ECCUMENT RESUME

ED 049 448 AC 010 226

AUTHOR TITLE Harrison, Paul C., Jr.; Lindeay, Carl A. Inventory of Continuing Education Activities in Pennsylvania Secondary School Districts for the

Fiscal Year 1969-70. Final Report.

INSTITUTION PUB DATE NOTE

Pennsylvania State Univ., University Park.

30 Apr 71 85r.

EDRS PRICE DESCRIPTORS

EDDS Frice MF-\$0.65 EC-\$3.29
**Adult Education, Budgets, Colleges, Courses,
Enrollment, Expenditure Fer Student, Facilities,
Financial Support, General Education, Geographic
Regions, *High Schools, Industry, Instructional
Staff, Surveys, *Technical Education, Universities,

*Vocational Education, Voluntary Agencies

IDENTIFIERS

*Pennsylvania

AESTRACT

The Bureau of Vocational, Technical, and Continuing Education of the Pennsylvania Department of Education sponsored its third annual inventory (July 1, 1969-June 30, 1970) to obtain detailed, current data regarding continuing education opportunities available to adults and out cf school youth, and to formulate these data into a substantive basis for effective, coordinated development of future programs. Questionnaires were sent to each of the 572 secondary school districts and area vocational/technical schools in the Commonwealth. After telephone followup, 558 returns (98%) were received. Of those responding, 313 schools (56%) indicated that they conducted continuing education while 245 had no such program. About 189,000 registrations were reported--roughly 20,000 in adult basic education, 103,000 in general adult noncredit courses, and 66,000 in vocational education. Data were also collected on financing, staffing, and use of facilities in the reported programs; and analyses by type of school, gec, raphic area, and expenditures were performed. (The document includes 18 tables, an activity summary for individual schools, and other statistics.) (Author/LY)



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INVENTORY OF CONTINUING EDUCATION ACTIVITIES IN PENNSYLVANIA SECONDARY SCHOOL DISTRICTS FOR THE FISCAL YEAR 1969-1970



A STUDY FOR

BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION PENNSYLVANIA DEPARTMENT OF EDUCATION

CONDUCTED BY

THE PENNSYLVANIA STATE UNIVERSITY



FINAL REPORT

INVENTORY OF CONTINUING EDUCATION ACTIVITIES

IN PENNSYLVANIA SECONDARY SCHOOL DISTRICTS

FOR THE 1969-1970 FISCAL YEAR

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PLANNING STUDIES
IN
CONTINUING EDUCATION
THE PENNSYLVANIA STATE UNIVERSITY

30 APRIL 1971

Prepared under Ancillary Project Number 30959

for the

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION

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ABSTRACT

The Bureau of Vocational, Technical, and Continuing Education of the Department of Education has sponsored for the third consecutive year (covering the period July 1, 1969 to June 30, 1970), an inventory of the continuing education (CE) activities of secondary school districts within the Commonwealth of Pennsylvania. The Planning Studies Department in Continuing Education, The Pennsylvania State University, developed and distributed the questionnaire, analyzed the returns and prepared the report. The primary objectives of the CE inventory project are twofold: (1) to obtain detailed, current data regarding educational opportunities available to adults and out-of-school youths and (2) to formulate these data into a substantive basis for the effective and coordinated development of future programs. Questionnaires were sent to each of the 572 secondary school districts and area vocational-technical schools in the Commonwealth. After telephone follow-up, a total of 558 (98%) returns were received. Of those responding, 313 schools (56%) indicated that they conducted CE programs while 245 had no program. Approximately 189,000 registrations were reported, comprising approximately 20,000 in Adult Basic Education (ABE); 103,000 in General Adult Non-Credit (GANC); and 66,000 in Vocational Education (VOC). In order to provide the requisite basis for future planning, data were also collected regarding the financing, staffing, and facilities utilization of the reported programs, and analyses were performed on the basis of type of school, geographic distribution, and expenditures.



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ACKNOWLEDGEMENTS

Although the present study was conducted by the Planning Studies Department in Continuing Education at The Pennsylvania State University, it is appropriate to acknowledge the invaluable assistance of Mrs. Madylon Bowmaster who handled the survey returns, performed some of the statistical analyses and typed the menuscript. It is also appropriate to acknowledge the aid and assistance of numerous other organizations and individuals. In particular, Mr. Alfred S. Holt and Mr. Jack Sittman of the Bureau of Vocational, Technical, and Continuing Education of the Department of Education deserve special thanks for their active contributions during all stages of the project; the helpful suggestions of Mr. John Dittmar, Director of Continuing Education for the State College Area Schools, regarding the questionnaire wording and format were much appreciated. Finally and most importantly, the project staff gratefully acknowledge the cooperative spirit and conscientious effort contributed by those individuals in the 558 responding schools who completed this year's survey and ultimately provided the data upon which this report is based.



HIGHLIGHTS

Total Group

Of the 572 secondary school districts to whom questionnaires were sent, 558 (98%) responded. Of those responding 313 (56%) offered continuing education (CE) courses of one type or another during fiscal 1969-1970.

Registrations. There were approximately 189,000 registrations for CE courses.

21,000 (11%) in Adult Basic Education (ABE) (0-12)

103,000 (54%) in General Adult Non-Credit (GANC)

65,000 (35%) in Vocational Education (VOC)

The average number of registrations per school was slightly over 600.

Number of districts offering courses. There were approximately 500 different course titles listed.

128 school districts offered ABE (0-12) programs.

213 school districts offered GANC programs.

196 school districts offered VOC programs.

The average number of different titles per school was approximately 16.

<u>Eudgets</u>. Total CE program budgets ranged from none reported to \$75,000 or more.

64% of the school districts reported CE budgets less than \$5,000.

22% reported CE budgets of \$5,000 to \$19,999.

13% reported CE budgets of over \$20,000.

The estimated average of those reporting a budget was \$4,600.

<u>Personnel</u>. A total of approximately 4,600 teachers were reported employed in CF activities.



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- 162 school districts reported that 75% or more of their CE instructors were regular fulltime (K-12) teachers.
- 233 school districts reported having an assigned CE director/
 - 9 school districts had a fulltime CE director/ccordinator.

The estimated average time actually allocated from the normal workload for CE director/coordinator was approximately 8 hours/week, with 153 districts reporting less than 8 hours/week allocated.

Regular Secondary Schools vs Vocational-Technical Schools

There were 271 regular secondary schools and 32 vocational-technical schools conducting CE programs. Their patterns of activity were quite varied.

Budget.

28% of the VoTech schools spend less than \$10,000 on CE.

73% of the regular secondary schools spend less than \$10,000 on CE.

Use of facilities.

VoTechs hold an average of 25 CE classes per veek.

Regular secondary schools hold an average of 7 CE classes per week.

Personnel. Estimated average number of teachers employed in CE:

By Volechs: 23.

By regular secondary schools: 10.

100% of the VoTechs have a CE director/coordinator.

86% of the regular secondary schools have a CE director/coordinator.



Of those having a CE director/coordinator:

Among the VoTechs the average time allocated is 12 hours/week.

Among the regular secondary schools the average is 7 hours/week.

 $\underline{\textbf{Registrations}}. \hspace{0.2in} \textbf{The approximate breakdown by type of school is as} \\ \textbf{follows:}$

ABE (0-12) registrations: VoTech 1,800 (8.6%)

Regular secondary 18,700 (91.4%)

GANC registrations: VoTech 1,300 (1.2%)

Regular secondary 102,000 (98.8%)

VOC registrations: VoTech 21,400 (32.5%)

Regular secondary 44,500 (67.5%)

Geographic Dispersion

Considerable variation in terms of size and type of program was noted when the data were broken down on the basis of nine geographic regions.

The two regions which include Metropolitan Philadelphia and Pittsburgh have only about 50% of the population but account for nearly 70% of all CE registrations.

For the state, as a whole, there were 16 CE registrations for every 1,000 inhabitants.



INTRODUCTION

In has become increasingly apparent in recent years that the combined effects of the "knowledge explosion" and spiralling costs have placed an ever-increasing pressure on the educational system to the point where it may be no longer possible to solve the problems and satisfy the demands without some rather sweeping modifications of the system. Continuing education (CE) programs have the inherent flexibility necessary to provide a potentially cost-effective means of meeting the challenge to provide educational opportunities for adult citizens of the Commonwealth. Realization of this potential, however, requires a coordinated effort to provide needed educational services at appropriate locations with a minimum of duplication of effort. The development of such a coordinated program rests upon a number of prerequisites, not the least of which is a sound basis for planning. Up-to-date information is needed regarding course offerings, personnel and facilities utilized, the locations of existing programs, sources and amounts of expenditures for these programs, and the degree of interest slown in various programs as indicated by the number of registrations.

In keeping with its status as a continuation of an established program, the work reported here was governed by the originally established primary objective: to determine the location and type of CE activities conducted by secondary school districts during the past fiscal year and to report this information to the participants and the Department of Education to aid planning and coordination of future programs. In the implementation of this general objective the current work defined specific goals as follows:



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- To obtain data for the fiscal year July 1, 1969 to June 30, 1970.
- To expand the coverage of the survey to include information relating to budgets, personnel, and facilities.
- To provide data analyses which would permit a more refined view of the data in terms of type of school, geographic region, and program cost/size.

This expansion of the scope of both data collection and analysis has resulted in an increase in the amount and complexity of the results to be reported. In order to facilitate presentation and to enhance the usubility of the data the report has been organized as follows: After a brief discussion of the methods and procedures, the overall summary results for the entire survey population are reported and, where appropriate, are compard to the previous inventories (1967-1968 and 1968-1969). The next section examines these data in terms of type of school (regular secondary schools as compared to vocational-technical schools) in terms of the reported dollar size of the CE budget. The final portion of the results presents an examination of the data broken down into geographic regions. Finally, several appendices present detailed information regarding course offerings in the individual schools, the number of districts offering particular courses, the complete survey form, and regional data surmaries.



METHODS AND PROCEDURES

Since every school district in the Commonwealth was invited to participate in this survey there was none of the usual concern for the development of a representative sample. The major effort was focused upon the development of the survey instrument, the designing of a format that would facilitate both responding and later data processing, and the standardization of instructions and definitions to insure a stable frame of reference among the respondents.

Because it was desirable to train a degree of comparability with previous inventories, certain key features of the previous survey were identified and formed the foundation for the development. New items were written and the survey divided into sections with individual explanatory instruction paragraphs provided for each section. Definitions of key terms were retained in full from previous years and presented in the cover letter. To facilitate responding and later processing of the data, the questions were framed in categorical terms requiring only a circle or check mark to indicate the appropriate response. The only exception to this was for registration data where the respondents were asked to supply the actual numbers. When the final form of the questions had been determined, they were arranged in a format designed to facilitate conversion to punch cards. The complete survey is shown in Appendix C.

^{&#}x27;The list of schools was provided by the Department of Education.



Surveys were mailed to the respondents during the week of December 7, 1970. A telephone follow-up to the approximately 150 schools who had not returned the survey forms was conducted during the week of January 18, 1971, and the returns were closed as of March 5, 1971. The data were converted to punch cards and analyzed at the facilities of the Computer Center of The Pennsylvania State University.

