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ABSTRACT

The second interim report covers the time period from July 1, 1974 to June 30, 1975, phase two of the project. The document consists of four separate reports: a report summary, reports of the two demonstration centers, and a third party evaluation by Educational Management Services, Inc. The 13-page summary describes the overall project. A 39-page report of the Joliet School District and a 12-page report of the Cumberland District detail the specific programs and activities at each of the demonstration sites. The main portion of the document is the 187-page report of the evaluation team. Utilized in the evaluation were data collected regarding teacher characteristics and perceptions, community involvement, technical assistance, target group, management system, staff development, cost effectiveness, and articulation, as well as product measurement of the four career education projects at Joliet and two at Cumberland. Results and findings of the study are presented in detail and provide the basis for a list of 23 major conclusions, implications, and recommendations. The evaluation team expressed enthusiasm for the project, citing, among other accomplishments, the highly qualified staff and significant impact made in improving and expanding programs. Appendixes contain several survey instruments used in the evaluation and results of the teacher questionnaire survey. (RG)

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ED126297

INTERIM REPORT

PROJECT NO. V361068
GRANT OR CONTRACT NO. OEG-0-73-5291

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION
DEMONSTRATION CENTER

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONDUCTED UNDER
PART D OF PUBLIC LAW 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

State Board
Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

June 30, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Section One

SUMMARY OF THE REPORT

A. Time Period Covered

This second interim report covers the period from July 1, 1974 to June 30, 1975.

B. Objectives of the Project

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two (2) school sites.

2. To implement into two (2) school sites, K-14, in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special, and exemplary activities funded by special contract with local educational agencies.

   a. To subcontract with one (1) school site having a student enrollment of 800 students or more for the purpose of implementing projects previously funded by the Division.

   b. To subcontract with one (1) school site having a student enrollment of 800 students or less for the purpose of implementing projects previously funded by the Division.

3. To provide an opportunity for a variety of persons (legislators or their representatives, USOE officials, state RCU directors, regional curriculum laboratory personnel, state officials, labor and business personnel, and teachers and administrators on a national level) to receive information and visit demonstration centers designed to exemplify proven learning techniques in career and vocational education.

   a. To provide a national and visible example of career and vocational education programs funded under P. L. 90-576 and sponsored by the Division.

   b. To conduct a series of demonstration days for participants to share resource materials, curriculum innovations, and provide visual examples of community-student-school involvement in the planning and implementation of viable career and vocational education programs.

   c. To provide educational expertise for exchange of ideas, problems encountered, technical assistance, etc., as well as consultant services to persons interested in implementing selected activities.

   d. To follow-up conference participants to determine the effect(s) of each demonstration center.

4. To identify the appropriate and practical courses of action needed to ensure integration of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.

OCCUPAC - Package of multi-media materials which presents career development activities.

Vocational Information Project - Series of locally developed video tapes which provide children with an overview of occupations existing within their own community.

Project Joliet - Activities to provide direct encounter for learners with the "World of Work."

IOCP - Package of management strategies related to program planning and evaluation problems.

CVIS - System to provide students with information on local jobs, military, apprenticeship, technical schools, community colleges, and four-year college programs.

WECEP - An open entry/exit program for potential 14-15 year-old dropouts.

Nuclear Radiation Project - A course to stimulate interest for careers in nuclear radiation technology.

SIVE - System to locally individualize instructional materials for vocational education.

Consumer & Homemaking - A course related to the dual role of homemaker and wage-earner.

Systematic Approach to Follow-up Vocational Graduates.

Cost Differential Analysis - A method for determining costs of vocational programs.

Three Phase System - For evaluating occupational programs.

Industrial Engineering - A model program in accountability, based on measurable objectives.

Technical Physics - Program that emphasizes technical concepts of physics.

Technical Math - Program that emphasizes the application of mathematics.

Preparedness Project - A program to provide basic skills in the areas of reading, writing, computations, studying, and self-assurance.

21. Project staff have conducted an extensive inservice program for the local administrative and instructional personnel associated with the demonstration center activities.

22. The CIOEDC sites have collected (A) follow-up information of 1974 occupational education graduates and, (B) cost data for the implementation of the activities.

21. Staff review of program goals and objectives.

22. Evaluation of the second-year accomplishment by USOE, Region V Office.

23. Continuation of implementation and field testing of all programs.

24. Preparation of the second project interim report (7/1/74 to 6/30/75).

D. Results and Accomplishments

The main project results and accomplishments in the second phase were:

1. The project's two demonstration centers have prepared implementation proposals for the second phase of the CIOEDC. These proposals were reviewed by Division personnel and approved for funding.

2. During the week of July 14-19, 1974, project personnel, Mr. Thomas Boldrey and Mr. Charles Schickner, attended the Second National Career Education Conference cosponsored by Northern Illinois University and McGraw Hill to display and disseminate information about CIOEDC activities.

3. On July 23, 1974, Mr. Charles Schickner presented an overview of the CIOEDC Project to participants of a Business Education Conference at Illinois State University. The conference was sponsored by Illinois Business Education Association.

4. Division staff, Dr. Ronald McCage and Mr. Charles Schickner, attended a meeting with administrative personnel of District 86 on August 20, 1974, to explain the importance of the CIOEDC Project and discuss an accountability model for career education.

5. CIOEDC staff attended a USOE Region V Management Seminar for Part D exemplary projects on August 19 and 20, 1974, in Chicago. In the seminar, project staff presented an overview of the project.

6. On September 23, 1974, the CIOEDC Internal Advisory Council met to review the status of the project and discuss an activity which would involve the members in the project's implementation phase. The council expressed an interest in assisting site personnel with local administrative problems.

7. Division personnel have developed a slide/tape presentation to use in dissemination information about the CIOEDC Project.

8. On October 30, 1974, the Site A Community Liaison Council and Administrative Steering Committee met to discuss and plan the initial steps involved in the third phase of the demonstration center. Mr. Charles Schickner and Dr. Joseph Ellis of Northern Illinois University attended the meeting to provide information about the demonstration center concept.

9. Project personnel, Dr. Ronald McCage and Mr. Charles Schickner, met with Mr. Elmer Schick, Program Officer, USOE Region V Office on November 7, 1974, to confer about the Office of Education guidelines for evaluating CIOEDC activities. In the course of the meeting a timeline was developed for preparing the design of the project's third-party evaluation.

10. CIOEDC staff met November 22, 1974 in Springfield, Illinois with the Region V Program Officer and Dr. Fred McCormick of the Educational Management Services, Inc., to formulate an evaluation design for the project's second phase of operation.

11. Staff of the Educational Management Services, Inc., have prepared a second phase proposal for the project's third-party evaluation. The proposal has been reviewed by project personnel and recommended to the Director's office for funding with a starting date of January 20, 1975.

12. On January 14, 1975, Mr. John Washburn of RDU/DVTE met with Site A personnel and conducted an inservice program, 9-12, for the instructional staff of Joliet Township High School East in career education.

13. The Project Manager, Mr. Charles Schickner, attended a National Coordinating Conference for State and Local Part C and D Projects in Dallas, Texas, on January 27-30, 1975. This conference was sponsored by the U. S. Office of Education, and the proceedings were devoted to the resolution of problems and issues which project personnel have encountered in career/occupational education.

14. CIOEDC staff met with Dr. Fred McCormick of the Educational Management Services, Inc., in Springfield on February 13, 1975, to discuss the project's third-party evaluation. During the meeting, plans were finalized for the documentation and product measurement components of project's evaluation in 1975.

15. On February 14, 1975, IDVTE personnel met with the Career Task Force of the Cumberland Unit District to plan the demonstration phase of the CIOEDC-Site B-Project.

16. The CIOEDC Project Manager attended a State Board of Vocational and Technical Education meeting in Chicago on February 18, 1975, to provide input into the FY'76 State Plan for the Administration of Vocational and Technical Education in Illinois.

17. During the period of February 19-20, 1975, Mr. Daryl Nichols of the Region V Office conducted a preliminary review of project activities at Sites A and B.

18. On February 25, 1975, CIOEDC personnel, Mr. Charles Schickner, Ms. Dorothy Lawson, and Mr. Thomas Boldrey met with the project's Internal Advisory Committee of IDVTE, and the Division's Occupational Consultants Unit to present an update of Phase II activities.

19. Project personnel of the IDVTE met with Ms. Carol Sanders and Dr. Charles Joley of Eastern Illinois University on March 18, 1975, to confer about the possible demonstration of the Career Education Resource Laboratory as a part of the CIOEDC Project in FY'76.

20. In phase two, the project's demonstration centers implemented eighteen (18) Division sponsored activities into their administrative and instructional programs. The activities were:

    ABLE Model Program - Activity to reorient the elementary school curriculum around the "World of Work."

OCCUPAC - Package of multi-media materials which presents career development activities.

Vocational Information Project - Series of locally developed video tapes which provide children with an overview of occupations existing within their own community.

Project Joliet - Activities to provide direct encounter for learners with the "World of Work."

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Technical Math - Program that emphasizes the application of mathematics.

Preparedness Project - A program to provide basic skills in the areas of reading, writing, computations, studying, and self-assurance.

21. Project staff have conducted an extensive inservice program for the local administrative and instructional personnel associated with the demonstration center activities.

22. The CIOEDC sites have collected (A) follow-up information of 1974 occupational education graduates and, (B) cost data for the implementation of the activities.

23. In FY '75, the Educational Management Services, Inc. performed an indepth third-party evaluation of the project. The evaluation included: (A) background documentation in seven areas of the project, i.e., community involvement, technical assistance, target group(s), management system, staff development, cost effectiveness, and articulation K-14, and (B) a product assessment of five CIOEDC activities.

24. A review of the project was conducted in May, 1975, by Mr. Homer Edwards of the USOE Region V Office. In the course of the review, Mr. Edwards observed K-14 project activities at Cumberland and Joliet.

E. Evaluation of the Project

A phase two evaluation report was prepared by the project's third-party evaluator, Educational Management Services, Inc.

F. Conclusions and Recommendations

1. A highly qualified staff has been assembled to manage and coordinate project activities at both the state and local levels.

2. The project has made significant impact upon improving and expanding the following in Site A and B.

   a. Programs designed to increase the self-awareness of each students.

   b. Programs to develop in each student favorable attitudes about the personal, social, and economic significance of work.

   c. Programs to assist each student in developing and practicing appropriate career decision-making skills.

   d. Programs to provide occupational preparation at grade levels 10-14.

   e. Programs to ensure the placement and follow-up of students.

3. A notable amount of articulation has occurred between IDVTE staff and local project personnel.

4. The project, through the use of the demonstration center concept, will produce an awareness in other local educators of innovative programs and new approaches to career and occupational education.

BODY OF THE REPORT

A. Problem

In recent years, the nation has become quite concerned with the structure of its educational system. Both liberal and conservative sources are questioning why young men and women leave the system without sufficient skills to survive in the world of work. The frequently quoted cliche that the major emphasis in education is upon preparing only 20 percent of the students for college has caused a major restructuring of thought within the educational community. As a result, considerable emphasis has been placed on identifying the problems of the system and finding solutions to make education more relevant to the needs of its consumers.

The nation is now looking toward vocational education for solutions to many of its educational problems. The attitude that vocational education is for someone else's child or "a dumping ground for unwanted students" must be changed. The next five years will probably prove to be extremely crucial in defining the role of vocational education and how it relates to the total educational system. The research necessary for productive growth rests upon the shoulders of individuals who sincerely desire to improve the system. Innovative processes must be clearly formulated and made operational to ensure an educational system designed to train the potential dropout, provide for the handicapped and disadvantaged, stimulate the college bound, and prepare those desiring to enter the labor market.

New approaches to teaching, as well as curricula, have been developed and tested. Evaluative techniques are available to determine the effectiveness of new and on-going programs. It is only when others have been informed of these innovative approaches that education will become relevant and produce successes and not failures. The system must have as its ultimate goal the career development of the individual.

To embark upon an educational venture of such immense importance requires individuals capable of providing the experience necessary to develop a mature and accountable educational system. The experiences necessary to guide vocational education through the formative phases are unknown or vague to most people. Identifying and organizing these experiences into a vehicle for moving vocational education to address itself to the needs of the young men and women in our educational system will provide a challenge to researchers.

There are presently five units in the Division of Vocational and Technical Education (DVTE) that sponsor activities by contracting directly with public and private educational agencies, namely, Research and Development Unit, Program Approval and Evaluation Unit, Professional and Curriculum Development Unit, Special Programs Unit, and Manpower Development and Training Unit. Each of these units is confronted with the problem of getting innovative ideas and materials implemented into different locations. Dissemination techniques often fail to provide implementation of contractual research, curriculum development, etc., into large numbers of school districts in the state and particularly nationwide. An example of the problems associated with state implementation of research results is exemplified in a study conducted by Tadlock Associates, Inc. of Los Altos, California. This particular study concentrated on the activities of only the Research and Development Unit (R&D) of the DVTE. Nevertheless, many of their conclusions can be readily generalized to include the other four contracting units.

Tadlock Associates, Inc. (TAI) conducted an assessment of the pattern of research sponsored by the RDU since 1965, which included over 120 projects representing more than $5,000,000. Their main objective was to identify the strengths and weaknesses of past and present operations and to suggest guidelines for future support in research and development activities consonant with state and federal priorities.

Several of their recommendations and suggestions stress the importance of this project, i.e., to (1) provide a vehicle for the transition of the research, developmental, and exemplary activities sponsored by the RDU. According to the available evidence gathered and analyzed by TAI:

". . . the impact of R&D on the Federal (Regional Office of the USOE) level in Illinois is minor; the impact on the State is yet to be fully realized because major projects on Career Education which hold potential impact on elementary and secondary school students and teachers have yet to be concluded and implemented; and the greatest impact of R & D, thus far, seems to be at the local level where schools and school districts and colleges and universities have become involved in the research process.

The evidence indicates that little action has been taken to assist other institutions to prepare for and implement needed change."

In general, the impact of many DVTE activities has been varied and, in most cases, limited to the student population enrolled in the schools where experimental and developmental projects were funded. At the local level, students have not yet received the full benefit of successful projects. Therefore, to accomplish the transition from the experimental research phase to the operational phase in other schools, better techniques for demonstration and dissemination are needed.

B. Objectives

The project objectives are:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two(2) school sites.

2. To implement into two (2) school sites, K-14, in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special and exemplary activities funded by special contract with local educational agencies.

   a. To subcontract with one (1) school site having a student enrollment of 800 students or more for the purpose of implementing projects previously funded by the Division.

   b. To subcontract with one (1) school site having a student enrollment of 800 students or less for the purpose of implementing projects previously funded by the Division.

3. To provide an opportunity for a variety of persons (legislators and their representatives, USOE officials, state RCU directors, regional curriculum laboratory personnel, state officials, labor and business personnel, and teachers and administrators on a national level) to receive information and visit demonstration centers, designed to exemplify proven learning techniques in career and vocational education.

   a. To provide a national and visible example of career and vocational education programs funded under P. L. 90-576 and sponsored by the Division.

   b. To conduct a series of demonstration days for participants to share resource materials, curriculum innovations, and provide visual examples of community-student-school involvement in the planning and implementation of viable career and vocational education programs.

   c. To provide educational expertise for exchange of ideas, problems encountered, technical assistance, etc., as well as consultant services to persons interested in implementing selected activities.

   d. To follow-up conference participants to determine the effect(s) of each demonstration center.

4. To identify the appropriate and practical courses of action needed to ensure integration of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.

5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction for successful continuation of formal education.

C. General Project Design

Since the intent of the project is to implement and disseminate information regarding tested developmental activities sponsored by the DVTE, two sites (each consisting of an elementary, secondary and community college, component) have been selected through the Division's RFP process to serve as the project's demonstration center. In order to facilitate project management, the secondary component of each K-14 site has been designated as the local administrative unit. The administrative units are: (Site A) Joliet Township High School District 204, and (Site B) Cumberland Unit School District 77.

In addition, there are three other local agencies cooperating with Districts 204 and 77 to conduct site activities. They are: Joliet Elementary School District 86, Joliet Junior College District 525, and Lake Land College District 517.

During the project's first two years of operation, teachers and administrators in the sites have identified and incorporated many different program components into their instructional activities. The components include:

1. Programs designed to increase the self-awareness of each student; to develop in each student favorable attitudes about the personal, social, and economic significance of work; and to assist each student in developing and practicing appropriate career decision-making skills.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the "World of Work."

3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

4. Programs at Grade levels 10 through 14 designed to provide job preparation in a wide variety of occupational areas with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

5. Programs designed to ensure the placement and follow-up of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

In the third year a number of demonstration center activities will be conducted by site A and B to highlight the innovative programs and new approaches to career and vocational education.

C. Procedures

The procedures followed during the project's implementation phase were:

1. Introduction of inservice education for administrative instructional staff in both project sites.

2. Coordination of meeting between DVTE and local project personnel.

3. Initiation of a follow-up system for 1974 school graduates.

4. Continuation of the public information program.

5. Preparation of the necessary materials for program implementation.

6. Total orientation of Site A and B staff regarding the project.

7. Collection of initial data for evaluation of scheduling, implementation, and administrative problems occurring as a result of the new activities.

8. Preparation of the fourth quarterly report for USOE.

9. Meeting of the project's advisory committees.

10. Orientation sessions for the student body describing program objectives, opportunities, etc.

11. Implementation of the activities into the instructional programs of Site A and B.

12. Coordination of services with community colleges and private schools.

13. Preparation of the fifth quarterly report for USOE.

14. Initiation of planning for the third year demonstration centers.

15. On-Site assessment of local program based on beginning implementation.

16. Development of placement services in cooperation with local employment security offices.

17. Staff inservice for the revision of programs and/or activities.

18. Administration of evaluation instruments to determine student achievement level.

19. Collection of cost transportability data.

20. Preparation of the sixth quarterly report for the USOE.

21. Staff review of program goals and objectives.

22. Evaluation of the second-year accomplishment by USOE, Region V Office.

23. Continuation of implementation and field testing of all programs.

24. Preparation of the second project interim report (7/1/74 to 6/30/75).

D. Results and Accomplishments

The main project results and accomplishments in the second phase were:

1. The project's two demonstration centers have prepared implementation proposals for the second phase of the CIOEDC. These proposals were reviewed by Division personnel and approved for funding.

2. During the week of July 14-19, 1974, project personnel, Mr. Thomas Boldrey and Mr. Charles Schickner, attended the Second National Career Education Conference co-sponsored by Northern Illinois University and McGraw Hill to display and disseminate information about CIOEDC activities.

3. On July 23, 1974, Mr. Charles Schickner presented an overview of the CIOEDC Project to participants of a Business Education Conference at Illinois State University. The conference was sponsored by Illinois Business Education Association.

4. Division staff, Dr. Ronald McCage and Mr. Charles Schickner, attended a meeting with administrative personnel of District 86 on August 20, 1974, to explain the importance of the CIOEDC Project and discuss an accountability model for career education.

5. CIOEDC staff attended a USOE Region V Management Seminar for Part D exemplary projects on August 19 and 20, 1974, in Chicago.

6. On September 23, 1974, the CIOEDC Internal Advisory Council met to review the status of the project and discuss an activity which would involve the members in the project's implementation phase. The council expressed an interest in assisting site personnel with local administrative problems.

7. Division personnel have developed a slide/tape presentation to use in disseminating information about the CIOEDC Project.

8. On October 30, 1974, the Site A Community Liaison Council and Administrative Steering Committee met to discuss and plan the initial steps involved in the demonstration center. Mr. Charles Schickner and Dr. Joseph Ellis of Northern Illinois University attended the meeting to provide information about the demonstration center concept.

9. Project personnel, Dr. Ronald McCage and Mr. Charles Schickner, met with Mr. Elmer Schick, Program Officer, USOE Region V Office, on November 7, 1974, to confer about the Office of Education guidelines for evaluating CIOEDC activities. In the course of the meeting a time line was developed for preparing the design of the project's third-party evaluation.

10. CIOEDC staff met November 22, 1974, in Springfield, Illinois, with the Region V Program Officer and Dr. Fred McCormick of the Educational Management Services, Inc., to formulate an evaluation design for the project's second phase of operation.

11. Staff of the Educational Management Services, Inc., have prepared a second phase proposal for the project's third-party evaluation. The proposal has been reviewed by project personnel and recommended to the Director's Office for funding with a starting date of January 20, 1975.

12. On January 14, 1975, Mr. John Washburn of RDU/DVTE met with Site A personnel and conducted an inservice program, 9-12, for the instructional staff of Joliet Township High School East in career education.

13. The Project Manager, Mr. Charles Schickner, attended a National Coordinating Conference for State and Local Part C and D Projects in Dallas, Texas, on January 27-30, 1975. This conference was sponsored by the U. S. Office of Education, and the proceedings were devoted to the resolution of problems and issues which project personnel have encountered in career/occupational education.

14. CIOEDC staff met with Dr. Fred McCormick of the Educational Management Services, Inc., in Springfield on February 13, 1975, to discuss the project's third-party evaluation. During the course of the meeting plans were finalized for the documentation and product measurement components of the project's evaluation in 1975.

15. On February 14, 1975, IDVTE personnel met with the Career Task Force of the Cumberland Unit District to plan the demonstration phase of the CIOEDC Site B Project.

16. The CIOEDC Project Manager attended a State Board of Vocational and Technical Education meeting in Chicago on February 18, 1975, to provide input into the FY 1976 State Plan for the Administration of Vocational and Technical Education in Illinois.

17. During the period of February 19-20, 1975, Mr. Daryl Nichols of the Region V Office conducted a preliminary review of project activities at Sites A and B.

18. On February 25, 1975, CIOEDC personnel, Mr. Charles Schickner, Ms. Dorothy Lawson, and Mr. Thomas Boldrey met with the project's Internal Advisory Committee of IDVTE, and the Division's Occupational Consultants Unit to present an update of Phase II activities.

19. Project personnel of the IDVTE met with Ms. Carol Sanders and Dr. Charles Joley of Eastern Illinois University on March 18, 1975, to confer about the possible demonstration of the Career Education Resource Laboratory as a part of the CIOEDC Project in FY 1976.

20. In the phase two, the project's demonstration centers implemented eighteen (18) Division sponsored activities into their administrative and instructional programs. The activities were:

ABLE Model Program - Activity to reorient the elementary school curriculum around the "World of Work."

CCCUPAC - Package of multi-media materials which presents career development activities.

Vocational Information Project - Series of locally developed video tapes which provide children with an overview of occupations existing within their own community.

Project Joliet - Activities to provide direct encounter for learners with the "World of Work."

IOCI - Package of management strategies related to program planning and evaluation problems.

CVIS - System to provide students with information on local jobs, military, apprenticeship, technical schools, community colleges, and four-year college programs.

Career Education 9-12 - System whereby placement specialists are utilized to coordinate community resources for the entire guidance staff.

WECEP - An open entry/exit program for potential 14-15 year-old dropouts.

Nuclear Radiation Project - A course to stimulate interest for careers in nuclear radiation technology.

SIVE - System to locally individualize instructional materials for vocational education.

Consumer & Homemaking - A course related to the dual role of homemaker and wage-earner.

Systematic Approach to Follow-up Vocational Graduates.

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21. Project staff have conducted an extensive inservice program for the local administrative and instructional personnel associated with the demonstration center activities.

22. The CIOEDC sites have collected: (A) follow-up information of 1974 occupational education graduates and, (B) cost data for the implementation of the activities.

23. In FY 1975, the Educational Management Services, Inc., performed an indepth third-party evaluation of the project. The evaluation included: (A) background documentation in seven areas of the project, i.e., community involvement, technical assistance, target group(s), management system, staff development, cost effectiveness, and articulation K-14, and (b) a product assessment of five CIOEDC activities.

24. A review of the project was conducted in May, 1975, by Mr. Homer Edwards of the USOE Region V Office. In the course of the review, Mr. Edwards observed K-14 project activities at Cumberland and Joliet.

25. Other CIOEDC accomplishments are found in Sections 2, 3, and 4 of the report.

E. Conclusions and Recommendations

1. A highly qualified staff has been assembled to manage and coordinate project activities at both the state and local levels.

2. The project has made significant impact upon improving and expanding the following in Site A and B.

   a. Programs designed to increase the self-awareness of each student.

   b. Programs to develop in each student favorable attitudes about the personal, social, and economic significance of work.

   c. Programs to assist each student in developing and practicing appropriate career decision-making skills.

   d. Programs to provide occupational preparation at grade levels 10-14.

   e. Programs to ensure the placement and follow-up of students.

3. A notable amount of articulation has occurred between IDVTE staff and local project personnel

4. The project, through the use of the demonstration center concept, will produce an awareness in other local educators of innovative programs and new approaches to career and occupational education.

5. Other conclusions and recommendations are included in Sections 2, 3, and 4 of the report.

Section Two

INTERIM REPORT

Project No. V361068
Contract No. RDD-DC-A23

Comprehensive Illinois Occupational Education
Demonstration Center
Site A

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Thomas Boldrey
Joliet Township High School District 204
201 East Jefferson Street
Joliet, Illinois 60432

June 30, 1975

INTERIM REPORT

Project No. V361068
Contract No. RDD-DC-A23

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Site A

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Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract from the Illinois Division of Vocational and Technical Education. Contractors undertaking such projects under State sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Division of Vocational and Technical Education position or policy.

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June 30, 1975

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SUMMARY OF REPORT

A. Time Period Covered

This interim report includes the time period from July 1, 1974 to June 30, 1975.

B. Objectives of the Project

The principle objectives of the project as determined by the Illinois Division of Vocational and Technical Education (DVTE) were to:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special and exemplary activities funded through special contract with local educational agencies and sponsored by the Illinois DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education.
4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.
5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The locally developed objectives of Joliet Elementary District 86, Joliet Township High School District 204, and Joliet Junior College, to strengthen career and vocational activities for Site A, to be accomplished in the CIOEDC were:

1. Plan, implement, and demonstrate selected DVTE developed planning tools, curricula, delivery systems, evaluation procedures, and guidance oriented programs for K-14 plus adult populations.
2. Supplement and strengthen existing programs and activities by implementing DVTE or USOE activities and/or concepts where appropriate.
3. Plan, implement, and demonstrate a model articulated career awareness, exploration, preparation, guidance, placement and follow-up system for the three school districts, K-14 plus adults.
4. Conduct staff development activities that improve professional competency in planning, implementing, and evaluating career and occupational programs, K-14 plus adults.
5. Plan, implement, and demonstrate career and occupational programs that respond to the diverse needs of disadvantaged, handicapped, gifted from a wide range of ethnic, cultural, and socio-economic groups.

In order to accomplish both the Illinois DVTE and local objectives, the following DVTE activities were planned for, implemented, and demonstrated in the maximum number of schools and locations and with the maximum number of students and staff in the three participating school districts.

1. Project ABLE (Authentic Basic Life-Centered Education)
2. Project JOLIET
3. WECEP Program (Work Experience and Career Exploration Program)
4. CVIS (The Computerized Vocational Information System)
5. Career Education 9-12
6. SIVE (System for Individualizing Vocational Education)

7. 9-10 Curriculum Clusters

8. IOCP (Illinois Occupational Curriculum Project)

9. Nuclear Radiation Project (Nucleonics Course)

10. Consumer and Homemaking Education

11. A System for Follow-up of Vocational Education Graduates

12. A System for Determining the Differential Cost of Offering Secondary Vocational Program vs Regular School Programs

13. Three Phase System for Evaluation

14. Technical Mathematics

15. Technical Physics

16. Industrial Engineering

17. The Preparedness Program

C. Procedures

The general procedures followed in Phase II were to:

1. Review and study activities to be implemented.

2. Conduct in-service for staff.

3. Conduct Administrative Steering Committee meetings.

4. Meet with DVTE Project Liaison Coordinator - Charles Schickner.

5. Conduct community liaison committee meetings.

6. Compile and submit quarterly and interim reports.

7. Meet with third party evaluators as per time line.

8. Evaluate Phase II.

9. Organize Demonstration Committee for establishing Demonstration intricacies for 75-76 school year.

10. Submit Phase III proposal.

D. Results and Accomplishments of the Project

Sixteen (16) of the seventeen (17) activities listed in Section B were implemented in Site A to a significant degree. Three (3) activities were implemented for the first time and the others were strengthened and improved.

E. Evaluation of the Project

External evaluation was conducted by the third party evaluator, Educational Management Services, Inc., Minneapolis, Minnesota.

F. Conclusions, Implications, and Recommendations

The benefits and spin-offs of the CIOEDC are recognized at teachers, administration and community levels throughout Joliet's three school districts. Interest, enthusiasm, support and involvement for career and occupational education are increasing at an increasing rate.

Since the project, there has been substantially more constructive communication and articulation between the three districts. A project such as CIOEDC involving three school districts, over 25,000 students, over thirty physical locations, and the implementation of seventeen exemplary activities, adds to the complexity of the tasks, yet simultaneously allowing for diverse input that fosters additional innovations. The nature of the project in Joliet, with the strong commitment of staff and administrators to involve the maximum number of students and staff in the activities creates constructive tension which is also inhanced by the anticipation of visitors coming during the 1975-76 school year. Preparing for the demonstration activities demands early and intensive planning.

In order to accomplish the objectives of the project and carry out the commitment of local staff and administrative steering committee, more manpower was obtained by securing Comprehensive Employment Training Act (CETA) funds to employ seven persons. These funds and these staff members are the most significant feature of the year that enabled us to more adequately accomplish our objective and commitments.

The local participating districts hold fast to the basic tenet that all the educational activities being demonstrated continue as integral parts of the educational program without needing additional monies to operate them after the CIOEDC is over. The local districts position enhances the transportability

of the activities to other locations. The relatively small budget and small staff to accomplish the many ambitious tasks relative to planning for, implementing, strengthening, and localizing seventeen exemplary activities plus planning for extensive nationwide dissemination and actual demonstration of these activities calls for committed resourceful and frugal persons on Project staff and local district level.

Of equal importance to the success of the Project is the strong commitment and direct involvement of all school district staff as well as the cooperation and support of DVTE staff.

BODY OF THE REPORT

A. Problem

The Illinois Division of Vocational and Technical Education has funded various research and development projects since 1965 in the state. Many of these projects have proved successful within the local district or area where developed; but because of inadequate dissemination methods, there has not been widespread implementation at the state or national level. As a result, the Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, is sponsoring two (2) demonstration sites in Illinois to implement as meny of these research and development projects as practical. The demonstration technique is being utilized by the DVTE to move the innovations closer to potential users within the state and nation. "Would be adopters" and other interested people need to be able to observe and talk with local educators who are directly involved in implementing career and vocational education activities in a natural setting.

B. Objectives

The principle objectives of the Project as determined by the Illinois Division of Vocational and Technical Education were:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special, and exemplary activities funded through special contact with local educational agencies and sponsored by the Illinois DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and

vocational education.

4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.
5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The locally developed objectives of Joliet Elementary District 86, Joliet Township High School District 204, and Joliet Junior College, to strengthen career and vocational activities for Site A, to be accomplished in the CIOEDC were:

1. Plan, implement, and demonstrate selected DVTE developed planning tools, curricula, delivery systems, evaluation procedures, and guidance oriented programs for K-14 plus adult populations.
2. Supplement and strengthen existing programs and activities by implementing DVTE or USOE activities and/or concepts where appropriate.
3. Plan, implement, and demonstrate a model articulated career awareness exploration, preparation, guidance, placement and follow-up system for three district school districts for K-14 plus adults.
4. Conduct staff development activities that improve professional competency in planning, implementing, and evaluating career and occupational programs, K-14 plus adults.
5. Plan, implement, and demonstrate career and occupational programs that respond to the diverse needs of disadvantaged, handicapped, gifted from a wide range of ethnic, cultural, and socio-economic groups.

In order to accomplish the local objectives, the following DVTE activities are being planned, implemented and demonstrated in the three participating school districts.

1. Project ABLE (Authentic Basic Life-Centered Education)
2. Project JOLIET
3. WECEP Program (Work Experience and Career Exploration Program)
4. CVIS (The Computerized Vocational Information System)
5. Career Education 9-12
6. SIVE (System for Individualizing Vocational Education)
7. 9-10 Curriculum Clusters
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9. Nuclear Radiation Project (Nucleonics Course)
10. Consumer and Homemaking Education
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13. Three Phase System for Evaluation
14. Technical Mathematics
15. Technical Physics
16. Industrial Engineering
17. The Preparedness Program

C. Project Description

Site A consists of Joliet Elementary School District 86, Joliet Township High School District 204, and Joliet Junior College District 525. It is estimated that more than 25,000 students, K-14 and adults, will be served by this project. The goal of this project, Site A, is to cooperatively plan, implement, and demonstrate a model career and occupational education program to serve the Joliet community. Since the Joliet community is a typical cross section of

Illinois and the United States, the project model would further serve to demonstrate to educators, businessmen, legislators, and the general public--locally, statewide, and nationally--the visibility and practicality of exemplary activities in a natural setting.

The educational leaders in all three districts have recognized the need for articulation between the districts and within the past two years have begun to formulate such a plan. This project coincides with the overall objectives of the articulation plan and, in fact, has already become the catalyst for developing a Master Plan for Career Education in the Joliet community to serve K-14 and adults.

Characteristics of Participating Schools

Elementary	K-8	10,816	26 schools
Secondary	9-12	6,480	3 schools + 1 off campus site
Secondary Adult Division		3,097	4 campuses
Junior College	13-14	6,991	1 + 20 satellites

District 86 Staff

Kindergarten 25	Guidance 13
Elementary 262	Psychologists 4
Junior High 182	Administrators 4
Special Education 91	Consultants/Supervisors 15
Librarians 4	Principals 26
Homebound 1	Assistant Principals 7

District 204 Staff

Teachers 267	Administrators 16
Para-professionals 36	Social Workers 2
Counselors 22	Speech Correctionist 1
Special Education 43	Hearing Impaired 2

Psychologists 3

Deans 10

Behavior Disorder 3

Homebound 2

Alternate School 6

District 525 Staff

Administrators 24

Full-Time Teachers 114

Part-Time Teachers 557

Counselors 4

Full-Time Librarian 4

Part-Time Counselors 6

Part-Time Advisors 37

Joliet Public School District 86

The elementary district is composed of twenty-two (22) attendance centers (K through 5) and four (4) junior high attendance centers. The attendance centers enrollment ranges from one hundred sixty-five (165) to six hundred ninety (690). Junior high enrollment is from 669 to 1076. To maintain geographic and socio-economic balance, the district is divided into four quadrants, one for each junior high with the respective K-5 feeder schools.

The student population is representative of the ethnic cultural and racial heterogeneity of the community. Fall enrollment for 1974 indicated 1 percent American Indian and Oriental, 8.7 percent Spanish Surnamed Americans, 29.3 percent Blacks, and 61 percent Caucasians.

District 204

District 204 serves the largest urban population in Will County, including a high percentage of minorities and other disadvantaged youth. Drawing its entire student population from Will County, the total number of youth 15-20 years of age totaled about 15,580.

Out of 6,480 students in District 204, for school year 1974-75, 19 percent were Black and 5.5 percent were Spanish Surnamed. The latest dropout rate is about 7 percent for District 204.

Joliet Junior College District 525

Joliet Junior College, created in 1901, served primarily only the graduates of Joliet Township High School District 204 during the years prior to 1967. Now, as a Class I District, it serves the students in three counties.

The College is in the middle of an expansion phase, both in terms of building construction and student population. Eight permanent buildings are completed and four more are planned. Fifteen temporary facilities are being used to operate ninety (90) programs. Programs include General Studies, Social Sciences, Biological and Physical Sciences, General Liberal Arts and Sciences, and Career Education programs. One-year certificate programs and two-year associate degree programs are offered.

D. Procedures

The general procedures followed in Phase II were to:

1. Review and study activities to be implemented.
2. Conduct in-service for staff.
3. Conduct Administrative Steering Committee meetings.
4. Meet with DVTE Project Liaison Coordinator - Charles Schickner.
5. Conduct community liaison committee meetings.
6. Compile and submit quarterly and interim reports.
7. Meet with third party evaluators as per time line.
8. Evaluate Phase II.
9. Organize Demonstration Committee for establishing Demonstration intricacies for 75-76 school year.
10. Submit Phase III proposal.

E. Results and Accomplishments

Implementation and Demonstration Center activities:

1. ABLE - Consultants from the University level, career education practitioners, in other districts, and local district staff conducted courses, workshops, and met with teachers and administrators in large and small groups. The developer of the ABLE project and his colleagues were hired as consultants (Dr. Walter Wernick, Dr. Terry Whealon, Dr. Chester Dugger, and Charles Ellis.)

The concepts and skills of interviews are being used from pre-school through high school. Both teachers and students are using these techniques as an integral part of the total curriculum. Several teachers have also used interviewing skills in SIVE projects by interviewing and taping people in a variety of careers to develop slide tape presentations to be used as individualized materials.

2. Project JOLIET - A new Project JOLIET coordinator, Mr. Richard Osborne, was hired and began in August 1974. Two of the most significant accomplishments for the year are a marked increase in both the number of teachers participating as well as community resources - community people hosting career visits as well as those coming into the classroom. The seventh grade "Community Classrooms" increased from four to twelve and now includes all Joliet's banks, Northern Illinois Gas, U.S. Steel, City Hall, County Building, and Joliet Junior College. Six additional locations have made tentative commitments for the school year 75-76. Over a hundred businesses were visited by pre-school thru fifth grade classes during 1974-75. The number of in-school interviews cannot be given, but one teacher alone had over thirty people in her class. At least nine elementary schools have written career education into their M.B.O. plans. Several other

schools have made commitments for expanded career education and some are piloting commercial materials for permanent adoption.

