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Learning in the Community: A Case Study of an Alternative Educational Approach to a Social Science Curriculum

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LEARNING IN THE COMMUNITY:
A CASE STUDY OF
AN ALTERNATIVE
EDUCATIONAL APPROACH
TO A SOCIAL
SCIENCE CURRICULUM

by
Woodrow W. Clark Jr.

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of the Loyola University of Chicago in Partial Fulfillment
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The thesis is a summation of work that I began in the Evanston Illinois Public School System (1967-1969), then later with the Champaign Illinois Public School System (1969-1971) and the work which continues today. I owe much to the many professionals, parents, and students whom I have encountered along the way. The actual work on the thesis reflects my activities and position with Far West Laboratory for Educational Research and Development in San Francisco, California. To the creative and experimental minds and work of that staff, students, parents, and community people, I also am indebted.

One of my greatest sources of both encouragement and intellectual stimulation came through my graduate work at Loyola University of Chicago. There, I learned the pragmatism of Dewey that must be combined with open intellectual inquiry. Throughout, I have felt the guidance and inspiration which only John Wozniak, Ph.D. and now Dean of the School of Education at Loyola University, could give. I owe him and my graduate program much.

Finally, throughout the past five years, my wife has been a constant colleague, companion, friend, and partner in my private and professional life. Together we have geographically moved and personally struggled to form our
individual and collective identities. To that end, we both have learned and grown. This thesis reflects that development.
The author, Woodrow Wilson Clark Jr. is the son of Woodrow Wilson Clark Sr. and Janet (Burgheim) Clark of Hamden, Connecticut. The author was born in Columbus, Ohio, on July 13, 1945.

His elementary and secondary education were obtained in the Hamden, Connecticut Public Schools where he graduated with a diploma in 1963. In June of 1967, he graduated from Ohio Wesleyan University with a Bachelor of Arts Degree in Political Science. As an undergraduate, Mr. Clark was the President of the Student Body.

Since graduation from undergraduate school, he received a Certificate in African Studies from Northwestern University in 1968, a Master of Arts Degree from Roosevelt University in Political Science in 1970, and a Master of Arts in Anthropology from the University of Illinois, Urbana in 1975. Currently, Mr. Clark is finishing his Ph.D. in Anthropology and Education at the University of California, Berkeley.

Mr. Clark has taught social studies in the Evanston Illinois Public Schools (1967-1968); started an alternative high school program for the Champaign Illinois Public Schools (1969-1971); been a teaching assistant in Anthropology at the University of Illinois, Urbana (1969-1971); aided in the development of an alternative education program with Far West
Educational Laboratory for the National Institute of Education in Oakland, California (1972-1975); and been an evaluator of teacher education for the University of California, Berkeley (1974-1975). Recently, Mr. Clark has become a faculty member at the University of Oregon doing field work research in the San Jose Public School System on innovations in educational problem solving.
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INTRODUCTION

Since 1971, the Office of Education (O.E.) has allocated funds to test the feasibility, develop the curriculum, and explore the utility of Career Education. In May of that year, Sidney Marland\(^1\) the Secretary of Education, called for a new day in education when theory and practice, basic skills and relevant learning, and professional educators and community workers would get together in providing students with a "new" approach and method to receiving their education.\(^2\)

Times have changed since those days. The Office of Education no longer controls the development of career education. Today, the National Institute of Education

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2. The approach has been likened to a rather "traditional" view of education as compared to a conservative or conventional one. See the PWL "Slide-Show on Career Education" and the N.I.E. Brochure on "Experience-Based Career Education"; for the theoretical arguments, see Ivan Illich, *Deschooling Society*. 
holds that honor; its purpose is, however, to research and evaluate this new approach. Despite transitional problems, the National Institute of Education oversees the three remaining career education models (see Chapter II for details). Career education as a concept in educational institutional building is catching on throughout the nation. Far West Laboratory for Educational Research and Development (FWL), for example, is now marketing the curriculum throughout the Southwest. School districts in San Diego, Los Angeles, Fresno, San Francisco, Reno, and Dallas have all expressed interest in adopting the Far West Lab career education program.

3. In 1973, N.I.E. was created specifically to do educational research and evaluation. The development of educational programs was left to O.E. The Career Education programs were viewed as primarily research-oriented—i.e. experimenting on the new frontiers of learning.

4. The Far West School (EBCE) was located in Oakland, California with about fifty students and thirty staff members (1973-1974): eight were "operations" or the school staff; five were evaluation staff; seven were development (i.e. developers); and ten were in the management group (some part-time). The annual budget from 1972-1975 averaged about one million dollars from the National Institute of Education in Washington, D.C. Far West Educational Laboratory in San Francisco was the recipient of the funds. Far West Laboratory has an annual budget of five million dollars. The EBCE was one of over two dozen projects in the Laboratory. With one-fifth of the annual budget, it was the largest single program.
This thesis will discuss some of the basic concepts and characteristics of Experience-Based Career Education (E.B.C.E.) as developed by Far West Educational Laboratory (see Chapters I and II). Part of the discussion will be by way of scenarios of two students and possible future theoretical research. The remaining parts of the thesis deal specifically with a social science curriculum.

The author developed and tested the curriculum during the 1973-1974 school year; then rewrote the social science curriculum focusing on American Government and Politics (referred to as a learning package) for the 1974-1975 school year. The end product is displayed in Appendix A.

Chapters III through VI discuss the evaluation of the social science package. However, because of the nature of the entire Experience-Based Career Education program, four other learning packages are reviewed. This supplementary information is very useful in getting a broader perspective on how an alternative educational program can be operationalized. Clearly the data gathered on all the packages applies equally to the social science package. The conclusions and recommendations apply across all the packages. As the Appendix demonstrates, the recommendations have been largely incorporated in the revised social science package.

As a final application of the ideas discussed throughout the paper, Chapter VII theoretically outlines the
application of a social science curriculum based on the experience-based career education model for another kind of institution: in this case, the Oakland Housing Authority. 5

Essentially the thesis is split into three parts (as the above indicates): Part I outlines the E.B.C.E. program with its essential characteristics and a summative discussion of the program’s effects on two students; Part II focuses on one aspect of the E.B.C.E. program, that is the curriculum structure (learning packages) which shapes the learning; and Part III provides some new directions for experience-based learning. The presentation of the thesis is deliberately structured in this way in order to first familiarize the reader with the concept of experience-based learning, and then to present some "hard" data as to its usefulness. While some caution should be made about the generally favorable results of experience-based learning, the key element appears to reside in the redesign and re-structuring of learning. The Appendix provides an example of how E.B.C.E. did retool learning.

Assuming that education is a life-long adventure, the ideas and concepts put forth in this thesis have tremendous potential for all areas of learning and growing. In the end, that is what education is: a process of learning and growing.

5. Vincent Watson has skillfully developed a Proposal for a Community Development Education Center for the Oakland Housing Authority’s staff. Its purpose is to provide an educational program for adults as working professionals.
PART I

Experience-Based Career Education:

characteristics and affects

on two students
CHAPTER I

ALTERNATIVE EDUCATION: THE CITY AS A CLASSROOM

Education can be defined in many ways: To some, education is schooling; to others, it is learning; to still others, it is amassing degrees; and to others, it is attaining social position, power, and wealth. The focus of this chapter will be upon education as learning, which is the basis of cultural transmission and socialization. In particular, an experimental and innovative kind of learning will be discussed; a learning that takes place in the community. The teachers are businessmen, social workers, politicians, bus drivers, clerks, professors or anyone with a skill who is willing to educate a young person. Deschooling society becomes a reality; the blending of experience and theory is highlighted as the basis of learning.

After a brief description of the Experience-Based Career Education program, two examples of student's learning in the community are presented. From the empirical examples, some theoretical framework on learning will be presented.

This entire discussion is unique in four ways. First, while the function of the anthropologist in collecting and presenting data on education is utilized, this role is not widely accepted in both educational and anthropological disciplines. Second, the learning environment itself is not the typical classroom, school, or structured environment upon which most studies are made. In the same context, thirdly, the collection of data itself has, by the very nature of the study, got to be different; one cannot just sit and watch; instead one must be in active-motion with the student. Finally, the theoretical notes at the end of the chapter are an attempt to give the data some focus, point of reference and a framework rather than be a hypothesis in which the data will conveniently fit.


4. See various works by Anthropologist such as: George Spindler, Francis Ianni, and Fredrick Gearing. Each discusses methodological problems and perspectives.
Background

In 1971, the Secretary of Education in the Department of Health, Education, and Welfare, Sidney Marland, declared a new day in education.\(^5\) He proclaimed the need for a nationwide program in "Career Education" in which education would be more relevant, directed toward post public school goals, and available to all students. Marland, literally, advocated sweeping changes in education to take place with the Office of Education providing the "front money." He was vague about his definition of Career Education, but firm in his denial that it was another vocational program.\(^6\) As a result, four models were created to help define, experiment, and implement career education.\(^7\)


6. Ibid.

7. The lack of theory in anthropology (especially in education research) has been the dominant subject of three recent conferences:
c. Anthropology Section of the American Association for the Advancement of Science, San Francisco, Ca., March, 1974.

Educators in particular, are remiss in developing theory (outside of "borrowing wholesale" from systems theory) or in clearly defining what they want to do or accomplish. The four Career Education Models are an excellent example where over $15 million annually is put into projects that have little direction and no theory.
Model I: School-Based Career Education. The creation of twelve coordinated school sites throughout the United States in which career education would be attempted in grades K through 12. Essentially the schools were to be the learning environments into which the world of work would come.

Model II: Experience (formerly Employer) Based Career Education. The demonstration of four sites coordinated by regional laboratories in research and development focused on high school students. The laboratories would set up learning centers for 50-100 students and structure a learning program for them in the community.

Model III: Community-Based Career Education. The use of one site in an isolated area of Montana to involve the whole community in improving skills, knowledge, and survival.

Model IV: Family (Home)-Based Career Education. The location of several communities in which families and homes would provide the career education environment. Learning through closed-circuit television, games, parent-involvement, and other gimmicks.

The discussion here will involve Model II at Far West Educational Lab in San Francisco, California.

Operations

The school itself had one principal, one basic skills teacher (with several part-time college tutors), three counselors, and three secretary/clerks. The "instructoral teachers" (Resource Persons) were people in the community who had volunteered to work with the students. The students and staff were ethnically balanced. The students received their diploma from the public school where they were legally registered. Since the program was in cooperation with the local public school district, the experimental school had to abide by district guidelines, its regulations, and graduation requirements.

The Experience-Based Career Education School itself had four goals. First, students had to develop their basic and life skills. The former referred to the three Rs (e.g. reading, writing, and arithmetic) while the latter meant skills used in later life (e.g. coping, maturity, experience, interpersonal and group skills). Relying heavily upon decision-making theory, students, secondly, had to learn how to make intelligent decisions based upon information, analysis, and selection from an array of choices. Thirdly, students had to be able to plan. Finally, students had to take responsibility for their own education and decisions.

The three major functions of the Operations staff in providing the student with an education were: guidance, facilitation of learning, and administration. The last
function was the least important but the most time consuming since federal programs are largely bureaucratic impairing the completion of their stated goals. The need to build up "fat" files, collect evaluation data, keep minute records, and account for every dollar adds to the typical administrative burden in operating a federally funded school. The guidance function was perhaps the most important task for the staff. Without regular teachers, students had to set up their own programs. The staff counselors provided the students with guidance, feedback, and critiques of their work. The guidance and administrative aspects of the school had to be thoroughly documented in order that procedures could be drawn up for the eventual replication of the program. Otherwise the million dollar budget to educate fifty students would be far from being defensible.

**Learning in the Community**

The actual learning function of the program was of primary importance only to the students and to those with an inquiring academic mind. What did the student learn? How? What were the immediate and long lasting effects? Were there optional modes of learning? These and other questions needed to be answered. The directions from Washington and the parent organization in charge of implementation did not bother to investigate these issues. What follows, however, is a brief case study of two different students in the Career
Education program. The focus is upon what and how they were learning. The program goals above are taken as the measure of success or failure.

The first student is Leroy Williams. He is black and in the 12th grade. Leroy lives with his grandparents since his father and mother are divorced. His father is a salesman; his mother is a clerk. Leroy entered the Career Education program in the fall needing nine units (Carnegie) to graduate from high school. The usual number for a senior is five or six units which is equivalent to ten or twelve class subjects. Leroy was far behind. He had been for a long time, according to public school sources. He was asked upon entering Career Education High what he wanted to do upon graduating? Leroy responded, "I want to be a salesman or go into real estate. Anything I can do to make some bread." Leroy had always been interested in politics. For example, he thought that former President Nixon was "the biggest crook around" before it was fashionable to think so. Capitalizing upon that interest and motivation, Leroy developed several projects in the community which would allow him to satisfy graduation requirements, explore new careers, meet program goals, and follow his interests. After the first semester, he received credit for several projects: (1) Impeachment of President Nixon; (2) Drinking Habits in the Black Community; and (3) Community Politics. Along with other projects he began to accomplish his goal for graduation
and simultaneously learn what he wanted to learn (Projects are illustrated in Appendix A).

As a result, Leroy got deeply involved in civic, educational, and political organizations on the local level. In regular high school he was classified as a disruptive, unproductive, unintelligent, and uncommunicative student. With his new open learning environment, he was quite the opposite. For example, Leroy became an active member of the local American Civil Liberties Union; he was elected to their Board of Directors; was on two committees; and represented the chapter in a regional meeting. The local chairperson of the ACLU characterized Leroy as "an articulate spokesman for the community and an active participant in our organization."

Leroy also became a member of a community based organization to select a new Superintendent of Public Schools. To date, he has spoken twice before the Board of Education advocating community participation in the selection process. The executive secretary of the local American Federation of Teachers (a part of the grassroots selection committee) called Leroy "a leader and tremendous asset in our attempts to get a community voice in the selection of a new Superintendent."

Three points are obvious from this short description. First, Leroy is learning through practical experience. He has combined his experimental learning with theoretical
learning by reading numerous books and articles on politics, sociology, and urban problems. Second, he has certainly contradicted the assessment from his former high school records. The "uncommunicative" and "rather lazy", "stupid student" is exactly the opposite in a different learning environment. Third, Leroy has met all the goals of the Career Education Program. In fact, he has gone well beyond. His career goals now are to attend college and perhaps even go on to Law School. His excellent writing (of reports and his experiences) has even gotten him to think about being a journalist or writer. As Leroy put it, "I was ready to drop out of school until this program came along. Now I got my shit together; I dig learning."

The second student comes from the opposite end of the spectrum: a young white woman (a 12th grader also) from an upper middle-class family where the parents are separated. She was always "bright, cheerful, and sociable", while in the regular public school. Her teachers and counselor reported her to be among their best, yet most quiet students. However, prior to coming to Career Education High, she "was about to drop out" according to her and her parents. School was "too boring." Cheryl Peterson entered Career Education High in the Fall of her senior year.

At first she was cautious, waiting for something to happen to her. After all, "that's what regular school was like. The teacher tells you what, when, and how to do some-
thing." A bell rings, you move. A class is over; you stop
learning. Cheryl gradually began to put herself into a
different mode. Her "freedom shock" to explore or learn
what she wanted came as the dawn of a new day. Cheryl had
always wanted to write poetry. Why not work with a writer,
a poet, a publisher? Learn from them, perhaps even publish.
This is exactly what she did. The world was no longer de­
flined by halls and desks; it was open for her to explore.
She did just that.

Early in the academic year, her mother expressed
concern over Cheryl's "new found freedom." After all,
Cheryl was traveling alone all over the city. She was
studying a jail release program and taking a belly-dancing
class to satisfy her own interests and high school physical
education requirements for graduation. Later in the year,
Cheryl's mother was absolutely delighted. The strained
relations of last year at home had totally changed. The
enthusiasm to learn and go to "school" had returned. Cheryl
was now more independent. Her aspirations changed from an
early marriage (to escape her home-life) to a university
education in English or education.

After Cheryl had made two visits to her "old school",
her former public school counselor remarked, "She's grown
up. Cheryl used to be a sweet innocent little girl. Now,
now she's a grown up young lady."

The most telling observation concerned the kind of
thing that she was learning. In the regular school program, Cheryl learned (memorized) facts. The facts (dates, events, etc.) had nothing to do with her or what she wanted to do. Consequently, she only did it for "the grades." At Career Education High, she learned by doing. She saw the relationship between events and people. Her poetry improved. But also her greater community awareness for the odd (belly-dancing?) and the political (early jail release?). The depth of her learning increased along with the breadth of her experiences.

Cheryl, like Leroy, proved three points: (1) integrating theoretical and practical learning; (2) opening, expanding, and contradicting the assessment of those at her former school; and (3) meeting the goals of the Career Education program.

Theory

From the two cases cited, a theoretical framework can be built which might provide direction to those interested in learning, education, and change. Drawing from these sources, the theory appears schematically as: (See Diagram on following page). The basic structure is derived from theoretical linguistics in which the argument is made that an individual can observe another's "performance" but that an individual's "competence" lies below the surface spoken language skills. The utility of such a theoretical frame-
work allows one to report what has been observed and analyzed. However, there rests underneath the surface a great array of factors which must be examined. This has yet to be extensively accomplished. The sets of rules relate the two structures vertically, but also apply within each structure (horizontally). Linguists argue that it is these rules that comprise a grammar. Thus, there are universal rules which can apply in all contexts and grammars.

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### Cultural Transmission

<table>
<thead>
<tr>
<th>Surface Structure</th>
<th>Deep Structure</th>
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<tbody>
<tr>
<td><strong>Rules</strong></td>
<td><strong>Rules</strong></td>
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<tr>
<td>Learning Environment as Observable Behavior</td>
<td>Series of Agenda as Interaction Situations</td>
</tr>
<tr>
<td><strong>Rules</strong></td>
<td><strong>Rules</strong></td>
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<tr>
<td>Roles, Functions Background</td>
<td></td>
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</tbody>
</table>

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The assumption can be made that rules, as if in a grammar, apply to human interaction and learning as can be seen in the works of Melbin, Laing, and Goffman. Each of these scholars, however, has analyzed mental hospitals. Therefore, the "open" learning environment purposed here is different; as well as the basic notion of education as "learning" rather than just as personal growth and development. However, if one considers learning and developing as interconnected (as done here) then borrowing the concept of rules is appropriate.

