

DOCUMENT RESUME

ED 133 588

CE 009 691

TITLE TRACE: A System for Student Follow-Up. Management Handbook.
 INSTITUTION Santa Barbara County Schools, Calif.
 SPONS AGENCY California State Dept. of Education, Sacramento. Div. of Vocational Education.
 REPORT NO VT-103-556
 PUB DATE Sep 74
 NOTE 260p.

EDRS PRICE MF-\$0.83 HC-\$14.05 Plus Postage.
 DESCRIPTORS Administrator Guides; Computer Oriented Programs; *Data Collection; *Graduate Surveys; *High School Graduates; *Information Systems; Records (Forms); *Vocational Followup
 IDENTIFIERS California; *TRACE

ABSTRACT

TRACE is a system for conducting followup surveys of high school graduates using a stratified random sampling model. Developed and tested in the State of California, the system has been approved as an alternate method that districts may use to obtain data for State-required vocational education reports. Intended for administrators at the school or district level who have decided to use TRACE, the handbook presents detailed instructions and forms needed for implementing the system. Contents of the handbook are organized into the following sections: Background, planning, orientation, staff instructions, data processing, and reproducible materials. Instructions are addressed specifically to the personnel involved, and provide a step-by-step procedure. The final section contains all of the necessary forms, with instructions for their duplication. (RG)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

OCT 10 1976

EU 155588

TRACE

A SYSTEM FOR STUDENT FOLLOW-UP

MANAGEMENT HANDBOOK

This Handbook was produced by
The Santa Barbara County Schools
Lorenzo Dall'Armi, Superintendent

in cooperation with

The Vocational Education Section of the
California State Department of Education

VT 103 556

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

September
1974

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Acknowledgements

Dr. James H. Crandall
Coordinator of Vocational Education Research
California State Department of Education

Mr. Fred E. Orr
Director, Career and Compensatory Education Services
Office of the Superintendent of Schools
Santa Barbara County, California

Dr. William Harris
Dr. Charles Abrams
Human Factors Research, Incorporated
Goleta, California

Administrators, Faculty and Staff
California Field Test Schools

How to use the TRACE MANAGEMENT HANDBOOK

This Management Handbook is prepared on the assumption that it is to be used by a responsible administrator who has decided to adopt the TRACE system. It includes a brief background on TRACE and specific procedures for TRACE implementation. Components of the handbook are:

- A **Planning** section which assists in relating responsible personnel to the tasks to be accomplished in TRACE.
- A **TRACE Calendar** which shows the typical time periods for the accomplishment of the tasks required for TRACE.
- An **Orientation** section which provides a brief overview of TRACE for students and staff.
- A **Staff Instructions** section which provides specific instructions to responsible staff for the accomplishment of TRACE.
- **Computer Programs and Test Data** - All of the programs and test data necessary to permit qualified computer-center personnel handle the sampling and data processing phase of TRACE.
- **Example Displays** - Examples of computer-generated reports produced by TRACE.
- **Reproducible Materials** - Camera-ready master copies of materials which should be reproduced in sufficient number to be used to accomplish TRACE.

This handbook is provided in loose-leaf form to facilitate the removal and reproduction of materials which the administrator may wish to distribute to responsible personnel. However, the original of all materials should be retained in the handbook for ready reference.

Contents

Part	Page
I. TRACE Background	1
II. Planning	3
A. Facilities and Materials	3
B. Personnel	4
C. TRACE Planning Form	7
D. Calendar	10
III. Orientation	15
A. Staff	15
B. Student	20
IV. TRACE Staff Instructions.	22
A. Instructions for TRACE Coordinator	22
B. Instructions for Vocational Coordinator	24
C. Instructions for Guidance Personnel	29
D. Instructions for Secretarial/Clerical Personnel	31
E. Instructions for Telephone Interviewers	37
V. Data Processing	41
A. Personnel	41
1. Manager/Programmer Information and Instructions	41
2. Coder Information and Instructions	55
3. Keypuncher Instructions	60
4. Master Codes, Card Formats, and Keypunch Sheets for Coders and Keypunchers	65
B. Computer Programs and Test Data	93
1. Sample Selection	93
Test Data	109
2. Sample Name and Address Listing	114
3. Mailing and Questionnaire Labels	117
Test Data	120
4. Table Generation - Total Class	121
Test Data	126
5. Vocational Coordinator Listing	140
Test Data	144
6. VE-45 Report Generation	145
Test Data	149

C.	Example Displays	154
1.	Listing of Sample Member Identification Numbers	155
2.	Listing of Sample Member Data to be Used in Coding Questionnaires	156
3.	Listing of Graduating Class and Sample Comparisons Sex x Ethnic x G.P.A.	159
	Vocational Program	160
	High School Program Years at School	161
4.	Master Name List of Sample Members	162
5.	Listing of Mailing and Questionnaire Labels	163
6.	Listing of Total Respondent Data From Questionnaire	165
7.	Example Listing of Vocational Program Identification	169
8.	Example Listing of Grads Working Full Time or in Multiple Programs	170
9.	Example VE-45 Report	171
VI.	Reproducible Materials	172
	Graduate Roster	175
	Graduate Follow-up Questionnaire	176
	Graduate Telephone Questionnaire	180
	Telephone Interviewer Script	181
	First Cover Letter	182
	Second Cover Letter	183
	Keypunch Sheet for Table Generation - Total Class Cards 1 and 2	184
	Keypunch Sheet for Vocational Program Identification Cards	186
	Keypunch Sheet for Vocational Coordinator and VE-45 Report Programs	187



Illustrations

Figure	Page
A TRACE Planning Form (example)	7
B Vocational Program Identifications	27
C Vocational Coordinator Annotations	28
D Sample Graduate Roster w/codes	33
E Card Format For Sample Selection Program	66
F Card Format For Mailing and Questionnaire Labels Program	67
G Master Codes for Vocational Program Identification Cards	68
H Keypunch Sheet For Vocational Program Identification Cards (example)	69
I Master Codes For Vocational Coordinator Listing And VE-45 Report Programs	70
J Keypunch Sheet For Vocational Coordinator Listing And VE-45 Report Programs	71
K Master Codes for Table Generation Program - Total Class Card No. 1	72
L Master Codes For Table Generation Program - Total Class Card No. 2	81
M Keypunch Sheet for Table Generation - Total Class Card No. 1	91
N Keypunch Sheet for Table Generation - Total Class Card No. 2	92
O Approximate Sample Size by Graduating Class Size	174

I. TRACE BACKGROUND

The Vocational Education Section of the California State Department of Education has sponsored a three-year research and development effort to investigate the uses of modern sampling techniques in the follow-up of high school graduates. During the research phase the State Department of Education, in cooperation with the Santa Barbara County Schools and Human Factors Research, has developed a validated follow-up system. This system has been tested in 30 districts in the State of California, and it has been approved by the Vocational Education section as an alternate method that districts may use to obtain data for the required VE-45 Vocational Education report. With this sampling approach in follow-up studies there is no need to obtain information from all members of the graduating class; rather, data are obtained from representative graduates and inferences are made from their responses and projected to the entire class. Since only a relatively small number of graduates need to be contacted the costs are reduced. Because the selected sample of graduates is representative of the class, valid inferences and conclusions can be drawn.

The Follow-up system, TRACE, uses a stratified-random sampling model. Such a model has long been employed in market research and national polls. It insures that a selected sample is representative of a given graduating class with respect to the specific variables that differentiate among the various segments of that class. Prior to selecting a sample, the graduating class is stratified or divided into sub-groups identified by combinations of levels of the variables. From these sub-groups random samples are selected; the size of the samples selected for each sub-group is proportional to the size of the subgroup in the graduating class. Reports pertinent to the total class are generated from information derived from questionnaires sent to the sample members.

The details of obtaining the basic data and the computer programs to properly weight the segments of the sample were carefully worked out during the research and development phase of TRACE. After the field test the procedures were modified as necessary and refined for ease of operation. The procedures have been incorporated in this TRACE Management Handbook. The handbook is directed to the responsible administrator, at the school or district level, who has decided to use the TRACE system. Details for planning and implementing the system are included in the handbook.

II. PLANNING

Successful implementation of the TRACE follow-up system requires careful advance planning and coordination of efforts. Consideration must be given to system requirements (facilities, services, manpower) and their availability at the school and district levels. Consideration may be given to the possibility or need for using outside services.

Manpower needs are dictated in part by the size of the school district and the extent that outside services will be used. Of primary importance is the coordination of all aspects of the project including in-house personnel, in-house facilities, and outside services. A form has been developed to assist in planning and monitoring TRACE in your school or district.

The following is a general summary of facilities, materials, and personnel requirements of TRACE. Also included is a planning form, instructions for using it and a completed example.

A. FACILITIES AND MATERIALS

Following are the facilities and materials that are needed to implement TRACE. Each item is discussed in detail in subsequent sections of this manual. In most cases, you may use in-house or outside facilities presently available for normal school operations.

FACILITIES

1. Electronic data processing facilities including key-punching equipment
2. Duplication/printing facilities
3. Mailing facilities
4. Telephone facilities

MATERIALS

1. School/District letterhead (for cover letters)
2. Business size (No. 10) mailing envelopes
3. Business reply envelopes (No. 9 size)
4. Pressure-sensitive labels for computer printing
5. Mail-out questionnaires (Reproduced from model in this handbook)
6. Telephone interview questionnaires (Reproduced from model in this handbook)

7. Coding and Key punching Forms (Reproduced from models in this handbook)
8. Graduate Roster Forms (Reproduced from model in this handbook)

B. PERSONNEL

Administrator - The Administrator approves the TRACE follow-up system, introduces TRACE at an administrative council meeting, selects the follow-up coordinator, provides for financial support and general management, and involves subordinate administrators as necessary.

TRACE Coordinator - The TRACE coordinator will have the primary responsibility for coordinating the various TRACE activities, personnel, and facilities. This individual should therefore be thoroughly familiar with TRACE and be able to answer questions that might arise. This is a special assignment from the regular staff and does not require an additional position. The Coordinator should review all sections of this Management Handbook thoroughly.

Vocational Coordinator - The Vocational Coordinator will identify and note the vocational program(s) completed by each graduate. He will also make judgments concerning VE-45 Report entries. Specific instructions for the Vocational Coordinator start on page 24.

Guidance Personnel - Guidance Personnel will be responsible for identifying Sex, Ethnic/Racial Background, Grade Point Average, and High School Program of each graduate. Their efforts should be coordinated with those of the Vocational Coordinator. Specific instructions start on page 29.

Data Processing Personnel - Data processors will have a major role in the project. They will have responsibility for examining the computer programs, evaluating the capabilities of their data processing equipment, coordinating TRACE requirements with existing school or district educational data processing applications and implementing the programs. They will perform the data processing. Specific instructions for the Data Processing Staff start on page 41.

Secretarial/Clerical Personnel - Clerical personnel will assist in the preparation of the Graduate rosters, prepare the cover letters, conduct the questionnaire mail-outs, and maintain records of respondents and non respondents. Specific instructions for secretarial/clerical personnel start on page 31.

Telephone Interviewers - Telephone interviewers will contact graduates who do not return questionnaires. The interviewers must be able to establish good rapport with the interviewee and obtain accurate responses. Specific instructions for interviewers start on page 37.

Coders - Coders transpose the responses to questionnaire items into computer-processable form. In most cases, the transposition is straightforward and requires no decision-making by the coder; in other cases, where the questionnaire item is open-ended, the coder will need to exercise some judgment in translating responses into code categories. Specific instructions for the coder start on page 55.

Keypunchers - Keypunchers will punch cards from lists, such as a graduate roster using card format guides, or directly from key punch sheets. Specific instructions for the keypuncher start on page 60.

C. TRACE PLANNING FORM

All of the tasks required to implement TRACE have been pre-listed in the left section of the Planning Form, Figure A. The right section indicates the outcomes or results of each task. To plan for TRACE, you must do the following:

1. In the space marked Time (in weeks), indicate the total span of time required to complete the task. Some tasks may be spread over longer periods of time than others even though the number or hours required to accomplish them may be the same. Refer to the calendar (page 10-13) of this Management Handbook to assist you in estimating the time span required to complete a task.
2. In the section marked Personnel, first enter in the diagonal spaces at the top of the section the names of all the people who will be involved in the project. Then estimate the number of hours that each person needs to schedule for the accomplishment of that particular task. Enter that time in hours in the intersects below each person's name. If you do not have all of the required personnel and facilities within

your district, you may be able to locate outside services which which can perform some of the required tasks. If these services are available and you desire to use them, check the intersects under Outside Services Available. Next, total the man-hours required for each task by adding the number of hours in each row. Place the total number of man-hours required under the column marked Total Man-hours per task.

3. The total assigned man-hours for each person can be determined by adding the number of hours in the column under that person's name. The total of the numbers on the bottom row should equal the total of the numbers under the "Total Man-hours Per Task" column. When a task is assigned to a responsible individual, a check mark should be placed in the "Assigned" column. Once a task is in progress a check mark should be made under that column. When a task is completed it should be checked off in the "Completed" column. The checks provide a quick reference to the status of a task at a given time.

To demonstrate how you may use your TRACE planning form, an example form for a hypothetical high school graduating class of 500 students which resulted in a sample of 165 students has been provided. (See page 7.) An assumption has been made that computer facilities are available in the district and TRACE software is prepared for use with the district equipment. Your figures must be adjusted to match your own school and district circumstances. The size of the sample will vary widely because of the composition of the graduating class. You should organize your follow-up on the form before proceeding to Staff Orientation.

**FIGURE A
TRACE PLANNING FORM**

TASK	TIME (IN WEEKS)	PERSONNEL										RESULTS				
		Admin- Tracer	Coord-Instat	Rec-Instat	Guidance	Personnel	Process-Inst	Sec-Instat	Teleph- Interviewers	Coders	Divide Survey Available Total Man Hours Per Task		ASSIGNED	IN PROGRESS	COMPLETED	
1. CONDUCT STAFF ORIENTATION		2	4	2	2	2	4							16	STAFF UNDERSTANDING OF TRACE SYSTEM.	
2. CONDUCT STUDENT ORIENTATION		2	2		3		1							8	STUDENT AWARENESS OF FOLLOW-UP	
3. REPRODUCE ALL NECESSARY FORMS AND DOCUMENTS							4							4	QUESTIONNAIRES, COVER LETTERS, ROSTER, CODING AND TELEPHONE INTERVIEW FORMS	
4. FILL OUT GRADUATE ROSTER FOR ENTIRE GRADUATING CLASS				2	3		24							29	COMPLETED ROSTER	
5. KEYPUNCH AND VERIFY ROSTER DATA							5							5	COMPUTER-READY GRADUATE DATA (CARD DECKS)	
6. PERFORM COMPUTER SELECTION OF STRATIFIED RANDOM SAMPLES							0.5							0.5	STATISTICAL PROFILE OF GRADUATES	
7. KEYPUNCH MAILING DATA AND COMPUTER PROCESS							3							3	MAILING LABELS AND MASTER NAME LISTS FOR SAMPLE	
8. PERFORM FIRST MAIL-OUT TO SELECTED SAMPLES								4						4	APPROXIMATELY 35% RESPONSE	
9. ANNOTATE MASTER NAME LIST USING RETURNED QUESTIONNAIRES									2					2	RAW DATA AND UPDATED NAME LIST	
10. PERFORM SECOND MAIL-OUT TO NON-RESPONDENTS										2				2	APPROXIMATELY 20% RESPONSE	
11. ANNOTATE MASTER NAME LIST USING RETURNED QUESTIONNAIRES										1				1	UPDATED LIST AND ADDITIONAL RAW DATA	
12. CONDUCT TELEPHONE INTERVIEWS OF NON-RESPONDENTS											10			10	APPROXIMATELY 20% RESPONSE	
13. CODE QUESTIONNAIRE AND TELEPHONE INTERVIEW DATA													20	20	CODED SURVEY DATA	
14. KEYPUNCH AND VERIFY SURVEY DATA														4	COMPUTER-READY SURVEY DATA (CARD DECKS)	
15. COMPUTER PROCESS - SURVEY DATA (Set up through print-out)														1	COMPUTER PRINTOUTS OF GRADUATE INFORMATION	
16. ANNOTATE VOCATIONAL GRADUATE LISTING						2								2	COMPLETE GRADUATE DATA	
17. CODE, KEYPUNCH AND COMPUTER PROCESS VE-45 DATA								1.5						1	2.5	COMPUTER PRINTOUT VE-45
		4	6	6	8	17	42	10	21						114	Total Man Hours Per Position

*Student Orientation is conducted at any time after Staff Orientation and prior to graduation of the senior class.

TRACE PLAN

TASK	TIME (IN WEEKS)
1. CONDUCT STAFF ORIENTATION	
2. CONDUCT STUDENT ORIENTATION	
3. REPRODUCE ALL NECESSARY FORMS AND DOCUMENTS	
4. FILL OUT GRADUATE ROSTER FOR ENTIRE GRADUATING CLASS	
5. KEYPUNCH AND VERIFY ROSTER DATA	
6. PERFORM COMPUTER SELECTION OF STRATIFIED RANDOM SAMPLES	
7. KEYPUNCH MAILING DATA AND COMPUTER PROCESS	
8. PERFORM FIRST MAIL-OUT TO SELECTED SAMPLES	
9. ANNOTATE MASTER NAME LIST USING RETURNED QUESTIONNAIRES	
10. PERFORM SECOND MAIL-OUT TO NON-RESPONDENTS	
11. ANNOTATE MASTER NAME LIST USING RETURNED QUESTIONNAIRES	
12. CONDUCT TELEPHONE INTERVIEWS OF NON-RESPONDENTS	
13. CODE QUESTIONNAIRE AND TELEPHONE INTERVIEW DATA	
14. KEYPUNCH AND VERIFY SURVEY DATA	
15. COMPUTER PROCESS - SURVEY DATA (Set up through print-out)	
16. ANNOTATE VOCATIONAL GRADUATE LISTING	
17. CODE KEYPUNCH AND COMPUTER PROCESS VE-45 DATA	

WORKING FORM

PERSONNEL

Administrator(s)	Coordinator	Vocational Coordinator	Guidance Personnel	Data Processing	Secretarial	Clerical	Telephone Interviewers	Coders	Outside Services Available	Total Man Hours Per Task	ASSIGNED	IN PROGRESS	COMPLETED	RESULTS
														STAFF UNDERSTANDING OF TRACE SYSTEM
														STUDENT AWARENESS OF FOLLOW-UP
														QUESTIONNAIRES, COVER LETTERS ROSTER, CODING AND TELEPHONE INTERVIEW FORMS
														COMPLETED ROSTER
														COMPUTER-READY GRADUATE DATA (CARD DECKS)
														STATISTICAL PROFILE OF GRADUATES
														MATHS LABELS AND MASTER NAME LISTS FOR SAMPLE
														APPROXIMATELY 35% RESPONSE
														RAW DATA AND UPDATED NAME LIST
														APPROXIMATELY 25% RESPONSE
														UPDATED LIST AND ADDITIONAL RAW DATA
														APPROXIMATELY 20% RESPONSE
														CODED SURVEY DATA
														COMPUTER-READY SURVEY DATA (CARD DECKS)
														COMPUTER PRINTOUTS OF GRADUATE INFORMATION
														COMPLETE GRADUATE DATA
														COMPUTER PRINTOUT VE-45
														Total Man Hours Per Position

SEPTEMBER (or First Month)

<p>WEEK 1</p>	<p>M Reproduce Graduate Roster forms (See page 175) Conduct Staff Orientation (See page 15)</p>	<p>T</p>
<p>WEEK 2</p>	<p>M Perform computer selection of stratified random samples (See page 44) Key punch mailing data and computer process (See page 60)</p>	<p>T Perform first mail-out to selected samples (See page 34)</p>
<p>WEEK 3</p>	<p>M Responses to the first mailout will start coming in</p>	<p>T</p>
<p>WEEK 4</p>	<p>M</p>	<p>T Perform second mailout to non-respondents (See page 34)</p>
<p>WEEK 5</p>	<p>M</p>	<p>T</p> <p>ANNOTATE MASTER NAME LIST</p>

W	Th Reproduce survey forms (See page 176)	F Keypunch and verify roster data (see page 60)
----------	---	--

FILL OUT GRADUATE ROSTER FOR PREVIOUS YEAR'S GRADUATING CLASS (SEE PAGE 31)

W	Th	F
----------	-----------	----------

W	Th Check to see that all respondents are checked on the master name list	F
----------	---	----------

ANNOTATE MASTER NAME LIST USING RETURNED QUESTIONNAIRES

CODE QUESTIONNAIRE DATA (SEE PAGE 55)

W	Th	F
----------	-----------	----------

CODE QUESTIONNAIRE DATA

ANNOTATE MASTER NAME LIST USING RETURNED QUESTIONNAIRES

W	Th Make sure all respondents have been checked on the master name list	F
----------	---	----------

CODE QUESTIONNAIRE DATA

USING RETURNED QUESTIONNAIRES

OCTOBER (or Second Month)

<p>WEEK 1</p>	<p>M</p>	<p>T</p> <p>PERFORM TELEPHONE INTERVIEWS</p> <p>CODE QUESTIONNAIRE AND</p>
<p>WEEK 2</p>	<p>M</p>	<p>T</p> <p>KEYPUNCH AND VERIFY SURVEY DATA </p>
<p>WEEK 3</p>	<p>M</p>	<p>T</p>
<p>WEEK 4</p>	<p>M</p> <p>Start using TRACE printouts for educational planning and reporting purposes</p>	<p>T</p>
<p>WEEK 5</p>	<p>M</p>	<p>T</p>

W	Th	F
OF NON-RESPONDENTS (SEE PAGE 37)		
TELEPHONE INTERVIEW DATA		
KEYPUNCH AND VERIFY SURVEY DATA (SEE PAGE 60)		
W Perform computer processing of survey data. (See page 41)	Th	F
ANNOTATE VOCATIONAL GRADUATE LISTING (SEE PAGE 24)		
W	Th Sign and submit VE-45 to State not later than the first of November	F
CODE, KEYPUNCH, AND COMPUTER PROCESS COMPLETE GRADUATE DATA		
W	Th	F
W	Th	F

III ORIENTATION

A. STAFF ORIENTATION

After the district has decided to implement TRACE and the initial planning has been completed, the Superintendent (or designate) should gather together the personnel who will be involved and provide them with a brief overview of TRACE's philosophy and operation. This can be done by using the TRACE brochure which you should have received prior to requesting this handbook, the TRACE planning form which outlines the tasks and results for implementing TRACE, and the sequential steps listed below. Discuss individual tasks briefly, indicating the person who will be assigned the prime responsibility and others who may have additional responsibility for the accomplishment of each task. Point out the span of time and number of hours you have allocated each task on the planning form.

After completion of the overview orientation, each person involved in TRACE should be provided with a packet of materials specifying the duties and responsibilities of that person. The packet should include appropriate instruction sheets from Section IV, TRACE Staff Instructions (page 22) supplemented by copies of other materials if necessary.

Original instructions and materials should be retained in the handbook for future reference.

The following is a list of the major tasks that will need to be completed. Each task statement includes a descriptive title of the personnel who are usually assigned to accomplish the task.

Conduct Staff Orientation - This is primarily the responsibility of the administrator who elected to implement TRACE. The responsibility may be delegated to the follow-up coordinator, if necessary. Whoever accomplishes the staff orientation should have thoroughly reviewed the complete TRACE Management Handbook.

Conduct Student Orientation - Student orientation is the responsibility of the TRACE coordinator and should be accomplished in the Spring prior to the close of school. If you are implementing TRACE in the Fall for the first time, it will be possible to obtain good results without prior student orientation; however, it should definitely be accomplished in the Spring for future classes. The student orientation section of the TRACE Management Handbook provides suggestions for specific items to be covered during the orientation.

Reproduce All Necessary Forms and Documents - This task is normally the responsibility of the secretary or clerical personnel. Masters of the forms to be reproduced will be found in the Reproducible Materials section of this Management Handbook and the approximate number to be reproduced is indicated there. Some schools have found it more effective to have these forms reproduced by an outside vendor.

Fill Out Graduate Roster for the Entire Graduating Class - This task is actually accomplished by the secretarial/clerical personnel, but it should be supervised and monitored by guidance counseling personnel, assisted by the vocational coordinator. Specific information required for the roster is included in the instruction sheets for the guidance

counselor and also in the instruction sheets for the secretarial/ clerical personnel. It is essential that the secretarial/clerical personnel have available to them all the information required in the roster. Part of the Graduate Roster may be completed by Data Processing, if the school or district has student records maintained by Data Processing.

Keypunch and Verify Roster Data - The completed Graduate Roster is forwarded to the data processing center for keypunching and verification. Instructions about fields and columns to be punched are indicated in the instructions to the keypunch operator. Some schools and/or districts have secured outside services for all or part of their computer operations. In any case, speed and accuracy are essential in the performance of this task.

Perform Computer Selection of Stratified Random Samples - This is a computer-driven task performed by data processing personnel using programs to be found under the computer programs section of this Management Handbook. If adequate computer facilities do not exist within your district, it may be necessary to obtain outside services to accomplish this task.

Keypunch Mailing Data and Computer Process - Additional data for graduates selected as sample members must be keypunched to provide mailing materials. Formats and procedures are included in the keypunch operator's instruction sheet.

Perform First Mail-out to Selected Samples - After the computer has generated the mailing labels and a master name list, the clerical personnel fix the labels to questionnaires and to the envelopes.

Annotate Master Name List Using Returned Questionnaires - As the questionnaires are returned, the clerical personnel check the respondent's name off the master list. Questionnaires are sent to data processing for coding and keypunching.

Perform Second Mail-out to Non-Respondents - The second mail-out is also accomplished by the clerical personnel using the same procedure as for the first mail-out.

Annotate Master Name List Using Returned Questionnaires - The master name list is annotated by clerical personnel using the same procedures as used in the first mailing.

Conduct Telephone Interviews of Non-Respondents - Those members who do not respond to either first or second mailing are contacted by telephone. This responsibility may be assigned to the clerical personnel within your organization or contracted to outside services. Instructions for accomplishing the telephone interview are included with the Reproducible Materials section of this Management Handbook and should be reproduced in quantity to provide a set of instructions for each person performing this task. The total number of graduates who responded either by returning the first or second questionnaire or were contacted by telephone, should equal at least 80% of the total sample. The total

number of graduates in the sample may be determined by counting the number of graduates for whom mailing labels were produced by data processing.

Code, Keypunch, and Computer Process All Data - This is the responsibility of data processing personnel and complete instructions are included in the computer programs section of this handbook. The results are printouts of several listings which are illustrated in the sample display section and a completed, signature-ready VE-45 which is acceptable to the Vocational Education Unit of the California State Department of Education.

B. STUDENT ORIENTATION

Orientation of students about the purpose of a follow-up survey results in a greater number of students who respond. Following are some recommended procedures and topics for discussion that have been found to be useful in conducting effective orientations to follow-up studies for graduating classes:

Procedures

1. Staff members conducting orientation to follow-up should understand and believe in the need for collecting information from students who have graduated, and must project this need to students.
2. Although small groups are recommended for the orientation, the constraints of schedules during the last several weeks of school may require large group presentations.
3. The orientation should be brief, factual, and allow time for students to ask questions.

Topics

1. High schools are continuously trying to improve what they do for students.
2. Schools maintain and/or change their programs as a result of self-examination.
3. Schools need information from graduates about how the school helped them and what the graduates wish school had done for them.

4. Graduates can provide information about their school from an adult perspective, i.e., from the world of work, further education, homemaking, and everyday living needs of an adult.
5. Graduates are one of the best sources of information about the current and relevant needs of adult life that are or are not, (but should be) included in high school programs.
6. Information provided by graduates, if it is to be useful for making decisions about school programs and procedures, must be honest.
7. Opinions and statements of graduates should be open, frank, and honest, and the individual graduate's responses will be kept strictly confidential.
8. Information provided by graduates will be used and not merely collected and filed.
9. When a sampling method of follow-up is used, the responsibility of a graduate to respond to a questionnaire that may be received is extremely important because that individual represents a group of former students.

IV
TRACE STAFF INSTRUCTIONS

IV

TRACE STAFF INSTRUCTIONS

This section of the handbook contains the instructions for each of the staff members assigned to conduct a part of TRACE, except data processing personnel. Instructions for data processing personnel are included in Section V starting on page 41.

A. INSTRUCTIONS FOR THE TRACE COORDINATOR

Your responsibilities are to coordinate TRACE activities, including the sequence of events, and to ensure that proper procedures are followed by all personnel concerned. Read the entire TRACE Management Handbook thoroughly to make sure that you understand the overall concept of TRACE and the special responsibilities of the staff.

You must make sure that the graduating class receives the Student Orientation prior to the end of school. You may wish to schedule small group meetings or conduct the orientation at an assembly. The Guidance personnel may provide assistance at small group meetings.

Use the TRACE planning form and the TRACE Calendar as a guide in monitoring progress. Make sure that all personnel have the instructions and materials which they need to accomplish their assigned tasks.

If a modification of procedures becomes necessary because of your local circumstances, make sure that the responsible administrator is aware of the changes and their impact on the local TRACE schedule and results.

B. INSTRUCTIONS FOR THE VOCATIONAL COORDINATOR

1. You will be responsible for defining the following:
 - a. Each vocational program offered by your district or school, in terms of specific courses that constitute each program.
 - b. The amount of work or number and/or name of courses that are required for completion of each vocational program in your school or district.

2. You will provide the program definition information to the guidance person for use in completing the Graduate Roster. Or, you may provide the guidance person with a list of Vocational Education graduates indicating the vocational programs completed by each. You will also be responsible for identifying each graduate who has been enrolled in a Vocational Education Program for the Disadvantaged or Handicapped and giving information to the guidance person.

3. You will provide vocational program identification information for data processing to generate the VE-45 report. After the sample of graduates to be followed up has been selected by data processing, obtain from data processing the listing of Graduating Class and Sample Comparisons for Vocational Programs (Display 3b, page 160) for each school in your district. Using a form with column headings as shown in Figure B (page 27), list the State Vocational program code

number for each different program offered in your district in the appropriate column. Print the title of the programs as you want them to appear on the VE-45 report. Assign a two-digit district code number to each program, beginning with 01, 02, and so on, until every program has a district code number. From the listings obtained from data processing, add the number of males at each school completing each program and enter the total under the column "No. Completing Program" --Males. Do the same for the females completing each program.

Using the same method that you have used in previous years determine the total number of males and females who left each program with marketable skills prior to completion, and enter those totals under the "Left Early" columns.

Give the completed form to the Data Processing manager.

4. You will receive from data processing the vocational program identification information in the format shown in Display 7, page 169. Check to ensure that the State program codes and titles are correct and that the numbers of males and females indicated as completing and leaving each program are accurate. Make whatever corrections are necessary on this form and return it to data processing.
5. You will also receive from data processing a listing of graduates who have completed more than one Vocational Education Program or who are employed full time or both. Figure C (page 28), shows the format in which the information will be presented. Note that the vocational programs are identified

by district codes. You have two tasks to perform:

- a. For all graduates who have completed more than one program, select the one program to be reported on the VE-45 form (the VE-45 requires an unduplicated count). To assist you in this judgment, the graduate's status and his job title or school major are given if available. Encircle the one program you want identified with a given graduate, as shown in the examples in Figure C, page 28.
- b. For all graduates who are working full time, determine the relatedness of their occupations to their high school programs. In the column headed "Your judgment of relatedness" print one of three terms for each graduate working full time: "specific" (trained for), "related," or "unrelated." To assist you in this judgment, in addition to the job title, the graduate's own judgment of relatedness is given. If your judgment agrees with the graduate's, simply place a check mark (✓) in the "relatedness" column; if your judgment disagrees, line out the graduate's judgment and print your judgment in the column. Figure C, page 28, shows examples of these judgments.

Return this form also to data processing. The production of the VE-45 report cannot be completed until these forms are returned to data processing. Please correct and return them as soon as possible.

VOCATIONAL PROGRAM IDENTIFICATION (EXAMPLE)

DISTRICT CODE	VOCATIONAL PROGRAM CODE	VOCATIONAL PROGRAM TITLE	NO. COMPLETING PROGRAM		LEFT EARLY WITH SKILLS	
			MALES	FEMALES	MALES	FEMALES
01	07/0303/00	Nursing Assistance (Aide)	40	80	2	10
02	17/0399/00	Automotive Services	100	30	15	4
03	17/0999/00	Commercial Photog. Occ.	500	300	24	18
04	17/1300/00	Drafting	300	200	6	7
05	17/9900/00	Trade and Industrial Occ.	100	100	7	11

FIGURE B

VOCATIONAL PROGRAM IDENTIFICATIONS

VOCATIONAL GRADS WHO ARE WORKING FULL-TIME OR MORE THAN 1 VOC. PROG.

