DOCUMENT RESUME

ED 036 579

ELICK, ELIZABETH

TITLE

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING FOR POTENTIAL DROPOUTS NEEDING EDUCATIONAL REDIRECTION. EVALUATION OF STATE URBAN EDUCATION PROGRAMS IN NEW YORK CITY 1968-69.

INSTITUTION

CENTRAL FOR URBAN EDUCATION, NEW YORK, N.Y.

SPONS AGENCY

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

REPORT NO

ERC-0044-

PUB DATE

SEP 69

NOTE

64P.

EDRS PRICE

EDRS PRICE MF-$4.50 PC-$3.30

DESCRIPTORS

*DISADVANTAGED YOUTH, *DROPOUTS, GROUP COUNSELING, HIGH SCHOOL STUDENTS, MANPOWER DEVELOPMENT, PROGRAM EVALUATION, URBAN SCHOOLS, VOCATIONAL EDUCATION, *VOCATIONAL TRAINING CENTERS, *WORK STUDY PROGRAMS

IDENTIFIERS

*MANPOWER DEVELOPMENT TRAINING PROGRAM, MDTP, NEW YORK CITY

ABSTRACT

THE OBJECTIVES OF THIS HIGH SCHOOL REDIRECTION PROJECT WAS TO REDIRECT POTENTIAL DROPOUTS TO CONTINUE FULL-TIME EDUCATION AND TRAINING WITH AN EDUCATIONAL-VOCATIONAL PLAN, TO PROVIDE HIGH SCHOOL DROPOUTS WITH JOB SKILLS THAT WILL ENABLE THEM TO ENTER THE LABOR MARKET ON THE HIGHEST POSSIBLE LEVEL WHILE CONTINUING TO UPGRADE THEIR SKILLS ON A PART-TIME BASIS, AND TO TEST A CURRICULUM DESIGNED FOR OUT-OF-SCHOOL YOUTHS AND ADULTS IN WHICH THE SKILLS OF TRAINING, BASIC EDUCATION, AND JOB ORIENTATION (GROUP COUNSELING) ARE DIRECTLY RELATED TO THE SKILLS NEEDED FOR SUCCESS ON THE JOB. THIS PROJECT FUNCTIONED WITH THE MANPOWER DEVELOPMENT TRAINING PROGRAM (MDTP) IN A COOPERATIVE SCHOOL AND WORK PROGRAM. THE BASIC EDUCATION CURRICULUM INCLUDED ENGLISH, GENERAL MATHEMATICS, CIVIL SERVICE PREPARATION, JOB SKILLS, AND A GROUP GUIDANCE SESSION. STUDENTS' JOBS FELL INTO THREE CATEGORIES: CLERICAL, HEALTH OCCUPATIONS, AND MAINTENANCE. EVALUATION WAS BASED ON QUESTIONNAIRES, INTERVIEWS, OBSERVATION VISITS, AND EXAMINATION OF SCHOOL RECORDS. (KG)
A SCHOOL AND WORK PROGRAM
IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROPOUTS
NEEDING EDUCATIONAL REDIRECTION

by Bernard Flicker

September 1969

Evaluation of State Urban Education Programs in New York City 1968-69

The Center for Urban Education
105 Madison Avenue, New York, N. Y. 10016
A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING FOR POTENTIAL DROPOUTS NEEDING EDUCATIONAL REDIRECTION

Bernard Flicker

Evaluation of a New York City school district educational project funded under the New York State Urban Education Program (Chapter 685, Section 9, Subdivision 12, Laws of 1968, New York State Legislature), performed under contract with the Board of Education of the City of New York.

September 1969
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. DESCRIPTION OF THE PROJECT</td>
<td>1</td>
</tr>
<tr>
<td>II. EVALUATION PROCEDURES</td>
<td>3</td>
</tr>
<tr>
<td>III. FINDINGS</td>
<td>4</td>
</tr>
<tr>
<td>A. Student Profiles - Sending Schools</td>
<td>4</td>
</tr>
<tr>
<td>B. Student Profiles - Project</td>
<td>7</td>
</tr>
<tr>
<td>C. Project Classes</td>
<td>9</td>
</tr>
<tr>
<td>D. Student Responses</td>
<td>10</td>
</tr>
<tr>
<td>E. Parents' Responses</td>
<td>12</td>
</tr>
<tr>
<td>F. Project Staff</td>
<td>13</td>
</tr>
<tr>
<td>G. Project Administration</td>
<td>14</td>
</tr>
<tr>
<td>IV. RECOMMENDATIONS</td>
<td>16</td>
</tr>
</tbody>
</table>

**APPENDIX A:** Samples of Skills Training Curriculum

**APPENDIX B:** Instruments

**APPENDIX C:** Staff List
I. DESCRIPTION OF THE PROJECT

This project, referred to by the participants as the "High School Redirection Project," arose out of the Board of Education's concern for "the large number of minority group youths who are leaving...high schools before graduating." The Board proposed that it function jointly with the Manpower Development Training Program (MDTP) in a cooperative school and work program aimed at redirecting potential dropouts toward academic success and job training. The successful methods of the Manpower Development Training Program in reorienting recent dropouts were to be applied to potential high school dropouts.

According to the Board of Education's project description, the major objective of the High School Redirection project was to "redirect potential dropouts to continue full-time education and training with an educational-vocational plan." A secondary objective was "to provide students who do not complete their high school education with job skills that will enable them to enter the labor market at the highest possible level while continuing in their efforts to upgrade their skills on a part-time basis with an educational-vocational plan." A third objective was "to test out a curriculum designed for out-of-school youths and adults in which the skills training, basic education, and job orientation (group counseling) are directly related to the skills needed for success in the on-the-job training component." The project was supported by approximately $46,000 in New York State Urban Education funds and was to begin operation on March 24, 1969. It actually began on April 21 and ended on June 30, 1969, providing students with five weeks of school and five weeks of work experience. School attendance alternated with work experience on a weekly
basis. Students were paid while they were working "in accordance with established policy."

The High School Redirection Program was housed in two Manpower Development Training Centers, the Brooklyn Adult Training Center and the Williamsburg Adult Training Center. The project was designed to function in these Manpower Training Centers, which also serve adults, in the hope "that the presence of serious adults intent on upgrading vocational skills will set a purposeful tone to the operation and provide proper role models coming from similar backgrounds and with similar disabilities."

The project was to serve 200 disadvantaged male and female potential dropouts. Students were to be selected who were judged by their sending high school counselor as likely to leave school before graduation; had passed their sixteenth birthday and had received credit for their ninth year of schooling; met the physical requirements for the work-experience component; and were willing to attend the experimental program, with the approval of a parent or guardian. The project coordinator was to review, with the counseling staff of the sending schools, the appropriateness of the nominees for the types of jobs and schooling available in the experiment.

The actual number of students enrolled when the project began was 186, drawn from three Brooklyn high schools -- Eastern District, John Jay, and Thomas Jefferson. They met all the above criteria with the exception of 35 students who had not finished and received credit for their ninth year of schooling. Of the 186 students enrolled as of April 21, 1969, there were 171 on register on June 20, 1969. Fifteen students
either voluntarily withdrew or were dropped from the program because of poor attendance due in the main to severe personal problems; only one of them was dropped because of inability to adjust to the program.

The curriculum for the school weeks at the Manpower Centers consisted of English, general mathematics, Civil Service preparation, job skills, and a group-guidance session. Each school day consisted of six hours -- three hours of skills training related to the job assignment, two hours of basic education, and one hour of group counseling. (See Appendix A for sample of skills training curriculum.)

