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AUTHOR Stakelon, Anne E., Comp.; Magisos, Joel H., Comp.
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IDENTIFIERS Job Corps; Neighborhood Youth Corps

ABSTRACT

The reports and journal articles cited in this annotated bibliography were found through computer-assisted searches of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Resources in Education (RIE), Current Index to Journals in Education (CIJE), and the National Technical Information Service (NTIS) data base. Items included were those found to be indexed with one or more major terms from the concepts: work experience, cooperative education, or youth manpower programs and evaluation. Specific search terms are listed. A total of 190 ERIC and AIM/ARM citations were found and 79 items have been included in this publication. Forty-nine NTIS documents were found and 27 have been included as relevant to the subject matter under consideration. Citations have been organized in four sections--ERIC Report Literature, AIM/ARM Report Literature, NTIS Report Literature, and Journal Articles. (RC)

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EVALUATION OF WORK EXPERIENCE, COOPERATIVE
EDUCATION, AND YOUTH MANPOWER PROGRAMS:
AN ANNOTATED BIBLIOGRAPHY

Compiled by

Anne E. Stakelon and Joel H. Magisos

The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

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PREFACE

This annotated bibliography was prepared by the AIM/ARM project at The Center for Vocational Education for the U.S. Office of Education in response to a request by Joyce D. Cook in the Demonstration Branch. It is made available on a cost-recovery basis to assist possible applicants for grants under the Vocational Education Exemplary Program of the Office of Education for fiscal year 1976 (Part D of the Vocational Education Act of 1963, as amended). Advance notice of priorities, subject to changes in legislation, appropriations, or program plans, was given in the *Federal Register*, Vol. 40, No. 139, Friday, July 18, 1975 (pages 30297-8).

It is hoped that this bibliography and its companions, *Experienced Based Career Education: An Annotated Bibliography* and *Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography*, will help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Project directors are encouraged to send information about projects to AIM/ARM.

CONTENTS

Introduction	v
ERIC Report Literature	1
AIM/ARM Report Literature	31
NTIS Report Literature	41
Journal Articles	55
Projects in Progress	59
How To Order Documents	65

INTRODUCTION

Experience based career education has been designated as the priority for projects under the USOE Vocational Education Exemplary Program for fiscal year 1976. Special emphasis was to be given to elimination of sex bias and sex role stereotyping and to evaluation of projects. To avoid duplication and to build upon prior knowledge, literature in the field should be considered.

The reports and journal articles cited in this bibliography were found through computer-assisted searches of *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), *Resources in Education* (RIE), *Current Index to Journals in Education* (CIJE), and the National Technical Information Service (NTIS) data base. Items included were those found to be indexed with one or more terms from the concepts listed below. All ERIC and AIM/ARM citations were limited to those containing these index terms as major descriptors.

ERIC and AIM/ARM Citations

CONCEPT	INDEX/SEARCH TERMS
<p>Work Experience, Cooperative Education, or Youth Manpower Programs</p>	<p>Apprenticeships ✓ Cooperative Education ✓ Cooperative Programs ✓ Field Experience Programs ✓ Industrial Training ✓ Inplant Programs ✓ Internship Programs ✓ Job Corps ✓ Neighborhood Youth Corps ✓ Off The Job Training ✓ On The Job Training ✓ Student Employment Work Experience/ Work Experience Programs Work Study Programs</p>

<p>Evaluation</p>	<p>Curriculum Evaluation Efficiency Evaluation Evaluation Criteria Evaluation Methods Evaluation Needs Evaluation Techniques Formative Evaluation Program Evaluation Summative Evaluation</p>
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A total of one-hundred and ninety ERIC and AIM/ARM citations were found using the search strategy outlined above and seventy-nine items have been included in this publication.

NTIS Citations

CONCEPT	INDEX/SEARCH TERMS
<p>Work Experience, Cooperative Education, or Youth Manpower Programs</p>	<p>Cooperative Education and Youths Job Corps Manpower Development and Youths Manpower Utilization and Youths Neighborhood Youth Corps Personnel Development and Youths Work Experience and Youths</p>
<p>Evaluation</p>	<p>Appraisals Assessment Assessments Evaluation Performance Evaluation</p>

Forty-nine NTIS documents were found to have the above search terms within their citations. Twenty-seven have been included as relevant to the subject under consideration.

Citations have been organized in four sections—ERIC Report Literature, AIM/ARM Report Literature, NTIS Report: Literature, and Journal Articles. Annotations within each section have been arranged by latest accession number (i.e., ED, VT, PB, and EJ numbers in descending order). NTIS order numbers appear on the last line of each citation. The final section lists Projects in Progress that were reported in AIM/ARM.

ERIC REPORT LITERATURE

ED099060 JC740501

L.P.N. STUDENTS EVALUATE COOPERATING AGENCY EXPERIENCES.

Grippando, Gloria M.

Nova Univ., Fort Lauderdale, Fla.

Pub Date Oct 74 Note-27p.; Practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors - Clinical Experience/*Community Colleges/*Cooperative Programs/*Nurses/Post Secondary Education/*Practical Nursing/Practicums/*Program Evaluation/Rating Scales/School Community Relationship/Student Attitudes

Identifiers - *College of Lake County/Illinois

This study examined the relationship between clinical laboratory experiences in 19 local co-operating agencies and the philosophy of the College of Lake County Licensed Practical Nursing Program. The subjects were 27 female LPN students, ages 18-44, who completed an evaluative form consisting of 10 items. The items were evaluated on a 1 to 5 rating scale, indicating a poor to superior rating. The overall results showed that seven agencies have a mean of less than 3.0 average. Recommendations are made in light of the findings. (An appendix presents the rating form.) (DB)

ED097048 JC740370

AN EXAMINATION OF THE FEDERAL COLLEGE WORK-STUDY PROGRAM AT MONTEREY PENINSULA COLLEGE.

Bobrow, William

Pub Date 74 Note-71p.; Master's Thesis, The Monterey Institute of Foreign Studies

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors - *Disadvantaged Youth/Employer Attitudes/*Federal Programs/*Junior Colleges/Masters Theses/Post Secondary Education/*Program Evaluation/Questionnaires/Student Attitudes/Student Needs/Vocational Education/*Work Study Programs

Identifiers - California/*Monterey Peninsula College

The work-study program at Monterey Peninsula College was evaluated through questionnaires distributed to students in the program and to their supervisors. In particular, the issues involved in work-study education as related to disadvantaged students were examined. Analysis of the questionnaire data revealed that the work-study students felt that they were gaining skills and were learning. They expressed the need for more training and opportunity to learn, and felt that supervision was important to their working experience. The need for more information and counseling from the placement office was also indicated by the students. Supervisors felt that they were providing

training and that the students had good attitudes and work habits. The major problems as seen by the supervisors were the students' attendance and punctuality. Some supervisors felt that they should offer better training and counseling and that they needed more information on the students and on the work-study procedures. Most employers felt that the program was providing a learning experience for the students as well as financial aid and that it was aiding the employer by supplying manpower. Some supervisors felt the students were not properly motivated and indicated problems existed with hours and allocations of work-study students. (Copies of the Student Questionnaire and Supervisor's Questionnaire are provided.) (DB)

ED094051 UD014396

RESTRUCTURED NEIGHBORHOOD YOUTH CORPS OUT-OF-SCHOOL PROGRAM IN URBAN AREAS. DEPARTMENT OF LABOR. REPORT TO THE CONGRESS.

Comptroller General of the U.S., Washington, D.C.

Report No.-B-130515

Pub Date 2 Apr 74 Note-46p.

Available from - U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20458 (B-130515, \$1.00)

EDRS Price MF-\$0.75 HC-\$1.85 PLUS POSTAGE

Descriptors - Case Studies/Community Agencies (Public)/Dropout Programs/Federal Programs/
*Job Placement/Job Training/Out-of-School Youth/*Program Evaluation/Urban Youth/Work Experience Programs

Identifiers - Alabama/California/*Neighborhood Youth Corps/Ohio/Pennsylvania/Texas

In January 1970, the Department of Labor restructured its Neighborhood Youth Corps (NYC) out-of-school program and made age limits for entering the program more restrictive. Education, skill training, and work experience were emphasized. The restructured NYC-2 program was carried out in urban or growth areas, but the original NYC-1 program was continued in the remaining locations in the country. To test whether the department's restructuring had improved the program, the General Accounting Office (GAO) reviewed five NYC-2 projects in Birmingham, Cleveland, Philadelphia, San Antonio, and San Francisco. In 1969 GAO reported to the Congress that the NYC initial out-of-school program was essentially a work experience program serving as a temporary holding action until enrollees could find better jobs or secure training through other federal or local programs. GAO questioned the need for the out-of-school program operated at that time because of the availability of other programs to meet enrollees needs. The restructured out-of-school program objectives were to place enrollees in suitable jobs, advanced training, or further education after they leave the program. Community sponsors, such as public or private nonprofit agencies, plan, administer, coordinate, and evaluate the program. (Author/JM)

ED092598 TM003711

EVALUATION OF THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM: A REPORT OF THE 1962-63 TRAINEES.

Vambery, Eva

Center for Urban Education, New York, N.Y.

Spons Agency - Ford Foundation, New York, N.Y.

Pub Date 30 Oct 67 Note-158p.; This study was administered by the Department of Personnel and the Board of Education of the City of New York; For related document, see ED 041 958

EDRS Price MF-\$0.75 HC-\$7.80 PLUS POSTAGE

Descriptors - *Cooperative Education/Cooperative Programs/Follow-up Studies/*High School Students/Job Skills/Occupational Aspiration/*Program Evaluation/Vocational Adjustment/Work Attitudes/Work Study Programs

Identifiers - New York City

A summary of a year long evaluation of the participants in the 1962-63 Municipal Cooperative Education Program (MCEP) is presented. The MCEP is a work-study program for high school students in New York City which affords participants an opportunity to engage in vocational experimentation under structured and supervised conditions while continuing their education. This evaluation determines what effects, if any, participation in the program had on the student, and comments on these effects in terms of the intended and expected outcomes of program participation. The data was collected through interviews and questionnaires from 48 cooperative and 21 control students. The findings of the study conclude that: (1) the MCEP enhanced the high school curriculum; (2) the value of the vocational experience was determined greatly by the nature of the work assignment; (3) the trainees were at a disadvantage by being placed in special classrooms apart from other students; and (4) the trainees need counseling while participating in the program, as well as at the time of study. The appendixes include samples of correspondence with respondents, research instruments used, information about the data, and tabulated data from questionnaires. (MLP)

ED091454 UD014182

AN EVALUATION OF THE HIGH SCHOOL REDIRECTION PROGRAM. STATE URBAN EDUCATION PROGRAM.

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency - New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 73 Note-70p.; Function No. 17-36455

EDRS Price MF-\$0.75 HC-\$3.15 PLUS POSTAGE

Descriptors - Academic Achievement/Attendance Records/Dropout Identification/*Dropout Prevention/Dropout Programs/High Schools/High School Students/*Program Evaluation/Remedial Instruction/Summer Programs/*Urban Schools/Vocational Education/Work Experience Programs/*Work Study Programs

Identifiers - *New York City

The High School Redirection Program was designed to maintain 240 potential dropouts in an educational-vocational setting while assisting them to progress toward a high school diploma. Students were admitted from 13 high schools in Brooklyn and from Andrew Jackson in Queens. They were to follow a work-study program through the summer and regular academic year combining selected classes for academic credit and paid work experience in alternate weeks. After five months of intensive research, the following findings required by the Evaluation Design were reported: (1) it is apparent that the overall program objective seeking to redirect dropouts and potential dropouts toward meaningful educational and vocational goals is being achieved; (2) academic achievement goals measured by the successful completion of courses as established in the original proposal are being met; (3) attendance achievement goals established in the original proposal are being met; (4) specific remedial reading and mathematics goals determined by standardized tests as established in the original proposal are being met; (5) academic achievement goals measured by teacher-made tests as established in the original proposal are being met; and (6) vocational (work experience) goals established in the original proposal are being met. (Author/JM)

ED081998 CE000242

EXECUTIVE SUMMARY; AN ASSESSMENT OF SCHOOL-SUPERVISED WORK EDUCATION PROGRAMS.

Frankel, Steven M.

System Development Corp., Santa Monica, Calif.

Spons Agency - Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-SDC-TM-5195-003-00

Contract-OEC-0-72-5024

Pub Date 14 Sep 73 Note-30p.; For related documents see CE 000 241, CE 000 243, and CE 000 244

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Cooperative Education/Dropout Prevention/Models/On the Job Training/Predictor Variables/*Program Evaluation/Statistical Analysis/*Vocational Education/*Work Experience Programs/*Work Study Programs

Identifiers - *Work Education Evaluation Project

This document summarizes the significant findings, overall methodology, and policy recommendations for the Assessment of School Supervised Work Education Programs. It consists of material contained in the Data Analysis Report together with a description of the analysis model developed for each respondent group. Individual predictor items were related to outcome measures by cross tabulation and tested for statistical significance and strength of association by chi square and other measures to determine which program components have a major impact on program success. (MS)

ED081985 CE000218

ON-THE-JOB ORIENTATION OF UNEMPLOYED NEGRO SKILL CENTER TRAINEES AND THEIR SUPERVISORS. FINAL REPORT.

Rosen, Hjalmar

Wayne State Univ., Detroit, Mich.

Spons Agency - Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-81-24-68-35

Pub Date 1 Jun 70 Note-167p.

Available from - National Technical Information Service, Springfield, Va. 22151 (PB-192 568, MF \$1.45)

Document Not Available from EDRS.

Descriptors - *Employer Employee Relationship/Females/*Negroes/*On the Job Training/Orientation/*Program Evaluation/Role Playing/*Skill Centers/Supervisors/Trade and Industrial Education/Unemployed/Work Attitudes

The problems inherent in employing hard-core unemployed Negroes and the optimal locus of on-the-job orientation to integrate such employees into the work force were subjects of this study. It focused on young Negro females who, because of their inability to meet selection minimums for job entry, had a high potential for chronic unemployment. Among the conclusions of the study were that sanctions for absenteeism in a training center cannot parallel these on-the-job, that there is a serious question whether utilization of any on-the-job orientation is desirable to integrate the special employee into the world of work, that management's concern is apt to be more with organizational welfare than societal, and that intervention with normal work schedules for skill training sessions will create antagonism among company personnel. This project used role playing questionnaires, demographic surveys and other techniques which are fully reported in the second section. (MS)

ED081933 CE000163

AN ECONOMIC ANALYSIS OF THE JOB CORPS.

Engleman, Stephen Robert

California Univ., Berkeley. Inst. of Industrial Relations.

Spons Agency - Manpower Administration (DOL), Washington, D.C. Office of Research and Development

Report No.-DLMA-91-05-69-53-1

Pub Date Aug 71 Note-184p.; Ph.D. dissertation, University of California, Berkeley

Available from - National Technical Information Service, Springfield, Va. 22151 (PB-202 891, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors - *Age Differences/Cost Effectiveness/*Disadvantaged Youth/*Economic Research/Individual Characteristics/Job Tenure/Multiple Regression Analysis/*Program Evaluation/*Racial Differences

Identifiers - *Job Corps

This dissertation considered the experience of various groups that participated in the Job Corps both during and after their stay in Job Corps. Considerable differences were found between the various race/age and race/religion groups considered. All groups, however, received benefits in excess of costs, with the Benefit/Cost ratios found ranging from 1.96 for the older non-whites to 3.72 for the older whites. The dissertation also includes extensive analyses of the determinants of length of stay in the program, as well as the determinants of post Job Corps earnings. Multiple regression analysis was the primary analytic tool utilized for these purposes. Also, a bibliography is included. (NTIS)

ED080692 VT020939

DIFFICULTIES OF THE NEIGHBORHOOD YOUTH CORPS IN-SCHOOL PROGRAM AND ITS MANAGEMENT PROBLEMS. REPORT TO THE CONGRESS.

Comptroller General of the U.S., Washington, D.C.

Report No.-B-130515

Pub Date 20 Feb 73 Note-55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Disadvantaged Youth/*Dropout Prevention/Dropout Programs/Federal Programs/Job Training/Management/*Program Evaluation/Surveys/Vocational Development/*Work Experience Programs/*Youth Employment/*Youth Programs

Identifiers - *Neighborhood Youth Corps/NYC

This document reports the results of a study to determine whether changes made in the Neighborhood Youth Corps' in-school component helped to decrease the school dropout rate among participants. Surveys of programs in Harris County, Texas, Norfolk, Virginia, and the Washington metropolitan area provided the data. Overall findings suggest that the in-school program has not changed dropout tendencies, indicating therefore that this component of the program has no significant effects on whether disadvantaged youth remain in school. Difficulties of the program and its problems are discussed in detail. (SN)

ED079555 VT020863

COOPERATIVE WORK EXPERIENCE EDUCATION—A STUDY IN SUCCESS: TWENTY-SIX TO FORTY YEARS LATER.

Brockmann, L. O.

Pub Date 72 Note-108p.

Available from - Titan Bookstore, California State University, Fullerton, CA 92634 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - *Cooperative Education/Employer Employee Relationship/Employment/Follow-up Studies/*Graduate Surveys/Income/Occupational Choice/*Program Effectiveness/*Program Evaluation/Success Factors/*Work Experience

This study was undertaken to provide an analysis of the reactions of students toward a cooperative work experience education program 26 to 40 years later. Major emphasis was placed on topics such as vocational choice, getting and holding a job, human relations, citizenship education, related instruction, education beyond high school, jobs held since graduation, armed services participation, and income range. Data from 423 respondents (approximately 75 percent) revealed that: (1) The greatest value of the program was in human relations, especially employer-employee relations and the development of personality and poise, (2) In assisting the participants make a vocational choice, the program ranged from somewhat to extremely helpful in 73.7 to 92.3 percent of the situations, (3) Employment stability was average or better, with approximately 60 percent remaining in the same field for which they had been trained, (4) In the area of getting and holding a job, the program was somewhat to extremely helpful in 64.8 to 94.2 percent of the situations, and (5) The salaries earned by the former students were modest, with 10.9 percent earning over \$20,000 per year. A sample survey instrument is appended. (SB)

ED076751 VT020070

STAYING IN SCHOOL: AN EVALUATION OF A PROGRAM TO PREVENT SCHOOL DROPOUTS. FINAL REPORT.

Blockowitz, Louis, ed.; et al.

Educational Alliance, Inc., New York, N.Y.

