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ABSTRACT

All levels of community education were included in this occupational preparation program. Elementary school emphasis was on field trips, curriculums geared to occupational choice, and development of realistic attitudes toward work. Middle school emphasis was on curriculum dealing with occupational information and guidance, and included semi-skilled training for coveraged and dropout-prone students to enable them to obtain part-time after-school and summer jobs. Instruction at senior high school level combined on-the-job training or realistic simulated employment experience with vocational guidance and job placement services. Adults, including out-of-school youth, were taught marketable skills. The program was very successful on the elementary level as measured by pretest and posttest measures of attitude toward work. Other levels were more difficult to evaluate at this stage, although vocational counseling was very well received at the senior level and enrollment in adult courses indicated community interest. Recommendations included: (1) greater efforts to enlist community support, (2) inservice training in vocational information for teachers, and (3) objective questionnaires to measure the influence of the program. (CD)

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Interim Report

Project No. 0-361-0125
Contract No. OEC-0-70-4783(361)

An Exemplary Program for Occupational Preparation

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

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

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SUMMARY

Time Period covered by the report
August 24, 1970 through June 30, 1971

Goals and Objectives of the Project

A. Objectives

Change students' attitudes concerning the dignity of work and to provide vocational guidance and job entry training for disadvantaged youth, and,

Illustrate a workable plan to the Orleans Parish Schools and other agencies for achieving the above.

B. Goals

Develop within each student the ability to:

1. Think about a wide range of occupations.
2. Appreciate the dignity of work.
3. Make their own occupational choices.
4. Become ambitious.
5. Know how to find and hold jobs.
6. Become interested in school.
7. Have ability to earn while in school.
8. Have employable skills upon terminating their schooling.
9. Relate schooling to chosen occupations.
10. Put their skills to work through on-the-job experiences.
11. Become employable through adult night trade training courses.

Procedures

1. Elementary School Level

Introduce the World-of-Work through field trips, enrich studies related to job choices, and develop sound attitudes towards vocations.

2. Middle School Level

   Broaden the World-of-Work concepts formed at the elementary level and offer semi-skilled training for some.

3. High School Level

   Use skills acquired in industrial education courses in on-the-job training; afford practical and simulated experiences in office work, practical nursing and nurses aide. Maintain guidance, job placement, and follow-up for graduates with assists from local manpower agencies.

4. Adult Education Level

   Provide training in basic auto mechanics and mechanical drawing or specialized areas in each of those fields for adults at night.

One elementary school advisor serves the teachers and students of four elementary schools. In an advisory role, he seeks to stimulate the teachers to include occupational orientation topics in the instructional program. One middle school advisor is responsible for facilitating three semi-skilled classes for over-aged potential dropout students and to stimulate the teachers to include world of work information into their instruction.

In the senior high school, one vocational counselor and on-the-job training coordinator serves students enrolled in the clerical blocks, health occupations and industrial arts classes. He engages these students in guidance sessions on salient topics related to securing jobs and job performance. This individual served the following:

Classes served by O. J. T. Coordinator and Vocational Counselor

Course	Class	Enrollment
Office Simulation Block	1	19
Clerical Office Block	1	20
Practical Nursing	1	20
Nurse Aide	1	15
Mechanical Drawing	6	130
Electricity/Electronics	4	61
Woodworking	5	107
Small Engines	3	42

This coordinator was also available to work with other students in the school who expressed an interest in vocational counseling.

The program coordinator, with an office in the same school, assisted on numerous occasions with individual counseling sessions. The program coordinator filled in when the O.J.T. coordinator was in the field.

It should be noted that the E.P.O.P. staff was closely involved with a relatively large teaching staff and student population on a continuing basis.

Results and Accomplishments

In general, the Exemplary Program for Occupational Preparation has had a positive influence on the students of the component schools. Essentially each program component has progressed in the direction of the stated objectives. It is believed that the final evaluation of this program will demonstrate a measure of progress or success.

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

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

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

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

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

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

In the senior high school, progress was very evident as a result of the vocational guidance sessions conducted for the classes related to the E.P.O.P. activities. The students were exposed to a type of counseling which the regular counselors usually do not have the time to give. The students were very receptive to our staff being available to them in assisting them to approach the job world.

The receptiveness of students to the thrust will, in turn, impress many teachers with the need to give priority to vocational information during their regular instructional activities.

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

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

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

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

Evaluation

1. Elementary School Level

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

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

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

2. Middle School Level

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

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

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

3. Senior High School

Here again, no effort was made by the evaluator to measure any changes in attitudes or aspirations. Data used in reporting was primarily derived from teacher-made tests of performance growth and an analysis of attendance records.

Achievement in the practical nurse component was exceptionally high but, extremely low in the nurse aide component. This would indicate a need for a screening instrument for prospective nurse aide students similar to the one used for practical nurses.

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

Conclusion and Recommendations

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

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

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

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

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

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

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

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

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

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

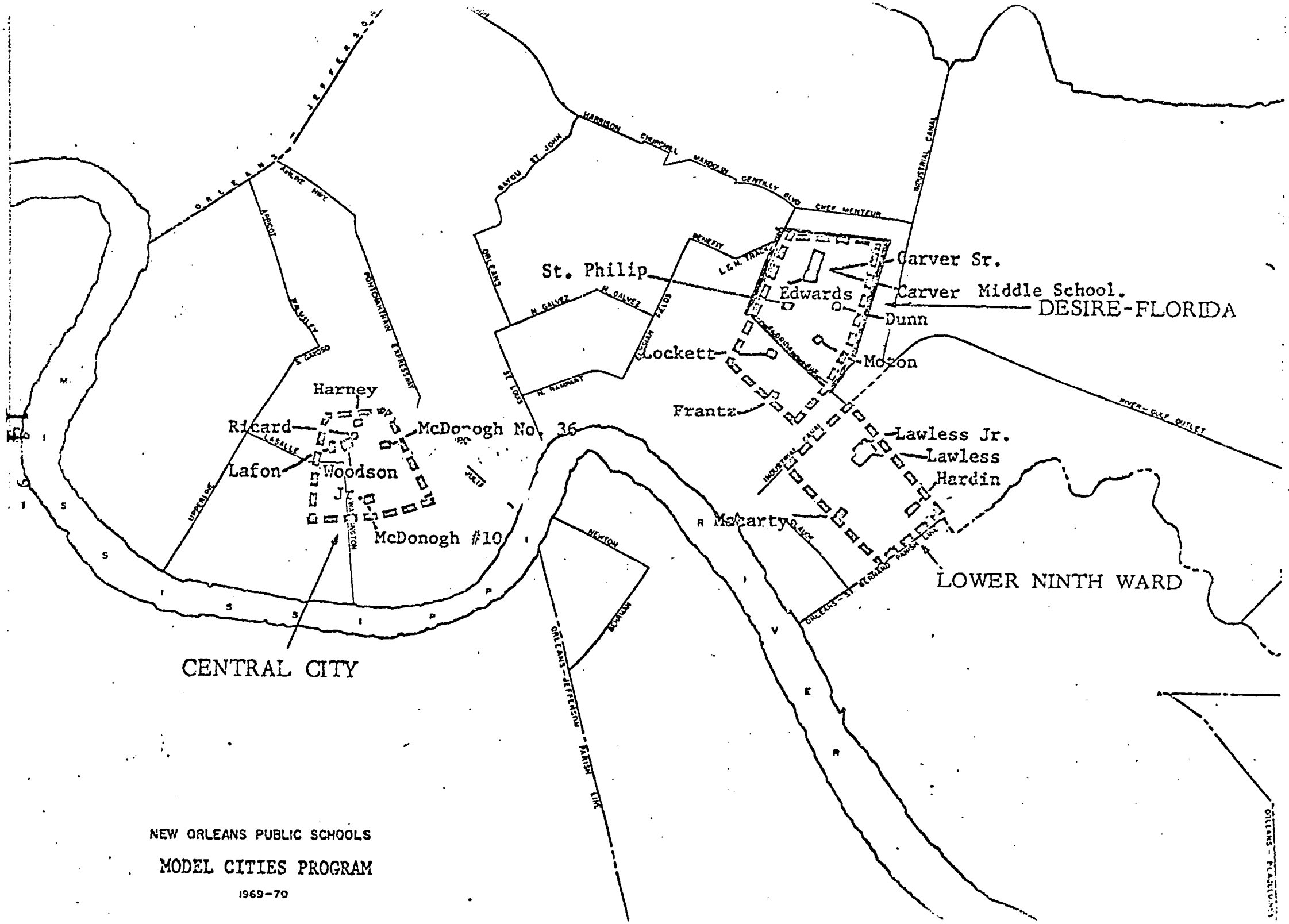
THE PROBLEM

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

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

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

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


St. Philip
Carver Sr.
Carver Middle School.
Edwards
DESIRE-FLORIDA
Dunn
Lockett
Morton
Frantz
Lawless Jr.
Lawless
Hardin
Harney
Ricard
McDonogh No. 36
Lafon
Woodson
McDonogh #10
McCarty
CENTRAL CITY
LOWER NINTH WARD
NEW ORLEANS PUBLIC SCHOOLS
MODEL CITIES PROGRAM
1969-70

Many students graduating from the Carver complex cannot afford to attend college or commercial trade school.

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

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

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

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

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

students find it difficult, if not impossible, to identify with office workers and they therefore are lost in the world of clerical employment applications and testing in a real office. The proposed simulated office situation will provide the needed orientation to realities of office environment.

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

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

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

The Desire area comprises one of three New Orleans Model Cities Neighborhoods. All three areas are characterized by significant degrees of physical and economic blight. It is the intention of the New Orleans Public Schools to expand the services of the proposed exemplary program to the Lower Ninth Ward Model Neighborhood and to the Central City Model Neighborhood (see map) in years two and three of program operation.

The proposed exemplary program for occupational preparation combines several successful features of previous research and development projects sponsored by the U. S. Department of Health, Education, and Welfare and U. S. Department of Labor. The program also includes refined features of the World of Work program currently operating in the New Orleans Public Schools through grants received from the Dansforth Foundation through the Plans for Progress national office.

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

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

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

The next factor tested was the degree to which students viewed certain specific factors as being important to them in choosing an occupation. The data

revealed that prior to treatment the students generally assigned a high importance to many job factors. After treatment, however, they tended to view these same factors as being relatively less important. This shift from an over-positive to a more moderate, and perhaps more realistic, reaction suggests that the students were exhibiting more mature reactions following their study of occupational information.

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

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

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

1. Jeffries, D. "The Needs of Inner-City Children for Career Guidance," ELEMENTARY SCHOOL GUIDANCE AND COUNSELING, 1968.

2. Warner, T., Ed. "Needed Concepts in Elementary Guidance." Ohio State Department of Education, Columbus, 1969.

3. Whitfield, E. A. "Vocational Guidance in the Elementary School: Integration or Fragmentation?" THE SCHOOL COUNSELOR, 1968.

4. Jacobs, Leland B. "Books that Recognize the Joy of Work," INSTRUCTOR, 1969.

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

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

1. Bailey, J. A. THE RELEVANCE OF OCCUPATIONAL INFORMATION TO CAREER-CHOICE THEORY AND DECISION MAKING. American Personnel and Guidance Association, Washington, D.C., 1969.

2. O'Hara, R. P. A Theoretical Foundation for the Use of Occupational Information in Guidance. THE PERSONNEL AND GUIDANCE JOURNAL, 1968.

3. Barbula, P. M., and Isaac, S. W. CAREER SIMULATION FOR ADOLESCENT PUPILS, FINAL REPORT. BR-6-8744. San Diego County Dept. of Education, California, 1967.

4. CAREER DEVELOPMENT ACTIVITIES, GRADES 5, 6, 7. Abington School District, Pennsylvania, 1968.

5. Darcy, R. L. AN EXPERIMENTAL JUNIOR HIGH SCHOOL COURSE IN OCCUPATIONAL OPPORTUNITIES AND LABOR MARKET PROCESSES, FINAL REPORT. BR-5-1203. Ohio University, Athens, Ohio, 1968.

6. OCCUPATIONAL EDUCATION PROGRAM, IMAGE OF THE WORLD OF WORK, DESCRIPTION AND ANALYSIS OF TEACHER ORIENTATION ACTIVITIES (August, 1968) Rocky Mountain Educational Lab., Inc., Greeley, Colorado, 1969.

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

1. Center for Vocational Arts, Norwalk, Conn.; New York Univ., N.Y. Center for Field Research and School Services. A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Appendix to Second Interim Report.

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

3. Konz, Stephan A., and Middleton, Raymona. "Work Instruction Programs for the Food Service Industry." Kansas State University, Manhattan, Agriculture and Applied Science.

4. U. S. Office of Education, Washington, D. C. "A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth." Interim Report and Statistical Evaluation. August, 1967.

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

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

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

1. Cushman, Harold R., et al. "The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs." State University of N. Y., Ithaca, New York, 1967.

2. A Guide: WORK EXPERIENCE EDUCATION AND EMPLOYMENT PLACEMENT PROGRAM. Los Angeles City Schools, California, 1969.

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

GOALS AND OBJECTIVES

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

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

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

A. Elementary School

1. Provide students with information about a variety of occupations and vocational options

2. Create a desirable attitude with regard to the dignity of work

3. Guide the students toward development of sound occupational aspirations

B. Middle School

1. Provide the over-aged student and potential dropout with semi-skilled training in order to:

   a. give him a practical interest in remaining in school

   b. provide him with a means of earning economic supplements while he is in school

   c. provide him with salable skills if he must terminate his schooling

2. Help this student see the relationship between core academic subjects and his chosen occupation field

3. Help the student to develop a desirable attitude with regard to the dignity of work through skill training and vocational guidance

C. Senior High School

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

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

3. To provide counseling designed to promote positive attitudes towards work and to improve the students' job-seeking techniques

4. To assist students in making vocational choices through self-evaluation of his/her skills, interests, aptitudes and accomplishments

D. Out-of-School Youth

1. Through night courses train youth who have left school by graduation or dropout in the marketable trades of auto-mechanics and mechanical drawing so that they can earn a living wage

GENERAL PROJECT DESIGN AND PROCEDURES

A. General Design: As illustrated in TABLE A, the general plan of the proposed project may be defined as a three-level approach to vocational preparation geared to the needs of economically deprived children in elementary, middle and senior high schools, respectively.

