Covering the time period from September 1970 to July 1973, the final report reviews the overall goals, activities, and accomplishments of a pilot project in the New Orleans public schools to provide the exemplary program for occupational preparation (EPOP) for children of the inner city area. At the beginning of the third program year, technical assistance was employed to develop a comprehensive evaluation design incorporating product and process objectives. The resulting document enabled the EPOP staff to clearly communicate its objectives and delineate responsibilities throughout the program. Procedures for monitoring activities and data collection enhanced the level of program operations. Many resources focused on classroom activities to develop occupational awareness. Exploratory, skill, and semi-skill training at the secondary level were made available to students to meet the basic goals of the program.

(Author/MU)
Final Report

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An Exemplary Program for
Occupational Preparation

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

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

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INTRODUCTION

The Exemplary Program for Occupational Preparation was established for the purpose of implementing a K-12 developmental career education program. It was funded thru H.E.W. for the period beginning September 1970 through June 30, 1973. The intent of the program was to adequately prepare students from low-income families, beginning at the elementary grades for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Accepting this challenge, the E.P.O.P. staff embarked on understanding and interpreting the emerging concepts of career education. Within the target area composed of six Desire area schools, many activities were developed in cooperation with the teachers. From understanding the concepts to effectively influencing curricular experiences, our impact developed slowly over the duration of the project. All concerned personnel worked diligently to foster appropriate career development concepts.

It is the intent of this report to present and review the overall goals, activities, and accomplishments of the program. An undertaking such as E.P.O.P., in each component, required careful consideration and refinement of techniques employed to retain and implement the basic program design.

This program, as perhaps with many, encountered many problems in the beginning but matured to a point of excellent reception in the schools involved. This gives testimony to the approach suggested for incorporation into all exemplary programs.

A very significant factor in the development of E.P.O.P. was the presence of guidelines permitting board flexibility in applying program resources to achieve appropriate results.

The initial stated objectives were very helpful in developing an orientation to career education. They were stated in such a manner to command popular attention, however, they proved less helpful for evaluation purposes. As a result of careful consideration of the evaluation reports for the first two years, it was decided that a comprehensive evaluation design be written.

At the beginning of the third program year, technical assistance was employed to develop a comprehensive evaluation design composed of product and process objectives. This resulting document enabled the E.P.O.P. staff to clearly communicate its objectives and delineate
responsibilities throughout the program. Procedures for monitoring activities and data collection procedures enhanced the level of program operation.

In retrospect, the evaluation design produced enabled E.P.O.P. to manifest a significant impact on students in the Desire area schools.

Of course, many resources both material and human, focused on classroom activities and related world of work experiences to develop occupational awareness. Exploratory skill and semi-skill training opportunities at the secondary level were made available to students to meet the basic goals of the program.

As evidenced by the program evaluation, the E.P.O.P. proved most helpful in bridging the gap between school and the World of Work. While serving, only as a beginning, it has developed a core of procedures and techniques well worth continuation in the New Orleans School System. In fact, there is evidence that many of the concepts will be continued and expanded through the Local Plan and the State Plan for Career Education. Experienced personnel are available for meaningful programs for demonstration and inservice training.

It is anticipated that as a result of legislative efforts and funding, career education concepts will gain momentum throughout the state of Louisiana.

E.P.O.P. identified and/or more importantly, verified the values of field trips, use of resource persons, semi-skill training, on-job-training, in-service and vocational guidance and counseling as essential basics in a meaningful program of career education.

Hopefully, insight gained from exemplary programs of the past three years will be utilized to develop sound, meaningful programs for the future.
THE PROBLEM

Eight thousand children attend elementary and secondary schools in the section of New Orleans known as the Desire area. The Problem Analysis and the Statistical Profile of the Model Cities Preliminary Community Renewal Program Report on Population indicate that the Desire area has become identified in the minds of the residents and the community at large as a ghetto, the inhabitants of which are socially, economically and physically isolated from the mainstream of community life. Cut off from the remainder of the city by railroads, canals, and a corridor of industrial uses, the Desire section encompasses the city's largest public housing project and is predominately Negro. Nearly three-fourths of the employed males and four-fifths of the employed females work in low-paying, unskilled jobs. The situation is illustrated by the fact that 61 percent of the families in Desire earn less than $3,000 annually. Indices such as the relative dependence on public welfare, the juvenile crime rate, and the low level of educational attainment delineate distressed conditions warranting remedial action.

Children attending Moton, Dunn, Edwards or St. Philip the Apostle elementary schools will later attend Carver Middle School and Carver Senior High School. Together, the schools comprise the "Carver Complex," all are ESEA Title I schools and serve the severely economically disadvantaged population of the Desire neighborhoods (see map). The proposed exemplary program will, during the initial year, serve the children attending these six schools.

At the elementary level, ghetto children come to school with negative self concepts of their ability to function in the world of grammar, books or work. Their home experiences are not tied to the written word or the utilization of academically learned skills and they often have no successful role model upon whom to pattern behavior and aspirations. Generally, they know nothing about vocational options open to them, as they experience little but the world of the welfare check, or hand-to-mouth existence supported by a parent who works on a day-to-day basis, if at all.

At the secondary level, students are often over-age and mark time until they may legally leave school at age 16. Carver Middle School and Carver Senior High School each reported the highest percentage of dropouts for their respective grade levels in the entire New Orleans public schools system in 1969. Not included in dropout figures are those students placed on indefinite suspension. If such students do complete their secondary education, it is generally not backed by salable skills. Too often, the high school graduate discovers he is just as unemployable as his friend who dropped out of school.
Many students graduating from the Carver complex cannot afford to attend college or commercial trade school.

It is the intent of this exemplary program in occupational preparation to adequately prepare low-income students, beginning with the elementary grades, for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Building on the World of Work occupational orientation, this program will continue to broaden occupational aspirations and opportunities for youths at the secondary level by establishing training opportunities for the dropout-prone, over-aged teenagers at Carver Middle School.

The secondary program will also create for the disadvantaged youth attending Carver Middle School meaningful and observable bridges between school and earning a living. Curriculum designed especially in support of the three trades to be introduced at Carver Middle School will enable the students to see the direct role core academic subjects play in relation to their chosen occupational field.

Through participation in the on-the-job industrial arts component (to be administered through the cooperation of local business and industrial leaders), Carver Senior High School students will be provided the opportunity to directly experience educational training which will lead to employment.

Students interested in pursuing clerical occupations will participate in vocationally centered simulated office training, individually programmed typewriting instruction, and/or pre-cooperative clerical instruction. Economically disadvantaged students at Carver Senior High School who previously enrolled in the Cooperative Office Education program (which provides on-the-job experiences with local employers) were not sufficiently prepared to enter the labor market. The pre-COE program will provide the needed preparation. The individually programmed typewriting instruction program is designed to better meet the needs of disadvantaged students, who did not achieve job entry typewriting levels through the traditional lock-step methods which inhibited individual progress. The simulated office experience in the proposed vocational office block will greatly increase the percentage of students who are able to obtain full-time employment in the clerical occupation for which they trained while in high school. A three-year study conducted by the Supervisor of Business Education of the New Orleans Public Schools indicates that an average of only 15 percent of the students completing the Carver clerical program were able to secure full-time employment soon after graduation. The poor placement record of such students is partially attributed to the fact that economically deprived...
students find it difficult, if not impossible, to identify with office workers and they therefore are lost in the world of clerical employment applications and testing in a real office. The proposed simulated office situation will provide the needed orientation to realities of office environment.

The project will also include for high school students vocational skill training in the area of health occupations, a field currently suffering a critical shortage in New Orleans and one which will provide worthwhile and rewarding employment opportunities for Carver students once they have completed their secondary education. A simulated vocational environment, to be supplemented by field trips and visiting lecturers, is planned for students to be enrolled in new health occupations courses, thereby permitting such students to also benefit from concrete experiences in situations reflecting actual employment conditions.

Out-of-school youth, be they dropouts or unemployed high school graduates, abound in the Desire area. If adequately trained, such young people can become contributing members of society. This exemplary program will provide for such youth the opportunity to pursue skill training in the evening in drafting and auto mechanics. They will be also assisted in locating suitable employment and will receive vocational guidance.

All components of the proposed exemplary program for occupational preparation call for cooperation between the New Orleans Public Schools and local manpower agencies. Resources of the Louisiana Division of Employment Security and its Youth Opportunity Center are currently used to a great extent by the school system. Greater reliance on testing, vocational guidance and placement services of LDES and the YOC will result from this project. Additionally, a Business Advisory Committee, to be comprised of representatives of public and private manpower agencies (Louisiana Division of Employment Security, Youth Opportunity Center, New Orleans Metropolitan Area Committee, CAMPS, Concentrated Employment Program, Chamber of Commerce, etc.) was formed to assist with development of OJT slots for the industrial arts component, as well as to serve as a vital resource for project staff. It is anticipated that mutual cooperation and coordination between the New Orleans Public Schools and the manpower agencies will grow and be maintained through this exemplary program for vocational preparation.

The Desire area comprises one of three New Orleans Model Cities Neighborhoods. All three areas are characterized by significant degrees of physical and economic blight. It is the intention of the New Orleans Public Schools to expand the services of the proposed exemplary program to the Lower Ninth Ward Model Neighborhood and to the Central City Model Neighborhood (see map) in years two and three of program operation.
The proposed exemplary program for occupational preparation combines several successful features of previous research and development projects sponsored by the U.S. Department of Health, Education, and Welfare and U.S. Department of Labor. The program also includes refined features of the World of Work program currently operating in the New Orleans Public Schools through grants received from the Dansforth Foundation through the Plans for Progress national office.

A. Elementary Component: The Preliminary Report of Research Findings of the World of Work Project, 1967-1968, prepared by Dr. Glenn Honcz, Dr. Jack Sturgis, Mr. Robert Bermudez and Mr. Donald Mccelister, indicates that inclusion of the World of Work activities at the elementary school level in the proposed exemplary program will be highly advantageous:

...of major interest...was the fact that the students in the experimental group performed equally well despite the fact that their field experiences removed them from the classroom and from the study of printed materials, thus providing an apparent advantage to the students in the control group who, in contrast, spent a greater portion of their time in the study of textbook and other similar materials. It would thus appear that the field experiences fully compensated for the lack of study time normally devoted to printed materials. This factor held true for both male and female students.

A second major factor that was examined was the impact upon the students' career aspiration levels. Data revealed that the aspirations of students in both the experimental and control groups were higher following the treatment than they were prior to treatment. In the estimation of the research team, the increase in occupational aspirations at the beginning of the unit of study was higher than 'normal' for students of this age and background. Further, the increase in the level of their aspirations as recorded following their study of occupations was significant in terms of the standardized testing instrument administered. These data in combination with reactions provided by teachers and students clearly suggest that the study of occupations and career information tends to produce a generally high level of motivation, regardless of the particular method of study employed.

The next factor tested was the degree to which students viewed certain specific factors as being important to them in choosing an occupation. The data
revealed that prior to treatment the students generally assigned a high importance to many job factors. After treatment, however, they tended to view these same factors as being relatively less important. This shift from an over-positive to a more moderate, and perhaps more realistic, reaction suggests that the students were exhibiting more mature reactions following their study of occupational information.

The fourth factor studied was related to changes in students' attitudes towards work, self, and education. It was found that approximately half of the students in both the experimental and control groups changed in their attitudes towards these three factors. Relatively more of the students who received the experimental unit changed to having a more positive attitude towards work, self, and education.

Briefly, and in summary, it would appear that the two methods of study did not produce appreciable changes in the acquisition of textbook content. However, a more mature attitude toward factors to be considered in selecting a job appeared to have resulted. Of greatest significance is the fact that the experimental treatment tended to be relatively more effective in producing positive attitudes towards work, self, and education. Further, the overall increase in motivation manifested in the rise in occupational aspirations of children in both groups did clearly suggest the desirability of including more opportunities throughout the curriculum for students to study this apparently exciting field of information.

Results of the following studies have been considered in the development of the elementary component of the proposed exemplary program:


5. Cook, Dr. Helen E. "Occupational Information Materials Project for Pupils in Grades 3-8." Atlanta Public Schools.

B. Middle School Component: The occupational information and guidance section of this component is based on the design developed and researched in the New Orleans World of Work project, as well as upon the following studies:


The results of the following studies have been employed in developing the semi-skill training component at the middle school level:


2. Cozine, June. "Approaches to Use in Assessing Needs for, Content of and Certain Factors to be Considered in Offering Home Economics Courses Preparing for Gainful Employment." Oklahoma State University, Research Foundation.


C. Senior High School and Out-of-School Components: Individualized instruction for eleventh grade students enrolling in the Pre-Cooperative Clerical Block and for students in Typewriting I is to be included in the proposed exemplary program as a result of two U. S. Department of Labor Research and Demonstration projects performed in New Orleans in 1966-1967. The demonstration projects, operated through the auspices of Loyola University of the South (Special Extension Education for Secretarial and Agricultural Workers - Contract No.82-20-66-11) and through the auspices of St. Mary's Dominican College (Adult Education Center) were both deemed highly successful. Both projects provided secretarial skill training for disadvantaged persons, and both reported great reliance on instruction paced to meet the individual needs of each student. The Health Occupations Block is based on the same approach.

The Vocational Office Block approach, including the simulated office concept, has been used successfully throughout the country, particularly in those schools which participated in the Michigan State University Research and Development Grant #21-2502, Project #7029. Some of the material developed in the Michigan State University project will be utilized in this program component.

The following research results have been utilized in formulating the OJT vocational training component:


Methods developed in the Loyola University project already cited for recruiting and holding out-of-school youth in the proposed evening program will be employed. Intensive vocational counseling, testing and guidance, as well as individual instructional methods were cited in the Loyola Final Report (March, 1967) as crucial elements to the success of any such project, and will be included in the proposed exemplary program for vocational preparation.
GOALS AND OBJECTIVES

The overall objective of this project is to bring about a change in attitude concerning the dignity of work and to provide vocational guidance and job entry training that leads to employability for those youth living in a financially deprived, socially handicapped, and geographically isolated area of the city of New Orleans.

An underlying objective of the proposed program is to illustrate a workable plan to the Orleans Parish School Board and other public and private funding agencies for system-wide expansion and operation of the program components in future years.

Specific objectives at the different grade level divisions of the program are as follows:

A. Elementary School

1. Provide students with information about a variety of occupations and vocational options
2. Create a desirable attitude with regard to the dignity of work
3. Guide the students toward development of sound occupational aspirations

B. Middle School

1. Provide the over-aged student and potential dropout with semi-skilled training in order to:
   a. give him a practical interest in remaining in school
   b. provide him with a means of earning economic supplements while he is in school
   c. provide him with salable skills if he must terminate his schooling
2. Help this student see the relationship between core academic subjects and his chosen occupation field
3. Help the student to develop a desirable attitude with regard to the dignity of work through skill training and vocational guidance

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C. Senior High School

General Objectives

1. Through on-the-job training provide the student with experiences in the latest methods and machinery of industry.

2. Provide job-entry skills and employability for students in areas of industrial arts, health occupations, and clerical occupations.

Specific Objectives of the Clerical Training Phase

1. Pre-Cooperative Clerical Block for Eleventh Grade Students:
   a. To acquaint students through in-school, classroom experience with the make-up and routine of some fifteen different clerical jobs.
   b. To give students an opportunity to decide those clerical jobs which they like and those for which they are qualified.
   c. To remedy those deficiencies which would prevent a student from qualifying for the job he would like to obtain.
   d. To prepare students for participation in the cooperative office education program during the twelfth grade.

2. Vocational Office Block, Including Simulated Office Environment:
   a. To provide a vocational office block at Carver Senior High School to give senior business education students an opportunity to identify themselves as potential office workers through a simulated office experience.
   b. To develop new office skills and knowledges, to refine and strengthen previously acquired office skills and knowledges, and then to integrate and apply these skills and knowledges in a simulated office.
   c. To give students an opportunity to develop and practice in an office setting those intangible qualities; such as, promptness, neatness, dependability, initiative, etc., which have such a direct bearing on job success.
3. Programmed Instructional Teaching of Typewriting and Shorthand:

a. To develop the learner's skill in manipulating the operative parts of the typewriter.

b. To reinforce initial learnings through smaller packets of instruction.

c. To allow disadvantaged students many opportunities to experience success by providing individualized programmed instruction which allows each student to progress at a rate consistent with his own ability.

d. To improve the student's skill in reading and carrying out instructions.

e. To expand the student's problem-solving ability.

f. To develop the learner's ability to type by touch at a minimum skill of thirty gross words a minute with no more than five errors in a five minute timed writing.

g. To develop a program in Typewriting I, which eliminates the lock-step approach, a program which will not be hindered by the erratic attendance which is so frequently a characteristic of the disadvantaged student, a program which is more student-directed than classroom directed.

h. To build upon existing research to further determine through a controlled program whether disadvantaged students can become better typists when taught with the individualized programmed approach rather than the traditional approach.

The above goals and objectives were the standards used to develop and evaluate the program for the first two years. As a result of experiences gained it was decided these goals needed to be rewritten in more measurable terms.

Thus, in the beginning of the third action year, technical assistance was employed to develop a comprehensive evaluation design. An evaluation design composed of Product and Process Objectives using the original goals and objectives was developed by Dr. Dean Andrews, Educational Planning & Evaluation Services, Magnolia, Arkansas. The complete evaluation design is reproduced for the reader in the appendix (See Appendix E & F)
A. General Design: As illustrated in TABLE A, the general plan of the proposed project may be defined as a three-level approach to vocational preparation geared to the needs of economically deprived children in elementary, middle and senior high schools, respectively.

Emphasis at the elementary school level is placed on vocational guidance through expansion of the World of Work program, field trips, enriched curricula relating to occupational choice, and concurrent development of realistic attitudes toward occupation/vocation in society.

Program design for the middle school component provides World of Work curriculum dealing with occupational information and guidance, building upon concepts formulated at the elementary level. Additionally, over-aged and dropout-prone students in the middle school program will develop capabilities in three semi-skilled vocational training fields through three-hour daily course offerings which integrate and relate core academic courses with realities of skill training. Participants will thus be able to gain part-time after-school and summer jobs which, for many, will enable them to stay in school.

At the senior high school level, this program will provide intense job training through on-the-job training slots to be provided by local businesses or realistic, individually designed clerical or health occupational preparation designed to simulate the realities of the employment world. Out-of-school youth will be provided with the opportunity to learn a marketable skill through evening courses in two occupational fields and will benefit from occupational guidance and job placement services.

Functional components of the program may be listed as skill training, attitude development and motivation stimulation, vocational guidance, on-the-job placement, and utilization of local manpower resources.

The design is structured to facilitate student decision making regarding vocational options at both the middle and senior high school levels, and provides the framework for a continuum of growth of occupational awareness and skill development for all students in the Desire area, beginning at the elementary school level.

D. Participants:

1. Number of Participants (Average - yearly basis)

   Approximately six thousand five hundred children were
served by four elementary and two secondary schools which comprise the Carver complex. Direct participation was extended to 4200 students, well over 50% of the student population, although all students were indirectly exposed to program activities.

At the elementary school level 3500 students took part in the program. At the middle school and high school levels, the second year of the program operation accommodated approximately 715 students in the following ways:

75 students in the comprehensive instructional unit emphasizing the semi-skilled trade of building construction

60 health occupations training

140 clerical-skill training

15 on-the-job training

425 Industrial Arts training

In addition to the participation of the school enrollees, 39 out-of-school youth were afforded the opportunity to enroll in night courses in auto-mechanics and mechanical drawing for the first two years only.

2. Criteria for Selection of Participants

All elementary students in the participating schools will automatically be included in the program. Students in the middle and senior high schools will be selected by referral from counselors, teachers, and principals. Over-aged students and those whose poor academic record, spasmodic attendance, or severe economic situation indicate the need for immediate skill training to prevent a dropout situation, will be encouraged to take advantage of the program. Those who do not plan to attend college will also be encouraged to enroll.

In the area of clerical training, the programmed instructional typing curriculum will be used in regular 12th grade typing classes; the Pre-Cooperative Clerical Block will be for 11th grade students only; and the Vocational Occupations Block requires that those participating be 12th graders planning to enter the work force after graduation from high school.

Participants in the out-of-school training program will be selected through application and/or interview and will be chosen on the basis of criteria developed by the Project Director, School Vocational Coordinator, and the Out-of-School Instructor.

3. Participation of Non-Profit Private Schools

The one parochial elementary school in the Carver complex
participated in all phases of the elementary World of Work program. Its enrollment of 345 students is included in the number of participants discussed in Section 1 above.

C. Methods and Materials:

1. Elementary Level

The instructional materials developed in the World of Work project were adapted to each grade level in the elementary schools. This material was incorporated into the regular school program and enriched with additional material assimilated and distributed by the elementary vocational advisor.

2. Middle School Level

At the middle school level, project personnel assembled teaching materials for a core curriculum to support semi-skill training in building construction, food handling and child care. The core curriculum combined language arts, mathematics and science programs to correlate with the practical aspects of the occupational training field and with direct practical application through simulated work experience programs.

World of Work materials already developed for grades 6, 7, 8, and 9 were utilized and refined for this program component.

3. Senior High School Level

A vocational coordinator provided individual guidance, especially at the twelfth grade level, and secured on-the-job training slots in the community for students enrolled in industrial education classes.

Health occupations (practical nursing) instructors provided, through realistic job simulation situations, training in a field currently suffering severe personnel shortage in New Orleans.

The Pre-Cooperative Clerical Block for eleventh grade students was a two-hour block of time for students who wanted to enter the cooperative office education program. The main goal of the course was employability, by giving students an opportunity to determine their interests and qualifications and a chance to remedy individual problems prior to their entrance into the part-time world of work. Individualized instruction and guidance was utilized, including regular use of small packets of programmed instruction.

Individually programmed instruction was utilized in teaching Typewriting I to students in grades 10, 11, and 12. The
activities in the two typewriting classes included in the Individually Programmed Instruction (IPI) was primarily student-directed, as opposed to the traditional teacher-directed. The materials proposed were Basic Gregg Typing I and II by Ferguson and Nalipa and Basic Gregg Typing III by Wood and House.

The Vocational Office Block was a two-hour block of time combining Typewriting II and Clerical Office Practice. These courses were previously taught separately. In the VOB they were taught in one block so that previously learned skills and knowledges could be refined and strengthened and integrated with new information in the setting and through the activities of a simulated office environment. Conventional textbooks and materials were used for basic instruction and reference. Materials developed through the Michigan State University Research and Development Grant #21-2502, Project #7029, material developed by the New Orleans Public Schools and Dominican College Adult Education Center, and material supplied by publishers were utilized in the Vocational Office Block.

4. Out-of-School Level

Specially taught job entry skills in the field of drafting and automotive mechanics provided school dropouts and unemployed out-of-school youth with basic skills necessary to obtain employment. Both courses were taught three evenings per week - auto mechanics for a thirty-six week period, and drafting for an 18 week period. Services of the O.J.T. Coordinator for vocational guidance and job placement were made available to participants, who attended the classes near their homes at Carver Senior High School. Participants progressed at their own rate of speed, using materials available through the New Orleans Public Schools, including World of Work curriculum supplements.

D. Administration

See TABLE B for a schematic representation of The Administrative Structure of the Exemplary Program for Occupational Preparation.

As TABLE B indicates, the teachers and vocational advisors of the Exemplary Program are answerable to the School Vocational Coordinator who was in turn responsible to the Project Director. The Project Director of the exemplary program is also the Supervisor of Industrial Education for the New Orleans Public Schools. Because of this permanent position on the school staff, the Project Director could easily function within the priorities of the school system, could use the resources of the Division of Instruction, and could better coordinate the proposed exemplary program with the regular instructional organization.

Project activities required close coordination with the Assistant Superintendent for District III, and with regular school personnel in areas of elementary education, curriculum (especially in regard to the World of Work Program and to the development of core curriculum in the
TABLE B
THE ADMINISTRATIVE STRUCTURE OF THE EXEMPLARY PROGRAM FOR OCCUPATION PREPARATION
middle school level), and in the vocational areas of practical nursing, business education, home economics and industrial education.

Since an important aspect of the proposed exemplary program was the guidance component, the Division of Pupil Personnel of New Orleans Public Schools, with its subdivision of Guidance and Testing, played an important supportive role in vocational guidance and in direct individual counseling with the students in the program.

In addition to support of the professional school staff, the Project Director kept in close contact with a two-pronged advisory committee which linked the project with the community and with the business world. The community was represented by one person from each of these groups: Title I Advisory Committee, Model Cities Committee in the Desire Area, and one parent group from each school, and the Desire Area Community Council (OEO Neighborhood Council). Business had one representative from each of these sources: Louisiana Division of Employment Security, Delgado Trade School, Cooperative Area Manpower Planning System, Concentrated Employment Program, Chamber of Commerce, and Orleans Area Vocational-Technical School.
RESULTS AND ACCOMPLISHMENTS

Year 1970-71

In the elementary component many students gained an increased awareness of occupations and related aspects of the world of work. Fieldtrips afforded the students an opportunity to expand their experiences and contacts with people. In many instances, this was the first time they had had the opportunity to visit places of business. Related classroom activities reinforced the role of jobs in our society. Resource personnel who came into the schools were very well received and added a dimension to the instructional program so often omitted. Teacher cooperation, while not 100 per cent, was sufficient to influence most of the students in a positive manner.

It is indeed safe to project that many students in this component were anticipating more experiences of this type for the next school session.

In the middle school component, some measure of progress in vocational awareness was recorded. The middle school component had two basic thrusts; semi-skilled training for over-aged potential dropouts and world of work orientation for the school at large.

One semi-skilled class in basic carpentry was instituted during this session. Approximately 20 classes were engaged in vocational information or world of work orientation sessions on a continuing basis.

The activities planned for the middle school were not fully implemented because of a complexity of problems. These problems revolved around a lack of common agreement on procedure and acceptance of responsibility, shared by many persons.

There is much room for improving this component to achieve greater student involvement. Steps are now in progress to insure that all three semi-skill classes function, and that the world of work information is extended to all students of the Carver Middle School.

In the senior high school, progress was very evident as a result of the vocational guidance sessions conducted for the classes related to the E.P.O.P. activities. The students were exposed to a type of counseling which the regular counselors usually do not have the time to give. The students were very receptive to our staff being available to them in assisting them to approach the job world.
The receptiveness of students to the thrust will, in turn, impress many teachers with the need to give priority to vocational information during their regular instructional activities.

The On-the-Job Training aspect resulted in four students being placed in job slots. We consider this progress when considered against the very poor, depressed job market of the New Orleans area. Considerable news and press coverage is being given to the current state of the economy and high unemployment nationally.

Unquestionably, on-the-job training is necessary, but the times are mitigating against the success of this component. In this last quarter we have secured a few developments which should lead to our placing more students on jobs during the next school session. Increased awareness of the benefits of this component on the part of Carver Senior High personnel should lead to more interested, eligible students being made available to us. Courses of study are being modified and more offerings considered to give students more entry level and marketable skills.

The Adult evening component lagged in attendance; however, with the current community school being initiated, this problem should diminish. When these classes are incorporated into the community school structure, E.P.O.P. can expand its thrust to get more persons interested in drafting and automotive mechanics.

Enrollment of 21 for automotive mechanics and 8 for drafting indicate an interest in these courses.

Year 1971-72

In the elementary component, a significant increase in activities was recorded during the year. Many students gained increased knowledge of occupations and awareness to the world of work. Field excursions, demonstration lessons, visiting resource workers and role playing were high in the priority of activities leading to the results achieved.

It is safe to project that many students in this component were anticipating more experiences of this type as they continue to express their satisfaction.

In the middle school component the greatest measure of activity was manifested from a program of only one semi-skilled carpentry class and occupational orientation, sessions reaching only 20 classes at the beginning of the year, the component achieved full implementation. By the end of the year, all classes were receiving vocational orientation through the weekly Career days, and three semi-skilled course areas (Carpentry, Food Handling, Child Care) were operational and fully enrolled. Staff and teacher cooperation was very high. This fully demonstrates the school accepting the challenge to achieve the E.P.O.P. objectives.
In the senior high school, progress was shown by the increased number of O.J.T. slots obtained and the interest shown by students in the vocational guidance sessions.

Improved occupational awareness on part of teachers and students provided a basis for planned curriculum change. Course addition or revision will lead to greater opportunities for the students of this level. Interest is manifested through the fact that students are thinking in terms of a broader range of alternatives in their future.

The Out-of-School Youth component operated in conjunction with the Model Cities funded Carver Community School in the evening. Through excellent support and guidance, improved enrollment and attendance in the E.P.O.P. Automotive Mechanics and Blue Print Reading classes was observed. The need for offering more alternative skill-training opportunities continues to exist.

The progress achieved by the E.P.O.P. program as of the end of this reporting period is significant and the staff is enthusiastic to work toward the implementation of the recommendations and its continued growth.

Year 1972-73

The third year of operation saw a significant increase in activities. Aside from the staff meetings, preparation of materials for distribution and increased field trip entries, the E.P.O.P. staff participated in a series of meetings with Dr. Dean Andrews in developing both the product and process objectives for use at all component levels. As a result of these meetings, a clearer insight into the evaluation design was developed.

It was during the summer of 1972 that the local School Board announced a plan to achieve faculty desegregation in each school to insure compliance with appropriate guidelines. Of particular concern at this level was the fact that many teachers of the elementary schools served by the project were transferred. Thus, meetings with the elementary principals were arranged to identify the number of those newly assigned to each school and to arrange a meeting with them.

The conferences with the newly assigned faculty proved fruitful, as most seemed enthusiastic to know more about the program. In subsequent meetings the advisor distributed booklets on Suggested Activities and Suggested Unit Outlines on Career Development. The effective use of materials and equipment available was also discussed. It was the task of the advisor to assist and advise teachers in the utilization of these materials relative to daily course work and the world of work program.

During the classroom visits, tests measuring attitude towards work, picture identification of workers and a work habits survey were adminis-
tered to randomly selected groups of students. (Approximately 1,000 students) Demonstration lessons were also presented in the classes of newly assigned teachers, particularly at the fifth grade level. The advisor used the series of filmstrips produced by the Society for Visual Education entitled "Foundations for Occupational Preparation."

The increase in fieldtrip excursions to business and industry which manifested itself at all grade levels, was directly related to the increase in classroom activities in occupational awareness. As previously mentioned, the trips served as reinforcement to what had already been explained in class. In most instances, further classroom activity was stimulated after the excursion had been completed. Many classes were seen role playing the numerous aspects of the occupations viewed.