Spons Agency - Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.-SRS-12-55024-2

Pub Date 71 Note-128p.

Available from - National Technical Information Service, Springfield, Va. 22151 (PB 214 492, MF-\$0.95, HC-\$3.00)

Document Not Available from EDRS.

Descriptors - Affective Behavior/Changing Attitudes/*Counseling Programs/Demonstration Projects/Disadvantaged Youth/*Dropout Prevention/Job Placement/Job Training/Program Effectiveness/*Program Evaluation/*School Community Programs/Secondary Grades/Social Welfare/Student Motivation/Urban Areas/*Work Experience Programs/Youth Programs

Identifiers - *New York City

This demonstration project in New York City undertook to help potential dropouts remain in school through the introduction of a program which combined after-school work experience with group and individual counseling. Concomitantly, it sought to develop an effective intervention methodology for replication in other communities. The principal intervention strategy involved maximizing the role of an autonomous, community-based social agency with varied public agency

contacts and diverse facilities and programs. Through the integration of several social work approaches, which combined specific methodologies of adjustment, advocacy, and accommodation, pupils were aided in adjusting to the educational environment while at the same time mediation with the school system was established. (Author/SN)

ED076735 UD013577

ANNUAL REPORT: DETROIT PUBLIC SCHOOLS JOB UPGRADING PROGRAM, 1971-1972. THE JOB UPGRADING PROGRAM MANUAL OF PROCEDURE AND CURRICULUM GUIDE, SECOND EDITION.

Detroit Board of Education, Mich.; Detroit Public Schools, Mich.

Pub Date Dec 72 Note-144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - Compensatory Education Programs/Counseling Programs/Curriculum Development/Disadvantaged Youth/Dropout Prevention/*Dropout Programs/Dropout Rehabilitation/*High School Students/Inner City/*Program Evaluation/Vocational Education/*Work Experience Programs

Identifiers - Detroit/Elementary Secondary Education Act Title I/ESEA Title I/*Michigan

The Job Upgrading Program helps school dropouts and potential dropouts either return to or adjust to the regular school program or become prepared for the world of work. Trainees are given the opportunity to take an abbreviated school program, receive highly individualized personal counseling, learn about the factors for achieving success in a job, and obtain a subsidized work experience in order to put into practice what they have learned. A full-time job placement service for those not returning to the regular school program is also available to Title I funded centers. This program is now in operation in 16 high schools in the city of Detroit. The purpose of the "Manual of Procedure and Curriculum Guide" is to serve the Job Upgrading teacher-coordinator in the performance of his responsibilities as well as to provide administrators and others with information and understanding of the job. There are three main types of individuals in the program at any one time: (1) those who may be employed without a supervised work experience—these individuals may need only the counseling and help offered in morning training sessions; (2) those who need a supervised work experience—these individuals receive the same type of training as those in the first group plus a supervised work experience; and (3) those who may return to full-time school—these individuals usually attend classes in the regular high school in addition to the training provided for the above two types.

(Author/JM)

ED075665 VT020040

EVALUATIVE REPORT ON PHASE II OF THE SECONDARY SCHOOLS PROJECT FOR AN INTRODUCTION TO THE ALLIED HEALTH PROFESSIONS.

Fielstra, Clarence; Chrispin, Barbara Rosenquist

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency - California State Dept. of Education, Sacramento. Bureau of Industrial Education; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date Sep 72 Note-100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Clinical Experience/*Demonstration Programs/*Dropout Prevention/*Health Occupations Education/Hospitals/Occupational Clusters/Pilot Projects/*Program Evaluation/Secondary Grades/Vocational Counseling/*Work Experience Programs

Identifiers - California

The most difficult problem to be solved by this demonstration project was the high dropout rate in the target schools. More than half of the students routinely dropped out in the tenth grade, leading to the decision to start the program at that level in an effort to hold potential dropouts by stimulating their interest in health-care occupations. The key to the demonstrated success of this effort was getting the students into hospitals the first week of school for orientation to the institutions, gradually working into "real life" task performance in the hospital environment. Academic credit was given by the school for the work experience, and as an incentive to participate a stipend of fifteen dollars a week was paid from project funds to each student involved in the work experience phase of the program. As the program starts its third year, most of the students have been placed in part-time hospital jobs, where their training will continue. In every instance they will leave high school with salable skills qualifying them for at least an entry level hospital job or for college credit for work already accomplished. Reactions to and ratings of the program by the hospitals, the students, their parents, and the project director were all generally quite favorable. Recommendations for improvements are included in the report. A related document is available as ED 064 474. (MF)

ED072186 VT018415

PRIVATE AND PUBLIC MANPOWER POLICIES TO STIMULATE PRODUCTIVITY.

Ginzberg, Eli; et al.

National Commission on Productivity, Washington, D.C.

Pub Date Jun 71 Note-19p.

Available from - Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ST 4000-00281; \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Economic Factors/Economic Progress/Laborers/Labor Legislation/Manpower Development/Manpower Needs/*Manpower Utilization/*Personnel Policy/*Policy Formation/*Productivity/*Public Policy

Identifiers - *Manpower Policies

Realizing the relationship of productivity to technological, organizational and manpower variables, and the need to improve and increase production gains, this document examines existing public and private entrepreneurial and industrial relations structures in an effort to ascertain manpower policy measures which if strengthened or introduced might facilitate production gains. Investigated and included in the content are such topics as: (1) The Nature of Change, (2) Historical Perspectives, (3) Private Arrangements, (4) Public Policies, and (5) New Directions. Findings and implications include: (1) A recognition by the Federal Government that the sine qua non for a conducive environment for stimulating productivity changes is a high level of continuing employment for the economy, and (2) There is little prospect for success on the part of either private or public manpower policy directed to facilitating the adjustment of workers affected by productivity changes except against a background of a high employment economy. (SN)

ED069911 VT017744

A STUDY OF THE EFFECTIVENESS OF SELECTED OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS PROGRAMS (A STUDY OF SELECTED NYC-1 PROJECTS).

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency - Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 71 Note-604p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors - Culturally Disadvantaged/Disadvantaged Youth/Employment Opportunities/
*Employment Programs/Job Development/Job Placement/Job Skills/*Job Training/*Manpower
Development/*Out-of-School Youth/Program Effectiveness/*Program Evaluation/Work Attitudes
Identifiers - *Neighborhood Youth Corps/NYC

This paper reports the results of a Neighborhood Youth Corps (NYC) prospective study, which are based on program-sourced information and second-round follow-up interviews with study subjects. The primary hypothesis that the NYC programs studied had helped enrollees achieve satisfactory adjustment to life and to the world of work was not confirmed, and an early conclusion that the NYC seemed to be most effective with Negro women was not supported by later data. Although there was no clear evidence that the NYC effectively enhanced the employability of the average enrollee, there was evidence that some program components were having a significant effect. Formal skill training, work sites with training and employment opportunities, job development, and job placement assistance appeared to be associated with increased post-NYC employment. Some other major findings were: (1) The NYC is reaching seriously disadvantaged youth with major employability problems, (2) Enrollees, on the whole, gave a good report of the usefulness of the NYC program and the helpfulness of work supervisors and counselors, and (3) The attitudes of enrollees are associated with their employability. These and other findings and implications are provided in this report. (SB)

ED068665 VT017091

EVALUATION: COORDINATED VOCATIONAL ACADEMIC EDUCATION (1969-1970 AND 1970-1971).

Williams, Revonda

Georgia Univ., Athens. Div. of Vocational Education.

Pub Date 71 Note-48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Academic Education/*Cooperative Programs/*Disadvantaged Youth/*Dropout
Prevention/Pilot Projects/*Program Coordination/*Program Evaluation/Student Evaluation/Student
Improvement/Vocational Education

Identifiers - *Georgia

This paper evaluates the progress of the Coordinated Vocational Academic Education (CVAE) Program for disadvantaged students in Georgia for the school year 1970-71. Evaluation was based on changes in grades, attendance, and attitudes of students as compared with the previous school year when the new coordinated program was not in effect. The CVAE program grew out of two previous vocational programs, one a state training plan for disadvantaged students and the other developed in Forsyth County to combat their high dropout rate, negative student attitudes, and student frustrations and lack of basic skills. These two plans were evaluated and their most advantageous aspects combined into one program, CVAE, initiated throughout the state in the 1970-71

school year. This combined program was designed to help reduce the high dropout rate in Georgia by offering the students realistic academic and vocational instruction with work experience and individual attention. Data were collected through visits with school coordinators and random sampling of students. Conclusions from the survey data indicated that the new program appeared to be accomplishing its objectives and that its real potential was encouraging. Additional program studies and expansion of programs were recommended. (MF)

ED068092 JC720245

COMMUNITY COLLEGE VOCATIONAL COOPERATIVE EDUCATION: EXEMPLARY PROJECT IN VOCATIONAL EDUCATION CONDUCTED UNDER PART D OF PUBLIC LAW 90-576. SECOND ANNUAL REPORT.

Coast Community Coll. District, Costa Mesa, Calif.; San Mateo Junior Coll. District, Calif.

Spons Agency - Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.-Proj-0-361-0069

Contract-OEC-0-71-0527(361)

Pub Date 1 Nov 72 Note-49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Consortia/*Cooperative Education/*Junior Colleges/Program Administration/Program Effectiveness/*Program Evaluation/*Vocational Education/*Work Study Programs

Identifiers - *California

This is the second annual report concerning a multiple-option design for a cooperative education program used by a consortium of five California community colleges. (For the first annual report, see ED 058 880.) The effectiveness of the program is assessed by analyzing 15 areas such as retention, income, employer attitudes, cost effectiveness, and career training options. Innovative aspects of this cooperative education program include: (1) the use of business, industry and civic agencies within the community as experience laboratories; (2) the use of performance objectives, permitting clearer understanding of cooperative education; (3) an effective method of providing educational assistance for veterans; (4) enabling handicapped students to go beyond the traditional vocational confinement; (5) the use of computers to simplify the process of enrolling, follow-up, evaluation, and articulation; (6) presenting new employment opportunities for women; (7) the use of evaluations by students, supervisors, and employers to measure progress and give direction for the future; (8) the development of career education by combining the community college program with academic and vocational instruction in other educational programs; and (9) the enhancement of academic and skill development in law enforcement programs. (RN)

ED068088 JC720241

COOPERATIVE EDUCATION AT LAGUARDIA COMMUNITY COLLEGE: AN ASSESSMENT AND DESCRIPTION OF THE INITIATION OF AN INNOVATIVE CURRICULUM. FINAL REPORT.

Soper Associates, Berne, N.Y.

Spons Agency - New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Aug 72 Note-83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - *Cooperative Education/Curriculum Evaluation/Curriculum Planning/Educational Innovation/Internship Programs/* Junior Colleges/*Program Evaluation/*Work Experience Programs/*Work Study Programs

Identifiers - *New York

LaGuardia College (New York) is the only community college in the United States requiring its entire student body to participate in a work-experience program regardless of curriculum choice. This study, conducted by a team of selected consultants, is an assessment of the program based on onsite visits, interviews, and an array of reports and publications. Areas of assessment were: (1) the legal framework, administrative structure and facilities; (2) the college curriculum; (3) the recruitment and enrollment program; (4) student services; (5) the college's self-evaluation program; and (6) the degree of the college's success. Some conclusions were: (1) the curriculum, using an interdisciplinary approach, individualized instruction, and a work internship program, provides a relevant experience for the student; (2) team counseling has proved to be effective and should be further developed to attain its full potential; (3) there is a pronounced need for additional funding sources to aid the financially pressed student; (4) recruitment methods need to be more comprehensive; (5) the college should continue to seek ways to evaluate the degree to which it is meeting its goals and objectives; and (6) the program merits close study by education authorities in other major metropolitan areas. (RN)

ED068559 VT016040

SCHOOL, COMMUNITY AND YOUTH. STATEWIDE EVALUATION OF PART G PROGRAMS IN COOPERATIVE VOCATIONAL EDUCATION IN THE STATE OF ILLINOIS/1971-1972.

Southern Illinois Univ., Carbondale.

Spons Agency - Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 31 May 72 Note-108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - *Cooperative Education/Dropout Characteristics/*Dropout Prevention/Dropout Research/*Dropouts/Family Background/Instructor Coordinators/Program Costs/*Program Evaluation/Student Characteristics/Student Needs/Tables (Data)/*Vocational Education

Identifiers - Career Exploration/Illinois/Vocational Education Acts

Two types of educational programs were designed to reach the potential dropout of 14-15 years of age and the early school leaver. The first program, known as the Work Experience and Career Exploration Program (WECEP), was developed to expose potential dropouts to the world of work and to impress upon them the importance of a high school education. The second program, the Early School Leaver Program (ESL), provides an opportunity to upgrade job skills by exploring the world of work and by acquiring greater academic skills. This document represents an evaluation of these programs and includes research data on: (1) student characteristics, (2) the health study, (3) sleep and nutrition patterns, (4) student gains, (5) program characteristics, (6) teacher-coordinator profile; (7) program administration, (8) costs allowed to employers and students, and (9) applications of a cost-benefit model to programs in cooperative vocational education. (JS)

ED066153 JC720194

AN EVALUATION OF THE SUMMER READINESS PROGRAM: NYC GOES TO COLLEGE, SUMMER 1972.

MacMillan, Thomas F.; et al.

Santa Barbara City Coll., Calif. Office of Research and Development.

Report No.-ROM-14-72

Pub Date 1 Sep 72 Note-16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - *Disadvantaged Youth/Employment Opportunities/*Junior Colleges/*Program Evaluation/School Orientation/*Summer Programs/Summer Schools/*Work Study Programs/Youth Programs

Identifiers - *California

The Summer Readiness Program, sponsored by Santa Barbara City College (California) and Neighborhood Youth Corps (NYC) is an orientation program for disadvantaged students. The 65 students enrolled during summer 1972 were given tutorial assistance and group-counseling and were placed in part-time jobs. In addition to making recommendations, one purpose of this study was to provide data concerning student demographic characteristics, academic aptitude, persistence, and performance. Some findings were that: (1) 58 percent of the students were Chicano, 25 percent were Black, and 17 percent were Caucasian; (2) family income was less than \$5,000 for 78 percent of the student families; (3) average family size was 5.5; (4) academic aptitude as reflected by SCAT total score approached the fortieth percentile; (5) 91 percent of the enrolled students completed the summer session; and (6) all of the NYC students plan to continue their education in the fall. Opinions were solicited from the NYC campus staff and students as part of the program evaluation and the following recommendations were made: (1) early and regular contact should be maintained between college and NYC staff; (2) all pre-counseling should occur before registration; (3) NYC students should meet as a group at least bi-weekly; (4) a college counselor should be assigned to the program; (5) students should be assigned jobs related to their career objectives; and (6) an orientation should be provided for summer faculty concerning the nature of the NYC program. (RN)

ED063503 VT015710

COOPERATIVE VOCATIONAL EDUCATION COORDINATOR'S HANDBOOK. VOLUME II, OPERATION AND ADMINISTRATION.

Allen, Thomas P., Jr.

Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.

Pub Date 72 Note-72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Adult Education/Advisory Committees/Check Lists/*Cooperative Education/Legislation/*Program Administration/*Program Coordination/*Program Evaluation/*Program Guides/Program Planning/Research Needs/Secondary Education/Youth Clubs

Identifiers - Beginning Competence

Developed as the second part of a 2-volume program guide, this document should be of particular interest to coordinators and administrators of cooperative vocational education programs on both the secondary and post-secondary levels. Major sections of guide are: (1) Planning Activities for Cooperative Vocational Education Programs, (2) Advisory Committee, (3) Youth Organizations,

(4) Existing Vocational Youth Organizations, (5) Adult Education, (6) Federal and State Laws, and (7) Providing for Research in Cooperative Vocational Education. Checklists for the evaluation of cooperative programs and related sections of the West Virginia state plan are also included. Volume I of this program guide is available as VT 015 711. (JS)

ED062513 VT014803

REVIEW AND ANALYSIS OF INSTRUCTIONAL MATERIALS FOR COOPERATIVE VOCATIONAL EDUCATION.

Wallace, Harold R.

Ohio State Univ., Columbus. The Center for Vocational Education.

Spons Agency - Office of Education (DHEW), Washington, D.C.

Report No.-Inf-Ser-60

Pub Date 72 Note-30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Bibliographies/*Cooperative Education/*Curriculum Evaluation/*Instructional Materials/Job Training/Learning/*Literature Reviews/Relevance (Education)/*Research Reviews (Publications)/Student Participation/Technical Education/Validity/*Vocational Education

Three learning situations found in the cooperative program, namely vocational or technical course work, training stations, and the related class, are described and pertinent curriculum materials are reviewed. In addition to content, the reviewer examines quality and usefulness, validity, enrichment materials and instructional aids, and student involvement and participation, according to criteria which he sets forth in the document. Seven documents designed for a variety of occupational areas, five documents designed for use in a single occupational or vocational field, and 12 periodicals are reviewed. (GEB)

ED060182 VT014465

A STUDY OF THE STATUS AND EFFECTIVENESS OF COOPERATIVE OFFICE EDUCATION IN NEW JERSEY, 1968-69.

Kingston, Carmela C.

Spons Agency - New Jersey State Dept. of Education, Trenton. Occupational Research and Development Branch.

Report No.-Monog-8

Pub Date 70 Note-39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - *Business Education/*Cooperative Education/Doctoral Theses/Employer Attitudes/Job Placement/Office Occupations Education/*Program Evaluation/*Project Training Methods/Student Characteristics/*Vocational Follow-up

Identifiers - New Jersey

This monograph summarizes a doctoral study on the effectiveness and status of New Jersey's cooperative business education programs. The general hypothesis of the study was that compared to non-cooperative office education students, cooperative students will: (1) be employed sooner, (2) be employed in more responsible positions, (3) receive higher earnings, (4) be more satisfied with their jobs, and (5) be rated more highly by their job supervisors. Among the conclusions of

the study were: (1) The cooperative office education programs benefited those students who wanted to begin working immediately after high school, (2) Cooperative office education did not appear to have an effect on the beginning salary, (3) Cooperative office education did appear to have an effect on salary increases received by beginning workers, (4) A high degree of job satisfaction was indicated by both the cooperative and non-cooperative students, (5) Employers were better satisfied with those beginning office workers who were cooperative office education graduates, and (6) Cooperative office education did not appear to have a significant effect on the quantity or quality of the work performed by the beginning office workers. Numerous recommendations are also included. (Author/JS)

ED060139 UD012115

EVALUATION OF THE JUNIOR HIGH WORK TRAINING PROGRAM, 1970-71.