Finally, the deep structure is comprised of agendas. These agendas are simply the encounters that individuals have at various times; each of which is a learning situation. Implicit in these agendas is the notion of role difference.


tiation and functional change. Thus, a student in the community is not perceived by the community resource person as a student (i.e. younger with grades, a school record, etc.). Likewise the student does not see the role of the resource person as a teacher (i.e. older person, giver of grades, evaluator, or disciplinarian).

Given this kind of theory, other kinds of data and questions can be asked. The investigation of the deep structure will certainly reveal much. The articulation of the rules will likewise lead to a greater understanding of learning and how it operates. More research is needed.
CHAPTER II

CHARACTERISTICS OF
EXPERIENCE-BASED CAREER EDUCATION

Cheryl and Leroy's experiences are obviously not in
the traditional mold. The characteristics of Career Ed-
ucation High obviously are significantly different from those
of the schools with which we are familiar. Let me suggest
some of the broader characteristics which best seem to dis-
tinguish the Experience-Based Career Education mode from
the traditional patterns.

First, Experience-Based Career Education is based
on a clinical mode of operation. In the traditional school,
be it elementary or secondary, the child is expected to
come to school, be assigned a desk at which to sit, and get
some textbooks to study, a schedule which he must follow,
and assignments for work he must prepare. Most of the
deviations from the schedule are in terms of the rapidity
with which the student is expected to "master" the materials.
Less frequent deviance is in the difficulty of the material
which students will study. There are relatively few in-
stances, other than Experience-Based Career Education, where
the general mode of operation is to begin with a study of
the individual and to diagnose his particular status, needs,
aspirations, interests, concerns, capabilities, deficiencies
and potentialities. A planned health program, for example, begins with a thorough physical examination. And a planned mental health program begins with a thorough psychiatric examination. But, traditionally, a planned educational program begins by assigning standardized materials, irrespective of differences in the human beings who are to be educated. In contrast, Experience-Based Career Education begins the educational process in the same way that the doctor begins to treat his patients. Diagnosis, analysis, prescription, experience, summation, assessment are the steps through which the educational clinic proceeds. As a result of this process, new professional roles have emerged in Experience-Based Career Education, and no one has the title of "teacher." These roles are devised to guide, to assist, to recommend, to select, to provide alternatives, to arrange, to support, to define, to reinforce and to bolster, rather than to dictate and to control. The clinicians in this educational system are called by such titles as learning coordinators, resource persons, skills specialist, resource analyst, etc. Although the techniques which they use are fairly primitive, they are based upon some sound research and perspectives of how professionally prepared adults may relate themselves to the learning needs of students. They stress that adults treat each student as an individual human being, seeking to find his/her place in the world and to prepare oneself (given one's unique characteristics) for
the roles that one must play in adult society.

Second, in this clinical mode of operation the program is student-centered and emphasizes maximum flexibility for the achievement of student needs. In this setting, the spotlight is on the student, and on what one aspires to become and what one needs to know and be able to do socially. The ideal in this operation is for cooperative analysis - among the student, one's parents, and the personnel at the learning center - designed to select the learning experiences from the alternatives available in order to get a "goodness of fit." For the most part, programs are not irreversible; plans can be changed as needs and desires shift so that they always - or almost always - constitute a learning plan designed to achieve certain student-desired objectives.

Third, a further coordinate of the clinical mode of operation lies in the fact that the program is individualized. Each program is tailored to each student and can be shifted as his or her development, interests, identifications of strengths and deficiencies, aspirations, and so forth, shift. There is an attempt to recreate each learning plan for the individual's needs. If resources for the particular plan are not currently available, the staff can find and make use of sources so that the student may do whatever he or she and the professionals within the learning center see as the best pattern of experiences. There is no standardized curriculum or prescribed textual materials to be mastered. The
curriculum defines only areas in which knowledge must be gained or proficiencies attained. The rest must be put together through the decisions made by the learning managers, coordinators and guidance personnel, in cooperation with student and parents.

Fourth, in this pattern of operations, the learning experiences of the student are exploratory. In the traditional school there is the tendency to make each learning experience as discrete and self-contained as possible. In the Experience-Based Career Education program, each learning experience is instrumental for some personalized objectives held by or for the student. The accumulated experience which strengthens the student's capability to make those decisions is the ultimate concern - not the mastery of certain techniques or the ability to repeat certain knowledge. Central questions which constantly arise include: "Is this for me?", "Am I for it?", "What does this experience add up to, as far as my capacitation for effective participation and contribution is concerned?"

Fifth, recognizing that there is a tendency to permit exploratory activities to become erratic, rather than purposeful and directive, the developers of Experience-Based Career Education have devised a systemic approach to the educational program. Directions are not left to chance. Although sequences are not dictated, the possible sequence
relationships and the designation of the elements and paths through which they may be incorporated within the student's program have been clearly established. In the traditional school curriculum, the parts are discrete and can be viewed as ends in themselves. In Experience-Based Career Education the parts are "systemic" because they are all related to a greater goal, a more fundamental aspect of relating education to the life needs and activities of the students.

Sixth, from this point of view, it is apparent that the whole educational enterprise is viewed as instrumental to the student's achieving what will help him become a participating and contributing member of society. There are obviously some things in any educational program which can be conceived as ends in themselves, such as the enjoyment of beauty, the perfection of athletic skill, the achievement of competence in a performing of practical art for avocational purposes. Within Experience-Based Career Education these activities play a relatively small part of the total effort. A criticism of Experience-Based Career Education may be that it does not provide students enough experience in these types of activities, since so much of the emphasis is on those things that are instrumental to greater ends: more significant lifelong learnings, which help the student make decisions about his life careers, develop both the perspectives and the skills necessary for finding his place in the world of affairs and coping with the problems of adult living.
Seventh, one of the outstanding characteristics of Experience-Based Career Education is the manner in which the community is involved in the educational programs. Not only employer sites, but resources from a variety of community sources become a part of the educational capability of the program. Students together with adults seek to understand the nature of the community in which they live and work. And students utilize those adults and the agencies of which they are a part to develop their understandings and skills for self-involvement. The community becomes a learning resource not only for the career aspects of Experience-Based Career Education, but to attain life skills and understandings as well. Experience-Based Career Education students engage in projects in various kinds of community settings, such as social agencies, government functions, political groups, recreational, artistic, and expressive activities, and youth-serving groups. All such participation is designed to help them achieve their educational goals. The program does not need to be located in a schoolhouse. The whole community becomes the schoolhouse. Although there is a physical location for each of the Experience-Based Career Education schools, it is conceivable that some time in the future there will be "branch offices" of the school dispersed throughout the community for the convenience of the students as they relate to specific community activities. Rather than being assigned for three or four years to a single school,
the student will "use" the various branch offices as his specific projects require.

Eight, as a part of the systemic planning for Experience-Based Career Education, guidance and counseling are integrated with the total instructional system. Since the ultimate objectives of the program are to provide opportunities for all students to discover the most appropriate career, guidance is primarily oriented toward career planning and decision-making, rather than to crisis counseling. The most significant aspect of guidance functions is that guidance personnel come to know students well, work with them daily, and become resource personnel for the learning managers and the field resources and coordinators. They are also guides and, in some instances, may be disciplinarians. But that role is less significant than the expectation that their expertise will be used to help the students achieve their ends. In the traditional high school today, a student may see his counselors once or twice a year or when he has some difficulties that require corrective action. Parents are brought into the situation when they are notified of an offspring's deviant behavior. In the Experience-Based Career Education program, students constantly see their guidance personnel, work with them systematically or informally as they please, and the guidance counselor attempts to provide a linkage with the student's home on a positive developmental and cooperative basis.
A ninth characteristic of the Experience-Based Career Education program is the remarkable manner in which technology and media are used as a part of the individualization of instruction. The capabilities of educational laboratories have been employed to use technology as appropriately as possible in providing the means to employ individualized techniques. Although the technological capability of the various centers differs to a considerable degree, the forms for efficient and effective utilization of the variety of media and technological devices are nonetheless starting to emerge.

A tenth characteristic of the Experience-Based Career Education program is that the record system is designed to serve the developmental needs of the program, rather than merely be a history of courses taken, credits earned, and grades achieved. The record becomes not only a history of the student's educational experiences, but a diagnostic instrument which helps to determine where he is going, the deficiencies he is experiencing, the accomplishments upon which he can build, the decisions that are being made, and the alternative directions which have been discarded. For both student and staff, it is a clinical record of instrumental value to the instructional development, rather than just a part of the archives of the school district.

An eleventh, and final, characteristic to be indicated here is that Experience-Based Career Education is starting
to demonstrate what happens when instructional, development, and assessment teams work either together or in coordinate fashion. It is doubtful that any school districts in the country have put an amount of money into development and assessment of programs comparable to what the National Institute of Education has allocated to Experience-Based Career Education. The development teams are constantly at work, taking the data provided from the instructional and evaluation teams to revise the systems, to develop the approaches that are needed and now lacking, or to refine those already in place. The evaluation team is constantly at work not only in designing the evaluation procedures, but also in identifying effective and ineffective techniques and the actual accomplishments and needs of students in the program. The ideal, of course, has not as yet been attained, but the principle seems to be working effectively, if on a rudimentary level, and one would hope that this differentiation of roles would become a part of the accountability system of education in the future.
PART II

Curriculum Structure:

learning packages
CHAPTER III

LEARNING PACKAGES AND
FORMATIVE EVALUATION PLAN

Introduction

The data reported in the next four chapters concerns learning packages in the Experience-Based Career Education program. Appendix A illustrates just one package: Social Science. Three important points need to be made prior to the presentation of the data.

First, the evaluation plan for the entire Experience-Based Career Education program entailed both formation and summative evaluation. The former means on-going data collection of particular program elements in order to provide the program staff with useful and immediate feedback. The latter refers to an evaluation of the total program at the end of a long period of time to assess its value, worth, and ability to meet its stated goals. The discussion of Cheryl and Leroy represents a form of summative evaluation in that the total learning experience of the students is considered over an academic year. In the following chapters, the focus is upon the learning packages as formative evaluation.

Second, this emphasis of the thesis is deliberate in that the crucial theoretical perspective of Experience-Based Career Education rests in the re-design and re-struct-
turing of learning. The matching of students with resource people (the "teachers" in the community) implies many tangential aspects of learning: students interact with a variety of adults who are "doing" things for a living, as a hobby, or for fun; students get out into the community via public transportation, on their own, and learn at their own pace; school staff spend more time on counseling, facilitating, planning, and evaluating student's work(s); and the parents and community (as resource persons) get to become actively involved in the schooling process of providing education for young people. Obviously other benefits as well as problems arise. However, the importance of learning packages can be seen in their "re-tooling" education entirely.

Third, the evaluative process, which this thesis emphasizes, is an anthropological or qualitative process. Unlike quantitative evaluation which concentrates on surveys, test scores, and standardized instruments, qualitative evaluation focuses upon participant-observation (the method used in Chapter II, above) and interviews (the method used in Chapter V, below). The participant-observer is one who is involved with those being researched or evaluated, yet slightly removed from a program. Thus a very subjective "feel" for the situation under study can be made, as well as objective judgements about the successes and failures.
This approach can be readily seen in the works of anthropologists (such as Burnett, 1974; Calhoun, 1975; Cole, 1972; Gearing and Sangree, 1975; Henry, 1962; Ianni, 1974; Naroll, 1974; Ogbru, 1974; and Spindler, 1972) and sociologists (such as Carnoy, 1974; Denzin, 1970; Goffman, 1961; Illich, 1968 and 1973; Sarason, 1971; Strauss and Glaser, 1969; and Watson, 1974). The data that follows, therefore, is formative and deliberately qualitative.

**Purpose of Learning Packages**

Learning packages are guidance materials used by both students and staff to plan and carry out projects related to specific careers and discipline areas. Packages are directed toward the student to encourage self-motivation in planning and carrying out projects and to develop self-teaching skills. Most students, however, need some assistance in using the packages. Packages are designed to lighten and simplify the task of the learning coordinator1 as much as possible.

Each learning coordinator assumes responsibility for a package in an area in which he or she has expertise, acting as a resource to other staff and to students. The package coordinator2 schedules and leads the package.

1. Learning Coordinators are like regular school counselors for the students. Each had responsibility for 15-20 students.

2. Package Coordinators are learning coordinators and the director of operations.
discussion group meetings; helps students plan and carry out projects within the package; and relates individual student interests and learning activities to the broad issues, concepts, and problems of the package career/discipline area. During the spring 1974 semester, the package developer attended the package meetings to be available to the package coordinator and students as a resource and to lead discussions in the coordinator's absence. These groups are an important mechanism for assuring that significant learning is taking place and for enabling students to learn from one another, thus expanding their learning beyond their own experiences.

Packages were originally conceived to help students meet Oakland Public Schools course equivalency requirements, to encourage simultaneous exploration of careers, as a means of organizing the available resources, and as mechanisms for awarding credit on the basis of student performance. Students are expected to meet the package requirements, described in the package goals, in order to receive credit for their projects. A student could complete more than one project in order to fulfill the package requirements, and he could take as long as necessary to meet them. In this way, it was hoped, credit assignment would be more performance-based than time-based. All students meeting the minimum package requirements would receive the same amount
of credit. Students seeking additional credit could meet additional goals.

As the package concept evolved, it became clear that it could serve other purposes more basic to the goals and philosophy of the Far West Laboratory's Experience-Based Career Education program. One of the primary goals of learning packages and package discussion groups became their role in the integrative learning aspects of the program. The groups provide a regularly constituted forum in which students who are working on projects in the same general area can meet to share experiences, discuss related concepts, and explore the subject in depth.

In short, learning packages and the package discussion group are designed to simplify project planning in subject areas required by the Oakland Public Schools, to facilitate the blending of subject matter learning with career exploration, and to ensure breadth of learning while providing mechanisms and a framework for planning individualized learning activities.

Formative Evaluation Plan

A single qualitative plan was developed to guide the formative evaluation of the five learning packages. Data collection was planned on a staggered schedule so that for some packages it would be completed prior to the end of the spring semester. It became apparent at midsemester, however, that few students would be completing their projects before
the semester ended in June. Therefore, package formative evaluation was extended through the entire semester and data collection was rescheduled to end simultaneously for all packages in June.

A plan was drawn up in May that called for individual interviews of the learning coordinators and all students who participated in the packages. Students and learning coordinators were to be interviewed separately for each package, in some cases requiring three or more interviews per person. However, to save time and avoid repetition, each individual was interviewed only once. The director of operations\(^3\) was also interviewed because he coordinated both science packages. Data collection from the student files was postponed until after credit was given so that all data would be in the files and to prevent undue traffic into the files when the school staff required access to them.

When package developers began collecting data, it was discovered that much information was missing from student files, including Project Sketches, Project Plans, Project Summaries, and other documents needed to draw conclusions about the effectiveness of the learning packages (See Appendix A for examples). Many of the documents filed were incomplete.

\(^3\) Director of Operations is like a regular school principal.
Two other qualitative data-gathering methods were begun but discontinued during the data collection period: (1) designed to record the amount and kind of program planning and (2) guidance time learning coordinators spent with their students, was to be completed every week. After several weeks, however, package developers⁴ learned that completion of Attachment A was too time-consuming and awkward for the amount of data it collected, so its use was discontinued. A midsemester review of student files was also scheduled for each package, but when one of the package developers found that the student files contained no Project Sketches or Project Plans, the other package developers did not review the files.

⁴. Package developers are the school's curriculum specialists.
CHAPTER IV

DATA COLLECTION: METHODS AND RESULTS

The following qualitative methods of collecting data were used during and at the end of the spring semester.

1. Learning package discussion groups were tape-recorded and the tapes summarized.
2. Resource persons and resource organizations received and were asked to review copies of packages in which they were included.
3. Student files were reviewed at the end of the semester.
4. Students who participated in packages were interviewed.
5. Package coordinators were interviewed.

PACKAGE DISCUSSION GROUP TRANSSCRIPT SUMMARIES

Physical Science and Biology

These package groups met simultaneously for the following reasons:

1. Students who were interested in the science packages were not immediately sure which package they wished to use.
2. There was a single coordinator for both packages and he felt that holding two meetings would create an unnecessary duplication of effort and time on his part.
3. Both groups were small enough to easily combine them.
4. Both the package coordinator and the package developer felt that the interrelatedness of the sciences could best be exemplified for the
students by providing them the opportunity to work together.

This group had its first meeting the week of February 4, during which copies of the packages were given to students. The group met six times during the semester. About twelve students attended the first few meetings. Later meetings averaged about six students, and the last few meetings had only three or four students in attendance. Two additional discussion group periods were set aside for group activities outside the center and two sessions were cancelled - one for Easter vacation and one because the package coordinator and developer were unable to attend due to other responsibilities. The last discussion group was held the week of April 15. Most of the discussion group sessions were devoted to reminding students to complete Project Plans and about upcoming activities, with some discussion of what students were doing and problems they were encountering. Little discussion of concepts, issues, or problems faced by scientists took place. The package developer who attended the discussion group meetings noted that few students attend meetings once they get their own project well underway. Several students apparently had difficulty deciding what they wanted to do and still had not chosen a project topic as late as nine weeks after the first package meeting.

Commerce

The first package discussion group met the week of
March 4. Three students participated. Copies of the package were distributed and its contents discussed. Two subsequent meetings were held at which two students attended. The package coordinator was present for part of the first session but did not attend the other two. Because of lack of participation, this group did not continue meeting. The last session took place the week of March 18. These meetings were devoted to helping the three students develop their project topics and complete their Project Plans. Some discussion of issues related to their projects took place, but not on a planned or organized basis.

