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Initiating a work and family program for business and industry:  
A formative evaluation

Blair, Connie McSwain, Ph.D.

The Ohio State University, 1988

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UMI
INITIATING A WORK AND FAMILY PROGRAM FOR
BUSINESS AND INDUSTRY: A FORMATIVE EVALUATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the degree Doctor of Philosophy in the
Graduate School of The Ohio State University

By
Connie McSwain Blair, B.S., M.S.

* * * *

The Ohio State University
1988

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CHAPTER I
INTRODUCTION

Historically, home economists have been concerned with the knowledge and skills that were necessary for individuals to maintain a quality home and family life. At one time, the knowledge and skills needed to maintain a quality home and family life were passed down from generation to generation. This tradition changed with the industrial revolution in the 19th Century. Bell (1981) stated that prior to the industrial revolution, work whether it was a craft or agricultural in nature, was conducted in the household. This dual role in the home setting enabled males and females to share in the work and family responsibilities. However, as men left the home to work in factories, the roles became much more segregated by sex. Females were given responsibility for the care of the home and children, while men were responsible for earning an income. Thus, Bell (1981) contended that the division of labor which is considered to be normal today, is a result of the industrial revolution. As we enter the post-industrial society where information and service oriented activities are of major importance, we are beginning to see the merge of the male and female roles (Ferguson, 1980). This transition from the industrial to post-industrial age provides the
opportunity for the roles of both sexes to be less segregated, or more androgynous. Women may begin to gain more satisfaction from work outside the home, while males may begin to share in the nurturance of children and the care of the home. Although this time period presents opportunities for growth, there is also room for conflict of roles. Adequate care of children, ample participation in family leisure activities, and completion of household chores in dual career or single parent families are just a few of the areas that create conflict for families in our society (Honeywell, 1986).

There is a growing interest and recognition of the impact of family life on the workplace and vice versa. This recognition is viewed as appropriate by many family specialists (Galinsky, 1986; Kanter, 1977; Catalyst, 1984). The Economic Policy Council of the United Nations Association emphasized the relationship between work and family in a policy report by stating “Sound family relationships are of central importance to the ability of adults to make creative and productive contributions to society and to the healthy emotional and intellectual development of children” (1985, p. 49). While Toffler (1970) described the family as “society's great shock absorber” (p. 211), a place where a family member may return after a busy day filled with frustration and conflict.

What can be done to aid our families as they encounter these problems? Many experts have suggested preventative education as an approach to this problem. McKenry and Rudd (1982) believe that
coursework to aid individuals in understanding and coping with the conflict of roles they encounter is essential. They recommended courses on work and family conflicts at the postsecondary and higher education levels and provided suggestions for implementing courses at the secondary level. However, adults who have the responsibility for balancing work and family roles are often not found in the secondary or higher education classroom settings. Therefore, Vocational Home Economics in the State of Ohio expanded beyond the traditional secondary classroom to teach seminars for adults in the workplace. Twelve pilot sites selected through a proposal review process were awarded unit funding and adult regional consultant funding by the Ohio Department of Education. The pilot projects located throughout Ohio were notified of funding July 15, 1985; were oriented to the program and curriculum during July and August, 1985; and began development and promotion of the program September 1, 1985.

The Work and Family Program is a seminar or a series of seminars taught at the worksite by a home economist which provide information and skills on an aspect of combining work and family responsibilities. Employers purchase the seminar series as a benefit for their employees and employees attend the sessions on a voluntary basis, free of charge. The seminars, usually offered in one hour segments, are scheduled at a variety of times including, regular work hours, meal times, or prior to or following the end of
a work day. Seminars may be scheduled just once, or for a series of sessions, depending upon the preference of the coordinator and the business. In these seminars, employees discuss the difficulties involved in balancing work and family responsibilities and the problems resulting from those conflicting demands. The coordinator shares information and facilitates discussion in the seminars to assist employees in helping each other and themselves find solutions to their problems. Seminars are planned using the Balancing Work and Family Curriculum Guide (1982) developed by the Vocational Education Work and Family Institute and adopted by the Ohio Department of Education as the curriculum guide for this program. Appendix A contains the index to the curriculum guide which provides insight into the topics covered in the program. Several factors make this program unique including, the role required of the coordinator to market the program to the business and industry sector; the seminar participants, an employee; and the setting where the program is taught, the work site.

There are concerns from some educators as teachers move beyond the typical school environment into business and industry (Watts, D., 1980). Watts stated, "The knowledge, skills and abilities required to be an effective classroom teacher are specialized and specific to a particular setting and environment. To contend that these special professional competencies are appropriate for a wide range of situations is not defensible" (1980, p. 11). Other
educators disagreed with Watts' (1980) position stating the educational competencies are transferable to different settings (Blakely, 1975; Hanberry, 1975; Kreitlow, 1976). In fact, Taylor and Watts (1982) encouraged educators to expand educational offerings from the typical school setting to the home, community and workplace.

While most teaching competencies tend to be transferable, moving from the classroom to the business and industry sector to teach employees about balancing work and family roles will involve change for most coordinators. Differences in the age of the learners, new content to incorporate into meaningful lessons, and learning to market the program to corporations represents just a few of the changes Ohio's home economics teachers will be facing as they move into the work setting. Bringing about educational change is a difficult process in most school districts. Educational change involves the replacement of a program or practice with a better one, to enable educators to more effectively reach their goals (Fullan, 1982). However, it is often not clear at the outset if a change will actually result in a better practice or program. Thus, individuals experiencing change usually experience significant emotional turmoil, including feelings of loss, anxiety and uncertainty (Harris, 1975; Schon, 1971).

Change is further complicated when introduced into school systems because it requires significant individual commitment, and
yet, the change is often imposed on teachers rather than selected by them. But what does the implementation of educational change involve? Loucks, Newlove, and Hall (1975) stated that if change is to occur, the educator must have a knowledge of the processes required in bringing about educational change. While Fullan (1982) contended that three possible components are involved when implementing a new program: 1) new curriculum materials, 2) new teaching strategies, and 3) new beliefs. The changes made within these three components determine the outcome of change.

Vocational educators are particularly interested in the outcome of change. The funding of new and innovative projects as well as the financial support for program improvements have frequently been provided through federal legislation. The Work and Family Program is an example of curriculum change funded through vocational education which serves a new adult clientele in a different work setting. As federal resources have become more limited and legislators request more data to continue funding, formative data becomes a necessity to document the potential impact of a new program. Formative impact is the potential for change an innovation may have for individuals, organizations and society (Fullan, 1982). Thus, Fullan (1982) believes that the potential for change can be built into a program by meeting specific criteria.
Problem Statement and Research Questions

The purpose of this study was to determine the characteristics of the Work and Family Program as it was developed by home economists and implemented in the work setting. Therefore, the focus of this research was to conduct a formative evaluation of the Work and Family Program through a descriptive study of six pilot sites. The specific research questions were:

1. What were the characteristics of the communities which offered the Work and Family Program?
2. What were the characteristics of the coordinators who implemented the Work and Family Program?
3. What were the characteristics of the Work and Family Program which aided in its successful implementation?
4. What were the characteristics of the businesses and industries which contracted for the Work and Family Program?
5. What were the characteristics of the school districts which implemented the Work and Family Program?
6. What were the characteristics of the support services which aided in the implementation of the Work and Family Program?
Assumptions

The following assumptions were made for this study: The coordinators who participated in this study were honest in reporting their responses on the self-administered instruments. The coordinators and school administrators interviewed did not feel the need to fabricate or hold back information essential in explaining their perception of the situation. Should differences in social class, race, or sex between the researcher and person interviewed exist, they did not interfere with the interviewing process.

Limitations

The following limitations have been identified in this study: 1) the individual who served as the researcher was also employed by the Ohio Department of Education as the consultant for the program. This individual was responsible for monitoring and providing technical assistance for the Work and Family Program, and 2) after the six pilot sites had been selected one of the school districts failed to have a coordinator until three and one-half months into the project. This same coordinator became ill and was off work during the month of December. Data were collected from the supervisor, and thus there may be a difference in perspective.
### Definitions

For this study the following definitions of terms were used:

<table>
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<th>Term</th>
<th>Definition</th>
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<td>Adult Regional Consultant:</td>
<td>A type of funding provided by the Ohio Department of Education for 400 hours of promotion and development of a program, and in this case the Work and Family Program. Under this type of funding, the school district was reimbursed at the rate of $7.00 per hour for a total of $2800.00 during the fiscal year 1985-1986. In addition, the school district was eligible for hourly reimbursement for the seminars taught at the business sites (Ohio Department of Education, 1985).</td>
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<td>Development:</td>
<td>Embraces both the terms training and education and involves efforts at developing character, interpersonal skills, self-awareness, and other dimensions of personal growth and behavior (Peterfreund, 1976, p. 31).</td>
</tr>
<tr>
<td>Education:</td>
<td>The development of information, concepts and intellectual ability to enable an individual to analyze and solve occupational, societal and personal problems (Branscomb, 1975, pp. 226-227).</td>
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<tr>
<td>Educational Change:</td>
<td>The replacement of a program or practice with better ones with the purpose being to help schools accomplish their goals more effectively (Fullan 1982, p. 4).</td>
</tr>
<tr>
<td>Formative Impact:</td>
<td>The potential for change of an innovation on individuals, organizations and society (Hull, et al., 1983, pp. 2-3).</td>
</tr>
<tr>
<td>Innovation:</td>
<td>Any activity perceived as new by an adoption unit (Hull, 1984, p. 87).</td>
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**Summative Impact:**

The actual effects of an innovation on individuals, organizations, and society (Hull, et al., 1983, p. 2.)

**Unit Funding:**

A type of funding provided by the Ohio Department of Education which reimburses a school district for a portion of the expenses involved in the promotion, planning and teaching of the Work and Family Program. School districts which receive unit funding met certain requirements including attendance at Ohio Department of Education sponsored inservice meetings and utilization of the state adopted curriculum. Unit funding for fiscal year 1985-1986 was $16,200.00 for a minimum of 900 hours of combined coordination and instruction (Ohio Department of Education, 1985).

**Work and Family Relationship:**

The extent to which family life and employment affect each other directly and indirectly (Englebrecht, 1983, p.99).
CHAPTER II
REVIEW OF RELATED RESEARCH AND LITERATURE

This review of literature will examine the historical, yet mythical separation of the work and family sectors. It will highlight the research conducted on the work and family issues and the factors which are bringing attention to the interconnections. The need for educational programs to provide information and skills to assist adult family members in balancing their busy lives is addressed, while the difficulties in working with this audience are also discussed. Lastly, an examination of the factors which are involved in the implementation of a successful innovative educational program are analyzed.

Background on Work and Family Relationships

Historically it appears little interface was seen between the work setting and the family in the industrial society. Parsonian (1949) theory, one of the early social theories, treated these two institutions as separate entities, isolated from each other, operating with their own norms and roles. Their separation was viewed as essential for the smooth functioning of each institution and our society. However, Parsonian (1949) theory came under severe scrutiny in recent years, particularly from social scientists.
Kanter (1977) called the denial of the connections between the two sectors, as described in Parsonian (1949) theory, as a "myth of separate worlds" (p. 16). Myth was an appropriate term she felt, for it was not an untruth, but an unfounded belief or a denial of the facts. Kanter (1977) stated that by denying the connections between work and family, each institution could function and carry out their roles, without any consideration for the other.

Rodman and Safellos-Rothschild (1968) supported Kanter's (1977) position on the interconnections of work and family by stating:

Neither the business world nor the family world exists in a vacuum. Each is situated within a social and cultural context that contains the other, and for a fuller understanding, each should be examined in relation to its total context... (p. 313).

Thus, some researchers accepted the idea that there were links between the work and family sectors and began conducting research to examine those interrelationships (Mortimer and London, 1984).

Linkages Between Work and Family

Theoretical models on the linkages between work and family appeared in the literature in the mid-1960's. One of the earliest studies on the interdependence of work and family conducted by Rapoport and Rapoport (1965) suggested that "Cultural, social-structural and personal regularities interact to determine the ways in which work and family life affect each other" (p. 381).
They studied individuals who were simultaneously involved in two critical transitions in their life cycle, that of graduation from college and marriage. Their research suggested that each transition required certain tasks be accomplished, and that the pattern for dealing with the tasks affected later work and family interrelations. They further indicated that fitting the work and family patterns together was partly a matter of individual style that emerged as individuals encountered situations, rather than conformed to a predetermined pattern.

From the synthesis of several research studies, Kanter (1977) developed a process-oriented perspective to view the interrelationships of work and family. In this model, work norms and intimacy norms were present in both the work and family setting. She relayed that tasks must be accomplished in all families and that intimacy occurred in the occupational sector. Furthermore, it was impossible to separate these roles as belonging to different institutions since they occurred in any human system.

Schein (1978) developed a circular model to portray the interdependence of work and family issues. This model contained three major components, the self, the work/career involvement, and the family. The self represented the degree of involvement with self-development, which overlapped with the work/career involvement. The family could overlap in either or both areas of the self and work/career areas. In this model, Schein (1978) suggested that the
family and the work arenas were likely to involve extensive conflicts which necessitated adaptive behavior both in the work and family settings.

Empirical data relating the work and family perspective began appearing during the late 1960's. A 1966 study on the relationship of academic major, strength of self-concept and the number of times the individual changed majors, also asked college males if they felt occupational and family responsibilities interfered with each other (Adamek and Goudy, 1966). Affirmative responses were received from 40% of the males. In the same study, 70% of the males identified their family as their primary source of satisfaction.

In a study of 200 female university graduates and their husbands, Bailyn (1970) hypothesized that an educated woman's resolution of the "career-family" dilemma could not be determined without the knowledge of how the husband had resolved the issue. Bailyn (1970) confirmed her hypothesis and concluded that determining how men gave emphasis to their family and succeeded in their career may be important to the married woman's career resolution.

Culbert and Renshaw (1972) studied the outcome of a workshop designed to assist couples to cope with family and organizational stress. Subjects for the study were selected because of the travel required in the husband's position. The researchers concluded that the seminar seemed to 1) increase the problem solving resources of
the couple, 2) increased the couple's ability to cope with travel stress, and 3) produced changes which carried over into the other areas of organizational effectiveness, such as worker efficiency. They also concluded that the family and organization were interdependent and that joint issues needed to be addressed for progress to occur.

Some of the early studies which examined the work-family interface, did so by looking at the roles and stages in the family life cycle. The interaction of a man's occupation and family life cycle were the focus of a study by Oppenheimer (1974). Her findings suggested that the family life cycle produced a situation where men in their 40's and 50's had teenage children to maintain and educate. Families, especially those in the middle to lower income levels, found themselves economically disadvantaged at this stage of the life cycle, thus producing the "life cycle squeeze." The result of this situation was that many wives entered the workforce at this stage in the family life cycle.

Another study which looked at the relationships between work and family, did so from an analysis of the family as an energy and resource consuming unit. Golden (1975) studied families which had young children and concluded that when under stress, more energy was consumed by the family system than it received. This high level of energy usage caused the family system to go into a state of imbalance. Efforts to return the family system to a balance on a
long-term basis required major reorganization of the family or passage out of the infancy or pre-school age stage.

Thus, it appears that research was conducted on the interrelationships of work and family. However Portner (1978) reported that a large percentage of the research was conducted from the perspective of work's impact on the family. Kammerman (1979) expressed the opinion that this occurred because of the "overwhelming dominance of work on family life" (p. 633). In the following passages, research which examines the impact of work on the family will be reviewed.

**Work's Impact on Family Life**

Mortimer et al. (1984) provided a useful structure for examining the research conducted on the topic of work's impact on the family. Three categories were suggested for classifying the research including 1) socioeconomic resources, 2) time and spatial constraints, and 3) psychological effects. Mortimer's et al. (1984) classification will be utilized in discussing the literature in this section.

It is through work that most individuals earn the resources needed to sustain themselves and their families. The work roles family members engage in establishes their standard of living and social status, and therefore, most families are willing and do make concessions and adaptations to meet the demands of their work
(Piotrkowski, 1978). In addition to their standard of living, Kanter (1977) states that the money available for the family to live on can determine the tension level in the family and provides a source of power for the earner in the family. It has been documented that marital unhappiness is linked to a low income level (Kanter, 1977) while marginal employment and unemployment have been documented as having adverse effects on the family (Mortimer, 1984).

The second category, time and spatial constraints, have been the focus of much research, particularly for working parents. According to Keith and Schafer (1980) one of the most significant predictors of family strain was the total number of hours the husband spent at work each week. While Clark, Nye and Gecas (1978) found little relationship between the number of hours a man spent at work and the wife's marital satisfaction. They explained this contradiction by stating that a man who places high priority on his work also places priority on his marriage, thus making time for each in his schedule. However it appears that there are some limits to the amount of time which can be devoted to the career before the family relationship begins to deteriorate. Pleck and Rustad (1980) reported that working women were particularly stressed by inconvenient work hours. Shift work appears to be a problem for many families. Afternoon workers indicated that they didn't have opportunities to interact with their children, while night shift
workers reported marital difficulties (Mott, Mann, McLoughlin and Warwick (1965).

Literature on the psychological effects of the work role on family members are contained in the third category. Terms such as absorption, spillover, and carryover indicating that much of what occurs at work impacts on the family life are common in this category. Some family members are employed in jobs where there is little absorption and thus, it appears that the career and family life are kept fairly separate in those situations. However, other individuals find themselves highly involved in their careers, with much of their life revolving around the activities in their work (Wilmont, 1971). It is in this later situation of high absorption that "carryover" and "spillover" occur. Research has shown both negative and positive aspects of high job absorption. Heath, (1977) and Young and Wilmott (1973) reported that men in high management positions often had poor relations with their wives and children and were usually unavailable to meet family needs. Kanter (1977) suggests that unemployed wives of men highly involved with their job often found themselves involved in the busy role of executive wife, which could have many positive effects on the individual and the family.

Thus, research does substantiate linkages between work and the family, and as the previous section highlighted, the impact work has on the family. In the following section, research will be reviewed that focuses on the impact the family has had on the work sector.
Family's Impact on the Work Sector

It is only in recent years that the family has been viewed as impacting on the work sector (Kanter, 1977). Mortimer et al. (1984) proposes that the family impacts on the work sector in the following areas: 1) socialization of workers, 2) motivation for occupational attainment, and 3) the emotional condition of the workers.

In terms of socialization, Mortimer et al. (1984) suggests that it is the family that instills in children the work ethic and the values that make them good workers. This research also suggests that the family influences the types of jobs children prefer and actually obtain (Mortimer et al., 1984). In families where the mother works outside of the home, children are more accepting of non-traditional roles for the woman than children of non-working mothers (Hoffman and Nye, 1974).

Families are also influential in the occupational attainment of its members. Research suggests that economic need is a major motivation in seeking and succeeding in a job (Hoffman et al., 1974; Piotrkowski, 1978). Married men have been shown to have higher career achievement exhibited through socioeconomic attainment than single men (Mortimer, Lorence and Kumka, 1982), while a woman's career has been shown to revolve around marriage and the birth of children (Havens, 1973).

Emotional spillover from the family into the workforce has been documented and researched to some extent. Topics such as parental
guilt from leaving a child to enter the workforce (Galinsky, 1986), to the inability of married employees to concentrate and make good judgements because of family concerns (Honeywell, 1986) are typical of the research in this category. Recognition of the impact of the family on the workforce is also evident in the benefit plans companies are now offering to employees. Paid maternity leave, flexible work time, work-sharing, and child care subsidies are examples of policies and benefits tailored to the needs of today's families (Cooper, 1982).

Thus, research has been conducted which confirms that the family does impact and influence the individual and hence the activities which take place at work. In the following section, the factors which Catalyst (1984) identified as being responsible for bringing attention to the work and family interconnections will be addressed. These forces, including labor force participation, attitudinal changes toward family roles and responsibilities, and varied living arrangements reflect the many changes occurring in families lives and thus, their impact on individuals at work and at home.

**Labor Force Participation**

The increase in the number of working women, especially wives and mothers, since World War II has been well documented. In 1954, two-thirds of all women worked in the home rather than outside the home in the paid labor force (Catalyst, 1984). Those statistics
have changed dramatically, with 54.4% of all women today working in
the paid labor force, comprising 44.4% of the total work force
(United States Department of Labor, 1977; Ohio Bureau of Employment
Services, 1987). Further, 21 million mothers with children under
the age of 18 were in the labor force in 1987, and three of every
five children age 18 and under lived in a family where the mother
worked or was seeking employment (United States Department of Labor,
1987). The General Mills American Family Report 1980-81 (Harris,
1981) revealed that many families and particularly mothers, have
many needs and pressures as they try to balance work and family
activities. Sixty-three percent of the surveyed mothers in the
General Mills Study (Harris, 1981) said they did not have enough
time for themselves, while 86% of the women in the Honeywell Study
(1986) reported the same concern. Moreover, 52% of the family
members questioned in the General Mills Study (Harris, 1981)
reported that the trend of both parents working outside the home had
negative effects on the family, while 37% of the Honeywell (1986)
respondents reported family issues impacted on their ability to
achieve work and career goals. These studies indicate that our work
force is concerned about the dual roles they are assuming. William
Brock, Secretary of Labor, stated that American companies must
address the demographic changes that are occurring in the work force
and expressed his hope that we could improve our productivity
without destroying our greatest national resource, our families. He
called for a balance of the work and family life, stating it was of national concern. He also suggested that companies needed to be offering more support services to employees such as child and elder care and flexible benefit plans which could assist families to better cope with difficult situations (United States Department of Labor, 1987). The demographics of our work force have changed. Women constitute a significantly larger portion of the labor force, and are therefore, drawing more attention to the work and family issues.

Attitudinal Changes

Women in the industrial era assumed major responsibility for the care of the family and home, while men went to the workplace to earn a living (Bell, 1981). These stereotyped roles came to be viewed as the norm. However, the roles and attitudes of men and women are changing as we enter the post-industrial society. Men are beginning to assume more responsibility in the home, particularly in the area of child care. Russell (1982) found that men are more likely to be involved in the work of the home if both the man and woman have a philosophical commitment to the sharing of home responsibilities and the woman has a high potential for employment.

Women's attitudes about work are also shifting. Women are not only seeking economic gain for their work, but personal satisfaction seems to play a significant role in a woman's decision to work. The
Better Homes and Gardens (1981) research on "How is Work Affecting American Families?" reports that two-thirds of the women would continue to work, even if they became financially secure. Thus, there seems to be some shift in attitudes toward the division of responsibility for child care by men, while women appear to be gaining much personal satisfaction from their work outside the home.