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

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

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

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

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

B. Participants:

1. Number of Participants

Seven thousand four hundred and seventeen children were

GENERAL DESIGN - AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

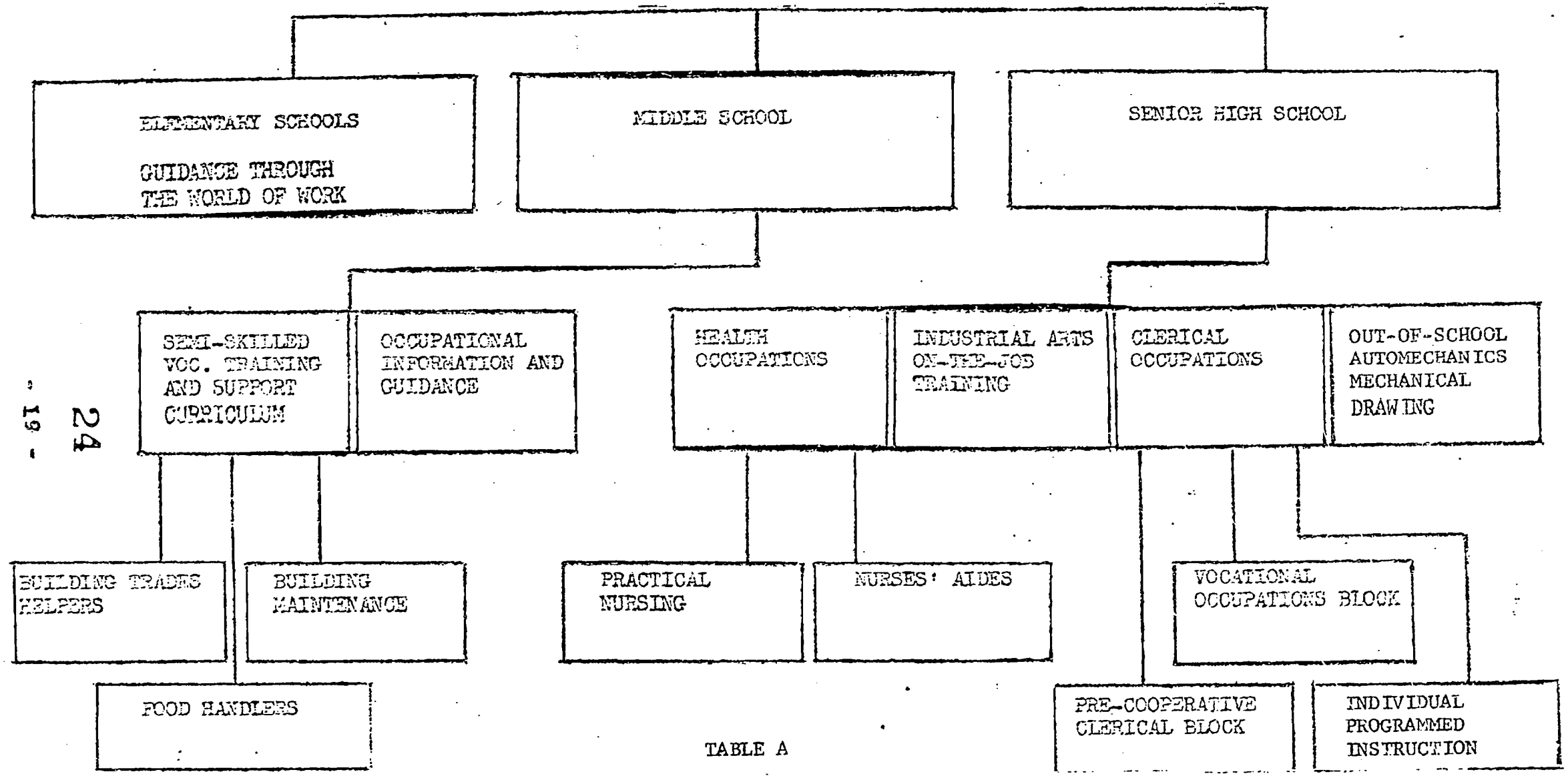


TABLE A

served by four elementary and two secondary schools which comprise the Carver complex. Direct participation was extended to 4292 students, or over 50% of the student population, although all students were indirectly exposed to program activities.

At the elementary school level 3498 students took part in the program. At the middle school and high school levels, the first year of the program operation accommodated approximately 203 students in the following ways:

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

44 health occupations training

129 clerical-skill training

4 on-the-job training

In addition to the participation of the school enrollees, 40 out-of-school youth were afforded the opportunity to enroll in night courses in auto-mechanics and mechanical drawing.

2. Criteria for Selection of Participants

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

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

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

3. Participation of Non-Profit Private Schools

The one parochial elementary school in the Carver complex will

be invited to participate in all phases of the elementary World of Work program. Its enrollment of 323 students is included in the number of participants discussed in Section 1 above.

C. Methods and Materials:

1. Elementary Level

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

2. Middle School Level

At the middle school level, project personnel assembled teaching materials for the core curriculum to support semi-skill training in building construction. The core curriculum combined language arts, mathematic and science programs to correlate with the practical aspects of the occupational training field and with direct practical application through a simulated work experience program. The instructional materials were available through several publishers.

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

3. Senior High School Level

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

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

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

Individually programmed instruction was utilized in teaching Typewriting I to students in grades 10, 11, and 12. The

activities in the three typewriting classes included in the Individually Programmed Instruction (IPI) was primarily student-directed, as opposed to the traditional teacher-directed. The materials proposed were Basic Gregg Typing I and II by Ferguson and Nalipa and Basic Gregg Typing III by Wood and House.

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

4. Out-of-School Level

Specially taught job entry skills in the field of drafting and automotive mechanics provided school dropouts and unemployed out-of-school youth with basic skills necessary to obtain employment. Both courses were taught three evenings per week for a thirty-six week period, beginning in September, 1970. Services of the OJT Coordinator for vocational guidance and job placement were made available to participants, who attended the classes near their homes at Carver Senior High School. Participants progressed at their own rate of speed, using materials available through the New Orleans Public Schools, including World of Work curriculum supplements.

D. Administration

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

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

Project activities required close coordination with the Assistant Superintendent for District III, and with regular school personnel in

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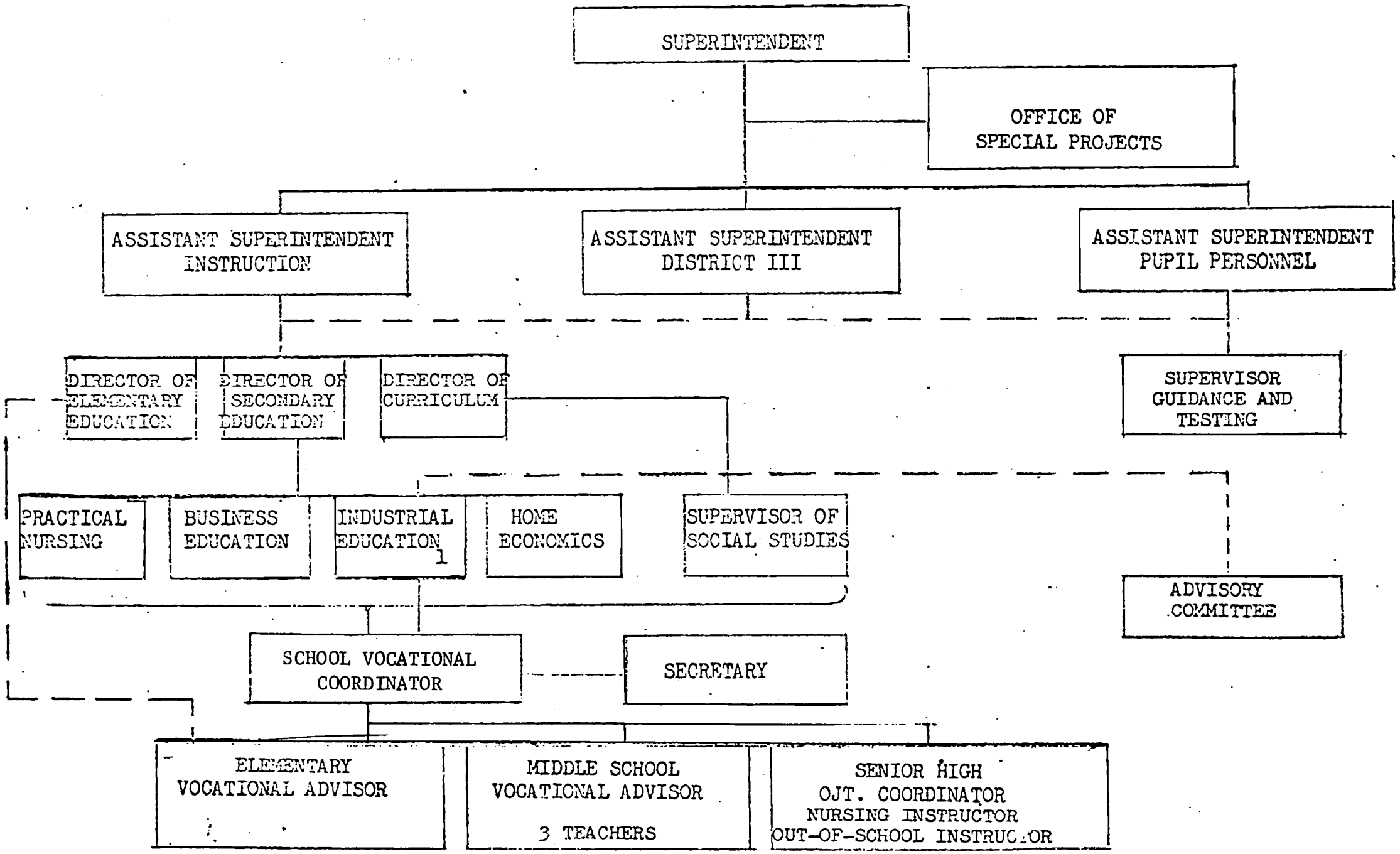

[1]Project Director

TABLE B

THE ADMINISTRATIVE STRUCTURE OF THE EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

areas of elementary education, curriculum (especially in regard to the World of Work Program and to the development of core curriculum in the middle school level), and in the vocational areas of practical nursing, business education, home economics and industrial education.

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

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

RESULTS AND ACCOMPLISHMENTS

I Elementary Component

The weekly schedule of the Elementary School Vocational Advisor permitted him to spend an entire school day within each of the four elementary schools served by the program. A fifth day was reserved for staff meetings, making in-the-field contacts or revisiting particular schools or classes as the need arose. (See Table C)

During his classroom visits, he administered tests measuring attitudes toward work and occupational aspirations to approximately three thousand respondents, presented demonstration lessons, advised teachers on utilization of materials relative to the world of work program, conferred individually with teachers and provided counseling to students.

He also made available materials of value to individual teachers such as printed materials, filmstrips and cassette tapes. Another aspect of the advisor's task was the preparation of a twenty-eight page mimeographed booklet entitled, Suggested Activities and Information on Career Development at the Elementary Level, which was distributed to all elementary teachers and administrative staffs within the schools and at the central administrative offices.

This booklet, as the title implied, recommended instructional procedures and materials, outlines, suggested purposes and activities, and provided a bibliography of books, filmstrips and films for use by teachers and students. In addition, he made available to teachers, materials which he obtained through corresponding with other exemplary programs.

In conducting demonstration lessons in classrooms, a series of five filmstrips was shown to six hundred fifty-eight students of grades 5-8. These filmstrips were produced by the Society for Visual Education and entitled "Foundations for Occupational Preparation." Specific titles of filmstrips were: "Who Am I?" "What Do You Like to Do?" "What is a Job?" "What are Job Families?" "What Good is School?"

In addition, this advisor has shown the filmstrip, "A Day With Your Family" (dealing with work activities in the family) to 22 first grade classes.

A total of 40 fieldtrips were planned and scheduled by the advisor and teachers in the respective schools. Fieldtrips were taken to 11 different areas of the city. (See Table D for numerical breakdown)

TABLE C

	Number of Teachers within School by Grades								
Schools	I	II	III	IV	V	VI	VII	VIII	Total
H. H. Dunn	7	6	5	7	6				32
H. S. Edwards	7	7	6	7	7				34
R. R. Moton	7	7	6	5	5				32
St. Philip the Apostle	1	1	1	1	1	1	1	1	8

	Number of Pupils within School by Grades								
Schools	I	II	III	IV	V	VI	VII	VIII	Total
H. H. Dunn	220	182	168	178	171				919
H. S. Edwards	196	180	170	238	212				996
R. R. Moton	214	194	197	179	167				951
St. Philip the Apostle	34	23	34	25	31	24	27	26	223

TABLE D

Fieldtrips	No. of Students Involved	No. of Teachers Involved	No. of Parents Involved
New Orleans International Airport	1219	39	80
Major Industrial Areas of City	321	9	21
Delgado Trade School	180	5	6
Bunny Bread Bakery	378	13	24
American Tel. & Tel. Company	195	5	12
Oakwood Shopping Mall	175	6	12
Union Passenger & Bus Terminal	508	11	33
Tour of City on Street Car	198	7	14
Wylon Beauty Products Company	240	7	16
Walking Tour of French Quarter	105	2	8
Blue Plate Food Company	56	2	4
TOTALS	3575	106	229
Total Fieldtrips Taken - 40			

Planning for the aforementioned activities was held in large and small group meetings with teachers on a regular basis. Arrangements were made for the advisor to meet with teachers through regularly established faculty meetings at each of the schools. These meetings provided evaluative feedback data for future planning.

During the week of March 29 - April 2, this advisor worked closely with the coordinator at St. Philip the Apostle School in planning and conducting a Career Week: Speakers were invited each day to address interested groups of students. Related classroom activities followed each interest area presented.

Personal contacts for speakers were made in the areas of professions, business service groups and entertainment, communications and arts.

The final major task performed by the elementary advisor within each school was the post attitudinal and aspirational testing program which was again administered to approximately three thousand students. The results were collated, packaged and delivered to the Educational Systems Development Corporation.

It is the subjective opinion of this writer that the Exemplary Program at the elementary level achieved a large measure of success.

As the program progressed, the advisor observed increased vocational instruction within the classrooms. In many instances, instruction was an extension of social studies units, but was not merely confined to that particular area.

