cases
1. Primarily through appropriate on-the-job training (OJT)	15
2. Worked into the job on the basis of previous clerical experience in the office	9
3. Training other than the above two categories	13
4. Training which was a combination of 1 and 3 above	2
5. Training which was a combination of 2 and 3 above	3
Total	42

One of the comments that followed Table 16 also applies to Table 17. In both cases the largest number of employees were trained through on-the-job training. This was the first table to show responses from the "other" category which indicated some related formal educational background such as Urban Planning offered for a Bachelor's Degree at some institutions.

While the data in Table 18 still show that the OJT method of training was the single method of attaining the skills under consideration more common than any other method, there were more people who learned the tasks by methods other than OJT or previous clerical experience in the office. Some of these individuals transferred in from other departments after having learned the skills in those departments, and still others had training and/or experience in a related field such as Urban Planning. It was observed that in planning offices, undergraduate and graduate work in the field of Urban Planning was frequently directly related to at least some, if not all, elements of the proposed 3PR Aide.

In the interview there was no pursuit of further information on educational and/or training backgrounds for the people who did at least some of the tasks of the proposed 3PR Aide for that was adequately covered in the questionnaire. Of the 73 persons interviewed there were 66 who responded affirmatively to the question about

whether persons in the respondent's organization had at least some of the tasks of a 3PR Aide. The follow-up question to this was, "Would you hire (or recommend hiring) a 3PR Aide to take over these duties?"

TABLE 18.--How the People with at Least a Master's Degree Learned Their 3PR Aide Tasks (N = 26)

How the Worker Was Trained for the Task(s)	Number of Cases
1. Primarily through appropriate on-the-job training (OJT)	8
2. Worked into the job on the basis of previous clerical experience in the office	4
3. Training other than the above two categories	9
4. Training which was a combination of 1 and 3 above	2
Total	23

The data in Table 19 show that close to half of those who had the ability to hire gave a definite "yes" to willingness to hire 3PR Aides to do such work in their organization; and if the respondents who gave a "qualified yes" as their answer were included, over three-fourths of these respondents showed willingness to hire. In the case of those who could recommend who was to be hired, over half gave a definite "yes" to willingness to hire 3PR Aides to do such work in their organization; and if the respondents who gave a "qualified yes" as their answer were included, five-sixths of those

respondents were willing to hire a 3PR Aide. There were 31 firm "yes" responses to willingness to hire and 18 "qualified yes" responses. Based on these results there would have been jobs for the first graduating class of 3PR Aides had it been graduated in the Greater Lansing area at the time of this survey, and almost enough to make up a second class for those with the "qualified yes" response. At least one of the qualifications by those who responded with the "qualified yes" response related to budgetary constraints. Since there was no reason to restrict the number of 3PR Aides to be hired to one per respondent in this part of the survey, the totals in the first two columns in Table 19 should be interpreted as "at least 31" and "at least 18," respectively.

TABLE 19.--Interviewee Responses to Question as to Whether They Would Hire or Recommend Hiring 3PR Aides to Take Over Duties That Were Currently Being Done in Their Organization, Based on Respondent's Capability of Hiring or Recommending the Hiring of Employees (N = 65)

	Yes	Qualified Yes	Qualified No	No	Did Not Know	Total
Respondent had the authority to hire	21	13	8	5	-	47
Respondent could recommend who was to be hired	10	5	-	1	2	18
Totals	31	18	8	6	2	65

Objective 6 stated, "To determine whether potential employers had background preferences for such trainees-- for the determination of target student population."

In the questionnaire a Likert-type scale was used, and this was found to be not as helpful as expected, so the item was redeveloped into a forced ranking in the interview. Table 20 shows how the respondents to the questionnaire evaluated various possible background characteristics for potential 3PR Aide trainees, and it also provides a numerical measure of these responses based on a Likert type of weighting of the basic five responses. Weights were assigned to each of the first five columns as indicated in the table, and in each row the $\bar{X}$ column depicts the sum of the products of the weights and numbers in each row divided by the number of cases adjacent to the $\bar{X}$ row. The unnumbered columns 6 and 7 had assigned weights of "none" because there was no appropriate way of measuring them in comparison to the first five items. Thus, the number of cases column indicates the sum of the numbers registered in the first five columns of each row. Based on the assigned values in the first five columns, the $\bar{X}$ was thus found to be a good measure for evaluating each of the suggested background characteristics, and the lower the value of $\bar{X}$, the more favorable was the rating. Although the last item in the table had the lowest value, there were only 19 cases and they were too varied from

TABLE 20.--How Respondents to the Questionnaire Evaluated Various Possible Background Characteristics of Potential 3PR Aide Trainees and a Numerical Measure of These Responses, Based on Assigned Weights of One Through Five to Columns One Through Five, Respectively (N = 159)

Possible Background Characteristic	Column 1: Strongly Favor (Weight: 1)	Column 2: Somewhat Favor (Weight: 2)	Column 3: Ambivalent or I Have No Opinion (Weight: 3)	Column 4: Somewhat Disfavor (Weight: 4)	Column 5: Strongly Disfavor (Weight: 5)	"?" or Don't Know (Weight: none)	Did Not Answer (Weight: none)	Number of Cases Considered	X
A person whose work experience is such as to require retraining	14	30	52	28	15	1	19	139	3.0
A person working in an office where a 3PR Aide is needed	49	63	26	1	2	1	17	141	1.9
A person who has a bachelor's degree but could find no work in the field of specialty	26	33	38	27	18	1	16	142	2.8
A person just out of high school	8	28	40	35	28	1	19	139	3.3
A person just out of military service	10	34	75	9	10	2	19	138	2.8
Some other background	16	3	-	-	-	-	140	19	1.2

one another to suggest any kind of consensus. Also, some of those responses were inappropriate in relation to the suggested types that were given in the questionnaire. A value of $\bar{X}$ of exactly 3.0 depicted the case of ambivalence, and the lowest value of $\bar{X}$ (other than that for "Some other background") was 1.9 for the case of a person "working in an office where a 3PR Aide is needed." Except for comparison purposes, the values of the other items were clustered too closely around the 3.0 mark to suggest anything of significance.

In the interview each respondent was given a card that listed the same options in the same order as in the questionnaire, and the person was asked to state which two were preferred and in rank order. The data in Table 21 show the rank order and frequency of first-choice selections as well as the rank order and frequency of second-choice selections.

The responses from all 73 interviewees were used in Table 21 because they all had some knowledge and/or expertise related to the general area that was under consideration. While not all of them were in a situation where they could hire or recommend the hiring of 3PR Aides, or where they could promote or recommend who could get promoted, their insights were felt to be of value here. Some without the aforementioned powers were in educational settings and could either be in a position to be teaching

TABLE 21.--Rankings and Frequency of First-Choice Selections and Rank Order and Frequency of Second-Choice Selections for Preferred Backgrounds for Potential 3PR Aide Students (N = 73)

Description of Background for Potential 3PR Aide Student	First Choice		Second Choice	
	Frequency	Rank Order	Rank Order	Frequency
A person working in an office where a 3PR Aide is needed	28	1	1	24
A person who has at least one degree but could find no work in the field of specialty	17	2	2	14
(Some other preference named by the respondent)	13	3	4*	9
A person whose work experience is such as to require retraining	9	4	4*	9
A person just out of high school	4	5	3	11
A person just out of military service	2	6	6	6

* Denotes a tie in the ranking

and recruiting such students or functioning on a steering committee or advisory committee. The top two ranking first choice items in Table 21 were the same as the top two ranking second choice items; and in each case, the sum of the frequencies of these two is greater than one-half of the 73 cases. A card sort of the data showed that most of the people who ranked the category, "A person working in an office where a 3PR Aide is needed" as their first choice also ranked the category, "A person who has at least one degree but could find no work in the field of specialty," as their second choice and vice versa. Strongly suggested from this was that the recruiting for 3PR Aide academic training at the time of this study was to have taken place right in the office where the prospective students were working. As to the second ranked item, evidence was shown in the data in Tables 17 and 18 that some of these degreed people had already found their way into jobs that required at least some 3PR Aide job tasks; again, a suggestion that part-time education for the then current employees seemed to be in order.

Because the item, "A person working in an office where a 3PR Aide is needed," ranked first in both the first choice and second choice selections, these preferences were examined further on the basis of the respondents being able to promote or recommend promotions. The data in Table 22 show this breakdown.

TABLE 22.--Rankings and Frequencies of First- and Second-Choice Selections by Those with Authority to Promote Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 37)

Description of Background for Potential 3PR Aide Student	First Choice		Second Choice	
	Frequency	Rank Order	Rank Order	Frequency
A person working in an office where a 3PR Aide is needed	14	1	1	12
A person who has at least one degree but could find no work in the field of specialty	10	2	2	8
A person whose work experience is such as to require retraining	6	3	4	5
(Some other preference named by the respondent)	4	4	5 *	3
A person just out of military service	2	5	5 *	3
A person just out of high school	1	6	3	6

* Denotes a tie in the ranking

The data in Table 22 show that those with authority to promote, a subset of all the interviewees, provided basically the same results in rankings of the first and second choices as were seen in Table 21. In the case of the first ranking, the results appeared quite favorable in light of the data shown in Tables 13 and 14. These data showed that most employers offered or would offer a higher starting salary for a beginning 3PR Aide than was the starting salary for a statistical clerk. They also demonstrated that most of the interviewees with authority to promote indicated that their employer would offer enough incentive to encourage workers to upgrade themselves by taking suitable courses.

A similar table was made related to the responses of those who indicated that they could only recommend who should get promoted.

Table 23 differs from Tables 21 and 22 in two major ways: (1) while the first rank in the first and second choice was the same as above, the second rank was not; and (2) this subset of interviewees was generally subordinate to those considered above insofar as decision making authority was concerned.

The same basic comments apply to the data in Table 24 as were made regarding Tables 21, 22 and 23. In answer to the question as to why there should be any significance to these findings, the observation can be noted that many foresighted managers would hire in terms

TABLE 23.--Rankings and Frequencies of First- and Second-Choice Selections by Those Who Could Recommend Who Should Get Promoted Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 32)

Description of Background for Potential 3PR Aide Student	First Choice		Second Choice	
	Frequency	Rank Order	Rank Order	Frequency
A person working in an office where a 3PR Aide is needed	12	1	1	11
(Some other preference named by the respondent)	8	2	3*	4
A person who has at least one degree but could find no work in the field of specialty	6	3	2	6
A person whose work experience is such as to require re-training	3	4*	3*	4
A person just out of high school	3	4*	3*	4
A person just out of military service	0	6	6	3

* Denotes ties in the rankings

TABLE 24.--Rankings and Frequencies of First- and Second-Choice Selections by Those with Authority to Hire Regarding Preferred Backgrounds for Potential 3PR Aide Students
(N = 49)

Description of Background for Potential 3PR Aide Student	First Choice		Second Choice	
	Frequency	Rank Order	Rank Order	Frequency
A person working in an office where a 3PR Aide is needed	18	1	1	18
A person who has at least one degree but could find no work in the field of specialty	13	2	2	10
(Some other preference, named by the respondent)	8	3	5*	4
A person whose work experience is such as to require retraining	7	4	4	5
A person just out of military service	2	5	5*	4
A person just out of high school	1	6	3	8

* Denotes a tie in the ranking

of a worker's potential in the organization, and at the time of this study it could have been possible for a manager to hire office help with an eye to moving the employee(s) up to 3PR Aide positions should they have become available shortly thereafter.

Table 25 was developed on a similar basis to that of Table 24, except for the fact that the responses were from those who were only in a position to recommend who was to be hired.

From both the questionnaire and the interview, no matter what type of decision-making power the respondent had, the ranking background preference for potential 3PR Aide students was consistently "A person working in an office where a 3PR Aide is needed."

Objective 7 stated, "To develop a list of employers and people in the field who expressed willingness to serve on an advisory committee for such a program." Only a partial list was compiled because of the questionnaire respondents' right to privacy. While item 19 on the questionnaire asked, "Would you be willing to serve on such an advisory committee?," item 22 asked, "May we use your name as one who has contributed to this study?" There were 75 affirmative answers to question 19, but of them 10 refused to allow their names to be used as contributors to the study. Appendix C only lists the 65 who

TABLE 25.--Rankings and Frequencies of First- and Second-Choice Selections by Those Who Can Recommend Who Is to Be Hired Regarding Preferred Backgrounds for Potential 3PR Aide Students (N = 32)

Description of Background for Potential 3PR Aide Student	First Choice		Second Choice	
	Frequency	Rank Order	Rank Order	Frequency
A person working in an office where a 3PR Aide is needed	12	1	1	11
(Some other preference, named by the respondent)	8	2	4*	4
A person who has at least one degree but could find no work in the field of specialty	6	3	2	6
A person whose work experience is such as to require retraining	3	4	4*	4
A person just out of high school	3	5	4*	4
A person just out of military service	0	6	6	3

* Denotes a tie in the ranking

granted such permission. The data in Table 26 show all 75 by category of employer only.

TABLE 26.--Numbers of Individuals Indicating Willingness to Serve on an Advisory Committee Based on Type of Employer

Employer Category	Number
County, Tri-county and Public Agency (Excluding Education)	12
Education, Including State Department of Education	17
Municipal and Township (Excluding Education)	10
Private Agency and Private Enterprise	11
State of Michigan Categories (Excluding Education)	25
Total	75

Appendix C lists 65 of the above 75 individuals who expressed interest in being on an advisory committee and Appendix D lists the names of agencies, offices or organizations whose representatives indicated a favorable disposition to having representation on an advisory committee.

While not specifically mentioned in Objective 7, a steering committee is generally a precursor of an advisory committee, and this fact was taken into account when the interview schedule was prepared. The data in Table 27 show how many people by employer category responded affirmatively to the question asking whether they would like to be on such a steering committee.