In the area of staff development and dissemination, the advisor:

A. Attended the Convention of the Louisiana School Board Association in which Dr. Kenneth Hoyt was the main speaker and resource person on Career Education.

B. Participated in the Regional Conference of the Joint Legislative Committee on Education to consider a proposed state plan for Career Education.

C. Conferred with Mr. Sam Burt, Special Consultant on Career Education on possible plans for implementing activities and procedures successful in E.P.O.P.

D. Spent two days in San Antonio, Texas, observing the local Career Education program.

E. Attended a three-day workshop on Career Education conducted by the Louisiana Department of Education, Baton Rouge, Louisiana.

F. Presented the three level components of the E.P.O.P. Program to members of the Louisiana Association for Supervision and Curriculum Development.

G. Served as resource consultant for the Lafayette Parish Career Education Workshop, Lafayette, Louisiana.

H. Served as resource consultant for a Career Education Workshop conducted by the E.P.O.P. staff for 150 teachers of the Lower Ninth Ward Area Schools. (See Appendix D)

The final major task performed by the elementary advisor within each school was the administration of attitudinal test, picture identification test and work habits survey on a post-test basis to the same randomly selected students. The results were collected, collated, packaged and delivered to Dr. Fred J. Vogel, the independent evaluator.
In an effort to expose all students at the Carver Middle School to World of Work information, there was a continuation of weekly Career Day activities, career related fieldtrips, use of community resource persons, effective use of films, records, lesson plan booklets, outline of suggested career instructional activities, films and other materials available.

There was pre and post testing of randomly selected students in grades six, seven and eight at the Carver Middle School. The Work Habits Rating Scale was administered to students in grade seven and the Attitude Toward Work Questionnaire was administered to students in grade six and eight.

The E.P.O.P. vocational advisor at the Carver Middle School presented demonstration lessons for newly assigned teachers requesting help in implementing career education lesson plans. In addition, the vocational advisor involved the entire faculty of Carver Middle School (except the physical education department) in teaching lessons four and five in the E.P.O.P. prepared booklet entitled Lesson Plans - Career Guidance (Grades 6-8). (Appendix B)

The Coordinator and the Middle School Advisor made a two-day visit to the Pittsburgh, Pa. school system to observe the Occupational, Vocational and Technical Exploratory Program for grades 6-8 in operation.

Scheduled counseling and guidance sessions on a one-to-one and group basis with students enrolled in the E.P.O.P. semi-skilled classes and regular classes were conducted by the middle school advisor. The students were accepted by referrals from administrators, counselors, teachers and at the request of students.

Interviewing of over-aged and potential dropout students for semi-skilled classes was completed and ninety students were placed. The increase in the number of students placed this year is due in part to having three full time teachers for the instructional phases of the semi-skilled classes.

Of the ninety students enrolled in the E.P.O.P. semi-skilled classes, a total of ten students dropped out of school and of that number eight were placed on jobs related to their semi-skill training, one enrolled in Job Corps and one did not respond to efforts to place him.

All remaining over aged and potential dropout students in the semi-skilled classes in carpentry, child care and food handling, (with the exception of one student in carpentry) successfully completed enough credits and demonstrated knowledge and application of skills to move to the next grade level.
In each of the three semi-skilled course areas of the middle school component, students were engaged in practical activities related to skills learned. In carpentry, students in morning and afternoon classes built separate model houses from foundation to completion.

In the Child Care Course, students visited child care centers located within the community, observed children, tended children and supervised playground activities. During the second semester children from the community and those of faculty members were accepted and cared for at the child care center maintained by students in E.P.O.P. child care classes at Carver Middle School. Parents in the community were aware of the center within the school and would bring in their children when an emergency would occur.

In the Food Handling Course, the practical experiences consisted of setting tables, preparing meals (breakfast, lunch or dinner) and serving foods. The students observed professional food service workers at work in restaurants, prepared and served food in the school cafeteria and prepared and served food to official guest of Carver Middle School. There was some correlation of semi-skilled classes in child care and food handling. Students enrolled in both courses were engaged in cooperative efforts in preparing food for children cared for by the students in the child care classes.

There was a need for a more innovative Industrial Arts program at the Carver Middle School, therefore, the I.A.C.P. World of Construction Course for Career Opportunities was implemented into the curriculum with one hundred-twenty-five students participating.

The efforts of the middle school advisor and the impact that E.P.O.P. has had at the Carver Middle School was realized when the administration requested and accepted suggestions for an innovative career education curriculum from the Middle School Advisor. Plans are now being made to implement the suggested curriculum changes during the 1973-74 school session.

Opportunities for dissemination of E.P.O.P. concepts and objectives were realized when the E.P.O.P. staff participated in conferences sponsored by the Model Committee on Education, formed by the Louisiana Legislature from both the Senate and House of Representatives and the State Board of Education. In addition, guided tours of the E.P.O.P. program were conducted for persons representing agencies from national, state and local levels.

A culminating activity of high priority was that of the workshop sponsored for teachers in a possible expansion area. The E.P.O.P. staff planned and conducted a four-day workshop on career education. Preliminary feedback indicated a very favorable reaction from the more than 150 participants. The program for the workshop is in the appendix (See Appendix D Exhibit I)
The high school component of the E.P.O.P. program serves students of the Carver Senior High School. All program elements focus at this level - awareness, exploration and preparation.

Through a program of vocational guidance and counseling students are lead to understand the basic job seeking skills. Those students identified with the vocational courses participate in regular sessions. Students interested in O.J.T. arrangements receive a concentrated individual guidance program in preparation for placement. The staff is available to assist students on a walk in basis to consider their vocational interests and apprise them of opportunities available.

The O.J.T. Coordinator and Vocational Counselor divides his time between school and locations for job placement. Considerable attention is given to securing suitable work experiences. A persisting problem is locating an adequate number of appropriate job sites for the students in keeping with their training, skills and interests.

During the current year thirteen students were placed in on-job-training slots out of an estimated 20 qualified.

This component very acutely points up the need for closer cooperation between educators and business-industrial-community leaders. Meaningful insight can only come through cooperative community support and the employer's acceptance of his role in training future employees.
1. The E.P.O.P. O.J.T. Coordinator and Vocational Counselor has been assigned to a regular counseling position at Carver Senior High devoting part-time (2/5) to former E.P.O.P. responsibilities by providing O.J.T. experiences for Industrial Arts students.

2. Vocational counseling activities formerly performed by him will be shared by the regular counseling staff at Carver Senior High.

3. Carver Middle School has included in its staff the teacher to teach one semi-skill-class in rough Carpentry and three classes in I.A.C.P. World of Construction. Tentative approval of a second teaching position for semi-skill classes in Food Handling and Child Care has been initiated to continue the dropout prevention aspect of this component.

4. E.P.O.P. staff, presently reassigned to another Career Education project, assuming their same roles have expanded to include ten schools and will be utilized for in-service training of teachers.

5. One full staff position was assigned to Carver Senior High School to instruct the E.P.O.P. equipped World of Manufacturing classes.

6. The Practical Nursing and Health Occupations classes are being continued through local and state vocational funds.

7. The clerical component, as developed through E.P.O.P., will continue to operate through local funding.

8. Pursuant to conferences with Mr. Sam Burt, Special Consultant on Career Education to the local system, concepts and procedures in effect under E.P.O.P. are evident in the Local Plan for Career Education next fall.

9. A former Assistant Superintendent for Career Education, Louisiana Department of Education, and strong advocate of these concepts has been appointed by the local system as Director of Career Education for the next session. This is a newly created position.
EVALUATION

Year 1970-71

1. Elementary School Level

Objectives at this level pertaining to changes in attitudes and changes in occupational aspirations were measured by instruments designed to match the students' general developmental capabilities.

Results of pre-test and post-test did not reflect any significant differences within schools or between schools in levels of aspiration.

However, a significant positive gain was found between the pre-test and post-test measures of attitude toward work.

2. Middle School Level

No effort was made by the evaluator to measure general changes in attitudes or aspirations because of the difficulties encountered in organizing the program at this level.

However, attendance data available for each quarter and the number of students passing and failing the semi-skilled carpentry class, 17 students completing the class, 71% passed and 29% failed, indicated that the students who passed the course attended school at a significantly higher rate than students who failed, regardless of quarter(s) of attendance.

Further efforts to provide for an objective evaluation of the middle school component of the program included the development of an attitude toward work scale administered to students in carpentry class on a pre-test--post-test basis. Such an instrument was developed by E. S. D. C. and administered to 16 students in the carpentry class in late February. A post-test was administered in late May, 1971; however, only 4 of the original 16 students were present for this. It was, therefore, statistically unfeasible to undertake an analysis of this data.

3. Senior High School Level

Here again, no effort was made by the evaluator to measure any changes in attitudes or aspirations. Data used in reporting was primarily derived from teacher-made tests of performance growth and an analysis of attendance records.
Achievement in the practical nurse component was exceptionally high; but, extremely low in the nurse aide component. This would indicate a need for a screening instrument for prospective nurse aide students similar to the one used for practical nurses.

Attendance was high in the above components as well as in the office simulation component.

Year 1971-72

The major portion of the evaluation is composed of an introduction and a section covering the results and accomplishments of each division. The evaluation is actually a resume of the activities performed in the three instructional levels covered by the project as related by the individual coordinators at each level.

With the exception of a brief statement with reference to a definite change, positive in nature, relative to the attitude of administrators, counselors and teachers as a result of a pre-administration and a post-administration of a Vocational Information Questionnaire; and an analysis of pre-test results of the Attitude Toward Work Survey administered to the elementary and middle school students, there is little toward initiating and determining whether the activities being carried on are producing or not producing the desired results.

Nowhere do the conclusions and recommendations reflect whether or not the program or project is accomplishing its objectives and to what degree these objectives are being met or not being met.

It is almost impossible to summarize the Evaluation Report as it, in itself, is a summary of the activities of the project.

Year 1972-73

The third contract year of E.P.O.P. developed under a new evaluation design. The Project Director, responding to the recommendations made during the second action year of the program, contracted for the new design. As a result of the efforts expended by all parties involved, the developed product and process objectives agreed upon a sense of direction and purpose to the project which was missing in previous action years.

A. Elementary School Component

The Vocational Advisor, teachers, and students in the elementary component were completely involved in the various activities included in the E.P.O.P. program.

A new instrument, the Occupational Picture Identification Test, was developed by the elementary Vocational Advisor to be used in the growth of occupational knowledge of students in grades K-5.
This instrument was first administered in November 1972 and the results were used in developing experiences and understandings designed to increase students' knowledge of occupations. This technique proved satisfactory in that the results of the post-test, administered in May 1973, met the anticipated increase required for successfully satisfying Performance Objective #1.

Steps towards determining students' improvement in their attitude towards work were taken. Teachers administered the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire. Prior to administration, the teachers were instructed in the proper administration and use of these instruments. The desired 10% increase between the pre- and post-test mean scores were not realized. Student gain did take place, however, in both Work Habits and Attitudes Toward Work. These changes occurred even though there were a number of changes made in the teaching personnel of the grades involved.

The elementary teachers, grades K-5, in the E.P.O.P. schools presented career information all during the year to their students through their social studies units. Evidence of the effort of teachers in this area is seen in the participation of both teachers and students in field trips, the use of audio-visual aids and the use of resource speakers. The number of teachers and pupils involved in these activities far exceed what was expected.

Elementary school teachers were instructed in the techniques of presenting occupational preparation materials to their students. The Elementary School Advisor presented demonstration lessons to achieve this purpose. The presentation of demonstration lessons was considered a critical activity due to the large number of new teachers assigned to the E.P.O.P. schools. This turnover in teaching personnel was due to a new school board policy of integrating all school faculties on a 50-50 racial mix.

The Elementary School Advisor was acutely aware of the problems resulting from this change in teacher personnel. His awareness is indicated by the number of demonstration lessons presented and the number of outlines of suggested career instructional activities distributed. Indications are that teachers and pupils responded positively to his efforts.

The data collected during the third action year indicates that the objectives established for the elementary school component were generally realized. In most instances, the elementary advisor exceeded the specific identifiable goals established for the third action year.
Concern continued to surface throughout the year relative to the number of new teachers being assigned to the E.P.O.P. schools. The Elementary School Advisor, sensitive to this situation, made plans and directed his energies toward insuring a minimum time lag in getting newly assigned teachers involved in the concepts and purposes of the E.P.O.P. project. This effort was a positive factor in the success realized by the elementary component.

In retrospect one may conclude from the tabulations of the data collected for the Elementary School Component during the final year of E.P.O.P., that the objectives were satisfactorily achieved. There is evidence that the staff, the school administrators and the elementary school teachers involved all had a common purpose and established goals which were commensurate with the objectives of the Project Proposal. Much credit for the success of the elementary component must be given to the leadership furnished by the Elementary School Vocational Advisor.

B. Middle School Component

Career education was emphasized in the instructional program by both the faculty and the Vocational Advisor for all enrollees at Carver Middle School during the final action year of E.P.O.P.

Middle School teachers, grades 6-8, taught career oriented lessons on occupational preparation through their use of films and filmstrips, the outline of suggested career instructional activities, and career education field trips. All three means were closely correlated with and integrated into instruction during the final action year. In addition, teachers involved community resource persons in their career education programs.

The degree of coordination among E.P.O.P. courses realized this year through interchange and integration of subject matter, practical activities, and energies of teachers and pupils of the E.P.O.P. semi-skilled courses at the middle school level was commendable.

In this final program year, E.P.O.P. expanded its instructional efforts and services within the Carver Middle School. The Industrial Arts Curriculum Project was begun this past September (1972). One hundred and twenty-five pupils, in five classes, began course work in the World of Construction. The teacher's salary was not funded through the E.P.O.P. budget; however, instructional materials and services were provided by E.P.O.P. E.P.O.P. also underwrote the cost incurred in training the World of Construction teacher at Louisiana State University in Baton Rouge, Louisiana during the previous summer.
The career education orientation developed and given to many courses at grades 6, 7 and 8, provided understandable relevance and direction to the educational programs of pupils at Carver Middle School.

Carver Middle School teachers provided practical semi-skilled career instruction to overaged potential dropout pupils enrolled in the three E.P.O.P. semi-skilled courses this year. Likewise, E.P.O.P. teachers provided quite practical activities in their courses. Both the number of pupils enrolled in E.P.O.P. and the number of career education activities provided exceeded the minimum criteria established by the Evaluation Design.

Selected classroom teachers employed a heavy overlay of films and filmstrips in teaching career education lessons on occupational preparation. Teachers also involved community resource persons wherever appropriate. The number of field trips made during this final program year increased considerably.

An instructional emphasis worthy of special note during this evaluation year was the practical "on-the-line" career experiences that the E.P.O.P. instructors provided for their pupils. These experiences undoubtedly contributed to the holding power of E.P.O.P.

On the basis of the finds of pre-test data, instructional emphasis continued to be directed toward improving work habits of pupils and the attitudes of pupils toward work during this final program year.

While pupils in E.P.O.P., grades 6-8, tended to improve their work habits and their attitudes toward work, additional instructional emphasis is indicated in order to encourage and aid E.P.O.P. students toward improvement.

The instructional materials and consultative service made available to teachers (lesson planning, development of resource units, and suggested career instructional activities) assisted teachers in their career instructional efforts with their pupils.

To vitalize further career education for E.P.O.P. pupils and for pupils in Carver Middle School, the Vocational Advisor and/or selected classroom teachers showed career films to pupils on a weekly basis. A majority of the pupils enrolled at Carver Middle School have viewed career films on a weekly basis during the final program year.

A significant majority of E.P.O.P. pupils generally responded positively through the final action year to the semi-skilled core course provided for them in the Carver Middle School.
average of the work done by pupils in the three E.P.O.P. courses was evaluated by the E.P.O.P. teachers to be average (C) and better (C+).

The holding power of the semi-skilled courses for this evaluation year, however, fell short of the objective criterion set in the Evaluation Design. Eighty-three of the initially registered 96 E.P.O.P. students remained with the program through the year. The program fell .2% short of meeting the standard set for pupil continuance in the program by the Evaluation Design.

Because of the Orleans Parish School Board policy, initiated at the beginning of the last action year, of integrating faculties within all schools of the system on a 50-50 racial mix basis, some dislocation of teachers resulted at the Carver Middle School. Because of this policy implementation, 37 teachers were newly assigned to Carver Middle School at the beginning of this academic year. All newly assigned teachers were, however, oriented to E.P.O.P. by the Vocational Advisor during the first quarter of the school year.

Anticipating implementation of the 50-50 faculty racial mix, the in-service education program planned for teachers during the summer of 1972 was postponed. An in-service education program for teachers of Carver Middle School is planned and will be executed during the period June 12-15, 1973 of this final program year.

The efforts of the Vocational Advisor in staff development activities and in consultative services added to the quality of career education programs and experiences for pupils of the Carver Middle School during this final program year.

The objectives of E.P.O.P. appeared during this final action year to be generally understood and accepted by the faculty and the staff of Carver Middle School. Teachers directed their instructional efforts and their activities toward achievement of E.P.O.P. objectives. The Vocational Advisor channelled his energies and his activities in support of the content and the intent of E.P.O.P. as defined in the Project Proposal.

C. High School Component

Of the nine objectives in the E.P.O.P. High School Component, two of the five product objectives and two of the four process objectives were met successfully.

The third action year was a successful one. Probably one of the reasons for this was the utilization of a new evaluation design. The design gave the staff and teachers specific measurable objectives which they could use to determine how well they were
progressing on every dimension of the program.

In the case of the High School Component, a new Vocational Advisor was brought in late in the second quarter of the school year. He was able to adapt himself to the program in a relatively short period of time largely because he knew what was expected of him, and could readily establish the parameters of the program.

However, in starting late in this final year of the program, the Vocational Advisor did not have enough time to develop fully the requirements of all the objectives. Pre-tests were not administered until the third quarter; therefore, post-test results administered in the fourth quarter did not evidence the effect that instruction and experience could possibly have on students. In addition, the Project Coordinator had to work more closely and spend more of his time in helping the Vocational Advisor with such activities as scheduling group meetings, developing performance tests and visiting student-learner sites to evaluate students' progress on jobs.

Despite the changes in personnel, the objectives of the High School Component were dealt with effectively. Not all of them were realized, but real progress was made with the faculty and staff of Carver Senior High School relative to the purposes and goals of E.P.O.P. The third action year was handicapped by not having a Vocational Advisor at the beginning. However, E.P.O.P. at the high school level regained its momentum and completed the final action year quite satisfactorily.
EVALUATION

Three Overall Program Performance Objectives, which were established by the Evaluation Design, were used in evaluating the overall effectiveness of the project. Of the three objectives, two (Performance Objectives I and III) were designated for use by the Evaluator in presenting the evaluation of the program. The remaining objective (Performance Objective II), involving minutes of the Orleans Parish School Board, was designed for use by the Project Director in the presentation of his report.

A. Performance Objective #1

The project staff will develop an Exemplary Program for Occupational Preparation as indicated by the successful achievement of at least 75 percent of the objectives and by a rating by the on-site committee of at least a mean of 72 points on the Rating Sheet for Exemplary Projects.

As indicated, the baseline data were drawn from the evidence of success of the program. The table below was developed from the data collected from each component of E.P.O.P.

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<table>
<thead>
<tr>
<th>Component</th>
<th>Total No. of Product Objectives</th>
<th>No. of Product Objectives Achieved</th>
<th>Percent Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Middle School</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>High School</td>
<td>5</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>5</td>
<td>50%</td>
</tr>
</tbody>
</table>

Ten product objectives were identified but only five or 50% of them were successfully completed. Thus the anticipated 75 percent achievement level was not realized. The application of effort towards the realization of each objective by each component of the project is explained in detail in the body of this report. Factors involved in the determination
One of the product objectives in the elementary school component was not achieved. This objective dealt with pre- and post-test evaluations of work habits rated by classroom teachers. Because of School Board policy implementing a 50-50 racial mix of teaching personnel, many of the teachers rating students on the pre-test were not present to rate them on the post-test. Therefore, it was not possible to report, with any degree of accuracy, changes which may have taken place in the work habits of elementary school students.

The table also indicates that only two of the five high school objectives were realized. The three objectives not achieved were:

(a) Objective No. 2 dealt with placing students in O.J.T. slots. The Vocational Counselor who was responsible for this task was not appointed until November 28, 1972. It is assumed that this change in personnel hampered much of the progress which should have been realized in placing students in on-job-training situations. However, even though the Vocational Advisor started late in his new position, he did place 60.5% of those eligible.

(b) Objective No. 4 dealt with teacher ratings of the attitudes of students towards work. Again, the turn-over of teaching personnel in New Orleans Parish schools made it impossible to accurately assess the attitudinal changes toward work which may have actually taken place.

(c) Objective No. 5 dealt with the students' knowledge of job-seeking techniques as measured by a test which was developed by the E.P.O.P. Vocational Advisor. The realization of this objective was hampered by the employment of a Vocational Advisor late into the school year (November 28, 1972).

The explanations given above are not designed to justify the failure of E.P.O.P. to reach the anticipated criterion of 75 percent achievement of program objectives, but rather are intended to identify situations which existed which may have influenced achievement outcomes of the stated objectives.

B. Performance Objective #3

The students participating in the E.P.O.P. will improve their attitudes toward work as indicated by ratings by teachers of work habits in the classroom. It is expected that the mean
post-test score will be 10 percent greater than the pre-test score on the Work Habits Rating Scale.

The baseline data for this objective was realized from the teachers' observations of students' work habits in the classroom. As previously suggested, the data collected are highly suspect due to the large turnover in teaching personnel. Nevertheless, the following table presents the results of the tests as administered.

A COMPARISON OF THE PRE- AND POST-WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pre-Test Score</th>
<th>Mean Post-Test Score</th>
<th>Percent Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>18.5</td>
<td>20.6</td>
<td>5.8%</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>20.1</td>
<td>15.9</td>
<td>-11.3%</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>18.2</td>
<td>19.6</td>
<td>3.9%</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>48.9</td>
<td>68.4</td>
<td>39.6%</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>179</td>
<td>26.4</td>
<td>31.1</td>
<td>17.8%</td>
</tr>
</tbody>
</table>

As indicated in the data above, a total of 179 students from grades 1, 3, 5 and 7 were involved in the pre- and post- Work Habits Ratings made by their teachers. The mean pre-test score of these students was 26.4, their mean post-test score was 31.1. This indicates a 17.8% gain in the post-test scores over pre-test scores. It was expected that a 10% gain would be realized. Based upon the data collected, this objective was realized. However, reassignment of teaching personnel introduced a variable in the rating process which made this data suspect. This suspicion appears to be supported when the data indicated a 11.3 percent loss at the third grade level and a 39.6 percent gain at the seventh grade level. The data reported suggests a 50% percent (approximate) deviation in pre- and post-ratings of students by teachers. This data, coupled with the knowledge that all of the students who were rated on pre- and post-tests were not always rated by the same teachers, forces a reviewer to place limited confidence in the results obtained. The variables involved could not be controlled by either the E.P.O.P. staff or the Evaluator. The data are, however, presented as collected with these observations stated. To be
noted also is the fact that each member of the evaluation team worked independently with his assigned Vocational Advisor and reported out his findings and conclusions.
CONCLUSION AND RECOMMENDATIONS

Year 1970-71

The Exemplary Program for Occupational Preparation is very much needed in this Desire Area to provide a more relevant area to the curriculum. More persons within and without the schools do not have an informed, effective orientation to the world of work and are thereby relegated to lower ranks of our economy.

The vocational thrust is not in competition with basic college preparatory instruction, but rather serves to help each individual decide for himself where in terms of his interests and abilities, he will enter the job world. Very clearly students need more alternatives as they progress through school. It is the mission of E.P.O.P. to broaden their capabilities to make wise intelligent decisions and foster success in any choices they make.

Recommendations submitted here are for serious consideration to help the Exemplary Program for Occupational Preparation achieve its objectives. The following recommendations are listed:

1. More time and support be given to publicizing this program to the end that the image of vocational education is improved.

2. More resources be marshalled together to get the business community to accept and give tangible support to the objectives of the program.

3. Vocational education resource persons be brought in to work with the E.P.O.P. staff and teachers.

4. Provide teacher in-service training in vocational information.

5. More adult evening classes be instituted to appeal to a broad segment of our out-of-school youth.

6. More community involvement by drawing on parents and the advisory committee to aid in contacts for fieldtrips and employment possibilities.

7. Objective questionnaires should be devised by the independent evaluators to measure the influence of WOW classes, fieldtrips, and overall influence of school-wide assembly and career programs.
Year 1971-72

A careful analysis of the activities, results and evaluation leads to the conclusion that the E.P.O.P. program has achieved significant progress from its first action year. Many areas of concern a year ago have been resolved through the cooperative efforts of the staffs and teaching personnel. Although some problem areas continue to exist, the direction and potential of the program is in focus, more clearly. A discussion of these problems was covered in the sections on results and accomplishments and also in the evaluation.

In general the E.P.O.P. program continues to meet the needs of the students in the schools in the Desire Area by providing a more relevant curriculum. As public schools undertake the challenge of mass education, it is quite obvious a significant number of students receive inadequate preparation. Many persons in or out of school do not have an effective orientation to the world of work and are thereby relegated to the lowest ranks of our economy. Vocational orientation, for career decision-making, in particular, has had a low priority in the curriculum. Implied in the challenge of mass education is the goal that each individual will become a productive member of society. Therefore, we cannot over-emphasize the need for vocational information and orientation in the curriculum as we train students to become productive individuals.

The activities of the E.P.O.P. project have been acknowledged as necessary and relevant by the teaching personnel and enthusiastically received by the students. The E.P.O.P. staff observed behavioral changes reflecting direct results of the objectives.

Significantly, in the elementary level, the increase in fieldtrip excursions to business and industry, manifested at all grade levels, was directly correlated to an increase in classroom activities regarding occupational awareness.

In the middle school, the full implementation of the three semi-skilled courses combined with weekly career day programs lead to more favorable attitudes, as measured, toward work.

The 300% increase in O.J.T. slots over the previous year and the acceptance of proposed new courses for inclusion in the curriculum reflect the growing acceptance of the objectives.

A real continuing concern to the E.P.O.P. staff is the development of an evaluation design and adequate instruments to measure changes effected in relation to the stated objectives because of the manner in which the objectives are written. In spite of this problem the E.P.O.P. program is moving in the direction of its objectives.

Obviously, certain modifications predicated by insights gained during the first and second program years are required.
The E.P.O.P. staff feel that serious consideration should be given to the following recommendations to help the program achieve its objectives:

1. More community and advisory committee involvement in project functions.

2. More dissemination of project materials in other local schools in order to expand the influence of the program.

3. More community awareness of E.P.O.P. activities and objectives through newspaper articles, T.V., etc.

4. More in-service programs for teachers involved with E.P.O.P. including greater usage of outside resource persons.

5. More intervisitation with programs similar with E.P.O.P. to exchange ideas and discuss problems common to all.

6. The evaluation design be rewritten to incorporate measurable product and process objectives.

7. More effort exerted to secure upper echelon commitments favorable to the continuation of the program.

8. To continue curriculum expansion and/or revision to include such courses as IACP (World of Construction, World of Manufacturing), General Maintenance, Career English and Applied Mathematics.

9. To reinstitute the Nurse Assistant course into the Health Occupations component with a more sophisticated selection procedure.

As has been noted, the E.P.O.P. is making school more relevant for students of the target area by emphasizing to them the advantages of vocational information. An increased capability to make wise intelligent decisions in terms of a student's individual abilities, needs and interests is an essential goal of E.P.O.P.

The Exemplary Program for Occupational Preparation should increase its impact to establish a program which will be expanded throughout the school system. Its basic developmental approach beginning with exposure to occupations, aspirations and attitude formation, and advancing to specialized skill training, including on-job-training, affords opportunities for students to graduate from high school with entry level, marketable skills. It will further equip students with understandings and attitudes important for progressing on the job.
Year 1972-73

This final evaluation report for the last action year of the E.P.O.P. Project reflects the efforts and products of this team approach to the evaluation of E.P.O.P. for the last action year. The achievements realized in this Exemplary Program for Occupational Preparation suggest that:

-- the objectives set for the program were realistic and warranted

-- the instructional staff and the administration involved developed a knowledge of and an appreciation for the purposes and goals of E.P.O.P.

-- the Vocational Advisor performed a yeoman's task.

It is suggested that the following evidence is indicative of the fact that the concepts of career education as exemplified by this demonstration program, may be permeating the local school system:

-- the interest in the program reflected in the minutes of the Orleans Parish School Board

-- a three-day workshop on Career Education offered in June under the egis of this (E.P.O.P.) experimental program

-- a project proposal which was recently funded which continues and expands the basic concepts of E.P.O.P. into other schools and school programs of N.O.P.S.

-- the use of the E.P.O.P. staff as cadre to assist other schools and other professionals in developing similar type programs for their schools and school system.

-- the requests for information re: the program design and program materials of E.P.O.P.