Woolfolk, E. Mansfield

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Nov 71 Note-23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Attendance Records/Compensatory Education Programs/Disadvantaged Youth/Dropout Identification/*Dropout Prevention/Inner City/*Program Evaluation/Secondary School Students/Statistical Analysis/Task Performance/Work Attitudes/*Work Experience Programs

Identifiers - *Elementary Secondary Education Act Title I/ESEA Title I/Michigan

Funded under ESEA Title I, this program was designed to provide income and work experience for disadvantaged junior high school youths age 14 and above; and, to provide incentives which would motivate youths to continue their education through high school. The wages earned were intended to enable the student to provide for some of his personal needs. Additionally, it was expected that the student would view school more favorably. The specific objectives for participants were as follows: (1) to remain in school at least one year past their 16th birthday; (2) to improve in school attendance and punctuality; and (3) to show growth in the ability to perform on the job along with good work habits. The evaluation procedure consisted of obtaining: (a) follow-up data on former participants concerning how many remained in school for at least one year beyond their 16th birthday; (b) absence and tardiness records of selected samples of participants and non-participants; and (c) ratings of trainees by work sponsors early in the student's work experience on several job performance characteristics. (Author/JM)

ED056067 TM000865

DEVELOPMENT OF GUIDANCE MEASURES FOR YOUTH-WORK TRAINING PROGRAM ENROLLEES PHASE I: MEASUREMENT OF PROGRAM OBJECTIVES AND THE DEVELOPMENT OF CRITERIA. FINAL REPORT.

Freeberg, Norman E.; Reilly, Richard R.

Educational Testing Service, Princeton, N.J.

Spons Agency - Manpower Administration (DOL), Washington, D.C.

Report No.-PR-71-13

Pub Date Jul 71 Note-152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - Cluster Analysis/Disadvantaged Youth/Employee Attitudes/*Evaluation Criteria/Factor Analysis/Job Satisfaction/*Job Training/*Program Evaluation/Questionnaires/Success

Factors/Task Performance/Vocational Adjustment/*Work Experience Programs/* Youth Employment

Identifiers - *Neighborhood Youth Corps/Program Objectives

Rationally defined outcome variables, for use in evaluating youth-work training programs, were incorporated in questionnaires administered to present and former Neighborhood Youth Corps enrollees and analyzed to determine their suitability as criterion measures. Using a factor analytic technique, empirically defined clusters were obtained for immediately available outcomes and longer-term outcomes. The most logical groups of criteria were found for those former enrollees who had full-time employment experience. Relatively clear patterns of job-oriented capability and success were dominant as were two separate factors bearing on personal adjustment to the job and to the community. Some descriptive highlights concerning the vocational behaviors of former trainees are presented and future research needs for better definition and understanding of program objectives are discussed. For the six rating instruments used in the study, see TM 000 866-871. (Author/AG)

ED055208 VT013924

A COMPARATIVE ANALYSIS OF SELECTED STUDENT CHARACTERISTICS AND VOCATIONAL COOPERATIVE PROGRAMS.

Ullery, Jesse William

Pub Date Jan 71 Note-188p.; Ed. D. Dissertation, Illinois University

Available from - University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106

(MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors - Admission Criteria/Comparative Analysis/Cooperative Education/*Cooperative Programs/Doctoral Theses/Program Administration/Program Effectiveness/*Program Evaluation/*Student Characteristics/*Student Needs/*Vocational Education

This study focused on aspects of a problem defined through statements of both general and particular objectives. Included as general objectives were: (1) the development of a method for identifying and describing groups of students excluded from Cooperative Work Education (CWE) programs, and (2) the development of comparative analysis of students admitted to and students excluded from CWE programs. Particular objectives were: (1) to assess the student selection criteria and practices, and overall operations, of a local school system's CWE program, and (2) to determine the extent to which these criteria, practices, and operations were responsive to school system policy, and to national goals, priorities, and problems. Descriptive in nature, the study used non-parametric techniques since assumptions of normal distribution were in question. A major conclusion of the study is that the characteristics of students excluded overtly or covertly from the school system's CWE programs strongly suggest that many students were denied admission to CWE on the basis of such factors as (1) socioeconomic class, (2) race, (3) age, (4) sex, (5) dropout proneness, (6) low school achievement, (7) absenteeism, and (8) similar or related factors. It is also noted that students excluded from CWE programs are those who need the programs the most. (Author/JS)

ED054303 VT010788

HOUSTON'S OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS: A COMPARATIVE OBSERVATIONAL STUDY OF THE NYC'S IMPACT ON THE WORK ATTITUDES AND JOB FUTURES OF POVERTY YOUTHS.

Harwood, Edwin; Olasov, Robert
Rice Univ., Houston, Tex. Dept. of Anthropology and Sociology.
Spons Agency - Manpower Administration (DOL), Washington, D.C. Office of Manpower
Research.

Pub Date Oct 68 Note-299p.

Available from - National Technical Information Service, Springfield, Va. 22151 (PB-184978,
MF \$.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors - Disadvantaged Youth/Federal Programs/*Manpower Development/Manpower
Utilization/*Out of School Youth/*Program Evaluation/*Program Improvement/Research Needs
Identifiers - *Neighborhood Youth Corps

To evaluate the effect of three Houston Neighborhood Youth Corps (NYC) out-of-school pro-
grams on work attitudes and job futures of poverty youth as well as to provide recommendations
for program improvement, statistical data were gathered from NYC sponsors' reports and from the
trainees' personal folders. The accuracy of the data is limited because it was not always known
how the sponsors compiled the data, and there were some informational gaps in the trainees' fold-
ers. Some major findings were: (1) Few males are in the program because they can earn more
money in unskilled and semi-skilled jobs, (2) More females are in the programs because they cannot
compete as well for the better paying semi-skilled jobs, (3) Remedial education has been a failure,
(4) The agencies that need trainee labor the most are often the least able to hire and pay the lowest
wages, and (5) The sponsor faces a serious dilemma in the case of those girls who are of low-level
intelligence, unmotivated, or exceptionally deficient in education. Recommendations were made
for work stations, counselor caseloads, trainee enrollment, counseling techniques, restrictions on
male employment, training courses for females, and financial rewards and bonuses. (SB)

ED053308 VT013434

A JOB CORPS STUDY OF RELATIVE COST BENEFITS, VOLUME I AND II.

Software Systems, Inc., Washington, D.C.

Spons Agency - Office of Economic Opportunity, Washington, D.C. Job Corps.

Pub Date Apr 69 Note-138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - *Adult Vocational Education/*Cost Effectiveness/*Disadvantaged Youth/*Fed-
eral Programs/Mathematical Models/Poverty Programs/*Program Evaluation/Research Methodology
Identifiers - *Job Corps

This study was undertaken to relate Job Corps training outcomes to the costs of training, in
terms of human talent, time, and material resources. Training outcomes or benefits were classified
according to Job Corps objectives, then compared to total costs incurred by both training center
and enrollee. Empirical validation and other evaluation of the procedure proved it to be sound and
applicable in a comparison of manpower training programs. The results reversed several conclusions
of earlier studies which had considered outcomes only. When costs are included in the analysis, it
is no longer true that young or rural corpsmen perform poorly. When heavily oriented placement
scales are used as criteria, the superior performance records of black corpsmen is reversed. A de-
tailed presentation of the model is included, along with tables displaying the full results of the
analysis. (BH)

ED053302 VT013294

A COST-EFFECTIVENESS STUDY OF THE IN-SCHOOL AND SUMMER NEIGHBORHOOD YOUTH CORPS.

Somers, Gerald O.; Stromsdorfer, Ernst W.

Wisconsin Univ., Madison.

Pub Date Jul 70 Note-450p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors - Comparative Analysis/*Cost Effectiveness/Educational Improvement/Interviews/*Manpower Development/*National Surveys/*Program Evaluation/Questionnaires/Statistical Analysis/*Youth Programs

Identifiers - *Neighborhood Youth Corps/NYC

This nationwide study to determine the cost-effectiveness of the Neighborhood Youth Corps Program (NYC) is based on participants from projects in operation during fiscal year 1965-66 and 1966-67. Out of the original 1,120 projects 60 were randomly selected, 20 from the three regions—north, south, and west. The sample size of the participants was 780 for the estimation of educational benefits and 676 for economic benefits. An interview survey technique was used to collect data, as well as a mail questionnaire and telephone contacts. Specific conclusions were: (1) The program had no significant effect on the number of high school grades completed, (2) Participants of the program who finished high school were more likely to continue their education after graduation, (3) The participants' earnings were enhanced more by encouragement to participate in the labor force than by increased skills and reduced unemployment, and (4) Negroes gained more from the program than any other ethnic group. (GEB)

ED050226 VT006122

A COMPARISON OF TWO METHODS OF PREPARING YOUTH FOR EMPLOYMENT: COOPERATIVE OCCUPATIONAL EDUCATION VERSUS THE PREPARATORY VOCATIONAL-TECHNICAL SCHOOL.

Sanders, Lester H.

Missouri State Dept. of Education, Jefferson City.; Missouri Univ., Columbia. Coll. of Education.

Pub Date 67 Note-26p.; Summary of Ed.D. dissertation, Missouri Univ., 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Cocurricular Activities/*Cooperative Education/Cost Effectiveness/*Curriculum Evaluation/Doctoral Theses/Employer Attitudes/Follow-up Studies/Job Placement/Job Skills/Parent Attitudes/*Project Training Methods/Student Attitudes/*Trade and Industrial Education/Wages/*Work Experience

Identifiers - Missouri/Springfield

To analyze and compare the cooperative occupational education and vocational-technical school programs and graduates in the Springfield, Missouri, public schools, information forms were sent to: (1) 268 graduates of the cooperative occupational education programs and 417 graduates of the vocational-technical school for the years 1961-1965, (2) their parents, and (3) present and past employers. Some conclusions were: (1) Vocational-technical programs seemed to have greater impact in maintaining student interest and improving attitudes towards school, (2) Cooperative education graduates emphasized the development of desirable personal-social characteristics and vocational-technical graduates emphasized job skills and related knowledge, (3) Transition from school to full-time employment is made more quickly and easily through cooperative education

programs, (4) A majority of vocational-technical graduates took advantage of unsupervised work experience programs while in high school, (5) After a period of adjustment, the vocational-technical graduates tended to return to the occupation for which they were trained in greater numbers, and (6) Cooperative education graduates tended to demonstrate more desirable personality traits, work habits, and a higher degree of occupational competency. (DM)

ED047095 VT012269

AN EVALUATION OF 1970 SUMMER WORK-STUDY PROGRAMS.

Ebey, George W.; et al.

URS Research Co., San Mateo, Calif.

Spons Agency - California State Dept. of Education, Sacramento.

Pub Date Nov 70 Note-68p.

Available from - URS Research Company, 155 Bovet Road, San Mateo, California 94402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Minority Groups/*Program Evaluation/*Seasonal Employment/*Secondary School Students/*State Programs/*Work Study Programs/Youth Employment

Identifiers - *California

This summer work-study program enrolled 1,163, high school students from eight urban school districts. In order to evaluate the program, 240 interviews were held with students, teachers, teacher aides, work supervisors, project coordinators, and district general administrators. Reactions by all groups were enthusiastic, with the major complaints involving the need for expansion of the program. There was general agreement that this program was better than either of the two previous programs, despite a drop in enrollment. Recommendations were made for: (1) providing ongoing programs, (2) early funding to assure effective planning, (3) relaxing age requirements, (4) extending programs to reach all high school students, (5) improving communications between districts, (6) extending the work portion of the program to commercial organizations, and (7) holding a conference to plan a continuing year-round program. (BH)

ED043770 VT011859

AN INVESTIGATION OF FACTORS ESSENTIAL TO SELECTING AND PREPARING ON-THE-JOB TRAINERS FOR A POST-SECONDARY COOPERATIVE VOCATIONAL-TECHNICAL EDUCATION PROGRAM.

Wilson, Roger John

Pub Date 70 Note-153p.

Available from - University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors - *Cooperative Education/Post-Secondary Education/*Program Evaluation/Program Improvement/*Supervisory Training/*Surveys/Technical Education/*Trainers/*Vocational Education/Work Experience

By passing the 1968 Vocational Education Act with its special provisions for cooperative education, Congress has highlighted the value and rapid growth of on-the-job programs. However, with this increased emphasis on cooperative education comes the need for investigating the present practices of selecting and preparing the on-the-job trainer assigned to a student-learner. For the

most part data for the study was gathered by reviewing related literature and visiting a sample of nine 2-year institutions to interview teacher-coordinators. An analysis of the interview findings led to the conclusion that the selection of the on-the-job trainer was under the control of the teacher-coordinator through his approval or disapproval of the cooperating employer. It was also concluded that the on-the-job trainer was given little if any planned preparation before he undertook his teaching task. A significant recommendation of this study is that teacher-coordinators must take advantage of their responsibility and position to control the selection and preparation of the on-the-job trainers. This Ph.D. dissertation was submitted to The Ohio State University. (Author/JS)

ED041958 UD007748

AN EVALUATION OF THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM OF THE HIGH SCHOOLS OF THE CITY OF NEW YORK.

Wohl, Seth F.

New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Program Research and Statistics.

Report No.-BEPRS-P-312-PNR-167

Pub Date Jun 68 Note-138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - Academic Performance/Administration/Administrator Attitudes/*Community Agencies (Public)/*Cooperative Education/*Cooperative Programs/Data Collection/Employer Attitudes/Follow-up Studies/High School Students/Interviews/*Program Evaluation/Questionnaires/Student Attitudes/Surveys/Teacher Attitudes/*Work Study Programs

Identifiers - New York City

This report evaluates the operation and effects of a work-study program among high school juniors and seniors following its extension to municipal agencies of the city of New York. The evaluation forms part of a five-year program, and constitutes an internal self-examination of the administrative and operational aspects of the institutions. The study examines the program's effects upon students' goals, and its service to the community. Two methods were utilized for coordinating school and work experiences—full-time employment of students on an alternate week or two-week basis, and a daily work-study plan, where students attend school each morning and are employed in the afternoon. Five major schools visited were selected for control studies. Descriptive analyses were made of the administration of the various aspects and departments of the program. Through interview information, the attitudes of supervisory personnel in city departments to the program were assessed; in 1964, this was effected by means of a questionnaire student attitudes were evaluated through a questionnaire relating to work experiences and school learning. In general, the school performance of the project students was found to be slightly superior to the comparable performance of their control group peers. Principals were found to be generally favorable toward the program. Student attitudes toward the program were also found to be positive. (RJ)

ED041096 24 UD010466

A STUDY OF SCHOOL ACTIVITIES INTENDED TO EFFECT RACIAL, ECONOMIC, OR SOCIAL BALANCE. FINAL REPORT.

Ackerman, Donald

State Univ. of New York, Stony Brook.

Spons Agency - Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-8-B-085

Grant-OEG-0-8-080085-3729(010)

Pub Date 18 Aug 69 Note-39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Academic Achievement/Achievement Gains/Community Attitudes/*Cooperative Programs/*Disadvantaged Youth/Economic Factors/*Equal Education/Financial Needs/Parent Attitudes/*Program Evaluation/Racial Balance/*School Activities/Social Change/Teacher Education/Urban Education

The focus of this study is on the problems and prospects of providing quality education to children of the disadvantaged inner city school districts, particularly in the face of continued movement of the more affluent families to suburban areas. Based on examination of the literature on the many facets of the urban-suburban education problem, on reports and proposals for ongoing cooperative urban-suburban programs, and on visits to programs or program officials, the following were the findings that emerged: (1) academic achievement of disadvantaged students exposed to cooperative programs has been significantly high; (2) trouble spots anticipated in these programs (such as behavior problems) did not materialize; and (3) general opposition to these programs by parents and taxpayers decreased with time. Among the recommendations suggested are: (1) development of a model to bring such cooperative programs to the attention of all citizens; (2) expansion of teacher training programs by schools of education to include appreciation of urban-suburban problems; and (3) establishment of a national committee on goals for urban-suburban education in order to take care of research on and the funding of such programs. (RJ)

ED036775 AC006605

THE EVALUATION OF GOVERNMENT PROGRAMS: THE CASE OF NEW HAVEN'S MANPOWER TRAINING ACTIVITIES.

Goldfarb, Robert S.

Yale Univ., New Haven, Conn.

Pub Date 68 Note-260p.; Ph.D. Thesis

Available from - Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-182-173, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors - *Conventional Instruction/Cost Effectiveness/Doctoral Theses/Employer Attitudes/Evaluation Criteria/*Federal Programs/Interviews/Job Training/*Manpower Development/*On-the-Job Training/Participant Satisfaction/*Program Evaluation/Research Methodology/Teaching Techniques

Identifiers - Connecticut/New Haven

This thesis attempts to deal with difficult methodological problems of program evaluation; the particular programs considered are two types of manpower training programs: institutional or "classroom" training and government-subsidized on-the-job training. Characteristics of cost-benefit analysis are investigated and the method is criticized for use in analyzing manpower programs. Two data sources are used to study the production process. First, a group of trainees who underwent each type of training were interviewed. Second, employers who participated in the OJT program were interviewed, as were a group of the largest employers in the New Haven area. (Author/EB)

ED036648 08 VT010400

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH. FINAL REPORT AND RELATED MATERIALS.

Connecticut State Board of Education, Hartford. Center for Vocational Arts.

Spons Agency - Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-5-0005

Contract-OEC-5-85-055

Pub Date Dec 69 Note-197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - *Evaluation/Multimedia Instruction/*Pilot Projects/*Student Alienation/Tables (Data)/*Vocational Education/*Work Experience Programs/Youth

Identifiers - Connecticut/*Norwalk

The Center for Vocational Arts provided a work-study upgraded program for male and female school-alienated youths 15-21 years of age. The basic elements of the program were individual programs, vocational training, counseling, basic academic education, and supervised work experience. For 3 hours a day the students attended classes and for the remainder they held part-time jobs. Training courses were offered in automotive, food, health, office, and manufacturing operations, retailing services, landscaping and horticulture, and maintenance and repair operations. Students could enter the program at any time during the year, and when they demonstrated sufficient competency they received a high school diploma or vocational certificate. The report on the program also included research reports, an evaluation of the program, and a guide for developing multi-media learning activity which provided such teaching aids as film-loops, tapes, slides, and artifacts. The Second Interim Report, Appendix to Second Interim Report, and the Interim Report and Statistical Evaluation are available as ED 025 641, ED 025 642, and ED 016 868 respectively. (BC)

ED035807 AC006236

MANAGEMENT'S ATTITUDES AND EVALUATIONS OF GOVERNMENT TRAINING PROGRAMS AND GOVERNMENT SUBSIDIZATION FOR INDUSTRIAL TRAINING.