Beginning of early fall, workshops were offered for elementary teachers. In August, as well as later in the fall, all the special education teachers in District 86 attended one day workshops conducted by local staff, Dr. Wehrly, and Dr. Wernick. During the year, these two consultants were used extensively in many of the schools in the district. They assisted by being in the school all day, meeting with teachers in informal small groups, in faculty meetings, and with teacher teams. The Project JOLIET Coordinator conducted formal in-service sessions for thirteen (13) schools in addition to the informal consultations and assistance given to individual teachers. The Project JOLIET Resource Guide, developed by and for teachers was completed and distributed as the formal in-service sessions at respective schools.

Selected special education teachers wrote sample units to serve as idea starters and guidelines for infusing career ed into special education areas.

The Community Resource Coordinator and the person hired with CETA funds working principally with Districtrict 86, have actively solicited community involvement. Orientation and training sessions were held with employees in large and small businesses, with emphasis for the seventh grade community classroom sites. There has been a marked expansion of easily accessible community resources in terms of businesses hosting career visits and people coming into the classroom for interviews.

Beginning in January 1975, a monthly newsletter was disseminated to District 86 teachers outlining new resources and describing career education activities of individual teachers and highlighting schools with outstanding projects or special events.

3. WECEP - In the fall of 1974, WECEP operated as a joint program between Joliet Elementary District 86 and Joliet Township High School District 204. Approximately seventy-five students were enrolled in the program at all three campuses of the high school district and two junior high schools.

Four WECEP coordinators staffed the program. One of the coordinators was asked to present the program to the National Convention of Exceptional Children. She is also a member of the state committee to revise curriculum.

In the spring of 1975, consultants assisted in program evaluation and staff development. Some of the sessions focused on home visits. As a result of the spring staff meetings, three coordinators are developing curriculum for both teachers and students use by September, 1975.

Late in the spring of 1975, a meeting was jointly sponsored by the Chamber of Commerce and the WECEP staff. This meeting included business and community people to broaden the spectrum and number of job stations for the 14-15 year old students in WECEP. The fall program will be expanded to include all four junior highs in District 86.

4. CVIS - CVIS has had more impact and implications for the three participating districts than any other single activity. From the beginning of the CIOEDC project, administrators recognized the advantages of computer technology for storing and retrieving information relevant to education and career planning.

One of the first blatant obstacles to implementing the Willow Brook CVIS system, using cathode ray tube terminal, is the cost. It was clearly not possible to operate CVIS in Joliet's three high schools

under the CIOEDC or local districts' budgets. The only possible way to use terminals would have been to "fish bowl", one which would be taken out after the CIOEDC project is completed. This was not even considered as a viable option, since there is a strong commitment to continue to operate all activities after the conclusion of the project.

After nearly six months of searching and studying, primarily by the Director of Data Processing at the Joliet Junior College, recommendations were made to pursue the batch processing approach utilizing the NCR equipment of Joliet Junior College.

With batch processing, students fill out opt scan forms to request information. These forms are sent by mail or daily courier to Joliet Junior College computer center for processing. The following day students receive print-outs of their information. There are several advantages to this method of processing:

1. It's more economical.
2. Forms can be filled out anywhere - classrooms, counselors' office, and home, without having to wait.
3. An entire class can request information from CVIS at one time.
4. CVIS can be used in all schools at once without time delays.
5. Administrative services will not compete with guidance services for computer time.
6. Students can keep copies of the print-out to use in classes or take them home.

CVIS is significant because it has provided a common orientation and tasks for which all three districts can work together. Articulation has accelerated. Continuity of entire school programs and course sequences will be greatly improved. As the components of CVIS begin

to operate, greater coordination will be needed. Plans are being made to hire a full time coordinator who will administer the program, consult with teacher and conduct in-service sessions periodically throughout the upcoming year.

The scope of CVIS extends to the entire Joliet Community. With complexity of data gathering, synthensizing, coding, programming and piloting, all the components will not be operating until late 1976. Even then, there are several contingencies which could dramatically alter the schedule. Renewal of CETA funding is essential. The following schedule has been established.

Late Spring 1975 - Pilot test - Vocational exploration through occupational data briefs of 450 jobs.

Late Spring 1975 - Pilot test - Four year college exploration using data file of 1510 four year accredited colleges in the U.S.A.

Summer 1975 - Revise vocational exploration package for junior high students to be piloted in the fall.

Summer 1975 - Up-date military script and pilot in the fall.

Summer 1975 - Compile local data and revise script for financial aids and scholarship for fall pilot testing.

Summer 1975 - Develop a script for high school and junior college information that is directed at junior high and high school students respectively. These programs would be piloted in late fall 1975.

Summer 1975 - Accumulate information regarding post high school training programs that would be available to students after high school graduation.

Spring to Fall 1975 - Conduct an extensive manpower/workforce study of the Joliet area to provide data for local job and placement information component to be operative in late fall 1975.

One of the functions of the CVIS system is providing accurate up-to-date information relevant for educational and career planning. In order to obtain the latest localized data, people were needed to develop the local job information, financial aids and scholarships, post-secondary training, military careers, high school and junior college information. The people were hired under CETA funds to develop and administer a manpower/workforce survey of the Joliet area. Teachers and counselors of District 86 and 204 were principally responsible for developing the other areas during the summer. Consultants were also obtained.

Enthusiasm for CVIS grows continuously. As teachers and other staff work on a portion, or use the materials with students, they report new benefits or spin-offs from their efforts. One of the counselors at the high school level has collected feedback from students and staff and all are very positive.

5. Career Ed 9-12 - Throughout the year, there has been a continuous effort to systematize the gathering, use of, and recording of community resources. Priorities were attached to the following areas.

   1. Recruiting of new resources to be used in various Demonstration Center activities.
   2. Working closely with teachers at all levels as to the proper use of community resources within the context of career education.
   3. Centrally recording each community resource, its scope of use and the project activities most appropriate.

Recruitment of community resources was conducted on two levels: general presentation before large groups and individual solicitation. Presentations describing the project were made by project staff to various committees and groups including the Boards of Directors of the

Joliet Region Chamber of Commerce and the Will-Grundy Manufacturers Association. Project staff also spoke periodically before various service organizations and special interest groups.

The Community Resource Coordinator and several teachers made numerous individual contacts soliciting the support and participation of community people in specific project activities. They range from pre-school hearing impaired to high school English classes. Classroom teachers also made personal contacts through parents or people that could assist in a unit they were teaching.

One essential factor to the use of community resources is that teachers know how to use them. If improperly used, community resources may be jeopardized or lost. Hence, much time and effort on the part of project staff and career education administrators in the respective districts were given to staff development. This effort has been included in workshops and graduate courses as well as working individually with teachers at all levels.

Throughout the year, a centralized community resource file has been maintained in the Project Office. This file has been divided into career clusters with each resource categorized accordingly. The file delineates resources, their use, limitations, and a contact person.

Of major significance in the recruitment and recording of community resources, has been the hiring of a Community Resource Developer through CETA funding. This individual has been charged with systematic recruitment of business participation and the developing of a Community Resource Book. Although this book will not contain individual names of community resources, it will outline all types of businesses or

occupations available within each job cluster.

To augment the collection of information about community resources, an open ended word questionnaire has been included in the Manpower Survey. The survey will in essence, collect data from all employers in the Joliet area. The Community Resource Developer follows up on the data collected, explaining programs and obtaining community involvement when possible, whether it be in the form of work stations, financial aids for students, or hosting career visits for elementary or high school students.

Three counselors are working during the summer to delineate a placement system. Plans are under way to determine how a system could be established with minimal cost.

6. SIVE (System for Individualized Vocational Education) - SIVE projects were solicitated from District 204 staff with priority for representatives in each of the five occupational areas. The processes of application and developing SIVE projects were simplified to submitting a proposal containing major objectives and the principle media to be used. Discussion followed with the applicant, Project Director, Vocational Education Director, and media specialists. Following these discussions, the applicant submitted a more detailed description of tasks with timelines. The approach was considerably less formal and technical than used in the original SIVE project developed in Skokie, Illinois.

Staff response was exceptionally favorable. By September, teachers were working on projects in Consumer Homemaking, Business Education, Ecology, Agri-Business, Technical and Industrial Education, Data Processing and Distributive Education.

During the year, minimal solicitation was required to obtain more proposals and ideas than could be funded. As a consequence of the SIVE grant, the entire Home Economics department is being individualized and plans completed for the same in Distributive Education.

Joliet Junior College has many individualized programs that were developed using SIVE concepts and processes. Complete audio-tutorial labs are available in nursing, secretarial skills, reading, writing, math, and others. During the year SIVE grants were approved in Technical Math and Technical Physics.

7. 9-10 Curriculum Clusters - This activity was omitted from the Demonstration Center due to lack of available appropriate material. However, the intent of this activity is being implemented in a limited scope in freshmen orientation. More developmental work needs to be done in the area of presenting students systematic information in all occupational clusters.

8. IOCP (Illinois Occupational Curriculum Project)- All District 204 Central administrators, principals, and department chairmen participated in a one-day IOCP workshop.

District 86 conducted a comprehensive year long study of the junior high curriculum which used the IOCP material, and processes as guidelines. The developer of the study consulted with project staff and Dwight Davis, developer of IOCP.

CIOEDC staff and career administrators of each of the three districts apply the concepts, use the forms and procedures of IOCP in program planning and management. The Manpower Survey, being conducted to gather

data for the local job information of CVIS, also used IOCP material extensively. The three staff members of the Manpower Survey consulted periodically with Dwight Davis.

9. Nuclear Radiation Project (Nucleonics courses) - During the summer of 1974, the three nucleonics teachers previewed, rehearsed, and "dry labbed" the course for the following semester. The course was offered on all three campuses with approximately 84 students completing the course during the 1974-75 school year.

Because of student and teacher interest in nucleonics, and because nucleonics was offered only in two sites in Illinois, Joliet and Crystal Lake, both sites were approached by the science supervisor of the Illinois Office of Education to develop information and ideas about how nucleonics might be implemented in 25 high school districts in Illinois. One of the teachers and the CIOEDC director, participated in a week-end working session to develop information which could be incorporated into a House Bill to present to the State of Illinois Legislature allocating money to schools implementing nucleonics and providing funds for additional curriculum development.

Late in the spring of 1975, one nucleonics teacher and three students testified before the Education Committee in the Illinois House of Representatives and later before the Senate.

One of the nucleonics teachers received a Title-III mini-grant to implement and inservice: "Nucleonics: A Two Week Mini Course For Any High School Science Student". The current nucleonics instructors will be providing in-service sessions for 15 high school science teachers to incorporate a two week nucleonics course in their general curricula.

The two week mini course will introduce students to nuclear science and help alleviate incorrect assumptions about radiation. These mini sessions are designed as career exploration devices to spark student interest in enrolling in the regular nucleonics semester courses.

The nucleonics teachers developed and administered a survey of 30 questionnaires dealing with the public's perceptions of nuclear science. Over 200 questionnaires were sent out to students, teachers, administrators, and community people who had not previously enrolled in a nucleonics course. The same questionnaire was also administered to students upon completion of the regular nucleonics course. The questionnaire primarily dealt with conceptions and misconceptions of nuclear radiation. The results of this survey are being analyzed by the third party evaluators.

One of the nucleonics instructors has been involved in developing a student nucleonics textbook to be used for the upcoming school year. This textbook will be completed by August 1, 1975.

In addition to visitors coming to the Demonstration Center, the nucleonics instructors have received additional visits from high school science instructors having specific interest in nucleonics. These include representatives from Glenbard High School North, Glen Ellyn, Illinois; Rich Central High School, Park Forest, Illinois; Riverside High School, Brookfield, Illinois; and Morton West High School, Berwyn, Illinois.

10. Consumer and Homemaking Education - Joliet Township High School, District 204, submitted a proposal for a greatly expanded Consumer-Homemaking Program. A DVTE contract was awarded for the 1974-75 school year.

Prior to the awarding of the DVTE contract, major curriculum revisions were made in all areas except handicapped, which were completed in the fall of 1974. During this period, DVTE consultants met with District 204 staff to review curriculum and general program direction.

A Consumer-Homemaking Program for the handicapped was implemented in the fall with the hiring of a full time teacher. Students included the physically handicapped, deaf and hard of hearing, and educable mentally handicapped.

Consumer-Homemaking for Spanish speaking adults was also implemented in the fall. The Community Resource Coordinator and the Director of Vocational Education worked closely with the Spanish Center and community people to develop this community based program. However, after having been piloted for four classes, this program was cancelled for lack of sufficient enrollment.

By the end of the 1974-75 school year, 483 students had participated in Consumer-Homemaking including a significant percentage of handicapped and disadvantaged students.

11. A System for Follow-Up of Vocational Education Graduates - From 1972-1974 District 204 participated in the piloting of Eastern Illinois University's Follow-Up Study Project of Vocational Education graduates of secondary schools. In the fall of 1974, District 204 obtained input from a variety of local staff including teachers, counselors and administrators for developing and administering a follow-up of Joliet's high school graduates. The follow-up committee visited Sycamore, Illinois to learn about their efforts. As a consequence, District 204 decided to include all students in the follow-up study and not just

those graduates of occupational programs. The actual questionnaire itself was considerably revised and simplified. In the spring of 1975 all 1973 high school graduates and other school leavers during the 1972-73 year were sent questionnaires. One of the staff people hired under the CETA funds acted as a coordinator under the direction of the Vocational Education Director of District 204. Phone calls were made to those individuals not returning the forms. Teachers, counselors and administrators are in the process of reviewing the feedback to make appropriate programatic recommendations.

Joliet Junior College also administered a self developed follow-up study of graduates of their career programs.

12. A System for Determining the Differential Cost of Offering Secondary Vocational Programs vs Regular School Programs- District 204 provided baseline data to the DVTE sponsored project being conducted at Southern Illinois University in Carbondale in 1974. This activity was deleted from CIOEDC because the Management Information System for which the cost differential aspect is a major component, is under major field testing and revision by the Illinois Division of Vocational and Technical Education.

13. Three Phase System for Statewide Evaluation of Occupational Education Programs in Illinois

All three participating districts submitted and received approval for One and Five Year Plans from the Illinois Division of Vocational and Technical Education.

14. Technical Math and Technical Physics - During the summer and fall of 1974, the Dean of Career Education and staff members visited Parkland College's Technical Math and Technical Physics programs. After their

visits and review of latest materials, one pilot section of each was established at Joliet Junior College. Since the Parkland materials were developed for the quarter system, modification and expansion was needed for the semester course at Joliet Junior College. SIVE projects were granted to expand and individualize the material which is nearly completed.

15. Industrial Engineering - This past year the Joliet Junior College implemented an adaptation of the Industrial Engineering Program developed at Morraine Valley Community College. The adaptation of this program for demonstration will include the areas of Mechanical Production Technician and Mechanical Design Technician. The programs consist of a series of courses leading to a one year certificate of completion or a two year Associate of Applied Science degree.

The programs are offered to allow the student to progress at his or her own pace, either as a full or part-time student. The option exists for the student to shift from day to evening classes during any session.

Behavioral objectives have been developed for all instructional units with the assistance of industry and advisory committee input. The objectives are structured to develop competency by job function. Prior learning and competency level is assessed and credit granted through proficiency assessment, allowing variable points of entry.

The Dean of Career Education for Joliet Junior College and some other staff members visited Morraine Valley again this spring. Plans are being developed to further individualize the courses by designing smaller modules and use extensive hands-on experimentation and skill development.

16. Preparedness - During the late summer of 1974 the Preparedness Program at the Joliet Junipr College was implemented. There are four basic components of the Preparedness Program which will be demonstrated next year: 1) the Jobs for Women Program; 2) the Early School Leavers Program; 3) Adult Basic Education; and 4) the remedial math, reading and writing laboratories available to all enrollees. All four components attempt to identify and serve not only the under-employed or unemployed, but also the educationally and economically disadvantaged.

The core of the Preparedness Program is the development of individualized career and educational plans for each participant using aptitude and general interest tests, career counseling, career exploration workshops, skills training and job placement. Enrollment is encouraged at any time during the school year.

Eighteen staff members were hired to implement Preparedness, of which sixteen were funded through CETA. These included program directors, job developers, counselors and outreach workers. At the outset, staff development sessions included: 1) the identification of the basic skills components: reading, writing, and computation for use in the laboratories; 2) the development of the curriculum for the job readiness courses; and 3) the identification of courses in the skills areas such as typing, electronics or automotive.

During the spring of 1975, there were a total of 245 women enrolled in the Jobs For Women program and 98 in the Early School Leavers Program. Between the two, 54% had been placed on jobs.

Specialized needs are also met in the Adult Basic Education Program. These include learning to read, write and perform basic computations

necessary for an eighth grade certificate; preparing for the General Education Development Test; and studying English as a second language.

STAFF DEVELOPMENT

Several consultants were utilized during the year from Universities, DVTE, and other school districts to conduct staff development activities. These varied from formal courses with university credit from Northern Illinois University, Illinois State University and University of Illinois, to small group consultations pertaining to a specific topic.

Dr. Walter Wernick taught two courses from Northern Illinois University in Joliet. Approximately sixty teachers were enrolled. Dr. Charles Jackson taught a course from University of Illinois in Joliet for about thirty teachers. Both of these instructors met with Project staff in planning the course and utilized materials and persons related to the Project. Two other career education courses, one from Illinois State and the other from National College of Education in Evanston, were offered in the Joliet area with minimal input solicited from the Project staff.

Mr. Sherwood Dees, Director of the Division of Vocational and Technical Education, made a presentation to the District 204 half-day Fall Institute.

Dr. Ron McCage, Coordinator of the Development Unit of DVTE and Charles Schickner, of the Research and Development Unit conducted a half day workshop for District 86 principals. Principals from Chicago and Maywood, and Dr. Chester Dugger of Peoria conducted the second principals' workshop.

In the late spring of 1975, discussion between Project staff, Tom Haugsby and Russell Hollister, instructors at Governors State University, Park Forest Illinois, led to a series of three introductory workshops primarily for secondary teachers. Feedback from these sessions were so

positive that a proposal was submitted to the Research and Development Unit of the Illinois Division of Vocational and Technical Education, entitled, "An Application of the Crystal and Bolles Career/Life Planning System and Process for Inservice and Curriculum Development at the Secondary Level."

Both the number and variety of staff development activities within the three districts are so extensive it is not feasible to list or describe all of them. The kinds of activities vary from one-to-one consultations to district wide institutes. DVTE staff from the Research and Development Unit, Occupational Consultants Unit, Special Programs Unit, Professional and Curriculum Development Unit, and the Program and Evaluation Unit provided technical assistance, consultation, and/or material pertinent to the Project. Local district personnel and Project staff hired consultants from universities and other operating programs. A few key persons visited other programs to see them in actual operation. Staff members also attended workshops sponsored by DVTE, universities and other school districts. Materials from other projects and DVTE activities have also been utilized extensively from pre-school through junior college.

DISSEMINATION

1. During the year, CIOEDC staff made presentations to the following groups:
   - -- Joliet Township High School District 204 - Board of Education
   - -- Hufford Junior High School PTA, Joliet, IL.
   - -- Region 9 Cooperative Education Coordination, Rockdale, IL.
   - -- Will County Home Economics Association
   - -- Illinois Association of Chamber of Commerce Executives, Annual Meeting, Skokie, IL.
   - -- Illinois State Medical Society, Normal, IL.

-- Career Ed Instute, Thornton Area Public School Association

-- Will-Grundy Manufacturers Association

-- Joliet Junior College, Board of Education

-- Will County Vocational Education Directors

-- University of Illinois Will County Extension Service - Home Economics Council

-- Joliet Region Chamber of Commerce Education Committee

-- Board of Directors of Joliet Region Chamber of Commerce

-- Fifty Student Teachers, Illinois State University

-- Will-Grundy Manufacturers Association Industrial Relations Club

-- Board of Inspectors, Joliet Elementary District 86

-- Kiwanis, Joliet, IL.

-- ADK Kindergarten Association, Pontiac, IL.

-- Sub Regional, Vocational Education Directors Region I, Joliet, IL.

-- Congressman George O'Brien and staff.

-- Rockford Public Schools Workshop, Rockford, IL.

-- Instruction Improvement Fair, Sponsored by District 204, Joliet, IL.

-- Kid Power Conference, Joliet, IL.

-- Illinois Junior High School Association Spring Conference, Champaign, IL.

-- Aurora Public Schools Workshop, Aurora, IL.

-- Occupational Consultants, and Special Programs Unit of DVTE, Springfield, IL.

-- Personal and Public Service Spring Banquet, Joliet, IL.

-- Several administrators and other staff gave presentations both in the Joliet area and other cities which are not listed above.

2. Two issues of the CIOEDC newsletter were published and distributed.

3. Newspaper articles appeared in:

Joliet Herald News

Chicago Tribune

4. Radio and television interviews:

WJOL – Point of View Program

WECEP Coordinators and class members.

WJOL – Community Line Question and Answer Program

Community Resource Coordinator

WJOL – Point of View Program

Community Resource Coordinator

WJOL – Point of View Program

Manpower Survey Coordinators

Channel 4 – Cable T.V.

Police Beat – Community Resource Coordinator

The Learning Place Community Resource Coordinator

5. During the year, articles appeared in:

-- Community Service Interagency Newsletter published by the Joliet Community Relation Commission

-- Joliet Regional Chamber of Commerce Meetings and Events Calendar, published by Joliet Region Chamber of Commerce.

-- NI Gas News, Vol. 12, Number 4, April, 1975, published for the employees and retirees of Northern Illinois Gas Company

-- Illinois Bell Magazine, March, 1975, published for Illinois Bell employees

-- State Side News, published by DVTE

-- JTHS Reporter, published by Joliet Township High School District 204

6. A variety of the school district personnel visited aspects of the CIOEDC. Small groups wore teachers, others included administrators, department chairmen, superintendents of school districts, and advisor board members.

Rockfalls

Wilmington

Wheaton

Lockport

Crystal Lake	Glen Ellyn
Yorkville	Park Forest
Chicago	Brookfield
Rockford	Berwyn
DeKalb	Lewis University
Morris	Lockport
Shamburg	

The True Vine Church of God in Christ held their state retreat in Joliet, with over three hundred inattendance. Project staff were invited to participate in the program, explaining the activities associated with CIOEDC. The coordinators of Coop Ed of District 204 and an ICE teacher also participated.

Two staff members of Stan Hirson Productions, Inc., who are filming a documentary on career education throughout the United States for American Telephone and Telegraph, visited the CIOEDC staff and some of the activities to determine their appropriateness for the film. Project staff planned an itinerary that included classroom visits, discussions with participating community people, and interviews with students, teachers, and administrators.

DISSEMINATION AND DEMONSTRATION CONFERENCES

The primary purpose of the CIOEDC Project is to demonstrate several exemplary activities in one site, that have been previously funded by the Research and Development Unit of the Illinois Division of Vocational and Technical Education. In order to accomplish this central objective, extensive planning and concentrated efforts have been and will continue to be directed at informing and attracting representatives from business, industry, government, and education, both locally and nationally, to visit Joliet during the 1975-76 school year. Existing public media and professional journals will also be utilized for dissemination purposes. Three main approaches

are being utilized for dissemination purposes, some of which began in the spring of 1975 and others are concentrated during the 1975-76 school year. These are:

1. Printed and multi-media information distributed prior to and during the five demonstration conferences.
2. Five demonstration conferences, two and one-half days in length.
3. A local Hospitality Information Coordination Center.

I. Printed and Multi-Media Information

These materials have a dual purpose in the sense that they are developed to inform local and national audiences of the Demonstration Center and to invite them to attend the conferences. The second purpose is to convey in a concise succinct manner, a cursory understanding of both the Demonstration Center and the component activities being demonstrated.

A pre-conference brochure has been developed and is now being disseminated to assist CIOEDC staff in anticipating the number of conference attendants since local facilities may limit the number of people who could attend. This brochure is also intended to provide prospective participants with the basic information necessary for them to plan to attend. These brochures are being and will be sent to a representative cross-section of people throughout the United States. The following is a list compiled so far:

A. Educators (A representative list)

1. IDVTE regional directors (Multiple copies for their distribution)
2. Selected school Administrators of high school and unit districts in Illinois
3. Directors of Area Vocational Centers and High School Vocational Directors in Illinois

4. Illinois University Occupational Education Coordinators (Multiple copies for their distribution)

5. U. S. Chief State School Officers

6. Selected members of the National Council of Local Administrators of Vocational Education and Practical Arts

7. State RCU Directors (Multiple copies for their distribution)

8. State Part D Program Officers, for Vocational Education in the United States

9. State Curriculum Liaison Representatives for Vocational Education in the United States

10. State Contact Persons for Career Education in the United States

11. Joliet, Illinois and Chicago Catholic Dioceses.

12. Curriculum Management Center Directors of the United States (Multiple copies for their distribution)

13. Selected Educators K-14 in Northern Illinois Region

14. Selected University Professors in Illinois (Multiple copies for their distribution)

B. Community Leaders

1. Chambers of Commerce in Illinois

2. American Chamber of Commerce Executives

3. Selected members of the National Industrial Council

4. Manufacturing Trade Associate Groups

5. Selected members of American Society of Association Executives

6. State Presidents of Parent Teachers Association

7. Selected members of local business in the community.

C. Government Representatives

1. Selected Illinois State Representatives and Senators

2. U. S. Senators from Illinois

3. U. S. Congressional Representatives from Illinois

4. Carl D. Perkins, Chairman, House Committee on Education and Labor

D. Other groups and individuals will be identified during the summer 1975.

The major dissemination effort through printed material, will be accomplished by preparing a comprehensive book of professional quality, with numerous photographs and narative descriptions of each of the demonstration activities and the general concepts of the CIOEDC project. Registration information will also be contained in this book.

Mailing lists for distribution will again be focused on a cross-section of persons throughout the nation. First priority will be given to those persons responding to the feedback card contained on the pre-conference brochure.

II. Conferences

Dates selected for five identical two and one-half day conferences are:

1. October 27-30, 1975
   Monday Eve-Thursday

2. December 7-10, 1975
   Sunday Eve-Wednesday

3. February 3-6, 1976
   Tuesday Eve-Friday

4. March 9-12, 1976
   Tuesday Eve-Friday

5. May 3-6, 1976
   Monday Eve-Thursday

The format for each of the five conferences will be identical.

A. The first evening will begin with a banquet highlighted by a nationally known keynote speaker.

B. The first morning of each conference will be held at Joliet Junior College where conference participants may choose to attend overview/ orientation sessions. The intent of these sessions is to provide basic information, philosophy, objectives and procedures indemic to each exemplary activity.

C. On-site visitation will be scheduled during the remaining afternoon and the following day, to allow visitors to observe activities in their natural setting. The basic format at this time will enable the conference attendant to choose from one of four general areas:

1. Elementary
2. Secondary School
3. Junior College
4. Community Involvement/Management Planning Techniques

a. Elementary component will demonstrate the following activities:

(1) ABLE

(2) JOLIET

(3) WECEP

(4) Three Phase Evaluation

(5) CVIS

(6) Additional optional activities to be selected that are not a part of the contract

b. Secondary

(1) WECEP

(2) SIVE

(3) Consumer & Homemaking

(4) IOCP

(5) Nucleonics

(6) Follow-up

(7) Career Education 9-12

(8) CVIS

(9) Three Phase Evaluation

(10) Additional optional activities to be selected that are not a part of the contract

c. Junior College Component

(1) Tech Math

(2) Tech Physics

(3) CVIS

(4) Preparedness

(5) Three Phase Evaluation

(6) Career Education 9-12

(7) Industrial Engineering

(8) IOCP

(9) Additional optional activities to be selected that are not a part of the contract

d. Community Involvement/Management Planning

(1) Three Phase Evaluation

(2) IOCP

(3) Career Education 9-12

The evening of the first full conference day will offer visitors a potpourri of options such as commercial exhibits and materials, media presentations, "buzz sessions" with teachers, administrators, university consultants, DVTE and IOE staff.

Pamphlets, brochures, displays, and other media presentations will be

abailable and utilized, both during the overview sessions, on-site visits, and in the Hospitality Information Coordination Center. Each conference is presently planned to accommodate a maximum of 400 people.

III. Hospitality Information Coordination Center

The purpose of this center is to coordinate and disseminate Demonstration Center information during the entire 75-76 school year. The operation of this center is totally contingent upon receiving CETA funds to cover the salaries of two employees, one coordinator and one secretary. These staff persons will be responsible for organization and coordination of the five conferences as well as day to day inquiries. Conference registration, including meals, housing, and transportation arrangements will be coordinated through this center. The center will also act as a clearing house for the major part of the demonstration, dissemination efforts.

CETA FUNDING

The three participating school districts in the Demonstration Center are strongly committed to demonstrate the activities in as many classrooms and with as many children as possible. This commitment obviously goes far beyond the strict letter of the contract. During the last two quarters of FY 1975, CETA monies were applied for and received to fund seven positions that work directly with the CIOEDC project. These people have been invaluable in assisting the project to reach its maximum impact. The acquisition of additional manpower through use of CETA funds was by far one of the most significant events of the past year.

The projected plans and objectives contained in this proposal are contingent upon renewal of CETA funds FY-76. A proposal has been made to the Will-Grundy Manpower Consortium, and we are optimistic of being funded.

The staff members hired under CETA funds for next year are critical in the following areas:

1. Developing dissemination and demonstration materials to be distributed before and during the five conferences.
2. Planning and conducting the five demonstration conferences.
3. Operating a Hospitality Information Coordination Center during the 75-76 school year.
4. Developing, administering, and compiling manpower survey results that will provide data for the job information component of CVIS.
5. Identifying and soliciting additional community resources for all educational levels.

The manpower survey covers 1,461 job titles categorized into 14 clusters. When completed, the survey will provide information about each type of job as to the average number of full and part time employees, entry level salary, entry level education required, minimum experience required, expected rate of increase or decrease, local supply of qualified employees and approximate rate of annual turnover. The survey will be administered to all business, industry, and governmental agencies in Joliet. The results will be compiled and programmed on the computer as a part of the CVIS package.

To date, there have been 195 surveys administered personally by CETA staff with a 68% rate of return. There have been 894 surveys sent by mail with a 5% rate of return. The manpower survey staff is currently in the process of following up the mailings by letter and by phone to encourage further responses.

EVALUATION PROCEDURES

Evaluation is an integral part of the Demonstration Center and the

activities. External, third party evaluations were conducted by the Educational Management Services, Inc. Dr. Fred McCormick, senior consultant for EMS, visited Joliet for both planning and executing an evaluation design. Project staff provided considerable input in revising and developing the Field Research Questionnaire which was administered to all staff in District 86 and 204. In addition, EMS worked jointly with local staff to develop and administer evaluation instruments pertinent to WECEP, Project JOLIET, Nucleonics, and Preparedness. Dr. McCormick interviewed several principles in District 86 asking about the strengths and weankesses of Project JOLIET.

Both formative and summative evaluation was obtained from staff development activities. Self-developed questionnaires and oral feedback provide relevant information for future activities. Community input and reactions were solicited from existing advisory boards and the Community Liaison Council to the Project.

Section Three

INTERIM REPORT

Project No. V361068
Contract No. RDD-DC-B23

Comprehensive Illinois Occupational Education
Demonstration Center
Site B

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Dorothy M. Lawson
Cumberland School District No. 77
Toledo, Illinois

June 30, 1975

Interim Report

Project No. V361068
Contract No. RDD-DC-B23

Comprehensive Illinois Occupational Education Demonstration Center Site B

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract from the Illinois Division of Vocational and Technical Education. Contractors undertaking such projects under State sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Illinois Division of Vocational and Technical Education position or policy.

Dorothy M. Lawson
Cumberland School District No. 77
Toledo, Illinois
June 30, 1975

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SUMMARY OF THE REPORT

A. TIME PERIOD COVERED

This interim report covers the implementation phase of the CIOEDC project, Site B, from July 1, 1974 to June 30, 1975.

B. OBJECTIVES OF THE PROJECT

The project objectives established by the Illinois Division of Vocational and Technical Education (DVTE) are:

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, development, special, and exemplary activities funded through special contract with local educational agencies and sponsored by the DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career education and vocational education.
4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.
5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The specific objectives for Site B are:

1. To supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas.
2. To provide students with an opportunity to : a) enter the World of Work with a saleable skill and b) further their training upon completion of a vocational program.

3. To plan the demonstration of vocational education programs and activities.

4. To evaluate the effectiveness of vocational education programs through a systematic follow-up.

Implementation of the following activities will ensure the accomplishment of the local objectives.

1. OCCUPAC (Occupational Information Learning Package)
2. ABLE Model Program
3. Vocational Information Project
4. WECEP (Work Experience and Career Exploration Program)
5. SIVE (System for Individualizing Vocational Instruction)
6. CVIS (Computerized Vocational Information System)
7. Consumer and Homemaking Education
8. CERL (Career Education Resource Laboratory)
9. IOCP (Illinois Occupational Curriculum Project)
10. A System for Follow-up of Vocational Education Graduates
11. A System for Determining the Differential Cost of Vocational Programs
12. Three Phase System for Evaluation

C. PROCEDURES

The procedures followed and activities provided in the implementation phase were:

1. Provide in-service orientation for all programs to be implemented using project directors whenever possible.
2. Provide supplementary audio-visual and printed materials to supplement programs.
3. Meet with Career Task Force monthly.
4. Meet with Vocational Advisory Council monthly.
5. Meet with consultants from DVTE.
6. Provide progress reports to faculty:
   a. Presentations to general faculty meetings
   b. Prepare four CIOEDC newsletters
7. Provide funds and direction for the development of unique Career Education teaching units.
8. Provide input into the One and Five Year Plan.
9. Implement activities into each component.
10. Review program activities.
11. Provide news releases of CIOEDC activities.
12. Provide presentations of activities to other educators.
13. Identify and administer methods of evaluating level of program implementation and student outcomes.
14. Provide in-service for teachers planning to demonstrate various activities.

15. Design brochures for publicity.

16. Film outstanding activities for presentations during Phase III.

17. Prepare a Phase III proposal for the DVTE.

18. Evaluate Phase II implementation activities.

19. Submit quarterly and interim reports to the Division.

D. MAJOR RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

During Phase II, nine of the twelve programs were implemented to a satisfactory level. The CVIS terminal is not yet operational; the data is gathered for the Cost Analysis project, but is not programmed on the computer; and the gathering of follow-up study data from employers has not been completed nor analyzed. The 9-10 Grade Curriculum Cluster materials were unavailable and therefore not implemented

E. EVALUATION OF THE PROJECT

To be completed by the third party evaluator, Educational Manangement Services, Incorporated

F. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A significant amount of interest has been generated in the school district. The number of participants in career education activities incorporating field trips and classroom speakers with subject matter concepts indicate teacher and community interest in student career development. The greatest problems in program implementation have been with the programs requiring computers.

As indicated, site B activities have made a significant impact on the district's instructional personnel; therefore, we expect a sufficient number of the instructional staff to participate in the demonstration of programs they have implemented.

BODY OF THE REPORT

A. PROBLEM

Since 1965, the Illinois Division of Vocational and Technical Education has funded various research and development activities to improve career and occupational education. The Division has used various strategies to create an awareness of the successful projects and activities for potential users. Because of the number of related activities which could be implemented in a total program, a comprehensive dissemination technique was devised to highlight these new and innovative activities.

One approach to providing information about developmental activities is through the use of the demonstration center concept. As a result, the DVTE is sponsoring two K-14 sites in the State of Illinois to serve as national demonstration centers.

The specific problem for Phase II of the CIOEDC project, Site B, was the implementation of twelve unique occupational education programs selected for implementation within the Cumberland School District and Lake Land College frame works. It was also necessary to prepare strategies which would demonstrate the implementation of those programs for use during Phase III.

B. OBJECTIVES OF THE PROJECT

1. To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two K-14 sites.
2. To implement into two (2) sites in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special, and exemplary activities funded through special contract with local educational agencies and sponsored by the DVTE.
3. To provide an opportunity for a variety of persons (including teachers, counselors, administrators, labor and business representatives, state officials, USOE officials, and legislators or their representatives on a state and national level) to receive information and visit a demonstration center designed to exemplify proven learning techniques in career education and vocational education.
4. To identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, developmental, curriculum, special, and exemplary activites based on an objective analysis of implementation of completed projects into the two school sites.

5. To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction and training for successful continuation of formal education.

The specific objectives for Site B are:

1. To supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas.
2. To provide students with an opportunity to: a) enter the World of Work with a saleable skill and b) further their training upon completion of a vocational program.
3. To plan the demonstration of vocational education programs and activities.
4. To evaluate the effectiveness of vocational education programs through a systematic follow-up.

C. PROJECT DESCRIPTION

The CIOEDC Project, Site B, is designed to provide a comprehensive program of career development for students in grades K-14. It will provide opportunities for teacher inservice, the infusion of career and occupational education in the existing curriculum, and more involvement of the community in the educational process. By providing teachers opportunities to participate in workshops and innovative programs within the state, the project has enlarged the experiences of the professional staff.