Communications and Media

This discussion group held its first meeting on April 1. The package had not yet returned from the printer, but a brief discussion about communications and the purpose of the package took place and another meeting was scheduled for mid-April. On April 23, copies of the package were distributed. When discussing the package goals, students became engaged in a lively discussion of problems in communications they had been experiencing at the school. Two other package discussion group sessions took place during the semester. Subsequent meetings were characterized by lack of planning and poor attendance. Generally, these latter meetings focused on a discussion of the problems of lack of student participation, but not on broad issues or
concepts. As attendance became worse with each subsequent meeting, the meetings were discontinued.

Politics

The first discussion group meeting took place February 6. Copies of the package were given to students. The discussion group continued meeting every week through the week of April 4. A very short meeting took place on April 17 after the Easter break. The April 4 meeting was also very brief. Twenty-five students participated initially. After three or four weeks, eight to ten students were attending. The meetings just prior to Easter were attended by about five students. After Easter, due to the inability of the package coordinator to attend because of student recruitment tasks, the group meetings were abandoned.

EXTERNAL REVIEW OF PACKAGES BY RESOURCES

Every resource person and group included in a package was sent a copy of the package(s) in which he or she is listed. They were sent an open-ended invitation to comment on and suggest changes in the packages. Those resources responding (six) were generally very positive about the packages. One resource person offered several suggestions for modifying the format of the Communications and Media Package. Some comments were: "it (Commerce) is indeed a profound presentation"; "the (Biology) projects are well
conceived"; "it (Commerce) is excellent and most complete"; "an excellent job (Communications and Media), well organized."

END OF SEMESTER STAFF INTERVIEWS

The staff interview schedule was designed to elicit comments about the effectiveness of learning packages as guidance tools for program planning, as well as information for revising the packages. The director of operations, as coordinator for the science package, was interviewed along with the learning coordinators. All package coordinators were asked to respond with regard to all packages, not just those they coordinated. There was consensus among the interviewees that packages are useful, however, they were unable to agree upon how they were useful or for exactly what purposes. In Appendix B are the questions to which the staff responded.

The preceding responses indicate lack of consensus and some confusion about the purpose of learning packages, how they should be used and their role in the guidance system. Staff seemed to have used them primarily as a means of organizing the resources rather than as a guidance tool. Yet respondents also stated that they used the learning package goals, sample projects, and project suggestions most frequently and that these were the most useful parts of the packages. One package coordinator, whose group of
students was larger than any of the others, expressed problems in coordinating his efforts with the guidance work of the other learning coordinators. He stated that his students' learning coordinators relied on him to help them plan, carry out, and monitor their projects. He felt the monitoring of student's work and progress was the learning coordinator's, not the package coordinator's function.

End of Semester Student Interviews

The student interview was designed to elicit comments from students about the usefulness of packages in helping them plan and carry out projects, and suggestions for revisions and additions to specific packages. Thirty-one students were interviewed. However, the total number of possible responses was forty-eight, as some students participated in several packages. That is, for questions 1 through 18, N=48 (See Appendix C). The responses from students about each of the five packages were not significantly different to warrant compiling data by package.

The first portion of the interview schedule (questions 1 through 18) asked package participants to respond to questions about each package. These questions were concerned with how students used the packages, how much help learning packages were in planning projects, and what additions or modifications they recommended. In the last portion of the interview, students were asked about packages in general.
For these questions N is 31, the total number of students interviewed.

As with the staff interviews, student's responses indicated a confusion about what packages were and how they were to be used. Below are a few of the questions to which students responded. They were fairly evenly divided between positive and negative responses.

Despite these positive responses, the chart below shows most students either did not read, did not use, or could not respond when asked how the various package sections helped them plan and carry out their projects. Furthermore, as discussed later, the review of their projects does not indicate that students read and understood package goals and requirements, investigated career relationships through their projects; or learned how to write project objectives by using the package.

The last page of the interview schedule divided the packages into their separate parts so that the usefulness of each section could be discussed individually. Students were first asked to state how the section was helpful. Each student responded only once to this question; thus N=31 (See Chart on following page).

One student said that the introduction to the package sparked his interest in his project; one said it was not important; and one said it was helpful because it was brief. Two students stated that the tables of contents were helpful
frequency of response

<table>
<thead>
<tr>
<th>Learning Package Section</th>
<th>Explained, Gave Guidelines</th>
<th>Did Not Use or Did Not Read</th>
<th>Okay As Is</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Goals</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Index</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>15</td>
</tr>
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<td>Sample Projects</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Bibliography</td>
<td>1</td>
<td>19</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Resource Guides</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

because they were complete, and two mentioned their accuracy. One student said that the goals were helpful because they were concise. Eight students liked the sample projects because they gave them ideas, while two said they served as good examples. Two students noted that the bibliography served as a good reference point. One student said he did not like the format of the resource guides. But students who seemed to understand the purpose of the various sections of the packages were in the minority. Many students, as the chart above shows, did not read or never used various sections of the packages. Eight students did not read the goals which gave the requirements necessary for receiving credit.

When asked how the various sections might be improved, a majority were unable to respond. (An average of 28 students
did not respond no matter what the section.) A few students were apparently confused about the distinction between packages and resource guides (i.e. to specific individuals or community groups). Their responses suggest that the presentation of resource information is inadequate. Some of the responses to several questions about how the packages should be improved, additions needed, and general comments were as follows (Appendix C contains more complete data):

* "say more what you can do" at a resource site
* make the resource guides "more realistic"
* include a description of the resource person's environment
* go to the orientation with the student, then write guides so they are relevant
* follow up on resource information
* include a taped orientation with the resource person
* include a street map
* include (development) staff members as resources
* bring resource persons to the school

END OF SEMESTER FILE REVIEW

Developers were asked to postpone data collection until after credit assignment when the central student files would be complete. In the review, after completion of credit assignment, few Project Plans and Project Summaries were found. Data was also found in places other than the central files; some were in the learning coordinators' personal
notebooks in which they keep copies of students' Project Sketches, Plans, Summaries, and Semester Reports; some were in their files in which they often deep students' products; and some were in the office of the skills specialist who reviews written products for basic skills evaluation.

Developers were then informed that they did not have all of the existing documentation. Some additional documentation was allocated by operations staff. Data collection had been delayed more than once, however, and time constraints prevented further attempts to compile a complete collection of records. Therefore, this report is based on those items available at the time data collection ceased (i.e. June 30, 1974).

The student files were checked for quantity and completeness of documentation, and the goals and objectives of Student Project Plans were rated. The rating system used was as follows:

1. Inadequate. The goals and objectives do not include an observable performance or product which would demonstrate what was learned. For example:

   **Goal**  
   Learn and understand the musical scale.

   **Objective (Indicator)**  
   When someone says, "Hit a C-flat", and I hit it.

2. Somewhat Adequate. At least one goal and objective together provide sufficient information to evaluate whether the student has met them. For example:

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1. The use of the goal and objective (indicator) format is derived from N. Gronlund, *Stating Behavioral Objectives for Classroom Instruction*, 1970.
Goal
Learn about postoperative care of animals.

Objective (Indicator)
Assisting the vet in postoperative care.

(The above was one adequate goal and indicator out of a total of four goals and four indicators.)

3. Adequate. More than one goal and objective provide sufficient information to evaluate student achievement of them. For example:

Goal
To know standard drafting symbols used in building plans.

To learn standard drafting techniques for showing modifications to existing structures.

To know how to use drafting tools such as a drafting board, angles, scaling rulers.

Objective (Indicator)
To produce a blueprint for a housing modification then have the modification okayed by a state-licensed inspector.

The student's project goals and objectives were also evaluated to determine if package goals were met. A similar rating system to the one above was used.

Forty-six students worked on projects related to packages and/or participated in one or more package discussion groups; 31 of these were interviewed. Forty students completed package-related projects for credit. Nine of the 46 did not consider themselves to be "in" the package. The

2. Other students received credit for package-related projects without participating in packages. The difficulties of sorting out which students received credit in which areas without participating in packages would require more time than feasible to complete the task.
matrix below explains the number of students whose work has been reviewed for this thesis. Comparisons of one student's project to another were avoided so that unfair and invalid distinctions would not be made. Comparisons were only made between an individual student's package and his non-package project. A project was considered non-package if the student did not consider himself part of the package and thus did not read it, did not commit himself to package goals, and did not participate in the discussion group. Some students worked on as many as five projects at one time.

<table>
<thead>
<tr>
<th>Student Activity</th>
<th>Number of Students</th>
<th>Number of Project Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked on package-related projects</td>
<td>46</td>
<td>62</td>
</tr>
<tr>
<td>Received credit for projects</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>Worked in package and received credit</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Received credit outside of package</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Interviewed</td>
<td>31</td>
<td>--</td>
</tr>
</tbody>
</table>

Project Plans of Students Who Received Credit Through the Package

The following information is based on a review of 29 Project Plans completed by "package" students. Five (17%) Project Plans lacked goals and objectives. Two of these were signed by the learning coordinator. When the remaining 24 Plans were grouped by the package developer according to adequacy, ten (34%) were found to be inadequate, nine (31%) were somewhat adequate, and five (17%) were adequate.
Seven of the ten inadequate Plans and seven of the nine somewhat adequate Plans were signed by the learning coordinator. A total of eleven Project Plans were unsigned. When the Project Plans were evaluated by the package developer to determine if they met the package goals, 23 (79%) met the package goals somewhat, and none (3%) adequately met package goals.

**Project Plans of Students Who Received Credit for Package-Related Projects But Did Not Use the Package**

Eleven Project Plans of eight students who completed package-related projects outside of packages were reviewed. Two (18%) of the eleven Project Plans lacked goals and objectives. Both were signed by the learning coordinator. Six (55%) of the Plans were judged by the package developer to provide inadequate information for evaluating whether the student had met them. Three (27%) were found to have somewhat adequate information. Ten (91%) of the eleven were not consistent with package goals. One (9%) partially met package goals.

A comparison of individual students' package to non-package Project Plans revealed no significant differences in depth of questions asked, quality or adequacy of project goals and objectives, or completeness. The quality of Project Plans varied by student rather than by whether a package was used.
Project Summaries

Every student project which receives credit should be accompanied by a Project Summary. Ten of the twenty-eight students who received credit for their package projects did not have any Project Summaries in their files. Half of the Summaries filed were incomplete; they lacked the learning coordinator's evaluation of the project; the amount and kind of credit awarded; the signature (approval of credit assigned) of the director of operations; and/or the date. Nine students' Summaries were complete and filed.

Project Products

Four of the twenty-eight students had no products on file. The learning coordinators for two of these students stated that one student had presented all products orally and that the other student had turned in several journals which were to be used as the basis for reports to be turned in late and thus had been taken home. Most of the students' products reflected the activities and questions listed in their Project Plans. However, there were several instances (six out of the twenty-eight students) where students apparently were unable to carry out their projects as planned, but did not alter their Project Plan accordingly. The majority of the project products did not reflect breadth of learning, a grappling with significant concepts (those listed in the package goals and package goal checklists or comparable
ones) or with one's own values. When package projects were compared to projects completed outside of packages, there were no differences. Differences in quality were apparent between students rather than between an individual student's package and non-package project.
CHAPTER V

CONCLUSIONS

SUMMARY OF CONCLUSIONS ABOUT IMPLEMENTATION

According to the students and staff, the packages were used and were judged to be helpful in planning projects. The student files contradict those statements, but the information available was not complete. Students and staff could not agree how packages were helpful, or how they should be used or improved. Package discussion groups did not ensure that significant learning took place. They were mainly devoted to completing the necessary paperwork of project planning, making announcements about activities and new resources, and helping students choose project topics. Some students confused packages with resource guides. They liked having resource guides grouped together according to categories, but did not use sections of the package which defined those categories, such as the goals, the introduction, and the bibliography. The structure of categorizing resources was useful to both students and staff, and to that extent packages made project planning easier.

There was considerable confusion about when a student was "in" a package. Some of the learning coordinators said that certain of their students were working on package pro-
jects yet, when interviewed, those students said they were doing independent projects. Other students worked on projects that clearly related to existing packages and should have developed their projects in accordance with the package goals and participated in package discussion groups, but they did not.

Whether projects were developed and completed within or outside of packages appears to have had little effect on their quality. Most were not of high quality. The questions students asked were generally concerned with day-to-day aspects of the program, issue, or organization they were investigating, such as: "How is Berkeley Own Recognizance run?" "Who supplies the money?" "Where are the Legal Aid Offices located?" Students did ask more probing questions such as: "How powerful can a union be?" "Do young people have as much power as an older person in a union?" "What is astronomy?" "What do you have to go through in order to press (rape) charges? Is is worth it all?" However, the students' goals and objectives did not indicate whether or how these questions would be answered. The data is not sufficient to conclude whether packages facilitated learning or program planning.

The main findings presented above - (1) that discussion groups were generally unplanned and did not focus substantially on important concepts and issues in their respective areas, (2) that many students did not read or use im-
portant parts of the packages; and (3) that staff did not completely understand the place of packages in student guidance — point to shortcomings in the implementation process rather than to weaknesses of the packages themselves or to the lack of viability of the package concept.

REASONS PACKAGES WERE NOT FULLY IMPLEMENTED

There were several reasons packages were not fully used. No one reason can stand alone. All of the following factors and circumstances are interrelated.

1. There was considerable confusion among operations staff and students about what being "in" a package meant. Some students interviewed were surprised to find that they had been considered part of a package. Students stated that they did not realize their project related to a particular package or that they should have participated in it.

2. It is possible that some of the confusion about packages arose because of the variety of formats among them. Packages were developed with different formats to determine which was most effective. However, neither students nor staff expressed any difficulty in using the packages because of format variations.
3. Although the package coordinator was responsible for planning, scheduling, and leading the package discussion groups, the coordinators seemed to feel that the package developer should play the major part in the groups. Package developers attended all package meetings and helped students complete Project Plans. One package developer consistently led the discussion groups for one of the packages. Package developers felt that it was not their responsibility or role, however, to implement the package discussion groups no matter how familiar they were with the packages, since it was an operations function. As a result, little planning went into the discussion groups, which became administrative sessions instead of part of the integrative support system. Most of the discussion groups were one-sided lecture and announcement sessions. Portions of the meetings were devoted to completing Project Plans.

4. Two of the packages were not ready the first day of the spring semester. By the time the discussion groups began, some students had already begun planning their projects and saw no reason to conform to package goals or requirements. Students and learning coordinators expressed the lateness of packages as a problem. Students who began package-related projects before
the package came out did not develop projects to meet package goals.

5. Student and staff interviews revealed that packages have been viewed by the school staff and students primarily as a means of meeting Oakland Public Schools requirements. Students who work on projects which are not necessary for credit in particular subject areas as stipulated by the Oakland Public Schools have not been interested in the packages nor have staff expressed a belief that it is important to encourage students to use them in those areas. For example, more package-related projects (for elective credit) were planned and completed outside of the Communications and Media Package than any other. Sixteen students received credit for projects related to communications and media. Although one of the original motivating forces behind development of the learning packages was the need to help students and staff meet Oakland Public Schools equivalency requirements, the philosophical development of the package concept evolved beyond that point in the minds of the development staff.

6. No one part of the instructional system of the Career Education High School program functions in isolation from the others. Learning packages are guidance and
program planning tools. If guidance procedures are not followed, packages cannot be fully implemented. The reasons guidance procedures were not fully implemented have considerable bearing on why packages were not fully implemented.

Package discussion groups are part of the integrative support function and were designed to imitate the purpose and format of the advisory groups. The fact that most students did not develop projects which met package goal requirements indicates a failure in project planning. The discussion groups should have given students the opportunity to discover the need to relate their more narrow project concerns to broader issues, concepts, and relationships. Instead, the discussion groups wandered from topic to topic, focusing most frequently on completion of forms and other administrative business. If integrative support procedures for advisory groups had been in place, staff could have applied similar procedures and techniques to the package discussion groups. If program planning procedures had been in place, packages would have been more fully utilized in planning package-related projects. Package goals were designed in accordance with the requirements for all projects and, project planning procedures are basically the same
whether or not the project falls within a package. In short, the effectiveness of packages was limited by the incomplete implementation of guidance procedures.

The distinction between operations (school) and development by its nature impinges upon communications and understanding between the two staffs. Developers were not always able to communicate their expectations and were hesitant to interfere in areas where operations staff had responsibility. Learning (Package) Coordinators felt isolated and felt out of the planning process; thus leading them to be suspicious and unfamiliar with the package material.
CHAPTER VI

RECOMMENDATIONS

The possible causes for incomplete implementation of packages, discussed in the previous section, were aggravated by problems in communication, philosophical and conceptual differences and the need for staff development. Aside from dealing directly with staffing and in-service training, the qualitative data review some specific areas needed for change in the packages. Recommendations fall into two categories: (1) learning package revisions and (2) package implementation.

LEARNING PACKAGE REVISIONS

The student and staff interviews afforded some information about necessary package revisions. Developers and other staff members have suggested additional revisions on the basis of their evaluation and use of the packages.

Make the Packages More Uniform

It is possible that some of the confusion about packages arose because of the variety of formats among them. The Biology Package, in particular, is organized very differently from the rest of the packages. Its structure is less flexible and conforms more closely to a high school text than the others. It is recommended that it be revised to be simpler, provide more flexibility, and be more concise.
All packages should contain the following sections in the order in which they are listed:

1. introduction;
2. a statement about the purpose and nature of package discussion groups (the same statement should appear in all packages);
3. a sample list of the types of careers students can explore through the package;
4. a list of Oakland Public School courses for which students may seek equivalency credit;
5. an explanation of how to plan and complete a project (the same explanation should be used in every package);
6. a section titled "Project Ideas" which gives at least four one-paragraph suggestions for project topics, using questions to prompt students to develop their own ideas and stimulate further questioning;
7. a section containing at least three sample projects, preferably five;
8. the package goals;
9. the package goals checklist with an explanation of how to use it;
10. an annotated list of resources broken down into resource persons, resource organizations, and community resources; and
11. a brief annotated bibliography intended as a sample of materials considered particularly appropriate by
students and staff.

Package goals should be revised so that they are more uniformly worded and have similar formats. Goals should clearly state package requirements. Every package should include applied basic skills, problem-solving, and career-development goals in addition to those goals appropriate to the particular package. Other sections, such as "How to Plan and Complete a Project", the annotated list of resources, the sample projects, the project suggestions, and the annotated bibliographies should be updated and uniformly formatted.