TABLE 27.--Numbers of Individuals Indicating Willingness to Serve on a Steering Committee Based on Type of Employer

Employer Category	Number
County, Tri-county and Public Agency (Excluding Education)	7
Education, Including State Department of Education	9
Municipal and Township (Excluding Education)	9
Private Agency and Private Enterprise	1
State of Michigan Categories (Excluding Education)	14
Total	40

Since all the respondents reflected in the data in Table 27 gave permission to have their names listed as those who participated in this study, their names were listed in Appendix E. Appendix F was developed to show a listing of agencies, offices or organizations whose representatives responded affirmatively to the idea of their organization being represented on such a steering committee.

Objective 8 from Chapter I stated, "To develop the beginning of a strong linkage between community agencies and a school that would offer such a program in the event that there were an immediate commitment to develop this curriculum." Appendices C, D, E and F would suggest such a linkage. In addition to these appendices

is the fact that several individuals who participated in the study contacted the Lansing Community College office in which much of the data-gathering work was initiated. Their purpose was to determine the status of the findings. One such respondent was very anxious to get into the next logical process which would follow from this study.

Research Question 3:

What components should be identified for developing a curriculum for the Training of 3PR Aides?

Objective 9 from Chapter I stated, "To gather information pertaining to curriculum in the following areas:

- A. Core curriculum courses covering at least the areas of communication skills, psychology of human relations and economics
- B. Technical areas such as organizational theory and practice, library and other research skills, basic accounting, graphic communication processes and techniques, data processing and computer applications.

The three basic types of questions used in the interview schedule were: (1) a simple question asking whether the respondent favored inclusion of a particular

type of course in the curriculum; (2) a question asking whether the respondent preferred that a specific subject area be designed into a specific course for 3PR Aide students only, or that a specific section of an existing course be set aside for 3PR Aide students only; and (3) a question asking whether a specific course or type of course should be a required course or an elective. The rationale for these three types of questions was stated toward the end of Chapter III.

The questions on curriculum are basically treated in Tables 28, 29 and 30 according to question type. For the reader's convenience, reference to item number in Appendix B is shown, this in accordance with the Interview Codebook.

From Table 28, item 33, there was shown a strong sentiment for having at least one economics course as a part of the 3PR Aide curriculum. The following question was asked of those who stated a "yes" or "qualified yes" about an economics course. It related to the type of course or courses that should be provided. The 68 respondents indicated the following:

1. Eight felt there should be a traditional economics course.
2. Thirty-five felt there should be a specialized economics course directly related to 3PR Aide work.

TABLE 28.--Responses of Interviewees to Type 1 Questions about Curriculum; i.e., Simple Questions That Asked Whether They Favored Inclusion of a Particular Type of Course in the Curriculum (N = 73)

Item Number in Appendix B	Question	Yes	Qualified Yes	Neutral	Qualified No	No	Doesn't Know
32.	If a 3PR Aide Training Program is to be developed, would you favor a special course related to organizational theory and practice, especially as it applies to bureaucratic organizations?	52	6	2	1	11	1
33.	Should there be at least one economics course as a part of the curriculum?*	61	7			5	
37.	Do you think that a special course should be designed to train 3PR Aide students to master skills of library research?	44	4	1	8	14	2
39.	Should a 3PR Aide student receive basic instruction in graphic communication processes and techniques?	66	2	1	2	2	

* See text preceding table for discussion of follow-up question.

3. Seventeen felt that both a traditional course and a specialized course should be offered.

4. Eight of the respondents stated other options.

There seemed to be a strong enough feeling to warrant serious consideration of a specialized economics course related to the specific needs of 3PR Aide students.

The data spoke more loudly in item 39 than in most of the other items in either the interview or the questionnaire. In the case of the negative responses, most respondents indicated that there was a separate graphics section at their place of employment. One respondent in his negative response indicated strong feelings against the audio-visual aids in education course he once had had.

The general tenor of the responses to item 32 about a special course related to organizational theory and practice, etc., would suggest that new curricular ground might be plowed in this area.

While item 37 ranked the lowest with "yes" responses in Table 28, there was still a clear majority of interviewees favoring a course to enable students to master skills of library research. It should be mentioned here that some of those who qualified their answers as well as some who made comments at the end of the interview indicated that other types and loci of research should be taught as well, and these points were well taken.

Table 29, which follows, shows responses to the type two questions on curriculum.

In Table 29 a possible response is shown in the third column of responses that was not stated as an option in the interview schedule. The response, "students be enrolled in any section of an existing course," was deliberately excluded from the interview schedule in order to highlight the issue of whether a special course in the core subject area should be tailored to the proposed program. The response that almost one-third of the interviewees volunteered showed that they were not only aware of the issue but that they had a stand on it. A separate issue is reflected in the second and third columns in the listing of responses; namely, whether students in a core course should be segregated into sections of the course according to the program they are taking or whether they should be integrated into any available existing section of the course.

The total of the responses from the second and third response columns indicated that there was enough sentiment to opt for the core course route. The actual decision as to whether students will be integrated or segregated in core course sections should most properly be made at a later stage.

Table 30, which follows, shows the responses to the type 3 questions on curriculum.

TABLE 29.--Responses of Interviewees to Type 2 Questions about Curriculum; i.e., Questions That Asked Whether They Preferred That a Specific Subject Area Be Designed into a Specific Course for 3PR Aide Students Only, or That a Specific Section of an Existing Course Be Set Aside for 3PR Aide Students Only (or Other Possibilities) (N = 73)

Item Number in Appendix B	Question	A special course be prepared specifically for 3PR Aide Program	A separate section of an existing course be set aside for 3PR Aide students only	Students be enrolled in any section of an existing course	Some other option	Don't know
35.	A common core course for paraprofessional training programs is in communication skills. (Paraphrase: State your preference)	22	27	21	1	2
36.	A common core course for paraprofessional training programs involves psychology of human relations. (Paraphrase: State your preference)	16	28	22	5	2

TABLE 30.--Responses of Interviewees to Type 3 Questions about Curriculum; i.e., Questions That Asked Whether a Specific Course or Type of Course Should Be a Required Course or an Elective (N = 73)

Item Number in Appendix B	Question	An elective?	A required subject?	(Other Response)	(Opposed to any such course)	
38.	Should 3PR Aide students have a basic accounting course as . . . ?	40	31	1	1	
40.	Should 3PR Aide students have a basic data processing and computer course as . . . ?	30	43			

In Table 30 over half of the respondents recommended that a basic course in accounting be an elective rather than a required course. Based on that guidance, it would be appropriate to suggest it as an elective. Further study might determine which type of employer might require it for any 3PR Aides that they might hire. Any who might take such a program while in service to an employer should be able to get very specific counsel on this.

More than half of the respondents indicated that they preferred that a course in data processing and computers be a required course. Because this field is changing so rapidly and because some employers had separate sections to which all data processing matters were referred, it would appear that this question should be addressed further by any group of decision makers that might pursue this study further. Many of those interviewed, however, did indicate that at least a conversant knowledge of this field would be helpful in the cases where there was a separate section in the organization for data processing.

Summary

In this chapter data have been used from questionnaires returned by 159 respondents and interviews of 73 participants in this study relating to the three research questions and the nine objectives subsumed under the basic questions.

The initial job description was somewhat modified in order to make it clearer and more acceptable to the vast majority of those surveyed in this study. Two additional elements in the job description could undergo some change, but this would take further study by experts who might pursue this study further toward the end of determining whether such a program to train 3PR Aides should be developed in the Lansing Tri-County Area.

Decision makers of various types were polled relating to the question of feasibility of developing a post-secondary occupational program of no longer than two years' duration in the Lansing area. Decision-making capabilities related to ability to hire (or recommend who was to get hired), ability to promote (or recommend who was to get promoted) and ability to decide whether interns were to be used (or recommend whether interns were to be used) were considered in the pursuit of the objectives subsumed under this objective. While it appears that there was consensus about starting such a program in the Greater Lansing Area, the big question related to funding--funding of workers who might be trained under such a program. There was a strong consensus to encourage workers in offices where 3PR Aide work was being done to upgrade themselves by taking courses relating to the proposed program.

Enough specific recommendations were provided for educational decision makers to get started on a curriculum development phase of this study. It appeared that there was enough need for an immediate course in graphic communications and graphic communication processes to serve as an in-service course for many of the people who were already in the field.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study has demonstrated that there is a relatively new paraprofessional job for which specific training would be desirable in the Lansing Tri-County (Clinton, Eaton and Ingham counties) Area. The individuals who would fill these jobs have been named Public Planning Proposal and Research (3PR) Aides. A 3PR Aide is defined as a person who:

. . . knows where and how to obtain demographic, economic and other types of related data for a given political region and is able to compile and present such data in a manner that will enhance its meaning to the supervisor, and technical guidelines provided by any public or private agency as well as any level of government. Also, this aide is expected to interact coherently with others at all levels, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents. In following the guidance of the supervisor, this aide will work with the funding and budgetary aspects of a proposal as is appropriate to the context of the proposal and the office or agency. A 3PR Aide may write the final document, or submit the bare skeleton thereof, including all tables and graphs. In addition, this person is familiar with the application of computers and data processing within an institutional setting.

This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research and report writing in a public agency or institution.

Specifically and conservatively it was shown that at least 107 3PR Aides as defined above could have been used in the Tri-County Area at the time of this study, this from the appropriate decision makers or their advisors.

These same respondents indicated a need for a formal training program to develop 3PR Aides in the Lansing Tri-County Area; and, if it would not have been possible within the year after the data-gathering stage of this study to begin a full two-year 3PR Aide training program, they would have liked to have seen one or two courses begin as soon as possible.

Again, the appropriate decision makers indicated more than seven to one a willingness to use their offices or agencies as work places for such unpaid student interns during their training and almost two to one for paid student interns.

The majority of appropriate decision makers considered annual entry level salaries for 3PR Aides to be commensurate with or slightly higher (\$1 to \$1,000 higher) than those for statistical clerks with the same employers.

Those with authority to promote indicated, with little qualification, by more than two to one that they could have offered enough salary incentive to encourage clerical employees to take necessary courses to qualify as 3PR Aides.

The data suggested that there would have been jobs for the first graduating class of 3PR Aides had it been graduated in the Greater Lansing Area at the time of this survey and almost enough to make up a second class.

The potential employers consistently had background preferences for potential 3PR Aide students who were persons working in an office where 3PR Aide work was done. This fact, along with other findings, suggested that some courses should have been made available to such workers in offices where 3PR Aide work was being done.

This study targeted a list of offices or organizations and/or their representatives that expressed an interest in being on a steering committee to study the possible development of such a program and in being on an advisory committee for the development of the program.

One of the stated objectives was to develop the beginning of a strong linkage between community agencies and a school that would offer such a program in the event of an immediate commitment to develop this curriculum. To this end, several individuals who participated in the study sought to determine the status of the findings through Lansing Community College. One such respondent was very anxious to get into the next logical step which would follow from this study. Others who participated in the study asked to be advised of the results. Appendix I lists all organizations that had at least one member participate in this study.

Data relating to curriculum in the following areas were gathered:

- (A) Core curriculum courses covering at least the areas of communication skills, psychology or human relations and economics;
- (B) Technical areas such as organizational theory and practice, library and other research skills, basic accounting, graphic communication processes and techniques, data processing and computer applications.

Enough specific recommendations were provided for educational decision makers to get started on a curriculum development phase related to this study. It appeared that there was enough need for an immediate course in graphic communications and graphic communication processes to serve as an in-service course for many of the people who were already in the field.

Also, there seemed to be strong enough feeling to warrant serious consideration of a specialized economics course related to the specific needs of 3PR Aide students.

A clear enough majority of the respondents indicated that accounting should be an elective; however, the mission of the specific employer might determine whether it would have been in the best interest for an individual to opt for such a course.

There were enough respondents who suggested that the basic data processing and computer course be a required subject to lead decision makers to seriously consider such a course as an integral part of the curriculum.

Assumptions

This study was based on the assumptions that:

1. Public service employment will continue to increase.
2. The public will demand more value for the tax dollar and solid evidence that it is receiving more value.
3. The geographical area covered by this study is appropriate because of the number of federal, state, county, township, municipal and public agency offices that could be served by 3PR Aides.
4. Data collected in this study could suggest similar findings elsewhere in the United States.

Limitations

There were some offices and individuals who either refused to participate in this study or, because of other priorities, did not respond during the survey period of this study. Fortunately, this number was not large, but responses they may have given could have altered the

conclusions. As to the very few who refused to participate, in-depth interviews with them might have shed light on problems that did not surface during the study.

This study did not determine whether an increasing need to train 3PR Aides would exist in the target area. Even though the study by Meleen and others covered the idea of increasing need on a national basis, there is little use for developing a full training program if it will not train students for jobs that will exist. This is especially true for a relatively small region that plans for a new program that exists nowhere else. Meleen indicated that from the planning stage to the full implementation of a program for a new occupation there is at least a five-year span.¹

Conclusions

A need for a 3PR Aide type paraprofessional was observed, and the job spinoff concept described by Kleinfeld and Morehouse was used to isolate and group together the simple and routine aspects of one or more professional jobs as a separate paraprofessional job.² The literature

¹Paulette Meleen and others, Identifying and Planning for New and Emerging Occupations. A Suggested Guide (Belmont, Mass.: Contract Research Corporation, 1976), p. 1.

²Judith Kleinfeld and Thomas A. Morehouse, Manpower Needs in Alaska State and Local Government (Fairbanks, Alaska: Alaska University, Institute of Social, Economic and Government Research, August 1970), p. 60.

was searched in order to seek support of the idea that accountability in the public and private sectors was placing an increasing burden on administrators; and since there was neither significant support nor denial of this, it remained a basic assumption of this paper. The literature did suggest that the solution to some problems in public service employment was through the creation of paraprofessional jobs such as 3PR Aides.

More concrete and specific information was sought and an approach was made to those who might be of some authority about this matter. With their help, preliminary questions and definitions were formulated. Too, the original group of "knowledgeable authorities" pointed to their peers in a convergent search for administrators and practitioners best able to participate in the study.

The most significant part of this study was the "branching" technique in which a simultaneous effort was made to gather data while working to determine the target population. A theoretical construct of the method developed for this study is outlined in Appendix J.