As an outgrowth of increased vocational instruction, posters and bulletin board displays were in evidence in classrooms and corridors.

There was increased awareness demonstrated by the teachers of the vocational implications inherent throughout the curriculum.

An inquiring attitude about occupations was evidenced as a result of the fieldtrips taken. Many students identified with, and expressed a desire to perform a number of the vocations observed.

The Career Day activities provided students with opportunities of exposure to resource persons from various occupational fields. Following the meetings, students posed questions of interest to the respective speakers, and related classroom activities were conducted at the discretion of the teacher. The occupational fields represented by the speakers included: Professional, business, trades service occupations, technology, entertainment, communication and art.

Visual observations of the post-test results indicated that the

Attitudinal and Aspirational levels of the majority of the students tested proved positive.

II Middle School Component

Since the job of the Middle School Advisor involved working with the entire Carver Middle School staff, much time in the beginning was spent in gaining some degree of acquaintance and rapport with the staff. Other activities included gaining a greater degree of understanding of the previously successful World of Work Project (summer, 1968) and how to implement the World of Work concepts in the classrooms, since it was found that World of Work curriculum and materials were not yet part of the regular social studies curriculum.

The advisor was given a basic introduction to the project by the director. An orientation to all six schools and their respective staffs was conducted, including time taken at Carver Middle and Carver Senior High faculty meetings.

Meetings with all principals involved with the project were conducted. An E. P. O. P. "Fact Sheet" hand-out was written with the other staff members and distributed to faculty and students. Several supervisors were consulted in an effort to determine appropriate materials to order for aptitude testing and occupational information sessions. The supervisors who were involved were in charge of guidance, audio-visual, and special education. Several consultation sessions with former World of Work staff members were conducted to gain information on how to further the acceptance of World of Work concepts among faculty members who were traditionally academically oreinted.

Various departmental meetings were conducted throughout the quarter to encourage faculty support. Audio-visual materials for the Middle School were previewed and a list of materials to be purchased was sent to the director. Participation was made in a three-day evaluation workshop conducted by Educational Systems Development Corporation and at the American Vocational Association Convention in New Orleans.

Interviewing of students for semi-skilled classes on an individual basis was completed. Not all students were present for interviewing purposes before the Christmas Holidays.

Sixteen male students were placed in a carpentry class. Criteria used for placement purposes may be viewed in Appendix . The Middle School advisor taught the group occupational information and conducted group counseling and administered pre-testing for two and one-half hours per day until February 15, 1971. At this time vocational training commenced by a regular instructor of Industrial Arts at Carver Middle. The topics covered in his course are attached in Appendix . During this time telephone contacts were made with the parents of the carpentry students to aid in reducing the poor attendance habits of the students.

Demonstration classes in World of Work using 16 classes were begun. The classes met on an average of one day per week using a focus on career planning and increasing knowledge of job families. The lessons were introduced with preparations of vocational information displays which were placed on bulletin boards in many of the classrooms and on the counselors' boards in the main office. Once these activities were completed, a series of six Singer Visual Education filmstrips with Sound entitled: "Job Opportunities Now" relating core academic subjects to occupations were utilized. Role-playing, small-group discussions, and guest speakers were incorporated into each demonstration lesson. In addition, follow-up activities were worked out with individual teachers for use in the library or their own classrooms. Standard employment application forms were used by the English and reading teachers to familiarize students with the terminology on them.

During this period demonstration classes were completed, and the carpentry class enrollment was changed because of poor attendance: seven students were replaced. It was at this point that weekly counseling sessions were conducted on an individual and small-group basis using the Job Opportunities Film with the remaining students whose attendance proved to be poor.

Fifteen fieldtrips were taken before school was out on June 4, 1971, to the following places:

1. U. S. Public Health Hospital
2. South Central Bell Telephone Company
3. Touro Infirmary
4. Eastern Airlines, N. O. International Airport
5. New Orleans States-Item/Times Picayune Newspaper Company

Each class participating in World of Work sessions took at least one of these trips. Two of the classes expressed a desire to take more so these two had two trips. Parents were invited to accompany the groups on trips, but only four or five parents came. The advisor accompanied all groups and acted as a liaison person.

All trips included a behind-the-scenes look at the professions and occupations which were examined. Careful arrangements were made to insure that students and teachers were not just to be "toured" through with a glossy talk, but were given an opportunity to speak with those people who were actually doing the work about their training, salaries, and their duties. Establishments were chosen on the basis of: 1) whether they were an equal opportunity employer and 2) whether they were currently hiring new workers, to give those over-aged borderline

dropout types an opportunity to view possible job entry choices available to them currently.

Two assemblies were conducted for the entire student body. The middle school advisor working with the Carver Senior High ESAP student affairs coordinator arranged for students of Carver Senior High vocational courses including E.P.O.P. to speak and demonstrate some of the equipment, material and procedures used in their classes. They also indicated that in many cases, they were already placed or assured of a job upon graduation because of their training and skill.

The eighth grade was given an opportunity to view indepth careers in three fields at a "Career Day" program conducted in May. A predominately black group of people, who were the actual workers, came and gave a short introductory speech of their duties, salary, training and interest in their current positions. Then the entire audience broke into nine small groups, and the speakers rotated from one group to the next answering student questions, handing out printed information, and demonstrating actual equipment used in their jobs.

Publicity was sought through the New Orleans School Board Public Information Office for both the "Career Day" program and the Carpentry Class accomplishments.

Students who remained in the carpentry class were given a chance to apply for neighborhood youth corps job slots obtained by E.P.O.P. Approximately six carpentry class students were processed by Neighborhood Youth Corps people for summer employment.

The 16 teachers and classes who participated were pleased with the audio-visual approach, relevancy of the subject matter, direct involvement of students in role-playing, and the exposure of the work world with the fieldtrips. Comments were favorable from both students and faculty. Students' interest was evident, because they pestered their teachers to return to E.P.O.P. sessions and to go on more fieldtrips. The closing of school prevented more activity in these areas. Because of this behavior, there are 16 teachers and 27 percent of the school enrollment strongly in favor of the program. They can be the people to help "sell" the program for next fall.

In addition, the same conclusions may be made about the two assemblies which were held. The interest and enthusiasm of both teachers and students were evident in their comments afterwards. However, no objective instruments such as tests or questionnaires were provided by the evaluators for these activities. Thus, there is no objective data available to measure the effectiveness of these areas of the Middle School component.

III High School Components

A. O.J.T. and Counseling

The energies of the Vocational Counselor and O.J.T. Coordinator were spent in a variety of activities during the past eight months. There were, however, two major headings under which these activities may be grouped. They are: Student Activities and Business Activities.

The student activities included counseling sessions of a group and individual nature. The group sessions were most often directed towards information given about the world of work but included some self-evaluation and appraisal of interests. Specifically, the list which follows indicates topics of discussions during the group sessions. (Table E)

1. Job-seeking Techniques
2. Attitudes and Work
3. Interviewing
4. Resume Writing
5. Application Filling
6. Job Finding Resources
7. Evaluation of Self-Concept
8. Interest Surveys

In addition, the classes involved were shown filmstrips related to some of the topics in the above list.

The individual counseling sessions were directed toward personal adjustments of a social, physical, or attitudinal nature. The persons most involved were the candidates for and students involved in on-the-job training. These meetings were held on a bi-weekly basis and involved a discussion of their activities on the job, the experiences they were gaining, the management of their salaries and their relationships to the other workers.

Many students were interviewed on a one-to-one basis to determine their interests and aptitudes in relation to their possible participation in the program during the coming sessions. This included the total population of the Industrial Arts Department at the tenth and eleventh grade level. Numerically, the figure would be near one hundred students.

TABLE E

Student Participation in Group Sessions

Title of Session	Average Number of Pupils	Number of Sessions	Total Number of Pupils Involved
Job-Seeking Techniques	20	8	160
Attitudes and Work	35	4	140
Interviewing	20	4	80
Resume Writing	15	2	30
Application Filling	20	6	120
Job-Finding Resources	20	8	160
Evaluation of Self-Concept	25	6	150
Interest Surveys Kuder Preference Records	15	10	150

Much of the senior high school's vocational coordinator's time was spent making contacts with businesses in the New Orleans area. The primary objective of these contacts was to develop slots in which to place students in on-the-job training related to their classwork in Industrial Arts. A number of businesses, businessmen and city agencies were contacted as resources which might provide our program with proper information and insight leading to a more effective approach and better results in our attempts to achieve our objectives.

Other activities related to the senior high school component involved vigourous attempts at summer job placement for students in our program and permanent job placement for those who were graduating seniors.

The aforementioned activities produced results which may be considered positive in relation to the objectives previously stated. It may be noted that some of these results are not objectively measurable but were identified through conversation and by observation.

Indications were that the students who were involved in the group guidance sessions were more aware of the implications involved in job-seeking. They were more conscious of their appearance, attitudes, conversation, and sources of employment. They developed a degree of poise from mock interviews. Application filling became more accurate, and improvement could be noted in the quality of their responses to questions on applications. Above all, there was generated a sincere interest in seeking employment of a meaningful nature.

The group sessions also provided for a self-evaluation which produced considerable results in areas of realistic planning and decision-making involving occupations and vocations. The administration of interest surveys to students also aided in this type of planning.

In the area of employment there were notable results notwithstanding the terrible status of the economy in the New Orleans area. During the fall, four students were placed in on-the-job training slots. Two of the four were in furniture repair and refinishing, one was in small engine repair, and the other was in mechanical drawing. These four represented approximately 40 per cent of the pupils, we felt, were prepared for the on-the-job training at the time.

During the month of March, an employment seminar was conducted in an effort to obtain summer and permanent job slots and to present potential employers to the senior class. This seminar was attended by six representatives of the work world who discussed employment possibilities within their companies or agencies. From this seminar a contact was made which resulted in the placement of six students in summer jobs in Federal Civil Service.

Another result of this seminar was the testing of 20 male students for entrance into a training program at South Central Bell Telephone Company. Of the 20 students tested, 4 passed the written exam, and only 2 passed the physical which followed. These two students are presently enrolled in the training program.

The program at the senior high school was able to get the cooperation of the Neighborhood Youth Corps in providing 25 job slots for students in our program. This was for summer employment only and was coordinated by the O. J. T. Coordinator.

Two events took place during the year which will have far-reaching and lasting effects upon the program.

First, through the Civil Service Commission of New Orleans a new job description was obtained in the Civil Service Jobs. This new job was designed specifically to accommodate students from the senior high school majoring in industrial education and assigned on a part-time basis under close supervision to do types of work normally performed in a shop.

Secondly, an invitation was received to present an explanation of the project to the Education Committee of the New Orleans Chamber of Commerce. They appeared very interested and should their endorsement be received it will be a tremendous boon to the employment possibilities for students in the future.

B. Health Occupations

The Health Occupations curriculum is designed to recognize nursing as a problem-solving process. It attempts to develop practical nurses and nurse aides with high principles who are capable of functioning as skilled members of the health team in giving patient-centered care.

The program for the 11th grade practical nursing students calls for 15 hours weekly at the rate of 3 hours daily of instruction, observation, and laboratory practice during the entire school year. The last week of the school year the students are assigned for 6 hours daily for pre-clinical practice and instruction in affiliating hospitals. During the summer following the first year of the program, the students must spend 30 hours weekly for 6 weeks in beginning medical-surgical nursing practice in American Hospital Association approved hospitals.

Following a one-month vacation, the students who have earned a grade of "C" or better for the first year begin the second year of practice and instruction in the hospitals with which the New Orleans

Public Schools have written agreements for clinical experience. The 12th grade students practice 20 hours weekly for the entire school year.

We begun this school year with 25 practical nursing students. At the end of this school year, 15 students, who had earned a grade of "C" or better were admitted to the second year of the program. Five students earned a grade of "D", and though they earned credit for the work, they were not admitted to the summer session.

Most of these five have asked to be readmitted following high school graduation to the post-secondary program.

Nineteen nurse aide students were admitted at the beginning of the school year. Four of them discontinued attendance, probably due to loss of interest.

Fifteen nurse aides went through the entire 270 hours of instruction. Of this number, only five students earned a grade of "C" or better. The remaining 10 will not be recommended for employment. Their frequent, serious absenteeism and lack of application indicated a lack of readiness for the sensitive health occupation.

The five students who successfully completed the course were sent certificates of completion. Additionally, all of the hospitals in New Orleans received individual letters from the program coordinator attesting to their readiness for employment. A follow-up will be done for these students by the early part of August, 1971.

During the month of June, 1971, the practical nursing students have had introductory medical-surgical nursing in three approved local hospitals. Much satisfaction with their practice has been expressed by their teachers and by hospital personnel.

The project was initiated for disadvantaged students to provide health occupations instruction leading directly to gainful employment.

In Metropolitan New Orleans health occupations positions are available, particularly for the occupation of Licensed Practical Nurse. Qualified trained Nurse Aides or Nursing Assistants are also needed for most of the year.

The educational experiences initiated serve, therefore, by providing qualified personnel for roles in the care of the sick, as well as to motivate students for higher level professional development.

The project was initiated in an area of previously limited employment opportunities and high unemployment.

Post-secondary students from this problem area have been served to some degree by our city-wide post-secondary program. Previously, some secondary students qualified, together with other secondary students for the one city-wide practical nurse education program begun in September of 1967. Many students from the project area who asked to be included were not accepted because of the need to limit our classes to reasonable numbers.

Practical nurse education has been successfully offered in the New Orleans Public Schools for 18 years before this project was begun. Our school had experience in basic foundation, clinical practice, and related instruction. Patterns of teaching laboratory, clinical practice, and evaluation had been evolved for secondary and post-secondary practical nursing programs. Appropriate textbooks and audio-visual materials had been selected based on previous success with these materials.

It is the belief of the staff of the Practical Nursing Program that education for practical nursing is rooted in good nursing practice and sound principles of education. The program must meet and fulfill the needs of our society. Because a person achieves fulfillment while contributing to his society, a part of his formal education should be specialized and directed towards preparation for useful employment.