At this point a note of caution regarding these analyses should be introduced. The output of computerized statistical programs can be no better, no more precise, than the data with which one begins. Data generated from mailed questionnaires are subject to certain problems which influence their accuracy. The results reported here, totals, averages, medians, etc., cannot be taken entirely as accurate. They are reasonably accurate but not precise. For example, out of the total population of 572 schools, 303 conduct CE programs, but 14 schools did not respond to the survey. If all 14 non-responding schools had programs, the reported total could be in error by almost 5%. Another difficulty arises as a function of the way certain questions are askel, e.g. in categorical terms or absolute numbers. In the latter case, when registration data are reported by subcategories and totals for a category, the category sums and the category subtotals do not always agree. Specifically, if one combines all the registration subdivision totals across schools this total should, but does not, equal the overall total registrations reported -approximately 189,000 is obtained by combining categories, versus 184,000 by direct report. It does seem fair to say, however, in spite of these "inaccuracies," and other problems due to semanths and differing recordkeeping systems, that the "errors" are not too serious since they are most probably nonsystematic. In short, the results reported here are not "official" rather they are "best available estimates."

RESULTS

Total Group

Completed survey forms were returned by 558 of the 572 secondary school districts in the Commonwealth, a return rate of 98%. Over half (56%) or 313 of the schools indicated that they were involved in some form of CE activity. Ten of the schools in this group were engaged in some form of cooperative program with local service organizations or institutions of higher learning and were not able to supply data comparable with schools conducting their own programs. These schools were eliminated from the total, leaving 303 schools as the base number for analysis. This year's total of 303 schools represents a reported decrease of 50 schools involved in C2 as compared to the previous academic year. The down trend indicated here appears to be more than offset in terms of total regiscrations, which reached a level of approximately 189,000, an increase of approximately 30,000 over the 1968-69 base period. The average number of different courses offered by each school increased from 14 to 16.

With regard to the subject of financial resources applied to CE, 42 of the 303 schools having a CE program reported having no budget to support these activities and another 140 schools reported a total budget of less than \$5,000. Table 1 summarizes the budget data for the entire group.



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TABLE 1. CATEGORICAL DISTRIBUTION OF ANOUNT OF TOTAL CE BUDGETS
AND SOURCES OF FUNDS FOR ALL SCHOOLS REPORTING

					Ap	Approximate Size of	ate Si	ze of	Budget					
Source	;		Less		\$5,000	00	\$10,000	,000 to	\$20,000	,000 to	\$50,000	000	\$75,000 or	5,000 or
	ė		, C¢	2	666,64	66	666, 61¢	66.6	444,444	666	\$/¢	666	Ē	more
	No. X	2	No.	22	No.	%	No.	~	No.	%	. No	%	No.	%
Total budget for the fiscal year 1969-1970	42 14		140	97	25	∞	42	14	21	7	:5	50	17	9
Breakdown by source:														
Subsidies from the State of Pennsylvania	185 61		73	24	16	2	12	7	10	ю	ю	н	4	7
Adult Basic Education (ABE)	206 63		47	16	18	9	21	7	6	د	1	1	7	7
Vocational Education (VoEd)	154 51		86	32	13	4	21	7	ς,	7	9		9	2
Manpower Devclopment & Training Act (MDTA)	267 88		Ś	61	1	-	9	7	14	2	9	7	4	2
Concentrated Employment Program (CEP)	300 99		7	н	ł		{	1	ŧ		1	1	Н	1
Work Incentive Program (WIN)	294 98		7	2	п	<i>-</i> -	\ 	<u>-</u>	!		н	1		1
Tuition and/or fees	138 45		136	45	13	7	10	ю	5	2	ł	}	-	1
		-												

Since the typical scheduling pattern of CE activities involves time periods outside normal school hours it is obvious that the degree of utilization of expensive physical plants is improved. It is, however, possible that this improved utilization is not uniform over the entire facility. For this reason respondents were asked to indicate the specific facilities utilized in CE programs. Table 2 summarizes these data. In terms of the approximate average number of class sessions held each week in school facilities, roughly 60% (175) of the schools report holding 9 or fewer class sessions per week and only 26 (9%) indicate more than 50 sessions per week.

TABLE 2. UTILIZATION OF FACILITIES: NUMBER AND PERCENT OF TOTAL GROUP USING EACH TYPE IN CE PROGRAMS

Facility	Utiliz	ation	Facility	Utilia	zation
racifity	No.	%		No.	%
Classroom	278	92	Art	155	51
doodstiop	151	50	All purpose room	33	11
Metalshop	88	29	Gymnasium	105	35
Special	104	34	Pool	35	12
dome economics	197	65	Auditorium	31	10
Language	42	14	Library	69	23
Music	15	5	Other school facilities	104	34
			Location other than schools	47	16



Another important aspect of CE activity is related to personnel. The findings for the total group can be briefly summarized as follows: Approximately 60% (171) of the schools employ nine or fewer teachers in CE programs each year and only 17 (6%) employ more than 50 teachers. Of the teachers employed, the vast majority are regular full-time (K-12) teachers, with over 160 of the schools indicating that more than 75% of their CE teachers were drawn from this group. Questions were also asked regarding the assignment of a supervisor or director for CE. About 78% or 233 schools indicate that there is an individual specifically assigned this responsibility. It is, however, interesting to note that the median amount of time actually allocated to these duties is less than 8 hours per week and that only nine schools report having a full-time person.

An attempt was also made in the survey to assess the degree to which (1) Pennsylvania's secondary schools actively coordinate and/or cooperate in CE programs; and (2) the degree of involvement reported in "professional" CE activity as indicated by memberships in state and national organizations. In the area of active coordination or cooperation, 126 schools (42%) report some form of communication with other programs and 29 (less than 10%) report belonging to a local Adult School Association. Finally, less than 15% of the districts report having CE teachers or administrators who are members of the Pennsylvania Association for Public School Adult Education and/or the National Association for Public School Adult Education.

The median, rather than the mean or arithmetic average has been used since it is less affected by extreme scores and provides a reference point which indicates that 50% of the schools reported data which fell below this score.



The two major remaining categories of data involve courses and registrations. Courses can be viewed in two ways: (1) the number of schools offering each of the over 500 courses, or (2) the number of different courses in each of the subject matter areas by each school. Appendix A presents the individual course breakdown and Appendix B, the individual school analysis. The data on individual courses display some rather interesting patterns in terms of the relative frequency with which certain courses are offered. Typing for example is obviously popular, ranking either first or second in all three major categories (ABE [0-12], GANC, and VOC), in terms of the number of districts which offer it. Sewing is also very popular. Combining the courses offered under the titles of sewing, tailoring, clothing construction, etc., more districts offer courses in this area than in any other. Other very popular offerings are shorthand, auto repair, machinist, and welding. Table 3 summarizes the number of districts offering courses in each of the major subdivisions of CE activity and the corresponding registration data. Perhaps the most noteworthy feature of Table 3 is the prominence of non-credit registrations which account for 54.4% of the total.



TABLE 3. REGISTRATIONS AND NUMBER OF DISTRICTS OFFERING COURSES BY CATEGORIES AND SUBDIVISIONS OF CE FOR ALL SCHOOLS

Area	Re	gistra	tions		Di	stricts
	N	% of Sub. Cat.	% of Total	N	% of Those in Cat.	% of All Offering CE
Adult Basic Education (0-1?)						
Elementary Adult Basic Education	7,544 ¹	37		60	47	
Secondary Adult Basic Education	6,518	32		56	44	
GED Test	6,424	31		92	72	
Total ABE (0-12)	20,486		11	128	į	42
General Adult Non-Credit (GANC)	103,328		54	213		70
Vocational Education (VOC)						l
Agricultural Ed.	2,014	ا د		55	28	
Business Ed.	17,095	26	}	126	64	
Distributive Ed.	524	1		10	5	 -
Health Occupations	1,220	2		26	13	
Home Economics	17,657	27		95	48	
Manpower Retraining	3,681	6	}	40	20	l
Technical & Industrial	23,743	36		83	42	
Total VOC	65,878		35	196		65
Total CE	189,692			303		

This total differs from that given in the Adult Basic Education Annual Program Report to the US Dept. of Health Education and Welfare because it does not include registrations in programs conducted by county offices in non-school facilities. The total, including these registrations, is 14,657.



Analyses by Type of School and Size of Budget

It is possible to analyze the survey data in a fashion which provides some insight into the variety of operating modes for CE programs. Two basic dimensions were chosen as control variables for these more detailed views of the data: (1) type of school (regular secondary schools as compared to vocational-technical schools); and (2) approximate size of total CE budget. The selection of these variables was based upon the belief that they are of maximum potential value to administrators and planners involved in the process of determining the future course of CE in the secondary school districts.

Tables 4 and 5 compare and contrast the budget structure of CE programs in the 32 vocational-technical schools (VoTechs) with the larger group of 271 regular secondary schools. Although it is not immediately apparent from a casual comparison of the tables, additional statistical analyses indicated that in every case except for ABE and WIN programs the proportional pattern of spending is significantly different for the two school categories. In general the data indicate that a higher proportion of the VoTech group spend larger amounts of money. For example, only 28% of the VoTech schools spend less than \$10,000 on CE while 73% of the regular secondary schools spend less than that amount. A similar trend can be noted in terms of subsidies from the State of Pennsylvania, with 37% of the VoTechs receiving more than \$10,000 and only about 6% of the regular secondary schools subsidized to such an extent.

The patterns of facilities utilization are also measurably different between the two school types as the data in Table 6 indicate. In the first place the median number of CE classes held in the school during a waek is markedly different; VoTech schools average 25 classes per week whereas



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TABLE 4. CATEGORICAL DISTRIBUTION OF AMOUNT OF TOTAL CE BURGETS AND SOURCES OF FUNDS FOR REGULAR SECONDARY SCHOOLS (N=271)

		İ	ļ		App	roxim	Approximate Size of Budget	e of	Budget				i	ĺ
Source	None	es es	Less than \$5,000	s 00	\$5,000	000	\$16,000 to \$19,999	,000 to	\$20,000	,000 to	\$50,000	,000 to	\$75,000 or more	5,000 or more
	No.	82	No.	м	No.	%	No.	*	No.	24	No.	%	No.	%
Total budget for the fiscal year 1969-1970	3,	77	137	51	24	σ.	36	13	17	9	9	2	13	2
3reakdown by source:														
Subsidies from the State of Pennsylvania	172	3	7.1	26	10	4	ω	'n	m	н	7	Н	4	1
Adult Basic Education (ASE)	179	99	7,	16	18	7	20	7	7	m	}	1	2	7
Vocational Education (VoEd)	147	54	93	34	σ	ń	77	2	7	н	}	1	4	٦
Manpower Development Training Act (MDIA)	250	95	m		-	マ	7	H	اد	7	7	н	7	7
Concentrated Employment Program (CEP)	268	66	1		1		¦ 	-		1	!			1
Work Incentive Program (WIN)	261	96	9	4,	H	7	!	!	!	1		7	¦ 	{
Tuition and/or fees	122	45	124	97	∞	n	6	က	۷	2	;	;	\ 	}

TABLE 5. CATEGORICAL DISTRIBUTION OF AMOUNT OF TOTAL CE BUDGETS AND SOURCES OF FUNDS FOR VOCATIONAL-TECHNICAL SCHOOLS (N=32)

					Apı	Approximate Size	ite Si	ze of I	of Budget					
Source	NO N		Less Than to		\$5,000	0 5	\$10,000 \$1 \$19,900	000	\$20,000 to £0	000	\$50,000 £0	0000,	\$75,000 to	000
	Š.	} ?	No.	26	No.	\$! }	No.	%:	No.	6.0	o N	\$-\$-	No.	N .
Total budget for the fiscal year 1969-1970	ν	16	m	6	H	м	9	19	7	12	6	28	4	12
Breakdown by source:												-		
Subsidies from the State of Pennsylvania	12	38	8	9	9	19	4	12	7	22	1	8	ł	1
Adult Basic Education (ABE)	28	81	٣	٥١	1		7	m	2	9	}		1	ł
Vocational Education (VoEd)	۲۰	51	v .	- ¥	<	÷	۲	22	7	<u>س</u>	ν	6.	2	ý
Mannower Development Training Act (MDTA)	15	47	7	9	1	1	4	13	6	28	2	9	1	}
Concentrated Employment Program (CEP)	30	96	2	9	ţ	}	}		1	-	}	ł	ļ	}
Work Incentive Program (WIN)	31	4	н	m	!	ŀ	ł		1	-	ł		}	1
Tuition and/or fecs	13	41	12	38	Ŋ	16	ч	٣	1		1		Т	n



regular secondary schools average 7 classes per week. An examination of Table 6 also highlights the differences in the pattern of use. For example, as would be expected, a much higher proportion of VoTech schools use shop facilities regularly in their CE programs, while Home Economics, Art, and Gymnasium usage is proportionally greater in regular secondary schools.