During the alternate work weeks, students worked for any one of the 29 New York City agencies. Their jobs fell into three categories -- clerical, health occupations, and maintenance. Students were paid $59.00 (sophomores) to $61.00 (juniors) for the work-experience week. They were employed on New York City budget lines originally earmarked for the High School Cooperative Education Program students, but not used for them.

The project encountered serious difficulties at the beginning which took several weeks to iron out. These problems included: no provision for student carfare or lunch money; cumbersome procedures which made it difficult to obtain funds for student trips, staff conferences, and use of consultants; and insufficient job opportunities.

II. EVALUATION PROCEDURES

The evaluation was based on questionnaires, interviews, observation visits, and examination of school records. (See Appendix B for copies of the instruments.) Since the time allotted for this evaluation was extremely brief, from June 1 to June 30, 1969, the findings are necessarily tentative and impressionistic.
The career of the student while in his sending high school was detailed in a student profile form, recording his reading score, general grades, response to discipline, and attendance and punctuality. The evaluators assessed the students' performance in the project by observation of academic classes and group counseling sessions. The students were rated by their work-experience supervisors on eight scales pertaining to job performance. Project classroom teachers' reports on student attendance and lateness were also obtained.

Students' perceptions of the project, and their comparisons of the project with their sending high school, were obtained by questionnaire and interview. Perceptions by project staff of the students' academic achievement and of the project as a whole were obtained by questionnaire and interview. In addition, the evaluators attended a parents meeting at which there was discussion by parents, staff, and students on their perceptions of the project.

III FINDINGS

The evaluators' examination of sending school records and conditions verified the situation giving rise to the project.

A. STUDENT PROFILES - SENDING SCHOOLS

The 186 student profiles revealed that in the sending schools 93 percent of the students were one to five years retarded in reading. Approximately 75 percent of the students were failing most of their high school subjects, and 22 percent were considered discipline problems. Attendance data indicated that 55 percent had records of lateness or chronic absenteeism (defined as 30 or more days absence per school year).
These student profiles confirmed that the students selected for the project were performing poorly in the sending schools.

Tables 1 and 2 are based on an examination of the sending high school records of 164 students in the project. There were records for 35 ninth graders, 59 tenth graders, 56 eleventh graders, and 14 twelfth-grade students, but in many cases the records were incomplete.

**TABLE 1**

**NUMBER AND PERCENTAGE OF STUDENTS READING ON OR BELOW GRADE LEVEL, BY GRADE**

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>9th Grade (N = 35)</th>
<th>10th Grade (N = 59)</th>
<th>11th Grade (N = 56)</th>
<th>12th Grade (N = 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>At or above grade level</td>
<td>2</td>
<td>5.7</td>
<td>5</td>
<td>8.5</td>
</tr>
<tr>
<td>1 Year below grade level</td>
<td>2</td>
<td>5.7</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>2 Years below grade level</td>
<td>3</td>
<td>8.6</td>
<td>7</td>
<td>11.9</td>
</tr>
<tr>
<td>3 Years below grade level</td>
<td>8</td>
<td>22.9</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>4 Years below grade level</td>
<td>6</td>
<td>17.1</td>
<td>10</td>
<td>16.9</td>
</tr>
<tr>
<td>5 Years below grade level</td>
<td>5</td>
<td>14.3</td>
<td>18</td>
<td>30.5</td>
</tr>
<tr>
<td>6 Years below grade level</td>
<td>3</td>
<td>8.6</td>
<td>8</td>
<td>13.5</td>
</tr>
<tr>
<td>7 Years below grade level</td>
<td>-</td>
<td>---</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>8 Years below grade level</td>
<td>-</td>
<td>---</td>
<td>-</td>
<td>---</td>
</tr>
<tr>
<td>9 Years below grade level</td>
<td>-</td>
<td>---</td>
<td>-</td>
<td>---</td>
</tr>
<tr>
<td>Not available</td>
<td>6</td>
<td>17.1</td>
<td>2</td>
<td>3.4</td>
</tr>
</tbody>
</table>
### TABLE 2
NUMBER AND PERCENTAGE OF STUDENTS FAILING, BORDERLINE, OR PASSING ALL SUBJECTS

<table>
<thead>
<tr>
<th>School Level</th>
<th>Total N</th>
<th>Failing N</th>
<th>Failing %</th>
<th>Borderline N</th>
<th>Borderline %</th>
<th>Passing N</th>
<th>Passing %</th>
<th>Not Available N</th>
<th>Not Available %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>35</td>
<td>24</td>
<td>68.6</td>
<td>3</td>
<td>8.6</td>
<td>6</td>
<td>17.1</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Grade 10</td>
<td>59</td>
<td>39</td>
<td>66.1</td>
<td>9</td>
<td>15.3</td>
<td>11</td>
<td>18.6</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>56</td>
<td>41</td>
<td>73.2</td>
<td>9</td>
<td>16.1</td>
<td>5</td>
<td>8.9</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Grade 12</td>
<td>14</td>
<td>9</td>
<td>64.3</td>
<td>1</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>113</td>
<td>69.0</td>
<td>22</td>
<td>13.4</td>
<td>24</td>
<td>14.6</td>
<td>5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

A total of 40, approximately 24 percent of the 164 students, were considered discipline problems by their sending high schools; twelve of the 35 ninth graders (34 percent), 13 of the 59 tenth graders (22 percent), 11 of the 56 eleventh-grade students (20 percent), and 4 of the 14 twelfth-grade students (29 percent), were considered discipline problems.

Early in June the evaluators visited the sending high schools, observed conditions, and interviewed the principals, administrative assistants, and the guidance counselors. They found many problems including overcrowded conditions, limited availability of guidance counseling, and a traditional curriculum. At these three high schools there was either no cooperative work program or else a limited one which would not accept these students. The administrative staffs of the sending high schools repeatedly told the evaluators that they could not be as much assistance to the students as could the High School Redirection Project because of insufficient funds and staffing.
Unlike the description of the student profiles from the sending schools, the impression of these same students while in the project was positive. Project classroom teachers' reports on student attendance showed that 74 percent of the students were only absent four or fewer of the 25 days they should have been present at their academic classes.

The evaluators found the morale of the students in the project to be high. This was determined by conversations and discussions with groups and with individual students. The students were extremely verbal in these situations, and capable of handling adult conversations in a manner which belied their previous high school records.

The students' job supervisors rated the majority of students as "average" to "excellent" in eight aspects of job performance. The summary ratings of 39 job supervisors are contained in Table 3 on the following page.
TABLE 3

RATINGS OF STUDENTS' JOB PERFORMANCE BY
39 SUPERVISORS OF WORK EXPERIENCE

<table>
<thead>
<tr>
<th></th>
<th>Number Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceptional</td>
</tr>
<tr>
<td>Courtesy</td>
<td>4</td>
</tr>
<tr>
<td>Cooperation &amp; Loyalty</td>
<td>4</td>
</tr>
<tr>
<td>Intuitive</td>
<td>1</td>
</tr>
<tr>
<td>Lateness</td>
<td>11</td>
</tr>
<tr>
<td>Appearance</td>
<td>5</td>
</tr>
<tr>
<td>Ability to Follow</td>
<td>0</td>
</tr>
<tr>
<td>Instructions</td>
<td>7</td>
</tr>
<tr>
<td>Job Performance</td>
<td>2</td>
</tr>
</tbody>
</table>

In general, the evaluators felt that the students in the project were highly articulate, personable, and mature. They were impressed by the students' capability for success in this type of program, in marked contrast to the sending school picture of them as potential dropouts needing redirection. If this impression is confirmed by future more extensive evaluations, it may indicate the desirability of expanding opportunities for potential dropouts in similar work-school programs.
C. PROJECT CLASSES

Observers visited four academic classes and two group-guidance sessions in the project. When project teachers were highly skilled and used innovative, relevant curriculum materials, there was a great amount of student interest and participation; when traditional teaching methods and materials were used, there was the same boredom, apathy, and poor attendance as had been reflected in the sending schools.

