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An Examination of Critical Behaviors and Functions Exhibited by Teacher-Coordinators in Cooperative Work Training Programs

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AN EXAMINATION OF CRITICAL BEHAVIORS AND FUNCTIONS EXHIBITED

BY TEACHER-COORDINATORS IN COOPERATIVE WORK TRAINING PROGRAMS

by

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1985

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AN EXAMINATION OF CRITICAL BEHAVIORS AND FUNCTIONS EXHIBITED

BY TEACHER-COORDINATORS IN COOPERATIVE WORK TRAINING PROGRAMS

This dissertation examines critical behaviors and functions of

eight teacher-coordinators of Cooperative Work Training Programs in

four Chicago high schools and in four suburban high schools.

Each teacher-coordinator was interviewed with a survey instrument

designed to elicit answers about the frequency with which desirable

behaviors and functions were performed. The instrument was drawn, in

part, from information taken from A Handbook for Career Guidance

Counselors developed in connection with the Division of Vocational and

Technical Education, Springfield, Illinois, and from An Articulated

Guide for Cooperative Education from the same source. In addition to

the survey answers, each teacher-coordinator was asked to present

appropriate back-up material whenever possible to substantiate their

answers.

Each survey instrument was examined and presented as part of the

dissertation. The data was summarized and tallied in terms of

frequency and presented in categories of Inform, Plan, Prepare, Place,

and Follow-up. This was analyzed to determine which functions were

most and least used and conclusions were drawn about the various

frequencies exhibited. Recommendations were made for supervisors and

teacher-coordinators to encourage full use of appropriate critical

behaviors and functions and possible inservice training and staff

development to encourage and better guarantee the performance of these

positive functions by all teacher-coordinators. Implications for
further study are then included in the dissertation.

ACKNOWLEDGEMENTS

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CHAPTER I

WORK/STUDY PROGRAMS AND CAREER EDUCATION

Career Education has become a predominant part of curriculum in American schools within recent years. Most states have mandated some form of career education as early as the kindergarten age and to be carried through the entire elementary and secondary school level.

Although varied attempts are being made to prepare all students to make suitable career selections and preparations, it is still a fact that there are some disenchanted, alienated students in the schools of the United States. Such students frequently pose the biggest problem when educators are attempting to lead them to career choices and properly prepare them for these selections.

Many attempts have been and are being made to reach the alienated student who is destined to be the dropout from school. Among these attempts are a variety of work/study or cooperative education programs. The purpose of this dissertation is to examine one such program, the Cooperative Work Training Program, more commonly known as CWT.

First, consider a definition of CWT as presented in An Articulated Guide for Cooperative Occupational Education.

> CWT is a program designed to provide students with maturing experiences through employment that will help them become productive, responsible individuals. The part-time work need not be related to the occupational goals of the students. This program is designed specifically to serve disadvantaged youth and adults who are dropouts and who need the social, emotional, maturation and career exploration essential for success.

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Beyond this definition there are some talking points about the candidates for CWT programs. Although less euphemistic, the following description of the most likely candidate for CWT is a true one. The CWT prospect has become alienated from school because he/she has frequently faced failure there. Experiences have been those of a "loser." Finding little but frustration, failure, and its accompanying anger and dejection, such a student opts to abandon what has brought on these negative aspects--the school. Though he may think the world "out there" will treat him better, wiser heads know that he/she may only find further frustration and failure without the basic education that a high school diploma affirms. Hence, the CWT program offers an escape hatch of sorts. The student can remain in school for part of the day and can work and earn money for the other part of the day. At the same time such a program advances the student to be able to earn a high school diploma. It is quite likely that many students in CWT would never make it through high school without this specially tailored program to save them from dropout land.

Now the object of this study can make the connection between career education and CWT. The potential dropout is surely in need of career guidance and least likely to get it by leaving school. The CWT program attempts to salvage such students and provide them with much needed self-esteem, the worthwhile feeling of holding a job and earning money, and the road-map to a high school diploma. In addition, the program broadens the personal horizons of the students by helping them develop good attitudes, patterns of responsibility,

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and salable skills for the job market and their future.

The purpose of this study may then be summarized as follows:

1.   To examine and analyze work/study Teacher Coordinators of CWT programs in eight Chicago and Suburban high schools. The functions addressed will be informing, planning, preparing, placing, and follow-up.

2.   To tally these data in terms of the frequency with which the critical behaviors occur as stated by teacher-coordinators. These behaviors are classified under the above-named categories: inform, plan, prepare, place, and follow-up. The interview instrument spells them out specifically.

3.   To determine how closely each teacher-coordinator achieves a model for excellent implementation of a work/study program. Documentation through supportive evidence will bear out conclusions drawn.

4.   To provide the busy administrator with an appropriate questionnaire for critical behaviors of teacher-coordinators and, thereby, enable him to establish better accountability procedures which will insure a high quality CWT program. Through use of this model, the administrator will be able to see where the greatest failings lie and can then take steps to improve those areas.

A most interesting comment on education today follows:

> Perhaps the most pressing problem facing education today is
> the widening gap between school and life. While thousands
> of students are sticking it out in high school, others are
> leaving--not because they can't handle the work, but because
> they can't find good reasons to stay.

Michael Molloy, in the National Observer, distills the findings

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of recent inquiries into secondary education in these words:

> We have herded our young people into a hostile youth culture
> by keeping them in resentful and babyish dependence at an
> age when previous generations of Americans were learning
> responsibility and self-reliance in the real world of work.[1]

Such comments seem to underscore the need for alternative

education and work experience for the disenchanted student who needs

career guidance and skill development provided in CWT programs. We

cannot afford to remain blind to the diverse needs of the many

students in our schools today. In past years there were far fewer

students who remained in our high schools until graduation. Today's

student in some cases does little more than remain in school marking

time and learning too little until graduation. To remedy this serious

problem career education is more thoroughly developed at all school

levels and work/study programs are carving a new and more important

place in the career education slot of high school curriculum.

It is currently recognized that present jobs will change and a

multitude of new careers will emerge that cannot be presently defined.

> Learning in the classroom will expand to include community
> and business elements in a tri-partite union with teachers.
> The impact of these changes will require a commitment to
> change the educational system as it now exists. Educators
> who have the courage to change will risk the derision of
> colleagues who opt for the status quo. Career education
> in the high school provides all teachers an opportunity to
> merge cognitive and "hands-on" activities into a viable
> learning experience for youth.[2]

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[1] The Community Is the Teacher, EBCE, Experieced Based Career
Education. National Institute of Education, U.S. Department of Health,
Education & Welfare, 1975.

[2] Charles W. Ryan, Career Education: A Handbook of Funding Resources
(Houghton Mifflin Company, 1975), p. 4.

Seemingly, the CWT programs already have had a head start in this direction. The very nature of these programs is a molding of classroom, business experience, and community involvement and advice. CWT has been established on such a foundation and might well be considered with other work/study programs as a forerunner of today's movement for career education from kindergarten through college.

In a 1977 study on career development in Chicago, a need for extending the school into the community was recognized.

> One of the criticisms of secondary education is that the schools are isolated or 'removed' from the adult world in which students must function. Attempts have been made to bridge the gap between the academic world of the school and the job activity world of the urban community. These include the following: cooperative education (work-study) programs in which the students learn job-entry skills in their home school and apply the skills in on-the-job training experiences....[3]

Obviously, work/study programs such as CWT have a proper place in extending the school into the community and, thereby, providing a dimension to career education. There are other facets of career education options but this study addresses only the Cooperative Work Training programs.

The points of view expressed are not limited to educators but it is also apparent that businessmen themselves share some of this thinking. Edwin M. Stanley is President and Chairman of the Board of Data-Time, Inc. in Portland, Oregon. This company manufactures solid state timing and measurement systems. Stanley is a strong believer

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[3] Joseph P. Hannon, Career Development Center Network (Board of Education of the City of Chicago, 1977), p. 8.

that work situations cannot be stimulated in the classroom with proper

success and believes that businessmen should be actively involved in

preparing young people for adulthood.

Stanley claims that communication between business and education

communities is not happening. He points out the graduate who comes to

his placement office with no clear idea of what he can offer the

company or what the company can offer him.

He continues,

> How different - and how delightful - if a prospective employee
> were to come to us and say, ˆIn high school I had some
> exposure to electronics and job experience, and Iˆm really
> turned on by what youˆre doing in assembly and production.
> Iˆd like to take some engineering courses at night and want
> to work up in your organizaton to production, perhaps
> engineering.ˆ We would leap out of our chairs getting him
> an application blank and a pencil.[4]

Stanley recognizes the need for broader communication between

education and business. He also sees the educative task which an

employer faces after hiring employees when he has another set of

"educational" problems to consider. The employer then must concern

himself with human relations, sensitive management, on-the-job

training, and staff development.[5]

Similarly, Mr. Stanley feels that the need for educating

employees is so acute that in 10 or 20 years most companies will

actually have an organization slot to address it, a vice president for

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[4]Edwin M. Stanley, "Making Career Eduation a Two-Way Street," in
Essays on Career Education, eds., Larry McClure and Carolyn Buan
(Portland, Oregon: Northwest Regional Education Laboratory, 1973),
pp. 186-190.

[5]Ibid.

education.[6]

It is very apparent that this businessman sees exposure as a major function of Career Education. Stanley claims,

> It may not be as directive as we tend to think it is. Every young child eventually cuts his hand and burns himself and learns how to avoid such events in the future. Maybe every teen-ager should have the experience of showing up late and having his supervisor upset with him. This is part of the downside risk which should be experienced early in the preparation process rather than later on in the career.
>
> ...Youth organizations like Junior Achievement and Distributive Education Clubs of America are the closest things in the educational system today that approach reality.[7]

Obviously, this man makes a very sound case for work/study programs and speaks with the authority of business experience. It would seem that his point of view is very supportive to programs such as CWT and that the part such a program plays in Career Education may be even more significant than has been realized. Incidentally, a congruency with Stanley's thought on exposure often exists in CWT because jobs students hold are not necessarily thought to be their final selection. The plan involves exposure and, thereby, development of skills, attitudes, and person so that the student will be better prepared for any job he may hold in the future.

Another viewpoint which expresses that action learning and career education have particular place in the high school is expressed by a statement that the high school is the most likely arena of educational change. The opportunities for reform are timely and this is the place

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[6]Ibid.

[7]Ibid.

where childhood ends and adulthood begins. However, Jim Coleman says

that the student's role is a passive one, "always in preparation for

acting, but never acting." By early 1972 unemployment among Americans

from 16 to 20 years of age totaled 1,350,000. Perhaps a very

pertinent question to be leveled is just how suitable their

preparation for action is.[8]

Grant Venn calls upon a sharing among industry, the business

community and education to improve processes and options for youth in

our schools. Career education may prove to be a most viable approach

to make the entire society concerned, responsible, and involved in

development of our greatest resource - the individual.

> The present generation of young people is engulfed in a
> whirlpool of change. For this reason, it seems that today's
> educators, who were conditioned for a role in a stable
> society, are the first generation with the task of educating
> the young and re-educating adults to the new dimensions of
> time and change. Because methods that solved problems 30
> years ago help so little today, experience seems almost a
> handicap. Yet experience seems the great synthesizer that
> moves concept into practice.[9]

It becomes apparent that educators and people in business both

see the need for experience and education to combine for successful

career education. There surely are many varieties offered today but

CWT programs can obviously be selected as one of the action programs

which will provide education and experience and will, hence, add up to

a productive career education for many students sorely in need of such

direction and guidance.

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[8]Sidney Marland, Jr., "Career Education: A Report," NASSP Bulletin, #371 (March, 1973), pp. 5-9.

[9]Grant Venn, "Career Education in Perspective, Yesterday, Today and Tomorrow," NASSP Bulletin, #371 (March, 1973), pp. 11-21.

Theorists generally break career concepts into three stages for children. The fantasy years are from 5 to 11 when children are interested in the image of the worker; this includes clothes worn, "toys" or tools of the trade (guns, tractors, hypodermics), and the "fun" of the job.

The tentative years are from 12 to 17. Then the youngster begins to superimpose his own interests, aptitudes and values on the work role. He might even do some work during this stage.

The realistic years are from 17 to 25. At this point the person should have a more definite understanding of his strengths and weaknesses. Then he selects an occupational field or cluster and gains training for his chosen field.[10]

Obviously, the high school student is frequently in the tentative/realistic phases of career selection or concept. The CWT programs provide help in both phases since the student is enabled to superimpose himself on a work situation, test his strengths and weaknesses and literally train for the job he is holding or learning. This marriage between education and business community surely is an orchestration of the needs and aspirations which have been stated by many educators and businessmen in recent years.

In all, the work/study programs have a very important part to play in career education today. In addition, they provide a fertile ground for the potential drop-out to develop into a full grown and worthy citizen who can readily contribute to society. Another

[10]Darryl Laramore, "The Classroom Teacher in Career Education," NASSP Bulletin, #371 (March, 1973), pp. 93-103.

contribution made by such programs is the development of positive self image for those young people who have met with too much failure in their young lives. The combination of work and school earns for them more self respect, some real money and skills which will be marketable in many years to come even with the several job or career changes which every person must see in the future of the work world.

A change or expansion in work/study programs important to note is called WECEP, Work Experience and Career Exploration Programs. These programs are designed as cooperative occupational education for 14 and 15 year old youth. Because it was recognized that a number of students experiencing failure and frustration in school simply wait for their sixteenth birthday to drop out, a new program was developed. Educators thought occupational education experiences might help such students but present child labor laws stood in the way.

Experimental programs were developed and the U.S. Department of Labor, Employment Standards Administration, waived the 16 year old age restriction for designated experimental programs until August 31, 1972 and later extended the date. Fourteen and 15 year old youth were then permitted to work in approved programs up to three hours in a school day and any portion of that was permitted during school hours.

WECEP in Illinois has been successful and effective September 4, 1975, child labor regulations were amended to permit WECEP to continue on a permanent basis.

In reviewing a report from September 17, 1975, from the Illinois Office of Education the information seems clearly to indicate many positive aspects of the program. Attendance, grades, behavior,

attitudes, and on-the-job performance all seemed to have made considerable gains. See Appendix B for the summary of this report.[11]

Such broadening of the base of work/study programs would further underscore the needs being met for younger students who are alienated and disenchanted with school. The obvious prediction is that they will be lost to the educational process the moment their sixteenth birthdays arrive. Careful planning of practical programs involving work/study may save a great number of these students from terminal lack of education self-imposed while they are too young, immature, and lacking in wisdom to understand the kind of life sentence they may impose on themselves. A reprieve from such self-imprisonment into limited, dead-end careers might well be attained through such programs as WECEP for 14 and 15 year olds.

The move toward cooperative education and career accent by both educators and the business community seems well substantiated in past and present practice. It not only is clear that the day of cooperative work training programs has come but that is very likely to expand in the future. As a matter of fact, there are suggestions being made today that all high school students should have some opportunity to work while still in school. Such thinking takes a broad leap from the notion of providing these programs exclusively for the alienated or disenchanted student.

As with any new programs there are bound to be factors which require examination and evaluation to insure the programs are and

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[11]Revised WECEP Brochure.

remain worthy and productive. Thus, the purpose of this study focuses on that very thing.

By examining the critical behaviors of the functions of teacher-coordinators in Cooperative Work Training programs this study attempts to offer additional help to administrators by presenting a questionnaire and answers from teacher-coordinators regarding critical behaviors and functions. This should provide aid to the administrators by providing data on valuable critical behaviors and how frequently they are accomplished. The administrator should be able to use this information with teacher-cordinators and then check on their use of it by employing the instrument used in this study or an adaptation of it. An examination of how closely the teacher-coordinator approaches achieving the tasks set as criteria will help the administration determine how well the teacher-coordinators are functioning in the programs.

This kind of check should prove very helpful to the busy administrator since it avoids the pitfall of having teacher-coordinators cut loose from accountability because they operate on so many different off-campus sites making supervision difficult. A principal may be unable to spend the time necessary to oversee one teacher-coordinator who is working with one student at a time in the field. This data collection should offer the busy principal an appropriate vehicle for encouraging efficient behavior on the part of the teacher-coordinators and a valuable check on determining whether they have achieved and maintained such efficient behavior and, thereby, offered a high quality program to their students.

CHAPTER II

REVIEW OF LITERATURE

A review of literature on Cooperative Work Training Programs reveals a paucity of research in this particular area. Related research was also pursued and there was similarly no significant accumulation of information. However, the relevant information gives some insight into CWT programs, their objectives, and their results.

The search of literature for this paper was conducted primarily through the Educational Resources Information Center (ERIC) from 1966 to the present. Identifiers used included cooperative programs, work-experience, programs, work-study-programs, and cooperative education. Each identifier produced several documents and those abstracts were examined for relevancy to the scope of this dissertation.

Bibliographies from these articles also yielded additional pursuit and current education periodicals as well as newspaper accounts and newsletters from professional associations were reviewed.

Most of the literature available, which is admittedly sparse, indicates quite a firm belief in work/study and cooperative education programs. It is interesting to cite the comments of people who have worked with students in their companies across the nation in cooperative education programs.

"Personally, I think vocational education is probably the

best-spent tax money that we have in the whole area, and I mean from the federal government on down." Mike Vater, Co-owner of Vater Farm Implements of Enid, Oklahoma, continues with high praise for the program and its students. "The vocational-technical school is one of the most amazing things I've seen. They've done a fantastic job giving the youngsters what they need in an increasingly technical society." Mr. Vater is "sold on the program" and "oftentimes hires students after graduation."[1]

Another statement claims employers "...find that co-op students are better trained and have better work habits." Tom Beslin, Head, Accounting Department of Gulf Western Natural Resources Group Chemical Division of Gloucester City, N.J., makes this claim.[2]

Henry Hailstock, Assistant Employment Manager, Giant Foods, Inc., Washington, D.C., talks about attitudes of co-op students.

> The co-op students are definitely different from other employees of that age. They have better attitudes. They're more enthusiastic and more aware of the customer and relationships in the retail industry. In fact, they seem to love this kind of experience where they can be helpful to a customer.

An employer for Lord and Taylor in Falls Church, Virginia, gives further insight by stating that occasionally there are attendance problems and they must talk to parents but the youngsters generally take responsibility and do a fine job. They are on the payroll for

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[1]"Everyone Here is Trying to Help," A Telephone Message for Co-op Employers, Vocational Education 8 (October, 1980), p. 35.

[2]Ibid., p. 36.

the same rate as others and this matters both to the employer and the students. Some of them have even gone on to the local college and continued working for the company and eventually have gone into a training program in New York to become buyers.[3]

Some studies have yielded information more substantial than opinions quoted above. Debra S. Canna looked at the impact of experience based cooperative education on career development, maturity, and retention to learn whether high school students were prepared to enter the world of work successfully.

Her study emphasizes that most observers agree that relating education to employment has merit.

> It adds a dimension of reality to the real world, and an occupational dimension through the development of career interests and orientation to the work environment (Tyler, 1971). Cooperative Education Programs give high school students a chance to combine academic skills with work experience. For many, co-op arrangements, which are multiplying rapidly nationwide, become stepping stones to life-long careers. Moreover, on-the-job training often gives students a greater resolve toward their classwork (U.S. News, 1981).[4]

Employment and educational experience go back to 1906 in Cincinnati, Ohio where the first formal work experience cooperative education program was organized (Knowles, 1971). Things changed with the attitude of employment of children and youth and the increase of an adult labor supply (Ivens & Runge, 1951). Of late, however, there has been a resurgence of interest in encouraging relations between

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[3]Ibid.

[4]Debra S. Canna, "Effects of Cooperative Education on High School Students Career Choice: A Review of the Literature," (1982), p. 2.

schools and the work place.[5]

According to Bailey and Stadt, 1973, the focus of high school experience in cooperative education has become more popular and important. Despite this fact there are few studies examining the impact of work on career development (Dawes & Ace, 1973).[6]

One study did seem to indicate that co-op versus non-co-op students seemed to be superior in career attitudes and maturity. In comparing those students on several variables in terms of career maturity, career choice, and major certainty, the co-op students rated higher in career maturity, career planning, and problem solving abilities (Martello & Shelton, 1981).[7]

For purposes of this dissertation it must be pointed out that co-op students cover a broader perspective than the CWT students about which this paper is concerned. It also may be noted that CWT students are normally considered those who had been "losers" and were likely to drop out of school. On this basis the above study may be more representative of co-op students other than those from CWT. Unfortunately, there seem to be no studies related specifically to CWT.