C. Clerical Occupations

The Vocational Office Block at Carver Senior High School was a two-hour class at the twelfth grade level combining Typewriting II and Clerical Practice. These courses, previously taught in isolation, were taught in one block of time in an effort to refine and strengthen previously learned skills and knowledges and to integrate them with new learnings in the setting and through the activities of a simulated office. Typewriting I was the only prerequisite for admittance to the course; eighteen seniors were enrolled.

Prior to the simulation, the instructor taught the basic elements of Typewriting II and Clerical Practice. From November 9, 1970, through February 26, 1971, the two-hour class period was devoted to the operation of the Lester Hill Corporation. The material used was the Gregg/McGraw-Hill unpublished Lester Hill Office Simulation. This material has since been published.

Students reacted very positively to the office simulation. There were no dropouts; and class attendance both prior to and during the simulation exceeded 93 per cent, although it fell to 82.7 per cent following the simulation. Five-minute timed writings administered to the class in the latter part of April showed that the students were typing an average of 41.6 words per minute with an average of 7.6 total errors.

It is difficult, however, to evaluate the real worth of the office simulation, because it can't be stated in averages and percentages. One needs to see the class in operation, observe the students at work, and listen to their comments to realize the high level of motivation, interest, and learning. In addition to their vastly improved knowledge of office work, students learned the importance of teamwork, regular attendance, and above all, accuracy. Four of these students were placed on jobs through the E.P.O.P. program; there has not yet been a follow-up on the remainder.

The students enjoyed this class because they were totally involved in it. Instruction during the simulation was completely individualized, and students felt responsible for their own learning. Following the simulation, the instructor noted an increase in the students' maturity and attitude toward class work. Instead of being withdrawn, they were much more vocal.

After seeing the benefits accruing to the students, plans are now being made to introduce this type of program into eight additional schools.

The pre-cooperative block was designed to prepare students for participation in the Cooperative Office Education program during the twelfth grade by giving them an opportunity to become acquainted through in-school, classroom experience with the makeup and routine of some 15 different clerical jobs and to remediate deficiencies, particularly in math and English, which might prevent them from qualifying for jobs in which they are interested and for which they showed an aptitude.

Eighteen students enrolled in this program; one student dropped out early in September, and a second student later dropped due to marriage and pregnancy. Of the 16 remaining, 12 applied for the COE program for 1971-72, and 10 were accepted. The six remaining were either not sufficiently competent to enroll in COE or else needed some additional high school credits to fulfill graduation requirements.

Although this was originally envisioned as a two-hour block for 25 eleventh grade students, difficulties in scheduling necessitated a change to a three-hour block combining Shorthand I, Typewriting II, and Clerical Practice. Unfortunately, the material we had planned to use in Clerical Practice has yet to be published. In its place, the instructor used a variety of fragmented texts, programmed material, and kits in an effort to determine which materials could be used most successfully with these students. The instructor reported that spelling, punctuation, and English usage drills programmed for the typewriter were not effective, but that kits, such as those in filing and simple recordkeeping, were highly motivating. It was extremely difficult to motivate the students in business math, which is an area of great

weakness. The testing showed all students below grade level in math; the class average was 7.0 grade placement. Next year we hope to use a practice set which has been prepared for business math to determine if this would achieve the desired improvement.

Due to the late delivery of the testing material, we were unable to give a pre-test and a post-test. However, the students were tested twice, first in February and then again in May with the California Reading, Language, and Mathematics Tests. There was no perceptible change in the language or math scores from the first to the second test, but the reading level showed a gain of a full year.

The students enrolled in this block averaged only twelve days absence for the year, as compared with the typing classes which averaged thirty days absence. Toward the end of the school year, the class was averaging 40 words per minute with 6 errors on a five-minute timed writing.

The block time method of scheduling seems to work particularly well in a large senior high school, because the students are enrolled in a sequenced program and because they have an opportunity to identify with a group. Teachers find it more satisfactory, because they become better acquainted with the students; and it is easier to work with them when you know their abilities and their limitations.

Four Typewriting I classes at Carver Senior High School were taught by the individualized programmed instruction method instead of the traditional method. It was hoped that individualized instruction which was student directed, rather than class-directed, might be a better way to teach typewriting to disadvantaged students. It was thought that if students proceeded at their own pace, no one in the class would be hindered by poor or erratic attendance, which is characteristic of these students.

The four classes using the programmed instruction were compared with four regular typing classes; scores on the California Reading Test served as a basis for the comparison.

The results were not conclusive either way, although the students using the programmed instruction tended to type a little more accurately. Attendance was no better in the programmed classes than in the traditional classes.

While the results were inconclusive, both the typewriting teachers and the business education supervisor would like to have the chance to run this program again. The programmed material was received late, so the teachers began the year teaching in the traditional manner. In addition, this was a new experience for the typewriting teachers. They found it difficult to let go of the students to allow them to proceed

at their own pace. It required much effort on the part of the teachers, because the instruction was so individualized. However, the teachers felt they learned a great deal this year about teaching with programmed material, and another year should show some conclusive results.

IV Adult Component

Two classes were offered, one in mechanical drawing or drafting and the other in automotive mechanics. These classes met on Monday, Wednesday, and Thursday evenings from 6:30 P.M. to 9:30 P.M. during the current school year for a total of three hundred twenty-one hours, each. The curriculum permitted those out of school youth to pursue individualized programs of study within each class offering. This flexibility permitted the classes to appeal to a broader group of people.

Total enrollment for the automotive mechanics class was 21, and the total for mechanical drawing-drafting was 8 people.

The instructors were the regularly assigned personnel at the senior high with years of classroom and journeyman experience in the area of instruction.

Attendance at these classes were, in general, rather poor. More opportunities of this type are needed to bring more free, flexible, skill training into the Desire area.

PART 6--E, EVALUATION OF THE PROJECT

This section of the report was prepared by the staff of the Educational Systems Development Corporation, a third party evaluator employed by the Orleans Parish School system. Their report, which follows, was prepared in consideration of the recommendations contained in "Preparing Evaluation Reports -- A Guide for Authors."

OBJECTIVES

The following objectives are excerpted from the Proposal for an Exemplary Program In Vocational Education submitted to HEW by the Orleans Parish School System for the fiscal year ending June 30, 1971.

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

Elementary School

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

Middle School

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

Senior High School

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

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

Out-of-School Youth

1. Through night courses train youth who have left school through graudation or drop-out in the marketable trades of auto-mechanics and mechanical drawing so that they can earn a living wage.

*More detailed objectives have been formulated for the three facets of the Clerical Training phase of the program and are as follows.

SPECIFIC OBJECTIVES OF THE CLERICAL TRAINING PHASE OF THE PROGRAM FOR OCCUPATIONAL PREPARATION

1. Pre-Cooperative Clerical Block for Eleventh Grade Students:

   a. To acquaint students through in-school, classroom experience with the make-up and routine of some fifteen different clerical jobs.

   b. To give students an opportunity to decide those clerical jobs which they like and those for which they are qualified.

   c. To remedy those deficiencies which would prevent a student from qualifying for the job he would like to obtain.

   d. To prepare students for participation in the cooperative office education program during the twelfth grade.

2. Vocational Office Block, Including Simulated Office Environment:

   a. To provide a vocational office block at Carver Senior High School to give senior business education students an opportunity to identify themselves as potential office workers through a simulated office experience.

   b. To develop new office skills and knowledges, to refine and strengthen previously acquired office skills and knowledge, and then to integrate and apply these skills and knowledges in a simulated office.

   c. To give students an opportunity to develop and practice in an office setting those intangible qualities, such as, promptness, neatness, dependability, initiative, etc., which have such a direct bearing on job success.

3. Programmed Instructional Teaching of Typewriting and Shorthand:

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

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

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

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

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

f. To develop the learner's ability to type by touch at a minimum skill of 30 gross words a minute with no more than five errors in a five-minute timed writing.

g. To develop a program in Typewriting 1, which eliminates the lock-step approach, a program which will not be hindered by the erratic attendance which is so frequently a characteristic of the disadvantaged student, a program which is more student-directed than class-directed.

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

i. To develop an employable skill in typewriting so that the learner will be qualified to enter the cooperative office education program at the twelfth grade level and/or the labor market upon high school graduation.

As is obvious to any reader of this report who is informed in the field of evaluation the objectives as stated in the proposal are not presented in a format that lends itself to fully objective evaluation. However, the ESDC staff have undertaken to gather data through on-site visits, interviews with administrative and teaching personnel, written reports and group conferences. The findings stemming from these evaluation procedures are reflected in this section of the report.

PARTICIPANTS

It should be generally noted that the participants in this program were students in regular attendance in designated elementary and secondary schools located in the Desire district of New Orleans which is a nearly all-black, lower socio-economic neighborhood. Similarly, the teaching and administrative staff of the participating schools were nearly all-black. The distribution of male and female students was approximately equal. The design of the program did not provide for the selection of a comparison (control) group. Although all attendance records for the participating groups were not available to evaluators, low attendance rates were characteristic. For example, one group of nine high school typing classes, 156 students, had a total number of absences of 4,171 during the 1970-71 school year. This is an average of approximately 26 absences per student. The average dropout rate among students attending these schools was approximately 20%.

Elementary School

The participants in the elementary school program were those students in attendance in 125 classrooms in the four participating schools (3 public schools, Dunn, Edwards and Moton, grades 1-5, and 1 Catholic school, St. Philip the Apostle, grades 1-8). St. Philip the Apostle contained 190 students grades 1-8, Dunn contained 608 students, grades 1-5, Moton contained 581 students, grades 1-5, and Edwards contained 724 students, grades 1-5. This represents a total of 2,103 elementary students who participated in both the pre- and post- tests.

Middle School

The target population for the middle school program was students in grades 6-8 of the Carver Middle School. The middle school advisor worked with 16 teachers (out of a faculty of 76) whose classes represented the various grade levels (6-8) and subject areas (Reading, Art, Science, Home-making, English and Social Studies) represented in this school. She (the middle school advisor) taught at least

one demonstration class per week to each of the selected classes.

The three major areas for semi-skilled training designated in the proposal for this project were 1) food handling, 2) building maintenance and 3) construction trades (carpentry).

In the fall of 1970 it was determined by the project administration that there were insufficient numbers of interested students available to justify classes in food handling and building maintenance. Consequently teachers were not hired for these classes. A teacher for the carpentry class was hired and began work on February 15, 1971. The selection of students for this class was on the basis of referrals by the counselors, teachers or the principal. The criteria for selection were that the students should be over-aged with poor attendance and academic records or an economic situation which might prevent the student from remaining in school. Other students who did not plan to attend college would also be considered. On the basis of these criteria approximately 100 students were referred: 26 students were admitted to the class during the semester. However, only 17 were in attendance at the close of the school year on June 4, 1971. Due to fluctuation in attendance and as a result of drop-outs or dismissals, only 4 of the students who were pre-tested were present for the post-test. Due to this inadequate sample an analysis of the data obtained in the pre- and post- tests was not undertaken.

Senior High School

Participants in the senior high school component of this program were in the following three areas: Nursing, Clerical and On-The-Job Training phase of the Industrial Arts program. For purposes of this program the Nursing program is divided into two sections: 1) the Practical Nursing course and 2) the Nurse's Aide course. In the Practical Nursing course (junior level offering) 25 black female students were admitted on the basis of routine selection procedures employed in all such courses throughout the New Orleans public school system. Of the 25, 5 students dropped out and 20 advanced the course (one senior was advanced to the Adult Education Program, 14 juniors were promoted to the advanced program of their senior year and 5 received D credit with no advancement).

In the Nurse's Aide course, 19 students were admitted. Of these 4 dropped out and 15 completed the course (5 received a satisfactory grade and consequently were recommended for placement, while 10 received an unsatisfactory grade of D or less and were not recommended for placement). A follow-up study is being conducted by the Nursing Supervisor's office to determine whether all five students who completed the program have been placed.

Clerical.

The clerical training phase of the EPOP included three components:

1) the pre-cooperative clerical block for 11th grade students,

2) the vocational office block (including simulated office environment) and

3) programmed instruction in typing and shorthand.

In the clerical program 18 students were admitted, 2 dropped out for personal reasons and 16 completed the course.

In the vocational office block the ESDC records indicate that 15 students completed this phase of the program.

In the programmed instruction in typing and shorthand the ESDC records indicate that 47 students completed this phase of the program.

As noted earlier in this report ESDC was unable to render a comprehensive evaluation of the above named phases of this program. The reasons for this omission are as follows:

1. The objectives (incorporated in this report under the section dealing with Objectives, Table III-A) were not stated in measurable terms and consequently objective evaluation procedures could not be developed.

2. Instructional materials needed to accomplish certain of the objectives as stated were unavailable. While other materials were substituted along with other objectives, the ESDC staff was not informed of these changes and consequently evaluative procedures were not developed.

   However, available information pertinent to the evaluation of these three phases of the program is included in other parts of this report.

Industrial Arts.

The Industrial Arts course included mechanical drawing, woodworking, small engines, electricity and electronics. The senior high school vocational advisor and on-the-job coordinator hired under the EPOP was responsible for providing on-the-job training (OJT) experiences for students in Industrial Arts. Of the 10 eligible OJT students, the coordinator was able to place 4 as follows: 3 with the Orleans Parish School Board (one working in small engines at Central Services and 2 working in woodworking at the Carpentry Shop) and one student in drafting, placed with Shell Oil Company. The coordinator visited approximately 30 firms during October and November, 1970 to locate possible placements but found a general resistance and lack of interest on the part of key business personnel on the part of OJT. All four students completed the OJT experience.

Out-of-School Programs.

Classes in Auto Mechanics and Mechanical Drawing were offered as part of the Out-of-School Program. These were offered three evenings per week from 6:30 - 9:30 p.m. Initially there were approximately 29 students enrolled in these classes. Attendance dropped to an average of 4 students per session.

MEASURING CHANGES

The following procedures were utilized by the ESDC staff in gathering data relative to the evaluation of the EPOP: on-site visits to each instructional component of the program including interviews with teachers and administrators, pre-test and post-test instruments specifically prepared for this program to render data related to project objectives concerning changes in the students occupational aspiration levels and attitudes toward work. In addition, a 3-day program was provided by ESDC for project administrative personnel. This training program included concepts in evaluation techniques such as objective writing, program monitoring, test development and test administration. This training was viewed as desirable to facilitate meaningful communication between the ESDC staff and EPOP personnel on materials relative to the overall evaluation of the program.