From the results of the preliminary investigation, the final study was designed. This cautious approach paid dividends in the final analysis: meaningful questions were selected and the resulting tabulations in all significant cases led to clearcut results.

At the very least an in-service course in graphic communications was shown to be needed within the offices and agencies surveyed. Properly selected in-service courses for the 3PR Aide, if correctly developed and offered by an educational institution in the Tri-County Area, would also have found a significant acceptance.

Most employers showed a favorable disposition to having incumbent employees trained for upgrading to 3PR Aide positions; yet, most of them indicated a desire for nonpaid interns. This appears to be a contradiction, for in such a period of "upgrading" through an unpaid internship, the employee would be downgraded through the loss of salary.

There was enough evidence to suggest the development of a full 3PR Aide training program of no longer than two years' duration in the Lansing Tri-County Area at the time of this study, but there was insufficient evidence to indicate a sustained need for 3PR Aides. A suggested curriculum for a two-year 3PR Aide program is shown in Appendix K.

Recommendations

In light of the findings of this study, it is recommended that those who indicated an interest in participating on a steering and/or advisory committee related to the idea of a 3PR Aide training program be contacted by an appropriate representative of Lansing Community

College or another appropriate educational institution in the tri-county area for the purpose of determining whether the findings of this study are still valid and, if so, to determine whether a consensus still exists for the development of an in-service course in graphic communications for the people who presently do some of the tasks described in the job description for the 3PR Aide.

Based on responses from among those polled, it might be appropriate to convene a steering committee for the purpose of quickly replicating this study with some possible modifications; e.g., to find out how many interns any office, agency or organization could use at any one time. They should also be polled to determine what additional in-service courses may be deemed appropriate at the outset. Even if a replication of this study were to come up with the same results, it is suggested that they "make haste slowly" in the area of starting a full 3PR Aide program of no longer than two years' duration, because relevant literature indicated that to begin a program in the public service area in this manner is a high risk venture. Historically, successful training programs in the public sector began as individual courses or workshops of an in-service nature, and the expansion came about as a result of demand by the practitioners who saw value in their in-service classes. It is also recommended that the steering committee determine whether there will be an ongoing need for such training.

Recommendations for Further Study

Assumptions and limitations for this study suggest the following items for further study:

1. The same study replicated would perhaps be informative to changing patterns with respect to time.
2. A similar study in another place could be of value in evaluating geographic variability.
3. Provided in-service courses are developed and offered, it would be appropriate to study their acceptance and effectiveness with an eye toward re-examining the feasibility and method of implementation of a full two-year program.
4. Methods should be sought to determine whether there is an increasing need for training in this field.
5. The branching technique, modeled in Appendix J, should be used in other studies in order to see whether it is as effective in approaching populations or in identifying large enough samples.

APPENDICES

APPENDIX A

COVER LETTER AND QUESTIONNAIRE



Serving the Heart
of Michigan

Lansing Community College

419 N. CAPITOL AVE., LANSING, MICHIGAN 48914

APPENDIX A

COVER LETTER AND QUESTIONNAIRE

Dear

As indicated, I am sending you the following proposed job description for a Public Planning, Proposal and Research (3PR) Aide and the attached questionnaire.

A Public Planning, Proposal and Research (3PR) Aide knows: where and how to obtain demographic, economic and other types of related data for a given political region; and is able to compile and present it in a manner that will enhance its meaning to the supervisor and to other decision makers regarding the planning, proposals and/or research as well as the follow-up reports on such items. The aide is able to follow directions, oral or written, provided by the supervisor, and technical guidelines provided by any public or private agency as well as any level of government. Also, this aide is expected to interact coherently with the specialists, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents. Under appropriate supervision, this aide will have the technical competence to deal with the funding and budgetary aspects of a proposal. A 3PR Aide may write the final document, or submit the bare skeleton thereof, including all tables and graphs. In addition, this person is familiar with the application of computers and data processing within an institutional setting.

This occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals and/or research and report writing in a public agency or institution.

Attached is a copy of the questionnaire that I would like you to complete as soon as possible. It is important for us to do the formal study early this spring. I want to assure you of the confidentiality of the answers to this pretest questionnaire. No person or organization will ever be identified by name in any report unless you specifically authorize it.

Again, I thank you very much for your cooperation in this important study. Please use the enclosed self-addressed, stamped envelope. Should you feel any need to contact me prior to sending in the attached questionnaire, do not hesitate to phone me at 375-7274 during the work week. Should I be out, a message will be left for me to return your call.

Yours very sincerely,

Philip J. Blank

Attachment
encl.: Self-addressed, stamped envelope.

SURVEY FOR 3PR AIDES

1. Please print your name, position title or function, agency or organization, and office address in the following blanks. (This information will be used for further possible follow-up, etc. Your responses to individual items will not be used except for the decision-making processes in possible curriculum development, or follow-up to this survey. Data will be presented in tabular form, and no individual or organization will be identified as to responses in written or oral reports.)

(Name: last, first)

(Position title or function)

(Agency or organization)

(Office address)

2. Please rate the importance of including these elements in the job description. PLACE AN "X" IN AN APPROPRIATE BOX FOR EACH ELEMENT:

I FEEL THAT:	this is very important	this is some- what important	this is slight- ly important	this is not at all important	I don't know (I can't judge)
ELEMENT 1: ... knows where and how to obtain demographic, economic and other types of data for a given politi- cal region					
ELEMENT 2: ... is able to compile and pre- sent it in a manner that will en- hance its meaning to the supervisor and to other decision makers regard- ing the planning, proposals and/or research as well as the follow-up reports on such items					
ELEMENT 3: ... is able to follow directions, oral or written, provided by the supervisor, and technical guidelines provided by any public or private agency as well as any level of government					

(Please continue at the top of the next page)

(Survey for 3PR Aides, continued¹) - 2

2. (continued)

I FEEL THAT:	this is very important	this is somewhat important	this is slightly important	this is not at all important	I don't know (I can't judge)
ELEMENT 4: ... is expected to interact coherently with the specialists, both inside and outside the office, who would deal with such plans, proposals, reports and/or research documents.					
ELEMENT 5: ... under appropriate supervision, ... will have the technical competence to deal with the funding and budgetary aspects of a proposal					
ELEMENT 6: ... may write the final document, or submit the bare skeleton thereof, including all tables and graphs					
ELEMENT 7: ... is familiar with the application of computers and data processing within an institutional setting					
ELEMENT 8: ... occupation lies between that of a statistical clerk and that of a person in charge of planning, proposals, and/or research writing in a public agency or institution					

3. Are there elements that should be in the job description that have not been included?

YESNO

CHECK ONE:

4. If so, please write them below:

↓
Skip to
item 5

(Survey for 3PR Aides, continued) - 3

- | | <u>YES</u> | <u>NO</u> |
|--|--|-------------------------|
| 5. Is there a need for a formal training program to develop 3PR Aides in the Lansing tri-county area? CHECK ONE: | _____ | _____ |
| 6. Could your office or agency use such a person if appropriate funding and job classification were available? CHECK ONE: | _____ | _____ |
| 7. Would you hire or recommend hiring a 3PR Aide for your office or agency? CHECK ONE: | _____ | _____ |
| | | ↓
Skip to
item 9 |
| 8. If your answer to item 7 was YES, how many 3PR Aides would your agency, office or enterprise be able to use? | <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> | |
| 9. If an internship is a part of such a training program, would you accept trainees on a <u>non-paid</u> basis? CHECK ONE: | _____ | _____ |
| 10. If an internship is a part of such a training program, would you accept trainees on a <u>paid</u> basis? CHECK ONE: | _____ | _____ |
| 11. Do you have any employees whom you would recommend enroll in such a program for purposes of upgrading? CHECK ONE: | _____ | _____ |
| 12. What is the annual salary of a beginning statistical clerk (or person of equivalent rating) in your office, agency or enterprise? CHECK ONE: | | |
| | _____ under \$7000 | _____ \$8000 - \$8999 |
| | _____ \$7000 - \$7999 | _____ \$9000 - \$9999 |
| | _____ \$10,000 or more | |
| 13. What would be the beginning salary of a trained 3PR Aide in your office, agency or enterprise? CHECK ONE: | | |
| | _____ under \$7000 | _____ \$8000 - \$8999 |
| | _____ \$7000 - \$7999 | _____ \$9000 - \$9999 |
| | _____ \$10,000 or more | |
| 14. Do you presently have one or more persons who do 3PR Aide work as a part of their responsibilities? CHECK ONE: | <u>YES</u> | <u>NO</u> |
| | | ↓
Skip to
item 16 |
| 15. If your response to 14 above was YES, please provide the information below (on the next sheets) by checking appropriate categories and/or filling in the blanks. (If you have or had more than one person, please respond for each.) | | |
| We presently have (or have had) one or more persons who do 3PR Aide work as a part of their responsibility. | | |

(Continue this question at the top of the next sheet)

(Survey for 3PR Aides, continued) - 4

15. continued

15a. Was this a person with no degree beyond the high school diploma?

YES
CHECK ONE: _____

NO
go to
15b

This person's training was:

- _____ primarily appropriate on-the-job training
- _____ working into the job on the basis of previous clerical experience in the office
- _____ other than either of the above - please state what the training was:
- _____
- _____

15b. Was this a person with no degree higher than a two-year associate degree?

YES
CHECK ONE: _____

NO
go to
15c

This person's associate degree was in:

- _____ technology (please state which technology) _____
- _____ business (please state area of specialty) _____
- _____ liberal arts or general education (please specify major) _____
- _____ another area (please state it) _____

Please specify how the person(s) specified above learned the job:

- _____ hired to receive explicit on-the-job training
- _____ worked into the job through other work experience in the organization
- _____ other (please state) _____

(Survey for 3PR Aides, continued) - 5

15. continued

15c. Was this a person with no degree higher than the bachelor's?

YES
CHECK ONE: _____

NO
go to
15d

This person's degree was in:

- ☐ Business (please state major) _____
☐ Engineering (please state which field) _____
☐ Liberal Arts (please state major) _____
☐ Professional (which profession?) _____
☐ Other (please state it) _____

Please specify how the person(s) specified above learned the job:

- ☐ hired to receive explicit on-the-job training
☐ worked into the job through other work experience in the organization
☐ other (please state) _____

15d. Was this a person with at least a master's degree?

YES
CHECK ONE: _____

NO
go to
16

This person's most recent degree was in:

- ☐ Business (please state major) _____
☐ Education (please state specialty) _____
☐ Engineering (please indicate field) _____
☐ Professional (which profession?) _____
☐ Other (please state it) _____

Please specify how the person(s) specified above learned the job:

- ☐ hired to receive explicit on-the-job training
☐ worked into the job through other work experience in the organization
☐ other (please state) _____

(Survey for 3PR Aides, continued) - 6

16. How much do you favor each of the following background characteristics of a person entering training for 3PR Aide work?

CHECK ONE ON EACH LINE:	strongly favor	somewhat favor	ambivalent or I have no opinion	somewhat disfavor	strongly disfavor
A person whose work experience is such as to require retraining					
A person working in an office where a 3PR Aide is needed					
A person who has a bachelor's degree but could find no work in the field of specialty					
A person just out of high school					
A person just out of military service					
Other (please state it) _____ _____					

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 17. If it is not possible within the next year to begin a full two-year 3PR Aide training program, would you like to see one or two courses begin as soon as possible?
CHECK ONE: _____ | _____ | _____ |
| 18. Do you want your agency, office or organization represented on an advisory committee that would be set up to organize such a two-year curriculum?
CHECK ONE: _____ | _____ | _____ |
| 19. Would YOU be willing to serve on such an advisory committee?
CHECK ONE: _____ | _____ | _____ |

(Survey for 3PR Aides, continued) - 7

- | | | <u>YES</u> | <u>NO</u> |
|---|------------|------------|-----------|
| 20. Are you in a position to decide or recommend whether a 3PR Aide should be hired? | CHECK ONE: | _____ | _____ |
| 21. Are you in a position to determine or recommend at what salary classification a person should be hired? | CHECK ONE: | _____ | _____ |
| 22. May we use your name as one who has contributed to this study? | CHECK ONE: | _____ | _____ |

go to
23

Indicate in the spaces below how you would like your name to appear (PLEASE PRINT)

Name: (first last) (Position title or function)

(Name of organization)

23. In addition to this part of the study, we want to interview persons who influence the decision to hire 3PR Aides. We want to do in-depth follow-up interviews. In the following spaces please give names of people you feel we should interview in the tri-county area:

a. At the city or municipal level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
3.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

b. At the township level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

(continued)

(Survey for JPR Aides, continued) - 8

23. b. continued

2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
3.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

c. At the county level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
3.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

d. At the state level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
3.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

(Survey for 3PR Aides, continued) - 9

23. e. At the federal level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
3.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

f. At the public agency level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
3.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

g. At the private agency level we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	
2.	Name: (first last)	(Position title or function)
	(Name and address of organization or office zip phone)	

(continued)

(Survey for JPR Aides, continued) - 10

23. g. continued

3.	Name: (first last)	(Position title or function)
(Name and address of organization or office zip phone)		

h. In the private business/industry sector we should interview: (PLEASE PRINT)

1.	Name: (first last)	(Position title or function)
(Name and address of organization or office zip phone)		
2.	Name: (first last)	(Position title or function)
(Name and address of organization or office zip phone)		
3.	Name: (first last)	(Position title or function)
(Name and address of organization or office zip phone)		

24. Thank you very much for contributing to this study. We would appreciate having additional comments about this questionnaire or JPR Aide work in the space below or on an additional sheet.

You and your agency will not be identified with these comments.

Please use the enclosed stamped, self-addressed envelope as soon as possible in order that we can refine the questionnaire and move to the next step in this important survey.