The members of the Site B Liaison Committee and the Career Task Force, have implemented nine (9) DVTE activities to a satisfactory level and three (3) more activities should reach a satisfactory level by Fall of 1975. The programs implemented in the elementary component (K-8) are:

OCCUPAC (Occupational Information Learning Package)
ABLE Model Program
Vocational Information Project

The programs implemented in the secondary component (9-12) are:

WECEP (Work Experience and Career Exploration Program)
SIVE (System for Individualizing Vocational Instruction)
CVIS (Computerized Vocational Information System)
Consumer and Homemaking Education
IOCP (Illinois Occupational Curriculum Project)
Three Phase System for Evaluation
CERL (Career Education REsource Laboratory)

The programs implemented in the secondary and post secondary component (9-14) are:

A System for Follow-up of Vocational Graduates
A System for Determining the Differential Cost of Vocational Programs.

The characteristics of the schools being served by the project are as follows:

Cumberland Elementary and Junior High School (K-8)
Student Population, 914
Teachers, 47
Counselor, 1

Cumberland High School (9-12)
Student Population, 443
Teachers, 28
Counselor, 1

Lake Land College (13-14)
Student Population, 1,456
Teachers, 48
Counselors, 5

D. PROCEDURES

The procedures followed and activities provided in the implementation phase were:

1. Provide in-service orientation to all programs to be implemented using project directors whenever possible.
2. Provide supplementary audio-visual and printed materials to supplement programs.
3. Meet with Career Task Force monthly.
4. Meet with Vocational Advisory Council monthly.
5. Meet with consultants from DVTE.
6. Provide progress reports to faculty:
   a. Presentations to general faculty meetings
   b. Prepare four CIOEDC newsletters
7. Provide funds and direction for the development of unique Career Education teaching units.
8. Provide input into the One and Five Year Plan.
9. Implement activities into each component.
10. Review program activities.
11. Provide news releases of CIOEDC activities.
12. Provide presentations of activities to other educators.
13. Identify and administer methods of evaluating level of program implementation and student outcomes.
14. Provide in-service for teachers planning to demonstrate various activities.

15. Design brochures for publicity.
16. Film outstanding activities for presentations during Phase III.
17. Prepare a Phase III proposal for the DVTE.
18. Evaluate Phase II implementation activities.
19. Submit quarterly and interim reports to Division.

E. RESULTS AND ACCOMPLISHMENTS

The main results and accomplishments of the Site B implementation phase were:

1. An IOCP workshop was conducted for local and area administrators.
2. The project director participated in a mini-conference of Career Education specialists sponsored by Dr. Kenneth Hoyt, U.S. Office of Career Education on July 9 and 10, 1974.
3. The project director assisted the Tadd Lock Associates, Incorporated of California by pretesting a survey instrument for the evaluation of IDVTE consultant services and provided information regarding the development of the OCCUPAC project and a series of Career Education workshops for elementary educators on July 24, 1974.
4. Dr. Richard W. Lawson, Department of Library Science, Eastern Illinois University, was consulted concerning the procurement of print and non-print career education materials, selection policies and the preparation of a bibliography of Career Education materials.
5. Supplementary Career Education materials were ordered, received, reviewed and purchased according to guidelines developed by Dr. Lawson and Mrs. Thomas, Cumberland High School librarian.
6. Mr. Borgen, Mr. Davis and Dr. Nystrom provided in-service for staff members implementing IOCP and Cost Analysis Projects.
7. Lake Land AV director, Mr. Gary, was consulted regarding purchase, processing, and development of audio visual materials.
8. Mrs. Carol Sanders and staff of the Career Education Resource Laboratory was consulted concerning supplementary materials selection and utilization of CVIS project.
9. A display explaining the CIOEDC was exhibited at the education building at the Cumberland County Fair.
10. A presentation of the CIOEDC was presented to the Department Chairmen of Lake Land College.

11. Mr. Schickner, project manager, assisted in the overall project management.
12. Cumberland school administrators, assisted by Mr. John Sweeney of IDVTE special programs unit, developed implementation procedures for the WECEP Program.
13. The Career Task Force announced, awarded and helped develop mini-grants to infuse career education concepts into curricular activities.
14. The CIOEDC staff wrote, edited and printed four issues of a CIOEDC Newsletter for the purpose of intra-school communications concerning Career Education activities.
15. Presentations were given at each faculty meeting concerning CIOEDC progress and activities.
16. An annotated bibliography of Career Education supplementary materials in the local libraries was compiled and a copy given to each teacher.
17. The project director attended a USOE Region V, Part D project director's meeting.
18. The Career Task Force provided a presentation and on site visitation for interns, in Project IMPACT at Eastern Illinois University.
19. Mrs. Felstehausen provided consultant services for the staff involved in implementing the Follow-up study of Vocational Graduates.
20. The Career Task Force devised a form on which teachers will record their Career Education activities.
21. Mr. Rogers and the project director provided special in-service activities for the high school vocational teachers.
22. The Career Task Force awarded twenty $75 mini-grants to teachers to develop occupational education activities for their classes.
23. The project director and guidance counselor accompanied groups on various occupational education field trips.
24. The project director assisted teachers as they developed their mini-grants.
25. The CIOEDC liaison personnel and project director met with the Vocational Advisory Council once a month.
26. The CIOEDC liaison personnel and project director met with the Career Task Force once a month.
27. The 4th, 5th, and 6th grade Language Arts teachers participated in the validation of an occupational attitude instrument for Mrs. Schickner, EPDA student in Vocational Education at the University of Illinois.

28. Members of the Career Task Force attended an open house held at the Career Education Resource Laboratory, Eastern Illinois University.

29. Presentations on various aspects of occupational education and progress reports of the CIOEDC were given at the general faculty meetings.

30. Input was provided from the CIOEDC into the One and Five Year Plan.

31. News items were prepared for the local newspapers.

32. Descriptions of various programs were submitted to the USOE office of Career Education.

33. Members of the CIOEDC staff worked with Dr. Fred McCormick, 3rd party evaluator; Mr. Elmer Schick, USOE Program Officer; and Mr. Schickner, project coordinator to plan for project evaluation.

34. Arrangements were made with Department of Vocational and Technical Education to develop a Career Education Workshop for High School vocational teachers.

35. A proposal was submitted to the USOE office of Career Education for the development of Career Education Materials and Activities for the Handicapped.

36. The CIOEDC staff was involved in the Illinois Office of Education evaluation of the Cumberland School District.

37. A survey form was developed and used for local follow-up of high school graduates.

38. A slide presentation was prepared illustrating CIOEDC career education activities.

39. The CIOEDC was presented for evaluation to Mr. Elmer Schick, Mr. Darryl Nichols and Mr. Homer Edwards of the USOE Region V office in Chicago.

40. Teachers and administrators of the Mansfield, Lincoln, and Marshall schools and members of the CERL Project and IMPACT project visited the CIOEDC.

41. Interviews of various staff members concerning the CIOEDC and various activities were broadcast over three radio stations.

42. Progress reports were prepared and given to the DVTE occupational consultants and internal advisory board.

43. A workshop was given for elementary teachers concerning the use of OCCUPAC's and the ETC curriculum guide.

44. The Greenup and Toledo village officers worked with the CIOEDC staff to develop a community brochure to be disseminated through the CIOEDC.

45. Plans were made for the CIOEDC conference days and responsibilities assigned.

46. The new elementary and junior high school assistant principal was given an orientation to the project and his responsibilities within the project.

47. Plans were discussed and finalized with Dean Cole of Lake Land as to his responsibilities during the conference days.

48. The project director assisted in photographing career education activities.

49. A meeting was held with Mr. Cole of Lake Land, and Mr. Yeager and Mr. Schickner of DVTE to discuss changes in computers for the Cost Analysis study.

50. The IMPACT interns and the junior high school guidance counselor provided a career exploration program for 8th graders.

51. Dr. Fred McCormick, 3rd party evaluator was provided time to interview principals, teachers, and students as part of his evaluation.

52. A presentation on the progress of the CIOEDC was given to the Greenup Kiwanis.

53. Staff members attended workshops in Springfield for cooperative education coordinators and three received Cooperative Education Teacher's certificates.

54. The Cumberland School District Vocational Advisory Council visited Cumberland School District's classrooms to see career education in action.

55. Staff members attended a workshop in Olney for orientation to a Handbook for Career Education Counselors.

56. The project director, the elementary and junior high school principals and two Language Arts teachers met together to develop a career exploration elective class to be implemented next fall.

57. The WECEP coordinator and students provided an ice cream social to show appreciation to their employers.

58. Mrs. Hill, consultant for the Consumer & Homemaking Program worked with Mrs. Shadley, the local instructor to develop demonstration plans.

59. Mr. John Sweeney of DVTE; Mrs. Full; WECEP coordinator; and the CIOEDC project director met to develop materials to be handed out to interested instructors.

60. Dr. McCormick, Third Party Evaluator, developed with the Task Force strategies for project evaluation.

61. Dr. McCormick conducted interviews with students, teachers, and WECEP employers.

62. Four staff members attended the IVA in Springfield.

63. Mrs. Hill, Special Education; Mr. Nicholson, Ass't Elementary and Junior High Principal; and the project director attended a Career Education workshop for the dissemination of Career Development for Children Project Materials developed by Dr. Larry Bailey of Southern Illinois University.

64. A Career Education Workshop was begun by Dr. Lloyd Phipps of the department of Vocational Education at the University of Illinois.

65. Two EPDA students from project IMPACT, Eastern Illinois University, served as interns at the CIOEDC.

66. A program was planned for an on site evaluation by Mr. Homer Edwards of the USOE Region V office, Chicago Illinois.

67. Mr. Rogers, High School Principal; Mr. Homer Edwards; Mr. Thomas Boldrey of Site A; Dr. Fred Mohrenweiser, third party evaluator; Mr. Charles Schickner, Project Manager; Dr. Marlo Slater and Mrs. Charlotte of the U of I participated in an evaluation of CIOEDC sites A & B Phase II activities and made recommendations for Phase III.

68. The WECEP coordinator was assisted in compling reports for special programs.

69. Information was given to the Vocational Education Director for his yearly reports submitted to DVTE.

70. A proposal for Phase III was written and submitted for the demonstration activities to be conducted during the 1975-76 school year.

71. Three quarterly reports and one final report and four reimbursement claims were written and submitted to DVTE.

F. EVALUATION OF THE PROJECT

To be completed by the third party evaluator, Educational management Services, Incorporated.

G. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A significant amount of interest has been generated in the school district. The number of participants in career education activities incorporating field trips and classroom speakers with subject matter concepts indicate teacher and community interest in student career development. The greatest problems in program implementation have been with the programs requiring computers.

As indicated, site B activities have made a significant impact on the district's instructional personnel, therefore we expect a sufficient number of the instructional staff to participate in the demonstration of programs they have implemented.

Section Four

INTERIM REPORT

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

JUNE, 1975

EDUCATIONAL MANAGEMENT SERVICES, INC.

4510 West 77th Street, Suite 150 • Minneapolis, Minnesota 55435

INTERIM REPORT

Project No. V361068
Contract No. 0EG-0-73-5294

Comprehensive Illinois Occupational Education Demonstration Center

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract from the Illinois Division of Vocational and Technical Education (DVTE). Contractors undertaking such projects under State sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official IDVTE position or policy.

Fred C. McCormick, Ph.D.
Gary A. Mohrenweiser, Ph.D.
Educational Management Services, Inc.
4510 West 77th Street, Suite 150
Minneapolis, Minnesota 55435

June, 1975

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B. GOALS AND OBJECTIVES OF THE PROJECT

The major goals of this Third-Party evaluation project are to provide background documentation in seven areas of the Comprehensive Illinois Occupational Education Demonstration Center, including community involvement, technical assistance, target group, management system, staff development, cost effectiveness, and articulation. A second major objective is to assess six areas of activities being demonstrated at the two project sites.

The objectives of the Third-Party evaluation were developed in the context of the Statewide Project objectives, and are threefold:

1) To determine the extent to which the objectives of the Demonstration Center project have been accomplished;
2) To determine what factors either enabled or precluded the accomplishment of these objectives; and
3) To promote the inclusion of the successful aspects of the Demonstration Center project into other ongoing projects.

C. PROCEDURES

Two major work components are being utilized for this Third-Party evaluation project. These are the Documentation Component

and the Product Measurement Component. The Documentation Component is serving to provide background documentation in seven areas:

1) Community involvement - Usage of concerned groups to facilitate access to community resources.

2) Technical Assistance - Providing resources used in the project's implementation phase.

3) Target Group - Identification of the student population being served.

4) Management System - Used to coordinate project activities.

5) Staff Development - Types of inservice activities which have been or are being conducted and methods by which teachers were motivated.

6) Cost Effectiveness - Analysis of the results obtained in relation to the resources consumed.

7) Articulation - Among and between levels of education, K-14.

The Product Measurement Component is serving to assess six areas of activities being demonstrated at the two project sites; i.e., Site A, Joliet, and Site B, Cumberland. These areas of activities are as follows:

Site A, Joliet

8) Project Joliet, Grades K-8

9) WECEP, Grades 8-10

10) Nucleonics Project, Grades 11-12

11) Preparedness Project, Joliet Junior College

Site B, Cumberland

12) Career Awareness, Grades K-8

13) WECEP, Grades 8-10

The general evaluation methodology consists of examining eight aspects of project operation to provide a framework for

specific evaluation designs within each of the work components.

D. RESULTS AND ACCOMPLISHMENTS

Nineteen areas of major activity and eight areas of major accomplishment are outlined in the Body of the Report, which follows. The major activities include planning for the project, on-site evaluation sessions, and development/analysis/reporting of data-gathering activities. Major accomplishments include maintenance of an accelerated data collection schedule, development of measures, including data and information, relating to both the Documentation and Product Measurement Components, and activities in anticipation of Phase III, the Dissemination Phase, of the Project, during 1975-76. In-depth reporting on the major findings of the Third-Party evaluation are found in the section of the Report entitled, "Evaluation of the Project."

E. EVALUATION OF THE PROJECT

This project period has provided the EMS Third-Party evaluation team an opportunity to evaluate and document seven major areas of project management as well as four specific projects and programs in terms of product measurement and student outcomes. Section F, which follows the body of the report, serves to provide in-depth reporting on the major results and findings of this Third-Party evaluation project.

F. CONCLUSIONS AND RECOMMENDATIONS

A total of twenty-three major conclusions, implications, and recommendations have been stated in Section G, of the body

of the report, which follows. These are based upon evaluation results and findings in the documentation (management) component, the product measurement (student outcomes) component, and in teacher characteristics and perceptions.

BODY OF THE REPORT

A. PROBLEM

"National concerns have focused on the structure of the American Educational System. It has long been apparent that young men and women leave our educational system without the sufficient skills required to survive in the World of Work. The frequently quoted cliche' that the major emphasis in education is centered around preparing only that twenty percent of the students who will someday complete college has caused a major restructuring of thought within the educational community. Considerable emphasis has been placed on identifying the ills of the system, finding solutions to these ills, and implementing the needed methodology to make education more relevant to the needs of its consumers. New approaches to teaching, as well as curricula, have been developed and tested. Evaluative techniques have been formulated and employed to determine the effectiveness of new and on-going programs. It is only when others have been informed of these new approaches that education will become relevant and yield an educational structure that produces a maximum of successes and a minimum of failures. The system must have as its ultimate goal the career development of the individual."

...Proposal for Exemplary Project

It was in the context of the foregoing discussion that the Comprehensive Illinois Occupational Education Demonstration Center has been conceived, proposed, and developed by the State of Illinois, Division of Vocational and Technical Education (DVTE).

There were five units in the Division of Vocational and Technical Education that sponsored various activities by contracting directly with public and private educational agencies, namely, Research and Development Unit, Program Approval and Evaluation Unit, Professional and Curriculum Development Unit, Special Programs Unit, and Manpower Development and Training Unit. Each of these Units was confronted with the problem of getting innovative ideas and materials implemented into as many different locations as possible. Dissemination techniques might fail to provide implementation of contractual research, curriculum development, etc. into large numbers of school districts in the state of Illinois and particularly nationwide.

It was evident that the impact of many DVTE activities had been limited to those students enrolled in schools where experimental or demonstration projects were funded. At the grass roots level, students were apparently not receiving the full benefit of activities that have been completed by the DVTE. It was felt that by implementing selected activities, school districts could broaden their occupational aspirations and opportunities for youth and at the same time show other school districts what could be accomplished.

The Third-Party Evaluation Project associated with the Statewide Project and the Site A and Site B Demonstration Sites has been

providing a unique opportunity to measure and determine the success of The Exemplary Project entitled "Comprehensive Illinois Occupational Education Demonstration Center" according to the goals of the Third-Party evaluation. Evaluation of Project processes and products was deemed a necessity in preparing for demonstration and dissemination to other local and statewide agencies.

B. GOALS AND OBJECTIVES

The major goals of this Third-Party evaluation project are two-fold and are stated in measurable terms. These are to provide background documentation in seven areas of the Comprehensive Illinois Occupational Education Demonstration Center, including community involvement, technical assistance, target group, management system, staff development, cost effectiveness, and articulation. A second major objective is to assess five areas of activities being demonstrated at the two project sites, including Project Joliet, Grades K-8, CIVIS, Grades 8-14 and Nuclear Radiation Project, Grades 11-12, at Site A, Joliet; and Career Awareness, Grades K-8 and WECEP, Grades 8, 9, and 10, at Site B, Cumberland.

The Preparedness Project at Joliet Junior College (Site A) is another area which has been added for initial evaluation during the current project year, and for continuation during the third (Demonstration) year of the project.

The objectives of the Third-Party Evaluation Project are three-fold:

1) To determine the extent to which the objectives of the Demonstration Center project have been accomplished;

2) To determine what factors either enabled or precluded the accomplishment of these objectives; and

3) To promote the inclusion of the successful aspects of the Demonstration Center project into other on-going projects.

The Third-Party Evaluation Project objectives were developed in the context of the statewide Project objectives:

1) To bridge the gap between the theoretical and developmental "findings" of activities sponsored by the Division and actual implementation of those findings into two (2) school sites.

2) To implement into two (2) school sites, K-14, in Illinois (differentiated on the basis of total student enrollment) selected research, curriculum, developmental, special and exemplary activities funded by special contract with local educational agencies.

   a. To subcontract with one (1) school site having a student enrollment of 800 students or more for the purpose of implementing projects previously funded by the Division.

   b. To subcontract with one (1) school site having a student enrollment of 800 students or less for the purpose of implementing projects previously funded by the Division.

3) To provide an opportunity for a variety of persons (legislators and their representatives, USOE officials, state RCU directors, regional curriculum laboratory personnel, state officials, labor and business personnel, and teachers and administrators on a national level) to receive information and visit demonstration centers,

designed to exemplify proven learning techniques in career and vocational education.

a. To provide a national and visible example of career and vocational education programs funded under P.L. 90-576 and sponsored by the Division,

b. To conduct a series of demonstration days for participants to share resource materials, curriculum innovations, and provide visual examples of community-student-school involvement in the planning and implementation of viable career and vocational educational programs.

c. To provide educational expertise for exchange of ideas, problems encountered, technical assistance, etc., as well as consultant services to persons interested in implementing selected activities.

d. To follow up conference participants to determine the effect(s) of each demonstration center.

4) To identify the appropriate and practical courses of action needed to ensure integration of future research, developmental, curriculum, special, and exemplary activities based on an objective analysis of implementation of completed projects into the two school sites.

5) To evaluate the effectiveness and efficiency of the demonstration centers, as well as their integral activities, in terms of providing career development for the individual, marketable skills for a number of job entry levels, and/or sufficient instruction for successful continuation of formal education.

C. GENERAL PROJECT DESIGN

The general project design necessary to the accomplishment of the preceding objectives is outlined in this section of the report.

Philosophy

Methodology of evaluation is directly dependent upon philosophy. To better understand EMS's philosophy as it relates to Career Education the following concept statement has been offered:

> Career education, according to the various discussions and position papers, represents a comprehensive refocusing of the entire educational process in the hope of improving a variety of societal, economic and personal outcomes. This refocusing of educational processes is a shift from the vicarious "teaching about" conducted within the typical classroom situation to an experiential fusion with, and linkage between, the academic, vocational, and avocational worlds. It is anticipated that, beyond the teaching of basic skills at the elementary school level, additional formal instruction will become more responsive to the individual's self perceived areas of weakness as he interacts with the broad society and will be relevant for the learner's total life experience. The counseling process is to serve as the point for coordinating these multiple activities and as an aid to the student in processing informational and experiential input.
>
> Despite - or perhaps because of - the all-encompassing nature of this concept, the exact dimensions for planning and implementation are presently in a continuing state of evolution. The broad aim of career education seems to be to increase the capacity for informed decision-making by every individual regarding his personal and career choices during the course of his entire life span. The justification for such an extensive retooling within many of our societal institutions, resides in the growing awareness that our current systems are failing an expanding proportion of the population. This failure is particularly evident for those who have previously had limited access to meaningful participation in decision-making within the system and those who have been channeled into an unrealistically narrow preparation for a specific vocation. Implicitly, this trend seeks to afford the individual a heightened recognition of his own skills and talents, and of unexplored options relating to career choices. Attainment of these subsidiary goals is a necessary corollary to the realization of true equal employment opportunity. Nevertheless, career education must incorporate the college-bound student, as well as those now enrolled within the general education and commercial tracks at the secondary level, in order to avoid stigmatizing the program as a new means of shunting aside the expendable segments of society.

One desired result of implementing a career education program would be to instill greater continuity between the roles prescribed for the children and adults within our technologically sophisticated society, easing the transition from the somewhat passive, dependent status assigned to childhood and the abruptly disjunctive expectations held for adults to be independent and self-sufficient. Since career education has ramifications upon the entire community structure, it would appear essential to initiate some formal method for incorporating and benefiting from community opinions and feedback.

Project Emphases

In accomplishing the foregoing objectives, the work during the current project has included, but has not been limited, to measures of the following:

1) The extent to which students who have participated in the project demonstrate an increase in self-awareness;
2) The extent to which students who have participated in the project demonstrate an increased awareness of and knowledge about work;
3) The extent to which students who have participated in the project demonstrate increased competency in career decision-making skills; and
4) The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people.

D. PROJECT PROCEDURES

Two major work components are being utilized for this third-party evaluation project. These are the Documentation Component and the Product Measurement Component. The Documentation Component

is serving to provide background documentation in seven areas relating to the Comprehensive Illinois Occupational Education Demonstration Center. These seven areas of documentation are described further as follows:

1) Community Involvement - Usage of concerned groups to facilitate access to community resources.

2) Technical Assistance - Providing resources used in the project's implementation phase.

3) Target Group - Identification of the student population being served.

4) Management System - Used to coordinate project activities.

5) Staff Development - Types of inservice activities which have been or are being conducted and methods by which teachers were motivated.

6) Cost Effectiveness - Analysis of the results obtained in relation to the resources consumed.

7) Articulation - Among and between levels of education, K-14.

The background information generated in this component is proving particularly useful in both demonstration and dissemination aspects of the Comprehensive Illinois Occupational Education Demonstration Center.

The Product Measurement Component is serving to assess six areas of activities being demonstrated at the two project sites; i.e., Site A, Joliet, and Site B, Cumberland. These areas of activities are as follows:

Site A, Joliet

8) Project Joliet, Grades K-8 (Activities to provide direct encounter for learners with the "World of Work").

9) WECEP, Grades 8-10 (An open entry-exit program which includes in-school related instruction and on-the-job training.)

10) Nucleonics Project, Grades 11-12 (A Nuclear Radiation course to stimulate interest for ca eers in nuclear radiation technology).

11) Preparedness Project, Joliet Junior College, a program to provide basic skills in the areas of reading, writing, computations, studying, and self-assurance.

Site B, Cumberland

12) Career Awareness, Grades K-8 (Activities designed to increase the awareness of and knowledge about work on the part of students).

13) WECEP, Grades 8-10 (An open entry-exit program which includes in-school related instruction and on-the-job training).

In the Product Measurement Component, the most current OE guidelines for assessment are being utilized to generate product outcome measures.

The general evaluation methodology consists of examining the project's 1) Design, 2) Contextual Framework, 3) Management, 4) Instructional System, 5) Information System, 6) Cost and Accounting Procedure, 7) Internal Evaluation and 8) Internal Documentation to provide a framework for the specific evaluation designs within each of the work components.

The evaluation plan carried out by EMS as the third-party evaluator has been to examine each of the above eight areas systematically and determine a) the extent to which the objectives of the project have been accomplished; b) what factors either enabled or precluded the accomplishment of these objectives; and c) promote the inclusion of the successful aspects of the project into ongoing programs supported with funds other than those provided under this project. Development of specific evaluation strategies for both

the Documentation Component and the Product Measurement Component have been coordinated with the Project Manager and the Project Directors at each of the two Demonstration Sites.

E. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

The following items are listed to report the major activities and accomplishments of the Third-Party Evaluation project during the period September-December, 1974, and January-June, 1975:

Major Activities:

1) EMS attended a USOE Region V Management Seminar for Part D Exemplary Projects on September 19-20, 1974, in Chicago.

2) EMS studied and reviewed a draft of Guidelines for Third-Party Evaluation Projects, disseminated by the U. S. Office of Education, and provided the State of Illinois, Division of Vocational and Technical Education with comments on "Draft Guidelines for the Evaluation of Career Education Programs", on October 8, 1974.

3) On November 22, 1974, EMS met with CIOEDC staff, and the Region V Program Officer to formulate a third-party evaluation design for the project's second phase of operation. Seven areas were defined as part of the project's Documentation Component. These are 1) community involvement; 2) technical assistance; 3) target group; 4) management system; 5) staff development; 6) cost effectiveness; and 7) articulation. A Product Measurement Component was also defined, which has as its purpose to provide student outcome measures for the following specific projects at each of the two demonstration sites:

Joliet, Site A:

Project Joliet, Grades K-8

WECEP, Grades 8-10

Nucleonics Project, Grades 11-12

Preparedness Project, Joliet Junior College

Cumberland, Site B:

Career Awareness, Grades K-8

WECEP, Grades 8-10

Guidelines for the Phase II proposal were also delineated at this meeting.

4) During December, 1974, and January, 1975, the Phase II proposal for a third-party evaluation of an Exemplary Project, entitled "Comprehensive Illinois Occupational Education Demonstration Center" Phase II was submitted by EMS and reviewed by personnel in the Division of Vocational and Technical Education and approved for funding in fiscal year 1975.

5) During January, 1975, the Field Research Questionnaire: Teachers: Elementary and Secondary for the two project sites were summarized and analyzed from the results of Spring, 1974. A drafting of a Spring, 1975 questionnaire was also completed for review by the Project Manager and CIOEDC project staff at each site.

6) During the period January 26-28, 1975, EMS attended the (USOE-invitational) National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects, in Dallas, Texas.

7) On February 13, 1975, EMS met with IDVTE personnel and with CIOEDC project staff for more detailed planning regarding the Documentation Component and Product Measurement Component portions of the Third-Party Evaluation as well as the Field Research Questionnaire for Spring, 1975.

8) On February 14, 1975, EMS met with IDVTE personnel and CIOEDC project staff at the Cumberland site. This session included a meeting with the Cumberland Task Force regarding plans for Phase III: The dissemination phase of the Demonstration Center Project.

9) During the period March 11-12, EMS met with CIOEDC project staff at Site A (Joliet) including the three school districts involved as well as with Joliet Junior College personnel. Included were meetings regarding completion of the Documentation Component and specific meetings with staff on the following projects: Project Joliet, WECEP, Nucleonics, and the Preparedness Program (at the Joliet Junior College).

10) During the period March 17-19, EMS met with CIOEDC staff at the Cumberland site with detailed planning sessions involving the Documentation Component as well as the Career Awareness and WECEP project as part of the Product Measurement Component.

11) During the period January through May, 1975, EMS has been documenting materials for the May 21-23 USOE review visitation scheduled for both Site A (Joliet) and Site B (Cumberland).

12) A final draft of the Field Research Questionnaire, Spring, 1975, was completed by April 3, 1975.

13) During the period April 15-18, EMS met with CIOEDC project staff at Site A (Joliet). Included were meetings and data gathering activities relating to both the Documentation and Product Measurement Components.

14) During the period April 21-23, EMS met with CIOEDC project staff at Site B (Cumberland). Included were meetings and data gathering activities relating to both the Documentation and Product Measurement Components. Interviews with teachers, students, and employees were conducted regarding the WECEP Program. Interviews regarding the Career Awareness Program were conducted with students, teachers, and administrators.

15) During the period April 23-25, EMS met with CIOEDC project staff at the Joliet site. Interviews regarding Project Joliet were conducted among a representative sample of elementary school principals in District 86.

16) The Field Research Questionnaire was available to be administered at each of the sites by April 25, 1975.

17) During the period May 6-8, EMS met with CIOEDC project staff at the Joliet site. Meetings were held pertaining to Project Preparedness at Joliet Junior College, as well as to Project Joliet and WECEP.

18) On May 23, EMS reported (at Joliet) to the USOE Review Team and the Division of Vocational and Technical Education, as part of the USOE Review Visitation. Preliminary results of evaluation activities were presented.

19) During the month of June, 1975, EMS has been in close communication with the Site A and Site B Project Directors, and with the Project Manager, in anticipation of completing this June 30 Interim Report,

and in the preparation of the Phase III proposal for the projects' Demonstration year.

Major Accomplishments:

1) In spite of a lapsed period for EMS, off contract, from July 1, 1974, through January 20, 1975, data collection has been progressing at an accelerated schedule, with cooperation from the COIEDC project manager and the project staff at each of the two Demonstration Center sites.

2) With regard to the Documentation Component, the following measures, including data and information, have been collected at each site:

- Community Involvement

  . Evidence of involvement
  . Advisory committees
  . Work experience stations
  . Structured community visits
  . Career oriented trips
  . Speakers
  . Interviews of personnel in service
  . Materials generated
  . Add-on assistance
  . Dissemination phase planning

- Technical Assistance

  . Consultant services

    - IDVTE
    - Colleges/Universities
    - Other existing programs and LEA's
    - Local community

  . Written materials

    - IDVTE
    - Colleges/Universities
    - Other existing programs and LEA's

- Target Group

  . Student population in each program
  . Student profiles (in aggregate)
  . Staff profiles
  . Community characteristics

- Management System

  . USOE
  . IDVTE: Statewide project goals
  . Sites: Project staffing/management committees, relationship to LEA's
  . Advisory committees
  . Career education programs: Five-year plan
  . Individual program procedures

- Staff Development (Conceptual understanding, use of materials, implementation of career education activities)

  . Inservice/Inservice objectives

    - Workshops
    - Courses
    - Consultations
    - Visitations to other sites

  . In-house staff development
  . Self-initiating inservice activities

- Cost Effectiveness

  . Differential cost data
  . Use of LEA resources
  . Use of Community resources
  . Use of state resources
  . Use of federal resources (e.g., CETA)
  . Coordinative structures utilized
  . Cooperation/cooperative utilization
  . Student follow-up

- Articulation

  . Elementary/Secondary
  . Elementary/Secondary/Post-Secondary
  . Dissemination phase planning

3) With regard to the Product Measurement Component, EMS, in cooperation with six specific project staffs at both Sites A and B, has collected student output measure data for use in product measurement reporting, including the following program areas:

Site A, Joliet

- Project Joliet, Grades K-8
- WECEP, Grades 8-10

- Nucleonics Project, Grades 11-12
- Preparedness Project, Joliet Junior College

Site B, Cumberland

- Career Awareness, Grades K-8
- WECEP, Grades 8-10

4) The project has progressed according to the task/staff assignment plan for Phase II outlined in the current contractual agreement.

5) During this contract period, EMS has been anticipating requirements for upcoming activities relating to Phase III, the Dissemination Phase, during the 1975-76 project year. EMS has conferred with the Project Manager and with Project staff at both Site A (Joliet) and Site B (Cumberland) regarding plans for Phase III of the projects' Dissemination Phase during 1975-76.

6) EMS has provided an initial suggested invitation list for project site visitation during the 1975-76 year, to the CIOEDC project manager and to the project staff at the two sites; and is anticipating working closely with dissemination activities and the evaluation of dissemination activities.

7) In the areas of fiscal reporting and for project reimbursement, original copies of the VE3 and VE33 forms are being completed and submitted in accordance with IDVTE procedures.

8) The next section of this report, entitled "F. Evaluation of the Project", has been prepared to provide in-depth reporting on the major findings of this Third-Party evaluation project.

F. EVALUATION OF THE PROJECT

This section of the report provides the in-depth analysis and findings of the Third-Party evaluation project. The discussions are provided according to the following outline of the project evaluation:

Site A - Joliet

1) DOCUMENTATION COMPONENT:

A. Community Involvement

B. Technical Assistance

C. Target Group

D. Management System

E. Staff Development

F. Cost Effectiveness

G. Articulation

2) PRODUCT MEASUREMENT COMPONENT:

A. Project Joliet

B. Nuclear Radiation Project

C. Project Preparedness

D. WECEP

3) TEACHER CHARACTERISTICS AND PERCEPTIONS

Site B - Cumberland

1) DOCUMENTATION COMPONENT:

A. Community Involvement

B. Technical Assistance

C. Target Group

D. Management System

E. Staff Development

F. Cost Effectiveness

G. Articulation

2) PRODUCT MEASUREMENT COMPONENT:

A. Career Awareness

B. WECEP

3) TEACHER CHARACTERISTICS AND PERCEPTIONS

Site A - Joliet

1. DOCUMENTATION COMPONENT:

A. Community Involvement

The Joliet and Will County region has shown a great deal of interest in the Comprehensive Illinois Occupation Education Demonstration Center, Site A, operated by the Joliet Elementary School District 86, the Joliet Township High School District 204, and the Joliet Junior College District 525. The community and region have donated materials, have provided speakers and other resource personnel, as well as field trips from the school district into various portions of the community. The community and region has an interest in the National Demonstration Center and its schools and their students. An Advisory Committee from the community has been provided. Work experience stations have been afforded for the WECEP program as well as for other cooperative work programs. Evidence of community involvement may be found in reports of the following activities during Phase II, the 1974-75 Implementation year of the Comprehensive Illinois Occupational Education Demonstration Center.

The Community Resource Coordinator met with members of the Education Committee of the Chamber of Commerce to discuss methods of solicitation of other business people in the community. Meetings have been held for the project's community liaison council. Project staff, including representatives from all three participating districts, met with the Education Committee of the Joliet Region Chamber of Commerce to explain the demonstration center and its

implication for education in the community. The activities and purposes of the demonstration center were explained to the executive board of the Joliet Region Chamber of Commerce. Discussions of the status of the Consumer Homemaking program for Adults were held with personnel in the Spanish Center, and discussions were held on how career education might be infused with the bilingual program. Project staff addressed the Will-Grundy County Manufacturers Association Industrial Relations Commission regarding component activities of the demonstration center. Meetings were held with members of the Spanish center and women of the Spanish-speaking community who had been serving as a planning committee for the Adult Consumer Homemaking component. Project staff met with members of the Police Department who outlined the community service aid proposal. Project staff met with members of the Drug Information and Coordination Council with respect to CETA funding available to them. Project staff were on the program for the Illinois State Medical Society in Bloomington. Four banks in the area participated in their first community classroom visit for seventh graders. A member of the project staff was asked to serve on the program council for the University of Illinois Will County Extension Advisors and was elected chairman of this council. Career administrators from the three districts developed agendas for the Community Liaison Council meeting and Administrative Steering Committee. A member of the project staff was interviewed for the Community Line

Question and Answer radio program regarding demonstration center activities. Project staff met with Community Relations representatives to develop plans and areas in which they could serve as a central clearing house for resources, as well as improving articulation between districts. During November, personnel from U. S. Steel, Mobil Oil, Amoco, City Hall, and the county observed community classrooms operating at Caterpillar and a question and answer session followed. The project director gave a presentation at the Will County Home Economics Association, as well as a presentation to the annual meeting of the Illinois Association of Chamber of Commerce Executives. Commitments were received from U. S. Steel and Illinois Bell Telephone for community classrooms. The Director spoke to the Kiwanis regarding the demonstration center. The city of Joliet became a participant in Project Joliet community classroom. Project staff met with the Retired Senior Volunteer Program to discuss the potential use of that organization in becoming involved, as well as the possibility of utilizing volunteers to run hospitality centers during the demonstration phase of the project. Staff time was spent with both state legislators and Congress people regarding programs of the demonstration center and in reviewing some of the upcoming plans for the demonstration phase.

Materials have been developed which serve to provide communication links between the demonstration center project and the community and region, as well as to the State of Illinois. These include units of activity and instruction, IOCP strategies for

management of a project, cost analyses, student follow-up data, development of a community resource file, development of a number of community brochures, and a brochure developed for national distribution in connection with the dissemination phase of the project. Additional funding has been sought from the U.S. Office of Education, from the State for the WECEP program, and from the Federal government in the form of CETA funds.

During the 1974-75 year, planning for the Dissemination Phase III of the project, has been evident by way of staff activity and much publicity through newspaper, radio and TV media in the region.

B. Technical Assistance

The Joliet, Site A, Demonstration Center has developed through the help and assistance of technical assistance, both in the form of consultant services and written materials. Consultant services have been provided by the Illinois Division of Vocational and Technical Education, by the U.S. Office of Education, by various colleges and universities, by other existing programs and liaisons, and by the local community.

The Illinois Division of Vocational and Technical Education has provided much technical assistance by way of a CIOEDC project manager, Mr. Charles Schickner, as well as by Mr. John Washburn, Mr. Dan Bock, Ms. Donna Martin, Dr. Ron McCage, Mr. Sherwood Dees, Ms. Katherine Carter, and the other occupational area consultants.