An exceptional lesson was observed by the evaluators in the area of basic English skills. The teacher had discarded the traditional English curriculum and was teaching a lesson based on short stories. The stories were from an experimental series of paperbacks titled "The Way It Is" which dealt with ghetto life, illustrating both successes and failures. Students were highly motivated and contributed excellent extended responses to a lesson based on comparisons with their own lives. The rules of grammar and vocabulary development flowed quite naturally through the lesson and the students were constantly attentive. Student attendance was very high with only one absentee in the class. The teacher was dynamic and had excellent rapport with the students.

The group-guidance lessons attended by the evaluators were judged to be extremely good. The guidance counselors had excellent rapport with the students and an atmosphere of freedom permeated the classroom. Students could sit where they wished, smoke, and leave the room without raising their hands for permission. Topics discussed ranged from problems at home and school to job objectives and how to achieve them. There was a group spirit evident as students tried to help one another solve problems.
One lesson observed in the area of health skills was rated as unsuccessful and dull. The instructor followed a set outline and the class -- only five students out of a possible twenty-two in attendance -- sat in the rear of the room reading comic books or talking to one another. The teacher, at the end of the lesson, told the evaluators that most of the students, and particularly the boys, were not interested in jobs in the health field.

D. STUDENT RESPONSES

Students were generally complimentary about the project. They hoped that the program would continue next year. Specifically, students cited the following positive aspects: they received more individual attention; they were treated as adults; they had more time to learn a subject; they had teachers who cared about them; and they learned more through direct job experience. The students were especially pleased with the group counseling and felt this helped them to become more adult.

There were 139 students responding to a questionnaire seeking their perceptions about the project. Ninety-seven percent of the respondents said they would elect to stay in the project next year; only four respondents indicated that they would like to "get promoted." Almost all (131 students) felt that the project helped them in achieving their job goals; eight students did not feel the project was helpful in this aspect. When asked to indicate which subject or subjects in the project they liked best, all 139 respondents mentioned counseling, and 137 students also mentioned English. The next most frequently mentioned subject was typing; 63 respondents mentioned typing as one of the subjects they liked best. The student participants were also asked which subject or subjects they liked least; 87 students said there was nothing they did not like; 43
students said they did not like math; and nine students did not complete this item.

The students were asked to compare the High School Redirection Project to their regular high school. Ninety-one percent (126) of the students felt that the project was better. (Thirteen students did not respond to the question.) The reason given most frequently concerned the project teachers; 23 students felt that the project teachers "are interested"; 22 students felt that the teachers "treat us like adults"; 17 students said that the "teachers care"; nine students felt that the "teachers understand us"; one student said that the teachers "love us, not hate us"; another said the teachers are "great"; and another participant expressed the belief that the project teachers "work harder." Twenty-one students felt that the project "gives us more freedom"; one said that "we are allowed to smoke"; another stated that "the old school was a jail."

Nineteen students felt that the project was better than their regular high school because "it gets us jobs." The remaining reasons, mentioned by one or two students, include: "less competitive", "more fun", "much better", and "easier."

All but 36 of the 139 students who responded to the questionnaire answered the question concerning the type of job that they would like to be prepared for: 73 students said they wanted to go to college; 12 students said they wanted to be clerical office workers; five said they wanted to learn to operate computers. The individual responses ranged from lawyer, doctor, to cartoonist, actress, motorman, and nurse.
E. PARENTS' RESPONSES

At the parents meeting concerning the project, the evaluators found that the 30 to 35 parents in attendance were extremely interested in the current state of the project and voiced desires to help make the project a success. Parents speaking at the meeting stated that the project offered their children an alternative to failure in the sending high schools.

The parents meeting lasted for approximately three hours. There was discussion about the project by Board of Education administrators, students, and parents. Several parents enthusiastically expressed their belief in the validity of the project for their children and their desire for its continuation. The same desire for continuation was expressed by project personnel and students. Board of Education officials commented that continuation depended on availability of funds which was uncertain at that moment.

Executive Deputy Superintendent of Schools, Dr. Nathan Brown, attended the meeting and expressed his support for the project and his hopes for its success. He said the project objectives were valid, particularly in light of the fact that some 7,000 youngsters become school dropouts even before they ever reach high school.

The students engaged in a demonstration group-guidance session for the meeting. Parents participated in part of the session. The consensus of those in attendance was that the project should expand group-guidance services for the students and parents.

The parents and staff prepared an interesting buffet dinner of soul food and Puerto Rican dishes. There was a genuine feeling of
communication and interest throughout the evening, indicating an important morale factor usually missing in large city high schools.

F. PROJECT STAFF

The questionnaire to the project staff revealed a general endorsement of the project goals and the belief that students were benefiting from the project. The interviews with staff, following the analysis of the questionnaire, reinforced the findings of a sense of staff commitment and student-staff rapport. Every staff member, however, found problems in the project, e.g., too brief a period of time to plan and operate the project, insufficient staff to handle the wide range of student ability represented in the program, poor attendance by some students, and inappropriate jobs. The major recommendations made by the project staff were for greater planning time, extension of the program, greater involvement of parents and the community, and reorganization of curriculum and administrative aspects of the program.

The staff almost unanimously praised the group-counseling class as instrumental in helping to identify and overcome student handicaps while helping them relate positively to adults in authority. There was a consensus that students were developing skills, attitudes, and habits related directly to employment needs. The students, it was felt, perhaps for the first time in their school careers, were being offered a chance to succeed. The staff, on the whole, felt that they were instrumental in helping the students attain positive goals through individualized instruction and staff accountability for success.
G. PROJECT ADMINISTRATION

There was overlapping and confusion in administrative procedures. Organizational difficulties arose because of the placing of an independent program, the High School Redirection Project, within the already existing independent Manpower Development Training Program (which operates as a separate entity under the Board of Education). Within this organizational staff structure, the staff felt there was a cumbersome chain of command.

The Manpower Development Training Program, in the main, takes adult dropouts and gives them job-skill training directly related to employable skills. The MDTP Centers are under the jurisdiction of a teacher-in-charge. The High School Redirection Project, housed in the Brooklyn Adult Training Center and the Williamsburg Adult Training Center, was assigned a special coordinator by the Board of Education. Responsibility for the direction of the High School Redirection Project was, therefore, shared by the special project coordinator and the teacher-in-charge. The powers of the coordinator varied according to the duties allocated by the teacher-in-charge of the center. Thus, the project coordinator had more responsibility at the Williamsburg Center (e.g., direct hiring of personnel) than at the Brooklyn Adult Training Center.
The following chart explains the organization of the project:

FIGURE 1

ORGANIZATION OF THE HIGH SCHOOL REDIRECTION PROJECT
AND THE MANPOWER DEVELOPMENT TRAINING PROGRAM

Board of Education
Manpower Director

Board of Education appointed
Coordinator
High School Redirection

Board of Education appointed
Teacher-In-Charge
1) Brooklyn Adult Training Center
2) Williamsburg Adult Training Center

Board of Education
Subject Area Supervisors

High School Redirection Staff
Teachers
Counselors
Social Workers
Family Assistants
Translator
The evaluators found that there was a great deal of staff insecurity in the project. Staff salaries depended on the number of classes taught in the Manpower Center and salary reductions occurred when a class was phased out and not replaced with a new class. Also, High School Redirection staff did not have the same contractual and fringe benefits as other Board of Education teachers nor did they have as much time for in-service instruction.