APPENDIX B

INTERVIEW CODEBOOK

APPENDIX B

INTERVIEW CODEBOOK

Column Number	Item and statement, description and/or text response codes and response possibilities
1	Card number
2, 3 and 4	The identification number assigned to the respondent
5	(Hand respondent copy of job description) What comments or suggestions do you have to improve this description with an eye toward possibly developing a training program? 0. Other answers 1. Some people might feel that the format could be improved 2. Some might feel that this job description is too vague 3. Some might feel that it should more precisely fit into a job ladder 4. Some might feel certain elements should be removed or changed, or new ones added 5. Some might feel potential students would be turned off by this description 6. OK as it is 7. Not applicable 8. Doesn't know 9. (Not among the interview population)
6	Second Response 0. Other answers 1. Some people might feel that the format could be improved 2. Some might feel that this job description is too vague 3. Some might feel that it should more precisely fit into a job ladder

4. Some might feel certain elements should be removed or changed, or new ones added
5. Some might feel potential students would be turned off by this description
6. OK as it is
7. Not applicable
8. Doesn't know
9. Didn't answer, or no other answers

7 Third Response

0. Other answers
1. Some people might feel that the format could be improved
2. Some might feel that this job description is too vague
3. Some might feel that it should more precisely fit into a job ladder
4. Some might feel certain elements should be removed or changed, or new ones added
5. Some might feel potential students would be turned off by this description
6. OK as it is
7. Not applicable
8. Doesn't know
9. Didn't answer, or no other answers

8 Do you favor specific training at the community college level related to this job description?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

- 9 Should there be one or two courses designed to upgrade people who already work in a place where this work is done?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable
 8. Doesn't know
 9. (Not among the interview population)
- 10 Should there be a comprehensive training program to train people to do this work?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable
 8. Doesn't know
 9. (Not among the interview population)
- 11 If no in Col. 8,
1. There is no need in our organization
 2. There is need for people with knowledge in other disciplines in addition to this
 5. Other
 7. Not applicable (if 1 or 2 in Col. 8)
 8. Doesn't know
 9. (Not among the interview population)

12 Would you encourage employees in your office (department or agency, etc.) to upgrade themselves in this field by:

A. Taking certain courses in a community college training program?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified yes
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

13 B. Taking the entire program if it becomes a two-year program?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified No
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

14 C. Would it be possible for such workers to have released time from work for attending such courses?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

- 15 D. (If yes to 14), how many hours per week?
0. Only on a compensating time basis
1. 1 hour
2. 2 hours
3. 3 hours
4. 4 hours
5. 5 hours
6. 6 or more hours
7. Not applicable
8. Doesn't know
9. Didn't answer
- 16 Do you have authority to promote people in your office (department or agency, etc.)?
1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)
- 17 If no, can you recommend who gets promoted?
1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

18 Do you have authority to hire people in your office (department or agency, etc.)?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

19 If no, can you recommend who gets hired?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

20 Do you have authority to take one or more interns in your office (department or agency, etc.)?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

- 21 If no, can you recommend the use of interns?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable
 8. Doesn't know
 9. (Not among the interview population)
- 22 If yes to item 20 or 21: If a 3PR Aide training program comes into being, would you:
- A. Consider taking a 3PR Aide intern into your office on a paid basis?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable (if no to 20 or 21)
 8. Doesn't know
 9. (Not among the interview population)
- 23 B. Consider taking a 3PR Aide intern into your office on a nonpaid basis?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable (if no to 20 or 21)
 8. Doesn't know
 9. (Not among the interview population)

24 Would your organization offer enough salary incentive to encourage a person already working there as a clerk, statistical clerk or some other job at that level, and who is otherwise suitably motivated, to take necessary courses to qualify as a 3PR Aide?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

25 Some respondents to the questionnaire indicated that they had persons who have as a part of their work assignment at least some of the tasks of a 3PR Aide. Is this true in the case of your organization?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

26 Would you hire (or recommend hiring) a 3PR Aide to take over these duties?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

27

Of the following backgrounds for potential 3PR Aide students which would you prefer? (Hand respondent the following list:)

1. A person whose work experience is such as to require retraining
2. A person working in an office where a 3PR Aide is needed
3. A person who has at least one degree but could find no work in the field of specialty
4. A person just out of high school
5. A person just out of military service
6. Some other preference (name it) _____
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

28

Of the following backgrounds for potential 3PR Aide students which is the second of which you prefer from the list above?

1. A person whose work experience is such as to require retraining
2. A person working in an office where a 3PR Aide is needed
3. A person who has at least one degree but could find no work in the field of specialty
4. A person just out of high school
5. A person just out of military service
6. Some other preference (name it) _____
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

29

Would you like for your organization to be represented on a possible steering committee related to getting a 3PR Aide training program started?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

30

Would you like to be on such a committee?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

31

Can you give the name of such a person in your organization?

1. Name given
2. No name given
7. Not applicable
9. (Not among the interview population)

32

If a 3PR Aide training program is to be developed, would you favor a special course related to organizational theory and practice, especially as it applies to bureaucratic organizations?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

33

Should there be at least one economics course as a part of the curriculum?

1. Yes
2. Qualified yes
3. Neutral
4. Qualified no
5. No
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

34

If yes, should it be

1. A traditional beginning course in economics, or
2. A specialized economics course directly related to 3PR work?
3. Both the above
4. Some other option
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

35

A common core course for paraprofessional training programs is in communication skills. Would you prefer that:

1. A communication skills course be designed specifically for the 3PR Aide program, or
2. A separate section of communication skills be set aside for enrollment of 3PR Aide students only?
3. It be a course with all other students?
4. (Other response)
7. Not applicable
8. Doesn't know
9. (Not among the interview population)

36

A common core course for paraprofessional training programs involves psychology of human relations. Would you prefer that:

1. Such an applied psychology course be designed specifically for 3PR Aide students, or
2. A section of an applied psychology course be set aside for enrollment of 3PR Aide students only?
3. It be a course with all other students?
4. (Other response)
7. Not applicable
8. Doesn't know
9. (Not among the interviewed population)

- 37 Do you think that a special course should be designed to train 3PR Aide students to master skills of library research?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable
 8. Doesn't know
 9. (Not among the interviewed population)
- 38 Should 3PR Aide students have a practical basic accounting course as
1. An elective, or
 2. A required subject?
 3. (Other)
 5. Opposed to any such course
 7. Not applicable
 8. Doesn't know
 9. (Not among the interviewed population)
- 39 Should a 3PR Aide student receive basic instruction in graphic communication processes and techniques?
1. Yes
 2. Qualified yes
 3. Neutral
 4. Qualified no
 5. No
 7. Not applicable
 8. Doesn't know
 9. (Not among the interviewed population)

40

Should 3PR Aide students have a basic data processing and computer course as

1. An elective, or
2. A required subject?
3. Other
7. Not applicable
8. Doesn't know
9. (Not among the interviewed population)

41

What do you feel is most important insofar as our general topic is concerned?

0. Other answer
1. Initial setup (the study, setting core curriculum, goals, advisory committee)
2. Job description
3. Job market/need for a 3PR Aide/getting civil service position or description
4. The student: ethics, attitude, motivation
5. Specific skills or training
6. Need for liaison with employers, MSU, LCC, state civil service, etc.
7. Not applicable
8. Doesn't know
9. (Not among the interviewed population)

184

42

Second response to above question

1. Initial setup (the study, setting core curriculum, goals, advisory committee)
2. Job description
3. Job market/need for a 3PR Aide/getting civil service position or description
4. The student: ethics, attitude, motivation
5. Specific skills or training
6. Need for liaison with employers, MSU, LCC, state civil service, etc.
7. Not applicable
8. Doesn't know
9. Didn't answer, or no further answers

- 43 Third response to above question
1. Initial setup (the study, setting core curriculum, goals, advisory committee)
 2. Job description
 3. Job market/need for a 3PR Aide/getting civil service position or description
 4. The student: ethics, attitude, motivation
 5. Specific skills or training
 6. Need for liaison with employers, MSU, LCC, state civil service, etc.
 7. Not applicable
 8. Doesn't know
 9. Didn't answer, or no further answers
- 44 May I use your name as one who contributed to this study through this interview?
1. Yes
 2. No
 9. (Not among the interview population)
- 45 and 46 Length of interview in minutes
- 47 Additional information
1. Handout
 2. Comment
 3. Both
 9. None

APPENDIX C

NAMES OF INDIVIDUALS WHO EXPRESSED INTEREST IN BEING
ON AN ADVISORY COMMITTEE FOR DEVELOPMENT OF A
3PR AIDE PROGRAM

APPENDIX C

NAMES OF INDIVIDUALS WHO EXPRESSED INTEREST IN BEING ON AN ADVISORY COMMITTEE FOR DEVELOPMENT OF A 3PR AIDE PROGRAM*

AIKEY, Mary, Executive Director
Lansing YWCA
217 Townsend
Lansing, MI 48933

ALLEN, Richard, Municipal Finance Division
Department of the Treasury
Mason Building - 4th Floor
Lansing, MI 48922

BAKER, Nancy, Coordinator
Bicentennial Volunteer Project
1000 Long Blvd., Suite #12
Lansing, MI 48913

BALLARD, Robert, Manager
Planning and Program Analysis Section
Michigan Department of the Treasury
Treasury Building
Lansing, MI 48922

BLACK, Robert, Executive Assistant
City of Lansing
City Hall
Lansing, MI 48933

BOATMAN, Robert, Administrator
Metropolitan Regional Planning Division
Bureau of Transportation
Michigan Department of Highways and Transportation
Highway Building - 3rd Floor
Lansing, MI 48913

*Titles and addresses of these people at the time
they responded to the questionnaire.

BOHLIN, Einar, Court Administrator
Michigan Supreme Court
P. O. Box 88
Lansing, MI 48901

BRONDER, Leonard, Chief Economist
Michigan Office of Economic Expansion
Law Building - 4th Floor
Lansing, MI 48913

CAREY, John, Executive Director
Catholic Social Services
300 N. Washington
Lansing, MI 48933

CHAMBERLAIN, Dr. Robert, Deputy Superintendent
Lansing School District
512 W. Kalamazoo
Lansing, MI 48933

COLE, Richard, Superintendent
Meridian Township
5100 Marsh Road
Okemos, MI 48864

COOPER, Richard, Acting Director
Community Mental Health
300 N. Washington Square
Lansing, MI 48933

CURRAN, Patricia
Michigan Bureau of Community Services
7150 Harris Drive
Lansing, MI 48926

DELGADO, Manuel P., 4H Program Assistant
Cristo Rey Community Center
1314 Ballard
Lansing, MI 48906

DENNIS, Michael C.
Lansing Tri-County Manpower Area Planning Council
1850 W. Mount Hope
Lansing, MI 48910

DONOVAN, Dr. David, Director
 Research, Evaluation and Assessment Services
 Michigan Department of Education
 P. O. Box 420
 Lansing, MI 48904

DUFFEY, Dennis, General Supervisor
 Material Control
 Oldsmobile Division, General Motors Corporation
 920 Townsend
 Lansing, MI 48921

DYER, Harold, Assistant Deputy Court Administrator
 Supreme Court Administration
 Michigan Law Building
 P. O. Box 88
 Lansing, MI 48901

FARNUM, Eugene, Director
 Senate Fiscal Agency
 Stoddard Building - 2nd Floor
 Lansing, MI 48909

FEATHERSTONE, Prof. Richard L., Administration and Higher Ed.
 430 Erickson Hall
 Michigan State University
 Lansing, MI 48824

FLETCHER, Carol, Economic Analyst
 Michigan State Employee Security Program
 364 Hollister Building
 106 W. Allegan
 Lansing, MI 48933

FREEL, Paul, Data System Coordinator
 Tri-County Planning Commission
 2722 E. Michigan Ave.
 Lansing, MI 48912

GORMELY, Thomas, Court Administrator
 30th Circuit Court
 City Hall
 Lansing, MI 48933

GRIMWOOD, Ron, Personnel Director
 Department of Management and Budget
 Mason Building - 3rd Floor
 Lansing, MI 48933

GROBE, Ed, Grants Administrator for Ingham County
P. O. Box 319
Mason, MI 48854

HAWKINS, Dr. Philip H., Special Assistant to the
Superintendent for Planning
Michigan Department of Education
P. O. Box 420
Lansing, MI 48904

HONEY, Prof. Keith, Dept. of Urban Planning and Landscaping
Urban Planning and Landscaping Building
Michigan State University
East Lansing, MI 48824

HOTALING, Prof. Robert B.
Institute for Community Development
Kellogg Center, Room 40
Michigan State University
East Lansing, MI 48824

HOVCK, James, Coordinator
Bay Mills Community Development Planning Project
Michigan Department of Labor
Bureau of Employment and Training
State Secondary Complex
7150 Harris Drive
Lansing, MI 48926

IVERSON, John, Planner
City of Lansing Planning Department
Washington Square Annex
Lansing, MI 48933

KESSLER, John
Capitol Area Comprehensive Health Planning Assn.
241 E. Saginaw, Suite 610
East Lansing, MI 48823

KLEVAT, Irene, Supervisor
Market Analysis Section
Michigan State Housing Authority
Commerce Center
Lansing, MI 48933

LAFKAS, George
 Alcohol Prevention Abuse Coordinator
 Office of Substance Abuse Services
 Michigan Department of Public Health
 3500 N. Logan
 Lansing, MI 48906

LANE, Paul, Program Analyst
 Local Recreation Planning
 Office of Planning Services
 Michigan Department of Natural Resources
 Mason Building
 Lansing, MI 48926

LOCKEN, George
 Federal Programs Coordinator
 City Hall
 Lansing, MI 48933

LORD, Richard, Assistant Director
 Capitol Area United Way, Inc.
 300 N. Washington
 Lansing, MI 48914

MCCLELLAN, Thomas, Director
 Grants and Institutional Research
 Lansing Community College
 419 N. Capitol Ave.
 Lansing, MI 48914

MILNER, George, Systems Planner
 City Hall - 5th Floor
 Lansing, MI 48933

MC LANNAN, Charles J., Consultant
 730 W. Shiawassee
 Lansing, MI 48915

MILSTEIN, David N., Chief
 Information Systems Section
 Office of the Budget
 Lewis Cass Building - 1st Floor
 Lansing, MI 48913

MOFFATT, Geoffrey, Planning Director
 Delta Township
 7710 W. Saginaw Highway
 Lansing, MI 48917