Procedures were selected to measure and evaluate progress towards each of the stated objectives where possible. Certain of the objectives pertaining to clerical training phase of the program were not stated in measurable terms and consequently could not be treated as part of the evaluation design. Other objectives such as (1) the elementary program, call for the presentation of information and were consequently measured in

terms of simple accomplishment of the fact. The objectives which pertain to Changes in Attitude and Changes in Occupational Aspirations were measured by the aforementioned instruments. Further information relative to the relationship between evaluation procedures and objectives is included below in the section dealing with Data Presentation and Analysis.

The two pre- and post- test instruments developed for this program were matched to the students general developmental capabilities in both the preparation and administration of these instruments. The Attitude Towards Work test was administered to grades 1-3 by means of a uniform tape-recorded presentation. A written form of this test was administered to students of grades 4 and 5 in public schools and grades 4-8 in the Catholic school. A teacher and/or advisor was present during the administration of these tests to render assistance as needed to students who were having difficulty with vocabulary. The Occupational Aspirations Test was administered by the classroom teacher with the assistance of detailed written instructions which were uniform for all groups. The test was orally administered. Both of these tests were administered during early December of 1970 and again in May, 1971. The middle school advisor administered the attitudinal test to the carpentry students after briefing instructions from the ESDC. In the secondary school ordinary testing procedures were utilized employing routine test procedures by the school system.

PRESENTATION AND ANALYSIS OF DATA

The following information is organized in terms of four major categories: 1) elementary school, 2) middle school, 3) senior high school and 4) out-of-school programs. For each of these categories the data is further organized in terms of the specific objective as set forth in the original proposal for this program.

1) Elementary School

Briefly, the objectives of the Elementary Component of the Exemplary Program were to provide students with information concerning a variety of occupations and vocational options, to create desirable attitudes toward the dignity of work, and to guide students in the development of sound occupational aspirations.

To accomplish these purposes, Leonard Belton, the elementary advisor responsible for this component of the program, worked with teachers and students in one hundred twenty-five classrooms in four schools (three public schools, Dunn, Edwards and Moton which contained grades 1-5 and one Catholic school,

St. Philip the Apostle, which contained grades 1-8). Mr. Belton spent one day per week in each of these schools and visited each classroom. During his classroom visits, he presented demonstration lessons, advised teachers on utilization of materials relative to the World of Work Program, conferred individually with teachers and provided counseling to students. He also made available materials of value to individual teachers, such as books, other printed material, filmstrips and cassette tapes. (The cassette tapes were published by Imperial International Learning).

Mr. Belton prepared a 28-page mimeographed booklet entitled, Suggested Activities and Information on Career Development at the Elementary Level, which he distributed to all elementary teachers in this program, all building principals, the district superintendent and key personnel at the central administrative office. This booklet incorporated recommended instructional procedures and materials, outlined suggested purposes and activities which were drawn from the Elementary World of Work Pilot Program conducted during the previous year, and provided a bibliography of books, filmstrips and films for use by teachers and students. In addition, Mr. Belton wrote to numerous school systems throughout the country which had exemplary programs and obtained materials from these sources as well as from educational publishing firms. He made available these materials to teachers on an individual basis.

Mr. Belton conducted demonstration lessons in the target classrooms. Significant among the materials utilized in these lessons were the series of five film strips produced by the Society for Visual Education entitled, "Foundations for Occupational Planning." The specific titled of these filmstrips were: 1) "Who Am I?", 2) "What Do You Like to Do?", 3) "What Is A Job?", 4) "What Are Job Families?" and 5) "What Good Is School?" In addition, he showed the filmstrip, "A Day With Your Family" (dealing with work activities in the family) to first grade classes.

While at each school, Mr. Belton endeavored to visit as many classes as possible and usually saw between 8-10 teachers per day for informal conferences. Large and small group meetings with teachers were held on a regular basis. Mr. Belton availed himself of the opportunity to meet with teachers through regularly established faculty meetings at each of the schools. In addition, he also arranged special small group meetings with interested teachers to discuss particular problems. These meetings were beneficial in creating interest on the part of the teachers and in dealing with specific problems relative to scheduling demonstration lessons and planning suitable field trips for various class groups. Meetings with teachers were sometimes used as a means of exchanging ideas and led to the development of specific lessons or units which Mr. Belton incorporated into a compendium for distribution to teachers

as a resource for their use. These meetings also provided Mr. Belton for evaluative feedback for future planning.

Mr. Belton planned that each class in the target schools take at least one field trip during the academic year and provided leadership and planning for the field trips for elementary classes during the 1970-71 school year. A total of 3,575 students took part in these field trips which were arranged for individual classes or pairs of classes. The principal locations selected for field trips were the following:

1. New Orleans International Airport
   1219 students
   80 parents
   39 teachers

2. Tour of Industrial Areas of the City
   (Grain elevator, Riverfront, public buildings, etc.)
   321 students
   21 parents
   9 teachers

3. Train and Bus Terminals
   508 students
   33 parents
   11 teachers

4. Delgado Museum of Art
   180 students
   6 adults
   5 teachers

5. Bunny Bread Bakery
   378 students
   24 parents
   13 teachers

6. American Telephone and Telegraph Company
   195 students
   12 parents
   5 teachers

7. Oakwood Shopping Center
   175 students
   12 adults
   6 teachers

8. St. Charles Street Car Belt
   198 students
   14 adults
   7 teachers

9. Wylon Beauty Company
   240 students
   16 adults
   7 parents

10. Walking Tour of French Quarter
   105 students
   8 adults
   2 teachers

11. Blue Plate Food Company
   56 students
   4 adults
   2 teachers

Total number of students: 3,575
Total number of adults: 229
Total number of teachers: 106

During the week of March 29-April 2 a Career Week was conducted at St. Philip the Apostle School. Mr. Belton worked closely with Mrs. M. Washington, the St. Philip School coordinator, in planning and conducting this activity. Speakers representing various job fields were invited each day to address interested groups of students. Following these meetings, related classroom activities were conducted at the discretion of the teachers. The occupational fields represented by the speakers included: professional, business, trades, service occupations, technology, entertainment, communication and art.

The objective evaluation of the elementary utilized a basic pre-test - post-test design with the purpose of analyzing data related to the stated objectives concerned with changes in the subjects' occupational aspiration level and attitudes toward work. Measures on these variables were obtained in December, 1970, and at the conclusion of the program in May, 1971, utilizing instruments developed by ESDC in co-operation with appropriate project personnel.

The occupational aspiration variable was measured by the subjects' ranking of four occupations by level of importance. The level of aspiration was then determined by the subjects' ranking of these occupations on a scale of one to four. A copy of this instrument is included on the following pages. Attitude toward work was measured by the attitudinal instrument - Attitude Toward Work. A copy of this test is also shown on the following pages. The same measurement procedures were followed for both the pre-test and post-test measures of the variables.

Form OAT "Occupational Aspirations Test"

DIRECTIONS FOR ADMINISTERING OCCUPATIONAL ASPIRATIONS TESTS

GRADES 1 - 6

BACKGROUND

One of the purposes of the Orleans Parish Vocational Education Program is to assess changes in the child's occupational aspirations. The following test is designed to accomplish this purpose, and will be administered twice during the current school year. It is intended to provide one indication of the degree to which the child's occupational aspirations have changed during the program. Your cooperation is therefore requested in administering the following test and in recording the results for analysis.

This test employs a rather simple two-step procedure which: 1) encourages the child to think of his own hierarchy of occupations, and then 2) to indicate his preference in terms of that priority. The teacher should avoid influencing the child's choice but should, instead, encourage him to think independently in establishing his own hierarchy, and then indicating his preference within that hierarchy. Although the methods may vary from grade to grade and class to class, the test basically employs the same approach throughout all grades. This approach is to have each child list in order of preference four jobs or occupations and then to designate the one which he would like to select for himself. By administering this test at two points in the program, we will be able to obtain an indication of change in the child's occupational aspirations. This test is an experimental method to be utilized during the first year of the project and will be modified later in terms of recommendations and suggestions received from teachers and administrators participating in this program.

INSTRUCTIONS TO TEACHERS

Before the test is administered, the child should be given an understanding of two basic concepts. The first is "order of importance" and the second is "personal preference."

The teacher is at liberty to utilize whatever techniques are appropriate for the particular class in establishing an understanding of these two concepts. However, any descriptions or illustrations used for this purpose should not focus on occupations or jobs. This is done to avoid exerting a subtle influence on the child's choices.

In acquainting your class with the concepts of "order of importance" and "personal preference" you might do the following: Ask members of the class to describe various kinds of football players (such as quarterback, center, guard, end, halfback, etc.). Then ask them to list four kinds of football players in what they think is their order of importance. Emphasize that they place the most important player first, and the least important player last. Have two or more children write their lists on the chalkboard but be certain to select lists which are different in their order of importance. Then ask the same child to place a check mark beside the player which he would most like to be. Emphasize that this should be his personal preference and that there are no right or wrong answers.

If the class is unfamiliar with the game of football, the teacher might wish to pursue the same procedure using a different game, or other illustrative material, providing that the material does not include occupations or careers.

At the end of the discussion review the meaning of order of importance as "what you personally think is the most important next most important, next important and finally least important. Also review the meaning of personal preference as "what would be your personal choice." Again emphasize that order of importance and personal preference choices are not matters of right or wrong answers, but are how each individual feels.

DIRECTIONS FOR ADMINISTERING TEST

Now ask each child to independently list four jobs or occupations in order of importance. For primary grade youngsters, the teacher may ask each child to divide a page into 4 parts, number each part 1 through 4, and quickly draw a small picture representing a job or occupation in each block. Emphasize to the child that the pictures are only intended to help him remember the 4 jobs which he is showing, and that they should be in order of importance.

Next ask the child to place an "X" beside the number of the job which he would prefer to be. For example: the teacher might say, "Now, look at your list and place an "X" beside the job (or the picture of the job) which you would most like to do.

Then collect the papers and transfer their "score" to the class record sheet. Their score is simply the number (1,2,3, or 4) which they checked which corresponds to the job they would like to do.

Grades 1 - 5, 6
Form ATW-E - "Attitudes Toward Work"

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

1. Should all grown-ups work? YES NO
2. Would you like to do an important job? YES NO
3. Do you think you should work to get money? YES NO
4. Do you think people who work make lots of friends? YES NO
5. Do you think people should work hard? YES NO
6. When you finish school do you want to work? YES NO
7. Do you think anybody really wants to work? YES NO
8. Do you think people who work are happy? YES NO
9. Should people get money who don't work? YES NO
10. Do you think people work just for money? YES NO
11. People who don't work are lazy. YES NO
12. When you get a job do you think you will be a good worker? YES NO
13. Should people who have families have to work? YES NO
14. Do you think people who work are unhappy? YES NO
15. Do you like adults who don't work? YES NO
16. Do you think all jobs are important? YES NO
17. Should people ever do a job they don't enjoy? YES NO
18. Would you like to have a summer job when you are old enough? YES NO
19. Would you like to earn money? YES NO
20. When you get older would you like to live on welfare? YES NO
21. Do you like adults who work? YES NO
22. Do you think people who work help other people? YES NO
23. Will you just work hard enough to get by? YES NO
24. Would we be better off if no one worked? YES NO
25. I hope that some day I get a good job. YES NO

The subjects consisted of students enrolled in the following schools in New Orleans, Louisiana: (1) Saint Philip the Apostle, (grades 1-8), (2) Henderson H. Dunn, (grades 1-5), (3) Helen S. Edwards, (grades 1-5) and (4) Robert R. Moton, (grades 1-5). Pre-test and post-test data on both the aspiration and attitude measures were utilized on all subjects with the exception of those enrolled in Robert R. Moton School. Due to inadequate data on the aspiration level, only the attitud measures were included in the analysis of data representing Moton School.

The multiple linear regression technique was utilized in the statistical analysis of data. This technique provided both measures of correlation and tests of significance for all variables of interest. Specific treatment procedures, replicate through the multiple linear regression technique, were correlated (dependent) t-tests between pre-test and post-test measures, analysis of variance between grades and schools, and the Scheffe method of multiple comparisons resulting from appropriate analysis of overall results. The .05 level was utilized as the rejection level for all tests of significance. Since an increase was postulated for the pre-test - post-test measures, a directional (one-tail) test of significance was employed. Comparisons of difference scores between grades and schools required the use of a non-directional (two-tailed) test as the specific direction was not specified prior to analysis of data.

An analysis of data obtained from each school is presented belo

St. Philip the Apostle School

A total of 190 students enrolled in grades 1 - 8 were included in the evaluation of data representing St. Philip the Apostle School. Tables 1 and 2 indicate that the largest number were enrolled in the 3rd grade (31) while the 4th grade (15) and 6th grade (18) represented the smaller enrollment within the eight grades.

Table 1
Comparison of Pre-Test and Post-Test Aspiration Data

Grade	Pre-Test	Post-Test	Difference	t
First (N=27) Mean	1.86	2.41	+0.55	<.00[a]
Second (N-23) Mean	2.17	1.73	-0.44	<1.0
Third (N-31) Mean	2.06	2.32	+0.26	<1.0
Fourth (N=15) Mean	2.17	1.99	-0.18	<1.0
Fifth (N=26) Mean	2.12	1.58	-0.54	<1.0

Table 1
(St. Philip the Apostle School, continued)

Grade	Pre-Test	Post-Test	Difference	t
Sixth (N=18)				
Mean	1.89	1.72	-0.17	<1.00[a]
Seventh (N=26)				
Mean	1.86	1.74	-0.11	<1.00
Eighth (N=21)				
Mean	2.29	2.09	-0.20	<1.00
Total (N=190)				
Mean	2.04	1.97	- .07	<1.00[a]
SD	1.13	0.99		
SE	0.08	0.07		
SE_{d_m} = .092		r = .272		

a t-ratio less than one; not significant
* significant at .05 level
** significant at .01 level

Table 1 presents data comparing pre-test and post-test measures on the aspiration level for each grade level and the composite group. As may be observed, the mean difference of -.07 for the composite group was not significant at the .05 level. Likewise, no significant change was found at any of the eight grade levels. Inspection of the differences by grade show that a larger pre-test score, indicating a decline in aspiration level, was found in the first and third grade data. These non-significant differences indicate the need for including grade level as a factor in future evaluations.