SCHOOL GRADUATE NUMBER NAME/PO. SEX	DISTRICT VOCATIONAL PROGRAM CODES	GRADUATE STATUS	VOC. PROG./JOB RELATEDNESS	JOB TITLE (IF WORKING) MAJOR (IF IN SCHOOL FULL-TIME)	YOUR JUDGEMENT OF RELATEDNESS
011 HARVEY WALLBANGER 003 1	01 02 (03) 04 05	WORKING, F.T.	SPECIFIC	AUTO MECHANIC	✓
011 JUCIET JONES 002 2	(05) 04	WORKING, F.T.	UNRELATED	WAITRESS	specific
011 ALBERT EINSTEIN 004 1	03 (12) 05	SCHOOL, F.T.		ASTROPHYSICS	
011 CIRCEPELLA 005 2	03 (01)	WORKING, P.T.		DENTAL ASSISTANT TRAINEE	
011 DUDLY DOGOOD 006 1	03	WORKING, F.T.	RELATED	PROOF SALESMAN	unrelated

28

FIGURE C

VOCATIONAL COORDINATOR ANNOTATIONS

C. INSTRUCTIONS FOR GUIDANCE PERSONNEL

Your responsibility is to make the student files available to the clerical personnel who will enter student data into the Graduate Roster. You should check with your existing Data Processing Unit, if any, for student data which may be available. For example, a printout of names and addresses of students will simplify the preparation of the Graduate Roster. Additional information may also be available. The clerical personnel must have access to all of the following information on each graduate:

- Name
- Address
- City
- Zip
- Phone number
- Parent's name
- Sex
- Ethnic/racial background
- GPA
- Years in the school
- High school program (college prep, general, or vocational)

Students who have completed a vocational program must also have entered for them the code number of the program from the Codes and Titles for Vocational Education Instructional Programs if it is a State sponsored program. The Vocational Coordinator will provide you with a list of courses that constitute specific vocational programs or with a list of vocational students and the programs that each student has completed. If the Vocational Coordinator provides a list of courses that constitute specific vocational programs, the guidance personnel must brief the clerical personnel on the following:

1. The exact location in school records where the vocational courses have been entered.
2. The Vocational Education code numbers that must be assigned to each program that has been completed.
3. The location on the Graduate Roster where the codes are to be entered.

Students who have completed one or more vocational program(s) shall be coded as vocational students regardless of other programs (college prep or general) they may have completed. (Note: Be certain that the Vocational Coordinator identifies those students enrolled in designated Vocational Education Programs for the disadvantaged and assign to each of them the Program Code 3 + 99-2000. Also, be certain to have the Vocational Coordinator identify those students enrolled in designated Vocational Education Programs for the handicapped, and assign to them the Program Code 3 + 99-1000.)

You should "spot check" the Graduate Roster against the student records to insure that proper procedures are being utilized in filling out the Graduate Roster.

You will send the completed Graduate Roster(s) to the TRACE Coordinator.

D. INSTRUCTIONS FOR SECRETARIAL/CLERICAL PERSONNEL

You will play a major role in the implementation of TRACE. Direction and guidance will be provided by the TRACE Coordinator and guidance personnel, but the actual performance of the following tasks will be your responsibility.

1. Reproduce Materials - As quickly as possible after you are informed that TRACE is to be implemented, reproduce the forms from the Reproducible Materials Section of this handbook. Start with the Graduate Roster. This is the first form to be used. The other forms and documents should be reproduced as needed. Reproducing all the forms at the same time may be more convenient for you. The number of each form to be reproduced is indicated in the Reproducible Materials Section (page 172).
2. Prepare Graduate Roster - You must make a complete entry on the Graduate Roster for each member of the class. The guidance person and Vocational Coordinator will provide you with all the student information you need. The information may be on computer printouts or in student folders, or mixed. In any case, unless you are instructed otherwise, follow the sample roster on Page 33 (Figure D). Be sure to include all of the information required. Missing data will invalidate the entry.

Note that the top of the roster form has space for the name of your school, school district, and space for entering the page number and total number pages in the Graduate Roster. The first section shows the information which is entered for each student. For example, the student's name is Sam P. Adams; he lives at 8703 20th Avenue in Arbor, California; his Zip Code is 90001; telephone number (715) 968-1071; and his father's name is John Q. Adams. His graduate number is 001. (Assign a number to each student; assign 001 to the first student, 002 to the second student, etc. Keep all numbers in sequence.) Now look at the codes at the bottom of the sheet. Sam is a male so he gets Code 1. Sam is Caucasian so he has a 2 entered for the ethnic code. His grade point average is somewhere between .0 and 1.9 so a 1 has been entered on the roster. He has spent two years in your high school so a 2 has been entered, and he has completed two vocational education programs. A 3 has been entered to designate that he is a vocational student, and the codes for the two programs have been entered following the 3. (The vocational education codes for State funded programs are found in the State document, Codes and Titles for Vocational Education Instructional Programs. The code should be obtained from the Vocational Education Coordinator if it is not already in the student's records.) If the vocational

GRADUATE ROSTER

School <i>Arbor H.S.</i>	District <i>Arbor Unified</i>	Page <i>1 of 1</i>
-----------------------------	----------------------------------	-----------------------

Grad's name <i>S.A.M. P. ADAMS</i>	Grad no. <i>0,0,1</i>	Sex <i>1</i>	Eth. <i>2</i>	GPA <i>1</i>	Yrs. <i>2</i>	Program(s) <i>3,+0,7,0,2</i>
Address <i>87,0,3, 2,0, AVE</i>						+
City <i>ARBOR</i>		State <i>CA</i>	Zip code <i>9,0,0,0,1</i>		+	
Phone no. <i>(7,1,5)9,6,8,1,0,7,1</i>						+
Parent's name <i>J.O.H.N. Q. ADAMS</i>						+

Grad's name <i>R.O.B.E.R.T. GOMEZ</i>	Grad no. <i>0,0,2</i>	Sex <i>1</i>	Eth. <i>4</i>	GPA <i>2</i>	Yrs. <i>2</i>	Program(s) <i>2,+</i>
Address <i>1 A.C. SYLVAN DRIVE</i>						+
City <i>ARBOR</i>		State <i>CA</i>	Zip code <i>9,0,0,0,1</i>		+	
Phone no. <i>(7,1,5)9,6,7,7,0,6,5</i>						+
Parent's name <i>F.R.A.N.K. GOMEZ</i>						+

Grad's name <i>C.R.A.I.G. ARAKI</i>	Grad no. <i>0,0,3</i>	Sex <i>1</i>	Eth. <i>3</i>	GPA <i>2</i>	Yrs. <i>4</i>	Program(s) <i>3,+</i>
Address <i>3,7,1,4, A.M.A.L.F.I. WAY</i>						+
City <i>ARBOR</i>		State <i>CA</i>	Zip code <i>9,0,0,0,2</i>		+	
Phone no. <i>(7,1,5)9,6,8,7,5,1,3</i>						+
Parent's name <i>T.H.O.M.A.S. ARAKI</i>						+

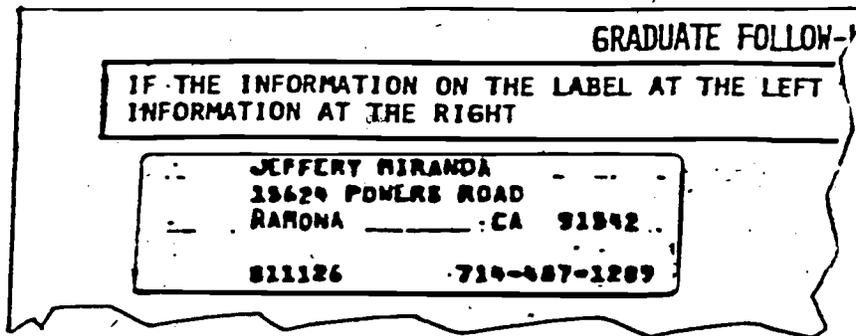
Grad's name <i>N.A.N.C.Y. K. SMILITH</i>	Grad no. <i>0,0,4</i>	Sex <i>2</i>	Eth. <i>1</i>	GPA <i>3</i>	Yrs. <i>3</i>	Program(s) <i>1,+</i>
Address <i>1,7,5, MILLP AISI</i>						+
City <i>ARBOR</i>		State <i>CA</i>	Zip code <i>9,0,0,0,2</i>		+	
Phone no. <i>(7,1,5)9,6,7,1,2,1,3</i>						+
Parent's name <i>N.E.I.L. R. SMILITH</i>						+

SEX	ETHNIC	GPA	YEARS	PROGRAM
Male - 1	Black - 1	0.0 - 1.9 - 1	1 or less	College prep - 1
Female - 2	Caucasian - 2	2.0 - 2.9 - 2	2	General - 2
	Oriental - 3	3.0 - 4.0 - 3	3	Vocational - 3+ code number
	Spanish Surname - 4	33	4	
	Other - 5			

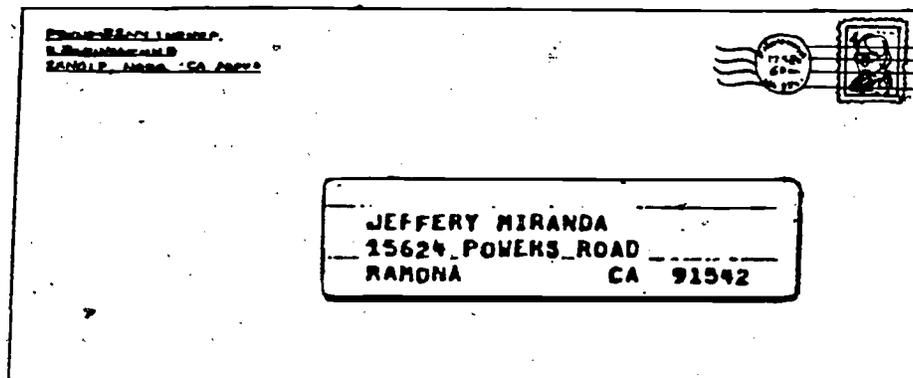
program is not State funded, then the entry is simply 3, as is the case with Craig Araki on the sample, and no program codes are entered. Your Vocational Coordinator or Guidance Counselor will provide you with information about students who are to be reported as disadvantaged by code 3 + 99-2000 and those who should be reported as handicapped by code 3 + 99-1000 records to complete the roster, see the guidance personnel. You should fill out the roster for the entire class accurately and quickly. When you have completed the roster, submit it to the guidance person.

3. Mail Survey Materials - The Graduate Roster will be computer processed and specific names will be selected for follow-up. You will receive a master list of these names on a printout from the TRACE Coordinator. You will also receive two sets of labels for each name on the list. One label with the graduate's number and telephone number is affixed to the graduate follow-up questionnaire as shown below. The label with the graduate's number must be placed on the questionnaire.

That number will be used in processing information when the questionnaires have been returned.



Use one label with the graduate's name and address only, as shown below, for the mailing envelope.



Keep the other two labels. They may be needed for a second mailing if the questionnaire is not returned within two weeks.

Place a copy of the first cover letter, the questionnaire, and a return envelope in each mailing envelope. Make sure that the name on the questionnaire and the name on the envelope is the same. Mail the packets of materials as quickly as possible.

After approximately two weeks, you will receive instructions to mail out a second packet of materials to graduates who have not responded. Use another copy of the

same questionnaire, and affix the labels as in the first mailing. Be certain to enclose a copy of the second cover letter and a return envelope. Be sure that the names on the questionnaire and the envelope match.

4. Annotate Master Name List - As the questionnaires are returned in response to the first mailing, draw a line through the respondent's name on the list and throw away the extra set of labels for that name. Forward the filled-out questionnaires to data processing, daily. Send out the second mailing when instructed to do so by the TRACE Coordinator. Mail the materials to the graduates whose names are not yet crossed off the master name list. As responses come in, follow the same procedures you used after the first mailing. Finally, after the established cut-off date, turn over to the TRACE Coordinator the master name list with the names of all graduates who returned questionnaires crossed off. At this time all filled-out questionnaires should have been sent to data processing for coding.

E. INSTRUCTIONS FOR TELEPHONE INTERVIEWERS

1. Your responsibility is to telephone high school graduates who have not responded to either of two mailed questionnaires regarding their high school and post high school experiences. You will be provided with a list of the names and telephone numbers of the people to be contacted.
2. Make three attempts to contact the graduate or someone who can provide the information: one during the day, one at night, and one during the weekend. When a contact is made, follow the "Interviewer Statement" script enclosed (page 39). The interview should be as personalized as possible. Use the graduate's name where indicated in the script and, when introducing yourself, mention the name of the school the graduate is from. The high school name appears at the top of every name list. Use the enclosed answers for some questions you might be asked (page 40).
3. Before calling, PRINT the graduate's name and ID number on the Graduate Telephone Questionnaire (see page 180). The graduate's ID number is made up of the high school number (appearing to the left of the high school name and containing three digits) followed by the number directly to the left of the graduate's name (also a three-digit number). The graduate ID number therefore contains six digits. For example, if the high school number is 514 and the number directly to the left of the graduate's name is 012, then

the ID number is 514012.

4. Ask the questions on the Graduate Telephone Questionnaire (see page 180) and print the answers in the space provided on that form. For each person contacted, print the letter "T" to the left of that person's name on the master list.
5. The telephone interview contains questions that appeared on the questionnaire. Although more data from each graduate would be desirable, it is not practical to obtain via telephone. In addition to obtaining the interview data, encourage the return of the mailed, completed questionnaire so that information is more complete. This is particularly important because TRACE uses a sample of graduates from which generalizations will be made to the entire graduating class.
6. Submit the completed Graduate Telephone Questionnaires and the annotated master name list to the TRACE Coordinator.

INTERVIEWER SCRIPT

Hello, this is _____ calling for _____ High School. May I speak with (graduate's name) _____?

I. IF GRADUATE IS AVAILABLE:

- A. Introduce yourself if the graduate did not answer the phone originally, then continue as follows. "You may recall receiving a questionnaire within the last month regarding your high school education and experiences. We haven't received it back, and I wonder if you would be so kind as to give me some information over the phone. It will take only a few minutes. Thank you."

Proceed with Interview.

At end of Interview, thank the graduate and ask him to return the questionnaire as it contains other information we are interested in.

II. IF GRADUATE IS UNAVAILABLE:

- A. Determine with whom you are speaking. If it is a relative or someone who knows the graduate well, continue as follows.

"Perhaps you might be able to help me. Several weeks ago we sent (Graduate's Name) a questionnaire concerning (His or Her) high school education and experiences. We are trying to find out what recent graduates feel was good and bad about their high school now that they're graduated and have had a chance to evaluate their education. With the information we get from the graduates we hope to correct the problems so that present and future students will receive a better education. We haven't received (Graduate's Name) questionnaire back yet and I wonder if you would be so kind as to provide me with some of the information we are seeking. It will take only a few minutes.

IF THE PARTY IS COOPERATIVE:

"Thank you." (Proceed with the Interview. Also thank at end of Interview and ask the party to remind the graduate to return the questionnaire because it contains some other items we are interested in obtaining information about.)

IF THE PARTY IS NOT COOPERATIVE:

"Can you tell me when (Graduate's Name) will be home so that I can speak with him (her)? Thank you."

(Note the time on your name list and call back then.)

QUESTIONS YOU MIGHT BE ASKED ABOUT THE FOLLOW-UP

Q - Who is sponsoring the follow-up?

A - The high school.

Q - What is the purpose of the follow-up?

A - To determine how well high school has prepared former students for their activity after graduation and to determine what problems exist in the high school. The information we obtain from the graduates will be used to pinpoint the problem areas and to evaluate the various educational programs and courses offered in the schools. In general, the aim of the project is to improve the quality of education so that graduates will be better prepared for whatever they plan to do after graduation.

Q - Are all the graduates being interviewed?

A - No. A carefully selected sample of graduates is being interviewed so that the cost of obtaining the information is kept as low as possible. The same techniques as are used in national polls are being used in the project. Each graduate represents about 4 or 5 of the graduating class members so it is important to obtain information from them. The information will be kept strictly confidential and will be available only to the school for curriculum purposes.

DATA PROCESSING

A. PERSONNEL

1. Data Processing Manager/Programmer Information and Instructions
As Data Processing Manager you will act as liaison between personnel in your department and other TRACE personnel such as the TRACE Coordinator and the Vocational Coordinator. You should thoroughly read and understand all aspects of the jobs to be performed by all data processing personnel including the Coders, Keypunchers, and Programmers.

You will receive from the TRACE Coordinator completed mail questionnaires and telephone questionnaires that will be prepared for computer processing by Coders and Keypunchers. You will also receive a copy of the annotated Master Name List indicating which graduates returned the mail questionnaires (their names will have been deleted from the list) and which graduates completed the telephone questionnaire (a "T" will appear to the left of their I.D. number). In some instances the graduates may have completed both types of questionnaires. In the instances where a graduate has completed both types of questionnaires only the mail questionnaire data are to be used and the telephone questionnaire is to be discarded.

The following information and instructions will enable you to perform the data processing activities for TRACE. Included is a description

of the system, programs, subroutines, parameters, formats, test data, example outputs, and instructions for loading, executing and modifying programs.

There are six computer programs which perform all the sampling, data processing, and reporting requirements of TRACE.

1. Sample Selection
2. Sample Name and Address Listing
3. Mailing and Questionnaire Labels
4. Table Generation - Total Class
5. Vocational Coordinator Listing
6. VE-45 Report Generation

The language for each program is Fortran IV. The input/output devices required are a card reader and a line printer; and, for the sample selection program, an on-line disk. The individual user must check the codes for input-output device identification to determine if they conform with the user's system. The following device codes will be found in the various programs:

<u>Device</u>	<u>Code</u>
Card Reader	2, 4, 8
Printer	3, 5

The reason for the different device codes is that different computer systems were used in program development: IBM 1130, General Automation 1830, and Varian 73. The user may wish to substitute data statements for variable device code reference.

The program descriptions state what each program does, what its specific outputs are, and the requirements for implementing the program. There is provided, for each program, a program listing. (See Computer Program and Test Data, page 53, examples of the outputs (See Example Displays, page 154), and a data listing for verification of the examples on the user's system. (See Computer Programs and Test Data.)

[1.] SAMPLE SELECTION PROGRAM

The Sample Selection Program draws a stratified-random sample with proportionate representation of the following variables: sex ethnic/race background, grade-point average, program, vocational program, and years at the school. It consists of a mainline program and three subroutines.

Mainline Program

The mainline program draws an original sample stratified on sex [2 levels], ethnic/race background [5 levels], and grade-point average [3 levels]. It also applies over-sampling weights to the 30 strata in the sample. The weights represent the additional numbers required for each stratum, based on questionnaire return rates established in earlier studies.

Subroutine TRAC1

TRAC1 refines the original sample. That is, it ensures that the variables program, vocational program, and years at the school are proportionately represented. It does this while maintaining the representativeness of the sample on the major stratification variables.

Subroutine TRAC2

TRAC2 prints the sample identification descriptive codes for sample members, and population and sample comparisons for the several variables.

Subroutine RANDU

RANDU selects a random start number for each stratum of the sample. The start number and a computed skip number are used to select sample members randomly from each stratum.

Implementation

The card decks are loaded in the following order: (for Programs, see computer programs section)

- A. Load and Store
 1. Subroutine TRAC1
 2. Subroutine TRAC2
 3. Subroutine RANDU
- B. Load and Execute
 1. Mainline Program
 2. Data Deck (See Format Figure E, page 66)
 3. Blank Card
 4. School Name Card

Output

The following listings and tables are printed by the Sample Selection Program:

- A. Listing of sample member identification numbers (these are used by the keypuncher to identify the required names and address). (See Display #1, page 155)
- B. Sample listing by graduate number, sex, ethnic, program, grade-point average, and vocational program codes. (These are used by the coder for identification information in coding the questionnaires.) (See Display #2, page 156)
- C. Graduating class and sample comparisons (the numbers in the samples are modified by oversampling weights). The comparisons are made on the following factors (see pages 159-161)
 1. Sex x GPA x Ethnic (See Display #3a page 159)
 2. Vocational Program (See Display #3b page 160)

3. High School Program; Years at the School (See
Display #3, page 161)

Example outputs are listed in the display section. The data base to generate the example outputs, in the appropriate format, is listed immediately following each program.

(2.) SAMPLE NAME AND ADDRESS LISTING PROGRAM

The Sample Name and Address Listing Program does just that.

Implementation

The card decks are loaded in the following order:

- A. Program (Load and execute)
- B. School name card
- C. Data deck (see formats in Figure F, page 67)
- D. Blank card

The PAUSE statements in the program are a check that the data cards are loaded in the correct order: Card "4" and Card "5" (in Column 1) for each sample number.

Output

The output is a listing of the graduate's number, name, street address, city, zip code, telephone number, and parents' name - 50 lines per page.

An example listing follows the program (Display #4, page 162). This listing may be used to generate a data deck to check the program.

(3.) MAILING AND QUESTIONNAIRE LABELS PROGRAM

The Mailing and Questionnaire Labels Program prints all the labels required for TRACE.

Implementation

The card decks are loaded in the following order:

- A. Program (Load and Execute)
- B. Data deck (see format in Figure F, page 67)
- C. Blank card

The standard four-across, 15/16" x 2-3/4" labels are used.

The PAUSE statements are a check that the data cards are loaded in the correct order.

Output

The output is four labels for each sample member: two envelope labels, and two questionnaire labels. The questionnaire labels include graduate identification number and telephone number.

Example labels follow the program listing (see Display #5, pages 163-164). Use the data in Display #4 (page 162) to check your Mailing and Questionnaire Labels Program.

(4.) TABLE GENERATION PROGRAM

The Table Generation Program processes the mail and telephone questionnaire data for the entire sample and prints the results in tabular form.

Implementation

The card decks are loaded in the following order:

- A. Program (Load and execute)
- B. JTBL (6 cards)
- C. ITBL (3 cards)
- D. Class ID card (up to 32 characters)
- E. Base ID (16 cards)
- F. Column header ID (4 cards)
- G. Mail ID card
- H. Mail data deck (see format in Figure K, page 72)
- I. End mail card (9 in column 9)
- J. Blank card
- K. Telephone ID card
- L. Telephone data deck (see format in Figure K, page 72)
- M. End telephone card (9 in column 9)
- N. Table title and row ID cards (525 cards; see listing, Table Text, page 130)

The program may be modified if more questions are added. For example, if two questions are added, each with eight alternative responses, the following program changes would be made:

Line 3 --VAR (467,13) → VAR (483,13)

Line 4 --JTBL (111) → JTBL (113)

Line 32 -- ,1113/ → 1313/; ,1713 → 1913

Line 48 --J=1,467 → J=1, 483

Line 54 --I-1,111 → I=1,113; I=1,57 → 1,59

Line 114 --I=1,57 → I-1,59

The following control card changes would be made:

JTBL card 6 -- add: columns 34-36, 467; cols. 37-39, 475

ITBL card 3^{*} -- add: Columns 52-54, 475; cols. 55-57, 483

Mail card == change 111 in columns 1-3 to 113

Output

The output is a detailed description of the graduating class; 57 tables of information based on the questionnaire data, about the total class and several subgroups, i.e. male and female, ethnic/race classifications, major programs taken in high school, and grade-point-average levels (See Display #6, page 165).

Examples of the tabular output are given following the program listing. Table 4 is included, even though there are no data, to illustrate that the program continues beyond the tables for which there are data. The data cards to generate the example tables are also given. Note that only the mail data deck and the telephone data deck are the example data. All other cards are required to process actual data. Changes may be made on some of these cards if additional questions are asked. (See Implementation Section above.)

(5.) VOCATIONAL COORDINATOR LISTING PROGRAM

The Vocational Coordinator Listing Program provides the Vocational Coordinator with the information required for him to make judgments about the program to be identified with each graduate, and the relatedness of the working graduate's job to his high school vocational program.

Implementation

The card decks are loaded in the following order:

- A. Program (Load and execute)
- B. Vocational program ID cards (see format in Figure H, page 69)
- C. Blank card
- D. Data deck (see card format in Figure J, page 71)
- E. Blank card

Output

The outputs are listings of vocational program identifications (see Display #7, page 169) and of vocational graduates who are working full-time and/or had multiple vocational programs in high school (see Display #8, page 170). The program identification listing gives the district code, the state code and title, the numbers of males and females completing a program, and those who left a program with marketable skills. The Vocational Coordinator listing gives the school number; the graduate number and sex; the district program codes, the graduate's status, the graduate's judgment of the relatedness of his job to his high

school program (if working full-time), his job title (if working) or his major (if in school full time), and provisions for the coordinator's judgment of relatedness.

Example outputs are Displays 7 and 8. The data used to generate the example outputs are listed immediately following the program.

(6.) VE-45 REPORT PROGRAM

The VE-45 Report Program processes data for graduates who completed Vocational Education programs. The percentage of the sample in each category on the VE-45 form is computed for each vocational program. This sample percentage, in turn, is used to estimate the frequency in each category of all those who completed a given program.

Implementation

The card decks are loaded in the following order:

- A. Program
- B. District information card (up to 80 characters)
- C. Vocational program identification cards (see format in Figure H, page 69)
- D. Blank card
- E. Data deck (see format in Figure J, page 71)
- F. Blank card

The program generates a district report - all schools in the district are combined. If individual school reports are desired, the schools may be run separately.

Output

The output is a district VE-45 report on the status of graduates of vocational programs (see Display #9, page 171). It is modeled on the present state form.

The data required to generate the example follows the program.

Use this data to test your VE-45 Report Program.

2. Coder Information and Instructions

Your task, in general, is to transpose data and information into computer-processable form using various master codes and keypunch sheets. You will receive from the TRACE Coordinator and/or the Data Processing Manager the following materials:

1. Master Codes for Vocational Program Identification Cards
(Figure G, page 68)
2. Keypunch Sheets for Vocational Program Identification Cards
(Figure H, page 69)
3. Filled-in mail and telephone questionnaires
4. Sample List (Display 2a, b, c, pages 156-158)
5. Master Codes for Vocational Coordinator Listing and VE-45
Report Programs (Figure I, page 70)
6. Keypunch Sheets for Vocational Coordinator Listing and VE-45
Report Programs (Figure J, page 71)
7. Master Codes for Table Generation--Total Class for Cards 1
and 2 (Figures K, pages 72-80 and L, pages 81-90)
8. Keypunch Sheets for Table Generation--Total Class Card 1 and
Card 2 (Figures M, page 91 and N, page 92)

The following procedures will be followed by the Coder:

- a. The Vocational Coordinator will provide information on each vocational program offered in the district including corresponding district codes (Figure B, page 27). This information should be prepared for computer processing using the Master Codes for Vocational Program Identification Cards (Figure G, page 68) and the Keypunch Sheet for Vocational Program Identification

Cards (Figure H, page 69). The information for each program is entered on one keypunch sheet as shown in Figure H. The completed keypunch sheets should be given to the Data Processing Manager for keypunching and computer processing. Retain the Vocational Coordinator information sheet for later use.

- b. When you receive the filled-in mail and telephone questionnaires, do the following:
 1. Match the graduate number on the questionnaire with the corresponding number on the Sample List (Display 2, page 156).
 2. If on the Sample List the graduate has the number 3 in the column headed "H.S. Program" and a number beneath the column headed "Vocational Program," complete a Key-punch Sheet for Vocational Coordinator Listing and VE-45 Report Programs (Figure J, page 71) using the Master Codes for Vocational Coordinator Listing and VE-45 Report Programs (Figure I, page 70). The data to be entered on the keypunch sheet are obtained from the Sample List, the Vocational Coordinator information sheet used in Step (1) above, and the questionnaire.

The school identification and graduate identification data are obtained from the questionnaire and entered in Columns 1 through 6.

The graduate's sex is obtained from the Sample List.

The district codes for vocational programs are obtained from the Vocational Coordinator's information sheet. Match the code number of the vocational program(s) completed by the graduate listed on the Sample List with the corresponding district Vocational code number on the Vocational Coordinator's information sheet. If more than one vocational program is listed on the Sample List, enter the corresponding district Vocational codes in Columns 10 through 19. If only one program is listed on the Sample List, enter the corresponding district Vocational code in columns 20 and 21. The remaining data needed are obtained from the questionnaire. The questionnaire items from which the data are obtained are indicated on the Master Code form.

If the graduate is working either 1) full  or 2) part time and has completed more than one vocational program, enter his job title in Columns 23-60. If he is in school full time and has completed more than one vocational program, enter his major in Columns 61-80. If either a job title or a major was entered, complete the entries for Card 2 at the bottom of the keypunch sheet. The graduate's name is obtained from the questionnaire.

The completed keypunch sheets are to be given to the Data Processing Manager for keypunching and computer processing.

3. All questionnaires, including those described in (2) above,

are to be prepared for computer processing using the Master Codes for Table Generation--Total Class (Figures K and L, pages 72 & 81) and the corresponding keypunch sheets for Cards 1 and 2 (Figures M and N, pages 91-92).

Separate the mail questionnaires from the telephone questionnaires. Code all mail questionnaires first and then all telephone questionnaires using the procedures described below. Maintain separate stacks of keypunch sheets completed for mail questionnaires and for telephone questionnaires.

Enter the school and graduate I.D. numbers in Columns 1-6 on the keypunch sheet. Leave Column 8 blank if the survey data source is a mail questionnaire, and enter a "1" if it is a telephone questionnaire.

Match the graduate's I.D. number on the questionnaire with the graduate's number on the Sample List, and from that list obtain the required data entries for Columns 9, 10, 11, and 12. The remaining data entries are obtained from the questionnaire.

Two keypunch sheets (Card 1 and Card 2) will be used for each mail questionnaire; one keypunch sheet (Card 1) will be used for each telephone questionnaire. (Note that the codes and card column formats are identical for equivalent questions from the mail and telephone questionnaires.)

67

58

Telephone questionnaire items are identified on the
Master Code forms.)

Give the two stacks of completed keypunch sheets to
the Data Processing Manager for keypunching and
computer processing.

3. Keypuncher Instructions

- a. You will receive six computer program listings from the Programmer. Using the card layout which will be specified by the Programmer, punch and verify a deck of cards for each program. You may use print-punch or have the cards interpreted as soon as they have been punched. Maintain each program in a separate deck and label the deck with the program name (on the card edges) using a felt tip pen. When the programs have been punched, verified, interpreted and labeled, give them and the program listing back to the Programmer.

You will also be required to punch, verify and interpret ~~a deck of~~ test data cards for each program. Use the listing and format provided by the Programmer. Label each deck as test data for the specific program. Then return the test data decks and the source document listing to the Programmer.

- b. You will, also punch, verify and interpret a deck of student data cards using the Graduate Roster as a source document (see page 33). The Graduate Roster will be provided by the TRACE Coordinator. Punch the cards in the format specified in Figure E (page 66), and label them "Graduate Roster." After the deck has been labeled, give it to the Programmer.
- c. You will receive a listing (printout) of the student numbers of the graduates selected for the follow up sample (page 155). A copy of the Graduate Roster (page 33) will accompany the

listing. Starting with the first student number on the listing, find the corresponding student number on the Graduate Roster and keypunch and verify student number, name, address, telephone number, and parent's name from the Graduate Roster. (This will require two cards for each student.) The cards will be punched in the format specified in Figure F, Page 67. All cards must be interpreted or punched with a printing punch.

When two cards have been punched, verified and interpreted for each student on the listing, mark the deck "Sample Names and Addresses" and give it, together with the listing and the Graduate Roster, to the Programmer for further processing.

- d. You will receive a list of State Vocational Education program numbers (8 digit) and corresponding district code numbers (2 digit). You will punch and verify one card for each State Program number. When the cards have been punched, verified and interpreted, you will mark the deck "Voc. Prog. Ident." and give it to the Programmer. Figure H, Page 69 shows the card layout for the Vocational Program Identifications cards. Observe the blanks (no punch) in columns 3, 14, 56, 61, 66 and 71. Punch the "slashes" in columns 6 and 11. In columns 4 through 13 make sure that all zeroes are punched; if one of these columns is blank, punch zero.
- e. You will receive completed keypunch sheets and will punch, verify and interpret from the sheets two decks of cards in a format specified in Figure J, Page 71. There will be one keypunch

sheet for each student. All keypunch sheets will have information to be punched into a first card and some of them will also have information to be punched into a second card. You will prepare one deck that contains Card 1 only and another deck that contains Cards 1 and 2. (Note: for some students there will be one card and for other students there will be two cards. The decks for these two types of students must be kept separate. (Be certain that no student appears in both decks.) The card order for the deck with two cards will be Card 1 - Card 2 sequentially for each student in that deck.

When the two decks of cards have been punched, verified and interpreted you will mark the deck with one card only "VE-45," and mark the deck with Cards 1 and 2 "Voc. Coord. Lstg." and give them and the code sheets to the Programmer.