Some of the packages require a better explanation of their career/discipline areas by the inclusion of additional sample projects and revision of their introductions. The Politics section of the Social Science Package (see Appendix A), for example, should have one or two additional sample projects which more clearly demonstrate to students the relationship between politics (election campaigns, etc.) and American government (the judicial structure, the three branches of government, etc.). The Communications and Media Package should contain one or two additional sample projects in the areas of fine and performing arts and in crafts to clarify the relationship between those fields and communications.

Every sample project should include the following:

1. a page which describes the purpose of the sample project, lists the steps to follow without naming specific
resources to visit (naming instead types of resources to visit), includes thought-provoking questions, and refers the reader to the completed project-planning forms which follow;

2. a completed Project Sketch;

3. a completed Student Project Plan; and

4. a completed Goal Checklist.

To provide good illustrations, sample projects should be developed using the same process required of students. (Whenever possible, real student projects should be used.)

1. Using the Project Sketch:
   a. select an area of interest;
   b. review the resources to find ones appropriate to that area;
   c. ask some probing questions; and
   d. choose one to three resources to visit for orientations.

2. Using the Student Project Plan:
   a. narrow the focus of the sample project and define its purpose;
   b. determine the amount and kind of credit desired;
   c. ask more probing questions which imply what you, as the imaginary student, want to learn;
   d. select additional resources to visit (and record those already visited) and choose at least one for exploration-level activities;
e. estimate the time required to complete the sample project;

f. decide what you want to learn about and learn how to do, and write it in the form of project goals;

g. decide what you will do to show that you have achieved your goals and write those as goal indicators, being sure that your performances and products can be evaluated and documented; and

h. record who will evaluate your products and performances.

3. Using the Goal Checklist:

a. compare your goals and goal indicators to the package goal requirements for the amount and kind of credit required; and

b. if necessary, write additional goals and indicators to meet package requirements but be sure they relate directly to the sample project's focus.

Resources no longer available should be removed from the annotated lists and new ones added. In their interviews, students requested additional resources for most of the packages; as new resources are recruited during the summer, they should be added to the appropriate package resource lists.

PACKAGE IMPLEMENTATION

There are two aspects to package implementation: using the packages for planning projects (including designing
projects to meet package goals); and planning and participating in package discussion groups.

**Project Planning**

Any project which falls within the scope of the package categories should be designed to meet package goals. During initial project planning, learning coordinators can refer to appropriate packages for topic suggestions, ideas for questions to ask, reading materials, and related resources. Students who have particular difficulty deciding what they want to do can use one of the sample projects to get started.

Goal checklists help students and staff certify that package requirements are met. A checklist should be completed for each project. As projects evolve and develop, plans and ideas have to be revised accordingly. At least one month prior to the completion date, the student should commit to a Project Plan. At this point, the Plan should be revised so that it reflects what the student actually did and how he intends to demonstrate achievement of project goals and satisfaction of package requirements. Learning coordinators should oversee this process and, to the extent possible, ensure that Project Plans are revised when and as necessary. If a student decides to use a sample project, his learning coordinator should carefully review it with him to help him modify the sample Project Plan wherever necessary to meet the student's own interests, goals, and abilities and to conform to
currently available resources.

The learning coordinator, not the package coordinator, should be responsible for reviewing and approving his students' project planning forms. If a student needs help his learning coordinator feels unqualified to give, the student and/or his learning coordinator can consult with the package coordinator on an individual basis.

Package Discussion Groups

Each package coordinator should set aside a time and day for the package discussion group meeting. Package discussion groups should meet at least once a month. Depending on size, variety of interests among student members, and the package coordinator's discretion, these groups can subdivide into smaller interest groups each meeting once a week. Every student participating in a package should be required to attend package meetings in order to receive credit for his project. Participation should begin with initial project planning and activities and should continue until the project is submitted for credit. Participation in package discussion groups for subsequent projects within the same package should be required unless the student's learning coordinator files a written waiver. Discussion groups should be open-entry, open-exit so that all students do not have to begin their projects at the same time.

The purpose of package meetings should be to provide
students with a common forum for:

1. discussing the broad issues, concepts, relationships, and theories of the package career/discipline area;
2. exchanging and discussing ideas about projects and field experiences;
3. stimulating discussions of the package goals through student exchange of community experiences;
4. furnishing students with occasional background material and information, showing films, and hosting outside speakers on topics related to the package career/discipline area and students' specific projects;
5. giving interim and final program reports on projects and presenting project products;
6. discussing, planning, and critiquing Project Sketches and Project Plans;
7. clarifying personal values, problems, or concerns related to careers or issues students are through the package; and
8. brainstorming on topics or to solve problems.

Every discussion group should be taped so that:

(1) learning coordinators can use them as an additional source of information for progress monitoring purposes (package coordinators can advise a learning coordinator about meetings during which his students showed either unusual progress or particular problems) and (2) package coordinators can use them to evaluate their effectiveness as learning facilitators.
and to plan future meetings.

The tapes should be kept by the package coordinator, who can make them accessible to staff. Students who missed meetings could use the tapes also as long as they were not used as a substitute for attending the meetings. Tapes of package discussion group meetings should be kept on file as long as students and staff find them useful. Some taped meetings will become outdated at the end of the semester; others may prove useful for several semesters or longer.

Package coordinators should meet regularly to share techniques and methods of managing their role as package coordinator and learning facilitator. Whenever possible, students should share that responsibility by planning and leading a discussion group session themselves.

While one of the purposes of the package groups is to help students plan and complete projects, in order to avoid losing the interest and attention of the large group, individual problems should be tackled in conferences or small group sessions. Such a procedure depends, of course, on the discretion of the package coordinator. If the problem is common among the students and appears to be of interest to most members of the group, then it should be discussed and analyzed by the group. Dialogues between the package coordinator and one or two students, which in essence neglect the rest of the group members, should be avoided.

Package coordinators should use techniques and methods
described in other Career Education curriculum guides: role playing, simulations, values clarification, etc. as a basis for leading the package discussion groups. They can also use supplementary materials (such as films, guest speakers or discussion leader, presentations of students' projects, group resource site visits, and current newspaper and magazine articles) to help define and question the broad concepts of the package career/discipline area.

Improvements in package format, increased staff understanding of the purpose and use of packages, and implementation of the recommendations made elsewhere for the total program should lead to more complete and effective use of packages as student guidance tools.
PART III

New Directions for

Experience-Based

Learning
CHAPTER VII

SOCIAL STUDIES CURRICULUM:
POSSIBILITIES AND PROGRAMS

Agreement on the nature, conditions, and methods of learning has eluded scholars for centuries. In the following brief Chapter, I will not attempt to draw any conclusions or issue a pedological "call to arms." Depending on one's own background, experience, and education, conclusions can be drawn. However, the approach that I want to outline is generally humanistic and student-centered. Contributing to the basic philosophic perspective are scholars who discuss "deschooling society" and "education as cultural imperialism." Other contributions advocate the need for "options" and "choice" in education while preserving "equal educational opportunity" and the "rights" of students and teachers alike.

Within this basic philosophical, theoretical, and practical framework of information, I want to present a theory on the process of learning. Secondly, I want to provide a sequential curriculum model that will practically fit the theory. Finally, a categorization of concepts in the area of political studies will illustrate the context and depth of learning that can take place if the entire process is followed (or modified somewhat).
The Learning Process

Without a lengthy elaboration, three major points can be made about learning. References and sources will be kept minimal. First, learning need not take place only within a designated building, between certain ages, or at a specific time of day, week, month, year. The American academic calendar and all its trappings (e.g. buildings, vacation, teaching methods, etc.) are not a function of or for the learning process. They are simply conveniences and accidents that have, over the decades, become institutionalized and, hence, vested interests to some (e.g. paralleling the previous list, contractors, holiday and resort owners, and professional educational schools and credentialing agencies).

This obvious point, however, is meant to illustrate a serious issue in learning theory: as people are individuals, so are the ways in which they learn. For example, the assumption that all students will be able to comprehend, retain, and use information in a book or in a lecture, during the first semester, at age 20, and at 9:00 A. M., on Monday, Wednesday, and Fridays, is absurd. Such, however, is the American educational system; and unfortunately, so also is the approach to learning. The sad consequence in the public elementary and secondary schools is the tracking system, embraced by about 80% of the American public school systems.1

The tracking system had likewise been embedded in institutions of higher educational learning (in the sense of gaining knowledge, insight, understanding, and then being able to conceptualize, theorize, and use information) can not be obtained only within a strict, narrow context. Instead, learning is individualized and highly egocentric.

The second point can be phrased in terms of a question: how, then, can learning be systematized? The answer by most educators is through schooling. However, a growing number of "thinkers" see schooling as an oppressive punitive system. Instead, traditional models (systems) of learning are being re-discussed and newly investigated. John Dewey advocated the bringing of the outside world (reality) into the classroom. Recent educational methodologists have advocated role-playing, psycho-drama simulations, and other contrived techniques to make the classroom "relevant." Illich (1968 and 1973), Kohl (1969), Rossman (1969), and others have argued that the schooling model is fine for the learning needs and styles of some students but not all students. There are other kinds of "de-schooled" learning environments where other students would best be able to learn. This approach is strikingly similar to traditional apprenticeship programs in the 19th Century. With it, is the notion of choice as well as high comprehensive educational standards in basic skill areas. Other options are also available and extend into all facets of society at a variety of age levels. Each one emphasizes
the need for learning to be "reality-based." Today learning within educational institutions is abstract and often meaningless. Consequently, the balance is lost between what happens in the world today and the wisdom of ancient times.

The last point concerns the accountability of learning. How does one know what they have learned? How is it evaluated? Can learning and knowledge be quantified? To those with the College Testing Service or in educational evaluation, the answers are clearly through standardized tests. Increasing evidence\(^2\) indicates that tests: (1) do not measure either ability or achievement; (2) are culturally and linguistically biased; and (3) are socio-economically oriented against the lower and working classes. Culture History\(^3\) has shown that education is the primary institutional transmitter of a society. Thus, the embodiment of learning into an educational system has been to preserve the position, values, and beliefs of a dominant socio-economic minority.

Without tests, how does one evaluate learning? This central question which concerns many thinkers today has not been answered. The Stull Act (1972) in California insists that the public schools do some sort of evaluation. Competency-based education is the most widely accepted approach (because it was convenient) through the use of "behavioral objectives" or "goals". These are phrases which a student, teacher, or

---


\(^3\) As Carnoy proves in Education as Cultural Imperialism, 1974.
administrator specify a certain objective that will be accomplished within a period of time as demonstrated by a particular behavior. For example, consider:

(1) Perform the multiplication tables after three months with 80% accuracy.

(2) Demonstrate an understanding of communism by writing a comparative paper on facism in the 1930's in Germany.

(3) Swim 100 laps using five strokes at the end of four months.

(4) Teach successfully to at least 75% of the students the concept of nuclear fission by the end of the first semester.

Each of these objectives can be thought of as a mini-contract between the learner and the teacher. While there are some serious issues and problems with this approach, it is the only real alternative to the test-minded evaluation approach to learning. Hopefully, the "objective" approach will also run its course and give rise to still others. It does, however, provide another alternative in the evaluation process in which the learner can be the primary decision-maker.

The four examples (1) - (4) also illustrate a related issue about the content of learning in terms of evaluation: the knowledge of processes versus facts. Above (1) and (3)

illustrate the fact knowledge-base which is usually a fore-runner to processes like (2) and (4) which are theoretical/conceptual knowledge. The assumption (derived from B. Bloom's educational taxonomies) is an inductive, versus a deductive, learning process. Of course, this provides us with another source of intellectual conflict: is all learning inductive (i.e. facts evolve into theory)?

My view from the data, is that the processes must be intermixed. For the sake of argument we will use the "convenient" competency-based learning objectives in the rest of this document. We do so with the aforementioned concerns and doubts. The theoretical sequence of our learning theory could be schematically represented as:

concepts \rightarrow objectives \rightarrow activities \rightarrow products \rightarrow credit

derived into mixed with resulting in for

The Curriculum Model

A model can be construed as having three phases: orientation, exploration, and investigation. These phases might correspond to the three quarters (i.e. 10 weeks) outlined in the Oakland Housing Authority Proposal.\textsuperscript{5} Basically the idea is to use the "community as a classroom." By providing a flexible structure, a sequence, and an inquiry/

\textsuperscript{5} Watson. A Community Development Education Center. 1974.
discussion seminar, students can learn in a variety of contexts to suit their needs. The model would allow for students to start at any phase or to go through all three in one academic quarters. For those desiring a more structured format, the sequence over a year's time could be adhered to. Briefly each phase would consist of the following learning activities (with the use of methods, such as meetings, courts, hearings, film/lecture, series, exhibits, an issue or problem, etc.):

**Orientation:**

the student would be expected to experience at least several different learning situations of his/her choice for 5-10 hours spread over several weeks; other experiences could be happening simultaneously; a series of objectives would be set-up in advance with the curriculum coordinator and then met; the whole quarter could be spent at orientations with the goal of "getting into something" at the end of the quarter.

**Exploration:**

several activities could be continued, but with greater depth; perhaps 10-40 hours worth of "study" related research; the activities should now have a common theme: study power, analyze decision-making, or examine construction, standards; each activity should have an identified "resource person" or individual who knows of the student's interests in the activity
and would allow the curriculum coordinator to contact for evaluation.

**Investigation:**

Concentration on one activity with clean-cut goals and final objective; no limit on time; the results might be shared with the "resource person" for evaluation or their own use; the coordinator would visit and monitor the final "product" which is proof of the learning completed.

On a regular weekly basis, the students and coordinator would get together to discuss what each has experienced. Basic readings might be assigned with the coordinator prepared, upon need or student request, to provide some theory, concepts, or bring information together into a framework. Part of the coordinator's time might be spent in bi-weekly individual progress conferences (held anywhere) and in the field gathering new resources, maintaining contacts with older ones, and monitoring student progress with activities. The curriculum model would appear as:

```
Orientation --> exploration --> investigation
```

Individual Conferences and discussion groups
The Study of Politics: an example

In attempting to isolate some objectives that might be appropriate for the political studies curriculum, these four broad areas of politics appear to cover all aspects: (1) comparative or cross-cultural, (2) elite, (3) socio-economic, and (4) control. Each of these and the categorization or related concepts emphasize process rather than fact information. Examples of sub-concepts are also given under each.

(1) Comparative/Cross-cultural Politics:

<table>
<thead>
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(2) Elite Politics:

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<td>Decision-Makers</td>
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<td>Culture</td>
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(3) Socio-Economic Politics:

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<th>Family</th>
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<th>Interests</th>
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<td>Ethnicity</td>
<td>Interpersonal</td>
<td>Facism to</td>
<td>Elections</td>
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<td>Race</td>
<td>Clan</td>
<td>Anarchism</td>
<td>Labor</td>
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<tr>
<td>Class</td>
<td>Groups</td>
<td>Urban to</td>
<td>Business</td>
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While the typology is somewhat arbitrary, it provides an over-view of the concepts to which objectives should address themselves in a political studies curriculum. The array of concepts also provides the coordinator with a set of contextual learning areas to provide for the students. The responsibility of each student would be to pick and choose from among the concepts and match them with activities which allow them to obtain the objectives. The objectives and activities would then result in a product as evidence of completion.

Conclusion

The Chapter has briefly attempted to outline three
themes in learning theory: (1) learning is an individualistic process; (2) learning can be put into a flexible educational structure; and (3) learning must be accountable. In exploring each of these, the thesis then provided a curriculum model which could easily be adapted to an open learning environment, yet with built-in safeguards. The discussion and taxonomy on what a political studies curriculum could look like provides an example of how students could match activities with concept objectives. Appendix A gives examples of both format and possible construction of activities with objectives leading to final products.
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Appendix A

A Social Science Curriculum:

Politics Package
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## PART I: POLITICS*

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### SAMPLE PROJECTS

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  Page 15
- **Sample Project 2:** The American Women's Movement for Equal Rights  
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- **Sample Project 3:** Impact of Revenue Sharing on Local Government  
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*Other sections of this package will be developed as staff time allows and as students complete projects which can be included as samples for future students.*
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INTRODUCTION

Man is by nature selfish and greedy.
People with more education make more money.
The older people get, the more conservative they get.
Blue collar workers usually vote for Democrats.
Young people today are alienated.

The subject matter of the social sciences is people -- groups of people and people in groups. The aim of the social sciences is to understand, and in some cases to change, human behavior. Recognizing the uniqueness of individuals and historical events, social scientists nonetheless look for patterns of human thoughts, attitudes, beliefs, values, and ways of acting so that we can better understand the social environment, past and present, in which we live.

The first task of the social scientist is to accurately describe human behavior. This is not an easy task. The introductory statements above are descriptions of the nature, beliefs, or actions of groups of people. But are they "science" or "fiction"? Can they be tested scientifically? How?

Having discovered and described patterns of people's thoughts or actions, in political, economic, social, religious, intellectual, familial, or other activities, the social scientist seeks to explain why groups of people and people in groups think and act as they do.

Many social scientists, and perhaps most people, are unwilling to rest with understanding what is or has been the nature or cause of people's beliefs and actions. To social theorists or philosophers the important questions deal with what ought to be, with how men and women, communities and nations, teachers and students, parents and children ought to act, and with how the social scientist's understanding of human behavior can be used to improve the human condition.

Broadening your own knowledge of patterns and causes of human behavior using the methods and findings of sociologists, historians, political scientists, anthropologists, economists, psychologists, and other social scientists should help you not only to understand yourself and your society, but to work more effectively toward your own personal, social, political, and economic goals.
This package is designed to help you develop projects through which you can answer your own questions about the nature, causes, and effects of human behavior, past and present, while fulfilling Oakland Public Schools (OPS) social science requirements. The resources in this package also offer you the opportunity to explore a wide variety of careers related to the social sciences.

This package is still being developed, and in fact may never be completed as new areas of study continue to grow out of the old. For example, urban studies or urbanology is a rapidly growing field as social scientists apply the principles and methods of political science, economics, social psychology, and other disciplines to the study and solution of the problems of cities.