Toothaker, Robert C.

Maine Univ., Orono.

Pub Date 68 Note-13p.; M.A. Thesis (abstract)

Available from - Director, Manpower Research Project, South Stevens Hall, University of Maine, Orono, Maine 04473

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Disadvantaged Groups/*Employer Attitudes/Employment Opportunities/*Evaluation/*Federal Aid/*Industrial Training/Institutes (Training Programs)/*Management/On-the-Job Training/State Aid

This research project examined management's attitudes toward government training programs and the subsidization of industrial training. Questionnaires were addressed to general managers but many responses were from personnel directors, presidents, vice presidents, and others. The basic research tool contained checklists, ranking, and open-ended questions. The sample included 476 of Maine's manufacturing firms that employ 25 or more persons. Of the 159 (33.4 percent) questionnaires returned, all but two were usable. Questionnaires came from employers with about 50 percent of the employees in the sample. The approximately 60 percent of the respondents who knew about government training programs and who were more familiar with federal than with state and local ones, obtained their information through the mass media. Government subsidy to employers

to encourage on-the-job training was preferred to institutional training by 65 percent of the employers. About 49 percent of the managers were willing to hire "disadvantaged" workers when their on-the-job training could be supported by federal funds, but only 42 percent were interested in hiring those who were institutionally trained. Thirty of the 157 responding firms reported applications for work from government trained workers, and of the 579 applicants 477 were hired. (NL)

ED029446 40 EC004014

STUDENT WORK EXPERIENCE AND TRAINING PROGRAM. FINAL REPORT.

Price, William F.

Southern Illinois Univ., Carbondale.

Spons Agency - Office of Education (DHEW), Washington, D.C.

Bureau No.-BR-8-8068

Grant-OEG-0-8-088068-4482(032)

Pub Date 68 Note-11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Camp Counselors/Camping/Career Change/Career Choice/*Exceptional Child Services/*Mentally Handicapped/*Program Evaluation/Recreation/Student Evaluation/Student Experience/*Summer Programs/*Work Experience Programs

Identifiers - Student Work Experience and Training Program/SWEAT Program

Twenty high school and college students aged 16 to 20 were trained as summer camp counselors in a project to provide experiences leading to choosing a career with the mentally retarded. In the 11-week period, 1 week was devoted to lectures and seminars, 8 weeks to working with the retarded, and 2 weeks to working with multiple handicapped adults. A summary evaluation of each student was made from answers to a questionnaire distributed at the beginning, middle, and end of the program. Of the 20 students, six indicated they would choose special education as a career, five would not choose it, and nine would work as volunteers in local communities although they would probably not choose special education as a career. All 20 participants are described and evaluated. (SN)

ED026501 VT007221

EVALUATION OF THE IN-SCHOOL YOUTH WORK-TRAINING PROJECT FOR FOURTEEN AND FIFTEEN YEAR OLD YOUTH.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Jan 68 Note-25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Disadvantaged Youth/*Dropout Prevention/Follow-up Studies/*Junior High School Students/*Potential Dropouts/Program Development/Program Effectiveness/*Program Evaluation/*Work Experience Programs

Identifiers - Detroit Public Schools/Elementary Secondary Education Act Title 1 Program/ESEA Title 1 Program/*Project In School Youth Work Training Program

A project to provide in-school work experiences for 14 and 15 year old junior high school students was conducted for the purpose of: (1) encouraging them to remain in school after the

age of 16, (2) improving their school attendance and scholastic achievement, (3) providing opportunities for growth in the ability to work and explore aspects of the world of work, and (4) providing income, sound work habits, work training, and salable skills for pupils from low income families. Data from the fall term of 1966 on 140 pupils who had participated in the program were compared with data from the fall term of 1965. A follow-up was conducted on 42 students who had participated in the project. The chi-square test of significance show no statistically significant changes in the frequency counts of absences or tardiness or changes in the distribution of academic grades or citizen marks. Case studies indicate that individual students did show progress in academic performance, in attitude toward school, and in social demeanors. In general, the program met only the objectives of providing earned financial assistance to needy pupils and providing pupils with supervised work experiences which will better prepare them for entry into the world of work. (MM)

ED025635 VT007343

JOB TRAINING: RESEARCH REPORT NUMBER FOUR.

American Society for Personnel Administration.; Manpower Research Council, Milwaukee, Wis.

Pub Date 67 Note-10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Educational Problems/*Educational Supply/*Employer Attitudes/Federal Programs/*Industrial Training/Job Training/Manpower Development/National Surveys/*Program Evaluation/*Vocational Education

Identifiers - Job Corps/Manpower Development and Training Act Programs/MDTA Programs

This document contains a summary of a survey of 930 companies employing 4,375,665 persons throughout the United States. The survey specifically deals with the companies' experiences with in-plant and outside agency job training programs. Some of the findings were: (1) Respondents feel that there are numerous institutions at work in the community to provide skill training, but 60 percent feel that this training falls short of their company needs, (2) Participants expressed great willingness to serve on advisory boards, (3) About 50 percent felt their universities lack adequate vocational training facilities and recommended public high school and in-plant training as the solution, (4) Over 85 percent are in favor of development of public vocationally oriented technical colleges on a 2-year basis, (5) 17 percent have established training programs with a view to attracting minority workers and 50 percent felt their programs were successful, (6) Manpower Development Training Administration has not helped find qualified employees for 80 percent of the respondents, and (7) Only 19 percent have employed persons trained in Job Corps centers, and of that group, 60 percent regard the experience as satisfactory. (MM)

ED024012 AC003161

A FOLLOW-UP STUDY OF GRADUATES' AND EMPLOYERS' OPINIONS OF A COOPERATING TRAINING PROGRAM. RESEARCH STUDY NO. 1.

Tuttle, David Chester

Colorado State College, Greeley.

Pub Date 65 Note-110p.; Ed.D. Thesis.

Available from - University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 65-267, MF \$3.00, Xerography \$5.40).

Document Not Available from EDRS.

Descriptors - *Cooperative Education/Doctoral Theses/*Employers/Employment Patterns/
Family Influence/*Follow-up Studies/*High School Graduates/Participant Satisfaction/*Program
Evaluation/Program Improvement/Questionnaires/Statistical Data/Training/Vocational Counseling
Identifiers - *Des Moines/Iowa

Interviews collected information from 135 graduates of the trades and industrial cooperative education training program, and 30 employers in Des Moines, Iowa, to appraise the effectiveness of training in relation to post-high school employment. Graduates and employers commented on the value of core area training, school counseling, and different phases of the training program. It was found that the primary reasons for enrolling in the program were to gain work experience and earn extra money. Personal feeling and family influenced choice of core area. Sixty-two percent of the graduates were working at, or in, areas related to their high school training. Satisfaction was expressed with training, present job, and the school counseling and coordinating service. Employers felt training helped graduates secure employment and receive promotions. Graduates felt core area training could be improved by more production training and wider experience on shop equipment, while employers thought additional training in production work, business ethics, and employment procedures should be included in the core area training. (Author/PT)

ED022911 08 VT005939

THE DEVELOPMENT AND IMPROVEMENT OF DIRECTED WORK-EXPERIENCE PROGRAMS IN EXPANDED VOCATIONAL EDUCATION OFFERINGS IN AGRICULTURE AT THE SECONDARY SCHOOL LEVEL. FINAL REPORT.

Cushman, Harold R.; et al.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell.

Spons Agency - Office of Education (DHEW), Washington, D.C.

Bureau No.-BR-5-0161

Grant-OEG-1-6-000369-0655

Pub Date Jun 68 Note-158p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - Academic Achievement/Agricultural Engineering/Comparative Analysis/Control Groups/*Cooperative Education/*Curriculum Evaluation/Employer Attitudes/Employment Experience/Experimental Groups/Grade 12/High School Students/Measurement Instruments/*Off Farm Agricultural Occupations/Ornamental Horticulture/*Program Development/Program Guides/Questionnaires/Student Attitudes/Teacher Attitudes/*Vocational Agriculture/Work Attitudes

The project objectives were to (1) develop empirically tested guidelines and procedures for initiating, developing, and operating cooperative education programs for secondary students in off-farm agricultural occupations, (2) evaluate the effectiveness of cooperative work experience, and (3) determine the effect of the extent of work experience on educational and occupational criteria. The sample included 35 students in agricultural mechanics and 68 students in ornamental horticulture from 16 high schools. Students from 10 high schools were used as a comparison group. Teachers, students, and employers endorsed the effectiveness of the guidelines and procedures used as the structural model. When compared with students enrolled in similar programs without work experience student engaged in directed work experience rated higher in technical knowledge, entry into curriculum-related employment following graduation, and entry into curriculum-related programs of advanced training. No differences were observed in the criterion performance of students with

high and low amounts of occupational experience hours. Lists of contributing personnel, instruments used, and scaling models are included in the appendix. Other documents of this series are available as VT 005 938, VT 006 447, and ED 019 494. (DM)

ED022854 VT003808

A NOTE ON: APPRENTICESHIP AND ECONOMIC CHANGE.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.
Report No.-TR-3

Pub Date 64 Note-28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - *Apprenticeships/Employment Trends/*National Programs/*Program Evaluation/
Trade and Industrial Education/Unemployment

The apprenticeship system in the United States is a method of training for a vocation or skilled trade within the framework of a relatively free labor market. It is a system which furnishes training through employment and one which is affected by the employment level of a given period. This is particularly important as the apprenticeship typically lasts 4 years, and the apprentice need at the termination of the training period may not be the apprentice intake based on the employment level 4 years earlier. The declining trend in apprenticeship since World War II cannot be attributed to any single cause, but the increased number of persons who continue their formal education seems to be the major one. Major factors which affect of apprentices are: (1) irregularity of employment rate, (2) the completion rate, (3) unemployment, (4) college and apprentice enrollment, and (5) the ratio between craftsmen and professional-technical personnel. Statistical analysis indicates no significant relationship between the number of apprentices and the number of journeymen. Although apprentice numbers appear to have been small due to employer reluctance to train skilled workers rather than to union policy, relatively little consideration has been given to the system itself, the factors affecting the employer's decision to hire apprentices, nor the factors affecting the apprentice's decision to enter or complete such a training program. (EM)

ED020407 VT005173

A RETROSPECTIVE STUDY OF THE EFFECTIVENESS OF OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS PROGRAMS IN FOUR URBAN SITES.

Walther, Regis H.; Magnusson, Margaret L.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency - District of Columbia. Manpower Administration (DOL), Washington, D.C.

Office of Manpower Research.

Pub Date Nov 67 Note-157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors - *Adjustment (to Environment)/Comparative Analysis/Control Groups/*Disadvantaged Youth/Experimental Groups/*Federal Programs/Follow-up Studies/*Program Evaluation/
Racial Differences/Sex Differences/Urban Areas/Vocational Adjustment/*Work Experience Programs

Identifiers - Neighborhood Youth Corps

The primary criteria for judging Neighborhood Youth Corps (NYC) program effectiveness in Cincinnati, Ohio; Durham, North Carolina; East St. Louis, Illinois; and St. Louis, Missouri, were

community and work adjustments. An experimental group composed of 392 enrollees whose NYC experience was a little more than a year and a control group composed of 205 similar youths who had not enrolled in NYC were interviewed to obtain information on NYC recruitment, work assignments and their value, length of experience, supervision, friendliness of fellow-workers, counselors, useful and disliked aspects of experience, and job placement. The most significant findings were: (1) the program is reaching seriously disadvantaged youth, (2) enrollees reported a high level of satisfaction with their NYC experience, (3) the community and work adjustment of enrollees was improved on several measures, and (4) female enrollees made greater gains than males. Some problem areas concerned the programs' lesser effectiveness with males and white females than with Negro females and the continuing high unemployment rate of ex-enrollees which was probably related to the character of NYC work assignments. Issues needing further exploration included job development, relationships with other manpower programs, remedial education, follow-up counseling, and differential enrollee needs. The extensive appendixes include technical information, the interview schedule, occupational categories, and specific information from the Cincinnati and Durham NYC's. (MM)

ED020045 RC002470

EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK.

Stutz, Rowan C.; Merrell, Russell G.

Western States Small Schools Project, Salt Lake City, Utah.

Pub Date Dec 67 Note-41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Career Planning/Community Resources/Comprehensive Programs/Courses/
Employer Employee Relationship/Evaluation Methods/Individualized Programs/Industrial Education/
Job Training/Occupational Choice/Occupational Guidance/On-the-Job Training/*Program Evaluation/
*Rural Education/Rural Environment/Rural Urban Differences/Small Schools/Testing Programs/
*Vocational Counseling/Work Attitudes/*Work Experience Programs

Identifiers - Arizona/Colorado/Nevada/New Mexico/Utah

The Career Selection Education (CSE) activities of 14 schools in the western states small schools project are reported. The objectives of the project were to help students in rural areas make realistic career selections, develop an awareness of requisite skills and competencies in a broad spectrum of careers, and develop specific job entry skills. Included is a brief discussion of the effect of rurality on youth, and the inadequacies of rural youth as job seekers on the labor market due to isolation and lack of a comprehensive educational program. Descriptions of the materials and curricula used in the schools, and a definition and description of the duties of the career selection agent placed in each school are provided. Methods and practices used in the adjustment of the regular school program, and in obtaining and making full utilization of community resources are also described. The evaluation consists of student comments and several case studies compiled by career selection agents. Appendixes contain samples of the project evaluation battery, the training agreement, and the student rating chart. (DK)

ED015293 VT003855

SUMMER COMMUNITY YOUTH WORK PROGRAM. FINAL REPORT.

Gerard, Robert A.

Action-Housing, Inc., Pittsburgh, Pa.

Pub Date 19 Sep 66 Note-70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Demonstration Projects/* Disadvantaged Youth/Indigenous Personnel/* Neighborhood Improvement/Program Descriptions/* Program Evaluation/Race Relations/Summer Programs/ Supervision/Urban Areas/* Work Experience Programs/* Youth Employment

Identifiers - Pennsylvania/Pittsburgh

The program, designed to experiment with new methods of employing youths from low- and marginal-income families, employed 170 youths aged 16 to 21 in improving and developing vacant areas for recreation in declining neighborhoods. The longer range goals of the project were to encourage the youths to prepare themselves for skilled employment and to develop procedures for general application of such a program in urban situations. The program was generally effective with minimal problems of tardiness and absenteeism. However, the progress of work was slow, and morale was low when there was inadequate supervision. The turnover rate was less than 5 percent until the last weeks when students terminated early for return to school, and the less motivated enrollees lost interest. All youths who participated continuously in the program seem to have developed good work habits and adapted to what were in many cases admittedly structured interracial situations. Acquiring basic work skills such as carpentry, bricklaying, masonry, and landscaping was the most visibly enrollee accomplishment. Less tangible achievements were developing a strong sense of responsibility, learning the value of money and one's ability to produce it, and increasing motivation and aspirations. The program was an important influence in strengthening the process of organization in the neighborhoods through the channeling and involvement of community resources. A citizens' evaluation meeting recommended more planning, better supervision, and program extension. (HC)

ED014540 VT000885

COOPERATIVE SUPERVISED JOB TRAINING PROGRAM, THE FINAL REPORT AND EVALUATION.

Illinois State Board of Vocational Education and Rehabilitation, Springfield.; Southern Illinois Univ., Carbondale. School of Teaching.

Pub Date Aug 66 Note-54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Disadvantaged Youth/Dropouts/High Schools/* Low Achievers/Occupations/* On-the-Job Training/* Pilot Projects/Potential Dropouts/* Program Evaluation/Student Characteristics/Vocational Education/Vocational Follow-up/Vocational Schools/* Work Experience Programs

Identifiers - Illinois

A 3-year cooperative supervised job training program was initiated to study the effects of supervised job training on low academic achievers and persons who had definite needs for vocational preparedness immediately upon leaving school. Four schools from three school districts participated in the pilot programs—Robinson High School, Maine Township East and West High Schools, and Drake Vocational Guidance and Education Center. Tables show the percentage of student data supplied on pupil records by each coordinator, objective family statistics, average student dispersion, trends in student hourly wages, hours worked per week, trends in wages for the first and second years of follow-up, and employment follow-up of graduates of the four programs. The findings

generally supported the premise that the program meets the needs of selected students and the needs of the community. The 18 recommendations for improving the program cover record keeping, selection of students and coordinator, use of instructional materials, and correlating techniques. (See VT 000 030 for an interim evaluation.) (PA)

ED012883 AC001406

AN EVALUATION OF APPRENTICESHIP—GROWTH OR STAGNATION, A FRANK DISCUSSION OF GOVERNMENT, UNION, AND INDUSTRY ROLES.

Doyle, Lawrence F.

Pub Date Oct 67

Document Not Available from EDRS.

Descriptors - *Apprenticeships/Employer Attitudes/* Evaluation/Federal Government/* Industrial Training/Industry/Job Skills/* Labor Education/Labor Standards/Labor Unions/Learning Theories/Manpower Development/* Motivation/Program Length/Psychological Needs/Skilled Occupations/Wages/Work Attitudes

Apprenticeship programs, which should provide a continuous supply of craftsmen, are not now alleviating a shortage of skilled labor. Craft unions perpetuate skills shortages by specifying journeymen-apprentice ratios and maintaining a restrictive selection policy. The solution to the problem lies not in federal legislation nor in more formal training procedures, but rather in revitalizing existing structures of apprenticeship from within to stimulate individuals to become more creative, conscientious apprentices. How workers are motivated has been the subject of several psychological studies. When applied to apprenticeship training, these studies pinpoint aspects of the programs that now stifle incentive, including man-hour requirements for each step of training (traditionally lasting from four to six years), standard union wages which do not reward superior performance, and, especially, restricted activities within the job. If the apprentice were given the freedom to progress through the program at his own rate based upon the quality of work he produces, the public would be rewarded by a higher standard of craftsmanship, unions would receive the recognition and status due an organization producing highly trained craftsmen, and the individual would prosper materially and psychologically. This document appeared in *Training and Development Journal*, 21(10)/2/12 October 1967. (AJ)

ED012719 UD002268

REPORT OF THE EVALUATION STUDY OF THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM.