- f. You will receive annotated Vocational Coordinator Listings (see page 28) and two decks of cards from the Programmer. The two decks of cards will be marked "VE-45" and "Voc. Coord. Lstg." Using the annotated Vocational Coordinator Listing as a source document you will make corrections in Card 1 of the deck marked "Voc. Coord. Lstg." Starting with the first line that has had changes made in ball point or pencil on the annotated Vocational Coordinator Listing, you will identify the student number on the Vocational Coordinator Listing and match it with the student number in Card 1 of the "Voc. Coord. Lstg." deck. (Note: the student number will be 3 digits and will appear below the student's first name.) Remove Card 1

and duplicate it making the changes indicated on the annotated Vocational Coordinator Listing in the new card. Use the card format specified in Figure J, (page 71). The corrections may require punching a two-digit district vocational code (circled on the Vocational Coordinator Listing) in Columns 20 and 21, and a change in graduate status (as indicated on the Vocational Coordinator Listing) in Column 22, or both. The only graduate status codes that may be changed (in Column 22) are 5 (specific), 6, (related), or 7 (unrelated). Place each new card that you punch with the deck marked "Voc. Coord. Lstg." and discard the original card. When you have finished punching the changes indicated on the Vocational Coordinator Listing take the remaining cards in the deck marked "Voc. Coord. Lstg." and do the following with them:

- (1.) Sort out all remaining Card 1's and place them with the deck marked "VE-45."
- (2.) Discard all of the remaining Card 2's.

Give the corrected deck marked "VE-45" and the annotated Vocational Coordinator Listing to the Programmer.

- g. You will receive two sets of keypunch sheets from the Programmer. One set of sheets will be for students who have returned questionnaires by mail and the other set will be for students who were contacted by telephone. You will keypunch, verify and interpret one deck of cards for the mailed questionnaires and another deck for the telephone questionnaires. Keep the two decks separate.

You will punch two cards for each student who returned a questionnaire by mail and the card sequence in the deck will be Card 1, Card 2 for each student.

You will punch one card for each student who was contacted by telephone.

When the cards have been punched, verified and interpreted, mark the deck with two cards for each student "Mailed Questionnaires" and the deck with one card per student "Telephone Questionnaire." Give both decks and the two sets of sheets to the Programmer.

4. Master Codes, Card Formats,

and

Keypunch Sheets

for Coders and Keypunchers

FIGURE E

CARD FORMAT FOR SAMPLE SELECTION PROGRAM

(Keypunched From Graduate Roster)

<u>Col.</u>	<u>Col.</u>
1. 1	46. Blank
2. Optional	47. }
3. Optional	48. }
4. Optional	49. }
5. Optional	50. }
6. }	51. } Program 3 Code (Left
7. } School ID	52. } justify - Do not drop
8. }	53. } leading zero)
9. Blank or last digit of school year	54. }
10. }	55. Blank
11. } Grad. Number	56. }
12. }	57. }
13. Sex (1,2)	58. }
14. Ethnic (1, 2, 3, 4, 5)	59. }
15. GPA (1, 2, 3)	60. } Program 3 Code (Left
16. Years (1, 2, 3, 4)	61. } justify - Do not drop
17. Program (1, 2)	62. } leading zero)
18. Program (3)*	63. }
19. Blank	64. }
20. }	65. }
21. }	66. }
22. }	67. }
23. }	68. }
24. } Program 3 Code (Left justify - Do not drop	69. }
25. } leading zero)	70. }
26. }	71. }
27. }	72. } May be used for school
28. Blank	73. } name
29. }	74. }
30. }	75. }
31. }	76. }
32. }	77. }
33. } Program 3 Code (Left justify - Do not drop	78. }
34. } leading zero)	79. }
35. }	80. }
36. }	
37. Blank	
38. }	
39. }	
40. }	
41. }	
42. } Program 3 Code (Left Justify - Do not drop	
43. } leading zero)	
44. }	
45. }	

*Do not keypunch "+" following "3" in column 18.

FIGURE F

Card Format for Mailing and Questionnaire Labels Program
(Punched from Graduate Roster)

First Card

Col.

1	4
2-5	Optional
6-8	School ID
9	Blank
10-12	Graduate ID
13	Blank
14-38	Student Name
39-40	Blank
41-65	Street Address
66-80	Not used

Second Card

Col.

1	5
2-5	Optional
6-8	School ID
9	Blank
10-12	Graduate ID
13	Blank
14-30	City and State
31-40	Blank
41-45	Zip Code
46-48	Area Code
49-55	Telephone Number
56-80	Parent's Name

FIGURE G

Master Codes for Vocational Program Identification Cards (Used with Vocational Coordinator Listing and VE-45 Report Programs)

Columns 1, 2 District Vocational Program Code

This is a 2-digit code used to identify the state vocational programs within your district. The codes will range from 01 to the numeral corresponding to the number of different programs in your district.

Column 3 Blank

Columns 4-13 State Vocational Program Code

This is the vocational program code the state uses and which will be reported on the VE-45 form. Left justify these codes and record all leading and trailing zeros.

Column 14 Blank

Columns 15-55 Vocational Program Title (41 characters)

Record the exact title of the program. Abbreviate only if space limitation requires it.

Column 56 Blank

Columns 57-60 Number Completing Program: Male

Right justify this number. Leading zeros need not be recorded.

Column 61 Blank

Columns 62-65 Number Completing Program: Female

Right justify.

Column 66 Blank

Columns 67-70 Number Leaving Early with Marketable Skills: Male

Right justify. This number, and the number of females, may not be available until the Vocational Coordinator responds to the vocational graduates listing. These numbers must be entered (some may be zeros) for use of these cards in the VE-45 Report Program.

Column 71 Blank

Columns 72-75 Number Leaving Early with Marketable Skills: Female

Right justify.

FIGURE H

Keypunch Sheet for Vocational Program
Identification Cards

(Example)

	Col.	
District Code	1- 0	
	2- 1	
	3- b	blank
State Code	4- 1	
	5- 4	
	6- /	slash
	7- 0	
	8- 3	
	9- 0	
	10- 3	
	11- /	slash
	12- 0	
	13- 0	
Prog. Title	14- b	
	15- 55-	GENERAL OFFICE CLERKS
Males Comp.	56- b	
	57-	
	58-	
	59- 2	
	60- 2	
Females Comp.	61- b	
	62-	
	63- 1	
	64- 2	
	65- 4	
Males Leaving	66- b	
	67-	
	68-	
	69-	
	70- 0	
Females Leaving	71- b	
	72-	
	73-	
	74-	
	75- 2	

78

FIGURE I

Master Codes For Vocational Coordinator Listing and VE-45 Report Programs

Columns 1, 2, 3, School Identification
Columns 4, 5, 6, Graduate Identification
Columns 7, 8 Blanks
Column 9 Sex

- 1 - Male
- 2 - Female

Columns 10-11, 12-13, 14-15, 16-17, 18-19 District Codes for Vocational Programs
Used only if multiple programs.

Columns 20-21 District Code for Vocational Programs
Used if single vocational program listed and for single program identified by the Vocational Coordinator.

Column 22 Graduate Status: Q.1 and Q.6 Mail Quex; Q.1 and Q.5 Telephone Quex.

Note: Only one code number may be placed on the keypunch sheet for Question #1 (col. 22). In the event that more than one response to Question #1 is on any questionnaire you will select and record only one of the responses. Use the following order of importance for selecting the response that you record on the keypunch sheet:

- a. Working full-time
- b. School full-time
- c. Working part-time
- d. In armed forces
- e. Not working, looking for a job
- f. In school part-time/housewife/not working, not looking for a job

For example, if a student had checked both "School full-time" and "Not working, looking for a job," you would record only "School full-time."

- 1. In armed forces (Q.1)
- 2. In school, full-time (Q.1)
- 3. In school, part-time or housewife; or not working, not looking for a job (Q.1)
- 4. Not used
- 5. Working, full-time (Q.1) and specific (Q.6)
- 6. Working, full-time (Q.1) and related (Q.6)
- 7. Working, full-time (Q.1) and unrelated (Q.6)
- 8. Working, part-time (Q.1)
- 9. Not working, looking for a job (Q.1)

Columns 23-60 Job Title (38 characters): Q.8 Mail Quex; Q.4 Telephone Quex
Use only if a) working full-time, or b) if working part-time and multiple vocational programs listed.

Columns 61-80 School Major (20 characters): Q.4 Mail Quex; No Q.7 on Tel. Quex
Use only if in school full-time and multiple vocational programs listed.

FIGURE J

Keypunch Sheet for Vocational Coordinator Listing
and VE-45 Report Programs

<u>First Card</u>	<u>Col.</u>	
School ID	1- 2- 3-	
Grad. ID	4- 5- 6-	
Card No.	7- 8-	1 b blank
Sex	9-	
Dist. Codes	10- 11- 12- 13- 14- 15- 16- 17- 18- 19-	
Final Dist. Code	20- 21-	
Grad. Status	22-	
Job Descrip.	23-60-	
College Major	61-80-	

<u>Second Card</u>	<u>Col.</u>		
School ID	1- 2- 3-	(Card 2 is used <u>only</u> for the Vocational Coordinator Listing Program and is completed <u>only</u> for vocational graduates with <u>multiple</u> programs or working full-time or both.)	
Grad. ID	4- 5- 6-		
Card No.	7- 8-13-		2 h
Grad. Name	14-40		

FIGURE K

Master Codes for Table Generation Program--Total Class: Card #1

MASTER CODES: TOTAL CLASS--CARD #1

Cols. 1, 2, 3 School Identification

Cols. 4, 5, 6 Graduate Identification

Col. 7 Card Number

1 - Card #1

Col. 8 Survey Data Source

1 - Telephone Questionnaire
Blank - Mailed Questionnaire

Col. 9 Sex

1 - Male
2 - Female

Col. 10 Ethnic Background

1 - Black
2 - Caucasian
3 - Spanish Surname
4 - Other

Col. 11 High School Program

1 - College Prep.
2 - General
3 - Vocational

Col. 12 G.P.A.

1 - 0-1.99
2 - 2.0-2.99
3 - 3.0-4.0

Q. 1 What Presently Doing?

Q. 1 (Telephone).

- Col. 13: 1 - In school full time
2 - In school part time
- Col. 14: 1 - Working full time
2 - Working part time
- Col. 15: 1 - In Armed Forces
2 - Housewife
- Col. 16: 1 - Not working, looking for job
2 - Not working, not looking for job
- Col. 17: 1 - Other
2 - Not used; reserved for computer
3 - " " " " "
4 - No answer to Q. 1

Q. 2 Type School Attending

Q. 2 (Telephone)

- Col. 18: 1 - Four-year college/university .
2 - Technical school
3 - Trade school
4 - Private business school
5 - Other
6 - Community college

Junior College Plan

- Col. 19: 1 - Plan transfer to four-year school
2 - Two-year AA program only
3 - Certificate program
4 - Other/No answer program/ if Telephone answer is
community college
5 - No answer to Q. 2 if attending school
(1 or 2 in Col. 13)

Q. 3 Name of School

Q. 2 (Telephone)

- Col. 20: 1 - Any University of California
2 - Any California State University
3 - Any other California State College
4 - Any California Community College
5 - Any California private university/college
6 - Other California school
7 - U. S. school outside of California
8 - Foreign school
9 - No answer to Q. 3 if attending school
(1 or 2 in Col. 13)

Q. 4 Major Subjects

Cols. 21 & 22:

- 01 - Social Sciences--Soc/Psych/Pol Sci/History/
Anthro/Philos
- 02 - Physical Sciences--Physics/Chem/Math/Geol/Geog
- 03 - Biological Sciences--Biol/Medicine/Dentist/
Life Sci/Physical/Biochem/Nursing
- 04 - Education/Phys Ed/School Administration
- 05 - Engineering
- 06 - English/Humanities/Literature/Foreign Lang
- 07 - Art/Music/Acting/Theater Arts
- 08 - Business/Law
- 09 - Police Science/Fire Science/Forestry
- 10 - Other major
- 11 - No major
- 12 - No answer to Q. 4 if attending school
(1 or 2 in Col. 13)

Q. 5 Present Job Situation

- Col. 23:
- 1 - Unemployed but looking for job
 - 2 - In apprenticeship program
 - 3 - Receiving on-the-job training
 - 4 - In a job I am fully qualified for
 - 5 - No answer to Q. 5 if working/looking for job
(1 or 2 in Col. 14 or 1 in Col. 16)

Q. 6 Statement Describing Job

Q. 5 (Telephone)

- Col. 24:
- 1 - Received specific high school training for job
 - 2 - In a field related to high school training
 - 3 - In a field unrelated to high school training
 - 4 - No answer to Q. 6 if working/looking for job
(1 or 2 in Col. 14 or 1 in Col. 16)

Q. 7 Industry

Q. 3 (Telephone)

Cols. 25 & 26:

- 01 - Aerospace
- 02 - Agriculture
- 03 - Construction
- 04 - Finance/Real Estate
- 05 - Government
- 06 - Manufacturing
- 07 - Transportation/Communications
- 08 - Wholesale/Retail Merchandising
- 09 - Service Industry
- 10 - Other Industry
- 11 - No answer to Q. 7 if working (1 or 2 in Col. 14)

Q. 8 Job Title/Occupation (Telephone)

Cols. 27 & 28:

- 01 - Social Sciences/Humanities/Psychology/
Sociologist/Anthropologist/etc.
- 02 - Physical Sciences/Computer Operator/
Engineer/Chemist/etc.
- 03 - Medicine/MD/DDS/RN/Biological Sciences
- 04 - Education/Teaching/School Administration
- 05 - Law Enforcement/Police/Fire/Army
- 06 - Law/Lawyer
- 07 - Creative Occupations/Artist/Musician/Dancer/
Writer/Journalist/etc.
- 08 - Business/Management/Accounting/Proprietor/etc.
- 09 - General Office/Clerical/Bookkeeper/Teller/
Secretary/Typist/etc.
- 10 - Sales
- 11 - Skilled Labor/Skilled Service Worker/Trades/
Mechanic/Beautician/Barber
- 12 - Semi-Skilled Labor/Semi-Skilled Service Worker/
Machine Operator/Truck Driver
- 13 - Unskilled Labor/Unskilled Service Worker/Maid/
Janitor/etc.
- 14 - Restaurant Worker/Waitress/Busboy
- 15 - Housewife/Mother/Other Occupation
- 16 - No answer to Q. 8 if working (1 or 2 in Col. 14)

Q. 9 Distance from High School Q. 4 (Telephone)

- Col. 29:
- 1 - 0-10 Miles
 - 2 - 11-25 Miles
 - 3 - 26-50 Miles
 - 4 - 50-100 Miles
 - 5 - More than 100 Miles
 - 6 - No answer to Q. 9 if working (1 or 2 in Col. 14)

Q. 10 Who Helped You Get Job

- Col. 30:
- 1 - Parents, relatives, friends
 - 2 - High school Vocational Counselor
 - 3 - Got it on my own
 - 4 - Private employment agency
 - 5 - State/Public employment agency
 - 6 - Other help
 - 7 - No answer to Q. 10 if working (1 or 2 in Col. 14)

Q. 11-1 Work Interesting

- Col. 31: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 11-1 if working (1 or 2 in Col. 14)

Q. 11-2 Advancement Chances Good

- Col. 32: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 11-2 if working (1 or 2 in Col. 14)

Q. 11-3 Pay is Good

- Col. 33: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 11-3 if working (1 or 2 in Col. 14)

Q. 11-4 Satisfied with Job

- Col. 34: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 11-4 if working (1 or 2 in Col. 14)

Q. 11-5 Job Related to Occupational Objective

- Col. 35: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 11-5 if working (1 or 2 in Col. 14)

Q. 12-1 Art, Music

- Col. 36: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 37: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 38: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-1

Q. 12-2 Drama, Speech

- Col. 39: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 40: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 41: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-2

Q. 12-3 English, Literature, Writing

- Col. 42: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 43: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 44: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-3

Q. 12-4 Foreign Language

- Col. 45: 1 - Took one or more courses in this area
Blank - Took no courses in this area
- Col. 46: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 47: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-4

Q. 12-5 Mathematics

- Col. 48: - Took one or more courses in this area
Blank - Took no courses in this area
- Col. 49: 1 - Not useful in present activity
 2 - Somewhat useful in present activity
 3 - Very useful in present activity
 4 - No answer to "How useful in present activity"
- Col. 50: 1 - Wish I had taken some/more courses
 2 - No answer to Q. 12-5

Q. 12-6 Science

- Col. 51: 1 - Took one or more courses in this area
Blank - Took no courses in this area
- Col. 52: 1 - Not useful in present activity
 2 - Somewhat useful in present activity
 3 - Very useful in present activity
 4 - No answer to "How useful in present activity"
- Col. 53: 1 - Wish I had taken some/more courses
 2 - No answer to Q. 12-6

Q. 12-7 Social Studies

- Col. 54: 1 - Took one or more courses in this area
Blank - Took no courses in this area
- Col. 55: 1 - Not useful in present activity
 2 - Somewhat useful in present activity
 3 - Very useful in present activity
 4 - No answer to "How useful in present activity"
- Col. 56: 1 - Wish I had taken some/more courses
 2 - No answer to Q. 12-7.

Q. 12-8 Agricul., Horticul., Forestry

- Col. 57: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 58: 1 - Not useful in present activity
 2 - Somewhat useful in present activity.
 3 - Very useful in present activity
 4 - No answer to "How useful in present activity"
- Col. 59: 1 - Wish I had taken some/more courses
 2 - No answer to Q. 12-8

Q. 12-9 Business and Office Practices

- Col. 60: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 61: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 62: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-9

Q. 12-10 Distrib. Ed., Merch'ndising, Sales

- Col. 63: 1 - Took one or more courses in these areas.
Blank - Took no courses in these areas
- Col. 64: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 65: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-10

Q. 12-11 Health, Medical, Hospital

- Col. 66: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 67: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 68: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-11

Q. 12-12 Home Ec., Consumer Ed.

- Col. 69: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas
- Col. 70: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"
- Col. 71: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-12

Q. 12-13 Indust., Tech., and Trade Skills

Col. 72: 1 - Took one or more courses in these areas
Blank - Took no courses in these areas

Col. 73: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"

Col. 74: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-13

Q. 12-14 Work Experience Program

Col. 75: 1 - Took one or more courses in this area
Blank - Took no courses in this area

Col. 76: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"

Col. 77: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-14

Q. 12-15 Physical Education

Col. 78: 1 - Took one or more courses in this area
Blank - Took no courses in this area

Col. 79: 1 - Not useful in present activity
2 - Somewhat useful in present activity
3 - Very useful in present activity
4 - No answer to "How useful in present activity"

Col. 80: 1 - Wish I had taken some/more courses
2 - No answer to Q. 12-15

FIGURE L

Master Codes for Table Generation Program--Total Class: Card #2

MASTER CODES: TOTAL CLASS--CARD #2

Cols. 1, 2, 3 School Identification

Cols. 4, 5, 6 Graduate Identification

Col. 7 Card Number

2 - Card #2

Col. 8 Survey Data Source

1 - Telephone Interview
Blank - Mailed Questionnaire

Q. 13-1 Most Useful Subject

Cols. 9 & 10:

- 01 - Art/Music
- 02 - Drama/Speech
- 03 - English/Literature/Writing
- 04 - Foreign Language
- 05 - Mathematics
- 06 - Science
- 07 - Social Studies
- 08 - Agriculture/Horticulture/Forestry
- 09 - Business and Office Practices
- 10 - Distributive Educ/Merchandising/Sales
- 11 - Health/Medical/Hospital
- 12 - Home Economics/Consumer Education
- 13 - Industrial/Technical/Trade Skills
- 14 - Work Experience
- 15 - Physical Education
- 16 - No answer to Q. 13-1.

Q. 13-2 Second Most Useful Subject

Cols. 11 & 12:

- 01 - Art/Music
- 02 - Drama/Speech
- 03 - English/Literature/Writing
- 04 - Foreign Language
- 05 - Mathematics
- 06 - Science
- 07 - Social Studies
- 08 - Agriculture/Horticulture/Forestry
- 09 - Business and Office Practices
- 10 - Distributive Educ/Merchandising/Sales
- 11 - Health/Medical/Hospital
- 12 - Home Economics/Consumer Education
- 13 - Industrial/Technical/Trade Skills
- 14 - Work Experience
- 15 - Physical Education
- 16 - No answer to Q. 13-2

Q. 13-3 Third Most Useful Subject

Cols. 13 & 14:

- 01 - Art/Music
- 02 - Drama/Speech
- 03 - English/Literature/Writing
- 04 - Foreign Language
- 05 - Mathematics
- 06 - Science
- 07 - Social Studies
- 08 - Agriculture/Horticulture/Forestry
- 09 - Business and Office Practices
- 10 - Distributive Educ/Merchandising/Sales
- 11 - Health/Medical/Hospital
- 12 - Home Economics/Consumer Education
- 13 - Industrial/Technical/Trade Skills
- 14 - Work Experience
- 15 - Physical Education
- 16 - No answer to Q. 13-3

Q. 14 Courses Wish Had Taken

Cols. 15 & 16:

- Blank - No courses
- 01 - Business Subjects/Courses (Unspecified)
- 02 - Secretarial/Steno/Typing/Office Practice
- 03 - Bookkeeping/Accounting
- 04 - Work Experience Program
- 05 - Physics/Chemistry/Biology/Advanced Science
- 06 - Agriculture/Horticulture/Forestry/Wildlife
- 07 - Sociology/Psychology/Philosophy
- 08 - Music/Vocal Music/Piano/Music Theory
- 09 - Foreign Language/German/Spanish/Latin/etc.
- 10 - Medical/Health/Nursing/First Aid
- 11 - Algebra/Trig/Geometry/Calculus
- 12 - Math/More Math (Unspecified)
- 13 - Auto Shop/Body and Fender/
Mechanics/M-Cycle Mechanics
- 14 - Data Processing/Computer Programming/
Keypunching
- 15 - Literature/English/American/Advanced/
Shakespeare
- 16 - Sales/Merchandising/Advertising
- 17 - Speech/Drama/Acting/Public Speaking
- 18 - Arts/Crafts/Ceramics/Jewelry/Photo-
graphy
- 19 - English Grammar/Vocabulary/Spelling/
Basics
- 20 - Trade Skills/Technical/Industrial/
Occupational/Vocational Skills
- 21 - Other courses
- 22 - No answer to Q. 14

Q. 15 Educational Program

- Col. 17: 1 - Same Program I took before
2 - A different program
3 - No answer to Q. 15

Which Type High School Program

- Col. 18: 1 - College Prep.
2 - Vocational
3 - Other
4 - No answer. What program type

Which Type Vocational Program

Cols. 19 & 20:

- 01 - (Do not use this code.)
- 02 - Business/Business Courses (Unspecified)
- 03 - Secretary/Steno/Typist/Office Practice
- 04 - Industrial Arts/Auto/Machine/Wood Shop
- 05 - Engineering/Electronics/Computer
- 06 - Art/Music
- 07 - Forestry/Agriculture
- 08 - Health/Medical/Hospital/Nursing
- 09 - Home Economics/Sewing/Cooking
- 10 - Other Vocational Program
- 11 - No answer. Type Vocational Program

Q. 16 Occupational Choice in High School

Cols. 21 & 22:

- 01 - Social Sciences/Humanities/Psychology/
etc.
- 02 - Physical Sciences/Engineer/Computer
- 03 - Biological Sciences/MD/DDS/RN/
Medicine
- 04 - Education/Teaching/School Administra-
tion
- 05 - Law Enforcement/Police/Fire/
Forestry
- 06 - Law/Lawyer
- 07 - Artist/Musician/Dancer/Writer/
Journalist/etc.
- 08 - Business/Management/Accounting/
Proprieter
- 09 - General Office/Clerical/Bookkeeper/
Teller
- 10 - Sales
- 11 - Skilled Labor/Trades/Mechanic/
Beautician/Barber
- 12 - Semi-Skilled Labor/Machine Operator/
Truck Driver
- 13 - Unskilled Labor/Maid/Janitor/etc.
- 14 - Restaurant Worker/Waitress/Busboy
- 15 - Housewife/Other occupation
- 16 - No choice/No answer to Q. 16

Q. 17 Occupational Choice Now

Cols. 23 & 24:

- 01 - Social Sciences/Humanities/Psychology/
etc.
- 02 - Physical Sciences/Engineer/Computer.
- 03 - Biological Sciences/MD/DDS/RN/
Medicine
- 04 - Education/Teaching/School Administra-
tion
- 05 - Law Enforcement/Police/Fire/Forestry
- 06 - Law/Lawyer
- 07 - Artist/Musician/Dancer/Writer/
Journalist/etc.
- 08 - Business/Management/Accounting/
Proprieto
- 09 - General Office/Clerical/Bookkeeper/
Miller
- 10 - Sales
- 11 - Skilled Labor/Trades/Mechanic/
Beautician/Barber
- 12 - Semi-Skilled*Labor/Machine Operator/
Truck Driver
- 13 - Unskilled Labor/Maid/Janitor/etc.
- 14 - Restaurant Worker/Waitress/Busboy
- 15 - Housewife/Other occupation
- 16 - No choice/No answer to Q. 17

Col. 25: 1 - Had made choice in high school (From Q. 16)

Col. 26: 1 - Same choice now (From Q. 16 & 17)
2 - Different choice now

Col. 27: 1 - Had not made a choice in high school (From Q. 16)

Col. 28: 1 - Since made choice
2 - Still no choice (From Q. 16 & 17)
3 - Dual choice in high school

Q. 18 Helped Plan for Future

Cols. 29 & 30:

- 01 - Parents and relatives
- 02 - On-campus friends
- 03 - Off-campus friends
- 04 - School counselors
- 05 - Teachers
- 06 - Work experience advisor
- 07 - Myself
- 08 - No one
- 09 - Other help
- 10 - Mentioned more than one
- 11 - No answer to Q. 18

Q. 19 Member of Organization

- Col. 31: 1 - Was a member of high school team/club/organization
2 - Was not a member of high school team/club/
organization
3 - No answer to Q. 19

Student Government

Col. 32: Blank - Not member
1 - Member

Col. 33: 1 - Worthwhile
2 - Not worthwhile

Athletic Teams

Col. 34: Blank - Not member
1 - Member

Col. 35: 1 - Worthwhile
2 - Not worthwhile

Scholastic Club

Col. 36: Blank - Not member
1 - Member

Col. 37: 1 - Worthwhile
2 - Not worthwhile

Publications

Col. 38: Blank - Not member
1 - Member

Col. 39: 1 - Worthwhile
2 - Not worthwhile

Vocational Club

Col. 40: Blank - Not member
1 - Member

Col. 41: 1 - Worthwhile
2 - Not worthwhile

Music, Acting

Col. 42: Blank - Not member
1 - Member

Col. 43: 1 - Worthwhile
2 - Not worthwhile

Cheerleader, Drill Team

Col. 44: Blank - Not member
1 - Member

Col. 45: 1 - Worthwhile
2 - Not worthwhile

Other Organization

Col. 46: Blank - Not member
1 - Member

Col. 47: 1 - Worthwhile
2 - Not worthwhile

Q. 20-1 Reading

Col. 48: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-1

Q. 20-2 Writing

Col. 49: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-2

Q. 20-3 Numerical Problems

Col. 50: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-3

Q. 20-4 Speaking

Col. 51: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-4

Q. 20-5 Marriage, Family

Col. 52: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-5

Q. 20-6 Getting a Job

- Col. 53: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-6

Q. 20-7 Proper English

- Col. 54: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-7

Q. 20-8 Thinking Out Problems

- Col. 55: 1 - Not helpful
2 - Somewhat helpful
3 - Very helpful
4 - No answer to Q. 20-8

Q. 21-1 Counselor Plans for High School Program

- Col. 56: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-1

Q. 21-2 Counselor Plans After Graduation

- Col. 57: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-2

Q. 21-3 Teachers Made Courses Interesting

- Col. 58: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-3

Q. 21-4 Teachers Met Needs

- Col. 59: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-4

Q. 21-5 Teachers Related To Today's Needs

- Col. 60: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-5

Q. 21-6 Teachers Not Prejudiced

- Col. 61: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-6

Q. 21-7 High School Rewarding Experience

- Col. 62: 1 - Strongly disagree
2 - Disagree
3 - Not sure/undecided
4 - Agree
5 - Strongly agree
6 - No answer to Q. 21-7

Cols. 63 - 80 Spares

FIGURE M

KEYPUNCH SHEET FOR TABLE GENERATION - TOTAL CLASS CARD 1

	Col.		Col.	
School I.D.	1- <input type="text"/>	Q12-High School Courses	36- <input type="text"/>	
	2- <input type="text"/>		(1) Art/Music	37- <input type="text"/>
	3- <input type="text"/>			38- <input type="text"/>
Graduate I.D.	4- <input type="text"/>			39- <input type="text"/>
	5- <input type="text"/>		(2) Drama/Speech	40- <input type="text"/>
	6- <input type="text"/>			41- <input type="text"/>
Card No.	7- <input type="text"/>		(3) English/Literature/ Writing	42- <input type="text"/>
Survey Data Source	8- <input type="text"/>			43- <input type="text"/>
Sex	9- <input type="text"/>		(4) Foreign Language	44- <input type="text"/>
Ethnic Background	10- <input type="text"/>			45- <input type="text"/>
High School Program	11- <input type="text"/>		(5) Mathematics	46- <input type="text"/>
G.P.A.	12- <input type="text"/>			47- <input type="text"/>
	13- <input type="text"/>		(6) Science	48- <input type="text"/>
Q1-What Presently Doing?	14- <input type="text"/>			49- <input type="text"/>
	15- <input type="text"/>			50- <input type="text"/>
	16- <input type="text"/>	(7) Social Studies	51- <input type="text"/>	
	17- <input type="text"/>		52- <input type="text"/>	
Q2-Type School Attending	18- <input type="text"/>		53- <input type="text"/>	
Junior College Plan	19- <input type="text"/>	(8) Agriculture/Hort./ Forestry	54- <input type="text"/>	
Q3-Name of School	20- <input type="text"/>		55- <input type="text"/>	
	21- <input type="text"/>	(9) Business/Office Practice	56- <input type="text"/>	
Q4-Major Subjects	22- <input type="text"/>		57- <input type="text"/>	
Q5-Present Job Situation	23- <input type="text"/>	(10) Distribution Edu./ Merchandising/Sales	58- <input type="text"/>	
Q6-Stat. Describing Job	24- <input type="text"/>		59- <input type="text"/>	
	25- <input type="text"/>	(11) Health/Medical/Hosp.	60- <input type="text"/>	
Q7-Industry	26- <input type="text"/>		61- <input type="text"/>	
	27- <input type="text"/>		62- <input type="text"/>	
Q8-Job Title/Occupation	28- <input type="text"/>	(12) Home Ec./Consumer Ed.	63- <input type="text"/>	
Q9-Distance From High School	29- <input type="text"/>		64- <input type="text"/>	
Q10-Who Helped Get Job	30- <input type="text"/>	(13) Ind./Tech./Trade Skills	65- <input type="text"/>	
Q11-Statmts. About Work			66- <input type="text"/>	
a) Work is interesting	31- <input type="text"/>		67- <input type="text"/>	
b) Advancement Chances Good	32- <input type="text"/>	(14) Work Experience	68- <input type="text"/>	
c) Pay is Good	33- <input type="text"/>		69- <input type="text"/>	
d) Satisfied With Job	34- <input type="text"/>	(15) Physical Education	70- <input type="text"/>	
e) Related to Occ. Objective	35- <input type="text"/>		71- <input type="text"/>	
			72- <input type="text"/>	
			73- <input type="text"/>	
			74- <input type="text"/>	
			75- <input type="text"/>	
			76- <input type="text"/>	
			77- <input type="text"/>	
			78- <input type="text"/>	
			79- <input type="text"/>	
			80- <input type="text"/>	

100



EYPUNCH SHEET FOR TABLE GENERATION - TOTAL CLASS CARD 2

	Col.		Col.
School I.D.	1- 2- 3-	Publications	38- 39-
Graduate I.D.	4- 5- 6-	Vocational Club	40- 41-
Card No.	7- 2	Music/Acting	42- 43-
Survey Data Source	8-	Cheerleader/Drill team	44- 45-
Q13-Most Useful Subject	9- 10-	Other Organization	46- 47-
Q13-Second Most Useful Subject	11- 12-	Q20-Helpfulness Reading	48-
Q13-Third Most Useful	13- 14-	Writing	49-
Q14-Courses Wish Had Taken	15- 16-	Numerical Problems	50-
Q15-Education Program	17-	Speaking	51-
Which Type H.S. Program	18-	Marriage/Family	52-
Which Type Voc. Program	19- 20-	Getting a Job	53-
Q16-Occ. Choice in H.S.	21- 22-	Proper English	54-
Q17-Occ, Choice H.S.	23- 24-	Thinking Out Problems	55-
Made Choice in H.S.	25-	Q21-Descriptive Statements Counselor H.S. Program	56-
Same/Different Choice Now	26-	Counselor Plans After Grad	57-
Had Not Made Choice in H.S.	27-	Teachers Made Classes Interesting	58-
Made Choice Since Then?	28-	Teachers Met Needs	59-
Q18-Who Helped Plan for Future	29- 30-	Teachers Related to Today	60-
Q19-Any Organization Membership	31-	Teachers Not Prejudiced	61-
Student Government	32- 33-	H.S. Rewarding Experience	62-
Athletic Teams	34- 35-	Spares	
Scholastic Club	36- 37-	63	72
		64	73
		65	74
		66	75
		67	76
		68	77
		69	78
		70	79
		71	80