Colleges and universities have also provided technical assistance. These include Professor Russell Hollister and Professor Tom

Haugsby of Illinois State University, Dr. Werhly, Dr. Wernick, Mr. Charles Ellis, Dr. Terry Whelon, Robert Vancil, Dr. Jane Davidson, Dr. Ellis, Drs. Nelson and Slater, and Dr. Jackson. Mr. Davis and Mr. Borgin of the Joliet Junior College have assisted the project in its IOCP program. Other existing programs and liaisons have also been helpful, as has the local community and region in a number of ways, including providing resources for photography, printing, community history and geography, training stations and field trips and/or speakers.

Another technical assistance has come in the form of written materials. These have included copies of materials and curriculum laboratory documents from the Illinois Division of Vocational and Technical Education, curriculum guides, ERIC assistance, and program guides and newsletters from other existing programs and liaisons.

C. Target Group

The target group influenced by the Comprehensive Illinois Occupational Demonstration Center Site A, Joliet, has been documented by student population, student profiles and background information, staff profiles, and by community characteristics.

The student population found in each of the demonstration centers' developing programs may be described in the following discussion: Elementary District 86 operates in Grades K-8, with approximately 11,087 students in 26 schools. Secondary District 204 operates in Grades 9-12, with about 6,455 students in 3 schools and one off-campus site, as well as a secondary adult

division with four campuses. Joliet Junior College District 525 operates in Grades 13-14 with an excess of 6,000 students and has one campus and some twenty satellites.

Background on the Joliet students and student profiles has been provided through results of a follow-up study, which will be reported in detail in subsequent project evaluation reports. Staff profiles have been provided as a result of the field questionnaire to all teachers in Joliet Districts 86 and 204. Results of this questionnaire are reported in Part 3 of this section of the report.

Joliet, county seat of Will County, Illinois, is located in the Des Plaines River Valley in northeastern Illinois and is about thirty-nine miles southwest of downtown Chicago. Joliet contains approximately 20.5 square miles of Will County. The Joliet area is a commercial, industrial, and trading center. It has cosmopolitan characteristics as well as suburban and urban characteristics. Industrial growth in the Joliet region has accelerated in the past ten years. Ninety-two new industries have been located in the region during this time and fifty new industries have been located in the region since 1968. Eighth in population in Illinois, Joliet ranks sixth in retail sales since 1970. With the population of the region expanding at an annual rate of close to four percent, residential expansion has been an important factor in the area's economy. Housing developments have ranged from government-supported projects to luxury apartments and townhouses.

The socio-economic profile in Joliet is one that is extremely

diversified and complex. The city is divided into an east and west sector by the Illinois and Michigan Canal, a physical division which is also indicative of a socio-economic one that exists in Joliet. Joliet possesses a history that is rich in contributions from various ethnic groups. The multi-ethnic facet is reflected in neighborhoods, in organizations, and churches that have strong ethnic and cultural ties.

An analysis of the environment in which District 86 operates shows that the ethnic composition of the enrollment in 1970-71 was 25.7 percent black, advancing to 26.4 percent in 1972-73. The Spanish-American enrollment was 5.3 percent in 1970-71, advancing to 6.7 percent in 1972-73.

According to the 1970 census, the median per family income in the city of Joliet was $11,232.

Agriculture is a prominent feature of Will County's economy. In 1972, seventy percent of Will County's land was in agriculture. Being in northern Illinois, "corn is king", and soybean production is a strong contender. Livestock farms are dominated by dairy herds. According to a 1970 Bureau of the Census report, there were 4.6 percent of the families in Will County with incomes less than poverty level, with the city of Joliet having 5.8 percent of the families and junior college districts in the Joliet region have all recognized the increasing importance of vocational, technical and career education and the role they must continue to assume in developing programs which will meet the needs of participants in these programs.

With these facts in mind the three districts formed a joint effort in the establishment of the Comprehensive Illinois Occupational Education Demonstration Center.

D. Management System

The management system for the demonstration center project has been coordinated through USOE and the Illinois Division of Vocational and Technical Education guidelines and monitoring systems. Community advisory committees, as well as a management group within the school districts, have been active in the aiding, planning, and implementation of the project from its inception. Each of the individual programs has operating procedures defined, in addition. The ongoing Career Education programs in the three districts are based on the five-year plan filed by the school districts with the State of Illinois and upon defined needs and history of vocational and occupational education in the school districts. The project is currently on schedule with respect to utilization of project personnel, support from all three of the school districts, the State of Illinois, and the USOE, and in the project budgetary spending plan.

E. Staff Development

Staff development and involvement in the demonstration center project have come in the form of inservice objectives and activities, including workshops, courses, use of consultants, visitations to other sites, in-house staff development, and self-initiating inservice activities. An example of some of the workshops held within the

school districts in the Joliet region during the past year include the following:

August 22 - All day workshop for all of the Special Education teachers in District 86.

September 19 - A half-day institute at District 204, explaining the implication and significance of the Demonstration Center.

October 1, 1974 - A presentation to Department Chairmen at East campus describing Demonstration Center activities.

October 9, 1974 - Inservice for Kelly Elementary School.

October 19, 1974 - Project Staff conducted an all-day workshop for all Special Education staff in District 86.

October 22, 1974 - Half-day workshop for all 26 elementary principals.

October 24, 1974 - District 204 conducted half-day workshops at Departmental levels.

October 29, 1974 - Inservice session for staff at McKinley Park Elementary School.

November 7, 1974 - Counselors and administrators for Districts 204 and 525 attended a DVTE workshop at Joliet Junior College.

December 6, 1974 - All-day IOCP workshop conducted by Dwight Davis at Joliet Junior College.

January 23, 24, 1975 - Workshop in Keith Elementary School.

January 27, 28, 1975 - Workshop at Raynor Park Elementary School.

January 29, 30, 1975 - Workshop at Reeds Wood Elementary School.

February 3, 4, 1975 - Workshop in Sheridan Elementary School.

February 6, 7, 1975 - Workshop at A. O. Marshall Elementary School.

March 4, 7, 1975 - Workshop at Jefferson Elementary School.

March 5, 1975 - Workshop at Taft Elementary School.

March 10, 11, 1975 - Workshop at Marycrest Elementary School.

March 12, 1975 - Workshop at Thompson Elementary School.

March 17, 1975 - Workshop for all faculty at East High School.

March 18-19, 1975 - Workshop at Woodland Elementary School.

March 20, 1975 - Workshop at Farragut Elementary School.

March 24, 1975 - Workshop for all junior high social studies teachers in District 86.

March 26, 1975 - Half-day workshop for four WECEP coordinators of District 204.

F. Cost Effectiveness

There are a number of examples of cost effective procedures in the operation of the Comprehensive Illinois Occupational Education Demonstration Center, Site A, Joliet. First, financial data is available in the form of a program budget. This data indicates that the local education agencies, i.e., Districts 86, 204, and 525, have donated room and space square footage, as well as materials and staff time, toward the operation of the demonstration center. Staff members have been afforded relief time from their positions to provide community resources. There has been evidence of federal seed money to be used in the development of other programs, such as when, in January, seven people were hired with Comprehensive Employment Training Agency (CETA) money in cooperation with the Will County Manpower Planning Office. Three of the people were working on gathering manpower data to be used as part of CVIS,

facilitating a data base for placement information on community resources. One person has been serving as community resource liaison for the elementary district, and another has been developing dissemination materials for the demonstration phase of the Demonstration Center. One person has been assisting with the follow-up study at the high school level, and an additional individual has been developing plans for specific activities for the demonstration phase during the 1975-76 school year.

The work-study program and the student follow-up throughout the project have been additional ways in which the project has operated in a cost effective manner. Finally, considerable expertise from the Illinois Division of Vocational and Technical Education has been made available to the project and to its operating programs.

G. Articulation

Perhaps the establishment of the Demonstration Center, Site A, at Joliet has been a single exemplary agent in seeking voluntary cooperation and coordination of the three school districts operating in the Joliet community. The operation of the demonstration center has invited articulation activities between the elementary and secondary school districts as well as between those districts and the Joliet Junior College District 525. Evidence of voluntary cooperation has been shown in the planning for Phase III, the Demonstration phase of the project. Cooperation has happened in the areas of instruction, as well as guidance, in the school districts and in inservice activities for faculty and staff. Articulation between the elementary, secondary, and post secondary communities

affected by the project include the following:

Career Day at the Junior College.

Various meetings of principals and other administrators and counselors from all three districts.

Work Study Program.

Night classes available at the Joliet Junior College

The Student Follow-up Project.

The Cost Project.

Early plans for Phase III of the project, the Dissemination phase, to operate during the 1975-76 school year, included close coordination between Joliet Elementary School District 86, Joliet Township High School District 204, and Joliet Junior College District 525, particularly as plans relate to demonstration days planned for October 27 through 30; and December 7 through 10, 1975; and, in 1976, during the periods February 3-6; March 9-12; and May 3-6.

2. PRODUCT MEASUREMENT COMPONENT:

This section of the report serves to provide detailed product measurement data and information regarding the operation of four of the specific Career and Occupational Education programs at Site A, Joliet. These four programs are: A) Project Joliet; B) Nuclear Radiation Project; C) Project Preparedness; and D) WECEP.

A. Project Joliet

Project Joliet was developed by District 86 for Grades K-8, in twenty-six schools involving about 11,000 students. This project is currently being extended and inservice workshops are being held to insure its growth. Project Joliet is a comprehensive K-8 grade

career education program designed to provide students with a realistic look at the world of work. The program utilizes a broad spectrum of community resources to demonstrate the relevancy of school and to make students aware of career options. In order for the program goals to be accomplished, the walls of the classroom are extended to include planned career visits outside the classroom as an integral part of the school curriculum. Career visits are structured learning experiences that provide students direct contact with workers and "hands on" experiences that enable them to understand the relationship between school subjects and what workers do. Whenever possible, students actually perform the workers' task at designated work stations. Many community people in business, industry, commerce, and government host community classrooms. Over one hundred different businesses have participated this year.

At the junior high level, a more structured community classroom schedule takes students to such places as Caterpillar Tractor Company, Joliet Federal Savings and Loan Association, Joliet Herald News, Union National Bank, Illinois Bell Telephone Company, National Bank of Joliet, First National Bank of Joliet, Joliet City Hall and Northern Illinois Gas Company. The community also comes into the classroom. People from all kinds of careers are invited to classrooms to be interviewed during the year. Teachers prepare students before interviews by practice questions to role playing by various workers.

A number of evaluation activities were conducted by EMS with the cooperation of the Project Joliet staff, in order to measure

the effectiveness of Project Joliet, particularly in terms of student outcomes. These activities included collecting data on standard achievement tests for students enrolled in Grades 4-6 of District 86 for the 1974-75 school year. This research was conducted in order to document academic achievement of the Joliet students with efforts on the part of the school district to infuse career education concepts into the on-going curriculum.

A second area of investigation involved the administration of the Career Education Student Survey in Grades 4-6. A third area of investigation involved interviews with principals in the elementary schools regarding how they felt about Project Joliet and career awareness programs. The instruments used in these investigations are included in Appendix A of this report. Results of the academic achievement testing will be reported in a subsequent evaluation report on the project.

Another area of inquiry about Project Joliet consisted of administering a one-page, twelve-item questionnaire in which students in Grades 4-6 were able to record their feelings and attitudes about ways in which career education and school activities might relate. The student survey group was divided according to elementary school classrooms in which none, or a small number, of career education activities were taking place; those in which a moderate number of activities were taking place; and those in which a full career education program, centering around Project Joliet, was happening. Results of the questionnaire are shown in Table A-1 for each of the three types of classrooms, for the

TABLE A-1

C. L. O. E. D. C. CAREER EDUCATION SURVEY

GRADES 4-6, SPRING 1975
JOLIET

	1 SOME (N=152)	2 MORE (N=169)	3 MOST (N=173)	4 TOTAL (N=494)	5 JR. HIGH A (N=[illegible])	6 JR. HIGH B-D (N=26)	7 JR. HIGH C (N=30)	8 TOTAL JR. HIGH A-D (N=91)	9 JOLIET OVER (N=58[illegible])
1. Arithmetic is important to people who work.									
1 Agree	89%	84%	86%	87%	69%	81%	90%	81%	86%
2	6	10	10	8	21	13	7	13	9
3	3	2	3	3	10	--	--	3	3
4	--	--	--	--	--	3	--	1	--
5 Disagree	2	4	1	2	--	3	3	2	2
Mean	1.19	1.31	1.22	1.24	1.43	1.36	1.20	1.31	1.25
2. I would like to see films about how things are made.									
1 Agree	64%	66%	46%	60%	48%	43%	43%	46%	57%
2	20	17	28	21	27	30	27	27	22
3	10	12	20	14	25	27	20	24	16
4	3	1	3	2	--	--	--	--	2
5 Disagree	3	4	3	3	--	--	10	3	3
Mean	1.62	1.59	1.87	1.69	1.75	1.83	2.06	1.89	1.72
3. School would be more interesting if we had visitors who could tell us about their jobs.									
1 Agree	56%	66%	67%	64%	53%	30%	67%	51%	60%
2	20	17	16	18	41	40	27	35	21
3	10	7	6	7	3	20	3	9	8
4	5	2	3	3	--	7	--	2	3
5 Disagree	9	8	8	8	3	3	3	3	8
Mean	1.90	1.68	1.70	1.76	1.62	2.13	1.46	1.72	1.76

TABLE A-1
(cont)
C. I. O. E. D. C. CAREER EDUCATION SURVEY

GRADES 4-6, SPRING 1975
JOLIET

	1 SOME (N=152)	2 MORE (N=169)	3 MOST (N=173)	4 TOTAL (N=494)	5 JR. HIGH A (N=29)	6 JR. HIGH B-D (N=26)	7 JR. HIGH C (N=50)	8 TOTAL JR. HIGH A-D (N=91)	9 JOLIET OVER (N=583
4. Students should be taught about jobs in school.									
1 Agree	50%	62%	53%	55%	53%	50%	70%	59%	55%
2	21	14	18	18	27	13	13	18	18
3	14	9	16	13	17	17	10	14	13
4	3	3	6	4	--	10	--	3	4
5 Disagree	12	12	7	10	3	10	7	6	10
Mean	2.06	1.88	1.98	1.97	1.75	2.16	1.60	1.82	1.95
5. School should teach me things I can use on a job.									
1 Agree	52%	62%	56%	58%	49%	53%	49%	50%	55%
2	19	16	23	19	27	27	24	26	21
3	11	10	12	11	10	10	14	12	11
4	7	3	1	3	7	3	3	4	4
5 Disagree	11	9	8	9	7	7	10	8	9
Mean	2.02	1.81	1.80	1.88	1.96	1.86	2.03	1.95	1.89
6. Most girls will never get a job.									
1 Agree	17%	20%	11%	16%	8%	35%	17%	18%	16%
2	3	7	4	5	3	7	10	7	5
3	7	8	13	9	7	10	13	10	9
4	3	9	3	5	17	3	3	8	6
5 Disagree	70	56	69	65	65	45	57	57	64
Mean	4.08	3.75	4.19	4.01	4.31	3.17	3.73	3.76	3.96

TABLE A-1
(cont)
C. I. O. E. D. C. CAREER-EDUCATION SURVEY

GRADES 4-6, SPRING 1975
JOLIET

	1 SOME (N=152)	2 MORE (N=169)	3 MOST (N=173)	4 TOTAL (N=494)	5 JR. HIGH A (N=29)	6 JR. HIGH B-D (N=26)	7 JR. HIGH C (N=30)	8 TOTAL JR. HIGH A D (N=91)	9 JOLIET OVER (N=583)
7. If a boy's father is a doctor, the boy will probably be a doctor also.									
1 Agree	24%	27%	8%	20%	11%	11%	10%	12%	18%
2	7	16	9	10	--	33	13	15	11
3	18	25	25	23	27	20	27	25	23
4	9	9	10	9	21	13	7	13	10
5 Disagree	42	23	48	38	41	23	43	35	38
Mean	3.39	2.87	3.82	3.36	3.82	3.06	3.60	3.46	3.38
8. I am too young to think about what I want to do when I grow up.									
1 Agree	26%	27%	19%	24%	22%	23%	13%	21%	24%
2	10	11	9	10	10	17	7	11	10
3	9	6	12	9	3	10	3	5	8
4	3	13	8	8	3	10	--	5	7
5 Disagree	52	43	52	49	62	40	77	58	51
Mean	3.46	3.35	3.65	3.49	3.75	3.26	4.20	3.71	3.52
9. People who are going to college don't have to think about jobs until they get to college.									
1 Agree	23%	28%	11%	20%	4%	36%	17%	20%	19%
2	8	3	5	5	10	7	3	6	6
3	10	11	9	10	7	17	13	13	11
4	5	6	11	8	10	7	10	9	8
5 Disagree	54	52	64	57	69	33	57	52	56
Mean	3.60	3.53	4.12	3.75	4.31	2.93	3.86	3.65	3.73

TABLE A-1
(cont)
C. I. O. S. D. C. CAREER EDUCATION SURVEY

GRADES 4-6, SPRING 1975
JOLIET

	1 SOME (N=152)	2 MORE (N=169)	3 MOST (N=173)	4 TOTAL (N=494)	5 JR. HIGH A (N=29)	6 JR. HIGH B-D (N=26)	7 JR. HIGH C (N=30)	8 TOTAL JR. HIGH A-D (N=91)	9 JOLIET OVER (N=58
10. I don't learn anything about jobs in school.									
1 Agree	22%	21%	7%	16%	4%	30%	7%	15%	17%
2	9	8	3	7	10	7	3	6	7
3	9	7	4	7	7	23	20	16	8
4	6	13	11	10	14	7	10	10	10
5 Disagree	54	51	75	60	65	33	60	53	58
Mean	3.59	3.63	4.43	3.88	4.27	3.06	4.13	3.80	3.86
11. I enjoy interviewing workers in our classroom.									
1 Agree	65%	76%	67%	69%	66%	47%	67%	61%	67%
2	12	6	18	12	21	33	13	22	14
3	11	9	8	9	7	13	3	8	9
4	3	2	3	3	3	--	7	3	3
5 Disagree	9	7	4	7	3	7	10	6	7
Mean	1.80	1.59	1.60	1.67	1.58	1.86	1.80	1.73	1.68
12. I like to visit businesses and workers outside of school.									
1 Agree	69%	84%	79%	77%	79%	70%	94%	82%	78%
2	12	6	7	9	14	10	--	8	8
3	6	5	7	6	7	7	3	5	6
4	3	1	3	2	--	3	--	1	2
5 Disagree	10	4	4	6	--	10	3	4	6
Mean	1.74	1.37	1.43	1.52	1.27	1.73	1.20	1.39	1.50

junior high groups, and an overall response. Ninety-five percent of the Joliet students in Grades 4-6 agreed that arithmetic is important to people who work. Seventy-nine percent agreed that they would like to see films about how things are made. Eighty-one percent of the Joliet students agreed that school would be more interesting "if we had visitors who could tell us about their jobs". Seventy-three percent of the students agreed that students should be taught about jobs in school. Seventy-six percent of the Joliet students agreed that the school should "teach things I can use on a job". Twenty-four percent of the students agreed that they "did not learn anything about jobs in school". Eighty-one percent of the students said that they enjoyed interviewing workers in the classroom, while eighty-six percent of the students agreed that they liked to visit businesses and workers outside of school. The Joliet results on this questionnaire were also compared with a national sample of pupils in Grades 4-6, performed in the U. S. Office of Education study during the 1972-73 years. This comparison is shown in Table A-2. It is apparent that the Joliet responses on the first five statements are consistently higher than the national sample, which was drawn from six local education agencies, varying from large cities to smaller communities. Joliet students appear to agree even more strongly with the statements with which the majority agreed on the national sample. Joliet students tended to agree to a greater extent with the last five statements on which fewer elementary students agreed on the national sample. In summary, the Joliet students appear to be more positive than the national sample regarding their attitudes toward career education and its usefulness

TABLE A-2

COMPARISON OF JOLIET AND NATIONAL SAMPLE:

ATTITUDES TOWARD CAREER EDUCATION

Statement	NATIONAL SAMPLE Percent Agreeing	JOLIET Percent Agreeing
Arithmetic is important to people who work.	86%	95%
I would like to see films about how things are made.	78	79
School would be more interesting if we had visitors who could tell us about their jobs.	75	81
Students should be taught about jobs in school.	72	73
School should teach me things I can use on a job.	66	76
Most girls will never get a job.	18	21
If a boy's father is a doctor, the boy will probably be a doctor also.	18	29
I am too young to think about what I want to do when I grow up.	22	34
People who are going to college don't have to think about jobs until they get to college.	27	25
I don't learn anything about jobs in school.	27	24

in the school setting.

Likewise, analyses on responses to the questionnaire were made according to relative amount of career education activities in the sample classrooms of Grades 4 and 5. Highest agreement was found on the following questionnaire items in responses by students who were experiencing the most amount of career education activities in their classroom: Arithmetic is important to people who work (96 percent); School should teach me things I can use on the job (79 percent); I enjoy interviewing workers in our classroom (85 percent). The item, "I don't learn anything about jobs in school" elicited greatest agreement from the students in classrooms experiencing only some career education activities (31 percent), as opposed to 10 percent in classrooms experiencing the most amount of career education activity. All groups would enjoy interviewing workers in the classroom according to percentage of response in equal measure. Likewise, all groups would like to visit businesses and workers outside of school.

A further indication of the extent to which Project Joliet and Career Awareness was being infused into the Joliet elementary schools can be seen in examining some anonymous questions offered by elementary school principals (and the accompanying answers provided by the Project Joliet staff) on the occasion of a staff meeting in late Spring, 1975, with principals of the Joliet elementary schools. A group of these questions follows:

Q. How are schools selected for visitation?

A. The criteria for selection is: 1) indicated interest by staff and principal. 2) recommendations from administrative steering committee. 3) Deputy Superintendent, and career ed. coordinators

suggestion. 4) The amount and quality of the career education committment and activities in the building.

Q. What kind of information is available to motivate teachers in Career Education?

A. Inservice either group or individual or by teams ... 4 courses for NIU, ISU, and U of I have been offered this year - most colleges now have graduate level courses. If it is a pressing concern arrangements for one teacher of one school could phone or visit another.

Q. How long does it take to get a good Career Education Program going?

A. A good Career Education Program is actually inexpensive, but takes a hard working staff, PTA cooperation and a change in attitude. The Domino Theory has been used in many schools- one teacher attract another, however, this method just will not get the job finished. Many packaged Media Programs are just this year being offered. The publishing companies are gearing up for what they consider a long 15 or more years trend in education until it is completely integrated into every type of curriculum material developed.

Q. Can we at another meeting share ideas in Career Education with the high school and Junior College?

A. A meeting could be arranged. The other districts have to know their responsibilities and the Junior College has offered its facilities for conference activities.

Q. Is there a display available to the schools for showing to PTA'S?

A. The Career Ed Coordinator has spoken to 3 PTA'S this year. He is scheduled for 2 in September. The best approach would be a student demonstration as well as a 15 minute presentation to the coordinator. A work task, however, must be determined for the parents to actually involve the parents.

Q. What kind of Career Ed. Programs are being tried in all the centers? (Focus, purposes etc.)

A. There are 16 Demonstration Centers, the largest is our district.
K-5 Career Education is the awareness stage.
6-8 Career Education is the exploration stage.
9-10 Career Education is preparation

Q. How can I get more involved?

A. Your school can be more involved by allowing first, discussion among the faculty to coordinate a program in the school. A Resource File of people and activities needs to be created in the school. The sharing of ideas and the structure inservice for 75-76 should be planned with the Career Ed staff.

Q. What plans are being made to get more involvement from teachers who are adverse to changes?

A. Inservice for 75-76 is being developed now around the concept of adversity to change. Two slide presentations developed by teachers are underway to expose the complaints and clear up some of these mistaken fears.

Q. What has been the business communities reaction to this program?

A. EXCELLENT QUESTION: From my experience, the business community reaction has been very supportive. The time and money and resources the community has made available this year has been overwhelming; 86 businesses have participated in the K-5 Program. Somewhere around the neighborhood of 70 businesses have been involved in 6,7,8, grade activities. Their only complaints have been lack of teacher preparation and late buses.

Another area of inquiry involving Project Joliet and Career Education involved interviewing nine elementary school principals in Joliet over a two-day period. The basis for the interview discussions were the following four questions:

"How can we implement and/or improve Career Education?"

"What benefits do you see from Career Education?"

"Do you see any problems with it?"

"Other comments."

The elementary school principals interviewed were generally very supportive of career education in Joliet District No. 86, the Career Demonstration Center, and particularly with Project Joliet and its staff. Suggestions for implementing and/or improving career education were as follows:

Encouraging opportunity for staff inservice and development activities;

Infusing career education with bilingual programs;

Continuing to foster the excellent transportation arrangements provided by the Project Joliet office;

Continuing the modification of teaching behavior and "hands-on" experiences for the students;

More money "fed" into the programs from both the State and Federal agencies;

More inservice involving teachers relating their approaches and experiences to other teachers;

Provision of more kits, often as beneficial as field trips;

Continuation of teacher inservice workshops already being provided;

Including discussions of career education, action programs and demonstrations at PTA meetings.

When asked what benefits the principals saw from career education, the following comments were made:

It is a good "hands-on" experience;

It relates the school to community and parents;

It is a very practical and provable approach;

Public relations with the school and community is a terrific benefit;

Children love to show off their parents who come to speak to the class;

Children get a chance to become aware of other occupations beyond those of their parents and teachers;

Students learn how to ask questions for information and to dig out important facts;

The children involved become more aware of the many career opportunities and the importance of education in having a successful career;

Programs also involve parents by bringing them into the schools to discuss their occupations;

These activities are more meaningful than reading or seeing a film on occupations and careers.

An organized program that involves the school, parents, and community benefits all.

When asked if they see any problems with career education, the following responses were received:

Some problems were seen with adding elements to a curriculum and never taking anything away; particularly, fourth and fifth grade teachers already have a great deal to cover with their students in getting them ready for junior high school;

There is even greater need to explain to the community so that the community understands what the program is about;

There is time needed at school and in the district to implement and set the stage for further career programs.

The main problem appears to be getting more classroom teachers interested and involved in the program.

A great deal of appreciation was expressed for the help and cooperation received from persons working with the program, including coordinators and clerical staff. Some of the elementary schools are including career education as part of their operating plan for the school, commencing with the 1975-76 school year.

Project Joliet has experienced an increasingly forward thrust in Joliet School District 86 during the current project year. There will be opportunities during the Phase III, the Demonstration phase of the Project, to show some exemplary activities conducted by the Project Joliet and the Demonstration Center, Site A.

B. Nuclear Radiation Project

The nuclear radiation project in Joliet Township High School District 204, also known as Nucleonics, is a completely laboratory-oriented course, acquainting students with the fundamentals of

nuclear energy, its effect on biological systems, and its practical application in business and industry. This course has been designed to stimulate interest in the field of radiation technology, to alleviate fears of misunderstanding concerning radiation, and to provide students with lab skills that will enable entry level employment in the field of radiation technology. The present employment opportunities for radiation technologists are extremely good in northern Illinois. Projections for the next five years indicate that more than five hundred technicians will be needed in seven Illinois counties. A national survey shows that by 1980 there will be a need for more than twenty-three hundred reactor operators and over fifteen thousand nuclear technologists. The nucleonics course was designed not only to eliminate misunderstanding, but to acquaint students with career opportunities in the field. EMS had an opportunity to observe this nuclear radiation project in a number of ways, with the assistance and cooperation of the three teachers at each of the high school campuses teaching the nucleonics course. The Nuclear Science General Survey was administered to 288 high school students, to 41 students who had taken the nucleonics course, and to a group of 52 junior college students and adults. Distributions of the number of correct responses are given in Table A-3. The nucleonics students scored highest on this test, with a mean of 19.44 items correct out of 30 items on the survey. The general high school students who had not benefited by this course scored a mean score of 13.09, while junior college students and adults scored a mean score of 14.40. Items included: understanding of radiation; nuclear power and

TABLE A-3

RESULTS OF JOLIET, SITE A, SPRING 1975, NUCLEAR SCIENCE GENERAL SURVEY

JUNIOR COLLEGE STUDENTS AND ADULTS

Number Correct	Number of Persons	%
0	3	6%
6	1	2
8	1	2
9	4	8
11	2	4
12	6	11
13	1	2
14	6	11
15	6	11
16	5	10
17	1	2
18	5	10
19	3	6
20	4	8
22	2	4
24	1	2
26	1	2
	Total = 52 people	(Mean = 14.40)

NUCLEONICS STUDENTS

Number Correct	Number of Persons	%
7	1	2
12	1	2
14	1	2
15	2	5
16	3	7
17	4	10
18	7	17
19	5	12
20	1	2
21	2	5
22	6	15
23	3	7
25	1	2
26	1	2
27	1	2
28	2	5
	Total = 41 people	(Mean = 19.44)

TABLE A-3
(cont)
RESULTS OF JOLIET, SITE A, SPRING, 1975, NUCLEAR SCIENCE GENERAL SURVEY

ALL HIGH SCHOOL STUDENTS

Number Correct	Number of Persons	%
0	2	.7
2	1	.3
3	1	.3
4	4	1.4
5	2	.7
6	7	2.4
7	7	2.4
8	14	4.9
9	22	7.6
10	27	9.4
11	19	6.6
12	33	11.4
13	27	9.4
14	25	8.7
15	22	7.6
16	15	5.2
17	10	3.4
18	11	3.8
19	7	2.4
20	10	3.4
21	8	2.7
22	7	2.4
23	4	1.4
25	2	.7
27	1	.3
	Total = 288 people	(Mean = 13.09)

nuclear explosion relationships; career opportunities in the nuclear field; and information about x-rays and their effect on the human body. A median score for the nucleonics students was 23+ number of items correct; for the general high school students the median was only 13 correct; and the median score for junior college students and adults was 19 correct on the Nuclear Science General Survey. Students who were exposed to the course did decidedly better on the survey with regard to knowledge and understanding of nuclear science.

In addition, Mr. Don Hopkins, of the Joliet West Campus, was asked to come to Springfield on April 16 to testify before the Senate Education Committee, State of Illinois, regarding the Senate Bill No. 402, asking for an appropriation of $500,000 to be distributed to twenty-five school districts in Illinois in order to purchase the necessary equipment needed to properly teach the nuclear science course. Mr. Hopkins decided to bring three of the nucleonics students with him to demonstrate the nucleonics equipment and explain about the course from a student standpoint. After being warmly greeted by The Illinois Senate Committee, Mr. Hopkins and the students explained the nucleonics course to the thirteen senators and the students also demonstrated the equipment and ran a number of simple experiments for the Committee. A number of questions were also answered by the Joliet Township High School representatives. Upon the call for the Bill, the decision was 13 to zero for the approval and a similar unanimous decision was also made in the Appropriations Committee that afternoon. With a

passage of the nucleonics bill in the Illinois General Assembly, it could be expedited with teacher training sessions during the summer and the program's addition to the curriculum with twenty-five Illinois schools in the Fall or Winter could be affected. The Joliet Township High School group made a statewide contribution in this case and feel that eventually nuclear science will be in the curriculum of all schools in the state. Jollet Township High School also received a grant for $10,000 from the State of Illinois to develop a two-week nucleonics unit adaptable to any high school science course in the state.

C. Project Preparedness

Joliet Junior College (Illinois Community College District 525) is one of the participating districts of the Comprehensive Illinois Occupational Education Demonstration Center, Site A. One of the programs being implemented at Joliet Junior College is Project Preparedness. The Early Leavers' Project and Jobs for Women Program are two components of Project Preparedness which have begun to be evaluated as part of the current year's third-party evaluation activities. These two new programs are designed to bring into the College types of students who do not usually avail themselves of College training opportunities. The individual student remains the central focus of all programming; each student is given assistance in designing his or her own Career Training Plan. Supportive elements of the program are then available to aid the student in becoming ready to enter a chosen occupational area.

The Early Leavers' Project and the Jobs for Women Program have a target population requiring many special services. In order to improve reading, writing, and study skills, both programs utilize the individualized Reading and Writing Laboratory. Many students have never completed their high school education. These students can utilize the Adult Basic Education-GED services of Joliet Junior College. For the non-English speaking student, the school has a flexible English-As-A-Second-Language program. There are Satellite Centers throughout the College District where students can take courses without having to come to the main

campus. Many courses have been arranged for "open entry-open exit", where a student can proceed at his or her own individual rate, according to his or her own schedule.

Objectives of the Early Leavers' Project include:

- Assist Early Leaver in determining his career objective, considering his interests, abilities, and present employment.
- Identify career objective and design training program for the Early Leaver.
- Assist Early Leaver in final evaluation of career training program.

Goals of the Jobs for Women Program include:

- To enroll 150 women who meet CETA's eligibility requirements.
- To develop a Career Training Plan for each trainee based upon a professional assessment of the trainee's aptitudes, interests, goals, and needs, as well as the current job market.
- To facilitate the implementation of the Career Training Plan for each trainee.
- To place 80% of the trainees who have completed their training in unsubsidized jobs by June 30, 1975.

Components of the Jobs for Women Program have been outlined as follows:

- Outreach
- Orientation

- Testing and Career Counseling
- Career Training Plan
- Implementation of Career Training Plan

The Early Leavers' Project and the Jobs for Women Program have provided baseline information for the 1974-75 school year. Tables A-4 and A-5 display this information.

EMS has begun to work with the Project Preparedness staff at Joliet Junior College in order to evaluate student outcomes, particularly in terms of their perceptions and feelings about their Joliet Junior College experiences. As an early pilot survey effort, a one-page, nineteen-item Career Education Survey was developed and administered to sixteen students who had completed Course I of the Job Preparedness Program of the Jobs for Women Program. Likewise, the survey was administered to twelve participants who had completed both Courses I and II of the Job Preparedness Program of the Jobs for Women Program. The results of these pilot survey efforts are shown in Table A-6. In response to the nineteen survey items, most of the students in both of the survey groups (representing Course I and Course I and II completions) responded in strong agreement with the majority of the questions. The group having completed both courses responded with a higher percentage of "strongly agree" responses. Slightly less agreement was reported on the following survey items:

1. Has made me aware of community services available to me, such as State Employment Service, County Health Department, counseling services or legal aid. (6% of Group 1 disagreed)

TABLE A-4

CLIENT ENROLLMENT SUMMARY: Early Leavers' Project

Report Period From 1/1/75 To 4/30/75

	Ethnic Group										Vet		Labor Force Status							Hourly Wage						
	White	Black	Oriental or Asian American	American Indian	Alaskan Native	Other	Spanish American	Limited English Speaking Ability	Spanish/Spanish American Limited English Speaking Ability	Special Vietnam Era	Other	Handicapped	Full-Time Student	Offender	Employed	Under-employed	Unemployed	Not in Labor Force	Involuntarily Unemployed for: Less than $1.00	$1.00 - $1.99	$2.00 - $2.99	$3.00 - $3.99	$4.00 - $4.99	$5.00 - $5.99	$6.00 - $7.99	$8.00 - $9.99
Division of Vocational Technical Education Component	36	15	0	0	0	0	11	3	0	2	0	2	0	4	15	5	42	0	2	0	0	7	4	1	0	0
Comprehensive Employment and Training Act Component	37	33	0	0	0	0	14	0	0	2	3	5	0	3	7	14	65	0	0	2	5	9	1	2	1	0
Total	73	48	0	0	0	0	25	3	0	4	3	7	0	7	22	19	105	0	2	2	5	16	5	3	1	0

TABLE A-4
(cont)

CLIENT ENROLLMENT SUMMARY: Early Leavers' Project

Report Period From 1/1/75 To 4/30/75

	Sex		Age						Education				Family Income		
	Male	Female	18 & under	19 - 21	22 - 44	45 - 54	55 - 64	65 and over	8 & under	9 - 11	HS Graduate or Equivalent	Post HS	AFDC	Pub. Assistance, Prog.	Low/Socially Disadvant'd
Expansion of Vocational Technical Education Component	41	21	18	23	19	2	0	0	10	52	0	0	2	0	8
Comprehensive Employment and Training Act Component	45	39	21	28	34	0	0	0	6	78	0	0	10	2	45
Total	86	60	39	51	53	2	0	0	16	130	0	0	12	2	51

STATISTICAL ENROLLMENT INFORMATION — TABLE A-5

PARTICIPANTS OF "JOBS FOR WOMEN" PROGRAM

JOLIET JUNIOR COLLEGE

September 4, 1974 to May 1, 1975

Total Number of Women Enrolled: 241

	No.	Percent of Total
I. HEAD OF HOUSEHOLD:	131	.54
II. NUMBER OF DEPENDENTS:	248	(avg. per household) 1.9
III. MARITAL STATUS:		
A. Never Married:	74	.31
B. Married:	90	.38
C. Divorced:	31	.13
D. Widowed:	4	.02
E. Seperated:	38	.16
IV. AGE:		
A. 18 and under:	9	.04
B. 19 - 21	55	.23
C. 22 - 44	163	.67
D. 45 - 54	16	.06
V. EDUCATION:		
A. 8 and under:	34	.14
B. 9 - 11	54	.22
C. High School	134	.56
D. Post High School	20	.08
VI. FAMILY INCOME:		
A. AFDC	55	.23
B. Public Assistance	32	.13
C. Economically Disadvantaged	35	.15
D. Low Income	24	.10
VII. ETHNIC GROUP:		
A. White:	51	.21
B. Black:	125	.52
C. Other:	1	.004
D. Spanish American	65	.27
E. Limited English Speaking Ability	22	.09

VIII. LABOR FORCE STATUS:	No.	Percent of Total
A. Handicapped:	3	.001
B. Full-Time Student:	7	.003
C. Offender	3	.001
D. Unemployed	183	.76
E. Employed:	8	.003
F. Underemployed:	53	.22
G. Received Unemployment Insurance	1	.004
IX. HOURLY WAGE (Earned at time of enrollment):		
A. Less than $1.00	1	.004
B. $1.00 - $1.99	10	.04
C. $2.00 - $2.99	31	.13
D. $3.00 - $3.99	12	.05
E. $4.00 - $4.99	1	.004

TABLE A-6

C.I.O.E.D.C. CAREER EDUCATION SURVEY, JOLIET JUNIOR COLLEGE BY COURSE I(1) & COURSE I & II(2)

QUESTION	Percentage Disbribution 1 SD		2 D		3 U		4 A		5 SA	
	1*	2**	1*	2**	1*	2**	1*	2**	1*	2
1. Has made me aware of community services available to me, such as State Employment Service, County Health Department, counseling services or legal aid.	0%	0%	6%	0%	0%	0%	50%	17%	44%	8
2. Has made me aware of other persons and/or services within the college who can help me in career planning, such as counseling, placement, remedial reading lab, and/or career advisors.	0	0	0	0	0	0	56	8	44	9
3. Has aided me in recognizing my strengths, abilities and interests.	0	0	0	0	0	0	38	25	62	7
4. Has assisted me in developing a sense of self-worth and confidence.	0	0	0	0	0	0	44	33	56	6
5. Has helped me define my values -- the things that are important to me:	0	0	0	0	0	0	44	25	56	7
6. Has aided me in recognizing the need for setting some short-term and some long-term goals for my life.	0	0	0	0	6	0	44	8	50	9
7. Has helped me understand how people make decisions.	0	0	0	0	6	17	69	25	25	5
8. Has helped me set some goals for continuing my training and education.	0	0	0	0	6	0	50	25	44	7
9. Has helped me set goals for advancing to a better job.	0	0	0	0	0	0	44	17	56	8
0. Has increased my knowledge of different careers and the training needed.	0	0	0	0	0	0	56	17	44	8
11. Has made me aware of skill training opportunities available to me.	0	0	0	0	0	0	38	17	62	8
12. Has helped me understand the types of skills needed to get a job in our local job market.	0	0	6	0	0	0	50	25	44	7
13. Has assisted me in selecting specific skill training to achieve the next step in my career goal.	0	0	0	0	12	0	44	25	44	7
4. Has helped me in preparing a data sheet which emphasizes my strengths and past experiences.	0	0	0	0	13	0	31	50	56	5
5. Has helped me understand the needs and expectations of employers.	0	0	6	0	0	0	50	25	44	7
6. Has demonstrated positive types of behavior and communication techniques which I can use in a job interview.	0	0	0	0	0	0	38	17	6	8
7. Has helped me to understand how to improve communications with my supervisor and my co-workers.	0	0	0	0	0	0	63	42	37	5
8. Has aided me in organizing my time and energy to become more effective in reaching my goals.	0	0	0	0	0	8	56	33	44	5
9. Has helped me in my preparation to enter the job market.	0	0	6	0	0	0	63	17	31	8

* 1 = Participants have completed Course I (N=16).