**New Life-Styles**

Life-styles in America have also changed. The typical American family of employed father, homemaker mother and two children accounts for only 3.7% of all our nation's families (United States Department of Labor, 1987). Dual career families, single parent families and adults living alone away from other family members are on the increase, and will probably continue to increase in the future. These families have different needs, and thus, they lead different types of life-styles from families of the industrial era. In particular, they use their time and money in different ways (Mashick and Bane, 1980) and their need for information to assist them in coping with their life-style is increased (Catalyst, 1984). In this same report, Catalyst (1984) states that many family members indicate they need reliable information sources, but believe they have nowhere to turn.
Role of Education

The work setting appears to be a logical place to provide education to individuals on managing their work and family roles. It enables them to gain information without great inconvenience, for travel time is eliminated, child care, if necessary has already been arranged, and family time remains intact. Home economics professionals can play an active role in the education of employees to better manage their work and family lives, if they begin now to prepare individuals to work effectively in this new educational setting. Moving teachers into new settings may not be as easy as it sounds. According to a study by Pinto and Walker (1978) for the American Society of Training and Development, most individuals who work in business and industry providing education and training services do not have an educational background. In fact, Corrigan (1980) reports that most teachers are viewed by business and industry as removed from the "real world", while Pinto and Walker (1978) conclude that most teachers are viewed as lacking business management experience and human relations skills. Roth (1981) says that most teachers were not even given a chance to prove they were capable of working in the business and industry setting, and met rejection quickly. Thus, it appears if home economics educators concerned with balancing work and family roles are to reach employees in the work setting, they must develop credibility with management in the business and industry sector, and gain their commitment for education at the work place.
Asking home economics teachers to develop and promote the work and family program in the business sector will involve considerable change. According to Loucks, et al., (1975) the introduction of change is characteristic of our nation's educational system. Examples of major educational change include the open classroom, computer assisted instruction, and learning by objectives. Many of these innovations, especially those which were not highly successful, have made some educators skeptical of change (Loucks, et al., 1975). Many researchers including Fullan (1982) and Loucks, et al., (1983) believe that many of the educational changes recently introduced had merit, but it was often the lack of knowledge about the change and the process for its implementation that were unclear. According to Fullan, (1982) change occurs to an individual. Therefore, the individual must be clear about the expected change and the process to follow in bringing about its implementation.

**Educational Change**

It is just within the last twenty years that researchers began investigating the procedures for improving the educational change process (Fullan, 1982). Much of the research on change appears to be inconsistent and lacking in overall perspective (Berman, 1981). Berman (1981) has identified five reasons for the contradictory or "hodge-podge" of research evidence involving
educational change. First, different objectives in the studies examining educational change resulted in a variety of research methodologies, foci, and samples and thus, different results and interpretations of the data. Second, the conceptualization and measurement of the variables in the research were different which made it difficult to generalize findings. The levels of success varied among studies. Third, researchers conduct studies at different levels, and thus, the difference in the "unit" investigated make it difficult to make universal statements concerning results. Berman (1981) gives as an example the comparison of a teacher adopting or implementing a new program versus the same implementation at a school district level. He contends this data is not comparable. Fourth, selection by the researcher of an incorrect statistical analysis will result in inaccurate findings. One of the most common errors according to Berman (1981) is the selection of analysis of process for analysis of variation. These two types of analysis lead to different inferences and thus, the findings are inaccurate. Finally, the disparity in the research may reflect the actual status of the educational world and may not be the result of poor research methodology. Regardless of the reason, inconsistent and contradictory findings on the process involved in educational change are the result.
In order to bring some understanding to the research on educational change, House (1981) suggested three perspectives to view the process. The three perspectives were the technical view, the political view and cultural view. Depending upon the perspective selected to view the process, different questions and foci emerge.

Educators who believe in the technological view of change believe that "education is technical and educators are technicians" (Loucks, et al., 1983). In order to bring about change, this theory holds that the teacher must be taught to use different or better techniques. At the core of this theory is the innovation itself and how well it is developed.

In the political context, an innovation cannot be viewed by itself, but must be considered in relation to the organization in which it will be implemented. The people and events which occur in the setting influence the innovation and thus, the innovation is often changed or shaped to meet the values and goals of the group in that particular setting. The organizational factors impacting on the innovation are of utmost importance in the political context.

The cultural view looks at how an innovation impacts on the people in the school as well as on the school's organization. Identification of what is occurring to the people and school when an innovative activity is undertaken receives attention in the cultural perspective.
Thus, contradictory and inconclusive evidence is provided from research on the implementation of new curricular programs. The inconsistencies occur according to House (1981) because of differing philosophies, that is the technical, cultural and political.

However, Fullan (1982) takes a broader stance than described by Loucks, et al., (1983) when discussing new program implementation in education. Fullan (1982) states that because we know why a program has failed, does not necessarily mean that we know how to make it succeed. He took the stance that implementing any new program involved educational change and set out to review the literature which identified how to successfully bring about educational change. Fullan (1982) acknowledges the complexity of change including the historical, political and personality variables at each setting, however he believes that there are at least fourteen variables which if met, can aid in bringing about educational change. The fourteen variables identified by Fullan (1982) that assist in bringing about new educational practices will be discussed in the following sections.

Need

Research indicates that an identified or unmet need must form the basis for new educational practices. Fullan (1982) states that educational innovations are often attempted without examination of whether they address a specific and prioritized need.
It appears that we are just beginning to unearth the evidence of intertwinement of the work and family systems, and thus, the need for preventative education for balancing these roles. Problems such as locating quality child care and balancing home and work responsibilities have been linked to productivity on the job and make them viable topics for managers as well as employees in business (Galinsky, 1986; Honeywell, 1986). Fernandes' (World of Work Report, 1985) study on 5,000 of American Telephone and Telegraph Communications employees found that educational programs for supervisors were essential if they were to effectively deal with family issues in the workplace. To accomplish this, competent professionals are needed. Paolucci (1982) and Felstehausen (1986) state that home economics educators must lead the way in helping people to rethink work and family issues and encourages home economists to develop professionals who are responsive to family needs in a variety of organizational settings.

Clarity

Clarity of goals and the means for implementation is the second factor identified by Fullan (1982) as essential in bringing about educational change. Gross' (1971) research supports Fullan when it suggests individuals must be clear about the change if it is to be effectively implemented, while Berman and McLaughlin (1979) found in surveying teachers about innovations that effective implementation of an innovation was correlated to specific goals.
Complexity

When trying to bring about educational change, it appears necessary to analyze the difficulty or complexity of the roles required of the individuals in the setting. The difficulty or complexity in working through an innovation is inherent in each individual's skills, beliefs, values, and utilization of the materials provided to proceed through the change (Fullan, 1982). Berman, et al., (1979) found that teachers involved in "ambitious" projects, although they may have achieved less percentage wise of the program goals, usually made more changes than teachers involved in less ambitious projects.

According to Roth (1981), moving from the secondary classroom to working with adults in business and industry is a difficult and complex task for most educators. He states most teachers lack credibility in business and industry because they have little knowledge or experience in business; they lack business jargon; and also have little experience in working as a team member which is common in business and industry. Corrigan (1980) presents views similar to Roth (1981) stating that although most K-12 educators have the necessary skills to work in the human resource development area of business and industry, they need help in "bridging the gap" so that they appear credible. Reece (1985) and Felstehausen (1986) recognize the importance of the adult audience in education and believe more emphasis must be placed on the selection and training of educators for this particular group.
Quality and Practicality

The fourth variable which impacts on the implementation of a change in an educational setting is the quality and practicality of the materials or products (Fullan, 1982). An evaluation conducted by Emrick and Peterson (1978, p. 73) of the National Diffusion Network (NDN) found that materials must be "...complete, well organized, comprehensive and detailed... and include 'how to' procedures."

School District Variables

The next six variables Fullan (1982) identifies as instrumental in determining if an educational change will be effective, focus on the setting in which the people work, or in this instance, the school district level. Characteristics which must be analyzed at the school district level when considering educational change include: 1. history of innovative attempts; 2. adoption process; 3. central administrative support and involvement; 4. staff development approaches; 5. timeline and information systems; and 6. board/community characteristics.

History of Innovation

To determine if a change is likely to occur, Fullan (1982) suggests a look to the past to determine the school district's record of innovative attempts. Sarenson's (1971) research found
that educational changes (i.e., open classroom) which were not highly implemented, promoted feelings of frustration and disillusionment in teachers and resulted in apathy and cynicism toward future projects and innovations. McLaughlin and Marsh (1978) state that a school "...district can develop an incapacity for change as well as a capacity for it."

The Adoption Process

Teachers and principals are more likely to implement a change, such as a new curriculum, when there is serious commitment and follow-up by the school district administrators (Fullan, 1982). Berman and McLaughlin (1978) found that serious commitment to the teacher and principal meant that the school district provided adequate support service such as time and money throughout the implementation process. "Bureaucratic" decisions were less likely to be taken seriously by school personnel.

District Administrative Support

For educational change to occur, it must have key administrative support (Fullan, 1982). The administrator establishes the environment and manages the resources so that the educational change process can occur. Rosenblum and Louis (1979) report that for change to occur district-wide, superintendent support is highly correlated with implementation while teacher autonomy inhibited implementation.
Staff Development

Research supports the importance of staff development in helping educational change to occur, particularly in the areas of new knowledge, skills, and attitudes (Fullan, 1982). However, Rosenblum, et al., (1979) report the ineffectiveness of one-time workshops. They report the necessity for follow-up and technical support to workshop participants for implementation to occur. Lortie (1975) found that teachers believe they learn best from other teachers however, the opportunity to share expertise appears to be limited according to most teachers. External assistance was also viewed as helpful by teachers if it is concrete and practical (McLaughlin, et al., 1978).

Timeline and Information Systems

Realistic timelines for implementing educational change should be established for all projects (Fullan, 1982). Timelines should be adequate so that the work can be accomplished in a reasonable amount of time (Charters and Pellegrin, 1979). Open-ended timelines can promote procrastination and often result in disorganized projects. Therefore, it is important to establish goals and timelines for implementation of a change and to determine what data will be needed for analyzing the process and when it will be collected. Research has linked school improvement to adequate knowledge of the problems which existed during the implementation process (Edmonds, 1979).
Community Characteristics

The climate in the community is important when planning and implementing a change in the educational system (Fullan, 1982). Innovation has been related to a positive school-community relationship (Corwin, 1973) while other researchers have documented problems when a school tried to implement a change which the community was unwilling to accept (Smith and Keith, 1971; Gold and Miles, 1981).

School Variables

The next three variables Fullan (1982) describes as important in the implementation of change in an educational system are located within the school district at the local level. The role of the principal, teacher-teacher relationships, and teacher characteristics and orientations will be discussed in the next section.

Role of the Principal

The research on innovation indicates the importance of the active role of the principal in bringing about educational change (Fullan, 1982; Berman, et al., 1977). However, the research also indicates that most principals do not become involved in instructional leadership roles (Berman, et al., 1977). In fact,
most teachers view their principal as an administrator rather than as an instructional leader (Berman, et al., 1978). Teachers do view the involvement of the principal in a training workshop as a sign of support (Berman, et al., 1978).

Teacher-Teacher Relationships

The quality of teacher relations is highly related to implementation (Berman, et al., 1978; Rosenblum, et al., 1979). This is believed to be so because teacher change involves resocialization, and personal contact is a key to gaining the support, encouragement and help needed throughout the change process (Little, 1981).

Teacher Characteristics and Orientation

It is often assumed that the number of years a teacher has taught and their educational level are important when looking at effective change. However, the research on these variables are mixed (Fullan, 1982). The evidence does support, however, one teacher characteristic related to change, teacher sense of efficacy (Berman, et al., 1977). Reported in the Rand change agent study, Berman, et al., (1977) found a positive relationship between teacher efficacy and the number of goals achieved and student performance.
External Factors

The last characteristic viewed as important by Fullan (1982) when studying educational change are factors external to the school district. State and federal government are common sources of external assistance to school districts. Louis and Rosenblum (1981) conclude that the amount of external assistance is not related to implementation. However, Fullan (1982) suggests that when outside assistance is provided in consideration with the local factors, this does influence implementation.

In summary, the variables described by Fullan (1982) can be used to direct the process of educational change. They can serve as the basis for planning, carrying out and evaluating the change process. It should be noted that Fullan (1982) warns educators to view the variables collectively rather than individually. He also states that this work should give educators hope, for it points out that beneficial educational change can be brought about with time, resources and persistence.

Hull, Adams and Bragg, (1983) researchers at the National Center for Research in Vocational Education were concerned about the substantial expenditure for new programs and products in the educational community realizing that the impact of these innovations were not known in many cases. They also realized that funds for the development of new products were scarce, and thus, the importance of knowing if a product made a difference. They attempted to remedy
this situation by identifying the criteria necessary for creating impact in vocational education programs. They identified sixteen criteria, organized into five stages, if met, enhanced the potential of an innovation or research and development product of making an impact. In this research, the terms product and innovation were used synonymously with any idea perceived by the adopting unit as new, or considered to be an innovation. Thus, as defined in this study, a product could be a variety of things including a curriculum guide, a research publication, a workshop, or personal assistance provided upon request to a teacher. Hull, et al., (1983) contends that impact potential can be infused into an innovation if the criteria and guidelines identified in the formative stages of the study are met.

The product improvement, or the formative stages are development, distribution, implementation and utilization. In the formative stages, if all criteria are met, there will be more summative impact or effect in the fifth and last stage. However, because impact occurs in all stages, and further, because data is often needed to justify the existence of a new program, formative impact, or the potential for change receives serious attention in Hull's, et al., (1983) research. The following sections provide detailed information on Hull's, et al., (1983) formative stage model using vocational education programs as examples.
**Formative Stage Model**

**Development Stage—Formative Impact**

In this stage, a product is developed, tested and perfected for distribution. Throughout the product development stage, constant testing and revision are completed so that a product which is of high quality and is usable by the intended audience is developed.

**Systematic Development**

The development of an innovative product should be conducted through systematic steps. Hull, et al., (1983) ideally calls for an assessment to determine if a need actually exists for a product. A review of the literature is then conducted to gather information related to the problem and to determine if products have already been developed. Building on prior work rather than duplicating previous efforts is of essence. After the product has been designed from the appropriate theories as well as ideas contributed from potential users, testing and revision occur.

Dissemination of the product, assisting individuals to use the product and evaluation of user satisfaction are all included in the systematic development stage. The literature supports Hull's et al., (1983) call for systematic development of an innovation. Rosenberg (1982) and Havelock and Linquist (1980) are just a few of the researchers who have developed models which focus on systematic development process.
It will be critical therefore as the Work and Family Program is developed in Ohio to assure that it evolves through a systematic process. Determination of products already in existence which could be used or adapted to Ohio's needs would eliminate duplication of efforts and reduce the costs of starting a new program. Furthermore, as the pilot program proceeds, ideas from the coordinator and administrators concerning program revisions should be documented and evaluated for later use.

**High Quality**

The quality of a product is important when predicting its impact (Louis, Rosenblum and Molitor, 1981). Hull, Adams and Bragg (1984, p. 77) define quality as the "...relevance of the product to the situation and the degree to which it is a new way of doing things". If a product has been systematically developed, a high quality product should result. The high quality innovation as discussed by Hull, et al., (1983) must reflect scholarship; usefulness; communicability; marketability and equity.

**Scholarship** - Is reflected in a product if it is systematically developed and researched and includes accurate, up-to-date information on the subject matter. Complete bibliographic references for individuals who desire more information are also to be included in a high quality product.
Usefulness - A product must be easy and practical to use and relevant to the user's needs. Products which are adaptable to different audiences and settings are considered more useful.

Communicability - The product should be easy to read with correct grammar and a logical flow to the ideas presented. Consistency in the format with overviews and summaries to aid reader understanding are also an important part of communicability.

Marketability - An interesting title and a professional appearance aid a product's marketability. In addition a product which is not too long or too short increases marketability.

Equity - The product should be free of sexual and social biases. A concerted effort should be made to avoid stereotypical language, pictures, and examples throughout the product. Hull, et al., (1983) states that if resources are limited and the need is great, quality of the product may be sacrificed. The needs assessment should be useful in determining the need for the product and thus, the standards that will be set for the product can be defined early in the process.

User Orientation

Hull, et al., (1983) suggests that the audience to which a product is geared be involved in the design, testing and use of the innovation. This supports Sieber's (1981) research that found school personnel were more likely to use a product when it contained
desired information. If a user is involved in the critical first stages, the product will more likely contain the desired information in a usable format. Product developers should be careful to identify the primary as well as other relevant audience for the innovation and keep these user needs and values in mind during the development phase.

Distribution-Formative Stage

In the distribution phase, the goal is to disseminate the innovative product to the primary audience, and encourage its acceptance among product users. Three criteria are included in the distribution phase, strategic dissemination, multiple channels, and widespread dissemination.

Strategic Dissemination

The strategies used for disseminating the innovative product should be cost effective and be grounded in knowledge of the potential user, the contextual factors at the site, and the product. Information should be collected on the characteristics of the likely user of the product and on products already in the market designed to meet the potential user needs. Determination of how the product is different or better than those currently on the market should aid in marketing the product. The goal of the marketing would be to promote acceptance and ownership among key members of the primary
audience. When possible the product should be introduced to coincide or compliment an ongoing activity or event to encourage its acceptance. Different types of products require different dissemination strategies. Knowledge of the product and its users aid in the planning of appropriate dissemination strategies.

**Multiple Channels**

Utilization of a variety of channels to disseminate information about a new product and to create awareness and interest in the product is highly recommended by Hull, et al., (1983). The purchase of a new product is more likely if individuals learn of the innovation through several different sources. In addition to the broad marketing approach, personal contacts through workshops and demonstrations to encourage product use and adoption also seem helpful. If users believe product developers are interested in feedback about the product, this also encourages use and feeling of ownership for the product. However Hull, et al., (1983) notes that the use of multiple channels to promote products can result in resources being "spread too thin" and encourages caution in this area. The use of multiple channels to promote a product is repeated throughout the literature including work by Rogers (1962); the Dissemination Analysis Group (1976); and by Havelock and Linquist (1980).
Widespread Dissemination

Hull, et al., (1983) encourages the dissemination of the innovation to all potential users, especially individuals in a variety of geographical locations, settings and roles. The tendency is to disseminate a product only to the group who supported its development. While it is of utmost importance to reach the primary audience about the product, secondary or related audiences can increase awareness of how the product can be used in other ways and in different settings. Hull, et al., (1983) warns that product developers have an obligation to explain product specifications so that it can be used properly and effectively in the new setting. The concept of widespread dissemination is based on the work of the Dissemination Analysis Group (1976) and has been sanctioned by professionals involved in educational dissemination.

Several of the factors Hull, et al., (1983; 1984) identified as critical in the distribution stage of product development has impact for the Work and Family Program in Ohio. Specifically, the advice to determine the primary users of the product, and in this case the type of employer which is likely to purchase the seminars, will be a primary focus of this research. The belief that the product should compliment ongoing activities, indicates that the coordinator must know their audience and determine how the Work and Family Program meets the goals of the employer. Finally, the suggestion that a variety of channels be used to inform potential users of the new
produce Indicates that the coordinators must utilize a variety of techniques as they go about marketing the program to the business and industry sector. Thus, when analyzing or evaluating an innovative program it would be important to assess the primary users of the product, determine if the program compliments ongoing activities in the business, encourage coordinators to become knowledgeable of their program audience, and assist coordinators in effectively developing and implementing a variety of marketing strategies.

Implementation Stage-Formative Impact

Implementation is described by Hull, et al., (1983) as the stage between being aware of the innovation and actually utilizing the product. Most organizations must determine how a new product meets their unique needs before deciding to utilize a product.

Selective Implementation

Many innovations do not meet the exact needs of each individual institution. In those situations, adaptation in both the product and the adoption site should be encouraged. Berman, et al., (1978) in studying exemplary programs authorized under the 1968 Vocational Amendments found that a product will very likely be modified during the implementation phase. One method to encourage implementation of an innovation is to provide assistance in adapting a product to
programs and structures already in place in an institution.

Encouraging only a few individuals in a site to implement a product or, limiting the number of innovations introduced at one time are other strategies of selective implementation which have been successful when introducing new products. However, Hull, et al. (1983) suggests that selective changes in a product be closely monitored so that an innovation does not lose its value.

**Support Systems**

Providing product users with the support necessary to use the innovation is essential during implementation. Support systems connect the product user with the people, information, physical resources or financial resources needed to effectively use the product. Researchers such as Berman and Pauley (1975) and Gross, Giaquinta and Bernstein (1971) substantiate the need for teachers to have the time, materials, space and equipment when implementing a new product, while Fullan and Promfret (1977) call for intensive inservice training.

**Cost Feasibility**

Institutions need to know the cost factors involved when adopting an innovation (Hull, et al., 1983). Costs in terms of personnel, supplies, equipment and space should be determined prior to implementing a program. Since many institutions implement only a
portion of an innovation, costs for various components should also be determined by product developers. Realistic cost estimates assist school districts in successfully implementing an innovation. Hull, Adams and Bragg (1981) provides an example of when costs were not realistically determined and the outcome on an innovative project. They describe an instance when a product was being developed for a special needs population. Due to unrealistic cost estimates, funds for hiring personnel and for inservicing of staff were unavailable and thus, only one major goal of the project was achieved.

The implementation stage identified by Hull, et al., (1983; 1984) has implications for the work and family research project. The Ohio Department of Education should be alert for ways to assist school districts in adapting the program to be successful in each locality, without losing the focus of the program. Adaptations may be appropriate in marketing techniques, seminar settings, or topics for the seminars, to identify just a few possibilities. Documenting the staffing needs and support services needed to keep the program operating will also be an essential part of this study. School districts implementing this program in the future should have an idea of the financial support and services they will need to provide to make the program a success.
Utilization—Formative Stage

Prior to making any claim about effect, a product must be utilized. The degree of utilization as well as the adaptation of the innovation varies from setting to setting and therefore, the expectations for the product should also be adjusted. The utilization stage contains three criteria including multiple patterns, integrated utilization, and time on task.

Multiple Patterns of Use

Developers of a product can never anticipate all the ways in which a product will be utilized. Product users have different goals to achieve, and work in diverse settings under a variety of conditions. Therefore, it is not uncommon to see multiple patterns of use for a product. Hall, Loucks, Ruthelord, and Newlon (1975) states that there will be variation in the usage pattern of product because the adoption of a product is made by individuals who demonstrate wide variation in the type and the degree of use for a product.