To support this supposition, a study conducted by Neely in 1980 included a third party evaluation of the State Fair Community College Experienced-Based Career Education in the third and final year of the

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[5]Ibid., pp. 2-3.

[6]Ibid., p. 3.

[7]Ibid.

program.

> The evaluation concluded that program objectives aimed at promoting community knowledge of the program, increasing students' career exploration opportunities, integrating academic and vocational education, and encouraging development of students' attitudes and skills relative to a changing society were met. Although EBCE students met the objectives of maintaining an acceptable level of performance in academic skills, they varied in attaining the objectives related to acquiring positive work habits, positive attitudes, and career decision-making skills; commitment to career development activities; increase of career skills; and knowledge of career options.

Follow-up studies were recommended five and ten years after

participation to better evaluate student's work habits.[8]

Another evaluation of Rhode Island's Experienced-Based Career

Education project bears out the previous study. Their results showed

no significant increase in career maturity, career knowledge, learning

attitudes, or self concept.[9]

An EBCE Program from St. Charles Parish Schools, Luling,

Louisiana (1978) included the following evaluation.

> (1) In career maturity there was no evidence of significant development when the performance of the experimental and control groups was compared. These results do not support program effectiveness in the career knowledge or career maturity program components. (2) Data analysis showed some support for development in attitudes toward learning environment and in self-concept. (3) Hypotheses about growth within the experimental group in the basic skills area were proven.[10]

On a more positive side the evaluation of the Portland EBCE

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[8]Ibid., p. 4.

[9]Ibid., p. 5.

[10]Ibid.

project in 1977 produced some interesting results. This project
followed a model developed by the Appalachia Educational Laboratory
which is based on experiential learning with career and academic
experiences in the community. Objectives were judged from document
review and observation, and opinion and attitude questionnaires given
to parents and resource persons. Results showed all student outcome
objectives and process objectives were achieved. In addition, the
majority of attitudes about the EBCE program were positive.[11]

A well known study supporting cooperative education is the
Appalachian Maryland EBCE Project Evaluation (Stead, 1977). Some
conclusions were that:

> (1) the support of local constituents and community for EBCE
> was unequivocally strong and impressive; (2) EBCE students
> demonstrated exemplary academic progress, and their attitudes
> towards education generally improved as a result of
> participating in the program; and (3) in terms of career
> skills and career decision-making, the EBCE students
> demonstrated substantial career education gains after
> participating in the project.

Wilson (1974) suggests that co-op students indicate placing a higher
priority on career establishment; a study of co-op alumni supports the
conclusion that cooperative education broadened the perception of
career preparedness for undergraduates in the program (Darcy, 1982).[12]

All of the above research presents both sides of the picture
involving career attitudes and maturity of cooperative students. It
is clear that most studies support positive student and community

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[11]Ibid., pp. 5-6.

[12]Ibid., p. 6.

attitudes toward EBCE, improved student attitudes toward education, and significant career education gains for students in cooperative education. Also, these students seem to have a higher priority for career establishment than non-cooperative education students. Finally, the studies also showed that cooperative education graduates tended to remain in or be committed to careers they explored in EBCE.

Proceeding from the assumption supported by research that cooperative education yields positive results, a look at career planning for certain disadvantaged groups presents us with further information. The results of one project indicate that a concerted team effort for academically disadvantaged high school students can enhance performance, school attendance, decision making skills, self-esteem, and interest in setting career goals. Counselors must call upon human resources available from the teaching staff and the community at large.

It has been shown that Career Awareness Programs can offer greater scope and depth, more so than a one-to-one approach.

Planning must be done before the course is implemented. The coordinator/planner must determine who, what, and where the physical and human resources are.

Many counselors cry that they spend 80% of their time with 20% of their students. This is usually done in a crisis setting. While counselors should be available for crises, they must not have their role defined as simply responding to emergencies. Counselors should consider influencing students at the program level and avoid some crises which develop from student's lack of goals and direction along

with their failure to appreciate the relationship between school and work.[13]

On the heels of research which supports cooperative education some information on policy considerations for employers in such programs grew out of research in that area. A belief that work experience alone was insufficient led to the conclusion that work experience of a particular quality would lead to desired results. Employment tasks should be more than routine and menial; job experiences should be significantly related to students' educational, career, and life plans; workplace supervisors must be trained to assist students in making the most of their job experience.[14]

This recommendation of policy for employers is certainly well-founded. Whether all of them can carry through on such recommendations is questionable. Many employers feel providing any kind of job for a student is sufficient.

However, the questions addressed in the research included:

1. What types of work experience will maximize student opportunity for career-interest exploration?

2. Under what circumstances are employers most likely to maximize opportunities for work experience?

3. What internal arrangements by employers with respect to student job assignments, supervisory orientation, and employer costs (including incentive pay for student) would be conducive to effective work experience?

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[13]Eileen Rush Mattay and Rena Linder, "A Team Effort in Career Planning for the Academically Disadvantaged," School Counselor 3 (January, 1982), pp. 226-231.

[14]"Policy Considerations for Employers in Work Exploration and Experience Programs," Key Findings and Policy Recommendations, 1978, pp. 4-13.

4. What are employer perceptions of the contributions
schools should make to student performance in work-
experience programs?[15]

Obviously, the above questions lay a burden on both the employer

and the school if they are to be considered seriously.

The research claims that the optional potential for a positive

outcome should be ensured if both students and employers view the

work-experience situation as an important part of life in general, not

simply as a job or task.

On the other hand, when the student seeks nothing more than a

body for production purposes, the positive outcomes for both are

significantly reduced.[16]

Because attitude and outcome are strongly related it suggests

that better screening of both student and employer participants is

recommended to produce better results of the program.[17]

In more detail, this study found students and employers

considered the following to be the most valuable results of

work-experience programs.

.Development of interpersonal skills and socialization.

.Opportunity for career exploration, career education, and

development.

.Initial exposure to the world of work, usually in a positive

way.

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[15]Ibid., p. 4.

[16]Ibid., p. 8.

[17]Ibid.

.Personal growth in independence, confidence, productive
contribution, responsibility, and a sense of achievement.[18]

Paternalism in training and supervision was also held in high
regard by employers and students. They viewed this as including:
supportiveness, patience, encouragement, responsiveness, and
flexibility.[19]

It seems that both parties viewed the work experience beyond its
simple job value and the students became saturated in many areas
discussed here. Such examples speak well for the successful
cooperative education programs.

In total, the recommendations of this study include the
following:

1. The school should take a greater responsibility for screening
both students and employers to better assess and understand their
motives and expectations regarding the program.

2. Schools should become active in educating employers and
supervisors in relation to potential impacts and outcomes of the
programs. The employer should know that: a) there is to be a key
role of paternalism in the first work-experience; and b) the possible
contributions of first-job experiences can help students to mature,
socialize, and explore career possibilities.

3. Apparent lack of two-way communication should be corrected to
ensure appropriate interrelationships between school and employer

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[18]Ibid., pp. 8-9.

[19]Ibid., p. 9.

during the program.

4. Student involvement in job selection should be increased.
This is closely related to motivation on the job and to the
contribution of the job to life experience.

5. If students obtain jobs independently, the school and
employer must develop a feedback system and tracking to encourage
student initiative. Such a system gives the employer a long-term
source of student labor, more information on the work-experience
program, and a preemployment selection of part-time student workers.

6. Schools and employers should be aware of factors critical
and/or contributory to the maximum student performance on the job;
e.g.

.Consistent feedback on performance

.Provision for task variety

.Flexibility in scheduling, increased study time for exams when
 needed

.Helping supervisors understand unusual needs of student-
 workers, their maturation and career exploration

.Providing opportunities to increase student self-confidence,
 and responsibility.

In summary, the fundamental principle is that those involved in
the work-experience programs should understand that the agreement or
"contract" implies much more than providing a teenager with a job to
earn some spending money. [20]

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[20] Ibid., pp. 11-13.

A rather extensive study on "The Effectiveness of Cooperative Education" was done by Amelia T. Brailsford in 1982. The general categories in the study addressed six points.

1. the career development of graduates;

2. employer ratings of job performance;

3. attitudes of students and employers toward the cooperative program;

4. the factors which are associated with successful cooperative education programs;

5. advantages and disadvantages of participation in a cooperative education program; and,

6. the cost-effectiveness of cooperative education programs.[21]

Among the studies reviewed in this paper the first hypothesis tested claimed that cooperative education would yield low unemployment rates for its graduates. All but one study agreed to this. Daniel Molnar in 1975 examined cooperative programs in Minnesota, North Carolina, and Ohio. He found no significant differences in the rates of unemployment for cooperative and non-cooperative education students. However, another study by Morgan Lewis in 1976 used a comparison group design and found that cooperative education students had slightly less short term employment after leaving high school. In addition, three other studies found evidence favorable to the cooperative programs. A more recent study by F.G. Welch in 1980 found there was a much lower unemployment rate for co-op graduates than

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[21]Amelia T. Brailsford, "The Effectiveness of Cooperation Education," 1982, pp. 5-20.

others of the same age group.[22]

A second hypothesis under career development supposed that cooperative education students would find full-time employment faster upon graduation than non co-op students. Lewis (1976) and Molnar (1975) found evidence to support this. Lewis concluded that this was partly due to the fact that approximately one half of the cooperative students remained with their employers after graduation. Further supporting this hypothesis Kingston found a significant difference in that cooperative education graduates secured full-time office positions faster after graduation than non-co-op students. Slick produced results showing cooperative students had almost twice the probability of gaining full-time employment before graduation when compared to non-co-op students.[23]

The third hypothesis tested was that cooperative education students would gain full-time employment in areas related to their field of study. Lewis (1976) and Slick (1974) both found this hypothesis to be true. Welch (1980) compared the placement rate of cooperative students to the rate for all vocational students in the state and found the related placement rate of co-op students almost twice that for all vocational students.[24]

The next hypothesis assumed cooperative education graduates would experience more job satisfaction. Earnest Stormsdorfer in 1973 found

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[22]Ibid., pp. 7-8.

[23]Ibid., p. 8.

[24]Ibid., p. 9.

co-op students to be generally more satisfied in their jobs especially in the first few years after graduation. Slick (1974) and Walsh (1976) found the same higher job satisfaction but Kingston (1970) found no significant differences between the two groups.[25]

The fifth hypothesis looked for higher wages earned by cooperative education students and focused on wages earned in the first post graduation full-time job and on the rate of wage increases gained while employed on the first full-time job. Slick (1974) and Walsh (1976) found some advantage while Lewis (1976) and Kingston (1970) found no difference in beginning salaries. On the other hand Kingston did find evidence that salary increases came more rapidly to the cooperative education students. After five months beyond graduation the difference in gross weekly wages was significant. This rapid salary gain was also found to be true in a study by Molnar (1975).[26]

The sixth hypothesis under career development of graduates concerned job stability and presumed that cooperative education students would change jobs less often. While the first five hypotheses are supported by evidence from various studies there is more division on the question of job stability. Lewis (1976) and Slick (1974) found co-op graduates changed jobs less frequently two years after graduation. Walsh (1976), Kingston (1970), and Molnar (1975) found no significant differences between cooperative and

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[25] Ibid.

[26] Ibid., p. 10.

non-cooperative students through a follow-up period.[27]

It appears that taken as a whole there are many career benefits to be derived from cooperative education for students.

Employer ratings of job performance was the next category studied. Supervisors gave higher ratings to the cooperative education students in every area of job performance. Employers felt these students could work with less supervision, cooperated well, and also progressed faster on the job than their non-co-op counterparts. Lewis (1976) found that co-op students were even considered more dependable and better workers than regular employees while maintaining better attendance records.[28]

Attitudes toward the program were studied and co-op students showed more positive attitudes toward school, retained more positive attitudes after graduation, and felt better prepared for their jobs. They willingly would recommend the program to friends and Harris' (1974) study said that 90% of employers claimed their firms benefited from the program and they would go on participating in it.[29]

Cost effectiveness of the program appears to be a bit more hazy in conclusions.

Lewis (1976) claimed the cooperative programs cost about $210.00 more per pupil and since students in his sample didn't earn higher salaries that the programs were not cost effective. However, Molnar

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[27]Ibid.

[28]Ibid., pp. 11-12.

[29]Ibid., pp. 12-13.

(1975) found no clear cut differences between co-op and non-co-op programs. In addition there is something to be said for benefits not included in wages. Welch (1977) points to student benefits such as wise career choice, job satisfaction, school satisfaction, and a positive adjustment to the work arena. Employers similarly benefit in recruiting future employees, in becoming an important adjunct to the school system and thereby receive some direct benefit for their taxes.[30]

Another point of view from Evans, <u>Foundations of Vocational Education,</u> 1971, raises the interesting side effect that these programs can reduce equipment costs and insure relevant and up-to-date training for students. Very few schools can afford to up-date specialized equipment which fast becomes obsolete. The business world does this and the students working there benefit.

Still another plus according to Jim Biddle in "Indiana Vocational Education Communique" speaks of the dollar return to the state from employment of co-op students and decided it has a positive impact on the state's economy.

Cost effectiveness, then, if viewed strictly in terms of student wages would not necessarily justify the program. Viewed broadly, costs may be offset by savings in another area and all authors believe that the advantages are very much worth the program cost.[31]

In reviewing success components of cooperative education programs <u>the key factor seems to be the coordinator.</u> Adequate training is an

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[30]Ibid., pp. 13-14.

[31]Ibid., pp. 13-15.

absolute must and NASSP suggests an internship program for coordinators. The 1976 Walsh study claims that personality traits may be more important than level of training. They should enjoy and be skillful in meeting new employers, in speaking to the public, and in arbitrating problems.

Another factor considered important is the number of visits to the work station and the coordinators' knowledge of the students. These tied in with the employers' belief that the firm was accruing benefits from the program. Clearly, the coordinator is considered the most important element in a successful program.[32]

High quality work stations are a second component of successful programs. The Walsh study (1976) defines these as: 1) paying higher than average wages; 2) employing students for more than the average number of hours per week; 3) lasting longer than the average job; and 4) providing high quality integration of classwork and on-the-job training.[33]

The third success component is maximum integration of classroom and on-the-job training. Classroom instruction and on-the-job training should be highly related to produce success in the following areas:

1. job satisfaction of students,

2. student school satisfaction,

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[32]Ibid., pp. 15-16.

[33]Ibid., pp. 16-17.

3. program helped decide student occupation,

4. overall student rating of program,

5. the likelihood that students would recommend programs to friends,

6. attitudes toward programs, and

7. attitudes toward jobs. [34]

Advisory Committees are the fourth component of successful programs. An "active and involved" committee should have well-known or high-level business or industry representatives, should meet often and should work on: 1) employer relations and job development; and 2) curriculum development and revision. [35]

Finally, the category of advantages and disadvantages of cooperative education was studied with somewhat positive results. In addition to benefits already mentioned there is evidence that students gain advantages in the socialization process. They not only gained job skills but also became more confident and self-directed (Middleton, 1975). Employers spent more for supervision but this was generally offset by the fact that student employees made lower wages, had fewer fringe benefits, and were less likely to leave their jobs or be absent from work. Recruitment and screening costs were also less for employers.

Adaptability to change in labor market demands is an advantage in cooperative education while vocational education in school

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[34] Ibid., pp. 17-18.

[35] Ibid., p. 18.

laboratories can be outdated and out of synchronization with labor
market demands. Cooperative work education responds quickly to labor
market changes so the advantages accrue not only to students but also
to employers.[36]

As for disadvantages to students in cooperative programs, few
articles addressed this issue. Kingston (1970) pointed out that one
drawback could result from students being unable to participate in the
full school program. Her conclusion was that acquisition of social
skills frequently grows from participating in out-of-class school
functions and, hence, the co-op students could be missing this
advantage.

On the other hand, Lewis (1976) did not find this to be a problem
in his study.. Rather, while participating less in interscholastic
sports, for example, they were very active in vocational clubs and
Future Business Leaders of America. Their interaction with co-workers
also sharpened up their social skills.[37]

The employer's point of view mentioned higher training costs as a
disadvantage but recognized that such costs are offset elsewhere as
previously discussed (see pp. 27-28). Another negative for the
employer may be the time he/she must give to meeting with coordinators
thus taking time from other important duties and other employees.
Coordinators must be diligent to keep such disruptions to a minimum
and employers on the whole indicated they feel any such disadvantages

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[36]Ibid.

[37]Ibid., p. 20.

are outweighed by the benefits they accrue from the program.[38]

Moving away from the study of effectiveness of cooperative education programs some literature examines the component of school supervision and offers some policy implications. A study by Morgan V. Lewis and others in 1983 tells some interesting effects tied to school supervision of jobs.

First, school supervision tends to raise the skill level of jobs held by high school students but it differs in effects for men and women. Men are placed in the same kinds of jobs that other high school men find. Women under school supervision are more frequently in clerical jobs than those who find jobs on their own. Those students are more often in sales or service jobs.

The job time is about half a standard work week with men working slightly more than women. However, both sexes in school supervised jobs work longer workweeks than non-school supervised employees.

About three-fourths of the jobs held by students pay minimum wage with one-fourth paying substantially less. The research shows women are paid about 27 cents per hour less than men in non-school supervised jobs. School supervision eliminates that discrimination and sex-role stereotyping for men and women in those jobs were both paid an average of $3.15 per hour.

Another interesting facet is that these students earn a rather hefty amount of money in these part-time jobs with 40% of graduating

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[38]Ibid.

men and 30% of women gaining more than $2,500 in their senior year.[39]

The study also suggests that work experience in high school relates to outcomes differing by race and sex. This experience does not seem to raise, may even lower, immediate earnings for white males upon graduation. School supervision does seem to account for raises earned while in school.

On the other hand, work experience in school has a strong connection with lower rates of unemployment for those students.[40]

Conclusions of this study indicate school supervision tends to be an equalizing factor overcoming differences often connected with sex and minority status. Equal pay for male and female is present in school supervised jobs, unlike traditional labor market differences.

The policy implications from this study include the following:

1. Work-study programs should continue and be emphasized. They provide additional income to disadvantaged families and reduce the time students will be unemployed after graduation.

2. Cooperative education programs should place students in jobs related to training. The training must be relevant to skills studied in school.

3. Schools should assist all students employed while in school. Their work experience should be used to enhance their education. Individual and group counseling should relate to problems encountered

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[39]Morgan V. Lewis and others, "High School Work Experiences and Its Effects." 1983, p. 80.

[40]Ibid., p. 90.

in the workplace.[41]

Clearly the research indicates a favorable climate for continuing and expanding work/study programs drawing upon partnerships and cooperation between business and schools.

Recent trends have shown large and even small cities moving toward Adopt a School Programs as just one facet of the attempt to forge a bond between the business community and schools. A continued study of and an attempt to up-grade work/study programs seems to be the need of the present and the future.

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[41]Ibid., pp. 100–101.

CHAPTER III

SURVEY INSTRUMENT, PROCEDURE FOR GATHERING DATA FROM

INTERVIEWS, AND ANALYSIS TECHNIQUE

The survey instrument, Appendix A, was compiled from information

taken from A Handbook for Career Guidance Counselors developed in

connection with the Division of Vocational and Technical Education,

Springfield, IL, and from An Articulated Guide for Cooperative

Education from the same source.

The instrument is separated into five categories: inform, plan,

prepare, place, and follow-up. Then, within these large benchmarks

critical behaviors for teacher coordinators are grouped. Although

these critical behaviors were taken from both the Handbook and the

Guide, most of them were developed from the Guide. Actually they are

grouped under a job description for teacher-coordinators which came

from a group of 200 selected participants from business, industry,

labor, education, government and community interests. These people

participated in National Conference on Cooperative Vocational

Education. The behaviors listed as a job description were the result

of their input.