TABLE 6. UTILIZATION OF FACILITIES: NUMBER AND PERCENT OF REGULAR SECONDARY SCHOOLS AND VOCATIONAL-TECHNICAL SCHOOLS USING EACH TYPE

	Regula Second		VoTec	h
Facility	(N=27	1)	(N=3	2)
	No.	%	No.	- %
Classroom	246	91	31	97
oodshop.	126	47	24	75
letal shop	61	23	27	84
Special shops	74	27	30	94
dome economics	186	69	10	31
Language	42	15		
Music	15	6		
Art	147	54	8	25
.11 purpose	25	9	8	25
Gym	101	37	4	13
Pool	35	13		
Auditorium	27	10	4	13
Library	62	23	7	22
Other school facilities	87	32	17	53
Other than school facilities	40	15	7	22

Personnel utilization was examined both in terms of school type and approximate budget size. Table 7 summarizes these results, and again several interesting differences are apparent. Most noticeable are the variations between the types of schools, with the VoTech schools, in general, employing more teachers, proportionally fewer of whom are regular full time (K-12) teachers. In addition all of the VoTech have a GE director, and generally more of his time is actually allocated to this function than is the case in those regular secondary schools which have assigned directors or coordinators. In terms of trends as a function of increasing budget, the findings are not surprising. In general, as the size of the program increases so does the number of teachers, the probability that a director/coordinator is employed, and the amount of his time which is committed to CE responsibilities.

The most meaningful index of CE activity is, of course, the number of registrations. This general index can also be broken down in terms of the three major categories of CE activity: Adult Basic Education (ABE) (0-12), General Adult Noncredit (GANC), and Vocational Education (VOC), and then viewed in terms of the type of school and total budget category. Table 8 presents the overall picture based upon registrations for each school's total program. It is interesting to note in this table that almost half of all the registrations are accounted for by the 13 regular secondary school programs with budgets in excess of \$75,000 per annum, and that the 4 VoTech schools with similar sized budgets have only slightly more than 1% of the total. It should also be noted here that VoTech schools as a group have slightly more than their proportionate share of the total registrations since they constitute 10.6% of the total number of schools and have 13.3% of the registrations. When, however, one examples these same data broken



TABLE 7. SUMMARY OF PERSONNEL UTILIZED IN CE PROGRAMS BY TYPE OF SCHOOL AND CE BUNGET CATEGORIES FOR ALL SCHOOLS

				All School	s - Appro	All Schools - Approximate Budget Categories	get Catego	ries	
Fersonnel Data Item	Regular Secondary	VoTech	No Dudget Reported	Less than \$5,000	\$5,000	\$10,000	\$20,600	\$50,000	More than \$75,000
Mcdian number of teachers employed in CE programs	11	22	9	ý	6	16	19	36	42
Median A percent of teachers in CE who are regular full time (K-12) teachers	782	38%	81%	83 83	63%	78%	% 09	38%	77%
Number of schools having an assigned CE super- visor/director	201 of 271 742	32 of 32 100%	32 of 42 76%	92 of 139 22f 25 66% 84%	22 of 25	38 of 42 91%	16 of 21 76%	15 of 15 100%	17 of 17 100%
Median number of hours/wk allocated for CE supervisory responsi- bilities	7.6	11.7	5.1	4.2	9-9	9.2	10.1	12.0	12.0

TABLE 8. AVERAGE AND TOTAL CE REGISTRATIONS FOR ALL PROGRAMS BY CE BUDGET CATEGORIES FOR REGULAR SECONDARY AND VOTECH SCHOOLS

	Re	gular Sec	ondary		VoTech	
Budget Category		Registr	ations		Registrat	ions
	Number	Average	Total	Number	Average	Total
No Budget Reported	37	161	5,957	5	750	3,750
Less than \$5,000	137	139	19,043	3	44	132
\$ 5,000 to 9,999	24	354	8,496	1	113	113
10,000 to 19,999	36	519	18,684	6	600	3,600
20,000 to 49,999	17	681	11,577	4	518	2,072
50,000 to 74,999	6	1,048	6,288	9	1,413	12,717
More than 75,000	13	6,931	90,103	4	501	2,004
Total	270	593	160,148 ¹	32	762	24,388

This total of 184,536 is generated on the basis of the school's reported total CE registration. It does not coincide with the totals generated by adding up the component registrations reported for ABE (0-12) GANC and VOC. The discripancy appears to be the result of omissions and/or miscalculations by some respondents.



TABLE 9. AVERAGE AND TOTAL CE REGISTRATIONS FOR ADULT BASIC EDUCATION (0-12) PROGRAMS BY CE BUDGET CATEGORIES FOR REGULAR SECONDARY AND VOTECH SCHOOLS

Budget Category	Reg	gular Seco	ndary		VoTech	
		Registr	ations		Registrati	Lons
	Number	Avenage	Total	Number	Average	Total
No Budget Reported	17	63	1,071	3	57	171
Less than \$5,000	39	39	1,521			
\$ 5,0)0 to 9,999	14	94	1,316			
10,0)0 to 19,999	25	99	2,475	2	321	642
20,000 to 49,999	10	114	1,140			
50,000 to 74,999	4	235	940	1	950	950
More than 75,000	12	855	10,260			
Total	121	155	18,723	6	294	1,763



TABLE 10. AVERAGE AND TOTAL CE REGISTRATIONS FOR GENERAL ADULT NON-CREDIT PROGRAMS BY CE BUDGET CATEGORIES FOR REGULAR SECONDARY AND VOTECH SCHOOLS

Budget Category	Regular Secondary			VoTech		
Dauget Gategory	Registrations		Registrations		ons .	
	Number	Average	Total	Number	Average	Total
No Budget Reported	25	147	3,675	1	60	60
Less than \$5,000	112	164	18,368			
\$ 5,000 to 9,999	16	290	4,640			
10,000 to 19,999	25	440	11,000	1	286	286
20,000 to 49,999	14	425	5,950			
50,000 to 74,999	5	568	2,840	1	900	9 00
More than 75,000	12	4,632	55,58%	1	25	25
Total	209	488	102,057	4	318	1,271



TABLE 11. AVERAGE AND TOTAL CE REGISTRATIONS FOR VOCATIONAL EDUCATION PROGRAMS BY CE BUDGET CATEGORIES FOR REGULAR SECONDARY AND VOTECH SCHOOLS

	Regi	ıler Secon	dary		VcTech	
Budget Category		Regist	rations		Registrat	ions
_	Number	Average	Total	Number	Average	Total
No Budget Reported	22	50	1,100	4	880	3,520
Less than \$5,000	76	60	4,522	2	63	126
\$ 5,000 to 9,999	18	137	2,466	1	113	113
10,000 to 19,999	24	⁷ 17	5,208	6	445	2,670
20,000 to 49,999	10	450	4,500	4	518	2,072
50,000 to 74,999	5	493	2,465	9	1,208	10,872
More than 75,000	12	2,022	24,264	4	495	1,980
Tota1	167	267	44,525	30	712	21,353

down by the major activity categories (ABE (0-12), GANC, VOC) as shown in Tables 9, 10, and 11, some notable differences come to light. The major one is the different emphasis placed upon the activity categories by the two types of schools. The VoTech schools have only 8.6% and 1.2% of the registrations in ABE (0-12) and GANC work, but 32.5% of all the registrations in the VOC category. It should be noted, however, that in this latter category the 12 large budget (over \$75,000) regular secondary school programs account for 36.4% of the registrations in the category. Thus, 42 of the 196 schools (21.4%) account for over two-thirds of the Vocational Education registrations.

Analyses by Geographic Region

An important dimension of the overall effectiveness of continuing education, particularly at the secondary school level, is the degree of the availability of CE programs to the adults and out-of-school youths of the Commonwealth. One indication of this availability can be obtained from an analysis of the survey data in terms of geographic dispersion. While it was possible to perform the analysis on the basis of individual counties it was believed that the objective of providing userul planning information would be better served if a regional basis were to be taken. To this end the counties were grouped (on a somewhat arbitrary but rational basis) into nine regions as listed in Table 12 and graphically displayed in Figure 1. Table 13 shows total regional population 1, density (persons per square mile) and area. An examination of the data by geographical region for Ludgets, facilities, and personnel uncovered little of significance although a rather consistent pattern emerged with the Eastern regions reporting to the highest budgets, most

Total population has been shown to be highly correlated with number within age group subsets. See Lindsay and Richard, 1970.



TABLE 12. COUNTY COMPOSITION OF GEOGRAPHIC REGIONS

	· ·		
Region 1	PHILADELPHIA/SE	Region 5	NORTH CENTRAL (Cont'd)
	Bucks		Sullivan
	Chester		Tioga
	Delaware		Union
	Montgomery		
	Philadelphi a	Region 6	SOUTH CENTRAL
Region 2	HARRISBURG/YORK		Bedford
			Blair
	Adams		Cambria
	Cumberland		Centre
	Dauphin		Clearfield
	Franklin		Fulton
	Juniata		Huntingdon
	Lancaster		Mifflin
	Lebanon		Somerset
	Perry		
	York	Region 7	ERIE/NW
Region 3	EAST CENTRAL		Cameron
			Crawford
	Berks		E1k
	Carbon		Erie
	Lehigh		Forest
	Monroe		McKean
	Northampton		Warren
	Schuylkill		
		Region 8	WEST CENTRAL
Region 4	WILKES-BARRE/SCRANTON/NE		
			Armstrong
	Lackawann a		Beaver
	Luzerne		Butler
	Pike		Clarion
	Su s quehann a		Indiana
	Wayne		Jefferson
	Wyoming		Lawrence
_			Mercer
Region 5	NORTH CENTRAL		Venango
	Bradford	Region 9	GREATER PITTSBURGH/SW
	Clinton		
	Columbi a		A llegheny
	Lycoming		F a yette
	Montour		Greene
	Northumberland		Washington
	Potter		Westmoreland