From this immediate evidence, it is reasonable to conclude that E.P.O.P. has impacted on the educational program of the local school system, on the Greater New Orleans Metropolitan Area Plan for career education. Based upon the same evidence, it is reasonable to expect that E.P.O.P.'s influence will endure as the Louisiana State Department of Education intensifies its efforts in orienting educational programs to include career education.
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APPENDICES

A - F
APPENDIX A, EXHIBIT I
(Original)
Grades 1 - 5, 6 Form ATW-E - "Attitudes Toward Work"

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. Should all grown-ups work?  
   YES  NO

2. Would you like to do an important job?  
   YES  NO

3. Do you think you should work to get money?  
   YES  NO

4. Do you think people who work make lots of friends?  
   YES  NO

5. Do you think people should work hard?  
   YES  NO

6. When you finish school do you want to work?  
   YES  NO

7. Do you think anybody really wants to work?  
   YES  NO

8. Do you think people who work are happy?  
   YES  NO

9. Should people get money who don't work?  
   YES  NO

10. Do you think people work just for money?  
   YES  NO

11. People who don't work are lazy.  
    YES  NO

12. When you get a job do you think you will be a good worker?  
    YES  NO

13. Should people who have families have to work?  
    YES  NO

14. Do you think people who work are unhappy?  
    YES  NO

15. Do you like adults who don't work?  
    YES  NO

16. Do you think all jobs are important?  
    YES  NO

17. Should people ever do a job they don't enjoy?  
    YES  NO

18. Would you like to have a summer job when you are old enough?  
    YES  NO

19. Would you like to earn money?  
    YES  NO

20. When you get older would you like to live on welfare?  
    YES  NO

21. Do you like adults who work?  
    YES  NO

22. Do you think people who work help other people?  
    YES  NO

23. Will you just work hard enough to get by?  
    YES  NO

24. Would we be better off if no one worked?  
    YES  NO

25. I hope that some day I get a good job.  
    YES  NO
APPENDIX A, EXHIBIT II
(Revised)

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work?  
   YES  NO
2. Do you think all jobs are important?  
   YES  NO
3. Do you think people who work are happy?  
   YES  NO
4. When you get a job do you think you will be a good worker?  
   YES  NO
5. Do you think people should work hard?  
   YES  NO
6. Should all grown-ups work?  
   YES  NO
7. Would you like to have a summer job when you are old enough?  
   YES  NO
8. Would you like to do an important job?  
   YES  NO
9. Should people who have families have to work?  
   YES  NO
10. Should people get money who don't work?  
    YES  NO
11. Do you think anybody really wants to work?  
    YES  NO
12. Will you just work hard enough to get by?  
    YES  NO
13. Do you think you should work to get money?  
    YES  NO
14. Do you think people who work help other people?  
    YES  NO
15. Do you like adults who don't work?  
    YES  NO
16. Do you like adults who work?  
    YES  NO
17. Do you think people work just for money?  
    YES  NO
18. Should people ever do a job they don't enjoy?  
    YES  NO
19. Do you think people who work are unhappy?  
    YES  NO
20. Do you think people who work make lots of friends?  
    YES  NO
APPENDIX A, EXHIBIT III

Exemplary Vocational Materials

Housed Within Each School

I. Living With Your Family

A. What Is A Family?
B. The Family Has A New Baby
C. A Day With Your Family
D. Family Fun

II. Community Workers and Helpers - Group I

A. Doctor's Office Workers
B. Library Workers
C. School Workers
D. Supermarket Workers

III. Community Workers and Helpers - Group II

A. Department Store Workers
B. Fire Department Workers
C. Hospital Workers
D. Television Workers

IV. Food, Clothing, and Shelter

A. How We Get Our Homes
   1. Planning the Home
   2. Building the Foundation
   3. Building the Shell of the Home
   4. Finishing the Home

B. How We Get Our Clothing
   1. The Story of Cotton
   2. The Story of Wool
   3. The Story of Leather
   4. The Story of Rubber

C. How We Get Our Foods
   1. The Story of Milk
   2. The Story of Bread
   3. The Story of Fruits and Vegetables
   4. The Story of Meat

V. Foundations for Occupational Planning

A. Who Are You?
B. What Do You Like To Do?
C. What Is A Job?
D. What Are Job "Families"?
E. What Good Is School?
Exemplary "World of Work" Books

Housed Within Each School

SERIES I

LET'S TAKE AN AIRPLANE RIDE
LET'S GO TO THE ZOO
LET'S GO TO THE SUPERMARKET
LET'S BUILD A HOUSE
LET'S VISIT THE FIRE STATION

SERIES II

LET'S VISIT A SHIP
LET'S GO TO THE FAIR
LET'S TAKE A BUS TRIP
LET'S GO TO THE DOCTOR'S OFFICE
LET'S VISIT THE POLICEMAN

SERIES III

LET'S VISIT THE POST OFFICE
LET'S VISIT A TV STATION
LET'S VISIT A FARM
LET'S GO TO SCHOOL
LET'S GO CAMPING

SERIES IV

LET'S VISIT THE RAILROAD
LET'S VISIT THE NEWSPAPER
LET'S VISIT A SPACESHIP
LET'S VISIT THE TELEPHONE COMPANY

SERIES V

LET'S PUBLISH A BOOK
LET'S VISIT MEXICO CITY
LET'S VISIT THE DAIRY
LET'S VISIT THE HOSPITAL
LET'S VISIT THE BANK

SERIES VI

LET'S VISIT AN ELECTRIC COMPANY
LET'S VISIT A RUBBER COMPANY
LET'S VISIT A MINING COMPANY
LET'S VISIT AN OIL REFINERY
LET'S VISIT A PAPER MILL

SERIES VII

LET'S VISIT A FURNITURE COMPANY
LET'S VISIT A SILVER COMPANY
LET'S VISIT A BAKERY
LET'S CHOOSE A PET
LET'S VISIT A FLOWER SHOP
Please identify your profession by placing an (x) in the proper space.

Administrator   Counselor   Teacher

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

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Please select the letter indicating your choice.

1. Vocational guidance should be provided to all children at the elementary level. ____________________________

2. Providing occupational information to elementary school children will help them in choosing their high school courses. ____________________________

3. The making of career decisions begins in the elementary school. ____________________________

4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. ____________________________

5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions ____________________________
6. The elementary school is the ideal level at which vocational guidance should begin. 

7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher. 

8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher. 

9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. 

10. The elementary grades are the ideal level at which children should learn about the dignity of work. 

11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades. 

12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems. 

13. A school program designed to provide occupational information should include a study in values. 

14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students. 

15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.
APPENDIX A, EXHIBIT VI
Data - 1971-72

Pre-Test

Please identify your position by placing an (x) in the proper space.

Administrator
Counselor
Teacher

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

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Please select the letter indicating your choice.

1. Vocational guidance should be provided to all children at the elementary level.

2. Providing occupational information to elementary school children will help them in choosing their high school courses.

3. The making of career decisions begins in the elementary school.

4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information.

5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions.
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7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher.

8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher.

9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge.

10. The elementary grades are the ideal level at which children should learn about the dignity of work.

11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades.

12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems.

13. A school program designed to provide occupational information should include a study in values.

14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.

15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.

(Data - 1971-72)

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APPENDIX A, EXHIBIT VII
Data - 1971-72

Post-Test

Please identify your position by placing an (x) in the proper space.

Administrator  Counselor  Teacher

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

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Please select the letter indicating your choice

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2. Providing occupational information to elementary school children will help them in choosing their high school courses.  
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3. The making of career decisions begins in the elementary school.  
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4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information.  
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5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions. 

6. The elementary school is the ideal level at which vocational guidance should begin.

7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher.

8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher.

9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge.

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11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades.

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15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.

(Data - 1971-72)

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APPENDIX A, EXHIBIT VIII
Exemplary Program for Occupational Preparation

General Guidelines for Field Trips

1. The number of students taking a field trip should be limited to not less than fifty-five, and not more than sixty in order to assure full utilization of bus space and compliance with driver insurance regulations.

2. Parental involvement on field trips is encouraged. (At least two per bus)

3. A telephone call should be made the day before the trip to remind the company of your visit.

4. A thank-you letter by the students or teacher would be appreciated. (See sample below)

SAMPLE THANK YOU LETTER SENT TO THE BUSINESSES, AGENCY OR SCHOOL AFTER THE TRIP.

Dear Sir:

The students and staff of (Name of School) thank you for the courtesy and attention you offered us on our visit to (Name of place visited). It was a most valuable experience for us. The cooperation of people like yourself is vital for building the citizens and workers of tomorrow's society.

Thank you,

Leonard C. Belton /s/
Elementary Vocational Advisor
### Possible Field Trip Entries

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<td>Frank Bertucci 522-6191</td>
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<td>Delgado Trade School</td>
<td>John Cain 486-5403</td>
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<tr>
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<td>5th Grades &amp; Above</td>
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<tr>
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<tr>
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<td>Edward Plaeger 729-3616</td>
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<td>Wylon Beauty Products</td>
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## APPENDIX A, EXHIBIT X
(Data - 1971-72)

### Number of Teachers within School by Grades

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<th>III</th>
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<th>VI</th>
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### Number of Pupils within School by Grades

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<th>VII</th>
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<td>196</td>
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Total Trips Taken - 55
APPENDIX A. EXHIBIT XII
1971-72
Table 1

Robert R. Moton

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of Students</th>
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*Significant at the .05 level

Table 2

Helen S. Edwards

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

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<th>Grade</th>
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*Significant at the .05 level
Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

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*Significant at the .05 level

### Fourth Grade

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</tr>
</thead>
<tbody>
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*Significant at the .05 level
APPENDIX A  EXHIBIT XIII

Suggested Activities and Information on Career Development at the Elementary Level

Exemplary Program for Occupational Preparation
1972-73
Compiled
by
Leonard C. Belton
under
the
supervision
of
Richard A. Theodore
and
under
the
direction
of
William G. Young

for
use
in
The Desire Area Schools
Henderson H. Dunn Elementary School
Helen S. Edwards Elementary School
Robert R. Moton Elementary School
St. Philip the Apostle Elementary School

Exemplary Program for Occupational Preparation

NEW ORLEANS PUBLIC SCHOOLS
SUGGESTED ACTIVITIES FOR OCCUPATIONAL PREPARATION

Specific Procedures:

I. Relate all subject matter with the world of work and self-development.
   
   A. Help children to begin to think about what they may become and how the immediate subject matter will help them.
   
   B. Help children to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise).
   
   C. Arrange field trips to industries, etc., so that children can see and identify with real, live role-models of their group.
      1. Trips should be pre-planned with children as to objectives, etc.
      2. Children should be prepared to ask good, relevant questions.
      3. Interview technique and note taking should be rehearsed.
      4. Parents should be encouraged to participate with children.
   
   D. Arrange for resource people to visit the classroom as role-models.
   
   E. Arrange for children to role play the various careers studied. (This is extremely important for children in the lower grades).
      1. Children write, play, and act them out.
      2. Spontaneous role playing. (Children love to play, act, and easily exchange identities).
   
   F. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs"). It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.
   
   G. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.
   
   H. Help children to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:
      1. What sort of person do I think I am?
      2. How do I feel about myself as I think I am?
      3. What sort of person would I like to be?
      4. What are my values and needs?
      5. What are my aptitudes and interests?
      6. What can I do to reconcile my self-ideal with my real self?
      7. What outlets are there for me with my needs, values, interests, and aptitudes?
      8. How can I make use of these outlets?

II. Allot time for group and individual guidance with children.
   
   A. Help them understand and develop proper attitudes toward work.
SUGGESTED ACTIVITIES FOR OCCUPATIONAL PREPARATION

Specific Procedures:

I. Relate all subject matter with the world of work and self-development.
   A. Help children to begin to think about what they may become and how the immediate subject matter will help them.
   B. Help children to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise).
   C. Arrange field trips to industries, etc., so that children can see and identify with real, live role-models of their group.
      1. Trips should be pre-planned with children as to objectives, etc.
      2. Children should be prepared to ask good, relevant questions.
      3. Interview technique and note taking should be rehearsed.
      4. Parents should be encouraged to participate with children.
   D. Arrange for resource people to visit the classroom as role-models.
   E. Arrange for children to role play the various careers studied. (This is extremely important for children in the lower grades).
      1. Children write, play, and act them out.
      2. Spontaneous role playing. (Children love to play, act and easily exchange identities).
   F. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs"). It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.
   G. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.
   H. Help children to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:
      1. What sort of person do I think I am?
      2. How do I feel about myself as I think I am?
      3. What sort of person would I like to be?
      4. What are my values and needs?
      5. What are my aptitudes and interests?
      6. What can I do to reconcile my self-ideal with my real self?
      7. What outlets are there for me with my needs, values, interests, and aptitudes?
      8. How can I make use of these outlets?

II. Allot time for group and individual guidance with children.
   A. Help them understand and develop proper attitudes toward work.
B. Help children develop and understand the importance of good personal/social habits.

1. Grooming
2. Punctuality
3. Talk
4. Courtesy
5. Responsibility
6. Originality, etc.

C. Help children to know themselves better and build a positive self-image.

1. Identify talents
2. Understand aptitudes, interests and abilities
3. Explore attitudes
4. What sort of person am I?
5. What sort of person can I become?

III. Teach the importance and interdependence of all kinds of work. (Teachers should especially examine their own middle-class bias here.)

A. Develop appreciation and dignity for all kinds of work.

B. Develop proper attitudes concerning sex and work. (The line between "male" and "female" work is becoming extremely thin.)

C. Be alert to textbook bias.

D. Help children understand the all-pervasive effects of work:

1. Determines way of life.
2. Determines values.
3. Influences manner of speech, dress and leisure time activities.
4. Determines where family lives, whom they meet, and what schools are attended.
5. Determines whole social and economic status.

E. Work satisfies the following needs:

1. Physiological (food, shelter, etc.)
2. Safety
3. Belonging
4. Feelings of importance, respect, self-esteem, independence
5. Information
6. Understanding
7. Beauty
8. Self-actualization

IV. Set standards equal to those of best schools.

A. Help children to develop realistic pictures of themselves and their competencies as compared to other children with whom they will have to compete on a realistic basis in the world of work.

B. Help children build skills, knowledge, and competencies desired by employers (pleasant personality, good grooming, potential for advancement to more responsible positions within the industry).
Suggestions Which The Teachers Added To Social Studies Outline

<table>
<thead>
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<th>K-6</th>
<th>7-9</th>
<th>10-12</th>
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<td><strong>GENERAL PURPOSES</strong></td>
<td><strong>GENERAL PURPOSES</strong></td>
<td><strong>GENERAL PURPOSES</strong></td>
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</table>

- **K-6**
  - Study occupational groups within child's life-sphere
  - Study of conservation as a contributing force to the economy of a nation. In particular a study of the resources of a specific area
  - Study of health and sanitation as it affects the work of a family
  - Study of buying, selling and the use of credit
  - To encourage respect for work and workers of all levels, and to instill a feeling of responsibility for doing one's share
  - Introduce child to new occupations he may never otherwise know about
  - To acquaint the child with the WOW through personal experiences, field trips, invited speakers, reading, discussion, audio-visual aids
  - To make the child aware of who he is and what his capabilities are
  - Should acquaint them with others. Explore ways in which members of the family, community, and occupational groups depend upon each other

- **7-9**
  - Study of wise use of income
  - Information on education available in high school

- **10-12**
  - In-depth study of interest rates, installment buying, and comparative shopping
  - Developing a deeper understanding of the qualities employers expect of employees
  - I think that the role of the counselor is very important. Students should be helped to see their own potential--Career goals should be realistic
GENERAL PURPOSES (CONT.)

Illustrate economic value of work as means of acquiring necessities of life

Assist in visualizing utilization of basic talents and skills in terms of employment

Understand importance of work in national life and world. Also include interdependence with peoples of the world

Stress our dependence upon skilled and unskilled labor for things we use every day

How far do you go in helping them develop interpersonal relationships? Units on how to handle anger, prejudice (for example)

Develop good health habits (correction of physical defects).
**DEVELOPMENT OF SELF-CONCEPT**

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<tr>
<td>To give accurate, up-to-date information about all phases of work in our present society</td>
<td>Concept of freedom in relationship to personal security and social control should be expanded through all grades</td>
<td>Identify and deal with problems which may limit one’s aspirations</td>
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<tr>
<td>To help build satisfying social relationships in the community, whether it be school, home or neighborhood</td>
<td>Identify and deal with problems which may limit one’s aspirations</td>
<td>Identify and deal with problems which may limit one’s aspirations</td>
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<td>Developing the concept of freedom in relationship to personal security and social control</td>
<td>Discover the relationship of school work to specific jobs and occupational groups</td>
<td>Discover the relationship of school work to specific jobs and occupational groups</td>
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<td>Study of differences and similarities of people so self-image of differing students is not damaged</td>
<td>Understand how interests develop and continually change</td>
<td>Understand how interests develop and continually change</td>
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<td>Look into other relations in family circle, try to find highest in cultural plane for influence</td>
<td>To recognize his own strengths (or abilities) and weaknesses</td>
<td>To recognize his own strengths (or abilities) and weaknesses</td>
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<td>Amplification of value of self in terms of contributing capacity in a society</td>
<td>To come to an understanding of why he reacts to situations as he does. The pupil has to believe in himself if he is to develop his potentialities</td>
<td>To come to an understanding of why he reacts to situations as he does. The pupil has to believe in himself if he is to develop his potentialities</td>
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</table>
Experience some success and acquire some skills in school work. Need to develop value of individual in attitude of teachers, administrators and parents.

Use of role play and dramatization. Children need to know who they are, what their lives are for, what is worth working for, a meaningful role for their lives.
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<td><strong>DECISION MAKING</strong></td>
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<tr>
<td>Assisting in acquisition of a concept of a reasonable and logical pattern of interrelationship and mutual interdependence</td>
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<td>By testing self in new experience and new roles, do you include experiences in jobs and on-the-job training?</td>
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<td>Could you give examples of data gathering?</td>
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<td>Develop a relationship between education and occupation. Show the importance of education to a trade or profession. Eliminate the isolated view of school and the outside world</td>
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<td>To present materials that offer experience in problem-solving</td>
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## UTILIZING COMMUNITY RESOURCES

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<td>Bring speakers into the schools: fireman, policeman, postman, etc.</td>
<td>Study agencies which aid in job-hunting or which offer help in solving problems related to health-welfare</td>
<td>To continue study of community agencies with understandings of funding functions and interviews with resource persons.</td>
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<tr>
<td>Have different parents come into school and explain their jobs, and the requirements for this job</td>
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<td>A perusal of advertisements for the procurement of employees, the requirements and the remuneration</td>
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<tr>
<td>Begin to acquaint children with helping agencies in school first, such as visiting teacher, nurse, then expand to community with Mental Health Unit, others</td>
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</tbody>
</table>
Study the parent's occupations

Have child gather information and write paper on favorite relative or friend they admire and their occupation stressing educational requirements

Perhaps the dignity of any kind of work might be stressed

A comparison of existing service needs with available services and services

Collecting books and magazines offering instances of the function of various services

Projects in creative areas in which services are illustrated as described

Stress the fact that scientific technology is constantly changing our environment, so some jobs will no longer be necessary, and other jobs will come into existence which we do not now know about.

All honest work is worthwhile.

Stress pride in job
 UTILIZING COMMUNITY RESOURCES

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<td>Make frequent use of field trips to places of work within the school and immediate community</td>
<td>Continued parental involvement in conducting field trips but with gradual shift of emphasis to students carrying leadership responsibilities for planning such field trips</td>
<td>Continued use of resource persons with emphasis on specific career interests of small groups of students meeting with individual from that occupational category</td>
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<tr>
<td>Interview parents (mothers and fathers and other relatives) concerning work in the home and division of labor</td>
<td>Continued use of resource persons in progressively more sophisticated occupational categories</td>
<td>Continued use of field trips for specific individuals and small groups interested in that career category</td>
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<tr>
<td>Study other societies from primitive through agrarian to industrial-technical</td>
<td>Continued use of school exhibits, assemblies, career day activities and similar programs to acquaint youth with careers at the local, state and national levels</td>
<td>School exhibits focused on regional colleges, training programs, industrial and business organizations within the immediate community and similar exhibits, assembly programs, and other activities of a more mature nature</td>
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<tr>
<td>Seek parental involvement in planning and conducting field trips with and for small groups of children</td>
<td>Field trips become increasingly more specific in terms of purposes and needs of individual or small groups of students</td>
<td>Teachers develop a list of resource persons and prospective sites for field trips</td>
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<td>Seek total school involvement in development of school exhibits, assembly programs and similar activities</td>
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<td><strong>GENERAL PURPOSES</strong></td>
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<tr>
<td>Understand importance of work in personal, family and community life</td>
<td>Understand importance of work in regional, national and world affairs</td>
<td>Refine and extend understandings of occupational information</td>
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<tr>
<td>Study occupational groups within child's life-sphere</td>
<td>Study occupational organization and interpersonal relationships</td>
<td>Explore occupations relevant to one's career goals</td>
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<td>Develop wholesome self-concept and personal values appropriate to effective interpersonal relationships</td>
<td>Extend self-concept to higher level of maturity and apply to occupational aspirations</td>
<td>Refine and extend self-concept and values, and apply to plans for career selection</td>
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<td>Develop understanding of relationship of values to job satisfaction and performance</td>
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<tr>
<td><strong>DEVELOPMENT OF SELF-CONCEPT</strong></td>
<td><strong>Declining family influence and increase in peer influence</strong></td>
<td><strong>Specific shaping of beliefs and values related to occupational choice</strong></td>
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<tr>
<td>Study of family and peer influences in shaping self-image</td>
<td>Emergence of more precise personal and social aspirations. Emergence of occupational aspirations, continued needs for acceptance, self-esteem and self-realization</td>
<td>Specific shaping of occupational aspirations in relation to one's personal and social needs</td>
</tr>
<tr>
<td>Effect of personal and social needs (needs for acceptance, self-esteem and self-realization)</td>
<td>Study of interest, intelligence and personality as part of one's abilities and characteristics as related to jobs and careers</td>
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<tr>
<td>Influence of play and other social activities in developing self-concept</td>
<td>The transition from fantasy to tentative to reality oriented conceptualizing regarding careers</td>
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ROUGH DRAFT ELEMENTARY REPORT
KINDERGARTEN, FIRST AND SECOND GRADES

I. PURPOSES

A. To increase the child's self-image.

B. To develop occupational communication and understanding between pupils and parents.

C. To understand the jobs of workers directly associated with the operation of the school, and to begin to develop the concept of man's interdependence and interaction with his fellowman.

D. To increase understanding of the services and responsibilities rendered by businesses and other members of the community.

E. To see oneself as a member of the community now and as a worker in the future.

F. To introduce the community helpers and arrange field trips as possible.

G. To help children become aware of buildings and activities in the community. (Example: To introduce the supermarket as a part of the community and to explain how we get our food.)

H. To begin to develop early skills of data gathering.

I. To develop positive attitudes towards work and the role that each worker plays in the community through observing the services and responsibilities each worker renders.

J. To answer questions about the child's expanding world such as "What happens to a letter when it is dropped in a mailbox?"

II. METHODS

A. Sharing occupational information through conversation, group discussion and playing games. An outline of examples follows:

1. Ask the children to "name some workers." Compile a list. Discuss.

2. Ask the children to find out the work of their parents. Bring a picture from a magazine (or let them look in class for such a picture) showing the kind of work your parents do.

3. Help the children to make a list of questions which they would ask parents about their work. Have reports on the parental interview.

4. The child plays "the whispering game" with the teacher by whispering to her the job he would like to have when he grows up.

5. The riddle game of "Who Am I?" about workers was played. (Example: "I put bottles on people's porches; what's in the bottles? Who am I?")

6. The children listened to stories, poems, books, and records. (Example: "I Want to Be" series from Children's Press.)
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<td><strong>OCCUPATIONAL INFORMATION</strong></td>
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<td>Stress the development of basic generic concepts related to the nature of work and occupations</td>
<td>Stress the basic generic concepts related to occupations and economic structure</td>
<td>Study basic generic concepts involved in occupations and economics as they relate to work in regional, national, and world affairs</td>
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<tr>
<td>Study the personal and social economics of work</td>
<td>Study the interrelationships among various occupational groups considering the future outlook for each</td>
<td>Continue study of occupational groups and their interrelationships and future outlook for each</td>
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<tr>
<td>Consider the similarities and differences between jobs</td>
<td>Extend study of personal and social economics of work</td>
<td>Continue study of preparation for careers, including educational programs and financial assistance</td>
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<td>Examine steps involved in preparation for various careers, including education programs and financial assistance</td>
<td>Continue study of procedures involved in getting a job</td>
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<td></td>
<td>Introduce procedures involved in getting a job</td>
<td></td>
</tr>
</tbody>
</table>
B. To increase the child's self-image, an oral survey was done with the child answering or commenting on the following things:

1. WHO AM I?—physical features, personality, number in family, aspirations, friends, and abilities. The teacher records the answers.
2. The children were given a mimeographed sheet with a figure with no hair on it. They were asked: "Draw hair like yours on this figure, then color the figure to look like you." A copy is enclosed.

C. Audio-visual Aids were used. The David Cook "My Community" teaching pictures were displayed and the resource sheets utilized in stimulating conversation and obtaining information. Music was used to learn about jobs and in acting out stories. Records and rhythm instruments were played; the group sang songs about workers. Pictures of musicians in military bands, other kinds of marching bands, and in rock groups, as well as of people collecting admission to concerts and shows, were shown.

D. The children expressed feelings and ideas through art media. Crayon drawings, water color paintings, clay modeling was used. A lifesized tracing of each child was made on brown paper and then painted and/or dressed as a worker.

E. The children enjoyed expressing feelings and ideas through dramatic plays. Various materials were provided as props for spontaneous role-playing, including:

1. The play school village was used to locate the school with references to neighborhood structures.
2. Empty milk cartons and other food boxes were used by homemakers and storekeepers.
3. Ropes were used as fire hoses.
4. Old shoulder strap purses became mail bags, doctor's bags, etc.
5. Chairs in a row became a train one day, a bus another.
6. Stick horses, tricycles, wagons served as police cars, fire engines, and ambulances.
7. Old clothing and large scraps of material were turned into uniforms.
8. Blocks were used to build space stations, hospitals, fire stations.
9. The play house area served as a base for departing and returning workers who were fed and taken care of by busy homemakers.
10. Large cardboard puppets (with holes to accommodate heads and hands) depicting members of the family were used to relate the family as members of the working community.
11. Dump trucks were used by carpenters hauling building material or garbage men collecting trash around the room.

F. A unit of work on jobs directly associated with the operation of the school was begun.

1. There was discussion of the duties, responsibilities, and training for particular positions. Jobs defined were the following:
visiting teacher, substitute teacher, secretary, janitor, cafeteria personnel, school policewoman, bus driver, and patrol boy.

2. Tours of the school were conducted and the workers were interviewed.
3. Music, dramatization and creative writing, and drawing were used to talk about the people and what they did.
4. The whole operation of the school system on a very simplified level was presented. Jobs necessary for construction of a school, as well as operation, were shown.

G. Groups took field trips to following:

1. To local fire station.
2. To telephone office. Prior to this trip a unit on the telephone was taught. A telephone kit was loaned to the class. Films and filmstrips were used. Photographs were displayed which traced the history of the telephone over the past one hundred years.
3. To a bakery. There the children were shown a film depicting the history of baking. They toured the plant and each child was given some dough in a pan, as well as some bread and cookies. They took the dough back to school, let it rise, and baked it. They drew pictures of their trip and wrote about it.
4. Before making field trips, the children were surveyed about places they would like to visit. The results were used in planning the trips.

H. The following activities are examples of data gathering:

1. The children recorded weight and height of pupils at beginning and end of year.
2. They kept a health chart checking fingernails, hair, teeth, etc., of all pupils in class.
3. They kept penmanship samples in order to check progress.
4. They kept a record of library books read by all pupils in class.
5. They kept a discipline or "good conduct" chart for each six weeks.
6. They made a chart of helpers in the classroom.
7. They recorded the temperature daily and clipped the weather forecast from newspaper each day.
8. They recorded the growth of plants in the classroom on a graph.
Draw hair like yours on this figure—then color to look like you!

I am a ________.
My name is _____________.
I have ________ hair.
My eyes are _____________.
I am ________ years old.
This year I am in the ________ grade.
I. PURPOSES

A. To help students develop the concept that skills learned in school (reading, writing, arithmetic, etc.), can be applied in work.

B. To develop a strong sense of values and the importance of work in personal, family and community life.

C. To study occupational groups within the child's life sphere and provide an opportunity for children to learn that many people work so that we may have services.

D. To help students feel that their unique characteristics are important to society and to develop an understanding and appreciation of the individual's personality along with feelings of inner security in self-expression.

E. To explore the value of having a number of interests and to point up interests and hobbies as ways to find enjoyment while learning more about yourself.

F. To develop an investigative curiosity regarding job roles and to develop skills in organizing information, research techniques, and vocabulary.

G. To help the students get a more realistic picture of the world of work by focusing on values, characteristics and attitudes connected with jobs.

H. To develop some concepts which relate to work and study these with students.

I. To help the students begin to make their own decisions.

II. METHODS

A. The students were asked to list three kinds of work they would like to do when they grow up and give the reason why. These were presented to the group and discussed.

B. The students were asked to list the kinds of work they would not like to do and why.

C. As a homework assignment, the students were asked to find out the kinds of work their fathers and mothers do.

D. Over a period of time, the students were shown the following SVE filmstrips: "No Are You?" "What Do You Like To Do?" "What Is A Job?" "What Are Job Families?" and "What Good Is School?" Classroom activities developed after the use of the filmstrips. For example, after the "Who Are You?" filmstrip, a detailed discussion was held with the group. Some students wrote paragraphs describing themselves.
I. PURPOSES

A. To develop occupational communication and understanding between pupils and parents.

B. To increase pupil’s knowledge and understanding of various jobs as they listen to reports on job interviews.

C. To help pupils learn to present information to a group and to use the oral communication as a means of acquiring knowledge.

D. To increase the pupil’s occupational vocabulary.

E. To increase the ability of pupils to make decisions.

F. To develop skills of data gathering in various subjects.

G. To have pupils think about three possible future careers and to locate information about each.

H. To survey pupil’s attitudes on why people choose jobs.

I. To develop ways to expose children to careers through seeing people at work and having resource people speak to classes.

II. METHODS

A. The pupils independently completed the following occupations survey:

<table>
<thead>
<tr>
<th>NAME</th>
<th>GRADE</th>
<th>TEACHRR</th>
</tr>
</thead>
</table>

1. List in order five jobs you would like to work in after you finish school.

2. From the above list choose the job you prefer and write a short paragraph telling why you chose this particular job and where you got the idea.

3. Please give the following information about your parents:
   a. Father: Education __________________________
      Age __________
      Occupation __________________________
   b. Mother: Education __________________________
      Age __________
      Occupation __________________________

B. The pupils established a set of standards to serve as a guide for a proper interview of their parents and a parental job information form, also. Then each pupil interviewed his father and wrote the responses. Each child presented his findings to the class and a discussion period followed each interview. The two forms developed are as follows:
One group made a booklet called "My Own Book." Thought sheets were written also about what students did not like about themselves and what they thought could be done to bring about change, what they liked to do, and how they might develop other interests.

E. The children will explore the school and study the many jobs they see. If possible, they will interview school personnel and talk about their jobs with them.

F. The children will discuss and investigate the job opportunities available in the immediate community. They will have guest speakers tell about their jobs.

G. One fourth grade did some data gathering. They made graphs on the growth of plants in science. In Social Studies they kept a record of their own grades and averaged them out at the end of six weeks. In reading, they took diagnostic reading tests at various intervals during the school year (3 times). These tests measured growth in reading comprehension and vocabulary. The children made a diagnostic chart and compared each test with the next. This helped the child and the teacher to see the area where he was weak and to plan activities to strengthen weaknesses. They were not used to compare pupil performance or label pupils or to inform parents of pupil progress.