B. COMPUTER PROGRAMS AND TEST DATA

1. Sample Selection Program
and
Test Data

102

93

PAGE 1

// JOB
0000 0004 0004 0000

V2 M11 ACTUAL 8K CONFIG 8K

// FOR
*SUBROUTINE TRAC1 REFINES ORIGINAL SAMPLE
*LIST SOURCE PROGRAM
*ONE WORD INTEGERS

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC1, Page 1

```

SUBROUTINE TRAC1
DIMENSION IERR(100),INCL(50),LYRS(5),ICLK(120),IVOC(5),IPROG(3)
COMMON NREC,N,NV,NV,IX(30),NX(30),MYRS(5),NYRS(5),MPROG(3),NPROG(3),
1MVOC(100,2),NVOC(100,2),JVOC(100,2)
EQUIVALENCE (IERR(1),ICLK(1)),(INCL(1),ICLK(101))
C
C--BEGINS SAMPLE ADJUSTMENT
C
C--STEP 1 - CALCULATES DIFFERENCES BETWEEN PROJECTED + ACTUAL VOC. PROG.
C      CELL SIZES
      INCL(1)=0
      IUNDR=0
      IOVER=0
      RATIO=(N*1,1)/(NREC*1.)
      DO 110 I=1,NV
      J=(MVOC(I,1)+MVOC(I,2))*RATIO+.95
      IE=NVOC(I,1)+NVOC(I,2)-J
      IF(IE)108,110,109
108   IUNDR=IUNDR+IE
      GO TO 110
109   IOVER=IOVER+IE
110   IERR(I)=IE
C--STEP 2 - ADD ANY NON-SAMPLE MEMBER WHO ADDS TO A SHORT VOC. PROGRAM
C      INCL. ONLY STUDENTS FROM CELLS ALSO HAVING NON-VOL. STUDENTS
      NADD=0
      IF(IUNDR)114,140,140
114   DO 135 IREC=1,NREC
      READ(I,IREC)ICODE,NDX,GRAD,IYRS,IPROG,IVOC
      IF(NDX)115,115,135
115   IF(NX(ICODE))135,135,136
116   IF(IVOC(I))135,135,117
117   IDUM=IVOC(I)
      IF(IERR(IDUM))125,118,118
118   DO 120 I=2,5
      IF(IVOC(I))135,135,119
119   IDUM=IVOC(I)
      IF(IERR(IDUM))125,120,120
120   CONTINUE
      GO TO 135
125   NYRS(IYRS)=NYRS(IYRS)+1
      DO 126 I=1,3
126   NPROG(I)=NPROG(I)+IPROG(I)
      ISEX=((ICODE-1)/15)+1
      DO 130 I=1,5
      J=IVOC(I)
      IF(J)131,131,127
127   IERR(J)=IERR(J)+1
      IF(IERR(J))129,129,128
128   IOVER=IOVER+1
      GO TO 130
129   IUNDR=IUNDR+1
130   NVOC(J,ISEX)=NVOC(J,ISEX)+1

```

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC1, Page 2

```

131 NOX=1
    WRITE(1,'IRFC')ICODE,NDX
    NX(ICODE)=NX(ICODE)-1
    NADD=NADD+1
    INCL(NADD)=ICODE
    IF(IUNOR)135,140,140
135 CONTINUE
C--STEP 3 - CALCULATES EXPECTED NO. IN SAMPLE HAVING VOC, MAJOR
140 J=NPROG(3)+NAT10+.5
    NOUT=J-NPROG(3)
    NSUB=NADD
    NTOT=0
    IF(NOUT)141,165,165
141 IF(IOVER)165,165,142
C--STEP 4 - DELETES SAMPLE MEMBERS CONTRIBUTING TO OVERAGE IN INDIV,
C      VOC CODE CELLS (LIMIT = PROPORTIONATE SHARE OF VOC,MAJORS)
142 DO 160 I=1,NNEC
    READ(1,'IREC')ICODE,NDX,IGHAD,IYRS,IPROG,IVOC
    IF(NDX)160,160,145
145 IF(MX(ICODE)-4)160,160,146
146 IF(IVOC(1))160,160,147
147 ISEX=(ICODE-1)/15)+1
    DO 149 I=1,5
    IDUM=IVOC(I)
    IF(IDUM)150,150,148
148 IF(IERR(IDUM))160,160,149
149 CONTINUE
150 NOX=-1
    WRITE(1,'IREC')ICODE,NDX
    NYRS(IYRS)=NYRS(IYRS)-1
    DO 151 I=1,3
151 NPROG(I)=NPROG(I)-IPROG(I)
    DO 155 I=1,5
    J=IVOC(I)
    IF(J)156,156,152
152 NVOC(J,ISEX)=NVOC(J,ISEX)-1
    IERR(J)=IERR(J)-1
    IOVER=IOVER-1
155 CONTINUE
156 DO 166 I=1,NADD,
    IF(INCL(I)-ICODE)166,164,166
164 INCL(I)=0
    NTOT=NTOT+1
    GO TO 167
166 CONTINUE
    NSUB=NSUB+1
    INCL(NSUB)=ICODE
167 NOUT=NOUT+1
    IF(IOVER)165,165,157
157 IF(NOUT)160,165,165
160 CONTINUE
C--STEP 5 - RE-SETS SAMPLE TO PROPER SIZE + ETHNIC X GPA X SEX MIX
165 NTOT=NSUB-NTOT
    IF(NTOT)190,190,172

```

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC1, Page 3

```

172 DO 185 IREC=1,NREC
    READ(1,IREC)ICD,NDX,IGRAD,IYRS,IIPROG
    IF(IIPROG(3))174,174,185
174 IDUM=ICD*NDX
    DO 180 I=1,NSUB
    IF(INCL(I)-IDUM)180,175,180
175 NDX=-NDX
    NYRS(IYRS)=NYRS(IYRS)+NDX
    NPROG(1)=NPROG(1)+(NDX*IIPROG(1))
    NPROG(2)=NPROG(2)+(NDX*IIPROG(2))
    WRITE(1,IREC)ICD,NDX
    INCL(I)=0
    NTOT=NTOT-1
    IF(NTOT)190,190,185
180 CONTINUE
185 CONTINUE
C*-STEP 6* ADJUSTS YEARS IN SCHOOL TO MATCH POPULATION
190 MAX=0
    DO 192 I=1,5
    J=MYRS(I)*RATIO+.5
192 LYRS(I)=J-NYRS(I)
    DO 225 IPASS=1,5
    IF(LYRS(IPASS))225,225,194
194 DO 195 I=1,30
195 ICHK(I)=0
    DO 220 IREC=1,NREC
    READ(1,IREC)ICD,NDX,IGRAD,IYRS,IIPROG
    IF(IIPROG(3))200,200,220
200 IF(NDX)201,201,205
201 IF(IYRS-IPASS)220,202,220
202 ICHK(ICD)=IREC
    GO TO 220
205 IF(LYRS(IYRS))207,220,220
207 IF(ICDK(ICD))220,220,208
208 NDX=-1
    NYRS(IYRS)=NYRS(IYRS)-1
    NPROG(1)=NPROG(1)-IIPROG(1)
    NPROG(2)=NPROG(2)-IIPROG(2)
    LYRS(IYRS)=LYRS(IYRS)+1
    WRITE(1,IREC)ICD,NDX
    J=ICDK(ICD)
    ICHK(ICD)=0
    READ(1,J)ICD,NDX,IGRAD,IYRS,IIPROG
    NDX=1
    NYRS(IYRS)=NYRS(IYRS)+1
    NPROG(1)=NPROG(1)+IIPROG(1)
    NPROG(2)=NPROG(2)+IIPROG(2)
    WRITE(1,J)ICD,NDX
    LYRS(IPASS)=LYRS(IPASS)-1
    IF(LYRS(IPASS))225,225,220
220 CONTINUE
225 CONTINUE

```

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC1, Page 4

C--STEP 7 - ADJUSTS COLLEGE PREP. TO MATCH POPULATION

NA=MPROG(1)*RATIO+.5
IF(NA-NPROG(1))231,300,232
231 NADD=2
NSUB=1
GO TO 233
232 NADD=1
NSUB=2
233 DO 234 I=1,120
234 ICHK(I)=0
DO 250 IREC=1,NREC
READ(1,IREC)ICOD,NDX,IGRAD,IYRS,IPROG
IF(IPROG(3))235,235,250
235 IF(IYRS-1)250,250,236
236 JCODE=((IYRS-2)*30)+ICOD
IF(NDX)241,241,245
241 IF(IPROG(NADD))250,250,242
242 IF(IPROG(NSUB))243,243,250
243 ICHK(JCODE)=IREC
GO TO 250
245 IF(IPROG(NSUB))250,250,246
246 IF(IPROG(NADD))247,247,250
247 IF(ICHECK(JCODE))250,250,248
248 NPROG(NADD)=NPROG(NADD)+1
NPROG(NSUB)=NPROG(NSUB)-1
NDX=-1
WRITE(1,IREC)ICOD,NDX
J=ICHECK(JCODE)
ICHECK(JCODE)=0
NDX=1
WRITE(1,J)ICOD,NDX
IF(NPROG(1)-NA)250,300,250
250 CONTINUE
300 RETURN
END

FEATURES SUPPORTED
ONE WORD INTEGERS

CORE REQUIREMENTS FOR TRAC1
COMMON 680 VARIABLES 190 PROGRAM 1380

RELATIVE ENTRY POINT ADDRESS IS 00CD (HEX)

END OF COMPILATION

// DUP

*STORE WS UA TRAC1
CART ID 0004 DB ADDR 4160 DR CNT 0057

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC1, Page 5 (end)

1
0

0004 0004 0000

ACTUAL 8K 'CONFIG 8K

ROUTINE TRAC2 PRINTS SAMPLE AND SUMMARY STATISTICS
SOURCE PROGRAM
WORD INTEGERS

SAMPLE SELECTION PROGRAM:
SUBROUTINE TRAC2, Page 1

ROUTINE CHANGES ETHNIC CODES FOR LISTING ONLY
INPUT CODES (1=BLACK, 2=CAUCASIAN, 3=ORIENTAL, 4=SP.SURNAME, 5=OTHER)
NEW CODES FOR LISTING (1=BLACK, 2=CAUCASIAN, 3=SP.SURNAME, 4=ORIENTAL+OTHER)

```
IF(IETH-3)246,243,244  
IETH=4  
GO TO 246  
IF(IETH-4)246,245,243  
IETH=3  
  
IPR=0  
DO 248 I=1,3  
IF(IPROG(I))248,248,247  
IPR=I  
CONTINUE  
DO 249 I=1,8  
DO 249 J=1,5  
IOUT(I,J)=16448  
DO 255 I=1,5  
IF(IVOC(I))255,255,250  
K=IVOC(I)  
MZ=JVOC(K,1)  
NZ=JVOC(K,2)  
DO 254 J=1,4  
L=5-J  
MT=MZ/10  
NT=NZ/10  
IOUT(L,I)=((MZ-(MT*10))*256)-4032  
IOUT(L+4,I)=((NZ-(NT*10))*256)-4032  
MZ=MT  
NZ=NT  
CONTINUE  
WRITE(5,992)IGRAD,ISEX,IETH,IPR,IGPA,IOUT  
FORMAT(' ',110,418,3X,5(1X,8A1))  
CONTINUE
```

-TABULAR OUTPUT (ALL TABLES PRINT DISTR FOR POP. + SAMPLE)
TABLE 1 = 30 SEX X ETHNIC X GPA CATEGORIES
TABLE 2 = INDIVIDUAL VOLATIONAL PROGRAMS
TABLE 3 = HIGH SCHOOL PROGRAM
TABLE 4 = YEARS AT SCHOOL

```
READ(1,2001)ITEXT  
A=NREC*.01  
B=N*.01  
DO 400 ITAB=1,4  
IF(ITAB-4)321,322,322  
WRITE(5,999)ICD  
WRITE(5,996)ITAB,(ITEXT(J,ITAB),J=1,10)  
FORMAT(//',',TABLE '-',I2/', ',10A2)  
IF(ITAB-2)324,323,324  
WRITE(5,981)  
FORMAT(39X,'-----TOTAL-----',6X,'-----MALE-----'  
16X,'-----FEMALE-----')  
WRITE(5,982)NREC,N,MSEX(1),MSEX(1),MSEX(2),MSEX(2)
```

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC2, Page 3

```

2  FORMAT(20X,3(19X,'GRADUATING')/31X,3(10X,'CLASS',8X,'SAMPLE')/33X,
13( 7X,'N  PCT.',4X,'N  PCT.)/33X,3(6X,'-----',3X,'-----
2-----')/33X,3(19,' 100.0',16,' 100.0'))
GO TO 330
4  WRITE(5,983)NREC,N
3  FORMAT(41X,'GRADUATING'/ 41X,' CLASS  ',10X,'SAMPLE'/33X,
12(9X,'N  PCT.)/33X,2(8X,'-----')/33X,2(7X,I4,2X,'100.0'))
IF(ITAB-3)325,345,350
5  J=0
MSEX(1)=0
MSEX(2)=0
NSEX(1)=0
NSEX(2)=0
DO 326 IS=1,2
DO 326 IG=1,3
DO 326 IE=1,5
J=J+1
MSEX(IS)=MSEX(IS)+MX(J)
NSEX(IS)=NSEX(IS)+NX(J)
PCT=MX(J)/A+.05
PCT2=NX(J)/B+.05
6  WRITE(5,995)IS,IG,IE,MX(J),PCT,NX(J),PCT2
5  FORMAT( 25X,'S',I1,' G',I1,' E',I1,2(I1,F7.1))
GO TO 400
0  IF(NNV-1)336,336,331
1  IE=NNV-1
DO 385 I=1,IE
PCT=JVOC(I,1)*10000.+JVOC(I,2)
IS=I+1
DO 335 J=IS,NNV
PCT2=JVOC(J,1)*10000.+JVOC(J,2)
IF(PCT-PCT2)335,335,332
2  DO 333 K=1,2
IG=JVOC(I,K)
JVOC(I,K)=JVOC(J,K)
JVOC(J,K)=IG
IG=MVOC(I,K)
MVOC(I,K)=MVOC(J,K)
MVOC(J,K)=IG
IG=NVOC(I,K)
NVOC(I,K)=NVOC(J,K)
3  NVOC(J,K)=IG
PCT=PCT2
5  CONTINUE
6  DO 340 I=1,NNV
MZ=JVOC(I,1)
NZ=JVOC(I,2)
DO 337 J=1,4
L=5-J
MT=MZ/10
NT=NZ/10
JOUT(L)=((MZ-(MT*10))*256)-4032
JOUT(L+4)=((NZ-(NT*10))*256)-4032
MZ=MT

```

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC2, Page 4

```

337 NZ=NT
    DO 338 J=1,2
      PCTX(J)=(MVOC(I,J)/(MSEX(J)*.01))+.05
338 PCT2X(J)=(NVOC(I,J)/(NSEX(J)*.01))+.05
      MT=MVOC(I,1)+MVOC(I,2)
      NT=NVOC(I,1)+NVOC(I,2)
      PCT=MT/A+.05
      PCT2=NT/B+.05
340 WRITE(5,994)JOUT,MT,PCT,NT,PCT2,(MVOC(I,J),PCTX(J),NVOC(I,J),
1PCT2X(J),J=1,2)
994 FORMAT(25X,8A1,3(I9,F7.1,16,F7.1))
      GO TO 400
345 DO 346 I=1,3
      PCT=MPROG(I)/A+.05
      PCT2=NPROG(I)/B+.05
346 WRITE(5,993)I,MPROG(I),PCT,NPROG(I),PCT2
993 FORMAT( 25X,I8,2(I11,F7.1))
      GO TO 400
350 DO 351 I=1,5
      IS=I-1
      PCT=MYRS(I)/A+.05
      PCT2=NYRS(I)/B+.05
351 WRITE(5,993)IS,MYRS(I),PCT,NYRS(I),PCT2
400 CONTINUE
      RETURN
      END

```

FEATURES SUPPORTED
~~ONE~~ WORD INTEGERS

CORE REQUIREMENTS FOR TRAC2
COMMON 680 VARIABLES 208 PROGRAM 1786

RELATIVE ENTRY POINT ADDRESS IS 0242 (HEX)

END OF COMPILATION

// DUP

*STORE WS UA TRAC2
CART ID 0004 DB ADDR 4187 DB CNT 0072

SAMPLE SELECTION PROGRAM:

SUBROUTINE TRAC2, Page 5 (end)

PAGE 1

// JOB
0000 0004 0004 0000

V2 M11 ACTUAL 8K CONFIG 8K

// DUP

*DELETE RANDU
CART ID 0004 DB ADDR 3127 DB CNT 0005

// FOR

*LIST SOURCE PROGRAM

*ONE WORD INTEGERS

SUBROUTINE RANDU(IX,IY,YFL)

IY=IX*899

IF(IY)5,6,6

5 IY=IY+32767+1

6 YFL=IY

YFL=YFL/32767.

RETURN

END

RANOU 2
RANOU 3
RANOU 4
RANOU 5
RANOU 6
RANOU 7
RANOU 8

FEATURES SUPPORTED
ONE WORD INTEGERS

CORE REQUIREMENTS FOR RANDU

COMMON 0 VARIABLES 0 PROGRAM 52

RELATIVE ENTRY POINT ADDRESS IS 0005 (HEX)

END OF COMPILATION

// DUP

*STORE WS UA RANDU
CART ID 0004 DB ADDR 3825 DB CNT 0005

SAMPLE SELECTION PROGRAM:

SUBROUTINE RANDU, Page 1 (end)

104

PAGE 1

// JOB
0000 0004 0004 0000

V2 M11 ACTUAL 8K CONFIG 8K

// FOR
*•DRAWS COMPLETE SAMPLE FOR PROJECT TRACE - 05/29/74
*LIST SOURCE PROGRAM
*IOCS(2501 READER,1403 PRINTER,DISK)
*ONE WORD INTEGERS

105

SAMPLE SELECTION PROGRAM:

MAINLINE PROGRAM, Page 1

```

DEFINE FILE 1(2004,12,U,KV)
DIMENSION IZ(1476),ISAMP(30),STRT(30),SKIP(30),ITEXT(40),ICLK(30),
1IVOC(5),KVOC(5),LVOC(5),IPROG(3)
COMMON NREC,N,NV,NV,MX(30),NX(30),MYRS(5),NYRS(5),MPROG(3),NPROG(3),
1MVOC(100,2),NVOC(100,2),JVOC(100,2)
EQUIVALENCE (ITEXT(2),STRT(1))
EQUIVALENCE (MX(1),IZ(1)),(NX(1),IZ(31))
EQUIVALENCE (MYRS(1),IZ(61)),(NYRS(1),IZ(66))
EQUIVALENCE (MPROG(1),IZ(71)),(NPROG(1),IZ(74))
EQUIVALENCE (MVOC(1,1),IZ(77)),(NVOC(1,1),IZ(277))
DATA ISAMP/159,147,147,159,159,135,123,123,133,133,133,112,112,133
1,133,143,141,141,143,143,135,119,119,135,135,120,111,111,120,120/
DATA ITEXT/'SE','X','X','GP','A','X','ET','HN','IC',' ','VO',
1'CA','TI','ON','AL','P','RO','GR','AM',' ','HI','GH','S','CH',
200,'L','PR','OG','RA','M','YE','AR','S','AT','S','CH','OO','L
3',' ',' ' /
DATA IRAND/13579/
WRITE(1'2001)ITEXT

```

```

C--MX(30),NX(30) = CELL DISTR. (ETHNIC X GPA X SEX) FOR POP. + SAMPLE
C--MYRS(5),NYRS(5) = DISTR. OF YEARS AT SCHOOL FOR POP. + SAMPLE
C--MPROG(3),NPROG(3) = DISTR. OF H.S. MAJOR FOR POP. + SAMPLE
C--MVOC(100),NVOC(100) = DISTR. OF INDIV.VOC. PROGS. FOR POP. + SAMPLE
C--JVOC(100,2) = ACTUAL VOCATIONAL CODES FOR A SCHOOL (UP TO 2 DIGITS)
C--ISAMP(30) = OVERSAMPLING WEIGHTS (X 100)
C--STRT(30) = STARTING POINTS FOR SAMPLE SELECTION
C--SKIP(30) = SKIP NUMBERS FOR SAMPLE SELECTION
C
C--LOADS STUDENT DATA FOR 1 SCHOOL + INCREMENTS MX(IETH,IGPA,ISEX)
C--FOLLOW THE DATA DECK WITH 1 BLANK CARD, THEN A CARD WITH SCHOOL NAME
C
C--NOX = 0 FOR NON-SAMPLE MEMBER, 1 FOR SAMPLE MEMBER
C--NREC = NUMBER OF STUDENTS WITH VALID SEX + ETHNIC + GPA
C--MVV = NUMBER OF DIFFERENT VOCATIONAL COURSES

```

```

1 NDX=1
NREC=0
NVV=0
JVOC(1,1)=0
JVOC(1,2)=0
DO 11 I=1,476
11 IZ(I)=0
15 READ(8,99)IGRAD,ISEX,IETH,IGPA,IYRS,IMSP,JHSP,(KVOC(I),LVOC(I),I=1
1,5)
99 FORMAT(9X,13,611, 5(1X,214))
IF(IGRAD)60,60,21
21 IF(IGPA=4)222,221,221
221 IGPA=3
222 IF(IYRS=5)224,223,223
223 IYRS=4
224 IYRS=IYRS+1
IF(ISEX*IETH*IGPA)15,15,227
227 DO 228 I=1,3
228 IPROG(I)=0
IF((1-IMSP)*(IMSP=2))226,225,225

```

SAMPLE SELECTION PROGRAM:

MAINLINE PROGRAM, Page 2

```

225 IPRG(IHSP)=1
226 IF(JHSP-3)230,229,230
229 IPRG(JHSP)=1
230 DO 50 IC=1,5
      IVOC(IC)=0
      IF(KVOC(IC)50,50,45
45 IPRG(3)=1
      DO 48 I=1,NNV
      IF(KVOC(IC)-JVOC(I,1))48,46,48
46 IF(LVOC(IC)-JVOC(I,2))48,47,48
47 IVOC(IC)=I
      MVOC(I,ISEX)=MVOC(I,ISEX)+1
      GO TO 50
48 CONTINUE
      IF(NNV-99)49,49,1111
1111 PAUSE 1111
      GO TO 1
49 NNV=NNV+1
      JVOC(NNV,1)=KVOC(IC)
      JVOC(NNV,2)=LVOC(IC)
      MVOC(NNV,ISEX)=1
      IVOC(IC)=NNV
50 CONTINUE
      NREC=NREC+1
      IF(NREC-2000)57,57,56
56 PAUSE 2000
57 ICODE=((ISEX-1)*15)+((IGPA-1)*5)+IETH
      WRITE(1,NREC)ICOD,NDX,IGRAU,IYRS,IPROG,IVOC
      MX(ICOD)=MX(ICOD)+1
      MYRS(IYRS)=MYRS(IYRS)+1
      DO 58 I=1,3
58 MPROG(I)=MPROG(I)+IPROG(I)
      GO TO 15
C--DETERMINES SAMPLE SIZE (BASED ON SE OF .04 + 20( OF POP. MINIMUM)
C
60  $N=(.25*NREC)/((.0016*NREC)+.25)+.95$ 
      PCT=(N+1.)/(NREC+1.)
      IF(PCT-.2)64,65,65
64 N=(NREC+.2)+.95
C
C--DETERMINES REQUIRED MAILING BY SEX X ETHNIC X GPA
C
65 DO 75 I=1,30
      PCT=(MX(I)+1.)/(NREC+1.)
      A=ISAMP(I)+.01
      NTOT=N+PCT*A+.95
C
C--DETERMINES SKIP + START NUMBERS FOR EACH CELL
C
      IF(NTOT-1)69,71,70
69 STRT(I)=9999.
      GO TO 75
70 SKIP(I)=(MX(I)+1.)/(NTOT+1.)
      MAX=SKIP(I)
      GO TO 72

```

SAMPLE SELECTION PROGRAM:

MAINLINE PROGRAM, Page 3

```

71 SKIP(I)=9999.
   MAX=MX(I)
72 CALL RANDU(IRAND,IR,RANDM)
   IRAND=IR
   IR=MAX+RANDM+.5
   IF(IR)72,72,73
73 STRT(I)=IR
75 ICHK(I)=0
C
C--DETERMINES PRELIMINARY SAMPLE MEMBERS + FLAGS IN FILE
C ALSO UPDATES NX,NYRS,NPROG,NVOC
C

```

```

N=0
DO 85 IREC=1,NREC
  READ(1,IREC)ICOD,NDX,I,GRAD,IYRS,I,PROG,I,VO
  ISEX=((ICOD-1)/15)+1
  ICHK(ICOD)=ICHK(ICOD)+1
  IF(ICHK(ICOD)-STRT(ICOD))85,79,79
79 NDX=1
  WRITE(1,IREC)ICOD,NDX
  N=N+1
  STRT(ICOD)=STRT(ICOD)+SKIP(ICOD)
  NYRS(IYRS)=NYRS(IYRS)+1
  DO 80 I=1,3
80 NPROG(I)=NPROG(I)+I,PROG(I)
  DO 81 I=1,5
  J=I,VO(I)
  IF(J)82,82,81
81 NVOC(J,ISEX)=NVOC(J,ISEX)+1
82 IF(I,PROG(J))83,83,85
83 NX(ICOD)=NX(ICOD)+1
85 CONTINUE
  CALL TRAC1
  CALL TRAC2
1000 CALL EXIT
  END

```

UNREFERENCED STATEMENTS
1000

FEATURES SUPPORTED
ONE WORD INTEGERS
IOCS

CORE REQUIREMENTS FOR
COMMON 680 VARIABLES 236 PROGRAM 958

END OF COMPILATION

// XEQ 01

*LOCAL,TRAC1,TRAC2

SAMPLE SELECTION PROGRAM:
MAINLINE PROGRAM, Page 4 (end)

108

H.S. NAME

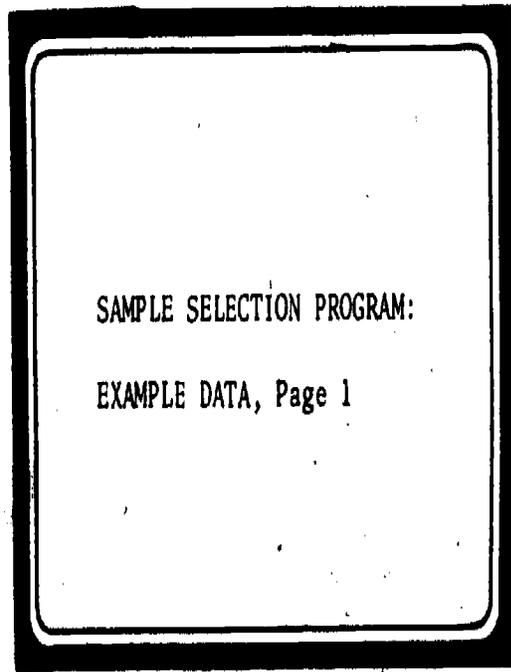
CARD
COLUMNS

0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8
5 0 5 0 5 0 5 0 5 0 5 0 5 0 5 0

1175224206112232
 1175224220022234 3 14
 11752242200322242
 11752242200412242
 11752242200512112
 11752242200612231
 11752242200712232
 1175224220082224 3 14
 1175224220092223 3 14
 1175224220101223 3 04
 11752242201122341
 1175224220122233 3 14
 11752242201322332
 11752242201412232
 11752242201512142
 11752242201622332
 11752242201712341
 11752242201821331
 11752242201922332
 1175224220201224 3 04
 1175224220211224 3 14
 11752242202222341
 11752242202312242
 117522422024223413 14
 1175224220251223 3 14
 1175224220262222 3 14
 1175224220272133 3 14
 11752242202822112
 11752242202922242
 11752242203012242
 1175224220312224 3 14
 1175224220322223 3 14
 11752242203312242
 11752242203412132
 11752242203522232
 11752242203612342
 11752242203712222
 1175224220382222 3 14
 117522422039222313 14
 11752242204012242
 1175224220412223 3 14
 11752242204212232
 1175224220432221 3 14
 11752242204422232
 11752242204512232
 11752242204612242
 1175224220472232 3 14
 1175224220481212 3 04
 1175224220492234 3 14
 11752242205012232

17

601



0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	80
5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0

1175224220512223 3 14
1175224220522232 3 14
1175224220532222 3 14
11752242205412142
11752242205522321
11752242205612122
11752242205712142
117522422058223213 04
11752242205922341
1175224220602232 3 14
1175224220611223 3 17
117522422062223413 14
11752242206312242
117522422064223413 14
1175224220652234 3 14
1175224220662224 3 14
11752242206712212
11752242206822231
11752242206912331
117522422070223513 14
1175224220712233 3 14
11752242207221222
117522422073223513 14
117522422074223413 14
11752242207512212
1175224220762224 3 14
1175224220771224 3 14
11752242207812341
11752242207922341
11752242208022232
11752242208112331
117522422082223513 14
1175224220832234 3 14
11752242208412232
11752242208512242
11752242208611232
11752242208722232
1175224220882224 3 14
11752242208914332
11752242209012232
1175224220912233 3 14
11752242209212232
1175224220932223 3 14
11752242209412231
1175224220952222 3 14
1175224220962234 3 14
1175224220972223 3 14
1175224220982222 3 14
11752242209912222
11752242210022212

1 e

2

110

SAMPLE SELECTION PROGRAM:
EXAMPLE DATA, Page 2.