Snyder

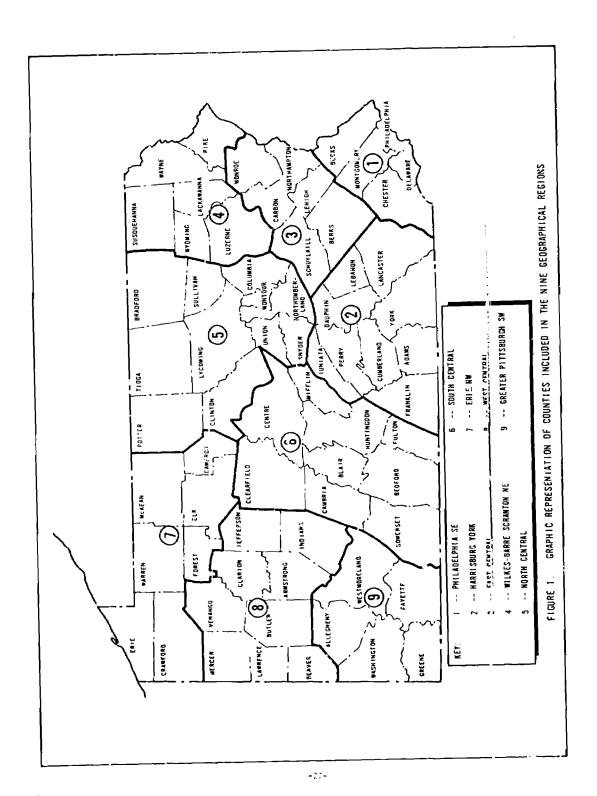




TABLE 13. POPULATION, POPULATION DENSITY, AND AREA OF GEOGRAPHIC REGIONS

	Region	Population	Population Density Per Square Mile	Area (Sq.Mi.)
1.	Philadelphia/SE	5,829,751	1,757	2,182
2.	Harrisburg/York	1,264,724	230	5,512
3.	East Central	1,012,472	299	3,386
4.	Wilkes-Barre/ Scranton/NE	662,392	171	3,868
5.	North Central	493,182	64	7,698
6.	South Central	7(0,854	94	7,345
7.	Erie/NW	482,542	90	5,359
8.	West Central	857,387	150	5,692
€.	Greater Pittsburgh/SW	2,366,261	594	3,983
	Total State	11,669,565	259	45,025

 $^{^1}$ Figures shown are US Census Bureau preliminary 1970 census data as reported in the 1971 World Alamanac published by the Newspaper Enterprise Associati

classes per week, and largest staffs. The Central regions, in general ranked lowest on these items, with the Western regions holding the intermediate ranks. These results are briefly summarized in Appendix 9-1. One statistical artifact was noted during this examination and which pertains to all of the regional breakdown figures. All of the averages calculated for Region 1, which includes Philadelphia County, are spuriously high due to the fact that the Philadelphia program is conducted through a central office and three VoTech schools. Comparisons with other regions should not therefore be based on averages but on totals which are unaffected by the unique pattern of operation in Region 1.

The registration data, when broken down by region, so reflect some fairly large variations from region to region, both in terms of total number of registrations and in the fashion in which that total is distributed across the three basic categories, ABE (0-12), GANC and VOC. The detailed data summaries by region and type of school for total registrations and the three categories are given in Appendix D-2, 3, 4, and 5. In these tables, the impact of the two large metropolitan areas of Philadelphia and Pittsburgh is apparent. Regions 1 and 9 combined have 53% of the population and 69% of the total CE registrations. The data do, however, contain some interesting relationships which become apparent if one adjusts for the differences in regional population and density. Table 14 provides a summary of the number of CE registrations per 1,000 inhabitants for each region and separately for the different major categories and total program. In general the CE registration rate in 1969-1970 for the entire state was 16 per thousand; only in Regions 1 and 7 was this exceeded. Region 7, Exie/NW, is remarkable in another respect, displaying on aper capita basis, far more registrations in ABE (0-12) and VOC programs than the state average. This is particularly



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TABLE 14. PER CAPITA CE REGISTRATIONS BY GEOGRAPHIC REGIONS AND TYPE OF PROGRAM

Region		Registration	ns/1,000 Popu	lation
	ABE (0-12)	GANC	voc	Total
l. Philadelphia/SE	1.9	16.3	7.7	26
. Harrisburg/York	1.5	4.1	3.1	9
3. East Central	1.4	4.2	6.1	12
. Wilkes-Barre/ Scranton/NE	2.1	2.3	3.8	8
. North Central	1.7	1.8	3.2	7
. South Central	0.9	10		
. Erie/NV	2.5	4.3	11.5	18
. West Central	1.3	4.2	6.4	12
. Greater Pittsburgh/SW	2.3	8.6	<u>3.1</u>	_14
Total State	1.8	8.8	5.6	16

noteworthy in view of the low population density of the area. Other regions (4, 5, 6, and 8) with similar densities tend to exhibit rates lower than the stage average. Region 2, Harrisburg/York, which appears, in terms of population and density, to be more like the regions with higher per capita sates, exhibits registration data similar to the less populous regions.

Another way of looking at the availability of CE programs is on the basis of physical dispersion of programs within each region. In order to provide at least a rough index of this factor, the area in square miles of each region was divided by the number of schools offering CE programs. This yielded an average area to be served by each school. If this area is assumed to be circular, a hypothetical representative maximum commuting distance can be derived by calculating the radius of the circular area. Table 15 prasents this derived index for each of the regions, and the state as a whole for total program and the three major CE subdivisions. Even a casual review of this table highlights the availability problems which exist in the larger, more rural regions; e.g., Regions 5 and 6 show a considerably divergence from the state wide norm. Even in the more urbanized regions the distances involved may represent barriers since most classes are in the evening when public transportation (if available) operates on reduced schedules. As CE programs increase in importance one of the problems which planners will face will be one of facilitating student access to the programs.



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TABLE 15. REPRESENTATIVE "MAXIMUM" COMMUTING DISTANCE IN MILES TO SCHOOL OFFERING CE PROGRAMS BY GEOGRAPHIC REGION AND TYPE OF FROGRAM

	Dooloo	}	Type	of Program	
	Region	ABE (0-12)	GANC	Voc	Total
1.	Philadelphia/SE	5,5	5.2	5.2	3,9
2.	Harrisburg/York	9.8	7.0	7.7	6.1
3.	East Central	12.4	6.6	7.5	5.6
4.	Wilkes-Barre/ Scranton/NE	14.3	10.1	10.6	9.1
5.	North Central	17.5	13.7	12.4	10.3
i.	South Central	17.1	13.4	11.4	10.1
	Erie/NW	13.1	10.7	10.7	9.2
3.	West Central	10.6	8.9	8.5	7.1
	Greater Pittsburgh/SW	6.3	<u>5.0</u>	5.8	4.6
	Total State	10.6	8.2	8.5	6.8



CONCLUSIONS AND RECOMMENDATIONS

Although conclusions in the usual sense are not normally drawn on the basis of an inventory, it is appropriate to note some of the highlights of the results and to recommend possible future research. Perhaps the most remarkable aspect of the data is its variability. The differences in reported programs in terms of budget size, scope of courses, mode of operation, and number of registrations were considerable. While this sort of variation is to be expected and in some respects is even desirable it does have potentially negative aspects. To the extent that the different schools operate differently, employ varied administrative and record-keeping systems and subscribe to different philosophies and objectives it is more difficult to assess what is available, how much is being invested, and who is being served. Further, it ultimately becomes more difficult to promote coordination and cooperation.

Another aspect of the results which appears to merit some comment is the apparent inbalance between the number of non-credit registrations as compared to the more academically or vocationally oriented programs. It is believed that this disparity is more apparent than real if one is attempting to assess relative emphasis or importance of the programs. The basic point here involves the amount of time devoted by an individual in fulfilling the course requirements of a single registration. For example, I registration in a ceramics class may involve 2 hours/week for 12-16 weeks. One registration in anauto mechanic or welding course is more likely to involve 10-12 hours/week for up to 50 weeks. If this should be routinely the case then, although the registration totals are different the hours of instruction involved could be quite comparable. This is, of course, an empirical question to which later expansions of this inventory may well be addressed.



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Also worthy of note in respect to the future of CE programs is the clear cut indication from the survey data that, although the majority of schools do have CE directors or coordinators, the modal pattern of these assignments is one of "additional duty." What is meant by this is that the assignment is over and above the normal workload -- it is responsibility without specifically allocated, compensated time for discharging it.

As for future research, three main ideas have been suggested by this year's inventory: (1) an investigation of the usefulness of these data to administrators, planners, CE directors, etc., that is, the establishment of a feedback loop from the users to facilitate and guide the conduct of future inventories; (2) an expansion of the scope of the inventory to include other sources of CE type activities such as parochial schools, YMCA, YWCA, etc.; and (3) the compiling of these data on a community, county or regional basis as a catalog of resources locally available to individuals, business and industries to satisfy their training needs.



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APPENI'IX A



APPENDIX A-1. NUMBER AND PERCENT OF PENNSYLVANIA SECONDARY SCHOOL DISTRICTS OFFERING COURSES IN ADULT BASIC EDUCATION (0-12) DURING FISCAL 69-70 (N = 128)

Course/Program	No. of Districts	Pct. of Districts Offering ABE (0-12)
Adult Elementary Education	60	47
Secondary (Standard Evening	56	44
High School for Credit)	ļ	
Algebra	31	24
Art	21	16
Biology	20	16
Bookkeeping	27	21
Chemistry	17	13
Civics	9	7
Consumer Education	6	5
Driver Education	22	17
Earth & Space Science	6	5
Economics	19	15
English	42	33
French	11	9
General Science	16	12
Geometry	23	18
German	7	6
Health	6	5
Hebrew	1	<1
History	31	24
Italian	6 :	5
Latin	4	3
Mathematics	33	30
Physical Education	11	9
Physics	10	8
Problems of Democracy	26	20
Science	15	12
Social Studies	28	22
Spanish	15	12
Trigonometry	17	13
Typing	40	31
GED Test Preparation	92	72



APPENDIX A-2. NUMBER AND PERCENT OF PENNSYLVANIA SECONDARY SCHOOL DISTRICTS OFFERING COURSES IN GENERAL ADULT NON-CREDIT PROGRAMS DURING FISCAL 69-70 (N = 213)

Course	Districts O	ffering GANC		Districts O	ffering GANC
Course	No.	%	Course	No.	%
Amateur Radio (HAM)	3	1	Leathercraft	4	2
Antiques	9	4	Lip Reading	li	<1
\rt	113	53	Literature	8	4
Arts & Crafts	50	24	Mathematics	27	13
Astronomy	7	3	Metalcraft	12	6
Badminton	1	< 1	Modern Mathematics	16	1 7
Boating & Safety	10	5	Music Appreciation	3	i i
Book Review	i	< 1	Negro History	وَ	l 4
Bridge (Contract)	36	17	Oil Painting	57	27
Ceramics	50	24	Organ Instruction	5	2
Chair Caning	5	2	Philosophy	3	l ī
China Painting	5	2	Photography	1 17	8
Civil Service		1	Physical Education	37	17
Preparation	4	2	Physical Fitness	71	33
Creative Writing	8	4	Pottery	وَ ا	4
Crocheting	9	4	Psychology	12	6
Dancing	15	7	Public Speaking	16) 7
Drawing Techniques	18	1 8 1	Real Estate	4	1 2
Driver Education		1	Retirement	1	\ \ <u>1</u>
& Roadwork	54	25	Sculpture	5	2
Electronics	19	9	Securities &		_
Embroidery (Crewel)	8	1 4	Investments	22	10
Enameling	5	1 2 1	Sewing	152	71
English -		1 [Shorthand	86	40
New American	24	11	Slimnastics	33	15
Family Budget	5	2	Sociology	6	3
Flower Arranging	19	ا و ا	Spanish	37	1 17
Folk Guitar	10	5	Speech	8	4
French	1 13	1 6	Speedreading	29	14
French		1 1	Swimming	1 25	12
(Conversational)	17	8	Tailoring	53	25
Furniture		1 1	Tennis	7	3
Refinish g	29	14	Theatre	3	ľi
German	26	1 12	Typing	135	63
Go1f	18	8	Water Color		"
History (Local)	3	l i l	Painting	27	1 13
Instrumental Music	7	3	Woodworking	83	39
Insurance	1 4	2	World Affairs	4	2
Italian Culture	5	1 2 1	World Culture	5	1 2
Jewelry Making	7	3	Yoga	7	3
Knitting	39	18	6	1	1
Law	7	3		1	1