The High School Redirection staff was drawn from both outside sources as well as from within the Manpower Centers. Thus, a teacher in the project might, and often did, teach a program divided between project and Manpower classes. Manpower classes were cycled according to the number of weeks needed to complete job training and some classes ended before the project was completed. Counselors were the only personnel hired specifically for the High School Redirection Project as specified by the project grant.

IV. RECOMMENDATIONS

The evaluators strongly recommend that the project be recycled and expanded for at least one year. During this period, a more intensive and extensive evaluation of the project should be undertaken. If the project is not continued there will be a major problem in September 1969 for the students who participated. Returning them to the sending high schools means that they will go back to conditions basically the same as in the spring of 1969 before they entered the High School Redirection Project.

While this project was viewed positively by the participants, the evaluators recognize that the period under review was very short and the number of students small. Future projects should begin early in the
school year; this would make possible better measurement of effectiveness. Other recommendations below are aimed at overcoming problems that may arise if the project is continued and extended in time and in the number of students served.

For future projects, permanent staff should be hired with some contractual agreement guaranteeing a yearly salary plus fringe benefits. Staff should be given special orientation and in-service training geared to the project.

Special staff should be hired for the specific function of making student job assignments. Students should have intensive supportive on-the-job supervision, preferably by counselors or someone familiar with the students. Detailed planning should take place to create smooth coordination between job training and job assignments. Wherever possible, on-the-job training for students should replace "skills" training for jobs.

Orientation sessions for projects of this type should be held jointly for employers, job supervisors, and academic staff. Joint meetings of academic and job staff should be held frequently to create a team effort.

Parents should be invited to become an integral part of the project. Group-guidance sessions should be held for parents as well as students. If possible, counselors should visit students' homes as a supportive part of the guidance program.

Project staff should work closely with industry and city government to offer students jobs based on their capabilities and needs, rather than jobs left over from unfilled lists for regular high school cooperative work-experience programs. New areas of employment should be explored with representatives of industry and civil service, who should sit in on group-guidance sessions.
While it seems desirable that the program be located in the Adult Manpower centers, it is recommended that, to avoid future questions of staff authority and responsibility, any future High School Redirection Project should be given its own staff linked solely to the project.

In summary, the evaluators feel that the program has the potential for success and was succeeding despite initial problems. The success of the program seemed to be based on the use of successful counseling techniques, high staff morale and expertise, salaried employment for students, and an adult atmosphere for students.

Some important questions can be raised concerning the effects of a project like this. How many of these potential dropouts actually return to high school? How many drop out? How many graduate? How many obtain the skills necessary for successful employment? It is recommended that the progress of these students, as well as of those in any future programs, be followed after they leave the program, since only a follow-up study can determine such long-range effects.
## APPENDIX A

**SAMPLES OF SKILLS TRAINING CURRICULUM**

<table>
<thead>
<tr>
<th>Basic Education Outline - Diet Aide</th>
<th>A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education - Maintenance Man</td>
<td>A10</td>
</tr>
<tr>
<td>Health Occupations - Diet Aide</td>
<td>A14</td>
</tr>
<tr>
<td>Maintenance Man</td>
<td>A26</td>
</tr>
<tr>
<td>Skills Training - Clerk-Typist</td>
<td>A33</td>
</tr>
</tbody>
</table>
BOARD OF EDUCATION
CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATIONAL REDIRECTION

BASIC EDUCATION OUTLINE - DIET AIDE
Table of Contents

Foreward 1
Preface 2

WEEK I  Orientation 3
        Dietary Equipment 3

WEEK II Personal Hygiene 4
        Hospital Housekeeping 4

WEEK III Government Regulations Concerning 5
        Food Sanitary Codes
        Safe Food Practices 5

WEEK IV Institutional Food Practices 6
        Diets 6
        Diseases Related to Diets 6

WEEK V Composition and Preparation of 7
        Food
        Review 7
"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself."

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content:

This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area job training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

The time allotment for Basic Education instruction may vary. The schedule should consist of one hour for related language arts and one hour for related arithmetic studies daily, up to 75 hours.

However, since some trainees may have varying degrees of proficiency in language or arithmetic skills, the allotted instructional time for the two subject areas must be flexible. Pretesting and periodic testing will reveal areas of weakness as the determining factors for the schedule.
PREFACE

MOTIVATION FOR LEARNING
There must be a close relationship between the basic education program and the broad area job training of the student. The necessity to read words, phrases or sentences, which will be of help to the student in his job training, and in holding down the job he needs and likes, is the greatest incentive for learning to read.

INDIVIDUALIZATION AND DIFFERENTIATION OF INSTRUCTION
These are the key words in planning a curriculum in connection with the specific job areas. This job area basic education outline has been organized to provide the teacher with:

A. A graded and sequential basic education program in connection with the training for the job which the student is receiving at the same time.
B. A unified approach to teaching basic education using the common integrating experiences of "on-the-job" training to vitalize and concretize learning in related areas such as reading, language arts, and basic arithmetic.
C. Teaching materials which will be helpful in extending learnings, broadening backgrounds, and clarifying both educational and job concepts.

TEACHING READING
A. Because the need to read with comprehension is pertinent to all job areas, special emphasis should be placed on the reading instructional program. The following is suggested to help in your planning:
1. Oral discussion of job topic learned in workshop session.
2. Listing of job vocabulary on chart or chalkboard.
3. Developing reading charts, using the vocabulary. (Reading charts may be cooperative, experiential, or teacher-made.)
4. Using the reading chart as a basis for further vocabulary development, structural analysis, word attack skills and comprehension skills.

B. Some of the skills to be developed are:
1. Extending vocabulary.
2. Sight words.
3. Dictionary skills, locating skills, syllabification, accent.
4. Sentence, paragraph formation.
5. Punctuation.
6. Comprehension skills such as:
   (a) getting main thought
   (b) finding details
   (c) determining sequence
   (d) drawing inference
   (e) interpreting diagrams, legend.
7. Skimming and scanning.
8. Outlining, note-taking

C. Manuals, booklets, texts, tradebooks, filmstrips, etc., relevant to the specific job area will provide some of the basic materials.

D. Correlation with various curriculum areas will lead to related instruction in basic arithmetic.

TEACHING MATHEMATICS
A. Students need to develop mathematics skills in the following areas:
1. Number sense
2. Basic processes
3. Shop math including fractions and decimal equivalents.
4. Industrial problems including resistance and voltage analysis and measurement-testing.