The standard deviations of 2.04 and 0.99 for the composite group provide information indicating a need for a different measurement scale for the aspiration level. The size of the standard deviations, as compared with their respective means, may be considered as extremely large and may be due to the restricted range (1-4) of scores. Since this occurs throughout the evaluation of aspiration levels, it appears that a shift of only one relative position on aspiration level indicates a numerical sealed value of 33 percent. Therefore, this restriction of range tends to limit both tests of significance and measures of relationship. Due to the importance of this measure and the detailed procedures for obtaining the measure, it is strongly recommended that future measures utilize different sealing techniques. A wider, (but not spurious), range would greatly increase the efficiency of measurement of the aspiration level.

Table 2
Comparison of Pre-Test and Post-Test Attitude Date
St. Philip the Apostle School

Grade	Pre-Test	Post-Test	Difference	t
First (N=27)				
Mean	42.64	37.96	-4.68	3.00**
Second (N=23)				
Mean	37.31	37.95	+0.64	<1.00[a]
Third (N=31)				
Mean	35.07	31.04	-4.03	2.78**
Fourth (N=18)				
Mean	34.94	34.56	-0.38	<1.00
Fifth (N=26)				
Mean	36.79	35.73	-1.06	<1.00
Sixth (N=18)				
Mean	37.61	37.91	+0.30	<1.00
Seventh (N=26)				
Mean	36.58	37.05	+0.47	<1.00
Eighth (N=21)				
Mean	37.09	36.00	-1.09	<1.00
Total (N=190)				
Mean	37.31	35.17	-2.14	7.91**
SD	5.71	5.97		
SE_m	.42	0.43		

SE_D = .271 r = .247

a t-ratio less than one; not significant
* significant at .05 level
** significant at .01 level

Table 2 provides data comparing pre-test and post-test measures on the attitude variable. It should be noted that a negative difference indicates a more positive attitude toward work. The overall difference of -2.14 was a significant positive increase between pre-test and post-test scores which may be attributed to chance less than one time out of one hundred. This overall significance provided a basis for testing differences at each grade level. The conservative Scheffe' technique for establishing multiple confidence intervals was employed in testing these differences. The obtained values in Table 2 show that a significant gain in the attitude scores was found at the first and third grade levels. Both of these positive attitude gains were significant at the .01 level.

Summary of the attitude measures at St. Philip the Apostle School indicate significant shifts toward a more positive attitude toward work for the total sample and for students enrolled in grades one and three. Therefore, it may be concluded that these significant gains may be partially attributed to the EPOP program.

Henderson H. Dunn School

Inspection of Table 3 shows that a total of 608 students were measured in grades 1-5. As may be expected, no significant differences were found between the pre-test and post-test measures of aspiration. Again it may be noted that the standard deviations were of a relatively large magnitude as compared with the observed means for the group.

Table 3
Comparison of Pre-Test and Post-Test Aspiration Data

Grade	Pre-Test	Post-Test	Difference	t
First (N=141)				
Mean	2.34	2.01	-0.33	<1.00 [a]
Second (N=119)				
Mean	1.97	1.99	+0.02	<1.00
Third (N=117)				
Mean	2.02	1.75	-0.27	<1.00
Fourth (N=116)				
Mean	2.00	2.00	0.00	<1.00
Fifth (N=116)				
Mean	1.91	1.81	-0.10	<1.00
Total (N=608)				
Mean	2.07	1.92	-0.15	<1.00
SD	1.12	1.06		
SE_m	0.09	0.05		

SE_D = .816 r = .154

a t-ratio less than one; not significant
* significant at .08 level
** significant at .01 level

The differences between pre-test and post-test scores on the attitude variable are presented in Table 4. The difference of -1.92 for all students enrolled in Henderson H. Dunn School indicated a significant shift toward a more positive attitude toward work. Likewise, a significant gain was observed at all grade levels with the exception of the second grade. These gains, significant at the .01 level, should be interpreted in light of the relatively large N both for the total sample and at each grade level. It may be concluded, with knowledge of the function of the large sample size, that a significant gain did occur on the attitudinal measure for the total group and at the grade levels 1, 3, 4, and 5 at Henderson H. Dunn School.

Table 4
Comparison of Pre-Test and Post-Test ATtitude Data
Henderson H. Dunn School

Grade	Pre-Test	Post-Test	Difference	t
First (N=141)				
Mean	40.68	39.11	-1.52	5.01*
Second (N=119)				
Mean	36.56	36.91	+0.35	<1.00
Third (N=117)				
Mean	37.46	36.08	-1.38	3.93*
Fourth (N=116)				
Mean	37.60	36.21	-1.39	3.94*
Fifth (N=116)				
Mean	37.62	36.14	-1.48	4.19*
Total (N=608)				
Mean	38.08	36.16	-1.92	13.24*
SD	5.55	5.70		
SE_m	0.22	0.23		
SE_D = .082	r = .154			

a t-ratio less than one; not significant
* significant at .05 level
** significant at .01 level

Helen S. Edwards School

Tables 5 and 6 show that the largest number (724 of student participants in the EPOP project were enrolled in grades 1 5 at Helen S. Edwards School. Table 5 indicates that the comparison of pre-test and post-test measures of aspiration level followed the same pattern of non-significant results and high variability observed in analyzing previous results. Therefore, these results reinforce earlier comments relative to the restricted range of aspiration measures.

Comparison of Pre-Test and Post-Test Aspiration Data
Helen S. Edwards School

Grade	Pre-Test	Post-Test	Difference	t
First (N=141)				a
Mean	2.09	1.86	-0.23	<1.00
Second (N=122)				
Mean	1.97	2.15	+0.18	<1.00
Third (N=134)				
Mean	2.20	2.05	-0.15	<1.00
Fourth (N=160)				
Mean	2.02	2.01	-0.01	<1.00
Fifth (N=167)				
Mean	1.93	1.90	-0.03	<1.00

(Table 5, continued, Helen S. Edwards School)

Grade	Pre-Test	Post-Test	Difference	t
Total (N=724)				a
Mean	1.94	1.92	-0.02	-1.00
SD	1.14	1.10		
SE_m	.04	.04		
SE_D = .045	r = .318			

a t-ratio less than one; not significant
* significant at .05 level
** significant at .01 level

Analyses of data in Table 6 indicates a significant gain of -0.82 between the pre-test and post-test scores of all 724 students on the attitude toward work measure. This positive shift in mean attitude was significant at the .01 level and provided for testing at each of the five grade levels.

A different pattern emerged for the analysis at each grade level as grades four and five had higher post-test means, indicating a negative attitude shift. Also, grade two had a non-significant positive difference between the measures. In contrast, grades one and three had a positive gain on attitude scores, significant at the .05 level.

The attitude toward work measures at Helen S. Edwards School indicated that an overall group gain between pre-test and post-test measures, significant at the .01 level. Only grades one and three, with positive gains of -1.96 and -1.77 respectively, evidenced a significant increase at the .05 level. The remaining three grade levels, all with a relatively large N did not show a significant increase in attitude measures.

Table 6
Comparison of Pre-Test and Post-Test Attitude Data
Helen S. Edwards School

Grade	Pre-Test	Post-Test	Difference	t
First (N=141)				
Mean	41.49	39.52	-1.97	2.49 *
Second (N=122)				
Mean	37.48	36.39	-1.09	1.29
Third (N=134)				
Mean	37.23	35.46	-1.77	2.19 *
Fourth (N=160)				a
Mean	36.44	36.71	+0.27	<1.00
Fifth (N=167)				
Mean	37.12	37.15	+0.03	<1.00

(Table 6, continued, Helen S. Edwards School)

Grade	Pre-Test	Post-Test	Difference	t
Total (N=724)				
Mean	37.90	37.08	-0.82	5.44*
SD	6.45	6.83		
SE_m	0.05	0.06		
SE_D = .071	r = .334			

a t-ratio less than one; not significant
* significant at .05 level
** significant at .01 level

Robert S. Moton School

As stated earlier, insufficient data were available on the aspiration level of the 581 students enrolled in grades 1-5 at Robert R. Moton School. This factor limited the evaluation of this school to the work attitude variable.

As may be observed in Table 7, the overall difference between pre-test and post-test measures of attitude was 01.65, significant at the .01 level. Likewise, it may be seen that all grades except grade five experienced a positive gain in attitude, each significant at the .05 level. The largest observed gain was at the first grade level (-2.46) with the smallest gain of -1.16 at the third grade level. It may be noted that grade five experienced a negative shift (+1.15) in attitude that would have been a significant decrease in attitude if a non-directional test were employed. Of course, no explanation for this observed decrease is possible due to the nature of the data and evaluation design.

Table 7
Comparison of Pre-Test and Post-Test Attitude Data
Robert R. Moton School

Grade	Pre-Test	Post-Test	Difference	t
First (N=126)				
Mean	39.41	36.96	-2.46	7.41**
Second (N=116)				
Mean	38.80	37.56	-1.24	4.38**
Third (N=105)				
Mean	36.35	35.19	-1.16	2.92**
Fourth (N=118)				
Mean	39.28	37.31	-1.97	4.63**
Fifth (N=116)				
Mean	38.23	39.39	+1.15	3.26

(Table 7, continued, Robert R. Moton School)

Grade	Pre-Test	Post-Test	Difference	t
Total (N=581)				
Mean	39.28	37.63	-1.65	7.41**
SD	5.24	6.07		
SE_m	0.22	0.25		
SE = .279	r = .297			

* significant at .05 level
** significant at .01 level

Composite Group

The analysis of data representing the comparison of measures among all four schools was limited to the comparison of the attitude scores of students enrolled in grades 1-5. This limitation was due to the non-significant results found on the aspiration level pre-test - post-test comparisons made within each school. Such results make it inappropriate to conduct an overall test on these data. Also, since grades 6-8 were included only at St. Philip the Apostle School, the comparison between schools on the work attitude measure was restricted to grades 1-5.

Table 8 presents the pre-test - post-test means and mean differences at each of the four schools. Although not essential to the evaluation, the difference between the pre-test means among the four schools were tested for significance as were the post-test means. The composite pre-test mean was 38.06 and the obtained F ratio of 30.70 indicated that there was a significant difference between the pre-test means of the four schools. By inspection, it may be seen that this difference may be explained by comparing the lowest school mean representing St. Philip the Apostle with the highest pre-test mean representing Robert R. Moton School.

The post-test means of the four schools also differed significantly at the .01 level. It may be observed that the same two schools also had the lowest and highest post-test means corresponding with their relative values on the pre-test means. The composite post-test mean was 37.09 as compared with a pre-test mean of 38.06.

The mean difference between the pre-test and post-test attitude means for the composite group was -0.97, significant at the .01 level. Table 8 further shows that a significant difference existed between the four schools on the gain scored with the largest difference found for St. Philip the Apostle School. The least gain was found at Helen S. Edwards School with a gain of -0.82. Henderson H. Dunn with a gain of -1.92 and

Robert R. Moton with a gain of -1.65 had the second and third highest gain recorded. It should be noted that although St. Philip the Apostle had the lowest pre-test mean, students in this school also exhibited the least mean gain of -2.15. This may be contrasted with a mean gain of -1.65 for Robert R. Moton School which had the highest pre-test mean and, therefore, more numerical distance for possible gain. The final observation of relative positions of schools on the pre-test - post-test measures show that Henderson H. Dunn School students exhibited a gain of -1.92 while Helen S. Edwards students, with a similar pre-test mean of 37.90, only gained -0.82.

Table 8
Between School Analysis of Data Representing Pre-Test -Post-Test Differences on the Attitude Toward Work Variable, Grades 1-5

School	Pre-Test	Post-Test	Difference
St.Philip the Apostle (N=125)			
Mean	37.31	35.16	-2.15
Henderson H. Dunn (N=608)			
Mean	38.08	36.16	-1.92
Robert R. Moton (N=581)			
Mean	39.28	37.63	-1.65
Helen S. Edwards (N=724)			
Mean	37.90	37.08	-0.82
Composite Total (N=2038)			
Mean	38.06	37.09	-0.97
SD	5.82	6.62	
SE_m	0.13	0.15	
F-ratio	30.70*	15.86*	

SE_D = .038 r = .3197

*significant at .01 level

Summary:

The evaluation of the EPOP project was designed to answer a series of related questions presented earlier. Within the framework established for analysis of data, the following conclusions represent answers to the research questions previously postulated.

1. A significant difference did not exist between pre-test and post-test measures of aspiration levels within any of the schools.

2. Differences in aspiration level gain scores did not exist between the schools measured on this variable.

3. A significant positive gain was found between the pre-test and post-test measures of attitude toward work within each school.

4. Gain scores on the attitude variable differed among the grade levels within each school.

5. A significant difference existed among the four schools on the degree of mean gain found on the work attitude variable.

2) Middle School

The purposes of the Middle School Program were, briefly, to provide overaged students and potential dropouts with semi-skilled training which would increase their interest in remaining in school, provide them with a means of earning supplementary money while in school and provide them with suitable skills if they dropped out. In addition, the middle school program sought to provide students with an understanding of the relationship of core academic subjects to their chosen career field and also to help them develop desirable attitudes toward work and semi-skilled training.

The three major areas for semi-skilled training originally identified in the proposal were: 1) food handling, 2) building maintenance and 3) the construction trades (carpentry).

Following reconsideration of the potential students for these classes, it was assumed on the part of the project administration that the interest would be insufficient to justify classes in food handling and building maintenance. Thus, teachers were not hired. Only a class in carpentry was offered. A teacher for this class, Mr. Isaac McMorris, was hired and began work on February 15. He reported considerable initial difficulty in securing materials through normal channels but was finally successful in obtaining minimal materials. Although a list of equipment and lumber to be ordered was submitted on February 2, 1971 only the lumber arrived on March 22, 1971. As of June 30 no carpentry tools or equipment had arrived. Mr. McMorris, the carpentry teacher, had to bring his own tools from home and borrow others when possible to accomplish the objectives of the carpentry class.

Miss Kathy Huff, the middle school advisor, encountered difficulty in identifying potential students for participation in this program. However, she was ultimately able to place 24 students in carpentry classes. Of these, 17 completed the program conducted during the month of February through May, 1971. Of these 17, 12 received passing grades. The instructional periods were divided into two quarters of 35 and 45 instructional days respectively.

