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Abstract

This 43-item selected bibliography organized under the headings of The Need for Programs, Descriptions of Programs, The Development and Operations of Programs, Reports of Evaluations of Programs, and Information Sources, was developed to assist school districts in planning and implementing exemplary programs of intensive training in job-interest skills for students leaving school. The review and analysis section reveals the major strengths of these intensive programs as: (1) concern for the employment potential of each individual, (2) realistic training in view of employment opportunities, (3) the concern for placement of graduates, (4) ungraded instruction allowing pupils to progress at their own rate, (5) improvement in attitudes and work-seeking behavior, and (6) higher probability of employment for graduates. Major factors limiting success include: (1) competition for entry-level jobs, (2) problems in changing work attitudes of students, (3) lack of student motivation, (4) resistance to a "non-standard" instructional program, (5) training for skills incongruent with the aptitudes of students, and (6) failure to orient students to the purposes and objectives of the program. Ordering information is provided for each bibliographic entry. (Author)

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INTENSIVE TRAINING FOR JOB ENTRY SKILLS:
A Selected Bibliography for Use in
Program Development

by
David McCracken

ERIC CLEARINGHOUSE
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THE OHIO STATE UNIVERSITY
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PREFACE

This bibliography represents a means to assure utilization of research and development work in actual operations in school settings. It was developed to assist school districts in planning and implementing exemplary programs of intensive training in job-entry skills for students leaving school. These training programs are expected to gain in popularity as public schools assume more responsibility in facilitating the transition from school to work.

An increasing number of exemplary programs and projects are being designed to create bridges between school and earning a living, promote cooperation between public education and manpower agencies, and broaden occupational aspirations and opportunities for young people. Direct financial support is furnished by the U.S. Commissioner of Education under Section 142(c) of Part D of Public Law 90-576.

Robert E. Taylor, Director
The Center for Vocational
and Technical Education
The Ohio State University

INTRODUCTION

The increasing concern of schools for the employability of their clientele has sharpened interest in providing programs for students who have not previously been enrolled in vocational education to receive specific training in job-entry skills immediately prior to the time they leave school.

References to aid schools in exemplary program development were identified through a search of : (1) Manpower Research Inventory for fiscal years 1966-1968, (2) Research in Education (RIE), (3) Worker Adjustment: Youth in Transition from School to Work, (4) Abstracts of Instructional Materials in Vocational and Technical Education (AIM), and (5) Abstracts of Research and Related Materials in Vocational and Technical Education (ARM). These reference tools along with additional information sources are listed in the last section of the bibliography.

A limited number of public school programs have been identified that would serve as a model for development of programs to provide pre-employment training of short duration. A majority of the documents identified for this review represent the efforts of agencies outside the public school systems in providing remedial vocational training programs. The range of references cited covers those documents reporting research of program effectiveness to those containing suggestions for program operation.

The bibliographic information for reports with ERIC document (ED) numbers is the same as found in Research in Education (RIE). Most of these items are available on microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service (EDRS). Orders must include payment for items totaling less than \$5, a handling charge of 50 cents, and sales tax for states with sales tax laws. Send order to EDRS, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland, 20014.

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REVIEW AND ANALYSIS

The Need for Programs

Public schools vary in their acceptance of responsibilities to prepare youth for employment. The most seriously disadvantaged students receive the least relevant education. Programs offered to serve the specific needs of disadvantaged youth often do not differ greatly from regular vocational education programs. Students who leave school without further educational aspirations usually suffer from: (1) unrealistic aspirations, (2) poor attitudes toward work, (3) lack of responsibility, maturity, and self-discipline, (4) lack of a knowledge of the real demands of work, and (5) lack of realistic opportunities for employment and career development. Exemplary programs should provide jobs and human renewal on an individual basis. The most relevant education for the youth who will be leaving school is training that will help each individual become self-supporting. The educational system should be structured so youth may leave school at any level with an opportunity for employment. Few successful programs exist at the present time.

Descriptions of Programs

Programs developed by the Department of Labor, local school districts, community organizations under various federal legislation, and correctional institutions utilized different approaches in developing the employment potential of their clientele. Major program features include: (1) an integration of vocational and academic instruction with an orientation toward job competence, (2) individually oriented occupational training designed to develop confidence in the students, (3) utilization of part-time subsidized jobs, (4) job creation, job development, job placement, and job coaching, (5) job orientation, work observation, and on-the-job training, (6) intensive summer programs, (7) New Careers type programs with a 4-week intensive training program, a transition period of one-half time work experience and one-half time related instruction, and a 2-year follow-up program of one day of related instruction per week with a full-time job, and (8) transition programs such as are found in correctional institutions.

The Development and Operation of Programs

Program operation and management factors were found to be related to retention and placement of disadvantaged students. Some factors forwarded for consideration in development and operation of skill development programs are: (1) The occupational level of skill training must be adapted to the abilities and aptitudes of the students, (2) Special counseling for students is needed, (3) Electronic tutors improved performance over regular teaching methods, (4) The type and availability of entry level jobs should be considered, (5) Ungraded schools have been successful where students progress at their own rate in situations where they work 4 hours per day and attend school 3 hours per day, (6) Use of specialized technically competent instructors in a differentiated staffing arrangement proved successful in a 6-week skill training program, (7) Student perceptions of the program are important, and (8) Instructional packages for intensive programs in food service skill development have been tested and are available.

Reports of Evaluations of Programs

Skill-training programs have resulted in a reduction in unemployment of graduates. Even dropouts from these programs appear to have undergone some improvement in work-seeking behavior. Most programs have resulted in the general improvement in attendance, performance, and behavior of mildly problematic youth. Programs in correctional institutions have proven quite successful.

A major problem arises in competition for entry-level jobs with older unskilled workers. The number of low-skill jobs is on the decrease. Another major problem is the fact that work experience does not necessarily improve an individual's attitude toward work.

Summary

Major strengths of short-term intensive educational programs for the development of the-job-entry skills of students include: (1) The major concern of the program is to develop the employment potential of each individual, (2) Training is realistic in view of employment opportunities, (3) Responsibility is often assumed for placement of those who complete the course, (4) Ungraded instruction allows pupils to progress at their own rate, (5) Students have generally shown improvement in attitudes and work-seeking behavior, and (6) Graduates have a higher probability of employment than those who do not complete the program.

Major factors limiting success of programs include: (1) competition for entry-level jobs, (2) problems in changing work-attitudes of students, (3) lack of student motivation, (4) resistance to a "non-standard" instructional program, (5) training for skills incongruent with the aptitudes of the students, and (6) failure to orient the students to the purposes and objectives of the program.

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