B. Mathematical competency includes:
1. Number sense and systems.
2. Basic process
   (a) using charts and visual aids for measurements.
   (b) problem solving - using fractions, decimals and formulas.
   (c) analyzing measurement.
2.5 Topical Outline of Course

Occupation: BASIC EDUCATION - DIET AIDE    D.O.T. Code: ____________

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td>Diagnostic Testing*</td>
</tr>
<tr>
<td>Dietary Equipment</td>
<td></td>
<td>Orientation to hospital procedure regulations forms</td>
</tr>
</tbody>
</table>

Dietary Equipment Vocabulary
Steam tables
Special kitchen utensils
Electrical equipment (heaters, percolators)
Stoves
Refrigerators
Hoods
Urns
Toasters
Work tables
Conveyors
Tray carriers
Work areas (pots, etc.)

*Advanced trainees receive high school equivalency preparation with emphasis on language arts, math, and science, after placement through diagnostic testing with teacher-made and commercial materials, such as Edwin I. Stein, Refresher Arithmetic, Allyn & Bacon, Boston.

Diagnostic Testing*
Review of basic arithmetic processes:
- Addition
- Subtraction
- Multiplication
- Division
- Basic operations with fractions
- Practice with fractions and mixed numbers
- Basic processes with decimals
- Equivalents of common fractions and decimals

School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK
2.5 Topical Outline of Course

Occupation: BASIC EDUCATION - DIET AIDE D.O.T. Code: ____________

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital Housekeeping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Vocabulary of Personal Hygiene:
  - Nails
  - Hair
  - Uniforms
  - Deodorants, etc.

- Answering telephone and recording messages

- Vocabulary of hospital housekeeping and related reading.

- Use of dictionary

- Punctuation

- Abbreviations

Arithmetic

- Basic trade measurements
  - Kinds: household, apothecary, metric, Fahrenheit
  - Steps: suitable unit, counting, scaling, rounding to the unit.

- Measurement problems with decimals and fractions.
### 2.5 Topical Outline of Course

**Occupation:** BASIC EDUCATION - DIET AIDE  
**D.O.T. Code:**

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK III</strong></td>
<td></td>
<td>Government regulations for handling and care of Food Storage and Service.</td>
</tr>
<tr>
<td>Government Regulations</td>
<td></td>
<td>Review of basic word recognition skills: prefixes, suffixes, and word roots.</td>
</tr>
<tr>
<td>Concerning Food Storage and Service</td>
<td></td>
<td>Attaching right meanings to words: Contextual clues</td>
</tr>
<tr>
<td>Sanitary Codes</td>
<td></td>
<td>Word structures</td>
</tr>
<tr>
<td>Safe Food Practices</td>
<td></td>
<td>Silent reading for comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NYC Sanitary Code for Food Handlers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Department Code</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guide to Safe Food Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. Government Printing Office</td>
</tr>
</tbody>
</table>

### Arithmetic

- Review decimals and fractions through use of U.S. monetary system.
- Ratio-meaning and application to liquid measurement.
- Proportion-relations to functions and equations.
- Review of abbreviations for measurement.
## 2.5 Topical Outline of Course

**Occupation:** BASIC EDUCATION - DIET AIDE  
**D.O.T. Code:**

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Food Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diseases Related To Diets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading longer selections: rereading to select major ideas and important details for summaries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Various types of diets:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soft and liquid diets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diabetic diets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sodium restricted diets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diet in obesity and underweight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deficiency diseases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diet in special diseases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary feeding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-meal snacks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late trays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recording intake and output</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food service for special occasions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Diseases related to diets:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>G.I. Disturbance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diabetes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kidney</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Endocrine, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Filing</strong></td>
</tr>
</tbody>
</table>

**Arithmetic**

- Comparison of three systems of weights and measures.
- Liquid measures - list conversion from one system to another.
- Drill in liquid conversion from one system to another.
- Drill in liquid conversion for speed and accuracy.
- Review conversion of Centigrade-Fahrenheit scales.
Occupation: BASIC EDUCATION - DIET AIDE  D.O.T. Code:__________________________

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition and Preparation of Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading related to preparation and storage of foods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cereals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frozen foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margarine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To preserve minerals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To preserve vitamins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein cooking, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caloric measuring of food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poisons in our food:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symptoms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poisonous plants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microscopic infections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To learn care of nutrients, methods of cooking nutrients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal diet and variations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital menus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School or Agency:__________________________

Arithmetic

Drill on areas of weakness as indicated by diagnostic teacher-made tests on whole numbers, fractions, and decimals.

Plan assorted diets following listed food measurements and amounts using Menu Pattern Planner.
BOARD OF EDUCATION. CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS NEEDING EDUCATIONAL REDIRECTION

BASIC EDUCATION - MAINTENANCE MAN

1969
Occupation: Maintenance Man
Basic Education

1 - What Communication and Math Skills do I need?

1.1 Reading, Writing, Speaking

1.2 Arithmetic Skills and Problem Solving

2. - Basic Education Skills

2.1 Reading for Information
   Locating main sections
   Locating sub-sections
   Reading for general information.

Dictionary Usage
   Unfamiliar words for meaning
   Words often misspelled and mispronounced

Maintenance Man Vocabulary
   Folding rule
   Square
   Cross-cut saw
   Rip-saw
   Soft and hard wood
   Mitre box

2.2 Arithmetic of Measurement--whole numbers
   Review basic fundamentals
   Addition
   Subtraction
   Multiplication
   Division

   Ruler Measurement Problems
   Squaring stock
   Cutting--fitting stock
   Shelving measurement

2.3 Reading for Important Details
   Selection
   Writing-recording
   Outlining
   Improving general comprehension
2.3 (continued)

Exercising Judgment Vocabulary
Temporary coverings
Carpenter's small tools
Replacement jobs
Soap dispensers
Towel racks
Medicine cabinets
Planning maintenance jobs
Locks, hinges, door knobs
Transoms, windows

2.4 Arithmetic of Measurement--fractions and decimals
Review Basic Operations for Fractions and Mixed Numbers
Review Basic Processes with Decimals
Changing fractions to decimals and decimals to fractions.
Equivalents of common fractions and decimals
Measurement Problems
Halves to 4ths, 8ths, 16ths, 32nds.
Ruler Measurement Problems
Hacksaw, cutter, reamer
stock-die

2.5 Reading for Guide Rules and Diagrams
Reviewing text content
Visualizing processes
Tracing, labeling, and following diagrams
Guide--Diagram vocabulary
Repacking--replacing valves
Clearing stopages
snake
plunger

2.6 Reading to Follow Directions
Identifying the Structure
Main sections
Sub sections
Applications

Review Dictionary Usage
Unfamiliar technical words for meaning
Technical words often misspelled and mispronounced

Painting Vocabulary
Shellac knots
Putty, priming, sanding
Plaster patching
Finish coats
Cleaning and storing--brushes, paint-pots
2.7 Reading to Understand Electrical Theory
   Identifying and Following the Series of Steps to Understand
   Ohm's Law
   Combining Text and Formula for Application of Ohm's Law
   Electrical Theory Vocabulary
   - Current electricity - Static electricity
   - Electronic Flow in a conductor - A.C./D.C.
   - Amperage-Voltage
   - Conductors--Insulators
   - Magnetism--Metals
   - Attraction--Repulsion
   - Electro-magnets

2.8 Arithmetic (electrical symbols)
   Electrical Measurement Units
   Reading Dials
   Electrical Problems--Kilowat Hours

2.9 Review of Reading for General Information and Following Specific
   Directions
   Reading of Technical Materials
   Emphasizing Definitions, Formulas
   Relating formulas and symbols to the text
   Vocabulary for comprehension, Word Recognition and Spelling
   Listing Technical Definitions
   Listing of Steps to Clarify Procedure