By combining categories covering the broad range of a

teacher-coordinator's job description with behaviors critical to

fulfilling his/her tasks the survey instrument is aimed at determining

the extent to which the many facets of these tasks are realized. Thus

the instrument serves as a point of departure for interviews with teacher-coordinators and as a compass to hold the direction of the interview steady, and avoid unnecessary digression and tangential diversions.

The instrument used to survey subjects was validated by a Director of Work/Study Programs, two Coordinators of Work/Study Programs, and two Teacher/Coordinators of CWT Programs. In each case the survey was reviewed in light of the role of the teacher in CWT, the objectives of CWT, and evaluation of the teacher and program in terms of reaching those objectives. Suggestions from these on site people who deal with such programs on a daily basis were included to revise where it was deemed necessary. The concensus of such experts underscored the validity of the survey to be used as an instrument.

The eight schools selected for this study planned that a variety of communities be included to offer a kind of cross-section of the heterogeneous segments of our society. Included in the study are four Chicago schools and four Suburban schools. Specifically, the four Chicago schools are Hubbard, Kelvyn Park, Foreman and Taft. The Suburban schools are Maine North, Maine South, Maine West, and Conant High School in Schaumburg. Suburban schools were selected to give balance to the study and attempt to discover any significant differences which may or may not exist between large city programs and suburban programs. By selecting schools both in and outside of the city, a more varied base should be provided.

Of the in-city schools, the selection of schools present varied student populations. One school contains mostly majority students of

lower to middle class families. Another contains about 50% minority students. This community is essentially blue collar, but more than one-third of the families are poverty level or on welfare. This classification is based on free lunch requests. A third school contains about 20% minority students while the fourth is largely majority population of middle class and upper middle class socio-economic levels. Many of the parents in this school work as Chicago policemen, firemen, or in other city jobs. In this way a range of variables was included to represent a broad base of study. Also, it is important to note that the minority students include many Latinos and there are parents of this group who may have little command of the English language. For the matter, there are even students who may have very impaired language skills who would surely be potential dropouts and prime candidates for the CWT programs.

Selecting three schools within one suburban system was done to determine whether there would be great differences between the activities of the coordinators within a single suburban system while selecting one other school outside that suburban system would lend another suburban dimension to that study. It was intended that the selections would lend sufficient variety to the study.

The Maine Township group was selected to determine whether there would be significant differences or great similarities of programs within a single suburban system. Each school has an individual CWT teacher-coordinator and the programs are operated as individual entities. It is also interesting to note that the broad range of socio-economic level exists in suburban areas as well as city areas.

There are welfare to wealthy people living in the suburbs and it was felt that this, too, was important to include in the study.

Interviews were used as an information gathering technique because a vis-a-vis exchange is much more successful in eliciting information than a questionnaire. One can observe many additional nuances such as body language, facial expression, and general indications of forthright answers. A questionnaire is frequently unanswered and lacks the personal touch that makes an interview a more successful study instrument. In addition, one asks permission for an interview and doesn't simply "dump" it on the recipient as unrequested questionnaires are. It is also easier for people to "consider" and "adjust" answers to questionnaires when they have to ponder them. An interview elicits responses that are immediate and, quite probably, truthful.

The technique of analysis employed started with a review of each tape interview made with the teacher-coordinators. Then each tape was heard again several times and summary notes were made for each question and answer from each teacher-coordinator.

Specifically, each response was rated in terms of whether the teacher did what was posed in the question N (not at all), S (seldom), F (frequently), or A (always).

In addition to the interviews, back-up information was requested. Agendas, minutes of meetings, bulletins, pictures, forms, displays, and a collection of such documents supports or does not support the information given in the interviews. These are also reviewed to examine the congruency of their answers to the concrete materials they

used in connection with the CWT course.

After each of the tasks listed in the interview were examined for frequency and depth of accomplishment, charts were presented to picture the variance of similarities of task accomplishment among the interviewees.

A narrative summary of all responses was then done to flesh out the kinds of activities engaged in by teacher-coordinators and draw conclusions from them.

By charting the frequency of their responses and summarizing a general picture of how these teachers function certain conclusions were able to be drawn about their typical and not so typical roles. By comparing the actions of the respondents and drawing upon general knowledge of students and CWT students, in particular, decisions could be made about the optimum functioning of teacher-coordinators.

The conclusions or findings then were examined so that recommendations could be made for teacher-coordinators and for administrators. The objective to be reached by the recommendations was designed to offer help to teachers in the realm of information, planning, preparing, placing, and follow-up. The administrator can similarly benefit from these recommendations in that they may give them a stronger perspective and insight into the kinds of activities and functions which define an excellent teacher-coordinator. Such guidelines can also aid the administrator or supervisor in evaluating the success or failure of the coordinators to reach appropriate goals and conduct exemplary programs.

In total, the examination of the leadership role of

teacher-coordinator of CWT programs should help discover strengths, weaknesses, broad deviations, outstanding performances, and innovations of coordinators.

It is hoped that implications of interest to administrators could be drawn relating to budgeting, managing, supervising, staff selection, public relations, and involving community resources.

In summary the procedure used in gathering data was as follows:

1. A face to face interview was held with teacher-coordinators on an individual basis.

2. The survey instrument was reviewed point by point and the subject would explain how critical behaviors were accomplished and to what extent they were accomplished.

3. The subject was asked for any supportive documentation for the responses to the survey. This included such things as brochures, handbooks, agendas, minutes of meetings, publicity releases, bulletins, job application forms, contracts with students, parents, and employers.

4. Each interview was tape-recorded to insure accurate recall of responses and to avoid the discomfiting effect of the interviewer's note taking upon the teacher-coordinator being interviewed.

CHAPTER IV

PRESENTATION OF DATA

The survey instrument yielded an account of which critical
behaviors were not done, sometimes done, frequently done, or always
done by teacher-coordinators. In order to present this information a
tally is given regarding frequency of accomplishment and narrative
developed from the various interviews is presented in relation to each
question. This structure is intended to clarify the variance of
frequency of accomplishment which may be revealed by different
teacher-coordinators. The survey questions are divided into the five
major categories: inform, plan, prepare, place, follow-up.

N = Not done
S = Seldom done
F = Frequently done
A = Always Done

INFORM

1. Are the media and other resource people known?   N S F A

   Do you have samples of correspondence with them   2   3 3

   or other kinds of documentation?

   One Coordinator makes extensive use of the media to bolster the

   image of the program. He also has been a lobbyist for the State

   Senate Education Committee and has good relations with the

   media. Several use the local press. Two have staff members

   who handle publicity for them and three use any opportunity

   to gain coverage through pictures and press releases about

their special events.

2. In what ways are the programs described to the   N   S   F   A

   students? Are there samples of bulletins,   8

   informational booklets, or other materials that

   are used to inform students?

   Coordinators generally have students referred by counselors and

   interview each student. Orientation meetings, bulletins,

   program information in school newspapers, brochures, assemblies,

   and the student grape-vine are some of the ways information gets

   to students. One coordinator visits each home. Another uses a

   quiet approach in recruiting because students look upon the

   program as one for "losers." He finds it best to soft pedal any

   recruitment approach. All students are interviewed by

   coordinators and parents must agree to the program.

3. Show how occupational information is described.   N   S   F   A

   Again, are there bulletins, handbooks, assemblies,   8

   etc.?

   Most coordinators use the "World of Work" as a resource book.

   Pamphlets, newspaper articles, SRA kits for job descriptions,

   library facilities, "Career World" (a monthly publication).

   Occupational Outlook Handbook, films, job studies done by

   students, and the Dictionary of Occupational Titles are some of

   the ways used to describe occupational information. In some

   schools counselors or career vocational directors help

   disseminate information. Finally, a number of students already

   have jobs upon entering the program and can share their own job

information in class.

4. How is school policy communicated? Are bulletins,   N   S   F   A

   handbooks, or other written information available?   8

   School handbooks, agreement forms to parents and students,

   homeroom explanations, daily bulletins, personal notes, word of

   mouth, personal interviews, and coordinators all help in school

   policy communication. One coordinator finds personal notes

   excellent because daily bulletins are not "the most listened to."

5. What kinds of publicity programs are planned and   N   S   F   A

   how are they implemented? Do you have copies of   1   5   2

   press releases, newspaper clippings, etc.?

   Word of mouth, success of the program, personal contact with

   employers, fund-raisers, "Project Big" (a career night extrava-

   ganza), films such as "Career Cinema" in the guidance department,

   banquets for employers, and slide presentations by coordinators

   are used. One school deliberately avoids "selling" the program

   because of having more customers than they need. Another avoids

   selling any one program to lessen competition among various

   departments.

6. What copies of printed publicity do you have?   N   S   F   A

                                             3   3   2

   This ranges from nothing to a picture of the CWT class giving

   $200 they had raised to the school. Some articles make it into

   the local newspaper. One coordinator said he hopes for no

   publicity because past history showed publicity about a student

   often was because he was in trouble with the law. Again, it must

be remembered that these students have frequently developed

negative ways, all of which are not magically overcome

immediately.

7. Are displays and exhibits used? Do you have   N S F A

   pictures of samples?   4 2   2

   Individual departments have displays in one case. Bulletin

   boards are used but are frequently "ripped-off" if classroom is

   used by others. Corridor displays, posters from the Department

   of Labor, and photos or displays within cases are used.

8. How are news media contacted? Press released?   N S F A

   Results?   1 3 4

   Contacts are made directly by phone, by press releases, or by

   specialists on staff such as yearbook sponsor or publicity

   director.

9. Tell how communication is maintained with faculty,   N S F A

   parents, community employers, school administrators,   8

   and the student body. Do you have copies of pro-

   grams, assemblies, newsletters, etc.?

   Counselors are worked with closely. Parents are contacted

   personally by phone, visit, or conference. Community contacts

   are made "on the street" since coordinators spend time in the

   field. Informal and formal contacts are made and employers are

   asked to let coordinators know of any problems. Frequently homes

   have one parent and those parents are busy so much communication

   with them is by phone or letter. Interchange with other teachers

   can be almost daily or may in some cases be limited to times when

the student is in trouble. Most coordinators feel personal face-
to-face contact is the best. One coordinator feels most parents
want not to be involved too much after the agreement is signed.
They, too, have had negative experiences with schools as a
result of their children's previous difficulties or failures.

10. How is optimum coverage provided for each career   N   S   F   A

related activity or event? What written support   1   7

is available to document this?

Career days, college days, "Project Big," special resource
speakers, and visual advertising all help provide coverage.
Four schools together cooperate in "Project Big" which is held
in the evening to publicize services ranging from street clean-
ing to brain surgeons. This event gets great coverage in press
and media and attracts very special resource people. Also,
junior high students and parochial school students are invited
and the project is extremely well attended.

11. How are work/study coordinators involved in each   N   S   F   A

event? What supportive documentation shows this   1   3   4

to be the case?

Coordinators are involved with students every day and with
employees on at least a monthly basis. For special events they
line up the speakers and prepare students to ask questions. In
one case coordinators have a division of labor with one handling
publicity, one doing food and refreshment for an event, etc.
(CWT coordinators are in only one phase of work/study programs.
There are also coordinators for Office Occupations, Distributive

Education, and others.) Coordinators are also called upon to plan and handle logistics for big events. They serve as contact and resource people and represent the teaching profession at career events.

12. In a concerted effort made to find what or who   N   S   F   A
was overlooked in career guidance events and   1   6   1
activities? How is this accomplished? What do
your records show about improving this situation?
Counselors, division teachers (analogous to homeroom teachers in some school systems), and coordinators are all involved. Unfortunately, some parents will not let their children partici- pate because it is not a college bound program. One school has a career resource room with a career counselor available to students at all times. Another school has a committee of counselors and coordinators evaluate programs to see that all areas have been covered. Getting students in the program at the beginning and establishing good attitudes and work habits is important. Helping them toward realistic goals is also important. The guidance department has a large hand in this.

PLAN

1. Do you have a copy of the calendar of   N   S   F   A
"Deciding Events?"   8
Lesson plans, curriculum guides, and familiarity with the program seem to dictate less need for a time line or formal calendar of events. In one school two coordinators keep a rough calendar for themselves. Certain events like club meetings are regular once a

month items. Breakfasts are planned as they go through the year.
It seems the calendar develops rather than being presented to
students. Course outlines are given in weeks, not dates.

2. How does guidance personnel work with students?   N S F A
   Are there records of individual or group   8
   conferences? Agendas for meetings with students?

   Counselors meet with divisions (homerooms) and with students
   individually. Coordinators do a great deal of counseling them-
   selves. Some schedule individual student conferences weekly.
   Role playing may be employed. One school stresses developmental
   counseling rather than crisis counseling. Study halls are next
   to the counseling offices and it is simple to schedule a con-
   ference with coordinator, counselor, and student. Coordinators
   also refer students to a social worker when needed. Group
   counseling may be done for tardiness, attendance, and discipline.
   Coordinators keep records on jobs offered, visits to employers,
   and job performance.

3. Do you as a teacher-coordinator help enrollees   N S F A
   with career planning? What kind of record is   8
   kept of such conferences, assemblies, or small
   group sessions? Are there minutes of such meetings
   available?

   Coordinators do this on an individual basis. Records are
   generally kept on a sheet or card for each student. They serve
   as "mother hen" in other areas, too, e.g., insurance, family
   problems, how to get political jobs. Coordinators see students

every day so they have an advantage over counselors and can do more developmental counseling on that daily basis. One coordinator would like small group sessions scheduled two days a week and full class three days a week. He feels he could be more effective with students who in many cases have no idea of a career choice or what they could realistically do. Actually, the entire thrust of classes is planning. It is on-going and individual and small group counseling is done by coordinators regularly. Students are helped to develop plans as need arises. The greatest need is to encourage motivation so that abilities and intelligence of students will be maximized.

4. Tell what kind of counseling you provide for   N   S   F   A

    students entering the program. What records are   8

    kept of such efforts? Samples?

One coordinator sees each student outside of class and after school hours. Another makes appointments of one-half hour for students during which time he explains the program and asks about the student's job. (Not all have jobs.) During the first week of school the coordinator reviews what was covered in general orientation with each student individually. One explains the program and rejects the student who is "too good." There seems to be little value in accepting the student who is able enough to take on more challenge but there is a very low rejection rate. Included in interviews are what education the program offers, career goals, the policies of the program and what it can do for the student. Curriculum

counseling is given which may not even be in the cooperative

work education arena but in the other subjects being taken. For

example, if a student has trouble in another subject being

taught by another teacher, the coordinator will help in whichever

way he can. A log of such conferences is kept. All coordinators

visit the job site at least monthly and confer with employers to

become aware of problems. They then confer with students to

review problems and solutions. Records are sometimes kept on

application forms. One coordinator states that 90% of the

program is counseling.

5. Explain how program objectives are drawn up. Do   N   S   F   A

    you have samples of such objectives?   8

    Objectives include preparing students to function satisfactorily

    in society, in their occupations, and in their every day living.

    To meet such objectives there are units on insurance, social

    security, how to apply for jobs, and how to find their way around

    the city. In one case the objectives are re-evaluated each year

    with other coordinators and finalized with the department chair-

    man. In addition, there are personal and informal objectives

    which students indirectly help to develop in one situation.

    Another coordinator has four or five important written objec-

    tives and these are shared with students although students are

    not involved in forming the objectives. Another teacher uses

    district objectives and includes a selection of his own

    objectives as well. Another modifies those in his curriculum

    guide with informal input from students. These change from year

to year. Still another uses the objectives from his Board of Education approved curriculum. These objectives include much stress or responsibility and learning how to accept it. Another developed objectives for the North Central Association. The "World of Work" includes objectives to be used.

6. How do you use research and planning surveys?   N S F A

   Do you have samples?   5 1 1 1

   Few coordinators make use of such studies. One is involved when he is a member of a group study. One has his own research project to zero in on better relations with employers and their concerns. In this case the career counselor surveys areas for employment each year and the coordinator watches for new areas and leads. In another situation the coordinator always does interest inventories and aptitude tests with students. He then teaches a complete unit related to results of these tests. Another claims to do some professional reading but admits it is minimal. He feels communicating with students is most important. He also stated that he learned "to fly by the seat of his pants." This would indicate that the coordinator may be expected to learn much of his job on his own. Another coordinator uses a kit from SRA and finds that and other research very dated and sparse. The kit is more than six years old. Generally, teachers seem to use the job market more than research in their coordinator duties.

7. How is an advisory committee organized and included   N S F A

   in plan development? Are there copies of agenda   1 3   4

and/or minutes of the meetings?

One coordinator attempted such orgranization with employers and had no success. He received only one "maybe" answer. Another teacher said there is a District Advisory Committee but that coordinators were dropped from it a few years ago. They get minutes after the meetings but they are not too relevant to CWT. Another claims the advisory committee is helpful in "Project Big" since the school doesn't fund this evening affair for career information. Although there are many sub-committees they have little to do with CWT. The committee is required by state guidelines but seems to be of little value to CWT except for sending them minutes of the meetings. Still another speaks of the District Advisory Committee which makes recommendations and curriculum suggestions which filter to coordinators. That committee has people from different schools on it. Another advisory committee has a sub-committee for CWT and meets regularly. Their recommendations go both ways - to the committee from coordinators and others; from the committee to coordinators. Minutes are sent after the meetings and the teacher feels the advisory committee is good. Still another coordinator has organized committees to find that they gradually disintegrate. It is his experience that employers do not give up their time too easily. Another coordinator had a committee for his class alone but then it was changed to city-wide a few years ago. He feels it was better at the local level. The remaining

coordinator speaks of a committee composed of parents, students, employers, and faculty. It meets four times a year or if specifically needed. He feels it is a good public relations device.

8. How do you plan curriculum for work/study programs?   N S F A

    Who is involved? Are there samples of the   8

    curriculum available?

    One teacher uses a guide and working draft. He takes any freebies such as pamphlets which he can acquire. He also uses resource people in his classes and has each student write a thank you note to the boss. Another teacher uses a curriculum guide and combines personal and individual approaches with this. In addition, he utilizes newspapers, career columns, and the stock market. In another case where there is no district coordinator every teacher does his own thing. Coordinators were stopped from meeting on school time by the administration. Now there is only one meeting of coordinators a year and that was only for one hour. It is felt this is too little, and too infrequent. Another coordinator in this district follows a course of study and does certain things at certain times to enable him to order appropriate films. He may adjust the time length of a unit for the next year to accommodate student interest. Again, he states that the coordinators work independently of each other and do their own thing. Another teacher uses a recently revised district curriculum guide and he deviates as he finds it is needed. (All coordinators are

involved in the field test in this district.) Another
coordinator in this district uses the Board of Education guide
but also varies it to suit his individual needs. A final
coordinator uses the suggested curriculum from the "World of
Work" but excludes the unit on knowing the city.

9. What kinds of reports do you prepare? Samples?   N S F A

                                                        8

Monthly visits plus mileage, student earnings, administrative
reports, and central office reports are done. Employers'
reports and yearly summations are also included. Reports on
students include personal information, work site, visits, class
schedules, anecdotal records, and four times a year employers'
reports. Some state reports include where students are employed
and what kinds of jobs they hold. At least one must report
highlights of his program to his principal annually.

10. How are budgeting and purchasing defined and   N S F A

   implemented? What written information and   2   6

   directives are available?

In one case there is no real budget and the teacher tries to get
some money from the instructional fund. Another teacher gets an
allotment which is divided among all coordinators. This is a
budget item which goes through the department chairman and is
approved by the principal. Each coordinator must project a five
year plan which is subject to revision. Another teacher
received $300 per year for instructional material. He makes
selections which must be approved by the department chairman and

finds this adequate because there aren't many materials available for CWT. Another has a share from his department and finds it adequate. He gets more for films but the shop teacher gets more for supplies and this is a fair distribution about which the teacher has no complaints. He also receives a set of reference books upon request. Still another receives it through the Industrial Education Department and has no problems. He uses many packets and hand-outs and the "World of Work." Another had only $7.00 plus his $28.00 teacher supply account adding up to $35.00. However, club dues paid for the student-employer banquet and framed certificates for employers. The other coordinator submits a list of what he wants and hopes to get it. He has found this to be satisfactory in the past. The textbook fund covered the "World of Work" for his classes.