On January 13, 1971 representatives of ESDC and the middle school advisor discussed the need for an evaluation instrument to assess the progress of students in the carpentry class and their attainment of saleable skills. Similarly, this matter was again discussed with the above two parties and the carpentry class teacher in March, 1971. The carpentry class teacher at that time agreed to develop an achievement test or observation instrument for assessing student progress toward goals of the carpentry class. This agreement was reached in view of Mr. McMorris' superior knowledge of the program and apparent willingness to develop such an instrument with assistance from ESDC if necessary. If such a test was developed

by Mr. McMorris the resulting data was not made available to ESDC. The data available consisted of the number of absences during each quarter and the number of students passing and failing the carpentry class. The chi square technique was utilized to determine if the rate of attendance differed between instructional quarters and to determine the relationship between the proportion of students passing the course and the proportionale rate of attendance. The .05 rejection level was adopted for the tests of significance.

Analysis of Data:
The basic question of this evaluation was to determine if a significant relationship existed between success in the carpentry class and the absence rate according to attendance in the first and second quarters and the second quarter only. In order to answer this question, the chi square (X^2) technique was employed along with the contingency coefficient (C) as shown in Table 1.

The values shown in Table 1 are the observed and expected proportions representing absence rate classified by first-second quarter and second quarter only attendance and pass-fail in the carpentry class. Of the 17 students completing the class, 71% passed and 29% failed the course. Attendance during the first and second quarter accounted for 64% of the students while 36% attended the second quarter only.

The obtained chi square value of 5.06 was significant at the .05 level. This indicated that there was a significant difference between the absence rate of students passing and failing the course for both attendance periods. This may be confirmed by inspecting the four cells which show the observed proportions under the "fail" category were much higher than the expected proportions. An opposite trend was found for the absence rate under the "pass" category. The contingency coefficient of .49 indicated a moderate but significant relationship between class success and absence rate. This correlation "explained" approximately 24% of the original variance.

The above results indicate that the students who passed the carpentry class attended school at a significantly higher rate than students who failed the course, regardless of quarter(s) of attendance.

Table 1

Analysis of Absence Rate According to Carpentry Class Success and Attendance During Selected quarters at Carver Middle School

		Class Success: PASS	Class Success: FAIL	Total
Attendance by Quarters	Quarters 1 & 2	O[a] = .33 E = .45	O = .31 E = .18	.64
	Quarter 2	O = .12 E = .25	O = .24 E = .11	.36
	Total:	.71	.29	1.00

[a]All data within cells are observed and expected proportions.

Another of the designated purposes of the middle school program was to assist students in obtaining gainful employment during after school hours or summers. However, Mrs. Huff encountered difficulty in finding suitable placements for students because of restrictions in the Child Labor Law. She did, however, secure a promise for placement of all eligible students in the carpentry class with the Neighborhood Youth Corps. Approximately 6 carpentry class students were processed and as of June 30th 3 had been placed.

A further purpose of the middle school program was to help students in grades 6-8 obtain an understanding of the relationship between core academic subjects and occupations. Although the proposal originally focused this purpose on grade 7 only, Mrs. Huff expanded the program to include grades 6, 7 and 8. All of these grades were contained in the Carver Middle School. Mrs. Huff requested that a properly equipped classroom be assigned to her for use in teaching demonstration classes at this school. Such a room was made available to her on December 1st, however, she reported that it was January 19th before this room was suitably secured as a safe storage area for supplies and equipment. By February 26th she was able to obtain the necessary furniture equipment and supplies, and thereupon began demonstration teaching activities.

During the spring semester, 15 field trips were arranged for students in middle school classes to the following locations:

U.S. Public Health Hospital
South Central Bell Telephone Company
Touro Infirmary
Eastern Airlines at New Orleans International Airport
New Orleans Times-Picayune States-Item Newspaper Company

Other trips planned to tour the U.S. Coast Guard base in a 40-Ft. craft at the Industrial Canal had to be abandoned due to a school board ruling prohibiting students under age 16 to be taken on school-sponsored field trips to locations near water. In both her lessons and field trips she attempted to relate the core subjects to student interests in career topics.

During the spring semester two assembly programs were planned and conducted for middle school students. The middle school advisor working with the Carver Senior High ESAP student affairs coordinator arranged for students of Carver Senior High vocational class, including EPOP, to demonstrate some of the equipment, materials and procedures used in their classes.

The 8th grade was given an opportunity to view careers in three field trips at a "career day" program conducted May 27, 1971. A predominantly black group of workers gave a short introductory speech of their duties, salary, training and interest in their current position. The entire audience then broke into nine small groups and the speakers rotated from one group to another answering students' questions, handing out printed information and demonstrating equipment used in their jobs.

Publicity was secured through the New Orleans School Board Public Information Office for both the Career Day Program and the Carpentry Class accomplishments.

In addition to class meetings, Mrs. Huff met individually with students for counseling sessions to discuss their career aspirations. In addition she also met with the middle school counselors to discuss specific problems of individual students as a background for her counseling sessions with these youngsters relative to career aspirations. She also arranged conferences with parents relative to specific problems of their youngsters in the middle school.

Mrs. Huff is preparing a proposal for an in-service training program for teachers in the middle school to be submitted to the Orleans Parish Staff Development Center for consideration and possible financial support under the ESAP program. This proposal will focus on techniques for teaching career concepts and will seek to develop positive attitudes on the part of teachers toward student needs in the area of vocational and career education.

Further efforts to provide for the objective evaluation of the middle school component of the program included the development of an attitude toward work scale to be administered to students in the carpentry class on a pre-test - post-test basis. Such an instrument was developed by ESDC and administered to 16 students in the Carpentry Class in late february. A copy of this test is included on the following pages. The post-test was administered in late May, 1971; however, only 4 of the 16 students were present for this post-test. It was, therefore, statistically unfeasible to undertake an analysis of this data.

Mrs. Huff worked with 16 teachers from the Carver Middle School who were chosen to represent the various grades (6-8) and subject areas (reading, art, science, homemaking, English and social studies) represented in this school. She taught demonstration lessons to each of the 16 classes on the average of once or twice per week. Following each demonstration lesson, she met individually with the teacher to plan follow-up activities which that teacher could pursue in her own classroom. Mrs. Huff's demonstration class sessions focused on concepts relative to career planning and the exploration of job families. She utilized a series of 6 film strips produced by Science Research Associates which dealt with topics relevant to occupational preparation. She also utilized role-playing activities and brought in outside speakers to meet with the classes.

Grades 6 and 7-9 Form ATW-M "Attitudes Toward Work"
THIS IS TO SEE HOW YOU FEEL ABOUT CERTAIN QUESTIONS.
THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE YES, UNDECIDED, or NO ACCORDING TO HOW YOU FEEL.

1. Do you think people who work make lots of money?	YES	UNDECIDED	NO
2. Do you think people should work hard?	YES	UNDECIDED	NO
3. When you finish school do you want to work?	YES	UNDECIDED	NO
4. Do you think people who work are happy?	YES	UNDECIDED	NO
5. Do you think people work <u>just</u> for money?	YES	UNDECIDED	NO
6. People who don't work are lazy.	YES	UNDECIDED	NO
7. When you get a job do you think you will be a good worker?	YES	UNDECIDED	NO
8. Do you respect adults who don't work?	YES	UNDECIDED	NO
9. Do you think all jobs are important?	YES	UNDECIDED	NO
10. Should people ever do a job they don't enjoy?	YES	UNDECIDED	NO
11. Do you think people who work help other people?	YES	UNDECIDED	NO
12. I would like to have an after-school job.	YES	UNDECIDED	NO
13. I would like to get a job this summer.	YES	UNDECIDED	NO
14. Going to school really prepares you for a job.	YES	UNDECIDED	NO

For each of the school subjects listed below, circle the word which tells how important you feel that subject will be to you in getting a job:

15. Reading: IMPORTANT UNDECIDED UNIMPORTANT

16. English: IMPORTANT UNDECIDED UNIMPORTANT

17. Math: IMPORTANT UNDECIDED UNIMPORTANT

18. Science: IMPORTANT UNDECIDED UNIMPORTANT

For each of the school subjects listed below, circle the word which tells how important you feel that subject will be in doing well on the job.

19. Reading: IMPORTANT UNDECIDED UNIMPORTANT

20. English: IMPORTANT UNDECIDED UNIMPORTANT

21. Math: IMPORTANT UNDECIDED UNIMPORTANT

22. Science: IMPORTANT UNDECIDED UNIMPORTANT

For each of the school subjects listed below, circle the word which tells how important you feel that subject will be in being promoted to a better job.

23. Reading: IMPORTANT UNDECIDED UNIMPORTANT

24. English: IMPORTANT UNDECIDED UNIMPORTANT

25. Math: IMPORTANT UNDECIDED UNIMPORTANT

26. Science: IMPORTANT UNDECIDED UNIMPORTANT

3) Senior High

The purposes, briefly, of the Senior High School component were to provide on-the-job training (OJT) opportunities for students to gain experiences in industrial education and also to provide job entry skills through in-school courses in the fields of industrial arts, health occupations and clerical occupations. Mr. Jude Sorapuru was the Senior High School Vocational Advisor and On-the-job Training Cocrdinator.

The following criteria were established for the placement of students in on-the-job training locations:

1) he must be a senior in the field of industrial arts

2) he must have completed at least one course and be currently enrolled in a second course in the particular field

3) he must have the recommendation of the teacher

The industrial arts courses included: 1) mechanical drawing, 2) electricity and electronics, 3) woodworking, and 4) small engines. OJT was to be provided by Mr. Sorapuru for students in these particular fields. Of the 10 eligible students, Mr. Sorapuru was able to place four. Although he visited approximately 30 firms during October and November 1970 to survey possible placement locations for students, he reported general resistance and lack of interest on the part of key business personnel in the OJT program. The four student placements which he finally made are as follows: 3 are placed with the Orleans Parish School Board (two working woodworking at the shop on Hiawatha, one working in small engines at Central Services) and one student is placed at Shell Oil Company (in drafting). Mr. Sorapuru visited each of these students approximately twice per month to check on their attendance and performance and to discuss their progress with the supervisor.

In addition to the OJT placements which are a formal part of his responsibility, Mr. Sorapuru has also assisted students in obtaining employment and provided continuing assistance to students in finding summer jobs and regular employment upon graduation. For example, he has arranged for the testing of 16 seniors, 4 of whom began a 10-week training program with South Central Bell conducted on Saturdays commencing in April to prepare them for jobs with that company upon graduation.

He also worked with the New Orleans Civil Service Branch in efforts to obtain potential placements for the coming school year. This will require Civil Service cooperation in preparing job specifications which are consistent with the qualifications of students. These placements, if approved, will more than likely be in municipal shops.

Mr. Sorapuru provided vocational counseling to individuals and to class groups in the fields of industrial arts, health occupations and clerical occupations. In addition to meeting with the industrial arts classes outlined above, he also met with students preparing for positions as practical nurses and nurses' aides, and with students in clerical occupations courses in simulated office environment, clerical skills, typing and shorthand. He met with a minimum of five groups per week, sometimes as many as 10. His group counseling sessions dealt with the following: seeking a job, making application for a position, interviewing techniques, how to hold a job, your self-concept and its influence on job aspirations and testing.

A presentation and analysis of the data obtained in connection with the nurses' aides program, the programmed typing and shorthand class and office simulation and clerical blocks are presented below:

Evaluation: Nurse's Aide Program

The program for training of nurse's aides was conducted at Carver Senior High School, New Orleans, Louisiana. The program enrolled 19 high school senior females for a 9-month training session during the months of September through May, 1971.

The only data available for evaluation of the program were pre-test - post-test scores on an examination (written) designed to measure cognition relative to duties of nurse's aides. The items utilized on the examination consisted of items used on national nurse's aides examinations. The pre-test was administered in late January, 1971 and the post-test in May, 1971.

The only analysis of data consisted of a correlated t-test between the pre-test and post-test examination scores. This evaluation was further limited by the small sample size (19). Due to the many intervening variables not measured, these data should only be interpreted as "inspectional" or "exploratory" in nature. However, within these limits, the observed gain scores may be considered as having relatively high content validity. This need for content validity in measuring gain is too often violated in pre-test - post-test evaluations.

Analysis of Data:

The data presented in Table 1 represents pre-test and post-test measures on the nurse's aides examination. As may be observed, the mean difference of 37.16 was a highly significant gain (p 6.01) as tested by the correlated t-test. The two tests were correlated to a medium degree as evidenced by the $r = .478$ obtained on the 13 students. It is interesting to observe the measures of variability indicated by the standard deviation and coefficient of variation (V_c). The pre-test standard deviation was 5.68 while the post-test standard deviation was

6.10. First inspection of these values would falsely give the reader the impression that the variability was greater in the post-test measures. However, this was not the case as the coefficients of variation (V_c) were .20 and .09 for the two tests. These measures indicate that the post-test variability was approximately one-half that of the pre-test. This illustrates the practical use of the V_c as a descriptive measure of dispersion Since it is the ratio of SD/Mean it serves as a quick index of hetrogeneity and enables one to compare variability, regardless of the unit of measurement.

In summary, the pre-test - post-test gain was highly significant and this measure indicates that the nurse's aide program successfully met this one criterion.

Table 1

Comparison of Pre-Test and Post-Test Nurse's Aides Examination Results

	Pre-Test	Post-Test	Difference	t
Mean	28.69	65.85	37.16	22.25*
SD	5.68	6.10		
SE_M	1.57	1.69		
V_c	.20	.09		

SE_D = 1.67 N = 13 * r = .478

*Of 19 students, usable data was obtained for 13.

Programmed Typing

This experimental program originally designed to compare the effects of a programmed typing course and a traditional typing course on gains in typing proficiency and reading ability. The design called for the matching of individuals on a pre-test of reading ability in order to equate the groups on this variable. However, inspection of the data revealed that the groups were not systematically measured and assigned to the groups in a manner satisfactory to the standards of an equivalent group design. Also, the measurement of gain in typing proficiency and reading was not possible as measures of initial ability were not obtained. Other objectives related to this program were not measurable due to lack of data, materials, and other essential elements. While recognizing the possible problem areas, the totally inadequate direction of this program cannot be justified nor can the program be evaluated as planned. The potential for a sound evaluation was eliminated due to these gross errors.