NATALI, Patricia B., Director of Planning
Capitol Area E. O. C., Inc.
101 E. Willow
Lansing, MI 48906

O'BRIEN, Dolores, Office Manager
Office of the Court Administrator
Michigan Supreme Court
P. O. Box 88
Lansing, MI 48901

PARR, Thomas, Planner and Data Specialist
Youth Development Corporation
215 E. Kalamazoo
Lansing, MI 48933

PASLOW, Dr. Eugene, Director
Compensatory Education Service
Michigan Department of Education
P. O. Box 120
Lansing, MI 48902

QUINN, Michael
Tri-County Regional Planning Commission
2722 E. Michigan
Lansing, MI 48912

RADNAY, Scott, Planning Director
City of East Lansing
110 Abbott Road
East Lansing, MI 48823

REMICK, Dr. Edward, Research and Planning
Lansing School District
519 W. Kalamazoo
Lansing, MI 48933

ROBINSON, Tyrone, Acting Executive Director
Capitol Area E. O. C., Inc.
101 E. Willow
Lansing, MI 48933

ROWE, Robert H., Chief Deputy Commissioner
Insurance Bureau, Michigan Department of Commerce
111 N. Hosmer
Lansing, MI 48913

RUMOUR, David, Manager
 Word Processing Systems
 General Services Division
 Michigan Department of the Treasury
 Treasury Building
 Lansing, MI 48922

RUSZ, Pat
 S & R Environmental Consulting
 226 South Mayford
 Lansing, MI 48912

SIGER, Wendell, Administrative Analyst
 Hq., Department of Military Affairs
 P. O. Box 210
 Lansing, MI 48901

SZIESZKA, Mike, Chief Planner
 Tri-County Regional Planning Commission
 2722 E. Michigan
 P. O. Box 21217
 Lansing, MI 48909

SUAPIRO, Beth
 Urban Affairs Library
 Michigan State University Library
 Michigan State University
 E. Lansing, MI 48821

SMITH, Harry, Chief
 Management Service Section
 Vocational Rehabilitation Service
 Michigan Department of Education
 P. O. Box 1016
 Lansing, MI 48904

SODE, Richard, Drain Commissioner
 County Building
 Mason, MI 48854

SZLACHETKA, Gordon, Transportation Planner
 Tri-County Regional Planning Commission
 2722 E. Michigan
 P. O. Box 21217
 Lansing, MI 48909

WAFLE, David, Administrative Assistant
City Planning Department
City Hall - 5th Floor
Lansing, MI 48933

WHL, William, Criminal Justice Planner
Tri-County Regional Planning Commission
P. O. Box 2066
Lansing, MI 48912

WALLICK, Ernest, Director
Bureau of Selection
Michigan Department of Civil Service
Cass Building - 3rd Floor
Lansing, MI 48913

WEBER, Dr. James, Director
Higher Education Management Services
Michigan Department of Education
Davenport Building
Lansing, MI 48923

WEIPERT, Victor N., Jr.
Office of Juvenile Justice Services
P. O. Box 30026
Lansing, MI 48909

WHITMEYER, John, County Clerk
Ingham County Courthouse
S. Jefferson
Mason, MI 48854

YOUNG, Charles, Personnel Director
Ingham County
121 E. Maple
Mason, MI 48854

APPENDIX D

NAMES OF AGENCIES, OFFICES OR ORGANIZATIONS WHICH HAD
REPRESENTATIVES WHO INDICATED A FAVORABLE DISPOSITION
TO HAVING REPRESENTATION ON AN ADVISORY COMMITTEE

APPENDIX D

NAMES OF AGENCIES, OFFICES OR ORGANIZATIONS WHICH HAD
REPRESENTATIVES WHO INDICATED A FAVORABLE DISPOSITION
TO HAVING REPRESENTATION ON AN ADVISORY COMMITTEE*

BICENTENNIAL VOLUNTEER PROJECT
1000 Long Blvd., Suite #12
Lansing, MI 48913

CAPITOL AREA COMPREHENSIVE HEALTH PLANNING ASSOCIATION
214 East Saginaw, Suite #610
East Lansing, MI 48823

CAPITOL AREA E. O. C., INC.
101 E. Willow
Lansing, MI 48906

CAPITOL AREA UNITED WAY, INC.
300 N. Washington
Lansing, MI 48914

CATHOLIC SOCIAL SERVICES
300 N. Washington
Lansing, MI 48933

CIRCUIT COURT ADMINISTRATION
City Hall
Lansing, MI 48933

CITY OF LANSING

City Council
City Hall - 10th Floor
Lansing, MI 48933

*Offices and addresses in this Appendix at the time of
response to the questionnaire.

CITY OF LANSING, continued

Executive Office
City Hall
Lansing, MI 48933

Federal Programs Office
City Hall
Lansing, MI 48933

Personnel Office
City Hall - 8th Floor
Lansing, MI 48933

Planning Department
City Hall - 5th Floor
Lansing, MI 48933

Systems Planning Office
City Hall - 5th Floor
Lansing, MI 48933

COMMUNITY DESIGN CENTER
935 North Washington Ave.
Lansing, MI 48906

COMMUNITY MENTAL HEALTH
300 North Washington Square
Lansing, MI 48933

DELTA TOWNSHIP
7710 West Saginaw Highway
Lansing, MI 48917

GREATER LANSING URBAN LEAGUE
300 North Washington
Lansing, MI 48933

INGHAM COUNTY

Drain Commission
County Building
Mason, MI 48854

Grants Office
P. O. Box 319
Mason, MI 48854

INGHAM COUNTY, continued

Personnel Office
121 E. Mason
Mason, MI 48854

LANSING COMMUNITY COLLEGE

Administrative Cabinet
419 North Capitol Avenue
Lansing, MI 48914

Administrative Office
419 North Capitol Avenue
Lansing, MI 48914

Grants and Institutional Research Office
419 North Capitol Avenue
Lansing, MI 48914

LANSING SCHOOL DISTRICT

Government Projects Office
500 West Lenawee
Lansing, MI 48933

Office of Research and Planning
519 West Kalamazoo
Lansing, MI 48933

Office of State and Federal Relations
519 West Kalamazoo
Lansing, MI 48933

Superintendent's Staff
519 West Kalamazoo
Lansing, MI 48933

LANSING TRI-COUNTY MANPOWER AREA PLANNING COUNCIL
1850 West Mount Hope
Lansing, MI 48910

LANSING YWCA
217 Townsend
Lansing, MI 48933

MERIDIAN TOWNSHIP
5100 Marsh Road
Okemos, MI 48864

MICHIGAN DEPARTMENT OF CIVIL SERVICE
Recruitment Division
Lewis Cass Building - 3rd Floor
Lansing, MI 48913

MICHIGAN DEPARTMENT OF COMMERCE

Office of Economic Expansion
Law Building - 4th Floor
Lansing, MI 48913

Office of Management Planning and Analysis
Law Building - 4th Floor
Lansing, MI 48913

MICHIGAN DEPARTMENT OF EDUCATION

Evaluation and Research Program
P. O. Box 420
Lansing, MI 48904

Occupational Skills Programs
309 North Washington Avenue
Lansing, MI 48914

Office of Compensatory Education Service
P. O. Box 420
Lansing, MI 48904

Office of Research, Evaluation and Assessment Services
P. O. Box 420
Lansing, MI 48904

Office of Research and School Administration
P. O. Box 420
Lansing, MI 48904

Planning Office
P. O. Box 420
Lansing, MI 48904

MICHIGAN DEPARTMENT OF EDUCATION, continued

Vocational Rehabilitation Service
P. O. Box 1016
Lansing, MI 48904

MICHIGAN DEPARTMENT OF HIGHWAYS AND TRANSPORTATION

Metropolitan Regional Planning Division
Highway Building
Lansing, MI 48913

Planning Division
Highway Building - 3rd Floor
Lansing, MI 48913

MICHIGAN DEPARTMENT OF LABOR

CETA Community Planning Project
Bureau of Employment and Training
7150 Harris Drive
Lansing, MI 48926

Michigan Employee Security Commission
Hollister Building - 3rd Floor
106 West Allegan
Lansing, MI 48933

MICHIGAN DEPARTMENT OF MANAGEMENT AND BUDGET

Information Systems Section
Lewis Cass Building - 1st Floor
Lansing, MI 48913

Personnel Office
Mason Building - 3rd Floor
Lansing, MI 48933

MICHIGAN DEPARTMENT OF MILITARY AFFAIRS

P. O. Box 210
Lansing, MI 48901

MICHIGAN DEPARTMENT OF NATURAL RESOURCES

Office of Planning Services
Mason Building
Lansing, MI 48926

MICHIGAN DEPARTMENT OF PUBLIC HEALTH
Office of Substance Abuse Services
3500 North Logan
Lansing, MI 48906

MICHIGAN DEPARTMENT OF SOCIAL SERVICES

Bureau of Community Services
7150 Harris Drive
Lansing, MI 48926

Office of Income Maintenance Analysis
Commerce Center
Lansing, MI 48926

Office of Juvenile Justice Services
P. O. Box 30026
Lansing, MI 48909

Staff Development Division
Commerce Center - 6th Floor
Lansing, MI 48926

MICHIGAN DEPARTMENT OF THE TREASURY

Administrative Office
Treasury Building
Lansing, MI 48922

General Services Division
Word Processing Systems Office
Treasury Building
Lansing, MI 48922

Municipal Finance Division
Mason Building
Lansing, MI 48922

Planning and Program Analysis Section
Treasury Building
Lansing, MI 48922

MICHIGAN STATE LEGISLATURE
Senate Fiscal Agency
Stoddard Building - 2nd Floor
Lansing, MI 48909

MICHIGAN STATE SUPREME COURT

Administration
Law Building
P. O. Box 88
Lansing, MI 48901

Court Administration
P. O. Box 88
Lansing, MI 48901

MICHIGAN STATE UNIVERSITY

Department of Urban Planning and Landscaping
Urban Planning and Landscaping Building
East Lansing, MI 48824

Extension Service
4H Program
1314 Ballard
Lansing, MI 48906

Institute for Community Development
Kellogg Center
East Lansing, MI 48824

Urban Affairs Library
East Lansing, MI 48824

OLDSMOBILE DIVISION OF GENERAL MOTORS CORPORATION

Material Control
920 Townsend
Lansing, MI 48921

S & R ENVIRONMENTAL CONSULTING

226 South Hayford
Lansing, MI 48912

TRI-COUNTY REGIONAL PLANNING COMMISSION

Criminal Justice Planning Office
P. O. Box 2966
Lansing, MI 48912

Data Systems Office
2722 East Michigan Avenue
Lansing, MI 48912

TRI-COUNTY REGIONAL PLANNING COMMISSION, continued

Office of Transportation Planning
2722 East Michigan Avenue
P. O. Box 21217
Lansing, MI 48909

YOUTH DEVELOPMENT CORPORATION
215 East Kalamazoo
Lansing, MI 48933

NOTE: Although the text in Chapter IV referred to 75 cases for this Appendix, there were several large offices and agencies that had more than one representative respond affirmatively to having representation on an advisory committee. Any indication of numbers responding for any office or address could violate privacy.

APPENDIX E

NAMES OF INDIVIDUALS WHO EXPRESSED INTEREST IN BEING ON A
STEERING COMMITTEE IN ORDER TO DETERMINE WHETHER A
3PR AIDE PROGRAM SHOULD BE DEVELOPED

APPENDIX E

NAMES OF INDIVIDUALS WHO EXPRESSED INTEREST IN BEING ON A
STEERING COMMITTEE IN ORDER TO DETERMINE WHETHER A 3PR AIDE
PROGRAM SHOULD BE DEVELOPED*

ALLEN, Richard

Municipal Finance Division
Department of the Treasury
Mason Building - 4th Floor
Lansing, MI 48922

BAKER, Nancy

Coordinator, Bicentennial Volunteer Project
1000 Long Blvd., Suite #12
Lansing, MI 48913

BERRY, Eric

Office of Intergovernmental Relations
P. O. Box 30026
Lansing, MI 48909

BLACK, Robert

Executive Assistant
City of Lansing
City Hall
Lansing, MI 48933

BROWN, Edwin

City of Lansing Planning Department
City Hall - 5th Floor
Lansing, MI 48933

* Titles and addresses of these people at the time of the interview.