Technical Vocabulary
   - Fuses--assorted kinds and sizes
   - Splicing, soldering, taping
   - Patent Connectors and Terminating Conductors
BOARD OF EDUCATION
CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATIONAL REDIRECTION

HEALTH OCCUPATIONS - DIET AIDE
### UNIT 1 - ORIENTATION

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To Training Program</td>
<td>5</td>
<td>1. Objectives</td>
<td>Hospital Procedure</td>
<td>Filling out Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Methods</td>
<td>Books</td>
<td>Supervised Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. World Health</td>
<td></td>
<td>Weekly Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. M.D.T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. To Health Field</td>
<td></td>
<td>1. Opportunities</td>
<td>Diagrams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Privileges</td>
<td>Charts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. To Hospital</td>
<td></td>
<td>Dietary Equipment Care</td>
<td>Pictures</td>
<td>Return Demonstration and</td>
</tr>
<tr>
<td>1. Organization</td>
<td></td>
<td>1. Steam Tables</td>
<td>Hospital Cleaning</td>
<td>Observation</td>
</tr>
<tr>
<td>2. Physical Plant</td>
<td></td>
<td>2. Special Kitchen Utensils</td>
<td>Procedures</td>
<td></td>
</tr>
<tr>
<td>3. Duties</td>
<td></td>
<td>3. Electrical Equipment</td>
<td>Demonstrations on School and Hospital Equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(heaters, percolators)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Stoves</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Refrigerators</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Hoods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Urns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Toasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Work Tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Conveyors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Tray Carriers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Working Areas (pots, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topical Outline of Course

Occupation: DIET AIDE (YOUTH)  D.O.T. Code: 
School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 - ORIENTATION (Cont'd)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. **Personal Hygiene and Good Health Practices**

1. Personal appearance
2. Reporting illness
3. Uniforms

Care of personal items such as nails, hair, uniforms, etc., deodorants. (On duty or from home)
How to use telephone.
Body mechanics.

Demonstrate lifting and bending techniques.
Answering telephone.
Recording messages.
Vocabulary.

E. **Safety Regulations**

- 1. For all institutions
- 2. For hospital facilities
### Topical Outline of Course

**Occupation:** DIET AIDE (YOUTH)  
**D.O.T. Code:**  

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT II - HOSPITAL HOUSEKEEPING</td>
<td>10</td>
<td>1. Daily routine</td>
<td>Deep state and supervising care of garbage</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Weekly routine</td>
<td>per floor, supply table, refrigerator, cupboards, sinks, gas ranges, and walls as far as aide can reach.</td>
<td>Return demonstration</td>
</tr>
<tr>
<td>A. Kitchen Unit (Ward pantries)</td>
<td></td>
<td>3. Accident prevention</td>
<td></td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Care of main kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Care of floor kitchens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Good Housekeeping Habits</td>
<td></td>
<td>1. Good work habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Planning work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Place for everything</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Complete job</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Use of electrical equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Cleaning Methods</td>
<td></td>
<td>1. Care of floors and walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Care of large equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Dishwashing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Scrape and stack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Wash with hot soapy water and rinse with hot water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Wash dish cloths and towels after each meal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Care of refrigerators</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Care of floor kitchens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School or Agency:** BOARD OF EDUCATION  
**Agency:** CITY OF NEW YORK
Topical Outline of Course

Occupation: DIET AIDE (YOUTH)  D.O.T. Code:  

School or BOARD OF EDUCATION  
Agency: CITY OF NEW YORK  

Major Unit-Content  Clock  Specific Job Skills to be Developed  Instructional Materials, Teaching Aids, New Eqpt.  Evaluation of 

UNIT III - PREPARING AND SERVING THE PATIENT'S TRAY  10

A. Place Settings  
Skills in:
1. How to set table
2. How to set trays

B. Cleanliness  
Care of:
1. Dishes and utensils for cleanliness, broken handles, etc.
2. Food pests - kitchen
   a. Roaches
   b. Rodents
   c. Ants

C. Safety Factors  
Safety factors in a hospital
1. Spilled foods and liquids
2. Washed floors

D. Agency  
Safety rules of agency

Instructional Materials, Teaching Aids, New Eqpt.  Evaluation of 

1. Draw set-ups and cut out pictures for demonstrations.
2. Project - Diagraming equipment

Evaluation of 

Daily quiz
Daily review
Return demonstration
### Topical Outline of Course

**Occupation:** DIET AIDE (YOUTH)  
**D.O.T. Code:**  
**School or Agency:** BOARD OF EDUCATION  
**CITY OF NEW YORK**

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT III - (Cont'd) PREPARING AND SERVING THE PATIENT'S TRAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Government code for handling and care of food storage and service.</td>
<td>Review Health Department Code</td>
<td></td>
</tr>
</tbody>
</table>
UNIT IV - PROMOTING THE ENJOYMENT OF FOOD

A. Factors Involved

1. Nutrition and health
2. How digestive process is affected by emotional and environmental factors.
3. Proper temperature of food (hot or cold)
4. Effect of cultural patterns on food likes and dislikes (regional, religious, and national)

B. What is good nutrition? (Principles)

1. Basic four
2. Six nutrients
3. How the body uses these components.
4. What is a balanced diet?
5. What are nutritional needs of hospital patient compared to normal individual.
### UNIT V - HOSPITAL DIETS

#### A. Normal Diet

- **How to prepare assorted diets**
- **Regular Diet - Menu Pattern Planner**
- **1. Soft and liquid diets**
- **2. Diabetic diets**
- **3. Sodium restricted diets**
- **4. Diet in obesity and under weight**
- **5. Deficiency diseases**
- **6. Diet in special diseases**
- **7. Supplementary feeding**
- **8. Mid-meal snacks**
- **9. Late trays**
- **10. Recording intake and output**
- **11. Food service for special occasions**

#### B. Variation in Diet

- **1. Soft and liquid diets**
- **2. Diabetic diets**
- **3. Sodium restricted diets**
- **4. Diet in obesity and under weight**
- **5. Deficiency diseases**
- **6. Diet in special diseases**
- **7. Supplementary feeding**
- **8. Mid-meal snacks**
- **9. Late trays**
- **10. Recording intake and output**
- **11. Food service for special occasions**

### Evaluation of Prog. & Achvt.

- **A. Procedure followed on facilities**
- **B. Demonstrate setting up trays for each type of diet.**
- **C. Have student pull out a card from a spread pile of assignments (face downward).**

### Instructional Materials, Teaching Aids, New Eqpt.

- Daily review
Major Unit-Content | Clock Hours | Specific Job Skills to be Developed | Instructional Materials, Teaching Aids, New Eqpt. | Evaluation of Prog. & Achvt.
---|---|---|---|---
UNIT V - (cont’d) HOSPITAL DIETS | | | | |

School or Agency: BOARD OF EDUCATION CITY OF NEW YORK
### Topical Outline of Course

**Occupation:** DIET AIDE (YOUTH)  
**D.O.T. Code:**  
**School or Agency:** BOARD OF EDUCATION  
**City of New York**

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT VI - FOOD SELECTION, CARE AND PREPARATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **A. Storage** | 1. To learn care of nutrients  
  a. Cereals  
  b. Frozen foods  
  c. Milk  
  d. Margarine and butter  
  e. Meats | | |
| **B. Cooking** | 2. Methods of cooking nutrients  
  a. To preserve minerals  
  b. To preserve vitamins  
  c. Protein cooking, etc. | | |
| **C. Caloric Measuring of Food** | 1. Plan balanced diet  
  2. Plan overweight diet  
  3. Plan underweight diet | | |
| **D. Poisons in Our Food** | Skill in preparing foods to prevent contamination | Demonstrate growth of poisonous materials on agar plates. | |