Integrated Utilization

Widespread use of an innovation in an organization may take considerable time and Hull, et al., (1983) warn evaluators not to expect too much too soon. To speed up the institutionalization of the innovation, Crandall, Bauchner, Loucks and Schmidt (1982) say
there must be the recognition of the importance of the innovation to an individual's professional life, while Sieber (1981) recognizes the importance of internalization or ownership of the innovation by an individual.

**Time on Task**

The degree to which an innovation will have impact is directly related to the time spent using the innovation (Hull, et al., 1983). If product developers desire for users to incorporate the innovation into their everyday practice, frequent use over an extended period of time appears to be necessary. Crandall, et al., (1982) found that teachers were most likely to change a practice if they spent classroom time on the new practice, while Fisher, Filby, Marbiave, Cohen, Dishaw, Moore and Berliner (1978) found that student achievement was related to the amount of time spent on a subject. Thus, it appears an innovation needs to be used often, over a lengthy time period before it can be considered to be utilized.

Hull's, et al., (1983; 1984) model identified several factors as critical during the utilization stage which have direct application to this home economics program. His warning that the implementation of this product would take time, should be heeded. Expectations established for the number of seminars sold and taught by a coordinator during the pilot project and into the first three years of funding should be attainable. Secondly, the comment that
ownership of an innovation would increase the usage of the product, has implications for the coordinators of the program. Techniques must be utilized to assist the coordinators in gaining a sense of responsibility for and ownership of the new program. Finally, encouraging the coordinators to establish goals and to stay on task in developing and implementing the program will lead to greater product use and in this case result in a more successful program. Thus, when implementing an innovative program the following factors should be addressed including the establishment of reasonable expectations for program planning and development, encouragement to the coordinators to assume ownership of the program, and finally the development of goals by the coordinator for the program to assist them in staying on task.

Hull's, et al., (1983) report was written to assist researchers and educational administrators to increase the impact of a research and development product on their programs. He felt that by identifying the criteria for a successful innovation, educators could build those components into their products thus being more assured that their innovation would make an impact.

Summary

Each day more American families join the ranks of the dual-career, single parent or dislocated family. At one time these families may have gained support and assistance from extended family
members, but this is not a viable option for many individuals today. These new life-styles bring new demands and increased stress for each individual involved.

Home economists, who have historically focused on the family, are encouraging employers to recognize the interface of family and work problems and to take a proactive stance. They are proposing the implementation of classes into the work setting which will better enable individuals to balance their work and family responsibilities. However, adult classes at the work site entails drastic change for most home economists.

Introductory, innovative educational programs create change. While authors have suggested steps to follow to enhance the implementation of the innovative programs, little research has been conducted to substantiate these ideas. No research was found that assessed the implementation of innovative adult programs in work and family located at the work site.

This review has provided an indepth look at the numerous steps which must be carefully carried out when implementing a new program. It also points out the difficulty in successfully completing those steps and the lack of research which has been conducted on home economists carrying out such a program in the workplace. On the basis of this review, it would seem that data concerning the implementation of a program offered at the work site to aid employees in balancing work and family is needed.
CHAPTER III
METHODOLOGY

The purpose of this study was to determine the characteristics of the Work and Family Program as it was developed by home economists and implemented in the work setting. The Work and Family Program was initiated and supported by the Ohio Department of Education in fiscal year 1985-86. A comparison of the characteristics of six pilot programs as they implemented this innovative program, based upon their funding type was the primary focus of this study.

Research Design

This study was descriptive in design, utilizing both quantitative and qualitative data to examine the six pilot sites implementing the Work and Family Program. Data were collected through surveys, interviews and observations.

A formative evaluation using a process strategy was designed to focus on the Work and Family Program strengths and weaknesses. According to Hull, et al., (1983) formative evaluation can provide data on the potential for change from an innovation, prior to its completion. Thus, formative assessment can be a valuable tool when
seeking financial support for a project or when trying to monitor a program's growth and development.

The process focus of this evaluation indicated that the researcher was more interested in the procedures which the six sites went through to produce their particular results rather than looking at a particular product or outcome. Patton (1980) described process evaluations as "developmental, descriptive, continuous, flexible and inductive" (p. 60). Therefore in this study, the researcher was seeking information and explanations for the success, failure, or changes in the Work and Family Program. Understanding the dynamics of the program so that its successes could be replicated in coming years was the ultimate goal.

In order to accomplish the purpose of this research, a descriptive design was implemented. The following questions were addressed in this study:

1. What were the characteristics of the community which offered the Work and Family Program in terms of:
   a. population
   b. rate of growth of the city
   c. geographic location within the state
   d. identification of postsecondary, adult, higher education institutions or independent organizations in the community providing similar course offerings to this program
e. types and stability of business and industry in the community
f. unique characteristics of the community which impacted on the Work and Family Program.

2. What were the characteristics of the coordinators who implemented the Work and Family Program in terms of:
   a. date hired and actual starting date
   b. educational background
   c. teaching experience
d. title of position
e. hours hired to work weekly
f. actual number of hours worked weekly
g. activities during an average work week
h. techniques used to understand the curriculum guide
i. preparation hours for an employee seminar
j. perception of skills needed to implement the program
k. strategies useful in working with adult audiences
l. perception of difficulty in implementing the program
m. ability of coordinator to network with other pilot sites implementing the program
n. coordinators' perceptions of personal benefits gained by working on this program
o. coordinators' participation in Ohio Department of Education inservice activities
p. techniques utilized by coordinator to keep school administrators informed of program progress
q. coordinators' perceptions of input into the decision making process for the program
r. local constraints which impinged upon the program as perceived by the coordinator

3. What were the characteristics of the Work and Family Program which aided in its successful implementation in terms of:
   a. clarity of the goals for the program
   b. coordinators' perceptions of the quality of the curriculum guide
   c. marketing strategies utilized locally to promote the program
   d. marketing contacts versus employer contracts for the program
   e. marketing strategies perceived as useful for the program
   f. price structure for the program
   g. school district support for the program

4. What were the characteristics of the businesses and industries which contracted for the Work and Family Program in terms of:
a. nature of the business or industry

b. number of employees in the business or industry

c. percentage of male and female employees

d. percentage of minority employees

e. marital status of employees

f. percentage of management employees versus staff or blue collar workers

g. percentage of employees with children

h. percentage of employees who were union members

i. percentage of male and female employees who participated in seminars

j. educational level of seminar participants

k. topics of sessions offered at the businesses or industries

l. number and length of sessions offered

m. percentage of minority participants in the sessions

n. time of day when sessions were offered

o. percentage of the employers budget which was spent on employee development

p. strategies used to assist employees to be more productive other than the seminars

q. identification by the employers of major family issues impacting on employees

r. prior utilization of the educational services of the local vocational-technical center by the employers
s. identification of the information which was useful to employers establishing trust with the innovative program
t. identification of the title, position, and department of the individual who made the decision to purchase the seminars

5. What were the characteristics of the school district which implemented the Work and Family Program in terms of:
a. school districts' history of innovative educational programming
b. administrators' perceptions of the adoption procedure for the program
c. administrators' perceptions of the attitude toward the program
d. support provided by the school district for the program.

6. What were the characteristics of the support services which aided in the implementation of the Work and Family Program in terms of:
a. coordinators' perceptions of the support they received from their school district for the program
b. coordinators' perceptions of the support they received
from the Department of Education for implementing the program

c. coordinators perceptions and evaluations of Ohio Department of Education inservice sessions for the program

d. coordinators and administrators perceptions of funding provided by the Ohio Department of Education for the implementation of the program.

Population

The population for this study was twelve pilot sites selected through a proposal review process. Proposals were reviewed by Ohio Department of Education personnel in June, and all applicants were notified of the status of the request on July 15, 1985. The twelve pilot sites were located in urban and suburban areas throughout Ohio. The sample for the study was six sites purposely selected from the twelve. The major distinction among the six sites was their method of funding. Three sites were awarded unit funding and therefore received $16,200.00 toward the costs incurred for the promotion, development and teaching of the Work and Family Program. The other three sites funded under adult regional consultant monies received $2,800 for 400 hours of promotion and development of the Work and Family Program. In addition, they were permitted to apply
for hourly funds to recover partial costs of the coordinators salary
for the hours involved in teaching the seminars. The sample
represents four geographic regions in the state including northeast
(N=3), southeast (N=1), northwest (N=1), and central (N=1).

Instrumentation

To obtain the data which were necessary to accomplish the
objectives of this study, four questionnaires, two interview guides
and one observation checklist were developed (See Table 1). The
coordinators and administrators from the six sites provided the data
for the study. The coordinators completed the Program Profile,
Coordinator Profile, Community Profile and Monthly Reports. The
administrators were interviewed and answered questions from the
School District Profile. The Observation Checklist was utilized at
all site visits, and on interviews with the coordinators at
inservice sessions. Data collected from these instruments provided
a profile of this sample. Variables examined in this study are
based on Fullan's (1982) and Hull's, et al., (1983; 1984) research
as reviewed in chapter two. A brief description of each instrument
used to collect data for the study follows:

Community Profile

Based upon the premise that the community environment was
influential on the implementation rate for the Work and Family
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Business and Industry Contract Reporting Form and Interview Guide</th>
<th>Community Profile</th>
<th>Coordinator Profile</th>
<th>Monthly Report</th>
<th>Observation Checklist</th>
<th>Program Profile</th>
<th>School District Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question 1: What were the characteristics of the community which offered the Work and Family Program?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Question 2: What were the characteristics of the coordinators who implemented the Work and Family Program?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Question 3: What were the characteristics of the Work and Family Program which aided in its successful implementation?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Question 4: What were the characteristics of the businesses and industries which contracted for the Work and Family</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Question 5: What were the characteristics of the school district which implemented the Work and Family Program?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Research Question 6: What were the characteristics of the support services which aided in the implementation of the Work and Family Program?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Program, information was gathered on the socio-economic status of the six pilot site communities. The unemployment rate for the community, major industries in the area, and the forecast for their growth, as well as data on individuals and organizations offering programs similar to the Work and Family Program was obtained. This instrument was validated by administrators knowledgeable in the adult education field prior to its usage. See Appendix B for a copy of this instrument.

Coordinator Profile

The first section of the Coordinator Profile contained educational and professional background questions. It explored how the teacher learned about the program, what inservice activities they attended, and their perception of their networking abilities with the other pilot sites. Identification of the support services viewed by teachers as critical to the successful implementation of the program were also addressed in this instrument. Coordinator perceptions of the support provided from both the local and state levels were also addressed in this instrument. This profile is located in Appendix B.

Program Profile

In an effort to determine the distinguishing characteristics which enabled the work site seminars to be successfully implemented,
coordinators were questioned on their perceptions of a variety of program components. Questions on marketing strategies and program development formed the basis of this survey. A review procedure for the questionnaire by adult education administrators enabled the investigator to clarify and revise the questionnaire prior to its usage. A copy of this questionnaire is located in Appendix B.

**Business and Industry Contract Reporting Form and Interview Guide**

A profile of the employers, that is, the business or industry which contracted for a work site program was collected by the work and family coordinators. It was hoped that a distinguishable profile would emerge from the data so that marketing activities for the program could be further refined. Through this interview, information concerning the number of total employees, the type of industry, the title of the individual responsible for purchasing the program and a description of the employees attending the seminars including the type of position held, sex and marital status were collected. The semi-structured interview guide was reviewed by educators and field tested prior to its implementation. This interview guide is located in Appendix B.

**School District Profile**

School district administrators are responsible for establishing priorities for the year, especially those dealing with monetary
matters. Based on the leadership exhibited at the district administrative level, principals and teachers set priorities, which can often make the difference between successful and mediocre program implementation. Thus, it appeared important to determine how the administrators in the six pilot sites viewed the work and family program. The School District Profile was designed as a semi-structured interview guide and included questions on the district's history of innovative adult curricular programming, the adoption process for the program, and the local support which was provided to the program. The guide was evaluated by education administrators prior to its usage at the pilot sites. See Appendix B for the School District Profile.

**Monthly Reports**

The researcher visited each site once during the pilot study. To maintain closer contact, the coordinators also completed a Monthly Report to highlight their activities and accomplishments. In this Monthly Report coordinators identified how time was utilized, listed contracts that had been signed, seminars presented and summarized participant evaluations of the seminars. See Appendix B for the Monthly Report.

**Observation Checklist**

The researcher completed an observation checklist at the close of each site visitation. This checklist assisted the researcher in
maintaining a broad perspective on the progress made at each pilot site. It also enabled the researcher to focus on specific variables which may have been forgotten if a list were not available for review. This checklist served as a verification of the information submitted on the Monthly Report. This instrument was validated by administrators prior to its usage in the field. The Observation Checklist is located in Appendix B.

Data Collection and Analysis

Funding for this program began July 1, 1985, although the pilot sites were not notified of their proposal's acceptance until July 15, 1985. The first inservice to orient administrators and coordinators to the program was in July. Therefore, the data for this study were collected during a six-month time period, September 1, 1985 through February 28, 1986 utilizing the instruments developed by the researcher.

All instruments except the Observation Checklist were distributed to the coordinators at the September inservice in Columbus. The researcher explained the purpose of each instrument and reviewed the questions included on each form. Coordinators' questions about the instruments were answered and dates for their submission to the Ohio Department of Education were announced.

The first instrument completed by the coordinators in October
was the Community Profile. This instrument was designed to assist
the coordinator and researcher in becoming more knowledgeable about
their city and the business and industry located in that area.

The Coordinator Profile was the second instrument completed by
the coordinators and was due during the month of December.
Information regarding the coordinator's educational background and
work experience, as well as time utilization were the foci of this
questionnaire.

The third instrument completed by the coordinators in February
was the Program Profile. It was designed to determine perceptions
about the curriculum for the program, marketing techniques utilized
at the local level and the support the coordinators believed they
received for implementing the work and family program.

Monthly Report forms were submitted throughout the pilot study
by the coordinators. The Monthly Report provided details on program
activities including coordinator's time usage, contracts sold,
seminars prepared, the time involved lesson preparation, attendance
at seminars, evaluations by seminar attendees, and upcoming program
thrusts.

Five of six coordinators were visited on site during the pilot
study to provide support and technical assistance for developing and
implementing the program. An Observation Checklist was completed by
the researcher on those visits and notes and tapes kept on the
discussions. One coordinator did not receive a visit because of
being hired several months into the project, after site visitations had been completed. A make-up visit was scheduled, but the coordinator became ill and was off an additional six weeks. Coordinators were also involved in three inservice sessions which involved extensive sharing time by each pilot site. The first inservice session was scheduled in July and served as the orientation to the goals of the program and the curriculum guide. The second inservice session was in September and focused on networking, marketing, sharing time for the coordinators, and a review of this study's instruments. A third inservice was held in April, following data collection, with additional marketing ideas, curriculum updates and extensive sharing time built into the schedule. Each sharing session was taped and detailed records were kept of the coordinators' perceptions and feelings surrounding events occurring at the pilot site using the Observation Checklist.

Each of the six district administrators were interviewed during the pilot project to examine their perceptions of their school districts capacity for implementing and supporting an innovative educational program. The questions for this interview were taken from the School District Profile. The interviews focused on previous educational programming efforts in the district and the success rate of those attempts. The skills the administrators believed the coordinators needed to successfully develop and implement the program, and the support services which were provided
to the program both locally and from the Ohio Department of Education were also discussed.

The Business and Industry Contract Reporting Form and Interview Guide was completed by the coordinator on each company purchasing the seminar series. The guide was designed to assist the coordinator in becoming more knowledgeable about the employees and their needs prior to offering a seminar. Items such as the nature of the business or industry, total number of employees, and a breakdown by sex, type of position held, and marital status were the types of questions included on this instrument.

Quantitative data for this study were analyzed using measures of central tendency. Frequencies, means and ranges were calculated and reported. For the qualitative data obtained through interviews, observations and open-ended questions, content analyses as described by Miles and Huberman (1984) was utilized (See Table 2). Categories were formed by the initial screening of responses, then responses categorized. Verification of the qualitative data was handled in the following ways. The same topics were covered on more than one instrument, addressed by both the coordinator and administrator, or verified over time. Outside documentation was also used to verify information provided on the economic status of the community and the innovative programming efforts in the district. Further, the quantitative data were used to verify the qualitative data.
Table 2

Analyses Of Data By Research Question

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Research Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question 1: What were the characteristics of the community which offered the Work and Family Program?</td>
<td>Business and Industry Contract Reporting Form and Interview Guide</td>
</tr>
<tr>
<td></td>
<td>Community Profile</td>
</tr>
<tr>
<td>Research Question 2: What were the characteristics of the coordinators who implemented the Work and Family Program?</td>
<td>Frequencies Content Analysis</td>
</tr>
<tr>
<td>Research Question 3: What were the characteristics of the Work and Family Program which aided in its successful implementation?</td>
<td>Frequencies Content Analysis</td>
</tr>
<tr>
<td>Research Question 4: What were the characteristics of the businesses and industries which contracted for the Work and Family Program?</td>
<td>Frequencies Content Analysis</td>
</tr>
<tr>
<td>Research Question 5: What were the characteristics of the school district which implemented the Work and Family Program?</td>
<td>Content Analysis</td>
</tr>
<tr>
<td>Research Question 6: What were the characteristics of the support services which aided in the implementation of the Work and Family Program?</td>
<td>Content Analysis</td>
</tr>
</tbody>
</table>

Frequencies, Content Analysis, Mean, Ranges.
CHAPTER IV
PRESENTATION AND DISCUSSION OF FINDINGS

The primary aim of this study was to determine those factors which were critical to the successful implementation of an innovative adult educational program co-sponsored by the Ohio Department of Education, Division of Vocational and Career Education and six local school districts. The Work and Family Program was designed to assist employees in gaining knowledge and skills to better manage their busy and often conflicting family and work roles. The program consisted of one or more seminars conducted at the workplace, often during the lunch hour, on topics identified as needed by employees and the employer. Insight was gained by examining the communities and particularly the business sector where the program was located; determining the support the local school district had previously given and were currently giving to an innovative educational program; investigating the teaching skills and marketing activities of the coordinator; and evaluating the program in terms of goals, curriculum and financial assistance needed.

Data were gathered by three primary methods, questionnaire, interviews and observations. The six coordinators and school district administrators provided the research data. To facilitate
the reporting of the findings, data from the four questionnaires, two interview guides, and one observation checklist were organized by the six research questions. The questions are:

1. What were the characteristics of the community which offered the Work and Family Program?
2. What were the characteristics of the coordinators who implemented the Work and Family Program?
3. What were the characteristics of the Work and Family Program which aided in its successful implementation?
4. What were the characteristics of the businesses and industries which contracted for the Work and Family Program?
5. What were the characteristics of the school district which implemented the Work and Family Program?
6. What were the characteristics of the support services which aided in the implementation of the Work and Family Program?

Findings from the study are reported by research question.

1. What were the characteristics of the communities which offered the Work and Family Program?

Geographic Location and Size. The Work and Family Program was piloted in six geographic locations in Ohio. Three pilot sites were
located in northeastern Ohio, while the remaining programs were positioned in the central, northwestern and southeastern parts of the state (see Table 3). The population of the communities where the program was piloted, inclusive of the surrounding areas, was documented to determine if the program should be located in a community of a certain minimum size. In this study, all six programs were located in communities which had populations of at least 100,000 people, inclusive of the surrounding area. One site was in the 100,000 - 200,000 population range, three sites had between 300,000 - 600,000 people, one site was in the 700,000 - 900,000 category and one site had a million plus population. It should be noted that the community with the smallest population base both in the city and in the surrounding area sold no programs.

The communities were also examined for a trend in their population statistics. Three coordinators reported consistent declines in the number of inhabitants, while the other three sites indicated their communities were continuing to grow. Little relationship could be made between population growth rate and the selling of the program. Two of three sites which reported population declines had success in selling the Work and Family Program, while one coordinator who sold no programs indicated the program was located in a strong, growth oriented community. Population growth is usually reflective of a stable or expanding business and industry sector and hence, this would increase the
Table 3
Community Demographics Of Pilot Sites

<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Geographic Location</th>
<th>Population of City</th>
<th>Population Inclusive of Surrounding Area</th>
<th>Population Growth Rate</th>
<th>Community Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Northeast</td>
<td>237,177</td>
<td>524,472</td>
<td>Declining</td>
<td>8.6</td>
</tr>
<tr>
<td>B</td>
<td>Northeast</td>
<td>24,315</td>
<td>378,823</td>
<td>Growing</td>
<td>10.5</td>
</tr>
<tr>
<td>C</td>
<td>Southeast</td>
<td>5,683</td>
<td>100,721</td>
<td>Declining</td>
<td>14.1/23.2</td>
</tr>
<tr>
<td>D</td>
<td>Central</td>
<td>564,826</td>
<td>869,109</td>
<td>Growing</td>
<td>6.3</td>
</tr>
<tr>
<td>E</td>
<td>Northeast</td>
<td>16,218</td>
<td>1,498,295</td>
<td>Declining</td>
<td>8.1</td>
</tr>
<tr>
<td>F</td>
<td>Northwest</td>
<td>354,635</td>
<td>471,741</td>
<td>Growing</td>
<td>8.2</td>
</tr>
</tbody>
</table>

Note: 1985 U.S. Rate of Unemployment 7.2  
1985 Ohio Rate of Unemployment 8.9
marketing base for the program. One of the two sites which sold no programs had the smallest population base and was located in an area that was experiencing a consistent population decline.

**Unemployment Rate.** The county unemployment rates were also ascertained to determine if companies located in a slower growing economy would purchase the workshop seminars. Two of the six pilot sites were located in counties which had unemployment rates above the national and state averages. One pilot site served two counties, both of which had exceptionally high unemployment rates of 14.1% and 23.2%. This pilot site was one of two programs which did not sell any seminars. A second pilot site which had a higher unemployment rate than either the state or national averages, was successful in selling the program. The coordinator explains this unusual occurrence by saying that a majority of the educational programs offered in her community over the past five years had addressed the problems of the unemployed worker. The Work and Family Program was received positively in the community she believes, because the needs of the employed worker were being addressed for the first time in many years.