H. A concept which relates to work was introduced and studied with the students. The concept was: "Water is essential to man for travel and transportation, as well as for subsistence. Subconcept: "Waterways, like the Suez Canal, improve trade and rate of industrial growth." This proved particularly interesting to the students as their school overlooks the Industrial Canal in New Orleans.

I. The children made up poems and riddles about jobs, learned songs, made a mural showing tools used at various jobs, acted out job roles of some workers, and played games such as "What's My Line?" and "What Am I?"

J. The children were taken on a field trip to the telephone company.
WE INTERVIEW OUR FATHERS

1. Actual title of your job.
2. Actual description.
3. How many years have you worked with this job?
4. What other type of work have you done?
5. Do you have any type of work that must be brought home and completed?
6. Who is your boss?
7. Do you like your work and why?
8. How do you get to your job?
9. In what other states have you worked with this job?
10. Do you do any kind of traveling for your present job?
11. What are your working hours? (Total hours per day)
12. What days are you free from your job? Vacation Time? Holidays?
13. Do you have a lunch break and a rest period? How long are these?
14. Have you been involved in any accidents on this job?
15. How much education do you need for this job? Did you need any type of special training?

PARENTAL JOB INFORMATION FORM

1. Describe an average day's work.
2. What kind of application did you fill out?
3. What is the title of your job, and what do you really do?
4. Why did you become interested in this job?
5. What are some of the duties of your job?
6. How did you apply for the job? Were you interviewed personally?
7. How long have you been working for that company?
8. What jobs are available at your company at this time?
9. What is the starting salary? Do you get periodic increases?
10. Do you enjoy your job?
11. Have you worked at other jobs before this? If so, why did you change?
12. What working hours do the men in your company keep?
13. What benefits, other than salary, does your company give?
14. Do you have eating facilities in your company?
15. How much vacation do the workers get?
16. Does your company provide any recreation?

C. From these interviews, one parent came to the school, showed a film of his working world, and held a discussion period following the film. Some parents sent pamphlets which pertained to their work. The following form was sent to the fathers of these groups requesting their coming to speak to the group:

1. Name ____________________________ 2. Occupation ____________________________
3. Would you be willing to come and speak to a group about your work? Yes ______ No ______
4. Does your company have any films or informational material that could be used to help inform the students about this type of work? Yes ______ No ______
5. Can the above material be ordered by the school? Yes ______ No ______. If so, please give the address.

6. If you answered yes to question three, please indicate a time that would be convenient for you. The school will contact you early enough so that arrangements can be made for this visit.

D. A group of pupils in a school were surveyed as to their attitude. The following form was used:

WHAT IS A JOB?

People choose jobs for many reasons. Which of these do you think is most important?

Number in the order of importance.

_______ The amount of money paid (Salary).
_______ The way other people respect you.
_______ The number of people you boss.
_______ The way you help others.
_______ The number of people who want your services.
_______ The enjoyment that you get doing this work.

E. In one school, all the teachers were asked to answer the following: "Just how often do you as a teacher allow the individual student to make his own decision or, in some instances, decision-making is done as a group. Record for several days in what instances pupil decision making takes place."

A few selected teacher answers: "There were examples of schedule changes being made in every grade from one to six." "In Arithmetic, I have two groups. If the slower group thinks it can do the work of the other group they may try. This is for classwork and homework."
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Paul, G., *Come to the City*, Abelard-Schuman.


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Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois.


3. Films

Coronet Instructional Films, Helpers at Our School, Who Are the People of America? Learning from Disappointments.


Film Associates, A City and Its People.

4. Filmstrips


Edu-Craft Pre-vocational Filmstrips, Wonderful World of Work, 6475 Dubois, Detroit, Michigan 48211.

Encyclopedia Britannica Films, Inc., Keeping the City Alive, School Helpers, Working in the City.

Eye Gate House, Inc., Big City Workers, Different May be Nice.
JOBS IN YOUR COMMUNITY

A Career Day Program
Presented by
Exemplary Program for Occupational Preparation

Wednesday, Thursday and Friday
April 5, 6, 7, 1972
9:30 to 11:00 A.M.
Desire Area Elementary Schools
APPENDIX A, EXHIBIT XIV (con'd)  

Program  

Wednesday, April 5, 1972  

Invocation  

Theme ................. Mr. Richard Theodore  
Introductions ............ Mr. Jude T. Sorapuru  
Telephone Operator .......... Miss Gayle Johnson  
Mr. Warren McDaniels  
South Central Bell  
New Orleans Fire Dept.  
Social Worker ............. Miss Elaine Cunningham  
Juvenile Court  
Tour of Vocational Areas,  
Carver Middle School ........ Robert R. Moton Elementary  
School - Messrs. Harris  
and Belton  
Tour of Vocational Areas,  
Carver Senior School ........ Edwards and St. Philip  
Elementary Schools -  
Messrs. Theodore and  
Sorapuru  

Thursday, April 6, 1972  

Introductions ............ Mr. Jude T. Sorapuru  
Mechanics ............... Mr. Stanley Stewart  
Carver Sr. High, Student  
Health Occupations ........ Miss Diane Robinson  
Carver Sr. High, Student  
Telephone Installer ......... Mr. Warren Lawless  
South Central Bell  
Tour of Vocational Areas,  
Carver Middle School ........ Henderson H. Dunn  
School, Messrs. Harris and  
Belton  
Tour of Vocational Areas,  
Carver Senior High School .... Moton Elementary School -  
Messrs. Theodore and  
Sorapuru
Friday, April 7, 1972

Introductions
Distributive Education
Automobile Salesman
Cooperative Office Education
Closing Remarks
Tour of Vocational Areas, Carver Middle School
Tour of Vocational Areas, Carver Senior High School

The faculty, staff and students of the Elementary Component Schools and the E.P.O.P. staff wish to express their sincere appreciation for your participation in this career awareness program.

Henderson H. Dunn Elementary School
Mr. E. Wilderson, Principal
Mrs. E.T. Bickham, 5th Grade Level Chairman

Helen S. Edwards Elementary School
Mrs. H. Patten, Principal
Mrs. I. Baulden, 5th Grade Level Chairman

Robert R. Moton Elementary School
Mrs. R. Smith, Principal
Mrs. T. Fritz, 5th Grade Level Chairman

St. Philip the Apostle Elementary School
Sister Naomi, Principal
Mrs. M. Washington, 8th Grade Level Chairman

E.P.O.P. Staff
Leonard C. Belton, Elementary School Vocational Advisor
Charles A. Harris, Middle School Vocational Advisor
Jude T. Sorapuru, Senior High Vocational Counselor and O.J.T. Coordinator
Richard A. Theodore, Coordinator
William G. Young, Director
APPENDIX A, EXHIBIT XV

An Exemplary Program for Occupational Preparation

WHY FATHERS WORK

I. Directions: Answer as many of the film related questions as possible.

A. What different kinds of jobs are shown on the film?

B. Is Mr. Kimball's life at work very different from his life at home?

C. How do the Kimballs spend their Saturday's together?

D. What things do they do together?
APPENDIX A, EXHIBIT XV

E. How do the Kimballs spend their paycheck?

II. Directions: Answer as many of the following questions as you can.

A. What do you do together with your family?

B. What does your father do for a living?

C. What kinds of jobs do the fathers of your friends have?

D. What is the difference between the things we need, and the things we want?

E. What would happen to your city if everyone stopped working?
APPENDIX A, EXHIBIT XVI

EXEMPLARY VOCATIONAL FILMSTRIPS

Available to Schools On Loan

Grades K-3

Purpose: To establish the importance of the World of Work, by showing how everyday learning and living is made possible through "occupations" - in terms of the knowledge needed to perform these jobs.

AN INTRODUCTION:
"Wally, the Worker Watcher"

OCCUPATIONAL BEGINNINGS:
"The Newspaper Boy"
"The Junior Home-Maker"

THE UTILITY WORKERS.
Electrical Services, covering:
The Meter Reader - Appliance Repairman - Overhead Lineman
The Instructors
Gas and Oil Servicers, covering:
The Meter Reader - Oil Delivery - Furnace Repairman
The Instructors
Telephone Servicers, covering:
The Installer - The Repairman - The Outside Worker
The Instructors

HOME SERVICERS:
Mail Delivery
Dairy Product Delivery

RETAIL STORE WORKERS:
Drug Store
Super-market
Service Station

Grades 4-6

Purpose: To further extend the horizons of young students in relation to the World of Work, by showing how specific occupations relate to the socio-economic development of almost everyone within their sphere of acquaintanceship beginning with their parents and/or guardian.

AN INTRODUCTION:
"What Else do Fathers Do?"
"Just What do Mothers Do?"

IMPORTANCE OF THE "HAND" AS THE IMPLEMENTER:
"It's in your Hands"
APPENDIX A, EXHIBIT XVI  (con'd)

OCCUPATIONAL CLUSTER "THUMBNAILS"?

UTILITIES
"The Electrical Workers"
"The Gas and Oil Workers"
"The Telephone Workers"

DISTRIBUTIVE OCCUPATIONS
"Marketing - Advertising - Salesmanship - Sales Promotion - Transportation - Packaging - Purchasing"

OFFICE OCCUPATIONS
"Typing - Secretarial - Filing - Data Processing - Management"

NATURAL RESOURCES
"Agriculture - Farming - Horticulture - Conservation"

PERSONAL SERVICES
"Cosmetology - Hair Dressing - Restaurant - Cleaning - Tailoring"

TECHNICAL & INDUSTRIAL
"Manufacturing - Engineering - Machine Shop - Processing Instrumentation"

HOME ECONOMICS
"Personal Relations - Nutrition - Home Management - Finances Basic Health Care"

HEALTH SERVICES
"Doctor and Dentist - Para-Medics - Nursing - Pharmacy"

A DAY WITH YOUR FAMILY

WORKING IN U.S. COMMUNITIES
"New Orleans - Marketing Community"
"San Francisco - Financial Community"
"Detroit - Manufacturing Community"
"Chicago - Transportation Community"

FILM

WHY FATHERS WORK (14 minutes)
Here are some questions that can be answered

YES          NO

Draw a line under one of the answers for each question.
Do not skip any questions.

1. Would you like to listen to someone tell about the kind of work they do on their job?

YES          NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

YES          NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

YES          NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

YES          NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

YES          NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

YES          NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

YES          NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

YES          NO
9. In choosing a job, would you need to know what kind of a person you are?
   YES          NO

10. Do you know of any jobs that you think that you would like to do when you finish school?
    YES          NO

11. Is work important mainly because it lets you buy the things you want?
    YES          NO

12. By the time you are in high school should you be sure about the kind of work you want to do?
    YES          NO

13. Could people do any job they wanted to as long as they tried very hard?
    YES          NO

14. Do you have only a very little idea what having a job would be like?
    YES          NO

15. Can you think of several jobs that you would like to have when you finish school?
    YES          NO
## APPENDIX B, EXHIBIT II

1971-72

<table>
<thead>
<tr>
<th>Place</th>
<th>Number of Pupils</th>
<th>Number of Teachers</th>
<th>Number of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flint Goodridge Hospital</td>
<td>120</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>New Orleans International Airport</td>
<td>120</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Bunny Bread</td>
<td>30</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Main Post Office</td>
<td>60</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>WBOK Jazz:: City Studio</td>
<td>60</td>
<td>2</td>
<td>4</td>
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<td>Dominican Planetarium</td>
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<td>Delgado College</td>
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<td>7</td>
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<td>Desire Day Care Center</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Piety Day Care Center</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Morrison Cafeteria</td>
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<td>8</td>
</tr>
<tr>
<td>Public Service</td>
<td>85</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,585</strong></td>
<td><strong>48</strong></td>
<td><strong>98</strong></td>
</tr>
<tr>
<td>Course</td>
<td>Enrolled</td>
<td>Applying for Work</td>
<td>Students Hired</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Carpentry</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Child Care</td>
<td>5</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Food Handling</td>
<td>14</td>
<td>14</td>
<td>18</td>
</tr>
</tbody>
</table>

1971-72

APPENDIX B, EXHIBIT III
APPENDIX B, EXHIBIT IV  
1971-72  
Attitude Toward Work Survey

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade</th>
<th>Number of Students Tested</th>
<th>Sample</th>
<th>Possible Responses</th>
<th>Number of Positive Responses</th>
<th>%</th>
<th>Number of Negative Responses</th>
<th>%</th>
<th>% Chang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>6</td>
<td>550</td>
<td>50</td>
<td>750</td>
<td>570</td>
<td>76%</td>
<td>180</td>
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</tr>
<tr>
<td>Post Test</td>
<td>6</td>
<td>423</td>
<td>50</td>
<td>750</td>
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<tr>
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<tr>
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<td>727</td>
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<td>3%</td>
<td>12%</td>
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</tbody>
</table>

The test consisted of fifteen possible "yes" or "no" responses of which a "yes" response indicated a wholesome, positive attitude toward work. (Appendix A)

Of the total number of students tested, fifty sixth grade students and fifty eighth grade students were randomly selected to measure changes in the pre and post test results. The results of these tests indicated a significant positive attitudinal change.
### 1971-72 Semi-Skill Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Enrollment</th>
<th>Passed</th>
<th>Failed</th>
<th>Remaining Subject</th>
<th>Subject Dropped</th>
<th>Left School</th>
<th>Passed</th>
<th>Failing</th>
<th>Total</th>
<th>Passed Passing %</th>
<th>Failing Failing %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>15</td>
<td>24</td>
<td>0</td>
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<tr>
<td>Child Care</td>
<td>24</td>
<td>24</td>
<td>3</td>
<td>1</td>
<td>28</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Food Handling</td>
<td>18</td>
<td>0</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>0%</td>
<td>15</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Students went into full-time restaurant work.*
APPENDIX B, EXHIBIT VI
1971-72
MIDDLE SCHOOL

RESOURCE PEOPLE

September
- Clifton Ricard - Brick Layer
- Melvin Parent - Carpenter

October
- Mr. Mac Dumar - Car Salesman
- Mr. Irvin Washington - Shoe Salesman

November
- Mr. Alvin Melacon - Welder - Avondale Shipyards

December
- Mrs. Patricia Johnson - Secretary

January
- Mr. Silas Conner - Teacher
- Mrs. Mercedes Jackson - Teacher
- Mr. Anthony Curry - Teacher
- Mrs. Anna Johnson - Teacher

February
- Officer John Taylor - New Orleans Police Department
- Officer Iris Turner - New Orleans Police Department

March
- Mr. Warren Lawless - Telephone Installer and Repairman

April
- Mr. John Adams - Maitre'd

May
- Miss Mareen Weil - Human Relations Director of Flint Goodridge
- Mrs. Williams - Medical Librarian
- Mr. Darryl Vincent - Medical Technician
- Mr. Edward Harris - Physical Therapist
APPENDIX B, EXHIBIT VII

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT:

Vendor: Broadhead-Garrett Company
1213 Riverside Drive
Macon, Georgia 31201

6 Sliding "T" Bevel with 10" Blade, Stanley 25TB
3 1/2 Pint Bench Oiler, Eagle #145C
6 sets Saw Horse Brackets, H&G #362A

Vendor: Brandin Slate Company, Inc.
1021 N. Rampart Street
New Orleans, Louisiana

3 rolls #30 Felt
2 sqs. Black 235 Regular Asphalt Shingles

Vendor: Doussan, Inc.
P.O. Box 52407
New Orleans, Louisiana 70150

2 8" x 2" x 1" Silicon Carbine Oilstone #68 Simond
3 24" Cross Cut Saw, 8 Pt., #300 Atkins
3 24" Cross Cut Saw, 10 Pt., #300 Atkins
1 6' H.D. Metal Step Ladder
6 Coping Saw with Blade Atkins #50
2 24" Goose Neck Wrecking Bar
1 set Auger Bits, #4-#16, Irwin #D-13, 13 pcs.
2 Expansive Bit (Irwin #22, 7/8" - 3")

Vendor: Owens and Sons, Inc.
2034 Agriculture Street
New Orleans, Louisiana 70122

6 sks. Pea Gravel
6 sks. Sand
3 sks. Cement
10 pcs. 8" Blocks 1/2"
### APPENDIX B, EXHIBIT VII (con'd)

### MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT (continued)

**Vendor:** Liberty Lumber Yard, Inc.  
5367-83 Tchoupitoulas Street  
New Orleans, Louisiana 70115

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Material Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 pcs.</td>
<td>2 x 4 - 8 #1 Common Pine S4S</td>
</tr>
<tr>
<td>2 shts.</td>
<td>4 x 8 - 3/8&quot; Exterior Fir Plywood</td>
</tr>
<tr>
<td>4 pcs.</td>
<td>6 x 6 - 12 - Celcured Pine S4S</td>
</tr>
<tr>
<td>4 pcs.</td>
<td>6 x 6 - 8 - Celcured Pine S4S</td>
</tr>
<tr>
<td>14 pcs.</td>
<td>2 x 10 - 8 - #1 Pine S4S KD</td>
</tr>
<tr>
<td>60 pcs.</td>
<td>2 x 6 - 8 - #1 Pine S4S KD</td>
</tr>
<tr>
<td>100 pcs.</td>
<td>2 x 4 - 8 - #2 Fir S4S KD</td>
</tr>
<tr>
<td>8 pcs.</td>
<td>1-1/4 x 4 - 10 - C and Better Fir S4S</td>
</tr>
<tr>
<td>250 bd. ft.</td>
<td>1 x 8 #2 Pine S4S</td>
</tr>
<tr>
<td>350 bd. ft.</td>
<td>1/2 x 6 - C Grade Beveled Edge Cypress Weather Boards</td>
</tr>
<tr>
<td>24</td>
<td>Nail Aprons</td>
</tr>
<tr>
<td>5 shts.</td>
<td>4 x 8 - 3/4&quot; Plywood Sheets</td>
</tr>
<tr>
<td>4 shts.</td>
<td>4 x 8 - 1/2&quot; Celotex Sheets</td>
</tr>
<tr>
<td>8 shets.</td>
<td>4 x 8 - 3/8&quot; Sheetrock</td>
</tr>
<tr>
<td>2</td>
<td>Aluminum Single-Hung Window Units, 2' x 3' - 2/2 LTS with 1/2 screens</td>
</tr>
<tr>
<td>20 lbs.</td>
<td>6 Penny Finishing Nails</td>
</tr>
<tr>
<td>12 lbs.</td>
<td>7/8&quot; Galvanized Roofing Nails</td>
</tr>
<tr>
<td>5 lbs.</td>
<td>Felt Nails</td>
</tr>
<tr>
<td>2 5 gal.</td>
<td>cans Joint Compound</td>
</tr>
<tr>
<td>1 roll</td>
<td>Perfa-Tape</td>
</tr>
<tr>
<td>100 bd. ft.</td>
<td>1 x 8 Random Pine sheathing</td>
</tr>
</tbody>
</table>

---

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APPENDIX B, EXHIBIT VIII
1971-72
Films Viewed by Carver Middle School Students

1. What Do You Like to Do?
2. Careers with a Future--Millwright
3. Your Job: Finding the Right One
4. Getting a Job
5. Size Description
6. Fuels: Their Nature and Use
7. Steel
8. Careers with a Future--Rigging
9. Let's Measure Feet, Inches, Yards
10. Careers in Broadcast News
11. Careers with a Future--Secretary
12. Community Helpers--Sanitation Department
13. Community Services
14. Night Community Helpers
15. Capitalism
16. Inflation
17. Working Together
18. Why People Have Special Jobs
19. Garbage Explosion
20. Bus Driver
21. City Bus Driver
22. Secretary: A Normal Day
23. Secretary: Taking Dictation
24. Secretary: Transcribing
25. Secretary Transcribes
26. It's Your Decision: Part I
27. It's Your Decision: Part II
28. Office Teamwork
29. Simple Demonstration with Magnets
30. What Is Electric Current?
31. When I'm Old Enough, Good By
32. Our Friend the Atom, Part I
33. Our Friend the Atom, Part II
34. Your Career in Nursing
35. Careers with a Future--Electrician
36. So You Want to be a Tool and Die Maker
37. Life in a Coal Mining Town
38. To be an Electronics Technician
39. Engines and How They Work
40. You and the Aerospace Future(s)
41. Man in Space
42. Veterinarian Serves His Community
43. Dairy Farmer, The
44. Your Job Getting Ahead
45. Salesmanship--Career Opportunities
46. Selling as a Career
47. Careers with a Future--Welding
48. Machinist and Tool Maker
49. Contractors
50. Building a House
51. Careers with a Future Instrumentation
52. Shape Description, Part I
53. Shape Description, Part II
54. Drafting Curves and Lettering
55. A is for Architecture
56. Working in Our Town
57. Portraits of Famous People A-J
<table>
<thead>
<tr>
<th>Test Grade</th>
<th>Test Students</th>
<th>No. of Responses</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>8</td>
<td>256</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>978</td>
<td>727</td>
<td>50</td>
</tr>
<tr>
<td>Post-test</td>
<td>6</td>
<td>423</td>
<td>96%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>663</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>423</td>
<td>97%</td>
<td>12</td>
</tr>
</tbody>
</table>

APPENDIX B, EXHIBIT IX

ATTITUDE TOWARD WORK SURVEY
1971-72
LESSON PLANS

CAREER GUIDANCE
(Grades 6-8)

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION
Compiled

by

Charles A. Harris

under

the

Supervision

of

Richard A. Theodore

and

under

the

direction

of

William G. Young

for

use

in

George W. Carver Middle School

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

New Orleans Public Schools
Lesson Plans

Lesson No. 1 & 2

Choosing A Vocation

OBJECTIVES

1. To familiarize the student with the great variety of jobs available in the world of work.

2. To emphasize to the student that each job requires certain qualifications of the person filling it.

3. To show the student that he should have a definite kind of job in mind before he begins his search for employment.

4. To make it clear to the student that the job he seeks should be suited to his personality, interests and abilities.

TEACHING PROCEDURE

Introduction

For many people a job is a matter of chance rather than choice. Knowing little about themselves and less about the occupational world, most people choose their job on a hit-or-miss basis. Usually, people get their first job by taking the first one offered to them or because someone tells them about a vacancy that exists.

Steps of Presentation

1. Have students each prepare a Self-Analysis.

   A. Temperament and personality

      1. Are you realistic in your goals?
      2. Are you changeable or fixed in your ways?
      3. Do you like being with people or do you prefer to be alone?
      4. Do you prefer physical activities or sedentary ones?

   B. Interests

      1. What are your leisure-time activities?
      2. What school subjects do you especially like?
      3. What vocational activity do you feel you would like?

   C. Aptitudes

      1. What school subjects do you do best?
      2. Have you a special activity in which you excel?
      3. Are you persuasive?
D. Physical Status

1. Do you have any special handicaps?

E. Experience or Training

1. Do you have any special skill or knowledge you may have acquired through previous experiences or training?

II. Choosing a field of Work

A. Have student choose a major field of work based on interests and abilities determined in Part I above.

B. Have student select several jobs from the major field for detailed study.

III. Narrowing the choice

A. Have student investigate jobs selected and analyze the job-structure for the following elements:

1. Nature of work performed
2. Physical surroundings and working conditions
3. Tools, materials, and equipment (if any) used
4. Personal requirements
   a. Skills, knowledge and abilities required
   b. Physical requirements
   c. Personality traits and/or social attributes required
   d. Educational level required

IV. Training

A. After student has selected a job or related jobs based on the above investigations, a determination of where training may be secured must be made.

1. High school
2. Technical or vocational school
3. College or University
4. On-the-job
5. Apprenticeship program

References

5. Audio-Visual Aids
   - Chronicle Career Kit (Counselor's office)
   - Desk Top Career Kit
   - Industrial Career Kit
How to Investigate Vocation (Film)
Personal Qualities for Job Success (Film)
Planning a Career (Film)
Planning Your Career (Film)
Lesson Plans
Lesson No. 3

Where to Begin Looking for A Job

OBJECTIVES

1. To acquaint students with the numerous sources available relative to job opportunities and employment information.

2. To provide students with a systematic approach in searching for employment.

TEACHING PROCEDURE

Introduction

Many individuals seeking their first employment are not aware of the many sources of information regarding job opportunities and agencies established to assist in securing employment.

Suggested Presentation

I. Have each student become familiar with the classified ads section of the daily newspaper, the most readily available source of employment opportunities.

II. Explain to students the means of responding to each of the different types of ads.

A. Individual or firm name and address only - personal visitation
B. Telephone number only - call for appointment.
C. Box number - letter of application.

III. Have each student select two or three job announcements from the classified section of the daily newspaper which interest him, and have him write a letter of application.

A. Factors to be considered in writing the letter:
   1. Paper, neatness, and spacing
   2. Heading, inside address, and salutation
   3. Body
      a. Statement in reference to job being applied for
      b. Personal qualifications, training and experience
      c. References (See #17 - Lesson #4)

IV. Other sources of information relative to employment opportunities

A. Private employment agencies
B. State Employment Service
   (See Opportunity Line-WVUE, Channel 12-Saturdays, 9 A.M. - 12:30 P.M.)
C. Youth Opportunity Center
   (Total Community Action - Concentrated Employment Program)
D. Yellow Pages of the local telephone directory - for a listing of companies and industries doing the type of work in which the student is interested.
Lesson Plan

Lesson No. 4

Filling Out An Employment Application Form

OBJECTIVES

1. To familiarise students with a typical employment application form.

2. To give students experience in the proper completion of an employment application form.

3. To explain certain words and phrases on an application form and the proper responses to them.

TEACHING PROCEDURE

Introduction

Each company or firm usually has its own employment application form. However, there are certain words and phrases which are common to most. Therefore, these words and phrases will be defined and the proper responses discussed.

Suggested Presentation

If possible, provide students with sample application forms similar to the one attached or illustrate sections of the form on the blackboard as the lesson progresses. Explain each word or phrase one by one and encourage students to ask questions as each is discussed.

1. Name
   a. LAST - sometimes called "surname" - is family name, like Smith, Brown, Jones, etc.
   b. FIRST - given name, like Mary, Joseph, Frank, etc.
   c. MIDDLE - exactly that, the one in the middle, like Mary Frances Smith

2. Permanent Address - Where you usually live

3. Previous Address - Where you lived before you moved to your present address


5. Notify in Case of Emergency or Next of Kin - Name, address and telephone number of someone to call in case you get hurt or sick on the job, usually your husband, wife, or parent(s).

6. Spouse's Name - name of your husband or wife

7. No. of Dependents - How many other people depend upon your earnings for their support.
Lesson Plan

8. **Disabilities or Physical Defects** - Physical handicap or problem, such as "trick knee," "bad back," "loss of an eye" or such which might prevent you from doing certain types of work.

9. **Citizenship Status**
   a. U. S. Citizen? - naturalized or born in this country
   b. Resident Alien? - born in a foreign country but living here permanently
   c. Non-resident Alien - from a foreign country and not living here permanently

10. **Date Naturalized and Naturalization No.** - the date you became a U. S. citizen, if you were not born here and your citizenship number on your citizenship papers

11. **Draft Classification** - If you are over 18, whether you have been in the armed services or not, you should have a classification number and a draft card.

12. **Education** - All of the schools you have attended beginning with elementary (grade) school. You should know the years you went to each school.
   a. **Subject or Course** - General program followed in each school
   b. **Extracurricular Activities** - Things you took part in at school outside of classes
   c. **Graduated** - If graduated, give date

13. **Special Skills** - Something you are good at -- typing, writing, speaking a foreign language, operating special equipment, or such.

14. **Hobbies** - Things you like to do in your spare time; sports, dancing, model building, stamp collecting, or such.

15. **Have You Ever Been Arrested?** It is best to tell the complete truth.
   a. **Convicted**: Tried and found guilty.
   b. **Acquitted**: Tried and found not guilty.
   c. **Charges Dropped**: Not tried; case closed.

16. **Have You Ever Been Bonded?** Many employers ask you to be bonded, particularly if you are going to handle money. This means that the bonding company gives insurance, in a way, that you are honest. If you have been bonded in the past or are bondable (honest), it is in your favor.

17. **Personal References** - Request the permission of at least three individuals that know you to list them as references. Write down their names, home and business addresses, positions, and
telephone numbers. Carry this list with you, it will save the time of looking them up each time you fill in an application.

18. **Employment Record** - All the jobs you have had, including part-time jobs. Prepare this list ahead of time beginning with the **last job first** and work backwards, then copy it on each application you fill in. Have the following information for each job:

a. **From - To:** Dates employed.
b. **Kind of Business:** Kind of business of your employer.
c. **Job Title:** Name the job you had.
d. **Duties:** Usually there is not enough space, put down what you did in as few words as possible.
e. **Salary:** Start-End: What you earned when you began and what you were earning when you left.
f. **Reason for Leaving:** This is important. Do not go into long explanations, sum up the situation such as, "resigned," "laid off," "temporary," etc. If you were fired, say, "asked to leave," and give short reason.
g. **Compensation Claim:** Were you ever paid for an injury you received on the job? Tell what happened, where, when, why, and how.
h. **Position Desired:** State job you are applying for.
i. **Salary Desired:** How much do you expect to be paid. If you do not know what the job pays, put down, "current rate," or "going rate."
j. **Source of Referral:** Who or what gave you the idea to apply for this job.
k. **Whom Do You Know In Our Employ:** Do you know anyone working for this company.
# Application for Employment

<table>
<thead>
<tr>
<th>Date of Application</th>
<th>Division</th>
<th>Salary</th>
</tr>
</thead>
</table>

**Applicant - Do not write above this line. Please print.**

<table>
<thead>
<tr>
<th>Name (First) (Middle) (Last)</th>
<th>Do You</th>
<th>Date of Birth (Mo.) (Day) (Yr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(First) (Middle) (Last)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Residence Address**

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>City or State (Zone)</th>
<th>Town</th>
</tr>
</thead>
</table>

**Previous Residence**

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>City or Town (Zone)</th>
<th>State</th>
</tr>
</thead>
</table>

**Height** | **Weight** | **Any Physical Defects?** | **Social Security No.** | **Are You a Citizen of the USA?** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name of Parent(s) or Guardian(s)**

<table>
<thead>
<tr>
<th>(First) (Middle) (Last)</th>
<th>Occupation of Parent(s) or Guardian(s)</th>
<th>Employer of Parent(s) or Guardian(s)</th>
<th>Address of Parent(s) or Guardian(s)</th>
</tr>
</thead>
</table>

**Marital Status**

<table>
<thead>
<tr>
<th>Married</th>
<th>Divorced</th>
<th>Widowed</th>
<th>Separated</th>
</tr>
</thead>
</table>

**Husband's Name**

<table>
<thead>
<tr>
<th>(First) (Middle) (Last)</th>
<th>Occupation</th>
<th>Employer</th>
<th>Address</th>
</tr>
</thead>
</table>

**Note:** Complete this line for married, divorced, or separated woman.

---

In the sections below headed Schools Attended and Active Service with United States Armed Forces and in the Previous Business Experience Section on the next page, account completely for all your time from the first year of high school until the present.