CONTI, Richard
Superintendent
Meridian Township
5100 Marsh Road
Okemos, MI 48864

CORY, Marc
ESEA Title I and Chapter 3 Coordinator
Lansing School District
500 West Lenawee
Lansing, MI 48933

DRAKE, Douglas
Speaker's Staff
Michigan House of Representatives
Capitol Building
Lansing, MI 48901

FARNUM, Eugene
Director, Senate Fiscal Agency
Stoddard Building - 2nd Floor
Lansing, MI 48909

FARNUM, Norman
Manager, Metropolitan Regional Planning Division
Department of Highways and Transportation
Highway Building - 3rd Floor
Lansing, MI 48913

FEATHERSTONE, Professor Richard
Department of Administration and Higher Education
430 Erickson Hall
Michigan State University
East Lansing, MI 48824

GORMELY, Thomas
Court Administrator
30th Circuit Court
City Hall
Lansing, MI 48933

GROBE, Ed
Ingham County Grants Administrator
P. O. Box 319
Mason, MI 48854

HAWKINS, Dr. Philip H.
 Special Assistant to the Superintendent for Planning
 Michigan Department of Education
 P. O. Box 420
 Lansing, MI 48904

HOTALING, Professor Robert B.
 Institute for Community Development
 Kellogg Center, Room 40
 Michigan State University
 East Lansing, MI 48824

HULL, Robert
 Councilman
 City Hall - 10th Floor
 Lansing, MI 48933

KERNAN, C. James
 Director, State and Federal Relations
 Lansing School District
 519 West Kalamazoo
 Lansing, MI 48923

KIBBEY, Rick
 Instructor, CETA Community Planning Project
 410 Albert
 East Lansing, MI 48823

KIEVAT, Irene
 Supervisor, Market Analysis Section
 Michigan State Housing Authority
 Commerce Center
 Lansing, MI 48933

LAFKAS, George
 Alcohol Prevention Abuse Coordinator
 Office of Substance Abuse Services
 Michigan Department of Public Health
 3500 North Logan
 Lansing, MI 48906

MAC CLURE, Thomas
 Director, Grants and Institutional Research
 Lansing Community College
 419 North Capitol Avenue
 Lansing, MI 48914

MAYER, George
Systems Planner
City Hall - 5th Floor
Lansing, MI 48933

MILSTEIN, David N.
Chief, Information Systems Section
Office of the Budget
Lewis Cass Building, 1st Floor
Lansing, MI 48913

MOFFATT, Geoffrey
Planning Director, Delta Township
7710 West Saginaw Highway
Lansing, MI 48917

PARIS, Joe
Office of Administrative Services
Michigan Department of Social Services
Commerce Center
Lansing, MI 48913

PARR, Thomas
Planner and Data Specialist
Youth Development Corporation
215 East Kalamazoo
Lansing, MI 48933

REMICK, Dr. Edward
Research and Planning
Lansing School District
519 West Kalamazoo
Lansing, MI 48933

ROBINSON, Tyrone
Acting Executive Director
Capitol Area E. O. C., Inc.
101 East Willow
Lansing, MI 48906

ROWE, Robert H.
Chief Deputy Commissioner
Insurance Bureau, Michigan Department of Commerce
111 North Hosmer
Lansing, MI 48913

SAGER, Wendell

Administrative Analyst
Hq., Michigan Department of Military Affairs
P. O. Box 210
Lansing, MI 48901

SCIESKA, Mike

Chief Planner
Tri-County Regional Planning Commission
2722 East Michigan
P. O. Box 21217
Lansing, MI 48909

SHAPIRO, Beth

Urban Affairs Librarian
Michigan State University Library
East Lansing, MI 48824

SMITH, Pat

Director, Community Design Center
935 North Washington Avenue
Lansing, MI 48906

SODE, Richard

Drain Commissioner
County Building
Mason, MI 48854

STEEB, Ray

Executive Director, Lansing Metropolitan Development
Authority
123 West Ottawa - Board of Water and Light Building
Lansing, MI 48933

SWANSON, Robert

Director of Income Maintenance Analysis
Michigan Department of Social Services
Commerce Center
Lansing, MI 48926

WAHL, William

Criminal Justice Planner
Tri-County Regional Planning Commission
P. O. Box 2066
Lansing, MI 48912

WEBER, Dr. James

Director, Higher Education Management Services
Michigan Department of Education
Davenport Building
Lansing, MI 48933

WEIPERT, Victor N., Jr.

Office of Juvenile Justice Services
P. O. Box 30026
Lansing, MI 48909

WILEDEN, Paul

Director, Office of Intergovernmental Relations
Lewis Cass Building
Lansing, MI 48913

APPENDIX F

NAMES OF AGENCIES, OFFICES OR ORGANIZATIONS WHICH HAD
REPRESENTATIVES WHO INDICATED A FAVORABLE DISPOSITION
TO HAVING REPRESENTATION ON A STEERING COMMITTEE

APPENDIX F

NAMES OF AGENCIES, OFFICES OR ORGANIZATIONS WHICH HAD
REPRESENTATIVES WHO INDICATED A FAVORABLE DISPOSITION
TO HAVING REPRESENTATION ON A STEERING COMMITTEE*

BICENTENNIAL VOLUNTEER PROJECT
1000 Long Blvd., Suite #12
Lansing, MI 48913

CAPITOL AREA E. O. C., INC.
101 East Willow
Lansing, MI 48906

CATHOLIC SOCIAL SERVICES
300 North Washington
Lansing, MI 48933

CIRCUIT COURT ADMINISTRATION
City Hall
Lansing, MI 48933

CITY OF EAST LANSING
Personnel Office
410 Abbott Road
East Lansing, MI 48823

CITY OF LANSING

City Council
City Hall - 10th Floor
Lansing, MI 48933

Executive Office
City Hall
Lansing, MI 48933

*Offices and addresses in this Appendix based on the time
of the interviews.

CITY OF LANSING, continued

Metropolitan Development Authority
123 West Ottawa - Board of Water and Light Building
Lansing, MI 48933

Personnel Office
City Hall - 8th Floor
Lansing, MI 48933

Planning Department
City Hall - 5th Floor
Lansing, MI 48933

Systems Planning Office
City Hall - 5th Floor
Lansing, MI 48933

COMMUNITY DESIGN CENTER
935 North Washington Avenue
Lansing, MI 48906

DELTA TOWNSHIP
7710 West Saginaw Highway
Lansing, MI 48917

GREATER LANSING URBAN LEAGUE
300 North Washington
Lansing, MI 48933

INGHAM COUNTY

Drain Commission
County Building
Mason, MI 48854

Grants Office
P. O. Box 319
Mason, MI 48854

Personnel Office
121 East Mason
Mason, MI 48854

LANSGING COMMUNITY COLLEGE

Administrative Cabinet
419 North Capitol Avenue
Lansing, MI 48914

Grants and Institutional Research Office
419 North Capitol Avenue
Lansing, MI 48914

LANSGING REGIONAL CHAMBER OF COMMERCE

P. O. Box 419
Lansing, MI 48902

LANSGING SCHOOL DISTRICT

Government Projects Office
500 West Lenawee
Lansing, MI 48933

Office of Research and Planning
519 West Kalamazoo
Lansing, MI 48933

Office of State and Federal Relations
519 West Kalamazoo
Lansing, MI 48933

Superintendent's Staff
519 West Kalamazoo
Lansing, MI 48933

MERIDIAN TOWNSHIP

5100 Marsh Road
Okemos, MI 48864

MICHIGAN DEPARTMENT OF CIVIL SERVICE

Bureau of Selection
Cass Building - 3rd Floor
Lansing, MI 48913

Training Division
Civic Center - 2nd Floor
Lansing, MI 48926

MICHIGAN DEPARTMENT OF COMMERCE

Insurance Bureau
111 North Hosmer
Lansing, MI 48913

Office of Management Planning and Analysis
Law Building - 4th Floor
Lansing, MI 48913

MICHIGAN DEPARTMENT OF EDUCATION

Higher Education Management Services
Davenport Building
Lansing, MI 48933

Office of Research, Evaluation and Assessment Services
P. O. Box 420
Lansing, MI 48904

Planning Office
P. O. Box 420
Lansing, MI 48904

Vocational Rehabilitation Service
P. O. Box 1016
Lansing, MI 48904

MICHIGAN DEPARTMENT OF HIGHWAYS AND TRANSPORTATION

Bureau of Transportation and Planning
Drawer K
Lansing, MI 48904

Metropolitan Regional Planning Division
Highway Building
Lansing, MI 48913

MICHIGAN DEPARTMENT OF LABOR

CETA Community Planning Project
Bureau of Employment and Training
7150 Harris Drive
Lansing, MI 48926

MICHIGAN DEPARTMENT OF MANAGEMENT AND BUDGET

Information Systems Section
Lewis Cass Building - 1st Floor
Lansing, MI 48913

Office of Intergovernmental Relations
P. O. Box 30026
Lansing, MI 48909

Personnel Office
Mason Building - 3rd Floor
Lansing, MI 48933

MICHIGAN DEPARTMENT OF MILITARY AFFAIRS

P. O. Box 210
Lansing, MI 48901

MICHIGAN DEPARTMENT OF NATURAL RESOURCES

Office of Planning Services
Mason Building
Lansing, MI 48926

MICHIGAN DEPARTMENT OF PUBLIC HEALTH

Office of Substance Abuse Services
3500 North Logan
Lansing, MI 48906

MICHIGAN DEPARTMENT OF SOCIAL SERVICES

Evaluation and Analysis Section
300 South Capitol Avenue
Lansing, MI 48926

Office of Income Maintenance Analysis
Commerce Center
Lansing, MI 48926

Office of Juvenile Justice Services
P. O. Box 30026
Lansing, MI 48909

MICHIGAN DEPARTMENT OF THE TREASURY

Municipal Finance Division
Mason Building
Lansing, MI 48922

MICHIGAN STATE HOUSING AUTHORITY
Market Analysis Section
Commerce Center
Lansing, MI 48933

MICHIGAN STATE LEGISLATURE

House Fiscal Agency
Mutual Building - 2nd Floor
Lansing, MI 48902

House Speaker's Staff
Capitol Building
Lansing, MI 48901

Senate Fiscal Agency
Stoddard Building - 2nd Floor
Lansing, MI 48909

MICHIGAN STATE UNIVERSITY

Department of Administration and Higher Education
430 Erickson Hall
East Lansing, MI 48824

Institute for Community Development
Kellogg Center
East Lansing, MI 48824

Urban Affairs Library
East Lansing, MI 48824

TRI-COUNTY REGIONAL PLANNING COMMISSION
2722 East Michigan Avenue
Lansing, MI 48912

YOUTH DEVELOPMENT CORPORATION
215 East Kalamazoo
Lansing, MI 48933

APPENDIX G

NAMES OF THOSE WHO INDICATED APPROVAL TO HAVE THEIR NAMES
USED AS PEOPLE WHO CONTRIBUTED TO THIS STUDY
(THOSE NOT ALREADY LISTED IN
APPENDICES C AND/OR E)

APPENDIX G

NAMES OF THOSE WHO INDICATED APPROVAL TO HAVE THEIR NAMES
USED AS PEOPLE WHO CONTRIBUTED TO THIS STUDY

(THOSE NOT ALREADY LISTED IN APPENDICES C AND/OR E)

ALBERT, Elizabeth

Planning Programs for the Mentally Ill
Department of Mental Health
Lewis Cass Building
Lansing, MI 48926

ALBERTY, Edward

Executive Vice President
Lansing Regional Chamber of Commerce
P. O. Box 419
Lansing, MI 48902

ANDERSON, Wayne

Program Manager, Foster Care
Hollister Building
300 South Capitol Avenue
Lansing, MI 48926

BAKER, Richard

Councilman-at-Large
City Hall - 10th Floor
Lansing, MI 48933

BEADLING, John (Wes)

Director, House Fiscal Agency
Mutual Building - 2nd Floor
Lansing, MI 48902

BELEN, Carl G.

Manpower Planner
Lansing Tri-County Manpower Area Planning Council
1850 West Mount Hope
Lansing, MI 48910

BELEN, Lucille E.

Councilman
City Hall - 10th Floor
Lansing, MI 48933

BLAIR, James D.

Councilman
City Hall - 10th Floor
Lansing, MI 48933

BLAND, David

Information Systems Specialist
Michigan Department of Education
P. O. Box 420
Lansing, MI 48902

BODWIN, Daniel

Personnel Director
City Hall - 8th Floor
Lansing, MI 48933

BRAZIL, Gerald

Director, Personnel Management Program
Michigan Department of Education
934 Michigan National Tower
Lansing, MI 48902

BRYANT, Jim

Planning Specialist, Office of Planning Services
Michigan Department of Natural Resources
Mason Building - 7th Floor
Lansing, MI 48926

CARTER, Reginald

Director, Social Services Evaluation and Analysis
Department of Social Services
300 South Capitol Avenue
Lansing, MI 48926

CARNEY, Arthur

Assistant City Manager - Personnel Director
410 Abbott Road
East Lansing, MI 48823

CRYDERMAN, Sam

Deputy Director, Bureau of Transportation and Planning
State Department of Highways and Transportation
Drawer K
Lansing, MI 48904

DONAHUE, Richard

Director, Bureau of Employment Training
Michigan Department of Labor
State Secondary Complex
7150 Harris Drive
Lansing, MI 48926

DURBIN, Norwood C.

Administrative Officer, Michigan Department of the Treasury
Treasury Building
Lansing, MI 48922

FITZGERALD, Frank

Supervisor, Lansing Township
3209 West Michigan
Lansing, MI 48917

FOLKS, Larry

Assistant Director, Division of Land Use Programs
Michigan Department of Natural Resources
Mason Building - 7th Floor
Lansing, MI 48926

HARRIS, Joe

Director of Development Control
Meridian Township
5100 Marsh Road
Okemos, MI 48864

HENRY, Robert

Study Director
Wilbur Smith and Associates
North Point Plaza
3401 East Saginaw, Suite #212
Lansing, MI 48912

HUGHES, James E.

Director, Office of Management Planning and Analysis
Michigan Department of Commerce
Law Building - 4th Floor
Lansing, MI 48913

KEARNEY, Dr. C. Philip
 Associate Superintendent - Research and School Administration
 Michigan Department of Education
 P. O. Box 420
 Lansing, MI 48902

KLEINE, Robert
 Director, Office of Revenue and Tax Analysis
 Michigan Office of Management and Budget
 Lewis Cass Building - 2nd Floor
 Lansing, MI 48913

LAKE, Robert
 City Manager
 146 South Bostwick
 Charlotte, MI 48813

LANGDON, Charles
 Chief, Reporting and Compliance Program
 Michigan Department of Education
 309 N. Washington Avenue
 Lansing, MI 48914

LOWES, Ross
 Bureau of Transportation and Planning
 Department of Highways and Transportation
 Highway Building - 3rd Floor
 Lansing, MI 48904

MAHLOW, Illana
 Recruitment Coordinator
 Michigan Department of Civil Service
 Lewis Cass Building - 3rd Floor
 Lansing, MI 48913

MITCHNER, Charles
 Executive Director, Greater Lansing Urban League
 300 North Washington
 Lansing, MI 48933

NAFFIN, James
 Comptroller, American Red Cross
 1800 East Grand River
 Lansing, MI 48906

NICHOLS, Lester A., II
 Community Planning Specialist, Bureau of Recreation
 Michigan Department of Natural Resources
 Mason Building - 7th Floor
 Lansing, MI 48926

O'CONNOR, Roxanne
 Director, Tri-County Office on Aging
 City Hall Annex
 206 East Michigan
 Lansing, MI 48933

PENDLETON, Robert
 Deputy Director, Bureau of Employment and Training
 Michigan Department of Labor
 State Secondary Complex
 Lansing, MI 48926

PLATTE, James R.
 Dean, Division of Learning Resources
 Lansing Community College
 419 North Capitol Avenue
 Lansing, MI 48914

PURVIS, Ann
 Ingham County Grants Administrator
 P. O. Box 319
 Mason, MI 48854

ROEBER, Dr. Edward
 Supervisor, Research, Evaluation and Assessment Services
 Michigan Department of Education
 P. O. Box 420
 Lansing, MI 48904

SCHMIDT, Wayne
 Environmental Consultant, S & R Environmental Consulting
 226 South Hayford
 Lansing, MI 48912

SHANAHAN, Jack
 Supervisor, Post Secondary Unit
 Occupational Skills Program
 Michigan Department of Education
 309 North Washington Avenue
 Lansing, MI 48914

SHIFFMAN, Norm

Recreation Planning, Office of Planning Services
Michigan Department of Natural Resources
Mason Building
Lansing, MI 48926

SLOCUM, Robert

Assistant Superintendent
Ingham Intermediate School District
2630 West Howell Road
Mason, MI 48854

SMITH, Norman R.