**Composition of Employment.** Coordinators were asked to identify the types of employers located in their communities to determine the types of business or industry likely to purchase the seminars. Table 4 gives a breakdown on the composition of employment in the communities housing a pilot project. All six programs were located
Table 4

Composition Of Employment In Communities Of Pilot Sites

<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Government</th>
<th>Mining</th>
<th>Manufacturing</th>
<th>Services</th>
<th>Utilities/Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>D</td>
<td>X</td>
<td></td>
<td>XX</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

X = Coordinator Reported
XX = Researcher Analysis
in communities which had extensive manufacturing and service type industries. In addition, four programs had utility and transportation sectors in their local economy. Government services and mining were located sporadically through the pilot sites.

**Summary.** In summary, the Work and Family Program was successful in four of the six geographic locations included in this study. The smallest city to support the program was just over 16,000 people, and yet the population in the surrounding area made it the largest city in the study. Therefore, the data suggests that for the program to be successful, it should be located in a city which has approximately 25,000 people and a surrounding area population of at least 350,000. Four of the six sites had unemployment rates better than the state average. One of the two pilots which sold no programs had an unemployment rate double the national average. Trends in population growth for the pilot sites were mixed, with half experiencing consistent declines and the other half continuing to grow. While it may appear contradictory and inconsistent with the findings, it seems reasonable to recommend that the program be located in a community where the population is growing and the economy is stable. When a community is experiencing growth it is usually because companies located in the area are expanding and employing more people and small companies are being established. This growth in turn gives the coordinator more and different companies in which to market the program. Although the
program can be sold in locales where the economy is down, it again appears to make the coordinator's job more difficult. When companies had laid-off employees, it could appear frivolous to the public to offer educational programs, no matter how vital the topic. Lastly, the manufacturing and service industries were the employers most frequently located in the pilot site communities.

2. What were the characteristics of the coordinators who implemented the Work and Family Program?

**Educational Background/Experience.** The six female teachers hired by the local school districts to coordinate and teach the Work and Family Program are of similar educational background (see Table 5). Four of the six coordinators have bachelor degrees, while two have master degrees. Five of the six individuals have home economics degrees and the sixth teacher has a psychology degree. All six coordinators have taught at least three years, with their experience levels ranging from three to sixteen years. Prior instructional experience with adult students was viewed as a critical competency and as a result, all six individuals hired as coordinators had taught at the adult or collegiate level prior to joining this pilot program.

**Coordinator Employment.** The local hiring process for the coordinators took longer than expected in two of the six pilot
Table 5

Demographic Characteristics Of Coordinators

<table>
<thead>
<tr>
<th>Demographic Variable</th>
<th>Number and Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Education</strong></td>
<td></td>
</tr>
<tr>
<td>B.S./B.A. Degree</td>
<td>4 (66.6%)</td>
</tr>
<tr>
<td>M.S./M.A. Degree</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>6 (100.0%)</td>
</tr>
<tr>
<td>Males</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Years of Teaching Experience</strong></td>
<td></td>
</tr>
<tr>
<td>Zero to Two Years</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Three to Five Years</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td>Six to Ten Years</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td>Ten Years and More</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td><strong>Years of Teaching Experience by Grade Level</strong></td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>1 (16.6%)</td>
</tr>
<tr>
<td>Elementary</td>
<td>1 (16.6%)</td>
</tr>
<tr>
<td>Middle</td>
<td>3 (50.0%)</td>
</tr>
<tr>
<td>Secondary</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td>Adult</td>
<td>3 (50.0%)</td>
</tr>
<tr>
<td>College</td>
<td>1 (16.6%)</td>
</tr>
<tr>
<td></td>
<td>1-5 Years</td>
</tr>
</tbody>
</table>

sites. Two coordinators were hired and working on the first day of pilot funding, July 1, 1985, while two more were employed within thirty days of program funding. However, two sites had no coordinator for two and four months, respectively (see Table 6). The two sites which did not have coordinators hired within thirty days of funding were concerned, but expressed the need to hire just the right individual who would bring specific skills to the program. They were looking for an individual who could interact comfortably in the business and industry sector and teach the program. These two districts were waiting to hire experienced teachers who could bring a certain level of maturity to the program. Thus, it appears that in filling the position of coordinator, most administrators looked and waited until they found the individual they felt had the ability to make the program succeed. The two administrator's slow and methodical selection process for the position of coordinator for the Work and Family Program supports Reece's (1985) work which calls for the careful selection of individuals hired to work in adult education.

Coordinator Title. The choice of title for the coordinators was influenced by the title selected at the state level. Five of the six districts referred to the individuals working on this pilot project as "coordinators", as was suggested at the state meeting in July, 1985. One pilot site entitled this position "consultant", which is reflective of the type of funding the school district received for the program.
Table 6

Employment Data And Seminar Start Dates Of Pilot Sites

<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Employment Data and Seminar Start Dates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Project Funding Started</td>
<td>Coordinator Hired</td>
<td>Coordinator Began Work</td>
<td>First Work and Family Seminar</td>
</tr>
<tr>
<td>A</td>
<td>7/1/85</td>
<td>7/1/85</td>
<td>7/1/85</td>
<td>7/10/85</td>
</tr>
<tr>
<td>B</td>
<td>7/1/85</td>
<td>7/1/85</td>
<td>7/1/85</td>
<td>9/15/85</td>
</tr>
<tr>
<td>C</td>
<td>7/1/85</td>
<td>7/8/85</td>
<td>7/8/85</td>
<td>None Presented</td>
</tr>
<tr>
<td>E</td>
<td>7/1/85</td>
<td>8/1/85</td>
<td>8/27/85</td>
<td>10/14/85</td>
</tr>
<tr>
<td>F</td>
<td>7/1/85</td>
<td>10/20/85</td>
<td>9/27/85</td>
<td>None Presented</td>
</tr>
</tbody>
</table>
Pilot Project Funding. In this pilot project, the sites received one of two types of funding, 1) unit funding or 2) adult regional consultant funding. The type of funding a site received determined to a great extent the total hours a coordinator was employed. Sites which received unit funding were expected to employ a coordinator to work a minimum of 25 hours per week. The sites receiving adult regional consultant funds were to hire a coordinator to work a minimum of 10 hours per week. The difference in the type of funding was deliberate so that the Ohio Department of Education could determine the most feasible method for financing this program. Only one site employed their coordinator to work more than the state minimum required employment hours. Thus, the number of hours a coordinator was hired to work each week was dependent on the economic resources provided by the Ohio Department of Education. Research indicates that adequate resource support and management at the school district level is instrumental in bringing about significant educational change (Fullan, 1982). Thus, in terms of financial support, it appears that only one of the five school districts was highly committed to making this program succeed by supporting it with additional economic resources.

Coordinator Work Hours/Time Usage. The coordinators were asked to keep detailed records of their work schedule and monthly activities. It is interesting to note that three of the six coordinators reported that their job could not be done in the hours
for which they were employed per week, and hence they worked voluntarily an additional five to ten hours per week. The coordinator's willingness to work overtime on this pilot project may be an indicator of how difficult and complex they viewed their work as well as their commitment to the program. This fits with Berman and McLaughlin's findings (1979) that when teachers are involved in ambitious projects they may work harder and make more changes than when they are involved in less difficult projects. Not all of the coordinators were as willing to give of their time. Two of the coordinators reported working the exact hours for which they were hired, while another coordinator admitted she worked less than the required hours on the pilot program. This individual was employed full-time in her school district on other projects, and it appears she became immersed in these activities and did not always meet the specified time requirements.

In addition to keeping track of the number of hours worked weekly, coordinators were asked to give a time estimate on a variety of activities that they potentially worked on during an average week. Marketing activities appeared to consume major portions of four coordinators work schedules. In four of the six sites, the coordinators reported spending 50% or more of their time on developing and implementing basic marketing strategies. The two sites which reported small amounts of time on marketing activities spent their time developing seminars and doing other activities such
as typing letters, developing contracts, and billing clients. Of four major categories of activities, coordinators estimated that they spent the least amount of time conducting seminars (see Table 7).

For comparison purposes, the researcher determined the number of hours each coordinator was employed and based upon two categories of activities, instruction and coordination, analyzed how the coordinators actually utilized their time. The range of coordinator time spent on instruction was 0-65 hours, with the percentage range from 0.0% to 11.6% of total employed hours (see Table 8). Coordinators spent a majority of their time planning for and marketing their seminars. Professional educators have long promoted the idea of equal time being spent on planning, teaching and evaluation. At the secondary level teachers spend most of their time on teaching, and little time on preparation and evaluation. In this case, when given the opportunity, the coordinators spent considerable time on seminar planning.

A more detailed analysis of the coordinators productivity in terms of seminars presented during the pilot project is presented in Table 9. This table specifies the number of seminars which were taught each month per site, the number of organizations involved in those seminars per month and the total hours taught per month. The figures are then added to give a perspective of the instructional hours during the pilot project. During the six month pilot project,
Table 7

Instructors' Perception Of Time Usage By Pilot Site

<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Seminar Development</th>
<th>Seminar Instruction</th>
<th>Other</th>
<th>Total Marketing</th>
<th>Strategy Development</th>
<th>Actual Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35%</td>
<td>5%</td>
<td>25%</td>
<td>35%</td>
<td>5%</td>
<td>30%</td>
</tr>
<tr>
<td>B</td>
<td>60%</td>
<td>12%</td>
<td>0%</td>
<td>28%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>C</td>
<td>26%</td>
<td>14%</td>
<td>0%</td>
<td>60%</td>
<td>18%</td>
<td>42%</td>
</tr>
<tr>
<td>D</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>E</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>35%</td>
<td>0%</td>
<td>3%</td>
<td>62%</td>
<td>15%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Table 8

Coordinators' Actual Time Usage

<table>
<thead>
<tr>
<th>Pilot Site Sites</th>
<th>Coordinator Employed Hours</th>
<th>Actual Instructional Hours</th>
<th>Percentage Of Time On Instruction</th>
<th>Actual Coordination/Preparation Hours</th>
<th>Percentage Of Time On Coordination And Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>720</td>
<td>26</td>
<td>3.6%</td>
<td>694</td>
<td>96.4%</td>
</tr>
<tr>
<td>B</td>
<td>600</td>
<td>65</td>
<td>10.8%</td>
<td>535</td>
<td>89.2%</td>
</tr>
<tr>
<td>C</td>
<td>600</td>
<td>0</td>
<td>0.0%</td>
<td>600</td>
<td>100.0%</td>
</tr>
<tr>
<td>D</td>
<td>420</td>
<td>49</td>
<td>11.6%</td>
<td>371</td>
<td>88.4%</td>
</tr>
<tr>
<td>E</td>
<td>240</td>
<td>8</td>
<td>3.3%</td>
<td>232</td>
<td>96.7%</td>
</tr>
<tr>
<td>F</td>
<td>170</td>
<td>0</td>
<td>0.0%</td>
<td>170</td>
<td>100.0%</td>
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</table>
Table 9

Seminars Presented By Pilot Site Coordinators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Seminars</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
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<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Hours Taught</td>
<td>3</td>
<td>13</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>A</td>
<td>Seminars</td>
<td>3</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Organizations</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hours Taught</td>
<td>7</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>Seminars</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hours Taught</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>Seminars</td>
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<td>1</td>
<td>0</td>
<td>12</td>
<td>29</td>
<td>49</td>
</tr>
<tr>
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<td>Organizations</td>
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<td>4</td>
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<td>14</td>
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<tr>
<td></td>
<td>Hours Taught</td>
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<td>1</td>
<td>0</td>
<td>12</td>
<td>29</td>
<td>49</td>
</tr>
<tr>
<td>D</td>
<td>Seminars</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organizations</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hours Taught</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>E</td>
<td>Seminars</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hours Taught</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Seminars</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Hours Taught</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Totals by Month

|      | Seminars  | 6     | 28   | 16   | 12   | 20   | 41   | 123            |
|      | Organizations | 3 | 6    | 8    | 4    | 6    | 13   | 40             |
|      | Hours Taught | 10  | 23   | 21   | 15   | 25   | 44   | 148            |
123 seminars were taught involving 148 hours of instruction. Since an organization's contract could run over a period of several months, it is not accurate to add the number of organizations a coordinator worked with per month and assume a total of 40 different companies contracted for seminars in the pilot study. A more accurate count of companies purchasing seminars was determined by the Business and Industry Contract Reporting Form and Interview Guide with documentation from the monthly reports. Nineteen different companies purchased seminars during the pilot project.

**Coordinator Skills.** Determining the roles and skills a coordinator would need to assume when marketing and teaching the Work and Family Program and their perceived difficulty was instrumental in this research. If the complex variables could be identified, assistance could be provided to the coordinators in working through the difficult roles, and helping them implement the innovative program (Fullan, 1982). It would also provide valuable information to future sites when employing new coordinators.

In responding to the coordinator profile instrument, the teachers were asked to identify those skills which they felt were essential for an individual to possess if they were to succeed in marketing and implementing the program (see Table 10). Four of the six coordinators stated that they needed to know how to market or make a sale. Their concern about marketing was understandable in that most of these individuals had little or no selling experience nor contact with the world of business and industry. One
<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>A</td>
<td>X</td>
</tr>
<tr>
<td>B</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
</tr>
<tr>
<td>D</td>
<td>X</td>
</tr>
<tr>
<td>E</td>
<td>X</td>
</tr>
<tr>
<td>F</td>
<td>X</td>
</tr>
</tbody>
</table>
coordinator put it this way, "I feel I need more skills in marketing and selling. Although I have had experience with job placement of students in business and industry, the selling is quite different." Their concern about marketing and selling the program supports Roth's (1981) claim which states that educators have the necessary skills to work in business and industry but they need assistance in "bridging the gap." The "gap" in this study is the lack of marketing skills of the coordinators.

In looking beyond the marketing issue, coordinators also felt that they needed to be knowledgeable in the content areas. One coordinator spoke of the variety of topics included in the curriculum guide and wondered how one might be an "expert" in all these content areas.

Also on the identified list of coordinator skills was the ability to be a facilitator in the seminars. One coordinator suggested that the individuals with extensive secondary teaching experience would have to develop the ability to be a facilitator rather than the authority figure in the seminars. She felt intensive preparation for the seminars was essential, but the needs of the participants had to determine what occurred in the seminars.

Another factor which has been identified in the literature as being related to successful educational change is the relationship teachers have with one another (Berman and McLaughlin, 1978; Rosenblum and Louis, 1979). The ability to work with other teachers
is important because this is the group that can provide support, encouragement and help throughout the change process (Little, 1981). This researcher asked the coordinators how often they contacted each other during the six month pilot project to receive encouragement and new ideas for the program. Four of the coordinators reported that they contacted each other one to two times during the six months. A fifth coordinator stated communication with another site occurred at least once a month, while a sixth coordinator indicated no contacts were initiated to any other site during the pilot project. Although some networking was conducted by the coordinators among their own group, it was not identified as a skill they would need in developing and implementing the program. While the coordinators were not making many contacts with each other, this may be explained by the fact that many of them were calling the researcher for ideas or clarification during the monitoring process.

Thus, it is perceived by the coordinators that they have assumed responsibility for a position that requires multifaceted skills including astuteness in marketing, credibility in the content area and proficiency in facilitating a seminar.

Coordinator Benefits. The coordinators were asked to identify what personal benefits, if any, that they believed they gained from working on this new and challenging project. All six coordinators responded positively to this question identifying a total of 19 benefits they believe they had gained (see Appendix C).
most mentioned was an awareness of and new contacts with the world of business and industry. The coordinators reportedly enjoyed meeting new people in a different field and were stimulated by the information they received.

Summary. This section has looked at the coordinators' educational background and experience; employment information including hiring dates, beginning work dates and titles; pilot project funding information in relation to coordinator work schedules and activities; coordinator skills needed to develop and implement the program; and perceived coordinator benefits of working on the program. It appears that the earlier a coordinator is hired and oriented to the program, the sooner they will begin marketing efforts and selling the program. Coordinators reported that the job could not be done in ten hours per week, and two coordinators aggressively sought additional funding to support their program. The skills coordinators believed they needed to successfully implement the program were proficiency in marketing and selling, indepth content knowledge and the ability to be a facilitator in the classroom. Networking occurred among the coordinators to some extent in the project, but it was not viewed as a vital skill by the coordinators which they needed to develop.

3. What were the characteristics of the program which aided in its successful implementation?
**Clarity of Goals.** Research suggests that if teachers are clear about the goals they are to achieve, the educational innovation will be more effectively implemented (Fullan, 1982). The goals of the Work and Family Curriculum Guide (1985) were clearly identified and discussed at the July, 1985 workshop for beginning coordinators. However, the goals for the coordinators in terms of hours to be taught and the number of companies to approach in marketing the program were not specified. Answers to those questions were the focus of this research, and thus, the detailed questions on the monthly reports and profiles. One of the most successful sites established goals for itself in terms of the number of hours to be sold throughout the year. This coordinator kept detailed records of the time spent on all activities. All expenses including salary, office space, secretarial assistance, phone usage, publicity materials, and so forth were determined and figured into the basic cost of operating the program. The coordinator then established sales goals so that a percentage of the expenses could be recovered each month. The goal was to make the program profitable by the end of the third year. This coordinator was the only one who reported she was very precise and specific in breaking her goal into monthly, weekly, and daily objectives to be achieved in terms of marketing calls to be made and the number of seminars to be sold. This technique of establishing objectives which are specific and measurable that can be used to measure performance is part of a good
promotional effort. According to Kincaid (1985), objectives can promote action and then serve as a benchmark for which effectiveness can be measured.

Curriculum Guide. The Balancing Work and Family Curriculum Guide (1982) published by the Minnesota Curriculum Services Center serves as the foundation for this program. Although coordinators may and do develop curriculum for the program, this guide provides ideas for seminar topics, content knowledge and handouts appropriate for those topics. The coordinators were asked both on the program and teacher profiles to give their impressions of the curriculum guide and to identify how they had become familiar with the two volumes. Reading the guide as well as attending a three day July, 1985 inservice was the method used extensively by the coordinators to become familiar with the guide. The one coordinator who had not been identified as the potential instructor for the program, and therefore did not attend the inservice session, reported that she felt "lost" for the remainder of the program. In general, the coordinators ranked the guide as practical and usable, with appropriate and useful strategies for the adult audience. Although viewed as a quality document, the guide was somewhat disorganized and not as comprehensive as the coordinators would have desired. One coordinator described the guide as superficial in nature, while another coordinator commented that the handouts were not usable with adult audiences. These views were confirmed at the inservice
sharing session. Coordinators brought newly developed units, handouts and bibliographies to share at the inservice meeting stating they viewed the handouts in the guide as poor in reproductive quality and/or too juvenile in nature. The coordinators also found a variety of topics missing from the curriculum guide, including financial planning/budgeting and communication skills, but no consistent list was agreed upon (see Appendix D). The concerns expressed by the coordinators about the curriculum guide are typical of the misgivings instructors often report when change is introduced into an educational setting (Fullan, 1982). In fact, Emrick and Peterson (1978, p. 73) found that educational materials must be "...complete, well organized, comprehensive and detailed...and include 'how to' procedures" if they are to be used. When the work and family instructors did not find the curriculum materials as they expected, considerable time was spent developing and preparing for seminars.

Seminar Preparation. The time involved in preparing for a seminar was of vital interest to the researcher so that reasonable guidelines could be established for number of seminars to be taught during a typical year of the program. When queried about the length of time it took to prepare for a one hour seminar, the range of answers was from four to ten hours, with the average being almost six hours. One coordinator put it this way, "The largest surprise of the entire program has been the huge amount of time required to
prepare for one lesson." In relation to the number of hours a coordinator was hired to work per week, six hours of preparation for a one hour seminar could represent 24% or 64% respectively of their week schedule depending on the type of funding.

**Instructional Strategies.** The coordinator's instructional approach in the seminars varied according to their personal strengths in the content area, familiarity with the group, and the teaching styles with which they were comfortable. This was documented in their sharing sessions, monthly reports and on the teacher profile instrument. Among the strategies identified by at least one coordinator as successful when working with adult students were use of examples, small group work, topics with direct applicability, use of humor, films, working at the students' level, working with students rather than "at students", and handouts (see Appendix B). However, the area in which there was some agreement by the coordinators was the need for group participation by the audience. This was confirmed by a coordinator's comment on the need for the instructor to be a facilitator rather than an authority figure in the classroom.

**Marketing the Program.** The term local autonomy is an appropriate descriptor for the marketing process which occurred for the Work and Family Program during the pilot project. The development of the marketing strategies as well as any materials utilized in this process were to be developed locally by the
coordinator with the approval by the school administrator. Hence, it was important to determine the marketing strategies that were planned and implemented at the local level, the time spent on those activities, and the coordinators' perceptions of those activities.

Marketing Strategies. Due to the flexibility built into this program for marketing, each site went about the process in a different manner. Three of six sites completed a comprehensive mailing to all potential businesses and industries about the program. Two of the three sites did this in the form of a needs assessment instrument and then followed the instrument with the results of the business and industry survey and information about the program. The third site compiled a mailing list and sent a packet of information about all adult programs in the school district as well as a letter and brochure about the Work and Family Program. All three sites said they felt this mailing would help to make the business and industry community aware of the program, even if they chose not to utilize the service.

After this initial mailing, the techniques utilized to market and sell this program became a bit more standardized. When marketing, all coordinators reported that they followed the techniques taught at the July, 1985 inservice. They began the process by investigating the companies in their local area to determine the type of business they conduct, the number of individuals they employ, names of key personnel including the
president and personnel manager, and the company's history of employee assistance programs. Some companies have a tendency to offer educational programs to employees on a regular basis. These educational programs may be taught by in-house personnel, outside consultants, or a combination of these two groups. The coordinators felt it was important to know the company's record of providing educational seminars to employees because valuable marketing time could be wasted on a company that probably had no intention of purchasing a seminar. Many of the consultants also reported that they read the local newspapers carefully, especially those aimed at local businesses. The business newspapers often print interviews of local company officials about new initiatives in their business. The coordinators indicated that they usually referred to the newspaper interview on the first marketing call. They felt this let the business person know they were interested in the company and aware of their goals. Selling a program to a manager who has a specific goal to achieve is often easier than selling a program when no goals have been established. Once this initial investigation was completed, the coordinator had usually identified two to twenty companies they were going to contact about the program during the month. Kincaid (1985) calls this process the coordinators worked through as prospecting, which is an ongoing and continuous search for potential customers.