11. How many professional meetings are scheduled   N S F A
    during the year? How many do you attend? What   2 6
    kind of record, notes, or summary do you keep
    of the salient features of these meetings?
    One coordinator attended one meeting of the Gooch Committee
    in Joliet in addition to 6 or 7 city wide meetings. Another
    has monthly department meetings, 8 faculty meetings, three half-
    day institutes and two full day institutes. In addition, the
    CWT coordinators meet monthly outside of the school area.
    Another wishes there were meetings and mentions that suburban
    coordinators meet monthly for members. Still another mentions
    they have very few meetings now that coordinators are

experienced. He belongs to a CWT Coordinators Association which

meets five times a year. Another attends 6 district coordina-

tors meetings. One teacher has monthly city-wide coordinator

meetings he attends. He also goes to the Museum of Science &

Industry exhibit each year where entries of students are

featured and awarded prizes in a competition. Another who also

attends these monthly city-wide meetings mentions that they hash

out problems and it is apparent that each school is very

different in CWT. A final teacher who attends the monthly city-

wide meetings also attends the monthly Chicago Suburban CWT

luncheon meetings, four COPE Committee meetings a year, and two

Gooch Committee meetings a year in Joliet, Illinois.

12. How many agencies such as Manpower, employment   N S F A

services, and CAMPS do you consult for the   8

planning stages of your program? What information

do you have on file from them?

Most coordinators make no use of these agencies and depend on

their own development of contacts for job opportunities. One

occasionally consults with the Illinois Employment Service but

feels that students would be too threatened by the impersonal

service, long lines, etc. Still another will refer students

to an employment office on occasion. One coordinator uses a

former teacher who is with the State Employment Office to

exchange contacts. Another steers students away from these

agencies to encourage them to work in the community, thereby

insuring future contacts for the program.

13. How is the efficiency and effectiveness of   N   S   F   A

     planning monitored? Do you have certain   2   6

     checks that you make? What are they?

     Coordinators get regular quarterly reports from employers.

     Employers and parents seem to think the program is great but

     kids are not turned on. They are still not interested in

     reading, hate school, and even find sports uninteresting.

     Many are still passive or apathetic. One coordinator states

     that he suffers if planning is not good and, therefore, will

     correct mistakes as soon as possible or for the next year.

     Another has students do an evaluation to assess his effective-

     ness. Still another teacher keeps a record of applications

     and interviews on an index card for each student. He places

     the heaviest burden on students who are not working to encourage

     them to seek and find jobs. Students also do a self evaluation

     and this is monitored by the coordinator to help him measure

     effectiveness. Another teacher judges his planning in relation

     to jobs held by students and the philosophy which the student

     develops in relation to it. Because the student cannot always

     fit perfectly into a job situation the adjustment may be tied

     into a philosophy or attitude the student acquires. Finally,

     the administrators help monitor the efficiency of planning in

     supervising the coordinators.

14. How are poorly served students identified   N   S   F   A

     and provided for? What kind of information do   2   6

     you retain to indicate these students have been

properly served?

Students can be referred to specialists such as the speech therapist, the learning disabilities teacher, or the counselor for special provisions in terms of their deficiencies. The referral process for students needing special attention usually places them in CWT. Counselors or teachers may be instrumental in identifying them. This process is more an action process than a record keeping process. Also, in at least one case the coordinator is notified if the student classified as L.D. (learning disabled). Another coordinator states he deals only with those in his program and takes the problems as they come. Again, counselors, psychologists, social workers, general studies teachers, and/or administrators all may have a part in identifying the students with special needs. Another coordinator confers with the unsuccessful student (poorly served) before sending him/her to another job. The course of action pursued grows out of this conference; e.g., the slow student has a quite different problem than the stealing student. Documents are kept in the student´s folder on these conferences. Division teachers and counselors can also identify and refer students with problems. In general, guidance and conferences seem to be used to help students in need. They frequently lean on the coordinator to direct their lives for they often use them as parent surrogates. It might be summed up as working with each student individually and continuing to try for them.

PREPARE

1. How are fiscal resources identified? Do you   N S F A

   have a copy of the budget used for your program?   1 3   4

   Do you seek outside or alternative fiscal

   resources? And, do you have copies of letters or

   requests for such aid?

   One teacher depends on fund raising. He purchased a tape

   recorder and paid for half the class books that way. Also, he

   used the bulk of such money to pay for jackets for the CWT

   students. Another teacher uses no outside resources and gains

   what he needs through the department chairman. Most of his

   money is spent on instructional materials. One teacher simply

   has a budget of $300.00 for films. Project Big is the only

   outside fiscal resource in another case. Still another has

   budget forms to submit requests and has experienced no

   problems with reasonable requests. The large city teachers

   seem to have limited locked-in budgets and make do with what

   they get. Coordinators seem to have little say in budget

   matters.

2. How are staff resources identified? Does your   N S F A

   principal aid in this area? Are there agendas   1 7

   from faculty meetings showing this to be the case?

   Minutes from meetings?

   There are uses made of the business department and the printshop.

   Coordinators trade-off by doing something for these other

   departments in return. Communications vary depending on the

individual resource person. Coordinators are familiar with all
the resource people on the faculty and use them as required or
refer students to them. Some find the libraries very helpful in
supplying material. Career counselors help with pinpointing
colleges through computer aid. English and special education
teachers may set up extra sessions to help CWT students. In
large schools the principal is far removed from the level of
identifying resources. He/she is running the school. Department
chairmen and coordinators identify resources in department
meetings and in problem solving sessions as well as during
teachers institutes. In another case the master program and
class assignment schedules provide thumbnail sketches of staff
resources. Classroom teachers are receptive to coordinators
coming into classes to gain students and at this time staff
resources may be explained. Coordinators may be competitive for
students and this exposure is important to them. Another
teacher uses the truant officer, homebound teacher, and the
psychologist as well as gathering his own resources, e.g.,
outside speakers, instructional materials.

3. How are program dimensions and kinds of   N S F A
   activities to be used identified? Are these   1 7
   outlined in meetings, on paper, or in the
   school newspaper, in some other way?
   Bulletins and handbooks are used in two cases. Another teacher
   visits homerooms and has little publicity because CWT students
   are counselor placed. He works to dispel the "last resort"

image that frequently accompanies the CWT program. Still another coordinator meets with students in special groups and has hand-outs to explain the program. Another teacher works through faculty meetings or department meetings because it is difficult to communicate with other coordinators. It is evident that CWT does not compete in his school but received the lowest level of students. The school paper is used to advertise in one case where the coordinator identifies his own program while the Director of Occupational Education identifies other programs.

4. How are facilities identified or made available?   N S F A

   Is there a list of them with an appropriate   3 5

   explanation?

   The coordinator in one case uses print or woodshop for special projects. In addition he steers students to the library and has his own resource center of some 8000 pamphlets for them. In two situations the student handbook identifies facilities, the learning resource center, and counseling available. Still another teacher says his students only use the library if they need a resource book. In one case the students are said to know the school well by the time they are juniors and seniors and the teacher attends to their individual needs as they become evident. An informal class setting is used by one coordinator when students need or ask for such information. Finally, in one school an orientation is given regarding the Learning Resource Center in English class.

5. How is needed instruction determined? Are   N S F A

   surveys or questionnaires used to pinpoint needs?   8

   Samples?

   In at least one case the teacher says there is no formal

   structure. Another draws upon tests already given through an

   extensive district-wide testing program. One teacher has his

   classes list the most valuable chapters in the "World of Work"

   and the students would then determine the "curriculum" them-

   selves. The choice seems to be very much left to the

   coordinator and he makes his own objectives to improve or

   change a unit as needed. Another teacher determines

   instruction based on students' performance in class combined with

   the recommendations from other teachers. Still another teacher

   mentions students must fulfill requirements of English and Social

   Studies and may not have too much choice of other subjects. The

   Vocational Advisory Council is concerned and involved in one

   school and the Director of Occupational Education does follow-up

   to insure instruction has included their recommendations.

6. What instructional materials are assembled?   N S F A

   Are there lists letting students know what is   8

   required?

   One class is supplied with notebooks into which teacher handouts

   are put. Although it is difficult to get them to bring it to

   class, this is required. In another class no list is used

   because it is revised yearly. Handouts of dittos are given by

   the teacher and the "World of Work," the Sun-Times newspaper,

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"Career World," and weekly films are used. One coordinator

distributes a great deal of duplicated material but it is kept in

the classroom in a special cabinet. When things go out of the

classroom they rarely come back. Projects assigned are done in

the classroom according to deadlines. No homework is assigned

because it's usually not done. Another teacher uses texts with

vocational information and gathers copies of "Occupational Out-

looks" from counselors as they become old. All this material

is kept in a classroom cabinet for the students. Another

teacher provides students with a sheet identifying curriculum

and what is to be covered. One coordinator has no current text

but students bring in forms, maps, and other occupation related

material. He uses the curriculum guide for reference material

and finds that about 80% of the instructional material used is

outside material. Still another teacher uses a textbook as a

guide and the "World of Work." He confers with other coordina-

tors and combined with workshops and committee work he develops

his instructional materials.

7. What kind of preparation for instruction is   N   S   F   A

done by the teacher-coordinator? Does he   8

prepare written plans, curriculum outlines,

a syllabus? Samples?

One teacher does day-by-day informal planning because there is

no textbook. He finds that gathering materials is the biggest

part of his preparation. Another does weekly written plans and

finds that he must do a great deal of revising and, therefore,

he does not do a yearly syllabus. One teacher who used to prepare written plans found that trying to plan too much was not beneficial. His experience led him to take off from class clues such as, "What happened at work yesterday." If a student is hurt on the job he will move into job safety immediately. He does not limit his class instruction strictly to what the students want but starts where they are and tries to include their interest points in daily instruction. Another coordinator prepares plans and curriculum outlines, objectives for the program, and objectives for each unit. Three other coordinators prepare written plans.

8. How are programming and scheduling handled   N   S   F   A
   with appropriate staff and administrators? Are   8
   written bulletins, policies, or other information
   available on this?

   All CWT students are on early programs as a matter of school policy in at least five schools. In one school the computer person in personnel is involved and counselors play a part in all schools. The coordinator in suburban schools has one week alloted to find jobs for students but in most situations coordinators use continuing contacts and may use part of the summer to set up jobs. Programming is not a problem and one school has a self-scheduling plan with the coordinator available for conferences. Bulletins and policies are up-dated annually in at least one case.

9. Tell how planning for broad involvement of   N S F A

    staff, students, and citizens is done. Are   6 2

    there written summaries or records of such efforts?

    Staff is utilized on an "as needed" basis with resource people

    handled in the same way in one case. There may be overlapping

    of the two. Where there is a lay advisory committee the

    employers are directly involved. Another coordinator uses

    personal contact with staff by simply asking about his students.

    He is more likely to be quickly involved broadly when a student

    gets into trouble. One teacher encourages employers or others

    interested in the program to become involved in PTA or the

    advisory committee. They can also be encouraged to be a

    Booster Club and give money for the program. Another involves

    employers through the special banquet held for them and has

    sent questionnaires to them to evaluate how their needs are met.

    One teacher deals mostly with employers and division teachers.

    Still another uses bulletins, the advisory council, the Director

    of Occupational Education, the newspaper, and phone contacts to

    gain broad involvement of staff, students, and citizens.

10. How does the teacher-coordinator provide for   N S F A

    personal support for involvement of students,   8

    staff and citizens? What documentation is

    available for this?

    One serves as "mother hen" to the students but is careful to

    impress them with the idea that he is the toughest guy in the

    world in the first month. The students need a strong teacher

and will be testing him for some time. Another se s each

student individually at least once a week. Then w en he visits

them on the job they view it in a different light nd are more

relaxed. Another teacher contacts other teachers uickly if

students are failing but also contacts them if the student is

doing well. The student knows the coordinator is n touch

with other teachers. Citizens are involved by prc iding jobs

or by being a part of the advisory committee. Dir ct personal

contact with staff is used by another teacher whil still

another finds providing support for students is mc t important.

Many have difficult home problems, learning proble s, only one

parent, or they may live with in-laws or grandpare ts. The

coordinator counsels them in many situations to pr vide

personal support. Another works to establish fine rapport with

employers. In this way if a student is released t an employer

the coordinator still keeps that job station.

11. How are data collected on the use of   N S F A

     materials, services, facilities, and equipment?   8

     What records of these data are kept?

     A variety of methods are used in collecting materi ls. One

     teacher takes two shopping bags along when going c a summer

     "collecting" tour. He visits the Board of Educati n, the City

     Hall Reference Library, the Attorney General for r terial on

     fraud, and a host of other places. Another makes any of his

     own materials. His school also has a computerizec information

     service available, G.I.S. - Guidance Information S rvice and he

may punch in information and get a print out from it. Another
keeps individual materials folders for students. Another is
quite informal with his collection of materials but finds it
important to replace out-dated material with more current. The
kind of information used in such classes becomes out-dated
quickly and needs constant revision. One teacher confers with
other coordinators and revises old units of material himself.
Still another coordinator gathers materials and services
through monthly coordinator meetings. There are agendas for
each meeting and materials are collected there. Another
resource for materials and services is the Director of
Occupational Education and this is used by some.

12. What kinds of data are available on ·   N   S   F   A
    judgements of community residents, staffs,   1   7
    students, and consultants?

    Regular evaluations are conducted by the North Central Associa-
    tion and used by coordinators to check and up-grade or revise
    their offerings. Input is taken from students and a consultant
    from central office offers suggestions in some cases. One
    teacher regularly sends out follow-up questions to students and
    employers. Another teacher finds that judgements are not heard
    if there are no problems. If there are problems he hears the
    negative judgements which are made by employers, staffs, and
    students. The attendance office also gives much input and
    employer reports provide their judgements. Communities do not
    produce much. Another coordinator gets information from staff

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on an informal basis and in the year-end report. Students in
one school evaluate twice a year and can give informal evalua-
tions at all times. There is also evaluation conducted by
Vocational Education Bureaus. In general, other staff members
contribute ideas and consultant visits along with one-on-one
student input give one coordinator a fix on his class and
people's judgement of it.

13. What kinds of inservice programs are conducted   N S F A

for administrators, counselors, and teachers?   7   1

Are agendas, minutes, or records of such programs
available?

Inservice programs are usually for coordinators, not
administrators. Meetings with counselors are used to select
students while no formal inservice programs are offered in
another school. Another teacher has an opportunity only once a
year to explain the program to small groups of teachers.
Another coordinator tells of one or two inservice meetings a
year. Another school reports regular institute days are held
and in faculty meetings coordinators address different
departments telling their offerings. Some meetings are held
with the principal and monthly meetings are scheduled with the
Vocational Director. Another coordinator says monthly
coordinator meetings are the only inservice he receives. He
also mentions some is done before programming but that time is
limited and monotony sets in when all are talking up their own
programs. Still another coordinator speaks of the writing of a

1 and 5 Year Plan as an inservice procedure coming from the

Director of Occupational Education.

14. What provisions are made for analyzing   N   S   F   A

     quantity and quality of involvement? Are these   2   4   2

     analytic conclusions available?

     In some cases this is on-going throughout the year with subjec-

     tive examination being done. Most of the coordinators do any

     such analysis in an informal manner. One teacher feels that

     employers are not involved enough. They cannot afford to give

     extra time just because the employee is in school. Another

     detriment that may affect their not wanting to give extra time

     to students is that many students flit away at graduation and

     abandon their jobs. This naturally makes the employer unhappy.

     Sometimes the employer does not have time for the coordinator.

     They are generally very happy after the Employer-employee

     banquet where they are honored by the student participants.

     In most cases any formal analysis is done by administration and

     is presumed to relate to the budget for the program.

<div align="center">PLACE</div>

1. How do you enlist participation of cooperating   N   S   F   A

     employers? Do you send letters to various   8

     companies for their participation? Do you see

     employers personally? What kind of record is

     available of these results?

     Coordinators find themselves constantly selling the program.

     Personal contact seems highest on the list to get employers to

participate. Previous year employers are tapped and they also
may suggest others to participate. Coordinators keep records
or card files of cooperating employers and revise or expand them
each year. One teacher has sent brochures to employers but finds
phone contact better with personal contact being the best.
Response to brochures was not good. The personal touch always
comes out on top. One coordinator goes door-to-door and has a
backlog of those used. He also uses the school's Career Resource
Center to find people. Some students come to school with a job
already in hand. Sometimes the job he wants he cannot have,
e.g., a 16 year old cannot be used to drive for deliveries. In
general, coordinators build up lists over the years. They use
referrals, check with the Lion's Club, Chambers of Commerce and
other sources. None seem to find letters a good procedure. They
can be buried. Counselors also refer some job requests to
appropriate coordinators. Students are also a source of job
referrals for teachers. The phone book is another tool used by
some. Finally, when employers are pleased they frequently expand
their job opportunities for the coordinators. The variety of
record keeping used includes use of a steno book with jobs as
they appear and their dates.

2. What procedures are outlined and developed to   N   S   F   A
   aid students in seeking employment and/or further   8
   education? Are there copies of these plans
   available? Are program summaries of meetings held
   on this topic available?

The entire course is designed to get employment. One
coordinator visits Washburne Trade School with his students and
has a man from Greer Technical Institute come out to aid stu-
dents. The teacher places 50% of the students in the beginning
of the year and continues to place the rest throughout the year.
Another pushes adult education as a continuing form of educa-
tion for his students. He has written guidelines for his
students and in a text there are sample applications, interview
procedures, guidelines for dress, etc. Some students do job
interviews with the Assistant Principal. Teachers counsel
students on jobs, on school programs offered elsewhere, and let
them know they can return for more counseling after graduation.
Early units in the school year include practice in filling out
applications and seeking a job. Tests for abilities and
interests are interpreted by the Career Resource Director to the
students. Much counseling is done to find student interests.
Teachers try to match students with an appropriate training
station. They also try to find jobs with a future for the
students. One teacher finds the curriculum guide can be over
students' heads and he must interpret it for them. He, too,
tries to place students in a field of interest and gives a plus
to employers this way for an interested student will be a better
employee. Coordinators from different programs share jobs.
They look at what the students like and what is available. In
some cases students visit three job possibilities in a day.

3. How are suitable training stations found   N S F A

for each student? When there are not jobs   1 7

available for some students what alternative

plans are worked out?

The training station must be a learning station with a good model employer, provide enough money and opportunity for further advancement, and have reasonably attractive surroundings. Students cannot be placed where there are any hazards. If there is no employment available the student must give service to the school three days or do charity or volunteer work. They must keep a log of their activities. "Suitable" employment may be difficult to find and all situations may not be perfect. Students may have to seek their own jobs but coordinators counsel them and may even go along to seek jobs with them. In some cases where students are not adjusting they will be changed. Students who are unemployed are assigned job applications to fill out. Students may have very different aspirations from what is available in the job market. Sometimes the school provides jobs when they are unavailable elsewhere. One coordinator has students write their job goals in the beginning. When they look at them later some say, "Did I write that?" They become much more realistic with their goals later. One coordinator selects appropriate training stations by personal contact and visits. His students may visit two or three places for jobs and if they are turned down by all he investigates to find out why. He claims he will not tolerate failure in his program. Alternative

programs may be worked out because putting kids in study for too
long will just not work. All the jobs are looked upon as
temporary but sometimes the concern from administration is not
as much the kind of job but rather whether there is a job
available. Sometimes the employers who have "suitable" jobs
don't want the student who is available. One coordinator
mentions getting burned at times when he has called an employer
and the student failed to show up. Personal contact still
seems the best. Some students don't want to work but they are
usually dropped from the program. In some cases if students
don't like the job the coordinator turns this into a learning
situation because it is a part of the real world. Not
everyone is in love with his job but people may have to stay
with it in a crowded job market.