Retired Director, Continuing Education
Michigan Department of Civil Service
Cass Building
Lansing, MI 48933

TUBBS, Alan

Director, Planning Department
City Hall
Lansing, MI 48933

UKEN, Ronald

Administrator, Planning and Evaluation System
Michigan Department of Mental Health
Lewis Cass Building
Lansing, MI 48926

WILLIS, Don

Assistant Director, Training Division
Michigan Department of Civil Service
Civic Center - 2nd Floor
Lansing, MI 48926

WINCKLER, James

Chairman, North Lansing Community Association
104A East Grand River
Lansing, MI 48906

APPENDIX H

NAMES OF INDIVIDUALS SUGGESTED FOR MEMBERSHIP ON A
STEERING COMMITTEE BY INTERVIEWEES IN THE
SAME ORGANIZATION

APPENDIX H

NAMES OF INDIVIDUALS SUGGESTED FOR MEMBERSHIP ON A STEERING
COMMITTEE BY INTERVIEWEES IN THE SAME ORGANIZATION*

BICENTENNIAL VOLUNTEER PROJECT

Dennis Sykes

CATHOLIC SOCIAL SERVICES

Marilyn Viera

CITY OF LANSING

James Foulds

Steven Kintz

James Spackman

GREATER LANSING URBAN LEAGUE

Myrtle Jones

Howard Rodgers

LANSING SCHOOL DISTRICT

Ben Perez

MICHIGAN DEPARTMENT OF CIVIL SERVICE

Marvin Ray

MICHIGAN DEPARTMENT OF COMMERCE

John Hull

MICHIGAN DEPARTMENT OF EDUCATION

Curt Eaton

MICHIGAN DEPARTMENT OF NATURAL RESOURCES

Evelyn Provitt

MICHIGAN DEPARTMENT OF SOCIAL SERVICES

Steve Scheer

MICHIGAN STATE LEGISLATURE, HOUSE FISCAL AGENCY

George Rusch

*Addresses were not given.

APPENDIX I

NAMES OF ALL ORGANIZATIONS WHICH HAD ONE OR MORE
INDIVIDUALS PARTICIPATE IN THIS STUDY

APPENDIX I

NAMES OF ALL ORGANIZATIONS WHICH HAD ONE OR MORE
INDIVIDUALS PARTICIPATE IN THIS STUDY

AMERICAN RED CROSS

BICENTENNIAL VOLUNTEER PROJECT

CAPITOL AREA COMPREHENSIVE HEALTH PLANNING ASSOCIATION

Executive Office

Planning Staff

CAPITOL AREA E. O. C., INC.

Executive Office

Planning Office

CAPITOL AREA UNITED WAY, INC.

CATHOLIC SOCIAL SERVICES

CIRCUIT COURT ADMINISTRATION

CITY OF CHARLOTTE

CITY OF EAST LANSING

Executive Office

Personnel Office

Planning Office

CITY OF LANSING

City Council

Executive Office

Federal Programs Office

Finance Office

Metropolitan Development Authority

Model Cities Planning Office

Personnel Office

Planning Department

Systems Planning Office

CITIZENS RESEARCH COUNCIL OF MICHIGAN

COMMUNITY DESIGN CENTER

COMMUNITY MENTAL HEALTH

Director's Office

Personnel Office

DELTA TOWNSHIP

GREATER LANSING URBAN LEAGUE

INGHAM COUNTY

Board of Commissioners' Office

County Clerk's Office

Drain Commission

Grants Office

Personnel Office

INGHAM INTERMEDIATE SCHOOL DISTRICT

LANSING BUSINESS UNIVERSITY

LANSING COMMUNITY COLLEGE

Administrative Cabinet

Administrative Offices

Office of Grants and Institutional Research

LANSING REGIONAL CHAMBER OF COMMERCE

LANSING SCHOOL DISTRICT

Government Projects Office

Office of ESEA Activities

Office of Research and Planning

Office of State and Federal Relations

Office of Title I Program(s)

Superintendent's Staff

LANSING TOWNSHIP

LANSING TRI-COUNTY MANPOWER AREA PLANNING COUNCIL

LANSING YWCA

MERIDIAN TOWNSHIP

Development Control Office

Superintendent's Office

MICHIGAN CATHOLIC CONFERENCE

MICHIGAN DEPARTMENT OF CIVIL SERVICE

Bureau of Selection

Office of Continuing Education

Personnel Office

MICHIGAN DEPARTMENT OF CIVIL SERVICE, continued

Recruitment Division

Training Division

MICHIGAN DEPARTMENT OF COMMERCE

Insurance Bureau

Office of Economic Expansion

Office of Management Planning and Analysis

Personnel Office

Policy Office

MICHIGAN DEPARTMENT OF EDUCATION

Evaluation and Research Program

Occupational Skills Programs

Office of Community College Affairs

Office of Compensatory Education Services

Office of Higher Education Management Services

Office of Post-Secondary Occupational Education

Office of Research, Evaluation and Assessment Service

Office of Research and School Administration

Office of the Superintendent

Personnel Office

Planning Office

Research Coordinating Unit

Vocational Education and Career Development Service

Vocational Rehabilitation Service

MICHIGAN DEPARTMENT OF EDUCATION, continued

Vocational Technical Education Service

MICHIGAN DEPARTMENT OF HIGHWAYS AND TRANSPORTATION

Bureau of Transportation Planning

Metropolitan Regional Planning Division

Metropolitan Urban Planning Section

Planning Division

MICHIGAN DEPARTMENT OF LABOR

Bureau of Community Services

Bureau of Employment and Training

CETA Community Planning Project

Employee Security Commission

Office of Manpower Planning

MICHIGAN DEPARTMENT OF MANAGEMENT AND BUDGET

Information Systems Section

Office of Intergovernmental Relations

Office of Revenue and Tax

Personnel Office

MICHIGAN DEPARTMENT OF MENTAL HEALTH

Office of Management Support

Office of Planning and Evaluation

Office of Planning Programs for the Mentally Ill

MICHIGAN DEPARTMENT OF MILITARY AFFAIRS

MICHIGAN DEPARTMENT OF NATURAL RESOURCES

Community Planning Office

Office of Land Use

Office of Planning Services

Office of Recreation Resource Planning

Personnel Office

MICHIGAN DEPARTMENT OF PUBLIC HEALTH

MICHIGAN DEPARTMENT OF SOCIAL SERVICES

Bureau of Community Services

Evaluation and Analysis Section

Foster Care Program

Office of Administrative Services

Office of Criminal Justice Programs

Office of Income Maintenance Analysis

Office of Juvenile Justice Services

Staff Development Division

Word Processing Section

MICHIGAN DEPARTMENT OF THE TREASURY

Administrative Office

General Services Division

Municipal Finance Division

Planning and Program Analysis Section

Word Processing Section

MICHIGAN STATE COURT ADMINISTRATION

MICHIGAN STATE HOUSING DEVELOPMENT AUTHORITY

MICHIGAN STATE LEGISLATURE

House Fiscal Agency

House Speaker's Staff

Senate Fiscal Agency

MICHIGAN STATE SUPREME COURT

Administration

Court Administration

MICHIGAN STATE UNIVERSITY

Department of Administration and Higher Education

Department of Urban Planning and Landscaping

Extension Service

Institute for Community Development

Office of Special Programs

Placement Office

Urban Affairs Library

MICHIGAN UNITED CONSERVATION CLUBS

NORTH LANSING COMMUNITY ASSOCIATION

OLDSMOBILE DIVISION OF GENERAL MOTORS CORPORATION

PRIVATE CONSULTANT

S & R ENVIRONMENTAL CONSULTING

SOCIAL PROBLEMS CONSULTANT

TRI-COUNTY OFFICE ON AGING

TRI-COUNTY REGIONAL PLANNING COMMISSION

TRI-COUNTY REGIONAL PLANNING COMMISSION, continued

Criminal Justice Planning Office

Data Systems Office

Executive Office

Office of the Chief Planner

Office of Transportation Planning

Planning Office

UNITED STATES DEPARTMENT OF HIGHWAYS AND TRANSPORTATION

WILBUR SMITH AND ASSOCIATES

WINDSOR TOWNSHIP

YOUTH DEVELOPMENT CORPORATION

APPENDIX J

TECHNIQUE FOR IDENTIFYING A TARGET GROUP OF EXPERTS IN A
PARTICULAR REALM IN A GIVEN GEOGRAPHICAL REGION

APPENDIX J

TECHNIQUE FOR IDENTIFYING A TARGET GROUP OF EXPERTS IN A PARTICULAR REALM IN A GIVEN GEOGRAPHICAL REGION

- A. Assume that at least one expert is known from the given realm in the defined geographical region who will co-operate in the study.
- B. The known expert(s) is (are) asked to refer to additional experts.
- C. Each of these experts in turn are asked to refer to additional experts.

DEFINITIONS

A Contact: An expert who has been reached

A Referent: An expert who has been referred to those conducting the study by a Contact

An "IN": A contacted Referent plus the initial expert(s)

An "OUT": A non-contacted Referent

The "Partial Population": $\sum \text{INs} + \sum \text{OUTs} = \sum \text{All Referents} + \text{the initial expert(s)}$

Xi: A measure of the portion of the target population that has been reached; that is, the numerator is the actual number of Referents contacted, and the denominator is the Partial Population known at the point of measure. The limit of the denominator is the total population.

$$X_i = \frac{\sum \text{INs}}{\sum \text{INs} + \sum \text{OUTs}}$$

- D. Consider a step in this process where an arbitrarily small number of these experts have been contacted:

Calculate $X_i \left(X_i = \frac{\sum \text{INs}}{\sum \text{INs} + \sum \text{OUTs}} \right)$

- E. Continue to contact Referents as in steps B and C above.
- F. Make repeated calculations of X_i .

NOTE: In the earlier stages of this process, $\sum \text{OUTs}$ in

$$X_i = \frac{\sum \text{INs}}{\sum \text{INs} + \sum \text{OUTs}}, \text{ should be relatively large in}$$

comparison to $\sum \text{INs}$, thus making X_i close to zero. On the other hand, as the process advances, the $\sum \text{INs}$ becomes relatively large in comparison to $\sum \text{OUTs}$, thus making X_i closer to one. Notice that X_i has a range of zero to one. In practice, one should find X_i rather small and fluctuating in the onset. For larger samples, X_i approaches one in an orderly fashion. For the exhaustive case, $X_i = 1$. If sampling techniques were desired, a predefined value of X_i would be used as a limit for sufficient sample size.

The above discussion has some explicitly stated assumptions and some implicit assumptions. Consider the initial assumption, A, above: Suppose there is one initial expert who claims there are no other experts. Obviously, enough initial experts are needed in step A to insure a good start.

Implicit assumption: There are no separable subsets in the population being sought; that is, there are no independent groups of experts not recognizing the expertise in other groups. A sophomoric view of political parties might suggest that the Republicans and Democrats are separable subsets.