The initial marketing contact with the company usually came in
the form of a letter containing information about the program, benefits of offering this program to employees, and a statement that said the coordinator would be calling for an appointment. Accompanying this letter was a locally developed brochure about the program. Coordinators reported that a phone call requesting an appointment with the company official about five to seven days following the letter was standard procedure. It sometimes took a considerable number of phone calls to get an appointment with a personnel manager or company president. Coordinators kept track of the number of contacts they made with a typical company, and the average number of letters written was two while marketing phone calls averaged out at five (see Table 11). Getting the appointment and selling the program at the appointment was of the ultimate goal of the coordinators. Two sites had no success in selling the program, while a third site had minimal success. The three sites which reported success in selling the program had a selective marketing scheme. Detailed investigations were made of each company, and letters and phone calls were individualized to each company. Concentrated time was spent on marketing to a few companies rather than a small amount of time on many companies. As sales were made, the success stories were added to the list of satisfied purchasers of the program, which in turn became a selling point for the coordinators.

Marketing Materials. Coordinators kept track of the strategies they used to make the business and industry community aware of their
Table 11

Average Number Of Marketing Contacts Made With Typical Company By Pilot Site

<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Number of Marketing Contacts</th>
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<th></th>
<th></th>
</tr>
</thead>
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<td>X2</td>
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<tr>
<td>D</td>
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<td>2-3</td>
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</tbody>
</table>

Note. NR = no response
X1 = bulk mailing of brochures
X2 = total of 6-8 contacts per business
X3 = not enough marketing completed to make this generalization
Developing these strategies and materials took considerable coordinator time during the first few months of the program, however many of the materials were reusable throughout the first year of the program.

All six sites developed their own brochure to promote the program locally. Three of the brochures were printed with one color ink while three were printed with two colors. Five of the six brochures were designed as a tri-folded piece of paper with printing on both sides. The sixth site developed an elaborate folder with several separate sheets of paper cut into stair-step height. This design was intentional so that a company official could easily spot the information they wanted to read and find it quickly and easily. The sites which developed the two most expensive brochures in terms of quality of paper, number of ink colors, cut outs for coordinator's business card, and separate attachments were the two sites which sold no seminars. The sites which sold seminars included the names of the companies and/or quotes from employee participants who had enjoyed the seminars. They reported that it helped when the business person picked up the brochure and knew the company or individual that had been quoted in the brochure. Thus, it appears that although the brochure has to be attractive to get attention, success is more related to its content and follow-up by the coordinator to discuss the program's merits.

Other marketing materials that the coordinators developed
during the pilot project included business cards, letters to introduce the program to the business community, and written descriptions of the seminar series. Half of the sites were successful in getting media attention for the program. Two sites were invited to talk about their program on radio talk shows, two sites received newspaper coverage, and one site coordinator was interviewed for local television news. Two of the six coordinators expressed a desire to have a short slide-tape production to explain the work and family program. They felt the production could be used at civic and service group meetings, but wanted this to be developed at the state level rather than consume local coordinator time on this activity.

Coordinator Marketing Skills. The coordinators were asked to talk about the complexity of marketing and implementing the work and family program. Four of the six coordinators indicated that marketing took considerable time, while three of the six coordinators said it was a complex task. One coordinator described marketing as "tedious and exhausting" and a task to which she must apply all her capabilities. Another coordinator characterized the skills an individual must have in marketing this program as organizational abilities, an awareness of the needs of people and "Chutzpah" which was described as being assertive yet savvy. It appears that the personal characteristics of the seller impact on the success of the marketing efforts. Characteristics such as
persistence, assertiveness and the ability to relate to people are key in marketing the program.

Coordinator Marketing Time. With the difficulty identified by the coordinators in marketing the program, it is not surprising that four of the coordinators indicated that they spent at least fifty percent of their time during an average week on marketing activities. In fact, two coordinators, one employed 25 hours per week and the other 10 hours per week communicated to their administrators that the marketing and teaching could not be completed in the allotted time. At the first site, the local school board assumed responsibility to hire the teacher in a full-time position at the end of the pilot project, while the other site had their state funding increased three months into the pilot program. Thus it appears, that the program cannot operate on a ten hour per week schedule. If educational change is to occur, the difficult marketing role for the home economist must be addressed. Addressing this issue supports Fullan's (1982) belief that assistance must be provided to individuals when working through complex or difficult educational innovations.

Price of Seminars. The local school districts were responsible for determining the price they charged local businesses for the work and family seminars. In talking with the administrators of the program, most felt that adult programming was a service a school district provided to a community. Based on this reasoning a minimal
fee was charged for the Work and Family Program in all the pilot sites. The charges for a one hour seminar ranged from $25.00 to $100.00, with an average cost of $42.00 per hour. One site which did not sell any seminars reported they did not have a price structure as no seminars had been sold.

In comparison to the prices many private consultants charge for a seminar, the Work and Family Program provided through the local school system was very reasonably priced. In fact, at the sharing session, some coordinators expressed the concern that some businesses pre-judged the value of the seminar by the cost and were therefore not buying the seminars. The consultant from Minnesota who taught the July curriculum inservice had warned the coordinators about this problem and had suggested that a minimum charge of $100.00 be established. One site after reflecting on their costs raised the price during mid-year, but it was still below $100.00 per hour.

Summary. A variety of factors are involved when describing the characteristics of the Work and Family Program which aided in its successful implementation. Having clear and specific goals for the coordinator to aim toward in terms of numbers of marketing calls, sales and instructional hours appears essential. The one site which established and followed their own goals was successful in selling the program. Knowledge of the goals of the curriculum and its content was also essential when marketing the program to employers.
Attendance at an inservice which explained the content and use of the guide was rated by the coordinators as very helpful in understanding the program. Adequate seminar preparation was also instrumental in a successful program. Coordinators reported that it took an average of six hours of preparation for every hour of instruction. A multitude of strategies were identified by the coordinators as being successful when working with adult students. However, the most frequently mentioned were active group participation in the sessions and an instructor who assumed the role of facilitator rather than authority figure in the seminars.

Knowledge is the key to the successful marketing of the program. Knowledge of the company goals, the company's history of offering educational programs for employees, identification of the "right" person to call at the company to discuss the program, are all forms of knowledge, and must be ascertained prior to making the initial marketing contact. Once the marketing contact has been made, the coordinator must be assertive and persistent until a sale has been made. The materials that the coordinators found useful in marketing the program were letters, phone calls, brochures and business cards. While the brochures did not have to be elaborate, quotes from executives or employees from well known companies in the area which had purchased and liked the seminars seemed to be a useful marketing technique. Furthermore, the coordinator had to be working a significant number of hours per week so that business contacts could
be made. The ten hour per week schedule, typical of the sites receiving adult regional consultant funding did not include enough hours to adequately market and teach the program. Establishment of a reasonable price structure for the program is also critical to the success of the program. School districts must analyze their costs and determine a price that enables them to break even, yet remain competitive in the market.

4. What were the characteristics of the businesses and industries which contract for the Work and Family Program?

The purpose of the Business and Industry Contract Reporting Form and Interview Guide was to document the types of industries which purchased the work and family seminars, and to determine the types of employees who were likely to attend the seminars. This type of information would enable the coordinators to segment their market and to target their sales to specific types of companies more likely to purchase the seminars. Kincaid (1985) calls this segmentation market targeting, and states that well designed promotional strategies involve this basic step.

It is unfortunate that the coordinators in the six pilot sites found the companies which contracted for the seminars unwilling to share a majority of the information requested on the contract reporting form. Two of the coordinators reported at inservice
meetings that most companies would not share the requested information due to regulations dealing with employee confidentiality. Other coordinators indicated that the form took too much time to complete. From a sales perspective, they relayed they were not going to ask a company to provide this information when the company was purchasing a service. This form was designed to assist the coordinators in getting to know their audience prior to presenting the seminar. A basic knowledge of the audience and their needs would form the basis for determining content and teaching strategies designed for use in the seminar (Gronlund, 1985). However, since the information submitted by the coordinators on the contract reporting form and interview guide was minimal, the analyses and discussion in this section is minimal.

Company Purchasers. Educational and health care institutions were the types of industries most likely to purchase the seminars, with each of the following types of companies purchasing at least one seminar: insurance, trade and professional association, utility, restaurant/food service, law firm, industrial general, construction, computer/data processing, commercial aviation and a government agency (see Table 12). The majority of the companies purchasing the seminars had less than 500 employees (see Table 13) and had been in business ten years or more.
Table 12
Numbers Of Companies Purchasing Seminars Listed By Type Of Company

<table>
<thead>
<tr>
<th>Type of Industry/Agency</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Institutions</td>
<td>5</td>
</tr>
<tr>
<td>Health Care Institutions</td>
<td>3</td>
</tr>
<tr>
<td>Law Firms</td>
<td>2</td>
</tr>
<tr>
<td>Insurance</td>
<td>1</td>
</tr>
<tr>
<td>Trade, and Professional Association</td>
<td>1</td>
</tr>
<tr>
<td>Utility</td>
<td>1</td>
</tr>
<tr>
<td>Restaurant</td>
<td>1</td>
</tr>
<tr>
<td>Industrial General</td>
<td>1</td>
</tr>
<tr>
<td>Construction</td>
<td>1</td>
</tr>
<tr>
<td>Computers/Data</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Aviation</td>
<td>1</td>
</tr>
<tr>
<td>Government Agency</td>
<td>1</td>
</tr>
</tbody>
</table>
The average number of hours for which a company contracted for seminars was nine with the range of 1 to 50 hours. Attendance at seminars varied according to the topic and number of employees allowed to attend at one time. However, average attendance at a seminar was 32 individuals with a range of 8 to 63 individuals. Women were more likely to attend the seminars than men, with 13 women and 3 men attending on an average daily basis. Individuals who were parents were more likely to attend the sessions than non-parents.

History of Educational Seminars. A majority of the companies which contracted for seminars from the work and family coordinators periodically provided educational seminars for employees. The work and family sessions were just one of a number of programs employees could attend over a period of time. However, the pilot site seminars were the first time family issues had been addressed.
through an educational seminar at most of the companies. Other types of resources the employers offered to employees beyond educational seminars included libraries, a staff nutritionist, exercise room, privileges at a local recreation center, stop smoking programs and a child care resource center.

Employee Concerns. Parenting issues seemed to dominate the problems the employers identified as impacting on employees. Obtaining good child care for the dual career and single parent families was viewed as a major problem for many employees. The issues of guilt and parenting were also raised as a concern as was handling stress and time management skills for employees. Other symptoms identified by employers as being exhibited by their employees which may represent conflicts between work and family demands were low morale, constant fatigue, high turnover rates and tardiness (see Appendix F).

Summary. Due to the limited number of contract forms which were filled out completely, only the most general information about the companies purchasing the seminars was obtained. It can be said that companies employing less than 500 people, who had been in business for ten or more years, were most likely to purchase the seminars. Companies which had a tendency to purchase the seminars were health care and educational institutions, although a variety of companies purchased at least one seminar. Seminars were attended mainly by women, and particularly those who were parents.
5. What were the characteristics of the school districts which implemented the Work and Family Program?

The six local administrators for the pilot projects were interviewed to gain a more complete picture of the characteristics of the school districts which implemented the Work and Family Program. A transcript of an interview with an administrator is located in Appendix G. The focus of the interviews was the school district's record of initiating innovative adult curricular programming, the results of the local needs assessment, the procedures involved in initiating and acquiring support for the program, and an assessment of the support the district provided to the program.

**History of Innovation.** All of the administrators interviewed believed their school districts had shown innovative adult curricular programming efforts in recent years and that a majority of these new programs had been successful in their communities. In fact, one administrator implied that many new and innovative programs had started at the local level and were later endorsed by the Ohio Department of Education. This administrator felt she had been allowed to be innovative in her programming efforts in the school district and once a local need for a program had been identified, she searched for ways to fund it. While another administrator identified one of her major goals as starting
innovative programs and taking advantage of all state programming initiatives which seemed to meet her community's needs. Research by Fullan (1982) and Berman and McLaughlin (1978) suggests that a school district's past experiences in initiating and sustaining a new program can provide insight into their current potential for initiating a change. While the administrators in each district were questioned on their school district's ability to start and sustain new programs, a review was also made of the number of vocational education programs offered by the district over a three year period to determine if any trends could be seen. Four of the six districts showed consistent growth in their course offerings, while two districts showed drops. One of the sites which sold no work and family seminars dropped 8.35 units, or a reduction of ten classes, offered to the public by the district in one year's time. However, one pilot site which was very successful in selling the work and family seminars was located in a district which had a significant drop in units and programs over a three year time period. While the evidence is contradictory, it appears that the program would have more chances of success if it was located in a district which was prepared for and used to starting, supporting and operating new programs. Three of the administrators also mentioned the importance of adapting a program to local community needs. "We have to be very flexible and make alterations, but when we start a program we don't figure that it is written in stone. We're trying it and we will get it to work-tailoring it to our needs."
Needs Assessment. The administrators in the six pilot sites were asked if the school district conducted a needs assessment prior to implementing the Work and Family Program to determine if employers in the local area were interested in, or felt a need for, such a program. Meeting an “unmet need” when implementing a change in a school district is linked to successful implementation (Rosenblum and Louis, 1979). Only one administrator confirmed that their school district had completed a local needs assessment. Of the five districts not executing a needs assessment, two administrators relayed that the state had done it for them, while a third administrator said they had completed a "sketchy" needs assessment by asking their advisory committee members about their potential interest in the program. This third administrator spoke of her belief in the needs assessment process and her regret in not conducting one on a more extensive basis. At the fourth site, it is interesting that when the administrator was asked if they had conducted a needs assessment he said, "Not really," while the coordinator from the same site reported conducting a needs assessment. A difference in the interpretation of what qualifies as needs assessment may account for this difference in answers. In this study, most of the pilot sites did not bother to determine if the climate was right in their community to start a Work and Family Program. While research suggests that problems occur when a school tries to implement a change such as a new program and the community
is not ready (Gold and Miles, 1981), this program was initiated in five sites without a needs assessment. In fact, the sites which conducted a needs assessment sold fewer programs than others. Thus, indicating that while needs assessment is a highly recommended procedure, apparently other factors can out weigh its importance.

**Program Initiator.** A variety of individuals were responsible for initiating the program at the local level. These individuals initiated the proposal writing process, assembled the materials for program approval by the local board of education, hired the coordinator, and in general assumed responsibility for the success or failure of the program. The titles of these persons included "adult directors", (n=2); "family life coordinators", (n=2); "home economics local supervisor", (n=1); and a "home economics adult regional consultant", (n=1).

**Board Support.** All six school administrators reported that new programs must receive approval by the board of education prior to being started. Thus, it was imperative to determine the strategies administrators utilized to get program support and approval. It appears that some administrators have built better rapport with their superintendent and boards than others, which made program approval an easier process. Three of the administrators mentioned the strong support they had built for adult education in their district and the flexibility they had in starting and operating programs. It appears that some boards base their decisions on the
administrator's record of program successes. One administrator spoke of the credibility she had established with the board because of the profits received from programs initiated under her direction. While another administrator relayed how the program was started in her district, "I just did it. I have such autonomy here and of course when I take a risk I know that I'm responsible."

**Program Time Lines.** While the administrators were willing to take a risk to start the program, three of six mentioned deadlines for when the program should be fully functioning. Their estimates of time for the program to be at full implementation ranged from one to two years. One administrator who gave the program one year to be functioning said, "I think this (program) is going to be very, very big."

**Financial Support.** In order for a new and innovative educational program to grow and succeed, a variety of support services must be provided. One of the primary methods to show support for a new program is through financial commitment (Hull, 1983). A majority of the monies for this program came from the Ohio Department of Education with the goal of obtaining local dollars to supplement state dollars. When asked what type of financial support they had been able to provide the Work and Family Program, only two administrators indicated they had given any local monies to the program. One administrator shared she had been able to give some financial support, but not as much as she would have preferred.
Another administrator explained he didn't give a "free ticket", but if an expenditure was justified, he usually approved it. When the financial issue was addressed with the other administrators, two bluntly stated that the Ohio Department of Education did not supply enough funding to support such an ambitious program. A third administrator said that this program like all new programs in the district received support, but it must become self-sufficient within one and one-half years.

Administrative Support. The administrators were also asked what they played in helping to make the program a success. The term supportive was repeated throughout their remarks, as well as descriptors such as encouraging, listening and discussing. One administrator described himself as a "supportive coach" while another administrator described her role in these terms,

Whenever I have people starting on these new projects, sometimes they'll come in and say what am I supposed to do, and I'll say I'm not sure. We'll sit down and talk. We sit down and talk regularly when they first start. We begin to map out what they are going to do and then we begin to talk about well we tried this and it didn't work. That's basically where I come from.

This administrator's comment supports the role of the administrators outlined by Fullan (1982) which states that key administrative support is necessary when change such as a new program is initiated.
It also confirms Berman and McLaughlin's (1978) work which identifies the intermediate administrator as the individual with the primary responsibility for assisting teachers through the change.

Clerical Support. Clerical support was also identified as a key component to a successful program and only three sites were identified as having sufficient clerical support for their staff. One administrator described the lack of clerical assistance as a temporary problem while a second administrator stated her office was clerically understaffed which necessitated dividing the secretary's time among personnel as priorities arose. The third administrator realized a serious secretarial problem existed, but stated that it was a result of lack of state funding for the program. Thus, the coordinators and administrators had similar views on the clerical support provided to the program. Three coordinators had ranked their support as just adequate, while a fourth coordinator said she had received little clerical support.

As the researcher reviewed the list of other items that the school district could have provided to show support for the program, most of the administrators said to check with the coordinator or indicated that they were givens. These items included office supplies and purchasing the curriculum guide.

Administrative Concerns. When talking openly about the program, the administrators took the opportunity to share their concerns about a variety of things. One item, the coordinators
certificate requirements, was mentioned by two administrators. These administrators did not like the requirement specifying that the program coordinator must have a vocational home economics certificate with three years work experience. They felt this stipulation restricted the hiring process, and that individuals with other backgrounds such as business or marketing could bring needed competencies to the program. One of the administrators suggested that the work experience requirement be eliminated. This would enable the district to employ an energetic individual graduating from college.

Another concern raised by an administrator was determining the appropriate price to charge corporations for the work and family seminar. This administrator relayed his school district was seriously reviewing the price structure for adult education courses. They were trying to understand the mentality of the business community which seemed to be linking price with the quality of the seminars. Consideration was being given to raising the prices of their seminars so that businesses would view their proposals for seminars in a more positive manner. The coordinators also expressed the same concern over the price structure for the program.

**Summary.** In conclusion, a majority of the districts which were successful in implementing the Work and Family Program had local board of education approval and support from the district superintendent for the program. They were also located at sites
with strong administrative support which included lots of verbal encouragement for the coordinator and strategy sessions for marketing the program. Also helpful, but not required, was adequate clerical assistance.

6. What were the characteristics of the support services which aided in the implementation of the Work and Family Program?

Support for the work and family coordinator emanated from two major sources, the local school district and the Ohio Department of Education. The support obtained at the local level will be addressed in the first section of this question.

School District Support. Teachers, and particularly those involved with the work and family program, need a variety of support services. In addition to their basic salary, the coordinators need office space with a telephone, clerical assistance, a variety of educational resources, supplies and equipment, administrative support, financial support for professional inservices, and time with pay to attend inservice sessions. The coordinators were asked to rate how well their school districts provided eight basic services on a scale of one to five, with one (1) showing no support, and five (5) showing excellent support, for these components (see Table 14).

The first component, coordinators' salary, received 24 points and a mean score of four (4) which indicates the coordinators
Table 14

Coordinators' Perceptions Of School District Support Of Program Components

<table>
<thead>
<tr>
<th>Pilot Site</th>
<th>Salary</th>
<th>Office Space/Equipment</th>
<th>Clerical Assistance</th>
<th>Educational Resources</th>
<th>Supplies/Equipment</th>
<th>Administrative Support</th>
<th>Time For Inservice</th>
<th>Financial Support/Inservice</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>23</td>
<td>2.8</td>
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<td>B</td>
<td>4</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>39</td>
<td>4.8</td>
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<td>C</td>
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<td>3</td>
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<td>3</td>
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<td>5</td>
<td>4</td>
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<td>31</td>
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<tr>
<td>D</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>NR</td>
<td>28</td>
<td>3.5</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>5</td>
<td>30</td>
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<tr>
<td>Total</td>
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<td>22</td>
<td>26</td>
<td>28</td>
<td>28</td>
<td>21</td>
<td>191</td>
<td>23.8</td>
</tr>
<tr>
<td>Mean</td>
<td>4.0</td>
<td>3.5</td>
<td>3.5</td>
<td>3.6</td>
<td>4.3</td>
<td>4.6</td>
<td>4.6</td>
<td>3.5</td>
<td>31.6</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Note. 1 = No support  
2 = Little support  
3 = Adequate support  
4 = Above average support  
5 = Excellent support  
NR = No response
believed they received above average support in terms of salary. However, it should be noted the wide range of scores on this item among the pilot sites, spanning from two (2) to five (5). This suggests that not all coordinators were satisfied with the salary they received. Office space and clerical assistance received 21 points each and mean scores of 3.5. While both items were ranked within the adequate support range by the coordinators, the range of scores does hint at some dissatisfaction on the support received in terms of office equipment and clerical assistance. One coordinator discussed the office situation in these words, "We really need a typist and a typewriter would be wonderful if it worked." Although the office/clerical situation improved at most sites over a period of time, coordinator productivity appears to have been impaired during the early months of funding. Freedom and flexibility to purchase educational resources was the focus of the next item, and the total score of 22 and a mean score of 3.6 suggests the coordinators had some concerns about the support they received on this component. Coordinators expressed their frustration at the inservice meetings about due dates on films and books borrowed from various libraries and the high costs related to sending these items through the mail. One school district refused to reimburse the coordinator for mailing costs while another district was unwilling to return films through "overnight mail" because of the expense. This caused the films to be returned consistently late and resulted
in the coordinators borrowing privileges being revoked. Some coordinators reported personally purchasing books they found useful in preparing for seminars to eliminate the hassles connected with borrowing from libraries and refusals by the district to mail or purchase the items. Coordinators reported no difficulty in getting needed teaching supplies and equipment and this was confirmed by the scores on these items. A total of 26 points and a mean score of 4.3 was one of the highest scores awarded by the coordinators for district support of necessary program components. Five of the six coordinators believed they received excellent support from their school administrators for this program and that was highlighted in the total points and mean score which were 28 and 4.6 respectively. The coordinators positive view of administrative support for program components corroborates Fullan's (1982) research that change, and in this case the implementation of a new program, is more likely to succeed when it has administrative support. According to the coordinator's rankings, their administrators were more likely to provide time for them to attend an inservice than to pay for the cost of attending an inservice. The total points for the component "time for inservice" was 28 with a mean score of 4.6 while the points for "financial support for inservice" was 21 with a mean score of 3.5. Some coordinators paid their own way to seminars, just so they could update their knowledge and skills.