### Schools Attended

<table>
<thead>
<tr>
<th>Names of Schools</th>
<th>No. of Years</th>
<th>Course or Major Subjects</th>
<th>Graduated</th>
<th>Scholastic Standing</th>
<th>Degree</th>
</tr>
</thead>
</table>

**Scholastic Honors** (Societies-Prizes-Scholarships)

**Athletic Activities** (Managerial-Editorial-Elective Offices-Clubs)

**Active Service with United States Armed Forces**

<table>
<thead>
<tr>
<th>Date (Mo.) (Day) (Yr.)</th>
<th>Type of Discharge (i.e. Expiration of Enlistment, Medical, Etc.)</th>
</tr>
</thead>
</table>

**Branch of Service**

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Rank or Rate at Discharge</th>
</tr>
</thead>
</table>

**Service Schools or Other Special Training**
**CHARACTER REFERENCES** (Do not use the names of relatives or former employers.)

<table>
<thead>
<tr>
<th>Names</th>
<th>Addresses</th>
<th>Phones</th>
<th>Occupations</th>
</tr>
</thead>
</table>

HAVE YOU ANY RELATIVES, FRIENDS, OR ACQUAINTANCES?

<table>
<thead>
<tr>
<th>Yes ☐</th>
<th>IF YES, STATE NAME</th>
<th>TYPE OF RELATIONSHIP</th>
<th>POSITION</th>
</tr>
</thead>
</table>

ARE YOU EMPLOYED BY THIS COMPANY?

<table>
<thead>
<tr>
<th>No ☐</th>
<th></th>
</tr>
</thead>
</table>

LIST ALL ORGANIZATIONS TO WHICH YOU BELONG OR HAVE BELONGED.

Do not include labor and political organizations or those where the name or character of the organization would include religion, race or national origin.

**PREVIOUS BUSINESS EXPERIENCE**

(List in order with last employer first. Do not include military service.)

<table>
<thead>
<tr>
<th>NAME OF COMPANY</th>
<th>ADDRESS</th>
<th>JOB DUTIES</th>
<th>PERIOD OF EMPLOYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>From: No. Yr.</td>
</tr>
</tbody>
</table>

HAVE YOU EVER WORKED FOR THIS COMPANY? Yes ☐ No ☐

FOR WHAT SPECIAL LINE OF WORK HAVE YOU A PREFERENCE?

WHERE YOU REFERRED BY AN EMPLOYEE OF THIS COMPANY? Yes ☐ No ☐

HAVE YOU EVER BEEN REFUSED BOND? Yes ☐ No ☐

IF YES, EXPLAIN

HAVE YOU EVER BEEN ARRESTED, OTHER THAN TRAFFIC VIOLATIONS? Yes ☐ No ☐

IF YES, EXPLAIN

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE APPLICATION BLANK IF I AM CONSIDERED FOR EMPLOYMENT AND HEREBY AUTHORIZE PREVIOUS EMPLOYERS, PERSONAL REFERENCES NAMED, OR ANY OTHER PERSON OR PERSONS TO WHOM THE COMPANY MAY REFER TO GIVE ANY AND ALL INFORMATION REGARDING MY EMPLOYMENT OR SCHOLASTIC STANDING TOGETHER WITH ANY OTHER INFORMATION, PERSONAL OR OTHERWISE, THAT MAY OR MAY NOT BE ON THEIR RECORDS.

I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF ANY FACT CALLED FOR HEREON, OR ON ANY OTHER STATEMENT MADE IN CONJUNCTION WITH MY REQUEST FOR EMPLOYMENT, OR RECEIPT BY THE COMPANY OF UNSATISFACTORY REFERENCES, MAY RESULT IN DISMISSAL FROM THE COMPANY'S SERVICE IF I SHALL HAVE BEEN EMPLOYED.

**APPLICANT'S SIGNATURE**

(First) (Middle) (Last)

**NOT TO BE COMPLETED BY APPLICANT**

DATE OF INTERVIEW

COMMENTS
Lesson Plan
Lesson No. 5

The Personal Interview

OBJECTIVES

1. To prepare students for the experiences of a job interview.

2. To familiarize students with the interview procedures through a model interview situation in the classroom.

TEACHING PROCEDURE

Introduction

An initial job interview may well be a vital experience in anyone's life. Knowing what to expect and what to do will increase their self-confidence and effectiveness during that interview.

Suggested Presentation

Encourage a feeling of confidence on the part of the students, particularly those who have never applied for a job. Some students may have had experiences applying for a job and can relate some of these experiences to the class.

In preparing the students for the job interview, emphasize the need for:

1. Good grooming.

2. Good English and good diction.

3. Poise (what to do with the hands and legs as well as general posture).

4. Know some facts about the company.

5. Have ready answers for the questions: "Why do you want to work here?" and, "What kind of work would you like to do?"

6. Have necessary papers:
   a. Social Security Card
   b. Birth Certificate
   c. References - Students should request the permission of at least three individuals to list them as references and should have the following written information about them:

   1. Name
   2. Home address
   3. Business address
   4. Position
   5. Telephone numbers

Establish a model interview situation in the classroom. The first one or two should be conducted with the teacher as the interviewer and a student as the applicant. Then use students as both interviewer and applicant. (Start from the beginning with the applicant entering the door and the interviewer sitting behind the desk, as in an actual interview situation.) The interview should attempt to convey the idea that he is genuinely interested in

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Lesson Plans

the answers given by the applicant, and that this is a two-way exchange. Conduct a critique of each interview with class participation. Stress all the good points of each student's performance. Ask the participants how well they thought they did and what might be done to improve upon their performances.

References

Lesson Plans
Lesson No. 6

Succeeding On The Job

OBJECTIVES

1. To help students understand the importance of "getting along" on the job.
2. To stress the importance of being able to take orders.
3. To examine the ingredients for success in the world of work.

TEACHING PROCEDURE

Introduction

For many people good attitudes and human relationships will be the most important factors contributing to their ability to hold a job. Many people they will meet on their job they will like, others they may not like, it is extremely important that they get along with all of them. Also, their ability to take orders and carry them out willingly and cheerfully is the most important aspect of their relationship with the bosses.

A person who is unhappy or dissatisfied on the job is not an efficient worker and is doing himself and the employer an injustice.

Steps in Presentation

Discuss with the class the following questions:

1. What is the importance of taking orders vs. failing to do so?
2. Is there any job where you don't have to take orders from anyone?
3. What are some examples of orders rightly and wrongly given?
4. What should be done about a fellow worker who makes remarks you don't like or watches to find something wrong with what you are doing?
5. What should you do if a fellow employee says something bad about another person in the company to you?
6. Why should you take time before making up your mind about another person?
7. Why is it important to let your employer know ahead of time when you will not be able to go to work?
8. What are some of the ways you can show your employer your interest in your work?
9. If you were an employer, which would you rather have—a worker who asks questions or a worker who doesn't ask questions and makes mistakes?
Lesson Plan

Discuss the following ingredients for success with the class:

1. **Ambition** - The ambitious person cares about his own future, and what's more, cares enough to give up some of the things that seem like fun at the present in order to prepare for the future. Establish high goals for yourself.

2. **Appearance** - How you look.
   a. Good health
   b. Good posture
   c. Good grooming

3. **Speech** - How you speak.
   a. Good English - avoid slang.
   b. Good diction - speak clearly and distinctly, so people can understand you.

4. **Self-assurance** - Have confidence in yourself.

5. **More education** - Do not be satisfied with your present status or qualifications. Attempt to improve yourself so that you will be able to move up to higher positions.

References:


(Distributive Education Text Book)

Personal Qualities for Job Success (Film)
APPENDIX C, EXHIBIT I

Vocational Guidance Calendar

September
Collection of data through questionnaire concerning pupil occupational plans and goals.

October
Provide information which will assist students in attaining stated goals such as information regarding colleges, vocational and technical schools, vocational and technical courses, sources of training through the armed forces, scholarships available, etc.

November
Personality and occupation - Discuss personality development in relationship to occupation. How it can be an asset or a liability. How certain personality traits are more suited to certain occupations or others.

December
Administer Interest Inventory. Examine stated anxieties and exhibited interests. Promote development of self-concept and self-evaluation.

January
Develop job seeking skills (explain use of employment agencies, walk-in attempts, aid from relatives, etc.)

February
Interviewing do's and don'ts (Suggest that a consultant from industry be brought in to assist this activity such as a personnel manager, etc.).

March
Application filling do's and don'ts Use of variety of forms

April
Bring in major employers in New Orleans area to discuss employment opportunities available in their individual fields. (Civil Service--state, federal, city; Public Service--South Central Bell, etc.).

May
Distribute follow-up cards and discuss follow-up procedure with students. (Will be used to check students activities after graduation.)
<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Average Number of Pupils Per Session</th>
<th>Number of Sessions</th>
<th>Total Number of Pupils Involved</th>
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<tr>
<td>Job-Seeking Techniques</td>
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<td>10</td>
<td>10</td>
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<td>Evaluating Self-Concept</td>
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<td>6</td>
<td>150</td>
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<td>Job-Seeking Resources</td>
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<td>Application Filling</td>
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<td>30</td>
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<td>Interviewing</td>
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<td>4</td>
<td>60</td>
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<td>Attitudes and Work</td>
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<tr>
<td>Job-Seeking Techniques</td>
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</table>

Student Participation in Group Sessions 1971-72

APPENDIX C, EXHIBIT II
<table>
<thead>
<tr>
<th>Agency or Business</th>
<th>Number of Students</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shell Oil Company</td>
<td>1</td>
<td>Draftsman Trainee</td>
</tr>
<tr>
<td>U.S. Coast Guard</td>
<td>1</td>
<td>Painter's Helper</td>
</tr>
<tr>
<td>Holiday Inn East</td>
<td>3</td>
<td>Assistant Maintenance Man</td>
</tr>
<tr>
<td>Genuine Auto Parts</td>
<td>1</td>
<td>Parts Salesman Trainee</td>
</tr>
<tr>
<td>Avondale Shipbuilders</td>
<td>1</td>
<td>Welder Trainee</td>
</tr>
<tr>
<td>City of New Orleans Dept. of Streets</td>
<td>2</td>
<td>Draftsman Trainee</td>
</tr>
<tr>
<td>Housing Authority of New Orleans</td>
<td>6</td>
<td>Maintenance Repairman I</td>
</tr>
</tbody>
</table>

APPENDIX C, EXHIBIT III

1971-72 O.J.T. Experiences
<table>
<thead>
<tr>
<th>Agency</th>
<th>Type of Experience</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Authority of New Orleans</td>
<td>Maintenance</td>
<td>15</td>
</tr>
<tr>
<td>U.S. Navy</td>
<td>Draftsman, Clerical</td>
<td>6</td>
</tr>
<tr>
<td>Internal Revenue Service</td>
<td>Maintenance, Clerical</td>
<td>6</td>
</tr>
<tr>
<td>N.Y.C.</td>
<td>Draftsman, Clerkical</td>
<td>20</td>
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<tr>
<td>Housing Authority of New Orleans</td>
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</tbody>
</table>

Students in Summer Employment
1971-72
APPENDIX C, EXHIBIT IV
APPENDIX C, EXHIBIT V

PROPOSED ADJUSTMENT TO WOODWORKING SCHEDULE OF OFFERINGS

Grades

9th Woodworking I
10th Woodworking II
11th Woodworking III
12th 4 Sections Woodworking IV
1 Section V.C. (Pre-Vocational Cabinet Making and Construction) Prerequisite - 2 yrs. Woodworking

General Skills and Knowledge to be included in V.C. Course Content

1. Identification of lumber used in construction
2. Project design (blueprint reading)
3. Cutting of lumber
4. Furniture construction methods
5. Assembling
   a. gluing
   b. kinds of adhesives
6. Building Construction
   a. staking out the site
   b. kinds of construction
   c. carpentry tools and machines
   d. lumber grades
   e. foundation walls
   f. floor framing
   g. exterior walls
   h. partition framing
APPENDIX C, EXHIBIT V (Con'd)

i. roofs and coverings
j. rafters
k. sheathing
l. flashing
m. doors, windows, siding materials
n. insulations
o. safety practices

7. Painting and Finishing
   a. preparation for paint
   b. mixing paint
   c. spray methods
   d. brush and roller method
Teacher responsibilities have been divided into six separate units. There are six six-week mini-courses. Instructors for these courses are chosen according to their specialities in the Industrial Arts Program.

Twenty (20) students will be rotated through the mini-courses which are:

1) Plumbing and Heating
2) Electricity
3) Basic Carpentry
4) Masonry
5) Welding (Tack)
6) Painting
APPENDIX C, EXHIBIT VII

AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Suggested Activities and Information on Career Development at the Senior High Level

Compiled by Jude T. Sorapuru under the supervision of Richard A. Theodore and under the direction of William G. Young for use in George W. Carver Senior High School Exemplary Program for Occupational Preparation New Orleans Public Schools
EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

It is the intent of this exemplary program for occupational preparation to adequately prepare low-income students for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Specifically, the objectives at Carver Senior High School include:

1. Encouraging students to think of a wide range of occupations.
2. Getting students to appreciate the dignity of work.
3. Assisting and encouraging students to make their own occupational choices.
4. Providing information related to finding and holding jobs.
5. Provide the students with employable skills upon termination of their schooling.
6. Provide on-the-job training opportunities.
7. Provide whatever other occupational and vocational assistance that may be needed.
8. Assist students in self-evaluation of their skills, interests, abilities, and aptitudes.

Basically, the students who are served through E.P.O.P. are those registered in the Industrial Arts classes, the two Nursing classes, the Pre-cooperative Clerical Block for eleventh graders, and the Vocational Office Block. The services provided to these students are also available to every student at the Carver Senior High School except the possibility of on-the-job training for non-component students.
AREAS OF INVOLVEMENT

Individual Counseling - E.P.O.P. offers to the students of Carver Senior High School the services of a vocational counselor. The counselor is involved in assisting the students make wise vocational choices based upon their interests, aptitudes, skills and abilities.

Testing - Testing can be arranged to determine interests and aptitudes.

Vocational Information - The E.P.O.P. office is a source of occupational and vocational information concerning the world of work in the New Orleans area. The counselor is available to speak to classes about these areas of information.

Employment Counseling - E.P.O.P. offers assistance to students in developing job hunting skills and advice on how to hold a job.

On-The-Job Training - The E.P.O.P. staff is active in seeking jobs for students related to their classroom instruction. This service is restricted to students in the Industrial Arts classes who are seniors.

Job Placement - The E.P.O.P. staff offers assistance to graduating seniors in securing permanent jobs and to undergraduates in securing summer employment.

Resource Personnel - E.P.O.P. will assist in securing speakers for formal or informal talks concerning jobs, vocations, employment procedures, etc.

Please feel free to contact the E.P.O.P. staff or make referrals to our office located in Room A 215-B.

Vocational Education Within Your Classroom

The following suggestions are presented with the hope that you, as a teacher, will possibly put some of them into use in your classrooms. We feel that there is a great need for more stress on vocational awareness among our students. We strongly urge that you use every means and opportunity available to you to broaden the scope of your students' vocational and occupational information.

The suggestions which follow will be divided into general and specific areas so that they may be more directly related to the curriculum and hopefully more readily applied.
General Information

Related to Occupational Preparation
at the Senior High School Level

I. Relate all subject matter with the world of work and self-development.

A. Help students to begin to think about what they may become and how the immediate subject matter will help them.

B. Help students to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise.)

C. Arrange field trips to industries, etc., so that students can see and identify with real, live role-models of their group.

1. Trips should be pre-planned with students as to objectives, etc.
2. Students should be prepared to ask good, relevant questions.
3. Interview techniques and note taking should be rehearsed.
4. Parents should be encouraged to participate with students.

D. Arrange for resource people to visit the classroom as role-models.

E. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs.") It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.

F. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.

G. Help students to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:
APPENDIX C, EXHIBIT VII (Con'd)

1. What sort of person do I think I am?
2. How do I feel about myself as I think I am?
3. What sort of person would I like to be?
4. What are my values and needs?
5. What are my aptitudes and interests?
6. What can I do to reconcile my self-ideal with my real self?
7. What outlets are there for me with my needs, values, interests, and aptitudes?
8. How can I make use of these outlets?

II. Allot time for group and individual guidance with students.

A. Help them understand and develop proper attitudes toward work.

B. Help students develop and understand the importance of good personal/social habits.

1. Grooming
2. Punctuality
3. Talk
4. Courtesy
5. Responsibility
6. Originality, etc.

C. Help students to know themselves better and build a positive self-image.

1. Identify talents.
2. Understand aptitudes, interests, and abilities.
3. Explore attitudes.
4. What sort of person am I?
5. What sort of person can I become?

III. Teach the importance and interdependence of all kinds of work. (Teachers should especially examine their own middle-class bias here.)

A. Develop appreciation and dignity for all kinds of work.

B. Develop proper attitudes concerning sex and work. (The line between "male" and "female" work is becoming extremely thin.)

C. Be alert to textbook bias.

D. Help students understand the all-pervasive effects of work:
APPENDIX C, EXHIBIT VII (Con'd)

1. Determines way of life.
2. Determines values.
3. Influences manner of speech, dress and leisure time activities.
4. Determines where family lives, whom they meet, and what schools are attended.
5. Determines whole social and economic status.

E. Work satisfies the following needs:

1. Physiological (food, shelter, etc.)
2. Safety
3. Belonging
4. Feelings of importance, respect, self-esteem, independence
5. Information
6. Understanding
7. Beauty
8. Self-actualization

IV. Set standards equal to those of best schools.

A. Help students to develop realistic pictures of themselves and their competencies as compared to other children with whom they will have to compete on a realistic basis in the world of work.

B. Help students build skills, knowledge, and competencies desired by employers (pleasant personality, good grooming, potential for advancement to more responsible positions within the industry).

V. Help students anticipate changes in the world of work.

A. New Inventions.
B. Automation.
C. War, etc.

VI. Minority youth lack confidence, self-motivation, and self-esteem. Teachers could help by:

A. Showing greater awareness and concern for student's problems—show that you care.

B. Building on the student's strengths in the classroom while helping to overcome weaknesses—emphasize success.

C. Allowing students to become involved in planning so that they may establish their own goals and see personal meaning in working toward attaining these goals.

VII. More visible cooperation between teachers of diverse racial groups should be shown—sets examples for children.
Specific Activities
Related to Occupational Preparation at Senior High Level

English

1. Have students present oral reports using a job as the subject. Give physical and educational requirements. Discuss tasks involved.
2. Write reports of the same nature.
3. Have students write letters of application.
4. Have students answer classified ads by letter.
5. Make alphabetical spelling lists of various jobs.
6. Have students conduct mock interviews to check oral communication.
7. Write newspaper ads for the "Help Wanted" column.

Social Studies

1. Discuss the effect of climate and topography on occupations.
2. Define terms as union, civil service, social security, withholding, fringe benefits, labor, management, etc.
3. Discuss reasons for unemployment.
4. Develop a lesson showing the chain effect a person's income initiates. Show how money changes hands.
5. Have students write a job description including as many specifications as possible.
6. Discuss and simulate job finding techniques.
7. Discuss concept of freedom in relationship to personal security and social control.
8. Study agencies which aid in job-hunting or which offer help in solving problems related to health-welfare.
APPENDIX C, EXHIBIT VII (Con'd)

Mathematics

1. Figure wages for day, week, month and year based on hourly pay.

2. Math based jobs may be discussed: These include Accountant, Bookkeeper, Auditor, Payroll Clerk, Timekeeper.

3. Compute take-home pay (net) from gross pay by subtracting deductions as insurance, withholding tax, union dues, etc.

4. Prepare budgets based upon average weekly pay for various jobs.

5. Have exercises involving various banking procedures.

6. In-depth study of interest rates, installment buying, and comparative shopping.

Sciences

1. Identify the various jobs requiring scientific background. Include the petroleum industry, textiles, engineering, industrial chemicals, etc.

2. Conduct research to determine the extent to which such jobs exist in the New Orleans area.
Senior High On-the-Job Training Component

Some Suggested Areas for On-the-Job Training

Course - Woodworking
Employment Areas - Cabinet-making and related, advertising display set-up, furniture repairs and refinishing, construction framing, building materials and hardware sales.

Course - Mechanical Drawing
Employment Areas - Map-making and tracing, tooling, patterns, engineering, structural and architectural design, blueprinting.

Course - Small Engines
Employment Areas - Lawnmower repairs, new mower servicing, outboard engine repairs, motorcycle repairs, and new cycle servicing.

Course - Electricity and Electronics
Employment Areas - Maintenance assistants in large buildings, small appliance repairs, minor radio and television part testing.

Course - Auto Mechanics
Employment Areas - Any position requiring such skills as possessed by basic six and eight cylinder mechanic's helper, and auto parts sales.

Cost to Employer

$1.60 per hour for 3 or more hours daily
$6.40 per day for 4 hours day or,
$32.00 per week or,
$1,052.00 per school year (36 weeks)

Work Schedule

Student work hours may be arranged so that he/she is available from 8-12 A.M. or 12:30 - 4:30 P.M. O.J.T. student receives 2 units of credit for successful job performance and usually carries 3 academic courses, one of which must be in the above areas.
### APPENDIX C, EXHIBIT VIII
APPLICATION FOR EMPLOYMENT

<table>
<thead>
<tr>
<th>Date of Application</th>
<th>Division</th>
<th>Salary</th>
</tr>
</thead>
</table>

APPLICANT - DO NOT WRITE ABOVE THIS LINE. PLEASE PRINT.

- **NAME (First) (Middle) (Last)**
- **DO YOU**
  - Board
  - Live with parents
  - Live with other relatives
  - Own your home
  - Rent
- **DATE OF BIRTH**
  - (Mo.)
  - (Day)
  - (Yr.)

- **RESIDENCE ADDRESS**
  - (No.)
  - (Street)
  - (City or Town)
  - (State)
  - (Zone)
- **TELEPHONE NUMBER**
- **LIVED HERE SINCE**
  - (Month)
  - (Year)

- **PREVIOUS RESIDENCE**
  - (No.)
  - (Street)
  - (City or Town)
  - (State)
- **HOW LONG THERE?**

- **HEIGHT**
- **WEIGHT**
- **ANY PHYSICAL DEFECTS?**
  - Yes
  - No
- **SOCIAL SECURITY NO.**
- **ARE YOU A CITIZEN OF THE USA?**
  - Yes
  - No

- **NAME OF PARENT(S) OR GUARDIAN(S)**
  - (First)
  - (Middle)
  - (Last)
  - OCCUPATION OF PARENT(S) OR GUARDIAN(S)
  - EMPLOYER OF PARENT(S) OR GUARDIAN(S)
  - ADDRESS OF PARENT(S) OR GUARDIAN(S)

- **MARITAL STATUS**
  - Married
  - Divorced
  - Widowed
  - Separated
  - Single
- **AGE OF DEPENDENTS**
  - IF DIVORCED, GIVE DATE AND PLACE
  - GIVE NO. OF PERSONS DEPENDENT UPON YOU FOR SUPPORT

- **HUSBAND'S NAME**
  - (First)
  - (Middle)
  - (Last)
  - OCCUPATION
  - EMPLOYER
  - ADDRESS

Note: Complete this line if married, divorced or separated woman.

In the sections below headed Schools Attended and Active Service with United States Armed Forces and in the Previous Business Experience Section on the next page, account completely for all your time from the first year of high school until the present.

#### SCHOOLS ATTENDED

<table>
<thead>
<tr>
<th>NAMES OF SCHOOLS</th>
<th>NO. OF YRS.</th>
<th>COURSE OR MAJOR SUBJECTS</th>
<th>GRADUATED</th>
<th>SCHOLASTIC STANDING</th>
<th>DEGREE</th>
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<tr>
<td></td>
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<td>Yes or No</td>
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</table>

- **SCHOLASTIC HONORS** (Societies-Prizes-Scholarships)
- **ATHLETIC ACTIVITIES** (Managerial-Editorial-Elective Offices-Clubs)
- **OTHER ACTIVITIES**

#### ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

<table>
<thead>
<tr>
<th>DATE (Mo.) (Day) (Yr.)</th>
<th>TYPE OF DISCHARGE (i.e. Expiration of Enlistment, Medical, Etc.)</th>
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</thead>
<tbody>
<tr>
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<table>
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</table>

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<thead>
<tr>
<th>BRANCH OF SERVICE</th>
<th>SERIAL NO.</th>
<th>RANK OR RATE AT DISCHARGE</th>
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<tbody>
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</table>

| SERVICE SCHOOLS OR OTHER SPECIAL TRAINING | |
|------------------------------------------| |
### CHARACTER REFERENCES
(Do not use the names of relatives or former employers.)

<table>
<thead>
<tr>
<th>Names</th>
<th>Addresses</th>
<th>Phones</th>
<th>Occupations</th>
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</tbody>
</table>

### HAVE YOU ANY RELATIVES, FRIENDS, OR ACQUAINTANCES EMPLOYED BY THIS COMPANY?

- [ ] Yes
- [x] No

### LIST ALL ORGANIZATIONS TO WHICH YOU BELONG OR HAVE BELONGED.
Do not include labor and political organizations or those where the name or character of the organization would include religion, race or national origin.

### PREVIOUS BUSINESS EXPERIENCE
(List in order with last employer first. Do not include military service.)

<table>
<thead>
<tr>
<th>NAME OF COMPANY</th>
<th>ADDRESS</th>
<th>JOB DUTIES</th>
<th>PERIOD OF EMPLOYMENT</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>From: Mo. Yr. To: Mo. Yr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HAVE YOU EVER WORKED FOR THIS COMPANY?

- [ ] Yes
- [ ] No

### FOR WHAT SPECIAL LINE OF WORK HAVE YOU A PREFERENCE?

### HAVE YOU EVER BEEN REFERRED BY AN EMPLOYEE OF THIS COMPANY?

- [ ] Yes
- [ ] No

### HAVE YOU EVER BEEN REFUSED BOND?

- [ ] Yes
- [ ] No

### HAVE YOU EVER BEEN ARRESTED, OTHER THAN TRAFFIC VIOLATIONS?

- [ ] Yes
- [ ] No

### I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE APPLICATION BLANK IF I AM CONSIDERED FOR EMPLOYMENT AND HEREBY AUTHORIZE PREVIOUS EMPLOYERS, PERSONAL REFERENCES NAMED, OR ANY OTHER PERSON OR PERSONS TO WHOM THE COMPANY MAY REFER TO GIVE ANY AND ALL INFORMATION REGARDING MY EMPLOYMENT OR SCHOLASTIC STANDING TOGETHER WITH ANY OTHER INFORMATION, PERSONAL OR OTHERWISE, THAT MAY OR MAY NOT BE ON THEIR RECORDS.

### I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF ANY FACT CALLS FOR DEBARMENT, OR ON ANY OTHER STATEMENT MADE IN CONNECTION WITH MY REQUEST FOR EMPLOYMENT, OR RECEIPT BY THE COMPANY OF UNSATISFACTORY REFERENCES, MAY RESULT IN DISMISSAL FROM THE COMPANY'S SERVICE IF I SHALL HAVE BEEN EMPLOYED.

### APPLICANT'S SIGNATURE

(First) (Middle) (Last)

NOT TO BE COMPLETED BY APPLICANT

### DATE OF INTERVIEW

<table>
<thead>
<tr>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
APPENDIX C, EXHIBIT IX
EMPLOYMENT APPLICATION

SHELL OIL COMPANY
SHELL CHEMICAL COMPANY
SHELL DEVELOPMENT COMPANY
SHELL PIPE LINE CORPORATION

A DIVISION OF SHELL OIL COMPANY

AN EQUAL OPPORTUNITY EMPLOYER

Complete with ink or typewriter

GENERAL

DATE

EMPLOYMENT INTERESTS

Full-Time

Part-Time

Summer

TYPE OF WORK DESIRED

DATE AVAILABLE FOR EMPLOYMENT

PERSONAL

NAME

First

Middle

Last

TELEPHONE

Area Code

NUMBER

PERMANENT ADDRESS

NUMBER

STREET

CITY

STATE

ZIP CODE

MARITAL STATUS

NUMBER (Exclude Yourself)

IF YOU ARE NOT A U.S. CITIZEN, WHAT TYPE VISA DO YOU HAVE?

DEPENDENTS

SOCIAL SECURITY NUMBER

EDUCATION

CIRCLE HIGHEST GRADE COMPLETED

GRADE SCHOOL

DATES ATTENDED

FROM

TO

GRADUATED

MAJOR SUBJECT

DEGREE

HIGH SCHOOL

1

2

3

4

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10

11

12

COLLEGE OR UNIVERSITY

DATES ATTENDED

FROM

TO

GRADUATED

MAJOR SUBJECT

DEGREE

OTHER SPECIAL TRAINING AND DATES

MILITARY

BRANCH OF U.S. SERVICE

HIGHEST RANK

DATE ENTERED

DATE DISCHARGED OR SEPARATED

TYPE OF DISCHARGE OR SEPARATION

MILITARY OCCUPATIONAL SPECIALTY

EMPLOYMENT

LIST YOUR WORK EXPERIENCE WITH YOUR PRESENT AND LAST THREE EMPLOYERS

EMPLOYER

1. PRESENT EMPLOYER

NO.

STREET

CITY

STATE

2. LAST

NO.

STREET

CITY

STATE

3. PREVIOUS

NO.

STREET

CITY

STATE

4. PREVIOUS

NO.

STREET

CITY

STATE

HAVE YOU EVER BEEN EMPLOYED BY SHELL?

YES

NO

IF YES, WHERE

DATES

JOB HELD

(DESCRIBE DUTIES BRIEFLY)

REASON FOR LEAVING

REV. 1-701

151
In the event of my employment by any one of the companies listed on the face of this form and/or subsequently by an affiliated or subsidiary company, and in consideration thereof, I agree to the following provisions:

RELATIVES

As an applicant for employment, I understand that if there is any person employed by Shell or any affiliated or subsidiary company who is a "close relative" (as defined in the foot-note) of me or my husband or wife, it is my obligation to provide full information of such relationship. I agree that any inaccuracy or misstatement in this regard, even if due to lack of knowledge or misunderstanding, will be cause for cancellation of my application or separation from the Company's service if I have been employed. (Check appropriate box below).