** 2 = Participants have completed both Courses I and II of Job Preparedness for Women Program (N=12).

TABLE A-6 (cont)

C.I.O.E.D.C. CAREER EDUCATION SURVEY, JOLIET JUNIOR COLLEGE BY COURSE I(1) & COURSE I & II(2)

	QUESTION	MEANS 1* (N=16)	MEANS 2** (N=12)
1.	Has made me aware of community services available to me, such as State Employment Service, County Health Department, counseling services or legal aid.	4.31	4.83
2.	Has made me aware of other persons and/or services within the college who can help me in career planning, such as counseling, placement, remedial reading lab, and/or career advisors.	4.56	4.92
3.	Has aided me in recognizing my strengths, abilities and interests.	4.63	4.75
4.	Has assisted me in developing a sense of self-worth and confidence.	4.56	4.67
5.	Has helped me define my values -- the things that are important to me.	4.56	4.75
6.	Has aided me in recognizing the need for setting some short-term and some long-term goals for my life.	4.44	4.92
7.	Has helped me understand how people make decisions.	4.19	4.42
8.	Has helped me set some goals for continuing my training and education.	4.38	4.75
9.	Has helped me set goals for advancing to a better job.	4.56	4.83
10.	Has increased my knowledge of different careers and the training needed.	4.44	4.83
11.	Has made me aware of skill training opportunities available to me.	4.63	4.83
12.	Has helped me understand the types of skills needed to get a job in our local job market.	4.31	4.75
13.	Has assisted me in selecting specific skill training to achieve the next step in my career goal.	4.56	4.75
14.	Has helped me in preparing a data sheet which emphasizes my strengths and past experiences.	4.06	4.50
15.	Has helped me understand the needs and expectations of employers.	4.31	4.75
16.	Has demonstrated positive types of behavior and communication techniques which I can use in a job interview.	4.63	4.83
17.	Has helped me to understand how to improve communications with my supervisor and my co-workers.	4.38	4.58
18.	Has aided me in organizing my time and energy to become more effective in reaching my goals.	4.13	4.50
19.	Has helped me in my preparation to enter the job market.	4.19	4.83

* 1 = Participants have completed Course I (N=16).

** 2 = Participants have completed both Courses I and II of Job Preparedness for Women Program (N=12).

7. Has helped me understand how people make decisions. (6% of Group 1 and 17% of Group 2 were undecided)

8. Has helped me set some goals for continuing my training and education. (6% of Group 1 were undecided)

13. Has assited me in selecting specific skill training to achieve the next step in my career goal. (12% of Group 1 were undecided)

1 . Has helped me in preparing a data sheet which emphasizes my strengths and past experiences. (13% of Group 1 were undecided)

15. Has helped me understand the needs and expectations of employers. (6% of Group 1 disagreed)

18. Has aided me in organizing my time and energy to become more effective in reaching my goals. (8% of Group 2 were undecided)

19. Has helped me in my preparation to enter the job market. (6% of Group 1 disagreed)

These pilot survey results should be considered tentative. They will serve as bases for further evaluation efforts during the 1975-76 year by EMS and Joliet Junior College's Project Preparedness staff.

D. The WECEP Program

The WECEP program is a cooperative, occupational education program for fourteen and fifteen-year old youth which was implemented by the Division of Vocational and Technical Education in the State of Illinois. Its initials stand for Work Experience in Career Exploration Programs. The experimental programs are intended to help each student achieve his/her potential through a cooperative occupation education approach. Specifics are aimed at helping dropout-prone youth to become oriented and motivated toward education and to begin preparation for the world of work. An Illinois statewide evaluation of WECEP in the Spring of fiscal year 1972 proved favorable for continuation of the program. WECEP students made significant gains in grade point averages over the control groups. They also improved their outlooks, attitudes, and interpersonal skills. They were involved in fewer disciplinary problems and improved their attendance records. The rate of retention in school for those who had completed the course was high. Statistics at Joliet Central High School alone show that at the beginning of the 1973-74 school year, there were 2,450 students enrolled. By the end of the year, 13.8 percent had dropped out. Twenty quit to work, and 12 dropped because of pregnancy. Another 100 left for disciplinary reasons or a dislike for school. One Hundred and Eleven were dropped for non-attendance and 40 quit for unknown reasons. WECEP has been designed to help the fourteen and fifteen-year old potential dropout before he or she becomes a statistic. There are six key components to the WECEP program:

1) job placement; 2) related classroom instruction; 3) a systematic approach to develop career awareness; 4) a high degree of individualized attention socially and academically; 5) peer group support; and 6) self-help activities.

In order to find work for WECEP students, the Department of Labor made a special exemption enabling these students to work 15 to 23 hours per week and receive both a salary and school credit. In addition, all students attend daily classes related to their employment. WECEP coordinators have demanding challenges as they work with fellow teachers, employers, parents, and other school staff. Home visits and parent conferences are effective means of developing continuity between the home environment and school.

During the 1974-75 school year, about 80 students were enrolled in the WECEP program operated at Dirksen and Gompers Junior High Schools in conjunction with Central, East, and West High Schools, in District 204.

EMS has been active in two areas of the evaluation relating to the WECEP program at Joliet. These have included working with the WECEP coordinator's staff to develop evaluation instruments for students, parents, deans and counselors associated with the program. In addition, with the help and cooperation of the WECEP coordinators, a summary of results on the WECEP students has been analyzed and compared with the statewide results from the 1973-74 school year in Illinois.

A comparison of the 1974-75 ratings of the Joliet students with the 1973-74 statewide results has been provided in Table A-7. It is evident that ratings for the Joliet students have exceeded

TABLE A-7

COMPARATIVE RESULTS

WORK EXPERIENCE AND CAREER EXPLORATION (WECEP)

ILLINOIS: STATEWIDE AND JOLIET

	Statewide, 1973-74		Joliet, 1974-75	
Attendance: (Compared with Previous Term)	No.	Percent	No.	Percent
No. of Students who missed less days	680	55%	55	77%
No. of Students who missed more days	491	40	16	23
No. of Students with no change in the number of days	70	5	0	0
Total	1241	100	71	100
Grades (Compared with Previous Term)				
No. of Students who raised their GPA	902	72	60	85
No. of Students who lowered their GPA	278	22	11	15
No. of Students with no change in GPA	77	6	0	0
Total	1257	100	71	100
General Disciplinary Behavior (Compared with Previous Term)				
No. of Students with decrease in the number of referrals, suspensions, truancies, disciplinary problems	991	75	40	56
No. of Students with increase in the number of referrals, suspensions, truancies, disciplinary problems	217	16	26	37
No. of Students with no change	105	9	5	7
Total	1313	100	71	100
Attitudes				
In-School				
Self-Concept				
No. of Students who improved	1066	81	51	72
No. of Students who did not improve	250	19	20	28
Relationship with others				
No. of Students who improved	1093	82	63	89
No. of Students who did not improve	233	18	8	11
Relationship towards Study				
No. of Students who improved	839	70	43	61
No. of Students who did not improve	355	30	28	39
Relationship towards School				
No. of Students who improved	639	66	37	52
No. of Students who did not improve	330	34	34	48

TABLE A-7
(cont)
COMPARATIVE RESULTS

WORK EXPERIENCE AND CAREER EXPLORATION (WECEP)

ILLINOIS: STATEWIDE AND JOLIET

	Statewide, 1973-74		Joliet, 1974-75	
On-the-job	No.	Percent	No.	Percent
Calls in when absent				
No. of Students who improved	829	85%	44	92%
No. of Students who did not improve	150	15	4	8
Cooperates with Supervisors and Co-Workers				
No. of Students who improved	931	85	47	98
No. of Students who did not improve	165	15	1	2
Completes Assigned Tasks				
No. of Students who improved	905	82	45	94
No. of Students who did not improve	197	18	3	6
Shows initiative				
No. of Students who improved	773	66	31	65
No. of Students who did not improve	389	34	17	35
Follows Directions				
No. of Students who improved	966	87	44	92
No. of Students who did not improve	146	13	4	8

those recorded for the statewide group in the following areas of WECEP criteria: attendance (77 percent of the Joliet students missed less days as compared with 55 percent of the statewide group); grades (85 percent of the Joliet students raised their G.P.A. as compared with 72 percent of the statewide group); in the area of attitudes, relationship with others (89 percent of the Joliet students improved in this area as compared with 82 percent of the statewide group); with respect to on-the-job attitudes, the number of students who improved in calling in when absent (92 percent of the Joliet students compared with 85 percent of the statewide group); in the area of improvement in cooperation with supervisors and co-workers (98 percent of the Joliet group compared with 85 percent of the statewide group). In the area of completion of assigned tasks (94 percent of the Joliet group as compared with 82 percent of the statewide group).

Areas in which the Joliet WECEP group was rated lower than the statewide group are as follows: in the area of general disciplinary behavior, the number of students with decrease in number of referrals, suspensions, truancies, and disciplinary problems (66 percent at Joliet compared with 75 percent in the statewide totals); in the area of self-concept (72 percent of the Joliet students as compared with 81 percent of the statewide totals); in relationship towards study (61 percent of the Joliet group compared with 70 percent of the statewide group); in relationship towards school (52 percent of the Joliet group compared with 66 percent of the statewide group).

A student evaluation of the WECEP program at Joliet was sought through the development of a seventeen-item questionnaire which was administered to 57 students. A copy of the evaluation instrument is found in Appendix A, and results of this questionnaire are shown in Table A-8. Students were asked to react to items on a five-point scale which ranged from 1 = Excellent to 5 = Poor. According to the mean scores on each of the seventeen items, the following items received more positive responses: 1) "How would you rate yourself as a WECEP student on a scale of 1 - 5?"; 4) "Has the WECEP program given you the basic skills necessary to handle a job interview?"; 9) "Is WECEP attempting to give you enough career information to help you prepare for a later occupation?"; 10) "Has career information in school helped you locate information related to your various career choices?"; 12) "Have field trips helped you to better understand your community and neighboring areas?"; 13) "Are class schedules flexible enough to meet the needs of students with jobs?"; 14) "To what degree has your coordinator been able to meet your needs?"; 15) "Are you able to sit down and talk to your coordinator about specific problems?"; 16) "How much of an interest has the coordinator taken in you outside the classroom?"; and 17) "How would you rate the WECEP program on a scale of 1 - 5?". Students were generally positive in their responses toward the aspects of the WECEP program operating at Joliet.

Parents of students enrolled in the WECEP program at Joliet were also surveyed, with a total of 31 parents responding to a

TABLE A-8

JOLIET HIGH SCHOOL

STUDENT QUESTIONNAIRE

ITEM NO.	MEAN	TOTAL N	RESPONSES 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %
1)	2.30	56	9	16%	23	42%	22	39%	2	3%	0	0%
2)	2.59	56	4	7	22	39	25	46	3	5	2	3
3)	2.44	57	10	17	22	40	19	33	2	3	4	7
4)	1.98	56	20	36	20	36	13	23	3	5	0	0
5)	2.37	56	4	7	21	37	27	49	4	7	0	0
6)	2.31	55	13	24	15	27	25	45	1	2	1	2
7)	2.68	57	5	9	14	24	27	47	6	11	5	9
8)	2.50	50	5	10	18	36	24	48	3	6	0	0
9)	2.09	57	12	21	30	53	13	23	2	3	0	0
10)	2.23	56	8	14	29	52	16	28	2	3	1	2
11)	2.48	54	6	11	24	44	14	27	4	7	6	11
12)	2.28	53	11	21	25	46	11	21	3	6	3	6
13)	2.13	55	13	24	24	44	16	28	2	4	0	0
14)	2.00	57	17	30	23	40	17	30	0	0	0	0
15)	2.07	57	18	31	20	35	17	30	1	2	1	2
16)	2.05	56	18	32	16	28	18	33	3	5	1	2
17)	1.68	57	28	49	19	34	10	17	0	0	0	0

parent evaluation questionnaire, a copy of which is found in Appendix A of this report. Parents were asked to respond to 12 items generally on a scale of 1 - 5 ranging from "Very favorable" or "Definite improvement" to "Unfavorable" or "Inadequate". The results of this survey are shown in Table A-9. Those items on which parents responded most positively are as follows: 1) "Was your attitude favorable to your son's/daughter's entry into the WECEP program?" (58 percent); 5) "Has your son's/daughter's attendance improved since entering WECEP?" (55 percent); 8) "To what extent has the teacher coordinator communicated with you at your home?" (43 percent); 9) "Do you feel the teacher coordinator has shown a sincere interest in the concerns of your child?" (61 percent). Parents generally responded favorably regarding their perceptions of the WECEP program.

Deans and counselors in the Joliet Township High Schools were also asked to help evaluate the WECEP program by answering a one-page, eight-item questionnaire, on a scale of 5, with 5 being the highest rating and 1 being the lowest rating. Eighteen deans and counselors responded to this questionnaire, a copy of which is found in Appendix A. Results of this questionnaire are found in Table A-10. Those items on which deans and counselors responded most positively are as follows: 4) "Have WECEP students demonstrated a desire to remain in school?" (28 percent); 6) "Has WECEP student indicated a desire to continue in some vocational occupational program?" (38 percent); 7) "Do you believe that the WECEP program should continue next school year?" (61 percent); and

TABLE A-9

JOLIET HIGH SCHOOL PARENT EVALUATION

OF WECEP PROGRAM

(31 OBSERVATIONS)

ITEM NO.	1 N	%	2 N	%	3 N	%	4 N	%	5 N	%
1	18	58%	11	36%	2	6%	0	0%	0	0%
2	9	29	17	55	5	16	0	0	0	0
3	7	22	16	52	8	26	0	0	0	0
4	9	29	19	61	3	10	0	0	0	0
5	17	55	10	32	4	13	0	0	0	0
6	10	32	16	52	5	16	0	0	0	0
7	9	29	12	39	10	32	X X X X X X X X X X			
8	13	43	7	22	11	35	X X X X X X X X X X			
9	19	61	10	33	1	3	1	3	X X X X	
10	9	29	12	39	0	0	0	0	10	32

11		N	%
	Yes	24	92%
	Don't Know	2	8
	No	0	0

TABLE A-10

EVALUATION OF WECEP

JOLIET TOWNSHIP HIGH SCHOOLS

DEANS - COUNSELORS

1. Has WECEP student attitude improved toward school?

1.	1	9%
2.	2	14
3.	4	28
4.	4	28
5.	3	21
	14	

2. Has WECEP students attendence improved?

1.	2	14%
2.	2	14
3.	3	22
4.	4	28
5.	3	22
	14	

3. Has WECEP students ability to get along with people improved?

1.	1	7%
2.	2	14
3.	6	43
4.	3	22
5.	2	14
	14	

4. Has WECEP student demonstrated a desire to remain in school?

1.	0	0%
2.	2	15
3.	4	29
4.	4	28
5.	4	28
	14	

5. Has WECEP student fewer disciplinary problems in school?

1.	1	8%
2.	4	28
3.	4	28
4.	3	22
5.	2	14
	16	

TABLE A-10
(cont)
EVALUATION OF WECEP

JOLIET TOWNSHIP HIGH SCHOOLS

DEANS - COUNSELORS

6. Has WECEP student indicated a desire to continue in some vocational-occupational program?

1.	0	0%
2.	3	23
3.	5	38
4.	0	0
5.	5	38
	13	

7. Do you believe that the WECEP program should continue next school year?

1.	0	0%
2.	0	0
3.	3	17
4.	4	22
5.	11	61
	18	

8. Will you encourage students to enter WECEP program if elegible?

1.	0	0%
2.	0	0
3.	3	16
4.	3	17
5.	12	67
	18	

8) "Would you encourage students to enter WECEP program if eligible?" (67 percent). The deans and counselors showed a general support of the WECEP program in their responses both to this questionnaire and when asked for written comments concerning the merits of the WECEP program.

It is our opinion that the WECEP program's operation as implemented at Joliet has been successful. The community has accepted and supported the WECEP program. Responses by students, parents, and deans and counselors were generally positive toward operating aspects of this program.

3. TEACHER CHARACTERISTICS AND PERCEPTIONS

The process of infusion of new concepts in a school's program is ultimately dependent upon the role and involvement of the classroom teacher, with encouragement and assistance of administrators and project coordinators. An important part of the evaluation of the Career Demonstration Center, Site A Joliet, has been to seek certain data and information from the elementary and secondary teachers in the school system. Both in Spring, 1974, and again in Spring, 1975, field research questionnaires were administered to the teachers at Joliet. A copy of the 1975 field research questionnaire instrument is included in Appendix A, as well as detailed analysis results from the processing of the questionnaires. The discussion which follows highlights the findings of the total Joliet teaching group, elementary and secondary, during Spring, 1975, and administration of the teacher questionnaire. Table A-11 provides summary data from the 1975 questionnaire for all sections of the

TABLE A-11

TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

A. BACKGROUND INFORMATION

	ITEM	DISTRIBUTION	NUMBER	PERCENT
1.	Sex	1 - Female	409	68.1%
		2 - Male	192	31.9
2.	Teaching Experience	1 - Less than three years	94	16.3
		2 - Three to five years	202	18.3
		3 - Five to ten years	348	24.8
		4 - More than ten years	587	40.6
3.	School in which you are teaching	1 - Elementary	334	54.8
		2 - High School	265	45.2
4.	Grade level you are teaching	1 - Primary	162	26.8
		2 - Intermediate	270	17.9
		3 - Junior High	402	21.8
		4 - Secondary	579	29.3
		5 - Administration	604	4.2
5.	Department	1 - Mathematics	32	8.1
		2 - English	71	17.9
		3 - Science	33	8.3
		4 - Social Studies	30	7.6
		5 - Special Education	60	15.1
		6 - Home Economics	17	4.3
		7 - Business Education	13	3.2
		8 - Physical Education	20	5.0
		9 - Industrial Education	16	4.0
		10 - Fine Arts	28	7.0
		11 - Foreign Language	6	1.5
		12 - Guidance	21	5.3
		13 - Cooperative Education	6	1.5
		14 - Other	44	11.2
6.	Inservice Training?	1 - Yes	233	38.7
		2 - No	369	61.3
7.	Utilized concepts?	1 - Yes	58	20.0
		2 - Some	152	52.4
		3 - No	80	27.6
8.	Is career/ occupational concept familiar?	1 - Understand it	496	82.1
		2 - Heard about it	101	16.7
		3 - Haven't heard about it	7	1.2

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

B. TEACHER OPINIONS

ITEM	Strongly Agree N	%	Agree N	%	Uncertain N	%	Disagree N	%	Strongly Disagree N	%
1. You don't need a college degree to be a success.	234	38.5%	292	48.1%	22	3.8%	44	7.2%	14	2.3%
2. Students who are good in history should be told about jobs in this field.	142	23.7	350	58.1	75	12.5	25	4.1	9	1.5
3. Most people finish high school not knowing what kind of career they prefer.	165	27.3	305	50.4	80	13.2	49	8.1	6	1.0
4. A student's choice of career can be changed by career education in school.	133	21.9	325	53.6	126	20.8	18	3.0	4	0.7
5. Elementary school students should have workmen, such as postmen, garment workers, and electricians coming to school.	175	28.8	314	51.7	72	11.9	36	5.9	10	1.6
6. Most high school graduates are not prepared to enter the business world.	134	22.1	284	46.9	122	20.1	57	9.4	9	1.5

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

B. TEACHER OPINIONS

ITEM	Strongly Agree N	%	Agree N	%	Uncertain N	%	Disagree N	%	Strongly Disagree N	%
7. Courses such as art and music would be damaged by including information about job possibilities in those fields.	10	1.6%	12	2.0%	54	8.8%	292	47.9%	242	39.7%
8. The present high school vocational education courses teach students enough about the world of work.	9	1.5	41	6.8	258	42.7	206	34.1	90	14.9
9. Students going on to college should not make their career plans while in high school.	19	3.1	51	8.4	84	13.8	296	48.7	158	26.0
10. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	4	0.7	54	8.8	96	15.7	293	48.0	163	26.7
11. Career education will be of greater long term value to boys than to girls.	8	1.3	40	6.6	48	7.9	264	43.4	248	40.8

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

B. TEACHER OPINIONS

	ITEM	Strongly Agree N	%	Agree N	%	Uncertain N	%	Disagree N	%	Strongly Disagree N	%
12.	The goals of the career-occupational program were clear to me by January of this school year.	48	7.9%	215	35.5%	150	25.8%	135	22.3%	57	9.4%
13.	The career-occupational program should involve all students and teachers.	113	18.6	245	40.4	162	26.7	68	11.2	19	3.1
14.	A sound career-occupational program should emphasize the use of community resources outside the classroom.	212	34.9	359	59.1	26	4.3	10	1.6	--	---
15.	A career-occupational program should enable students to explore career preferences to a depth desired.	144	23.7	384	63.3	55	9.1	22	3.6	2	0.3
16.	My role as a teacher is that of a facilitator of learning rather than an information-giver.	160	26.9	295	49.6	54	9.1	69	11.6	17	2.9

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

B. TEACHER OPINIONS

	ITEM	Strongly Agree N	%	Agree N	%	Uncertain N	%	Disagree N	%	Strongly Disagree N	%
17.	The interviewing of adults by students is a vital part of the career-occupational program.	131	21.6%	367	60.6%	89	14.7%	17	2.8%	2	0.3%
18.	I feel that career-occupational information program has helped the majority of my students.										
	A) Become active rather than passive learners.	36	6.4	220	39.4	248	44.4	45	8.1	9	1.6
	B) Increase their understanding of major occupational fields.	46	8.2	284	50.5	195	34.7	31	5.5	6	1.1
	C) Stimulate thought about career choices that are realistic.	41	7.3	282	50.4	190	34.0	40	7.2	6	1.1
	D) View education as a continuous process.	43	7.7	247	44.4	219	39.4	40	7.2	7	1.3
	E) Relate school subjects to knowledge and skills needed in the world of work.	65	11.6	258	46.1	198	35.4	30	5.4	9	1.6

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

B. TEACHER OPINIONS

	ITEM	Strongly Agree N	%	Agree N	%	Uncertain N	%	Disagree N	%	Strongly Disagree N	%
	F) Clarify misconceptions and stereotypes about certain occupations.	42	7.5%	262	46.9%	222	39.7%	25	4.5%	8	1.4%
	G) Understand the importance of the 3 R's in both school and work.	63	11.2	244	43.6	200	35.7	43	7.7	10	1.8
19.	I believe that the school guidance-counselor should be involved in the career-occupational program										
	A) In conducting group discussions.	89	16.1	318	57.7	108	19.6	28	5.1	8	1.4
	B) In providing materials.	139	25.2	330	59.8	66	12.0	9	1.6	8	1.4
	C) In individual student's conferences.	152	27.6	317	57.5	67	12.2	8	1.4	7	1.3
	D) Assisting teachers integrating career-occupational information.	117	21.3	335	61.0	82	14.9	8	1.5	7	1.3
	E) Arranging for resource persons and career-occupational trips.	113	20.6	303	55.3	99	18.1	25	4.6	8	1.5
	F) Other	33	25.2	47	35.9	45	34.3	3	2.3	3	2.3

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

C. STAFF DEVELOPMENT

ITEM	Not Helpful 1 N	%	2 N	%	3 N	%	4 N	%	Very Helpful 5 N	%
IT WOULD BE HELPFUL TO HAVE:										
1. Expanded availability of materials.	3	0.5%	9	1.5%	73	12.4%	314	53.3%	190	32.3%
2. Summer work experience outside of education for teachers.	15	2.5	38	6.4	164	27.8	254	43.0	119	20.2
3. Expanded/improved access to community resources.	4	0.7	7	1.2	69	11.6	327	55.1	186	31.4
4. More newsletters and written communications about local career education efforts.	16	2.7	32	5.4	143	24.2	274	46.4	125	21.2
5. More inservice for infusing community resources with existing curriculum.	9	1.5	19	3.2	119	20.3	290	49.5	149	25.4
6. More inservice by In-District Staff.	13	2.2	37	6.3	154	26.3	246	41.9	136	23.2

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

C. STAFF DEVELOPMENT

ITEM	Not Helpful 1		2		3		4		Very Helpful 5	
	N	%	N	%	N	%	N	%	N	%
HOW HELPFUL WERE:										
1. Presentations by In-District Staff.	47	8.9%	48	9.1%	223	42.5%	156	29.7%	51	9.7%
2. Workshops (non-credit bearing).	52	11.1	42	9.0	247	52.9	101	21.6	25	5.3
3. Workshops (credit bearing).	45	9.9	24	5.3	215	47.5	115	25.4	54	11.9
4. On-site consultations by Out-of-District Staff.	51	11.1	38	8.3	220	48.0	111	24.2	38	8.3

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

D. USE OF COMMUNITY RESOURCES - NUMBER OF FIELD TRIPS TAKEN

ITEM	TOTAL	NONE		1		2		3	
		N	%	N	%	N	%	N	%
Agri-business and natural resources	134	339	80.3%	58	13.7%	15	3.5%	5	1.2%
Business and Office	177	329	79.7	46	11.1	13	3.1	13	3.1
Communications and Media	119	341	83.8	47	11.5	10	2.5	2	0.5
Consumer and homemaking and related occupations	102	352	86.1	37	9.0	12	2.9	3	0.7
Construction	52	380	94.8	13	3.2	2	0.5	2	0.5
Environment	154	333	79.2	62	14.8	12	2.9	4	0.9
Fine arts & humanities	153	331	79.0	60	14.3	14	3.3	3	0.7
Health occupations	94	357	89.2	25	6.3	9	2.2	1	0.2
Hospitality and Recreation	96	346	86.9	33	8.3	9	2.3	6	1.5
Manufacturing	80	355	90.1	26	6.7	4	1.0	5	1.3
Marketing and distribution	63	362	90.6	20	5.1	2	0.5	3	0.8
Personal services	74	357	91.3	20	5.1	5	1.3	5	1.3
Public service	114	334	82.7	48	11.9	11	2.7	7	1.7
Transportation	97	356	90.4	21	5.3	6	1.5	3	0.8
	1449								

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

D. USE OF COMMUNITY RESOURCES - NUMBER OF FIELD TRIPS TAKEN

ITEM	4 N	%	5 N	%	6 N	%	7 N	%	8 N	%	9 N	%
Agri-business and natural resources	-	---%	-	---%	4	0.9%	1	0.2%	-	---%	-	---%
Business and Office	5	1.2	2	0.5	3	0.7	-	---	-	---	2	0.5
Communications and Media	1	0.2	2	0.5	1	0.2	-	---	1	0.2	2	0.5
Consumer and homemaking and related occupations	1	0.2	2	0.5	-	---	-	---	-	---	2	0.5
Construction	1	0.2	-	---	-	---	1	0.2	-	---	2	0.5
Environment	2	0.5	-	---	4	0.9	-	---	3	0.7	-	---
Fine arts & humanities	5	1.2	3	0.7	1	0.2	1	0.2	1	0.2	-	---
Health occupations	4	1.0	1	0.2	-	---	-	---	-	---	3	0.7
Hospitality and Recreation	-	---	2	0.5	-	---	-	---	1	0.2	1	0.3
Manufacturing	1	0.2	-	---	-	---	-	---	-	---	3	0.8
Marketing and distribution	1	0.3	-	---	-	---	-	---	1	0.3	2	0.5
Personal services	1	0.3	-	---	-	---	1	0.3	-	---	2	0.5
Public service	2	0.5	-	---	1	0.2	-	---	-	---	1	0.3
Transportation	2	0.5	1	0.2	1	0.2	-	---	-	---	4	1.0

TABLE A-11
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - JOLIET

D. USE OF COMMUNITY RESOURCES - NUMBER OF COMMUNITY RESOURCE PEOPLE USED

ITEM	None N	None %	1-5 N	1-5 %	6-10 N	6-10 %	11-15 N	11-15 %	16-20 N	16-20 %	21-more N	21-more %
1. Agri-business and natural resources	318	79.9%	74	18.6%	-	---%	1	0.2%	2	0.5%	3	0.7%
2. Business and Office	289	71.5	96	23.8	10	2.5	5	1.2	-	---	3	0.7
3. Communications and Media	306	78.9	73	18.8	5	1.3	2	0.5	-	---	2	0.5
4. Consumer and homemaking and related occupations	317	78.9	79	19.6	1	0.2	2	0.5	1	0.2	2	0.5
5. Construction	361	93.8	19	4.9	1	0.2	1	0.2	2	0.5	1	0.2
6. Environment	330	84.2	54	13.8	4	1.0	2	0.5	1	0.3	1	0.3
7. Fine arts and humanities	325	80.8	65	16.2	7	1.7	1	0.2	-	---	4	0.1
8. Health occupations	314	77.9	80	19.9	5	1.2	2	0.5	1	0.2	1	0.2
9. Hospitality and recreation	347	90.1	32	8.3	2	0.5	1	0.3	1	0.3	2	0.5
10. Manufacturing	337	90.1	41	6.6	4	1.0	2	1.3	1	0.2	1	0.8
11. Marketing and distribution	350	92.6	27	5.2	-	---	3	0.5	1	0.3	1	0.3
12. Personal services	320	82.5	60	15.5	4	1.0	1	0.3	1	0.3	2	0.5
13. Public service	298	72.9	101	24.7	8	2.0	1	0.2	-	---	1	0.2
14. Transportation	350	90.0	33	8.5	2	0.5	1	0.2	-	---	3	0.8

TABLE A-11
(cont)
OTHER SELECTED RESULTS OF THE TEACHER SURVEY - JOLIET

Questions/Statements	Responses	1974	1975
Is the career-occupational concept familiar to you?	Heard and understood	63%	85%
	Heard but don't understand	24	15
	Haven't heard	13	0
The goals of the career-occupational program were made clear to me.	5-point scale 1 = Strongly Agree 5 = Strongly Disagree	3.04 mean	2.90 mean
My role as a teacher is that of a facilitator of learning rather than an information giver.	5-point scale 1 = Strongly Agree 5 = Strongly Disagree	1.89 mean	1.14 mean
The project has helped relate school subjects to knowledge and skills needed in the world of work.	5-point scale 1 = Strongly Agree 5 = Strongly Disagree	2.47 mean	2.40 mean
The project has helped clarify misconceptions about stereo-types about certain occupations.	5-point scale 1 = Strongly Agree 5 = Strongly Disagree	2.50 mean	2.46 mean
The project has helped me understand the importance of the 3 R's in both school and work.	5-point scale 1 = Strongly Agree 5 = Strongly Disagree	2.54 mean	2.46 mean

questionnaire, including a) background information: b) teacher opinions; 3) staff development; and d) use of community resources.

Thirty-eight and seven-tenths percent of the teachers had participated in some preservice or inservice training at Joliet. Seventy-two and four tenths percent of the teachers had utilized some career educational concepts in their teaching. The career occupational concept was familiar to 82.1 percent of the teachers and another 16.7 percent had heard about the career occupational concept.

In the area of teacher opinions, the Joliet teachers registered strongest agreement on the following items: 1) "You don't need a college degree to be a success." (87 percent); 2) "Students who are good in history should be told about jobs in this field." (82 percent); 14) "A sound career occupational program should emphasize the use of community resources outside the classroom." (94 percent); 15) " A career occupational program should enable students to explore career preferences to a depth desired." (86 percent); 17) "The interviewing of adults by students is a vital part of the career-occupational program." (82 percent).

In the area of staff development, the largest percentage of teachers responding quoted that the following areas would be most helpful to have: 1. Expanded availability of materials (32.3 percent); 3. Expanded/improved access to community resources (31.4 percent); and 5. More inservice for infusing community resources with existing curriculum (25.4 percent). In responding to items which were most helpful, the largest percentage of teachers

indicated 9. Workshops,courses (Credit bearing - 11.9 percent). In the area of the use of community resources, the survey found that a total of 1,449 field trips were taken in the Joliet schools during the year. The following occupational cluster groups were represented most frequently: Agri-business and natural resources (134); Business and Office (177); Communications and Media (119); Environment (154); Fine Arts and Humanities (153); and Public Service (114).

Other selected results of the teacher's survey, with comparisons between the 1974-75 administration, showed that an increased percentage of teachers (from 63 percent to 85 percent) found the career-occupational concept more familiar to them over the period of one year.

The Joliet teachers were likewise in stronger agreement in 1975 than in 1974 regarding the following items: The Goals of the Career-Occupational program were made clear to me; My role as a teacher is that of a facilitator of learning rather than an information giver; The project has helped relate school subjects to knowledge and skills needed in the world of work; The project has helped clarify misconceptions about stereotypes about certain occupations; and the project has helped me understand the importance of the 3 R's in both school and work.

Detailed results of the Joliet elementary and secondary teacher questionnaire, by school district, are found in Appendix A, Table A-12.

Site B - Cumberland

1. DOCUMENTATION COMPONENT:

A. Community Involvement

The Cumberland County region has shown a great deal of interest in the Comprehensive Illinois Occupational Education Demonstration Center, Site B in District 77. The community has donated materials, has provided speakers and field trips from the school district into various portions of the community. The community has an interest in the Demonstration Center, in its schools and their students. An advisory committee from the community has been provided. Work experience stations have been afforded for the WECEP program, the CVE program, and the CWT program. The Cumberland District 77 teachers reported that thirty-eight structured community visits had happened during the school year. In addition, career-oriented trips were taken by school districts to the Lakeland College, at Mattoon, Illinois, and to Eastern Illinois University, at Charleston. The teachers also reported that thirty-eight speakers on career-oriented subjects had been provided from the immediate community. A total of twenty-five interviews of personnel in service were also made available to the career demonstration center.

Materials have been developed which served to provide communication links between the demonstration center project and the immediate community, both in the Cumberland and Lakeland College regions of Illinois, as well as to the State of Illinois. These include units of: 1) activity and instruction; 2) bibliographies; 3) IOCP Strategies for management of the project; 4) cost analysis; 5) student

follow-up data; 6) a development of a community resource file; 7) development of a community brochure; and 8) various presentations on the overall demonstration center project and individual projects and programs. These materials have been developed for dissemination both within the community and beyond.