In summary, the coordinators rated their school districts as
above average (4), in four of the eight categories. The items which
the coordinators indicated they received just adequate support (3)
were office space and equipment, clerical assistance, educational
resources, and financial support for inservice.

Constraints to Program. In response to an open-ended question
designed to identify the constraints that impinged upon the
coordinators ability to plan, market or teach the program, four of
the six coordinators stated they needed to be working full-time and
that they required more and better financial support. The financial
support would be used in different ways by the sites, but in general
the coordinators would use it to gain secretarial assistance, to
attend inservice sessions so they could remain excited and informed
on content topics, to purchase better marketing materials and to
hire themselves on a full-time basis.

Administrative Support. One of the major ways to gain
administrative support for a new program is to keep school officials
informed of the positive events which are occurring in the program.
Coordinators were asked how they went about keeping their
administrators informed about the Work and Family Program and five
of the six indicated that they did this through conferences. Three
of the six reported that they met on a regular basis with their
administrator, while two of the six stated that their administrator
had an open door policy. One of the coordinators who worked for an
administrator who had an open door policy said they met almost on a
daily basis. Four of the six also said they made contacts with their administrator to share their marketing ideas and materials. The one coordinator who reported little contact with school administrators stated that she met with them only to market the work and family series for the teachers in the district.

Another indicator of administrative support for a program is when a coordinator's opinion is asked and taken into consideration prior to a decision about the program. Five of the six coordinators said they were always consulted when decisions were being made about the Work and Family Program. In fact, one coordinator spoke of the autonomy she had in making decisions for the program by saying, "...I have the freedom to do what I feel is necessary to make the program function well. I am required to okay major decisions, as well as, financial decisions with my director, but feel that my requests are always taken into consideration in a constructive manner."

**Summary.** Thus, it can be concluded that the support services available from the local level which were important to program success included provisions for a furnished office with telephone and secretarial assistance, educational resources, and financial support and release time to attend inservice sessions. Beyond these basic components, coordinators reported that working full-time on the program was essential for providing continuity of effort and that additional support could be readily utilized in buying the
services they needed. Most of the coordinators used conferences to keep their administrators informed of program progress and in-turn the administrators worked closely with the coordinators as programmatic decisions were made.

Ohio Department of Education Support. The other major source of support for the coordinators in this program came from the Ohio Department of Education through inservice sessions, on-site visitations, and advice or assistance via the telephone. When asked to evaluate the support they received from the Ohio Department of Education for implementing the work and family program, four of the six coordinators used the descriptors "excellent" or "superb", while the fifth site coordinator used the terms supportive, encouraging and helpful. One of the five coordinators explained it this way, "The meetings, correspondence, sharing of articles, information, etc., and the periodic phone calls lets us know there is someone there who is interested and cares. This has been a key factor for me as I try to implement a new program which has no guidelines and we are all striving together to work out the "wrinkles." One coordinator felt she had not received adequate support from the Ohio Department of Education and indicated that bi-monthly pilot project meetings would have been useful. This coordinator was not hired nor even identified as a potential candidate for the position until autumn, and thus, was not in attendance at the three day July, 1985 inservice where much initial networking was conducted.
When asked what other type of state support could have been useful in implementing the program, there was no real consensus of replies. One coordinator suggested that in the state guidelines developed for the program that mandatory meetings be established for the coordinator and local administrator to meet and talk about the program. If that was not appropriate she then suggested that the administrator should have to report to the state department on the input they had provided to the program. The coordinator's ultimate goal in providing these suggestions was to open the lines of communication between the coordinator and administrator. Another suggestion was for the Ohio Department of Education to develop a statewide marketing effort for the program. This would be in the form of calling on companies such as banks or department stores which had offices or businesses across the state. This coordinator felt that one contact to the president of such a company by the Ohio Department of Education would aid in the marketing efforts at the local level. The last suggestion was that an on-site visit be made by the state department to the local pilot site. The state department did visit with the administrator, but due to a late hiring and then a serious health problem of the coordinator, a visit was not made to the coordinator.

Inservice Sessions. Determining how helpful the inservice sessions had been and their suggestions for future meetings was also of interest in this research. All six coordinators expressed their
appreciation of the inservice meetings that had been provided and mentioned how useful and helpful they had been. The thrust of the first inservice meeting was to assist the coordinators in becoming knowledgeable about the curriculum, while the second inservice meeting focused on marketing issues and coordinator concerns (see Appendix H). It is interesting to note that the coordinators did not mention content items to be addressed in future meetings, but spoke more to the set up and the planning of the meetings. For instance, one coordinator expressed her desire to have fewer speakers and more sharing time among the coordinators. This free discussion she felt was most productive. This coordinator commented that she learned the most from other coordinators rather than from paid speakers supports Lortie's research (1975) which found that teachers believe they learn best from other teachers. Another coordinator asked that no evening inservice session be held. These are probably very valid suggestions and will be considered for future inservice meetings.

Three coordinators reported that they had not depended exclusively on the Ohio Department of Education for their professional development. Two coordinators attended a workshop on selling, while a third coordinator went to a seminar presented by a local private consultant who was considered a competitor to the Work and Family Program. They reported valuable information, handouts and ideas for structuring their own sessions had been learned by attending these sessions.
State Funding. The financial support that was provided to the school district from the Ohio Department of Education for the Work and Family Program was the focus of the last question to the coordinators. Two of the coordinators receiving unit funding said the financial support provided by the state had been fair or adequate, while three more coordinators reported they needed to work at least 25 hours per week, and would have preferred full-time hours.

A coordinator expressed her frustration with the funding in these words, "Anything less than 25 hours a week is setting an individual up for failure...it cannot be done." This comment was made by the coordinator who fought and succeeded in having her program changed from adult consultant funding to unit funding in the middle of the pilot project.

Summary. The support provided by the Ohio Department of Education to the pilot projects as they implemented this new and challenging program was viewed positively by the coordinators. They expressed they had received attention and support throughout the process, and that the in-service sessions had been useful as they became acclimated to the program. In the final analysis they believed they needed to be hired for a minimum of 25 hours per week and potentially full-time if the program was to succeed.
Summary

The need for educational programs for the family dates back to home economics roots when Ellen Richards spoke of the social and industrial changes that were impacting on the family. She commented on the need for families to regain social control, which would enable them to build strong family lives and in turn create good, efficient, and responsible citizens (1908). The need for strong, healthy families still exists today, and yet the support systems which enabled individuals to pass on the knowledge and skills necessary for a good family life have diminished for many families. This is so, according to a report issued by Catalyst, (1984) because many families have moved too far away from extended family members and friends, or lack the time to contact individuals who could assist them in coping with the difficult task of managing both family and work. Compounding this lack of support for the family is the increasing number of women who have entered into the labor force, both single parent and dual-career family members, now experiencing stress as they try to manage the work/family life-style. Pleck and his associates (1978) found in a Quality
Employment Survey that one-third of the respondents from across the nation reported conflicts between their work and family lives that ranged from moderate to severe in nature. While in a later study he reported the negative correlation between family adjustment, job satisfaction, the individual's overall well-being and their perception of work/family interference (Pleck, 1979).

Families are experiencing work/family interference, and many corporations are beginning to address these issues through family responsive programs (Galinsky, 1986). One type of family responsive program that some companies are implementing to address this interface is the work and family seminar (Catalyst, 1984). This seminar can be one or a group of educational programs offered at the work site for employees to learn new and different ways for combining work and family responsibilities. These seminars are more commonly funded by the employer and free of cost to the employees.

In 1984, a needs assessment was conducted by the Ohio Department of Education to determine if employers in Ohio were aware of employees who were experiencing work and family conflicts and if so, the types of conflict they were experiencing. They also asked the employers if they would be interested in sponsoring educational seminars for employees on these concerns and problems. The Ohio Department of Education was encouraged by the employers awareness of employee concerns and conflicts and their willingness to sponsor educational programs. Thus, a pilot project was funded July 1, 1985 which was entitled the Work and Family program.
This program was representative of an innovative change in adult home economics education in Ohio as discussed by Fullan (1982). It was innovative in that it addressed a new audience, the employee, in a new setting, the work site. Further, it was innovative in its approach to its audience, through the marketing process to business and industry rather than an evening course offered at a local school. Lastly, it was a change for many of the coordinators as they moved from a secondary level to an adult audience, with a new curriculum.

The importance of studying and understanding the variables responsible for the successful implementation of a new educational program was emphasized by Fullan (1982) in his theory on the implementation process. Fullan (1981) stated that the implementation process is much more difficult and complex than most people realize and thus, a basic understanding of the process is essential if educators are to address and bring about successful educational changes.

The purpose of this study was to ascertain those factors that led to the successful implementation of the Work and Family Program in Ohio. The population for this study was selected through a proposal review process. Proposals were reviewed by Ohio Department of Education personnel in June, 1985 and all applicants were notified of the status of their request on July 15, 1985. From the population of twelve possible sites, a sample of six sites was
purposely selected for inclusion in this study. The sample was
selected to include three sites which received unit funding and
three sites which received adult regional consultant funding and
based upon geographic location.

Data for this study were collected during a six month time
period, September 1, 1985 through February 28, 1986. The primary
methodology utilized in collecting data for this study was the
questionnaire, however, interviews and observation checklists
completed during pilot site visits and inservice meetings were also
used in the study.

Administrators and coordinators provided the data for the
study. Six administrators and six coordinators participated in the
study. Administrators participated in an interview while
coordinators supplied information through questionnaires, monthly
reports, observations at the pilot site, and interviews during
inservice sessions.

The first questionnaire completed by the coordinators in
October was the Community Profile, which was designed to assist the
coordinators in becoming more knowledgeable about their city and the
business and industry located in that area. Data such as the
population of the immediate city and the surrounding area, economic
indicators, the major industries in the area and their stability
were addressed in this questionnaire.

The Coordinator Profile was the second instrument completed by
the coordinators and was due in December. Information regarding the coordinator's educational background, work experience, current contract with the school district for the program, time utilization, necessary skills and strategies to market and teach the program were the focus of this questionnaire.

The third instrument completed by the coordinators was the Program Profile. It was designed to determine perceptions about the curriculum for the program, marketing techniques utilized at the local level and the perceived support the coordinators believed they received for implementing the Work and Family Program.

Monthly report forms were submitted throughout the pilot study by the coordinators. The Monthly Report provided details on program activities including coordinator's time usage, contracts sold, seminars prepared and the time involved in the preparation, attendance at seminars and evaluations by attendees, and upcoming program thrusts. Each coordinator submitted a total of six reports.

Five of the six coordinators were visited on site during the pilot study to provide support and technical assistance for developing and implementing the program. An Observation Checklist was completed by the researcher on those visits as well as notes and tapes kept on the discussions. Coordinators were also involved in two inservice sessions which involved extensive sharing time by each pilot site.

Each of the six district administrators were interviewed during
the pilot project to determine their perception of their school districts capacity for implementing and supporting an innovative educational program. The questions for this interview were taken from the School District Profile. The interview focused on previous educational programming efforts in the district and the success rate of those attempts. The skills the administrators believed the coordinators needed to successfully develop and implement the program, and the support services which were provided to the program locally and from the Ohio Department of Education were discussed during the interview.

The Business and Industry Contract Reporting Form and Interview Guide was completed by the coordinator for each company purchasing the seminar series. The guide was designed to assist the coordinator in becoming more knowledgeable about the employees and their needs prior to offering a seminar. Questions related to the nature of the business or industry, total number of employees, and a breakdown by sex, type of position held, marital status, were asked on this instrument.

Summary of Findings

A variety of factors were involved in locating, establishing, and implementing a successful Work and Family Program. Factors which should be considered prior to starting a program include the
community setting, the characteristics of the coordinator selected to market and teach the seminars, the nature of the program itself, the climate of the business and industry sector, the school district's past record and current attitude toward new programs, and the support services available to assist the coordinator in succeeding with the program.

Findings for Community Characteristics

In this study, the program was most successful in cities with populations of at least 25,000 people with the surrounding area totaling 350,000 individuals. The size of the community is critical in that it should have a sufficiently large enough business and industry sector to support the program. Areas which had unemployment rates below the state level and were still growing in population were also more successful than programs located in areas with high levels of unemployment and declining populations. A local manufacturing base as well as a number of service industries were also located in the communities having successful Work and Family Programs.

Findings for Coordinator Characteristics

Examination of the factors which were instrumental in assisting the coordinator to be successful will be highlighted in this section. The number of hours the coordinators were hired to work
per week impacted on program success. Coordinators not employed to
work 25 hours per week felt handicapped in their efforts to develop,
market and teach the seminars. They seemed to lose continuity in
their efforts, or were distracted by other activities to which they
were assigned when employed as an adult regional consultant on the
Work and Family Program.

A knowledge of how to market and sell the program was addressed
by both the school administrators and coordinators as a skill many
of the coordinators were lacking. A combination of learning
experiences including attendance at state inservice meetings,
working closely with their administrators who had experience in
marketing classes and attendance at outside seminars were the key
methods for learning how to market the program. Another key to the
successful marketing of the program was in having an indepth
knowledge of the curriculum and strong beliefs on why it was
important for employees to have this knowledge at their disposal
when trying to balance their busy lives. If the coordinator knew
the subject well, they could use this information in the selling of
the program and in teaching.

Findings for Program Characteristics

When assessing the program, it appears many factors were
instrumental in helping the program to be a success. Orienting the
coordinators to the goals of the program and the contents of the
curriculum guide was essential, and was achieved at the first inservice. It was also at this first meeting that the coordinators became better acquainted and that was important later as they began to call one another for ideas and support thus, forming a much needed network system.

It also appeared useful for the coordinator to establish clear and specific goals for marketing calls, seminars to be sold and instructional hours to be taught. When clear goals and objectives were established, they were usually met. Prior to marketing the program to a company, it was important to conduct a marketing analysis to learn as much about the company as possible. The coordinators usually began the marketing process by writing an initial letter of contact and enclosing their brochure. They usually followed this letter with a call for an appointment. Coordinators found they needed to be very professional, yet assertive and persistent until the program was sold. Testimonies in the local brochure about the quality of the seminars by other local business persons were helpful in selling the program.

The coordinators reported that six hours of preparation was needed for every hour of instruction. The coordinators felt that active participation in the seminars was one of the most effective teaching strategies they could utilize. Determining a price structure that was appropriate for the program was also one of the more difficult activities undertaken by the local school districts.
Administrators and coordinators both relayed the business community's disbelief that a program could be worthwhile at the low prices being charged. One site did increase their seminar prices mid-year.

**Findings for Business and Industry Characteristics**

From analyzing the Business and Industry Contract Reporting Form and Interview Guide it was determined that the smaller companies, those with less than 500 employees which had been in business ten years or more, were the most likely to purchase the seminars. Large companies tended to employ in-house personnel which taught educational seminars while small companies usually didn't have enough personnel to support the program and keep the company efficiently operating. Educational institutions and health care industries bought the most seminars during the pilot study. However, the variety of companies purchasing at least one seminar would indicate that it could be sold successfully to a variety of businesses.

**Findings for School District Characteristics**

Prior to proceeding with the Work and Family Program, all boards of education and the district superintendent approved the concept of the educational seminars in the business and industry sector and promised support throughout the pilot project. Several
administrative roles were critical to the success of the program. School districts which were successful in implementing the program had administrators who were able to write a strong proposal for state funding, employ the individual for coordinator who would be successful in working in the business and industry sector, and provide personal support to the coordinator. In addition, a review of the district's record for initiating and sustaining an innovative educational program to determine if they have been successful should also be conducted. School districts establish a capacity to start and support new programs, and this can be determined by looking at their past record. In this study, a majority of the districts showed consistent growth in their adult vocational education course programming indicating success at initiating new programs.

Findings for Support Service Characteristics

The support services available to coordinators emanated from two basic sources, the local school district and the Ohio Department of Education. The support services available from the local level which were important to program success included an office with telephone and adequate clerical assistance. Purchasing educational resources needed for seminar preparation as well as financial support to attend inservices to improve knowledge and skills on the content of the curriculum were also viewed as important support services the coordinators needed. A majority of the coordinators
enjoyed a good working relationship with their school administrator, and many coordinators reported that they worked very closely with the administrator in developing reciprocated the coordinator's professionalism by keeping them informed of their expectations and including them in decisions that involved the program.

The support from the Ohio Department of Education that was viewed as important to making the program a success included the financial support in the form of unit funding. This allowed the coordinators to be employed a specific number of hours per week to develop and implement marketing strategies, makes sales calls and prepare for seminars. In addition, the state inservice sessions, the technical assistance and encouragement provided through telephone calls and on-site visits during the pilot project were viewed positively by the coordinators and their administrators.

Thus, a variety of factors need to be examined prior to establishing a new adult Work and Family Program in Ohio. The data suggest that the size of the community and the strength of the corporate sector be determined. Mid-sized manufacturing industries and service oriented companies which have been in business for a number of years and have high percentages of women employees should be located in the community. A commitment to the program in the form of Board of Education approval and superintendent support are essential. In addition, a strong administrator must be assigned to the program to provide leadership and technical assistance for
marketing the program locally. The coordinator hired to work on the program must be employed sufficient number of hours per week to develop and implement marketing strategies and to teach the seminars. This coordinator should be knowledgeable in the program content areas and have marketing skills. Adequate support for the program and coordinator must be provided locally and at the state level. This should include adequate financial, marketing, office/clerical, and inservice support. If these variables are present, it is more likely that the adult Work and Family Program will be successful at the site. Thus, this study supports Fullan's (1982) and Hull's, et al. (1983; 1984) work which identifies factors that enhance the success of implementing an innovative program. Factors identified in this study which supports Fullan's (1982) work includes the district's history of innovative attempts, strong administrative support, teacher characteristics and orientations, teacher-to-teacher relations, community characteristics, and support systems. All of the variables identified by Hull, et al. (1983) were applicable to the Work and Family Program as it was developed and implemented.

Conclusions

Based upon the findings in this study, it can be concluded that:

1. Work and Family Programs are accepted by business and industry as a valuable benefit they can offer employees.
2. New programming initiatives are more likely to succeed when they are based upon a combination of factors including size of community, strength of the business and industry sector, school district support, financial support, content knowledge and marketing persistence of the coordinator.

3. An important factor in the success of the innovative program was the coordinator's personal characteristics.

4. The better prepared the coordinator, the more likely the program was implemented successfully.

Implications

The findings from this study have implications for personnel responsible for the establishment and development of the innovative adult Work and Family Program. Specifically the Ohio Department of Education should consider the results of this study as criteria for selecting sites when initiating new programs or expanding current programs. It is also recommended that they provide adequate financial support for the program until it becomes established at the local level. Inservice sessions should be provided to the coordinators to assure program success. These inservice sessions should be offered frequently during the first year of the program, perhaps monthly, to provide a support system and to promote networking among the coordinators. Topics covered at the inservice
sessions should include program goals, curriculum, marketing strategy development and implementation, and content updates.

Finally, the Ohio Department of Education should give consideration to developing a publicity campaign that would help Ohio's citizens to be aware of the variety of educational programs, and specifically the Work and Family Program, available at the local level.

Implications of this study applicable to the local administrator of the Work and Family Program suggest that the selection of the coordinator responsible for marketing and teaching the program should receive careful attention. The coordinator's skills are instrumental to the success of the program. Further, the local administrator must provide the support services necessary to the development and establishment of a program including secretarial support, money for inservice, and assistance with the marketing campaign.

Implications of this study applicable to the coordinator of the Work and Family Program suggest that this individual plays a critical role in the success of this program. They must see themselves both as a promoter and teacher of the program. This means they must design and implement strategies for marketing the program as well as, staying current on course content. Furthermore, they must utilize strategies appropriate for the adult learner in the seminars. This individual must also be willing to seek or ask for the support services they need in developing and implementing
the program from a variety of sources including their local administrator, other coordinators for the program, or state supervisor.

This study also has implications for the institutions of higher education in Ohio. Adult students must be recruited into the Work and Family Program, which involves a basic knowledge of the marketing process. Home Economics Education Departments in institutions of higher education must begin to incorporate the development of marketing skills into the educational programs at the preservice and inservice levels.

Further research is needed in relation to initiating new educational programs. Specifically for the Work and Family Program, more knowledge is needed in several areas.

1. Since participants in the work and family seminars were volunteers, it is recommended that careful analysis of the audience be conducted to provide a data base for program marketing and planning.

2. A comparison of the effect of a one-time seminar versus a sequence of seminars would provide useful data for marketing and decision making by program coordinators.

3. A critical analysis of educational preparation needed for professionals who deliver work and family seminars is recommended.
4. An examination of the variables identified as being important for the successful implementation of this innovative program should be made to determine if they remain critical over a period of time.
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APPENDIX A

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# Balancing Work & Family

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*H = Handout, A = Article, E = Exercise, Q = Questionnaire, C = Cartoon

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C16(A): "The Rewards of Saying 'NO'" Uhene

6. Delegation, Gaining Family Cooperation and Involving Children

C17(H): "The Art of Delegation"  
C18(H): "Blocks to Delegating Tasks"  
C19(A): "The Grateful Wife"  
C20(H): "Task Delegation"  
C21(H): "Developing and Sharing Responsibility"

7. Using Dinner Time Effectively

C22(H): "Family Mealtime Strategies"  
(adapted from Poguein article in May '82 Readers Digest)

8. Life Transitions As They Impact Upon Time Management

C23(E): "Using Your Time: Past, Present, Future"

9. Flextime and Other Work Scheduling Systems

C24(A): "Scorecard on Flextime"  
"Flextime Does Not Flex Family Time"

10. Reading Resources

D. CREATIVE PLANNING AND PROBLEM SOLVING/DECISION MAKING

Objectives

Content and Resources

1. Long-Term Goals

D1(A): "Goals Can Make Career More Than 'Just A Job'"  
D2(E): "How To Get Control Of Your Life"  
D3(H): "Planning Your Future"  
D4(H): "Setting A Goal - What Do You Want To Do?"  
D5(H): "Reaching A Goal - How Do I Get There?"