	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	H.S. NAME	CARD
	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0		COLUMNS
1175224221012224	3	14																
11752242210222232																		
1175224221032222	3	14																
11752242210422321																		
1175224221051224	3	14																
1175224221061224	3	14																
11752242210712342																		
11752242210622341																		
11752242210912212																		
1175224221102221	3	14																
11752242211122321																		
1175224221122212	3	14																
11752242211312321																		
11752242211412122																		
11752242211522112																		
1175224221162232	3	14																
1175224221172223	3	04																
11752242211822322																		
11752242211912122																		
11752242212012241																		
11752242212122212																		
11752242212212232																		
1175224221232223	3	14																
1175224221242224	3	04																
11752242212524232																		
11752242212612232																		
1175224221271223	3	04																
1175224221282222	3	14																
11752242212922142																		
1175224221302424	3	14																
117522422131223313	14																	
11752242213212342																		
11752242213312132																		
11752242213412241																		
11752242213512341																		
11752242213622322																		
1175224221372224	3	14																
1175224221382221	8	14																
1175224221392223	3	14																
1175224221402212	3	14																
1175224221412223	3	14																
1175224221422224	3	14																
11752242214312242																		
1175224221442424	3	14																
1175224221452223	3	14																
1175224221461223	3	14																
117522422147223413	14																	
1175224221481213	3	17																
11752242214912242																		
1175224221501221	3	04																

14010200

SAMPLE SELECTION PROGRAM:
 EXAMPLE DATA, Page 3

0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	CARD
5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	COLUMNS
117522422151223413	14															
11752242215212242																
11752242215322212																
117522422154223313	14															
1175224221552223	3 14															
1175224221561213	3 17															
11752242215712232																
117522422158223413	14															
11752242215912342																
11752242216012232																
11752242216112142																
11752242216212232																
11752242216312212																
117522422164222213	14															
11752242216522232																
11752242216612232																
117522422167222413	14															
1175224221682224	3 14															
1175224221692224	3 14															
11752242217022312																
11752242217112332																
1175224221721211	3 04															
11752242217312312																
11752242217412332																
11752242217512122																
11752242217612332																
11752242217712142																
117522422178123413	14															
11752242217912142																
11752242218012342																
11752242218112132																
11752242218222242																
1175224221832222	3 14															
11752242218424331																
1175224221851214	3 17															
11752242218622222																
11752242218722341																
11752242218812332																
1175224221892123	3 14															
11752242219022232																
1175224221912222	3 14															
11752242219212331																
11752242219312232																
1175224221942213	3 14															
11752242219512232																
11752242219612232																
11752242219722242																
1175224221982223	3 14															
1175224221992222	3 14															
11752242220012242																

SAMPLE SELECTION PROGRAM:
 EXAMPLE DATA, Page 4

0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	} CARD COLUMNS
5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	
11752242220112331																
1175224222022232																
11752242220312342																
1175224222041214	3	04														
11752242220512242																
11752242220612312																
11752242220722242																
11752242220812122																
1175224222091224	3	04														
11752242221014331																
11752242221112232																
1175224222121423	3	14														
11752242221322222																
1175224222142213	3	04														
1175224222151123	3	14														
11752242221612231																
11752242221712232																
1175224222181221	3	14														
1175224222192223	3	14														
1175224222202223	3	14														
117522422221223313	14															
117522422222223413	14															
11752242222322341																
1175224222241234	3	14														
11752242222512222																
11752242222622322																
11752242222712332																
11752242222811122																
117522422229242213	14															
11752242223012212																
1175224222311114	3	19														

BLANK CARD

SOME CALIFORNIA HIGH SCHOOL

SAMPLE SELECTION PROGRAM:
EXAMPLE DATA, Page 5 (end)

2. Sample Name and Address Listing Program

(See Display #6 for Test Data)

143

1
MOD
00 0004 0004 0000

11 ACTUAL 8K CONFIG 8K

OR
SYS SAMPLE NAMES AND ADDRESSES
WORD INTEGERS
T SOURCE PROGRAM
S(CARD+1132 PRINTER)

SAMPLE NAME AND ADDRESS
LISTING PROGRAM: Page 1

2 LISTS SAMPLE NAMES AND ADDRESSES

DIMENSION ISCH(40),ID(3),NAME(25),IADD(25),ICIT(17),IZIP(5),IP(12),IPAK(25)

LISTS SAMPLE NAMES AND ADDRESSES, 50 PER PAGE

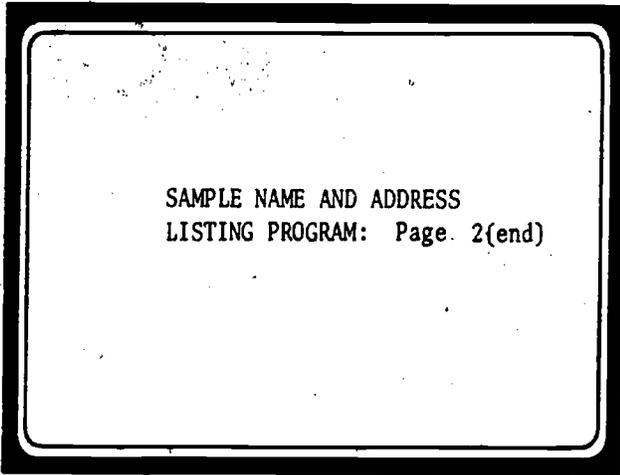
THE FIRST CARD WILL BE PRINTED AT THE TOP OF EACH PAGE. IT MAY INCLUDE THE SCHOOL NAME, ADDRESS, ETC. A BLANK CARD EXITS FROM THE PROGRAM

```
IPAGE=0
NL=50
READ(2,99)ISCH
FORMAT(40A2)
READ(2,98)ICD,ID,NAME,IADD
FORMAT(11,8X,3A1,1X,25A1,2X,25A1)
IF(ICD)100,100,10
IF(ICD=4)11,12,11
PAUSE
GO TO 1
READ(2,97)ICD,ICIT,IZIP,((IP(I),I=1,3),((IP(J),J=5,7),((IP(K),K=9,12)
1,IPAR
FORMAT(11,12X,17A1,10X,40A1)
IF(ICD=5)11,13,11
NL=NL+1
IF(NL=50)15,15,14
NL=1
IPAGE=IPAGE+1
WRITE(3,96)ISCH,IPAGE
FORMAT('1',40A2/' ',95('-''),19X,'PAGE',12///' NO. STUDENT NAME',15
1X,'STREET ADDRESS',13X,'CITY/STATE',8X,'ZIP PHONE',8X,'PARENTS N
2AME'/'
3' --- ',26('-''),1X,26('-''),1X,17('-''),1X,'----- ',12('-''),1X,25('-'
4'//)
IP(4)=16448
IP(8)=16448
IF(IP(3)=16448)16,17,16
IP(4)=24640
IF(IP(7)=16448)18,19,18
IP(8)=24640
WRITE(3,95)ID,NAME,IADD,ICIT,IZIP,IP,IPAR
FORMAT(' ',3A1,1X,25A1,2X,25A1,2X,17A1,1X,5A1,1X,12A1,1X,25A1)
GO TO 1
CALL EXIT
END
```

URES SUPPORTED
WORD INTEGERS

REQUIREMENTS FOR
MON 0 VARIABLES 162 PROGRAM 396

OF COMPILATION



3. Mailing and Questionnaire Labels Program

and

Test Data

148

117

1

JOB
000 0004 0004 0000

11 ACTUAL BK CONFIG BK

OR
PRINTS MAILING LABELS
BY SOURCE PROGRAM
WORD INTEGERS
(SICARD, 1132 PRINTER)

MAILING and QUESTIONNAIRE
LABEL PROGRAMS:

Page 1

DIMENSION ID(6),NAME(25),IADD(25),ICIT(17),IZIP(5),IP(12)

C
 C PRINTS 2 ENVELOPE LABELS + 2 QUESTIONNAIRE LABELS (WHICH INCLUDE
 C STUDENT IDENTIFICATION NO. + TELEPHONE NO.) FOR EACH STUDENT.
 C
 C USE STANDARD FOUR-ACROSS 15/16 X 2-3/4 INCH LABELS
 C A BLANK CARD EXITS FROM THE PROGRAM
 C
 1 READ(2,99)ICD,IO,NAME,IADD
 99 FORMAT(11,4X,3A1,1X,3A1,1X,25A1,2X,25A1)
 IF(ICD)100,100,10
 10 IF(ICD-4)11,12,11
 11 PAUSE
 GO TO 1
 12 READ(2,98)ICD,ICIT,IZIP,(IP(I),I=1,3),(IP(J),J=5,7),(IP(K),K=9,12)
 98 FORMAT(11,12X,17A1,10X,25A1)
 IF(ICD-5)11,122,11
 122 IP(4)=16448
 IP(8)=16448
 IF(IP(3)-16448)13,14,13
 13 IP(4)=24640
 14 IF(IP(7)-16448)15,16,15
 15 IP(8)=24640
 16 WRITE(3,97)NAME,NAME,IADD,NAME,IADD,NAME,ICIT,IZIP,IADD,ICIT,IZIP,
 IADD,ICIT,IZIP,ICIT,IZIP,IO,IP,IO,IP
 97 FORMAT(2X,25A1,31X,25A1/2X,4(25A1,3X)/2X,2(17A1,2X, 5A1,4X,25A
 11,3X)/30X,17A1,2X, 5A1,32X,17A1,2X, 5A1/2X,6A1,7X,12A1,31X
 2,6A1,7X,12A1//)
 GO TO 1
 100 CALL EXIT
 END

FEATURES SUPPORTED
 ONE WORD INTEGERS
 IOCS

CORE REQUIREMENTS FOR
 COMMON 0 VARIABLES 96 PROGRAM 320

END OF COMPILATION

// XEQ

MAILING and QUESTIONNAIRE
 LABEL PROGRAMS:

Page 2 (end)

0	1	2	3	4	5	6	7	8	9	CARD
5	0	5	0	5	0	5	0	5	0	COLUMNS
41752011	032	MARY F ROBERTSON		3524	PARSONS STREET					
51752011	032	RAMONA, CA		915427144871325	HARVEY CANERUM					
41752011	123	PAULA HOLLAND		5724	VILLOEZ ROAD					
51752011	123	SALT LAKE CITY, UT		915427144872487	JOHN C HARKNESS					
41752011	126	JEFFERY MIRANDA		15624	POWERS RD					
51752011	126	RAMONA CA		915427144871209	JOHN H MONTGOMERY					
41752011	139	DORVINA F PACE		13946	TUBIASSON ROAD					
51752011	139	RAMONA, CA		915427144875632	LZNA D PACE					
41752011	145	KONNI K LAYNG		1752	STONE CANYON ROAD					
51752011	145	RAMONA, CA		915427147481072	JEFFERY L LAYNG					
41752011	213	STEPHAN M DANIELS		7414	LOCKRIDGE COURT					
51752011	213	JULIAN, ND		915427147488942	GEORGE L DANIELS					
41752011	257	MATHEW E HENSHAW		13609	FRAME ROAD					
51752011	257	RAMONA CA		915427147483554	EDWARD HENSHAW					
41752011	252	ROBERT S SHANNON		12243	LZRA LANE					
51752011	252	JULIAN ND		915427147483020	ROBERT S SHANNON					
41752011	254	VICKY K WALLACE		13756	PEQUAT STREET					
51752011	254	JULIAN, ND		915427144871297	CLAUDE J JOHNSON					
41752011	293	WENDY MOORE		19044	MIRASOL DRIVE					
51752011	293	RAMONA, CA		915427147484241	KENNETH W MOORE					

120

SAMPLE NAME and ADDRESS LISTING, MAIL
and QUESTIONNAIRE LABELS PROGRAMS:

EXAMPLE DATA, Page 1 (end)

BEST COPY AVAILABLE

4. Table Generation Program - Total Class

and

Test Data

155 ,

121

1 08/30/74 TRACE ATHENA F4/B2A

TRACE TABLE GENERATION PROGRAM--TOTAL CLASS
DIMENSION ITBL(60), TBID(8), TBBS(16, 10), HEAD(4, 20), HM(13),
1HT(13), HMM(13), IDAT(113), VAR(467, 13), HN(16, 13), RP(17, 13), HSM(13)
2, TITL(20), IHP(13), STUB(17, 10), JTBL(111)
INTEGER VAR, RP, HM, HT, HMM, HN, HSM

VARIABLE IDENTIFICATION
JTBL=INCREMENTAL VALUE FOR EACH FIELD: JTBL(2)+IDAT(2)=ROW INDEX FOR VAR
ITBL=NUMBER OF ROWS IN A TABLE
IDAT=CODED QUESTIONNAIRE ITEM (FIELD) DATA
VAR=RESPONSE FREQUENCY BY TABLE ROWS (RESPONSE ID) AND COLUMNS
1<STUDENT CLASSIFICATIONS>
HN=NUMBER OF RESPONDENTS: PERCENTAGE BASE BY TABLE AND COLUMN
HM=NUMBER OF MAIL RESPONDENTS
HT=NUMBER OF TELEPHONE RESPONDENTS
HSM=NUMBER OF MAIL RESPONDENTS IN SCHOOL
HMM=NUMBER OF MAIL RESPONDENTS WORKING
RP=RESPONSE PERCENTAGES BY TABLE ROWS AND COLUMNS
IHP=BASE PERCENTAGE: 100
ITEL=TELEPHONE INTERVIEWS IF "14"
ISEX=SEX CLASSIFICATION
IETH=ETHNIC CLASSIFICATION
IPGR=PROGRAM CLASSIFICATION
IGPA=GRADE POINT AVERAGE CLASSIFICATION
IS, IE, IP, IG=RESPECTIVE INDEX VALUES FOR COLUMN (CLASSIFICATION)ID
TBID=TABLE ID (ALPHA)
TITL=TABLE TITLE (ALPHA)
TBBS=TABLE BASE ID (ALPHA)
HEAD=TABLE COLUMN ID (ALPHA)
STUB=TABLE ROW ID (ALPHA)

1 FORMAT (5(2013/), 11I3/, 2(2013/), 17I3/8A4/16(10A4/), 4(20A4))
2 FORMAT (8X, 12I1, 12, 2I1, 2I2, 52I1/8X, 4I2, 2I1, 3I2, 4I1, 12, 32I1)
3 FORMAT (20A4/17(10A4, 40X))
4 FORMAT (1H, 8A4, I3, 4X, 20A4/4(40X, 20A4/)/15X, 5HTOTAL, 20X,
1, 14, 12I6/15X, 7PERCENT, 18X, I3, 1H, 12(15, 1H,)//)
5 FORMAT(10A4, 14, 12I6/40X, I3, 1H, 12(15, 1H,)//)
6 FORMAT (11)

INITIALIZE VARIABLES

DO 10 I=1, 23
HM(I)=0
HT(I)=0
HSM(I)=0
HMM(I)=0
IHP(I)=100
DO 10 J=1, 467
VAR(J, I)=0

READ ROW INDEX INCREMENT (JTBL), TABLE ROW NUMBER (ITBL), TABLE IDENTIFICATION, BASES AND COLUMN HEADERS

READ(4, 1) (JTBL(I), I=1, 111), (ITBL(I), I=1, 57), (TBID(I), I=1, 8),
1((TBBS(I, J), J=1, 10), I=1, 16), ((HEAD(I, J), J=1, 20), I=1, 4)
11 READ(4, 6) ITEL

READ CLASSIFICATION VALUES AND RESPONSE DATA: COMPUTE ROW AND COLUMN

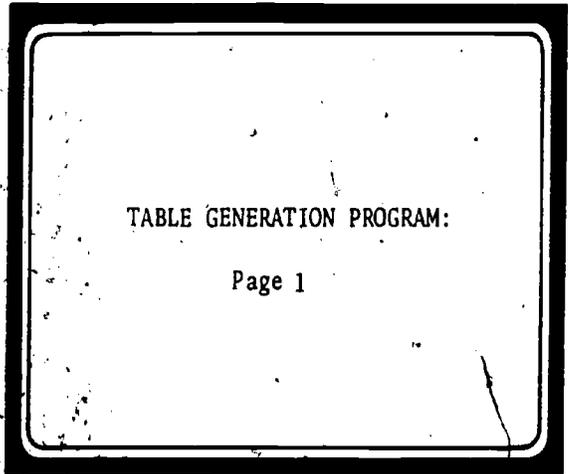


TABLE GENERATION PROGRAM:

Page 1

INDEXES, MAIL AND TELEPHONE N'S, SCHOOL AND WORKING N'S (MAIL), AND
RESPONSE FREQUENCIES

```
DO 90 NS=1,1000
READ(4,2) ISEX, IETH, IPRG, IGPA, (IDAT(I), I=1, ITEL)
IF(ISEX-9)20,12,12
12 IF(ITELE-14)95,95,11
20 IS=ISEX+1
   IE=IETH+3
   IP=IPRG+7
   IG=IGPA+10
   IF(ITELE-14)30,30,25
25 HM(1)=HM(1)+1
   HM(IS)=HM(IS)+1
   HM(IE)=HM(IE)+1
   HM(IP)=HM(IP)+1
   HM(IG)=HM(IG)+1
   GO TO 35
30 HT(1)=HT(1)+1
   HT(IS)=HT(IS)+1
   HT(IE)=HT(IE)+1
   HT(IP)=HT(IP)+1
   HT(IG)=HT(IG)+1
35 DO 60 I=1, ITEL
   IF(IDAT(I))60,60,40
40 IF(ITELE-14)55,55,45
45 IF(I-2)46,50,55
46 HSM(1)=HSM(1)+1
   HSM(IS)=HSM(IS)+1
   HSM(IE)=HSM(IE)+1
   HSM(IP)=HSM(IP)+1
   HSM(IG)=HSM(IG)+1
   GO TO 55
50 HNM(1)=HNM(1)+1
   HNM(IS)=HNM(IS)+1
   HNM(IE)=HNM(IE)+1
   HNM(IP)=HNM(IP)+1
   HNM(IG)=HNM(IG)+1
55 J=JTBL(I)+IDAT(I)
   VAR(J,1)=VAR(J,1)+1
   VAR(J,IS)=VAR(J,IS)+1
   VAR(J,IE)=VAR(J,IE)+1
   VAR(J,IP)=VAR(J,IP)+1
   VAR(J,IG)=VAR(J,IG)+1
60 CONTINUE
61 IF(IDAT(1)-1)90,70,75
70 J=10
   GO TO 80
75 J=11
80 IF(IDAT(2))90,90,85
85 VAR(J,1)=VAR(J,1)+1
   VAR(J,IS)=VAR(J,IS)+1
   VAR(J,IE)=VAR(J,IE)+1
   VAR(J,IP)=VAR(J,IP)+1
   VAR(J,IG)=VAR(J,IG)+1
90 CONTINUE
95 CONTINUE
```

TABLE GENERATION PROGRAM:

Page 2

3 08/30/74 TRACE ATHENA F4/B2A

COMPUTE TABLE BASES BY COLUMN

```
DO 145 J = 1,13
VAR(306,J)=VAR(303,J)
DO 145 I=1,16
IF(I-1)100,100,105
100 HN(I,J)=HM(J)+HT(J)
GO TO 145
105 IF(I-4)110,111,115
110 HN(I,J)=VAR(1,J)+VAR(2,J)
GO TO 145
111 HN(I,J)=HSM(J)
GO TO 145
115 IF(I-5)120,120,125
120 HN(I,J)=HMM(J)
GO TO 145
125 IF(I-9)130,130,135
130 HN(I,J)=VAR(3,J)+VAR(4,J)
GO TO 145
135 IF(I-15)120,120,140
140 HN(I,J)=HM(J)
145 CONTINUE
```

COMPUTE SPECIAL BASES FOR ROW SUB-CATEGORIES AND PERCENTAGES FOR TABLE FREQUENCIES

```
JS=1
DO 340 I = 1,57
IF(I-15)146,146,147
146 L=I
GO TO 148
147 L=16
148 IA=0
JF=ITBL(I)
DO 330 J=JS,JF
IF(J-288)149,144,149
144 IA=0
149 IA =IA+1
DO 330 K=1,13
IF(I-2)285,150,170
150 IF(J-19)285,155,155
155 IF(J-22)160,160,285
160 IF(VAR(18,K))295,295,165
165 B=VAR(18,K)
GO TO 299
170 IF(I-15)285,285,180
180 IF(I-30)185,185,205
185 IF(IA-2)285,190,190
190 IF(IA-5)195,195,285
195 IF(VAR(JS,K))295,295,200
200 B=VAR(JS,K)
GO TO 299
205 IF(I-35)285,210,225
210 IF(IA-3)285,285,215
215 IF(VAR(300,K))295,295,220
220 B=VAR(300,K)
GO TO 299
225 IF(I-36)230,230,245
```

TABLE GENERATION PROGRAM:

Page 3

4 08/30/74 TRACE ATHENA F4/B2A

```
230 IF(IA-1)285, 285, 235
235 IF(VAR(303, K))295, 295, 240
240 B=VAR(303, K)
GO TO 299
245 IF(I-39)285, 250, 281
250 IF(IA-2)285, 255, 255
255 IF(IA-4)260, 285, 270
260 IF(VAR(349, K))295, 295, 265
265 B=VAR(349, K)
GO TO 299
270 IF(IA-6)275, 275, 285
275 IF(VAR(352, K))295, 295, 280
280 B=VAR(352, K)
GO TO 299
281 IF(I-41)285, 282, 291
282 GO TO (285, 285, 285, 285, 283, 284, 285, 283, 284, 285, 283, 284), IA
283 JT=JS+IA-2
284 IF(VAR(JT, K))295, 295, 286
285 IF(HN(L, K))295, 295, 290
290 B=HN(L, K)
GO TO 299
286 B=VAR(JT, K)
GO TO 299
291 IF(I-42)292, 292, 285
292 GO TO (285, 283, 284, 285, 283, 284, 285, 283, 284, 285, 283, 284, 285, 283, 1284), IA
295 RP(IA, K)=0
GO TO 330
299 A=VAR(J, K)
RP(IA, K)= 100. * A/B+ 5
300 IF(RP(IA, K))305, 305, 330
305 IF(VAR(J, K))330, 330, 310
310 RP(IA, K)=-1
330 CONTINUE
```

READ TABLE TITLES AND ROW RESPONSE IDENTIFICATION

```
331 READ(4, 3) (TITL(J), J=1, 20), ((STUB(J, K), K=1, 10), J=1, IA)
WRITE(5, 4) (TBID(J), J=1, 8), I, (TITL(J), J=1, 20), (TBBS(L, J), J=1, 10),
1((HEAD(J, K), K=1, 20), J=1, 4), (HN(L, K), K=1, 13), (IHP(L, K), K=1, 13)
IB=0
DO 335 J=JS, JF
```

WRITE TABLES

```
IB=IB+1
WRITE(5, 5) (STUB(IB, K), K=1, 10), (VAR(J, K), K=1, 13),
1(RP(IB, K), K=1, 13)
IF(J-287)335, 334, 335
```

```
334 JS=288
GO TO 331
335 CONTINUE
340 JS=ITBL(I)+1
END
```

RS COMPILATION COMPLETE

TABLE GENERATION PROGRAM:

Page 4 (end)

JC01

JC01
/FINI
/ASSIGN,PI=CR
JC01
/LOAD,LISTR

126

TABLE GENERATION PROGRAM:

EXAMPLE DATA, Page 1

/EXEC

000002004006000012010023032044049053064080086093099105111117
 123124128130131135137138142144145149151152156158159163165166
 170172173177179180184186187191193194198200201205207208212214
 215219221222226228244260276298301305316332348349351352355366
 36937037237375376378379381382384385387388390391393397401405
 409413417421425431437443449455461
 012023032044049053064080086093099105111117123130137144151158
 165172179186193200207214221228244260276298305316332348355366
 378393397401405409413417421425431437443449455461467

1 JTBL
 2 JTBL
 3 JTBL
 4 JTBL
 5 JTBL
 6 JTBL
 1 ITBL
 2 ITBL
 3 ITBL

CAL HIGH 1974 CLASS TABLE NO.

BASE = TOTAL

BASE = IN SCHOOL TOTAL

BASE = IN SCHOOL TOTAL

BASE = IN SCHOOL MAIL

BASE = WORKING MAIL

BASE = WORKING TOTAL

BASE = WORKING TOTAL

BASE = WORKING TOTAL

BASE = WORKING TOTAL

BASE = WORKING MAIL

BASE = MAIL

---SEX--- --ETHNIC BACKGROUND--- --H. S. PROGRAM--- ---G. P. A. ---

FE- SPAN COLL. VOC.

TOTAL MALE MALE BLACK CAUC. NAME OTHER PREP. GEN'L PREP. 0-1. 9 2-2. 9 3-4. 0

111
 CAL 11 11111 1 1
 CAL 12 11111 1 1
 CAL 21 111212 1 1
 CAL 22 111212 1 1
 CAL 31 111312 614
 CAL 32 111312 614
 CAL 41 11211 614
 CAL 42 11211 614
 CAL 51 112221 624
 CAL 52 112221 624
 CAL 61 112321 2 2
 CAL 62 112321 2 2
 CAL 71 12312 1 2 2
 CAL 72 12312 1 2 2
 CAL 81 1232 1
 CAL 82 1232 1
 CAL 91 1233 1
 CAL 92 1233 1
 CAL 101 1211 1
 CAL 102 1211 1
 CAL 111 1212 1
 CAL 112 1212 1
 CAL 121 22131 1 2
 CAL 122 22131 1 2
 CAL 131 232112 1 1
 CAL 132 232112 1 1 V

MAIL

TABLE GENERATION PROGRAM:

EXAMPLE DATA, Page 2

127

CAL 141 232212 1 6
 CAL 142 232212 1 6
 CAL 151 23231 624
 CAL 152 23231 624
 CAL 161 233121 637
 CAL 162 233121 637
 CAL 171 23322 617
 CAL 172 23322 617
 CAL 181 23332 1 4 6
 CAL 182 23332 1 4 6
 CAL 191 2411 2
 CAL 192 2411 2
 CAL 201 2412 2
 CAL 202 2412 2
 CAL 211 2413 1
 CAL 212 2413 1
 9

014
 CAL 221111111 1 1
 CAL 2311111212 1 1
 CAL 2411111312 614
 CAL 251111211 614
 CAL 2611112221 624
 CAL 2711112321 2 2
 CAL 281112312 1 2 2
 CAL 29111232 1
 CAL 30111233 1
 CAL 31111211 1
 CAL 32111212 1
 CAL 331122131 1 2
 CAL 3411232112 1 1
 CAL 3511232212 1 6
 CAL 361123231 624
 CAL 3711233121 637
 CAL 381123322 617
 CAL 391123332 1 4 6
 CAL 40112411 2
 CAL 41112412 2
 CAL 42112413 1
 9

TELE

128

Q. 1 WHAT ARE YOU DOING AT THE PRESENT TIME?
 IN SCHOOL FULL TIME
 IN SCHOOL PART TIME
 WORKING FULL TIME
 WORKING PART TIME
 ARMED FORCES
 HOUSEWIFE
 NOT WORKING, LOOKING FOR JOB
 NOT WORKING, NOT LOOKING FOR JOB
 OTHER
 IN SCHOOL FULL TIME + WORKING FT/PT
 IN SCHOOL PART TIME + WORKING FT/PT
 NA TO Q. 1
 Q. 2 WHAT TYPE OF SCHOOL ARE YOU ATTENDING?
 4-YEAR COLLEGE/UNIVERSITY
 TECHNICAL SCHOOL
 TRADE SCHOOL

Q1-1
 Q1-2
 Q1-3
 Q1-4
 Q1-5
 Q1-6
 Q1-7
 Q1-8
 Q1-9
 Q1-10
 Q1-11
 Q1-12
 Q2-1
 Q2-2
 Q2-3

TABLE GENERATION PROGRAM

EXAMPLE DATA, Page 3

PRIVATE BUSINESS SCHOOL	Q2-4
OTHER	Q2-5
COMMUNITY COLLEGE*	Q2-6
*PLAN TRANSFER TO 4-YEAR SCHOOL	Q2-6-1
*TWO-YEAR AA PROGRAM ONLY	Q2-6-2
*CERTIFICATE PROGRAM	Q2-6-3
*OTHER/NA PROGRAM	Q2-6-4
NA TO Q. 2 (IF ATTENDING SCHOOL)	Q2-7
Q. 3 WHAT IS THE NAME OF THE SCHOOL?	
ANY UNIVERSITY OF CALIFORNIA	Q3-1
ANY CALIFORNIA STATE UNIVERSITY	Q3-2
ANY OTHER CALIFORNIA STATE COLLEGE	Q3-3
ANY CALIFORNIA COMMUNITY COLLEGE	Q3-4
ANY CALIF. PRIVATE UNIVERSITY/COLLEGE	Q3-5
OTHER CALIFORNIA SCHOOL	Q3-6
U. S. A. SCHOOL OUTSIDE OF CALIFORNIA	Q3-7
FOREIGN SCHOOL	Q3-8
NA TO Q. 3 (IF ATTENDING SCHOOL)	
Q. 4 WHAT IS YOUR MAJOR SUBJECT?	
SOCIAL SCIENCES-SOC./PSYCH/POLI SCI.	Q4-1
PHYSICAL SCIENCES-PHYSICS/CHEM/MATH	Q4-2
BIOLOGICAL SCIENCES-BIOL/PRE MED-DENT	Q4-3
EDUCATION/PHYS. ED./SCHOOL ADMINISTRATN	Q4-4
ENGINEERING	Q4-5
ENGLISH/HUMANITIES/LITERATURE/FOR. LANG.	Q4-6
ART/MUSIC/ACTING/THEATRE ARTS	Q4-7
BUSINESS/LAW	Q4-8
POLICE SCIENCE/FIRE SCIENCE/FORESTRY	Q4-9
OTHER MAJOR	Q4-10
NO MAJOR	Q4-11
NA TO Q. 4 (IF ATTENDING SCHOOL)	Q4-12
/ENDJOB	

129

TABLE GENERATION PROGRAM:

EXAMPLE DATA, Page 4 (end)

130

Q. 1 WHAT ARE YOU DOING AT THE PRESENT TIME?	
IN SCHOOL FULL TIME	Q1-1
IN SCHOOL PART TIME	Q1-2
WORKING FULL TIME	Q1-3
WORKING PART TIME	Q1-4
ARMED FORCES	Q1-5
HOUSEWIFE	Q1-6
NOT WORKING, LOOKING FOR JOB	Q1-7
NOT WORKING, NOT LOOKING FOR JOB	Q1-8
OTHER	Q1-9
IN SCHOOL FULL TIME + WORKING FT/PT	Q1-10
IN SCHOOL PART TIME + WORKING FT/PT	Q1-11
NA TO Q. 1	Q1-12
Q. 2 WHAT TYPE OF SCHOOL ARE YOU ATTENDING?	
4-YEAR COLLEGE/UNIVERSITY	Q2-1
TECHNICAL SCHOOL	Q2-2
TRADE SCHOOL	Q2-3
PRIVATE BUSINESS SCHOOL	Q2-4
OTHER	Q2-5
COMMUNITY COLLEGE*	Q2-6
*PLAN TRANSFER TO 4-YEAR SCHOOL	Q2-6-1
*TWO-YEAR AA PROGRAM ONLY	Q2-6-2
*CERTIFICATE PROGRAM	Q2-6-3
*OTHER/NA PROGRAM	Q2-6-4
NA TO Q. 2 (IF ATTENDING SCHOOL)	Q2-7
Q. 3 WHAT IS THE NAME OF THE SCHOOL?	
ANY UNIVERSITY OF CALIFORNIA	Q3-1
ANY CALIFORNIA STATE UNIVERSITY	Q3-2
ANY OTHER CALIFORNIA STATE COLLEGE	Q3-3
ANY CALIFORNIA COMMUNITY COLLEGE	Q3-4
ANY CALIF. PRIVATE UNIVERSITY/COLLEGE	Q3-5
OTHER CALIFORNIA SCHOOL	Q3-6
U. S. A. SCHOOL OUTSIDE OF CALIFORNIA	Q3-7
FOREIGN SCHOOL	Q3-8
NA TO Q. 3 (IF ATTENDING SCHOOL)	
Q. 4 WHAT IS YOUR MAJOR SUBJECT?	
SOCIAL SCIENCES-SOC. /PSYCH/POLI SCI.	Q4-1
PHYSICAL SCIENCES-PHYSICS/CHEM/MATH	Q4-2
BIOLOGICAL SCIENCES-BIOL/PRE MED-DENT	Q4-3
EDUCATION/PHYS. ED. /SCHOOL ADMINISTRATN	Q4-4
ENGINEERING	Q4-5
ENGLISH/HUMANITIES/LITERATURE/FOR LANG.	Q4-6
ART/MUSIC/ACTING/THEATRE ARTS	Q4-7
BUSINESS/LAW	Q4-8
POLICE SCIENCE/FIRE SCIENCE/FORESTRY	Q4-9
OTHER MAJOR	Q4-10
NO MAJOR	Q4-11
NA TO Q. 4 (IF ATTENDING SCHOOL)	Q4-12
Q. 5 WHICH OF THE FOLLOWING IS YOUR PRESENT JOB SITUATION?	
UNEMPLOYED, BUT LOOKING FOR A JOB	Q5-1
IN AN APPRENTICESHIP PROGRAM	Q5-2
RECEIVING ON-THE-JOB TRAINING	Q5-3
IN A JOB I AM FULLY QUALIFIED FOR	Q5-4
NA TO Q. 5 (IF WORKING/LOOKING FOR JOB)	
Q. 6 WHICH STMT BEST DESCRIBES YOUR JOB OR, IF UNEMPL, THE JOB YOU'RE LOOKING FOR	
REC'D SPECIFIC H.S. TRAINING FOR JOB	Q6-1
IN A FIELD RELATED TO H.S. TRAINING	Q6-2
IN A FIELD UNREL. TO H.S. TRAINING	Q6-3

TABLE GENERATION PROGRAM:

TABLE TEXT, Page 1

NA TO Q. 6 (IF WORKING/LOOKING FOR JOB)

Q. 7 WHAT TYPE OF BUSINESS OR INDUSTRY ARE YOU EMPLOYED IN?

- AEROSPACE Q7-1
- AGRICULTURE Q7-2
- CONSTRUCTION Q7-3
- FINANCE/REAL ESTATE Q7-4
- GOVERNMENT Q7-5
- MANUFACTURING Q7-6
- TRANSPORTATION/COMMUNICATIONS Q7-7
- WHOLESALE/RETAIL MERCHANDISING Q7-8
- SERVICE INDUSTRY Q7-9
- OTHER INDUSTRY Q7-10

NA TO Q. 7 (IF WORKING)

Q. 8 WHAT IS YOUR JOB TITLE/OCCUPATION

- SOCIAL SCIENCES/HUMANITIES/ETC. Q8-1
- PHYSICAL SCIENCES/COMPUTER OPER./ENGG Q8-2
- MEDICINE/MD/DDS/RN/BIOLOGICAL SCIENCES Q8-3
- EDUCATION/TEACHING/SCHOOL ADMINISTRATN Q8-4
- LAW ENFORCEMENT/POLICE/FIRE/FORESTRY Q8-5
- LAW/LAWYER Q8-6
- ARTIST/MUSICIAN/DANCER/WRITER/JOURN/ETC Q8-7
- BUSINESS/MANAGEMENT/ACCOUNTING/PROPRIET Q8-8
- GEN. OFFICE/CLERICAL/BOOKKEEPER/TELLER Q8-9
- SALES Q8-10
- SKILLED LABOR/TRADES/MECH./BEAUT./BARBER Q8-11
- SEMI-SKILL LABOR/MACH. OPERATOR/TRUCK DR. Q8-12
- UNSKILLED LABOR/MAID/JANITOR/ETC. Q8-13
- RESTAURANT WORKER/WAITRESS/BUS. BOY Q8-14
- HOUSEWIFE/OTHER OCCUPATION Q8-15

NA TO Q. 8 (IF WORKING)

Q. 9 HOW FAR FROM YOUR HIGH SCHOOL IS YOUR PLACE OF EMPLOYMENT?

- 0-10 MILES Q9-1
- 11-25 MILES Q9-2
- 26-50 MILES Q9-3
- 50-100 MILES Q9-4
- MORE THAN 100 MILES Q9-5

NA TO Q. 9 (IF WORKING)

Q. 10 WHO HELPED YOU GET YOUR JOB?

- PARENTS, RELATIVES, FRIENDS Q10-1
- HIGH SCHOOL VOCATIONAL COUNSELOR Q10-2
- GOT IT ON MY OWN Q10-3
- PRIVATE EMPLOYMENT AGENCY Q10-4
- STATE/PUBLIC EMPLOYMENT AGENCY Q10-5
- OTHER HELP Q10-6

NA TO Q. 10 (IF WORKING)

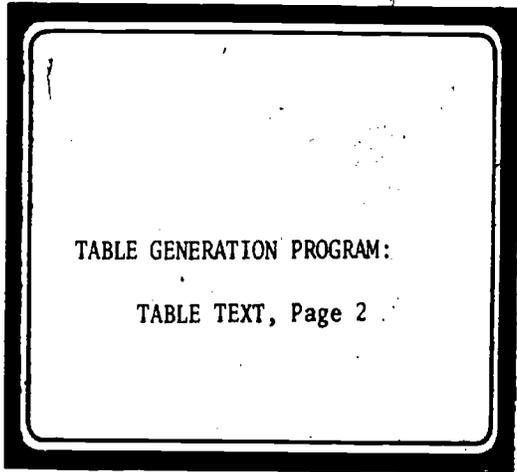
Q. 11-1 INDICATE AGREEMENT WITH THE STMT. 'THE WORK IS INTERESTING TO ME'

- STRONGLY DISAGREE Q11-1-1
- DISAGREE Q11-1-2
- NOT SURE/UNDECIDED Q11-1-3
- AGREE Q11-1-4
- STRONGLY AGREE Q11-1-5

NA TO Q. 11-1 (IF WORKING)

Q. 11-2 INDICATE AGREEMENT WITH THE STMT. 'MY CHANCES FOR ADVANCEMENT ARE GOOD'

- STRONGLY DISAGREE Q11-2-1
- DISAGREE Q11-2-2
- NOT SURE/UNDECIDED Q11-2-3
- AGREE Q11-2-4
- STRONGLY AGREE Q11-2-5



NA TO Q 11-2 (IF WORKING)

Q 11-3 INDICATE AGREEMENT WITH THE STMT 'PAY IS GOOD, CONSIDERING MY TRNG & EXP'

STRONGLY DISAGREE Q11-3-1

DISAGREE Q11-3-2

NOT SURE/UNDECIDED Q11-3-3

AGREE Q11-3-4

STRONGLY AGREE Q11-3-5

NA TO Q 11-3 (IF WORKING)

Q 11-4 INDICATE AGREEMENT WITH THE STMT 'I AM SATISFIED WITH JOB AT THIS STAGE'

STRONGLY DISAGREE Q11-4-1

DISAGREE Q11-4-2

NOT SURE/UNDECIDED Q11-4-3

AGREE Q11-4-4

STRONGLY AGREE Q11-4-5

NA TO Q 11-4 (IF WORKING)

Q 11-5 INDICATE AGREEMENT WITH THE STMT 'JOB IS RELATED TO ULTIMATE OCC. OBJT.'