Hamburger, Martin

New York City Dept. of Personnel, N.Y.

Pub Date 07 Apr 65 Note-75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors - Attitudes/Control Groups/Cooperative Programs/* Disadvantaged Youth/* Dropout Prevention/Interviews/Motivation/Negroes/* Program Evaluation/Puerto Ricans/Questionnaires/* Student Behavior/Tests/Vocational Education/* Work Study Programs

Identifiers - Municipal Cooperative Education Program/New York City

A descriptive evaluation has been made of a New York City cooperative program to motivate potential dropouts and to provide them with supervised, paid employment as an integral part of

their high school experience. The basic study sample was confined to groups, boys and girls, in four predominantly Negro-Puerto Rican high schools in New York City. The Program was evaluated by (1) intelligence, aptitude, achievement, and attitude tests; (2) interviews and questionnaires; (3) on-the-job observations; and (4) other data which included grade, disciplinary, and anecdotal information. For purposes of comparison, a control group was formed. Significantly, the program group averaged a 5.50 IQ-point increase over the 1.55 point increase of the controls. The program group improved in general attitude, attendance, and other nonacademic behavior. However, while the number of high school graduates among the program group exceeded that of the control group, their level of vocational aspiration did not noticeably rise. Their absence on the job and their lateness was greater than that of regular employees. Yet, such an integrated curriculum which incorporates school and job experiences is important in educating unmotivated disadvantaged youth. Appendixes include abstracts of interviews and data on the program participants, content of the program, and administrative concerns. (LB)

AIM/ARM REPORT LITERATURE

VT100972

Peck, A. Daniel

COMMUNITY COLLEGE VOCATIONAL COOPERATIVE EDUCATION. OUTSIDE EVALUATION TEAM REPORT.

Educational Consultants, Palo Alto, Calif.

100

MF Available in VT-ERIC Set, ED 095 434.

OEC-0-71-0527(361)

Pub Date 73

Descriptors - *Cooperative Education/*Community Colleges/*Program Evaluation/*Cooperative Programs/Vocational Education/Technical Education

Abstract - The cooperative education project, undertaken by the five community colleges of the consortium, has attempted to attain a group of general and specific goals and objectives. This evaluation reports on the extent to which it has met them. Its structure is based on three primary goals: (1) curriculum patterns which can be most effective, (2) direct educational improvements as a result of cooperative education, and (3) increased awareness of the community college as an employment resource. In the course of the evaluative process 15 items which represent later emphasis within the project are discussed. Two additional items, student objectives and the changing nature of cooperative education, are presented as concomitant findings. (Author/MU)

VT100348

Gardner, David C.

EMPLOYER EVALUATIONS OF HIGH SCHOOL CAREER EDUCATION COORDINATORS AND STUDENTS: A REPORT TO THE SCHOOL COMMITTEE.

Stoneham Public Schools, Mass.

500

MF Available in VT-ERIC Set, ED 094 270.

Pub Date Feb 73

Descriptors - *Cooperative Education/*Employer Attitudes/*Evaluation Techniques/*Rating Scales/*Secondary School Students/Measurement/Student Evaluation

Abstract - To survey the usefulness of a typical rating scale for the evaluation of a high school career education program, questionnaires were mailed, during the summer of 1972, to 81 employers of the students of Stoneham, Massachusetts Public Schools enrolled in a program offering on-the-job training experiences. Returns from 44 employers indicated the majority of students were rated good or excellent by the employers on all categories. While almost all employer ratings of coordinators on maturity, adaptability, and business personality were in the good or excellent categories,

an adequacy of student supervision over 26 percent were poor or fair. Teachers tended to rate students lower than employers on similar characteristics. High positive correlations suggest halo effects in the employers' rating processes, indicating that employers lack proficiency in the proper use of rating scales. This fact points to the need for caution on the part of career educators in the development, utilization, and interpretation of such instruments. (Author/MU)

VT017342

WORK EXPERIENCE EDUCATION RESEARCH FOR ACCOUNTABILITY.

California State Polytechnic Coll., San Luis Obispo.

100

EDRS Price MF-\$0.65 HC-\$9.87, ED 068 719.

Pub Date 71

Descriptors - *Program Guides/*Work Experience Programs/Educational Accountability/State Programs/Secondary Grades/*Goal Orientation/*Educational Objectives/Resource Materials/*Student Evaluation/Pilot Projects/Vocational Development/Career Education/Individualized Instruction/Performance Criteria/Humanities/Records (Forms)/Gu

Abstract - This extensive color-keyed program guide for general, exploratory, and vocational work experience education programs in California was developed by work experience coordinators, professors, state and local administrators, and various district teams to pilot test at the secondary and university levels. General, exploratory, and vocational goals are given separately, each including specific program goals and performance objectives. Terminal objectives, student performance criteria, and student record sheets provided for pre- and post-assessment purposes separately. Various work experience program forms are included. (AG)

VT016601

Jones, Hilda B.

**DIVERSIFIED SATELLITE OCCUPATIONS PROGRAM AND CAREER DEVELOPMENT.
INTERIM REPORT—VOLUME I AND VOLUME II (APPENDIX B).**

Granite School District, Salt Lake City, Utah.

100

MF Available in VT-ERIC Set, ED 083 482.

OEG-0-70-5176(361)

Pub Date 15 Jun 72

Descriptors - *Pilot Projects/*Vocational Education/*Program Evaluation/*Cooperative Education/Potential Dropouts/Dropout Prevention/Work Study Programs/Elementary Grades/Secondary Grades/*Program Descriptions

Abstract - This experimental program had a 3-fold objective: (1) preventing dropouts, (2) providing career education to dropouts or dropout-prone students, and (3) working for improvements in attitudes toward school and vocational education. On the elementary level, besides general career orientation by all classroom teachers, a pilot program for 6th grade boys identified as potential dropouts has reduced their absences by 80 percent. Occupational orientation programs in the junior high schools attempted to find part-time job experiences for poor risk students. Although not entirely successful, the program generated high student interest. Senior high students in area vocational

centers participated in a work-study program. Some of the students served as teachers' aides in the elementary schools as a "pre-job" placement on an apprentice basis. Field trips, hands-on experience, and teacher in-service were integral parts of all three levels of the program. Appendixes to this report include psychometric assessment procedures and evaluation for the program, a report of a practicum in instructional and curriculum improvement, vocational guidance materials, and a sample of weekly placements. (KH)

VT016303

MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT). VOLUME I (INTERIM REPORT) AND VOLUMES II-III (SECOND ANNUAL REPORT).

Maryland State Dept. of Education, Baltimore.

MF Available in VT-ERIC Set, ED 070 816.

OEC-0-70-5186(361)

Pub Date 15 Jun 72 221p.

Descriptors - Annual Reports/Developmental Programs/*Career Education/*Vocational Development/Occupational Information/*Program Evaluation/Resource Materials/*Career Opportunities/*Work Experience Programs

Abstract - This second annual interim report for the period July 1, 1971 through June 30, 1972 describes and evaluates the seven project components: (1) elementary career development resource, (2) work-oriented (cooperative), (3) information and placement systems, (4) career exploration workshops, (5) television series, (6) Maryland career development resource notebook, and (7) Maryland career development conference. The most significant accomplishment of the project was that people throughout the state as well as in the operational setting of Baltimore city became aware of the concept of career development and its potential for changes in education. The positive reception toward career education programs in Baltimore city has led to plans for extension of programs in that city and also in 16 local school systems. Volume II of this report contains the detailed project evaluation and Volume III includes surveys, tests, and related measurements. The first annual interim report on this project is available as ED 057 251 or VT 014 418 (ARM, Vol. 5, No. 3). (MF)

VT15031

NEED TO ENHANCE THE EFFECTIVENESS OF ON-THE-JOB TRAINING IN APPALACHIAN TENNESSEE. REPORT TO THE CONGRESS.

Comptroller General of the U.S., Washington, D.C.

MF Available in VT-ERIC Set, ED 068 733.

DOL-B-146879

Pub Date 13 Nov 70 58p.

Descriptors - *Federal Programs/*On-the-Job Training/*Unemployed/*Adult Vocational Education/Employment Programs/*Program Evaluation/Program Effectiveness/Program Improvement/Evaluation Needs

Abstract - A review of on-the-job training activities conducted in Appalachian Tennessee under the Manpower Development and Training Act shows that most of the employers have not changed hiring practices or training procedures as a result of the training contracts. Federal funds used in

the program were dissipated without accomplishing any significant results. These weaknesses result primarily from failure to implement procedures designed to control the program and can be corrected by increasing monitoring. (BH)

VT014677

Currie, Andrfa; Saslow, Michael G.

AN EVALUATION STUDY OF APPRENTICESHIP RELATED TRAINING IN THE STATE OF OREGON.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

MF Available in VT-ERIC Set, ED 068 733.

Pub Date Oct 71 98p.

Descriptors - *Apprenticeships/*Vocational Education/*Program Evaluation/*Industrial Training/Cooperative Education/*Educational Needs/Trainees

Abstract - This evaluation study analyzes the strengths and weaknesses of apprenticeship related training and the training needs of apprentices enrolled in the apprenticeship training program. Questionnaires were sent to all apprentices, instructors, and joint apprenticeship committee members who were either employers or union members. The findings show that the program needs to be strengthened. Priorities must be set for problems of relevance of instruction, instructor competency, granting of credits for education and experience, effective materials, and learner skills tests based on explicit performance objectives. (BH)

VT013617

A STUDY OF THE EFFECTIVENESS OF A COOPERATIVE EDUCATION PROGRAM.

Army Missile Command, Redstone Arsenal, Ala.

MF Available in VT-ERIC Set, ED 060 223.

Pub Date Jun 70 47p.

Descriptors - *Cooperative Education/*Program Evaluation/*Program Effectiveness/*Student Opinion/Questionnaires/Work Experience Programs/Program Improvement/Vocational Education

Abstract - This study was conducted to determine what can be done to make work assignments for student trainees interesting and challenging enough to assure the maximum retention of these students as full-time employees when they graduate. Included in the report is the co-op questionnaire and the evaluation of the results of its administration to 79 student trainees, at all levels of co-op experience and classroom study. (Author/JS)

VT013065

MINORITY PARTICIPATION IN KALAMAZOO'S APPRENTICESHIP TRAINING PROGRAMS: ASSESSMENTS AND RECOMMENDATIONS.

Kalamazoo Public Schools, Mich. Apprenticeship Study Committee.

MF Available in VT-ERIC Set, ED 060 223.

Pub Date Dec 70 71p.

W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007 (Single Copies No Charge, Additional Copies \$.75 each).

Descriptors - *Apprenticeships/*Program Evaluation/*Minority Groups/*Vocational Education/*Program Attitudes/Job Training/Reports/Public Schools/Standards/Business/Industry/Labor Unions/Trainees

Abstract - This committee report to the school superintendent focuses on the apprenticeship programs for which the Kalamazoo Public Schools furnish related educational instruction. The points for the committee's consideration were to: (1) make sure that positive action was being taken to increase the number of minority group apprentices, (2) determine the likely increase of minority group apprentices in the next two years, (3) provide recommendations for action on the part of business and industry, unions, and the schools to increase the number of minority group apprentices, and (4) determine the feasibility of the Kalamazoo Public Schools to sponsor the training program in light of its policies and philosophy of nondiscrimination. The committee found that positive action, with disappointing results, was being taken and that a fairly small, yet significant, increase could be expected. They recommended that the construction industry give maximum support, that industry and business help increase the awareness of apprentice training opportunities, and that unions make a commitment to the program. Another recommendation was that the Kalamazoo Public Schools definitely continue to sponsor the apprentice training program. (GEB)

VT012350

Ryan, Laverne C.

A COMPARATIVE STUDY OF STATE VOCATIONAL COOPERATIVE AND SIMULATED BUSINESS AND OFFICE PROGRAMS.

Murray State Univ., Ky. Institutional Studies and Research Committee.

MF Available in VT-ERIC Set, ED 057 254.

Pub Date 22 Sep 69 23p.

Department of Business Education, School of Business, Murray State University, Murray, Kentucky 42071 (No Charge).

Descriptors - *Business Education/*Vocational Education/Comparative Analysis/*Program Evaluation/*Cooperative Education/Program Improvement/*Office Occupations Education/Teacher Education/Simulation

Abstract - In an effort to evaluate vocational business education in Kentucky, programs in several other states were examined. Special attention was given to the cooperative office practice programs, the simulated office practice programs, and teacher education requirements. Following the collection and analysis of data it was concluded that the cooperative office training method is the most meaningful to the high school student with the simulated office approach serving as a good substitute where a work experience program is not feasible. It was also noted that there is a need for cooperative training for prospective business education teachers. (JS)

VT011568

Weinhold, Ray

SYNTHESIS OF RESEARCH AND EXPERIENCE IN COOPERATIVE WORK-STUDY VOCATIONAL EDUCATION PROGRAMS.

Arizona Occupational Research Coordinating Unit, Phoenix.

MF Available in VT-ERIC Set, ED 049 385.

17p.

Descriptors - *Vocational Education/*Cooperative Education/Work Experience Programs/
*Program Evaluation/Research Coordinating Units/*Educational Research/Program Planning/
*Educational Change

Abstract - A review and synthesis of research and experience concerning cooperative work-study programs revealed a number of findings. The seven types of programs currently being offered include business and office procedure, distributive services, home economics, trade and industrial skills, off-farm agricultural businesses, interrelated programs, and special purpose programs. Though the seven areas are each designed to teach a different skill, much similarity exists among the areas, the most common element being paid employment. The number of programs is growing rapidly, though the number of students currently participating is small. Evidence indicates that advantages of a cooperative program far outweigh disadvantages for students, employers, and schools. However, research revealed that such programs are not inexpensive and that better evaluation procedures are needed as well as consensus concerning some vital questions about cooperative programs. (SB)

VT008885

Bennett, Robert

COOPERATIVE-DISTRIBUTIVE EDUCATION; AN ALTERNATE SEMESTER PROGRAM.

College of San Mateo, Calif.; California State Dept. of Education, Sacramento. Bureau of Business Education

MF Available in VT-ERIC Set, ED 037 585.

Pub Date 69 13p.

Descriptors - *Program Descriptions/*Distributive Education/*Cooperative Programs/Educational Planning/*Curriculum/Work Study Programs/Junior Colleges/*Program Evaluation/Distributive Occupations/Employer Attitudes/Student Attitudes/Recruiting

Abstract - The purpose of this study was to determine the feasibility of using the cooperative education plan in junior colleges for students seeking distributive careers. The study is limited to students from College of San Mateo during spring semester of 1968 and employers in the San Francisco Bay area. Section I provides a summary of new information gained through the study, summarizes the responses of 50 employers who were interviewed, and provides civilian employment statistics for the San Francisco Bay area. Section II describes the alternative semester cooperative education work-study plan for college students. Included are summaries of previous studies and a brief historical sketch of this movement in education. Section III summarizes reports from participants in the initial pilot program. Direct reports of students and employer statements about the cooperative education-distributive alternating semester plan supplements the presentation of statistical data. (CH)

VT008692

WORK-EXPERIENCE EDUCATION IN SANTA BARBARA COUNTY HIGH SCHOOL DISTRICTS. AN EVALUATIVE STUDY.

Santa Barbara County Association of Work-Experience Educators, Calif. Evaluative Study Committee

MF Available in VT-ERIC Set, ED 039 370.

Pub Date May 69 100p.

Descriptors - *Work Experience Programs/*High Schools/*Program Evaluation

Abstract - The purposes of the study were: (1) to describe the nature of the program; (2) to evaluate the purposes, procedures, and outcomes; (3) to identify problems, issues, and strengths; (4) to recommend basic principles which should govern procedures involved in the continuance and improvement of the program; and (5) to evaluate the implementation of the recommendations of a 1961 study of similar nature. In October 1968, 1,747 questionnaires were sent to principals, counselors/coordinators, teachers, counselors, students, employers, and parents. Usable responses totaled 1,000. Programs had become more extensive than they were in 1960 and were generally recognized as valuable. Important deficiencies were insufficient supervisory visits to job stations and inadequate relationships between job and school experiences. Recommendations include: (1) organizing of effective advisory committees, (2) employing sufficient staff to direct the program and coordinate jobs, (3) classifying students in accordance with program type (exploratory, vocational, general), (4) providing an effective orientation program for 10th grade students, (5) providing related instruction for all students in the programs, (6) solving transportation problems, (7) increasing emphasis on vocational guidance prior to job placement, and (8) implementing a continuous public relations program. (JK)

VT008581

Cudney, Robert F.

WORK ORIENTATION PROGRAM, 1965-1968. FINAL REPORT.

Illinois Research and Development Coordinating Unit, Springfield; Township High School District 214, Mount Prospect, Ill.

MF Available in VT-ERIC Set, ED 039 370.

Pub Date 68 183p.

Descriptors - *Disadvantaged Students/*Cooperative Education/*Prevocational Education/*Program Evaluation/*Program Descriptions/Interagency Cooperation/High School Students/Program Administration/Student Personnel Services/Program Content/Course Organization/Post Testing/Pretesting

Abstract - This academic and prevocational program was a coordinated effort to increase the self-sufficiency and employability of physically and mentally handicapped youth. The 4-year program for students 15 to 19 years of age included: (1) social-vocational evaluation in education, (2) prevocational and in-school work experience, (3) on-the-job adjustment training in the community, and (4) placement and follow-up. This report summarizes the first 2 years and presents details of the third year in the areas of (1) work orientation, (2) philosophy and objectives, (3) student selection, (4) evaluations of technical processes, enrichment, buildings, counseling, science, and English and reading, (5) program studies, (6) workshop reports, (7) dissemination of information, and (8) the division of vocational rehabilitation. (FP)

VT008412

EVALUATION OF WORK SCHOLARSHIP PROGRAM.

District of Columbia Public Schools, Washington, D.C. Dept. of Research, Budget, and Legislation

MF Available in VT-ERIC Set, ED 039 370.

Pub Date Jun 67 28p.

District of Columbia Public Schools' Division of Planning, Innovation and Research, 415
12th Street, N.W., Washington, D.C. 20004 (No Charge).