2. Setting Priorities

D6(A): "Something's Got to Give"  
D7(H): "Analyzing Priorities"  
D8(H): "Goal Setting Contract"

3. Creative Problem Solving/Decision Making Process

D9(H): "Problem Solving Styles"  
D10(H): "Steps in Creative Problem Solving"
IV. STRENGTHENING THE INDIVIDUAL AND THE FAMILY

A. FOCUS ON THE FAMILY

Objectives

Content and Resources

1. Myths About Families
2. Understanding the Family as a System
3. A Study of Family Strengths
4. Exploring Our Own Family Values, Goals and Rules
5. Traditional vs. New Breed Parents

Family Communication

Strengthening Family Togetherness

Family Meetings

Nurturing the Couple Relationship
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   A30(E): "Family Life Cycle Chart" .............................. 439
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B. FOCUS ON INDIVIDUAL SELF-ESTEEM .......................... 447

Objectives ................................................................. 447

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      B2(H): "Self-Concept Leads to a Sense of Self-Esteem" ... 450
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      B4(E): "Thinking About High-Pot and Low-Pot"  .......... 470
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   2. Building Self-Esteem ............................................... 454 - 458
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      B7(H): "Suggestions for Getting Off the Self-Esteem Merry-Go-Round"  .... 473

   3. Handling Guilt ..................................................... 457 - 461
      B8(H): "Some of the Things You May Feel Guilty About" .. 474
      B9(H): "Distinguishing Between Reasonable and Unreasonable Demands" 475
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      B11(H): "Ideas to Keep You Well"  ............................. 477
      B12(H): "Plain Talk About Feelings of Guilt" ............... 478
      B13(H): "Impact of Working Mothers on Children" ......... 482

   4. Considering One's Rights and Obligations as a Parent and Employee 462 - 463
      B15(H): "Bill of Rights for Parents"  ....................... 483

   5. Taking Responsibility for Our Own Well-Being ............ 466
      B16(A): "What's Your Hurry?"  .................................. 484

   6. Reading Resources. (466) ....................................... 485

C. FOCUS ON HUMAN DEVELOPMENT .................................. 485

Objectives ................................................................. 485

Content and Resources ............................................... 487 - 518

   1. Individual Personality and Temperament .................... 487 - 489
      C1(E): "Temperamental Differences"  ......................... 505

   2. Human Development ................................................ 490 - 491
      C2(H): "Erik Erikson's Eight Stages of Man" ............... 504
      C3(E): "Discussion Questions About Erikson's Eight Stages of Man" 510

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      C4(H): "Typical Life Changes"  .............................. 511
      C5(H): "Patterns in a Woman's Life Cycle" ................. 512
APPENDIX B

INSTRUMENTS
Coordinator's Name

School District

Using the most recent information, please provide the following information about your community.

1. Name of city

2. Population of your city

3. Population of the surrounding area

4. What is the rate of population growth for your area?
   __ Growing
   __ Stable
   __ Declining

5. Geographic location of the program within the state
   __ Central
   __ Northeast
   __ Northwest
   __ Southeast
   __ Southwest
6. Racial mix of your community
   ____ White (Nonhispanic)
   ____ Black (Nonhispanic)
   ____ Hispanic
   ____ Asian/Pacific Islander
   ____ American Indian/Alaskan Native
   ____ Other

7. What businesses and industries are the major employers in your area?

8. Describe the stability of the major employers in your area.
9. What other institutions or organizations are providing services to the business community similar to the Work and Family Program?

10. What factors are unique about your community which impacted on the implementation of this program?
OHIO DEPARTMENT OF EDUCATION
WORK AND FAMILY PROGRAM
COORDINATOR PROFILE

Coordinator's Name

School District Name

Please complete the following questions to enable the Ohio Department of Education to make hiring recommendations for the coordinator position for the Work and Family Program in future years.

Coordinator Background and Experience

1. What is your educational background?
   - B.S.
   - M.S.
   - Ph.D.
   - Other (Please Specify)

2. Total number of years teaching experience you had prior to becoming coordinator for the Work and Family Program?

3. Please indicate the years of teaching experience at each level listed below.
   - Years teaching experience in elementary K-6
   - Years teaching experience in junior high/middle school 7-9
   - Years teaching experience in secondary 10-12
   - Years teaching experience in adult education
   - Years teaching experience in college/university
Coordinator Contract

4. On what date were you hired for the Work and Family Program?  
   Month/Day/Year

5. On what date did you actually begin work with the Work and Family Program?  
   Month/Day/Year

6. What is the title of your position? ________________________________

7. How many hours are you hired per week for the Work and Family Program?  
   __________________________

8. What will be the last day you work under contract for the 1985-86 Work and Family Program?  
   ________________________________

Coordinator Time Utilization

9. How many hours do you actually work during an average week? _______

10. What percentage of your time during an average week is spent on the following?

    ____ Developing marketing strategies and materials

    ____ Actual marketing and follow-up to employers

    ____ Planning lessons and developing materials for Work and Family Seminars

    ____ Teaching a Work and Family Seminar

    ____ Other

11. On the average, how much time (in hours) would you say it takes you to prepare for a one hour seminar to business and industry employees?  
    Preparation Hours
Coordinator Skills and Strategies

12. How difficult or complex would you say it is to market and implement the Work and Family Program?

13. What personal skills are required for marketing and teaching this program which may be different from the skills developed in secondary teaching?

14. How often do you contact the other 12 pilot site coordinators for the Work and Family Program?

_____ Once a day
_____ Once a week
_____ Once a month
_____ Once or twice the past six months
_____ Never
_____ Other (Please Specify)

15. What teaching strategies do you find successful in working with the adults in the Work and Family Program?
16. How did you go about becoming familiar with the Work and Family curriculum?

_____ Read it

_____ Talked about it with other Work and Family pilot site coordinators

_____ Attended the July curriculum workshop

_____ Attended the September inservice meeting

_____ Observed other Work and Family coordinators market and implement the Work and Family Program

_____ (Please Specify)

Coordinator Perception of School Administrative Support

17. How did you go about informing and educating school administrators about the Work and Family Program?

18. Do you believe your opinion is taken into consideration when school administrators make decisions concerning the Work and Family Program?
19. What constraints, if any, impinge upon your ability to market, plan, or teach the Work and Family Program?

State Department Support

20. How would you evaluate the support you have received from the Ohio Department of Education, Vocational Home Economics, for implementing the Work and Family Program?

21. What other type of state support would have been useful in helping you to develop the Work and Family Program?

22. In general, how would you evaluate the inservice sessions provided for the Work and Family Program by the Ohio Department of Education?
23. What inservice activities did you participate in which assisted in your development as a Work and Family coordinator?

24. How would you evaluate the funding provided by the Ohio Department of Education for implementing Work and Family Coordinator Benefits from Program?

25. What benefits do you believe you gained from being a coordinator for the Work and Family Program?
Please complete the following questions to enable us to have a clearer picture of your views on the curriculum, your marketing strategies and local school district support for the Work and Family Program.

**Curriculum**

1. Please rank the Balancing Work and Family Curriculum Guide on the following factors using the criteria: 1 - not at all; 2 - to some extent; and 3 - to a great extent.

<table>
<thead>
<tr>
<th>Practical and usable</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
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<td>1</td>
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<td>3</td>
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<table>
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<th>Complete and comprehensive</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
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<table>
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<th>Well organized</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
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</table>

<table>
<thead>
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<th>High quality</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
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<tbody>
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<td>2</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Appropriate for audience</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>2</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Useful instructional strategies</th>
<th>Not at all</th>
<th>To some extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
2. Please identify any topic you believe to be missing from the Work and Family curriculum.

3. Which of the topics identified as missing from the curriculum guide in question two have you developed into lesson plans?

Marketing

4. Which of the following strategies did you utilize in marketing the Work and Family Program in your community?

- [ ] Brochures
- [ ] Business cards
- [ ] Folders
- [ ] Telephone calls
- [ ] Letters
- [ ] TV ads
- [ ] TV talk shows
- [ ] Radio ads
- [ ] Radio talk shows
- [ ] Newspaper ads
- [ ] Newspaper articles
- [ ] Newsletter
- [ ] Other (Please Specify)

5. On the average, how many companies do you contact monthly concerning the Work and Family Program?

6. Of the businesses and industries contacted, what percentage actually contracted for a Work and Family Program?
7. On the average, how many contacts do you make with an individual company in marketing the Work and Family Program?

___ Phone calls
___ Personal contacts
___ Letters
___ Other ________________________________

8. What other marketing materials, if available, would have aided you in promoting the Work and Family Program?

9. What did your school district charge for one hour of Work and Family instruction? _______________________

10. Did the hourly rate charged to business and industry for the Work and Family Seminars change at any time during the year?

___ No
___ Yes (If so, why?) ________________________________

___ If yes, new price per hour? _______________________

School District Support

11. What benefits do you believe the school district gained from implementing the Work and Family Program?
12. How would you rate the school district's support of the following components needed for the Work and Family Program?

<table>
<thead>
<tr>
<th>Component</th>
<th>No support</th>
<th>Little support</th>
<th>Adequate support</th>
<th>Above average support</th>
<th>Excellent support</th>
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<td>Coordinator salaries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Office space and equipment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Clerical assistance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Educational resources (books, journals)</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Financial support for inservice education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
OHIO DEPARTMENT OF EDUCATION
WORK AND FAMILY PROGRAM
BUSINESS AND INDUSTRY CONTRACT
REPORTING FORM AND INTERVIEW GUIDE

Directions: Please complete this form for those businesses, industries, or organizations who contract for a Work and Family Seminar.

1. Coordinator's Name_____________________________________________________

2. School District__________________________________________________________

3. Name of Business/Industry______________________________________________

4. Number of hours contracted for Work and Family Seminars?____________

5. What is the nature of the business, industry or organization?

   Insurance
   Banking/savings and lending institution
   Retailing
   Communications/broadcasting/publishing
   Restaurant/food/hotel
   Recreation/amusement
   Transportation
   Commercial aviation
   Utilities
   Agriculture/natural resources
   Mining
   Metals
   Petroleum
   Pulp and paper/forest products
   Construction
   Law enforcement
   Automotive
   Military

   Beverages/bottling
   Brewing
   Chemicals/
   Pharmaceuticals
   Computers/data processing
   Electrical/electronic
   Textiles
   Industrial-general
   Health care
   Educational institution
   Non-profit organization
   Trade/professional association
   State and local government
   Federal government

   Other ________________________________________________________________
7. Total number of employees
   _____ Less than 500
   _____ 500 - 999
   _____ 1,000 - 4,999
   _____ 5,000 - 14,999
   _____ 15,000 - 24,999
   _____ More than 25,000

8. Number of years the business/industry has been in operation?
   _____ Less than 1 year
   _____ 1 - 5 years
   _____ 6 - 10 years
   _____ 10 years or more

9. _____ Percent of employees who are female
   _____ Percent of employees who are male

10. _____ Percent of employees who are in management/administration
    _____ Percent of employees who are staff/nonmanagement

11. _____ Percent of employees who are single
    _____ Percent of employees who are married

12. _____ Total number of employees who attended the Work and Family seminars

13. _____ Number of males who attended the seminars
    _____ Number of females who attended the seminars
14. ____ Percent of employees who have children

15. ____ Percent of employees who are union members

16. ____ Percent of this organization's budget which is spent on human resource development

17. What strategies does this organization presently utilize to assist employees to be as productive as possible?

18. What are the major family issues this employer sees impacting on their employees?

19. What other educational activities have been provided by the employer to assist employees in balancing work and family responsibilities?
20. Which of the following indicators has this employer observed in the organization which may be the result of work/family demands?

___ Low productivity
___ Absenteeism
___ Turnover
___ Tardiness
___ Low morale
___ Constant fatigue
___ Substance abuse (drugs/alcohol)

21. Has this organization ever utilized the educational services of the local vocational education center in the past?

___ Yes    ___ No

22. What information would be most useful for this organization to know to assist them in building trust in vocational education?

23. Who in this organization made the decision to provide Work and Family seminars for the employees?

Title____________________________________________________

Position_______________________________________________
1. Describe your school district's history of innovative adult curricular programming.

   A. Identify and describe the adult programs that your school district has implemented in the last three years that are innovative in nature.

   B. How many of these programs are still in existence?

2. Before deciding to implement the Work and Family Program in your community, did your school district complete a needs assessment to determine employer interest and need for such a program? If yes, please describe the results of the needs assessment.
3. Who's idea was it to implement the Work and Family Program in your school district? Please include their name and title in the school district.

4. How did this individual go about gaining support of the individuals administratively above and below them for the Work and Family Program?

5. How would you describe your school district's attitude toward the Work and Family Program?

6. How would you describe your role or duties in helping to make the Work and Family Program a success?
7. What have been the school district's costs in implementing the Work and Family Program?

8. To what extent were adequate support systems provided for implementing the Work and Family Program? (Scale for researcher's use only.)

1 = Not at all
2 = To some extent
3 = To a great extent

<table>
<thead>
<tr>
<th>Availability</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Type of Support</strong></td>
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<tr>
<td>Administrative endorsement</td>
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<td>Financial support</td>
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<td>Supplies</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>Other pilot site teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Coordinator's Name ___________________________ Month of ___________

School District _______________________________________________________

Coordinator's Phone Number (______) ___________________________________

1. Major activities for the month:

2. New contracts finalized this month:

3. Lessons prepared this month:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date for Presentation</th>
<th>Estimated Time for Preparation</th>
</tr>
</thead>
</table>
4. Lessons presented this month:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Business or Industry</th>
<th>Estimated Time for Preparation</th>
<th>Price Charged Per Hour To Business</th>
<th>Number of Participants</th>
</tr>
</thead>
</table>

5. Briefly state your assessment of your presentations (consider topic, strategies, time frame, materials, audio visuals, etc.):

6. Briefly state the participants' reaction to presentations:

7. Upcoming events:
OHIO DEPARTMENT OF EDUCATION
WORK AND FAMILY PROGRAM
OBSERVATION CHECKLIST

Date ________________________ Site ______________________________

Coordinator's Name ____________________________

1. Overview of visit:

2. Using a percentage, how is the teacher dividing her time?

____ Marketing
____ Seminar preparation
____ Teaching
____ Administrative
____ Clerical
____ Reports
____ Other ____________________________
3. Highlights or successes the coordinator discussed:

- Marketing
- Seminar preparation
- Teaching
- Administrative
- Clerical
- Reports
- Other

4. Concerns the coordinator expressed:

- Marketing
- Seminar preparation
- Teaching
- Administrative
- Clerical
- Reports
- Other

5. Follow-up required:

- Conference with coordinator
- Contact administrator
- Future meeting
- Resource to send
COORDINATOR BENEFITS FROM PROGRAM INVOLVEMENT

1. Awareness of the business world outside of the educational environment
2. Awareness of the time it takes to market and establish a relationship with a business
3. View self and home economics with a new respect and professional status
4. New and exciting career has opened for me and the home economics profession
5. Opportunity to be creative
6. Meet people in various fields
7. To be of service
8. To receive positive comments on concepts, programs and self
9. To be a pioneer
10. To be an entrepreneur
11. To learn how to do new things
12. To learn about new people and new things
13. To be exposed to new ideas
14. Stimulating, informative and stretching experience
15. Prompted to read and study
16. Adventure
17. Real learning experience
18. Rewarding to teach receptive adults
19. See how the world of business worked very differently from education
20. Assisted me to be more confident when approaching new situations
21. Personally used information from curriculum guide
APPENDIX D

TOPICS PERCEIVED BY THE COORDINATORS AS MISSING FROM THE COORDINATOR GUIDE
TOPICS PERCEIVED BY THE COORDINATORS AS MISSING FROM THE CURRICULUM GUIDE

1. Positive trends in society with the family unit
2. Technology's and society's contribution to family changes
3. The impact of TV on the American family
4. Money management and budgeting
5. Interpersonal communications
6. Goal setting
7. Assertiveness
8. Caring for the elderly
9. Wellness
10. Dealing with grief
11. Dealing with depression
12. Drug and alcohol abuse
13. Communication and effective listening
14. Financial planning
APPENDIX E

COORDINATOR PERCEPTIONS OF SUCCESSFUL STRATEGIES FOR WORKING WITH ADULT STUDENTS
COORDINATOR PERCEPTIONS OF SUCCESSFUL STRATEGIES FOR WORKING WITH ADULT AUDIENCES

1. Talk "with" students not "at" students
2. Coordinator must be warm and personable and relate at their level
3. Allow them to participate
4. Films
5. Small group work
6. Generate ideas from the participants
7. Direct applicability
8. Project professionalism
9. Show empathy
10. Be supportive
11. Display a sense of humor
12. Be very prepared
13. Get in touch with what they may be feeling
14. Have fun
15. Handouts are useful
16. Use actual examples
17. Group discussion
18. Respect audience
19. Be interested in subject and audience
APPENDIX F

MAJOR FAMILY ISSUES IMPACTING ON EMPLOYEES AS PERCEIVED BY EMPLOYER
MAJOR FAMILY ISSUES IMPACTING ON EMPLOYEES
AS PERCEIVED BY EMPLOYERS

1. Day Care Concerns
2. Parental Guilt for Leaving Child While At Work
3. Stress
4. Lack of Time
5. Divorce
6. Job Loss
7. Single Parenting
8. Financial Budgeting Problems
9. Low Morale
APPENDIX G

SAMPLE OF ADMINISTRATOR INTERVIEW
SITE F
Interviewer: What we're talking about today is the Work and Family Program. We are trying to compare the Work and Family Program to other programs that you have started in your school district. Do you consider this to be an innovative program? If you do, do you have other programs that you consider to be innovative that you have already started in your school district prior to Work and Family?

Administrator: Work and Family is very innovative in one respect and that is that it solicits the business community. It is an opportunity to bring in dollars. The difference though from the other programs is that you have no clientele from which you can base your program. Such as the Displaced Homemaker Program. There are clients out there that need the service. There are certain social service agencies that need the service. But big business, you must ultimately tell them they need the service. So that's a lot different and a little more difficult nut to crack from my view. We have only started in our other adult programs on a full time basis. Work and Family is only a ten hour a week situation, so that if you are talking about a staff person that is committed to it, its to a minimal degree. That at the onset is difficult because this person can't survive on the ten hours per week. They are either working somewhere else or they are someone that only wants to work parttime and you are not getting a full-time commitment. So that could be a drawback.

Interviewer: So when you compare it to some of the other programs you have like Displaced Homemaker, do you consider them to be successful?

Administrator: Yes, all of our programs are very successful. Displaced Homemaker took the second year for it to be successful. The first year is a matter of building it and putting your linkages together. The first year we had a minimal amount of clients and now we're to the maximum. This is our third year. Our Family Life Program-Interest Stimulation Program, the whole community couldn't survive without it. All of these programs are very necessary. Now looking at it from Work and Family's standpoint, I think that it can also be very necessary, but I think we also might have to think about how it could be marketed and where it has been successful. That model should then be duplicated in other cities. I think that our
disadvantage was that we were talking about a person in my area—probably my most dynamic person—not having a lot of success because she needed the networking of the other supervisors and herself or whatever to kind of build a team. Like meet once a month to really get going because the other programs could very easily do that. You could pull together a network. But you can't really do that in business because you are kind of the outsider looking in.

Interviewer: So what you are saying is that you would have liked to have had the coordinators get together?

Administrator: Yes. Also for instance—let's say you take the Columbus market. In Columbus you set up with a company and it was very successful. Then that could be the model. Then people say well (name of a company) in Columbus to one of the companies here is using Work and Family. We worked with so and so. It is a little harder here to market something than say Minnesota which has a different tax base and all those different kinds of things. That could possibly be a way to appeal to people.

Interviewer: So even if it were out of the city, you feel that it would be helpful to have those company names for name dropping?

Administrator: Name dropping and exactly how the program was done. Not that you couldn't use a particular format, but you could do it this particular way. You can't really relate to a business person. I think educators can relate very much to social service agencies because they have similar concerns. But the corporate sector is very sophisticated and we have tended to be unsophisticated. It is not that we don't have a very beautiful brochure and many other things which I will share with you. I think that I could have taken our person if she were full time and in a few months groomed her to be able to fit into the corporate arena because then she could try to go to meetings and try to be a part of it. With ten hours a week you couldn't do it.

Interviewer: So I'm hearing something. Ten hours a week limited your capabilities for marketing and selling the program?

Administrator: Yes. I think the other drawback is—if it took us two years to do the Displaced Homemaker program, it may take us three years for the Work and Family Program. Not that you want to make your guidelines so loose that nobody is producing, but I think ambitiously speaking and I'm pretty high level, high energy kind of person and I pretty much demand that out of my staff. I don't want you to use that as a norm because a lot of people can't wade
through things politically within the system. But I have been there quite a few years now and I can do those kinds of things. Whereas someone else kindly speaking would need a little more assistance.

Interviewer: Before you implemented Work and Family this last year as a pilot, did you do a needs assessment in your local area?

Administrator: We had only a very sketchy kind of assessment in the sense that we asked employers that were on advisory committees whether or not this would be something that would interest the corporate sector. They all felt very highly that this was something that was needed. They didn't, I don't think, reflect on whether logistically it could happen, those kinds of things. I think that whenever there is an opportunity for a new program, you need to provide some kind of base. I think we should have done one a little more extensively. But that's really hard to know.

Interviewer: Especially since it is so new. We are all just learning, and that is something I can point out again for the people that start out next year. That they should do a needs assessment. It really gives them a foundation.

Administrator: The other thing is, I did question my coordinator because I knew we were going to be meeting today, and she felt that if there was any way that she could have been in more contact with the other coordinators to share things. An idea that she thought she would share with you. Let's say a coordinator and a company are going to do a session. It could be like a little news blurb from you to all the coordinators saying so and so sold Champion. They are going to meet on such and such a time. They charge so many dollars. Hooray, this is another name dropping thing and this is what is needed. I thought I probably could have helped her more because I told her (coordinator's name) you could have come to my office and called all of them if you would have liked to. I didn't realize she was floundering so much until today. My problem too, because she is so assertive, I would have thought she would have called and said I am having problems here. But I did know that we waited a long time to market, but now we're making calls. So we're a little behind but nevertheless, it has been going fine.

Interviewer: Whose idea was it to implement the Work and Family Program?
Administrator: Mine. I always feel that education has so little resources and I feel very strongly about our State Department. I have always had the most positive experience with Voc-Ed. Every time I have called Kathie and now Linda who is the new state supervisor, they are there to answer calls. So whenever there is an opportunity to start a program I do. I know when I started as supervisor about ten years ago we never had innovative programs. So it was my goal as administrator to take advantage of everything that I felt fit our community.

Interviewer: How did you go about gaining support? Did you have to do that within your district?