The Politics Section of this package provides a framework and resources to help you pursue your own questions about government and politics, explore related careers, and fulfill the OPS requirement for study in American government. Because of the interrelatedness of the social sciences and of social problems, issues, and institutions, most of these resources can also be used to pursue projects in U.S. history, world studies, and the many elective social science areas.

Other sections of this package will be developed as staff time allows and as students complete exemplary projects which can be included as samples for future students. In the meantime, if you wish to plan a social science project not dealing with politics and government, you should seek special assistance from your Learning Coordinator or the Social Science Package Coordinator.
An essential aspect of Far West School is the frequent meeting of students at the Resource Center to discuss and share their community experiences, problems, and interests. Each package has its own package discussion group which meets at least once every month. Depending on its size and the variety of interests among the student members, the group can divide itself into smaller subgroups to meet more frequently. The purpose of package meetings is to provide students with a common forum for:

1. discussing the broad issues, concepts, relationships, and theories of the package career/discipline area;

2. exchanging and discussing ideas about projects and field experiences;

3. stimulating discussions of the package goals through a student exchange of community experiences;

4. furnishing students with occasional background material and information, showing films, hosting outside speakers on topics related to the package discipline/career area and students' specific projects;

5. giving interim and final progress reports on projects and presenting project products;

6. discussing, planning, and critiquing Project Sketches and Project Plans;

7. clarifying personal values, problems, or concerns related to careers or issues students are studying through the package; and

8. brainstorming on topics or to solve problems.
CAREERS FOR EXPLORATION

Below are some of the careers and career areas which can be investigated through the Social Science Package. This list does not include all the possible careers, but should help you decide whether the career you are interested in relates to the career/discipline areas of this package.

Politics

ambassador
bureaucrat
city clerk
city council member
city manager
congressional representative
court clerk
court reporter
diplomat
FBI agent
government program director
judge
lobbyist
mayor
police officer
political organizer
postal employee
school board member
special agent

Other Social Sciences

anthropologist (cultural or physical)
child development specialist
counselor (personal, family, sex, drug, or other)
ecologist
economist
environmentalist
ethnologist
geographer
historian
museum curator
museum director
psychiatrist
psychologist
psycholinguist
public policy analyst
social worker
sociologist (urban, rural, family, etc.)
teacher, education specialist
teacher, elementary or secondary
teacher, social science

employees of all other local, state, and federal agencies such as social welfare agencies, department of motor vehicles, departments of parks and recreation, housing authorities, departments of urban development and redevelopment, as well as employees and volunteer workers in a variety of political and social organizations and agencies
COURSE EQUIVALENCIES

Below are some Oakland Public School courses that may be fulfilled with a social science project. Depending on your project, credit can be applied toward:

African Studies
American Government
Anthropology
Asian Studies
Black History and Culture
Comparative Civilizations
Comparative Governments
Current Affairs
Economics
English
European History
International Relations
Latin America
Marriage and Family
Mexican-American History and Culture
Minorities in America
Psychology
Sociology
Urban Studies
United States History
World Cultures
World History and Geography
HOW TO PLAN AND COMPLETE A PROJECT

Here are some of the tasks involved in planning and completing a package project:

1. Read the materials in the package.

2. Meet with your Learning Coordinator (LC) to discuss your interests:
   a. what you want to explore within the package: a career, a comparison of careers, a subject, an issue, etc.;
   b. which resources will give you the necessary information; and
   c. what you want to learn.

3. Attend all package discussion group meetings.

4. Determine your areas of interest, define a topic, and start planning your project on a Project Sketch. REMEMBER: As you move from Project Sketch to Project Plan, this definition may change as your ideas become more clearly developed. Consider these possible approaches, or others:
   a. a career area to explore,
   b. a subject area to research, or
   c. an issue to resolve.

5. If you can't decide on a topic, start by identifying resources that interest you, complete a Project Sketch, visit the resources, ask questions, and then go back to Step 1. The purpose of your Orientations should be to identify what you want to learn about or learn how to do, where, and with whom. NOTE: You must do an Exploration with an RP or RO in completing your project. When you have defined an area of interest and a topic, start planning your project using the Student Project Plan. After a maximum of three related Orientation visits, you should be able to do the following:
   a. Define your project topic and give a brief description.
   b. Identify significant questions you will investigate.
   c. Identify the resources you have used or plan to use in completing your project and state why you chose them. (If no RPs are available in your area of interest, you may have to recruit one yourself. Ask your LC and the Resource Analyst for assistance.
   d. Identify related reading or other research materials you will use and learn how to use them.
e. Identify special requirements or prerequisites.

f. Estimate how long your project will take.

6. Complete a Student Project Plan and make a copy for each resource person you will visit so that they will know what you are trying to learn about and learn how to do, and thus can help you do it. 

7. Specify your project goals and indicators. (REMEMBER: You can mold and shape those goals and indicators to your project until the cutoff date decided upon by you and your Learning Coordinator, after which your Project Plan becomes a learning contract with established goals and indicators you must endeavor to meet.)

a. Check them against the package using the Goal Checklist.

b. Include at least one product.

c. Be sure your goals can be assessed; that is, that someone can evaluate your performance(s) and your product(s). (Negotiate this with your LC and appropriate RPs.)

d. Designate who will evaluate your performance(s) and product(s). (Negotiate this also with your LC and appropriate RPs.)

e. The number of credits you receive depends on the indicators you complete and the goals you achieve. If you find you cannot meet all the requirements with one project, do two.

8. Have ongoing discussions with your LC, keeping him informed of your interests and steps you are taking regarding them.

9. Your project can be designed either to cover a breadth of material or to focus on a narrower topic in greater detail or depth. Here are some alternatives:

   depth - a. an Orientation, Exploration, and Investigation with one RP or RO;

   breadth - b. three Orientations and two thorough Explorations with RPs or ROs; or

   c. getting several different points of view by doing several Orientations and one thorough Exploration.

10. Decide how the conclusions of your study relate to your own interests, values, and career goals, and communicate them to others:

   a. orally,

   b. in a written report or essay,

   c. with photographs or drawings, or

   d. by tape or any other method of communication you prefer.
11. In order to receive credit, have your product(s) and performance(s) reviewed and evaluated by the person designated on page 3 of your Student Project Plan. (See Step 7.d. above.)

Be sure your evaluator(s) record their assessment on page 3 of your Student Project Plan, in a letter, or by telephone to your Learning Coordinator. If you agree with the evaluation, add your own initials. If you disagree, state your reasons in the comments column. Turn in the completed evaluation form (page 3 of your Student Project Plan) to your LC with your products and Project Summary Report for assignment of credit.
PART I

POLITICS
"Man is by nature a political animal."

"A social instinct is implanted in all men by nature, and yet he who first founded the state was the greatest of benefactors. For man, when perfected, is the best of animals, but when separated from law and justice, he is worst of all."

-- Aristotle

A study of any aspect of the American governmental system involves, by definition, a study of politics -- the system by which a people organize themselves, protect themselves from people and nations outside that system, and provide for the public "good." Politics is participation, and the struggle to participate, in the decision-making structures of society.

Government workers, agencies, bureaus, organizations, and programs on the local, state, and federal level are part of the American political system. The courts, the police, the Internal Revenue Service, the welfare department, and housing authorities all take part in determining how the country is run. Whatever your particular interest may be -- whether your concern is for the rights of women, children, Blacks, Asians, or Native Americans; better understanding of court processes and procedures; or improving the quality of urban life -- you can develop a project around it using the Politics section of the Social Science Package.

This section offers you some suggestions for possible study projects in the form of project ideas and sample projects; a statement of minimum goals your project must address if you desire credit in American government or elective political science areas (such as comparative governments or international relations); a goal checklist; an annotated list of resources (community and employer); and a bibliography. In addition to meeting the minimum goals of the Politics section, your project should also be designed to include the Social Science Package goals of acquiring and communicating information, developing problem-solving skills, and exploring and evaluating career options.
Participation in discussion groups with your fellow students working on politics projects will assure you of a broad exposure to the subject required for credit in American government. The following pages offer project suggestions and samples. Notice that students start with their own ideas or interests and develop them into projects which also satisfy requirements. For other project ideas, you might brainstorm with your fellow students. We hope, above all, that the Politics section of this package allows you the freedom to explore your own interests while developing some of the knowledge and skills needed for effective, informed citizenship.
PROJECT IDEAS: WHAT IS POLITICS?

The State. Governor Reagan's veto of a bill preventing arbitrary closings of state hospitals was recently overturned by the state legislature. This is the first veto override in 28 years, but the governor shrugs it off as "unimportant" and "inevitable." What real effects can this override have on his future presidential hopes? Does voter defeat of his tax limitation initiative in November 1973 (Proposition 1) take on new significance?

The Nation. The Watergate scandal has been with the nation a whole year. Political careers have been sacrificed to it. Public faith in the American government and those who run it is at an all-time low. To date, 17 current members of the House and Senate have declared their intentions to retire rather than face popular elections this fall. The President of the United States has resigned; an appointed Vice President now heads the nation. But is Watergate changing anything? When it is behind us, will American politics be "cleaner"? Are we, as a political system, heading toward some sort of "renewal" process, or simply reacting to immediate problems?

The Economy. Independent American truckers across the nation recently went on strike protesting diesel fuel shortages and prices, government controls on shipping rates, and the general management of the government. Who is really responsible: oil companies; Arab oil magnates; auto manufacturers; congress; the President? How greatly will such things as the strikes and shortages affect our economy this year? And beyond the energy crisis and its reality or falseness, how will these effects be expressed in American political action and changes brought about by the 1974 elections?

The Legal System. During fall, 1972, the son of a prominent Bay Area family was seized at the airport with suitcases full of marijuana. He was released, almost immediately, on his own recognizance by a judge of the Superior Court. Moreover, he was only charged with an obscure violation: possession of "proscribed" goods. His good fortune is not in dispute. If, however, it had been you instead, would you have been released without posting bail? Would you be charged with a vaguely-worded violation? Or, would you
be charged with possession of drugs for sale? How does our legal system operate? What is the limit of a judge's discretionary powers? Does the public care about these matters? What groups or legislators insure equality and justice under law? And what signs can we point to which indicate success or failure in such attempts?

The Family. "I make the money in this household, so we will go where I want to go!" "Mary wants to be a nurse and Johnny wants to be a doctor." "Your mother runs the house and I (the husband) take care of the yard." All these commonly expressed views are under serious question today. Within the family unit, the traditional roles of women and men are changing. The turmoil and conflict resulting from this change in our basic social institution (the family) can be seen as political. Power within the family (as elsewhere) often rests with those who have or control money or economic wealth. But there are other sources of power and authority as well. The roles and rules by which the family operates are political in nature: Who has the power? The authority? Why? How are decisions made and by whom? What are the controls on individual behavior? Politics in the family often parallels politics in large organizations and government. Alliances, trade-offs, influence, and control are all apparent within the family, as they are in the political arena. In what ways is the family not like other political units? How do families affect the political views and actions of their members?
SAMPLE PROJECT 1
COMMUNITY PARTICIPATION IN THE OAKLAND PUBLIC SCHOOLS

The purpose of this project is to investigate the nature and extent of community participation in the decision-making processes of the Oakland Public Schools (OPS). Places to start would be the Administrative Offices of OPS, especially the Department of Community Services, or your local school administrator's office.

1. Find out what kinds of community groups participate in school-site activities.

2. Attend meetings of some active community groups and interview their members.

3. Investigate a current school issue in which community groups have expressed concern.

4. Talk with teacher organizations and their representatives about the issue and their views on it.

5. Attend School Board meetings and then research issues or problems posed by the Board, staff or community groups.

The sample project will help you think of questions to ask and resources to visit. Be sure to do some reading, and keep an accurate record of your contacts and findings.
**Project Sketch**

Use this form to plan your orientations prior to visiting a resource. Obtain your Learning Coordinator's approval.

<table>
<thead>
<tr>
<th>Student</th>
<th>LC</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Technical Advisor (if any) | Package**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

**I. AREA OF INTEREST** (Indicate the specific career, subject, or issue area you want to explore as a possible project)

The local school system

**II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?**

1. Who participates in making policy decisions affecting the schools?
2. How do people get involved in local school politics?
3. What power do community people have in influencing the actions or decisions of the schools?
4. ________________________________
5. Do the schools reflect the needs and concerns of the community? What are some of those needs and concerns?
6. ________________________________
7. Where and how are decisions made in the school system? Are different kinds of policy decisions made at different levels?
8. ________________________________

**III. WHAT RESOURCES WILL YOU USE TO FIND OUT MORE ABOUT THIS INTEREST?**

**RP/RO/CR (Circle one)** Mike Bradley, AFT Phone 836-0991

<table>
<thead>
<tr>
<th>Address</th>
<th>Second Avenue, Oakland</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP/RO/CR (Circle one)</td>
<td>School Board Meetings Phone 836-2622</td>
</tr>
<tr>
<td>Address</td>
<td>Oakland</td>
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<tr>
<td>RP/RO/CR (Circle one)</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER RESOURCES (Give name of person or title of reading material)**

Politics Coordinator

**CHECK APPROPRIATE BOXES**

- [X] I have read RP/RO guide
- [ ] I have recruited this resource
- [X] I have checked the CR file
- [ ] I plan to recruit this resource
- [ ] I have checked for related books/pamphlets

<table>
<thead>
<tr>
<th>LC</th>
<th>DATE</th>
</tr>
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<tbody>
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</table>

**APPROVED BY LC**

<p>| | |</p>
<table>
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</tr>
</thead>
</table>

**LC FOLLOW-UP**

- [ ] The student has decided to do a project in this interest area.
- [ ] The student has decided not to pursue this interest further because:

**TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES**

Distribution: Original (white) - LC, Yellow - student, Pink - resource analyst
far west school — STUDENT PROJECT PLAN

STUDENT __________________ PROJECT NO. _______ PACKAGE __________________

LC APPROVAL ___________________ DATE _______________ DATE PROJ. STARTED _______________

TECHNICAL ADVISOR(S) (If any) ______________ Mike Bradley

I. PROJECT DESCRIPTION

A. Title ______________ Community Participation in the Oakland Public Schools

<table>
<thead>
<tr>
<th>PLANNED CREDITS</th>
<th>FWS Credits</th>
<th>OPS Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPS Subject Area(s)</td>
<td>1. American Government</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Urban Studies</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

B. Theme (Please give a brief description of your project)

I plan to look at the functioning of the Oakland Public Schools from the perspective of the community it serves. Since the Oakland Public Schools' population is over 60% black, I am interested in what kinds of power and influence ethnic communities have within the school system.

C. Questions to be Investigated:

Who runs the schools: the teachers, the taxpayers, the school board, the administration, or the students? How are decisions made and by whom? What kinds of mechanisms exist for ethnic and minority participation? Are they effective? Can they be expanded to give ethnic and minority members of the community more power and authority? Should they? How? Would following the activities of one group or committee provide me with a representative example? Do different ethnic or minority community groups agree on how the schools should be run? Do different groups make different demands on the schools?

FOR LEARNING COORDINATOR USE ONLY

<table>
<thead>
<tr>
<th>Mid Term Review</th>
<th>Initials</th>
<th>Date</th>
<th>End of Semester Review</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
</table>

17
## II. IDENTIFICATION OF RPs, ROs, & CRs

### A. Completed (Identify RPs, ROs, and CRs already visited for orientation)

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Address</th>
<th>Phone</th>
<th>RP</th>
<th>RO</th>
<th>CR</th>
<th>Hours Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Bradley, AFT</td>
<td>1236 Second Avenue, Oakland</td>
<td>836-0991</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>OPS School Board Mtgs.</td>
<td>1025 Second Avenue, Oak. Administration Bldg.</td>
<td>836-2622</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### B. Planned (Identify the RPs, ROs, & CRs you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an exploration with at least one RP or RO.)

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Address</th>
<th>Phone</th>
<th>Acty Level</th>
<th>RP</th>
<th>RO</th>
<th>CR</th>
<th>Est. Hours</th>
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</thead>
<tbody>
<tr>
<td>Mike Bradley, AFT</td>
<td>1236 Second Avenue, Oakland</td>
<td>836-0991</td>
<td>O E I</td>
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<td>836-2622</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>School Safety Comm.</td>
<td>1025 Second Avenue, Oak. Administration Bldg.</td>
<td>836-2622</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

* O=Orientation (1 - 9 hours); E=Exploration (10-39 hours); I=Investigation (40 plus hrs)

### C. Related Reading/Research (Give Titles)

- Interviews with students, teachers, administrators, and community people.
- Construct a survey and/or questionnaire. Participate on panels and in meetings.
- Read: The Politics of School Desegregation by Robert L. Crain; newspaper articles; and The Open Classroom by H. Kohl.

## III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See RP reports or Community Resource repts. Some sites require special insurance, health certificates, etc.)

### A. Prerequisites

### B. Materials or Equipment

## IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

### A. Site Visits 130 Hrs. Product Production 20 Hrs.

### B. Reading 20 Hrs. Other (specify) Hrs.

TOTAL HOURS 170

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT

PLANNED PROJECT COMPLETION DATE
### Goals and Indicators

<table>
<thead>
<tr>
<th>For Indicators</th>
<th>For Evaluator's Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due</strong></td>
<td><strong>Date</strong></td>
</tr>
</tbody>
</table>

1. Analyze the roles and power of ethnic and minority communities in the Oakland Public Schools.
   - Write a five page report analyzing minority group roles and power in the OPS decision-making process.

2. Determine the methods and techniques of community political participation in the OPS decision-making process, and identify those which are most effective.
   - Outline present and possible future mechanisms for ethnic and minority community participation.
   - Develop a series of rules for groups of people who must play in the "political arena."

3. Learn about the "politics" of education and the school district's relationship to other local governments (city, county, other school districts, etc.).
   - Prepare an outline and lead a package discussion group in which the arguments for and against increasing the schools' budget are analyzed and the positions of various community groups on this issue are discussed.
   - Diagram the interrelationships of local governments in making financial and other decisions affecting the schools.