**Clock Hours:** 15

---

Elementary Micro-Biology Review  
1. Bacteria  
2. Yeasts  
3. Molds

Magazine articles
Charts

---

**Agency:** CITY OF NEW YORK
### Topical Outline of Course

**Occupation:** DIET AIDE (YOUTH)  
**D.O.T. Code:**

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
</table>
| UNIT VII - ASSISTING: PATIENT TO EAT | 10          | 1. Methods of feeding patient  
| A. Disabled patient      |             | a. Psychology of feeding patient  
|                          |             | b. Proper techniques of feeding patient  
|                          |             | c. Type and amount of food being served to various patients  
|                          |             | d. Plan from menu pattern planner  
|                          |             | e. Diet needs of patient on rehabilitation  
|                          |             | f. Care of equipment in Isolation Unit  
|                          |             | g. Interviewing patients  
| B. Blind patient         |             | 2. Experience in specific area and handling.  
| C. Children              |             |  
| D. Rehabilitation Unit   |             |  
| E. Isolation Unit        |             |  
| F. Handling requests and complaints |             |  
| G. Geriatric patient     |             |  

**Problem solving**  
- a. Patient ate no food  
- b. Patient says he can't eat
### Topical Outline of Course

**Occupation:** DIET AIDE (YOUTH)  
**D.O.T. Code:**  
**Agency:** CITY OF NEW YORK

<table>
<thead>
<tr>
<th>Major Unit-Content</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT VIII - EVALUATION</td>
<td></td>
<td></td>
<td></td>
<td>Standard final</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Supervised work daily</td>
<td>Examination conference with student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Written tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Final evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BOARD OF EDUCATION
City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATIONAL REDIRECTION

MAINTENANCE MAN
### 2.5 Topical Outline of Course

<table>
<thead>
<tr>
<th>Major Units</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation --</td>
<td></td>
<td>Nature of Maintenance duties in various types of buildings.</td>
<td></td>
<td>Oral questioning</td>
</tr>
<tr>
<td>General Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duties of</td>
<td></td>
<td>How to read - use folding rule.</td>
<td>Fo'ing rule.</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to cross-cut to a line.</td>
<td>Cross-cut saw.</td>
<td>Student performance according to trade standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to rip a line.</td>
<td>Rip-saw.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Soft wood.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hardwood.</td>
<td></td>
</tr>
<tr>
<td>How to Make a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butt Joint</td>
<td></td>
<td>How to square stock.</td>
<td>Square.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to cut/fit stock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Make a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mitred Joint</td>
<td></td>
<td>How to use mitre-box</td>
<td>Mitre-Box</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to cut/fit stock</td>
<td>Cross-cut saw</td>
<td>Visual inspection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student performance according to trade standards.</td>
</tr>
</tbody>
</table>
## 2.5 Topical Outline of Course

**Occupation:** Maintenance Man  
**D.O.T. Code:** 5-83,611  
**School or Agency:** City of New York

<table>
<thead>
<tr>
<th>Major Units</th>
<th>Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Adeqvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Install/Replace Shelving</td>
<td></td>
<td>How to measure.</td>
<td>Shelving.</td>
<td>Oral Questioning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to cut/fit.</td>
<td>Square</td>
<td>Student performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to install.</td>
<td>Cross-cut saw</td>
<td>according to trade standards</td>
</tr>
<tr>
<td>How to Erect Temporary Coverings in Emergencies</td>
<td></td>
<td>Exercising judgments.</td>
<td>Nails</td>
<td></td>
</tr>
<tr>
<td>(windstorm damage)</td>
<td></td>
<td>How to make temporary coverings</td>
<td>Hammer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to meet emergent situations --</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>blown-out windows, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove Old/Install New Soap Dispensers,</td>
<td></td>
<td>Exercising judgments.</td>
<td>Carpenter's small tools</td>
<td></td>
</tr>
<tr>
<td>Towel Packs, Medicine Cabinets, etc.</td>
<td></td>
<td>Planning and completing a</td>
<td>Lumber - stock</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>replacement job.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation of Prog. & Adeqvt.**
- Oral questioning.
- Visual inspection.
- Student performance according to trade standards.
2.5 Topical Outline of Course

Occupation: Maintenance Man  D.O.T. Code: 5-83,611  School or Agency: City of New York

<table>
<thead>
<tr>
<th>Major Units</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials, Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking, Freezing, Cleaning, Adjusting</td>
<td></td>
<td>Exercising judgments.</td>
<td>Locks, Hinges, Door-knobs, Transoms, windows.</td>
<td>Oral questioning</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td>job.</td>
<td></td>
<td>Student performance</td>
</tr>
<tr>
<td>Replacing Short Sections of Piping in Emergencies</td>
<td></td>
<td>How to measure.</td>
<td>11/2&quot;, 3/4&quot; pipe (short)</td>
<td>according to trade standards.</td>
</tr>
<tr>
<td>Replacing, Replacing</td>
<td></td>
<td>How to cut.</td>
<td>Hack saw</td>
<td></td>
</tr>
<tr>
<td>Radiator Valves</td>
<td></td>
<td>How to thread.</td>
<td>Cutter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to couple.</td>
<td>Reamer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to install.</td>
<td>Stock-die</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wrenches</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bend-type</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Oral questioning
- Visual inspection.
- Student performance according to trade standards.
2.5 Topical Outline of Course

Occupation: Maintenance Man   D.O.T. Code: 5-83,611   School or Agency: City of New York

<table>
<thead>
<tr>
<th>Major Units</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
</table>
| Clearing Stoppages | | How to use a snake  
How to use a plunger | Snake  
Plunger | Oral questioning.  
Visual inspection.  
Student performance according to trade standards. |
| Painting Wood/Plaster.  
Care of tools, eqpt., materials. | | How to shellac knots  
How to putty  
How to prime  
How to sand  
How to apply finishing coats  
How to make plaster patches  
How to prime  
How to stipple  
How to apply finishing coats | Shellac  
Putty-nutty knife  
Primer  
Sandpaper  
Finishing paint  
Brushes  
Plaster of Paris  
Plaster knife  
Primer  
Sandpaper  
Finishing paint  
Ladder - brushes | Oral questioning.  
Visual inspection.  
Student practice according to trade standards. |
| Importance of shop cleanliness.  
How to clean/store brushes  
How to clean paint pots and pails.  
How to store paints  
Importance of drop-cloth | | Assorted brushes - new and used.  
Pots, pails used.  
Paint storage cabinet  
Drop cloth | Oral questioning.  
Visual inspection. |
### 2.5 Topical Outline of Course