APPENDIX K

A SUGGESTED CURRICULUM

APPENDIX K

A SUGGESTED CURRICULUM

Public Planning, Proposal and Research Aide

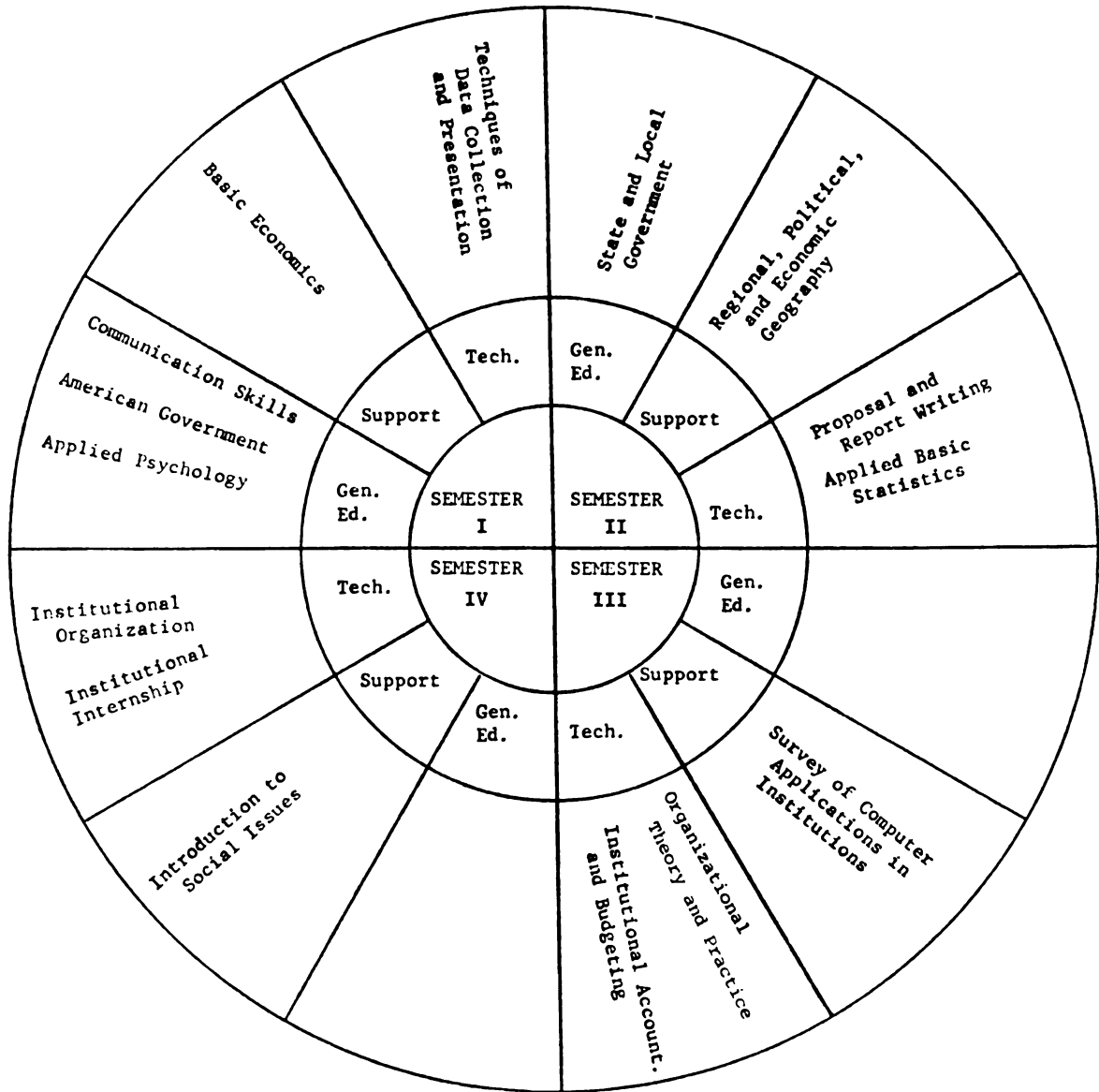
<u>First Term</u>	<u>Credit Hours</u>
Communication Skills	3
American Government	3
Techniques of Data Collection and Presentation	4
Applied Psychology	3
Basic Economics	3
	<u>16</u>
<u>Second Term</u>	
State and Local Government	3
Proposal and Report Writing	4
Applied Basic Statistics	5
Regional, Political and Economic Geography	3
	<u>15</u>
<u>Third Term</u>	
Organizational Theory and Practice	4
Survey of Computer Applications in Institutions	4
Institutional Accounting and Budgeting	4
Elective	3
	<u>15</u>
<u>Fourth Term</u>	
Introduction to Social Issues	3
Institutional Organization	3
Institutional Internship	6
Elective	3
	<u>15</u>
<u>Total Credits</u>	<u>61</u>

NOTE: The above curriculum is proposed using semester hours. The course offerings and sequencing would require modification if presented to a community college operating on the quarter system.

CURRICULUM
Public Planning, Proposal and Research Aide

Course Designation	First Term	Second Term	Third Term	Fourth Term
GENERAL EDUCATION	Communication Skills American Government Applied Psychology	State and Local Government		
RELATED OR SUPPORTIVE	Basic Economics	Regional, Political, and Economic Geography	Survey of Computer Applications in Institutions	Introduction to Social Issues
SPECIALIZED TECHNICAL	Techniques of Data Collection and Presentation	Proposal and Report Writing Applied Basic Statistics	Institutional Accounting and Budgeting Organizational Theory and Practice	Institutional Organization Institutional Internship
ELECTIVES			Elective	Elective

Course Sequencing Using Zoned Analysis



SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Articles

- Coburn, Harold B. "On-going Training for Unqualified People." Training and Development Journal 23 (January 1969).
- Couturier, Jean. "Governments Can Be the Employers of First Resort." Good Government, Summer 1970.
- Gleazer, Edmund J., Jr. "The Community College Issues of the 1970's." Educational Record. Washington, D.C.: American Council on Education, Winter 1970.
- Harris, Norman C. "Curriculum and Instruction in Occupational Education." Emphasis: Occupational Education in the Two-Year College. Washington, D.C.: American Association of Junior Colleges, May 1966.
- Harrison, Bennett. "Public Service Jobs for Urban Ghetto Residents." Good Government, Fall 1969.
- Lundquist, James L. "Jobs, Training and Welfare for the Underclass." In Agenda for the Nation. Edited by Kermit Gordon. Washington, D.C.: Brookings Institute, 1968.
- Lupton, Keith D. "The Co-op Way for the Disadvantaged Attending College." Journal of Cooperative Education 7 (November 1970).
- Pascal, Anthony H., ed. "Manpower, Training and Jobs." In Cities in Trouble: An Agenda for Urban Research. Santa Monica: The Rand Corporation, August 1968.
- Villanueva, A. B. "Community Colleges and Public Service Careers." Public Personnel Management, November-December 1975.

Weagraff, Patrick J. "Custer Concept: Development of Curricular Materials for the Public Service Occupations Cluster." Journal of Research and Development in Education 7 (Spring 1974).

_____. "Innovations in Vocational Curriculum: Positive and Negative Forces at Work." American Vocational Journal 48 (October 1973).

Books, Reports and Manuals

Backstrom, Charles E., and Hursh, Gerald D. Survey Research. Evanston, Ill.: Northwestern University Press, 1963.

Batelle Memorial Institute, Socio-Economic Research Section. Michigan Manpower Study Phase I: An Analysis of the Characteristics of Michigan's Labor Force in the Next 15 Years. Columbus, Ohio: May 1966.

Brossman, Sidney W. A Year of Accomplishments in Occupational Education in the California Community Colleges. Los Angeles, Calif.: University of Southern California, December 1973.

Burns, William C., and Blue, Harold M. An Appraisal of the First Year and Recommended Activities and Strategies of the National Advisory and Review Committee, Public Service Occupations Curriculum Project. Sacramento, Calif.: California State Department of Education Division of Vocational Education, January 1973.

_____. Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory Review Committee Public Service Occupation Curriculum Project. Sacramento, Calif.: California State Department of Education Vocational Education Services, January 1972.

California Community Colleges. Master Plan for Public Service Occupational Education: A Report of Phase I. Sacramento, Calif.: September 1975.

Committee for Economic Development. Training and Jobs for Urban Poor: A Statement on National Policy of the Committee for Economic Development. New York: 1970.

- Cromer, Chalmers A. Procedure for Determining Vocational Educational Needs through Community Analysis. Lincoln, Nebraska: October 1968.
- Davis, James A. Elementary Survey Analysis. Englewood Cliffs, N.J.: Prentice-Hall, 1971.
- Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill, 1966.
- Fishman, Jacob R., and others. Training for New Careers, the Community Apprentice Program Developed by the Center for Youth and Community Studies. Washington, D.C.: Department of Labor, Manpower Administration, April 1968.
- Gartney, Alex, and Johnson, Harriet. An Examination of College Programs for Para-professionals. New York: New York University, New Careers Development, October 1970.
- Hutkin, Ronald M., and Holmberg, Mary Lou. Community Health Education Consortia (CHEC) Feasibility Study of Northeast Central Nebraska. Final Report. Columbus, Nebraska: Platte Technical Community College, June 1974.
- Illinois State Board of Higher Education. Public Administration. Report of Master Plan Committee T. Springfield, Ill.: 1969.
- Institute for Local Self Government. Some Who Dare, Community College Involvement with Public Service Aspects of the Urban Problem in California. Berkeley, Calif.: 1969.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1964.
- Kleinfeld, Judith, and Morehouse, Thomas A. Manpower Needs in Alaska State and Local Government. Fairbanks, Alaska: Alaska University, Institute of Social, Economic and Government Research, August 1970.
- Korim, Andrew S. Government Careers and the Community College. Washington, D.C.: American Association of Junior Colleges, 1971.
- _____. Manpower Training in Community Colleges. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

- Larson, Milton E. Teaching Related Subjects in Trade and Industrial and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.
- _____. Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education. Columbus, Ohio: Ohio State University, October 1969.
- Lecht, Leonard. Manpower Requirements for National Objectives in the 1970's. Washington, D.C.: National Planning Association, Center for Priority Analysis, February 1968.
- Local Government Research Corporation. Feasibility Study of a Regional Community College Without Walls Serving the Counties of Cameron, Clearfield and Elk. State College, Pennsylvania: August 1976.
- Mager, Robert F., and Beach, Kenneth M. Developing Vocational Instruction. Belmont, Calif.: Fearon Publishers, 1967.
- Mason, Ralph E., and Haines, Peter G. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Ill.: Interstate Printers and Publishers, 1965.
- Meleen, Paulette, and others. Identifying and Planning for New and Emerging Occupations: A Suggested Guide. Belmont, Mass.: Contract Research Corporation, 1976.
- Murray, Michael A., and Crego, Edwin T., eds. Higher Education and Public Service Careers. Final Report and Background Papers, Illinois Assembly on Higher Education and Public Service Careers, 1972. Institute on Government and Public Affairs, University of Illinois. Public Service Institute, Loop College, City College of Chicago.
- Nelson, Hilding E. Public Service Occupation Workshops for Core Curriculum: Instructional Associate Governmental Management. Final Report EPDA Workshops, June 1975. Sacramento, California: Office of the Chancellor.
- New Careers Institute. New Careers: A Manual of Organization and Development, Source Book for Trainers. Washington, D.C.: University Research Corporation, April 1968.

- Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books, 1966.
- Price, Charlton R. New Directions in the World of Work. Kalamazoo, Mich.: W. E. Upjohn Institute, July 1972.
- Raj, Des. The Design of Sample Surveys. New York: McGraw-Hill, 1972.
- Shaffer, Anatole and Specht, Harry. Training the Poor for New Careers. Walnut Creek, Calif.: Contra Costa Council of Community Services, n.d.
- Skalski, John M., and Baratta, Anthony N. Adult Skills Training Center: A Feasibility Study for the Board of Education of Perth Amboy, New Jersey. Perth Amboy: Board of Education, June 30, 1972.
- Slonim, Morris James. Sampling. New York: Simon and Schuster, 1966.
- Stahl, Glenn O. Public Personnel Administration. New York: Harper and Row, 1969.
- U.S. Bureau of Labor Statistics. Tomorrow's Manpower Needs. Washington, D.C.: U.S.G.P.O., 1969.
- U.S. Civil Service Commission. Adult Continuing Educational Opportunities: A Catalogue for Government Employees in the Washington Metropolitan Area. Washington, D.C.: U.S.G.P.O., 1972.
- _____. Examining for Jobs at the Lowest Levels. Bulletin #300-18. Washington, D.C.: April 29, 1968.
- _____. Investment for Tomorrow: A Report of the Presidential Task Force in Career Advancement. Washington, D.C.: U.S.G.P.O., 1967.
- U.S. Congress. Joint Economic Committee. Employment and Manpower Problems in the Cities: Implications of the Report of the National Advisory Commission on Civil Disorders. Washington, D.C.: U.S.G.P.O., September 1968.
- U.S. Department of Labor. Manpower Administration. Dictionary of Occupational Titles, 3d ed. Washington, D.C.: U.S.G.P.O., August 1969.

- U.S. Department of Labor. Manpower Administration. Public Service Careers Program: A General Description. Washington, D.C.: U.S.G.P.O., August 1969.
- Ward, Sharon K., and others. A Study of the Feasibility of a Health Occupations Career Mobility Program for Oklahoma. A Final Report. Stillwater: Division of Research, Planning and Evaluation, State Department of Education, March 1973.
- White, Les and Hamilton, Randy H. Community College Programs for Public Service Occupations. Berkeley, Calif.: Institute for Local Self Government, October 1969.
- White, Leslie R. New Careers in Local Government. Berkeley, Calif.: Institute for Local Self-Government, March 1969.
- Wiegman, Robert R. General Education in Occupational Education Programs Offered by Junior Colleges. Washington, D.C.: American Association of Junior Colleges, 1969.
- Wiley, Wretha, and Fine, Sidney A. A Systems Approach to New Careers: Two Papers. Kalamazoo, Mich.: W. E. Upjohn Institute, November 1969.

Other Sources

- Ferguson, L. G., and others. The Assessment of Business and Industry Needs. Phase II of Multi-County Assessment of Adult Needs Project (MAP). Waco, Texas: McLernnan Community College, 1975.
- Fine, Sidney A., and others. "Guidelines for the Design of New Careers." Staff paper for the W. E. Upjohn Institute. Kalamazoo, Mich.: 1967.
- Gould, Richard J. Guide to New Careers Programs. New York: New Careers Development Center, n.d.
- Jobs in Public Service. Job Family Series, 1975.
- Lewis, Wiley B. Review and Analysis of Curriculum for Occupations in Public Service. Information Series No. 29. Columbus, Ohio: Center for Vocational and Technical Education, November 1970.

National Center for Research in Vocational Education. Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A--Program Planning, Development, and Evaluation. Columbus, Ohio: Ohio State University, 1978.

National Civil Service League. Public Employment and the Disadvantaged: An Annotated Bibliography. Washington, D.C.: January 1970.

_____. Public Employment and the Disadvantaged: Case Studies. Washington, D.C.: 1969.

Rotella, Salvatore G. "College Education for Government Service." Unpublished paper presented at International Congress of Administrative Sciences, Rome, Italy, September 1971.

_____. "New Uses for the Study of Political Science." Paper presented at the annual meeting of the American Political Science Association, San Francisco, California, September 1975.

Schell, Mary Elizabeth. Career Orientation Secondary Level. Curriculum Bulletin #73CBM3. Houston Independent School District, 1973.

Sheppard, Harold L. The Nature of the Job Problem and the Role of New Public Service Employment. Kalamazoo, Mich.: Upjohn Institute for Employment Research, January 1969.

U.S. Office of Education. Pamphlet on Career Education, U.S.G.P.O., 1971.

Weagraff, Patrick J. "The National Socio-Economic Impact of Public Service Occupations." Paper presented at the National Conference on Vocational Education Public Service Occupations, Louisville, Kentucky, March 25, 1976.