4. What orientation is provided for employers,   N   S   F   A
    training supervisors, and co-workers involved   1   1   6
    in the program? Do you have a handbook, a policy
    bulletin, or some other form of written communica-
    tion to aid in this orientation?

One coordinator meets with employers and provides them with a
pamphlet on the program. Another has a brochure and a written
sheet of philosophy for the employer. In some cases, depending
on the employer, he holds off on the philosophy. Another
coordinator does not have orientation because the employers are
hounded by all the coordinators. It infringes on their time too
much and the School District is not paying them to take kids.

Two others handle orientation on a person-to-person basis. One
of these presents the employer with a packet. Another
coordinator gives copies of the philosophy of the program as
mentioned above. He finds some employers do not agree to all
points. One other feels the banquet speaker can be a teacher of
employers after he has met with them personally.

5. How are students prepared for job interviews?   N S F A

   Is there role playing in the classroom on this   8

   topic? Do you have examples written into

   lesson plans, bulletins, hand outs for students,

   etc.?

   Through classroom teaching, role playing, and the "World of
   Work" one coordinator handles the preparation. Another uses role
   playing but says it is very different from the real thing.
   However, he does believe it helps students get the feel for
   interviews. Another adds a check list from the text to role
   playing and the kids keep this check list on any interviews they
   take. This is covered by a unit in the text and the students are
   instructed in preparing resumes as well. Simulated application
   blanks are used with video tapes of employers interviewing stu-
   dents. The students get a little strange in front of a camera
   so this can become a bit artificial or contrived. In one case
   students are grouped in teams of four and they write scripts for
   skits. There is one employer and one job seeker on each team.
   Lectures, films and study of tests supplements this technique.
   Another teacher uses several applications, handouts, assignments

training agreement also has information printed on it. Again the personal touch seems best. Some employers expect too much, like the services of an employment agency. The frequent visiting and phoning of employers is important to their understanding the services of the program.

7. What procedures occur when students are placed   N   S   F   A
   on the job? Are there forms, applications,   8
   records to be filled out? Samples available?
   Regularly there are forms to be filled out. Some students write their own job descriptions. Some sign class rules and a contract with the employer. In one case where students list goals the employer lists what the job requires and what it pays. Another coordinator makes sure there is very little red tape. He uses a check list evaluation four times a year. It takes only about five minutes to do. Employers appreciate the efficiency this provides. Another coordinator says he has no contract with employers, that any agreement is just verbal. In slack periods the students are the first laid off. In another case there are forms to be filled out and extra ones if the student must work with machinery. One coordinator also keeps a parent consent form in the student's folder.

8. What kinds of job related classes are taught?   N   S   F   A
   Do you have curriculum guides or outlines for   8
   the classes? Lesson plans?
   One coordinator uses what is appropriate from the curriculum guide, about eight units although he teaches ten. He adds

safety and banking to the units from the guide. Food occupations and child care are taught as job related offerings and as many other occupations are covered as possible. Classroom work is not related to one job. Specifics on trades are covered in a series of films. Most kinds of work will be covered. All of the academic classes are job related to a degree. The CWT teacher covers what is not learned in other programs. One teacher demonstrates or employs role playing for different situations which may arise on jobs. In this way things not in the curriculum are covered. He also uses discussion on Fridays or as needed to cover timely problems. One coordinator follows the "World of Work" and covers social security, insurance, income tax, getting along with people, dependability, and honesty. Another teacher uses classes primarily to develop appropriate attitudes and increase the retention of the students.

9. What kinds of provisions are made for   N   S   F   A

    individualization in the classroom? What kinds   8

    of individual projects and study are provided for

    different students? Do you have lists on samples

    of such things?

    Each student has to be taken at his own level and CWT classes can have a broad variety. Assignments are job related; e.g., a log may be kept for a week, a job description for one day may be written from punch in to punch out time. One teacher has everyone do a basic packet of assignments but adds "plus" opportunities to individualize assignments. Another coordinator permits

students to work on other class work if they are behind in them. If they are ahead in other classes as well as his own they may work on extra projects. Another directs students to Special Education teachers, woodshop, or special projects with the band director when appropriate. Students may elect to take an A option assignment or a C option. A option is more demanding but he can earn an A as a grade. C is th highest grade a student may get from a C option assignment. In one case projects are varied and students are offered a choice of two or more assignments to do. The teacher carefully programs them for success to keep them motivated. The unit on Labor extends itself well to individualization in the view of one teacher.

10. In what ways do other teachers provide   N   S   F   A

    assistance to your program? Are there any   8

    written summaries, bulletins, or policies

    related to this?

One coordinator finds social studies teachers share materials and he finds teachers very helpful just when asked. Another finds the L.D. teachers and reading teachers particularly valuable and was participating in a program to help students learn to read. The reading teacher gives tests and offers special help. A-V teachers, art teachers, and print shop teachers also help and students may work with them on special projects. There seems to be good cooperation from other teachers and special help is frequently available for the particular needs of students. Counselors and division

teachers are also helpful when students are referred to them.
A trade is sometimes made and a student may go to the math
teacher instead of CWT when needed. Similarly, other
teachers in different subject areas provide that kind of help.

11. What communication do you have with training   N S F A

supervisors to insure that they are advised   1 4 3

of application of classroom instruction?

Correspondence?

A rating card which is distributed early to supervisors can help
make clear what is evaluated and, therefore, is expected to be
part of the application of classroom instruction. Another way
is the personal contact to find out needs and problems; e.g.,
in visiting the employer the teacher knows the student has
trouble in making change and then that is covered in class. In
some cases employers wish to instruct students themselves in
particular learning that will apply to their business. Another
teacher explains to employers that classroom instruction is
general and may not always relate to a specific job. One
coordinator seeks to find needs of the students which are not
obvious. He does this on visiting the employer and then seeks
to provide specific training which the employer cannot. Another
coordinator shows the curriculum guide to the employer to help
him understand the application of classroom instruction.

12. How are the learning outcomes evaluated?   N S F A

Are there checks, lists, reports, summaries?   4 4

Do employers do a rating on evaluation of

students also? What kind of form is used?

All employers participate in the evaluation of students.

Coordinators explain the value of each grade to them. Most

coordinators do their evaluation of the learning outcomes

informally. Some have to drop certain employers because the

outcome of employment there is not good enough. They use the

evaluation of the job as a guide to determine learning outcomes

and also judge on the work students turn in for class. One

teacher uses a special evaluation sheet which the employer fills

out. The combination of the employer's rating card with the

teacher's evaluation is another clue to learning outcomes.

Generally, the coordinators use the same informal approach and

lean on the employer's evaluation plus their own to criticize

their programs.

13. How is replanning done with results of   N S F A

    evaluation taken into account? Is there a   4 4

    related lesson plan, curriculum guide, or

    syllabus developed as a result?

    Evaluation is done to show student strengths and weaknesses.

    Replanning is done around this to tailor the next course

    offering in such a way that needs be addressed. One

    coordinator works on this during the summer. He said after two

    weeks of doing nothing he is bored and then looks through

    student cards to plan and to line up jobs for them. Some

    coordinators do their planning informally with other

    coordinators. Since all groups vary teachers try to shift gears

each year and change the curriculum accordingly.

<div align="center">FOLLOW-UP</div>

1. How do you provide assistance to students in   N   S   F   A

    adjusting to their working environment?   8

    Describe the kinds of counseling that may be

    done and by whom. Are there records of such

    assistance?

    One coordinator does this on a one to one basis with special

    office hours set aside. He keeps brief records in a folder and

    may even hold some conferences with students in the hall.

    Another works through counselors and himself. He finds students

    want to quit at first but insists that they answer to the teacher

    if they quit and he, in turn, tries to help them work through

    their problems. Another coordinator serves as trouble shooter

    between the students and the boss when students complain of the

    boss not treating them right, insisting on late hours, etc. The

    teacher gets an evaluation from the boss to help clarify the

    problem and works with both boss and student to solve it.

    Another teacher takes a very direct approach with students on the

    basis that no counseling will make him happy if he is unhappy on

    the job. This teacher verbally points out that facets he may

    like on this job can very well be present on other jobs the

    student thinks he may like. The teacher tries to educate the

    student to the reality that there are few, if any, "heavenly

    jobs." All of this is verbal with no formal records kept.

    Another coordinator handles much of his own counseling even

though he can refer students to the Career Resource Center.
He will deal with it privately or use it as a class problem to
teach all the students what possible solutions may exist.
Another coordinator pursues an individual determination of the
problem to get things out in the open. He holds conferences
with students and keeps cards with dates of conferences and
notes on them. One teacher visits students after a week or more
on the job. He contacts the employers and follows with personal
counseling of students. He keeps brief records of this on
index cards.

2. Tell of the ways you help students in dealing   N   S   F   A

   with job problems. Do you discuss any of this   2   6

   with the employers? Do you record or keep

   anecdotal records on such cases?

   One coordinator uses "World of Work" to give help in dealing with
   job problems. He also discusses problems with employers to seek
   appropriate solutions. Another uses individual determination and
   may discuss some things with employers but not all. He finds
   that students share some personal or confidential things with him
   and he does not break the trust by sharing it with the employers.
   Another coordinator talks to the employers but keeps written
   records on serious things only. Another teacher finds employers
   tell him of student shortcomings. He then covers it privately or
   in class. At times the student does not recognize it's his
   problem. Then a private conference is necessary. This teacher
   does not keep records of such conferences but admits it is hard

to know whether you really are helping the student. He feels
termination is the only answer in some cases but finds that no
one really likes to fire kids. Instead they will employ subtle
moves like cutting hours or will give phony reasons for a firing,
such as business is slow. Still another teacher finds students
have difficulty in verbalizing problems at first. He uses case
studies, games and techniques from a University of Illinois unit
on problems in jobs to help his students. One other coordinator
always discusses the problems with employers to seek mutual
solutions which will be workable.

3. Give examples of how training supervisors and   N S F A
    students are involved in planning, personal   1 2 5
    development. Are records kept of their
    suggestions and input?

One teacher relies on employers to provide ideas on what skills
need to be taught in the classroom; e.g., filling out credit
cards for a gasoline station. Another always sets up common
goals with the training supervisor before the student is hired.
One teacher admits to little involvement of the training
supervisors except when they are thanked for helping students in
personal development. The teacher feels this is really an over-
statement but hopes to get the training supervisors started on
more involvement. Another coordinator claims students and
supervisors must reach certain understandings. For example,
when the student is off school, will he work full time? Will he
work full time during vacation? Such decisions involve the

supervisors in planning. Another teacher encourages training

sponsors to make suggestions and the teacher discusses them with

, the student and then the class to seek solutions to problems.

Still another teacher finds that involvement depends greatly on

the company. Some plan tasks, learning experiences, etc.

Others don't have the time or the resources or the sophistica-

tion. Small companies may not be able to give themselves to such

things while large companies may have a highly developed educa-

tion scheme or program of their own. Some companies like

Ponderosa, Rustlers, and Bankers Life have their own advancement

schemes. Ponderosa and Rustler are examples of good structure

for students but students don't always like being involved in

fast food service.

4. How is progress on the job evaluated regularly?   N S F A

Are there check lists, report cards, forms used?   8

Rating cards are used a minimum of four times a year and there

are conferences with employers in relation to these cards. At

least one coordinator has an employer rating once every 4 weeks

and he sees each student once a month. At that time he takes the

evaluation form with him rather than mailing it to the employer.

He also suggests that each employer sit with the student to

discuss the evaluation. (This is not done by all.) The

coordinator then shares the evaluation with the student and

interprets it. This system of employer evaluation seems

consistent with all coordinators.

5. Tell of the ways in which students are aided   N S F A

in overcoming poor personal habits. Are there   3 5

anecdotal records kept of such problems and the

progress made?

One coordinator handles it personally or involves a counselor

and/or teacher to help. On occasion the employer is the one who

handles it. Records of such cases are kept in the student

folder. Another teacher uses an indirect approach through

exercises in class and case studies. Still another feels it is

very difficult to handle and refers such cases to the social

worker or the counselor. Another approach used involves films,

printed materials, and lectures from the teacher. When a

student is unsuccessful in interviews he must consider

appearances since it is sometimes the only basis an employer can

use to judge. Teachers may involve the employer rating in

counseling discussions. Another teacher who finds this most

difficult and sensitive enlists help from a female counselor at

times. Finally, one teacher attempts to cover all in class by

including appropriate grooming tips on hair, deodorant, and

related things.

6. What counseling is provided for students with   N S F A

socio-economic and personal problems? Are   2 6

records kept of these sessions?

Some cases are referred to the Teacher-Counselor or Assistant

Principal. In one school the coordinator provides a list for

free or reduced lunch tickets for economically disadvantaged.

CWT dues are only 50 cents a week and this is not excessive for an employed youngster. One other coordinator does not refer them to others but does his own counseling saying that all his students have problems, otherwise they wouldn't be there. He will not send students to any agency for they would accept it as an insult. He keeps date records of his counseling. On the other hand some coordinators do call in other staff and social workers. One coordinator tries to help first and then refers him to a counselor (who usually says he is well aware of that.) This teacher feels the social worker does counseling and is more in touch with the student's family. For the most part it seems that coordinators take first crack at solving the problem or counseling the student on a one to one basis but then will refer it to a counselor or other staff if he has not met with success.

7. How are students with educational problems   N   S   F   A

helped? Any records?   4   4

There may be referral to the necessary resource person such as L.D. teacher, reading teacher, special education teacher. Counselors are frequently on top of these needs. One teacher may intercede with others for help but sometimes meets with arguments that the student is lazy; the coordinator pleads for a break saying he's not giving license to a brain surgeon but is just trying to get the student out of school. Sometimes special help is given in class. However, if a student is very slow he may have trouble getting employment but most can function on the level of a job.

8. What assistance is given to students with   N S F A

   behavioral problems? Any statistics on   1   7

   successes or failures in these attempts?

   Parents may be contacted and this may become punitive.

   Conferences are held and sometimes employers release them. One

   teacher claims never to have had such a student, that they are

   passive and just ride the waves. Another teacher claims no

   real problems but says if they are on the job it usually means

   dismissal. One refers them to the Special Education Department.

   Another sends them for counseling. If it is serious a case must

   be established involving due process and if it continues he is

   dropped from the program. Psychologists are another level of

   referral and parents are sometimes called. One coordinator talks

   to them and explains it is a privilege to be in the program and

   that they can be dropped. He finds few problems. No one keeps

   statistics on this.

9. How are youth groups used in an advisory   N S F A

   capacity? Are there summaries or written   5 2   1

   records to support this? Agendas, minutes of

   meetings? Questionnaires or surveys?

   Five coordinators say they do not know or use any youth groups.

   One said he uses Campus Life and the Student Council. Another

   said they have their own "in-house" club which meets once a

   month. (At one time they belonged to the Vocational

   Industrial Clubs of America but haven't for 3 years.) Only one

   teacher said they belong to VICA "to a limited degree."

10. What counseling is provided to help students   N   S   F   A

     organize their activities? Are there forms   4   4

     used to help them budget and plan their time

     efficiently?

     Counseling may be an individual matter while money budgeting is

     covered in class. Savings accounts, checking, income tax, and

     other financial topics are covered also. Some students are

     already on their own, may run households, and do a lot of

     money handling. The need is clear for these items which are

     built into the course of study for most students are poor in

     budgeting time and assessing priorities. It seems that time

     budgeting is covered more for in school time rather than out

     of school time. Coordinators do not have special forms but

     do cover budgeting and finances extensively.

11. In what kinds of group activities related   N   S   F   A

     to the program do students participate? Is   1   7

     there a calendar or list of these activities

     available?

     Car washes, candy sales, and playing other groups in school are

     used. However, since most students leave school by 11:00 or

     12:00 o'clock playing against other school groups in school can

     be a problem. Most groups hold an annual banquet. In one case

     the students decide on a breakfast or banquet and they voted

     both down but another class does a breakfast annually. Field

     trips, picnics, and "Project Big" are other joint activities.

     One CWT Club operates as a savings club. The $1.00 a week is

given back in May, prom time, except for $1.00 which is kept

for an employer plaque. Another group donates to charity while

one class holds monthly club meetings and has an employer

luncheon. A last class belongs to VICA and Student Council but,

again, early programs prevent them from participating in

activities held later in the day.

12. What guidance and placement services are   N   S   F   A

     available for graduates? Are there statistics   2   1   2   3

     on placement available?

     The CWT coordinator plays a part in this as well as counselors,

     the assistant principal, and the Director of Occupational

     Programs. In some cases students simply remain on the same job.

     One coordinator does a follow-up survey but offers no guidance

     or counseling after graduation. One Career Resource Center

     helps place students and takes job referrals from employers.

     Coordinators also exchange jobs among each other if their own

     students do not fill the jobs. At least one school does offer

     a guidance counselor and makes the guidance office available to

     their graduates.

13. Are there any adult education programs offered   N   S   F   A

     in your school? Is there a program of offerings   3   1   4

     available?

     One coordinator says there is adult education in his school but

     he is not familiar with the program offerings. Another speaks

     of their adult education program being the largest in the state.

     Still another tells of their adult education program offering a

very successful CWT program in the evening. Students are permitted to audit an extensive adult education program in one school. Programs are usually available for students where an evening adult education school operates. Three schools have no adult programs offerings available.

14. What follow-up procedures are taken to determine on the job success of students after they have spent a reasonable time there? Do you have statistics or other information on such follow-up?

	N	S	F	A
		2	2	4

Coordinators follow all students until graduation. In some cases surveys are taken after graduation. One coordinator finds some former students have advanced but does not use any formal process to discover this. Again, personal contact with the employer is key to finding out successes or failures. In one case the district runs a follow-up through the District Vocational Coordinator. One teacher calls the student's home one year after he is out and writes to them the second year. After that it becomes an administrative job to send post cards as a progress check. One coordinator finds most leave their present job after graduation. Yet another coordinator who does no formal follow-up claims he frequently sees students who have stayed 8 to 10 years with the same employer.

15. Is information gathered yearly for two or three years to see how many students remain in their original jobs or have earned promotions with the same company? Is a copy of summary

	N	S	F	A
	3	2		3

information, charts, or statistics on this

information available?

Many do not gather such information in any formal way. By

returning each year to the same employers a rather informal

check can be made. In three of the cases the Guidance

Department, Director of Occupational Education, or the

District does the follow-up. Mostly the feed-back is

accidental and informal.

16. Is there a continuing evaluation of proper   N S F A

    job placement and continued success on the   6 1 1

    job made?

    This is individually done by coordinators. Some question what

    is the proper job placement for an under achieving overage

    sophomore when just getting them through school is a major goal.

    The nature of the coordinator's task is to continually monitor

    his students and all seem to do this informally.

17. Tell how replanning is done taking the above   N S F A

    evaluation into account. Is there a related   1 6 1

    plan, guide, or syllabus developed as a result?

    All coordinators do their replanning somewhat informally. The

    number of jobs available is not always predictable, the economy

    may have an effect on this, and all of their planning may be

    somewhat tentative and very flexible.

CHAPTER V

ANALYSIS OF DATA

Upon reviewing the presentation of data an analysis of the

frequency and depth of critical behaviors of teacher-coordinators in

cooperative work training programs yields a summary which, in turn,

produces conclusions.

This chapter sets forth such a summary as related to questions

presented to interviewees on informing, planning, preparing, placing,

and follow-up.

Beginning with the informing phase the following summary and

analysis are presented.

Media Use

It is apparent that the range of media use varies from not being

done at all to being done all the time. Some coordinators are very

savvy and experienced in gaining coverage. Some need only to give the

information to their publicity departments and they are through. Some

either feel it is not needed or do not know how to make use of the

media and press.

Media help can have positive influence on any program and

coordinators need to know its value. Evidence from those interviewed

leads to a belief that each coordinator may do or not do anything with

media.

The fact that some coordinators do nothing with media presumes

that they may be ill equipped to handle or promote media coverage themselves. Coordinators should either have some training in media access or be given an opportunity to learn from an appropriate department or teacher(s) in the school. If necessary, even outside consultants or training could be used to provide rudimentary knowledge in this area.