Descriptors - *Work Experience Programs/*Dropout Prevention/*Program Evaluation/*High
Schools/School Surveys/Family Background/Grades (Scholastic)/Wages/Attendance Patterns/
Conduct/*Student Improvement/Student Characteristics

Abstract - This report concerns two studies of work scholarship program participants in the
junior and senior public high schools of the District of Columbia. The first report used a sample
of 286 participants during 1964-65 and 1965-66 and sought (1) to determine the effectiveness of
this program in aiding students to stay in school, and (2) to evaluate the effects that program parti-
cipants had on indicators of school motivation and achievement. Data show that the program has
been effective in reducing dropout rates at a statistically significant level; however, other factors,
such as scholarship, deportment, and attendance, were not improved. A second study was made
of 518 participants during the 1966-67 school year in order to determine how the work scholarship
pay was spent. Finding indicated that most students used their earnings for essential items such as
food and clothing, school supplies, and participation in various school activities. Recommendations
for future evaluations suggest concentration on actual performance changes of participating students.
(CH)

VT005565

Vambery, Eva

EVALUATION OF THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM—A
REPORT OF THE 1962-1963 TRAINEES.

Center for Urban Education, New York, N.Y.

MF Available in VT-ERIC Set, ED 036 657.

Pub Date 30 Oct 69 158p.

Descriptors - *Graduate Surveys/*Program Evaluation/*Work Experience Programs/Work
Environment/*Student Attitudes/Program Descriptions/Employment Programs/Participant Satis-
faction/Follow-up Studies/Control Groups/Experimental Groups/Questionnaires/Interviews

Abstract - The Municipal Cooperative Education Program (MCEP) was a work-study program
for volunteer students who were selected on the basis of inadequate level of academic achievement
and financial need. Entry jobs were provided in the city departments in clerical, park or hospital
areas. Students who participated worked every other week full-time and took special double
classes in the general education curriculum for the week they didn't work. A sample of MCEP
students (30) and a control group (10) of students who did not participate were interviewed in
1966. Some of the findings were: (1) MCEP made a positive contribution to the curriculum of
the general diploma candidate as an opportunity for steady remunerative work experience and
association with adults, (2) in the absence of formal vocational training a majority of the cooper-
ative students held unskilled jobs which offered no training opportunity, (3) immediate benefits
from work experience tended to be negated by a lack of basic education, leading students to dif-
ferent avenues of occupations or learning after high school, and (4) both trainees and control
students seemed in great need of counseling while in high school because they did not understand
the ramifications of their own actions. One of the recommendations was that the character of the
trainee job should be reviewed, since jobs which the student finds degrading, uninstrucive, and
which he cannot easily leave may be damaging. (MM)

VT004016

Benjamin, Gerald R.

SIGNIFICANT JOB SUCCESS FACTORS FOUND IN WORK-STUDY PROGRAMS IN FIVE MAJOR NEW YORK STATE CITIES. FINAL REPORT.

New York State Education Dept., Albany. Bureau of Occupational Education Research; Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation

MF Available in VT-ERIC Set, ED 030 001.

BOR-2

Pub Date Jul 67 323p.

Descriptors - *Work Study Programs/*Program Evaluation/Graduate Surveys/Student Attitudes/Grade Point Average/Program Administration/Counseling Effectiveness/Job Tenure/*Success Factors/Urban Schools/*High School Graduates/*Employment/*Vocational Education/Mentally Handicapped/Program Descriptions

Abstract - The purpose of the study was to identify aspects found in secondary school vocational study programs that seem to be closely related to graduates' job success. Five variables relating to the work-study programs and four variables relating to job success were used as criteria in determining which graduates had been the most occupationally successful. Data were received from a random 20 percent of 246 of the graduates who participated in the vocational work-study programs in five major city school districts. Of the 20 hypotheses tested, only two were found to be significant at the .05 level of confidence: (1) the students' grade point averages will have a positive relationship to the *Dictionary of Occupational Titles* classification of graduates' jobs, and (2) assignment of students to work-study job stations related to their major field will be related to the proportion of students' time employed after graduation. Some of the findings relating to the programs were: (1) approximately 76 percent of the sample felt the program had helped them since graduation, (2) approximately 80 percent felt they did better in school work while in the program, (3) only 21 percent of the males and 70 percent of the females were placed in work-study program situations complimenting and extending their vocational programs, and (4) relative minor emphasis was given to the guidance function of the five work-study programs. Data relating to employment revealed that (1) about 69 percent had a job when they left school upon graduation and an additional 12 percent found jobs within 30 days, (2) approximately 82 percent were earning more than \$1.51 per hour, and (3) the graduates' success on the job related to placement in jobs for which they had received specific training. A summary of the study is given in VT 005 269. (MM)

VT002010

Haines, Peter G.

HOW HIGH SCHOOL COOPERATIVE TRAINEES FARE IN THE LABOR MARKET PHASE B, A FOLLOW-UP STUDY OF 1963 GRADUATES TEN MONTHS AFTER GRADUATION, AND A LIMITED SAMPLE OF 1962 GRADUATES TWO YEARS AFTER GRADUATION.

Michigan State Univ., East Lansing. Coll. of Education

MF Available in VT-ERIC Set, ED 036 657.

ER-23

Pub Date May 65 72p.

Descriptors - *Vocational Follow-up/*Cooperative Programs/Longitudinal Studies/*Graduate Surveys/*Program Evaluation/Employment Patterns/Wages/Occupational Mobility/Cooperative Education/*Vocational Education

Abstract - The major areas of interest were: (1) employment status of trainees, (2) degree to which trainees remained in fields of training, (3) degree to which trainees remained in same locality, (4) type of industry in which trainees were employed, (5) average income of trainees, (6) academic quality of trainees. Of the 4,036 June 1963 graduates, 1,472 or 36 percent returned usable questionnaires, and 1,855 of the June 1962 graduates who responded in 1963 returned 516 or 28 percent return. Conclusions were: (1) vocational education through the cooperative plan results in trainees locating and retaining employment after graduation, (2) cooperative firms have profited because numbers of trainees have remained with them as regular employees, (3) cooperative education programs do not curtail further education in post-high school educational institutions. (MM)

NTIS REPORT LITERATURE

AN ECONOMETRIC ANALYSIS OF THE COSTS OF SELECTED MANPOWER PROGRAMS

Indiana Univ., Bloomington. Dept. of Economics. *Manpower Administration, Washington, D.C. Office of Policy, Evaluation and Research.

Final Report

Author: Stromsdorfer, Ernst W.; Moayed-Dadkhah, Kamran; Oudet, Bruno A.

C4604H1 FLD: 05I, 05C, 70D, 92A USGRDR7512

Apr 74 134p.

Grant: OEO-CG-5644

Monitor: MFL-74-08

Abstract: The report is a cost analysis of four manpower training programs: MDTA-Institutional; Job Corps; NYC-Out-of-School; and NAB-JOBS. Total cost functions are estimated as well as wage functions to estimate opportunity costs. Private and social average and marginal cost estimates are provided. The data, however, do not represent estimates of costs for the national programs; rather they are cost estimates for a judgment sample of projects.

Descriptors: *Manpower programs, *Cost analysis, Social welfare, Services, National government, Economic analysis, Econometrics

Identifiers: Neighborhood Youth Corps, Job Corps, Job opportunities in the business sector, MDIA (Manpower Development and Training Act), Manpower Development and Training Act, NTISLABMPE

PB-240 737/7ST NTIS Prices: PC\$5.75/MF\$2.25

AN EXAMINATION OF THE RELATIONSHIP BETWEEN A MEASURE OF PSYCHOLOGICAL WELL-BEING AND A MEASURE OF MANPOWER PROGRAM SUCCESS

TEAM Associates, Inc., Washington, D.C. *Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning, and Evaluation.

Final Report

Author: Block, A. Harvey

C4594B3 FLD: 05I, 05J, 70D, 92B USGRDR7512

Feb 75 92p.

Contract: HEW-OS-74-186

Monitor: ASPE-75-006

Abstract: The relationship between psychological well-being, staying in a program and self-evaluation of the program was studied on 7000 enrollees in MDTA, JOBS, Job Corps, and NYC. Although sex, age, marital status, type of program, and prior arrest record were significantly related to mean length of program stay, psychological well-being alone was an exceptionally accurate predictor of the proportion of enrollees remaining in a program for any given length of time. With the

partial exception of JOBS, the programs had limited "holding power" on enrollees. Race was not related to length of program stay.

Descriptors: *Manpower programs, Emotions, Human behavior, Attitudes, Learning, Morale

Identifiers: Dropouts, Job Corps, Neighborhood Youth Corps, Job opportunities in the business sector, Manpower Development and Training Act, NTISHEWPPE

PB-240 391/3ST NTIS Prices: PC\$4.75/MF\$2.25

AN INVESTIGATION OF THE INFLUENCE OF THE IN-SCHOOL NEIGHBORHOOD YOUTH CORPS ON EMPLOYMENT AND EARNINGS IN HOUSTON, TEXAS

Houston Univ., Texas. Dept. of Economics. *Manpower Administration, Washington, D.C. Office of Research and Development.

Final Report. 1972-74

Author: Ellard, Charles J.

C3705A2 FLD: 5K, 92C USGRDR7425

9 Apr 74 169p.

Grant: DL-91-48-72-05

Monitor: DLMA-91-48-72-05-1

Abstract: A study investigates the post-high school influence of the In-School Neighborhood Youth Corps on labor force performance and educational attainment of 142 Houston youths. This sample consists of 103 former participants in the NYC Program and 39 controls selected from siblings of NYC participants. The NYC participants include 83 school year subjects and 20 summer-only participants. The analysis of the sample data attempts to measure the NYC influence on post-high school performance variables using multiple regression analysis to control for several other factors: including age, race, sex, marital status and parental education. The investigation also probes for NYC influence within racial groups and for the sexes taken individually. Additional investigations vary structure of the experimental variables and look at the influence of program component.

Descriptors: *Youths, *Labor force participation, *Employment surveys, Texas, Personnel development, Projects, Organizational effectiveness, Demographic surveys, Program review, Performance evaluation

Identifiers: *Neighborhood Youth Corps, In-school youth programs, *Houston (Texas), NTISLABRDU

PB-236 219/2ST NTIS Prices: PC\$6.25/MF\$2.25

IN-SCHOOL NEIGHBORHOOD YOUTH CORPS 14/15 YEAR-OLD BLACK TEENAGE GIRL PROJECT, MEMPHIS, TENNESSEE

Memphis Board of Education, Tenn. *Manpower Administration, Washington, D.C. Office of Research and Development.

Final Report

Author: Fox, Andrew; May, W. Theodore; Schwartz, Paul L.

C3704G4 FLD: 5I, 70D USGRDR7425

3 Feb 74 175p.

Grant: DL-42-47-73-01

Monitor: DLMA-42-47-73-01

Abstract: The study analyzes the effects on 14/15 year-old black girls of entering and participating in a specially designed work program. The girls were provided with supports in their work settings, including well-defined tasks, supervisors, and regularly scheduled peer interaction groups led by young black women considered to be appropriate role models. Personality assessment data and external source data on behavior were collected and analyzed, on an experimental group and two control groups the results are discussed. The special supports designed for the experimental group resulted in differential results when compared with the control groups. The experimental group maintained their levels of functioning, whereas a control group of the same age did not show comparable maintenance of functioning. Leavers from the experimental group showed particularly negative outcomes.

Descriptors: *Manpower programs, *Youth, *Females, *Negroes, Specialized training, Employment programs, Group dynamics, Performance evaluation, Research and methodology, Tennessee

Identifiers: *Neighborhood Youth Corps, *Memphis (Tennessee), In-school adolescents, NTISLABRDU

PB-236 184/8ST NTIS Prices: PC\$6.25/MF\$2.25

DEVELOPMENT OF ASSESSMENT MEASURES FOR USE WITH YOUTH-WORK TRAINING PROGRAM. PHASE II: LONGITUDINAL VALIDATION

Educational Testing Service, Princeton, N.J. (122 250)

Final Report

Author: Freeberg, Norman E.

C2824F4 FLD: 5I, 5J, 92A, 92B USGRDR7412

Jan 74 74p.

REPT NO: PR-74-1

Contract: DL-41-9-005-32

Monitor: DLMA-41-9-005-32-2

See also Phase I, PB-231 521.

Abstract: A battery of tests, designed expressly for use in assessment of disadvantaged adolescents enrolled in youth-work training programs, was validated predictively against both short-term (program completion) and longer-term (post-program) behavioral outcome dimensions. Measures of the battery displayed their best validities with such longer-term criterion dimensions as social and vocational adjustment, job success and satisfaction, and job search motivation. The most valid test were three practical reasoning measures (i.e., skill at following directions in job tasks); three vocational orientation measures (i.e., knowledge of job requirements and skill at seeking and holding jobs); and two attitudinal measures (self-esteem and attitude toward authority).

Descriptors: *Training programs, *Youths, *Psychological tests, Test construction (Psychology), Proving, Criteria, Social characteristics, Vocational interests, Adjustment (Psychology), Job satisfaction, Motivation, Reasoning, Attitudes

Identifiers: *Disadvantaged youth, *Neighborhood Youth Corps, OMPER

PB-231 522/4 NTIS Prices: PC\$3.75/MF\$1.45

**METHODOLOGY FOR MEASURING COST-EFFECTIVENESS OF MANPOWER PROGRAMS:
DEVELOPMENT AND APPLICATION**

Unco, Inc., Washington, D.C.

Final Report. May 71-Aug 73.

C2313E4 FLD: 5I, 70D USGRDR7406

15 Aug 73 152p.

Contract: DL-43-1-005-11

Monitor: MEL-74-03

Abstract: Using a methodology which was developed earlier, national Job Corps data were analyzed. The report presents the results of that analysis in terms of: (1) the extent to which vocational training, basic education, and counseling improve effectiveness of training as a whole, and at what cost; (2) duration of training, and the existence of a point of diminishing returns beyond which centers should not continue training of a corps member; and (3) whether the residential component of Job Corps appears worth the extra cost.

Descriptors: *Industrial training, *Youths, *Evaluation, *Effectiveness, Projects, Vocational guidance, Education, Counseling, Cost effectiveness, Cost analysis, Time, Manpower utilization, Computerized simulation, Mathematical models

Identifiers: *Jobs Corps, Diminishing returns, Disadvantaged youth, Cost effectiveness models, OMPER

PB-226 862/1 NTIS Prices: PC\$5.00/MF\$1.45

**AN ECONOMIC ANALYSIS OF THE WORK EXPERIENCE AND CAREER EXPLORATION
PROGRAM: 1971-1972 SCHOOL YEAR**

Indiana Univ., Bloomington. Dept. of Economics.

Final Report

Author: Stromsdorfer, Ernst W.; Fackler, James S.; Felton, Marianne V.; Kelcher, Robert E.

C1655G2 FLD: 5I, 70D USGRDR7321

Jul 73 238p.

Contract: DL-82-18-71-29

Monitor: DLMA-82-18-71-29-2

Abstract: The report presents a nationally study of the Work Experience and Career Exploration Program as it was in operation nationally during the 1971-72 school year. The study suggests that limited labor market experience during school hours can improve the educational performance of 14- and 15-year-old students who are dropout prone or who suffer educational disabilities.

Descriptors: (*Manpower utilization, *Youths), (*Education, *Motivation), Industrial relations, Specialized training, Projects, Students, Evaluation, United States

Identifiers: Career development, Labor market, OMPER

PB-223 366/6 NTIS Prices: PC\$5.75/MF\$1.45

**A LONGITUDINAL STUDY OF SELECTED OUT-OF-SCHOOL NYC-2 PROGRAMS IN
FOUR CITIES. (AN EVALUATION OF THE 1972 WASHINGTON SUMMER INTERN PROGRAM
OF THE DEPARTMENT OF LABOR)**

George Washington Univ., Washington, D.C. Manpower Research Projects.

Report No. 1 (Final)

Author: Walther, Regis H.; Magnusson, Margaret L.; Cherkasky, Shirley E.

C1425J1 FLD: 5I, 92D USGRDR7318

Feb 73 205p.

Contract: DL-41-0-003-09

Monitor: DLMA-41-0-003-09-3

Abstract: The 1972 Washington Summer Intern Program was a special work experience, underwritten by the Department of Labor, for approximately 100 young people—high school juniors, for the most part—who came to Washington from many places in the United States. The program was operated by three sponsors for three ethnic groups: Spanish-Speaking, Black, and Native Americans. Although the specific objectives of the operating sponsors varied to some extent, each had goals related to helping interns in their career planning and preparations and in their knowledge of government operations and service. Results indicated that although there were many differences between the programs operated by the three sponsors, Interns were nearly unanimous in very high appreciations of the overall usefulness of their experience. Other study results indicated that the experience had been effective in career-related and knowledge-of-government program goal areas.

Descriptors: (*National government, *Public relations), (*Specialized training, *Youths), (*Employment, Summer), Projects, Negroes, Spanish speaking Americans, Caucasians, Evaluation, Objectives, Reviews, Organizations, Effectiveness

Identifiers: *Summer intern programs, Neighborhood youth corps, High school students, Understanding, OMPER

PB 222 323/8 NTIS Prices: PC\$5.50/MF\$1.45

NYC (NEIGHBORHOOD YOUTH CORPS) SUMMER (IN SCHOOL) GOES TO COMMUNITY COLLEGE

Evaluation Technology Corp., Camarillo, Calif.

Final Report

Author: McDaniel, John W.

C1271C4 FLD: 5I, 92D, 92E USGRDR7316

15 Feb 73 106p.

Contract: DL-42-0-001-05, DL-42-9-003-05

Monitor: DLMA-42-0-001-05-5

Abstract: NYC Goes To Community College is a combined work and study program for economically disadvantaged youth cooperatively conducted by local sponsors of Neighborhood Youth Corps and community colleges. The target population served by these programs was composed of NYC eligible, junior or senior year in high school, youth. Including the 1972 summer, over 10,000 NYC youth participated in the program which grew from one pilot model in 1968 to 28 separate programs in 1972. NYC enrollees earned wages for work on campus jobs, and earned credit in college courses. Costs were shared.

Descriptors: (*Education, *Youths), (*Employment, Youths), Universities, Motivation, Upgrading, Students, Vocational guidance, Summer, Work sampling, Effectiveness, Reviews, Cooperation, Social welfare

Identifiers: *Disadvantaged youth, Neighborhood Youth Corps, OMPER

PB-220 914/6 NTIS Prices: PC\$3.00/MF\$0.95

The Experimental Manpower Laboratory's Research and Demonstration Pursuits from December 16, 1970 through December 15, 1972 and R and D Projects to be Undertaken from December 16, 1972 through April 15, 1974: THE DEVELOPMENT AND EVALUATION OF INNOVATIVE STRATEGIES FOR ENHANCING THE MEANINGFULNESS, GAINFULNESS AND STABILITY OF EMPLOYMENT FOR THE HARD-TO-EMPLOY

Mobilization for Youth, Inc., New York. The Experimental Manpower Lab.