I HAVE:

☐ NO SUCH RELATIVES
☐ SUCH RELATIVES IDENTIFIED

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<th>NAME</th>
<th>SHELL LOCATION</th>
<th>HOW RELATED</th>
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<td>HOW RELATED</td>
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I also agree that should such a relationship come into existence through any marriage after my employment, I will make the relationship immediately known to the Company. I understand that such relationship will not affect my employment unless a husband-wife relationship is involved.

CONDITIONS

1. I understand employment is contingent upon meeting the Company's standard physical requirements.
2. In the event of my employment, I will furnish proof of date of birth, military discharge and appropriate academic transcripts. Also, I realize it will be necessary to sign an invention agreement, a conflict of interest statement and a confidential information statement.

REFERENCES

I authorize and request each employer, person, firm or corporation named herein to answer all questions that may be asked, and to give all information that may be sought, in connection with this application or concerning me or my work habits, character, skill or action in any transaction.

I certify that all statements I have made in this application are true and agree that any misrepresentation or omissions of facts called for will be sufficient cause for cancellation of my application for employment or immediate dismissal from the Company's service if I have been employed.

Shell follows a policy of not employing relatives. The purpose of this rule is to permit employment, transfer and promotion of employees without influence or prejudice arising from family connections. Any applicant who has a close relative who is either a Company employee actively employed or on military leave or other leave of absence, or the spouse of a Company employee, or whose own spouse has any such close relative, is not considered eligible for employment. For this purpose, the "close relative" of an applicant or of his or her spouse shall include any of the following: spouse, father, mother, brother, sister, son, daughter, uncle, aunt, nephew and niece, including in connection with each, "step", "in-law", or "half" relationships. This general rule also is applicable when the relative is employed by an affiliated or subsidiary company.
APPENDIX C, EXHIBIT IX
STATE OF LOUISIANA
DEPARTMENT OF LABOR
DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. He must also bring a birth certificate. If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY
MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

__________________________
(City)                       

__________________________
(Parish)                      

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

__________________________  ____________________________  ____________________________
(Name of Minor)               (Address of Minor)               (Age)

in the capacity of   ____________________________
(Specific Occupation)       (Industry)

for  _______  days per week; for  _______  hours per week;  _______  hours per day beginning  _______  A. M. and closing  _______  P. M. with a lunch period of  _______, the rate of pay to be  _______  per hour or  _______  per day or  _______  per week.

__________________________  ____________________________
(Name of Employer)           (Business Address)

____________________________________
(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.
APPENDIX C, EXHIBIT IX
STATE OF LOUISIANA
DEPARTMENT OF CIVIL SERVICE
BATON ROUGE, LOUISIANA

APPLICATION FOR
STUDENT EMPLOYMENT

FILE THIS FORM WITH EMPLOYING AGENCY

POSITION APPLIED FOR

SEX

[ ] Male  [ ] Female

TELEPHONE NO

DATE OF BIRTH

PLACE OF BIRTH

SOCIAL SECURITY NO

MARRITAL STATUS

[ ] Single  [ ] Married  [ ] Divorced  [ ] Widowed  [ ] Separated

STATEMENT OF BONSA FIDE STUDENT

A bona fide Student means one enrolled in an accredited high school, college, or university in the State, or in a State-operated vocational-technical school, in a sufficient number of courses and classes in such institution to be classified as a full-time regular student under the criteria used by the institution in which he is enrolled. A bona fide student shall not lose his status as such because of vacations during the academic year or because of his failure to attend summer school.

1. Are you now, or have you ever been, a member of any "extran or domestic organization, association, movement, group or combination" of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shown a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?

2. Have you ever been discharged from a position because your conduct or work was not satisfactory?

3. Have you ever been arrested?

4. Are you now a full-time regular student?  [ ] Yes  [ ] No

5. WHAT IS THE NAME OF THE SCHOOL, COLLEGE OR UNIVERSITY YOU ARE NOW ATTENDING OR LAST ATTENDED?

6. WHAT IS YOUR STATUS?

7. WHEN DO YOU PLAN TO RETURN TO SCHOOL?

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. If I am appointed, I agree to promptly notify the proper agency official of any change in my status as a student, including any reduction in courses taken, termination of student status, or scholastic probation.

SIGNATURE OF APPLICANT

REPORT OF SCHOOL OFFICIAL

THE RECORDS OF THIS SCHOOL INDICATED THAT THE APPLICANT NAMED HEREIN

IS CLASSIFIED AS A FULL-TIME REGULAR STUDENT OF THIS SCHOOL  [ ] Yes  [ ] No

HAS COMPLETED HIS COURSE AND RECEIVED A DIPLOMA OR CERTIFICATE OR HAS GRADUATED  [ ] Yes  [ ] No

HAS APPLIED FOR ENROLLMENT IN THIS SCHOOL EFFECTIVE  [ ] Yes  [ ] No

Signature of School Official

AGENCY REVIEW OF STUDENT STATUS

(LIST PREVIOUS WORK EXPERIENCE ON REVERSE SIDE)
EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Survey Form for O.J.T.

Student's Name ____________________________ Classification ________
Date of birth ____________________________ Course __________________
Previous related courses 1. ________________ 2. ________________ 3. ________________
1.Q. ________________ Number of earned Units ______
Minimum units needed for graduation ____________________________

Work Traits Rating Scale (Excellent, Good, Fair, Poor)

Academic record ____________________________ Attendance __________________
Physical condition __________________________ Appearance __________________
Verbal Ability ____________________________ Attitude Towards Work __________________
Teacher rating for O.J.T. __________________ Interviewer's rating __________________

Interviewer ________________________________

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

EMPLOYER CONTACT RECORD

Name of firm ________________________________
Address______________________________-Telephone ________________
Person to see __________________________-Title __________________
Nature of firm's business __________________________
Approximate number of employees __________________________
Contacted for student employment as __________________________

Date of contact __________________________ How Contacted __________________ Results __________________
State briefly the chief reason why you might leave school.

______________________________________________________________________________

What do you plan to do when you leave high school?

___ go to college  ___ go to business school
___ go to a technical school  ___ go to work
___ go to a trade school  ___ military service
___ other plans, what are they?

______________________________________________________________________________

State the chief reasons for your plans indicated above.

______________________________________________________________________________

If you have decided upon the particular school or college that you plan to enter after leaving school, name it

______________________________________________________________________________

What do you enjoy in life more than anything else? __________

______________________________________________________________________________

What achievements in school have given you greatest satisfaction?

______________________________________________________________________________

What occupations or fields of work have you considered for your life's work?
First choice ________________________________
Second choice ________________________________
Third choice ________________________________
Reason for first choice ________________________________
When did you begin considering this choice? ________________________________

If you could do just as you wished, what would you want to be doing when you are around 30 years old?

______________________________________________________________________________

How much schooling do your parents or guardians want you to complete?

______________________________________________________________________________

What vocation do your parents want you to follow?

______________________________________________________________________________

Why? ________________________________
APPENDIX C, EXHIBIT XII
STUDENT PERSONAL DATA FORM

Introduction to Vocations

To the Students:

The purpose of this form is to bring together essential information about you, so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

Date ________________

Name ____________________________________________ Age ________________

Home Address ___________________________ Phone ________________

Place of Birth ________________ Date of Birth ________________

Father's or Guardian's name ____________________________________________

Father's Occupation ___________ Highest grade completed ______

Mother's Occupation ___________ Highest grade completed ______

Older brothers and sisters:

<table>
<thead>
<tr>
<th>Sex (M or F)</th>
<th>Approximate age</th>
<th>Highest grade</th>
<th>Occupation</th>
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Was your last year's scholastic standing high? ______above average? ______

below average _______ low _______ (check one)

List the subject that:

You like best: You dislike most: Is easiest: Is hardest:

________________ _______________ ________________

Do you plan to graduate from high school?

If you do not plan to graduate from high school, encircle the last grade which you plan to complete.

Grade 9 10 11 12

157
# Student's Job Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Job</th>
<th>Hours</th>
<th>Salary</th>
<th>F.I.C.A.</th>
<th>Fed. Tax</th>
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APPENDIX C, EXHIBIT XIII

NAME: ___________________________ DATE: ___________________________

STEPS THAT LEAD TO A JOB

1. Below you will find some steps that you may have to take leading up to a new job. Can you put them in the right order in which they take place? Write numbers 1, 2, 3, and so on where you see ( ).

   ( ) Interviewing with the employer.
   ( ) Reporting to work the first day.
   ( ) Finding the job.
   ( ) Writing or telephoning for the interview.
   ( ) Finding out how to get to the place of interview.
   ( ) Finding out when the bus or train leaves (and returns) to get you to the place of interview on time.
   ( ) Getting yourself ready for the interview by planning what to wear.
   ( ) Thanking the employer for the interview.
   ( ) Getting your first week's pay.
   ( ) Punching a time clock when you come in and when you leave.
   ( ) Looking in the Help-Wanted section of your newspaper.
   ( ) Making sure that you have enough money to pay for your bus or train fare to and from the place of interview.

2. Check the way you should look when you report for a job interview:

   BOY

   ( ) Chewing gum
   ( ) Shined shoes
   ( ) Smoking a cigarette
   ( ) Neatly pressed pants
   ( ) "Loud" sport shirt
   ( ) Neatly combed hair

   GIRL

   ( ) Chewing gum
   ( ) Shined shoes
   ( ) Smoking a cigarette
   ( ) Neat day outfit
   ( ) A lot of makeup
   ( ) A lot of jewelry
SELLING YOURSELF TO THE EMPLOYER

1. Remember while on the actual interview:

   a. The interviewer is sizing you up when you walk in, so show CONFIDENCE.
   b. If interviewer is a man, extend hand and give firm shake. If interviewer is a woman, only extend hand if she does.
   C. Give the correct greeting, "Good morning, Mr. ________, a student from High School, and I am applying for a position." (KNOW THE PERSONNEL MANAGER'S NAME)
   D. Treat the employer with respect but not fear.
   E. Be yourself.
   F. Have correct posture while standing and sitting.
   G. Do not sit until told to do so. (Do not cross legs.)
   H. Use correct English. (Avoid using slang.)
   I. Do not chew gum or smoke. If offered a cigarette by the interviewer, refuse politely.
   J. Avoid saying, "I don't know."
   K. Try to answer the questions by saying more than "Yes" or "No."
   L. YOU ASK QUESTIONS
      1. duties
      2. hours
      3. advancement
      4. permanence

II. Be able to answer the following questions:

   A. Why did you leave your last job? (Give an honest answer, but be careful. If you were fired, explain and give a reason why it will not happen again.)
   B. What kind of work do you want? (Don't say, "Anything.")
   C. Why did you come here to apply? (State career objectives and tell how the store may help you achieve them.)
   D. Do you think that you are qualified for the job? (Be convincing.)
   E. Do you have health problems?
   F. Have you ever been arrested?
      1. Acquitted
      2. Charges
      3. Convicted

III. BE SURE TO THANK THE PERSONNEL DIRECTOR FOR THE INTERVIEW.
9. Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

- Dirty fingernails
- Dirty hands
- Beard
- Excessive make-up
- Powder smears or dabs
- Yellow or unclean teeth
- Food between teeth
- Visible blackheads
- Pimples on face
- Dirty neck
- Greasy hair
- Dirty ears
- Dirty scalp
- Dandruff
- Hair too long
- Ragged fingernails
- Dirty shirt
- Soiled underclothes
- Dirty collar and cuffs
- Baggy trousers or skirt
- Soiled suit or dress
- Runs visible in hose
- Hose seams crooked
- Run-over heels
- Unshined shoes
- Dirty, dirty shoes
- Body odor
- Halitosis
- Too few baths
- Inappropriate clothes
- Stoop shoulders
- Slouchy walking
- Awkward posture
- Hair not combed
- Greasy skin
- Gaudy fingernails
- Broken shoestring
- Buttons missing
- Tie poorly tied
- Tie crooked
- Tie wrinkled
- Collar wrinkled
- Clothes fitting poorly
- Dirty handerchief
- Wrinkled suit or dress
- Soiled, dusty purse
- Torn gloves
- Dirty gloves

Number of checks __

If you checked fewer than five items, you are neater and better groomed than the average college student.

If you checked between five and ten items, you are below average in neatness and should do something about it now.

If you checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other persons. Every one of these defects can be eliminated.
MEMORANDUM

To: Teachers in Industrial Education Department
From: Jude T. Sorapuru, Vocational Counselor E.P.O.P.
Date: March 3, 1971
APPENDIX C. EXHIBIT XIV (con'd)

I am ____________________________

I would like to ________________________

Sometimes I think __________________________

Once when I was little __________________________

If only ____________________________

When I like someone, it's usually because __________________________

When I dislike someone, it's usually because __________________________

I show that I like others by __________________________

I show my dislike of others by __________________________

My best friend is __________________________

My home is __________________________

Senior High School __________________________

Usually teachers are __________________________

Education is important because __________________________

When I get older, I __________________________

It is easy to __________________________

Something I find hard to do is __________________________

If I could do exactly what I wanted to do now I'd __________________________

Someone I think is great is __________________________
Who am I? - Most responses here indicated identity as being Black and a Student.

I would like to - Most students expressed a definite goal for themselves. Many stated a general goal such as, "I would like to be rich" or "I would like to be well known."

Sometimes I think - Responses here were generally indecisive. Thoughts reflected uncertainty about future plans and state of the world and society.

Once when I was little - Most responses here indicated that respondents early plans have since changed. This indicates a maturation process and changes in values. Many people did not complete this statement.

If only - Most responses to this statement indicated the desire for success and stature in life. The significant point here is that most of these are attainable if one worked at them. Some, however, are unrealistic as: "If only all people were black."

When I like someone, it's usually because and - Responses here indicate a reciprocal type of relationship. "I like them if they like me." The reasons most often given were personality and attitude.

When I dislike someone it's usually because - Responses here indicate a reciprocal type of relationship. "I like them if they like me." The reasons most often given were personality and attitude.

I show I like others by and - Responses here indicate a reciprocal type of attitude towards interpersonal relationships. Most statements only indicated a willingness or unwillingness to communicate according to how they felt towards the person. There seemed to be a lack of depth in their desire to show someone they liked them but some depth in their expression of dislike.
My best friend is - A surprising number of responses described the respondent as his own best friend or indicated they had no best friend. This again indicates a lack of depth in their interpersonal relationships.

My home is - No significant responses. Most just listed their address.

Senior High School - No significant responses. Same as above.

Usually teachers are - Most responses here were positive and complimentary. A few responses questioned the motives of teachers and their interests.

Education is important because - Practically all statements made related to the need for education in securing a job or a good job.

When I get older, I - Most answers given here indicate the desire to accomplish material well-being; i.e., good job, rich, big house.

It is easy to - Responses here indicated that many of the respondents felt it was easy to "get into trouble" or be negative.

Something I find hard to do is - Answers range from school assignments to resisting temptation and getting a job.

If I could do exactly what I wanted to do now I'd - Most students did not complete this statement. However, some indicated they would remove themselves from school or the city or the state. Others, again expressed the desire to have great wealth or a good job, house, etc.

Someone I think is great is - The majority of responses named the parents. One named H. Rap Brown, another, James Brown.
APPENDIX C, EXHIBIT XV
ATTITUDES TOWARD WORK SURVEY

Grade ______  Male or Female ______  Age ______

We want to know what you think about jobs and work. You can tell us what you think by answering some questions. On the next three pages there are 20 questions to answer.

Directions:
Read each question.
Read the answers.
Pick out the answer that tells how you would answer the question.
Draw a line under that answer.

Before you start, look at these samples.

Sample A
Do you think an adult who has a job should be paid for doing his work?

YES
NO

If you think that the answer to the question is "Yes," you would draw a line under "Yes" as shown above.

Here is another sample.

Sample B
Which of these do you think is most true about jobs?

All people have jobs.
Many people have jobs.
Only a few people have jobs.

Which answer tells how you would answer the question?
Draw a line under that answer.

There are no right or wrong answers. You will not be asked to explain your answers. We only want to know what you think about jobs and work.

Remember, read the question and draw a line under the answer that tells how you would answer the question.
Here are some questions that can be answered

YES
NO

Draw a line under one of these answers for each question. Do not skip any questions.

1. Would you like to listen to someone tell about the kind of work they do on their job?

YES
NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

YES
NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

YES
NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

YES
NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

YES
NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

YES
NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

YES
NO

3. Do you think you know about the kinds of work you would like to do when you finish school?

YES
NO
Here are some questions that have several answers. Draw a line under the ONE answer that best tells how you would answer the question.

9. Which of these ideas do you think is most true about work?
   a) work is always hard and boring
   b) work is usually the same hard grind in whatever job you have
   c) work is sometimes hard and sometimes fun
   d) work is often fun
   e) work is always fun

10. Which of these do you think is most true about jobs?
    a) Any job that pays a lot will be OK with me.
    b) I would like to do a job which I am good at.
    c) I don't care what job I will have, just so I can work.

11. Which of these do you think is most true about work?
    a) Getting paid a lot is more important than liking a job.
    b) Liking a job is more important than getting paid a lot.

12. Work is:
    a) something a person has to do
    b) doing something to help the community
    c) doing something to help yourself
    d) doing something just for the money

13. About the jobs of some of the people in my family, I know
    a) many things
    b) some things
    c) only a few things
    d) nothing
Here are some questions that can be answered Yes or No. Draw a line under ONE of these answers for each question. Do not skip any.

14. In choosing a job, would you need to know what kind of a person you are?  
YES  NO

15. Do you know of any jobs that you think that you would like to do when you finish school?  
YES  NO

16. Is work important mainly because it lets you buy the things you want?  
YES  NO

17. By the time you are in high school should you be sure about the kind of work you want to do?  
YES  NO

18. Could people do any job they wanted to as long as they tried very hard?  
YES  NO

19. Do you have only a very little idea what having a job would be like?  
YES  NO

20. Can you think of several jobs that you would like to have when you finish school?  
YES  NO
APPLICATION FOR ENROLLMENT
IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS

Name ___________________________ Date ____________
Parent or Guardian's Name __________________ Phone Number __________
Address __________________________________________________________
Age ___ Sex ___ Height ____ Weight ___ Social Security # ____________
Distance from school ____________________________________________
Grade in school ____ Do you plan to go to college? Yes ___ No ______
List the high school credits you have earned in: Math ___ English _____
Social Studies ____ Science _____ Industrial Arts _________
Commercial ____________ Other __________
Parent's Occupation: Father _______________ Mother ____________
What type of curriculum are you enrolled in? College Prep. _________
General ________________________ Vocational ________
What hobbies do you enjoy? _________________________________________
List the clubs and organizations to which you belong ___________________

Do you wear glasses? Yes ___ No ___ Will you have transportation to work?
Yes ___ No ___ Do you have any physical handicaps? Yes ___ No ___ If Yes,
please explain: ___________________________________________________
List the name of employer and previous jobs you have held and the length
of time spent on the job.

<table>
<thead>
<tr>
<th>Name of Employer</th>
<th>Job</th>
<th>Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What occupations do you prefer to receive training in?
First Preference _________________________________________________
Second Preference _______________________________________________
APPENDIX C, EXHIBIT XVI (con'd)

APPLICATION FOR ENROLLMENT IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS (continued)

What types of work do you dislike? ____________________________________________________________________

Will you be available to work after school? _____ On Saturday _______

What subjects do you need to graduate? __________________________________________________________________

Teacher Comments

1. Student Strengths or Deficiencies

2. Would you recommend this student for vocational training? Why?

3. Would you consider this student a potential drop-out? Why?

4. Comment on student's personality and attitude.

Counselor Appraisal

If not enough space available, please use back of sheet
APPENDIX C, EXHIBIT XVII

TRAINING PLAN FOR COOPERATIVE
WORK EXPERIENCE IN INDUSTRIAL ARTS

(Name of student)  (Age)  (Grade)

(Industrial Occupation)  (Training Station)

(Person responsible for training)  (Number of weeks in training)


In School  

Training Center  

Beginning Wages:  $_______ per hr.  Starting date:_______

TRAINING CENTER OUTLINE

KNOWLEDGE-OPERATIONAL SKILLS-ABILITIES  HOURS

<table>
<thead>
<tr>
<th></th>
<th>P*</th>
<th>C**</th>
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</thead>
<tbody>
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</tbody>
</table>

DATE  TOTAL HOURS

* Planned  ** Completed
APPENDIX C, EXHIBIT XVII (con'd)

Provisions

1. The school shall be responsible for providing technical and related instruction.
2. The training shall progress from job to job in order to gain experience in all phases of the occupation listed above.
3. The schedule of compensation shall be set by the center and in line with other employees of like experience and ability.
4. The Industrial Arts instructor will assist in the adjustment of problems.
5. The parent shall be responsible for conduct of student.
6. The student agrees to perform his duties at the training center and in school diligently and faithfully.
7. The student shall have the same status as other employees and the training may be terminated for the same reasons as any other employee.
8. No regular employee shall be laid off to train the student.
9. If the student drops out of school, he will not be employed by the training center for a period of less than 90 days.

OCCUPATIONAL COURSE OF STUDY

INFORMATION UNITS OF INSTRUCTION IN OCCUPATIONAL AREA

<table>
<thead>
<tr>
<th>INFORMATION UNITS OF INSTRUCTION</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P*</td>
</tr>
<tr>
<td></td>
<td>C**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
</table>

* Planned
** Completed

(Student) (Employer)

(Parent or Guardian) (Industrial Arts Instructor)

(Chairman of Advisory Committee) (High School Principal)
ME

I am ____________________________________________

______________________________________________

I would like to ___________________________________  

______________________________________________

Sometimes I think __________________________________

______________________________________________

If only ___________________________________________

______________________________________________

When I like someone, it's because __________________________________

______________________________________________

I show that I like others by __________________________________

______________________________________________

My best friend is __________________________________

______________________________________________

Elementary School is __________________________________

______________________________________________

Teachers are _______________________________________

______________________________________________

Education is important because __________________________________

______________________________________________

When I get older, I ___________________________________

______________________________________________

Something I find hard to do is __________________________________

______________________________________________

If I could do what I wanted to do now I'd ____________________

______________________________________________

Someone I think is great is ______________________________

______________________________________________
APPENDIX C, EXHIBIT XIX

Exemplary Program for Occupational Preparation

Student's Work Report

Week Ending ________________________________
Student __________________________________
Firm ________________________________
Department ______________________________
Supervisor ______________________________

Please describe the various types of work you have done this week.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

On what type of work did you spend most of your time during the past week?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How would you rate your overall performance during the past week on the job?
Very Good _____ Good _____ Satisfactory _____ Poor _____

What instructions do you need to improve your performance on the job?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are you happy in the area where you are working? Yes _____ No _____
Do you feel that you are learning on the job? Yes _____ No _____
Has anything occurred that would require an immediate conference? Yes _____ No _____

Comments:
APPENDIX C, EXHIBIT XIX (con'd)

"Things to Think about when making Occupational or Vocational Decisions"

1. What do I like about this job?

2. How much training is required?

3. How much education is required?

4. What physical characteristics are required?

5. Is there a need for these type workers?

6. What are the working conditions?

7. What are the possibilities for promotion?

8. Is the salary usually good?

9. Do I meet the physical and mental requirements?

10. Does anyone else feel I will be successful at this job?

11. Does the job require special abilities for dealing with people?

12. What type work have you done which is related to this occupation?
APPENDIX C, EXHIBIT X:

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work? YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO
What are your hobbies?

**How well do you know yourself?**

When you go for an interview, you will be asked many questions about yourself. You will have to have answers ready. Here are some questions that you surely will be asked and for which you must know the answers:

1. Your name, address, and telephone number.
2. The name of the high school you attended and for how long.
3. The subject you liked best in high school.
4. (a) Whether you have any hobbies.  
   (b) What they are.
5. Why you are looking for the kind of work for which you are being interviewed.
6. The kind of jobs you had before and the reason for leaving your last job.
7. Names, addresses, and phone numbers of at least three people who know you and can be asked to give references.
8. Any physical defects you may have, such as poor eyesight, poor hearing, lameness, or any other.

Test yourself to see if you know all the answers now. Write your answer to each of the above points of information you are expected to know. Be sure to match the numbers correctly.

1.  

---

*Note: The text continues on the next page.*
2. 

3. 

4. (a) 

   (b) 

5. 

6. 

7. Name: 

   Address: 

8. 

   Name: 

   Address:
An Exemplary Program

for

Occupational Preparation

CAREER EDUCATION

WORKSHOP

June 12 - 15, 1973

Walter L. Cohen Senior High School

Auditorium

New Orleans Public Schools
APPENDIX D  EXHIBIT I (Con't.)

Consultants

Dr. Kenneth B. Hoyt
University of Maryland

and

Miss Sue Ann West
Counselor
Hickory Elementary School
Bellaire, Maryland

***************

E. F. O. P. STAFF

William G. Young, Project Director
Richard A. Theodore, Project Coordinator
David L. Coleman, Vocational Counselor and OJT Coordinator
Charles A. Harris, Middle School Vocational Advisor
Leonard C. Belton, Elementary School Vocational Advisor
Patricia W. Johnson, Secretary

SCHOOLS SERVED

George Washington Carver Senior High School - Mr. Manuel J. Foy, Principal
George Washington Carver Middle School - Mr. David L. Gross, Principal
Henderson R. Dunn Elementary School - Mr. Ernest J. Wilderson, Principal
Helen S. Edwards Elementary School - Mrs. Helena E. Patten, Principal
Robert R. Moton Elementary School - Mrs. Rosemary S. Smith, Principal
St. Philip the Apostle Elementary School - Sister Naomi Smith, Principal

Mr. Duncan A. Waters, District Superintendent - District III

- 2 -
TUESDAY - JUNE 12, 1973

9:00 - 10:15
Registration

Introduction
E. P. O. P.
Others

Introduction Speaker of the Day

Keynote Address
Dr. Kenneth B. Hoyt
University of Maryland

10:15 - 10:30
Coffee Break

10:30 - 12:00
Film (30 min.) and Commentary

12:00 - 1:00
Lunch

1:00 - 2:15
Small Groups

2:15 - 3:00
Reassemble Large Group Feedback
WEDNESDAY - JUNE 13, 1973

9:00 - 10:15 Presentation
Miss Sue Ann West
Counselor
Hickory Elementary School
Bellaire, Maryland

10:15 - 10:30 Coffee Break

10:30 - 11:20 General Session Reactions

11:20 - 12:00 Small Groups

12:00 - 1:00 Lunch

1:00 - 2:15 Small Groups

2:15 - 3:00 Reassemble for Reactions Period
Group Report
THURSDAY - JUNE 14, 1973

9:00 - 10:15
Demonstration Lessons

Grade 1 - Miss Geraldine Wilkerson - Rm. 231
Grade 2 - Mrs. Joyce Turner - Rm. 235
Grade 3 - Mrs. Eloise Richardson - Rm. 243
Grade 4 - Mrs. Bettie Lee - Rm. 245
Grade 5 - Mrs. Irene Bauldin - Rm. 246
Grade 6 - Mrs. Anna P. Johnson - Rm. 237
Grade 7 - Miss Virginia Perrin - Rm. 233
Grade 8 - Mrs. Catherine Adams - Rm. 225

10:15 - 10:30
Coffee Break

10:30 - 12:00
Small Groups (Return to Same Rooms)
Review I. P. O. P. Materials

12:00 - 1:00
Lunch

1:00 - 2:20
Small Groups

2:20 - 3:00
Reassemble - Auditorium
Summation and Instructions
FRIDAY - JUNE 15, 1973

9:00 - 12:00  Assemble for Fieldtrip
              AmTar Corporation, Chalmette
              Bunny Bread Bakery
              South Central Bell
              Jaxson Brewing Company
              Times-Picayune Publishing Company

12:00 - 1:00  Lunch

1:00 - 2:15  Small Group Discussion and
              Development of Activities

2:15 - 3:45  Closing Remarks

3:45 - 3:00  Evaluation
APPENDIX E

EVALUATION DESIGN: PRODUCT OBJECTIVES

Exemplary Program for Occupational Preparation

New Orleans Public Schools
731 St. Charles Avenue
New Orleans, Louisiana 70130

PREPARED BY:

Educational Planning & Evaluation Services
Box 689
Magnolia, Arkansas 71753
<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Measurement Instruments</th>
<th>Data Collection Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The project staff will develop an Exemplary Program for Occupational Preparation as indicated by the successful achievement of at least 75 percent of the objectives and by a rating by the on-site committee of at least a mean of 72 points on the Work Habits Rating Scale.</td>
<td>Evidence of success, already available</td>
<td>Data Collection Procedures</td>
</tr>
<tr>
<td><strong>2.</strong> The Orleans Parish School Board will respond positively to the EPOP as indicated by their approval of at least 75 percent of the activities proposed by the staff for continuation after Federal funding has expired.</td>
<td>Approvals, minutes of meeting, proposal which includes successful aspects of the program, based upon reports which are: N/A</td>
<td>NA</td>
</tr>
<tr>
<td><strong>3.</strong> The students participating in the EPOP will improve their attitudes toward work as indicated by ratings by teachers of work habits in the classroom. It is expected that the mean post-test score will be 10 percent greater than the mean pre-test score with the mean post-test score will be 10 percent greater than the mean pre-test score with the mean post-test score with the mean post-test score with the mean post-test score.</td>
<td>Teachers' observations, sample of students in EPOP, grades 1, 3, 5, 7, and high school, data collection procedures as indicated by the successful achievement of at least 75 percent of the objectives and by a rating by the on-site committee of at least a mean of 72 points on the Work Habits Rating Scale.</td>
<td>N/A</td>
</tr>
<tr>
<td>DATA ANALYSIS TECHNIQUES</td>
<td>Evaluator's Report Date</td>
<td>Person Responsible</td>
</tr>
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<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
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</tr>
<tr>
<td>Compare the school board's action against what was proposed by project staff. Calculate the percentage of proposed program activities accepted by the school board.</td>
<td>June 30, 1973</td>
<td>Project Director</td>
</tr>
<tr>
<td>Compare mean pretest score and mean post test scores and compute percent of gain.</td>
<td>June 30, 1973</td>
<td>Project Director</td>
</tr>
</tbody>
</table>
DATA COLLECTION INSTRUMENTS
OVERALL PROGRAM, OBJECTIVE NO. 1

Instrument No. 1
End-of-Year Evaluation Report

Instrument No. 2
Attached Rating Sheet
RATING SHEET
for Projects Funded under Part D of P.L. 90-576
EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Summary Comments:

Summary of Numerical Ratings:

<table>
<thead>
<tr>
<th>Part I - Responsiveness to Policy Paper</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Part II - Technical Quality of Project</td>
<td></td>
</tr>
<tr>
<td>A. Implementation of Plan of Operation</td>
<td></td>
</tr>
<tr>
<td>B. Personnel and Facilities.............</td>
<td></td>
</tr>
<tr>
<td>C. Project Management and Coordination of Project Components........</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
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</tbody>
</table>

Name and Organization of Evaluator: ____________________________

Signature of Evaluator: ____________________________ Date: ____________________________
PART I - Responsiveness to Requirements Specified in Policy Paper No. AVL-V70-1.