---

**USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY**
### Goals and Indicators

<table>
<thead>
<tr>
<th>For Indicators</th>
<th>For Evaluator's Use</th>
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<tbody>
<tr>
<td><strong>4. Analyze the basis on which individuals or groups make decisions.</strong></td>
<td></td>
</tr>
<tr>
<td>a. Write a report analyzing the voting behavior and backgrounds of all the School Board members to try to determine if their voting behavior on the selection of a superintendent and the disposition of the School Safety Report was influenced by education, social position, work experience, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Contrast careers involved in ethnic community work with careers in the Oakland Public Schools.</strong></td>
<td></td>
</tr>
<tr>
<td>a. Design job descriptions for three people at different salary levels for an ethnic organization and for the Oakland School District.</td>
<td></td>
</tr>
<tr>
<td>b. Select and explain which job I would like best in each organization.</td>
<td></td>
</tr>
</tbody>
</table>

**USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY**
<table>
<thead>
<tr>
<th>GOAL</th>
<th>GOAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. APPLIED BASIC SKILLS</td>
<td>Required: One element from each group</td>
</tr>
<tr>
<td></td>
<td>[x] a. reading</td>
</tr>
<tr>
<td></td>
<td>[x] b. listening</td>
</tr>
<tr>
<td></td>
<td>[ ] c. viewing</td>
</tr>
<tr>
<td></td>
<td>Communicating Information</td>
</tr>
<tr>
<td></td>
<td>[x] d. writing</td>
</tr>
<tr>
<td></td>
<td>[x] e. speaking</td>
</tr>
<tr>
<td></td>
<td>[ ] f. innovating</td>
</tr>
<tr>
<td>2. PROBLEM SOLVING SKILLS</td>
<td>Required: All elements</td>
</tr>
<tr>
<td></td>
<td>[x] a. define problem</td>
</tr>
<tr>
<td></td>
<td>[x] b. identify and use resource and methods of</td>
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<td></td>
<td>acquiring information</td>
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<td></td>
<td>[x] c. propose/evaluate possible solutions</td>
</tr>
<tr>
<td></td>
<td>[x] d. identify actions necessary to carry out</td>
</tr>
<tr>
<td></td>
<td>solutions</td>
</tr>
<tr>
<td>3. CAREER DEVELOPMENT</td>
<td>Required: All elements</td>
</tr>
<tr>
<td></td>
<td>[x] a. roles and functions of employee</td>
</tr>
<tr>
<td></td>
<td>[x] b. relation of job to other jobs</td>
</tr>
<tr>
<td></td>
<td>[x] c. qualifications for entry</td>
</tr>
<tr>
<td></td>
<td>[x] d. working conditions</td>
</tr>
<tr>
<td></td>
<td>[x] e. rewards</td>
</tr>
<tr>
<td></td>
<td>[x] f. current and projected demand</td>
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<tr>
<td></td>
<td>[x] g. organizational affiliations</td>
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<tr>
<td></td>
<td>[x] h. geographical limitations</td>
</tr>
<tr>
<td></td>
<td>[x] i. personal evaluation</td>
</tr>
<tr>
<td>GOAL</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 1. AMERICAN GOVERNMENT/ POLITICS | At least three elements or three comparable elements | [ ] a. power relationships among government levels  
[ ] b. relationships among government agencies  
[ ] c. your rights and obligations as a citizen  
[ ] d. ways your life is affected by government actions  
[ ] e. sources of political power  
[ ] f. interest groups, political movements, and political parties  
[ ] g. ways of influencing government action  
[ ] h. values and other factors influencing political participation  
[ ] i. formal and informal rules of American politics  
[ ] j. major trends in the political environment  
[ ] k. other (specify) |
| 2. POLITICAL INQUIRY | At least three elements or three comparable elements OR a combination of three elements from Goal 1 and Goal 2 | [ ] a. power  
[ ] b. law  
[ ] c. authority  
[ ] d. public opinion  
[ ] e. political participation or behavior  
[ ] f. political socialization  
[ ] g. political institutions  
[ ] h. democracy  
[ ] i. other (specify) |
| 3. URBAN STUDIES | | [ ] a. minority groups in Oakland  
[ ] b. arguments for and against increasing school budgets  
[ ] c. how public schools serve groups within the community |
SAMPLE PROJECT 2
THE AMERICAN WOMEN'S MOVEMENT FOR EQUAL RIGHTS

There is much concern today about the roles, status, and economic power of women in our society. Newspapers and television carry stories about feminist organizations and demands for women's rights. Some say women are "second-class citizens." A project exploring the past, present, and future of women in our society could help you answer questions such as:

- What are the roles and status of women in this decade?
- How have these changed in the last 25 years? In the last 50 or 100 years?
- In what direction do we seem to be moving in our redefinition of women's roles in our society?
- What tactics have women used to achieve greater equality in political, social, and economic power and status? What tactics are likely to work best in achieving the goals of the women's movement? Why?

A project exploring the past, present, and future of women in society could be enlightening to both female and male students.

1. One place to start would be with a women's organization. Counseling centers specializing in women exist at most colleges and universities.

2. Libraries offer excellent resources, including old magazines and novels as well as history texts.

3. Bookstores have numerous recent publications and guides, and referrals dealing with the women's movement.

4. Focus upon a particular organization or institution such as labor unions or politics (traditionally a "man's domain") and investigate changing roles of women.
Far West School | Project Sketch

Use this form to plan your orientations prior to visiting a resource. Obtain your Learning Coordinator's approval.

Student ________________________ LC ________________________ Date ________________________

Technical Advisor (if any) ________________________ Package ________________________

I. AREA OF INTEREST (Indicate the specific career, subject, or issue area you want to explore as a possible project)

The American Women's Movement

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. Were women of the past more oppressed than women of today? In what ways?
2. How, if at all, have the demands of the women's movement changed over time?
3. After building up momentum, how and why did the movement burn out in the 1920's?
4. What were the various reactions of men and husbands to the movement? What did they do about it either way?
5. ________________________
6. ________________________
7. ________________________
8. ________________________

III. WHAT RESOURCES WILL YOU USE TO FIND OUT MORE ABOUT THIS INTEREST?

<table>
<thead>
<tr>
<th>CR/RO/CR (Circle one)</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Kathy Drolet</td>
<td>647-6727</td>
</tr>
<tr>
<td>CR</td>
<td>Women's Law Association</td>
<td>642-4299</td>
</tr>
<tr>
<td>CR</td>
<td>A Woman's Place Bookstore</td>
<td>654-9920</td>
</tr>
</tbody>
</table>

OTHER RESOURCES (Give name of person or title of reading material)

Oakland Public Library, Moe's Books

CHECK APPROPRIATE BOXES

[ ] I have read CR/RO guide
[ ] I have recruited this resource
[ ] I have checked the CR file
[ ] I plan to recruit this resource
[ ] I have checked for related books/pamphlets

APPROVED BY LC ________________________ DATE ________________________

LC FOLLOW-UP

[ ] The student has decided to do a project in this interest area.
[ ] The student has decided not to pursue this interest further because:

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES

Distribution: Original (white) - LC, Yellow - student, Pink - resource analyst
I. PROJECT DESCRIPTION

A. Title: The American Women's Movement for Equal Rights: History and Current Trends

<table>
<thead>
<tr>
<th>PLANNED CREDITS</th>
<th>FWS Credits</th>
<th>OPS Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPS Subject Area(s)</td>
<td>American Government</td>
<td>5</td>
</tr>
<tr>
<td>2. U.S. History</td>
<td>5</td>
<td>0.5</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Theme: (Please give a brief description of your project) When and why did women begin to question their roles in our society? Were (are) women oppressed? Who started the women's rights movement and why? I plan to investigate the relationship of the women's movement in the past to the present struggle of women in America, learn about laws affecting women's status, and explore ways that women can achieve equal rights.

C. Questions to be Investigated:
What is oppression? What forms can it take? Have the meaning and forms of oppression of individuals and groups changed over time? What are the current roles and status of women in American society? How and why have women's roles and status changed over time? In what ways were women of the past more oppressed than women of today? How, if at all, have the demands of the women's movement changed over time? After building up momentum, how and why did the movement burn out in the 1920s? What were the various reactions of men and husbands to the movement? What did they do about it either way? What current trends are emerging in the movement for women's rights? What kinds of tactics did women use to win early rights and what were the basic rights they won? What kinds of laws were women oppressed by? Which of these laws remain on the books today?
### I. IDENTIFICATION OF RPs, ROs, & CRs

**A. Completed** (Identify RPs, ROs, and CRs already visited for orientation)

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Address</th>
<th>Phone</th>
<th>RP</th>
<th>RO</th>
<th>CR</th>
<th>Hours Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman's Place</td>
<td>5251 College Way</td>
<td>654-9920</td>
<td>x</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Moe's Books</td>
<td>Dwight Way and Telegraph</td>
<td>492-2078</td>
<td>x</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Public Library</td>
<td>125 14th Street</td>
<td>273-3222</td>
<td></td>
<td></td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>Carl Jaramillo</td>
<td>2315 Valdez</td>
<td>444-6510</td>
<td></td>
<td></td>
<td></td>
<td>10-12</td>
</tr>
</tbody>
</table>

**B. Planned** (Identify the RPs, ROs, & CRs you PLAN to work with. Repeat names from above if you plan additional visits. Your project **MUST** include an exploration with at least one RP or RO.)

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Address</th>
<th>Phone</th>
<th>Activity Level</th>
<th>RP</th>
<th>RO</th>
<th>CR</th>
<th>Est. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Drolet</td>
<td>Box 40099, S. F.</td>
<td>647-6727</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>50-75</td>
</tr>
</tbody>
</table>

*a O=Orientation (1-9 hours); E=Exploration (10-39 hours); I=Investigation (40 plus hrs).*

### C. Related Reading/Research (Give Titles)

- Sisterhood Is Powerful
- Women and Work in America
- Voices From Women's Liberation
- Womankind: Beyond the Stereotypes

### III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See RP reports or Community Resource reports. Some sites require special insurance, health certificates, etc.)

- **A. Prequisites** none
- **B. Materials or Equipment** None for what I am doing.

### IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

- **A. Site Visits** 70 Hrs.
- **Product Production** 35 Hrs. **TOTAL** 105 Hrs.
- **B. Reading** 40 Hrs. **Other (specify)** 15 Hrs. **TOTAL** 160 Hrs.

**LAST DATE FOR COMMITMENT TO COMPLETE PROJECT**

**PLANNED PROJECT COMPLETION DATE**
## Project Goals, Indicators, and Evaluation
(See INSTRUCTIONS on Reverse Side)

<table>
<thead>
<tr>
<th>Goals and Indicators</th>
<th>For Indicators</th>
<th>For Evaluator's Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understand the people who started the women's movement in America.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. In an essay, compare and contrast the women's movement of the early 1900s with</td>
<td>4/30 Kathy</td>
<td></td>
</tr>
<tr>
<td>the current women's movement in terms of tactics, influence of individuals</td>
<td>Drolet and</td>
<td></td>
</tr>
<tr>
<td>(personalities) and special issues of interest and concern.</td>
<td>Package</td>
<td></td>
</tr>
<tr>
<td><em>Coordinator</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Understand the decline in the movement after 1920.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Produce a tape explaining what factors in American life influenced women's</td>
<td>4/30 Kathy</td>
<td></td>
</tr>
<tr>
<td>lagging concern for their rights during the 1920s.</td>
<td>Drolet</td>
<td></td>
</tr>
<tr>
<td><strong>3. Analyze the laws that oppressed women and what rights were granted them.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Prepare a legislative summary of laws affecting women's rights favorably or</td>
<td>4/22 RP at Women's</td>
<td></td>
</tr>
<tr>
<td>adversely, including laws which may remain on the books but are outdated.</td>
<td>Law Assn. and Package</td>
<td></td>
</tr>
<tr>
<td>b. Explain why some of these laws are out of step with today.</td>
<td>Package</td>
<td></td>
</tr>
<tr>
<td><em>Coordinator</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DATE DUE:**

**DATE COMP:**

---

*USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY*
<table>
<thead>
<tr>
<th>Goals and Indicators</th>
<th>For Indicators</th>
<th>For Evaluator's Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Understand some of the historical events which have helped to change the roles and rights of American women.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Lead a package discussion group meeting in which the group brainstorms and evaluates historical events which may have contributed to the growing &quot;liberation&quot; of American women (and men).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Analyze professional law careers available to women in American society today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Outline the qualifications, criteria, standards, and expectations of women in professional law careers as seen by men and women.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SOCIAL SCIENCE PACKAGE GOAL CHECKLIST

**PROJECT TITLE**  The American Women's Movement for Equal Rights

<table>
<thead>
<tr>
<th>GOAL</th>
<th>REQUIRED</th>
<th>GOAL REQUIREMENTS</th>
</tr>
</thead>
</table>
| **1. APPLIED BASIC SKILLS** | One element from each group | **Acquiring Information**<br>• a. reading  
• b. listening  
• c. viewing<br>**Communicating Information**<br>• d. writing  
• e. speaking  
• f. innovating |
| **2. PROBLEM SOLVING SKILLS** | All elements | • a. define problem  
• b. identify and use resource and methods of acquiring information  
• c. propose/evaluate possible solutions  
• d. identify actions necessary to carry out solutions |
| **3. CAREER DEVELOPMENT** | All elements | • a. roles and functions of employee  
• b. relation of job to other jobs  
• c. qualifications for entry  
• d. working conditions  
• e. rewards  
• f. current and projected demand  
• g. organizational affiliations  
• h. geographical limitations  
• i. personal evaluation |
### GOAL REQUIREMENTS

<table>
<thead>
<tr>
<th>GOAL</th>
<th>REQUIRED</th>
<th>ELEMENT OR TECHNIQUE</th>
</tr>
</thead>
</table>
| 1. AMERICAN GOVERNMENT/ POLITICS | At least three elements or three comparable elements | [ ] a. power relationships among government levels  
[ ] b. relationships among government agencies  
[ ] c. your rights and obligations as a citizen  
[X] d. ways your life is affected by government actions  
[ ] e. sources of political power  
[X] f. interest groups, political movements, and political parties  
[X] g. ways of influencing government action  
[ ] h. values and other factors influencing political participation  
[ ] i. formal and informal rules of American politics  
[X] j. major trends in the political environment  
[ ] k. other (specify) |
| OR |  |  |
| 2. POLITICAL INQUIRY | At least three elements or three comparable elements  
OR  
a combination of three elements from Goal 1 and Goal 2 | [ ] a. power  
[ ] b. law  
[ ] c. authority  
[ ] d. public opinion  
[ ] e. political participation or behavior  
[ ] f. political socialization  
[ ] g. political institutions  
[ ] h. democracy  
[ ] i. other (specify) |
[X] b. historical events affecting the "liberation" of women and men  
[X] c. factors in American life in the 1920s affecting the women's movement |
SAMPLE PROJECT 3
IMPACT OF REVENUE SHARING ON LOCAL GOVERNMENT

The relationships among local, state and federal governments are confusing and often undefined. To find out more about how they must cooperate, look into the economic relationships between two levels of government. The politics, problems, and solutions can be provocative. Investigation of the impact of revenue sharing on state, county and city governments offers an excellent focus for expanding your knowledge of the functions and relationships of governmental bodies at various levels.

1. Choose two levels of government to compare. Interview several representatives at each level.

2. Do some research into the history and current policies of economic interaction between the levels of government.

3. Follow some current issue or policy related to revenue sharing through meetings, legislative sessions or public conferences.

4. Get reactions and viewpoints from citizen or public interest groups.

The sample project has some additional ideas and directions. You'll have to do some reading and extensive background work, especially if you want to get at the economic roots of governmental relationships.
fan west school  PROJECT SKETCH

Use this form to plan your orientations prior to visiting a resource. Obtain your Learning Coordinator's approval.

Student ___________________________ LC ___________________________ Date ___________________________ 

Technical Advisor (if any) ___________________________ Package ___________________________ 

Social Science/Politics

I. AREA OF INTEREST (Indicate the specific career, subject, or issue area you want to explore as a possible project)

The Political Implications of Revenue Sharing (effect on local governments).

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. What is "revenue sharing?"
2. Who profits most from revenue sharing?
3. Where did the design for revenue sharing come from?
4. How does revenue sharing affect local political power?
5. Does revenue sharing have an impact on local elections?
6. ___________________________
7. ___________________________
8. ___________________________

III. WHAT RESOURCES WILL YOU USE TO FIND OUT MORE ABOUT THIS INTEREST?

RP/RO/CR (Circle one) Ira Kalinsky Phone 874-5236

Address Office of Supervisor Tom Bates, 1221 Oak Street

RP/RO/CR (Circle one) Public Library Phone

Address 13th and Oak

RP/RO/CR (Circle one) ____________ Phone

Address ___________________________

OTHER RESOURCES (Give name of person or title of reading material)

CHECK

[x] I have read RP/RO guide

[x] I have checked the CR file

[ ] I have checked for related books/pamphlets

[ ] I have recruited this resource

[ ] I plan to recruit this resource

APPROPRIATE BOXES

APPROVED BY LC DATE ___________________________

LC FOLLOW-UP

[ ] The student has decided to do a project in this interest area.

[ ] The student has decided not to pursue this interest further because:

______________________________

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES

Distribution: Original (white) - LC, Yellow - student, Pink - resource analyst
far west school — STUDENT PROJECT PLAN

1. PROJECT DESCRIPTION

A. Title
   Impact of Revenue Sharing on Local Government

<table>
<thead>
<tr>
<th>PLANNED CREDITS</th>
<th>FWS Credits</th>
<th>OPS Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPS Subject Area(s)</td>
<td>1. American Government</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Theme
(Please give a brief description of your project)
I will investigate the impacts of revenue sharing on the services provided to individuals and municipalities, the power of elective or appointive officials over the flow of revenue sharing funds, and attempt to determine whether the coming of revenue sharing is affecting the composition of elective bodies in Alameda County.