STRONGLY DISAGREE Q11-5-1

DISAGREE Q11-5-2

NOT SURE/UNDECIDED Q11-5-3

AGREE Q11-5-4

STRONGLY AGREE Q11-5-5

NA TO Q 11-5 (IF WORKING)

Q 12-1 INDICATE EXPERIENCE WITH H. S. COURSES IN **ART/MUSIC**

TOOK 1 OR MORE COURSES IN THESE AREAS* Q12-1-1

*NOT USEFUL IN PRESENT ACTIVITY Q12-1-1-1

*SOMEWHAT USEFUL IN PRESENT ACTIVITY Q12-1-1-2

*VERY USEFUL IN PRESENT ACTIVITY Q12-1-1-3

*NA HOW USEFUL IN PRESENT ACTIVITY Q12-1-1-4

WISH I HAD TAKEN SOME/MORE COURSES Q12-1-2

NA TO Q 12-1 Q12-1-3

Q 12-2 INDICATE EXPERIENCE WITH H. S. COURSES IN **DRAMA/SPEECH**

TOOK 1 OR MORE COURSES IN THESE AREAS* Q12-2-1

*NOT USEFUL IN PRESENT ACTIVITY Q12-2-1-1

*SOMEWHAT USEFUL IN PRESENT ACTIVITY Q12-2-1-2

*VERY USEFUL IN PRESENT ACTIVITY Q12-2-1-3

*NA HOW USEFUL IN PRESENT ACTIVITY Q12-2-1-4

WISH I HAD TAKEN SOME/MORE COURSES Q12-2-2

NA TO Q 12-2 Q12-2-3

Q 12-3 INDICATE EXPERIENCE WITH H. S. COURSES IN **ENGLISH/LITERATURE/WRITING**

TOOK 1 OR MORE COURSES IN THESE AREAS* Q12-3-1

*NOT USEFUL IN PRESENT ACTIVITY Q12-3-1-1

*SOMEWHAT USEFUL IN PRESENT ACTIVITY Q12-3-1-2

*VERY USEFUL IN PRESENT ACTIVITY Q12-3-1-3

*NA HOW USEFUL IN PRESENT ACTIVITY Q12-3-1-4

WISH I HAD TAKEN SOME/MORE COURSES Q12-3-2

NA TO Q 12-3 Q12-3-3

Q 12-4 INDICATE EXPERIENCE WITH H. S. COURSES IN **FOREIGN LANGUAGE**

TOOK 1 OR MORE COURSES IN THIS AREA* Q12-4-1

*NOT USEFUL IN PRESENT ACTIVITY Q12-4-1-1

*SOMEWHAT USEFUL IN PRESENT ACTIVITY Q12-4-1-2

*VERY USEFUL IN PRESENT ACTIVITY Q12-4-1-3

*NA HOW USEFUL IN PRESENT ACTIVITY Q12-4-1-4

WISH I HAD TAKEN SOME/MORE COURSES. Q12-4-2

NA TO Q 12-4 Q12-4-3

Q 12-5 INDICATE EXPERIENCE WITH H. S. COURSES IN **MATHEMATICS**

TOOK 1 OR MORE COURSES IN THIS AREA* Q12-5-1

*NOT USEFUL IN PRESENT ACTIVITY Q12-5-1-1

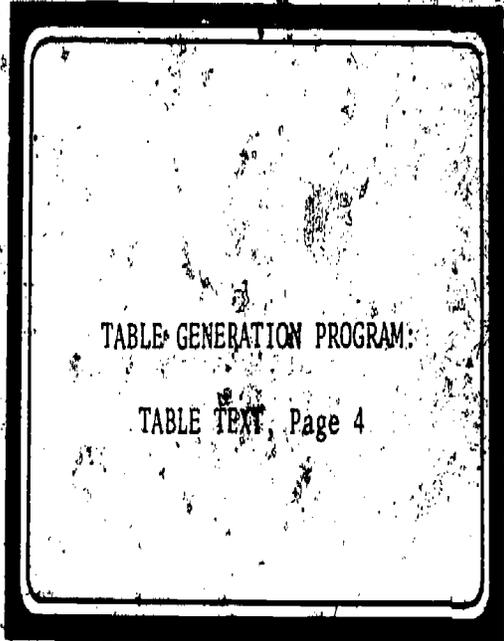
*SOMEWHAT USEFUL IN PRESENT ACTIVITY Q12-5-1-2

TABLE GENERATION PROGRAM:

TABLE TEXT, Page 3

132

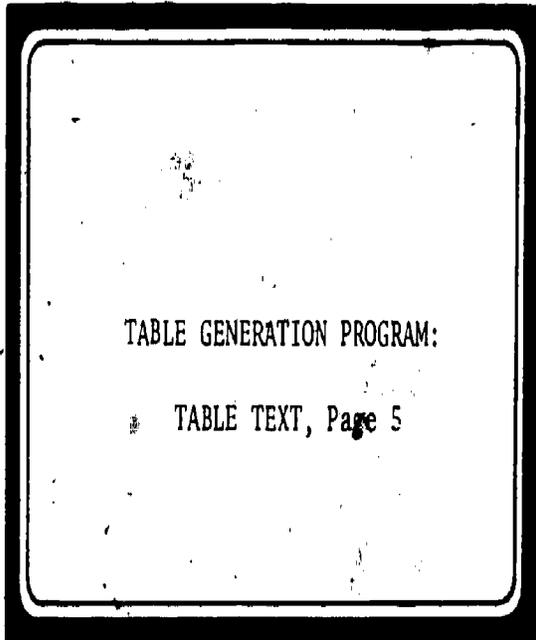
*VERY USEFUL IN PRESENT ACTIVITY	Q12-5-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	Q12-5-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-5-2
NA TO Q. 12-5	Q12-5-3
Q. 12-6 INDICATE EXPERIENCE WITH H. S. COURSES IN **SCIENCE**	
TOOK 1 OR MORE COURSES IN THIS AREA*	Q12-6-1
*NOT USEFUL IN PRESENT ACTIVITY	Q12-6-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	Q12-6-1-2
*VERY USEFUL IN PRESENT ACTIVITY	Q12-6-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	Q12-6-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-6-2
NA TO Q. 12-6	Q12-6-3
Q. 12-7 INDICATE EXPERIENCE WITH H. S. COURSES IN **SOCIAL STUDIES**	
TOOK 1 OR MORE COURSES IN THIS AREA*	Q12-7-1
*NOT USEFUL IN PRESENT ACTIVITY	Q12-7-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	Q12-7-1-2
*VERY USEFUL IN PRESENT ACTIVITY	Q12-7-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	Q12-7-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-7-2
NA TO Q. 12-7	Q12-7-3
Q. 12-8 INDICATE EXPERIENCE WITH H. S. COURSES IN **AGRICULTURE/HORT./FORESTRY**	
TOOK 1 OR MORE COURSES IN THESE AREAS*	Q12-8-1
*NOT USEFUL IN PRESENT ACTIVITY	Q12-8-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	Q12-8-1-2
*VERY USEFUL IN PRESENT ACTIVITY	Q12-8-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	Q12-8-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-8-2
NA TO Q. 12-8	Q12-8-3
Q. 12-9 INDICATE EXPERIENCE WITH H. S. COURSES IN **BUSINESS/OFFICE PRACTICES**	
TOOK 1 OR MORE COURSES IN THESE AREAS*	Q12-9-1
*NOT USEFUL IN PRESENT ACTIVITY	Q12-9-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	Q12-9-1-2
*VERY USEFUL IN PRESENT ACTIVITY	Q12-9-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	Q12-9-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-9-2
NA TO Q. 12-9	Q12-9-3
Q. 12-10 INDICATE EXPERIENCE WITH H. S. COURSES IN **DISTRIBUTION/WHOLESALE/SALES**	
TOOK 1 OR MORE COURSES IN THESE AREAS*	Q12-10-1
*NOT USEFUL IN PRESENT ACTIVITY	12-10-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	12-10-1-2
*VERY USEFUL IN PRESENT ACTIVITY	12-10-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	12-10-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-10-2
NA TO Q. 12-10	Q12-10-3
Q. 12-11 INDICATE EXPERIENCE WITH H. S. COURSES IN **HEALTH/MEDICAL/HOSPITAL**	
TOOK 1 OR MORE COURSES IN THESE AREAS*	Q12-11-1
*NOT USEFUL IN PRESENT ACTIVITY	12-11-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	12-11-1-2
*VERY USEFUL IN PRESENT ACTIVITY	12-11-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	12-11-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-11-2
NA TO Q. 12-11	Q12-11-3
Q. 12-12 INDICATE EXPERIENCE WITH H. S. COURSES IN **HOME ECONOMICS/CONSUMER ED**	
TOOK 1 OR MORE COURSES IN THESE AREAS*	Q12-12-1
*NOT USEFUL IN PRESENT ACTIVITY	12-12-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	12-12-1-2
*VERY USEFUL IN PRESENT ACTIVITY	12-12-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	12-12-1-4



133

WISH I HAD TAKEN SOME/MORE COURSES	Q12-12-2
NA TO Q. 12-12	Q12-12-3
Q. 12-13 INDICATE EXPERIENCE WITH H.S. COURSES IN **INDUST./TECH./TRADE SKILLS**	
TOOK 1 OR MORE COURSES IN THESE AREAS*	Q12-13-1
*NOT USEFUL IN PRESENT ACTIVITY	12-13-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	12-13-1-2
*VERY USEFUL IN PRESENT ACTIVITY	12-13-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	12-13-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-13-2
NA TO Q. 12-13	Q12-13-3
Q. 12-14 INDICATE EXPERIENCE WITH H.S. COURSES IN **WORK EXPERIENCE PROGRAMS**	
TOOK 1 OR MORE COURSES IN THIS AREA*	Q12-14-1
*NOT USEFUL IN PRESENT ACTIVITY	12-14-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	12-14-1-2
*VERY USEFUL IN PRESENT ACTIVITY	12-14-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	12-14-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-14-2
NA TO Q. 12-14	Q12-14-3
Q. 12-15 INDICATE EXPERIENCE WITH H.S. COURSES IN **PHYSICAL EDUCATION**	
TOOK 1 OR MORE COURSES IN THIS AREA*	Q12-15-1
*NOT USEFUL IN PRESENT ACTIVITY	12-15-1-1
*SOMEWHAT USEFUL IN PRESENT ACTIVITY	12-15-1-2
*VERY USEFUL IN PRESENT ACTIVITY	12-15-1-3
*NA HOW USEFUL IN PRESENT ACTIVITY	12-15-1-4
WISH I HAD TAKEN SOME/MORE COURSES	Q12-15-2
NA TO Q. 12-15	Q12-15-3
Q. 13-1 WHICH SUBJECT AREA IS MOST USEFUL FOR YOUR PRESENT ACTIVITY?	
ART/MUSIC	Q13-1-1
DRAMA/SPEECH	Q13-1-2
ENGLISH/LITERATURE/WRITING	Q13-1-3
FOREIGN LANGUAGE	Q13-1-4
MATHEMATICS	Q13-1-5
SCIENCE	Q13-1-6
SOCIAL STUDIES	Q13-1-7
AGRICULTURE/HORTICULTURE/FORESTRY	Q13-1-8
BUSINESS AND OFFICE PRACTICES	Q13-1-9
DISTRIBUTIVE EDU./MERCHANDISING/SALES	Q13-1-10
HEALTH/MEDICAL/HOSPITAL	Q13-1-11
HOME ECONOMICS/CONSUMER EDUCATION	Q13-1-12
INDUSTRIAL/TECHNICAL/TRADE SKILLS	Q13-1-13
WORK EXPERIENCE	Q13-1-14
PHYSICAL EDUCATION	Q13-1-15
NA TO Q. 13-1	Q13-1-16
Q. 13-2 WHICH SUBJECT AREA IS SECOND MOST USEFUL FOR YOUR PRESENT ACTIVITY?	
ART MUSIC	Q13-2-1
DRAMA/SPEECH	Q13-2-2
ENGLISH/LITERATURE/WRITING	Q13-2-3
FOREIGN LANGUAGE	Q13-2-4
MATHEMATICS	Q13-2-5
SCIENCE	Q13-2-6
SOCIAL STUDIES	Q13-2-7
AGRICULTURE/HORTICULTURE/FORESTRY	Q13-2-8
BUSINESS AND OFFICE PRACTICES	Q13-2-9
DISTRIBUTIVE EDU./MERCHANDISING/SALES	Q13-2-10
HEALTH/MEDICAL/HOSPITAL	Q13-2-11
HOME ECONOMICS/CONSUMER EDUCATION	Q13-2-12
INDUSTRIAL/TECHNICAL/TRADE SKILLS	Q13-2-13
WORK EXPERIENCE	Q13-2-14

134



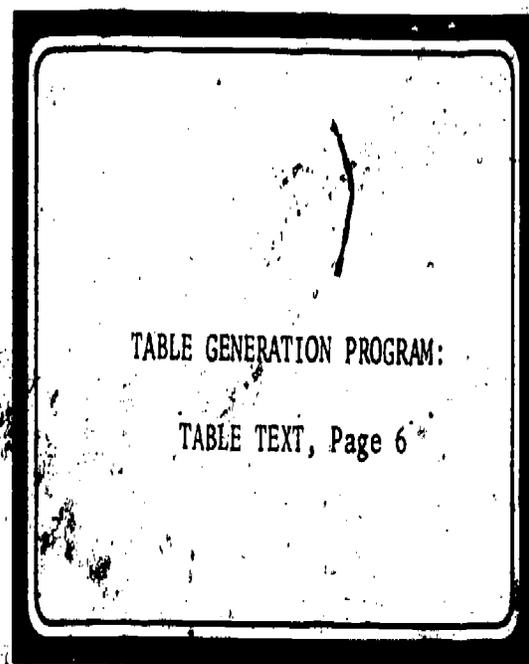
PHYSICAL EDUCATION Q13-2-15
 NA TO Q. 13-2 Q13-2-16
 Q. 13-3 WHICH SUBJECT AREA IS THIRD MOST USEFUL FOR YOUR PRESENT ACTIVITY?
 ART/MUSIC Q13-3-14
 DRAMA/SPEECH Q13-3-2
 ENGLISH LITERATURE/WRITING Q13-3-3
 FOREIGN LANGUAGE Q13-3-4
 MATHEMATICS Q13-3-5
 SCIENCE Q13-3-6
 SOCIAL STUDIES Q13-3-7
 AGRICULTURE/HORTICULTURE/FORESTRY Q13-3-8
 BUSINESS AND OFFICE PRACTICES Q13-3-9
 DISTRIBUTIVE EDU./MERCHANDISING/SALES Q13-3-10
 HEALTH/MEDICAL/HOSPITAL Q13-3-11
 HOME ECONOMICS/CONSUMER EDUCATION Q13-3-12
 INDUSTRIAL/TECHNICAL/TRADE SKILLS Q13-3-13
 WORK EXPERIENCE Q13-3-14
 PHYSICAL EDUCATION Q13-3-15
 NA TO Q. 13-3 Q13-3-16

Q. 14 SPECIFIC COURSES YOU WISH YOU HAD TAKEN/BEEN OFFERED IN H.S.
 BUSINESS SUBJECTS/COURSES (UNSPECIFIED) Q14-1
 SECRETARIAL/STENO/TYPING/OFFICE PRACT. Q14-2
 BOOKKEEPING/ACCOUNTING Q14-3
 WORK EXPERIENCE PROGRAM Q14-4
 PHYSICS/CHEMISTRY/BIOLOGY/ADVANCED SCI Q14-5
 AGRI./HORTICULTURE/FORESTRY/WILD LIFE Q14-6
 SOCIOLOGY/PSYCHOLOGY/PHILOSOPHY Q14-7
 MUSIC/VOCAL MUSIC/PIANO/MUSIC THEORY Q14-8
 FOREIGN LANGUAGE/GERMAN/SPANISH/LATIN Q14-9
 MEDICAL/HEALTH/NURSING/FIRST AID Q14-10
 ALGEBRA/TRIG/GEOMETRY/CALCULUS Q14-11

Q. 14(CTD) SPECIFIC COURSES YOU WISH YOU HAD TAKEN/BEEN OFFERED IN H.S.
 MATH/MORE MATH (UNSPECIFIED) Q14-12
 AUTO SHOP/BODY & FENDER/MECHANICS/M-CYC Q14-13
 DATA PROCESSING/COMP. PROG./KEYPUNCH Q14-14
 LITERATURE/ENG./AMER./ADV./SHAKESPEARE Q14-15
 SALES/MERCHANDISING/ADVERTISING Q14-16
 SPEECH/DRAMA/ACTING/PUBLIC SPEAKING Q14-17
 ART/CRAFTS/CERAMICS/JEWELRY/PHOTOGRAPHY Q14-18
 ENGLISH GRAMMAR/VOCAB/SPELLING/BASICS Q14-19
 TRADE SKILLS/TECH/INDUST/OCCU/VOC SKILLS Q14-20
 OTHER COURSES Q14-21
 NA TO Q. 14 Q14-22

Q. 15 WHAT EDUCATIONAL PROGRAM WOULD YOU TAKE NOW IF YOU HAD TO DO AGAIN?
 SAME PROGRAM I TOOK BEFORE Q15-1-1
 A DIFFERENT PROGRAM* Q15-1-2
 NA TO Q. 15 Q15-1-3
 *IF DIFFERENT: COLLEGE PREP 15-1-2-1
 VOCATIONAL 15-1-2-2
 OTHER 15-1-2-3
 NA WHAT PROGRAM TYPE 15-1-2-4

Q. 15(CTD) WHAT TYPE OF VOCATIONAL PROGRAM WOULD YOU TAKE?
 WHAT TYPE VOCATIONAL PROGRAM* Q15-2-1
 *BUSINESS/BUS. COURSES (UNSPECIFIED) 15-2-1-1
 *SECRETARY/STENO/TYPIST/OFF. PRACTICE 15-2-1-2
 *IND. ARTS/AUTO/MACHINE/WOOD SHOP 15-2-1-3
 *ENGINEERING/ELECTRONICS/COMPUTER 15-2-1-4
 *ART/MUSIC 15-2-1-5



135

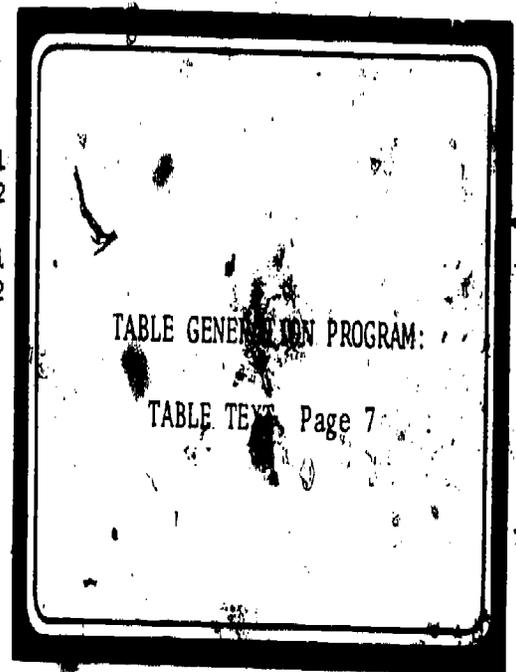
- *FORESTRY/AGRICULTURE 15-2-1-6
- *HEALTH/MEDICAL/HOSP /NURSING 15-2-1-7
- *HOME ECONOMICS/SERVING/COOKING 15-2-1-8
- *OTHER VOCATIONAL PROGRAM 15-2-1-9
- *NA TYPE VOCATIONAL PROGRAM 15-2-1-10

- Q 16 WHAT WAS YOUR OCCUPATIONAL CHOICE WHEN YOU WERE IN H.S. ?
- SOCIAL SCIENCES/HUMANITIES/PSYCH/ETC. Q16-1
 - PHYSICAL SCIENCES/ENGINEER/COMPUTER Q16-2
 - BIOLOGICAL SCIENCES/MD/DDS/RN/MEDICINE Q16-3
 - EDUCATION/TEACHING/SCHOOL ADMINISTRATN Q16-4
 - LAW ENFORCEMENT/POLICE/FIRE/FORESTRY Q16-5
 - LAW/LAWYER Q16-6
 - ARTIST/MUSICIAN/DANCER/WRITER/JOURN/ETC Q16-7
 - BUSINESS/MANAGEMENT/ACCOUNTING/PROPRIET Q16-8
 - GEN OFFICE/CLERICAL/BOOKKEEPER/TELLER Q16-9
 - SALES Q16-10
 - SKILLED LABOR/TRADES/MECH /BEAUT/BARBER Q16-11
 - SEMI-SKILL LABOR/MACH OPERATOR/TRUCK DR Q16-12
 - UNSKILLED LABOR/MAID/JANITOR/ETC. Q16-13
 - RESTAURANT WORKER/WAITRESS/BUSBOY Q16-14
 - HOUSEWIFE/OTHER OCCUPATION Q16-15
 - NO CHOICE/NA TO Q. 16 Q16-16

- Q 17 WHAT IS YOUR OCCUPATIONAL CHOICE NOW?
- SOCIAL SCIENCES/HUMANITIES/PSYCH/ETC. Q17-1
 - PHYSICAL SCIENCES/ENGINEER/COMPUTER Q17-2
 - BIOLOGICAL SCIENCES/MD/DDS/RN/MEDICINE Q17-3
 - EDUCATION/TEACHING/SCHOOL ADMINISTRATN Q17-4
 - LAW ENFORCEMENT/POLICE/FIRE/FORESTRY Q17-5
 - LAW/LAWYER Q17-6
 - ARTIST/MUSICIAN/DANCER/WRITER/JOURN/ETC. Q17-7
 - BUSINESS/MANAGEMENT/ACCOUNTING/PROPRIET Q17-8
 - GEN OFFICE/CLERICAL/BOOKKEEPER/TELLER Q17-9
 - SALES Q17-10
 - SKILLED LABOR/TRADES/MECH /BEAUT/BARBER Q17-11
 - SEMI-SKILL LABOR/MACH OPERATOR/TRUCK DR Q17-12
 - UNSKILLED LABOR/MAID/JANITOR/ETC. Q17-13
 - RESTAURANT WORKER/WAITRESS/BUSBOY Q17-14
 - HOUSEWIFE/OTHER OCCUPATION Q17-15
 - NO CHOICE/NA TO Q. 17 Q17-16

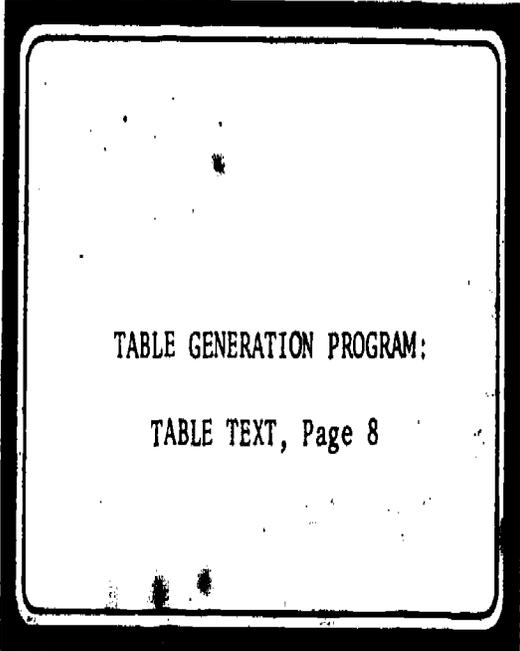
- Q.16,17 COMPARISON OF OCCUPATIONAL CHOICES IN H.S. AND AT PRESENT
- HAD MADE CHOICE IN HIGH SCHOOL* 16,17-1
 - *PRESENT CHOICE IS THE SAME 16,17-1-1
 - *PRESENT CHOICE IS DIFFERENT 16,17-1-2
 - HAD NOT MADE CHOICE IN HIGH SCHOOL* 16,17-2
 - *HAVE SINCE MADE A CHOICE 16,17-2-1
 - *HAVE NOT YET MADE A CHOICE 16,17-2-2
 - HAD MADE DUAL CHOICES IN HIGH SCHOOL 16,17-3

- Q 18 WHO HELPED YOU MOST IN PLANNING FOR THE FUTURE WHEN YOU WERE IN H. S. ?
- PARENTS / RELATIVES Q18-1
 - ON-CAMPUS FRIENDS Q18-2
 - OFF-CAMPUS FRIENDS Q18-3
 - SCHOOL COUNSELORS Q18-4
 - TEACHERS Q18-5
 - WORK EXPERIENCE ADVISORS Q18-6
 - MYSELF Q18-7
 - NO ONE Q18-8
 - OTHER HELP Q18-9
 - MENTIONED MORE THAN ONE Q18-10



136

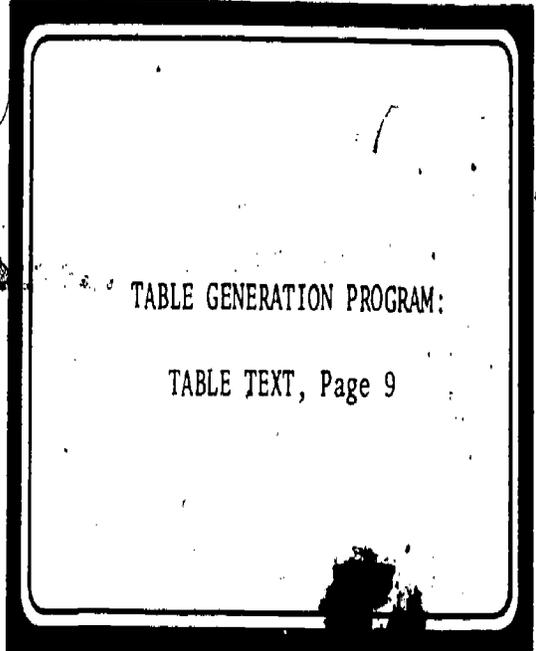
NA TO Q. 18 Q18-11
 Q. 19 IF A MEMBER OF H.S. TEAMS, CLUBS, OR ORGANIZATIONS, WAS IT WORTH YOUR TIME?
 WAS A MEMBER OF H.S. TEAM/CLUB/ORG Q19-1-1
 WAS NOT A MEMBER OF H.S. TEAM/CLUB/ORG Q19-1-2
 NA TO Q. 19 Q19-1-3
 WAS A MEMBER OF STUDENT GOVERNMENT* Q19-2-1
 *IT WAS WORTHWHILE Q19-2-1-1
 *IT WAS NOT WORTHWHILE Q19-2-1-2
 WAS A MEMBER OF ATHLETIC TEAM* Q19-3-1
 *IT WAS WORTHWHILE Q19-3-1-1
 *IT WAS NOT WORTHWHILE Q19-3-1-2
 WAS A MEMBER OF SCHOLASTIC CLUB* Q19-4-1
 *IT WAS WORTHWHILE Q19-4-1-1
 *IT WAS NOT WORTHWHILE Q19-4-1-2
 Q. 19(CTD) IF A MEMBER OF H.S. ORGANIZATIONS, WAS IT WORTH YOUR TIME?
 WAS A MEMBER OF SCHOOL PUBLICATION* Q19-5-1
 *IT WAS WORTHWHILE Q19-5-1-1
 *IT WAS NOT WORTHWHILE Q19-5-1-2
 WAS A MEMBER OF VOCATIONAL CLUBS* Q19-6-1
 *IT WAS WORTHWHILE Q19-6-1-1
 *IT WAS NOT WORTHWHILE Q19-6-1-2
 WAS A MEMBER OF MUSIC/ACTING GROUPS* Q19-7-1
 *IT WAS WORTHWHILE Q19-7-1-1
 *IT WAS NOT WORTHWHILE Q19-7-1-2
 WAS A MEMBER OF CHEER LEADER/DRILL TM* Q19-8-1
 *IT WAS WORTHWHILE Q19-8-1-1
 *IT WAS NOT WORTHWHILE Q19-8-1-2
 WAS A MEMBER OF OTHER TEAM/CLUB/ORG * Q19-9-1
 *IT WAS WORTHWHILE Q19-9-1-1
 *IT WAS NOT WORTHWHILE Q19-9-1-2
 Q. 20-1 HOW HELPFUL WAS H.S. IN LEARNING SKILLS FOR READING FOR INSTR. & PLEASURE?
 NOT HELPFUL Q20-1-1
 SOMEWHAT HELPFUL Q20-1-2
 VERY HELPFUL Q20-1-3
 NA TO Q. 20-1 Q20-1-4
 Q. 20-2 HOW HELPFUL WAS H.S. IN LEARNING SKILLS FOR WRITING REPORTS; LETTERS, NOTES
 NOT HELPFUL Q20-2-1
 SOMEWHAT HELPFUL Q20-2-2
 VERY HELPFUL Q20-2-3
 NA TO Q. 20-2 Q20-2-4
 Q. 20-3 HOW HELPFUL WAS H.S. IN LEARNING SKILLS FOR WORKING MATH&FINANCIAL PROBS.
 NOT HELPFUL Q20-3-1
 SOMEWHAT HELPFUL Q20-3-2
 VERY HELPFUL Q20-3-3
 NA TO Q. 20-3 Q20-3-4
 Q. 20-4 HOW HELPFUL WAS H.S. IN LEARNING SKILLS FOR PUBLIC SPEAKING?
 NOT HELPFUL Q20-4-1
 SOMEWHAT HELPFUL Q20-4-2
 VERY HELPFUL Q20-4-3
 NA TO Q. 20-4 Q20-4-4
 Q. 20-5 HOW HELPFUL WAS H.S. IN LEARNING SKILLS FOR PREPARING FOR MARRIAGE/FAMILY
 NOT HELPFUL Q20-5-1
 SOMEWHAT HELPFUL Q20-5-2
 VERY HELPFUL Q20-5-3
 NA TO Q. 20-5 Q20-5-4
 Q. 20-6 HOW HELPFUL WAS H.S. IN LEARNING SKILLS FOR GETTING & MAINTAINING A JOB?
 NOT HELPFUL Q20-6-1
 SOMEWHAT HELPFUL Q20-6-2