(A) Extent to which the project makes provision for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

1. Elementary level
2. Junior High Exploration
3. Secondary Level

(B) Extent to which the project provides for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

1. Junior high level (grades 7-9)
2. Senior high level (grades 10-12)

(C) Extent to which the project makes provision for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)

1. Guidance and Counseling
2. Placement

D. Extent to which the project makes provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

1. Guidance and Counseling
2. Placement

SCALE

Low

Medium

High

PART I - TOTAL SCORE: 12
A. Implementation of Plan of Operation:

1. The objectives of the project are being implemented according to the stated time schedule.

2. The procedures for achieving the objectives are appropriate for implementing the objectives and technically sound.

3. The project evaluation subcontractor has data which measures the extent to which the objectives are being accomplished.
   - (1) Elementary occupational awareness
   - (2) Secondary occupational awareness
   - (3) Work exploration in junior high school
   - (4) Work experience at senior high school/post-secondary levels
   - (5) Guidance and counseling activities
     - (a) Junior high school
     - (b) Senior high school
     - (c) Post-secondary
   - (6) Placement
     - (a) Senior high school
     - (b) Post-secondary

4. The project personnel have made realistic efforts to coordinate the activities of this project with other projects and programs having the same or similar purposes.
The project includes suitable procedures for insuring to the extent consistent with the number of students enrolled in nonprofit private schools in the area whose educational needs are of the type which the project is designed to meet, provision was made for the participation of such students.

The project gives special emphasis to youths who have academic, socioeconomic, or other handicaps.

### B. Personnel and Facilities:

1. The project director has a clear understanding of his project duties.
2. The project director effectively relates to his staff members, school personnel, members of business and industry, and other concerned persons.
3. The project staff consists of individuals who understand their project duties.
4. The project personnel effectively perform their duties.
5. The project has used, where appropriate, outside consultants and specialists from disciplines other than education.
6. The facilities and equipment available for carrying out the program are adequate.
7. Any necessary cooperative use of the facilities of other schools, agencies, or organizations has been effectively arranged.

The project evaluates special emphasis to youths who have pattern of such students.

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<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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<tr>
<td>7</td>
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<td>2</td>
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</tbody>
</table>
C. Project Management and Coordination of Project Components

1. Extent to which project personnel see the program as being a K-12 sequence.

2. Extent to which teachers and counselors have been provided inservice training.

3. Extent to which teachers have been able to incorporate the career development concepts in the regular program.

4. Extent to which project is viewed as a desirable educational endeavor for all students.

5. Extent to which the school administrative structure is aware of and supports the program components (likelihood of continuation after federal funding ceases)

6. Extent to which successful aspects of the program reach the awareness of other educational agencies and the public, in general.

7. Extent to which materials, techniques and other outputs are readily available to interested parties.
Table 1: THE EXTENT THAT PROGRAM OBJECTIVES WERE ACHIEVED AS INDICATED BY THE EVALUATION REPORT

<table>
<thead>
<tr>
<th>Component</th>
<th>Total No. of Product Objectives</th>
<th>No. of Product Objectives Achieved</th>
<th>Percent Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
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<tr>
<td>Middle School</td>
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<td>High School</td>
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<td></td>
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<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

Table 2: A SUMMARY OF THE RATING MADE BY THE ON-SITE COMMITTEE ON THE EXEMPLARY OCCUPATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Number of Points Given By:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rater 1</td>
</tr>
</tbody>
</table>

Part I - Responsiveness to Policy Paper

Part II - Technical Quality of Project

A. Implementation Plan of Operation

B. Personnel and Facilities

C. Project Management and Coordination of Project Components

Total Points

Mean No. of Points
DATA COLLECTION INSTRUMENT
OVERALL PROGRAM, OBJECTIVE NO. 2

School Board Minutes
Table 3: AN ANALYSIS OF THE SCHOOL BOARD MINUTES CONCERNING ACTION TAKEN ON PROPOSED CONTINUATION OF EPOP

<table>
<thead>
<tr>
<th>Proposed Program Activity</th>
<th>School Board Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Most of Time</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starts on time without prompting</td>
<td></td>
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<td></td>
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<tr>
<td>2. Uses time wisely</td>
<td></td>
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<tr>
<td>3. Completes assignments</td>
<td></td>
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<tr>
<td>4. Sees next step</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Gets along with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Enjoys work</td>
<td></td>
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<tr>
<td>7. Presents a neat appearance</td>
<td></td>
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<tr>
<td>8. Follows directions</td>
<td></td>
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<tr>
<td>9. Work is satisfactory</td>
<td></td>
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<tr>
<td>10. Is safety-conscious</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11. Takes care of equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Works without direct supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table __: A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Score Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

High School

Total

- 14 -
# ELEMENTARY COMPONENT, GRADES K-5
## EVALUATION DESIGN SUMMARY CHART

<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVE</th>
<th>MEASUREMENT INSTRUMENTS</th>
<th>DATA COLLECTION PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> The students in the EPOP, grades K-5, will increase their occupational knowledge as indicated by their identifying occupations from pictures. It is expected that the post test mean will be five occupations more than the pretest mean.</td>
<td>Occupational Picture Identification Test, Baseline Data: Knowledge of white-collar and blue-collar occupations</td>
<td>Target Group: 15 percent random sample of students, grades 1, 3, and 5</td>
</tr>
<tr>
<td><strong>2.</strong> The students in the EPOP, grades 1-5, will improve their attitudes toward work as indicated by ratings, by teachers, of work habits in the classroom and results of Attitudes Toward Work Questionnaire. It is expected that the mean post test score will be 10 percent greater than the mean pretest score on the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire.</td>
<td>Work Habits Rating Scale, Already available Teachers' observation of students' work habits in the classroom, Already available Attitudes Toward Work Questionnaire, Random sample of 100 students in grades 1, 3, and 5 random sample of 100 students in grades 2 and 4</td>
<td>Pretest Oct., 1972 Post test May, 1973 Pretest Oct., 1972 Post test May, 1973</td>
</tr>
<tr>
<td>Community Groups</td>
<td>Audience</td>
<td>Schedule</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
</tbody>
</table>

1. The mean number of occupations identified at the beginning and at the end of the year will be determined. The amount of change will be computed.

2. Compare mean pre-test and mean post test scores and compute percent of gain.

3. The mean number of occupations identified at the beginning and at the end of the year will be determined. The amount of change will be computed.

4. Compare mean pre-test and mean post test scores and compute percent of gain.
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>OCCUPATION</th>
<th>Score</th>
<th>Date</th>
<th>Total Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barber</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales clerk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fireman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garbage Man</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifeguard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Druggist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailman</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Policeman</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Soldier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milkman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street Cleaner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baker</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chef Cook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Truck Driver</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clown</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boxer</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Table_: AN ANALYSIS OF THE AMOUNT OF CHANGE IN THE NUMBER OF OCCUPATIONS IDENTIFIED OR MATCHED BY STUDENTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mean Number of Occupations Identified or Matched</th>
<th>Difference in Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Post test</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATA COLLECTION INSTRUMENT
ELEMENTARY COMPONENT, OBJECTIVE NO. 2

ATTITUDES TOWARD WORK QUESTIONNAIRE

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work? YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO

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DATA COLLECTION INSTRUMENT
ELEMEN TARY COMPONENT, OBJECTIVE NO. 2

WORK HABITS RATING SCALE

Student __________________________________________ Date __________________________

Teacher _________________________________________ School ____________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Most of Time</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starts on time without prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses time wisely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Completes assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sees next step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Gets along with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Enjoys work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Presents a neat appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Follows directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Work is satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is safety-conscious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Takes care of equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Works without direct supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1: A Comparison of the Pre and Post Work Habits Ratings Made by the Classroom Teachers on Students Participating in the EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 2: A Comparison of the Pre and Post Scores on the Attitude Toward Work Inventory Made by Students Participating in EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 21 -
<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVE</th>
<th>MEASUREMENT INSTRUMENTS</th>
<th>DATA COLLECTION PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/Type of Instrument</td>
<td>Date Instrument to be Completed</td>
<td>Baseline Data</td>
</tr>
<tr>
<td>Baseline Data</td>
<td>Course Enrollment Report Form</td>
<td>Already available</td>
</tr>
<tr>
<td>Target Group</td>
<td>Achievement Report Form</td>
<td>Already available</td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Attendance Form</td>
<td>Already available</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
<td>Attendance Form</td>
<td>Already available</td>
</tr>
<tr>
<td>DATA ANALYSIS TECHNIQUES</td>
<td>Dissemination of Evaluation Results for Overall Project</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluator's Report Date</strong></td>
<td><strong>Person Responsible</strong></td>
<td><strong>Method</strong></td>
</tr>
<tr>
<td>June 30, 1973</td>
<td>Project Director</td>
<td>Written reports, Oral presentations, Newsletters</td>
</tr>
</tbody>
</table>

a. Compute average percent of attendance of students in the program and compare to criterion of 90 percent.

b. Tally number of students in program who pass and compare to number in program; compute percent passing.

c. Summarize information on course enrollment report; determine number of students who remained in the program.
## PERFORMANCE OBJECTIVE

2. The students enrolled in the Carver Middle School semi-skills core program will demonstrate knowledge and application of skills in carpentry, child care, and food handling as indicated by ratings by their instructors. It is expected that 90 percent of the students will earn a score of 70 percent or higher on the performance tests.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Name/Type of Instrument</th>
<th>To be Completed Baseline Data</th>
<th>Target Person</th>
<th>Group</th>
<th>Data Collection Procedures</th>
<th>Measurement Instruments</th>
<th>Name/Type of Measurement Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-made</td>
<td>Knowledge of carpentry, food handling, and child care</td>
<td>Already available</td>
<td>Random sample of students</td>
<td>Throughout the year</td>
<td>Pretest and post test at 6 and 8 grades in Carver Middle School</td>
<td>Test(s) and performance tests</td>
<td>Performance tests</td>
</tr>
<tr>
<td>Teacher-made</td>
<td>Application of skills in carpentry, food handling, and child care</td>
<td>Already available</td>
<td>Random sample of students</td>
<td>Pretest and post test at 6 and 8 grades in Carver Middle School</td>
<td>Pretest and post test at 6 and 8 grades in Carver Middle School</td>
<td>Test(s) and performance tests</td>
<td>Performance tests</td>
</tr>
</tbody>
</table>

3. The students in the EPOP, grades 6-8 will improve their attitudes toward work as indicated by ratings, by teachers, of work habits in the classroom and results from the Attitude Toward Work Rating Scale. It is expected that the mean post test score will be 10 percent greater than the mean pretest score seen in their classroom work habits in the year 1973. The students enrolled in the Carver Middle School semi-skills core program will demonstrate knowledge and application of skills in carpentry, child care, and food handling, as indicated by ratings by their instructors. It is expected that 90 percent of the students will earn a score of 70 percent or higher on the performance tests.
<table>
<thead>
<tr>
<th>DATA ANALYSIS TECHNIQUES</th>
<th>Dissemination of Evaluation Results for Overall Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluator's Report Date</td>
</tr>
<tr>
<td></td>
<td>June 30, 1973</td>
</tr>
</tbody>
</table>

2. Compute each student's total percentage scored on all knowledge tests; compute percent of students having 70 percent or higher.

3. Compute each student's total percentage scored on all performance tests; compute percent of students having 70 percent or higher.

4. Compare mean pretest and mean post test scores and compute percent of gain.

5. Compare mean pretest and mean post test scores and compute percent of gain.
DATA COLLECTION INSTRUMENTS
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 1

Attendance Record for Month of ____________________________

<table>
<thead>
<tr>
<th>Semi-skill Course</th>
<th>No. of Students</th>
<th>No. of Days Possible To Attend</th>
<th>Total Days Attended For All Students</th>
<th>Percent of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Handling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACHIEVEMENT REPORT

Semi-skill Course ____________________________

List Names of Students in Course At Any Time

Student Passed Enough Credits To Go On To Next Grade Level

Yes  No

COURSE ENROLLMENT REPORT

Semi-skill Course ____________________________

List Names of Students in Course At Any Time

Remained in Course All Year

Yes  No
Table _1:_ AN ANALYSIS OF THE SCHOOL ATTENDANCE OF OVER-AGED, POTENTIAL DROPOUT STUDENTS PARTICIPATING IN THE EPOP SEMI-SKILL CORE PROGRAM

<table>
<thead>
<tr>
<th>Semi-skill Course</th>
<th>No. of Students in Program</th>
<th>Total Days Attended</th>
<th>Total Days Absence</th>
<th>Percentage of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Handling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table _2:_ THE EXTENT THAT OVER-AGED, POTENTIAL DROPOUT STUDENTS PARTICIPATING IN THE EPOP SEMI-SKILL CORE PROGRAM REMAINED IN SCHOOL, IN THE PROGRAM, AND PASSED THEIR WORK

<table>
<thead>
<tr>
<th>Semi-skill Course</th>
<th>Total Enrollment</th>
<th>Left School Course</th>
<th>Dropped Remaining Course</th>
<th>Number: Passed Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Food Handling</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Semi-skill Course

<table>
<thead>
<tr>
<th>Name of Students Enrolled</th>
<th>Knowledge Tests</th>
<th>Performance Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Points</td>
<td>No. of Points</td>
</tr>
<tr>
<td></td>
<td>Possible</td>
<td>Student Earned</td>
</tr>
</tbody>
</table>
Table __: THE NUMBER AND PERCENT OF STUDENTS IN THE EPOP SEMI-SKILL CORE PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE KNOWLEDGE TEST(S)

<table>
<thead>
<tr>
<th>Semi-Skill Course</th>
<th>Total No. of Students Enrolled</th>
<th>Students Earning 70 Percent or Higher on Knowledge Test(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table __: THE NUMBER AND PERCENT OF STUDENTS IN THE EPOP SEMI-SKILL CORE PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE PERFORMANCE TEST(S)

<table>
<thead>
<tr>
<th>Semi-Skill Course</th>
<th>Total No. of Students Enrolled</th>
<th>Students Earning 70 Percent or Higher on Performance Test(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATA COLLECTION INSTRUMENT
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 3

WORK HABITS RATING SCALE

Student ___________________________ Date ___________________________

Teacher ___________________________ School _________________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Most of Time</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Starts on time without prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses time wisely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Completes assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sees next step</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Gets along with peers</td>
<td></td>
<td></td>
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<tr>
<td>6. Enjoys work</td>
<td></td>
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<tr>
<td>7. Presents a neat appearance</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Follows directions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. Work is satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is safety-conscious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Takes care of equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Works without direct supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ATTITUDES TOWARD WORK QUESTIONNAIRE

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES  NO
2. Do you think all jobs are important? YES  NO
3. Do you think people who work are happy? YES  NO
4. When you get a job do you think you will be a good worker? YES  NO
5. Do you think people should work hard? YES  NO
6. Should all grown-ups work? YES  NO
7. Would you like to have a summer job when you are old enough? YES  NO
8. Would you like to do an important job? YES  NO
9. Should people who have families have to work? YES  NO
10. Should people get money who don't work? YES  NO
11. Do you think anybody really wants to work? YES  NO
12. Will you just work hard enough to get by? YES  NO
13. Do you think you should work to get money? YES  NO
14. Do you think people who work help other people? YES  NO
15. Do you like adults who don't work? YES  NO
16. Do you like adults who work? YES  NO
17. Do you think people work just for money? YES  NO
18. Should people ever do a job they don't enjoy? YES  NO
19. Do you think people who work are unhappy? YES  NO
20. Do you think people who work make lots of friends? YES  NO
DATA PRESENTATION TABLES
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 3

Table ___: A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY
THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Table ___: A COMPARISON OF THE PRE AND POST SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS PARTICIPATING IN EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE OBJECTIVE</td>
<td>MEASUREMENT INSTRUMENTS</td>
<td>DATA COLLECTION PROCEDURES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name/Type of Instrument</td>
<td>Date Instrument to be Completed</td>
<td>Baseline Data</td>
<td>Target Group</td>
</tr>
<tr>
<td>1. The senior students in the EPOP skills training program at Carver High School will demonstrate their ability to perform the skills required for entering on-the-job training in industrial arts, clinical training in health occupations, or C.O.E. in clerical occupations, as indicated by the ratings by teachers. It is expected that 90 percent of the students will earn a score of at least 70 percent on all performance tests.</td>
<td>Performance tests</td>
<td>October 30, 1972</td>
<td>Students' application of skills needed for entering on-the-job training slots</td>
<td>Senior students in EPOP skills training program</td>
</tr>
<tr>
<td>2. The O.J.T. Coordinator will demonstrate skills in placing students in on-the-job training positions as indicated by the number of students placed in jobs. It is expected that a minimum of 80 percent of those students who are eligible will be placed in on-the-job training positions during the school year.</td>
<td>O.J.T. Report and Criteria for Eligibility</td>
<td>Form already available</td>
<td>Names of eligible students and names of employers</td>
<td>Students eligible for O.J.T.</td>
</tr>
<tr>
<td>Groups</td>
<td>Audience</td>
<td>Schedule</td>
<td>Method</td>
<td>Responsible Person</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
</tbody>
</table>

1. Compute each student's total percentage on all performance tests; compute percent of students having 70 percent or higher. Compare roster of those students who are eligible and those who were placed; compute percent of students placed.

2. Compare roster of those students who are eligible and those who were placed; compute percent of students placed.
### PERFORMANCE OBJECTIVE

3. The students placed in on-the-job training will perform their jobs satisfactorily as indicated by 90 percent of them receiving a "satisfactory" or better rating by their employers.

4. The students participating in the EPOP activities at Carver High School will improve their attitudes toward work as indicated by ratings, by teachers, of work habits in the classroom and results from the Attitude Toward Work Questionnaire. It is expected that the mean post test score will be 10 percent greater than the mean pretest score on the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire.

### MEASUREMENT INSTRUMENTS

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Name/Type of Instrument</th>
<th>Date Instrument to be Completed</th>
<th>Baseline Data</th>
<th>Target Group</th>
<th>Scheduled Date(s)</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Employer's Rating Scale</td>
<td>Already Available</td>
<td>Students' performance on the job</td>
<td>Students in O.J.T.</td>
<td>End of year</td>
<td>O.J.T. Coordinator</td>
</tr>
<tr>
<td>4.</td>
<td>Work Habits Rating Scale</td>
<td>Already Available</td>
<td>Teachers' observation of students' work habits in the classroom</td>
<td>All senior students in EPOP activities</td>
<td>Pretest October, 1972</td>
<td>Vocational Advisor</td>
</tr>
<tr>
<td></td>
<td>Attitudes Toward Work Questionnaire</td>
<td>Already Available</td>
<td>Students' attitude toward work as seen in their responses to the questionnaire</td>
<td>Post test May, 1973</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Audience/Personnel</td>
<td>Method</td>
<td>Responsible/Person</td>
<td>Report Date</td>
<td>Schedule</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>1. Tally results from employers, ratings of “satisfactory” or better.</td>
<td>School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups</td>
<td>Written reports, Oral presentations, Newsletters</td>
<td>Director, Project Director</td>
<td>June 30, 1973</td>
<td>August 1, 1973</td>
<td></td>
</tr>
<tr>
<td>2. Compute mean pretest and mean post test scores and compute percent having</td>
<td></td>
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<tr>
<td>3. Tally results from employers, ratings of “satisfactory” or better.</td>
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<tr>
<td>4. Compare mean pretest and mean post test scores; compute percent of gain.</td>
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<tr>
<td>5. Compare mean percent of Gain.</td>
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</tr>
</tbody>
</table>

**DATA ANALYSIS TECHNIQUES**

DATA ANALYSIS PRESENTATION

Evaluator's Report Date

Dissemination of Evaluation Results for Overall Project

Person Responsible Method Schedule Report Date

Recipient/Audience

- School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
- School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
- School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

**DATA ANALYSIS TECHNIQUES**

**DATA ANALYSIS PRESENTATION**

Evaluator's Report Date

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<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVE</th>
<th>MEASUREMENT INSTRUMENTS</th>
<th>DATA COLLECTION PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name/Type of Instrument</td>
<td>Date Instrument to be Completed</td>
</tr>
<tr>
<td>5. The students in the Exemplary Program for Occupational Preparation at the Carver High School will increase their knowledge of job seeking techniques as measured by a test developed by the EPCP vocational advisor. It is expected that the mean post test score will be 25 percent higher than the mean pretest score.</td>
<td>Criterion-referenced test</td>
<td>October 30, 1972</td>
</tr>
</tbody>
</table>
Compare pretest mean score with post test mean score; compute percent of gain.

<table>
<thead>
<tr>
<th>Date</th>
<th>Dissemination of Evaluation Results for Overall Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30, 1973</td>
<td>Project Director</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience/Recipient</th>
<th>Schedule</th>
<th>Method</th>
<th>Responsible Person</th>
<th>Report Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel, School Personnel</td>
<td>August 1, 1973</td>
<td>Written Reports, Oral Presentations, Newsletters</td>
<td>Director</td>
<td>Project</td>
</tr>
</tbody>
</table>
DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 1

Skill Training Course: ____________________________

<table>
<thead>
<tr>
<th>Name of Students Enrolled</th>
<th>Performance Tests</th>
<th>Total Points Possible</th>
<th>No. of Points Student Earned</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Skill Training Program</td>
<td>Total No. of Students Enrolled</td>
<td>Students Earning 70 Percent or Higher on Performance Test(s)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 2

ON-THE-JOB TRAINING REPORT

Skill Training Area: ________________________________

<table>
<thead>
<tr>
<th>Names of Students Eligible for O.J.T.</th>
<th>O.J.T. Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- 41 -
Table __: THE NUMBER AND PERCENT OF STUDENTS PLACED IN VARIOUS ON-THE-JOB TRAINING SITUATIONS

<table>
<thead>
<tr>
<th>Skills Training Area</th>
<th>No. of Students Eligible for O.J.T.</th>
<th>No. of Students Placed: O.J.T.</th>
<th>Percent Placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Employee Appraisal Report for Cooperative Education

**Name**

**Date**

<table>
<thead>
<tr>
<th>Rating (Check one in space above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Industry &amp; Effort</td>
</tr>
<tr>
<td>Attempts to AVOID WORK</td>
</tr>
<tr>
<td>Does only NECESSARY WORK</td>
</tr>
<tr>
<td>Does assigned work WITHOUT BEING URGED</td>
</tr>
<tr>
<td>Does assigned work and SEEKS ADDITIONAL TASKS</td>
</tr>
<tr>
<td>2. Cooperation</td>
</tr>
<tr>
<td>Cheerful and eager to cooperate</td>
</tr>
<tr>
<td>Cooperation not always spontaneous</td>
</tr>
<tr>
<td>Cooperates when requested</td>
</tr>
<tr>
<td>Sullen and unresponsive, refuses to cooperate</td>
</tr>
<tr>
<td>3. Stability</td>
</tr>
<tr>
<td>Flighty and impatient</td>
</tr>
<tr>
<td>Somewhat restless</td>
</tr>
<tr>
<td>Usually stable and sincere</td>
</tr>
<tr>
<td>Shows sincerity and dependability</td>
</tr>
<tr>
<td>4. Leadership</td>
</tr>
<tr>
<td>Is able to lead and direct</td>
</tr>
<tr>
<td>Takes lead occasionally</td>
</tr>
<tr>
<td>Very seldom takes lead</td>
</tr>
<tr>
<td>Follows rather than leads</td>
</tr>
<tr>
<td>5. Judgment</td>
</tr>
<tr>
<td>Acknowledged blunderer</td>
</tr>
<tr>
<td>Makes an occasional error</td>
</tr>
<tr>
<td>Can be depended upon to use good sense</td>
</tr>
<tr>
<td>Exceptionally clever in handling situations</td>
</tr>
<tr>
<td>6. Dependability</td>
</tr>
<tr>
<td>Very reliable</td>
</tr>
<tr>
<td>Trustworthy</td>
</tr>
<tr>
<td>Usually reliable</td>
</tr>
<tr>
<td>Unreliable</td>
</tr>
<tr>
<td>7. Knowledge</td>
</tr>
<tr>
<td>Lacking</td>
</tr>
<tr>
<td>Meager</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Well informed</td>
</tr>
<tr>
<td>8. Sincerity</td>
</tr>
<tr>
<td>All he says taken at face value</td>
</tr>
<tr>
<td>Usually inspires confidence</td>
</tr>
<tr>
<td>Gives impression of bull doing</td>
</tr>
<tr>
<td>Arouses suspicion</td>
</tr>
<tr>
<td>9. Accuracy</td>
</tr>
<tr>
<td>Careless</td>
</tr>
<tr>
<td>Few errors</td>
</tr>
<tr>
<td>Very careful</td>
</tr>
<tr>
<td>Extremely careful</td>
</tr>
<tr>
<td>10. Work Ability</td>
</tr>
<tr>
<td>Shows exceptional ability</td>
</tr>
<tr>
<td>Better than average ability</td>
</tr>
<tr>
<td>Only able to do routine work</td>
</tr>
<tr>
<td>Shows little evidence of ability</td>
</tr>
<tr>
<td>11. General Evaluation</td>
</tr>
<tr>
<td>Has fine possibilities</td>
</tr>
<tr>
<td>Probably will be a valuable employee</td>
</tr>
<tr>
<td>May have some value</td>
</tr>
<tr>
<td>Not likely to prove valuable</td>
</tr>
</tbody>
</table>

- 43 -
<table>
<thead>
<tr>
<th>Skills Training Area</th>
<th>No. of Students Enrolled</th>
<th>Number and Percentage of Ratings Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Has Fine Possibilities*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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</tbody>
</table>

*Excellent Rating
**Satisfactory Rating
INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Most of Time</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>1. Starts on time without prompting</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2. Uses time wisely</td>
<td></td>
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<tr>
<td>3. Completes assignments</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Gets along with peers</td>
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<tr>
<td>6. Enjoys work</td>
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<td>7. Presents a neat appearance</td>
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<td>10. Is safety-conscious</td>
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ATTITUDES TOWARD WORK QUESTIONNAIRE

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE **YES** OR **NO** ACCORDING TO HOW YOU FEEL.

1. **When you finish school do you want to work?** **YES** **NO**
2. **Do you think all jobs are important?** **YES** **NO**
3. **Do you think people who work are happy?** **YES** **NO**
4. **When you get a job do you think you will be a good worker?** **YES** **NO**
5. **Do you think people should work hard?** **YES** **NO**
6. **Should all grown-ups work?** **YES** **NO**
7. **Would you like to have a summer job when you are old enough?** **YES** **NO**
8. **Would you like to do an important job?** **YES** **NO**
9. **Should people who have families have to work?** **YES** **NO**
10. **Should people get money who don't work?** **YES** **NO**
11. **Do you think anybody really wants to work?** **YES** **NO**
12. **Will you just work hard enough to get by?** **YES** **NO**
13. **Do you think you should work to get money?** **YES** **NO**
14. **Do you think people who work help other people?** **YES** **NO**
15. **Do you like adults who don't work?** **YES** **NO**
16. **Do you like adults who work?** **YES** **NO**
17. **Do you think people work *just* for money?** **YES** **NO**
18. **Should people ever do a job they don't enjoy?** **YES** **NO**
19. **Do you think people who work are unhappy?** **YES** **NO**
20. **Do you think people who work make lots of friends?** **YES** **NO**
### Table 1: A Comparison of the Pre and Post Work Habits Ratings Made by the Classroom Teachers on Students Participating in the EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Gain</th>
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<tbody>
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</table>

### Table 2: A Comparison of the Pre and Post Scores on the Attitude Toward Work Inventory Made by Students Participating in EPOP

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>No. of Students</th>
<th>Mean Pretest Score</th>
<th>Mean Post Test Score</th>
<th>Percent Gain</th>
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</thead>
<tbody>
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<td>Total</td>
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</tbody>
</table>
Table __: A COMPARISON OF THE PRE AND POST TEST RESULTS OF STUDENTS TAKING TEST ON JOB-SEEKING TECHNIQUES

<table>
<thead>
<tr>
<th>EPOP Activity</th>
<th>Number of Students</th>
<th>Pretest Mean</th>
<th>Post Test Mean</th>
<th>Percent Gain</th>
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<tbody>
<tr>
<td>Total</td>
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</tbody>
</table>

- 48 -
DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 5

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Skill Training Area</th>
<th>Date of Pretest</th>
<th>Pretest Score</th>
<th>Date of Post Test</th>
<th>Post Test Score</th>
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</tbody>
</table>
EVALUATION DESIGN: PROCESS OBJECTIVES

Exemplary Program for Occupational Preparation

New Orleans Public Schools
731 St. Charles Avenue
New Orleans, Louisiana 70130

PREPARED BY:

Educational Planning and Evaluation Services
P. O. Box 689
Magnolia, Arkansas 71753
## PERFORMANCE OBJECTIVE

1. The elementary teachers, grades K-5, in the EPOP schools, will present career information as they teach social studies, as indicated by:

   a. the number of requests for career field trips to correlate with instruction; and
   b. the number of resource speakers requested to talk in classes on careers being studied;
   c. the number of films and filmstrips related to careers used in classes.

   It is expected that (a) at least 50 teachers will request permission to take field trips and at least 1500 students will participate in field trips, and (2) 90 percent of the teachers will use at least one of the activities.

### MEASUREMENT INSTRUMENTS

<table>
<thead>
<tr>
<th>Name/Type of Instrument</th>
<th>Data Collection Procedures</th>
<th>Baseline Data</th>
<th>Date Instrument to be Completed</th>
<th>Person Responsible</th>
<th>Group Targeted</th>
<th>Data Collection Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Request for Field Trip</td>
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<td>Audiovisual Checkout</td>
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<td>Speaker</td>
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</tbody>
</table>

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   c. the number of films and filmstrips related to careers used in classes.