C. Questions to be Investigated:
1. What is meant by "revenue sharing?"
2. Are some types of communities profiting from it more than others?
3. Has Oakland's share of the revenues of federal spending gone up or down under the plan?
4. Is revenue sharing a political gimmick?
5. How can the law on revenue sharing be challenged or changed?
6. Are revenue sharing funds being responsibly administered?
7. What can I, as an individual, do to insure equitable distribution of funds?
8. How does revenue sharing affect the services available to an individual and the taxes he must pay?
9. How does revenue sharing affect local politics and election results?
II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed (Identify RPs, ROs, and CRs already visited for orientation)

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Address</th>
<th>Phone</th>
<th>RP</th>
<th>RO</th>
<th>CR</th>
<th>Hours Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ira Kalinsky</td>
<td>1221 Oak Street</td>
<td>874-5238</td>
<td>x</td>
<td></td>
<td>x</td>
<td>15</td>
</tr>
<tr>
<td>Oakland Public Library</td>
<td>13th and Oak Streets</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

B. Planned (Identify the RPs, ROs, & CRs you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an exploration with at least one RP or RO.)

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Address</th>
<th>Phone</th>
<th>Acty Level</th>
<th>RP</th>
<th>RO</th>
<th>CR</th>
<th>Est. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Johnson</td>
<td>City Hall, Office of the Mayor</td>
<td>273-3141</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>10-20</td>
</tr>
<tr>
<td>Ira Kalinsky</td>
<td>1221 Oak Street</td>
<td>874-5236</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>15-25</td>
</tr>
<tr>
<td>Aide to Sup. Bates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry Woods</td>
<td>Aide to Councilman Cotto</td>
<td>3816 E. 14th Street</td>
<td>261-2976</td>
<td>x</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

C. Related Reading/Research (Give Titles)


III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See RP reports or Community Resource reports. Some sites require special insurance, health certificates, etc.)

A. Prerequisites none

B. Materials or Equipment tape recorder

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Site Visits</td>
<td>40 Hrs.</td>
</tr>
<tr>
<td>Product Production</td>
<td>20 Hrs.</td>
</tr>
<tr>
<td>B. Reading</td>
<td>15 Hrs.</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>5 Hrs.</td>
</tr>
<tr>
<td><strong>Total Estimated Hours</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT

PLANNED PROJECT COMPLETION DATE
**PROJECT GOALS, INDICATORS, AND EVALUATION**

(See INSTRUCTIONS on Reverse Side)

**Impact of Revenue Sharing on Local Government**

**Student** LC

**Date due**

**Date comp.**

**Title**

**For Indicators**

**For Evaluator's Use**

<table>
<thead>
<tr>
<th>Goals and Indicators</th>
<th>Due</th>
<th>Evaluator</th>
<th>Date</th>
<th>Initials &amp; Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To find out if revenue sharing has had a positive effect on the ability of the governments of Oakland and Alameda County to provide necessary services to their citizens.</td>
<td></td>
<td></td>
<td></td>
<td>Ira Kalinsky</td>
<td></td>
</tr>
<tr>
<td>a. Complete an essay on the view of people in local politics regarding revenue sharing.</td>
<td>4/10</td>
<td>Package Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Develop a chart showing per capita expenses before and after revenue sharing.</td>
<td>4/20</td>
<td>Ira Kalinsky</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understand the types of stresses and political changes that can occur at a local government level when something such as revenue sharing is imposed from above.</td>
<td></td>
<td></td>
<td></td>
<td>Package Coordinator</td>
<td></td>
</tr>
<tr>
<td>a. Outline the identifiable political changes which may be attributed to revenue sharing.</td>
<td>4/20</td>
<td>Package Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Describe the developing attitudes of community groups and fund recipients under revenue sharing and determine if any broad trend of acceptance or rejection is underway.</td>
<td>4/20</td>
<td>Ira Kalinsky</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Know what types of political action can be initiated or successfully completed to challenge or change revenue sharing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Prepare a taped lecture on the types of alternatives available to me as an individual, including legal and social pressures I might bring to bear to make the government respond to complaints about revenue sharing.</td>
<td>4/30</td>
<td>Ira Kalinsky</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   a. Prepare two job descriptions -- one for Mayor and one for County Supervisor's aide -- and discuss what I would like or not like about each job.
**far west school**  
**SOCIAL SCIENCE PACKAGE GOAL CHECKLIST**

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROJECT TITLE**  
Impact of Revenue Sharing on Local Government

<table>
<thead>
<tr>
<th>GOAL</th>
<th>GOAL REQUIREMENTS</th>
<th>ELEMENT OR TECHNIQUE</th>
</tr>
</thead>
</table>
| 1. APPLIED BASIC SKILLS | One element from each group | [X] a. reading  
[ ] b. listening  
[ ] c. viewing  
*Acquiring Information*  
*Communicating Information*  
[x] d. writing  
[x] e. speaking  
[ ] f. innovating |
| 2. PROBLEM SOLVING SKILLS | All elements | [X] a. define problem  
[X] b. identify and use resource and methods of acquiring information  
[X] c. propose/evaluate possible solutions  
[X] d. identify actions necessary to carry out solutions |
| 3. CAREER DEVELOPMENT | All elements | [X] a. roles and functions of employee  
[X] b. relation of job to other jobs  
[X] c. qualifications for entry  
[X] d. working conditions  
[X] e. rewards  
[X] f. current and projected demand  
[X] g. organizational affiliations  
[X] h. geographical limitations  
[X] i. personal evaluation |
**far west school**  
SOCIAL SCIENCE PACKAGE - POLITICS GOAL CHECKLIST

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT TITLE</td>
<td>Impact of Revenue Sharing on Local Government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL</th>
<th>GOAL REQUIREMENTS</th>
</tr>
</thead>
</table>
| **1. AMERICAN GOVERNMENT/ POLITICS** | At least three elements or three comparable elements | [X] a. power relationships among government levels  
[ ] b. relationships among government agencies  
[ ] c. your rights and obligations as a citizen  
[ ] d. ways your life is affected by government actions  
[ ] e. sources of political power  
[ ] f. interest groups, political movements, and political parties  
[X] g. ways of influencing government action  
[ ] h. values and other factors influencing political participation  
[ ] i. formal and informal rules of American politics  
[ ] j. major trends in the political environment  
[ ] k. other (specify) |
| **2. POLITICAL INQUIRY** | At least three elements or three comparable elements OR a combination of three elements from Goal 1 and Goal 2 | [ ] a. power  
[ ] b. law  
[ ] c. authority  
[ ] d. public opinion  
[ ] e. political participation or behavior  
[ ] f. political socialization  
[ ] g. political institutions  
[ ] h. democracy  
[ ] i. other (specify) |

38
**SOCIAL SCIENCE PACKAGE GOALS**

Upon completion of a project in the Social Science Package, you should be able to show increased knowledge or skills in each of the three broad goal areas below.

1. **APPLIED BASIC SKILLS** *(Two Required)*

   **ACQUIRING INFORMATION** *(Choose One)*
   - a. **Reading**: You should be able to read and comprehend newspaper or magazine selections from your area of interest.
   - b. **Listening**: You should be able to listen critically to speeches, lectures, broadcast news, or commentary related to your area of interest.
   - c. **Viewing**: You should be able to watch critically news programs, documentaries, films, or displays and draw objective conclusions.

   **COMMUNICATING INFORMATION** *(Choose One)*
   - d. **Writing**: You should be able to express your ideas in writing in a way understandable to others.
   - e. **Speaking**: You should be able to verbally express ideas and feelings related to your area of interest.
   - f. **Innovating**: You should explore alternate ways to effectively communicate your ideas in ways other than use of the written or spoken word: create a one-act play, prepare audio-visual materials, or design and build a model.

2. **PROBLEM SOLVING** *(Required)*

   You should be able to identify and define a problem, know how and where to get information that will help you propose solutions, and identify those steps necessary to carry out the solution you consider to be most effective.

3. **CAREER DEVELOPMENT** *(Required)*

   You should acquire sufficient information to evaluate (in terms of your interests, values, goals, and abilities) two specific social science career fields related to your study. In addition you should be able to show that you have increased your knowledge and skills in one or more social science areas related to your project.
### SOCIAL SCIENCE PACKAGE - POLITICS GOALS

The Politics Goals which follow provide guidelines if you desire credit in American government or elective political science subject area.

If you are completing the public school requirement for study in American government, you may focus your project on learning more about the American political system and how it works (or does not work), or learning some of the essential concepts and methods of political inquiry. You may also choose to combine elements from each of these goal areas in developing your own project goals and indicators.

#### 1. AMERICAN GOVERNMENT/POLITICS

You should increase your understanding of the American political environment, effects of government policies and activities on your daily life, and means by which you or others can influence government actions. The following list of examples provides you with elements that you might choose to include in your politics project. You should demonstrate understanding of at least three of the following, or three comparable elements agreed upon by you and your Learning Coordinator.

| a. Power relationships among federal, state, and local governments. |
| g. Relative effectiveness of a variety of ways you or other citizens can influence government actions. |
| b. Relationships among the agencies of government which make, administer, and interpret laws. |
| h. Values and other factors influencing the political participation of individuals and groups. |
| c. Your rights and obligations as a citizen. |
| i. Formal and informal rules governing American politics. |
| d. Ways your daily life is affected by government actions. |
| j. Major trends in the contemporary American political environment. |
| e. Sources of political power and some of the major power-holding individuals, organizations, and groups in the United States. |
| k. Other (to be specified by the student) |
| f. Purposes, methods, and achievements of interest groups, political movements, and political parties. |

#### 2. POLITICAL INQUIRY

You should increase your understanding of various concepts and methods as tools for use in studying politics and expanding your knowledge of the political environment. The following list of examples will help you in determining your own goals and building a project that reflects your interests. You should demonstrate understanding of at least three of the following, or three comparable concepts agreed upon by you and your Learning Coordinator.

| a. Power. What is it? How is it obtained? How is it used? Example: How do you see people using their power as school administrators, police, voters, or union members? |
| f. Political Socialization. What is it and how does it work? What are the mechanisms in American society or other societies by which people learn political rules and roles? Example: What kinds of educational system and process is best for a democracy? Why? |
| b. Law. What is it? How is it made? How is it systematized? When should it be obeyed? What are the personal and social consequences of disobedience? Example: How do laws affect your life style in school, job hunting, or travel? |
| g. Political Institutions. What are the major ones and what official form do they take? How do their practical structures and roles for members differ from their official form? Example: What does it mean to be a member of a political party? For a citizen? For a politician? Does party membership have different meanings in different countries? |
| c. Authority. What is it? How is it obtained? How does it differ from power? Example: Where do parents, teachers, or police obtain the authority to tell you what, when, and how to do or not to do something? |
| h. Democracy. What is it supposed to be, and what is it? What are the assumptions on which democratic systems are based? How do democracies work, in theory and in practice? Example: Should children be allowed to vote for President? Why or why not? What qualifications should voters have? Why? |
| d. Public Opinion. What is it? How does it differ from power? What effect does it have on government or political actions? Example: How do the actions of the President affect public opinion? |
| i. Other. Specify other significant questions or concepts you would like to learn more about through your project. |
| e. Political Participation or Behavior. What types of participation are possible for individuals and groups? What determines or influences how, or whether, people participate politically? Example: Do you, your parents, or your friends work to achieve things that you would like to see happen or change in your community, e.g., more parks, better traffic rules, a cleaner environment? Why or why not? |
The following checklists can help you record which package goals you intend to meet with your project. As you complete your plan and write your project goals and goal indicators, check the appropriate boxes on the form. Remember, some package goals will require more than one project goal and goal indicator, while in other cases a project indicator will, if specific enough, meet more than one package goal. For example, the following sample project indicator will meet both the basic skills and the American government/politics goals:

Analyze the Watergate affair in a written report in terms of its demonstration of the relationship between the three branches of government, its demonstration of impeachment procedures, and its reflection of current values and ethics among elected and appointed governmental officials based on a review of the available literature, films, and television news and documentary reports.

As you change your project, you can either correct your original checklist or fill out a new one. The checklist can also help you decide when you have met the requirements for a project worth 5 FWS credits. You may need to complete more than one project to meet all the requirements. And you may pursue as many additional goals as you desire in order to earn more than 5 FWS credits.
# SOCIAL SCIENCE PACKAGE GOAL CHECKLIST

<table>
<thead>
<tr>
<th>GOAL</th>
<th>GOAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. APPLIED BASIC SKILLS</strong></td>
<td>One element from each group</td>
</tr>
<tr>
<td></td>
<td>Acquiring Information</td>
</tr>
<tr>
<td></td>
<td>a. reading</td>
</tr>
<tr>
<td></td>
<td>b. listening</td>
</tr>
<tr>
<td></td>
<td>c. viewing</td>
</tr>
<tr>
<td></td>
<td>Communicating Information</td>
</tr>
<tr>
<td></td>
<td>d. writing</td>
</tr>
<tr>
<td></td>
<td>e. speaking</td>
</tr>
<tr>
<td></td>
<td>f. innovating</td>
</tr>
<tr>
<td><strong>2. PROBLEM SOLVING SKILLS</strong></td>
<td>All elements</td>
</tr>
<tr>
<td></td>
<td>a. define problem</td>
</tr>
<tr>
<td></td>
<td>b. identify and use resource and methods of acquiring information</td>
</tr>
<tr>
<td></td>
<td>c. propose/evaluate possible solutions</td>
</tr>
<tr>
<td></td>
<td>d. identify actions necessary to carry out solutions</td>
</tr>
<tr>
<td><strong>3. CAREER DEVELOPMENT</strong></td>
<td>All elements</td>
</tr>
<tr>
<td></td>
<td>a. roles and functions of employee</td>
</tr>
<tr>
<td></td>
<td>b. relation of job to other jobs</td>
</tr>
<tr>
<td></td>
<td>c. qualifications for entry</td>
</tr>
<tr>
<td></td>
<td>d. working conditions</td>
</tr>
<tr>
<td></td>
<td>e. rewards</td>
</tr>
<tr>
<td></td>
<td>f. current and projected demand</td>
</tr>
<tr>
<td></td>
<td>g. organizational affiliations</td>
</tr>
<tr>
<td></td>
<td>h. geographical limitations</td>
</tr>
<tr>
<td></td>
<td>i. personal evaluation</td>
</tr>
<tr>
<td>GOAL</td>
<td>GOAL REQUIREMENTS</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>1. AMERICAN GOVERNMENT/POLITICS</td>
<td>At least three elements or three comparable elements</td>
</tr>
<tr>
<td>OR</td>
<td>[ ] a. power&lt;br&gt; [ ] b. law&lt;br&gt; [ ] c. authority&lt;br&gt; [ ] d. public opinion&lt;br&gt; [ ] e. political participation or behavior&lt;br&gt; [ ] f. political socialization&lt;br&gt; [ ] g. political institutions&lt;br&gt; [ ] h. democracy&lt;br&gt; [ ] i. other (specify)</td>
</tr>
<tr>
<td>2. POLITICAL INQUIRY</td>
<td>At least three elements or three comparable elements&lt;br&gt; OR&lt;br&gt; a combination of three elements from Goal 1 and Goal 2</td>
</tr>
</tbody>
</table>
Appendix B

Summary of Staff Interviews
### SUMMARY OF STAFF INTERVIEWS

#### Question 1: How would you compare projects your students completed through packages to non-package projects?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1          | "No real comparison can be made [for Communications and Media] and I didn't coordinate Biology long enough to elicit comments from the kids, but staff supervision has made a difference."
|            | "[Politics] Package projects were better; students were more closely supervised in what they did." |
| 2          | "The projects tended to be more comprehensive and in-depth. They're a tool to assist the students, even at the idea level. To some students extremely helpful. They do tend to stimulate projects." |
| 3          | "Most students use the resources, but develop their own projects. They use the process, not the specific sample projects or ideas." |
| 4          | "Projects not yet finished and none of my students worked on non-package projects." |
Question 2: On a scale of one to five, how would you rate the package’s usefulness to you?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Package</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1          | Biology         | 1      | "I have no real knowledge in the area of biology and my students could draw support from other people in that area."
|            | Politics        | 2      | "A lot of staff time was spent developing student projects."
|            | Communications  | 3      | "Still too new to comment on."
|            | and Media       |        |                                                                          |
|            | Commerce        | 4      | "I had hardly anyone engaged in that package and those who were didn't really need it."
| 2          | all             | 1      | "Strongly recommend package use to students for suggested sources even if they revise, add on, etc. Less creative or imaginative students need this kind of stimulus."
| 3          | all             | 2      | "The packages provide good, very useful baseline information for helping unsure students develop projects. Science is a tenth-grade requirement and the package is especially good for turning students on to science."
| 4          | all             | 2      | "The Politics Package needs more ethnic diversity. It also has too much to do with politics (envelope stuffing, etc.) and not enough to do with American government. The student attitude toward politics is very different from that of the staff -- [the students are] anti-political. Students working on projects to meet American government requirements had the hardest time because they couldn't relate to the ideas suggested in the package. The package needs a narrow, clear-cut sample project specifically written to meet the American government requirement and having a subject-matter focus."
Question 3: Which section did you find yourself using most frequently?

- Goals
- Project Suggestions
- Sample Project
- Bibliography
- Indexes
- Other (specify)

Comments

1. "(1) Project Suggestions, (2) Sample Projects, (3) Goals and Objectives (on a one-shot basis)."

2. "Goals and Sample Projects most. The Project Suggestions and Bibliography."

3. "Project Suggestions (for meeting a science requirement, not students' interests)."

4. "Politics Package: Goals, then Sample Projects. All other packages: Sample Projects, then Goals."

Question 4: Did any students use the project suggestions to make up their own projects?

Response

1. "Yes in Biology. No in all others."

2. "Yes."

3. "Yes."

4. "No."

Question 5: Do you think packages provide a representative sampling of objectives for a career area?

Comments

1. "I can't answer this."

2. "Yes. Some are not extensive enough."

3. "Yes. The package helps show the range of careers, but most students are not interested in science careers."