Additional funding has been sought and obtained for the WECEP program and for project TOUCH. During the 1974-75 year, planning for the dissemination phase, Phase III of the project, has been evident by way of the Staff Task Force, development of a community brochure, and a good deal of publicity through the newspaper and radio/TV media of the region.

B. Technical Assistance

The Cumberland, Site B, Demonstration Center has developed through the help and assistance of technical assistance, both in the form of consultant services and written materials. Consultant services have been provided by the Illinois Division of Vocational and Technical Education, by the U. S. Office of Education, by colleges and universities, by other existing programs and liaisons, and by the local community.

The Illinois Division of Vocational and Technical Education has provided much technical assistance by way of the CIOEDC Project Manager, Mr. Charles Schickner, as well as by Mr. John Washburn, Mr. Dan Bock, and the various occupational area consultants.

Colleges and universities have also provided technical assistance. These include Dr. Peterson, Mrs. Sanders, Mr. Scholes, and Mr. Lawson, of Eastern Illinois University. Southern Illinois University has provided technical assistance in the areas of cost,

TV, and a cooperative teacher workshop. Dr. Wernick, of Northern Illinois University, has assisted the project. Both Mr. Slater and Mr. Phipps of the University of Illinois have provided consultant services. Mr. Davis and Mr. Borgin, of the Joliet Junior College, have assisted the project in its IOCP program.

Other existing programs and liaisons have also been helpful. These include Mr. Fuller (VIP), Mrs. Bare (OCCUPAC), Mrs. Harris (CVIS), the Office of the Superintendent of Public Instruction, for the film series, "Bread and Butterflies", and help to the WECEP project by way of the Bethaldo and Quincy school districts.

The local community has also been helpful in a number of ways, including providing resources for photography, printing, community history and geography, training stations, and field trips and/or speakers.

Another form of technical assistance has come in the form of written materials. These have included copies of materials and curriculum laboratory documents from the Illinois Division of Vocational and Technical Education, curriculum guides, ERIC assistance, a series on career education from colleges and universities, and curriculum guides and newsletters from other existing programs and liaisons.

C. Target Group

The target group influenced by the Comprehensive Illinois Occupational Demonstration Center, Site B, Cumberland, has been documented by student population, student profiles and background information, staff profiles, and by community characteristics. The student population found in each of the Demonstration Centers

developing programs is distributed as follows: Projects ABLE, OCCUPAC, and VIP have been used in the Career Awareness program for students in Grades K-8. The WECEP program has been provided for students in Grades 8, 9, and 10. The CVIS program has been afforded to students in Grades 9 and 12. Consumer and Homemaking has been provided for students in Grade 12. The student follow-up project has surveyed the 1974 graduates of Cumberland District 77. The cost project has documented costs in Grades 9 through 14. The following projects have related to management of the overall Occupation Demonstration Center Site B: the three-phase project; IOCP; SIVE; and CERL.

Background on the Cumberland students and student profiles has been provided through results of a follow-up study, which will be reported in detail in subsequent project evaluation reports. Staff profiles have been provided as a result of a field questionnaire to all teachers in Cumberland District 77. Results of this questionnaire are reported in Part 3 of this section of the report. A general description of the components of the K-14 students in Site B includes the Cumberland Unit District No. 77, which encompasses the K-8 and 9-12 components, and the Lakeland Junior College District, which comprises the post secondary component of the Demonstration Center. Cumberland Unit District No. 77 is located in Cumberland County in east central Illinois. The school district has 185.6 square miles of Cumberland County within its borders. The student population is drawn equally from the three rural communities of Greenup, Toledo, and Jewett and the outlying areas of the district. All of the student population is bussed to and from the

school.

Cumberland Unit District No. 77 is largely a rural farming area but does contain several small independently owned industries. Of the 9,772 residents of Cumberland County the general assistance rate is 1.9 per 1,000 people. Aid to Dependent Children is 42.9 per 1,000; general employment is 5.8 percent. Unemployment is 38.5 percent; the school dropout rate is 4.7 percent; the median family income was $7,719 according to the 1971 annual povery report.

The Lakeland College district is composed of all or parts of eleven counties in east central Illinois. The district has an area of 2200 square miles and a population of nearly 125,000 people. Illinois counties included in the district are Coles, Clark, Clay, Cumberland, Douglas, Effingham, Fayette, Jasper, Moultree, and Shelby. Over twenty-five communities of varying sizes and makeup are located throughout the district, generally readily accessible to the college campus located south of Mattoon.

The Lakeland College district, although containing some industry, is predominantly rural. Two cities in the college district have populations over 10,000. These are Mattoon, with slightly over 20,000, and Charleston, with 16,500. The city of Effingham is slightly less than 10,000. Approximately thirty percent of the population lives in rural, farm areas, and the balance of the population in small towns of under 5,000 population. The ethnic composition of the district is mainly white. In the 1970 census, the black population of the district was 286, representing only .2 percent of the total population. The total non-white population

of the district was 974, or about .4 percent.

Agriculture and agricultural products represent four percent of family income in the area and the median family income is below the Illinois average. Approximately 12,000 persons in the district are in families with incomes below the poverty level. The average wage earned by a majority of the people is around $6,000 per year. In nine of the eleven counties within the Lakeland College district there are presently 8,570 people on the public assistance rolls. A recent study showed that twenty-one percent of the Lakeland College students are from families with less than $6,000 year income, while five percent come from families with less than $3,000 annual incomes.

Both Cumberland Unit District No. 77 and the Lakeland College District have recognized the increasing importance of vocational, technical, and career education and the role they must assume in developing programs which will meet the needs of participants in these programs. It was with these facts in mind that the two districts formed a joint effort in the establishment of the Comprehensive Illinois Occupational Education Demonstration Center. Among the types of occupations represented in Cumberland County are the following: Operatives, except transportation - 630; Farmers and Managers - 538; Craftsmen (for example, Auto Mechanics Construction - 495); Service workers - 407; Clerical - 285; Managers and Administrators - 261. Those types of occupations which represented lesser numbers include laborers and foremen - 55; private household workers - 57; other professional workers - 61; health workers - 20; and sales workers - 94.

D. Management System.

The management system for the Demonstration Center project has been coordinated through U.S.O.E. and Illinois Division of Vocational and Technical Education guidelines and monitoring systems. Task forces and advisory committees have been active in aiding, planning and implementation of the project from its inception. Each of the individual programs has operating procedures defined in addition. The on-going career education programs in the Cumberland Unit District No. 77 are based on the Five-Year Plan filed by the school district with the State of Illinois and upon defined needs and history of vocational and occupational education in the school district. The demonstration center has also utilized the services of two interns from Eastern Illinois University. The project is currently on schedule with respect to utilization of project personnel, support from both the school district, the state and the U.S.O.E., and in its budgetary spending plan.

Faculty and staff involvement and development have been managed through the formation of an active staff Task Force. Functions of the Task Force include:

- Provide important communication between the educational system, the community and the project.
- Review the goals and objectives of the project.
- Assist in the preparation of a local philosophy regarding vocational and technical education.
- Aid in the continuous review of the content and organization of the instructional program in keeping with the occupational needs of the community area.

- Assist in the implementation of selected programs.
- Assist in long-term program planning.
- Assist in the continuous appraisal of occupational opportunities in the communities served by this project.

E. Staff Development

Staff development and involvement in the demonstration center project has come in the form of inservice objectives and activities, including workshops, courses, use of consultants, visitations to other sites, in-house staff development, and self-initiating inservice activities. Workshops have been held during the year in the following project areas:

Awareness K-8
Guidance
Research Techniques
CVIS
CERL
The Five Occupational Clusters
IOCP
Cost
Follow-up
Cooperative Teachers
Mini-grants
Curriculum Laboratory
ETC
Gifted

Courses have been offered by Eastern Illinois University, the University of Illinois, and Southern Illinois University, and consultants have been helpful in the writing of the proposal, in selecting programs, in program development, and in planning the demonstration phase. Visitations to other sites have included trips by inservice staff to Charleston, Willowbrook, Bethaldo, Quincy, and Carbondale.

In addition, the following staff activities were reported: 55% attended workshops; 12.5% made on-site visitations; 18.7% received and completed minigrants; 33% accompanied classes on field

trips; 30% provided speakers for their classes; and 100% attended faculty meetings relating to CIOEDC and career education activities.

In-house staff development has included entertaining proposals for and granting mini-grants to individual staff persons and the development of an A-W workshop. The self-initiating in-service activities have included gifted, book exhibits, graduate courses, and the development of the project proposal and mini-grants proposals.

F. Cost Effectiveness

There are a number of examples of cost effective procedures in the operation of the Comprehensive Illinois Occupational Demonstration Center, Site B, at Cumberland. First, financial data is available in the form of a program budget. This data indicates that the local education agency has donated room and space square footage, as well as the offer for teacher salary increases as a result of completing inservice activities relating to the operation of the Demonstration Center. Staff members have been afforded release time from their positions to provide community resources. There has been evidence of federal seed money which can be used in the development of other programs. The work-study program and the student follow-up throughout the projects have been additional ways in which the project has operated in a cost-effective manner. Finally, a good deal of expertise from the Illinois Division of Vocational and Technical Education has been made available to the project.

G. Articulation

The operation of the demonstration center has invited articulation activities between the elementary and secondary schools within the district as well as between the Cumberland Elementary-

Secondary schools and the post-secondary community and in planning for Phase III, the Dissemination Phase of the project. Elementary-secondary school articulation has been shown with high school students working at the elementary school, with elementary students taking high school courses as part of the demonstration center, with guidance provided by the elementary school for high school course selection, and for elementary field trips to high school classes. Articulation between the elementary-secondary and post-secondary communities affected by the project include the following:

The Lakeland Career Day
The Lakeland Counselors' Talk with Seniors
Various meetings of principals and counselors
The Lakeland Work Study Program
Lakeland Night classes available
The Student Follow-up Project
The Cost Project

Early plans for Phase III of the project, the Dissemination phase, to operate during the 1975-76 school year, include close coordination between Cumberland Unit District No. 77 and the Lakeland College, particularly as plans relate to demonstration days planned for October 23-24, 1975, and in 1976 for February 5-6, March 11-12, and April 22-23.

2. PRODUCT MEASUREMENT COMPONENT:

This section of the report serves to provide detailed product measurement data and information regarding the operation of two of the specific career and occupational education programs at Site B. These two programs are the Career Awareness Program and the WECEP Program.

A. Career Awareness

A Career Awareness Program has been developed as the Elementary component (K-8) of the Demonstration Center. The three

Illinois Division of Vocational and Technical Education activities which comprise Career Awareness are:

OCCUPAC (Occupational Information Learning Package),
The ABLE Model Program, and
The Vocational Information Project.

A number of evaluation activities were conducted by EMS as Third-Party evaluator in order to measure the effectiveness of the Career Awareness Program, particularly in terms of student outcomes. These activities included collecting data on standard achievement tests for students enrolled in Grades 4-8 of Cumberland District No. 77 Schools for the 1974-75 school year. This research was conducted in order to document academic achievement of the Cumberland students during the first year of implementation of the Occupational Education Demonstration Center with efforts on the part of the school district to infuse career education concepts into the ongoing curriculum.

A second area of investigation involved the administration of the Career Education Student Survey in Grades 4 through 6. A third area of investigation involved interviews with students in the elementary school (as well as with teachers and administrators) regarding how the students, teachers, and administrators felt regarding career awareness. The instruments used in these investigations are included in Appendix B of this report.

Tables B-1 through B-5 serve to display the grade equivalents in the Stanford Achievement Test for students in Grades 4-8, Cumberland Schools, during the 1974-75 school year. The Stanford Achievement Test battery was administered to this group in the Fall, on October 31, 1974, and then again in May, 1975.

TABLE B-1

STANFORD ACHIEVEMENT TESTS: GRADE EQUIVALENTS: DISTRICT 77
GRADE 4

TEST	G. E. 1974 Fall	G. E. 1975 Spring	G. E. Gain	1975 Spring National Stanines % Average or Above
Vocabulary	3.7	4.5	.8	72%
Spelling	3.7	5.0	1.3	73%
Language	3.1	4.7	1.6	73%
Math Computation	3.3	5.0	1.7	76%
Math Concepts	3.4	4.3	.9	68%
Math Applications	3.4	4.2	.8	68%
Science	3.9	4.7	.8	81%
Total Reading				72%
Total Math				71%
Total Auditory				68%
Complete Battery				65%

TABLE B-2

STANFORD ACHIEVEMENT TESTS: GRADE EQUIVALENTS: DISTRICT 77
GRADE 5

TEST	G. E. 1974 Fall	G. E. 1975 Spring	G. E. Gain	1975 Spring National Stanines % Average or Above
Vocabulary	4.7	5.9	1.2	73%
Spelling	4.5	5.9	1.4	80%
Language	4.3	6.0	1.7	78%
Math Computation	4.3	5.6	1.3	64%
Math Concepts	4.5	5.3	.8	54%
Math Applications	4.3	5.4	1.1	64%
Science	5.4	6.1	.7	78%
Total Reading				77%
Total Math				58%
Total Auditory				75%
Complete Battery				72%

TABLE B-4

STANFORD ACHIEVEMENT TESTS: GRADE EQUIVALENTS: DISTRICT 77
GRADE 7

TEST	G. E. 1974 Fall	G. E. 1975 Spring	G. E. Gain	1975 Spring National Stanines % Average or Above
Spelling	6.9	7.5	.6	73%
Language	6.4	8.3	1.9	84%
Math Computation	5.7	7.4	1.7	66%
Math Concepts	6.4	7.8	1.2	86%
Math Applications	6.6	7.1	.5	68%
Science	6.7	7.6	.9	75%
Total Reading				81%
Total Math				71%
Complete Battery				75%

TABLE B-5

STANFORD ACHIEVEMENT TESTS: GRADE EQUIVALENTS: DISTRICT 77
GRADE 8

TEST	G. E. 1974 Fall	G. E. 1975 Spring	G. E. Gain	1975 Spring National Stanines % Average or Above
Spelling	7.7	8.4	.7	77%
Language	6.8	8.8	2.0	82%
Math Computation	6.5	9.2	2.7	80%
Math Concepts	7.3	9.0	1.7	83%
Math Applications	7.4	8.6	1.2	81%
Science	7.8	8.8	1.0	79%
Total Reading				79%
Total Math				82%
Complete Battery				78%

These tables list the grade equivalency, the average or mean grade equivalency scores, on a number of the tests, including vocabulary, spelling, language, math computation, math concepts, math applications, and science. Included also are average grade equivalency scores on the second administration of a form of a test battery in the Spring, 1975. Grade equivalency gains are recorded, and Spring, 1975, measures indicating percentages of the students who scored average or above, according to the national stanines, are also shown for each of the five grade levels. The Grade 4 results show gains in all seven achievement tests, with language and math computation showing the greatest gains during the school year. Fourth grade showed the following percentages of students, average or above; (i.e., in stanines 4-9) regarding the total test battery results: Total Math, 71%; Total Auditory, 68%; Complete Battery, 65%.

In grade 5, gains in Language (1.7% gain), in math computation (1.3% gain) were also shown over the school year, with all seven tests showing a gain by the Cumberland students. Overall, 77% of the Cumberland students scored average or above according to the national stanines. Fifty-eight percent scored likewise in the total math battery, 75% scored average or above according to national stanines in the total auditory battery and 72% scored average or above on the complete battery. In grade 6, gains were recorded in all seven of the sub-tests, in Language, 2.0 gain; in math computation, 2.6 grade equivalent gain being recorded. The percentage of Cumberland students scoring average or above in the total test results were as follows: Total reading, 81%; total

math, 84%; total auditory, 85%; and complete battery, 80%. In Grade 7, gains were recorded over the year on all six of the sub-tests analyzed, with Language and Math Computation showing the greatest gains. Overall, test results showed the following percentages of Cumberland students scoring average or above, according to the national stanines available: Total reading, 81%; total math, 71%; complete battery, 75%. In Grade 8, similar gains in grade equivalencies were shown in Language, 2.0; math computation, 2.7; and math concepts, 1.7. Overall percentages for Cumberland students who scored average or above, according to national stanines available, were as follows: Total reading, 79%; total math, 82%; complete battery, 78%. It would appear that the infusion of Career Education Concepts and Activities into the curriculum of the Cumberland Elementary and Junior High Schools has not impeded the academic achievement and, perhaps, may have accelerated it.

Another area of inquiry included interviewing students in elementary and junior high during the course of the total school day. Students were interviewed in groups of five to seven. The EMS interviewer based the group discussion on the following questions: "What things did you do in class? What can you show and do now? Did you like learning these things? In interviewing workers in the classroom, what did you learn and did you like learning it this way? In visiting businesses and workers outside of school what did you learn and did you like learning it this way?".

It is apparent that the things which were done in class could be shown and done again by the students who participated in

the career education activities in the classroom. These activities included: Interviewing workers in the classroom; visiting businesses and workers outside the schools; learning to produce products, such as butter, peanut butter, and birdhouses. Students also learned to write letters of application and participated in learning experiences supplied by the various audio visual materials produced within the state of Illinois and elsewhere. Students generally liked learning the things they were learning in the area of career awareness. In both interviewing workers in the classroom and in visiting businesses and workers outside of school, a number of things appeared to be learned. These included what preparation the various workers needed to hold their jobs; how they felt about holding their jobs; the advantages and disadvantages of their areas of work; and how plentiful jobs would be in the various areas of work. The workers who were interviewed either within or outside the classrooms stressed the importance of school and the "3 R's" as preparation for a job in life.

The students enjoyed learning by interviewing and visiting businesses. They particularly enjoyed the field trips outside of school, a finding which was not unexpected!

Teachers were also interviewed regarding their feelings and perceptions toward the Career Awareness program at Cumberland schools. Teachers were interviewed individually with the following questions as the basis for discussion: "How can we improve or implement Career education? What benefits do you see from Career education, both the individual, for the school, and the community? and Do you see any problems with Career education, for the individual, the school, and the community?".

Teachers showed a general enthusiasm for infusion of Career Education and for the demonstration center concept in activities as they were operating at Cumberland District 77. All teachers agreed that the teacher is the key for any changes in the school curriculum that would lead to the infusion of Career education concepts. They felt that Career education can be implememted over time as a result of making it relevant to the other elements of the school curriculum, and vice versa. It is useful for teachers who have had success in Career education projects to interact with other teachers and thus create a voluntary infusion of Career Education concepts among the teachers. It was generally felt that the Career Education Demonstration Center staff was doing an excellent job of helping teachers implement career education and career awareness within their classrooms. Benefits from career education were reported for the individual, for the school, and the community. With regard to individual students, it was felt that it was a good opportunity to make school and classroom activities relevant to the student and the community in which he is now living and will live after leaving school. With respect to the school, the advantages or benefits of career education observed at Cumberland are that the school and community can relate to each other in concrete, action-type activities. Career education appears to be a natural and beneficial activity for school-community relationships.

Most of the teachers and administrators interviewed at District No. 77 see no current problems with career education. They simply want to see it continue to operate and grow with leadership

from the Demonstration Center staff and interaction among the teachers. The teachers and staff appear to be looking forward to the dissemination year and the demonstration days with enthusiasm, but with a healthy respect for the need for adequate planning to manage an influx of visitors to the school district during the upcoming year.

A number of administrators were interviewed at District No. 77. These included the elementary principal, the assistant principal in the senior high, and the Superintendent of Schools. There appeared to be good support for the Demonstration Center and staff and an appreciation for the progress being made by the teachers in implementing career operation during the first year of operation of a concentrated career program in the school district.

Students also seemed to recognize that a variety of work experiences may be available within the Cumberland community upon leaving school, but students also see an orientation toward the possibility of finding work in other areas of the state and nation.

In summary, Cumberland students are beginning to do a number of activities in the area of Career Awareness in class and out of class. The activities are having an impact in that what is being learned is being retained by the students and the students are further enjoying learning things about careers. They feel they have learned a great deal by interviewing workers in the classroom and by visiting businesses and workers outside the school. The faculty and administrators at Cumberland appear to be excited about

improving and implementing career education; they see benefits in career education both for the individual, the school, and the community and do not appear to perceive any insurmountable problems in regard to improving or implementing career education.

A third area of inquiry about the Career Awareness program consisted of administering a one-page, twelve item questionnaire in which students in Grades 4-6 were able to record their feelings and attitudes about ways in which career education and school activities might relate. Results of the questionnaire are shown in Table B-6 for each of the grades 4, 5, and 6, and an overall response. Ninety-four percent of the Cumberland students in Grades 4-6 agreed that arithmetic is important to people who work. Eighty-four percent agreed that they would like to see films about how things are made. Eighty-one percent of the Cumberland students agreed that school would be more interesting "if we had visitors who could tell us about their jobs". Eighty-three percent of the students agreed that students should be taught about jobs in school. Eighty-five percent of the Cumberland students agreed that the school should "teach things I can use on a job." Twenty-two percent of the students agreed that they "did not learn anything about jobs in school." Sixty-six percent of the students said that they enjoyed interviewing workers in the classroom, while eighty-nine percent of the students agreed that they liked to visit businesses and workers outside of school. The Cumberland results on this questionnaire were also compared with the national sample of pupils in grades 4-6 performed in the U.S. Office of Education study

TABLE B-6

C. I. O. E. D. C. CAREER EDUCATION

GRADES 4-6, SPRING 1975
CUMBERLAND

ITEM	GRADE 4 (N=88)	GRADE 5 (N=113)	GRADE 6 (N=95)	OVERALL (N=296)
1. Arithmetic is important to people who work.				
1 Agree	89%	81%	80%	82%
2	5	16	14	12
3	3	2	6	4
4	1	1	--	1
5 Disagree	2	--	--	1
Mean	1.24	1.22	1.26	1.24
2. I would like to see films about how things are made.				
1 Agree	63%	74%	53%	64%
2	19	18	21	20
3	13	5	20	12
4	--	--	4	1
5 Disagree	5	3	2	3
Mean	1.63	1.39	1.82	1.60
3. School would be more interesting if we had visitors who could tell us about their jobs.				
1 Agree	64%	63%	59%	63%
2	19	18	17	18
3	5	10	15	10
4	7	--	4	3
5 Disagree	5	9	5	6
Mean	1.67	1.73	1.80	1.73
4. Students should be taught about jobs in school.				
1 Agree	54%	64%	55%	58%
2	27	19	28	25
3	9	8	15	10
4	3	4	1	3
5 Disagree	7	5	1	4
Mean	1.83	1.69	1.65	1.72

TABLE B-6
(cont)
C. I. O. E. D. C. CAREER EDUCATION

GRADES 4-6, SPRING 1975
CUMBERLAND

ITEM	GRADE 4 (N=88)	5 (N=113)	6 (N=95)	OVERALL (N=296)
5. School should teach me things I can use on a job.				
1 Agree	65%	65%	66%	65%
2	21	18	22	20
3	8	11	7	9
4	1	1	3	2
5 Disagree	5	5	2	4
Mean	1.58	1.63	1.54	1.59
6. Most girls will never get a job.				
1 Agree	17%	4%	7%	8%
2	2	3	5	4
3	6	18	15	13
4	1	7	8	6
5 Disagree	73	68	65	69
Mean	4.10	4.32	4.21	4.22
7. If a boy's father is a doctor, the boy will probably be a doctor also.				
1 Agree	26%	11%	8%	14%
2	11	15	6	11
3	23	24	36	27
4	8	15	10	11
5 Disagree	32	35	40	36
Mean	3.10	3.48	3.69	3.43
8. I am too young to think about what I want to do when I grow up.				
1 Agree	25%	16%	9%	17%
2	15	4	5	7
3	7	5	14	8
4	3	13	7	8
5 Disagree	50	62	65	60
Mean	3.39	4.04	4.15	3.89

TABLE B-6
(cont)
C. I. O. E. D. C. CAREER EDUCATION

GRADES 4-6, SPRING 1975
CUMBERLAND

ITEM	GRADE 4 (N=88)	GRADE 5 (N=113)	GRADE 6 (N=95)	OVERALL (N=296)
9. People who are going to college don't have to think about jobs until they get to college.				
1 Agree	21%	11%	7%	13%
2	2	3	2	2
3	5	6	8	6
4	6	12	8	9
5 Disagree	66	68	75	70
Mean	3.92	4.21	4.43	4.20
10. I don't learn anything about jobs in school.				
1 Agree	21%	16%	9%	15%
2	3	7	12	7
3	6	20	22	17
4	5	8	10	8
5 Disagree	65	49	47	53
Mean	3.89	3.68	3.76	3.77
11. I enjoy interviewing workers in our classroom.				
1 Agree	61%	63%	39%	55%
2	8	10	14	11
3	20	17	29	22
4	5	2	6	4
5 Disagree	6	8	12	8
Mean	1.84	1.81	2.37	2.00
12. I like to visit businesses and workers outside of school.				
1 Agree	79%	77%	81%	79%
2	8	12	10	10
3	5	7	2	5
4	1	1	5	2
5 Disagree	7	3	2	4
Mean	1.48	1.43	1.38	1.43

during the 1972-73 years. This comparison is shown in Table B-7. It is apparent that the Cumberland responses on the first five statements are consistently higher than the national sample, which was drawn from six local education agencies varying from large cities to smaller communities. Cumberland students appeared to agree even more strongly with the statements with which the majority agreed on the national sample. Cumberland students also tended to agree to a lesser extent with the last five statements on which fewer elementary students agreed in the national sample. In summary, the Cumberland students appear to be more positive than the national sample regarding their attitudes toward career education and its usefulness in the school setting.

B. The WECEP program

The WECEP program is a cooperative occupational education program for 14 and 15-year old youth which was implemented by the Division of Vocational and Technical Education in the State of Illinois. Its initials stand for Work Experience in Career Exploration Programs. The experimental programs are intended to help each student achieve his/her potential through a cooperative occupation education approach. Specifics are aimed at helping dropout-prone youth to become oriented and motivated toward education and to begin preparation for the world of work. An Illinois statewide evaluation of WECEP in the Spring of Fiscal Year 1972 proved favorable for continuation of the program. WECEP students made significant gains in grade point averages over the control groups They also improved their outlooks, attitudes and interpersonal

TABLE B-7

COMPARISON OF CUMBERLAND AND NATIONAL SAMPLE: ATTITUDES TOWARD CAREER EDUCATION

Statement	National Sample: Percent Agreeing	Cumberland: Percent Agreeing
Arithmetic is important to people who work.	86%	94%
I would like to see films about how things are made.	78	84
School would be more interesting if we had visitors who could tell us about their jobs.	75	81
Students should be taught about jobs in school.	72	83
School should teach me things I can use on a job.	66	85
Most girls will never get a job.	18	12
If a boy's father is a doctor, the boy will probably be a doctor also.	18	25
I am too young to think about what I want to do when I grow up.	22	24
People who are going to college don't have to think about jobs until they get to college.	27	15
I don't learn anything about jobs in school.	27	22

skills. They were involved in fewer disciplinary problems and improved their attendance records. The rate of retention in school for those who had completed the course was high. Table B-8 provides a list of most of the major criteria on which the WECEP has been evaluated by the State of Illinois.

EMS was active in two areas of the evaluation relating to the WECEP program at Cumberland. These included interviews with students, interviews with teachers, interviews with employers in the community, and interviews with administrators. In addition, with the help and cooperation of the WECEP coordinator, a summary of results on the WECEP students were analyzed and compared with the statewide results from the 1973-74 school year in Illinois.

The results of the interviews with community people, teachers, administrators, and students may be summarized as follows:

It is our opinion that the first year of the WECEP program at Cumberland has been successful. All of the twelve students who were enrolled in the WECEP class remained in school during the 1974-75 school year. One student dropped out of the WECEP program to re-enter the regular academic program. In addition to the academic objectives of the WECEP program, the program has also reinforced good school community relationships. The community has accepted and supported the WECEP program. No problems were encountered in obtaining training stations. One of the local radio programs focused on the WECEP program, and has resulted in many inquiries and comments concerning the WECEP program. It would appear that next year's program will be even more successful than

TABLE B-8

WORK EXPERIENCE AND CAREER EXPLORATION (WECEP) CRITERIA

STATE OF ILLINOIS

Attendance: (Compared with Previous Term)
- No. of Students who missed less days ----------
- No. of Students who missed more days ----------
- No. of Students with no change in the number of days ----------

Grades (Compared with Previous Term)
- No. of Students who raised their GPA ----------
- No. of Students who lowered their GPA ----------
- No. of Students with no change in GPA ----------

General Disciplinary Behavior (Compared with Previous Term)
- No. of Students with decrease in the number of referrals, suspensions, truancies, disciplinary problems ----------
- No. of Students with increase in the number of referrals, suspensions, truancies, disciplinary problems ----------
- No. of Students with no change ----------

Attitudes
- In-School
  - Self-Concept
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Relationship with others
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Relationship towards Study
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Relationship towards School
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
- On-the-job
  - Calls in when absent
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Cooperates with Supervisors and Co-Workers
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Completes Assigned Tasks
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Shows initiative
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------
  - Follows Directions
    - No. of Students who improved ----------
    - No. of Students who did not improve ----------

TABLE B-9

COMPARATIVE RESULTS

WORK EXPERIENCE AND CAREER EXPLORATION (WECEP)

ILLINOIS: STATEWIDE AND CUMBERLAND DISTRICT 77

	Statewide, 1973-74		Cumberland, 1974-75	
	No.	Percent	No.	Percent
Attendance: (Compared with Previous Term)				
No. of Students who missed less days	680	55%	10	84%
No. of Students who missed more days	491	40	2	16
No. of Students with no change in the number of days	70	5	--	--
Total	1241	100	12	100
Grades (Compared with Previous Term)				
No. of Students who raised their GPA	902	72	11	92
No. of Students who lowered their GPA	278	22	1	8
No. of Students with no change in GPA	77	6	--	--
Total	1257	100	12	100
General Disciplinary Behavior (Compared with Previous Term)				
No. of Students with decrease in the number of referrals, suspensions, truancies, disciplinary problems	991	75	12	100
No. of Students with increase in the number of referrals, suspensions, truancies, disciplinary problems	217	16	--	--
No. of Students with no change	105	9	--	--
Total	1313	100	12	100
Attitudes				
In-School				
Self-Concept				
No. of Students who improved	1066	81	12	100
No. of Students who did not improve	250	19	--	--
Relationship with others				
No. of Students who improved	1093	82	12	100
No. of Students who did not improve	233	18	--	--
Relationship towards Study				
No. of Students who improved	839	70	12	100
No. of Students who did not improve	355	30	--	--
Relationship towards School				
No. of Students who improved	639	66	11	92
No. of Students who did not improve	330	34	1	8

TABLE B-9
(cont)
COMPARATIVE RESULTS

WORK EXPERIENCE AND CAREER EXPLORATION (WECEP)

ILLINOIS: STATEWIDE AND CUMBERLAND DISTRICT 77

	Statewide, 1973-74		Cumberland, 1974-75	
	No.	Percent	No.	Percent
On-the-job				
Calls in when absent				
No. of Students who improved	829	85%	10	84%
No. of Students who did not improve	150	15	2	16
Cooperates with Supervisors and Co-Workers				
No. of Students who improved	931	85	11	92
No. of Students who did not improve	165	15	1	8
Completes Assigned Tasks				
No. of Students who improved	905	83	11	92
No. of Students who did not improve	197	18	1	8
Shows initiative				
No. of Students who improved	773	66	10	84
No. of Students who did not improve	389	34	2	16
Follows Directions				
No. of Students who improved	966	87	11	92
No. of Students who did not improve	146	13	1	8

the 1974-75 WECEP program. The WECEP coordinator has developed curriculum that will strengthen and reinforce good, positive learning behavior in the WECEP students. Many of the WECEP students will be entering the CVE program at Cumberland next year.

A comparison of the 1974-75 rating of the Cumberland students with the 1973-74 statewide results has been provided in Table B-9. It is evident from Table B-9 that the Cumberland WECEP students were rated with a greater percentage of improvements on the statewide WECEP criteria than the other statewide units participating in the WECEP program rated their students during the previous 1973-74 school year.

3. TEACHER CHARACTERISTICS AND PERCEPTIONS:

The process of infusion of new concepts in a school district's program are ultimately dependent upon the role and involvement of the classroom teacher, with encouragement and assistance of administrators and project coordinators. An important part of the evaluation of the Career Demonstration Center, Site B, Cumberland has been to seek certain data and information from the elementary and secondary teachers in the school system. Both in Spring, 1974, and again in Spring, 1975, a field research questionnaire was administered to all teachers at Cumberland. A copy of the field research questionnaire instrument is included in Appendix B, as well as detailed analysis results from the processing of the questionnaires. The discussion which follows highlights the findings of the total Cumberland teaching group, elementary and secondary, during the Spring, 1975 administration of the teacher

questionnaire, with some 1974-75 comparisons included. Table B-10 provides summary data from the 1975 questionnaire for all sections of the questionnaire, including a) background information; b) teacher opinion; c) teacher expertise; d) teacher use of community resources; and e) areas to assist teachers in career occupational education.

Thirty six and five-tenths percent of the teachers had participated in some pre-service or inservice training at Cumberland. Sixty-four percent of the teachers had utilized some career educational concepts in their teaching. The career occupational concept was familiar to 85.1 percent of the teachers and another 14.9 percent had heard about the career occupational concept. Fifty percent of the teachers reported that the goals of career occupational education programs were clear to them by January, 1975. Eighty-seven percent of the teachers agreed that a sound career occupational program should emphasize the use of community resources outside the classroom. Eighty-two percent of the teachers agreed that their role of teacher is that of a facilitator of learning rather than an information giver. Sixty-six percent of the teachers agreed that the career occupational information program has increased the understanding of their students of major occupational programs, and sixty-five percent of the teachers reported that the program had stimulated thought about career choices that are realistic. Sixty-six percent of the teachers reported that the program helped relate school subjects to knowledge and skills needed in the world of work.