Finding the Students

Most programs are reached through counselor referral. Counselors are most likely to know the special needs of a student and can steer them to CWT when appropriate. In addition, the teacher brings his own style to the recruitment ranging from individual home visits to a quiet approach to a program designed for students who have not experienced much success.

Most students in CWT classes react better to individual communication since they have often "tuned out" in classes before. Their parents similarly have had some bad experiences with school and may develop more positive attitudes toward the program with individual communication from coordinators.

The "discovery" of the needy student may be enhanced by homeroom or division room teachers having full knowledge of CWT offerings. Many counselors have very heavy loads and the homeroom or division room teacher may have even more intimate knowledge of the student's needs. These teachers should be very familiar with the program offerings.

Describing and Publicizing the Program

All coordinators use a variety of ways to describe job

information. The "World of Work" and the Occupational Outlook

Handbook are favorites but are supplemented in many ways. Some

coordinators have the advantage of career vocational directors to help

them.

The usual vehicles for school policies are used in all schools

but the most specific to the CWT program would be a special handbook

or part thereof, contract or agreement forms sent to parents, and

personal notes from coordinators.

Some regular programs which can be interpreted as "publicity" are

included on a regular basis except for one school. That school has

more students than needed and avoids excess publicity. Most schools

have an employer banquet or breakfast and this can be construed as

publicity. The approaches vary with the school's needs and probably

with the style of the coordinator.

Again the background and personality of the coordinator

frequently dictate how much publicity is undertaken in the program.

The administration and/or supervisors of coordinators can help draw

out the publicity angle through suggestions and inservice or "how to"

seminars for these coordinators.

Publicity is a two sided coin. Good publicity may help the

program while negative stories about students in trouble with the law

can be damaging. No coordinator always goes after publicity. It

seems to be more of a hit or miss proposition.

Use of displays to describe and publicize the program varies

according to the area provided by the school and whether or not there

is sufficient security to avoid damage to or disappearance of the

displays. Faculty and administration may tackle this problem since display affects all departments and can be a motivating agent.

News contacts seem to be done on an as needed basis. No coordinator does it as a regular procedure. This may be because there are not a tremendous number of newsworthy items generated, not because of poor planning or lack of interest. It is also clear that news media frequently do not publish items of "narrow" interest. They use it for fillers on dull news days.

Personal Touch

Coordinators use a personal basis of contact more than any other whether it be with parents, employers, teachers, or students. Their best contacts seem to be "face-to-face." The idea that some parents wish to have little contact after signing the agreement comes from the fact that they, too, have had many negative experiences with the schools. Such personal contacts seem to be the central basis of the program.

Special Events

Special events seem to generate the best coverage. When something approaches the air of being an extravaganza the publicity sought is easily attained. College days, career days or nights, and "Project Big" seem to be models to guarantee good coverage and fine attendance.

Coordinators really are the nuts and bolts of special events. They put it together and arrange for the speakers, display booths, refreshments, publicity, etc. They work daily with the students and at least monthly with employers. Their own creativity contributes to

the success of such events. Planning and implementation fall on their

shoulders.

Many faculty members are also involved to see that students'

needs are met. It obviously is not a case where one coordinator can

do the job alone. Many helping hands lead to a smooth and complete

program.

The second phase of the program moves into planning and

examination of the data gained from interviews leads to the following

conclusions. The information ranges from calendars of events through

curriculum, budget, and identifying student needs.

Calendars, Organization and Staff Involvement

A formal calendar of events is rarely used. Regular events take

place without being scheduled on a particular calendar. Lesson plans,

club meetings, and special events are somewhat automatic or are

planned as they go.

Well organized and successful people keep such calendars of

appointments, conferences, meetings, plans, etc. Students could gain

special skills by contributing to the class calendar and also would be

actively participating in class planning. People who are involved in

planning are more apt to work for success of implementing the plans

than those who have plans autocratically imposed on them.

Coordinators seem to have freedom to organize their own calendars

and do not necessarily schedule a year in advance. Certain big events

may be blocked out well in advance but other planning is done in

shorter time segments.

Included in planning are guidance personnel who also work with

CWT students. The role of the coordinator is such that he is involved in counseling the students very often. The kind of student in CWT seems to be the one who profits from special counseling and both the counselors and cordinators are part of this. In addition, other specialists such as the social worker may be called upon to help.

For coordinators who do not have sufficient counseling background there should be some special training or they might be encouraged to take some courses in counseling. The nature and problems of their students are such that coordinators need special expertise in guidance and counseling.

Beyond that general counseling coordinators may intercede with teachers for special help for students in academic subjects.

Counselors keep their own records while coordinators keep theirs on job offerings, employer visits and job performance.

Thrust of Program

The entire thrust of the program is career education. Coordinators are generally more involved than counselors because they meet with students daily. Records are kept on each student by the coordinator and they tailor their help to the individual student. Coordinators frequently have some counseling background and probably need it because of the nature of their task.

Coordinators provide individual attention to explain the program and evaluate the propriety of assigning a student to CWT. A thorough explanation of the program offerings and its potential results for the student is given. The coordinators also provide counseling related to problems in other curriculum areas. Frequent conferences are held to

review problems and seek solutions.

CWT could be re-named Counseling Work Training instead of Cooperative Work Training. All coordinators devote a great amount of time to counseling their students.

Objectives, Research, Advisory Committee

Objectives are formed in the case of every coordinator. A variety of approaches is used including moving from district objectives down to individual objectives in the classroom. In some cases students have limited input. Objectives are broad but all stress students satisfactorily functioning in society and every day living.

Little use seems to be made of research. One reason may be lack of time and arranging of priorities. Another reason would seem to be that it is not required or interwoven with the job. In addition, there is little research available in this area at the present time. Developing research skills through inservice for teachers might be helpful.

The range of advisory committee organization is wide. Some coordinators had experiences where advisory committees eventually fell apart. Others saw that movement of the advisory committee to a central level became too alien to do good at the local level. Many found that such committees had little to do with CWT and were functioning because of state mandate. In a sense, they become so much "window dressing."

Only one coordinator felt a committee was good and even then qualified that by saying it was a good public relations technique.

Planning, Reports, Budget

All coordinators plan curriculum but do it in varied fashion. It seems that creativity is necessary because there is a need for extra resources without much money for them. Curriculum guides are followed but tailored individually as well. This is good. Limited meetings with other coordinators cut into the flowing exchange of ideas that such meetings permit. This is not good.

Reports are generally central in nature and cover the basic logistics of the program. Most of these reports are required, not optional.

Budgeting seems to range from penurious to generous. Interestingly, the penurious $35.00 recipient didn't seem too unhappy with it. The different approaches to budget may stem from different administrtators or from the way a Central Office budget is distributed. Coordinators, in general, don't have much of a vote but take what is offered. A budget plan from coordinators to the administration may highlight their needs.

Most coordinators attend at least six or seven meetings a year. Some attend half and full day institutes as well as local faculty and department meetings. As coordinators become more experienced they feel less need for meetings but there is a feeling among others for need of meetings. Discussion of budget needs might be a good agenda item for such meetings.

No coordinators make extensive use of outside employment agencies. They have good reasons to avoid them and depend on personal community contacts to fill the employment needs of their students.

The outside agencies are too impersonal for the neophyte job seeker who may also be lacking in some self-confidence.

Monitoring and Finding Student Needs

Coordinators have a variety of ways to monitor efficiency and effectiveness. They are pretty much left to their own devices to do this with the exception of any monitoring done by their supervisors. Several techniques were described and seem to be self-created and could be shared with other coordinators at department, inter-school, or inter-district meetings.

Many people may be involved in identifying and providing for the poorly served students. Counselors, teachers, special education personnel, and therapists are a few of those who may help. The process is on-going and action oriented rather than paper laden. Evidence of action is usually in the student folder. Conferences with coordinators who are most important in guiding the student individually are paramount.

The next benchmark phase included in the survey questionnaire is that of preparing. The following summary and conclusions related to this phase are presented below.

Resources

Fiscal resources range from fund-raising done by the coordinator to taking what you can get from a budget in which you have no say. The spending of money available is entirely in the hands of the coordinator. Outside sources vary from Project Big to the individual fund-raising.

Having an active part in budget building should lead to strict

accountability for funds and a better understanding of reasons for limited funds.

Once again, the coordinator is frequently responsible for identifying staff resources. Master programs can help him in this identification and personal contact with other faculty resources is often used. Some reach outside the school for speakers and instructional material. Other teachers may be especially helpful in setting up special sessions for CWT students.

Bulletins, handbooks, announcements, school newspapers, small group student meetings, and faculty meetings are used in identifying program dimensions.

Handbooks, orientation to the Learning Resource Center, individual coordinator resource centers, and individual help to students identify facilities for them.

Procedures, Testing, Instructional Materials

District wide testing is used in one area. Coordinators work out their own procedures in another area. Students may be involved in determining the curriculum themselves or by their performance which combined with teacher recommendation can determine the curriculum. A Vocational Advisory Council and the Director of Occupational Education are also used in two schools.

There is little in the way of uniform instruction material available. Coordinators gather their own, develop their own, use newspapers and the "World of Work" or "Career World." Films and duplicated material are also used. Most materials are kept in the classroom to insure their availability.

Coordinators are fairly ingenious at collecting data and materials. Most employ creative materials because there is little available from a formal market. Where a school has computer information available that is used. Revising old materials and swapping ideas and materials at coordinator meetings is also done.

Planning and Programming

The diversity of needs throughout the year prevents many coordinators from doing in-depth long term planning. They feel that short term planning is better because frequent revisions are needed to keep instruction relevant and to enable them to take advantage of topical issues. In spite of this leeway the students are not permitted to dictate the entire direction of the instruction given.

Involvement and Support

Programming is handled specially for CWT students to permit them a schedule which allows for holding a job in the A.M. or P.M. Counselors always have a part in programming CWT students. Bulletins and policies are available for students.

Focus on broad involvement of staff, students, and citizens varies broadly. It can be done on an "as needed" basis and can essentially remain in the school. It can involve advisory committees, PTA's, or Booster Clubs. Banquets are often held involving employers. Bulletins, publicity, phone, and personal contacts can seek the broad involvement of all.

Coordinators provide constant support for students in a parental kind of way, in frequent individual conferences, in contacts with their other teachers, and in contacts with their employers. Citizens

may be involved in advisory councils.

Data on judgements come from regular evaluations by the North Central Association, from employers, staff, and students when problems arise, and from Vocational Education Bureaus. Informal input from students is available at all times.

Inservice and Evaluation

There seems to be little inservice given to coordinators. Meetings are taken over for other uses and inservice is neglected.

Most analysis of quantity and quality of involvement is done informally by coordinators throughout the year. It is clear that not all employers can afford a great deal of time to give to involvement apart from providing jobs for students. Formal analysis is done by the administration for budgetary purposes.

The fourth phase considered as a benchmark in this survey is placing. This may well be the most critical part of the program since having a job and earning money may be the very factor which will keep CWT candidates in school.

Factors and Techniques Used in Placing

The overwhelming choice for enlisting employers is personal contact by the coordinators. Some use letters but find that personal contact is far superior. A satisfied employer is frequently willing to expand the program and coordinators continue to build on old sources while expanding to new ones.

The entire program is job oriented and involves getting jobs for students and moving them toward employment and further education. Coordinators visit such schools as Washburne Trade School and Greer

Technical Institute with their students. Role playing, job
application and interview, and guidelines for dress are a few of the
phases of curriculum aimed at finding and keeping employment.
Continued interest and abilities tests and counseling are used for
students to match them to appropriate jobs.

Coordinators should use a varied base for training students to be
successful in job interviews. A checklist of many job related items
should be given to each student before going on an interview. The
preparation in class should surely include role playing and, where
possible, video tapes of simulated interviews. A good technique would
be to involve other personnel as "employers" in role playing so
students would actually be facing a stranger and know the feel of
being interviewed by an unknown.

Coordinators look for good training stations with sufficient
salary and opportunity for advancement. Also, the employer should be
a good role model. All of this may be difficult to find and unplaced
students must then give service to the school or hours to public
service three days a week. A student's failure to gain employment
from two interviews will be a flag to the coordinator to investigate
the problem. Another problem presented is that all employers do not
necessarily want each and every student who is available. Students
are not always enchanted with their jobs and this can be turned into a
learning experience teaching them that such feelings are indeed a part
of the real world.

Preparing the Employers and the Students

A pamphlet or sheet giving the philosophy of the program is often

the orientation provided for the employer. Personal contact is also involved. In general, employers do not have a great deal of time to spare so regular contacts by coordinators can take the place of orientation.

Role playing, check lists, resume preparation, simulated applications and videotapes, lectures, films, and texts all are used to prepare students for job interviews. Particulars such as dress code may be included for certain companies which are strict about appearance.

Employers learn most from the direct contact of the coordinators. Some printed material may be provided but coordinators are usually careful not to abuse employer's time. They are busy running a business and frequently have limited time to spare.

Forms must be filled out when students are placed. Some have class rules and a contract to be signed with the employer. Others keep agreements simple and verbal to avoid red tape. The situation varies among different coordinators.

Classroom Teaching

Most coordinators tailor teaching to class needs. Units can be taken from "World of Work" and other places. CWT usually picks up slack covering what other classes do not. Job related incidents give rise to further appropriate teaching.

All coordinators provide individual opportunity for the classroom setting. A variety of paths may be included to handle individual needs of students. Opportunities vary from being able to work on other subjects as needed to selecting a package of options which may

earn from a "C" to an "A" depending on the package chosen and the filling of its requirements.

On the whole, other teachers are very cooperative in providing assistance to the CWT program. Coordinators merely have to ask and they generally find great cooperation forthcoming. Teachers frequently offer special help to CWT students or "trade" class periods to include CWT students for extra help.

Combined Ratings for Students

Rating cards and personal visits to employers can help them understand how classroom instruction can be applied. In this way coordinators can also pick up on needed areas to be covered in classes. It seems that coordinators need to seek out what is important to cover and need to be sensitive to finding this information.

All coordinators depend on employer's evaluations together with their own to judge the learning outcomes of the students. Generally, this evaluation is somewhat informal.

The wide variance of groups demands different planning and curriculum for each year. Student strengths and weaknesses help determine course offerings which are relevant.

The final phase in a CWT program is Follow-Up. This can be done while students are in school or, more rarely, after they have completed the program and graduated from school. Following is the description of the components in this phase of the program.

Problem Solving, Goal Setting and Goal Counseling

Coordinators do much of the counseling themselves to provide

assistance to their students. They also may enlist the help of school counselors. Then there is the role the coordinator plays as trouble shooter between the boss and the student. Class discussion may be employed to share the problem and solution with all students.

Helping students in dealing with job problems can range from class discussion to employer/coordinator discussion to individual conferences with students. Case studies, games, and techniques may also be used. Sometimes the problems can lead to firing even though most employers hesitate to do that.

Involving training supervisors can include them in goal setting and a broad educative scheme. On the other hand, small businesses may not be able to give the time or expertise to an involved program. Large companies have often developed sophisticated programs of their own which include planning, personal development, and advancement.

All coordinators give rating cards to employers to evaluate the student worker. Some of them suggest that the employer discuss the rating with the student and some coordinators discuss and interpret it for the student.

Handling of students with poor personal habits can be done by the coordinator, counselor, another teacher, through class discussion, and through films, printed materials and lectures. In some cases the delicate situation is handled by a teacher or counselor of the same sex; i.e., it is difficult for some male teachers to speak of unpleasant body odor to girl students or vice versa.

Coordinators usually do the first and basic counseling for their students. The next step is referral to school counselors and/or

social workers or other appropriate staff.

Resource people are used for students with special academic problems. Coordinators fight the fight for getting their students through school and may intercede for special help from other teachers.

Behavioral problems may mean parents are called, referrals are made to other specialists, or the coordinator handles it himself. It can also mean dismissal from a job or being dropped from the program.

Activities

Very little use of youth groups is made other than local Student Councils and CWT clubs.

Budgeting is a regular part of a CWT course and time budgeting is also included. Counseling is always a major portion of a coordinator's job and is done both in groups and individually.

A variety of activities is presented for participation but the early program of CWT students does not permit time to mix with other in-school groups too often. Employer luncheons or breakfasts, Project Big, and monthly club meetings are examples of activities.

To graphically sum up the responses of the teacher-coordinators to the survey instrument used in interviews with them, a chart is presented on page 108.

In addition, a narrative summary of the findings of this chapter is presented here.

All teacher-coordinators use a form of information dissemination. However, use of the media for publicity ranges widely from never to always. The teacher-coordinators reflect their knowledge of and comfort with the media in this respect. On the other hand, all use

SUMMARY OF DATA

Category	Number Interviewed	Number of Questions	Never N	%	Seldom N	%	Frequently N	%	Always N	%	Total Number of Questions
Inform	8	12	11	(11.5%)	15	(15.6%)	21	(21.9%)	49	(57%)	96
Plan	8	14	14	(12.5%)	14	(12.5%)	7	(6.25%)	77	(68.75%)	112
Prepare	8	14	3	(2.7%)	16	(14.3%)	19	(17%)	74	(66%)	112
Place	8	13	1	(.96%)	1	(.96%)	22	(21.2%)	80	(76.9%)	104
Follow-Up	8	17	15	(11.1%)	22	(16.2%)	23	(16.9%)	76	(55.9%)	136

Teacher/Coordinators responded to questions in the above categories as listed.

..Data reflect number of people interviewed times number of questions in each category.

..Overall the responses reflect positively in that the preponderance of responses lie in the "Frequently" and "Always" columns.

..Certain negative responses are due to the fact that appropriate personnel or resources were not available to the teacher-coordinators.

some in-house publicity, counselor or teacher referral, handbooks or bulletins, and personal contact. Some teachers use displays and exhibits while special events on a grand scale seem to be most successful in gaining positive attention.

The planning of the coordinators includes lesson plans, club meetings, and special events. Few of them maintain a rigid calendar finding flexibility most necessary in this program. Other staff people are also a part of the planning and although the coordinator is the constant "counselor" of the students there is need for and help from other counselors and teachers. Cooperative planning includes the thrust of the program on career education, objectives for the course, and use of advisory committees in some schools. Curriculum planning varies and is essentially left to the teacher-coordinator with budget resources ranging from very little to quite a bit. As far as monitoring efficiency is concerned coordinators are mostly left on their own and some employ student and self-evaluation to measure the success of their courses and revise accordingly for the following year.

Preparing includes identifying a variety of resources from fiscal to staff to ways of identifying program dimensions. Testing and instructional materials must be gathered and much of this depends on the coordinator's creativity since there is not much available on the market. Planning and programming tends to be done more in flowing fashion than long term in-depth. This is done to take advantage of topical issues but students are not permitted to decide the complete direction of instruction. Programs of CWT students are special so

school programmers cooperate in setting courses to allow for job time.
Coordinators must build support time for students in their preparation
for they frequently serve in a surrogate parent role.

Placing is extremely important and sometimes difficult. The most
successful technique all counselors find in obtaining jobs for
students is to personally contact the employers. They seek good
training stations with fair salary and good opportunity to advance.
Students are prepared for interviews with role playing, resume
preparation, filling out applications, texts, films, and other
techniques. Employers learn the philosophy and contract of the
program from the coordinator. Classroom teaching is tied to job
related incidents as well as picking up slack that other classes do
not cover. Individual opportunity for students is primary. Combined
employer/coordinator ratings determine student grades and this can
help the coordinator judge his/her own course, assess student
strengths and weaknesses, and revise curriculum for the next year.

Follow-up includes problem solving in connection with students
having trouble on the job. Such counseling is ever present and goal
setting becomes an important part of this scheme. Training job
supervisors is also in the range of follow-up. Activities include
local Student Councils and CWT Clubs but students cannot fully
participate in all school activities because of the time spent on the
job. Besides placement of students the coordinators continue to offer
guidance while students are in school. Very few can offer follow-up
of students after graduation. Such attempts may be made at a district
or administrative level.