   It is expected that (a) at least 50 teachers will request permission to take field trips and at least 1500 students will participate in field trips, and (2) 90 percent of the teachers will use at least one of the activities.
Tally number of requests and number of teachers making requests; Compare with criterion stated in objective.

b. Tally number of requests for resource speakers.

c. Tally number of films and filmstrips used.

Tally number of teachers not presenting career information in these three ways and compute percentage.
### PERFORMANCE OBJECTIVE

The vocational advisor for the EPOP elementary schools will present career demonstration lessons on occupational preparation to select fifth-grade classes as indicated by a record of such presentations. It is expected that during the 1972-73 school year at least five demonstration lessons will be presented throughout the year at least five demonstration lessons will be presented by a record of such demonstration lessons on occupation. The vocational advisor will present career demonstration lessons on occupation.

<table>
<thead>
<tr>
<th>Person/Teacher</th>
<th>Type of Data Collection Procedures</th>
<th>Measurement Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Elementary School Advisor</td>
<td>Data Collection Procedures</td>
<td>Baseline Data to be Completed</td>
</tr>
</tbody>
</table>

#### Baseline Data

- **Target Audience**: Newly assigned 5th grade teachers in EPOP schools
- **Number of Presentations**: At least five presentations will be presented in each of the classrooms of the fifth-grade teachers who have been newly assigned to teach in the EPOP elementary schools.
- **Date(s)**: Throughout the 1972-73 school year

**Measure of Effectiveness**

- **Goal**: Present career demonstration lessons on occupational preparation to select fifth-grade classes as indicated by a record of such presentations.
- **Expected Outcome**: During the 1972-73 school year, at least five demonstration lessons will be presented by a record of such demonstration lessons on occupation.

- **Record of Presentations**: It is expected that during the 1972-73 school year, at least five demonstration lessons will be presented throughout the year at least five demonstration lessons will be presented by a record of such demonstration lessons on occupation. The vocational advisor will present career demonstration lessons on occupation.
<table>
<thead>
<tr>
<th>DATA ANALYSIS TECHNIQUES</th>
<th>Dissemination of Evaluation Results for Overall Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluator's Report Date</td>
</tr>
<tr>
<td>Tally number of demonstration lessons presented in each teacher's room; compare to criterion stated in objective.</td>
<td>June 30, 1972</td>
</tr>
</tbody>
</table>
### PROCESS EVALUATION DESIGN SUMMARY CHART

**PERFORMANCE OBJECTIVE**

**MEASUREMENT INSTRUMENTS**

<table>
<thead>
<tr>
<th>Name/Type of Instrument</th>
<th>Date Instrument to be Completed</th>
<th>Baseline Data</th>
<th>Target Group</th>
<th>Person Responsible</th>
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</table>

**DATA COLLECTION PROCEDURES**

- Dissemination form available.
- Record of dissemination.

- The vocational advisor for EPOP elementary schools will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools. The vocational advisor will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools.

- It is expected that during the 1972-73 school year all teachers, grades K-5, who have been newly assigned to the EPOP elementary schools will receive an outline of suggested career instructional activities. The vocational advisor will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools.

**RECORD OF DISSEMINATION**

- Nov. 1, 1972

**ADVISOR**

- Vocational Elementary 

**PERSON RESPONSIBLE**

- Group Scheduled 

**DATA COLLECTION PROCEDURES**

- Dissemination form available.
- Record of dissemination.

- The vocational advisor for EPOP elementary schools will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools. The vocational advisor will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools.

- It is expected that during the 1972-73 school year all teachers, grades K-5, who have been newly assigned to the EPOP elementary schools will receive an outline of suggested career instructional activities. The vocational advisor will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools.
<table>
<thead>
<tr>
<th>DATA ANALYSIS TECHNIQUES</th>
<th>DATA ANALYSIS PRESENTATION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evalauator's Report Date</th>
<th>Person Responsible</th>
<th>Method</th>
<th>Schedule</th>
<th>Recipient/Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30, 1973</td>
<td>Project Director</td>
<td>Written reports, Oral presentations, Newsletters</td>
<td>August 1, 1973</td>
<td>School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups</td>
</tr>
</tbody>
</table>

3. Tally number of outlines distributed to newly assigned teachers and compare to roster of newly assigned teachers.
REQUEST FOR FIELD TRIP

Person Making Request_________________________________________________________

Date of Field Trip___________________________________________________________

Places to be Visited__________________________________________________________

Career Being Discussed in Class______________________________________________

Number of Students Going on Field Trip________________________________________

Grade Level of Students______________________________________________________
Table __: THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS IN THE EPOP PROGRAM REQUESTING FIELD TRIPS AND THE NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Teachers in Program</th>
<th>Number of Teachers Requesting Field Trips</th>
<th>Percent of Teachers</th>
<th>Total Number of Field Trips</th>
<th>Total Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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</tbody>
</table>
REQUEST FOR RESOURCE SPEAKER

Person Making Request__________________________________________________________

Desired Date for Speaker________________________________________________________

Career Being Discussed in Classroom_____________________________________________

Number of Students in Class_______________________________________________________

Grade Level of Students__________________________________________________________
Table __: THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS IN THE EPOP PROGRAM REQUESTING RESOURCE SPEAKERS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Teachers in Program</th>
<th>Number of Teachers Requesting Resource Speakers</th>
<th>Percent of Teachers</th>
<th>Total Number of Resource Speakers Used</th>
<th>Total Number of Students Involved</th>
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</thead>
<tbody>
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<td>K</td>
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</table>
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1C, ELEMENTARY SCHOOL COMPONENT

AUDIO-VISUAL CHECK OUT RECORD

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher Checking Out Material</th>
<th>Name of Film or Filmstrip</th>
<th>No. of Students Viewing Material</th>
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</tbody>
</table>
DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1G, ELEMENTARY SCHOOL COMPONENT

Table: THE NUMBER AND PERCENT OF TEACHERS USING CAREER FILMS AND FILMSTRIPS IN THEIR CLASSES

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Teachers Using Films</th>
<th>Percent of Teachers</th>
<th>Total Number of Films or Filmstrips Used</th>
<th>Total Number of Students Involved</th>
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</thead>
<tbody>
<tr>
<td>K</td>
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</table>
DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1, ELEMENTARY SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS IN THE EPOP PROGRAM NOT PRESENTING CAREER INFORMATION AS INDICATED BY NON-USE OF DISSEMINATION TECHNIQUES

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Teachers</th>
<th>Number of Teachers Not Using Field Trips, Resource Speakers, or Audio-Visuals</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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</table>
# DATA COLLECTION INSTRUMENT

**PROCESS OBJECTIVE NO. 2, ELEMENTARY SCHOOL COMPONENT**

## DEMONSTRATION LESSON RECORD

<table>
<thead>
<tr>
<th>Names of Newly Assigned Teachers</th>
<th>Date of Demonstration</th>
<th>Topics Covered</th>
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<tbody>
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</table>
DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 2, ELEMENTARY SCHOOL COMPONENT

Table __: THE EXTENT THAT VOCATIONAL ADVISOR PRESENTED CAREER DEMONSTRATION LESSONS IN THE CLASSROOMS OF FIFTH-GRADE TEACHERS NEWLY ASSIGNED TO THE EPOP PROGRAM

<table>
<thead>
<tr>
<th>Number of Demonstration Lessons Presented</th>
<th>Number of Newly Assigned Teachers Receiving Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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<td>Total Receiving Lessons</td>
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<tr>
<td>Number of Newly Assigned Teachers</td>
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<tr>
<td>Percent</td>
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</table>
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 3, ELEMENTARY SCHOOL COMPONENT

DISSEMINATION RECORD OF OUTLINE CONTAINING CAREER ACTIVITIES

<table>
<thead>
<tr>
<th>Names of Newly Assigned Teachers</th>
<th>Given Outline of Suggested Career Activities</th>
<th>Date Outline Given Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

- 17 - 251
Table 1: The extent that vocational advisor distributed an outline of suggested career activities to teachers newly assigned to EPOP program

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Newly Assigned Teachers</th>
<th>Number of Newly Assigned Teachers Receiving Outline</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>1</td>
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<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>
1. The middle school teachers, grades 6-8, in the EPOP school will teach career orientation lessons on occupational preparation as indicated by:

   a. a record of the number of requests to take career field trips to correlate with instruction;

   b. a record of the number of requests made for an outline of suggested career instructional activities;

   c. a record of the number of career films and filmstrips used in classes.

   It is expected that during the 1972-73 school year, at least 80 percent of all the teachers (except P.E. teachers) will apply at least one of these activities.
<table>
<thead>
<tr>
<th>Groups</th>
<th>Audience/Recipient</th>
<th>Schedule</th>
<th>Method</th>
<th>Responsible Person</th>
<th>Report Date</th>
<th>Data Analysis Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>August 1, 1973</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Personnel</td>
<td>September 1, 1973</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>School Personnel</td>
<td>October 1, 1973</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Data Analysis Techniques**

1. a. Tally number of requests and number of teachers making requests.
2. b. Tally number of requests for instructional outlines.
3. c. Tally number of films and filmstrips used.

**Dissemination of Results for Overall Project**

- Written reports, Oral presentation, Newsletters
- Project Director
- June 30, 1972

**Evaluator's Report Date**

- June 30, 1972
- Dissemination of Evaluation Results for Overall Project
**PROCESS EVALUATION DESIGN SUMMARY CHART**

**PERFORMANCE OBJECTIVES**

1. [Table content]

2. Selected Middle School teachers will provide practical instruction in carpentry, child care, and food handling to overaged students as indicated by the number of students enrolled in these courses and by the number of practical activities provided. It is expected that:
   a. at least 35 students will be enrolled in carpentry, at least one practical activity will be provided in carpentry, and three practical activities in child care; and
   b. at least three practical activities in food handling.

3. The vocational advisor for the EROP Middle School will arrange and conduct career field trips as requested by the teachers, as indicated by field trip records kept by the field trip advisor. It is expected that at least 35 teachers will make requests for career field trips, and at least 1000 students will participate in such field trips.

**DATA COLLECTION PROCEDURES**

<table>
<thead>
<tr>
<th>Name/Type of Instrument</th>
<th>Date Instrument to be Completed</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class roll record</td>
<td>October 1, 1972</td>
<td>Middle School Vocational Advisor</td>
</tr>
<tr>
<td>Semi-skill classes</td>
<td>October 1, 1972</td>
<td>Middle School Vocational Advisor</td>
</tr>
<tr>
<td>Form Available</td>
<td>Number enrolled</td>
<td></td>
</tr>
<tr>
<td>Record of practical activities</td>
<td>October 1, 1972</td>
<td></td>
</tr>
<tr>
<td>Number of requests for field trips</td>
<td>Throughout the year</td>
<td></td>
</tr>
<tr>
<td>Form Available</td>
<td>Number of teachers making requests</td>
<td></td>
</tr>
<tr>
<td>Number of students involved in field trips</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MEASUREMENT INSTRUMENTS**

<table>
<thead>
<tr>
<th>Name/Type of Instrument</th>
<th>Date Instrument to be Completed</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data</td>
<td></td>
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</tr>
<tr>
<td>Class roll record</td>
<td>October 1, 1972</td>
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<tr>
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<td>October 1, 1972</td>
<td>Middle School Vocational Advisor</td>
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<tr>
<td>Form Available</td>
<td>Number enrolled</td>
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<tr>
<td>Record of practical activities</td>
<td>October 1, 1972</td>
<td></td>
</tr>
<tr>
<td>Number of requests for field trips</td>
<td>Throughout the year</td>
<td></td>
</tr>
<tr>
<td>Form Available</td>
<td>Number of teachers making requests</td>
<td></td>
</tr>
<tr>
<td>Number of students involved in field trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience/Recipient</td>
<td>Schedule</td>
<td>Method</td>
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<td>--------------------</td>
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</tr>
<tr>
<td>School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups</td>
<td>August 1, 1973</td>
<td>Written Reports, Oral Presentations, Newsletters</td>
</tr>
<tr>
<td>Project Director</td>
<td>June 30, 1972</td>
<td>Written Reports, Oral Presentations</td>
</tr>
</tbody>
</table>

2. a. Check class rolls of teachers of semi-skills classes; compare total number to criterion stated in objective.

2. b. Tally number of practical activities provided and compare to criterion stated in objective.

3. Tally number of requests, number of teachers making requests, and number of students involved; compare to criteria stated in objective.
<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVE</th>
<th>MEASUREMENT INSTRUMENTS</th>
<th>DATA COLLECTION PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The vocational advisor for the EPOP middle school, with the assistance of teachers</td>
<td>Name/Type of Instrument</td>
<td>Target Group</td>
</tr>
<tr>
<td>in the middle school environmental studies program, will show career films to students</td>
<td>Date Instrument to be</td>
<td>Scheduled Date(s)</td>
</tr>
<tr>
<td>on a weekly basis, as indicated by a film showing record kept by the vocational</td>
<td>completed</td>
<td>Person Responsible</td>
</tr>
<tr>
<td>advisor. It is expected that at least 25 films will be shown during the 1972-73</td>
<td>Baseline Data</td>
<td></td>
</tr>
<tr>
<td>school year and that all students in attendance at the middle school will see the</td>
<td>Number of films shown,</td>
<td></td>
</tr>
<tr>
<td>films.</td>
<td>titles of films, and</td>
<td>Target Group</td>
</tr>
<tr>
<td></td>
<td>number of students seeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>films in middle school</td>
<td>Scheduled Date(s)</td>
</tr>
<tr>
<td></td>
<td>throughout the year</td>
<td>Person Responsible</td>
</tr>
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</tbody>
</table>

Film Showing Record
Form available
All students in middle school
Throughout the year
Vocational Advisor

Number of films shown, titles of films, and number of students seeing films
<table>
<thead>
<tr>
<th>Groups</th>
<th>Audience/Recipient</th>
<th>Schedule</th>
<th>Method</th>
<th>Responsible Person</th>
<th>Report Date</th>
<th>Project Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>School, State</td>
<td>August 1, 1973</td>
<td>Written reports, Oral presentations</td>
<td>June 30, 1973</td>
<td>Project Director</td>
<td></td>
</tr>
<tr>
<td>Board of Edu.</td>
<td>School Personnel</td>
<td>August 1, 1973</td>
<td>Written reports, Oral presentations</td>
<td>June 30, 1973</td>
<td>Project Director</td>
<td></td>
</tr>
</tbody>
</table>

4. Tally number of films shown and number of students seeing them. Compare to criteria stated in objective.
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1A, MIDDLE SCHOOL COMPONENT

REQUEST FOR FIELD TRIP

Person Making Request

Date of Field Trip

Place(s) to be Visited

Career Being Discussed in Class

Number of Students Going on Field Trip

Grade Level of Students
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Teachers Requesting Field Trips</th>
<th>Number of Teachers Involved in Field Trips</th>
<th>Percent of Number of Teachers in Program</th>
<th>Number of Students Involved in Field Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
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<td>7</td>
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<td>7</td>
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<tr>
<td>8</td>
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<td>6</td>
</tr>
</tbody>
</table>

Table: The number and percent of the middle school teachers in the EPOP Program requesting field trips and the number of students involved in field trips.
### Data Collection Instrument

**Process Objective No. 1B, Middle School Component**

#### Dissemination Record of Outline Containing Career Activities

<table>
<thead>
<tr>
<th>Names of Teachers</th>
<th>Requested an Outline of Suggested Career Activities</th>
<th>Date Outline Given Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
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</tbody>
</table>

... (continued with blank rows)
Table __: THE EXTENT THAT VOCATIONAL ADVISOR DISTRIBUTED AN OUTLINE OF SUGGESTED CAREER ACTIVITIES TO TEACHERS NEWLY ASSIGNED TO EPOP PROGRAM

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Teachers</th>
<th>Number of Teachers Receiving Outline</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1C, MIDDLE SCHOOL COMPONENT

AUDIO-VISUAL CHECK OUT RECORD

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher Checking Out Material</th>
<th>Name of Career Film or Filmstrip</th>
<th>No. of Students Viewing Material</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Level</td>
<td>Number of Students</td>
<td>Number of Films or Filmstrips Used</td>
<td>Teachers Involved</td>
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<tr>
<td>6</td>
<td>8</td>
<td>7</td>
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<tr>
<td>7</td>
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<td>7</td>
<td>4:41</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>7</td>
<td>4:41</td>
</tr>
</tbody>
</table>

Table: The number and percent of teachers using career films and filmstrips in their classes

Process Objective No. 1c, middle school component
data presentation table
DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1, MIDDLE SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE MIDDLE SCHOOL TEACHERS IN THE EPOP PROGRAM NOT PRESENTING CAREER INFORMATION AS INDICATED BY NON-USE OF DISSEMINATION TECHNIQUES

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Teachers</th>
<th>Number of Teachers Not Using Field Trips, Resource Speakers, or Audio-Visuals</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
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<tr>
<td>Total</td>
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</tbody>
</table>
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 2A, MIDDLE SCHOOL COMPONENT

Class Rolls for the Semi-Skill Areas of:

Carpentry
Child Care
Food Handling
Table: THE ENROLLMENT DATA OF STUDENTS IN THE SEMI-SKILL COURSES

<table>
<thead>
<tr>
<th>Semi-Skill Area</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
</tr>
<tr>
<td>Food Handling</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 2B, MIDDLE SCHOOL COMPONENT

RECORD OF PRACTICAL ACTIVITIES

Semi-Skill Area______________________________________

Teacher's Name_____________________________________

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Practical Activity in Which Student Participated</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Table __: THE EXTENT THAT STUDENTS ENROLLED IN SEMI-SKILL COURSES PARTICIPATED IN RELEVANT PRACTICAL ACTIVITIES

<table>
<thead>
<tr>
<th>Practical Activity</th>
<th>Carpentry</th>
<th>Child Care</th>
<th>Food Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students:</td>
<td>Number of Students:</td>
<td>Number of Students:</td>
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<tr>
<td></td>
<td>Enrolled</td>
<td>Participating in Activity</td>
<td>Enrolled</td>
</tr>
<tr>
<td>Building Model House</td>
<td></td>
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</tr>
<tr>
<td>Setting Table</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Preparing Food for Meal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Serving Food</td>
<td></td>
<td></td>
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<tr>
<td>Observing Children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervising Playground Activities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tending Children</td>
<td></td>
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</tr>
</tbody>
</table>
REQUEST FOR FIELD TRIP

Person Making Request

Date of Field Trip

Place(s) to be Visited

Career Being Discussed in Class

Number of Students Going on Field Trip

Grade Level of Students
Table ___: THE NUMBER AND PERCENT OF THE MIDDLE SCHOOL TEACHERS IN THE EPOP PROGRAM REQUESTING FIELD TRIPS AND THE NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Teachers in Program</th>
<th>Number of Teachers Requesting Field Trips</th>
<th>Percent of Teachers</th>
<th>Total Number of Field Trips</th>
<th>Total Number of Students Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>7</td>
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<td>Total</td>
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</tbody>
</table>
DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 4, MIDDLE SCHOOL COMPONENT

FILM SHOWING RECORD

<table>
<thead>
<tr>
<th>Date of Film</th>
<th>Title of Film</th>
<th>Number of Students Seeing Film</th>
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<tbody>
<tr>
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</tbody>
</table>
Table: THE NUMBER OF CAREER FILMS SHOWN TO STUDENTS IN THE EPOP PROGRAM BY THE VOCATIONAL ADVISOR

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of Film</th>
<th>Number of Students Seeing Film</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

- 39 -
### High School Component

**Process Evaluation Design**

**High School Component**

#### Summary Chart

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Measurement Instruments</th>
<th>Data Collection Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline Data</strong></td>
<td><strong>Target Data</strong></td>
<td><strong>Scheduled</strong></td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td><strong>Data</strong></td>
<td><strong>Collection Procedures</strong></td>
</tr>
</tbody>
</table>

**Data Collection Procedures**

**Baseline Data**

1. **The vocational advisor for the EPOP high school will hold group counseling sessions with EPOP program participants on development of proper work habits and attitudes, career evaluation, and self-appraisal as indicated by a record of the group sessions held and the topics covered.**

   It is expected that during the 1972-73 school year, at least 20 group sessions will be held and at least one session will be held for seniors in EPOP programs of industrial arts, health occupations, and clerical occupations.

**Target Data**

2. **The vocational advisor for the EPOP high school will give instruction on job-seeking techniques to students in the EPOP program, as indicated by a record of sessions held and topics covered.**

   It is expected that at least two sessions will be held with all participants in the EPOP programs of industrial arts, practical nursing, and Pre-C.O.E.

**Scheduled**

- **Group Session Record Form Available**
- **Number of group sessions, topics covered, number of participants, grade level and skill area of participants**

Throughout the year, the vocational advisor for the EPOP high school will hold group counseling sessions with EPOP program participants on development of proper work habits and attitudes, career evaluation, and self-appraisal as indicated by a record of the group sessions held and the topics covered. It is expected that during the 1972-73 school year, at least 20 group sessions will be held and at least one session will be held for seniors in EPOP programs of industrial arts, health occupations, and clerical occupations.

**Record Available**

- **Group Session Record Form**
- **Number of group sessions, topics covered, number of participants, grade level and skill area of participants**

2. **The vocational advisor for the EPOP high school will give instruction on job-seeking techniques to students in the EPOP program, as indicated by a record of sessions held and topics covered.**

   It is expected that at least two sessions will be held with all participants in the EPOP programs of industrial arts, practical nursing, and Pre-C.O.E.

**Job-Seeking Techniques**

- **Group Session Record Form**
- **Number of sessions held with participants**
- **Participants in various programs, and career occupations**
  - Industrial arts, health occupations, etc.
  - Session held for each participant will be held for at least 20 group sessions that during the 1972-73 school year, at least 20 group sessions will be held and at least one session will be held for seniors in EPOP programs of industrial arts, health occupations, and clerical occupations.

**Data Collection Procedures**

- **Baseline Data**
- **Target Data**
- **Scheduled**

Throughout the year, the vocational advisor for the EPOP high school will hold group counseling sessions with EPOP program participants on development of proper work habits and attitudes, career evaluation, and self-appraisal as indicated by a record of the group sessions held and the topics covered. It is expected that during the 1972-73 school year, at least 20 group sessions will be held and at least one session will be held for seniors in EPOP programs of industrial arts, health occupations, and clerical occupations.

**Record Available**

- **Group Session Record Form**
- **Number of group sessions, topics covered, number of participants, grade level and skill area of participants**

2. **The vocational advisor for the EPOP high school will give instruction on job-seeking techniques to students in the EPOP program, as indicated by a record of sessions held and topics covered.**

   It is expected that at least two sessions will be held with all participants in the EPOP programs of industrial arts, practical nursing, and Pre-C.O.E.
## DATA ANALYSIS TECHNIQUES

1. Tally number of sessions, the number of sessions for seniors in various EPOP components; compare with criteria stated in objective.

<table>
<thead>
<tr>
<th>Evaluator's Report Date</th>
<th>Person Responsible</th>
<th>Method</th>
<th>Schedule</th>
<th>Recipient/Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30, 1973</td>
<td>Project Director</td>
<td>Written reports, Oral presentations, Newsletters</td>
<td>August 1, 1973</td>
<td>School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups</td>
</tr>
</tbody>
</table>

2. Tally number of students from Industrial Arts, Practical Nursing, and Pre C.O.E. attending sessions and compare with total number enrolled in each area. Determine if two sessions have been held for each area.
<table>
<thead>
<tr>
<th>DATA COLLECTION PROCEDURES</th>
<th>MEASUREMENT INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE OBJECTIVE</strong></td>
<td><strong>Name/Type of Instrument</strong></td>
</tr>
<tr>
<td>The EPOP vocational advisor at the high school will monitor the students placed in on-the-job training as indicated by a monitoring report.</td>
<td><strong>Date Instrument to be Completed</strong></td>
</tr>
<tr>
<td>It is expected that each OJT student will be visited at least twice monthly. The records will show student's attendance monthly and a rating by the employer quarterly.</td>
<td><strong>Monitoring Form available</strong></td>
</tr>
<tr>
<td>The EPOP vocational advisor at the high school will visit various business and industrial firms to explain the EPOP program and develop on-the-job training situations, as indicated by an employer contact record.</td>
<td><strong>Employer Contact Record Form available</strong></td>
</tr>
<tr>
<td>It is expected that on-the-job training situations will be obtained for at least 80 percent of the eligible students.</td>
<td><strong>Baseline Data</strong></td>
</tr>
<tr>
<td>The EPOP vocational advisor at the high school will visit various business and industrial firms to explain the EPOP program and develop on-the-job training situations, as indicated by an employer contact record.</td>
<td><strong>Target Group</strong></td>
</tr>
<tr>
<td>The records will show student's attendance monthly and a rating by the employer quarterly.</td>
<td><strong>Report</strong></td>
</tr>
<tr>
<td>The EPOP vocational advisor at the high school will visit various business and industrial firms to explain the EPOP program and develop on-the-job training situations, as indicated by an employer contact record.</td>
<td><strong>Performance Objective</strong></td>
</tr>
</tbody>
</table>

**Baseline Data**

- Employer Contact Record
- Form available
- OJT students
- N/A
- Throughout the year
- N/A
- Throughout the year
- N/A
- N/A
- N/A
- N/A

**Target Group**

- Record of vocational advisor's visits, firms visited, and number of OJT slots found
- Records of vocational advisor's visits, firms visited, and number of OJT slots found
- N/A
- N/A
- N/A
- N/A
- N/A
- N/A

**Performance Objective**

- 80 percent of the eligible students will be obtained for at least one on-the-job training situation
- It is expected that on-the-job training situations will be obtained for at least 80 percent of the eligible students
- The records will show student's attendance monthly and a rating by the employer quarterly
- The EPOP vocational advisor at the high school will visit various business and industrial firms to explain the EPOP program and develop on-the-job training situations, as indicated by an employer contact record.
<table>
<thead>
<tr>
<th>DATA ANALYSIS TECHNIQUES</th>
<th>Evaluator's Report Date</th>
<th>Person Responsible</th>
<th>Method</th>
<th>Schedule</th>
<th>Recipient/Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Tabulate frequency of vocational advisor's visits by students each month. Compare to criteria stated in objective. Determine if students' work attendance record was reported monthly and employer's rating reported quarterly.</td>
<td>June 30, 1973</td>
<td>Project Director</td>
<td>Written reports, Oral presentations, Newsletters</td>
<td>August 1, 1973</td>
<td>School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups</td>
</tr>
<tr>
<td>4. Analyze Employer Contact Records to determine the number of OJT situations secured; compare to number of eligible students. (See Product Objective No. 2, High School Component.)</td>
<td>June 30, 1973</td>
<td>Project Director</td>
<td>Written reports, Oral presentations, Newsletters</td>
<td>August 1, 1973</td>
<td>School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups</td>
</tr>
</tbody>
</table>
## Group Session Record

<table>
<thead>
<tr>
<th>Date of Session</th>
<th>Title of Session</th>
<th>Number of Participants by Grade Level and/or Component Area</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Table __: THE EXTENT OF STUDENT PARTICIPATION
IN GROUP SESSIONS CONDUCTED BY VOCATIONAL ADVISOR

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Number of Sessions</th>
<th>Average Number of Pupils Per Session</th>
<th>Total Number of Pupils Involved</th>
</tr>
</thead>
</table>

Table __: THE EXTENT THAT SENIOR STUDENTS IN THE EPOP COMPONENTS
PARTICIPATED IN GROUP SESSIONS CONDUCTED BY
VOCATIONAL ADVISOR

<table>
<thead>
<tr>
<th>Component</th>
<th>No. of Senior Students Enrolled</th>
<th>Ave. No. of Pupils Sessions Per Session</th>
<th>Total Number Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
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<tr>
<td>Practical Nursing</td>
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<tr>
<td>Pre C.O.E.</td>
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<tr>
<td>Total</td>
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</tbody>
</table>
## DATA COLLECTION INSTRUMENT
### PROCESS OBJECTIVE NO. 2, HIGH SCHOOL COMPONENT

### GROUP SESSION RECORD
#### ON JOB-SEEKING TECHNIQUES

<table>
<thead>
<tr>
<th>Date of Session</th>
<th>Topic Covered</th>
<th>Number of Participants by Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Industrial Arts</td>
</tr>
<tr>
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<td>Practical Nursing</td>
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<td>Pre C.O.E.</td>
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</tbody>
</table>

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DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 2, HIGH SCHOOL COMPONENT

Table __: THE EXTENT THAT STUDENTS IN THE EPOP COMPONENTS PARTICIPATE IN INSTRUCTION CONCERNING "JOB SEEKING TECHNIQUES" CONDUCTED BY THE VOCATIONAL ADVISOR

<table>
<thead>
<tr>
<th>Component</th>
<th>No. of Students Enrolled</th>
<th>No. of Sessions</th>
<th>Ave. No. of Pupils Per Session</th>
<th>Total Number Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
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<td>Practical Nursing</td>
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<tr>
<td>Pre C.O.E.</td>
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<tr>
<td>Total</td>
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DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 3, HIGH SCHOOL COMPONENT

OJT MONITORING REPORT

Student Observed

Date of Visit

Employer's Rating of Student: Excellent____ Good____

Average____ Poor____

Student's Attendance on Job

<table>
<thead>
<tr>
<th>Month</th>
<th>Days on Job</th>
<th>Days Absent</th>
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</table>
### Table __: THE EXTENT THAT VOCATIONAL ADVISOR MONITORED STUDENTS TAKING ON-THE-JOB TRAINING AND KEPT MONITORING RECORDS

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Job Title</th>
<th>Was Student Monitored Twice Monthly?</th>
<th>Yes</th>
<th>No</th>
<th>Are Monthly Student Attendance Records and Employer Quarterly Ratings Available?</th>
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<tbody>
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- 49 -
<table>
<thead>
<tr>
<th>Name of Firm</th>
<th>Address</th>
<th>Person to See</th>
<th>Nature of Firm's Business</th>
<th>Telephone</th>
<th>Title</th>
<th>Approximate Number of Employees</th>
<th>Types of Possible On-Job-Training Situations</th>
<th>Date of Contact</th>
<th>Hour Contacted</th>
<th>Results of Contact</th>
</tr>
</thead>
</table>

**DATA COLLECTION INSTRUMENT**

**PROCESS OBJECTIVE NO. 4, HIGH SCHOOL COMPONENT**

**EMPLOYER CONTACT RECORD**
Table __: A COMPARISON OF THE NUMBER OF ON-JOB-TRAINING SITUATIONS AVAILABLE WITH THE NUMBER OF STUDENTS ELIGIBLE

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>No. of OJT Training Situations</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>-</td>
<td></td>
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<tr>
<td>Total</td>
<td>285</td>
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</tbody>
</table>