Administrator: Well I now have a lot of credibility in our Board of Education because I've always made money for our system as opposed to losing money and because we have some income bearing program like our Displaced Homemaker program. They are now bringing in tuition so that I was able to offset the unit funding that comes in with some tuition dollars to pay for the free training plus the staff so our higher ups instead of saying we can't have this program because it is going to cost dollars I was able to take the funds that I needed out of my adult program to pay for the other side of our Work and Family Coordinator because you only supply about $7 per hour. Ours make $12 per hour so I went in the hole $3000.00 this year. I felt that she would be able to recap that in tuition, but we are not going to be able to this year. I was hoping that we would because that was how I sold it. I said this is a way we can make money. But I know we aren't going to have a problem because we have made so much in our other programs that it is going to offset the cost.

Interviewer: That's good and it might eventually pay off as you learn to market and sell the program.

Administrator: That's right. We have a great opportunity because so many programs don't get any funding. And as much as I always try to push at meetings for us to get increases, our local boards of education don't want us to spend money for extra things. But because they know that we have been doing so well with the other programs, they know that this is probably going to do well also.

Interviewer: Good. So right now you would say that your school district's attitude is positive about you, and they are positive about the other programs that you have had. And they are giving you support for this program right now even though it is not currently standing on its own.
Administrator: That's correct. They don't even know that. Our organization is so large that nobody even checks on how well we are doing. Our papers weren't flooded with Work and Family articles. It was a small article so that people knew we had it. No one is going to check with me right now, and if they were, we have a two-year goal of really implementing this larger. Because I think sometimes you have to be smart enough to know when to toot your horn and when not to. I just think that you are the only one that can judge how your programs are doing and other people can be quick to judge if you throw it at them.

Interviewer: So you have given yourself a two-year lead. Does that include the pilot year? Or are you giving yourself two years more from now?

Administrator: I would say next year. With a full-time person, I think it ought to be able to take off. That is just speculation, but I can't imagine that with all the talk that we had prior to and if Minneapolis has been as successful that we shouldn't be able to, but I think we might need more tools. We might need a little more marketing background. We might need to talk about ways that we can tap that corporate sector and talk about the ways that it works for a particular organization to model it after for another. (Coordinator's name) and I talked about how she went to several social service agencies. My reaction was the social service agencies aren't as interested in production. Big business, the assembly line type companies I would think would benefit so much greater if their employees didn't have the absenteeism and so on. So I think her interpretation is a little bit different than I even thought. You might want to remember that too. You might want to limit your coordinators to these are the companies that we should hit first. The type that really need to show progress, may need structure. Because I think the bottom line—businesses—all they care about is profit. That is my speculation, but I think that your coordinators need to be able to tell you a little bit more. I don't think it is easy for a staff person to find reasons, because I was really kind of shocked with my own coordinator today saying, well, they just aren't coming through. The point is that we needed to find one—there were all kinds of things in that notebook. My coordinator really criticized the notebook and I don't mean to be criticizing, but I was shocked in a way because this was my high energy staff person. Maybe it was because it was unfamiliar. You tend to try to justify what you are doing. I know that the time factor was very great, but in looking at it, how can we use the rest of the time here. If you can, in your meeting, talk about their negatives first. She is hoping that all the negatives come out, but sometimes people have ways of protecting
themselves. I hope you can get honesty today, because then everybody will be able to see what we can do to make it better. We don't always have the opportunity to do this kind of a new thing and I would hate to see it lost. I don't think we have lost anything if we go another year and still feel it isn't going to work because nothing ventured, nothing gained. Let's talk about what they have done and let's talk about some of their problems and then let's say what can we do right now and in the future.

Interviewer: Do you believe that there was adequate support for the program financially at the beginning?

Administrator: Financially to begin with because I realize that we have to look at it economically you only had so much. But at least we have a wonderful mailing list now. We have publicity tools and all of those things. If the goal could have been that at least this year in ten hours was to get ready for the program. Then it might have been a little more, well it was achieved, but then to have tried to really implement the program is too ambitious in ten hours per week.

Interviewer: You had administrative support. You didn't have as much financial support as you should have had. How about audio-visual equipment? Would you say that within your school system you were satisfied?

Administrator: I'm sure we could have gotten that, but the teacher may have felt, she did say to me that she would have liked to have had a long distance phone where she was. I could not have justified that. As a ten hour person per week, we don't have funds for that. But she did have access to one. She could have come to my office. It's difficult. Especially with ten hours a week because you waste time again. Any supplies that she would have needed I could have provided for her. But other districts you just can't tax those resources. Clerical staff, she always had that support. But again, if I had several people, I couldn't give that to her. She felt that the curriculum was very sketchy. I have always said to (state supervisor's name) that the thing that was most valuable to me was a supervisor. I can give things to people to make them a star, everything from A to Z. If you give them an outline, the high achieving teachers might create a beautiful lesson. Maybe one out of 100. Most of them will do a very average job with the typical format of a classroom as opposed to using multiple amounts of teaching resources. As an example, we had a supervisors meeting a couple of years ago. One of the teachers that piloted the new curriculum did a beautiful unit on family living. She even had in it the pictures that motivated her before she went into the unit. My teachers loved it. Every single one of them wanted a copy because it was
already done for them. Throughout the pages it would show the activities. It even listed the questions that they would ask the students. Teachers today don't have the time. Many of them don't want to spend the time to be a "star" teacher. But if we could provide them with those kinds of tools there would be more stars than failures.

Interviewer: So one of the things you are telling me is that we really need to supplement the curriculum extensively.

Administrator: I think so. Especially since people are going to feel inadequate because you have highly trained technical trainers involved so our person is going to get up there with a trainer that could probably do the whole curriculum herself and not have to pay you to do it. Not all companies have that. It would make her feel a little more competitive with the corporate market.

Interviewer: That's good to know. Did the school board have to approve this program?

Administrator: Yeah, they have to approve everything. But they see it as pretty much of a line item. They are interested in the day care area. The Family Life area because they realize it is a priority for our school district. Not money wise, but they are very pleased that we can do it as long as the state helps support it. So I think the school board would be accepting of it. I would imagine even in a rural area as long as it didn't provide a burden to the general fund I can't imagine a school board having a problem with it (the Work and Family Program).

Interviewer: How about support from your community members? That is probably your task force members as well.

Administrator: There is never enough time to do this on ten hours.

Interviewer: Did you have adequate information prior to starting this program?

Administrator: I think we needed a little more of that. I think that even the stuff from Minnesota—I questioned her specifically, but there is a lot and it's not in the packet as to how it was done. Specifically which companies. There are a few but there is just not enough. There could have been a little more so that you could refer to it. She said that when she planned her first two seminars there was a lot of digging and a lot of material had to be put together before she could actually present that seminar. Another suggestion might be that this summer you get
some coordinators to write what needs to be done. Or to get it together before next year starts. Why not take the first two or three weeks of the coordinators work and ship them down here and we can all try to pay for their expenses where they can actually get it all ready before they go back. As long as you are paying unit reimbursement. You can say that the program starts on a certain date, who is going to know? Say the program starts by July 1, and have those people come down and work with you, as opposed to starting in their own districts.

Interviewer: That sounds like a good idea.

Administrator: You could do it in a dormitory type thing. I know it is a lot cheaper that way. The teachers would probably love it because they are not used to traveling as we are. Or get them down here for 30 hours worth the last few weeks of this year. Now my teacher works in the morning so logistically you may not be able to, but at least she could come. You could poll your people and see how many times there are. Perhaps you could do it on a Saturday and Sunday. You might think of a creative way of using those hours yet this year.

Interviewer: That sounds real good. What did you see as your role in helping your coordinator to succeed with Work and Family?

Administrator: What my role was, because of the fact that (coordinator's name) was such a high energy person, I almost felt as though it would have been a put down to have had her meet with me every week. I was meeting with her monthly and she was doing her little monthly report. She did have a down time in January because she had some personal surgery. I knew she would make that time up so we just continued her ten hours and she would be making that time up now. In looking back, my role should have been a little bit more active. My role was to get the proposal out, help her get all her publicity materials, give her all kinds of leads in terms of advisory committee people, business people that I knew. Just giving her as much of that kind of information. But to actually go out with her and do a seminar, if she would have wanted me to do it I could have done it. I think I needed to be more probing because now she is frustrated, but most people will come to you saying, I'm in trouble, and she didn't. She knows how busy I am, so knowing her she probably thought (administrator's name) is so busy I'll just keep going with it. Perhaps my role needed to be more active. I just assumed everything was fine and I think she probably did too. And then a couple of weeks ago, we realized that we couldn't do a whole lot in ten hours a week. That was more the problem.
Interviewer: I believe we've addressed the funding issue for next year. We will not be using Adult Regional Consultant funding next year, but I really had to push that issue.

Administrator: You had to push for that I can see. We can be very verbal and I think you are going to see that today. I would assume you are. It is hard enough with us going full time keeping those going-two hours a day. We have a cooperative teacher this year who teaches two hours in the morning. She probably spends three to four hours a day on it. And she is not getting anything. She is only being paid for two.

Interviewer: Do you find that difficult? In the future if you had hire for eight to ten hours...

Administrator: I wouldn't do it. The only reason I did it was that I knew (coordinator's name) would qualify. She was my only cooperative teacher that I felt had the tools, physically, emotionally and professionally to do it and I knew that nobody else would probably ask for it because it was ten hours. I could never have gone out in the community to try to recruit somebody for ten hours per week. They would know nothing about home economics. They wouldn't have come down to the meetings. You had to have some kind of frame of reference. But also she is an educator. To teach her, to be a little more business oriented, because I'm with a lot of business people. I think she needed to be a little more of that. You'll get to hear her today, and maybe some other things may come out. She may feel that maybe her supervisor could have helped her more.

Interviewer: Well the same thing goes here. I wish I could have gotten up there more.

Administrator: Right. There are a lot of things that we could have done and I think they'll be honest. The fact that you can promote it for them will make them feel good. Unfortunately I won't have the same person next year.

Interviewer: You don't think (coordinator) will be with the program next year?

Administrator: It's not that she doesn't want to, but my teacher is making over $30,000.00 a year as an inschool teacher. They only give us $14,000.00 of that amount. The rest of it is fringe benefits.

Interviewer: Do you think the school district would be able to pick up any of that salary?
Administrator: No way. They won't pick up a dime because they are already picking up $30,000.00 in my Family Life Program. And to do something like this, they would never do it. But that doesn't mean we couldn't find someone who is energetic that might be out of college that has a business background. But your guidelines...

Interviewer: Still have home economics... 

Administrator: Yes. That could be a draw back. And nobody advocates home economics more than I do. When you think of Work and Family we might need to relax those a bit.

Interviewer: It says consumer homemaking education certificate and then it says three years of teaching or business experience. If they went through and got the teaching certificate and didn't do anything with it, maybe went and did something else for awhile, they could still teach the program.

Administrator: But they have to be a certified teacher.

Interviewer: Or the one year adult.

Administrator: The one year adult is easy to get.

Interviewer: There is flexibility built in there.

Administrator: What are the guidelines for the one year adult?

Interviewer: You should check with (state supervisor) for the exact requirements, but they are quite minimal. Is there anything else you would like to share with me today concerning the program?

Administrator: One thing that I think is a real key to what we have going and that is that, it should be rolled in through our Family Life or part of our adult structure. That is what we have in (Site) that is so unique and I'm going to share that in our Family Life meeting. We have an organizational structure now where I consider Work and the Family Program, we work with adults. When you are in a school district your think of secondary, elementary and junior high. When you think of Family Life, you think of an all adult program. When you say Work and the Family as home economics, they think of the seventh and eighth grade. But when I say Family Life they think that is for adults. I think we should begin to start not departmentalizing our programs. In other words, put the Work and Family Program
with Family Life. I don't mean that it should be under her supervision necessarily, but do more things combined. So that you can ( ) it.

Interviewer: Next year we are planning joint adult meetings for Transitions, Displaced Homemakers, Family Life and Work and Family. All of those meetings will be together so that when you come to one you could bring everyone with you.

Administrator: Great. If it weren't for the Family Life guidelines, I could have never built our program because last year the Family Life guidelines said that we could have a coordinator that organized GOALS and Displaced Homemaker. That was most innovative. It made our program huge. Because those people could help each other. Before that our Family Life people were struggling, the Displaced Homemakers were struggling and now with them all together they can do the same kind of assessment, the same kind of job placement. They do a lot of things now to help each other that they didn't before because we didn't have the resources or the manpower. The Displaced Homemaker Coordinator helps the GOALS Coordinator. There are a lot of things that can happen administratively and departmentally would really help.

Interviewer: Was that true of the Single Parent Homemaker?

Administrator: Oh yes. Our programs are just booming. We have 26 people in a Displaced Homemaker program at a time. We have about 12 GOALS students. We have at least 15 to 20 Career Transitions people everyday in one laboratory. We have a Coordinator Services Center that is funded out of it which helps people with their day care and their transportation. We have a day care center downstairs which is contracting with us, right in the same building.

Interviewer: It sounds like it is really going well.

Administrator: When you offer the Displaced Homemaker program and say that you can pay for their training, pay for their day care and also pay for their transportation, you have no enrollment problems. And you've got a teacher now that teaches. Teaches, as opposed to trying to get clients and trying to place them, calling them up and asking them why they are not in class. That is the stuff that you can't do by yourself. We now have all these linkages that help this. And the Displaced Homemaker coordinator can teach. She doesn't have to coordinate and do all these other things. That could possibly help some of the companies too, because some of the families that could benefit from Work and Family could have family members that would benefit
from the Single Parent Program. So if the Work and Family coordinator were to go to a business and have a beautiful brochure that also listed all these other services that could be offered to them through home economics it would even look better.

Interviewer: It could combine marketing.

Administrator: Right. I see Work and Family being the only tool that we have to market home economics at the business level. You could say, by the way there are other programs that the Ohio Department of Education, Home Economics Section has to offer. That would bring you a lot of votes and publicity. So one justification for you and Work and Family would be Work and Family can also market to a new group of adults. That would be a rationale for possibly combining all the other programs. Showing that these are the adult programs. Work and Family and all these things.

Interviewer: I appreciate your time today.

Administrator: If you just want my opinion about something, pick up the phone. I think you have a great director in home economics. I think she listens very well. I hope you will be able to do this program full-time, but I also know there could be problems, funding wise. It might be well to have one full time program right here in Columbus, where you would be able to keep tabs on that and see where you are. And then mushroom from that, because once you had one going really well, it would be much easier from that.
APPENDIX H

AGENDAS OF INSERVICE MEETINGS
WEDNESDAY, JULY 17 (Room A)

9:30 am  REGISTRATION  COFFEE, FRUIT AND MUFFINS

10:00 am  WELCOME AND INTRODUCTIONS

  Sandra S. Thatcher, Work and Family Project Consultant
  Ohio Department of Education

10:30 am  WORK & FAMILY OVERVIEW: GETTING THE BIG PICTURE

  Delores Fletcher, Training Consultant
  Vocational Education Work & Family Institute
  White Bear Lake, Minnesota

11:00 am  VIEWS OF THE MARKET

  Panel: Members of the Adult Work/Family Task Force

  Cynthia Faber, Coordinator
  Self-Development Group
  Ohio Bell Telephone Company
  Columbus, Ohio

  Daniel Fortman, Human Resources Manager
  Tech Form Industries
  Shelby, Ohio

  Frank Rocco, Training Coordinator
  General Motors Corporation
  Mansfield, Ohio

  Joseph C. Smith, Director of Community Services
  Alliance City Schools
  Alliance, Ohio
WEDNESDAY, JULY 17 (Cont'd)

12:00 noon LUNCH (Rien's)

1:15 pm A BIT OF HISTORY: THE WORK & FAMILY PROGRAM IN MINNESOTA
Delores Fletcher

1:30 pm EMPLOYERS & FAMILIES: A PARTNERSHIP IN PRODUCTIVITY
A Slide/Tape Presentation

2:00 pm GETTING A FOOT (AND A SEMINAR) IN THE DOOR
Marketing the Work & Family Seminar Program

3:00 pm BREAK

3:15 pm BEYOND THE DOOR & MORE
More Marketing

4:15 pm THE VITAL INGREDIENT: STAFF SELECTION
Who Has the Right Stuff?

4:45 pm QUESTIONS, WRAP UP

5:00 pm ENJOY AN EVENING ON YOUR OWN!
ONE DAY PARTICIPANTS: HAVE A SAFE TRIP HOME!

THURSDAY, JULY 18 (Room A)

1:30 pm SPOTLIGHT ON OHIO'S TRAILBLAZERS
Experiences of Ohio's First Work/Family Instructors

Panel:
Cheryl Ferguson, Work & Family Coordinator
Ashland Family Life Education
Barbara Johnston, Educational Consultant
Cleveland Family Life Education
Barbara Gelberg, Educational Consultant
Cleveland Family Life Education
Margaret E. Wiley, Quality Work/Family Coordinator
Alliance Community Services
THURSDAY, JULY 10 (Cont'd)

9:30 am  INTRODUCTION TO THE UNABRIDGED RESOURCE GUIDE/CURRICULUM:  
          BALANCING WORK & FAMILY  
          Delores Fletcher

10:00 am  A BRIEF PAUSE FOR REFRESHMENT

10:15 am  TAKING THE RESOURCE GUIDE/CURRICULUM

11:00 am  HANDS-ON: RESOURCE GUIDE EXERCISE

11:45 am  LUNCH  (Ramada Cookout at Poolside--Weather Permitting)

1:00 pm  ANY QUESTIONS?

1:15 pm  SO ... THIS IS THE WORKSITE  
          Creating a Comfortable Environment

3:00 pm  INTERLUDE

3:30 pm  THE BOTTOM LINE: GEARING TO THE NEEDS OF THE ADULT AUDIENCE

4:00 pm  DOWN TO THE NITTY GRITTY  
          Individual Seminar Construction

5:00 pm  DINNER BREAK ON YOUR OWN TO REVITALIZE FOR THE EVENING SESSION

7:00 pm  QUALITY CONTROL: EVALUATION CRITERIA  
          Delores Fletcher

7:15 pm  THEORY INTO PRACTICE: YOU TEACH A MINI-SEMINAR

8:30 pm  WELL-EARNED REST
FRIDAY, JULY 12 (Room A)

8:30 am HOW'D WE DO?!
Mini-Seminar Critiques
Delores Fletcher

9:00 am THE QUEST FOR CURRENT INFORMATION: WORK & FAMILY RESOURCES
Juliet V. Miller, Associate Director for Information Systems
National Center for Research in Vocational Education
The Ohio State University

9:30 am CUSTOMIZING YOUR SEMINAR
Delores Fletcher

10:00 am ENFORCED RESPITE (Thesaurus Burnout)

10:15 am GETTING A FEEL FOR THE REAL: CASE STUDIES

11:45 am LUNCH (Salad Bar in Room B)

12:45 pm A SAMPLE SEMINAR
Delores Fletcher

1:45 pm QUESTIONS FOR DELORES  EVALUATION

2:00 pm OHIO SPECIFICS
Ohio Department of Education Staff

3:00 pm ADJOURN  ENJOY YOUR WEEKEND!
WORK AND FAMILY SEMINAR
Friday, September 27, 1985
Eastland Joint Vocational School District
4465 South Hamilton Road
Groveport, Ohio
Board Room

9:00-9:30    Registration—outside the Board Room
9:30-9:35    Welcome and Introductions —
9:35-11:00   "Making It Work"

How do you go about selling your program? It takes work! work! work! -but- it also takes planning. This session will help you develop a plan of action for marketing Work and Family.

Dean A. Hailey, Director of Adult Education
Ohio Hi-Point J.V.S.D.
Bellefontaine, Ohio

11:00-11:10  Break

11:10-11:30  "Don't Be A Nitwit About Networking"

It takes time to build contacts in your community, but there are techniques and strategies you can utilize to get yourself and your program known by others. This session will identify and describe those important networking skills.

Karen Heath, State-Wide Supervisor
Consumer/Economic Education
Ohio Department of Education
Columbus, Ohio

11:30-12:00  Entrepreneur Pricing

Determining the price structure for the Work and Family Program in your community may be one of your most difficult tasks. This time will be spent examining factors to consider when you set your price.

Virginia Clay, Consortium Director
Ohio Industrial Training Program
Mansfield, Ohio

12:00-1:15   Lunch—Teak Room
1:15-2:30

"The Chosen Few"

The twelve pilot sites for the Work and Family Program will take time to share their progress and experiences as they implement this new program.

Connie Blair, Supervisor
Work and Family

2:30-2:45

Break

2:45-3:30

"Looking The Part"

As we move from the classroom to the board room to market the Work and Family Program, we need to look professional - or look the part. This session will provide hints for the professional dresser and wardrobe planning.

Lu Ann Lafrenz
Department of Textiles and Clothing
The Ohio State University

3:30-4:30

"Being Accountable"

Keeping track of our activities and the techniques which make us successful pilot sites will be instrumental as we implement this program statewide in coming years. This session will review the instruments we will be using to document our progress.

Connie Blair, Supervisor
Work and Family
AGENDA

"MAKING THE DIFFERENCE"
FAMILY LIFE/WORK AND FAMILY INSERVICE
April 7 & 8, 1986
Marriott North Hotel
6500 Double Tree Avenue
Columbus, Ohio 43229

Monday, April 7
4:45-5:00 p.m. Registration
6:00 p.m. Welcome and Introduction..........Dr. Joanna Kister
Presiders..................................Connie Blair
Dinner.......................................Salon E and F
7:00-9:00 p.m. Sharing Time...............Salon D
Coordinators will each spend 5-10 minutes
discussing the highlights of their program.
Tuesday, April 8

7:00-8:00 a.m.  Breakfast Buffet..................................Salon B & C
8:15-10:15 a.m.  Operational Policy Manual for 1986-1987...Connie Blair
9:15-10:15 a.m.  "The SOS of Marketing".....................Jo Coulson - Salon E
                 Polaris JVS
10:15-10:30 a.m. Break
10:30-11:30 a.m.  "Trends in the Contemporary ......Dr. Patrick McKenry
                  American Family"  College of Home Economics
                  The Ohio State University
                  Salon B & C
11:30-12:30 p.m. Lunch.................................Salon B & C
12:30-1:45 p.m.  "Motivating The Adult Learner".....Dr. Shirley Slater
                 Salon B & C  College of Health and
                 Human Services
                 The Ohio State University
1:45-2:00 p.m.  Break
2:00-3:00 p.m.  Curriculum Needs Assessment
                 PRIDE for Work and Family...............Connie Blair - Salon E
3:00-3:30 p.m.  Session Evaluation and Travel
                 Reimbursement Forms.................Connie Blair - Salon E