APPENDIX A-3. NUMBER AND PERCENT OF PENNSYLVANIA SECONDARY SCHOOL DISTRICTS OFFERING COURSES IN VOCATIONAL EDUCATION DURING FI CAL 69-70 (N = 196)

	Districts (Offering VOC	1	Districts 0	ffering VOC
Course	No.	%	Course	No.	%
Agriculture-			Business Education		
Education			(Cont'd)	<u>}</u>	
Agriculture			Family Finance	2	1
(Chemicals)	2	1	Filing	8	4
Agriculture	l		Forms Design &	ł	}
(General)	17	9	Control	1	< 1
Conservation	1	< 1	Investments	11	6
Crops	2	1	Key Punching	32	16
Dairying	4	2	Office Machines		
Farm Management	10	5	(Use of)	35	18
Farm Mechanics	11	6	Office Management	2	1
Fertilizer	1	< 1	Office Practice	24	12
Floriculture	7	4	Principles of	J	
Forestry	1	< 1	Economics	3	2
Horticulture	13	7	Principles of		
Landscape Design	5	3	Selling	1	< 1
Lawn Care	4	2	Record Keeping	5	3
Livestock	1	< 1	Shorthand	85	43
Marketing	4	2	Shorthand	1	1
Natural Resources	1	< 1	(Machine)	8	4
Poultry	1	< 1	Speedwriting	4	2
Record Keeping	2	1	Stenoscript	7	4
Safety	2	1	Systems &		
Soils	1	< 1	Procedures	3	2
Welding	25	13	Taxes	5	3
Young Farmer	29	15	Typing	141	72
Business Education	1	1 1	Distributive		
			Education		ĺ
Accounting	15	} 8]			1
Banking	2	1 1	Communications	1	< 1
Bookkeeping	66	34	Creative Selling	2	1
Business English	10	5	Customer Relations] 1	< 1
Business Law	8	4	Effective Speaking	1	< 1
Business Machines	36	18	Food Service		
Business Management	3	2	Training	2	1
Pusiness			Uuman Relations	2	1
Mathematics	11	6	Interior Decorating	5	3
Clerical Practice	20	10	Marketing &	1	ĺ
Computer	1		Management	2	1
Programming	21	11	Pre-Employment	i	
Correspondence	3	2	Training	2	1
Data Processing	35	18	Retail Orientation	1	< 1
③	1		Salesmanship	6	3



APPENDIX A-3. NUMBER AND PERCENT OF PENNSYLVANIA SECONDARY SCHOOL DISTRICTS OFFERING COURSES IN VOCATIONAL EDUCATION DURING FISCAL 69-70 (N = 196) (Cont'd)

Course	Districts O	ffering VOC		Districts	Offering VOC
Course	No.	%	Course	No.	%
Distributive			Home Economics		
Education (Cont'd)			Consumer		
S-l			Education)		
Salesmanship (Advanced)	1 1	< 1	(Cont'd)	1	•
Stock Market	2	1	Dec Notel 6		
Supervisory	2	1	Pre-Natal &	3	2
Development	2	1	Baby Care	72	37
Supervisory		-	Sawing Slip Covers	9	5
Techniques	1	< 1	Tailoring	47	24
10			Wills, Insurance,	7,	27
Health Occupations			Social Security	3	2
Dental Assistant Food Service	5	3	hanpower Retraining		
Supervisor	2	1	Appliance Repairs	2	j 1
Health Assistant	3	2 ,	Arc Welder	13	7
Home Health Aide	2	1	Auto Body		1
Medical Assistant	3	2	Repairman	10	5
Nurses Aide	10	5	Auto Mechanics	13	7
Pharmacology	3	2	Blueprint Reader	8	4
Physical Education	3	2	Building		
Practical Nursing	19	10	Maintenance Man	3	2
Name Caragedon	;		Clerk Stenographer	3	2
Home Economics (Consumer	}		Cler't Typist	4	2
Education)	<u> </u>		Combination Welder	· ·	3 2
Eddeactony			Electronics Mechanic	3	2
Basic Sewing Skills	80	41	Furniture Upholsterer	1	< 1
Cake Decorating	13	7 7	Gasoline Engine	L .	1
Choosing a Home	l i	<1	Repair	5	3
Clothing	32	16	Industrial Arts	2	ĺ
Creative Cookery	15	8	Machine Set-Up	_	1
Draperies	8	4	Operator	7	4
Dressmaking	42	21	Machinist	10	5
Foods	13	7	Heat Cutter	2	1
Home-Community			Mechanical Drawing	4	2
Relations	3	2	Medical Laboratory		1
Home Crafts	4	2	Assistant	2	1
Home Management	4	2	Medical Secretary	1	< 1
Interior			Nurses Aide	6	3
Decorating	12	6	Oil Burner Service	2	1
Knitting	18	9	Practical Nurse	6	3
Millinery	11	6			i



APPENDIX A-3. NUMBER AND PERCENT OF PENNSYLVANIA SECONDARY SCHOOL DISTRICTS OFFERING COURSES IN VOCATIONAL EDUCATION DURING FISCAL 69-70 (N = 196) (Cont'd)

Ca.es	DISCIPCES V	ffering VOJ		Districts O	rrering vo
Course	No.	%	Course	No.	%
anpower Retraining			Technical &		
(Cont'd)			Industrial (Cont'd)		
Production Machine			Civil Technology	4	2
Operator	8	4	Commercial Art	12	6
Sewing Machine			Cosmetology	12	6
Repairman	1	<1	Diesel Mechanics	4	2
Sheet Metal		l l	Draf ti ng	37	19
Fabricator	2	1	Dressmaking	10	5
Structural Steel		1	Electrical Motor	i	
Lay-Out Man	1	\	Repair	6	3
Surgical			Electrical		
Technician	1	<1	Occupations	35] 19
TV Service &		ļ	Electrician		ļ.
Repair	3	2	(Apprentice)	20	10
Tool & Die		}	Electronics	41	21
Apprenticeship	2	1 1	Engineering &	Į.	ĺ
Woodshop	8	4	Related Technology	. 4	2
Woodworking		}	Foreman Training	4	2
Machine			Foundry Man	l 2	1
Operator	2	1 1	Graphic Arts	[]
•	İ	ŗ l	Occupations	16	8
echnical &		l	Heating (Apprentice		[
Industrial	1]	& Theory)	11	6
		(Heavy Equipment		1
Air Conditioning	17	9	Operator	4	2
Appliance Repair	12	6	Hydraulics	4	2
Architectural		, ,	Industrial Arts	5	3
Drafting	13	7	Industrial		}
Architectural		\	Electrician	22	l 11
Technology	1	<1	Instrumentation	6	3
Auto Body & Fender	27	1 14	Iron Worker	1	
Auto Diesel	2	i	(Apprenticeship)	5	3
Auto Mechanics	47	24	Machine Shop	48	24
Baker	5	3	Masonry	17	9
Blue Print Reading	37	1 19	Mathematics	1	
Building	"	-	(Technical)	12	6
Construction	11	6	Mechanical Drafting	25	13
Carpenter	1 11	, ,	Metal Trades	5	3
(Apprenticeship)	22	11	Metallurgical	"	1
Carpentry	31	16	Technology	8	1 4
Chemical	J	1 1	Millwork & Cabinet	"	,
onemical	6] 3 [Miliwork & Cabinet Making	13	7



APPENDIX A-3. NUMBER AND PERCENT OF PENNSYLVANIA SECONDARY SCHOOL DISTRICTS OFFERING COURSES IN VOCATIONAL EDUCATION DURING FISCAL 69-70 (N = 196) (Cont'd)

Course	Districts (offering VOC	0	Districts O	ffering VOC
course	No.	%	Course	No.	%
echnical & / Industrial (Cont'd)			Technial & Industrial (Cont'd)		
Mine Maintenance	4 7	2	Small Gas Engine	1	
Oil Burner Service	7	4	Repair	7	4
Painting &		1	Tailoring	9	5
Decorating	4	2	Textile Production	1	
Plumbing Apprentice		[& Fabrication	3	2
(Theory)	19	10	Tool & Die	! :	
Plumbing &	Ţ		Technology	14	7
Pipe Fitting	12	6	Upholstering	10	5 2
Power Sewing	5	3	Waiter & Waitress	4	2
Printing	17	9	Welding	44	22
Quantity Food	ļ	1	Woodshop	26	13
Occupations	6	3]	
Radio-TV	15	8 7			
Refrigeration	14	7		1	
Sanitary Food					
Handling	1	< 1		1	
Scientific Data		1			
Processing	21	11		1 1	
Sheetmetal Worker	12	6			

APPENDIX B

INDIVIDUAL SCHOOL CONTAINING EDUCATION

ACTIVITY SUMMARY



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BELLWOOD ANTIS SCH DIST RENSALEM TWNSHP SCH DIST BENTOW AREA SCH DIST RENTWORTH SCH DIST REPRS AKEA VOC TECH SCH E	11135	1 C C C C	Νυ	5 5 5 0 w	CONTINUING CONTINUING CONTINUING	ERUCATION EPUCATION EPUCATION 1	PPOGRAM PPOGRAM PPOGRAM C	CONDUCTED CONDUCTED O		O	ပ
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RERMUDIAN SPRINGS SCH DIST	?			יי נא	SWILL THOU	FOLICATION		٥	~ 4	ح	0
MERWICK AREA SCH FIST BETHEL PAPK SCH DIST	2	1 0	c		CNT! MUTYS	FOUCATION	PROGRAM	CONFOCTED	59 59		
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BIG SPRING SCH DIST	2	۲ را د د	<u>.</u>	~ •	د ا	ر،	Ç٠			0	,,,,
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BLACKHAWK SCH DIST BLACKLICK VALLEY ACH DIST	-	į			CONTINUING	ENUCATION	PROGRAM	CONDUCT	6		
BLATRSVLF SALTSRIPE COM DIGI	1 0	, , ,	į		CONTINUING	EDUCATION	PPOGRAM	CONDUCTED	ED.		
BLOOMSRURG AREA SCH LIST	7 2	2 2	o c	<u>۰</u>	Pđ (7	Ci	0	0	c	c
BLUE MOUNTAIN SCH DIST	Ş	2	. (ი •	Ç I	ĸ	Ç,	Ü	Ç	c	: Q
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BLUE RIDGE SCH DIST BOK APEA VOC TECH STU	ON	Ç	ပ	_	c	-	د	c	c	c	ţ
BOYERTOWN AREA COM DIAM	20 (d.) 14 (d.)	YES	Çì	8		\$	כי		· o	÷ ¥	: (
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BRADFORD AREA COM DIVI	! ! ?	1 !	,	NO CONTI	TINUING	EDISCATION	PROGRAM	v	. 61	ט	0
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BOTATOL THROUGH SCH DIST	YES	0	C:	c	€.	ı Ç ı	٠ ر	, (o c	5 (0
TATE AND AUGUST STRUCTOR	YES	YES	21	32	c,	. 4	ې د) (÷ •	o (ບ ,
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INDIVIDUAL SCHOOL CONTINUING EFUCATION ACTIVITY SUMMARY