Part C of the table serves to report relative teacher expertise in the fifteen OE occupational cluster areas, and Figure B-1

TABLE B-10

TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

A. BACKGROUND

ITEM	DISTRIBUTION	NUMBER	PERCENT
1. Sex	1 - Female	40	56.3%
	2 - Male	31	43.7
2. Teaching Experience	1 - Less than three years	13	19.1
	2 - Three to five years	14	20.6
	3 - Five to ten years	19	27.9
	4 - More than ten years	22	32.3
3. School in which you are teaching	1 - Elementary	43	58.9
	2 - High School	30	41.1
4. Grade level you are teaching	1 - Primary	15	8.1
	2 - Intermediate	11	37.8
	3 - Junior High	14	18.9
	4 - Secondary	28	14.9
	5 - Administration	6	20.3
5. Department	1 - Mathematics	9	15.2
	2 - Science	6	10.2
	3 - Reading/Literature	10	17.0
	4 - Language/Writing	3	5.1
	5 - Voc. Ed. (Home Econ., Ind. & Bus. Arts)	9	15.2
	6 - Fine Arts	5	8.5
	7 - Physical Education	5	8.5
	8 - Social Studies	3	5.1
	9 - Other	5	8.5
	10 - Special Education	4	6.8
6. Inservice training?	1 - Yes	27	36.5
	2 - No	47	63.5
7. Utilized concepts?	1 - Yes	10	25.6
	2 - Some	15	38.5
	3 - No	14	35.9
8. Is career/ occupational concept familiar?	1 - Understand it	63	85.1
	2 - Heard about it	11	14.9
	3 - Haven't heard about it	0	00.0

TABLE B-10
(cont.)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

B. TEACHER OPINIONS

ITEM	Strongly Agree Num.	%	Agree Num.	%	Uncertain Num.	%	Disagree Num.	%	Strongly Disagree Num.	%
1. The goals of the career-occupational program were clear to me by January of this year.	19	25.7%	31	41.9%	19	25.7%	3	4.0%	2	2.7%
2. The career-occupational program should involve all students and all teachers.	19	25.7	22	29.7	14	18.9	16	21.6	3	4.0
3. A sound career-occupational program should emphsize the use of community resources outside the classroom.	39	52.7	26	35.1	9	12.2	0	0.0	0	0.0
4. A career-occupational program should enable students to explore career preferences to a depth desired.	25	33.8	36	48.7	11	14.8	2	2.7	0	0.0
5. My role as a teacher is that of a facilitator of learning rather than in information giver.	22	30.1	38	52.0	10	13.7	2	2.7	1	1.4
6. The interviewing of adults by students is a vital part of the career-occupational program.	22	30.1	37	50.1	13	17.8	1	1.4	0	0.0
7. I feel that career-occupational information program has helped the majority of my students.										
A) Become active rather than passive learners.	6	8.4	26	36.6	30	42.3	7	9.9	2	2.8
B) Increase their understanding of major occupational fields.	6	8.4	41	57.8	21	29.6	2	2.8	1	1.4
C) Stimulate thought about career choices that are realistic.	11	15.7	35	50.0	19	27.1	5	7.1	0	0.0
D) View education as a continuous process.	12	17.1	30	42.9	23	32.9	5	7.1	0	0.0

TABLE B-10
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

B. TEACHER OPINIONS
(Continued)

ITEM	Strongly Agree Num.	%	Agree Num.	%	Uncertain Num.	%	Disagree Num.	%	Strongly Disagree Num.	%
7. E) Relate school subjects to knowledge and skills needed in the world of work.	9	12.7	38	53.5	21	29.6	3	4.2	0	0.0
F) Clarify misconceptions and stereotypes about certain occupations.	5	7.1	36	51.4	26	37.2	3	4.3	0	0.0
G) Understand the importance of the 3 R's in both school and work.	11	15.7	35	50.0	19	27.1	3	4.3	2	2.8
8. I believe that the school guidance-counselor should be involved in the career-occupational program.										
A) In conducting group discussions.	24	32.8	39	53.4	8	11.0	1	1.4	1	1.4
B) In providing materials.	32	43.2	37	50.0	4	5.5	0	0.0	1	1.3
C) In individual student's conferences.	39	52.7	34	46.0	1	1.3	0	0.0	0	0.0
D) Assisting teachers integrating career-occupational information.	26	35.6	38	52.0	7	9.6	1	1.4	1	1.4
E) Arranging for resource persons and career-occupational trips.	25	33.8	32	43.2	10	13.5	3	4.0	4	5.4
F) Other	7	55.6	3	27.3	1	9.1	0	0.0	0	0.0

TABLE B-10
(cont)

TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

C. TEACHER EXPERTISE

ITEM	CONSIDERABLE 1		2		3		4		MINIMAL 5	
	Num.	%	Num.	%	Num.	%	Num.	%	Num.	%
Agri-business and natural resources:	4	5.5%	15	20.5%	12	16.4%	12	16.4%	30	41.2%
Business and office occupation.	7	9.6	7	9.6	21	28.8	19	26.0	19	26.0
Communications and media.	5	6.9	18	24.7	19	26.0	17	23.3	14	19.2
Consumer and homemaking	7	9.5	26	35.1	18	24.3	13	17.6	10	13.5
Construction occupations.	4	5.5	8	11.0	15	20.6	17	23.3	29	39.7
Environment occupations.	5	6.9	10	13.9	15	20.8	26	36.1	16	22.2
Fine arts and humanities.	6	8.2	7	9.6	22	30.1	14	19.2	24	32.9
Health occupations.	2	2.7	6	8.2	22	30.1	19	26.0	24	32.9
Hospitality and recreation.	6	8.1	14	18.9	28	37.8	12	16.2	14	18.9
Manufacturing.	4	5.5	5	6.9	13	17.8	11	15.0	40	34.8
Marine science.	2	2.8	3	4.2	9	12.5	18	25.0	40	55.6
Marketing and distribution.	4	5.6	6	8.3	13	18.1	22	30.6	27	37.5
Personal service occupations.	3	4.1	7	9.6	24	32.9	17	23.3	22	30.1
Public service occupations.	3	4.1	14	19.2	18	24.7	17	23.3	21	28.8
Transportation occupations.	1	1.4	4	5.6	21	29.2	13	18.1	33	45.8

TABLE B-10
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

D. USE OF COMMUNITY RESOURCES - NUMBER OF COMMUNITY RESOURCE PEOPLE USED

ITEM	None Num.	%	1-5 Num.	%	6-10 Num.	%	11-15 Num.	%	16-20 Num.	%	21-more Num.	%
1. Agri-business and natural resources	51	86.4%	8	13.6%	-	-	-	-	-	-	-	-
2. Business and Office	49	81.7	10	16.7	1	1.6	-	-	-	-	-	-
3. Communications and Media	55	91.7	4	6.7	1	1.6	-	-	-	-	-	-
4. Consumer and homemaking and related occupations	52	85.2	7	11.5	2	3.3	-	-	-	-	-	-
5. Construction	55	94.8	3	5.2	-	-	-	-	-	-	-	-
6. Environment	54	93.1	3	5.2	1	1.7	-	-	-	-	-	-
7. Fine arts and humanities	57	91.9	4	6.5	1	1.6	-	-	-	-	-	-
8. Health occupations	50	84.7	9	15.3	-	-	-	-	-	-	-	-
9. Hospitality and recreation	55	93.2	4	6.8	-	-	-	-	-	-	-	-
10. Manufacturing	53	89.8	6	10.2	-	-	-	-	-	-	-	-
11. Marine science	58	100.0	-	-	-	-	-	-	-	-	-	-
12. Marketing and distribution	53	91.4	5	8.6	-	-	-	-	-	-	-	-
13. Personal services	53	88.3	6	10.0	1	1.7	-	-	-	-	-	-
14. Public service	53	89.8	6	10.2	-	-	-	-	-	-	-	-
15. Transportation	57	98.3	1	1.7	-	-	-	-	-	-	-	-

TABLE B-10
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

D. USE OF COMMUNITY RESOURCES - NUMBER OF FIELD TRIPS TAKEN

ITEM	None Num.	%	1-5 Num.	%	6-10 Num.	%	11-15 Num.	%	16-20 Num.	%	21-more Num.	%
1. Agri-business and natural resources	49	80.3%	11	18.1%	1	1.6%	-	-	-	-	-	-
2. Business and Office	53	88.3	7	11.7	-	-	-	-	-	-	-	-
3. Communications and Media	54	90.0	6	10.0	-	-	-	-	-	-	-	-
4. Consumer and homemaking and related occupations	56	91.8	4	6.6	-	-	1	1.6	-	-	-	-
5. Construction	52	89.7	6	10.3	-	-	-	-	-	-	-	-
6. Environment	53	91.4	4	6.9	1	1.7	-	-	-	-	-	-
7. Fine arts and humanities	55	88.7	6	9.7	1	1.6	-	-	-	-	-	-
8. Health occupations	53	89.8	6	10.2	-	-	-	-	-	-	-	-
9. Hospitality and recreation	54	91.5	5	8.5	-	-	-	-	-	-	-	-
10. Manufacturing	51	86.4	8	13.6	-	-	-	-	-	-	-	-
11. Marine science	57	98.3	1	1.7	-	-	-	-	-	-	-	-
12. Marketing and distribution	55	94.8	3	5.2	-	-	-	-	-	-	-	-
13. Personal services	55	91.7	3	5.0	2	3.3	-	-	-	-	-	-
14. Public service	51	86.4	8	13.6	-	-	-	-	-	-	-	-
15. Transportation	57	98.3	1	1.7	-	-	-	-	-	-	-	-

TABLE B-10
(cont)
TEACHER QUESTIONNAIRE

ELEMENTARY AND SECONDARY - SPRING, 1975 - CUMBERLAND

E. AREAS TO ASSIST TEACHERS IN CAREER/OCCUPATIONAL EDUCATION

ITEM	Mean	1 Num.	%	2 Num.	%	3 Num.	%	4 Num.	%	5 Num.	%	6 Num.	%	7 Num.	%
A. Expended availability of Instructional materials.	2.80	20	28.6%	18	25.7%	11	15.7%	13	18.6%	0	0.0%	1	1.4%	7	10.0%
B. Inservicing of teachers for familiarization with existing instructional materials.	2.83	17	24.6	18	26.0	11	15.9	17	24.6	0	0.0	1	1.4	5	7.3
C. Summer work experience for teachers; visitations and orientation to actual job occupations.	3.48	10	14.9	16	23.9	11	16.4	16	23.9	1	1.5	2	3.0	11	16.4
D. Expanded/improved access to community resources; people, places for field trips and classroom visits.	2.59	22	31.9	20	29.0	11	15.9	9	13.0	0	0.0	1	1.5	6	8.7

TABLE B-10
(cont)

OTHER SELECTED RESULTS OF THE TEACHER SURVEY (CUMBERLAND)

Questions/Statements	Responses	1974	1975
Is the career-occupational concept familiar to you?	Heard and understood	66%	85%
	Heard but don't understand	34	14
	Haven't heard	0	0
The goals of the career-occupational program were made clear to me.	5 point scale 1 = Strongly Agree 5 = Strongly Disagree	3.05 mean	2.16 mean
My role as a teacher is that of a facilitator of learning rather than an information giver.	5 point scale 1 = Strongly Agree 5 = Strongly Disagree	2.15 mean	1.93 mean
The project has helped relate school subjects to knowledge and skills needed in the world of work.	5 point scale 1 = Strongly Agree 5 = Strongly Disagree	2.43 mean	2.31 mean
The project has helped clarify misconceptions about stereotypes about certain occupations.	5 point scale 1 = Strongly Agree 5 = Strongly Disagree	2.62 mean	2.26 mean
The project has helped me understand the importance of the 3 R's in both school and work.	5 point scale 1 = Strongly Agree 5 = Strongly Disagree	2.51 mean	2.30 mean

Figure B-1

1975 CUMBERLAND SELF EVALUATIONS OF TEACHERS AS TO EXPERTISE IN CONDUCTING LEARNING EXPERIENCES IN THE 15 OE CLUSTER AREAS

provides a graphic profile of these results. Those career clusters which appear to be represented by the most considerable expertise of the Cumberland teachers include Communications and Media, Consumer and Homemaking, Hospitality and Recreation, and Public Service Occupations. With respect to areas to assist teachers in Career Occupational Education, the area in which teachers felt they could be assisted to the greatest extent, was in the area of inservicing of teachers for familiarizing with existing instructional materials, which area was followed by a second area relating to expended availability of instructional materials. Other selected results of the teacher survey with comparisons between the 1974-75 administration showed that an increased percentage of teachers (from 66 percent to 85 percent) found the career occupational concept more familiar to them over the period of one year. The Cumberland teachers were likewise in stronger agreement in 1975 than in 1974 regarding the following items:

- The goals of the career occupational program were made clear to me.
- My role as a teacher is that of a facilitator of learning rather than an information gatherer.
- The project has helped relate school subjects to knowledge and skills needed in the world of work.
- The project has helped clarify misconceptions about stereotypes of certain occupations; and
- The project has helped me understand the importance of the 3 R's in both school and work.

Detailed results of the Cumberland elementary and secondary teacher questionnaires, by school, are found in Appendix B, Table B-11.

G. Conclusions, Implications and Recommendations

Results and findings of the Third Party Evaluation of the Comprehensive Illinois Occupational Education Demonstration Center, including the projects and programs which have been implemented at Project Site A, Joliet, and at Project Site B, Cumberland, during the 1974-75 Implementation year; have been reported in the foregoing sections of this Interim Report. The following are conclusions and recommendations related to the evaluation results and findings:

1) A significant amount of community involvement has been observed at both project sites, as well as a willingness on the part of the communities to be involved in the future, including the 1975-76 Demonstration year.
2) A significant amount of technical assistance has been observed in the planning, implementation, and management of programs at both of the project sites.
3) The target groups, including students, as well as school staff and community organizations, are being served by both Demonstration sites. Target groups being served vary from Site A to Site B, based upon student characteristics and community/regional backgrounds.
4) Each of the two project sites, and the statewide master project, show evidences of management systems operation, with project monitoring being provided by the directors and program coordinators at each site, by the IDVTE Project Manager, by USOE, and by the Third Party Evaluator.

5) Growth in staff development at both sites has been evident as compared with observations made during Phase I of the project, in Spring, 1974. A considerable number of inservice activities have been observed and continue to be planned.

6) The project, including operations at both Sites A and B, shows evidence of cost effectiveness. The project has provided a vehicle for maximum return of Federal, State of Illinois, and local dollars. The use of personnel and materials, as well as the project's spending plan, are on schedule at this stage of the CIOEDC development.

7) A significant amount of planning and articulation has occurred during the 1974-75 project year; i.e., between cooperating school districts at each site, between Division staff and personnel at Sites A and B, and with the Third Party Evaluator. Career education is providing a "common denominator" of interest among the levels of education (elementary, secondary, and post-secondary) at both sites.

8) A great number of career education activities are taking place, both in the school and community setting, and at both the Joliet and Cumberland sites.

9) Activities at both project sites and in the statewide project are attracting considerable statewide and national focus of attention. Numerous inquiries from other school districts and projects concerning CIOEDC activities and

products are being evidenced both within Illinois and in other states.

10) There is evidence of the use of CIOEDC materials and procedures in evaluating other areas of the school curriculum at the two sites.

11) The school administrations at the two project sites, as well as within the Illinois Division of Vocational and Technical Education, are showing support for the demonstration center and are seeking to promote infusion of career education into the general curriculum.

12) The Demonstration Center projects, for which product measures were sought, are now at implementation stage and are ready to participate in Phase III, the Demonstration phase, during the 1975-76 Demonstration year. These include Project Joliet, the Nuclear Radiation Project, Project Preparedness, and WECEP, at the Joliet Site, and Career Awareness and WECEP, at the Cumberland Site.

13) Planning for Phase III, the Demonstration Phase, has been progressing on schedule. Involved have been teachers, administrators and project personnel at both sites, the CIOEDC Project Manager, and the Third Party Evaluator.

14) Teacher characteristics and perceptions, surveyed in detail, show growth in knowledge, enthusiasm, and involvement in the career education projects being implemented at both sites. More time is needed for inservicing activities, since the classroom teachers are the key personnel

for the infusion of career concepts with the ongoing curriculum of the schools. Teachers are being encouraged by principals and other administrators, including Demonstration Center personnel.

15) Students at each site are growing in career awareness. It is apparent that the things which were done in class could be shown and done again by the students who participated in the career education activities. These activities included: Interviewing workers in the classroom; visiting businesses and workers outside the schools; and learning to produce products. Students also learned to write letters of application and participated in learning experiences supplied by the various audio visual materials produced within the state of Illinois and elsewhere. Students generally liked learning the things they were learning in the area of career awareness. In both interviewing workers in the classroom and in visiting businesses and workers outside of school, a number of things appeared to be learned. These included what preparation the various workers needed to hold their jobs; how they felt about holding their jobs; the advantages and disadvantages of their areas of work; and how plentiful jobs would be in the various areas of work.

16) The Joliet Community provides an excellent cross section of the nation for demonstrating programs. The ungraded approach in the elementary classrooms provides both

strengths and challenges in the implementation of career programs. Advantages include a more open and individualized approach for career education activities and exploration.

17) The Joliet Demonstration Site shows evidence of excellent coordination and cooperation among three districts; elementary, secondary, and Junior College. The Demonstration Center staff appear to be compatible in outlook on career education and in daily working relationships within a diverse and challenging environment.

18) The Cumberland Site has made excellent progress in getting the various demonstration center activities underway. This has been the first year of a concentrated career education thrust for District 77, and progress has been exemplary.

19) There is good evidence of staff support at Cumberland, including superintendent, project director, principals and assistant principals, and teachers.

20) Students at the Cumberland Site are being exposed to a variety of experiences, both within the school, in the immediate community, and beyond.

21) At both Sites A and B, the school principals are key leadership people beyond the Demonstration Center personnel themselves. They are generally anxious to get more teachers interested and know that career concept infusion takes time to accomplish, particularly in the upper elementary grades, where not enough time seems available to accomplish all things.

22) At both sites, the school-community relationships, which are developing, will have a lasting impact on both the school and community in the years ahead.

23) It is a distinct pleasure for EMS to be involved with the CIOEDC personnel in Springfield, in Cumberland, and Joliet, as well as with USOE personnel. We are anticipating Phase III of the Project with equal enthusiasm, as its Third Party Evaluator.

APPENDIX A

APPENDIX A EXHIBIT A-1

C I O E D C

Spring, 1975

CAREER EDUCATION INTERVIEW SHEET

Site _____

Name _____

Position _____

School _____

. How can we implement and/or improve career education?

. What benefits do you see from career education?

. Do you see any problems with it?

. Other comments?

APPENDIX A EXHIBIT A-2

C.I.O.E.D.C.
CAREER EDUCATION STUDENT SURVEY

(4-6)

Spring, 1975

DIRECTIONS: Please mark the face that shows how you feel. There are no right or wrong answers. Example:

I wish they would serve ice cream at school.

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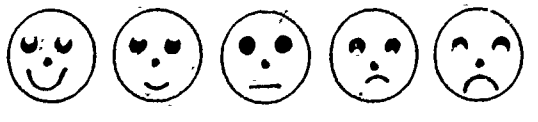
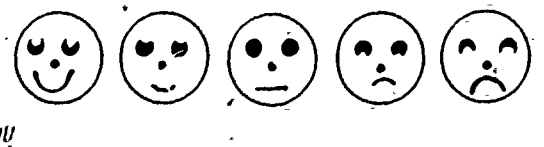
		Agree — Disagree
7	1. Arithmetic is important to people who work.	
8	2. I would like to see films about how things are made.	
9	3. School would be more interesting if we had visitors who could tell us about their jobs.	
10	4. Students should be taught about jobs in school.	
11	5. School should teach me things I can use on a job.	
12	6. Most girls will never get a job.	
13	7. If a boy's father is a doctor, the boy will probably be a doctor also.	
14	8. I am too young to think about what I want to do when I grow up.	
15	9. People who are going to college don't have to think about jobs until they get to college.	
16	10. I don't learn anything about jobs in school.	
17	11. I enjoy interviewing workers in our classroom.	
18	12. I like to visit businesses and workers outside of school.	

THANK YOU

APPENDIX A EXHIBIT A-3

C.I.O.E.D.C.

CAREER EDUCATION SURVEY

JOLIET JUNIOR COLLEGE

Spring, 1975

DIRECTIONS: Using the following scale, please record your opinions by marking the number that best fits your feelings

MY JOLIET JUNIOR COLLEGE JOB PREPAREDNESS PROGRAM:

	Strongly Disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5
1. Has made me aware of community services available to me, such as State Employment Service, County Health Department, counseling services or legal aid.	1	2	3	4	5
2. Has made me aware of other persons and/or services within the college who can help me in career planning, such as counseling, placement, remedial reading lab, and/or career advisors.	1	2	3	4	5
3. Has aided me in recognizing my strengths, abilities and interests.	1	2	3	4	5
4. Has assisted me in developing a sense of self-worth and confidence.	1	2	3	4	5
5. Has helped me define my values -- the things that are important to me.	1	2	3	4	5
6. Has aided me in recognizing the need for setting some short-term and some long-term goals for my life.	1	2	3	4	5
7. Has helped me understand how people make decisions.	1	2	3	4	5
8. Has helped me set some goals for continuing my training and education.	1	2	3	4	5
9. Has helped me set goals for advancing to a better job.	1	2	3	4	5
10. Has increased my knowledge of different careers and the training needed.	1	2	3	4	5
11. Has made me aware of skill training opportunities available to me.	1	2	3	4	5
12. Has helped me understand the types of skills needed to get a job in our local job market.	1	2	3	4	5
13. Has assisted me in selecting specific skill training to achieve the next step in my career goal.	1	2	3	4	5
14. Has helped me in preparing a data sheet which emphasizes my strengths and past experiences.	1	2	3	4	5
15. Has helped me understand the needs and expectations of employers.	1	2	3	4	5
16. Has demonstrated positive types of behavior and communication techniques which I can use in a job interview.	1	2	3	4	5
17. Has helped me to understand how to improve communications with my supervisor and my co-workers.	1	2	3	4	5
18. Has aided me in organizing my time and energy to become more effective in reaching my goals.	1	2	3	4	5
19. Has helped me in my preparation to enter the job market.	1	2	3	4	5

APPENDIX A - EXHIBIT A-4

STUDENT EVALUATION OF WECEP

1. How would you rate yourself as a WECEP student on a scale of 1 to 5?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

2. Has the WECEP helped you to improve in other classes?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

3. Has the WECEP program taught you to use your time more wisely?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

4. Has the WECEP program given you the basic skills necessary to handle a job interview?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

5. Has the classroom phase helped you handle on-the-job situations?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

6. How responsive have counselors been to your needs since joining WECEP?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

7. How responsive have deans been to your needs since joining WECEP?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

8. How responsive have teachers been to your needs since joining WECEP?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

9. Is WECEP attempting to give you enough career information to help you prepare for a later occupation?

   1 - Excellent
   2 - Good
   3 - Average
   4 - Below Average
   5 - Poor

10. Has career information in the school helped you locate information related to your various career choices?

    1 - Excellent
    2 - Good
    3 - Average
    4 - Below Average
    5 - Poor

11. Are the guest speakers helpful in career preparations?

    1 - Excellent
    2 - Good
    3 - Average
    4 - Below Average
    5 - Poor

12. Have field trips helped you to better understand your community and neighboring areas?

    1 - Excellent
    2 - Good
    3 - Average
    4 - Below Average
    5 - Poor

13. Are class schedules flexible enough to meet the needs of students with jobs?

1 - Excellent
2 - Good
3 - Average
4 - Below Average
5 - Poor

14. To what degree has your coordinator been able to meet your needs?

1 - Excellent
2 - Good
3 - Average
4 - Below Average
5 - Poor

15. Are you able to sit down and talk to your coordinator about specific problems?

1 - Excellent
2 - Good
3 - Average
4 - Below Average
5 - Poor

16. How much of an interest has the coordinator taken in you, outside of the classroom?

1 - Excellent
2 - Good
3 - Average
4 - Below Average
5 - Poor

17. How would you rate the WECEP program on a scale of 1 to 5?

1 - Excellent
2 - Good
3 - Average
4 - Below Average
5 - Poor

JOLIET TOWNSHIP HIGH SCHOOLS

PARENT EVALUATION OF THE WECEP PROGRAM

1. Was your attitude favorable towards your son/daughter entering the WECEP program?

   1. Very favorable
   2. Favorable
   3. Hesitant
   4. Unfavorable

2. Has your son's/daughter's attitude at home improved since entering WECEP?

   1. Definite improvement
   2. Slight improvement
   3. No improvement
   4. Slightly worse
   5. Definitely worse

3. Has the parent-child relationship improved since entering WECEP?

   1. Definite improvement
   2. Slight improvement
   3. No improvement
   4. Slightly worse
   5. Definitely worse

4. Has the WECEP program helped your son/daughter improve in school?

   1. Definite improvement
   2. Slight improvement
   3. No improvement
   4. Slightly worse
   5. Definitely worse

5. Has your son/daughter attendance improved since entering WECEP?

   1. Definite improvement
   2. Slight improvement
   3. No improvement
   4. Slightly worse
   5. Definitely worse

6. Has the frequency of disciplinary problems in school decreased since your son/daughter entered WECEP?

   1. Definite decrease
   2. Slight decrease
   3. Stayed the same
   4. Slight increase
   5. Definite increase

7. To what extent has the teacher-coordinator communicated with you by phone?

   1. Extremely adequate (3 or more times)
   2. Adequate (once or twice)
   3. Inadequate (never)

8. To what extent has the teacher-coordinator communicated with you at your home?

   1. Extremely adequate (2 or more times)
   2. Adequate (once)
   3. Inadequate (never)

9. Do you feel the teacher-coordinator has shown sincere interest in the concerns of your child?

   1. Genuine concern and interest
   2. Adequate interest
   3. Inadequate interest
   4. No interest

10. Do you think your son's/daughter's job has been a good learning experience for him/her?

    1. Excellent experience
    2. Good experience
    3. Fair experience
    4. Poor experience
    5. Has not had a job

11. Would you recommend the WECEP program to a friend or neighbor?

12. Do you have any suggestions or comments for improving the WECEP program?

APPENDIX A, EXHIBIT A-6

Joliet Township High Schools

Deans - Counselors

Evaluation of WECEP

	Circle One
1. Has WECEP student attitude improved toward school?	1 2 3 4 5
2. Has WECEP students attendence improved?	1 2 3 4 5
3. Has WECEP students ability to get along with people improved?	1 2 3 4 5
4. Has WECEP student demonstrated a desire to remain in school?	1 2 3 4 5
5. Has WECEP student fewer disciplinary problems in school?	1 2 3 4 5
6. Has WECEP student indicated a desire to continue in some vocational-occupational program?	1 2 3 4 5
7. Do you believe that the WECEP program should continue next school year?	1 2 3 4 5
8. Will you encourage students to enter WECEP program if elegible?	1 2 3 4 5

SITE A-JOLIET
SPRING, 1975

APPENDIX A EXHIBIT A-7

Field Research Questionnaire: Teachers: Elementary and Secondary

The following pages include a questionnaire related to the Comprehensive Illinois Occupational Education Demonstration Center. In order to define what needs to be done to best facilitate the evaluation of the project and also to assess the impact of the project after a period of time, it is important that we gather the following information from you. Please read the directions for each section carefully. Please return the completed questionnaire to your school office. Thank you.

FOR OFFICE USE ONLY

A. BACKGROUND INFORMATION

Please circle (○) the numeral corresponding to your response for each statement.

3 1. Sex: 1 = Female 2 = Male

4 2. Total years teaching experience: 1 = Less than three years; 2 = Three to five years; 3 = Five to ten years; 4 = More than ten years.

5-6 3. School in which you are teaching: (Major assignment or home school)

CUMBERLAND
1 Elementary
2 High School

JOLIET - HS
3 East Campus
4 Central Campus
5 West Campus

JOLIET - JH
6 Dirksen
7 Gompers
8 Hufford
9 Washington

JOLIET - ELEM.
10 Culbertson
11 Cunningham
12 Eisenhower
13 Farragut
14 Forest Park
15 Jefferson
16 Keith
17 Kelly
18 Lincoln
19 Marsh
20 Marshall
21 Marycrest
22 McKinley Park
23 Parks
24 Pershing
25 Raynor Park
26 Rowlswood
27 Sandburg
28 Sheridan
29 Taft
30 Thompson
31 Woodland

7 4. Grade level you are teaching: (Primary assignment)

1 Primary 2 Intermediate 3 Junior High
4 Secondary 5 Administrator or Supervisor

8-9 5. If your teaching assignment can be classified by department, indicate your area of major responsibility:

1-Mathematics; 2-English (Language Arts); 3-Science; 4-Social Studies; 5-Special Education; 6-Home Economics; 7-Business Education; 8-Girls/Boys Physical Education, Drivers Education; 9-Industrial Education; 10-Fine Arts (Music, Art, Drama); 11-Foreign Language; 12-Guidance; 13-Cooperative Education; 14-Other (Specify)_____

10 6. Were you ever involved in any inservice activities, particularly in any graduate courses, related to career education or inservice activities provided by the Demonstration Center?

1 = Yes 2 = No

11 7. If yes, have you utilized the materials and/or concepts developed during the institute in your class?

1 = Yes, a great deal; 2 = Yes, to some degree; 3 = No

12 8. Is the Career Education concept familiar to you?

1 = Heard about it and I feel I understand it.
2 = Heard about it, but don't understand it.
3 = Haven't heard about it.

PLEASE TURN TO THE NEXT PAGE.....

APPENDIX A
EXHIBIT A-7
(cont)

Next to the following scale, please record your opinions by circling the number corresponding to your answer:

SD = 1 - If you Strongly Disagree with the statement.
D = 2 - If you Disagree with the statement in general.
U = 3 - If you are Uncertain about your feelings toward the statement.
A = 4 - If you Agree with the statement.
SA = 5 - If you Strongly Agree with the statement.

FOR OFFICE USE ONLY		SD	D	U	A	SA
13	1. You don't need a college degree to be a success.	1	2	3	4	5
14	2. Students who are good in history should be told about jobs in this field.	1	2	3	4	5
15	3. Most people finish high school not knowing what kind of career they prefer.	1	2	3	4	5
16	4. A student's choice of career can be changed by career education in school.	1	2	3	4	5
17	5. Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school.	1	2	3	4	5
18	6. Most high school graduates are not prepared to enter the business world.	1	2	3	4	5
19	7. Courses such as art and music would be damaged by including information about job possibilities in those fields.	1	2	3	4	5
20	8. The present high school vocational education courses teach students enough about the world of work.	1	2	3	4	5
21	9. Students going on to college should not make their career plans while in high school.	1	2	3	4	5
22	10. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.	1	2	3	4	5
23	11. Career education will be of greater long term value to boys than to girls.	1	2	3	4	5
24	12. The goals of the career-occupational program were clear to me by January of this school year.	1	2	3	4	5
25	13. The career-occupational program should involve all students and all teachers.	1	2	3	4	5
26	14. A sound career-occupational program should emphasize the use of community resources outside the classroom.	1	2	3	4	5
27	15. A career-occupational program should enable students to explore career preferences to a depth desired.	1	2	3	4	5
28	16. My role as a teacher is that of a facilitator of learning rather than an information giver.	1	2	3	4	5
29	17. The interviewing of adults by students is a vital part of the career-occupational program.	1	2	3	4	5
	18. I feel that our career occupational program has helped the majority of my students...					
30	A. Become active rather than passive learners.	1	2	3	4	5
31	B. Increase their understanding of major occupational fields.	1	2	3	4	5
32	C. Stimulate thought about career choices that are realistic.	1	2	3	4	5
33	D. View education as a continuous process.	1	2	3	4	5
34	E. Relate school subjects to knowledge and skills needed in the world of work.	1	2	3	4	5
35	F. Clarify misconceptions and stereotypes about certain occupations.	1	2	3	4	5
36	G. Understand the importance of the 3R's in both school and work.	1	2	3	4	5

PLEASE TURN OVER THIS PAGE

APPENDIX A EXHIBIT A-7 (cont)

SD D U A SA

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19. I believe that the school counselor should be involved in the career-occupational program...

37	A. In conducting group discussions.	1	2	3	4	5
38	B. In providing material.	1	2	3	4	5
39	C. In individual student conferences.	1	2	3	4	5
40	D. Assisting teachers integrating career-occupational information.	1	2	3	4	5
41	E. Arranging for resource persons and career-occupational trips.	1	2	3	4	5
42	F. Other _____	1	2	3	4	5

C. STAFF DEVELOPMENT

Please circle (○) the numeral which best represents your response.

	IT WOULD BE HELPFUL TO HAVE:	NOT HELPFUL				VERY HELPFUL
43	1. Expanded availability of materials.	1	2	3	4	5
44	2. Summer work experience outside of education for teachers.	1	2	3	4	5
45	3. Expanded/improved access to community resources.	1	2	3	4	5
46	4. More newsletters and written communications about local career education efforts.	1	2	3	4	5
47	5. More Inservice for infusing community resources with existing curriculum.	1	2	3	4	5
48	6. More Inservice by In-district staff.	1	2	3	4	5
	HOW HELPFUL WERE:					
49	7. Presentations by In-district staff.	1	2	3	4	5
50	8. Workshops (Non-credit bearing).	1	2	3	4	5
51	9. Workshops/courses (Credit bearing).	1	2	3	4	5
52	10. On-site consultations by out-of-district staff.	1	2	3	4	5

D. USE OF COMMUNITY RESOURCES

For each cluster please indicate by circling (○) the appropriate number interval in the left hand column corresponding to the number of community based field trips during the 1974-75 school year. Do the same for the right hand column indicating the number of community resource people you have utilized in your classroom during the 1974-75 school year. If the field trip or community resource person covered more than one cluster you may indicate multiple responses. Zero (0) indicates no activity.

EXAMPLE: If during the 1974-75 school year your class visited a forestry experimental station and if you had a TV broadcaster visit your classroom you would do this:

(1) 2 3 4 5 6 7 8 9 or more	*Agri-business and natural resources*	(1-5) 6-10 11-15 16-20 21-more	
(1) 2 3 4 5 6 7 8 9 or more	*Communications and Media*	0 (1-5) 6-10 11-15 16-20 21-more	

	NUMBER OF COMMUNITY BASED FIELD TRIPS TAKEN DURING 1974-75	CLUSTER	NUMBER OF COMMUNITY RESOURCE PEOPLE UTILIZED DURING 1974-75
53-54	0 1 2 3 4 5 6 7 8 9 or more	Agri-business and natural resources	0 1-5 6-10 11-15 16-20 21-more
55-56	0 1 2 3 4 5 6 7 8 9 or more	Business and Office	0 1-5 6-10 11-15 16-20 21-more
57-58	0 1 2 3 4 5 6 7 8 9 or more	Communications and Media	0 1-5 6-10 11-15 16-20 21-more
59-60	0 1 2 3 4 5 6 7 8 9 or more	Consumer and homemaking and related occupations	0 1-5 6-10 11-15 16-20 21-more
61-62	0 1 2 3 4 5 6 7 8 9 or more	Construction	0 1-5 6-10 11-15 16-20 21-more
63-64	0 1 2 3 4 5 6 7 8 9 or more	Environment	0 1-5 6-10 11-15 16-20 21-more
65-66	0 1 2 3 4 5 6 7 8 9 or more	Fine arts & humanities	0 1-5 6-10 11-15 16-20 21-more

APPENDIX A EXHIBIT A-7 (cont)

FOR OFFICE USE ONLY	NUMBER OF COMMUNITY BASED FIELD TRIPS TAKEN DURING 1974-75	CLUSTER	NUMBER OF COMMUNITY RESOURCE PEOPLE UTILIZED DURING 1974-75
67-68	0 1 2 3 4 5 6 7 8 9 or more	Health occupations	0 1-5 6-10 11-15 16-20 21-more
69-70	0 1 2 3 4 5 6 7 8 9 or more	Hospitality and Recreation	0 1-5 6-10 11-15 16-20 21-more
71-72	0 1 2 3 4 5 6 7 8 9 or more	Manufacturing	0 1-5 6-10 11-15 16-20 21-more
73-74	0 1 2 3 4 5 6 7 8 9 or more	Marketing and distribution	0 1-5 6-10 11-15 16-20 21-more
75-76	0 1 2 3 4 5 6 7 8 9 or more	Personal services	0 1-5 6-10 11-15 16-20 21-more
77-78	0 1 2 3 4 5 6 7 8 9 or more	Public service	0 1-5 6-10 11-15 16-20 21-more
79-80	0 1 2 3 4 5 6 7 8 9 or more	Transportation	0 1-5 6-10 11-15 16-20 21-more

NOTE: *Of the fourteen clusters listed above, please circle ( ) the cluster if you would be in identifying community resource persons to visit or to come to your class.*

How can we improve or implement career education?

What benefits do you see from career education?