Final Report

Author: Feifer, Irwin

C0351A3 FLD: 5I, 5K, 92A, 92C USGRDR7305

3 Nov 72 675p.*

Contract: DL-82-36-71-07

Monitor: DLMA-82-36-71-07-21

Abstract: The report presents a detailed review of activities and developments-to-date of R and D projects pursued by the MFY-EML from 12/70-12/72, as well as R and D projects to be pursued from 12/72 to 4/74. The individual projects fall under five broad categories. Emergent types of publications from 1970-72 R and D activities are classified in accordance with their nature and intended audiences.

Descriptors: (*Manpower utilization, *Projects), (*Social welfare, *Project planning), Demographic surveys, Sociopsychological surveys, Socioeconomic status, Questionnaires, Specialized training, Industrial training, Management training, Youths, Employment, Counseling, Aptitude tests, Ethnic groups, Motivation, Drug addiction, Upgrading

Identifiers: Disadvantaged youth, career development, Research and development, Hard to employ groups, Neighborhood Youth Corps

PB-214 163/8 NTIS Prices: PC\$9.00/MF\$0.95

FULFILLING THE POTENTIAL OF NYC (NEIGHBORHOOD YOUTH CORPS)-2. TOWARD AN EXPANDED DEFINITION OF ASSESSMENT: I. THE DETERMINATION OF VIABLE JOB TRAINING AREAS

Mobilization for Youth, Inc., New York. The Experimental Manpower Lab.

Author: Seldin, Joel R.

C0342K2 FLD: 5I, 70D, 92A USGRDR7305

Nov 72 48p.

Contract: DL-82-36-71-07

Monitor: DLMA-82-36-71-07-27

Report No. 17 on Manpower Monograph Series on Disadvantaged Youth.

Abstract: An expanded concept of manpower development assessment has as its first step the job market assessment of potential job categories before they are selected by NYC-2 programs as training areas. NYC-2 staffs, through their selection of training and job opportunities for enrollees, exert a critical influence on the lives of these youths. The choice must be made carefully and responsibly, avoiding such common errors as arbitrary decisions that make sense to staff members or enrollees, but are not realistic in labor market projections. Statistical reports of job vacancies by state and federal agencies are a way to start, but they rarely provide enough information for planning purposes. Therefore, programs have to conduct their own job market surveys. The monograph describes a survey conducted by the Experimental Manpower Laboratory at Mobilization for Youth to illustrate considerations necessary in a survey, and includes the interview schedule developed by

MFY-EML. It concludes with an explanation of how the survey data is used to determine whether the job category surveyed is appropriate for inclusion into an NYC-2 program.

Descriptors: (*Manpower utilization, *Youths), (*Industrial training, Manpower utilization), Project planning, Surveys, Evaluation, Job analysis, Specialized training, Optimization, Management planning

Identifiers: *Neighborhood Youth Corps, *Disadvantaged youth, *Job market assessments, *Training category selection

PB-213 989/7 NTIS Prices: PC\$3.00/MF\$0.95

FULFILLING THE POTENTIAL OF NYC (NEIGHBORHOOD YOUTH CORPS)-2. GUIDELINES FOR EFFECTIVE PLACEMENT AND FOLLOW-UP ON OUTSTATIONED NYC-2 JOB TRAINING SITES

Mobilization for Youth, Inc., New York. The Experimental Manpower Lab.

Author: Reinish, Harold

C0342J4 FLD: 5I, 70D, 92A USGRDR7305

Nov 72 25p.

Contract: DL-82-36-71-07

Monitor: DLMA-82-36-71-07-23

Report No. 16 on Manpower Monograph Series on Disadvantaged Youth.

Abstract: Follow-up information on a trainee's progress at a dispersed work experience-training site is necessary to be able to evaluate his progress, to ascertain if the dispersed training/work experience site is providing the appropriate experiences called for in the NYC-2 employability plan and to help the agency modify its own programs to meet the demands of the world of work. It also helps maintain a relationship with the trainee during a critical period in his vocational life. The field visit is discussed as the best technique and one which requires a knowledge of the organizational structure and protocol at the training site.

Descriptors: (*Manpower utilization, Youths), (*Youths, Placement), Performance evaluation, Requirements, Feedback, Measurement, Human behavior, Interviews, Investigations, Questionnaires

Identifiers: *Neighborhood Youth Corps, *Disadvantaged youth, Follow-up programs, Field visits, Project modifications

PB-213 987/1 NTIS Prices: PC\$3.00/MF\$0.95

FULFILLING THE POTENTIAL OF NYC (NEIGHBORHOOD YOUTH CORPS)-2. REFINING NYC-2 GUIDELINES: TOWARD AN EXPANDED DEFINITION OF ASSESSMENT

Mobilization for Youth, Inc., New York. The Experimental Manpower Lab.

Author: Seldin, Joel R.

C0342J2 FLD: 5I, 70D, 92A USGRDR7305

Nov 72 27p.

Contract: DL-82-36-71-07

Monitor: DLMA-82-36-71-07-22

Report No. 14 on Manpower Monograph Series on Disadvantaged Youth.

Abstract: NYC-2, to implement its new objective of positive job placement for enrollees in realistic, career-oriented employment, calls for changes in program design to include specific

job-related skills for verified employment opportunities. This major design change was ordered by altering NYC Standards, the regulations that guide NYC operators. Under the new concept, all factors affecting program require intensive and related assessment. Flow of the assessment process starts with the labor market and jobs, proceeds through program services, and ends with enrollees characteristics.

Descriptors: (*Manpower utilization, *Youths), (*Project planning, Manpower utilization), Concepts, Objectives, Management planning, Employment, Standards, Evaluation, Information systems, Vocational guidance

Identifiers: *Neighborhood Youth Corps, *Disadvantaged youth, Guideline development
PB-213 985/5 NTIS Prices: PC\$3.00/MF\$0.95

A SURVEY OF RECENT LITERATURE RELEVANT TO OPTIMIZING THE BENEFITS OF YOUTH PROJECTS FOR RURAL YOUTH IN THE SOUTHEASTERN STATES

North Star Research and Development Inst., Minneapolis, Min. (387 160)

Final Report

Author: Rogoff, Barbara M.; Schneider, William J.; Miles, Guy H.

A5494K1 FLD: 5I, 70D, 92F USGRDR7224

Aug 72 58p.*

Contract: DL-41-2-001-27

Monitor: DLMA-41-2-001-27

Abstract: A review was made of more than 140 publications which deal with the occupational and social adjustment of rural youths in the Southeastern region. This review focuses on publications that concern the changing economic environment of rural youths, their migration patterns, their educational system, their participation in federal manpower programs, and their occupational and social adjustment.

Descriptors: (*Youths, Rural areas), (*Socioeconomic status, *Southern states), Reviews, Demographic surveys, Economic surveys, Ethnic groups, Employment, Adjustment (Psychology), Hypotheses, Population migrations, Social change, Education, Industrial training, Manpower utilization, Projects, Evaluation, Statistical data, Optimization

Identifiers: Benefits

PB-212 562 NTIS Prices: PC\$3.00/MF\$0.95

EVALUATION OF THE 1971 NEIGHBORHOOD YOUTH CORPS SUMMER RECREATION SUPPORT PROGRAM

Training, Research and Development, Inc., Washington, D.C.

Phase 1 (Final) Aug-Nov 71

Author: Williams, Robert A.; Pinckney, Obie, Jr.

A4022L2 FLD: 5K, 53D USGRDR7209

Jan 72 65p.

Contract: DL-83-42-72-02

Monitor: MFL-72-01

Abstract: The report is a comprehensive evaluation of the 1971 Neighborhood Youth Corps summer recreation support program. This evaluation was made by sampling 22 of the 111 cities

participating in the program so that a model or plan with the necessary supportive materials could be developed to facilitate future program development in the areas of planning, management, staff training and program content. The evaluation effort was directed toward determining how the program guidelines and national and regional guidance affect the function and effectiveness of the program, determining how well the program is being administered and managed at city levels, and determining the effectiveness of the Recreation Support Program as it is now being conducted.

Descriptors: (* Recreation, Project planning), Summer, Urban areas, Surveys, Management planning, Evaluation, Objectives, Recommendations, Recreational facilities

Identifiers: *Neighborhood Youth Corps, Disadvantaged youth

PB-207 340 NTIS Prices: PC\$3.00/MF\$0.95

EVALUATION RESULTS FOR THE LOS ANGELES WOMEN'S JOB CORPS CENTER

Rand Corp., Santa Monica, Calif. (296 600)

Final Report

Author: Carroll, Stephen J.; Greenberg, David H.; Katsky, Patricia O.

A3911H4 FLD: 5I, 56N USGRDR7208

Sep 71 83p.

Report No.: R-745-OEO

Contract: OEO-4191

Monitor: OEO-LN-1055

Abstract: The report presents a study of the effectiveness of an experimental commuter program operated by the Los Angeles Women's Job Corps Center in terms of corpswomen's cognitive gains, changes in corpswomen's work-relevant attitudes, and the length of time that corpswomen remained in the Center. (Author)

Descriptors: (*Education, Women), (*Employment, Women), Evaluation, Projects, Effectiveness, Attitudes, Socioeconomic status, Counseling, Vocational guidance, Statistical data

Identifiers: Job Corps, *Women's Job Corps Center, *Los Angeles (California), Experimental commuter programs

PB-207 196 NTIS Prices: PC\$3.00/MF\$0.95

EVALUATION DESIGN FOR THE LOS ANGELES WOMEN'S JOB CORPS CENTER

Rand Corp., Santa Monica, Calif. (296 600)

Author: Carroll, Stephen J.; Katsky, Patricia O.; Kleiger, Linda; Pascal, Anthony H.; Press,

James

A3911H3 FLD: 5I, 56N USGRDR7208

Dec 70 118p.

Report No.: RM-6373-OEO

Contract: OEO-4191

Monitor: OEO-LN-1056

Abstract: The report presents a study to evaluate the relative contributions of the program components of an experimental commuter program of the Los Angeles Women's Job Corps Center (Author)

Descriptors: (*Education, Women), (*Employment, Women), Evaluation, Projects, Socio-economic status, Attitudes, Counseling, Vocational guidance, Statistical data
Identifiers: Job corps, *Women's Job Corps Center, *Los Angeles (California), Experimental commuter programs
PB-207 195 NTIS Prices: PC\$3.00/MF\$0.95

SUMMER NYC GOES TO A COMMUNITY COLLEGE. REPORT OF AN EXPERIMENTAL DEMONSTRATION PROJECT

Evaluation Technology Corp., Camarillo, Calif.

Final Report

Author: McDaniel, J. W.; Lawson, William H.; Lombardi, Robert A.; Moore, Richard L.

A3042F2 FLD: 5I, 56E USGRDR7122

1271 29p.*

Contract: DL-42-0-001-05

Monitor: DLMA-42-0-001-05-1

Abstract: A report is presented on the procedures and outcomes of NYC (Neighborhood Youth Corps) programs conducted on community college campuses. During the summer of 1969, twelve community colleges in California cooperated with local NYC sponsors to operate work-study programs. In 1970, this effort was extended to 5 cities in 5 states. The report describes the 1970 program and its outcomes with those of the 1969 program to develop a program model, a supportive rationale, and a collection of tested guidelines for nationwide implementation. (Author)

Descriptors: (*Education, Universities), (*Employment, Project management), Students, Standards, Learning, Manpower, Motivation

Identifiers: Neighborhood Youth Corps, Community colleges

PB-202 931 NTIS Prices: PC\$3.00 MF\$0.95

FULFILLING THE POTENTIAL OF NYC-2. INTEGRATING REMEDIAL EDUCATION INTO NEIGHBORHOOD YOUTH CORPS TRAINING PROGRAMS

Mobilization for Youth, Inc., New York. The Experimental Manpower Lab.

Final Report

Author: Schenkman, Jerome G.

A2315F1 FLD: 5I, 56E USGRDR7114

Jul 70 22p.

Contract: DL-82-34-69-21

Monitor: DLMA-82-34-69-21-2

Abstract: The report consists of four monographs which serve as "how-to" guides for the use of designers and operators of NYC-2 programs at the local level. The monographs serve to assist optimal application of new Labor Department standards and guidelines for the out-of-school NYC program. The monographs are concerned with the following four areas: (1) integrating remedial education into Neighborhood Youth Corps training programs; (2) criteria for the selection and training of Neighborhood Youth Corps work supervisors; (3) new directions in the vocational counseling of Neighborhood Youth Corps trainees; and (4) utilization of industrial advisory committees to increase employment opportunities. (DLMA abstract)

Descriptors: (*Education, Project planning), (*English language, Upgrading), (*Arithmetic, Improvement), (*Projects, Evaluation), Reading, Problem solving, Attitudes, Motivation, Instructors, Employment, Personnel development

Identifiers: *Neighborhood Youth Corps, *Disadvantaged youth, Voluntary attendance, *Remedial education, Spelling

PB-199 437 NTIS Prices: PC\$3.00 MF\$0.95

DISADVANTAGED YOUTH APPROACHING THE WORLD OF WORK: A STUDY OF NYC ENROLLEES IN NEW YORK CITY

Wakoff Research Center, Staten Island, N.Y. (367 875)

Final Report

Author: Mandell, Wallace; Blackman, Sheldon; Sullivan, Clyde E.

7273E2 FLD: 5C, 5K, 942 USGRDR7006

Nov 69 234p.*

Contract: DL-41-7-009-34

Abstract: The central question of the research was concerned with the degree to which NYC enrollees, NYC personnel, and potential employers shared a common frame of reference, and held similar views regarding the transactions involved in entering the world of work. This was studied by an examination of the congruence in work related perceptions of NYC enrollees, their work experience supervisors, and employers. The negotiating process itself during the employment interview was studied. Data regarding this bargaining session were gathered to include five major components. (Author)

Descriptors: (*Adolescents, Employment), (*Manpower studies, *New York), Economics, Sociometrics, Management planning, Data processing systems, Analysis of variance, Organizations, Federal budgets, Standards, Attitudes, Behavior, Questionnaires, Training

Identifiers: Disadvantaged groups, *Neighborhood Youth Corps, Evaluation, Ghettos, New York City (New York), Recommendations

PB-189 015 CFSTI Prices: HC\$6.00 MF\$0.95

METHODS IN THE EVALUATION OF PROGRAMS FOR POOR YOUTH

National Opinion Research Center, Chicago, Ill.

Author: Underhill, Ralph

6631H1 FLD: 5I, 5J, 942, 907 USGRDR6921

Jun 68 107p.*

Contract: OEO-1416

Abstract: The report covers the second and final phase of a pilot study of poor youth. The study has two immediate objectives: first, to provide a firm methodological basis for a subsequent large-scale evaluation of federal antipoverty programs aimed at young people and, second, to gather substantive information on the young people who are the target population for the Job Corps, the Neighborhood Youth Corps, and the Manpower Development and Training Act programs. The ultimate objective is a larger study of program effectiveness. (Author)

Descriptors: (*Adolescents, Retraining), (*Organizations, Effectiveness), Federal budgets, Reviews, Statistical data, Factor analysis, Problem solving, Employment, Motivation, Attitudes, Education, Correlation techniques

Identifiers: Poverty, Job Corps, Youth program evaluation, Neighborhood Youth Corps, Interviews

PB-185 786 CFSTI Prices: HC\$6.00 MF\$0.95

EVALUATIONS OF THE WAR ON POVERTY: THE FEASIBILITY OF BENEFIT-COST ANALYSIS FOR MANPOWER PROGRAMS

Resource Management Corp., Bethesda, Md.

6044J3 FLD: 5I, 5C, 5A USGRDR6912

Mar 69 167p.*

Report No.: RMC-UR-054

Contract: GA-654

Abstract: The document investigates the feasibility of applying benefit-cost analysis to anti-poverty programs and to demonstrate the strengths and weaknesses of that technique through application to specific programs. The relevance of such a study derives from the increased pressures on government agencies to justify their programs and the increased use of benefit-cost analysis for this purpose. The paper presents the results of an attempt to evaluate the Neighborhood Youth Corps-Out of School and Job Corps programs through a benefit-cost analysis. (Author)

Descriptors: (* Federal budgets, Manpower studies), Management planning, Cost effectiveness, Feasibility studies, Training, Regression analysis, Statistical data, Correlation techniques, Wages, Employment, Classification, Sex, Predictions

Identifiers: Ethnic groups, Evaluation, Benefit cost analysis, Poverty, Neighborhood Youth Corps, Job Corps

PB-183 305 CFSTI Prices: PC\$6.00 MF\$0.95

AN ASSESSMENT OF THE IN-PUBLIC SCHOOL NEIGHBORHOOD YOUTH CORPS PROJECTS IN CINCINNATI AND DETROIT, WITH SPECIAL REFERENCE TO SUMMER-ONLY AND YEAR-ROUND ENROLLEES

National Analysts, Inc., Philadelphia, Pa.

Final Report

Author: Robin, Gerald D.

5983F3 FLD: 5K USGRDR6911

Feb 69 338p.

Contract: DL-81-40-66-18

See also Supplement, PB-183 082

Abstract: The data were obtained in interviews conducted longitudinally with three analytically distinct groups of Negro youths: summer-only enrollees, year-round enrollees and controls. The first group consisted of students whose exposure to the program was limited to the summer period of 1966, at the end of which all such youths were terminated from their first contact with the program. The year-round enrollees consisted of a sample of participants who were active in the program at the time of sample selection-youths who had been working in the NYC during the regular school year and who were also given the opportunity to continue in the program in the summer of 1966 and thereafter. The controls were applicants to the NYC who were not admitted to the program. (Author)

Descriptors: (*Adolescents, Retraining), (*Employment, *Urban planning), Manpower studies, Statistical data, Classification, Interactions, Education, Attitudes, Wages, Motivation, Behavior, Delinquency, Time, Ohio, Michigan

Identifiers: Negroes, *Neighborhood Youth Corps, Interviews, Evaluation, Cincinnati (Ohio), Detroit (Michigan)

PB-183 081 CFSTI Prices: PC\$6.00 MF\$0.95

A COMPREHENSIVE ASSESSMENT OF THE PROBLEMS AND CHARACTERISTICS OF THE NEIGHBORHOOD YOUTH CORPS ENROLLEES: A PILOT INVESTIGATION

Research Triangle Inst., Durham, N.C. Statistics Research Div. (402 076)

Final Report

Author: Eckerman, William C.; Gerstel, Eva K.; Williams, Richard H.