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INDIVIDUAL SCHOOL CONTINUING FOUCATION ACTIVITY SIJMAARY

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CHARLFPOT AREA SCH CIST CHARTIFRS HOUSTON SCH DIST CHARTFERS VALLEY SCH DIST CHELTFNHAW TWNSHP SCH DIST CHESTER CITY SCH DIST	S I S S S S S S S S S S S S S S S S S S	NO NO NO VES	5 00 <u>5</u>	1 80 60 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 CONTINUING B	1 EDUCATION 3		PROGRAM CONDICTED	7 teo 6	0 604	0 0 0 21
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CONESTOGA VALLOY SCH DIST CONNERUT LAKE APEA JI SCHS CONNERUT VALLOY MPGD SCH DIST CONNELLSVILLE APEA SCH DIST CONRAC WEISEP APEA SCH DIST	9 9 9	YFS YFS NO	ન ઘદ	4 N C Q S S S S S S S S S S S S S S S S S S	C TI NU ING I I ITI NU I NG	4 C C DONING ENUCATION PROGRAM CONDUCTED 1 1 2 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	C C C C C C C C C C C C C C C C C C C	O O O O O O O O O O O O O O O O O O O	1 TFD 0 0 TFO	0 00	0 00



INDIVIDUAL SCHOOL CONTINUING FOUGATION ACTIVITY SUMMARY

SCHOOL NAME	FLFM A OUL T ÷ ЭУС	GEO TEST PROP	ADULT SECOV FOUC	GEN A DULT NONCR	VOC ASRI EDIIC	VNC HUS EDUC	VOC DISTR EDUC	VNC HLTH EDUC	VOC HOME FCON	MAN POWER RETRN	TECH INDUS EDUC
CORADPOLIS DOPO SCH DIST CORNWALL LEBANDN SCH DIST CORPY AREA JOINT SCHS COUDEXSPORT APEA SCH DIST COUNCIL ROCK SCH DIST	11 Y C X Y Z Y Z Y Z Y Z Y Z Y Z Y Z Y Z Y Z Y	NG A	1777 (رة 100 كا الم	CONTINUING CONTINUING CONTINUING		EDUCATION PROGRAM 1	M CONDUCTED 0 0 0 0 0 0 0 M CONDUCTED	CTED 1 0 CTED	000	000
CRANRERRY AREA SCH DIST CRAMFORD CO APEA VOC TECH SC CRESTWODD SCH DIST CTRL CHESTEP CO VOC TECH SCH CTRL MCVIG CO AREA TECH SCH	100 CH CON H	C C C	4	ICIPATES NO CO	PATES IN COOPE IN CCATINUING		RATIVE CONTINUING 2 1 1 EDUCATION PROGRAM 2 C		EDUCATION PROGRAM 2 0 CONDUCTED 1 0 0	98.88 9 0 0	15 16 12
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DANTEL HONNE APFA SCH DIST DANVILLE AREA SCH DIST DARRY COLWYN JOINT SCHS CARRY TWASHF SCH DIST DEER LAKES SCH DIST	4 Y ES	N X KIN	o too	V.₹.U.U.Ł	CALENITANOT OATENITANOT	ERUCATION	N PRICRAM C C C	M CONNUCTED 5 0 0	CTED O O	0 600	o 000
DELAWAPE CO APEA VOC TECH DELAWAPE VALLEY SCH DIST DERRY APEA SCH DIST DERRY TWNSHP SCH DIST DORRINS ADULT EVFYING SCHOOL	NO NO NO NO NO NO	00000	опсью	いかみをか	рсно€	C (C (C) & #	συς στο	00000	00040	00000	&000°C
DONEGAL SCH DIST DOVER AREA SCH DIST DOWNINGTOWN APEA SCH DIST DU ROIS APEA S.H DIST PHIMPRE SCH DIST	C 0 1 0 1	99 2	entin en	N C 0	1 CONTINUING 3 CONTINUING 3 CONTINUING	CONTINUING EDUCATION CONTINUING EDUCATION	C C IN PROGRAM C O IN PUDGRAM	O O O O O O O O O O O O O O O O O O O	CTFD CTFD CTED	co o	00 C



INDIVIDUAL SCHOOL CONTINUING EDUCATION ACTIVITY SUMMARY

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INDIVIDUAL SCHOOL CONTINUING EPUCATION ACTIVITY SUMMARY

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INDIVIDUAL SCHOOL CONTINUING EDUCATION ACTIVITY SUMMARY

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NORTH EAST SCH DIST NORTH HILLS SCH DIST NORTH MONTCO AVO VOCETECH SCH NORTH PEKN SCH DIST NORTH POCONO SCH DIST	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		12 0 0 0	ND COF 20 21 21 2	CONTINUING C	EDUCATION 5 7 9	PROGRAM O O O O	CONDUCTED 0 0 0	4 4 0 0	0000	0000
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SCHOOL NAME	ELFY ADULT EDUC	GFD TEST PRED	ADULT SECDY EDUC	SEN A D'UL T NANCO	VOC AGRI FDIJG	VOC RUS EDUC	VOC DISTR EDUC	VOC HLTH EDUC	VOC. HOME FCON	MAN POWER RETRN	TECH INDUS EDUC
NORTHWESTERN LEHIGH SCH DIST NORTHWESTERN SCH DIST NORMIN SCH DIST DAKMONT ROPOUGH SCH DIST OCTORARA AREA SCH DIST	10100	NO YES	ဝ ပစ	۸ د م ۱۳۵۸ د ۲	NTINUINS C PEPPPT RF 0 1	NO CENTINUING EDUCATION PROGRAM CONDUCTED 3 C C C C C C C C C C C C C C C C C C C	PROGRAM C C C C C C C C	CONDUC 0 H 5, 19 0	UCTED 0 1971 0	c co	0 00
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PANTHER VALLEY SCH DIST PARKLAND SCH DIST PARKNAY WEST APEA TECH SCH PEN ARGYL AREA SCH DIST PENN CAMBRIA SCH DIST	9 0	1 1 0 0 1	17 C	40 CCN 00 CON 15	CONTINUING CONTINUING CONTINUING	EDUCATION COCATION COCATION SAMPLE SA	PROGRAM CONDUCTED PROGRAM CONDUCTED C 0 C C D PROGRAM CONDUCTED PROGRAM CONDUCTED	CONDUCTED CONDUCTED O O CONDUCTED	7ED 7ED 0 0 7ED	~ 0	v 0
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PITTSAURGH SCH DIST PITTSTOW AREA SCH DIST 77 PLAINS TWNSHP SCH DIST 25 PLEASANT VALLEY SCH DIST PLUM BORO SCH DIST	NO NO NO NO NO NO NO NO NO NO NO NO NO N	VE S	စ္ရပ ်	11 11 NO CON 2	2 CONTINUING CCNTINUING	10 6 ECUCATION ECUCATION 0	2 C N PROGRAM N PROGRAM	CONDUCTED	8 2 7E0 7E0 0	00 0	35
POCONO MOUNTAIN SCH DIST PORT ALLEGANY SCH DIST PORTAGE AREA SCH DIST POTTSGROVE SCH DIST POTTSTOWN SCH DIST	NO NO NO NO NO NO NO NO NO NO NO NO NO N	NO VES	00 04	က် ကောင့်ပဂ	0 1 C CNT I NUI NG 9 0	1 0 0 0 2 2	C O O O	O D CONDUCTED	1 0 TEO 3	00 00	00 Cm
POTTSVILLE AREA SCH DIST PUNXSUTAMNEY AREA SCH DIST PURCHASE LINE SCH DIST QUAKER VALLEY SCH DIST QUAKERTOMN COMMUNITY SCH DIST	NO NO NO NO NO NO NO NO NO NO NO NO NO N	N VES	12 00 0	e o ⊣ o e o o o	o o 1 continuing	7 1 2 2 EDUCATION 3	C C PROGRAM	o o t CONDUCTED o	1 0 2 7€0	000 0	000 U
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RIDGWAY AREA SCH DIST RIDLEY SCH DIST RINGGOLD SCH DIST RIVERSIDE SCH DIST ROCHESTER AREA SCH DIST	S S S S S S S S S S S S S S S S S S S	YES NO YES NO	0 U M Q	11 9 9 NO CO	CONTINUÍNG	1 0 6 3 EDUCATION	O C C C O PROGRAM	o o CONDISCTED	4 0 0 0 G	0000	0000
ROCKWOOD AREA SCH DIST ROSE TREE MEDIA SCH DIST S WILLIAMSPORT AREA SCH DIST SAEGERTIMN AREA JOINT SCH SAINT CLAIR APEL SCH DIST	NO YES	NO NO YES	© ∺	0 0 4 4 C	CCNTINUING CCNTINUING CCNTINUING	EDUCATION EDUCATION O C C C EDUCATION	PROGRAM PROGRAM C PROGRAM	CONDUCTED CONDUCTED 0 0 0 C CONDUCTED	ED	00	00
SALISBURY ELK LICK SCH DIST SALISBURY TWNSHP SCH DIST SAUCON VALLEY SCH DIST SAYRE AREA SCH DIST SCHUYLKILL HAVEN A SCH DIST		1 Q Q N	o 0	CA CA CA CA CA CA CA CA CA CA CA CA CA C	CONTINUING CONTINUING CONTINUING CONTINUING	EDUCATION EDUCATION EDUCATION 0	PROGRAM PROGRAM PROGRAM C	CONDUCTED CONDUCTED CONDUCTED 0	00 00 00 00	00	mo
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SHAMOKIN AREA SCH DIST SHANKSVLLE STONYCPK 3CH DIST SHARON CITY SCH DIST SHARON HILL BORPUGH SCH DIST SHARPSVILLE AREA SCH DIST	C C	CH CN	0 0	4 NO 4 NO 6 NO 6 NO 6 NO 6 NO 6 NO 6 NO	CONTINUING CCNTINUING CCNTINUING	3 EDUCATION L EDUCATION EDUCATION	PROGRAM C PROGRAM PPOGRAM	D CONDUCTED C CONDUCTED CONDUCTED	E0 1 1 E0 E0	0 =	0 0
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SMFTHPORT AREA SCH DIST SOLANCO SCH DIST SOMERSET AREA SCH DIST SCUDERTON AREA SCH DIST SOUTH ALLEGHENY SCH DIST	5 > 2 =	% 4 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	0 0	2 11 NO CO	1 2 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	NO PEPORT RECEIVED AS CONTINUING EDUCATION		C C D D D D D D D D D D D D D D D D D D	00 693	ပဝ	00
SOUTH BUTLER COUNTY SCH DIST SOUTH EASTERN SCH DIST SOUTH FAYETTE TWNSHP SCH DIST SOUTH MIDDLETON SCH DIST SOUTH PARK SCH DIST	NO TES	11100	ဝင္	N CO CO CO CO CO	CONTINUING CONTINUING CONTINUING O	FDUCATION ENUCATION EDUCATION 0	PROGRAM PROGRAM C C	CONDUCTED CONDUCTED CONDUCTED C	ED FD ED 2	00	00
SOUTH SIDE AREA SCH DIST SOUTH WESTERN SCH DIST SOUTHEASTERN GREENE SCH DIST SOUTHERN COLUMBIA & SCH DIST SOUTHERN FULTON SCH DIST			o		CONTINUING CONTINUING CONTINUING	EDUCATION C EDUCATION EDUCATION	PROGRAM O O PROGRAM PROGRAM	CONDUCTED CONDUCTED CONDUCTED CONDUCTED	ED (ED)	c	-
SOUTHFRN HUNTNGDN CN SCH DIST SOUTHFRN LENIGH SCH DIST SOUTHFRN TINGA SCH DIST SOUTHFRN YORK CN SCH DIST SOUTHWORELAND SCH DIST		11111		CN N N N N O O O O O O O O O O O O O O O	CCNTINUING CONTINUING CONTINUING CONTINUING	EDUCATION EDUCATION EDUCATION EDUCATION EDUCATION	PROGRAM PROGRAM PROGRAM PROGRAM	CONDUCTED CONDUCTED CONDUCTED CONDUCTED CONDUCTED CONDUCTED			
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	SUSOUEHANNA TWNSHP SCH DIST SUSQUENITA SCH PIST SWARTHMARE RUTLDGE U SCH DIST SWISSVALE APEA JCTNT SCHS TAMAQUSA AREA SCH FIST	0	0	t.	00 00 00 00 00 00 00 00 00 00 00 00 00	CCNTINUING CONTINUING CONTINUING CCNTINUING	EDUCATION EDUCATION FRUCATION EDUCATION 0	PROGRAM PROGRAM PROGRAM PROGRAM C	CONDUCTED CONDUCTED CONDUCTED CONDUCTED		o
n.c	TITUSVILLE AREA SCH DIST TOMANDA AREA SCH CIST TOMNVILLE CONSOLIDATE! JI SCH TREDYFFRIM EASTTOMN SCH DIST TRI VALLEY SCH DIST			PAGTI	ND ON CON STANTS	CCNTINUING CONTINUING CONTINUING FS IN COOPE	ND CENTINUING EFUCATION PROGRAM ND CONTINUING EDUCATION PROGRAM ND SONTINUING EDUCATION PROGRAM PARTICIPATES IN COOPEPATIVE CONTINUING ND CENTINUING EDUCATION PROGRAM	PROGRAM PROGRAM PROGRAM ONTINGING	CONDUCTED CONDUCTED CONDUCTED EGUCATION COMDUCTED		PROGRAM
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APPENDIX C
QUESTIONNAIRE





COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF EDUCATION

BOX 911, HAPRISBURG, PA. 17126

December 4, 1970

To The Public School Administrator:

The Bureau of Vocational, Technical and Continuing Education of the Department of Education is conducting, for the third consecutive year, an inventory of the Continuing Education Activities of Secondary School Districts within the Commonwealth. As in prior years, the main purposes of the inventory are to (1) determine the scope and location of programs for adults within Pennsylvania, (2) share this information with secondary school districts in order that (3) future programs may be planned and coordinated on the basis of current data. The cooperation of each secondary school district is thus earnestly solicited in order that the information summarized in the report on continuing education activities in the Commonwealth will be complete.

This year the survey has been revised and its coverage expended to obtain data relating to resources available and/or applied to continuing education. In addition, we have attempted to devise a survey which will be bot't easy for you to complete and easily processed by us. You will note that responses to many of the questions have been categorized and precoded to avoid asking you for judgments of absolute numbers which you may not have available. We have also attempted to provide sufficient explanation and definition of the survey questions to insure a reasonable degree of uniformity in interpretation and hence provide a uniform basis for reporting the data.

Two key definitions used in the past and in this year's survey are:

Continuing Education - Educational offerings by secondary school districts including short-term organized programs conducted for credit or non-credit which are designed to provide the participants with an educational experience that will aid in their personal development or improvement of their knowledge and skill.

Registration One enrollment in a single educational activity. Registrations refer only to the number of enrollments, not to the individual participants.

Finally, we request that you complete and return the survey to us in the enclosed, metered, self-addressed envelope not later than December 22, 1970, or prior to your Christmas vacation. The survey should take only about one-half hour to complete, and, with your cooperation, we will be able to distribute the final report to all participating school districts on or about April 30, 1971.

Please address any questions about the survey to:

Department of Planning Studies One Shields Building The Pennsylvania State University University Park, Pa. 16802 Attention: Paul C. Harrison, Jr. (814) 865-7679

Thank you for your continued cooperation.

Sincerely.

Alfred S. Holt Chief

Division of Continuing Education Pennsylvania Department of Education Hryon. Lisker Floyd B. Fischer

University Director
Continuing Education
The Pennsylvania State University



SECONDARY EDUCATION INVENTORY OF CONTINUING EDUCATION ACTIVITIES IN THE COMMONWEALTH OF PENNSYLVANIA FOR THE FISCAL YEAR JULY 1, 1969 – JUNE 36, 1970

Please check the information shown in the address label below. If there are errors or omissions or if the address has changed, please fill in the correct, ap-to-date information in the space provided. Note: Space is also provided for you to write in the correct telephone number.

Sch	ool district name:				
A dr	ninistrator's name	e:	<u> </u>		
A dr	ninistrator's title:				
Mai	ling Address:				
_			CITY	STATE	ZIP CODE
P!ea	se also provide th	ne correct tel	ephone number:		
Nai	ne:		nation concerning the individua	al responsible for completing th	is survey form:
Tel	phone number:				
1.				rograms for out-of-cinool yout per with appropriate response.)	hs and adults during
	Yes	No			
	1	2			

NOTE: If the answer to question 1 was "No," stop here and return the questionnaire to Penn State in the envelope provided. (Please feel free to send along any comments you reg have about continuing education and/or this survey.)

If your answer to question I was "Yes," please continue.



SECTION I Financial Information

The following block of questions is concerned with the money spent in your district for continuing education only and also with the part played by outside funding sources in supplying some of the needed resources. Because our interest in these matters is confined to obtaining a gross estimate of resources applied to continuing education and in the patterns of support for these activities, the questions require only categorical estimates (rather than exact numbers). Please respond to each of the items by circling the appropriate category number.

2.	Total budget for the	None	Less than \$5000	\$5000 to \$9999	\$10000 to \$19999	\$20000 to \$49999	\$50000 to \$74999	\$75000 or more
	fiscal year 1969-1970	1	2	3	4	5	6	7
3.	Subsidies from the State of Pennsylvania	1	2	3	4	5	6	7
4.	Adult Basic Education (ABE)	J	2	3	4	5	6	7
5.	Vocational Handucation (VoEd)	1	2	3	4	5	6	7
6.	Manpower Development Training Act (MDTA)	1	3	3	4	5	6	7
7.	Concentrated Employment Program (CEP)	1	2	3	4	5	6	7
8.	Work Incentive Program (WIN)	ı	2	3	4	5 .	6	7
9.	Tuition and ea fees	i	2	3	4	5	6	7

SECTION II Facilities Utilized

bollars spent are not the only index of involvement in continuing education activities. The following questions are concerned with another important factor, the utilization of facilities. Please indicate, by circling the appropriate number under "Yes" or "No" for each of the following items, whether or not particular facilities were used for continuing education by your district during the 1969-1970 fiscal year.

		res	<u>No</u>
10.	classroom	1	2
Н.	wood shop	1	2
12.	metal shop	1	2
13.	special shops		
	(print, auto, etc.)	1	2
14.	home economics lab	1	2
15.	language lab	1	2
16.	music or band room	1	2



SECTION II Facilities Utilized (continued)

		<u>Yes</u>	<u>No</u>
17.	art room	1	_
18.	all purpose room	1	2
19.	gymnasium	1	2
20.	pool	1	2
21.	auditorium	l	2
2 2.	library	1	2
23.	other school facilities	1	2

24. Are continuing education activities in your program offered at locations other than local school facilities?

Yes No

25. Please indicate the number of individual class sessions which are held during an average week, utilizing regular school facilities, by circling the number under the appropriate category:

less than 5 5-9 10-19 20-29 30-49 50-74 75 or more

SECTION III

Personnel Utilized

Perhaps the most important resource required for the conduct of continuing education is that of personnel. The following 4 questions deal with two aspects of the personnel area: teaching and administration. Please circle the number corresponding to the appropriate category in the next four questions.

26. Circle the category below which best describes the number of teachers or instructors utilized during the 1969-1970 fiscal year for continuing education courses.

less than 5	5-9	10-19	20-29	30-49	50-74	75 or more
1	2	3	4	5	6	7

27. Of the total number of teachers and instructors utilized for continuing education approximately what percentage were regular full-time (K-12) teachers?

less than 10% 10%-25% 26%-50% 51%-75% over 75% 1 2 3 4 5

28. Is there a particular individual specifically assigned the overall responsibility for continuing education activities in your school district?

Yes No

29. If there is a specifically assigned person responsible, how many hours of a 40-hour week are allocated specifically to his continuing education duties?

No particular individual	less than	8-15	16-23	24-31	32 hours
responsible	3 hours	hours	hours	hours	or more
ı	2	3	4	•	6

Continuing Education Activities of Other Institutions

This next section concerns other institutions or organizations which may provide educational opportunities to out-of-school youths and adults and therefore can be considered a part of the total available resources for continuing education. We would like to obtain a rough estimate of the extent of these activities and their relationship to your school district program. Please indicate for each of the following institutions your best estimate of their status within the geographic limits of your district by circling the one response alternative which best describes the situation.

22	. Comments	Exists and has CE type program	Exists but has no CE type program	Exists but program unknown	Does not exist	Do not know
30.	Area Community College	1	2	3	4	5
31.	Junior College	1	2	3	4	5
32.	Any Four-Year College or Unive	rsity l	. 2	3	4	5
33.	Vocational-Technic School	al 1	2	3	4	5
34.	Parochial School	1	2	3	4	5
35.	YMCA and/or YWC	A 1	2	3	4	5
36.	Park and Recreatio: Department	l	2	3	4	5
37.	Jewish Community Center	i	2	3	4	5
38.	Commercial Busines School	ss i	2	3	4	5
39.	Private Academic School	1	2	3	4	5
40.	Private Trade School	oi i	2	3	4	5
41.	Commercially Oper "Learning Cente Tutorial Service	ated r'' or 1	2	3	4	٤
JC	Private Industry (in-house program	m) l	2	3	4	5

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43,	Does your school district actively coordinate, cooperate or jointly conduct continuing education programs
	with other institutions or school districts?

Yes No

50

44. Does your school district participate in a local Adult School Association?

Yes No

Do individuals in your school district hold membership in the Pennsylvania Association for Public School Adult Education (PAPSAE)?

Yes No

45.

46.

1.2

Do individuals in your school district hold memberships in either (or both) the National Association for Public School Adult Fducation (NAPSAE) or the Adult Education Associatoion (AEA)?

Yes No

4, 4

SECTION V

Course Offerings

This section of the survey is divided into three major categories of continuing education: Adult Basic Education, General Adult Non-credit and Vocational. For each of these major divisions, and for their subdivisions (e.g.: elementary, secondary, distributive, etc.) we are interested in a detailed view of the specific course offerings. Please go carefully through these course lists and indicate (by placing a check mark in the associated box) those courses which were actually conclusted by your school district during the 1969-1970 fiscal year.

NOTE: If your school conducted a course which does not appear in any of the following lists please note this in the comments section at the end of the questionnaire and identify same by title, major activity category, and course subgroup.

2

A. ADULT BASIC EDUCATION

1. Elementary (Any ABE Elementary Course)

Yes No

8

2. Secondary (Standard Evening High School for Credit) (Check courses fered)

25 Ru sian | 1 / | Earth & Space Science Hebrew Algebra 25 History Science Economics Art 35 27 Italian Social Studies English Biology 36 28 Latin Spanish 20 French Bookkeeping 37 59. Mathematics Trigonometry Chemistry General Science Physical Education 38 T: ping Geometry Civics 31 Pily sics 23 German Consumer Education 32 24 Health Problems of Democracy Driver Education

3 GED Test (Preparation)

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Yes No

SECTION V Course Offerings (continued)

B. GENERAL ADULT NON CREDIT (Check courses offered)

imbroidery (Crewel) Amateur Radio (HAM) Lip Reading Retirement Antiques inameling Literature Sculpture Mathematics Securities & Investments Art English - New American Arts & Crafts Pamily Budget Metalcraft Sewing Astronomy Plower Arranging Modern Mathematics Shorthand Badminton Polk Guitar Music Appreciation Slimnastics Boating & Safety Brench Nature Hobbies Sociology French (Conversational) Book Review Negro History Spanish Surniture Refinishing Bridge (Contract) Oil Painting Speach Ceramics German Organ Instruction Speedreading Chair Caning Golf Philosophy Swimming China Painting History (Local) **Photography** Tailoring Civil Service Preparation Instrumental Music Physical Education Tennis Creative Writing Insurance Physical Fitness Theatre Crocheting Italian Culture Pottery Typing Dancing Jewelry Making Psychology Water Color Painting Woodworking Drawing Techniques Knitting Public Speaking Driver Education & Roadworl Law Quilting World Affairs Electronics Leathereraft World Culture Real Estate

Yoga

C. VOCATIONAL

f.