ERIC

APPENDIX A TABLE A-12
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
PART B: TEACHER OPINIONS				
1. You don't need a college degree to be a success.	(N=232)	(194)	(181)	(607)
1. SD	3%	3%	2%	2%
2. D	10	7	4	7
3. U	5	3	4	4
4. A	46	45	52	48
5. SA	36	42	38	39
Mean	4.04	4.18	4.19	4.13
2. Students who are good in history should be told about jobs in this field.	(N=228)	(192)	(182)	(602)
1. SD	1%	3%	1%	2%
2. D	4	4	4	4
3. U	9	19	10	12
4. A	66	53	53	58
5. SA	20	21	32	24
Mean	3.99	3.84	4.12	3.98
3. Most people finish high school not knowing what kind of career they prefer.	(N=232)	(192)	(181)	(605)
1. SD	0%	3%	1%	1%
2. D	9	6	9	8
3. U	13	10	17	13
4. A	52	55	43	51
5. SA	26	26	30	27
Mean	3.95	3.95	3.93	3.94

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
4. A student's choice of career can be changed by career education in school.	(N=233)	(192)	(181)	(606)
1. SD	0%	1%	2%	1%
2. D	3	2	3	3
3. U	20	22	20	21
4. A	51	60	51	53
5. SA	26	15	25	22
Mean	3.99	3.86	3.92	3.93
5. Elementary school students should have workmen, such as postmen, garment workers, and electricians coming to school.	(N=235)	(190)	(182)	(607)
1. SD	1%	2%	2%	2%
2. D	3	5	12	6
3. U	8	9	19	12
4. A	54	58	42	51
5. SA	34	26	25	29
Mean	4.18	4.01	3.75	4.00
6. Most high school graduates are not prepared to enter the business world.	(N=235)	(190)	(181)	(606)
1. SD	2%	2%	1%	1%
2. D	9	7	12	9
3. U	22	21	17	20
4. A	44	47	49	48
5. SA	23	23	21	22
Mean	3.76	3.83	3.76	3.78

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
7. Courses such as art and music would be damaged by including information about job possibilities in those fields.	(N=234)	(193)	(183)	(610)
1. SD	36%	38%	46%	40%
2. D	53	48	41	48
3. U	8	9	10	9
4. A	2	2	2	2
5. SA	1	3	1	1
Mean	1.78	1.83	1.71	1.78
8. The present high school vocational education courses teach students enough about the world of work.	(N=234)	(187)	(183)	(604)
1. SD	16%	14%	14%	15%
2. D	35	34	33	34
3. U	45	46	38	43
4. A	3	5	13	7
5. SA	1	1	2	7
Mean	2.38	2.45	2.55	2.45
9. Students going on to college should not make their career plans while in high school.	(N=234)	(192)	(182)	(608)
1. SD	21%	2%	29%	26%
2. D	50	7	46	49
3. U	17	11	12	14
4. A	9	50	9	8
5. SA	3	30	4	3
Mean	2.24	2.01	2.13	2.13

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
10. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.				
1. SD	(N=235) 27%	(194) 23%	(181) 31%	(610) 27%
2. D	51	50	40	47
3. U	13	19	17	16
4. A	9	7	11	9
5. SA	0	1	1	1
Mean	2.04	2.11	2.11	2.08
11. Career education will be of greater long term value to boys than to girls.				
1. SD	(N=235) 40%	(193) 39%	(180) 44%	(608) 41%
2. D	46	45	38	43
3. U	7	8	9	8
4. A	5	7	8	7
5. SA	2	1	1	1
Mean	1.83	1.84	1.83	1.84
12. The goals of the career-occupational program were clear to me by January of this school year.				
1. SD	(N=233) 3%	(191) 10%	(181) 17%	(605) 9%
2. D	13	29	27	22
3. U	23	24	27	25
4. A	49	29	26	36
5. SA	12	8	3	8
Mean	3.52	2.95	2.71	3.10

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
13. The career-occupational program should involve all students and all teachers.	(N=234)	(192)	(181)	(607)
1. SD	3%	2%	5%	3%
2. D	15	12	6	11
3. U	26	26	29	27
4. A	38	44	38	40
5. SA	18	16	22	19
Mean	3.54	3.60	3.67	3.60
14. A sound career-occupational program should emphasize the use of community resources outside the classroom.	(N=234)	(193)	(180)	(607)
1. SD	1%	3%	2%	2%
2. D	3	5	6	4
3. U	63	58	53	59
4. A	33	34	39	35
5. SA	4.28	4.23	4.30	4.27
Mean				
15. A career-occupational program should enable students to explore career preferences to a depth desired.	(N=235)	(193)	(179)	(607)
1. SD	1%	1%	0%	0%
2. D	3	4	4	4
3. U	10	8	8	9
4. A	64	68	58	63
5. SA	22	20	30	24
Mean	4.03	4.02	4.13	4.06

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4. Joliet Total
16. My role as a teacher is that of a facilitator of learning rather than an information giver.	(N=231)	(189)	(175)	(595)
1. SD	3%	2%	5%	3%
2. D	5	13	19	12
3. U	10	8	9	9
4. A	52	50	45	49
5. SA	30	27	22	27
Mean	4.03	3.87	3.61	3.86
17. The interviewing of adults by students is a vital part of the career-occupational program.	(N=235)	(191)	(180)	(606)
1. SD	0%	1%	1%	0%
2. D	2	3	3	3
3. U	13	10	22	15
4. A	58	65	58	60
5. SA	27	21	16	22
Mean	4.09	4.03	3.85	4.00
18. I feel that our career occupational program has helped the majority of my students. . .				
A. Become active rather than passive learners.	(N=205)	(181)	(172)	(558)
1. SD	1%	0%	3%	2%
2. D	4	9	11	8
3. U	31	48	58	45
4. A	50	39	26	39
5. SA	12	4	2	6
Mean	3.68	3.38	3.11	3.41

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
B. Increase their understanding of major occupational fields.	(N=208)	(182)	(172)	(562)
1. SD	2%	0%	1%	1%
2. D	3	4	10	6
3. U	24	36	47	35
4. A	59	52	38	50
5. SA	12	8	4	8
Mean	2.76	3.63	3.34	3.59
C. Stimulate thought about career choices that are realistic.	(N=207)	(181)	(171)	(559)
1. SD	12%	0%	1%	1%
2. D	57	8	9	7
3. U	24	36	43	34
4. A	5	49	45	51
5. SA	2	7	2	7
Mean	3.71	3.55	3.36	3.55
D. View education as a continuous process.	(N=206)	(179)	(171)	(556)
1. SD	2%	1%	1%	1%
2. D	4	6	12	7
3. U	28	46	46	39
4. A	54	40	37	45
5. SA	12	7	4	8
Mean	3.70	3.44	3.31	3.50

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
E. Relate school subjects to knowledge and skills needed in the world of work.	(N=207)	(181)	(172)	(560)
1. SD	1%	1%	2%	2%
2. D	1	5	10	5
3. U	20	40	50	35
4. A	62	43	31	46
5. SA	16	11	7	12
Mean	3.88	3.58	3.30	3.60
F. Clarify misconceptions and stereotypes about certain occupations.	(N=207)	(180)	(172)	(559)
1. SD	1%	1%	2%	1%
2. D	1	4	9	4
3. U	31	41	49	40
4. A	55	48	37	47
5. SA	12	6	3	8
Mean	3.73	3.54	3.31	3.54
G. Understand the importance of the 3R's in both school and work.	(N=209)	(179)	(172)	(560)
1. SD	1%	1%	3%	2%
2. D	2	6	16	8
3. U	21	41	49	36
4. A	59	41	27	43
5. SA	17	11	5	11
Mean	3.86	3.56	3.13	3.54

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
D. Assisting teachers integrating career-occupational information.	(N=191)	(182)	(176)	(549)
1. SD	1%	2%	1%	1%
2. D	1	2	2	1
3. U	13	20	12	15
4. A	65	66	57	62
5. SA	20	16	28	21
Mean	4.01	3.87	4.09	3.99
E. Arranging for resource persons and career-occupational trips.	(N=190)	(182)	(176)	(548)
1. SD	1%	1%	3%	1%
2. D	3	6	5	5
3. U	18	18	18	18
4. A	59	59	47	55
5. SA	19	16	27	21
Mean	3.91	3.85	3.90	3.89
F. Other	(N=43)	(46)	(42)	(131)
1. SD	5%	2%	0%	2%
2. D	0	7	0	2
3. U	41	36	24	34
4. A	42	33	33	37
5. SA	12	22	43	25
Mean	3.55	3.65	4.19	3.79

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES -

PART B

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
19. I believe that the school counselor should be involved in the career-occupational program . . .				
A. In conducting group discussions.	(N=194)	(181)	(176)	(551)
1. SD	2%	1%	1%	1%
2. D	4	6	5	5
3. U	22	23	14	20
4. A	57	60	57	58
5. SA	15	10	23	16
Mean	3.79	3.71	3.95	3.82
B. In providing materials.	(N=193)	(183)	(176)	(552)
1. SD	2%	1%	2%	1%
2. D	2	2	2	2
3. U	14	16	5	12
4. A	62	60	55	60
5. SA	20	21	36	25
Mean	3.97	3.97	4.22	4.05
C. In individual students' conferences.	(N=191)	(184)	(176)	(551)
1. SD	2%	2%	1%	1%
2. D	2	2	1	1
3. U	15	14	7	12
4. A	59	61	51	58
5. SA	22	21	40	28
Mean	3.98	3.99	4.30	4.08

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
PART C: STAFF DEVELOPMENT				
1. It would be helpful to have. . .				
A. Expanded availability of materials.	(N=223)	(190)	(176)	(589)
1. Not Helpful	0%	1%	0%	1%
2.	1	3	2	2
3.	10	9	18	12
4.	55	57	48	53
5. Very Helpful	34	30	32	32
Mean	4.21	4.12	4.10	4.15
B. Summer work experience outside of education for teachers.	(N=224)	(190)	(176)	(590)
1. Not Helpful	3%	3%	2%	3%
2.	9	6	3	6
3.	27	29	28	28
4.	46	41	41	43
5. Very Helpful	15	21	26	20
Mean	3.60	3.72	3.85	3.71
C. Expanded/improved access to community resources.	(N=228)	(191)	(174)	(593)
1. Not Helpful	1%	1%	1%	1%
2.	1	2	1	1
3.	11	12	11	12
4.	54	57	54	55
5. Very Helpful	33	28	33	31
Mean	4.17	4.10	4.17	4.15

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
D. More newsletters & written communications about local career education efforts	(N=224)	(190)	(176)	(590)
1. Not Helpful	2%	1%	5%	3%
2.	5	4	7	5
3.	22	27	24	24
4.	48	50	42	47
5. Very Helpful	23	18	22	21
Mean	3.83	3.78	3.69	3.77
E. More inservice for infusing common resources with existing curriculum.	(N=222)	(190)	(174)	(586)
1. Not Helpful	1%	1%	3%	1%
2.	2	3	5	3
3.	17	21	24	20
4.	40	52	46	49
5. Very Helpful	30	23	22	25
Mean	4.05	3.92	3.81	3.94
F. More inservice by in-district staff.	(N=224)	(188)	(174)	(586)
1. Not Helpful	0%	1%	5%	2%
2.	3	6	10	6
3.	26	25	29	26
4.	44	45	37	42
5. Very Helpful	27	22	19	23
Mean	3.93	3.78	3.55	3.77

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
2. How helpful were. . .				
G. Presentations by in-district staff.	(N=197)	(164)	(164)	(525)
1. Not Helpful	1%	5%	17%	9%
2.	4	8	13	9
3.	54	46	44	42
4.	28	30	19	30
5. Very Helpful	7	9	7	10
Mean	3.47	3.29	2.84	3.22
H. Workshops (non-credit bearing).	(N=165)	(147)	(155)	(467)
1. Not Helpful	7%	7%	19%	11%
2.	4	10	13	9
3.	54	58	48	53
4.	28	22	14	22
5. Very Helpful	7	3	6	5
Mean	3.24	3.04	2.73	3.01
I. Workshops/courses (credit bearing)	(N=158)	(149)	(146)	(453)
1. Not Helpful	6%	5%	18%	10%
2.	6	4	6	5
3.	43	48	51	47
4.	33	27	16	25
5. Very Helpful	12	15	8	12
Mean	3.38	3.42	2.89	3.24

APPENDIX A TABLE A-12 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C & D

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
J. On-site consultations by out-of-district staff.	(N=162)	(145)	(151)	(458)
1. Not Helpful	10%	5%	18%	11%
2.	10	7	7	8
3.	42	54	48	48
4.	28	25	20	24
5. Very Helpful	9	9	7	8
Mean	3.14	3.26	2.90	3.10
PART D: USE OF COMMUNITY RESOURCES				
1. Agri-business and Natural Resources.	(N=15.)	(142)	(123)	(422)
1. Average No. of Community Based Field Trips taken during 1974-75	.369	.302	.268	.317
2. Average No. of Community Resource People utilized during 1974-75	.331	.233	.175	.251
2. Business Office.	(N=152)	(137)	(123)	(413)
1. Average No. of Community Based Field Trips taken during 1974-75	.335	.583	.371	.428
2. Average No. of Community Resource People utilized during 1974-75	.310	.463	.357	.376
3. Communications & Media.	(N=152)	(134)	(115).	(388)
1. Average No. of Community Based Field Trips taken during 1974-75	.293	.320	.260	.293
2. Average No. of Community Resource People utilized during 1974-75	.237	.269	.260	.255

APPENDIX A TABLE A-12 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART D

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
4. Consumer, Homemaking, and Related Occupations.	(N=152)	(134)	(122)	(402)
1. Average No. of Community Based Field Trips taken during 1974-75	.250	.210	.290	.249
2. Average No. of Community Resource People utilized during 1974-75	.253	.246	.254	.251
5. Construction.	(N=144)	(135)	(118)	(385)
1. Average No. of Community Based Field Trips taken during 1974-75	.040	.185	.172	.129
2. Average No. of Community Resource People utilized during 1974-75	.044	.151	.093	.096
6. Environment.	(N=159)	(139)	(118)	(392)
1. Average No. of Community Based Field Trips taken during 1974-75	.415	.345	.327	.366
2. Average No. of Community Resource People utilized during 1974-75	.304	.134	.127	.196
7. Fine Arts & Humanities.	(N=157)	(137)	(122)	(402)
1. Average No. of Community Based Field Trips taken during 1974-75	.375	.343	.376	.365
2. Average No. of Community Resource People utilized during 1974-75	.333	.180	.237	.253
8. Health Occupations.	(N=150)	(135)	(118)	(400)
1. Average No. of Community Based Field Trips taken during 1974-75	.164	.255	.297	.235
2. Average No. of Community Resource People utilized during 1974-75	.280	.318	.169	.260

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART D

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
9. Hospitality & Recreation.	(N=145)	(128)	(117)	(385)
1. Average No. of Community Based Field Trips taken during 1974-75	.324	.198	.188	.241
2. Average No. of Community Resource People utilized during 1974-75	.207	.093	.102	.137
10. Manufacturing.	(N=140)	(131)	(119)	(386)
1. Average No. of Community Based Field Trips taken during 1974-75	.085	.333	.196	.203
2. Average No. of Community Resource People utilized during 1974-75	.088	.236	.184	.165
11. Marketing & Distribution.	(N=140)	(130)	(117)	(382)
1. Average No. of Community Based Field Trips taken during 1974-75	.114	.183	.191	.161
2. Average No. of Community Resource People utilized during 1974-75	.096	.115	.145	.117
12. Personal Services.	(N=141)	(130)	(118)	(388)
1. Average No. of Community Based Field Trips taken during 1974-75	.205	.161	.200	.189
2. Average No. of Community Resource People utilized during 1974-75	.275	.212	.161	.219
13. Public Services.	(N=152)	(136)	(118)	(404)
1. Average No. of Community Based Field Trips taken during 1974-75	.299	.301	.239	.282
2. Average No. of Community Resource People utilized during 1974-75	.361	.323	.211	.305

APPENDIX A TABLE A-12 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART D

	1 Joliet Elementary	2 Joliet Jr. High	3 Joliet Sr. High	4 Joliet Total
14. Transportation.	(N=142)	(130)	(120)	(384)
1. Average No. of Community Based Field Trips taken during 1974-75	.289	.215	.229	.246
2. Average No. of Community Resource People utilized during 1974-75	.166	.152	.100	.141

APPENDIX B

APPENDIX B, TABLE B-11
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY-TEACHER QUESTIONNAIRES

PART B

	Cumberland Elementary	Cumberland High	Cumberland Total
PART B: TEACHER OPINIONS			
1. The goals of the career-occupational program were clear to me by January of this school year.	(N=53)	(21)	(74)
1. SA	26%	24%	26%
2. A	42	43	41
3. U	26	24	26
4. D	2	9	4
5. SD	4	0	3
Mean	2.15	2.19	2.16
2. The career-occupational program should involve all students and all teachers.	(N=53)	(21)	(74)
1. SA	26%	24%	26%
2. A	26	38	29
3. U	19	19	19
4. D	23	19	22
5. SD	6	0	4
Mean	2.55	2.33	2.48
3. A sound career-occupational program should emphasize the use of community resources outside the classroom.	(N=53)	(21)	(74)
1. SA	57%	43%	53%
2. A	34	38	35
3. U	9	19	12
4. D	0	0	0
5. SD	0	0	0
Mean	1.53	1.76	1.59

APPENDIX B, TABLE B-11 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	Cumberland Elementary	Cumberland High	Cumberland Total
4. A career-occupational program should enable students to explore career preferences to a depth desired.			
1. SA	(N=53)	(21)	(74)
2. A	28%	48%	34%
3. U	55	33	48
4. D	13	19	15
5. SD	4	0	3
Mean	0	0	0
	1.92	1.71	1.86
5. My role as a teacher is that of a facilitator of learning rather than an information giver.			
1. SA	(N=52)	(21)	(73)
2. A	29%	33%	30%
3. U	54	48	52
4. D	11	19	14
5. SD	4	0	3
Mean	2	0	1
	1.96	1.85	1.93
6. The interviewing of adults by students is a vital part of the career-occupational program.			
1. SA	(N=52)	(21)	(73)
2. A	29%	33%	30%
3. U	52	48	51
4. D	19	14	18
5. SD	0	5	1
Mean	0	0	0
	1.90	1.90	1.90

APPENDIX B, TABLE B-11 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	Cumberland Elementary	Cumberland High	Cumberland Total
7. I feel that career-occupational information program has helped the majority of my students.			
A. Become active rather than passive l[redacted]s.	(N=50)	(21)	(71)
1. SA	12%	0%	8%
2. A	32	47	37
3. U	40	48	42
4. D	12	5	10
5. SD	4	0	3
Mean	2.64	2.57	2.61
B. Increase their understanding of major occupational fields.			
1. SA	(N=50)	(21)	(71)
2. A	8%	9%	8%
3. U	56	62	58
4. D	30	29	30
5. SD	4	0	3
Mean	2	0	1
	2.36	2.19	2.30
C. Stimulate thought about career choices that are realistic.			
1. SA	(N=50)	(20)	(70)
2. A	12%	25%	16%
3. U	50	50	50
4. D	30	20	27
5. SD	8	5	7
Mean	0	0	0
	2.34	2.05	2.25

APPENDIX B, TABLE B-11 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	Cumberland Elementary	Cumberland High	Cumberland Total
D. View education as a continuous process.	(N=49)	(21)	(70)
1. SA	18%	14%	17%
2. A	43	43	43
3. U	31	38	33
4. D	8	5	7
5. SD	0	0	0
Mean	2.28	2.33	2.30
E. Relate school subjects to knowledge and skills needed in the world of work.	(N=50)	(21)	(71)
1. SA	16%	5%	13%
2. A	52	57	53
3. U	28	33	30
4. D	4	5	4
5. SD	0	0	0
Mean	2.20	2.38	2.25
F. Clarify misconceptions and stereotypes about uncertain occupations.	(N=49)	(21)	(70)
1. SA	10%	0%	7%
2. A	47	62	52
3. U	39	33	37
4. D	4	5	4
5. SD	0	0	0
Mean	2.36	2.42	2.38
G. Understand the importance of the 3Rs in both school and work.	(N=49)	(21)	(70)
1. SA	18%	9%	16%
2. A	51	48	50
3. U	27	29	27
4. D	2	9	4
5. SD	2	5	3
Mean	2.18	2.52	2.28

APPENDIX B, TABLE B-11 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B

	Cumberland Elementary	Cumberland High	Cumberland Total
8. I believe that the school guidance-counselor should be involved in the career-occupational program. . .			
A. In conducting group sessions.	(N=52)	(21)	(73)
1. SA	28%	43%	33%
2. A	58	43	54
3. U	10	14	11
4. D	2	0	1
5. SD	2	0	1
Mean	1.90	1.71	1.84
B. In providing materials.	(N=53)	(21)	(74)
1. SA	40%	52%	43%
2. A	52	43	51
3. U	6	5	5
4. D	0	0	0
5. SD	2	0	1
Mean	1.71	1.52	1.66
C. In individual students' conferences.	(N=53)	(21)	(74)
1. SA	53%	52%	53%
2. A	47	43	46
3. U	0	5	1
4. D	0	0	0
5. SD	0	0	0
Mean	1.47	1.52	1.48
D. Assisting teachers integrating career-occupational information.	(N=53)	(20)	(73)
1. SA	34%	40%	36%
2. A	51	55	52
3. U	11	5	10
4. D	2	0	1
5. SD	2	0	1
Mean	1.86	1.65	1.80

APPENDIX B, TABLE B-11 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART B AND C

	Cumberland Elementary	Cumberland High	Cumberland Total
E. Arranging for resource persons and career-occupational trips.	(N=53)	(21)	(74)
1. SA	26%	52%	34%
2. A	43	43	44
3. U	19	0	13
4. D	6	0	4
5. SD	6	5	5
Mean	2.20	1.61	2.04
F. Other	(N=7)	(4)	(11)
1. SA	43%	100%	64%
2. A	43	0	27
3. U	14	0	9
4. D	0	0	0
5. SD	0	0	0
Mean	1.71	1.00	1.45
PART C: TEACHER EXPERTISE			
1. Agribusiness and natural resources occupations.	(N=52)	(21)	(73)
1. Considerable	8%	0%	5%
2.	21	19	21
3.	23	0	16
4.	13	24	16
5. Minimal	35	57	42
Mean	3.46	4.19	3.67
2. Business and Office.	(N=52)	(21)	(73)
1. Considerable	6%	19%	10%
2.	10	9	10
3.	31	24	28
4.	19	43	26
5. Minimal	34	5	26
Mean	3.67	3.04	3.49

APPENDIX B, TABLE B-11
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C

	Cumberland Elementary	Cumberland High	Cumberland Total
3. Communications and Media	(N=52)	(21)	(73)
1. Considerable	4%	14%	7%
2.	25	24	25
3.	27	24	26
4.	21	29	23
5. Minimal	23	9	19
Mean	3.34	2.95	3.23
4. Consumer, Homemaking and Related Occupations.	(N=53)	(21)	(74)
1. Considerable	6%	19%	9%
2.	35	34	36
3.	25	24	24
4.	21	9	18
5. Minimal	13	14	13
Mean	3.00	2.66	2.90
5. Construction.	(N=52)	(21)	(73)
1. Considerable	8%	0%	5%
2.	12	9	11
3.	17	29	21
4.	19	33	23
5. Minimal	44	29	40
Mean	3.80	3.80	3.80
6. Environmental Occupations.	(N=51)	(21)	(72)
1. Considerable	10%	0%	7%
2.	14	14	14
3.	22	19	21
4.	27	58	36
5. Minimal	27	9	22
Mean	3.49	3.61	3.52

APPENDIX B, TABLE B-11 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C

	Cumberland Elementary	Cumberland High	Cumberland Total
7. Fine Arts and Humanities.	(N=52)	(21)	(73)
1. Considerable	12%	0%	8%
2.	8	14	10
3.	31	29	30
4.	13	33	19
5. Minimal	36	24	33
Mean	3.55	3.66	3.58
8. Health Occupations.	(N=52)	(21)	(73)
1. Considerable	2%	5%	3%
2.	8	9	8
3.	29	33	30
4.	25	29	26
5. Minimal	36	24	33
Mean	3.86	3.57	3.78
9. Hospitality and Recreation.	(N=53)	(21)	(74)
1. Considerable	8%	9%	8%
2.	19	19	19
3.	35	44	38
4.	15	19	16
5. Minimal	23	9	19
Mean	3.26	3.00	3.18
10. Manufacturing.	(N=52)	(21)	(73)
1. Considerable	4%	9%	5%
2.	8	5	7
3.	19	14	18
4.	10	29	15
5. Minimal	59	43	55
Mean	4.13	3.90	4.06

APPENDIX B, TABLE B-11 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C

	Cumberland Elementary	Cumberland High	Cumberland Total
11. Marine Science.	(N=51)	(21)	(72)
1. Considerable	2%	5%	3%
2.	4	5	4
3.	16	5	12
4.	25	24	25
5. Minimal	53	61	56
Mean	4.23	4.33	4.26
12. Marketing and Distribution.	(N=51)	(21)	(72)
1. Considerable	4%	9%	6%
2.	6	14	8
3.	18	19	18
4.	29	34	31
5. Minimal	43	24	37
Mean	4.01	3.47	3.86
13. Personal Service	(N=52)	(21)	(73)
1. Considerable	2%	9%	4%
2.	6	19	10
3.	36	24	33
4.	25	19	23
5. Minimal	31	29	30
Mean	3.76	3.38	3.65
14. Public Service	(N=52)	(21)	(73)
1. Considerable	4%	5%	4%
2.	17	24	19
3.	21	33	25
4.	25	19	23
5. Minimal	33	19	29
Mean	3.65	3.23	3.53

APPENDIX B, TABLE B-11 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART C AND D

	Cumberland Elementary	Cumberland High	Cumberland Total
15. Transportation.	(N=51)	(21)	(72)
1. Considerable	0%	5%	1%
2.	6	5	6
3.	27	33	29
4.	16	24	18
5. Minimal	51	33	46
Mean	4.11	3.73	4.01
PART D: USE OF COMMUNITY RESOURCES			
1. Agri-Business and Natural Resources.	(N=44)	(16)	(60)
1. Average No. Field Trips	.272	.125	.233
2. Average No. Community Resource People	.261	.062	.206
2. Business Office.	(N=42)	(17)	(59)
1. Average No. Field Trips	.166	.058	.135
2. Average No. Community Resource People	.225	.117	.192
3. Communications and Media.	(N=42)	(17)	(59)
1. Average No. Field Trips	.119	.176	.135
2. Average No. Community Resource People	.100	.000	.714
4. Consumer, Homemaking, and Related Occupations.	(N=40)	(18)	(58)
1. Average No. Field Trips	.146	.111	.135
2. Average No. Community Resource People	.219	.117	.189
5. Construction.	(N=42)	(16)	(57)
1. Average No. Field Trips	.122	.062	.105
2. Average No. Community Resource People	.073	.000	.526

APPENDIX B, TABLE B-11 (cont)
COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART D

	Cumberland Elementary	Cumberland High	Cumberland Total
6. Environment.	(N=40)	(16)	(56)
1. Average No. Field Trips	.121	.062	.105
2. Average No. Community Resource People	.100	.062	.892
7. Fine Arts and Humanities.	(N=41)	(16)	(60)
1. Average No. Field Trips	.181	.000	.133
2. Average No. Community Resource People	.136	.000	.100
8. Health Occupations.	(N=41)	(16)	(60)
1. Average No. Field Trips	.125	.062	.107
2. Average No. Community Resource People	.195	.062	.157
9. Hospitality and Recreation.	(N=41)	(16)	(57)
1. Average No. Field Trips	.073	.125	.877
2. Average No. Community Resource People	.073	.625	.701
10. Manufacturing.	(N=42)	(16)	(58)
1. Average No. Field Trips	.142	.187	.155
2. Average No. Community Resource People	.121	.000	.087
11. Marine Science.	(N=41)	(16)	(57)
1. Average No. Field Trips	.024	.000	.017
2. Average No. Community Resource People	.000	.000	.000
12. Marketing and Distribution.	(N=41)	(16)	(57)
1. Average No. Field Trips	.073	.000	.052
2. Average No. Community Resource People	.125	.000	.089
13. Personal Services.	(N=42)	(17)	(59)
1. Average No. Field Trips	.166	.058	.135
2. Average No. Community Resource People	.125	.117	.122

APPENDIX B, TABLE B-11 (cont'd)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART D AND E

	Cumberland Elementary	Cumberland High	Cumberland Total
14. Public Service.			
1. Average No. Field Trips	(N=41)	(17)	(57)
2. Average No. Community Resource People	.170	.062	.140
	.100	.117	.105
15. Transportation.			
1. Average No. Field Trips	(N=41)	(16)	(57)
2. Average No. Community Resource People	.243	.000	.175
	.250	.000	.178
PART E: AREAS TO ASSIST TEACHERS IN CAREER/OCCUPATIONAL EDUCATION			
A. Expended Availability of Institutional Materials	(N=51)	(19)	(70)
1. Very Helpful	25%	37%	29%
2.	25	26	26
3.	18	10	16
4.	16	26	18
5.	0	0	0
6.	2	0	1
7. Not Helpful	14	0	10
B. Inservicing of Teachers for Familiarization with Materials	(N=50)	(19)	(69)
1. Very Helpful	18%	42%	25%
2.	28	21	26
3.	20	5	16
4.	22	32	25
5.	0	0	0
6.	2	0	1
7. Not Helpful	10	0	7
C. Summer Work Experience for Teachers	(N=49)	(18)	(67)
1. Very Helpful	8%	33%	15%
2.	24	22	24
3.	14	22	16
4.	29	11	24
5.	2	0	1
6.	4	0	3
7. Not Helpful	18	11	16

APPENDIX B, TABLE B-11 (cont)

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

ELEMENTARY AND SECONDARY TEACHER QUESTIONNAIRES

PART E

	Cumberland Elementary	Cumberland High	Cumberland Total
D. Expanded/Improved Access to Community Resources	(N=51)	(18)	(N=69)
1. Very Helpful	25%	50%	32%
2.	29	28	29
3.	18	11	16
4.	14	11	13
5.	0	0	0
6.	2	0	1
7. Not Helpful	12	0	9

APPENDIX B - EXHIBIT B-2

C I O E D C

Spring, 1975

Student Interview Form - Career Awareness

Name _____

Grade _____

. What things did you do in class?

. What can you show and do now?

. Did you like learning these things?

. Interviewing workers in the classroom:

- What did you learn?

- Did you like learning it this way?

. Visiting businesses and workers outside of school:

- What did you learn?

- Did you like learning it this way?

- Other?

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER

Spring, 1975 - Cumberland

Field Research Questionnaire: Teachers, Elementary and Secondary

The following pages include a questionnaire related to the Comprehensive Illinois Occupational Education Demonstration Center. In order to define what needs to be done to best facilitate the evaluation of the project and also to assess the impact of the project after a period of time, it is important that we gather the following information from you. Please read the directions for each section carefully. Please return the completed questionnaire to your school office. Thank you.

A. Background Information

For Office Use Only

Please Circle (0) the numeral corresponding to your response for each statement

3 1. Sex: 1 - Female 2 - Male

4 2. Total years teaching experience. 1 = less than three years 2 = three to five years 3 = five to ten years 4 = more than ten years

5-6 3. School in which you are teaching:
(Major assignment or home school)

Cumberland
1 Elementary
2 High School

Joliet - HS
3 East Campus
4 Central Campus
5 West Campus

Joliet - JH
6 Dirksen
7 Gompers
8 Hufford
9 Washington

Joliet - Elem.
10 Culbertson
11 Cunningham
12 Eisenhower
13 Farragut
14 Forest Park
15 Jefferson
16 Keith
17 Kelly
18 Lincoln
19 Marsh
20 Marshall
21 Marycrest
22 McKinley Park
23 Parks
24 Pershing
25 Raynor Park
26 Reedswood
27 Sandburg
28 Sheridan
29 Taft
30 Thompson
31 Woodland

7 4. Grade level you are teaching (primary assignment).
1 Primary
2 Intermediate
3. Junior High
4. Secondary
5. Administrator or Supervisor

8 9 5. If your teaching assignment can be classified by department, indicate your are of major responsibility.

1 Mathematics 2 Science 3 Reading/literature 4 Language/Writing 5 Vocation Education Occupational areas, i.e. Home Economics, Industrial and Business Arts, 6 Fine Arts Drama, Music, Art, etc. 7 Physical Education 8 Social Studies 9 Other 10 Special Ed.

Appendix B (cont)
EXHIBIT B-3 (cont)

10 6. Were you ever involved in any career occupational education preservice and/or inservice activities?

1 - Yes 2 - No

11 7. If yes, have you utilized the materials and/or concepts developed during the institute in your class?

1 - Yes, a great deal 2 - Yes, to some degree 3 - No

12 8. Is the career/occupational concept familiar to you?

1 - Heard about it and I feel I understand it.
2 - Heard about it, but don't understand it.
3 - Haven't heard about it.

B. Teacher Opinions

Using the following scale, please record your opinions by circling the number corresponding to your answer:

1 - If you strongly agree with the statement.
2 - If you agree with the statement in general.
3 - If you are uncertain about your feelings toward the statement.
4 - If you disagree with the statement.
5 - If you strongly disagree with the statement.

		SA	A	U	D	SD
13	1. The goals of the career-occupational program were clear to me by January of this school year.	1	2	3	4	5
14	2. The career-occupational program should involve all students and all teachers.	1	2	3	4	5
15	3. A sound career-occupational program should emphasize the use of community resources outside the classroom.	1	2	3	4	5
16	4. A career-occupational program should enable students to explore career preferences to a depth desired.	1	2	3	4	5
17	5. My role as a teacher is that of a facilitator of learning rather than an information giver.	1	2	3	4	5
18	6. The interviewing of adults by students is a vital part of the career occupational program.	1	2	3	4	5
	7. I feel that career occupational information program has helped the majority of my students. . .					
19	A. Become active rather than passive learners.	1	2	3	4	5
20	B. Increase their understanding of major occupational fields.	1	2	3	4	5
21	C. Stimulate thought about career choices that are realistic.	1	2	3	4	5
22	D. View education as a continuous process.	1	2	3	4	5
23	E. Relate school subjects to knowledge and skills needed in the world of work.	1	2	3	4	5
24	F. Clarify misconceptions and stereotypes about certain occupations	1	2	3	4	5
25	G. Understand the importance of the 3R's in both school and work.	1	2	3	4	5

Appendix B (cont)
EXHIBIT B-3 (cont)

8 I believe that the school guidance counselor should be involved in the career-occupational program. . .

26 A. In conducting group discussions. 1 2 3 4 5
27 B. In providing materials 1 2 3 4 5
28 C. In individual student's conferences. 1 2 3 4 5
29 D. Assisting teachers integrating career-occupational information. 1 2 3 4 5
30 E. Arranging for resource persons and career-occupational trips 1 2 3 4 5
31 F. Other 1 2 3 4 5

C. Teacher Expertise

The following is a listing of the 15 USOE occupational clusters which groups occupations according to similarity. Please rate yourself as to how well you could conduct learning experiences about each of the clusters. These learning experiences may utilize community based resources or be self-taught. Circle the numeral that best indicates your reaction.

DEGREE OF EXPERTISE
Considerable Minimal

32 1. Agri-business and natural resources occupations.
Examples: Horticulture, Nursery and Greenhouse operations and management, farming and agricultural related, lawn and grounds maintenance, ag supply and service. 1 2 3 4 5

33 2 Business and office occupations.
Examples: Secretary, stenographer, general office clerk, office manager and office supervisor, accounting and bookkeeping, receptionist. 1 2 3 4 5

34 3. Communications and media occupations.
Examples. Publishing, photography, broadcasting, T.V., filming, newspaper, commercial and graphic arts. 1 2 3 4 5

35 4. Consumer and homemaking and related occupations.
Examples: Food service industry; child care; household maintenance services, family and community services, credit services, saving and investment, taxes and insurance. 1 2 3 4 5

36 5. Construction occupations.
Examples: Contracting, building trades, electrical, plumbing, and masonry, heating and air conditioning, heavy equipment operation. 1 2 3 4 5

37 6. Environment occupations.
Examples: Soil, water, and mineral conservation and control; space and atmospheric monitoring and control; pollution, abatement and control; environmental health services, wildlife conservation and control. 1 2 3 4 5

38 7. Fine arts and humanities occupations.
Examples Performing arts, design, performing arts production, drama, musical arts dance, philosophy. 1 2 3 4 5

Appendix B (cont) -
EXHIBIT B-3 (cont)

39	8.	Health occupations. Examples Nursing, dental care, physical therapy, health care aide, doctor, laboratory technician, mental health services and psychiatric care, pharmacy.	1 2 3 4 5
40	9.	Hospitality and recreation occupations. Examples Recreation planning, tourism and recreation promotion, group travel services and leisure consumerism programs.	1 2 3 4 5
41	10.	Manufacturing occupations. Examples. Metal fabrication, machine operations, material handling and recycling operations, welding, machinists, quality control	1 2 3 4 5
42	11.	Marine science occupations. Examples Marine biology, boat and vessel operation, commercial fishing operation.	1 2 3 4 5
43	12.	Marketing and distribution occupations. Examples: Wholesale and retail trade, direct selling, bookkeeping and accounting, market research, advertising, inventory control.	1 2 3 4 5
44	13.	Personal service occupations. Examples: Laundering and dry cleaning, maid, porter, hair styling, mortuary services, cosmetology.	1 2 3 4 5
45	14.	Public service occupations. Examples: Law enforcement, social service agencies, mass transportation, government, family and job counseling.	1 2 3 4 5
46	15.	Transportation occupations. Examples: Vehicle operations, freight service, passenger service, mass transit.	1 2 3 4 5

D. Use of Community Resources

For each cluster please indicate by circling (0) the appropriate numeral in the left hand column corresponding to the number of community based field trips during the 1973 74 school year. Do the same for the right hand column indicating the number of community resource people you have utilized in your classroom during the 1973 74 school year. If the field trip or community resource person covered more than one cluster you may indicate multiple responses. Zero (0) indicates no activity.

EXAMPLE. If during the 1973 74 school year your class visited a forestry experimental station and if you had a TV broadcaster visit your classroom you would do this.

0 (1) 2 3 4 5 6 7 8 9 or more	Agri-business and natural resources	(0) 1 2 3 4 5 6 7 8 9 or more
(0) 1 2 3 4 5 6 7 8 9 or more	Communications & media	0 (1) 2 3 4 5 6 7 8 9 or more

Appendix B (cont) -
EXHIBIT B-3 (cont)

	Number of Community Based Field Trips Taken During 1973-74		Number of Community Resource People Utilized During 1973-74
47-48	0 1 2 3 4 5 6 7 8 9 or more	Agri-business & natural resources	0 1 2 3 4 5 6 7 8 9 or more
49-50	0 1 2 3 4 5 6 7 8 9 or more	Business & office	0 1 2 3 4 5 6 7 8 9 or more
51-52	0 1 2 3 4 5 6 7 8 9 or more	Communications & media	0 1 2 3 4 5 6 7 8 9 or more
53-54	0 1 2 3 4 5 6 7 8 9 or more	Consumer & homemaking & related occupations	0 1 2 3 4 5 6 7 8 9 or more
55-56	0 1 2 3 4 5 6 7 8 9 or more	Construction	0 1 2 3 4 5 6 7 8 9 or more
57-58	0 1 2 3 4 5 6 7 8 9 or more	Environment	0 1 2 3 4 5 6 7 8 9 or more
59-60	0 1 2 3 4 5 6 7 8 9 or more	Fine arts & humanities	0 1 2 3 4 5 6 7 8 9 or more
61-62	0 1 2 3 4 5 6 7 8 9 or more	Health occupations	0 1 2 3 4 5 6 7 8 9 or more
63-64	0 1 2 3 4 5 6 7 8 9 or more	Hospitality & recreation	0 1 2 3 4 5 6 7 8 9 or more
65-66	0 1 2 3 4 5 6 7 8 9 or more	Manufacturing	0 1 2 3 4 5 6 7 8 9 or more
67-68	0 1 2 3 4 5 6 7 8 9 or more	Marine science	0 1 2 3 4 5 6 7 8 9 or more
69-70	0 1 2 3 4 5 6 7 8 9 or more	Marketing and distribution	0 1 2 3 4 5 6 7 8 9 or more
71-72	0 1 2 3 4 5 6 7 8 9 or more	Personal services	0 1 2 3 4 5 6 7 8 9 or more
73-74	0 1 2 3 4 5 6 7 8 9 or more	Public service	0 1 2 3 4 5 6 7 8 9 or more
75-76	0 1 2 3 4 5 6 7 8 9 or more	Transportation	0 1 2 3 4 5 6 7 8 9 or more

E. Areas to Assist Teachers in Career/Occupational Education

Please circle (0) the numeral which best represents your response as to the usefulness of providing assistance to you in the following areas for teaching career/occupational education as may be appropriate to your grade/subject area.

		Very Helpful						Not Helpful
77	A. Expended availability of instructional materials.	1	2	3	4	5	6	7
78	B. Inservicing of teachers for familiarization with existing instructional materials.	1	2	3	4	5	6	7
79	C Summer work experience for teachers; visitations and orientation to actual job occupations	1	2	3	4	5	6	7
80	D Expanded/improved access to community resources, people, places for field trips and classroom visits.	1	2	3	4	5	6	7