CHAPTER VI

CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS FOR FURTHER STUDY

This final chapter of the dissertation will present conclusions, recommendations, and implications for further study. Recalling the purpose of this study, an examination of critical behaviors and functions of teacher-coordinators was made in eight Chicago and Suburban high schools. The functions addressed were informing, planning, preparing, placing, and follow-up.

Through a survey instrument used in personal interviews with teacher-coordinators in CWT programs it was established that some of these functions were done not at all, seldom, frequently, or always. Upon tallying responses in each category it was determined how closely the teacher-coordinators approached superior performance in all of these areas and where they fell short.

As a result of this tallying, examining individual answers, and graphically depicting results the following conclusions, recommendations, and implications for further study are made.

First, the conclusions are presented:

Informing

1. The use of media for informing ranges from almost none to extensive. There is a majority of teacher-coordinators making use of media but two did nothing with it at all.

2. Descriptions of programs are provided by all coordinators.

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3. Information and school policy are also provided by all coordinators.

4. Handling of publicity varies widely among coordinators.

5. Coordinators generally maintain good communications with faculty, parents, employers, school administrators, and the student body.

6. Evaluation of the program seems to be somewhat loose and informal.

Planning

1. Most segments of planning are done quite thoroughly by teacher-coordinators.

2. Calendars of events are rarely used but a kind of monthly or weekly calendar emerges. Very big events like Employee luncheons are put on the calendar well in advance.

3. Research is rarely used by coordinators.

4. Advisory committees are not frequently used. In some cases they are too remote from the coordinator to be considered helpful.

5. No coordinator uses outside employment agencies, private or public, to gain jobs for their students.

Preparing

1. Preparing for the most part is handled well by teacher-coordinators.

2. Most coordinators have little control over fiscal resources.

3. Inservice for administrators, counselors, and other teachers is rarely done in preparation for the program in a formal way.

Placing

1. Placing students in jobs may well be the most difficult task of a coordinator.

2. The labor market has a direct influence on job availability for students.

3. Coordinators are restricted in some job placement because they must provide safe jobs for students excluding possibility of high risk and hazards.

4. Coordinators must guard against the employer who seeks cheap help with no fringe benefits and has no real interest in the student.

Follow-up

1. There is little follow-up and/or guidance of students who have graduated from CWT programs.

2. Follow-up of the student while in school falls mostly on the shoulders of the coordinators.

3. Most schools have insufficient staff to engage in large scale follow-up studies.

4. Evaluation seems to be done informally rather than in a structured situation.

Based on the conclusions cited the following represent the recommendations put forth in this study.

Inform

Media Use and Program Description

It should be helpful for coordinators to have some inservice training in gaining positive publicity and is using the media to their advantage. If actual sessions are not possible, at least a booklet or

some reading material on media use could be distributed to them. In addition, films and other audio visual material could be employed.

Special training in reaching the media includes how to prepare appropriate press releases, how to get the attention of the media, and how to recognize newsworthy events and call attention to them. Teachers are frequently in the habit of going into a classroom, "closing the door" and doing a job within those four walls. They may not be especially tuned to the value of news and media coverage and are unsophisticated in techniques of gaining it. Schools should provide some inservice training in this area. Teachers might pass some of this training on to students so they, too, could be on alert for positive media coverage for their classes.

Counselors and administrators as well as coordinators should also make conscious efforts to bring a more positive image in describing the program thereby helping to eliminate the "loser" image frequently associated with it. Special attention may be directed to these students in a way that does not emphasize the negative, but rather the positive. For example, cooperation with employees might bring forth a working man/woman honor roll for display in school corridor, in the school newspaper, etc. These could be students displaying greatest responsibility, best attendance, etc.

An end of year program presented by CWT students for all other students could be a combination skit of on the job learning, earning, even blundering and recovering. A taste of the real work world reproduced for an assembly might require help from the English Department for writing and the Drama Department for scripting,

coaching, and acting. Such a cooperative effort could give a great boost to the self image of CWT students.

Dissemination of Information and School Policy

Regular opportunities to exchange ideas on dissemination of information should be arranged. These could be department meetings or, better yet, meetings of coordinators from an entire district or a cluster of schools. Such meetings should be scheduled before the school year starts or close to its beginning. In this way new ideas can be included in planning for the coming year.

A booklet of such ideas should be made and up-dated regularly. Entries of various coordinators could be credited to them thereby motivating them to share some of their best information dissemination technqiues.

The idea that daily bulletins are not "the most listened to" is very evident to teachers in high schools. On this basis alone the best possible communication of school policy would seem to be personal notes as used by one coordinator. Attempts to personalize through notes and individual conferences will make policies better understood. Individual conferences or discussions in class can also encourage questions where there is not a clear understanding of policy.

Publicity and Recognition

Employers like all people enjoy recognition and publicity. Every school should be encouraged to have some recognition banquet or similar event to continue good relations between the school and employers. The career night extravaganza employed by one district involves three schools and could serve as an excellent model to be

employed by clusters of schools in larger districts. Many employers would come out for a large event such as this and the community, school, and business would all gain from it.

Students should be taught to write a letter of appreciation to their employers toward the end of the school year. Some of the best might be forwarded to a newspaper(s) for possible publication along with a cover story on CWT and its accomplishments. Such assignments could also be coordinated with English classes, where possible.

As listed in an earlier recommendation, coordinators might find special training in use of media and press very helpful. This specialized information can lead them to make better use of publicity and to generate positive publicity as often as possible.

The fact that negative publicity can happen and the coordinator will be helpless to control it leads one to know the greater value of positive publicity. To counteract any negative publicity a coordinator should be prepared to seek and generate positive publicity several times during the year. Human interest stories where students are involved in charitable acts at holiday time are just one item to be tapped. Keeping clippings in a scrapbook for the present and future classes will help preserve ideas and generate new ones.

Administration should make display and exhibit areas that are secure available to CWT programs on a rotating basis. Students could take an active part in selecting, preparing, arranging, and posting the displays. Their own pride in their program should be enhanced as well as their individual self image.

Individuals should be encouraged to spotlight their own

achievements as well as contributing to group displays or exhibits. Pictures of such exhibits might be made for a class log or scrapbook. Videotapes might be made of the preparation and assembling of these exhibits. Students enjoy seeing themselves on videotape and the tapes could be used for future classes.

Maintaining Communication

Coordinators should be encouraged to continue "face-to-face" contacts but might work to reach parents of students in special ways. Since parents had many negative experiences with schools, including them in some special events could increase their pride in the program, their children, and the school. Employer/student banquets or breakfasts might be expanded to include parents or a student/parent event might be considered. A most timely event might be toward the end of the year when students and parents have had positive experiences with the CWT propgram and have known success through such programs.

Bigger projects gain wider attention and attendance by professionals, employers, and students. All CWT programs should aim for at least one such event a year. If a school is too small to get a big program together, they should consider clustering with nearby schools and engage in a cooperative venture. The site of the event could rotate to a different cluster school annually. Local business people should be encouraged to participate, to donate, and to publicize such events. A bonding between business and school can be achieved with such cooperative projects and both business and school can gain from the attendant publicity as well as attendance at such

events by people in and outside of school.

Recharging Batteries of Coordinators

Because coordinators have such broad responsibilities it is necessary to recharge their thinking and gain new ideas. Many opportunities should be provided to let them meet with and share ideas with other coordinators. Administrators should share in building an appropriate agenda for such meetings and should reach out to other schools for participation.

After teaching such courses for many years the tendency to become stale and repetitious always exists. Recharging batteries and mental attitudes can be helped through idea exchange and cross fertilizing between and among schools can help. Coordinators tend to be a small group within schools and should overcome insularity by meeting with others outside of his/her own schools.

Evaluation

The school which has a committee of counselors and coordinators evaluate programs to see that all areas are covered could serve as a model for all. A committee of coordinators alone could be too insular and blinded to their own inadequacies. It is recommended that a member of the administration such as an assistant principal might be included in such a committee to provide even more balance.

Perhaps some teachers from other departments might also be enlisted. The tendency toward taking a narrow view can be eliminated by such a balanced committee and regular meetings throughout the year would provide continuous evaluation rather than a list ditch effort at the end of the year. In this way errors can be amended along the way

and the program is in a constant mode of self-evaluation which is
monitored by others and may produce a correction attempt for constant
good revision.

<div align="center">Plan</div>

Calendar of Events, Counseling, and Objectives

A calendar of events could be developed in conjunction with
students by supplying them with large blank calendar sheets for a
month at a time. Five sheets might be issued for the semester or ten
might be given for the entire year. Students could fill in events for
CWT and even for their personal time. It can help them organize their
own time and calendars as business people do. The additional benefit
of time organization could be learned and practiced by students.

The complete involvement of the counseling department is already
in motion and should continue that way. Monthly meetings of
counselors and coordinators might provide broad exchange of
information, progress reports, and pinpointing special needs of
individual students. By holding regular meetings problems are less
likely to slip between the cracks.

One teacher suggests that small group meetings two days a week be
combined with three days a week for classes. This idea has validity
in that the coordinator's role seems to be very much that of a
counselor/coordinator. Students could possibly be programmed to
engage in special projects on the day they would not be involved in
either class or the small group session. Or, they could use the time
at the library, study hall, career resource center, or the appropriate
resource area.

The thorough and on-going counseling provided points to the great need for counseling skills in coordinators. Up-dating these skills should be a regular part of inservice for coordinators. At their regular meetings this should be a part of the agenda with speakers conversant with such counseling providing pertinent information.

School systems might give tuition stipends for coordinators to take extra courses in counseling and/or provide them with credit toward lane placement and salary advancement for such credits.

District objectives should be broad enough to form a basis for individual development of objectives. Coordinators should have a floor of basic objectives (district) which must be met. Beyond that, each coordinator should develop local objectives aligned with individual needs of students. Students should take an active part in developing the local objectives and should be aware of all course objectives and periodically check them in class to see how many have been reached, how close they are to others, and which still have to be worked on diligently.

Research and Advisory Committees

The fact that not much use is made of research and advisory committees brings forth some recommendations. The value of recent and pertinent research to this challenging job could be significant. It seems that the district level supervisors or coordinators would be in a better position to conduce or synthesize research. It may be wise to include coordinators in research projects on a rotating basis and to elicit input from them regularly. However, this should be done mainly at a higher, more "global" level.

Helping develop research skills in coordinators might be necessary. Teachers are generally more action oriented than research prone and encouragement would have to be provided through training, stipend and/or salary recognition for genuine research.

The central type advisory committee should have some district representation from CWT. Local advisory committees should be more valuable and might include representatives of several work/study programs. Again, if a school is too small for an effective committee the cluster concept can be used and several nearby schools could form a joint council. Real work must be done to keep business representatives involved.

It is unwise to exclude local input or attendance from these committees. Coordinators do not gain from far-removed councils operating on high. Minutes after the fact do not replace active participation and coordinators can bring good information and suggestions to those councils.

Meetings, Curriculum, and Evaluation

There seems to be a strong leaning toward doing one's own thing. Such freedom is good but should be monitored or checked to ensure a minimum base of curriculum is maintained. More frequent meetings of coordinators who meet once a year is important. Regular meetings should include work on curriculum as an on-going project. Coordinators should be involved in such projects and be required to study, evaluate, revise, and up-date curriculum to their needs. It assures that the minimum will be taught while the maximum may be reached and encouraged.

Coordinators should be encouraged to write supplements or amendments to curriculum to tailor them to a specific class and its needs.

The annual highlights asked for by one principal could serve as a model to be used and shared with other coordinators. Good ideas are worth sharing and can cause extra growth in all CWT programs.

The idea of a five year plan required from one coordinator seems excellent since it is not cast in stone and allows for revision. A modification could be a three year plan or a two year plan. Such planning avoids haphazard selection and careless spending. Coordinators should develop and submit such plans to present to their principals well ahead of budget building time. This can help them avoid being the orphans in the storm by being given the leftovers. A solid plan would impress the budget makers and call attention to CWT budget needs.

Monthly meetings seem desirable and a thrust should be made to involve experienced coordinators to share ideas and help newer coordinators. A system assigning an experienced coordinator to an inexperienced one for at least the early meetings in the year could be useful. It would be good to cross-fertilize ideas by having meetings including both city and suburban coordinators at least annually.

Coordinators have a sensitive feeling for the needs of their students and should continue to find employers on a more personal level to avoid putting students in a failure mode of job seeking with discouraging impersonal lines and indifferent treatment at state and other agencies. Providing a more pleasant and acceptable first

experience with job seeking is important to giving some successful results to the students.

Self evaluations by students, regular review of problems without jobs and with difficulty finding them, attitudinal inventories, reports from employers and parents should all be worked into an overall monitoring procedure for the program. Coordinators should be encouraged or required to make this a regular part of their plan, implementation, and evaluation cycle. A semiformal instrument or checklist may be valuable in this area of the program.

Coordinators should have regular, scheduled interaction with other personnel who help identify and provide for poorly served students. In this exchange a check on those students should be made to see who is serving them and how. This must be done to see that no students "slip through the cracks." Inservice in continuing counseling techniques should be provided for coordinators whose function clearly involves ongoing counseling for every student in the program.

Brief records should be kept on student related conferences held with other personnel. Such records can help pinpoint personnel who can be most helpful to CWT students.

Prepare
Budget, Resources, and Information for Students

Coordinators should have more input to budget construction and should have a clear accounting of monies raised from their efforts such as Project Big. Budget money which will be theirs should be presented with the understanding that a clear plan of spending of

e.g., quarterly, by semester or some other timetable.

The paucity of materials indicates that coordinators do well to develop some of their own instruction materials and working cooperatively with other coordinators at workshops they may originate the most relevant and useful materials for the program. The freedom to choose and adapt their own materials to their program needs should still be there but exchanging ideas with other coordinators may prevent them from having to reinvent the wheel all the time. The responsibility of "creating" instruction material falls heavily on the coordinators and sharing or exchanging ideas with others should multiply the relevant outcome of materials considerably.

A global annual plan may be done and might change little from year to year. Coordinators should do weekly/monthly planning with much room left for revision and topical inserts relating to students' current experiences. Some written evidence of such planning should be required.

The programming needs for CWT students are special and seem to be handled appropriately with counselors seeing that scheduling is done correctly. Therefore, no recommendations are made.

Involvment, Inservice, and Analysis

A checklist of ways to assure broad involvement may be supplied to coordinators. They would be less likely to overlook any individual or group in that way. They should be encouraged to seek the broadest involvement to assure the success of the CWT program.

Coordinators should continue providing great personal support for their students through individual conferences and counseling. They

truly serve as another parent in many cases and fill a very big need in the students' lives. They can try to involve other citizens in a similar supportive way for the students.

District coordinators might list the many resource areas which have available materials and distribute such lists to teacher coordinators. Such information could broaden the base each coordinator uses in collecting materials, services, facilities, and equipment.

Coordinator meetings can address this issue and encourage coordinators to gather specific data from staff, students, consultants, and community. A comparison of such data with other coordinators may pin-point problems and lead to suggested solutions from colleagues.

Regularly scheduled inservice should be provided for coordinators. Such meetings should be well planned and finely executed to cover needed information and avoid monotony of repetition and trivia. Two, three, or four meetings a year could be considered. They might be inter-district to get broad attendance and to attract speakers of high quality.

In addition to inservice for coordinators, an inservice for administrators, counselors, and teachers should be offered at least annually. Here the tables should be turned while coordinators and their supervisors educate the rest of the faculty to CWT programs, their needs, revisions, and relevant information.

Analysis should be done by specialists and more clearly belongs in the realm of a research and evaluation department if there is one

in the school. Informal conclusions can be drawn by coordinators but more sophisticated studies should be done by those trained for such tasks.

Place

Job Finding, Proper Placement, Alternatives

All coordinators find the personal touch the most effective. The administration should see that coordinators have time for this opportunity of personal contact and should support and encourage it. Some summer time to finalize such contact should be provided for coordinators. Clearly the best approach is personal and one does not argue with success.

Attitude, interest, and job inventories should be used in conjunction with special counseling for students. It must be recognized that a "perfect" job in the eyes of the student may not always be available or attainable. Continued counseling for such students should prepare them to take the first job with an eye toward moving to a more desirable position when the student has more experience and when such a position is available. Students who wish other jobs should be encouraged to look on their own: want-ads, signs in windows, bulletin boards at local stores, and the like.

Coordinators seem to have worked out the best alternatives when no jobs are available. School volunteer work, public service, or charity work fill in the blanks to teach students working skills and attitudes. A continuing effort by coordinators to tap all employment resources is important.

Orientation for Employers and Choices for Students

A simple orientation sheet should be developed by the district to protect the employer from time waste. This paper can be distributed by the coordinator to add the personal touch while at the same time respecting the schedule and work-day of the employers.

The district may provide an explanation of services in general for employers and that can be tailored by the individual cordinator in his contacts with employers.

A very simple contract should be presented to the employer so each party knows what is expected. A district should have a uniform contract. Knowing what the ground rules are can avoid any future misunderstanding.

Districts should have a minimum base curriculum with several option units to be covered as the need arises. Coordinators should have regular input in reviewing and revising this curriculum to keep it current and relevant.

Broadening the base of choices for students while insuring their learning and their potential for success is most important in CWT. Inservice and coordinator exchange meetings should have this on the agenda and should provide ample opportunity for coordinators to swap successful ideas.

Since good relations seem to exist already between coordinators and other teachers there is little to recommend. It might be suggested that a portion of regular faculty meetings be given to teachers and coordinators to communicate with each other in this area.

A simple check list for employers might be developed for use when

problems arise. By using this the employer could easily check the area(s) he would like covered or stressed in class; e.g., making change, punctuality, courtesy toward the public, etc.

When employers are participating in evaluation of students they should be evaluating the same basic criteria. A standard but simple form would insure all employers are measuring the same work place qualities. Making evaluations as objective as possible is important and employers should be rating the same broad qualities with specific critiera.

Groups of coordinators might do some summer planning together and thereby exchange workable ideas and new approaches. If time were provided for such summer planning the outcome could be very valuable for all coordinators. Their meetings might require monitoring by supervisors appropriate to the program. Summer time is also a good time for lining up job opportunities for CWT students in September. This may mean that one or two weeks to a month should be added to the coordinator's work year.

<div align="center">Follow-Up</div>

Counseling, Problems, Goal Setting, and Ratings

Individual counseling is the best approach and coordinators do this as well as referring students to regular school counselors. Where possible, involving employers in a three way conference of employer, coordinator, and student should be encouraged to provide student assistance.

Job problems might be a regular portion of discussion with employers. A drawback might be their limited time but the advantages

of solving the problems could outweigh that. A summary of problems could be made by the coordinator at the end of each year and this could serve as a basis for consideration by both the coordinator and employers to solve problems in the coming year.

Including employers in goal setting and identifying skills to be taught seems to be an excellent move. A real understanding of expectations of both employers and students in the beginning can prevent misunderstandings and disappointments later. Large companies with programs for advancement may even be used as models of suggestion for some small companies. Coordinators can intermingle these ideas to best use them with individual training supervisors.

The idea of taking the rating slip to the employer and discussing it seems valuable. It is also wise for employers to discuss the rating with the student so that he/she understands it. (Some employers shy away from such direct evaluation involvement and they should not be forced into an unwanted situation.) Finally coordinators should also discuss and interpret ratings for students. Students should be encouraged to do self evaluations and then compare them with employer evaluations. Then they can analyze reasons for differences.

A unit or part of a unit should be devoted to personal grooming, habits, cleanliness, etc. It is wise to include a nurse or other available expert on certain health related topics.

Referral and Other Resources

Coordinators do well in handling the first level of counseling but should be well aware of other referral resources in the building

or district. Occasional regular meetings with these resource people should be held to exchange information and to review cases which require special attention.

Coordinators also do well in using extra resources at the school. They should be supported in these efforts by the administration and the counseling offices as well as other teachers.

Discussion of prevalent problems should be part of an agenda in meetings of coordinators and other resource people in the school or district. Similarly, coordinators can exchange ideas with each other since they are likely to face many of the same behavior aberrations.