137

VERY HELPFUL	020-6-3
NA TO Q 20-6	020-6-4
Q 20-7 HOW HELPFUL WAS H S IN LEARNING SKILLS FOR USING PROPER SPOKEN ENGLISH?	
NOT HELPFUL	020-7-1
SOMEWHAT HELPFUL	020-7-2
VERY HELPFUL	020-7-3
NA TO Q 20-7	020-7-4
Q 20-8 HOW HELPFUL WAS H S IN LEARNING SKILLS TO THINK OUT PROBS /ISSUES/OPIN ?	
NOT HELPFUL	020-8-1
SOMEWHAT HELPFUL	020-8-2
VERY HELPFUL	020-8-3
NA TO Q 20-8	020-8-4
Q 21-1 MY COUNSELOR GAVE ME GOOD INFORMATION IN PLANNING MY H S PROGRAM	
STRONGLY DISAGREE	021-1-1
DISAGREE	021-1-2
NOT SURE/UNDECIDED	021-1-3
AGREE	021-1-4
STRONGLY AGREE	021-1-5
NA TO Q 21-1	021-1-6
Q 21-2 MY COUNSELOR WAS HELPFUL IN PLANNING MY ACTIVITY AFTER GRADUATION	
STRONGLY DISAGREE	021-2-1
DISAGREE	021-2-2
NOT SURE/UNDECIDED	021-2-3
AGREE	021-2-4
STRONGLY AGREE	021-2-5
NA TO Q 21-2	021-2-6
Q 21-3 MOST OF MY TEACHERS MADE THEIR COURSES INTERESTING AND ENJOYABLE	
STRONGLY DISAGREE	021-3-1
DISAGREE	021-3-2
NOT SURE/UNDECIDED	021-3-3
AGREE	021-3-4
STRONGLY AGREE	021-3-5
NA TO Q 21-3	021-3-6
Q 21-4 MOST OF MY TEACHERS TRIED TO MEET MY SPECIFIC EDUCATIONAL NEEDS	
STRONGLY DISAGREE	021-4-1
DISAGREE	021-4-2
NOT SURE/UNDECIDED	021-4-3
AGREE	021-4-4
STRONGLY AGREE	021-4-5
NA TO Q 21-4	021-4-6
Q 21-5 MOST OF MY TEACHERS RELATED THEIR SUBJECTS TO THE NEEDS OF TODAY	
STRONGLY DISAGREE	021-5-1
DISAGREE	021-5-2
NOT SURE/UNDECIDED	021-5-3
AGREE	021-5-4
STRONGLY AGREE	021-5-5
NA TO Q 21-5	021-5-6
Q 21-6 MOST OF MY TEACHERS WERE NOT PREJUDICED TOWARD MINORITY GROUP STUDENTS	
STRONGLY DISAGREE	021-6-1
DISAGREE	021-6-2
NOT SURE/UNDECIDED	021-6-3
AGREE	021-6-4
STRONGLY AGREE	021-6-5
NA TO Q 21-6	021-6-6
Q 21-7 I FEEL THAT HIGH SCHOOL WAS A PLEASANT AND REWARDING EXPERIENCE	
STRONGLY DISAGREE	021-7-1
DISAGREE	021-7-2
NOT SURE/UNDECIDED	021-7-3

138



AGREE
STRONGLY AGREE
NA TO 0 01-7

0217-4
0217-5
0217-6

139

TABLE GENERATION PROGRAM
TABLE TEXT, Page 10 (end)

5. Vocational Coordinator Listing Program

and

Test Data

192

140

PAGE 1

// JOB
0000 0004 0004 0000

V2 M11 ACTUAL BK CONFIG BK

// FOR
••PRINTS PRELIMINARY LISTING FOR VOCATIONAL COORDINATOR
•LIST SOURCE PROGRAM
•ONE WORD INTEGERS
•IUCS(2501 READER,1403 PRINTER)

VOCATIONAL COORDINATOR LISTING PROGRAM:

Page 1

194

```

DIMENSION IVOC(5),ITIT(21),NCOM(4),LLAV(4),ISTAT(6,10),JS(60),
IITJ(19),ISM(10),IREL(5,4),JR(20),ISCH(3),IGRAD(3),NAME(25)
EQUIVALENCE (ISTAT(1,1),JS(1)),(IREL(1,1),JR(1))
DATA JS/'AK','ME','D','FO','RC','ES','SC','HO','OL','F','T',
1,'SC','HO','OL','P','T',,6*16448,'WO','RK','IN','G','F',
2T,'12*16448,'WO','RK','IN','G','P','T',,UN,'EM','PL','OY','ED
3,'UN','KN','OW','N',,
DATA JR/'SP','EC','IF','IC',,RE,'LA','TE','D',,UN,'RE
1,'LA','TE','D',5*16448/

```

C
C--TO OPERATE, LOAD VOCATIONAL PROGRAM I.D. CARDS FOLLOWED BY ONE BLANK
C--CARD, THEN LOAD CARDS FOR VOCATIONAL GRADUATES FOLLOWED BY ONE BLANK.
C--(TWO CARDS PER GRADUATE, SECOND CARD SHOULD CONTAIN STUDENTS NAME
C-- IN COLUMNS 14-38)

```

C
DO 5 I=25,30
JS(I+6)=JS(I)
JS(I+12)=JS(I)
C--PART 1 - LISTS VOCATIONAL PROGRAM I.D.'S
WRITE(5,999)
999 FORMAT('1'//36X,'VOCATIONAL PROGRAM IDENTIFICATION'///76X,'-NO.COM
PLETING- --LEFT EARLY---//12X,'DISTRICT VOCATIONAL',44X,'---PROG
2RAM--- --WITH SKILLS--//14X,'CODE PROGRAM CODE VOCATIONAL PROGR
3AM TITLE',19X,'MALES FEMALES MALES FEMALES'/12X,8(' '),1X,12('
4'),1X,41(' '),4(' ')//)
1 READ(8,998)IDC,IVOC,ITIT,NCOM,LEAV
998 FORMAT(A2,1X,5A2,1X,20A2,A1,4(1X,2A2))
IF(IDC=16448)2,10,2
2 WRITE(5,997)IDC,IVOC,ITIT,NCOM,LEAV
997 FORMAT(15X,A2,5X,5A2,2X,20A2,A1,2X,2A2,3(4X,2A2))
GO TO 1

```

```

C--PART 2 - LISTS VOCATIONAL GRADUATES WITH MORE THAN ONE VOC.PROG. OR
C-- WHO ARE WORKING FULL-TIME.
10 WRITE(5,996)
996 FORMAT('1'//20X,'VOCATIONAL GRADS WHO ARE WORKING FULL-TIME OR TOO
1K MORE THAN 1 VOC.PROG.'///' SCHOOL GRADUATE',7X,'DISTRICT VOCATIO
2NAL GRADUATE VOC.PROG./JOB: JOB TITLE (IF WORKING)
3 YOUR JUDGEMENT')
WRITE(5,995)
995 FORMAT(' NUMBER NAME/NO. SEX',5X,'PROGRAM CODES',7X,'STATUS',5X,'
1RELATEDNESS',5X,'MAJOR (IF IN SCHOOL FULL-TIME) OF RELATEDNESS'
2/'-----',8(' '),,-----,1X,19(' '),1X,12(' '),1X,13(' '),1X,36
3(' '),1X,14(' ')//)
11 READ(8,994) ISCH,IGRAD,ISEX,IVOC,JVOC,IST,IJT,ISM
994 FORMAT(6A1,2X,A1,6A2,I1,29A2)
IF(ISCH(3)=16448)12,10,12
12 READ(8,981)NAME
981 FORMAT(13X,25A1)
IF(IST)13,13,15
13 IST=10
15 IF(JVOC=16448)20,16,20
16 IF((5-IST)*(IST=7))26,27,27
20 IF(IVOC(1)=16448)25,17,25
17 IVOC(1)=JVOC

```

VOCATIONAL COORDINATOR LISTING PROGRAM:
Page 2



```
25 IF((5-IST)*(IST-7))11,27,27
26 JST=4
GO TO 30
27 JST=IST-4
30 WRITE(5,962)NAME
982 FORMAT(8X,25A1)
WRITE(5,993)ISCH,IGRAD,ISEX,IVOC,(ISTAT(J,IST),J=1,6),(IREL(K,JST)
1,K=1,5)
993 FORMAT(3X,3A1,5X,3A1,5X,A1,5X,5(1X,A2),3X,6A2,3X,5A2)
IF((5-IST)*(IST-8))36,35,35
35 WRITE(5,992)IJT
992 FORMAT('',69X,19A2)
GO TO 11
36 WRITE(5,992)ISM
GO TO 11
100 CALL EXIT
END
```

FEATURES SUPPORTED
ONE WORD INTEGERS
IOCS

CORE REQUIREMENTS FOR
COMMON 0 VARIABLES 186 PROGRAM 766

END OF COMPILATION

// XLO

VOCATIONAL COORDINATOR LISTING PROGRAM:

Page 3 (end)

	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	H.S. NAME	CARD COLUMNS
01	07	03	03	00								90	80	2	10		WORKING ASSISTANCE (AIDE)	
02	17	03	99	00								100	10	15	4		AUTOMOTIVE SERVICES	
03	17	09	99	00								500	300	24	18		COMMERCIAL PHOTOGRAPHY OCCUPATIONS	
04	17	13	00	00								300	200	6	1		DRAFTING	
05	17	99	00	00								100	100	7	11		TRADE AND INDUSTRIAL OCCUPATIONS	

BLANK CARD

0110011 10102030405 5AUTO MECHANIC
 0110012 HARVEY WALLBANGLR
 0110021 20504 7WAITRESS
 0110022 JULIET JONES
 0110031 1 029
 0110032 JOHN J JONES
 0110041 1030205 2
 0110042 ALBERT EINSTEIN
 0110051 20301 8DENTAL ASSISTANT TRAINEE
 0110052 CINDERELLA
 0110061 1 036PROOF SALLSMAN
 0110062 DUDLY DOGOOD

ASTROPHYSICS

BLANK CARD

VOCATIONAL COORDINATOR LISTING PROGRAM:
 EXAMPLE DATA, Page 1 (end)

6. VE-45 Report Generation Program

and

Test Data

201

145

PAGE 1
// JOB
0000 0004 0004 0000

V2 M11 - ACTUAL AK CONFIG BK

// FOR
••PRINTS VE-45 REPORT
•LIST SOURCE PROGRAM
•ONE WORD INTEGERS
•IOCS(DISK,1403 PRINTER,2501 READER)

VE-45 REPORT GENERATION PROGRAM:

Page 1

203

DEFINE FILE 1(100,30,U,KV)
DIMENSION ISCH(40),MX(100,2,10),ICODE(100),KVOC(5),LVOC(2)
DIMENSION IFIN(2),ILEA(2),JOUT(2,12),OUT(12)
DATA MX/2000*0/

C DATA FORMAT
C 1. CARD WITH UP TO 80 CHARACTERS OF DISTRICT INFORMATION
C 2. CALIF. VOC.PROG. IDENTIFICATION CARDS FOLLOWED BY A BLANK CARD
C 3. DECK OF VOCATIONAL GRADUATE CARDS FOLLOWED BY ONE BLANK CARD

C NV=0
C READS CARD WITH DISTRICT NAME, ADDRESS, ETC.

READ(8,999)ISCH
999 FORMAT(40A2)
C LOADS VOCATIONAL PROGRAM
10 READ(8,998) IDC,KVOC,LVOC,IFIN,ILEA
998 FORMAT(I2,1X,5A2,1X,20A2,A1,4I5)
IF(IDC)20,20,11
11 NV=NV+1
ICODE(NV)=IDC
WRITE(1,NV)KVOC,LVOC,IFIN,ILEA
GO TO 10

C UPDATES VE-45 MATRIX FROM VOC GRADUATE CARDS

20 READ(8,997)IGRAD,ISEX,IVOC,ISTAT
997 FORMAT(3X,I3,2X,I1,10X,I2,I1)
IF(IGRAD)30,80,21
21 DO 25 I=1,NV
IF(ICODE(I)-IVOC)25,22,25
22 IF(ISTAT)23,23,24
23 ISTAT=10
24 MX(I,ISEX,ISTAT)=MX(I,ISEX,ISTAT)+1
GO TO 20
25 CONTINUE
GO TO 20

C CALCULATES AND PRINTS VE-45 TABLE

30 NR=0
IL=15
DO 70 IV=1,NV
IL=IL+1
IF(IL=15) 45,40,40
40 NP=NP+1
WRITE(5,996)ISCH,NP
996 FORMAT('1',24(' '),',',22X,' * DISTRICT - ',40A2,' * VOCATIONAL
1L EDUCATION *',',',24(' '),',',9X,' * VE-45 REPORT',9X,' * PERSON PREPARING REPORT
2 -',',',22X,' *',',',24(' '),5X,'PHONE -',19X,'DATE PREPARED -',40
3X,'PAGE -',I2//)
WRITE(5,995)
995 FORMAT(45X,'TOTAL',9X,'---NOT AVAILABLE--- TOTAL ---NUMBER IN LA
1BOR FORCE--- UNEMPL. LEFT',43X,'S COMP- STATUS ENTERED FULL GTHL
2R EMPLD. --EMPLD. FULL-TIME-- EMPLD. (SEEK- PROGRAM',43X,'E LETI
3NG UN- ARMED TIME REAS- AND/OR TRAIN- RELAT- UNRE- PART-
4 ING PRIOR TO')
WRITE(5,994)

VE-45 REPORT GENERATION PROGRAM:
Page 2



```

994  FORMAT(' CALIFORNIA INSTRUCTIONAL CODES AND TITLES X PROGRAM KNOWN
1 FORCES SCHOOL ONS  AVAIL, ED FOR ED LATED TIME WORK) CO
2MPLTN,/' ' ,41('-'')' -',11(' ------'),1X,8('-''))
  IL=1
45  READ(1,IV)KVOC,LVOC,IFIN,ILEA
  DO 60 IS=1,2
  IOUT(IS,1)=IFIN(IS)
  IOUT(IS,12)=ILEA(IS)
  IOUT(IS,2)=MX(IV,IS,10)
  IOUT(IS,3)=MX(IV,IS,1)
  IOUT(IS,4)=MX(IV,IS,2)
  IOUT(IS,5)=MX(IV,IS,3)
  IOUT(IS,6)=0
  IOUT(IS,7)=MX(IV,IS,5)
  IOUT(IS,8)=MX(IV,IS,6)
  IOUT(IS,9)=MX(IV,IS,7)
  IOUT(IS,10)=MX(IV,IS,8)
  IOUT(IS,11)=MX(IV,IS,9)
  SUM=0
  DO 50 I=2,11
50  SUM=SUM+IOUT(IS,I)
  ISUM=0
  P=(IOUT(IS,1)*1.)/SUM
  DO 51 I=2,11
  T=IOUT(IS,I)*P
  IOUT(IS,I)=T
  OUT(I)=T-IOUT(IS,I)
51  ISUM=ISUM+IOUT(IS,I)
  IDIFF=IOUT(IS,1)-ISUM
52  IF(IGIFF)60,60,55
55  X=-999.
  DO 57 I=2,11
  IF(OUT(I)-X)57,57,56
56  X=OUT(I)
  IP=I
57  CONTINUE
  IOUT(IS,IP)=IOUT(IS,IP)+1
  OUT(IP)=-9999.
  IDIFF=IDIFF-1
  GO TO 52
60  IOUT(IS,6)=IOUT(IS,7)+IOUT(IS,8)+IOUT(IS,9)+IOUT(IS,10)+IOUT(IS,11
1)
993  WRITE(5,993)KVOC,(IOUT(I,J),J=1,12),LVOC,(IOUT(I,K),K=1,12)
  FORMAT('0TITLE',18X,'CODE - ',5A2,' M',15,1117/' ',20A2,A1,' F',1
15,1117)
70  CONTINUE
  CALL EXIT
  END

```

FEATURES SUPPORTED
ONE WORD INTEGERS
IOCS

CORE REQUIREMENTS FOR
COMMON 0 VARIABLES 2268 PROGRAM 1128

END OF COMPILATION

// XEQ

VE-45 REPORT GENERATION PROGRAM:
Page 3 (end)



0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 } CARD
 5 0 5 0 5 0 5 0 5 0 5 0 5 0 5 } COLUMNS

SOME CALIFORNIA HIGH SCHOOL - CLASS OF 1492

01	07/0303/00	NURSING ASSISTANCE (AIDE)	40	80	2	10
02	17/0399/00	AUTOMOTIVE SERVICES	100	30	15	4
03	17/0999/00	COMMERCIAL PHOTOGRAPHY OCCUPATIONS	500	300	24	18
04	17/1300/00	DRAFTING	300	200	6	1
05	17/9900/00	TRADE AND INDUSTRIAL OCCUPATIONS	100	100	7	11

BLANK CARD

199	1	12
173	1	12
100	1	13
125	1	13
214	1	13
016	1	14
065	1	15
161	1	15
202	1	15
001	1	16
118	1	16
127	1	16
023	1	17
092	1	17
153	1	17
105	1	18
143	1	18
048	1	1
094	2	11
110	2	11
082	2	12
166	2	12
058	2	13
132	2	13
027	2	14
034	2	14
051	2	14
071	2	14
009	2	15
037	2	16
190	2	18
194	2	18
209	2	18
137	2	19
186	2	19
093	2	1
180	2	1
055	1	21
142	1	21
080	1	22
095	1	22
116	1	22
130	1	22

VE-45 REPORT GENERATION PROGRAM:
 EXAMPLE DATA, Page 1

0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	CARD
5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	COLUMNS
003	1																23
042	1																23
200	1																23
021	1																24
107	1																24
136	1																24
063	1																25
087	1																25
060	1																26
146	1																26
150	1																26
183	1																26
179	1																27
011	1																28
208	1																29
015	1																2
111	1																2
193	1																2
032	2																21
067	2																21
133	2																21
162	2																21
179	2																22
215	2																22
050	2																23
156	2																23
126	2																24
188	2																24
213	2																24
148	2																25
030	2																27
036	2																27
083	2																27
104	2																27
136	2																27
204	2																27
172	2																28
024	2																29
040	2																29
122	2																29
167	2																29
007	2																2
072	2																2
181	1																31
008	1																32
144	1																32
155	1																32
187	1																32
075	1																34
095	1																35

VE-45 REPORT GENERATION PROGRAM:
 EXAMPLE DATA, Page 2

	1	2	3	4	5	6	7	8	CARD COLUMNS
0	1								
5	0								
099	1	35							
170	1	36							
119	1	37							
196	1	37							
062	1	38							
084	1	38							
205	1	38							
005	1	39							
033	1	39							
076	1	39							
028	1	3							
091	1	3							
189	1	3							
012	2	31							
019	2	31							
047	2	31							
149	2	31							
198	2	31							
103	2	33							
160	2	34							
044	2	35							
059	2	35							
038	2	36							
074	2	36							
100	2	36							
053	2	37							
164	2	37							
210	2	37							
017	2	38							
077	2	38							
139	2	38							
088	2	39							
049	2	3							
060	2	3							
112	2	3							
124	2	3							
131	2	3							
152	2	3							
176	2	3							
102	1	42							
134	1	42							
078	1	43							
163	1	43							
168	1	43							
086	1	44							
115	1	44							
171	1	44							
106	1	45							
197	1	45							
212	1	45							

VE-45 REPORT GENERATION PROGRAM:
 EXAMPLE DATA, Page 3



	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	} CARD COLUMNS
	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0	
079	1			47													
184	1			47													
191	1			47													
090	1			48													
121	1			48													
014	1			4													
158	1			4													
006	2			41													
020	2			43													
025	2			43													
035	2			43													
070	2			43													
141	2			43													
145	2			44													
029	2			45													
052	2			45													
046	2			46													
203	2			46													
004	2			47													
128	2			47													
113	2			48													
056	2			49													
096	2			49													
151	2			49													
177	2			49													
064	2			4													
098	2			4													
207	2			4													
041	1			51													
085	1			51													
123	1			51													
054	1			52													
069	1			52													
112	1			53													
043	1			54													
061	1			54													
039	1			55													
129	1			55													
135	1			55													
174	1			56													
031	1			56													
211	1			56													
159	1			57													
045	1			57													
057	1			57													
147	1			57													
022	1			58													
073	1			58													
140	1			58													
185	1			58													

VE-45 REPORT GENERATION PROGRAM:
EXAMPLE DATA, Page 4

	0	1	2	3	4	5	6	7	8	CARD COLUMNS
	5	0	5	0	5	0	5	0	5	
013	1		59							
101	1		59							
206	1		59							
026	1		5							
066	1		5							
178	1		5							
109	2		52							
195	2		52							
089	2		53							
120	2		53							
002	2		54							
201	2		54							
117	2		55							
154	2		55							
169	2		55							
182	2		55							
018	2		56							
192	2		56							
010	2		57							
097	2		58							
157	2		58							
165	2		58							
081	2		5							

153

45 REPORT GENERATION PROGRAM:
 EXAMPLE DATA, Page 5 (end)

C. Example Displays

218

154

E CALIFORNIA HIGH SCHOOL

2	5	6	8	9	10	12	15	17	19	20	21	22	23	24	25	26	27	28	30
31	32	33	38	41	42	46	48	49	53	54	59	60	63	64	67	68	70	72	73
75	78	79	81	86	88	89	90	91	94	95	98	101	103	105	107	108	109	111	114
115	117	122	123	125	127	128	132	133	134	135	136	138	140	141	144	145	148	149	152
154	155	160	161	163	165	166	170	172	173	177	180	181	182	184	185	186	189	191	192
193	196	198	202	203	205	208	210	211	212	213	214	215	216	220	221	223	224	225	228
229	231																		

Display 1

Listing of Sample Member Identification Numbers
(Output of Sample Selection Program)

GRADUATE NUMBER	SEX	ETHNIC ORIGIN	H.S. PROGRAM	G.P.A.	VOCATIONAL PROGRAMS
2	2	2	3	3	14000000
5	1	2	2	1	
6	1	2	1	2	
8	2	2	3	2	14000000
9	2	2	3	2	14000000
10	1	2	3	2	04000000
12	2	2	3	3	14000000
15	1	2	2	1	
17	1	2	1	3	
19	2	2	2	3	
20	1	2	3	2	04000000 17000000
21	1	2	3	2	14000000
22	2	2	1	3	
23	1	2	2	2	
24	2	2	3	3	14000000
25	1	2	3	2	14000000
26	2	2	3	2	14000000
27	2	1	3	3	14000000
28	2	2	2	1	
30	1	2	2	2	
31	2	2	3	2	14000000
32	2	2	3	2	14000000
33	1	2	2	2	
38	2	2	3	2	14000000
41	2	2	3	2	14000000
42	1	2	2	2	
46	1	2	2	2	
48	1	2	3	1	04000000
49	2	2	3	3	14000000
53	2	2	3	2	14000000
54	1	2	2	1	
59	2	2	1	3	
60	2	2	3	3	14000000
63	1	4	2	2	
64	2	2	3	3	14000000
67	1	2	2	2	
68	2	2	1	2	
70	2	2	3	3	14000000
72	2	1	2	2	
73	2	2	3	3	14000000
75	1	2	2	2	
78	1	2	1	3	
79	2	2	1	3	
81	1	2	1	3	
86	1	1	2	2	
88	2	2	3	2	14000000
89	1	3	2	3	
90	1	2	2	2	
91	2	2	3	3	14000000
94	1	2	1	2	

Display 2(a)
Listing of Sample Member Data to be Used in Coding
Questionnaires
(Output of Sample Selection Program)

GRADUATE NUMBER	SEX	ETHNIC ORIGIN	H.S. PROGRAM	G.P.A.	VOCATIONAL PROGRAMS
95	2	2	3	2	14000000
98	2	2	3	2	14000000
101	2	2	3	2	14000000
103	2	2	3	2	14000000
105	1	2	3	2	14000000
107	1	2	2	3	
108	2	2	1	3	
109	1	2	2	2	
111	2	2	1	3	
114	1	2	2	1	
115	2	2	2	1	
117	2	2	3	2	04000000 14010200
122	1	2	2	2	
123	2	2	3	2	14000000
125	2	3	2	2	
127	1	2	3	2	04000000
128	2	2	3	2	14000000
132	1	2	2	3	
133	1	2	2	1	
134	1	2	1	2	
135	1	2	1	3	
136	2	2	2	3	
138	2	2	3	2	14000000
140	2	2	3	1	14000000
141	2	2	3	2	14000000
144	2	3	3	2	14000000
145	2	2	3	2	14000000
148	1	2	3	1	17000000
149	1	2	2	2	
152	1	2	2	2	
154	2	2	3	3	14000000
155	2	2	3	2	14000000
160	1	2	2	2	
161	1	2	2	1	
163	1	2	2	2	
165	2	2	2	2	
168	2	2	3	2	14000000
170	2	2	2	3	
172	1	2	3	1	04000000
173	1	2	2	3	
177	1	2	2	1	
180	1	2	2	3	
181	1	2	2	1	
182	2	2	2	2	
184	2	3	1	3	
185	1	2	3	1	17000000
186	2	2	2	2	
189	2	1	3	2	14000000
191	2	2	3	2	14000000
192	1	2	1	3	

Display 2(b)
Listing of Sample Member Data to be Used in Coding Questionnaires
(Output of Sample Selection Program)

GRADUATE NUMBER	SEX	ETHNIC ORIGIN	H.S. PROGRAM	P.A.	VOCATIONAL PROGRAMS
193	1	2	2		
196	1	2	2		
198	2	2	3	2	14000000
202	2	2	2	2	
203	1	2	2	3	
205	1	2	2	2	
208	1	2	2	1	
210	1	3	1	3	
211	1	2	2	2	
212	1	3	3	2	14000000
213	2	2	2	2	
214	2	2	3	1	04000000
215	1	1	3	2	14000000
216	1	2	1	2	
220	2	2	3	2	14000000
221	2	2	3	3	14000000
223	2	2	1	3	
224	1	2	3	3	14000000
225	1	2	2	2	
228	1	1	2	1	
229	2	3	3	2	14000000
231	1	1	3	1	19000000

Display 2(c)
Listing of Sample Member Data to be Used in Coding Questionnaires
(Output of Sample Selection Program)

SOME CALIFORNIA HIGH SCHOOL

TABLE - 1
SEX X GPA X ETHNIC

	GRADUATING CLASS		SAMPLE	
	N	PCT.	N	PCT.
	231	100.0	122	100.0
S1 G1 E1	2	0.9	2	1.6
S1 G1 E2	21	9.1	13	10.7
S1 G1 E3	0	0.0	0	0.0
S1 G1 E4	0	0.0	0	0.0
S1 G1 E5	0	0.0	0	0.0
S1 G2 E1	2	0.9	2	1.6
S1 G2 E2	58	25.1	29	23.8
S1 G2 E3	0	0.0	0	0.0
S1 G2 E4	1	0.4	1	0.8
S1 G2 E5	1	0.4	1	0.8
S1 G3 E1	0	0.0	0	0.0
S1 G3 E2	23	10.0	11	9.0
S1 G3 E3	0	0.0	0	0.0
S1 G3 E4	2	0.9	2	1.6
S1 G3 E5	0	0.0	0	0.0
S2 G1 E1	0	0.0	0	0.0
S2 G1 E2	7	3.0	4	3.3
S2 G1 E3	0	0.0	0	0.0
S2 G1 E4	0	0.0	0	0.0
S2 G1 E5	0	0.0	0	0.0
S2 G2 E1	2	0.9	2	1.6
S2 G2 E2	61	26.4	30	24.6
S2 G2 E3	0	0.0	0	0.0
S2 G2 E4	4	1.7	3	2.5
S2 G2 E5	0	0.0	0	0.0
S2 G3 E1	2	0.9	1	0.8
S2 G3 E2	44	19.0	20	16.4
S2 G3 E3	0	0.0	0	0.0
S2 G3 E4	1	0.4	1	0.8
S2 G3 E5	0	0.0	0	0.0

159

Display 3(a)
Listing of Graduating Class and Sample Comparison
Sex X GPA X Ethnic Grouping
(Output of Sample Selection Program)

	-----TOTAL-----				-----MALE-----				-----FEMALE-----			
	GRADUATING CLASS		SAMPLE		GRADUATING CLASS		SAMPLE		GRADUATING CLASS		SAMPLE	
	N	PCT.	N	PCT.	N	PCT.	N	PCT.	N	PCT.	N	PCT.
	231	100.0	122	100.0	110	100.0	61	100.0	121	100.0	61	100.0
04000000	12	5.2	7	5.7	8	7.3	5	8.2	4	3.3	2	3.3
14000000	85	36.8	45	36.9	11	10.0	6	9.8	74	61.2	39	63.9
14010200	1	0.4	1	0.8	0	0.0	0	0.0	1	0.8	1	1.6
17000000	5	2.2	3	2.5	5	4.5	3	4.9	0	0.0	0	0.0
19000000	1	0.4	1	0.8	1	0.9	1	1.6	0	0.0	0	0.0

Display 3(b)
 Listing of Graduating Class and Sample Comparisons
 Vocational Programs
 (Output of Sample Selection Program)

SOME CALIFORNIA HIGH SCHOOL

TABLE - 3
HIGH SCHOOL PROGRAM

	GRADUATING CLASS		SAMPLE	
	N	PCT.	N	PCT.
	231	100.0	122	100.0
1	47	20.3	25	20.5
2	102	44.2	49	40.2
3	102	44.2	58	48.1

TABLE - 4
YEARS AT SCHOOL

	GRADUATING CLASS		SAMPLE	
	N	PCT.	N	PCT.
	231	100.0	122	100.0
0	0	0.0	0	0.0
1	20	8.7	11	9.0
2	39	16.9	21	17.2
3	91	39.4	48	39.3
4	81	35.1	42	34.4

191

Display 3(c)
Listing of Graduating Class and Sample Comparisons
High School Program - Years at School
(Output of Sample Selection Program)

g

PAGES 174 THROUGH 176 CONTAINING STUDENTS NAMES, ADDRESSES, AND TELEPHONE NUMBERS WERE NOT REPRODUCIBLE AND WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

CAL. HIGH 1974 CLASS TABLE NO. 1

Q. 1 WHAT ARE YOU DOING AT THE PRESENT TIME?
BASE = TOTAL

	---SEX---		---ETHNIC BACKGROUND---				---H. S. PROGRAM---			---G. P. A.---			
	TOTAL	MALE	FE- MALE	BLACK	CAUC.	SPAN. NAME	OTHER	COLL. PREP.	GEN'L PREP.	VOC.	0-1.9	2-2.9	3-4.0
TOTAL PERCENT	42	22	20	12	12	12	6	18	12	12	14	14	14
	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
IN SCHOOL, FULL TIME	16	8	8	8	2	6	0	8	8	0	6	4	6
	38.	36.	40.	67.	17.	50.	0.	44.	67.	0.	43.	29.	43.
IN SCHOOL PART TIME	12	6	6	4	2	6	0	0	4	8	4	4	4
	29.	27.	30.	33.	17.	50.	0.	0.	33.	67.	29.	29.	29.
WORKING FULL TIME	14	10	4	4	6	2	2	4	4	6	4	4	6
	33.	45.	20.	33.	50.	17.	33.	22.	33.	50.	29.	29.	43.
WORKING PART TIME	8	4	4	4	0	4	0	4	4	0	2	4	2
	19.	18.	20.	33.	0.	33.	0.	22.	33.	0.	14.	29.	14.
ARMED FORCES	2	2	0	0	2	0	0	2	0	0	0	2	0
	5.	9.	0.	0.	17.	0.	0.	11.	0.	0.	0.	14.	0.
HOUSEWIFE	4	0	4	0	0	0	4	4	0	0	2	2	0
	10.	0.	20.	0.	0.	0.	67.	22.	0.	0.	14.	14.	0.
NOT WORKING, LOOKING FOR JOB	4	2	2	0	2	2	0	0	0	4	2	0	2
	10.	9.	10.	0.	17.	17.	0.	0.	0.	33.	14.	0.	14.
NOT WORKING, NOT LOOKING FOR JOB	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
IN SCHOOL FULL TIME + WORKING FT/PT	8	4	4	4	0	4	0	4	4	0	2	4	2
	19.	18.	20.	33.	0.	33.	0.	22.	33.	0.	14.	29.	14.
IN SCHOOL PART TIME + WORKING FT/PT	6	4	2	4	0	2	0	0	4	2	2	2	2
	14.	18.	10.	33.	0.	17.	0.	0.	33.	17.	14.	14.	14.
ANSWER TO Q. 1	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.