**Occupation:** Maintenance Man  **D.O.T. Code:** 5-83.611  **School or Agency:** City of New York

<table>
<thead>
<tr>
<th>Major Units</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials Teaching Aids, New Eqpt.</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDITIONAL TOPICS AS REQUIRED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fundamentals of Electricity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Electrical Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current electricity — Static lec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electron flow in a conductor AC/DC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amperage – voltage – resistance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Ohm's Law – applications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conductors – insulators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnetism – metals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attraction – repulsion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electro-magnets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watts-Kilowatts</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kilowatt-Hour</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td></td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>Meter Reading</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td></td>
</tr>
<tr>
<td>Fuses</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>Selection of proper kind/size (capacity) for a given situation</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(1) Plug</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(2) Cartridge</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(3) Thermal</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(4) Circuit breaker</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>Selection of proper kind/size (capacity) for a given situation</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(1) Plug</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(2) Cartridge</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(3) Thermal</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>(4) Circuit breaker</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td>Kilowatt-hour meter</td>
<td>Kilowatt-hour meter</td>
<td>Oral questioning.</td>
</tr>
</tbody>
</table>
## 2.5 Topical Outline of Course

### Occupation: Maintenance Man  
D.O.T. Code: 5-83.611  
School or Agency: City of New York

<table>
<thead>
<tr>
<th>Major Units</th>
<th>Clock Hours</th>
<th>Specific Job Skills to be Developed</th>
<th>Instructional Materials</th>
<th>Evaluation of Prog. &amp; Achvt.</th>
</tr>
</thead>
</table>
| Splicing, Soldering, Taping, Terminating Conductors. | How to make: | Stranded - Solid Wire  
1) Western Union splice  
2) Tap splice  
3) Pig-Tail splice  
How to tin a stranded conductor/ solder a splice.  
How to tape a splice.  
How to terminate a conductor  
(lug-screw, etc.)  
How to use patent connectors. | Oral questioning.  
Visual inspection.  
Student practice to trade standards. |
BOARD OF EDUCATION CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS NEEDING EDUCATIONAL REDIRECTION

SKILLS TRAINING - CLERK-TYPIST
Occupation: Clerk-Typist
Skills Training

City of New York
Board of Education

1. **Office Orientation**

1.1 How does the office help production?
1.2 How is an office organized?
1.3 What is your future in office work?
1.4 What kinds of work are done in an office?
1.5 What skills do you need to enter and progress in office work?
1.6 What kinds of behavior are appropriate in an office?

2. **Skills**

2.1 **Filing**

Importance
Alphabetic system
a) Characteristics, advantages, used
b) Preparing index, cross-reference cards
c) Applying filing procedures
d) Filing equipment, supplies

2.2 **Mailing and Packaging**

Handling mail
a) Incoming
b) Outgoing
c) Inter-office
Weighing and computing postage
Packaging

2.3 **Telephone Techniques**

Telephone personality training
Courtesy
Directory Services
Types of calls
Receiving calls
Placing calls
Transferring calls

2.4 **Duplicating** (as required)

Collating, Jogging, Assembling, and Fastening
Mimeograph machine operation and maintenance
Electronic Scanner and maintenance
Photocopying machine operation and maintenance

2.5 **Typing** (1 hour daily)
## APPENDIX B

### INSTRUMENTS

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Profile Questionnaire</td>
<td>B1</td>
</tr>
<tr>
<td>Student Questionnaire</td>
<td>B2</td>
</tr>
<tr>
<td>Staff Questionnaire</td>
<td>B4</td>
</tr>
<tr>
<td>Parents Meeting Invitation</td>
<td>B6</td>
</tr>
</tbody>
</table>
Center for Urban Education
High School Redirection Project
STUDENT PROFILE

1. __________________ ________ High School __________________ Date of Birth
   Last name,     First

2. Metropolitan Rdg. Grade Average Name of Test. Date Score

3. Attendance by grade and/or years
   Absent Late
   Grade 7
   8
   2) 9
   4) 10
   6) 11

4. Grades - Summary statement by grade, e.g. Just passing, failing most subjects, etc.
   7
   8
   9
   10
   11

5. Specific notations and/or remarks - Personality ratings
   7
   8
   9
   10
   11

6. Elementary School
   __________________
   Birth Date (check)

8-1
Dear Student:

We would like to ask for your help in evaluating the High School Redirection project by answering a few questions. Your honest answers to these questions will help determine whether or not other students are invited to take part in future projects. Do not use your name on this sheet. Your answers will be seen only by the Center for Urban Education evaluators.

1. Why did you leave your school to enter this project?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Which subjects do you like best in the project and why? Which do you like least and why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How would you compare this project to your regular school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What would you like to see happen in September when you are supposed to return to your regular school?

________________________________________________________________________

________________________________________________________________________
5. What kind of job would you like to prepare for?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Do you think this project has helped you prepare for a job? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Dear Colleague:

The Center for Urban Education would appreciate your assistance in helping to evaluate the High School Redirection Project. Your answers will be held in strictest confidence and be used as part of an overall evaluation without the use of any names. Please feel free to consider this an open ended questionnaire and to include any comments you feel would be helpful.

Sincerely,

Bernard Flicker

1. What is your position and function?

2. How do you feel the project is achieving its three main objectives:
   A. Redirecting potential dropouts back to full-time education with an educational-vocational plan
   B. Providing students who don't complete high school with marketable skills while continuing to attend school part time.
C. Testing out a curriculum designed for out of school youths and adults in which the skills training, basic education and job orientation (group counseling) are directly related to the skills needed for success in the on-the-job training component.

3. How would you compare this project to a regular high school?

4. What problems if any, have you encountered in the project?

5. What specific recommendations would you make to insure the success of future projects of this type?

6. Any other comments you may have?
NEW YORK CITY BOARD OF EDUCATION
MANPOWER DEVELOPMENT TRAINING PROGRAM
HIGH SCHOOL REDIRECTION PROGRAM

Dorothy Joseph, Coordinator
Herman Kressel, Director

PARENTS MEETING
THEME: AFTER REDIRECTION—WHAT?

PROGRAM

Reception

Welcome -- Dorothy Joseph, Coordinator
Introduction of Participating Staff

Presentations:

Basic Education
Occupational Skills
Counseling
Social Worker
Parent Representative

Student Participants:

Violet Nieves
JoAnn Yearwood
Maria Rodriguez
Djalma Saldana
Yvonne Tucker
Carolyn Hogg
Sharon Wallace
Dorothy Lorenzo
Tanya Jackson
Mary Searles
Janice Tart
Patricia McCoy

(BATC)

Question and Answer Period

Serving of Food
Take your choice from a collection of Puerto Rican, West Indian and Soul Food

BROOKLYN ADULT TRAINING CENTER
475 NOstrand Avenue
BROOKLYN, NEW YORK

Monday, June 16, 1969  8 p.m.

STAFF

Brooklyn Adult Training Center
Sidney Huchital, Teacher-in-Charge

Williamsburg Adult Training Center
Homer Gillis, Teacher-in-Charge

Dorothy Joseph, Coordinator

Basic Education
Brenda Fryson  - BATC
Edgar Hawkins  - BATC
Cabot Paley  - WATC
Rene LeBlanc  - WATC
Vincent Ferraro  - WATC

Occupational Skills
Catherine Fitzpatrick  - Commercial (BATC)
Hilda Smith  - Health Service (BATC)
William Toliver  - Building Service (WATC)
Ulysses Bell  - Commercial (WATC)

Counseling
Judith Johnson  - BATC
Edward Hightower  - WATC

Interpreter  - Ruth Zambrana
Family Assistant  - Lena Marley
Secretary  - Angela John
APPENDIX C

STAFF LIST

Bernard Flicker, Evaluation Director
Assistant Professor
Department of Education
Herbert H. Lehman College
The City University of New York

Mary Rita D. O'Hare, Assistant Director
Associate Professor
Department of Education
Herbert H. Lehman College
The City University of New York