4. "Politics, yes. The package does not make clear what careers are related to it. What is a politician? Most are lawyers or businessmen. Is that what you have to be to be a politician? What careers are possible in politics? "Other packages: I believe so, but am not sure."
### Question 6: Do you think packages provide a representative sampling of objectives for a subject area?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;Yes, I think the packages do this.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes. They give an overview and in-depth look at what one needs in the area.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes. There is a good range for both Biology and Physical Science and their spinoff disciplines (i.e., architecture, etc.).&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Yes.&quot;</td>
</tr>
</tbody>
</table>

### Question 7: Do you think packages provide a representative sampling of objectives for a subject matter equivalency?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;Yes, because I think that within most of the packages there are enough objectives covering enough ground that if a student chose to pursue that aspect of the goals, he or she would receive a comparable equivalent comprehensive education.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes, in the following order: (1) Science, (2) Communications and Media, (3) Commerce, and (4) Government.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;No. In Politics, the relationship of politics to daily life, power, and government needs to be clarified. [See response to question #2 above.] The ability of packages to show the connection between processes important to the career/discipline area and the subject (e.g., how communications and painting relate) needs to be improved.&quot;</td>
</tr>
</tbody>
</table>

### Question 8: Are package objectives realistic insofar as student ability and available resources are concerned?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;No. I think for the most part they look great on paper and seem realistic, but in actuality are hard as hell to accomplish.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes. For a wide percentage of students, some of the included objectives should be optional -- those [objectives] not meeting student interests or those that don't have anything to do with graduation requirements.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes. They are very good.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Yes, with some help from the package coordinator to explain them.&quot;</td>
</tr>
</tbody>
</table>
9: How did you coordinate your guidance activities with the student with those of the package coordinator?

Comments

"The same for all packages: the package coordinator oversaw all project planning and the learning coordinator was responsible for progress monitoring."

"It never became an issue, particularly in science packages. Students got very adequate help. On the package I conducted, I kept advised and up-to-date through student conferencing and advisory groups."

"I mainly used the vehicle of individual conferences and sent information to the learning coordinator for his approval as well as the Plans and Sketches he helped students with."

"Oral coordination -- I checked with the students' learning coordinators and had the learning coordinators review the students' Plans. I encountered some problems in monitoring students' progress. I helped students whose LCs did not know what they were doing on the package projects."

10: Were there any problems in coordinating your efforts with those of the package coordinator?

Comments

"No."

"No. See comments above."

"No. It was done on an individual basis as needed."

"Yes. Who writes the actual Plan? The issue of bringing up 'controversial' topics in discussion groups was also a problem."
**Question 11:** Do you find it easier to assign credit to students who worked on projects in packages than to those whose projects were not part of a package?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;No. A project is a project; a good one adequately covers the goals and objectives, and a poor one does not.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Very individual. I cannot particularly generalize. Probably the balance is somewhat on the 'yes' side.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes. Packages provide guidelines instead of having to develop them along the way.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;No. The package is misleading in terms of credit because when students think of their efforts as part of a package, they think in terms of a course (high school course = time) and put in their time and that's it. When completing a requirement, students are more perfunctory than with other projects.&quot;</td>
</tr>
</tbody>
</table>

**Question 12:** Do you believe credit assignment was more equitable because of the packages?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;No, only insofar as there were package meetings and one can assess the amount of work that went into one student project against that which went into another.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;No. Credit assignment was discussed and negotiated with students, then went to the Committee for review. The Credit Review Committee may have an opinion on this.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes. The goals and sample objectives are clearly defined. The sample projects can be used for comparison.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;No. Students see packages as a time-bound medium for credit.&quot; [See response to previous question.]</td>
</tr>
</tbody>
</table>

**Question 13:** Do the packages make project evaluation easier?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;No. The only way is if we could attribute the [student's project] goals and objectives to a package. I don't believe this to be the case at this time.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Yes. Package goals and objectives serve as guidelines, the explicit statement of what a student needs to do to earn 'x' number of credits.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Yes.&quot; [See response to previous question.]</td>
</tr>
<tr>
<td>4</td>
<td>&quot;No. The packages lack a way of determining the quality of a student's project. We have no competitive system here, which is good.&quot;</td>
</tr>
</tbody>
</table>
Question 14: Do packages make student progress monitoring easier?

**Comments**

"No. Packages are not relevant to progress monitoring."

"Yes and no. They make little overall difference. It tends to be somewhat easier when students use program-developed resources rather than their own."

"Yes. The package provides guidelines."

"No. Packages make no difference."

Question 15: Why do you think some of your students did not participate in the weekly package discussion groups led by the package coordinator?

**Comments**

"Students don't see package meetings as having to do with their projects; and since there is no credit involved, they tend not to participate."

"Some students didn't need such frequent meetings. The meetings exist more to serve the coordinators' needs for feedback."

"All the students participated in the weekly meetings."

"Because they were 'doing their thing' and some are very independent, but they need to interact with their peers."

Question 16: Why do you think some students did not complete their projects?

**Comments**

"For the same reason they did not complete projects outside the packages."

"Sometimes loss of interest; conflicts with other activities; too much testing; site visits. Some projects demanded too much work for credit."

"One student dropped; he had too many other things to do and will finish the project next year."

"They could not get started and postponed them until next semester."
Question 17: Why do you think some of your students did not meet the minimum package requirements?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;Coordinator oversight. Mostly coordinator failure to enforce minimum requirements. Also, students chose not to.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Various demands on student time created problems. Most plan to complete the projects for full credit eventually.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;All students will meet the minimum requirements.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;All my students met the minimum package requirements.&quot;</td>
</tr>
</tbody>
</table>

Question 18: What do you believe were the reasons some students did not use the package sample projects?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&quot;Some obviously did.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;They had their own ideas that appealed more or resources that appealed more. The sample projects were good but we strive for individualization. The sample projects are somewhat heavy.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Two students used the samples. The others got their ideas from one another in the early discussion groups.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Students who worked on project related to the package by developing their own resources and not participating in the package sessions developed the most interesting projects and worked the hardest. Students trying to meet requirements had the hardest time; they could not relate to the ideas suggested in the sample projects, the project ideas, and the goals.&quot;</td>
</tr>
</tbody>
</table>
"I think that the packages allow enough flexibility in themselves. I don't think the students take advantage of the flexibility themselves for numerous reasons. In terms of my use of the packages this year, it leads me to believe that for whatever purposes they were intended to be used, they did prove satisfactory. I think maybe enough emphasis was not given so that students could take advantage of the strong points in the packages, which leads me to believe that they didn't experience too great a degree of flexibility. I think most students didn't see the package as something supportive of things they were already doing. I think they saw it as something else, like it was a separate learning thing, and I think it took a long time to break down those barriers.

"I think that the learning coordinators need some training in the use of packages. It was never clear because they were developed slowly, one by one. Everyone was not involved; although staff were, students weren't. There wasn't proper training in the dissemination of this information. I might suggest that over the summer a training process in package use take place for all learning coordinators, new and old. We will then be able to get the idea across to students.

"I like the layout of the packages. To me they seem easy to use. I think that all of the packages should contain numerous sample projects, like 15 or 20. The format is useful and my criticisms are small. There's been talk about drawings and pictures and stuff like that, but I don't agree. I don't think students should be lured into the package in that way.

"I think the sample projects are the proof of the scope of activities than can be gotten out of a specific package. The student can see they're not fictitious resource persons; they're real. They exist, they're right there. A student can look through resource material in the package and say, 'Yes, I see how these people can be gotten to and are part of a package.' I found packages periodically, and next year much more, probably, to be useful to me, maybe more useful than to the students, because I like the grouping of career or subject area clusters.

"I don't think that it shortens the amount of time in terms of articulating goals and objectives and plans and talking to the student about what he or she plans to do. It saves time merely in the physical sense where it is really convenient not having to go to the resource file because in the package all the relevant resource persons are in your hand already. I find that I still spend the same amount of time trying to elicit from the students the kind of thing they are going after. I don't think I want to shorten that. The main package convenience is in the way it is sorted out by subject area. I'm not looking for ways of getting students in and out of my office faster. I'm looking for ways to just expedite the stuff like having to walk to the files and find guides, etc.
1
(continued) "I think it would be really a gross error to entrust all the different types of package subject matter to each learning coordinator. I think that there needs to be one person in charge of the package who has expertise in that area.

"I think I seem more sure of myself in package-related projects because I knew that just about everything that we had in all the resources was right there, whereas before, in working on projects outside the packages, I was never sure if I missed something in the resource file. The package offers confidence to the learning coordinator that doesn't exist at other times.

"The package provides for the students not only a particular type of resource person but also an array of related careers in a given field. Packages are very useful in that sense, whereas if a student had gone to a particular resource person in the files, he would have missed all the other RPs.

"Packages enable the learning coordinator to plan better. I don't see many students using packages on their own."

2 "Each package should be continually updated, revised, and modified. Students and learning coordinators should directly participate in this redevelopment of packages.

"You could possibly develop mini-packages to meet very specialized areas of interest that students have."

3 "The package turned students on to science once they learned what it was.

"More bibliographic references would be helpful.

"The package helped students overcome fears of doing something that initially didn't interest them.

"Improve the planning. Make the meetings required for students and make that requirement stick."

4 "There will be resistance to regular package meetings from students and staff because of scheduling and time commitments. Interesting topics for discussion have to be available for the meetings to attract students. There should be a requirement that students attend 'x' number of meetings. I would like a teacher guide which suggests topics relating to the package goals for discussion at the meetings and which has ideas for activities for the meetings (e.g., simulated debate topics, role playing ideas, etc.)

"We have to be stricter about students meeting commitments they make. Perhaps a time card that resource persons sign to verify students' time with them would be useful.

"The package coordinator role needs more structure."
Appendix C

Summary of Student Interviews
### SUMMARY OF STUDENT INTERVIEWS*

<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the package stimulate you to do a project that you might not have undertaken otherwise?</td>
<td>Yes: 23, No: 23, Maybe: 1, Not Applicable: 0</td>
</tr>
<tr>
<td>2. Did the package provide as much help for project planning as you would find necessary or desirable?</td>
<td>Yes: 25, No: 21, Maybe: 0, Not Applicable: 1</td>
</tr>
<tr>
<td>3. Did the package make it clear to you exactly what you needed to do in order to earn the credit you desired for your project?</td>
<td>Yes: 34, No: 12, Maybe: 0, Not Applicable: 2</td>
</tr>
<tr>
<td>4. Were the resources in the package extensive enough to satisfy all of the needs of your project?</td>
<td>Yes: 32, No: 13, Maybe: 0, Not Applicable: 2</td>
</tr>
<tr>
<td>5. Did you use additional resources that were not a part of the package?</td>
<td>Yes: 16, No: 32, Maybe: 0, Not Applicable: 0</td>
</tr>
<tr>
<td>6. Did you have to locate any of your own resources in order to complete your project?</td>
<td>Yes: 17, No: 31, Maybe: 0, Not Applicable: 0</td>
</tr>
<tr>
<td>7. Do you feel that the package enabled you to learn about the spread of careers available in the field it covers?</td>
<td>Yes: 27, No: 15, Maybe: 5, Not Applicable: 1</td>
</tr>
<tr>
<td>8. Were you able to learn about the entry requirements, advancement possibilities, advantages, and disadvantages associated with careers in this field?</td>
<td>Yes: 25, No: 19, Maybe: 2, Not Applicable: 1</td>
</tr>
<tr>
<td>9. Did the package help you understand the relationship between careers in this field and careers in other fields?</td>
<td>Yes: 33, No: 12, Maybe: 2, Not Applicable: 1</td>
</tr>
<tr>
<td>10. Have you completed projects in any other packages?</td>
<td>Yes: 12, No: 23, Maybe: 0, Not Applicable: 12</td>
</tr>
</tbody>
</table>

*For questions 1 through 18, N=48; for questions 19 through 22, N=31.
<table>
<thead>
<tr>
<th>Question</th>
<th>Frequency of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Do you plan to do any additional projects in this package?</td>
<td>20 Yes 14 No 4 Maybe 7 No 3 Not Applicable</td>
</tr>
<tr>
<td>12. Do you plan to do projects in other packages?</td>
<td>18 Yes 12 No 0 Maybe 15 No 3 Not Applicable</td>
</tr>
<tr>
<td>13. Did completing this project cause you to spend more time working with resource persons than you usually do?</td>
<td>16 Yes 27 No 1 Maybe 3 No 1 Not Applicable</td>
</tr>
<tr>
<td>14. Did you find it easier to write objectives for your project as a result of the package?</td>
<td>28 Yes 15 No 2 Maybe 1 No 2 Not Applicable</td>
</tr>
<tr>
<td>15. Do you feel that you improved your basic skills (i.e., English or math) as a result of this package?</td>
<td>19 Yes 23 No 2 Maybe 1 No 3 Not Applicable</td>
</tr>
<tr>
<td>16. Did you participate in the development of this package?</td>
<td>8 Yes 34 No 0 Maybe 6 No 0 Not Applicable</td>
</tr>
</tbody>
</table>

* graduating students
Question 17: What additional resources, if any, do you think this package should provide?

<table>
<thead>
<tr>
<th>Response (for all packages)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>More options in all careers</td>
<td>14</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
</tr>
<tr>
<td>Black Studies</td>
<td>2</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Film</td>
<td>2</td>
</tr>
<tr>
<td>Advertising</td>
<td>1</td>
</tr>
<tr>
<td>Astronomy</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory [Science]</td>
<td>1</td>
</tr>
<tr>
<td>Magazine resource persons</td>
<td>1</td>
</tr>
<tr>
<td>Indian Movement</td>
<td>1</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>13</td>
</tr>
<tr>
<td>Didn't read the package</td>
<td>2</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 18: In your opinion, what, if anything, could be added to the package to make it more useful to you?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>More resource persons</td>
<td>2</td>
</tr>
<tr>
<td>Better package group attendance</td>
<td>1</td>
</tr>
<tr>
<td>Clearer sample projects</td>
<td>1</td>
</tr>
<tr>
<td>Street maps</td>
<td>1</td>
</tr>
<tr>
<td>Revision of package</td>
<td>1</td>
</tr>
<tr>
<td>Description of resource person's environment</td>
<td>1</td>
</tr>
<tr>
<td>Resource persons should have a copy of the package</td>
<td>1</td>
</tr>
<tr>
<td>More technical advisors</td>
<td>1</td>
</tr>
<tr>
<td>More exciting writing</td>
<td>1</td>
</tr>
<tr>
<td>More literature</td>
<td>1</td>
</tr>
<tr>
<td>Taped interview of orientation with the resource person</td>
<td>1</td>
</tr>
<tr>
<td>Statement by students who visited the resource person</td>
<td>1</td>
</tr>
<tr>
<td>Non-coercive conditions for using the package</td>
<td>1</td>
</tr>
<tr>
<td>Nothing</td>
<td>8</td>
</tr>
<tr>
<td>Didn't read the package</td>
<td>2</td>
</tr>
<tr>
<td>No response</td>
<td>24</td>
</tr>
</tbody>
</table>
Question 19: As an overall reaction to packages, do you feel that they make it easier for you to develop projects?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>Maybe</td>
<td>2</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
</tr>
</tbody>
</table>

Question 20: Is there any kind of grouping of resources, other than by packages, that you feel would make the resources more helpful for you? If so, describe briefly.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>&quot;I would like to take package resources and mix them with non-package resources for non-package projects.&quot;</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>&quot;More specific packages and resources.&quot;</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>&quot;Meetings to talk about new resources and where students can share what they're doing.&quot;</td>
</tr>
</tbody>
</table>

Question 21: In the space below, make any comments you choose to about this package or packages in general that the questions did not allow you to express.

<table>
<thead>
<tr>
<th>Frequency of Response</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>&quot;I like to work independently [of packages].&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Need packages in other areas (especially entertainment and art fields).&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;There should have been more group activities.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Delay in availability was reason I didn't participate.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;More flexibility in packages.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Go to the orientation with the student, then write guides so they're relevant.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Bring resource persons to the school.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;More student help in developing packages.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;The packages are good as they are.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Packages are okay if you have a little help getting acquainted with them.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Include staff members [development staff] as resource persons to go to for suggestions.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Packages help direct a student's interest in a career.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;Package meetings should be held on different days each week so you can get to resource persons when you have to.&quot;</td>
</tr>
<tr>
<td>9</td>
<td>No response</td>
</tr>
</tbody>
</table>
Question 22: For each package section listed below, tell how it was helpful to you and how it could have been made more helpful.

<table>
<thead>
<tr>
<th>PACKAGE SECTION</th>
<th>HOW IT WAS HELPFUL</th>
<th>HOW IT COULD BE MADE MORE HELPFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Response</td>
<td>f*</td>
</tr>
<tr>
<td>Introduction</td>
<td>Explained</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>OK as is</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Was complete</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Not important</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Got me interested</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Brief</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Didn't read/didn't use</td>
<td>4</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>OK as is</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Explained</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Was complete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Accurate</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Didn't read/didn't use</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>12</td>
</tr>
<tr>
<td>Goals</td>
<td>Told what could do</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>OK as is</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Excellent guidelines</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Orderly, concise</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Didn't read/didn't use</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>7</td>
</tr>
<tr>
<td>Index</td>
<td>Good, OK as is</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Helped find information</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Explained</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Didn't read/didn't use</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>No response</td>
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<tr>
<td>Sample Projects</td>
<td>Gave ideas</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Explained</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Good examples</td>
<td>2</td>
</tr>
<tr>
<td></td>
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<tr>
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<td>Didn't read/didn't use</td>
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<td>No response</td>
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<tr>
<td>Bibliography</td>
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<td></td>
<td>Didn't read/didn't use</td>
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<tr>
<td></td>
<td>No response</td>
<td>8</td>
</tr>
<tr>
<td>Resource Guides</td>
<td>Good, OK as is</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Full of information</td>
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<tr>
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<td>Don't like format</td>
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</tr>
<tr>
<td></td>
<td>Didn't read/didn't use</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>13</td>
</tr>
</tbody>
</table>

* frequency of response
The thesis submitted by Woodrow Wilson Clark, Jr. has been read and approved by the following Committee:

Dr. John M. Wozniak, Director
Dean of the School of Education

Dr. Philip M. Carlin,
Associate Professor, Administration & Supervision

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

12/11/75
Date

[Signature]
Director's Signature