1. Agriculture-Education (Check Courses offered)

Agriculture Chemicals Farm Mechanics Lawn Care Safety Agriculture (General) Fertilizer Livestock Soils Conservation Welding Floriculture Marketing Crops Forestry 68 Young Farmer Natural Resources Dairying Horticulture Poultry Farm Management Landscape Design Record Keeping

2. Business Education (Check courses offered)

Accounting Clerical Practice 24 Shorthand (machine) Key Punching Banking Computer Programming Office Machines (Use of) Speedwriting Bookkeeping Correspondence Office Management Stenoscript Business English Data Processing Office Practice Systems & Procedures Business Law Family Finance Principles of Economics 28 Taxes **Business Machines** Filing Principles of Selling Record Keeping **Business Management** Forms Design & Control **Business Mathematics** Investments Shorthand

3. Distributive Education (Check courses offered)

Marketing & Management

Pre-Employment Training [48] Small Business Management Communications Foodmerchandising Stock Market Creative Selling ! Food Service Training Retail Business Management [55] Supervisory Development Customer Relations : Human Relations Effective Speaking Supervisory Techniques 49 Interior Decorating 15 Retail Orientation 1 Job Development Executive Developmen 46 Salesmanship Management Developmen: (67) Salesmanship (Advanced) sport Sales

SECTION V Courses Offered (continued)

C. VOCATIONAL (continued)

4. Health Occupations (Check courses offered)

Dental Assistant

Home Health Aide
Food Service Supervisor
Health Assistant

Medical Assistant
Health Assistant

Nurses Aide

Practical Nursing
Practical Nursing
A-Ray Technician

5. Home Economics (Consumer education) (Check courses offereu)

Home Management Pre-Natal & Baby Care Draperies Basic Sewing Skills Interior Decorating Rug Hooking Cake Decorating Dressmaking Sewing Knitting Choosing a Home Foods Millinery Slip Covers Clothing Home-Community Relations Tailoring Home Crasts Creative Cookery Wills, Insurance, Social Security

6. Manpower Retraining (Check courses offered)

Production Machine Operator Industrial Arts Appliance Repairs Arc Welder Machine Set-Up Operator Sewing Machine Repairman Auto Body Repairman Machinist Sheet Metal Fabricator Auto Mechanics Meat Cutter Structural Steel Lay-Out Man Blueprint Reader Mechanical Drawing Surgical Technician Medical Laboratory Assistant 😘 T.V. Service & Repair Building Maintenance Man 44 Therapist Clerk Stenographer Medical Secretary Clerk Typist Nursery Worker Tool & Die Apprenticeship Combination Welder Nurses Aids Woodshop Woodworking Machine Operator Electronics Mechanic Oil Burner Service Furniture Upholsterer Pipefitter Practical Nurse Gasoline Engine Repair

7. Technical and Industrial (Check courses offered)

trical Occupations

Cil Burner Service Air Conditioning Electrician (Apprentice) Painting & Decorating Appliance Repair Electronics Engineering & Relaced Technology Plumbing Apprentice (Theory) Architectural Drafting Plumbing and Pipe Fitting Architectural Technology Foreman Training Foundry Man Power Sewing Auto Body & Fender Graphic Arts Occupations Printing Auto Diesel Quantity Food Occupations Auto Mechanics Heating (Apprentice & Theory) Heavy Equipment Operator Radio-TV Baker Hydraulics Refrigeration Blue Print Reading Sanitary Food Handling Industrial Arts **Building Construction** Carpenter (Apprenticeship) Industrial Electrician Scientific Data Processing Instrumentation Sheetmetal Worker Carpentry Small Gas Engine Repair Chemical Technology Iron Worker (Apprenticeship) Tailoring Civil Technology Machine Shop Textile Production & Fabrication Commercial Art Masonry Tool & Die Technology Mathensatics (Technical) Cosmetology Diese! Mechanics Mechanical Drafting Upholstering 1.10 Metai Tredes Waiter & Waitress Drafting Metallurgical Technology Welding Dressmaking 45 Woodshop arical Motor Repair Millwork & Cabinet Making

Mine Maintenance

SECTION VI

Registrations

In this final section of the survey the same system of subdividing continuing education is used as for Section V. Please provide the approximate number of registrations in each major category, each subdivision and also a total registration figure for your entire program during the 1969-1970 fiscal year. Before completing this section please review the definition of the term registration.

	ADULT BASK	nate total number of registrations in this major category was
	• •	he following subdivisions please give the approximate number of registrations:
	For each or a	Elementary
	2.	Secondary
	2. 3.	GED [est (preparation)
	3.	GEO Test (preparation)
3.	GENERAL AI	OULT NON-CREDIT:
	The approximation	nate total number of registrations in this major category was
	VOCATIONAL	:
	The approximation of the control of	nate total number of registrations in this major category was
	For each of t	he following subdivisions please give the approximate number of regi trations:
	1.	Agricultural Education
	2.	Business Education
	3.	Business Education Distributive Education
	3.	Distributive Education
	3. 4.	Distributive Education



SECTION VII

Comments

use this space (and additional pages if necessary) to make any comments about your program and stions, and/or criticisms about this survey. Also list any courses you offered that were not included in the y and identify some by title, inajor activity category and course subgroup.

Thank you for your perseverance and cooperation.

Please return the completed form to Penn State in the enclosed postage paid, pre-addressed envelope.



APPENDIX D



APPENDIX D-1. SUMMARY OF NUMBER OF SCHOOLS, BURGETS, FACILITIES,

					Region				
Variabie	F1	2	ຕ	7	5	9	7	60	6
Number of regular secondary schools	3.6	77	29	14	19	22	18	33	57
Number of VoTech schools	10	ĸ	9	П	т	г	2	ю	ю
Median total CE budget (X \$1,000)	12.8	2.9	4.3	4.6	2.9	1.9	3.3	3.2	4.4
Median number of classes/week	16	8	80	7	9	7	œ	9	6
Median number of teachers	17	6	6	10	9	5	œ	8	∞
Number and percent of CE director/coordinators	39 (88%)	38 (81%)	29 (83%)	11 (73%)	14 (64%)	12 (52%)	15 (75%)	25 (70%)	50 (83%)



APPENDIN 0-2. AVERAGE AND TOTAL CE REGISTRATIONS FUR TOTAL PROGRAMS BY GEOGRAPHIC REGION AND TYPE OF SCHOOL

	RC	Regular Secondary	ondary		VoTech		A1	All Schools	
		Regis	Registrations		Regis	Registrations		Registrations	ations
	Number	Average	Totai	Number	Average	Total	Number	Average	Total
Philadelphia/SE ^a	34	2,562	87,094	10	1,181	11,810	77	2,247	98,904
Horrisburg/York	77	224	9,850	е	414	1,242	47	236	11,092
East Central	29	277	8,031	9	639	3,834	35	339	11,865
Wilkes-Barre Scranton/NE	14	345	4,830	1	630	630	15	364	2,460
North Central	70	93	1,854	က	532	1,596	23	150	3,450
South Central	22	307	6,747	1	290	290	23	319	7,337
Erie/NW	18	369	0,940	7	850	1,700	20	417	8,340
West Central	33	232	7,653	n	845	2,535	36	283	10,188
Greater Pittsburgh/SW	57	482	27,450	۳	. 150	450	9	465	27,900
Total State	271	591	160,149	32	762	24,387	303	609	184,536
				-					



AVERAGE AND TOTAL CE REGISTRATIONS FOR ADULT BASIC EDUCATION (0-12) PROGRAMS BY GEOGRAPHIC REGION AND TYPE OF SCHOOL APPENDIX D-3.

Region	Reg	Regular Secondary	ondary		VoTech		¥	All Schools	
		Regist	Registrations		Registrations	ations		Registrations	tions
	Number	Average	Total	Number	Average	Total	Number	Average	Total
Philadelphia/SE ^a	22	278	120		950	950	23	307	070
Harrisburg/York	16	113	1,802	2	26	52	13	103	1,854
East Contral	7	188	1,316		1	1	7	188	1,316
Wilkes-Parre Scranton/NE	9	220	1,320		;	1	9	220	1,320
North Central	7	48	336	٦	505	505	8	105	840
South Central	∞	98	889	!	ł		∞	86	688
Erie/NW	10	113	1,130		1	1	10	113	1,130
West Central	15	63	945	<u>-</u> -	136	136	16	68	1,088
Greater Pittsburgh/SW	31	161	4,986	-1	120	120	32	160	5,106
Total State	122	153	18,734	9	294	1,763	128	160	20,466
						_			



AVERAGE AND TOTAL CE REGISTRATIONS FOR GENERAL, ADULT NON-CREDIT PROGRAMS BY GEOGRAPHIC REGION AND TYPE OF SCHOOL APPENDIX D-4.

*	Regu	Regular Secondary	ndary		VoTech		1	All Schools	S
Region		Regist	Registrations		Registrations	ations		Registrations	ations
	Number	Average	Total	Number	Average	Total	Number	Average	Total
Philadelphia/SE ^a	22	2,555	61,318	2	763	926	26	2,394	62,244
Harrisburg/York	35	148	5,196	н —	09	09	36	146	5,256
East Central	25	171	4,275		\ -	 	25	171	4,275
Wilkes-Barre Scranton/NE	12	128	1,536	1	¦ 		12	128	1,536
North Central	12	52	624	1	286	286	13	0,	910
South Central	13	228	2,964	1	ł		13	228	2,964
Erie/NW	15	137	2,055		¦ 	1	15	137	2,055
West Central	23	158	3,634		\ 	<u> </u>	23	158	3,634
Greater Pittsburgh/SW	8	607	20,454	;	 	1	20	409	20,454
Total State	509	887	162,056	7	318	1,272	213	485	103,328
						_			

AVERAGE AND TOTAL CE RECISTRATIONS FOR VOCATIONAL EDUCATION PROGRAMS BY GEOGRAPHIC REGION AND TYPE OF SCHOOL APPENDIX D-5.

f	Regu	Regular Secondary	dary		VoTech		A1	All Schools	
r2g1on		Registrations	ations		Registrations	ations		Registrations	tions
	Number	Average	Total	Number	Average	Total	Number	Average	Total
Philadelphia/SE ^a	16	1,233	19,728	01	776	0,940	26	1,141	29,668
Harrisburg/York	27	104	2,808	7	565	1,130	29	136	3,938
East Central	13	178	2,314	9	639	3,834	19	324	6,148
Wilkes-Bare Scranton/NE	10	191	1,910	1	630	630	11	231	2,540
North Central	13	61	793	e	269	807	16	100	1,600
South Central	17	172	3,924	п	290	290	8 -1	195	3,514
Erie/NW	13	296	3,848	7	850	1,700	15	370	5,548
West Central	22	140	3,080	e E	799	2,397	2.5	219	5,477
Greater Pittsburgh/SW	35	203	7,121	7	162	324	37	201	7,445
Total State	166	268	44,526	30	712	21,352	196	336	65,878

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JUN2 1971

on Adult Education