Display 6(a)

Listing of Total Respondent Data from Questionnaire*
(Output of Table Generation Program)

* Percentages may be applied to entire class

CAL HIGH 1974 CLASS TABLE NO.

2

Q. 2 WHAT TYPE OF SCHOOL ARE YOU ATTENDING?
BASE = IN SCHOOL TOTAL

	---SEX---		---ETHNIC BACKGROUND---				---H. S. PROGRAM---			---G. P. A.---			
	TOTAL	MALE	FE- MALE	BLACK	CAUC.	SPAN. NAME	OTHER	COLL. PREP.	GEN'L PREP.	VOC.	0-1.9	2-2.9	3-4.0
TOTAL PERCENT	28 100.	14 100.	14 100.	12 100.	4 100.	12 100.	0 100.	8 100.	12 100.	8 100.	10 100.	8 100.	10 100.
4-YEAR COLLEGE/UNIVERSITY	10 36.	4 29.	6 43.	4 33.	2 50.	4 33.	0 0.	6 75.	4 33.	0 0.	4 40.	4 50.	2 20.
TECHNICAL SCHOOL	4 14.	4 29.	0 0.	2 17.	2 50.	0 0.	0 0.	0 0.	2 17.	2 25.	2 20.	0 0.	2 20.
GRADE SCHOOL	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.
PRIVATE BUSINESS SCHOOL	2 7.	0 0.	2 14.	0 0.	0 0.	2 17.	0 0.	0 0.	0 0.	2 25.	0 0.	0 0.	2 20.
OTHER	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.
COMMUNITY COLLEGE*	12 43.	6 43.	6 43.	6 50.	0 0.	6 50.	0 0.	2 25.	6 50.	4 50.	4 40.	4 50.	4 40.
*PLAN TRANSFER TO 4-YEAR SCHOOL	6 50.	4 67.	2 33.	4 67.	0 0.	2 33.	0 0.	2 100.	2 33.	2 50.	2 50.	2 50.	2 50.
*TWO-YEAR AA PROGRAM ONLY	4 33.	2 33.	2 33.	2 33.	0 0.	2 33.	0 0.	0 0.	4 67.	0 0.	0 0.	2 50.	2 50.
*CERTIFICATE PROGRAM	2 17.	0 0.	2 33.	0 0.	0 0.	2 33.	0 0.	0 0.	0 0.	2 50.	2 50.	0 0.	0 0.
*OTHER/NA. PROGRAM	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.
TO Q. 2 (IF ATTENDING SCHOOL)	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.

Display 6(b)

Listing of Total Respondent Data from Questionnaire*
(Output of Table Generation Program)

*Percentages may be applied to entire class

AL HIGH 1974 CLASS TABLE NO. 3

Q. 3 WHAT IS THE NAME OF THE SCHOOL?
BASE = IN SCHOOL TOTAL

	SEX		ETHNIC BACKGROUND				H. S. PROGRAM			G. P. A.			
	TOTAL	MALE	MALE	BLACK	CAUC.	SPAN. NAME	OTHER	COLL. PREP.	GEN'L PREP.	VOC.	0-1.9	2-2.9	3-4.0
TOTAL PERCENT	28	14	14	12	4	12	0	8	12	8	10	8	10
	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
UNIVERSITY OF CALIFORNIA	6	4	2	4	0	2	0	4	2	0	4	2	0
	21.	29.	14.	33.	0.	17.	0.	50.	17.	0.	40.	25.	0.
CALIFORNIA STATE UNIVERSITY	6	4	2	2	4	0	0	2	2	2	2	0	4
	21.	29.	14.	17.	100.	0.	0.	25.	17.	25.	20.	0.	40.
OTHER CALIFORNIA STATE COLLEGE	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
CALIFORNIA COMMUNITY COLLEGE	8	6	2	6	0	2	0	2	6	0	2	2	4
	29.	43.	14.	50.	0.	17.	0.	25.	50.	0.	20.	25.	40.
CALIF. PRIVATE UNIVERSITY/COLLEGE	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
OTHER CALIFORNIA SCHOOL	4	0	4	0	0	4	0	0	2	2	0	2	2
	14.	0.	29.	0.	0.	33.	0.	0.	17.	25.	0.	25.	20.
S. A. SCHOOL OUTSIDE OF CALIFORNIA	4	0	4	0	0	4	0	0	0	4	2	2	0
	14.	0.	29.	0.	0.	33.	0.	0.	0.	50.	20.	25.	0.
FOREIGN SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
TO Q. 3 (IF ATTENDING SCHOOL)	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.

Display 6(c)
Listing of Total Respondent Data from Questionnaire*
(Output of Table Generation Program)

*Percentages may be applied to entire class

Q. 4 WHAT IS YOUR MAJOR SUBJECT?
BASE = IN SCHOOL MAIL

	SEX		ETHNIC BACKGROUND				H. S. PROGRAM		G. P. A.				
	TOTAL	MALE	FE- MALE	BLACK	CAUC.	SPAN. NAME	COLL. OTHER	PREP.	GEN'L PREP.	VOC. PREP.	0-1.9	2-2.9	3-4.0
TOTAL PERCENT	14	7	7	6	2	6	0	4	6	4	5	4	5
	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
SOCIAL SCIENCES-SOC./PSYCH/POLI SCI.	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL SCIENCES-PHYSICS/CHEM/MATH	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOLOGICAL SCIENCES-BIOL/PRE MED-DENT	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATION/PHYS. ED./SCHOOL ADMINISTRATN	0	0	0	0	0	0	0	0	0	0	0	0	0
ENGINEERING	0	0	0	0	0	0	0	0	0	0	0	0	0
ENGLISH/HUMANITIES/LITERATURE/FOR. LANG.	0	0	0	0	0	0	0	0	0	0	0	0	0
ART/MUSIC/ACTING/THEATRE ARTS	0	0	0	0	0	0	0	0	0	0	0	0	0
BUSINESS/LAW	0	0	0	0	0	0	0	0	0	0	0	0	0
POLICE SCIENCE/FIRE SCIENCE/FORESTRY	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER MAJOR	0	0	0	0	0	0	0	0	0	0	0	0	0
NO MAJOR	0	0	0	0	0	0	0	0	0	0	0	0	0
NA TO Q. 4 (IF ATTENDING SCHOOL)	0	0	0	0	0	0	0	0	0	0	0	0	0

FINI
LOAD LISTR

Display 6(d)
Listing of Total Respondent Data from Questionnaire*
(Output of Table Generation Program)

* Percentages may be applied to entire class.

VOCATIONAL PROGRAM IDENTIFICATION

DISTRICT CODE	VOCATIONAL PROGRAM CODE	VOCATIONAL PROGRAM TITLE	-NO. COMPLETING-		--LEFT EARLY--	
			MALES	FEMALES	MALES	FEMALES
01	07/0303/00	NURSING ASSISTANCE (AIDE)	40	80	2	10
02	17/0399/00	AUTOMOTIVE SERVICES	100	30	15	4
03	17/0999/00	COMMERCIAL PHOTOGRAPHY OCCUPATIONS	500	300	24	18
04	17/1300/00	DRAFTING	300	200	6	1
05	17/9900/00	TRADE AND INDUSTRIAL OCCUPATIONS	100	100	7	11

Display 7
 Example Listing of Vocational Program Identification
 (Output of Vocational Coordinator Listing Program)

VOCATIONAL GRAOS WHO ARE WORKING FULL-TIME OR TOOK MORE THAN 1 VOC.PROG.

GRADUATE NAME/NO.	SEX	DISTRICT VOCATIONAL PROGRAM CODES	GRADUATE STATUS	VOC.PROG./JOB RELATEDNESS	JOB TITLE (IF WORKING) MAJOR (IF IN SCHOOL FULL-TIME)	YOUR JUDGMENT OF RELATEDNESS
HARVEY WALLBANGER 001	1	01 02 03 04 05	WORKING,F.T.	SPECIFIC	AUTO MECHANIC	
JULIET JONES 002	2	05 04	WORKING,F.T.	UNRELATED	WAITRESS.	
ALBERT EINSTEIN 004	1	03 02 05	SCHOOL,F.T.		ASTROPHYSICS	
CINDERELLA 005	2	03 01	WORKING,P.T.		DENTAL ASSISTANT TRAINEE	
DUDLY DOGOOD 006	1	03	WORKING,F.T.	RELATED	PROOF SALESMAN	

Display 8

Example Listing of Graduates Working Full Time or in Multiple Programs
(output of Vocational Coordinator Listing Program)

 NATIONAL EDUCATION
 -45 REPORT

DISTRICT - SOME CALIFORNIA HIGH SCHOOL - CLASS OF 1492

PERSON PREPARING REPORT -

PHONE -

DATE PREPARED -

PAGE - 1

CALIFORNIA INSTRUCTIONAL CODES AND TITLES	S	COMP- LETING X PROGRAM	STATUS UN- KNOWN	---NOT AVAILABLE---			TOTAL EMPLO. AND/OR AVAIL.	---NUMBER IN LABOR FORCE---			UNEMPL. LEFT PROGRAM		
				ENTERED FORCES	FULL TIME SCHOOL	OTHER REAS- ONS		--EMPLO. FULL-TIME-- ED FOR	RELAT- ED	UNRE- LATED	PART- TIME	ING PRIOR TO WORK)	COMPLTN.
LEARNING ASSISTANCE (AIDE)	M	40	2	0	5	7	26	7	7	7	5	0	2
	F	80	11	11	11	11	36	5	0	0	21	10	10
MOTIVE SERVICES	M	100	14	10	19	14	43	9	19	5	5	5	15
	F	30	3	6	3	3	15	1	0	8	1	5	4
COMMERCIAL PHOTOGRAPHY OCCUPATIONS	M	500	79	26	105	0	290	53	26	53	79	79	24
	F	300	84	60	0	12	144	24	36	36	36	12	16
WRITING	M	300	40	0	40	60	160	60	0	60	40	0	4
	F	200	30	10	0	50	110	20	20	20	10	40	1
AGRICULTURE AND INDUSTRIAL OCCUPATIONS	M	100	12	12	8	4	64	12	11	15	15	11	7
	F	100	7	0	15	13	67	27	13	7	20	0	11

Display 9

Example VE-45 Report



REPRODUCIBLE MATERIALS

1. Reproduce the following forms in the numbers indicated. Refer to the chart on Page 174 for approximate sample sizes. White out page numbers on each form before copying.

Graduate Roster: Enough forms for graduating class (4 names per page)

Example: 500 graduating students = 125 pages

Graduate Follow-up Questionnaire: Double the sample size (number on master name list). You will probably use less than the number indicated. Retain the rest for next year.

Example: 122 names in sample = 244 forms (122 per mailout)

Graduate Telephone Questionnaire: 1/2 the number of the sample. You will probably use less than the number indicated. Retain the rest for next year.

Example: 122 names in sample = 61 forms

Telephone Interviewer Instructions and Script: 1 per interviewer

Example: 2 Interviewers = 2 forms

*First Cover Letter: 1 per name in sample

Example: 122 names in sample = 122 forms

Note: Type master on Page 182 inserting appropriate dates, contact person's name and phone number. Reproduce copies on school letter head.

*Second Cover Letter: 3/4 the number of the first cover letter

Example: 122 First Cover Letters = 93 forms

Note: Type master on Page 183 inserting appropriate dates. Reproduce copies on school letter head.

Keypunch Sheets for Table Generation - Total Class (Cards 1 & 2):

Double the sample size

Keypunch Sheets for Vocational Program Identification Cards:

One and one-half times the number of vocational programs in district.

Example: 10 vocational programs - 15 sheets

Keypunch Sheet for Vocational Coordinator Listing and VE-45 Report

Programs: One and one-half times the number of vocational graduates in district.

Example: 100 vocational graduates = 150 sheets

2. In addition to the materials to be reproduced you will need the following materials to conduct the survey.

Master Name List: A computer print-out of all the students in the sample. Use it to maintain a record of respondents and non-respondents to the questionnaires.

Mailing Labels and Questionnaire Labels: Supplied with the master name list by the data processing facility. Four labels are needed for each name on the list.

*Mailing Envelopes: No. 10 size; twice the number in the sample.

Example: 122 names in sample = 244 Envelopes

Business Reply Envelopes: No. 9 size; imprinted with the name of the school. Same number as mailing envelopes.

Example: 244 mailing envelopes = 244 business reply envelopes

*Cover letters must be produced on school stationary and appropriate information entered.

246

FIGURE O

APPROXIMATE SAMPLE SIZES BY GRADUATING CLASS SIZE

<u>Graduating Class Size</u>	<u>Approximate Sample Size</u>
150-199	77-88
200-249	88-96
250-299	96-103
300-349	103-108
350-399	108-112
400-449	112-116
450-499	116-119
500-549	119-122
550-599	122-129
600-649	129-131
650-699	131-139
700-749	139-147
750-799	147-163
800-849	163-172
850-899	172-183
900-949	183-194
950-999	194-196
1000	196

GRADUATE ROSTER

School	District	Page of
--------	----------	---------

Grad's name	Grad no.	Sex	Eth.	GPA	Yrs.	Program(s)
Address						+
City	State CA	Zip code				
Phone no. ()						+
Parent's name						+

Grad's name	Grad no.	Sex	Eth.	GPA	Yrs.	Program(s)
Address						+
City	State CA	Zip code				
Phone no. ()						+
Parent's name						+

Grad's name	Grad no.	Sex	Eth.	GPA	Yrs.	Program(s)
Address						+
City	State CA	Zip code				
Phone no. ()						+
Parent's name						+

Grad's name	Grad no.	Sex	Eth.	GPA	Yrs.	Program(s)
Address						+
City	State CA	Zip code				
Phone no. ()						+
Parent's name						+

<u>SEX</u>	<u>ETHNIC</u>	<u>GPA</u>	<u>YEARS</u>	<u>PROGRAM</u>
Male - 1	Black - 1	0.0 - 1.9 - 1	1 or less	College Prep - 1
Female - 2	Caucasian - 2	2.0 - 2.9 - 2	2	General - 2
	Oriental - 3	3.0 - 4.0 - 3	3	Vocational - 3+ code number
	Spanish Surname - 4		4	
	Other - 5			

GRADUATE FOLLOW-UP QUESTIONNAIRE

IF THE INFORMATION ON THE LABEL AT THE LEFT IS INCORRECT, PLEASE ENTER THE CORRECT INFORMATION AT THE RIGHT

NAME _____
last first middle

PERMANENT ADDRESS _____
no. street city

PHONE _____
state zip area code/number

PLEASE FOLLOW INSTRUCTIONS CAREFULLY AND ANSWER ALL QUESTIONS THAT APPLY TO YOU.

1. What are you doing at the present time? (Check each item that describes your present activity.)
- | | |
|---|--|
| <input type="checkbox"/> In school, full-time.
<input type="checkbox"/> In school, part-time

<input type="checkbox"/> In armed forces
<input type="checkbox"/> Housewife

<input type="checkbox"/> Other (please describe) _____ | <input type="checkbox"/> Working, full-time
<input type="checkbox"/> Working, part-time

<input type="checkbox"/> Not working, looking for a job
<input type="checkbox"/> Not working, not looking for a job |
|---|--|

ANSWER THE QUESTIONS IN THIS BOX IF YOU ARE ATTENDING SCHOOL FULL-TIME OR PART-TIME.

2. What type of school are you attending?
- | | |
|---|---|
| <input type="checkbox"/> Four-year college or university
<input type="checkbox"/> Technical school (type) _____
<input type="checkbox"/> Trade school (type) _____
<input type="checkbox"/> Private business school

<input type="checkbox"/> Other (DESCRIBE) _____ | <input type="checkbox"/> Junior college (also check one below)
<input type="checkbox"/> Plan transfer to 4-year college
<input type="checkbox"/> Two-year AA program only
<input type="checkbox"/> Certificate program (DESCRIBE) _____

<input type="checkbox"/> Other (DESCRIBE) _____ |
|---|---|
3. What is the name of the school? _____
4. What is your major subject? _____ None

ANSWER THE QUESTIONS IN THIS BOX IF YOU ARE WORKING FULL-TIME OR PART-TIME OR IF YOU ARE LOOKING FOR A JOB.

5. Which of the following is your present job situation?
- Unemployed, but looking for a job
 In an apprenticeship program
 Receiving on-the-job training
 In a job I am fully qualified for
6. Which *single* statement best describes your present job or, if unemployed, the job you are looking for?
- In a field for which I received specific high school training
 In a field related to my high school training
 In a field unrelated to my high school training

ANSWER THE QUESTIONS IN THIS BOX IF YOU ARE WORKING FULL-TIME OR PART-TIME.

7. What type of business or industry are you employed in? _____
8. What is your job title? _____
9. How far from your high school is your place of employment?
- 0-10 miles 26-50 miles
 11-25 miles 51-100 miles
 more than 100 miles
10. Who helped you get your job?
- Parents, relatives, or friends Private employment agency
 High school vocational counselor State or public employment agency
 Got it on my own Other (DESCRIBE) _____
11. Make an "X" in the box that best describes your agreement or disagreement with the statement for your present job.
- | STRONGLY DISAGREE | DISAGREE | NOT SURE/ UNDECIDED | AGREE | STRONGLY AGREE | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | The work is interesting to me. |
| <input type="checkbox"/> | My chances for advancement are good. |
| <input type="checkbox"/> | The pay is good, considering my training and experience. |
| <input type="checkbox"/> | I am satisfied with this job, at this stage in my career. |
| <input type="checkbox"/> | The job is related to my ultimate occupational objective. |

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS

12. Read the following list of high school subject areas. Then make an "X" in each set of columns according to the instruction at the top of the sets.

NUMBER	SUBJECT AREAS	Did you take any courses in this area?			If "yes," check the degree of usefulness of courses you have taken to your present activity.			Check, here if you wish you had taken any OR more courses in this area
		no	yes		not useful	somewhat useful	very useful	
1	Art, Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Drama, Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	English, Literature, Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Agricul., Horticul., Forestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Business and Office Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Distrib. Ed., Merch'dising, Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Health, Medical, Hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Home Ec., Consumer Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Indust., Tech., and Trade Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Work Experience Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. In your present activity (school, work etc.), what *specific* high school *courses* (for example, typing, biology, drafting, etc.) do you find to be
- Most useful (NAME) _____ []
- Second most useful (NAME) _____ []
- Third most useful (NAME) _____ []
- } Write the numbers (used in Question 12) of the subject areas in which the specific courses were given.
14. Are there any *specific courses* or *work experience programs* that you now either wish you had taken or wish had been offered in high school?

Yes (please describe) _____

No

15. What educational program would you take now if you had it to do over again?

Same program I took

A different program (also check one below)

College preparatory

Vocational program (which one?) _____

Other (describe) _____

16. What was your occupational choice when you were in high school? _____

Had not made a choice.

17. What is your occupational choice now? _____

Have not made a choice.

18. Who helped you *most* in planning for the future when you were in high school? Check one.

<input type="checkbox"/> Parents and relatives	<input type="checkbox"/> School counselors
<input type="checkbox"/> On-campus friends	<input type="checkbox"/> Teachers
<input type="checkbox"/> Off-campus friends	<input type="checkbox"/> Work experience advisor
<input type="checkbox"/> Others (Please describe) _____	

19. Were you a member of any high school teams, clubs, or organizations?
- Yes No If yes, for each group you were a member of, indicate whether or not you now feel it was worth your time.

Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/> Student government	<input type="checkbox"/>	<input type="checkbox"/> Vocational Clubs
<input type="checkbox"/>	<input type="checkbox"/> Athletic teams	<input type="checkbox"/>	<input type="checkbox"/> Music, Acting groups
<input type="checkbox"/>	<input type="checkbox"/> Scholastic Clubs	<input type="checkbox"/>	<input type="checkbox"/> Cheerleader, Drill team
<input type="checkbox"/>	<input type="checkbox"/> Publications	<input type="checkbox"/>	<input type="checkbox"/> Other (DESCRIBE) _____

20. In your opinion, how helpful was high school to you in learning or improving the skills used in the following everyday-living activities?

Not Helpful	Somewhat Helpful	Very Helpful	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading for instruction and pleasure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing letters, reports, or notes accurately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working numerical problems and managing finances
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking before groups of people
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preparing for marriage and family life
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Getting and maintaining a job
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using proper spoken English
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thinking out problems, issues, and forming opinions

21. Make an "X" in the box that best describes your agreement or disagreement with the following statements.

<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>NOT SURE/ UNDECIDED</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My counselor gave me good information in planning my high school program.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My counselor was helpful in planning my activity after graduation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most of my teachers made their courses interesting and enjoyable.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most of my teachers tried to meet my specific educational needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most of my teachers related their subjects to the needs of today.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most of my teachers were <i>not</i> prejudiced toward minority group students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel that high school was a pleasant and rewarding experience.

Thank you for completing the questionnaire
Feel free to write comments in the empty space above

Graduate's Name _____ Interviewer's Initials _____

Graduate's I.O. No. _____ Date _____

ASK ALL GRADUATES THE QUESTION IN THIS BOX.

1. WHAT ARE YOU DOING AT THE PRESENT TIME? (Check each response that describes his activity. Ask italicized major category first; if answer is "yes," then ask sub-category.)

- | | | | |
|-------------------------------|------------------------------------|--------------------------|--|
| <i>In School</i> ----- | <input type="checkbox"/> Full Time | <i>Working</i> ----- | <input type="checkbox"/> Full Time |
| | <input type="checkbox"/> Part Time | | <input type="checkbox"/> Part Time |
| <i>In Armed Services</i> | <input type="checkbox"/> | <i>Not Working</i> ----- | <input type="checkbox"/> Looking for a job |
| <i>Housewife</i> | <input type="checkbox"/> | | <input type="checkbox"/> Not looking for a job |
| <i>Other (Describe)</i> _____ | | | |

ASK QUESTIONS IN THIS BOX ONLY IF GRADUATE IS ATTENDING SCHOOL *PART TIME* OR *FULL TIME*.

2. WHAT TYPE OF SCHOOL ARE YOU ATTENDING? (Read out all the choices; after determining school type, ask name of school and write in next to school type.)

- Four-year college or university _____
- Technical school _____
- Trade school _____
- Private business school _____
- Junior college _____
- Other _____

ASK QUESTIONS IN THIS BOX ONLY IF GRADUATE IS WORKING *FULL TIME* OR *PART TIME*.

3. WHAT TYPE OF BUSINESS OR INDUSTRY ARE YOU EMPLOYED IN? _____

4. WHAT IS YOUR JOB TITLE? _____

5. WHICH SINGLE STATEMENT BEST DESCRIBES YOUR JOB? (Read choices and check the response.)

- In a field for which you received specific training in high school.
- In a field related to your high school training.
- In a field unrelated to your high school training.

6. HOW FAR FROM YOUR HIGH SCHOOL IS YOUR PLACE OF EMPLOYMENT? (Check the appropriate answer).

- 00-10 miles
- 11-25 miles
- 26-50 miles
- 51-100 miles
- More than 100 miles

INDICATE WHO THE RESPONDENT WAS graduate brother or sister
 parent other (specify) _____

THANK THE RESPONDENT FOR HIS COOPERATION AND ALSO ASK THAT THE QUESTIONNAIRE BE COMPLETED AND RETURNED AS SOON AS POSSIBLE.

INTERVIEWER SCRIPT

Hello, this is _____ calling for _____ High School. May I speak with (graduate's name) _____ ?

I. IF GRADUATE IS AVAILABLE:

- A. Introduce yourself if the graduate did not answer the phone originally, then continue as follows: "You may recall receiving a questionnaire within the last month regarding your high school education and experiences. We haven't received it back, and I wonder if you would be so kind as to give me some information over the phone. It will take only a few minutes. Thank you."

Proceed with Interview.

At end of Interview, thank the graduate and ask him to return the questionnaire as it contains other information we are interested in.

II IF GRADUATE IS UNAVAILABLE:

- A. Determine with whom you are speaking. If it is a relative or someone who knows the graduate well, continue as follows:

"Perhaps you might be able to help me. Several weeks ago, we sent (Graduate's Name) a questionnaire concerning (His or Her) high school education and experiences. We are trying to find out what recent graduates feel was good and bad about their high school now that they're graduated and have had a chance to evaluate their education. With the information we get from the graduates we hope to correct the problems so that present and future students will receive a better education. We haven't received (Graduate's Name) questionnaire back yet, and I wonder if you would be so kind as to provide me with some of the information we are seeking. It will take only a few minutes.

IF THE PARTY IS COOPERATIVE:

"Thank you." (Proceed with the Interview. Also thank at end of Interview and ask the party to remind the graduate to return the questionnaire, because it contains some other items we are interested in obtaining information about.)

IF THE PARTY IS NOT COOPERATIVE:

"Can you tell me when (Graduate's Name) will be home so that I can speak with him (her)? Thank you."

(Note the time on your name list and call back then.)

(FIRST COVER LETTER)

Dear Graduate:

It is obvious to everyone who has gone through high school that the schools are not perfect places. Many things perhaps need to be changed and improved. Now that you have been out of school for awhile, you have probably given some thought to how your high school education and experiences have helped you or how they could have helped you more had they been different.

We are conducting a follow-up study to determine what recent graduates think of their high school education and experiences and what aspects of their school they feel need to be changed and improved. Enclosed is a questionnaire that is being sent to a representative group of 197 graduates. Your responses and opinions are particularly important because you represent about five members of your graduating class; not all of your former classmates are being sent the questionnaire.

The information we receive will help us to evaluate and improve our educational and guidance programs for current and future students, some of whom may be your friends or members of your family. We would appreciate honest responses, and we welcome letters since often they tell us things that cannot be expressed in a questionnaire. They will, of course, be kept strictly confidential. Please return the questionnaire in the enclosed envelope before (date of 10th day after mail-out).

If you have any questions about the study, please call _____ (school contact person) at _____ (phone number) _____, extension no. _____. We hope that you will participate in the study and that this letter finds you well. Best wishes and good luck in your future activities.

Sincerely,

Principal

Enc.

255

(SECOND COVER LETTER)

Dear Graduate:

Two weeks ago we sent you a copy of our high school follow-up questionnaire and requested your cooperation in completing and returning it to us. You may remember from our letter that the questionnaire was being sent to a representative group of the 197_ graduates to enable us to obtain information that will be used to evaluate and improve our high school instructional and guidance programs.

We have not yet received your completed questionnaire, and have enclosed another in case the first was lost or thrown away. Not all the 197_ graduates were sent a questionnaire; the fact that we have sent you a second copy of it should indicate the importance of your opinions to us. Please take a few minutes of your time to complete and return it now.

We have every intention of using the information you provide to improve your former school, perhaps for the benefit of people you know or are related to. Completing the questionnaire will not be a waste of time. But before anything can be done, we must have your help.

Thank you for your cooperation.

Sincerely,

Principal

Enc.

256

183

KEYPUNCH SHEET FOR TABLE GENERATION - TOTAL CLASS CARD 1

	Col.		Col.
School I.D.	1- 2- 3-	Q12-High School Courses (1) Art/Music	36- 37- 38-
Graduate I.D.	4- 5- 6-	(2) Drama/Speech	39- 40- 41-
Card No.	7- 1	(3) English/Literature/ Writing	42- 43- 44-
Survey Data Source	8-	(4) Foreign Language	45- 46- 47-
Sex	9-	(5) Mathematics	48- 49- 50-
Ethnic Background	10-	(6) Science	51- 52- 53-
High School Program	11-	(7) Social Studies	54- 55- 56-
G.P.A.	12-	(8) Agriculture/Hort./ Forestry	57- 58- 59-
Q1-What Presently Doing?	13- 14- 15- 16- 17-	(9) Business/Office Practice	60- 61- 62-
Q2-Type School Attending	18-	(10) Distribution Edu./ Merchandising/Sales	63- 64- 65-
Junior College Plan	19-	(11) Health/Medical/Hosp.	66- 67- 68-
Q3-Name of School	20-	(12) Home Ec./Consumer Ed.	69- 70- 71-
Q4-Major Subjects	21- 22-	(13) Ind./Tech./Trade Skills	72- 73- 74-
Q5-Present Job Situation	23-	(14) Work Experience	75- 76- 77-
Q6-Stat. Describing Job	24-	(15) Physical Education	78- 79- 80-
Q7-Industry	25- 26-		
Q8-Job Title/Occupation	27- 28-		
Q9-Distance From High School	29-		
Q10-Who Helped Get Job	30-		
Q11-Statmts. About Work			
a) Work is interesting	31-		
b) Advancement Chances Good	32-		
c) Pay is Good	33-		
d) Satisfied With Job	34-		
e) Related to Occ. Objective	35-		

257

KEYPUNCH SHEET FOR TABLE GENERATION - TOTAL CLASS CARD 2

	Col.
School I.D.	1- 2- 3-
Graduate I.D.	4- 5- 6-
Card No.	7- 2
Survey Data Source	8-
Q13-Most Useful Subject	9- 10-
Q13-Second Most Useful Subject	11- 12-
Q13-Third Most Useful	13- 14-
Q14-Courses Wish Had Taken	15- 16-
Q15-Education Program	17-
Which Type H.S. Program	18-
Which Type Voc. Program	19- 20-
Q16-Occ. Choice in H.S.	21- 22-
Q17-Occ. Choice H.S.	23- 24-
Made Choice in H.S.	25-
Same/Different Choice Now	26-
Had Not Made Choice in H.S.	27-
Made Choice Since Then?	28-
Q18-Who Helped Plan for Future	29- 30-
Q19-Any Organization Membership	31-
Student Government	32- 33-
Athletic Teams	34- 35-
Scholastic Club	36- 37-

	Col.
Publications	38- 39-
Vocational Club	40- 41-
Music/Acting	42- 43-
Cheerleader/Drill team	44- 45-
Other Organization	46- 47-
Q20-Helpfulness	
Reading	48-
Writing	49-
Numerical Problems	50-
Speaking	51-
Marriage/Family	52-
Getting a Job	53-
Proper English	54-
Thinking Out Problems	55-
Q21-Descriptive Statements	
Counselor H.S. Program	56-
Counselor Plans After Grad	57-
Teachers-Made Classes Interesting	58-
Teachers Met Needs	59-
Teachers Related to Today	60-
Teachers Not Prejudiced	61-
H.S. Rewarding Experience	62-

Spares	
63	
64	
65	
66	
67	
68	
69	
70	
71	
72	
73	
74	
75	
76	
77	
78	
79	
80	



Keypunch Sheet for Vocational Program
Identification Cards

	<u>Col.</u>	
District Code	1-	
	2-	
	3-	b blank
State Code °	4-	
	5-	
	6-	/ slash
	7-	
	8-	
	9-	
	10-	
	11-	/ slash
	12-	
	13-	
	14-	
Prog. Title	15-55-	
	56-	b
Males Comp.	57-	
	58-	
	59-	
	60-	
	61-	b
Females Comp.	62-	
	63-	
	64-	
	65-	
	66-	b
Males Leaving	67-	
	68-	
	69-	
	70-	
	71-	b
Females Leaving	72-	
	73-	
	74-	
	75-	

259

**Keypunch Sheet for Vocational Coordinator Listing
and VE-45 Report Programs**

<u>First Card</u>	<u>Col.</u>	
School ID	1-	
	2-	
	3-	
Grad. ID	4-	
	5-	
	6-	
Card No.	7-	1
	8-	b blank
Sex	9-	
Dist. Codes	10-	
	11-	
	12-	
	13-	
	14-	
	15-	
	16-	
	17-	
	18-	
	19-	
Final Dist. Code	20-	
	21-	
Grad. Status	22-	
Job Descrip.	23-60-	
College Major	61-80-	

<u>Second Card</u>	<u>Col.</u>	
School ID	1-	(Card 2 is used <u>only</u> for the Vocational Coordinator Listing Program and is completed <u>only</u> for vocational graduates with multiple programs or working full-time or both.)
	2-	
	3-	
Grad. ID	4-	
	5-	
	6-	
Card No.	7-	2
	8-13-	b
Grad. Name	14-40	

DE 009671