Coordinators should be able to select their own best youth clubs or organizations which best fit their needs. Just joining a youth club for the sake of joining is superfluous.

Budgeting is appropriately covered by coordinators and students are helped to organize themselves and their activities. An exchange of good techniques for teaching these areas should be encouraged at meetings of coordinators. Budget plan sheets or forms can be developed with student help.

Group activities are important to the spirit of the group and should be encouraged. The fact that the students are cut out of school activities held in the PM (and most are) means these students are somewhat alienated. There is need to establish their identify with activities of CWT programs. Help from administration should be solicited to arrange some all school activities in the mornings which would permit CWT students to participate.

Special Follow-Up and Evaluation

Where there are such sources as a Career Resource Center or an Occupational Program some service might be extended to graduates. Where such resources do not exist coordinators have a full task in providing for their students. They are good at seeking out jobs and should continue this service and also continue to share job openings with other coordinators when they do not need them.

Coordinators should be aware of any special adult offerings which might be good for their students. However, students may not be enrolled in both day and evening public schools so the information should be given for possible use after graduation.

Follow-up is handled sufficiently by coordinators during in-school time. A more thorough or extensive follow-up must be conducted by another level for the coordinators' tasks are too involved with his students to permit him to do a sophisticated study of graduates. The present situation requires energy to go to the students in school.

In terms of evaluation coordinators might relate qualities and skills to job success and be certain to incorporate this into class lessons. Students might also be encouraged to evaluate and critique their own success on the job.

Exchange of coordinator ideas in school or district can contribute to better planning for all coordinators.

Placement, Guidance, and Follow-Up

Because of insufficient staff graduates have little or no placement, guidance or follow-up. An effort should be made to change

this but clearly budget constraints would have great bearing on such an attempt.

Certainly coordinators should continue following students while they are in school and seek ways to learn of their success or failure after graduation. In many cases this might better be the function of district and supervisory personnel. People in Career Service Centers, where schools have such a resource, could also do post graduation studies.

Replanning is very flexible, informal, and dependent on factors such as the economy. The lack of instruction materials and firm curriculum makes for such informal planning for the next year. Coordinators should present a concise, skeleton plan at least to their supervisor or administrator for review. These, too, could be shared and discussed at coordinator meetings.

When examining the data presented in this study, the conclusions, and recommendations, certain implications for further study are suggested:

1. It seems that a most important factor in the success of the program is the teacher-coordinator. A study of a wide cross-section of successful coordinators might investigate their background and training to examine the correlaton of the kind of training which relates to the most successful programs.

2. In conjunction with suggestion number one, or apart from it, a study could be made of the kind of personality and characteristics which make for the most successful coordinators.

3. Teacher-coordinators seem to have a wide range of freedom in

selecting or creating instructional materials. A study of curriculum and instructional materials from a broad population of coordinators could be related to the success of programs with appropriate recommendations for curriculum structure and instructional materials.

4. An attempt to examine the various curricula used in many programs could yield insight to revisions, combinations, or compilation and/or creation of curriculum of value to most or all coordinators.

5. A study of media, its use and contribution to CWT programs would be useful since little use seems to be made of media and conclusions and recommendations may yield a handbook or collection of suggestions to help coordinators become proficient and knowledgeable in using media to bolster the programs.

6. A study of Advisory Committees and how to make them successful and contributing to fine CWT programs would cover an area which seems to be used for show-casing more often than not. A look at whether such councils really operate at a local level including teacher-coordinators would determine whether they help or just exist because of a state or district mandate.

7. An investigation of successful workstations could examine the elements which contribute to finding the best employers for CWT students. Recommendations and checklists would be helpful to coordinators seeking the best and most appropriate work stations for students.

8. Evaluation seems very informal in many situations. A study of methods of evaluating teacher-coordinators may uncover gaps in

evaluation and recommendations could be useful to both coordinators and the supervisors and/or administrators who must evaluate them.

9. A specific study of the place of counseling in the CWT program and the counseling preparation of the coordinators from a wide cross section could be most informative in relation to success with students. All coordinators indicated a tremendous amount of personal counseling is necessary. Such a study would reveal whether additional help or inservice is needed or whether coordinators are well grounded in such background already.

10. A study of employers alone, both involved and not involved in CWT, might yield information on how they can be encouraged to become a part of the educational process and have useful and productive employees at the same time. Many business operations may be unaware of the important part they might have in Cooperative Work Training.

11. An investigation of follow-up by coordinators and other staff could be made. Since there is little done in this area after graduation, a study of CWT students in the workplace after graduation with other students may yield significiant information on differences in success, staying on the job, gaining promotions, and other qualities which may grow out of participating in the program.

12. A study of an internship for CWT teacher-coordinators could develop a structure and plan for such a program.

APPENDIX A

SURVEY INSTRUMENT

This instrument is to be used as a guide in the interviews with teacher-coordinators of Cooperative Work Training Programs. It will not be given to the teacher-coordinator but rather will serve as a complete plan to be followed in questioning each teacher about the implementation of his program.

Name of School_____

Location of School_____

Name and Title of Person Interviewed_____

Number of Students in Program_____

Level of Students in Program_____

Number of Dropouts from Program Since September_____

A review of each critical behavior will be made with reference to how each behavior is accomplished. The teacher will be asked specifically to document his answers so that each answer will hold up to the test of fact or fancy. The following examples include the questions that will be asked to support the real accomplishment of these critical behaviors.

INFORM

1. Were the media and other resource people known? Do you have samples of correspondence with them or other kinds of documentation?

2. In what ways are the programs described to the students? Are there samples of bulletins, informational booklets, or other materials that are used to inform students?

3. Show how occupational information is described. Again, are there bulletins, handbooks, assemblies, etc.?

4. How is school policy communicated? Are bulletins, handbooks, or other written information available?

5. What kinds of publicity programs are planned and how are they implemented? Do you have copies of press releases, newspaper clippings, etc.?

6. What copies of printed publicity do you have?

7. Are displays and exhibits used? Do you have pictures of samples?

8. How are news media contacted? Press releases? Results?

9. Tell how communication is maintained with faculty, parents, community employers, school administrators, and the student body. Do you have copies of programs, assemblies, newsletters, etc.?

10. How is optimum coverage provided for each career related activity or event? What written support is available to document this?

11. How are work/study coordinators involved in each event? What supportive documentation shows this to be the case?

12. Is a concerted effort made to find what or who was overlooked in career guidance events and activites? How is this accomplished? What do your records show about improving this situation?

PLAN

1. Do you have a copy of the calendar of "Deciding Events?"

2. How does guidance personnel work with students? Are there
    records of individual or group conferences? Agendas for
    meetings with students?

3. Do you as a teacher-coordinator help enrollees with career
    planning? What kind of record is kept of such conferences,
    assemblies, or small group sessions? Are there minutes of
    such meetings available?

4. Tell what kind of counseling you provide for students entering
    the program. What records are kept of such efforts? Samples?

5. Explain how program objectives are drawn up. Do you have
    samples of such objectives?

6. How do you use research and planning surveys? Do you have
    samples?

7. How is an advisory committee organized and included in plan
    development? Are there copies on agenda and/or minutes of the
    meetings?

8. How do you plan curriculum for work/study programs? Who is
    involved? Are there samples of the curriculum available?

9. What kinds of reports do you prepare? Samples?

10. How are budgeting and purchasing defined and implemented?
    What written information and directives are available?

11. How many professional meetings are scheduled during the year?
    How many do you attend? What kind of record, notes, or summary
    do you keep of the salient features of these meetings?

12. How many agencies such as Manpower, employment services, and
    CAMPS do you consult for the planning stages of your program?
    What information do you have on file from them?

13. How is the efficiency and effectiveness of planning monitored?
    Do you have certain checks that you make? What are they?

14. How are poorly served students identified and provided for?
    What kind of information do you retain to indicate these
    students have been properly served?

PREPARE

1. How are fiscal resources identified? Do you have a copy of the
    budget used for your program? Do you seek outside or alternative
    fiscal resources? And, do you have copies of letters or requests
    for such aid?

2. How are staff resources identified? Does your principal aid in
    this area? Are there agendas from faculty meetings showing this
    to be the case? Minutes from meetings?

3. How are program dimensions and kinds of activities to be used
    identified? Are there agendas from faculty meetings showing this
    to be the case? Minutes from meetings?

4. How are facilities identified or made available? Is there a list
    of them with an appropriate explanation?

5. How is needed instruction determined? Are surveys or question-
    naires used to pinpoint needs? Samples?

6. What instructional materials are assembled? Are there lists
    letting students know what is required?

7. What kind of preparation for instruction is done by the teacher-
    coordinator? Does he prepare written plans, curriculum outlines,
    a syllabus? Samples?

8. How are programming and scheduling handled with appropriate staff
    and administrators? Are written bulletins, policies, or other
    information available on this?

9. Tell how planning for broad involvement of staff, students and
    citizens is done. Are there written summaries or records of such
    efforts?

10. How does the teacher-coordinator provide for personal support
    for involvement of students, staff, and citizens? What documen-
    tation is available for this?

11. How are data collected on the use of materials, services,
    facilities, and equipment? What records of these data are kept?

12. What kinds of data are available on judgements of community
    residents, staffs, students, and consultants?

13. What kinds of inservice programs are conducted for administra-
    tors, counselors, and teachers? Are agendas, minutes, or
    records of such programs available?

14. What provisions are made for analyzing quantity and quality of

involvement? Are these analytic conclusions available?

PLACE

1. How do you enlist participation of cooperating employers? Do you
    send letters to various companies for their participation? Do
    you see employers personally? What kind of record is available
    to these results?

2. What procedures are outlined and developed to aid students in
    seeking employment and/or further education? Are there copies of
    these plans available? Are program summaries of meetings held on
    this topic available?

3. How are suitable training stations found for each student? When
    there are no jobs available for some students, what alternative
    plans are worked out?

4. What orientation is provided for employers, training supervisors,
    and co-workers involved in the program? Do you have a handbook,
    a policy bulletin, or some other form of written communication to
    aid in this orientation?

5. How are students prepared for job interviews? Is there role
    playing in the classroom on this topic? Do you have examples
    written into lesson plans, bulletins, hand-outs for students,
    etc.?

6. How do you manage to provide a complete understanding of the
    services that you can provide for employer representatives and
    other agencies? Do you have a written summary, policy, or
    other form of information available for them?

7. What procedures occur when students are placed on the job? Are
    there forms, applications, records to be filled out? Samples
    available?

8. What kinds of job-related classes are taught? Do you have
    curriculum guides or outlines for the classes? Lesson plans?

9. What kinds of provisions are made for individualization in the
    classroom? What kinds of individual projects and study are
    provided for different students? Do you have lists on samples
    of such things?

10. In what ways do other teachers provide assistance to your
    program? Are there written summaries, bulletins, or policies
    related to this?

11. What communication do you have with training supervisors to
    insure that they are advised of application of classroom

instruction? Correspondence?

12. How are the learning outcomes evaluated? Are there checklists, reports, summaries? Do employers do a rating on evaluation of students also? What kind of form is used?

13. How is replanning done with results of evaluation taken into account? Is there a related lesson plan, curriculum guide, or syllabus developed as a result?

FOLLOW-UP

1. How do you provide assistance to students in adjusting to their working environment? Describe the kinds of counseling that may be done and by whom. Are there records of such assistance?

2. Tell of the ways you help students in dealing with job problems. Do you discuss any of this with the employer? Do you record or keep anecdotal records on such cases?

3. Give examples of how training supervisors and students are involved in planning, personal development. Are records kept of their suggestions and input?

4. How is progress on the job evaluated regularly? Are there checklists, report cards, forms used?

5. Tell of the ways in which students are aided in overcoming poor personal habits. Are there anecdotal records kept of such problems and the progress made?

6. What counseling is provided for students with socio-economic and personal problems? Are records kept of these sessions?

7. How are students with educational problems helped? Any records?

8. What assistance is given to students with behavioral problems? Any statistics on success or failures in these attempts?

9. How are youth groups used in an advisory capacity? Are there summaries or written records to support this? Agendas, minutes of meetings? Questionnaires or surveys?

10. What counseling is provided to help students organize their activities? Are there forms used to help them budget and plan their time efficiently?

11. In what kinds of group activities related to the program do students participate? Is there a calendar or list of these activities available?

12. What guidance and placement services are available for graduates? Are there statistics on placement available?

13. Are there any adult education programs operated in your school? Is there a program of offerings available?

14. What follow-up procedures are taken to determine on the job success of students after they have spent a reasonable time there? Do you have statistics or other information on such follow-ups?

15. Is information gathered yearly for two or three years to see how many students remain in their original jobs or have earned promotions with the same company? Is a copy of summary information, charts, or statistics on this information available?

16. Is there a continuing evaluation of proper job placement and continued success on the job made? What kind of information, statistics, charts, or records are available to show this?

17. Tell how replanning is done taking the above evaluation into account. Is there a related plan, guide, or syllabus developed as a result?

APPENDIX B

an administrative guide
for
cooperative occupational
education
for
14-15 year old youth

RATIONALE

Local, state and national educators are concerned about students who develop a feeling of frustration or failure in academic achievements and wait for their sixteenth birthday to quit school. Many educators believe one way to help solve the problem is to provide these students with occupational education experiences when they are 14 and 15 years old. However, present child labor laws, which limit the age of employment to 16 years or over, are a deterrent to program development.

Experimental Programs

Several state departments of education expressed to the U.S. Department of Labor, Employment Standards Administration, their interest in developing experimental programs for the 14-15 year age group. As a result, the agency waived the age restriction for designated experimental programs until August 31, 1972 and later extended the date. The modifications, published in the Federal Register (Title 29-Labor, Chapter V-Wage and Hour Division, Parts 520 and 570) allow 14 and 15 year old youth in approved programs to work up to three hours on a school day, any portion of which may be during school hours.

Purpose

The modifications give educators the opportunity to test the effectiveness of a Work Experience and Career Exploration Program for 14 and 15 year old youth. The goals of the program are to motivate students, to orient them to the world of work, and to instill in them the desire to continue educational programs which lead either to

employment at an entry level or enrollment at the post-secondary level of training.

Annual evaluations indicated that most WECEP students improve their attitudes, interpersonal skills, grade point averages and attendance records. They are involved in fewer disciplinary problems. The rate of retention in school for those who complete the course is high.

The Employment Standards Administration of the Department of Labor has studied data collected on the experimental programs in order to make decisions on changing the child labor regulations.

WECEP in Illinois

The State Board administers WECEP through the Division of Vocational and Technical Education which has contracted with a limited number of school districts to provide the experimental programs. Effective September 4, 1975, child labor regulations were amended to permit the continuation of WECEP on a permanent basis. Therefore, WECEP in Illinois may undergo a transition from experimental to a regular or on-going program, affording additional school districts an opportunity to provide this program for students.

The State Board has utilized funds appropriated for Part G of the Vocational Education Amendments of 1968 to reimburse schools. Funding for an experimental program is based on the coordinator's salary and travel, added costs to students, and added costs to employers.

REQUISITIES FOR PROGRAM PARTICIPATION

The following guidelines for WECEP have been established in Illinois. The guidelines are based on requirements established by the

U.S. and State Departments of Labor and policies of the Division of Vocational and Technical Education.

Eligible School Districts

DVTE notifies school districts if they are eligible to offer WECEP on an experimental basis. Eligibility is determined by three criteria: annual dropout rate, grades 9-12; the annual unemployment rate for youth in the geographic area served by the school district, and the ability-to-pay factor of the district. An eligible district may submit a proposal for a program. If it is approvable, the Division contracts with the district for the program and obigates funds for the reimbursement.

Program

WECEP includes in-school related instruction for a minimum of one class period per school day and up to 23 hours on-the-job training per week when school is in session and up to three hours on a school day, any portion of which may be during school hours.

The program should help the student to advance academically, to obtain career information and to develop positive attitudes toward work rather than in-depth training in a specific occupation.

Admission

Any 14 or 15 year old student, identified by local school personnel as being able to benefit from the program shall be eligible to participate. Generally, these students are those needing motivation to remain in school. They should have the potential for being placed in a training station which enrolled in the program.

Class Size

Students identified for WECEP usually require more supervision than students in regular cooperative occupational education programs. For this reason, consideration should be given to the maximum number assigned to each teacher-coordinator. Ordinarily, no more than 25 students are recommended. A minimum of 12 students is recommended to financially justify the program.

Student's Schedule

A WECEP enrollee is expected to be a full-time student. In addition to the related instruction and on-the-job traiing, the student is expected to enroll in a minimum of two additional courses. The student's combined school-work day may not exceed eight hours of which no more than three are spent at the work-station.

Credits

The student receives credit toward graduation for both the in-school related instruction and on-the-job work experience according to the school's policies for giving credits for other courses.

Permissible Occupations and Coordination

Students shall be employed only in occupations which are permitted under Federal Regulation 3 and the Child Labor Laws of Illinois. The teacher-coordinator and the employer shall supervise the work experience.

Written Training Agreements; Administration

No student shall participate in the program until there has been made a written training agreement signed by the teacher-coordinator, the employer, the student, and the student's parent or guardian.

ILLINOIS OFFICE OF EDUCATION
Division of Vocational and Technical Education
100 North First Street

Work Experience and Career Exploration (WECEP)

Summary Report as of September 17, 1975

Number of Unit Reporting------------------------------------- 58

Total Number of Students Reported----------------------------- 1,358
    No. of Students, Age 14 (at entry)--------------------- 636
    No. of Students, Age 15 (at entry)--------------------- 722
    No. of Males in program-------------------------------- 866
    No. of Females in program------------------------------ 449

Attendance: (Compared with Previous Term)
    No. of Students who missed less days------------------- 820
    No. of Students who missed more days------------------- 310
    No. of Students who missed same number of days--------- 210

Grades: (Compared with Previous Term)
    No. of Students who raised their GPA------------------- 935
    No. of Students who lowered their GPA------------------ 212
    No. of Students with no change in GPA------------------ 101

Progress
    Credits Earned--- 4,072

General Disciplinary Behavior (Compared with Previous Term)
    No. of Students with decrease in the number of
    referrals, suspensions, truancies, disciplinary
    problems--- 945
    No. of Students with increase in the number of
    referrals, suspensions, truancies, disciplinary
    problems--- 236
    No. of Students with no change------------------------- 95

Employment
    No. of School Days in Program-------------------------- 188,466
    No. of School Days Worked------------------------------ 109,649

Attitudes
    In-School
        Self-Concept
            No. of Students who improved------------------- 1,029
            No. of Students who did not improve------------ 234
        Relationship with Others
            No. of Students who improved------------------- 1,088
            No. of Students who did not improve------------ 219

Attitude Toward Study
      No. of Students who improved------------------- 949
      No. of Students who did not improve----------- 393
Attitude Toward School
      No. of Students who improved------------------- 897
      No. of Students who did not improve----------- 386

On-the-job
  Calls in when absent
      No. of Students who improved------------------ 911
      No. of Students who did not improve----------- 212
  Cooperates with Supervisors and Co-Workers
      No. of Students who improved------------------ 957
      No. of Students who did not improve----------- 156
  Completes Assigned Tasks
      No. of Students who improved------------------ 975
      No. of Students who did not improve----------- 172
  Shows Initiative
      No. of Students who improved------------------ 798
      No. of Students who did not improve----------- 344
  Follows Directions
      No. of Students who improved------------------ 966
      No. of Students who did not improve----------- 172

  *No. of Students who Dropped or Transferred--------- 74
  *No. of Students Unemployed------------------------ 123

*New additions to list.

APPROVAL SHEET

The dissertation submitted by Loretta F. Nolan has been read and approved by the following committee:

Dr. Melvin P. Heller, Director
Professor, Administration and Supervision, Loyola

Dr. Max A. Bailey
Associate Professor, Administration and Supervision, Loyola

Dr. Phillip M. Carlin
Associate Professor and Department Chairman, Administration and Supervision, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

December 14, 1984
Date

Director's Signature