The limited evaluation of this program necessarily consisted of two elements: (1) the identification of the number of

students achieving the objective of typing 30 words per minute with a minimum of 5 errors, and (2) the analysis of possible program effect on attendance as measured by attendance reports before, during and after the typing program.

Subjects included in this evaluation were tenth and eleventh grade students enrolled in Carver Senior High School, New Orleans, Louisiana. Data were available on classes taught by three teachers with each teacher utilizing the traditional classroom approach with two typing classes and the programmed typing approach with one typing class. A total of six traditional and three programmed typing classes were available for this limited evaluation.

The analysis of data was severely limited due to available data and design controls. The analysis consisted of a mere counting of the number of students meeting the 30 w.p.m.-5 errors criterion within each program. In order to measure possible program effect on attendance rate, the chi square technique was utilized to determine if a significant difference existed. The .05 rejection level was adopted for this test of significance.

Analysis of Data:

Table 1 presents descriptive data relative to the number of students enrolled, total absences, and number of students meeting the 30 w.p.m./5 error criterion in typing proficiency. It should be noted that the data recorded for the traditional classes represent the total for two classes under each of the three teachers. Therefore, there was a total of 6 traditional classes and 3 programmed classes equally divided under the 3 teachers.

It may be observed that a total of 11 students in the traditional classes and 3 students in the programmed classes met the 30 w.p.m. /5 error criterion on typing proficiency. This represented approximately 1 out of 10 in traditional classes and 1 out of 15 in programmed classes. From these results, it appears that neither methods was superior nor could any method be considered effective. Likewise, the effect of the teacher was not an apparent factor since the degree of success was extremely low, with the possible exception of teacher A.

The Mean absent rate for both of the methods was nearly identical as evidenced by the mean rate of 26.55 and 26.46 for the traditional and programmed methods respectively. The similarity of these means negated any tests of significance planned to test the effect of programs on the attendance rate.

In summary, it may be stated that the program was not effective in increasing typing proficiency. However, since neither the programmed or traditional method was effective, future programs should be directed toward this fact if the established objective was realistic. It may also be concluded that the type of

instruction was not a significant factor in determining the attendance rate.

Table 1

Descriptive Data Representing the Number of Students Meeting Typing Criterion, Days Absent, and Size of Class According to Type of Program and Teacher

	Type of Instruction: Traditional	Type of Instruction: Programmed	Totals
Teacher A	[a] Typing Pro. = 9 Absences = 583 N = 33	Typing Pro. = 3 Absences = 369 N = 13	
Teacher B	Typing Pro. = 2 Absences = 1255 N = 42	Typing Pro. = 0 Absences = 459 N = 18	
Teacher C	Typing Pro. = 0 Absences = 1097 N = 34	Typing Pro. = 0 Absences = 408 N = 16	156
Totals:	N: 109	47	2935
	Absences: 2935	1236	1256
	Typing Pro: 11	3	4171
	Mean Absent Rate: 26.55	26.46	

[a] Typing pro. indicates number of students typing 30 w.p.m. with 5 or less errors.

Simulation and Clerical Blocks:

The subjects included in this program consisted of 31 students enrolled in the secretarial program at Carver Senior High School, New Orleans, Louisiana. Sixteen of the students were taught by use of simulation techniques while 15 students were taught by a different teacher utilizing a 3-hour block program consisting of typing, shorthand, and clerical practice.

Data available were (1) grade equivalent scores on reading, mathematics, and language, (2) typing proficiency scores recorded according to a words per minute - number of errors ratio, and (3) absences of students during school year. The program was conducted during the months of February through April, 1971.

The analysis of data consisted of measuring the relationship between the attendance rate and the type of program (block and simulation) by use of the chi square technique. This analysis was conducted in order to examine the possible program effect on attendance rate. The .05 rejection level was employed in all tests of significance.

Analysis of Data:

The grade equivalent scores were not available on a consistent pre-test - post-test basis which prevented any comparisons relative to program effect on these measures. Table 1 presents the post-test scores reported for the simulation and block-time programs. Since it is not appropriate to compare grade equivalent scores between math, language, and reading due to different growth rates, only an inspection of differences between mean scores on each measure was in order. As may be seen in Table 1, the simulation group had a mean score on Reading that was only 0.4 greater than the block group. A sharp contrast may be observed between the math and language means as the simulation group had an obtained mean difference of +2.4 on math and -1.0 on language as compared with the block group means. Further treatment of these data was not appropriate.

Table 1
Grade Equivalent Means for Students Enrolled in the Simulation and Block Programs in Secretarial Training at Carver Sr. High

	Reading	Math	Language
Simulation (N=15)	8.6	10.0	8.9
Block (N=16)	8.2	7.2	9.9
Difference:	+0.4	+2.8	-1.0

Table 2 represents the comparison of attendance rates during the school year divided into segments of before, during, and after the simulation activity. The chi square value of 10.4 was significant at the .01 level. These results indicate a significant difference in the average absent rate than might be expected between the three periods of attendance. Inspection of the differences between the observed and expected (O-E) absent rates indicate that the 15 students missed fewer classes before and during the simulation activity but missed more classes than expected after the activity. No actual reason can be established but it may be hypothesized that the students possibly experienced a "drop in interest" after the simulation activity was completed.

Table 2
Comparison of Average Absent Rate for the Simulation Class for the Attendance Periods Before, During and After the Simulation Problem

	Attendance Periods		
	Before	During	After
Observed Absences:	4.0	6.0	12.0
Expected Absences:	6.3	8.7	7.0
O-E:	-2.3	-2.7	+5.0

N=15 X^2 = 10.4 P = $<$.01

Since data on absences for the "block" class were reported only on total absences during the school year, comparison with absences in the simulation class was limited to total absences only. Table 3 data indicate that the chi square value of 7.44 was significant at the .01 level. Therefore, there was a significant difference in total absences between the two programs. Inspection of the differences (O-E) show identical values, but different direction, of +30 and -30 for the block

and simulation classes respectively. These results indicate that block class had a higher observed absence rate than did the simulation class.

The analysis of attendance data by program reveals a lower absence rate before and during the simulation activity than after. Also, the block class had higher absences than did the simulation class when total absences were analyzed.

Table 3
Comparison of Total Absent Rate Between the Simulation and Block Classes

	Block	Simulation
Observed Absences:	287	198
Expected Absences:	257	228
O-E:	+30	-30
$X^2 = 7.44$	$P = < .01$	

4) Out-of-School Programs

Due to the lack of measurable objectives and insufficient provision for follow-up a formal evaluation of this program was not undertaken.

The Out-of-School Programs offered at the Carver Senior High School included auto mechanics and mechanical drafting. These were offered three evenings per week from 6:30 - 9:30 p.m. Initially, there were approximately 29 students enrolled in these courses. However, attendance dropped to an average of four students per session.

The low attendance suggests that this component of the program failed to accomplish the purpose of training youth who have left school. There may be several reasons for the apparent failure of this program to attract and hold students. For example, the lack of knowledge concerning the program on the part of potential students contributed to low enrollment. Further, the unrest which occurred in the Desire community during early fall of 1970 produced tensions which made many persons reluctant to leave their homes after dark. Perhaps the most significant reasons, however, is that the EPOP out-of-school programs were in direct competition with other larger, well-financed employment opportunity programs in which students are paid a salary while receiving their training.

FINDINGS

In addition to the research findings reported above, the following information was obtained by the staff of the ESDC through individual and group conferences with members of the EPOP staff and through observation on ongoing program activities. Recommendations concerning 1) possible solutions to these problems and 2) other possible improvements ir the total program are included under in the addenda of this report.

1. Project Administration

Mr. William Young, the project director, has 1/5 of his time designated for this project. This appears to be an inadequate time commitment to provide the necessary leadership and to attend to the administrative details necessary to the success of this program. Further, Mr. Young's office is located downtown and is several miles removed from the Carver Complex which is the major site of the EPOP. His unavailability has given rise to occasional frustrations and ill feelings on the part of staff members who need administrative approval for certain matters. Mr. Richard Theodore, the program coordinator, serves, in part, as liaison between Mr. Young's office and the other members of the EPOP staff. Although he has sought to assume increasing responsibility, the final authority for certain administrative decisions still rests with the director. This structure seems administratively awkward and, at times, proves to be inefficient.

2. Staff Utilization

The key staff members in this project are professionally competent and highly motivated. They exhibit a genuine enthusiasm concerning the project and seem to regularly exceed the minimum requirements of their jobs. However, as these staff members are on a 10-month appointment, they are not available during the summer months for needed staff planning and program development activities which could contribute significantly to the success of this program during subsequent years. Further, the job descriptions of each of these staff members should be cricially reviewed with the thought in mind that certain specifications may be unrealistic in terms of presen demands and emerging developments which can and perhaps should influence the overall future direction of this program. For example, at the elementary level Mr. Belton's activities would appear to already exceed those which could normally be expected of one person. In contrast, at the secondary school level, Mr. Sorapuru has already had to realign certain of his priorities in view of the uncooperative attitude of the business community toward on-the-job training placements for students. These practical realities should be reflected in revised job descriptions.

3. Lack of In-Service Training

Staff members in the project consistently report a lack of understanding on the part of teachers and administrators concerning the central concepts involved in the Exemplary Program. This lack of knowledge and skill is, of course, understandable in view of a current pre-service teacher preparation program which make little, if any, provision for such training. Similarly, in-service training programs in New Orleans (or at least for teachers in the EPOP target schools) have not provided an adequate orientation to concepts of occupational and vocational education. Consequently, a considerable amount of the time of the EPOP staff is devoted to providing such orientation, usually on an individual basis. This practice, although necessary in light of the initial nature of this program, seems repetitious and inefficient in contrast to other kinds of in-service training which could be provided.

4. Lack of Adequate Materials

Instructional effectiveness has, in many cases, been hampered by the lack of adequate materials. Although this problem is characteristic of innovative programs in situations where new ideas and approaches are being implemented, in the case of the EPOP the problem has perhaps been compounded through an administrative time-lag in securing the necessary materials and equipment.

5. On-the-Job Training

As noted earlier, only 4 of the 10 eligible students were placed in on-the-job training slots despite the fact that Mr. Sorapuru visited approximately 30 firms in New Orleans seeking such positions for his students. Mr. Sorapuru encountered a general lack of interest on the part of businessmen to participate in the program and a reluctance on their part to pay student the minimum wage of $1.60 per hour. As OJT represents the culminating experience in a vocationally oriented education program for many of the students who are now coming up through the elementary school and middle school grades, the lack of cooperation on the part of the business community, if it continues, can represent a serious deficiency in the overall effectiveness of the program.

6. EPOP's Relation to Other Voc-Ed. Programs

The EPOP was conceived and implemented as an exemplary program for low-income black students from a specifically designated area in New Orleans. It sought to introduce certain new and unique experiences for elementary and middle school students and to offer additional experiences at the secondary school level patterned after already existing programs. This condition may give rise to a problem, still in the formative

stage, between the old and the new. More exactly, there appears to be a lack of coordination between existing programs and those new activities introduced under the EPOP. This problem may be further compounded by the fact that the New Orleans Public School System, in general, and the EPOP target schools, in particular, lack a comprehensive long-range plan addressed to the occupational and vocational needs of students. In addition to the problem of "no comprehensive program" there is also the problem of "no top-level administrative authority" responsible for developing and implementing such a program. The end result could be a jerry-built vocational education program which is responsive to neither student needs nor the realities of the job market.

Conclusion and Recommendations

A careful analysis of the activities, results and evaluation of this program leads to the conclusion that the E. P. O. P. program should increase its efforts to effectively reach more students. It is very evident that implementation of the program was delayed by many problems. A discussion of these problems was given in the sections on results and accomplishments and also in the evaluation.

In general the E. P. O. P. program is very much needed in the schools of the Desire Area to provide a more relevant curriculum. Many persons in or out of school do not have an effective orientation to the world of work and are thereby relegated to the lowest ranks of our economy.

As public schools undertake the challenge of mass education, it is quite obvious a significant number of students receive inadequate preparation. Vocational orientation, in particular, has had a low priority in the curriculum. Implied in the challenge of mass education is the goal that each individual will become a productive member of society. Therefore, we cannot over-emphasize the need for vocational information and orientation in the curriculum as we train students to be productive individuals.

The activities of the E. P. O. P. project have been acknowledged as necessary by the teaching personnel. However, basic resistance to changes in course content and technique on the part of the teachers and administrators create a gap in what is accepted and what is practiced. Part of the E. P. O. P. mission is to work closely with teaching personnel and to lead them to a more effective vocational awareness and to impart this to students.

It was also noted that the students were very receptive to the activities initiated during the current year. They are interested in the world about them and appear to see the need for people to function on a sound economic basis. This is not the complete concern of E. P. O. P. , but it is a significant base upon which to build. As the evaluation showed increases of more desirable attitudes toward the world of work on a significant part of the school population, it must be concluded that the basic program design is sound. Intensified efforts to implement the design should bring about a larger measured change.

Obviously, those efforts will require certain modifications predicated on the insights gained during the first program year.

The E. P. O. P. staff feel that serious consideration should be given to the following recommendations to help the program achieve its objectives.

Recommendations

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

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

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

4. Provide teacher in-service-training in vocational informationa and career development.

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

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

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

8. The middle school skill program be expanded from one part-time skill instructor to three full-time skill instructors, adding two additional instructional areas.

9. The Health Occupations be expanded from one full-time instructor to three full-time instructors in order to provide two full-time instructors for the Practical Nursing students in the hospitals. The two additional instructors will be assigned groups of students to be given practical experiences in the hospitals.

10. The Business Education phase of the project be expanded to include two additional inner-city schools; i.e.; the pre-COE clerical block for eleventh grade students be

inaugurated in the Walter L. Cohen Senior High School, and the Simulated Office Environment Vocational Program be expanded to Walter L. Cohen Senior High School and B.T. Washington Senior High School.

11. Increase staff utilization by appointing the school vocational advisors for a period of eleven months instead of ten months for purpose of staff planning and program development during the summer months.

12. Increased cooperation on the part of the business community toward on-job-training placements for students. As a culminating experience more job slots are critically needed.

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

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

Therefore, it is necessary that all of the above recommendations be incorporated into the operation of the E. P. O. P. project to achieve its mission.

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