5975G4 FLD: 5I, 5K USGRDR6911

1 Mar 69 433p.*

Report No.: RTI-SU-293

Contract: DL-81-35-67-01

Abstract: The overall objective of the research is to make a comprehensive assessment of the programs, characteristics and potentials of Neighborhood Youth Corps (NYC) enrollees in the state of North Carolina. Specific objectives of the study are to develop a methodology to identify and assess the magnitude of problems faced by NYC enrollees, to establish a scheme for classifying enrollees according to identifiable problem areas, and to formulate and examine a set of hypotheses related to these problems. An additional product sought in this research is a sound procedure for the collection and analysis of information necessary for the development of adequate manpower development programs. (Author)

Descriptors: (*Adolescents, Employment), (*Manpower, Training), Manpower studies, Management engineering, Leadership, Psychometrics, Problem solving, North Carolina

Identifiers: Neighborhood Youth Corps, Disadvantaged groups, Pilot studies

PB-183 080 CFSTI Prices: PC\$6.00 MF\$0.95

EVALUATION OF NEIGHBORHOOD YOUTH CORPS PROJECTS

Dunlap and Associates, Inc., Darien, Conn. (118 620)

Final Report

Author: Teal, Gilbert F.

5501H3 FLD: 5I USGRDR6904

Feb 66 176p.

Contract: OEO-916

Abstract: The objective of this research was to collect and analyze information relating to the effectiveness of the Neighborhood Youth Corps program. A sample of 15 in-school and 15 out-of-school programs was selected for review. Field visits were made to the 30 programs selected during the period from 5 January 1966 through 24 January 1966. (Author)

Descriptors: (*Employment, Adolescents), (*Adolescents, *Training), Statistical analysis, Economics, Labor, Education, Questionnaires, Attitudes, Delinquency

Identifiers: Evaluation, *Youth corps projects, Community work training programs, School-dropouts, Underprivileged

PB-180 546 CFSTI Prices: PC\$6.00 MF\$0.95

EVALUATION OF "PROJECT 44"—THE JOB CORPS CAPITAL CENTER
American Institutes for Research, Silver Spring, Md. International Research Inst.
Final Report

Author: Gloege, William P.

5441H2 FLD: 5I USGRDR6903

1966 40p.

Report No.: AIR-E98-10/66-FR

Contract: OEO-950

Abstract: The purpose of this study was to evaluate the impact of the Capital Center program on the behavior and attitudes of participating Job Corpsmen. (Author)

Descriptors: (*Adolescents, Retraining), (*Organizations, Effectiveness), Programmed instruction, Supervisory personnel, Students, Job analysis, Attitudes, Behavior, Records, Analysis, Impact, Motivation, District of Columbia

Identifiers: Interviews, Job Corps, Evaluation, Objectives

PB-180 307 CFSTI Prices: PC\$6.00 MF\$0.95

QUALITATIVE ASSESSMENT OF FACTORS AFFECTING RETENTION RATE IN JOB CORPS

Yankelovich (Daniel), Inc., New York.

Final Report

5383L2 FLD: 5I, 5J USGRDR6902

Dec 67 131p.*

Contract: OEO-4092

Abstract: This report presents the findings and implications of a qualitative study of Job Corps. Specifically, the objective of this research was to determine causative factors in dropout on which practical and swift remedial action is possible and to suggest what such action might be. (Author)

Descriptors: (*Employment, Adolescents), (*Retraining, Attrition), Retention, Group dynamics, Behavior, Motivation, Attitudes, Applied psychology, Statistical data, Research program administration, Management engineering, Personality

Identifiers: Dropouts, Remedial action, Interviews

PB-180 219 CFSTI Prices: PC\$6.00 MF\$0.95

JOURNAL ARTICLES

EJ103546 AA519116

EXTENDED EDUCATION IN JUNIOR HIGH SCHOOL

Gregory, Kay Momentum; 5; 3; 13-7 Oct 74

Descriptors - *Extension Education/*Junior High Schools/*Program Evaluation/*Career Education/*Work Experience/Student Placement

Described a pioneer program in which junior high school students got a taste of the real work would via a unique career education program at St. Agnes Catholic School in Chicago Heights. (Author/RK)

EJ094209 CE500758

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Domian, Judi American Vocational Journal; 49; 3; 45-7 Mar 74

Descriptors - *Distributive Education/*Program Evaluation/*Follow-up Studies/*Educational Experience/*Work Experience/Vocational Education/Success Factors

Questionnaire responses from graduates of the distributive education program at Fox High School, Arnold, Missouri, indicate that the program, which emphasizes especially supervision and club activities, has succeeded in equipping students with the skills, qualities, and experience necessary to take advantage of the opportunities available to them. (SA)

EJ091545 JC500652

APPRENTICESHIP PROGRAM

Reitz, Richard C. Community and Junior College Journal; 44; 5; 41 Feb 74

Descriptors - *Cooperative Programs/*Community Colleges/*Apprenticeships/*Program Evaluation/*Educational Experiments/Student Enrollment/School Community Relationship/Vocational Development/Higher Education

Describes an experiment in career training that helped to develop plant maintenance mechanics. (RK)

EJ085427 UD502586

CAREER EDUCATION: A MERGING OF ACADEMISM AND VOCATIONALISM?

Black Collegian; 4; 1; 10-11, 49 Sep-Oct 73

Descriptors - *Career Education/*Program Descriptions/*Cooperative Education/*Occupational

Guidance/*Program Evaluation/Disadvantaged Youth/Economically Disadvantaged/Handicapped Students/In-service Teacher Education/Educational Change

The Center for Vocational Education reviewed 26 career education programs in operation in various sections of the U.S., finding seven components common to most of them: cooperative education, career guidance, placement, follow-up, programs for disadvantaged and/or handicapped youth, and in-service teacher education. (JM)

EJ083270 SE509125

ASSESSMENT OF INDUSTRIAL TRAINING

Thomson, R. A. M. Education in Chemistry; 10; 4; 138-139 Jul 73

Descriptors - *Chemistry/*Cooperative Education/*Evaluation Criteria/*Evaluation Techniques/*Technology/Academic Performance/College Science/School Industry Relationship/Science Education Identifiers - England

Discusses practical problems encountered in evaluation of industrial training contributions to student performance in cooperative programs. Concludes that a nationwide assessment scheme is needed to reach a higher validity. (CC)

EJ061777 VT504011

A FRAMEWORK FOR CAREER EDUCATION

Drawbaugh, Charles C. Journal of the American Association of Teacher Educators in Agriculture; 13; 2; 16-24 Jul 72

Descriptors - *Career Education/*Cooperative Education/Learning Characteristics/Occupational Guidance/*Program Effectiveness/*Program Evaluation/*Relevance (Education)/Teacher Education

EJ060153 VT503768

CHALLENGE TO EDUCATION

Ginzberg, Eli Thrust for Education Leadership; 1; 5; 6-8 Apr 72

Descriptors - *Advisory Committees/*Career Education/*Career Planning/*Educational Problems/Integrated Curriculum/Manpower Development/Manpower Needs/*Work Experience Programs

Contains responses of the National Manpower Advisory Committee to the career education concept, which raised several caveats, more as constructive criticism than in opposition to the concept. (Author/SB)

EJ060005 AC502006

THE ROLE OF TRAINING IN NATIONAL MANPOWER POLICY

Ginzberg, Eli Training and Development Journal; 26; 7; 30-4 Jul 72

Descriptors - *Manpower Development/*Manpower Needs/*Manpower Utilization/*Policy/*Training

EJ057422 AC501842

THE FUTURE OF THE INTEGRATED SANDWICH COURSE

Rankin, John Industrial Training International; 7; 2; 60-2 Feb 72

Descriptors - Academic Performance/College Curriculum/Cooperative Programs/Educational Innovation/* Evaluation Criteria/* Field Experience Programs/* Industrial Training/* Program Evaluation/* Student Evaluation/Teacher Attitudes

Sandwich courses' survival depends on devising a procedure to assess industrial training meaningfully. The author proposes a list of specific procedures in such an assessment, including regular student interviews with an assessment panel consisting of both his academic and industrial teachers. (Author/JB)

EJ039163 VT502519

JOB CORPS: THE URBAN CENTER AS A TRAINING FACILITY

Rawlins, V. Lane Journal of Human Resources; 6; 2; 221-235 Spr 71

Descriptors - *Adult Vocational Education/* Disadvantaged Youth/* Federal Programs/Poverty Programs/* Program Evaluation/Vocational Training Centers

Identifiers - *Job Corps

Despite high costs, this program is worthwhile because of its impact on post-training earnings. (BH)

EJ038095 AC501179

THE HAWKESBURY "ON-THE-JOB-TRAINING" PILOT PROJECT

Collins, Robert C. Canadian Training Methods; 4; 1; 20-22 Mar-Apr 71

Descriptors - *Community Cooperation/* On-the-Job Training/* Program Evaluation/* Rural Areas

EJ015826 VT501195

YOUTH CORPS PAY WHERE IT GOES

Bedell, Mary S. Manpower; 2; 2; 29-31 Feb 70

Descriptors - *Evaluation/* Federal Programs/* High School Students/* Income

Identifiers - *Neighborhood Youth Corps/NYC

Report on the uses made by disadvantaged youth of wages received from Neighborhood Youth Corps jobs. (BC)

PROJECTS IN PROGRESS

VTP 1676

Title: The Transition from School to Work: A Study of Laws, Regulations and Practices Restricting Work Experience and Employment Opportunities for Youth.

Initiator: Eli Cohen and Don Zimmerman

Institution: National Committee on Employment of Youth, New York, New York

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: June 1974 to February 28, 1975

Objectives: (1) To examine in depth the impact of laws, regulations and practices affecting the labor and education of youth—at the federal, state, and local level; (2) To examine non-agricultural employment in both the public and private sector; (3) To determine, where the legislature regulation, policies are found to be restrictive of job opportunities; and (4) To determine, where statutory requirements are found to be non-restrictive, what other factors operate to limit opportunities.

Methodology: The study will be conducted in a representative sample of approximately six local labor market areas. What will be looked at are those states which have relaxed child labor legislation to determine whether the changes contributed to increased employment and work experience opportunities. However, more than the laws and regulations governing the work place, will be studied. The opportunities for work experience programs of all types, particularly those related to educational purposes and involving arrangements with employers which are affected by education laws, regulations and practices as well as by child labor legislation.

VTP 1671

Title: A Study of the Feasibility of a Cooperative Education Program and Formulation of a Plan of Action for Implementation at Chadron State College.

Initiator: No data

Institution: Chadron State College, Chadron, Nebraska

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: June 1, 1974 to March 31, 1975

Objectives: (1) To determine the feasibility of establishing a cooperative education program for Chadron State College students in western Nebraska; (2) To identify the opportunities for placing students in cooperative work experience positions; (3) To determine the most desirable model for

cooperative education in this area of Nebraska; (4) To lend support and possibly improve the quality of management of the small businesses in the area by infusing new ideas and methods from interns; (5) To provide some financial assistance to participating students through obtaining part-time positions on some arranged basis; and (6) To lend relevance to the curriculum and to provide an opportunity for updating the curriculum in vocational areas.

Methodology: The first step will be to identify and analyze cooperative education programs now operating in colleges similar to Chadron State College so that a composite model can be prepared from which to work. The second step will be to determine the feasibility of implementing the model in western Nebraska. The final phase of the project will be to write a proposed plan of action for implementing a cooperative education program in western Nebraska.

VTP 1670

Title: Guidance-Oriented Alternative Work Experience Program and Follow-Up Study.

Initiator: E. M. White

Institution: Caldwell County Board of Education, Lenoir, North Carolina

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: July 1, 1974 to December 31, 1975

Objectives: To design, develop, and field test a guidance oriented work experience program.

Methodology: The project will be designed to utilize the best guidance, counseling, placement, and student follow-up services in conjunction with training methods for students that are designed to develop skills useable by business and industry. Personnel from business and industry will be actively involved in determining and designing the necessary skills for the prospective employees. A third-party evaluation will be conducted of the project in order to determine the success of fusing academic, training, guidance and counseling, and work experience into a tightly knit program for students.

VTP 1669

Title: Competency Based Work Experience/Exploration Contract Programs.

Initiator: Robert A. Sampieri

Institution: Los Angeles Unified School District, California

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To conceptualize various work experience approaches for secondary students, (2) To obtain data which identifies the most important influences that determine the students' work experience satisfaction, (3) To identify various implementation and operational factors, (4) To delineate acceptable educational standards for work experience opportunities, and (5) To develop cost models for each major work experience configuration.

Methodology: The planned approach is an implementation and operational event in five major phases: (a) Planning, (b) Work Experience Specification Development, (c) Procedures Development, (d) Operations, (e) Evaluation. A Final Project Report will include, but not limited to, the identification of: (a) A program analysis section, (b) An employer analysis section, (c) A study analysis section. The primary result of this study will be to develop a systematic contractual means of providing career education work experiences for secondary students which is both educationally sound and mutually beneficial to the contracting parties.

VTP 1668

Title: Decision Orientated Evaluation System for Alternative Work Experience Programs.

Initiator: Alfred Pavlish

Institution: School District of the City of Pontiac, Michigan

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To identify those aspects of alternative work experience programs which produce positive approaches with business, industry, and community organizations; (2) To determine methods for improving student and employer satisfaction in work experience programs; (3) To clarify legal and other barriers to work experience programs; (4) To use evaluation evidence to make decisions on standards for alternative work experience programs; and (5) To determine program costs on a per student basis and compare program costs in terms of student outcomes.

Methodology: Educate research team in the use of a formative/summative evaluation through contractual arrangements. Design formative evaluation documents by the research team. The data collected through the use of the documents will reflect the four factors of a modified Context, Input, Process, Product (CIPP) evaluation model. Examine existing programs to identify placement stations. Develop a pilot test questionnaire, administer and determine through analysis which placement method yields high student/employer satisfaction score. Find the problems with the laws in relation to student outcomes. Define cost factors in terms of input and process factors.

VTP 1667

Title: An Experimental Study of the Effects of an Alternative Work Experience Program in the Middle School.

Initiator: Norman D. Ehresman

Institution: Western Kentucky University, Bowling Green, Kentucky

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: June 30, 1974 to August 30, 1975

Objectives: (1) To provide information and procedures for the development and improvement of work experience programs, and (2) To ascertain whether or not a "real life," hands-on, work experience program for middle school students has a positive effect on students.

Methodology: The general design of this project is to establish an alternative work experience program to be used as the experimental variable in the research project. The project will be conducted in three phases: Phase I, To develop procedures for selection of students, placement, procedures, training of training sponsors (employers), development and evaluation of training agreements, training plans and research instruments; Phase II, The actual experiment will be conducted. The sample for Phase II will comprise 240 randomly selected and assigned ninth grade students. The 240 students will be assigned to an experimental group (n=120) and a control group (n=120). The experimental group will be given the treatment of participation in an alternative work experience program. The control group will not be given the treatment. Both groups will be pre-posttested; Phase III, Will be concerned with the analysis of data and preparation of the final report.

VTP 1666

Title: Cost-Effectiveness Study of Work Experience Programs.

Initiator: Elchanan Cohn and Morgan V. Lewis
Institution: Pennsylvania State University, University Park
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: (1) To examine the costs and benefits of alternative work experience programs, (2) To compare the various work experience programs relative to one another as well as to a control group of secondary students not enrolled in any work experience programs, and (3) To extend the scope of the cost-effectiveness methodology by broadening the cost and effectiveness dimensions.

Methodology: Seven categories of costs would be included in the cost estimates: salaries of instructional personnel, instructional costs excluding salaries, fixed charges, equipment maintenance and repair, other direct costs, amortization costs for buildings, and amortization costs for equipment. The total program costs would be adjusted to account for variations in such relevant factors as the quality of the program and the costs of inputs in the locality. The effectiveness criteria used include the following: employment experience following graduation, hourly wage rates and annual earnings, relatedness of job to training, post-secondary education, job satisfaction, general well-being, attitudes toward and satisfaction from vocational curriculum, success of the programs in retaining potential dropouts, and educational outcomes. The effectiveness measures, in turn, would be adjusted to account for differences in socioeconomic status, location of residence, race, sex, marital status, intelligence, etc.

VTP 1662

Title: A Study of Structured and Non-Structured Work Experience Programs in Texas.

Initiator: Gerald D. Gutcher
Institution: Texas A&M University, College Station
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: (1) To provide an impetus and incentive for community colleges to become more active in cooperative education programs, (2) To prepare guidelines for developing structured work experience programs, (3) To structure programs for the initial phases of work experience in approximately five occupational areas, and (4) To clarify the relative benefits that might accrue to students enrolled in either a traditional vocational-technical cooperative program or a structured work experience program.

Methodology: A pre-test and post-test control group design has been chosen for this project. Thirty-two students will be selected from community colleges in Texas offering vocational-technical instruction. Random and equal assignment to control and experimental groups will be made so that each group contains twenty-five subjects. Subjects assigned to the experimental group will be placed in industrial training stations where the employer has agreed to follow the structure and schedule as established for that occupation. The control group subjects will be placed in training stations where no attempt will be made to alter or modify the learning procedure from that which is normally followed.

VTP 1661

Title: Alternative Work Experience Programs.

Initiator: Ray Karnes

Institution: University of Southern Mississippi, Hattiesburg, Mississippi

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To identify and describe the more creative but feasible work experience alternatives toward which business, industry, labor, community and civic organizations, school personnel, school boards, parents and students may be favorably disposed; (2) To establish a basis for and prepare guidelines to facilitate a higher order of student and employer satisfaction in work experience programs; (3) To analyze and clarify the legal, social, economic, employer, labor, parental, educational and travel barriers to work experience programs, and formulate plans for offsetting these barriers; (4) To develop guidelines which include suggested standards for work experience programs; and (5) To assess the project costs and cost-benefits for each of the alternative work experience programs identified.

Methodology: The project staff will establish an advisory council whose competencies will enable them to contribute to the project. The council members and staff will select the geographic area(s) within which data will be collected and the feasibility of alternate plans for work experience programs will be field tested. Facts about the area will be compiled and analyzed; instruments will be prepared identifying the number and types of employment situations in the area(s) which offer opportunities. To obtain assessments of the level of support anticipated from employers, community group, school personnel, parents and students, structured interviews will be the primary procedure.

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