

TABLE XIV
CITY HIGH SCHOOLS TO GRADUATE 4,497 IN JUNE **

SCHOOLS	NUMBER GRADUATING			HONOR STUDENTS			DATE	TIME	PLACE	SPEAKER
	B	G	T	B	G	T				
<u>ALLDERDICE</u>	336	307	643	*28 62	*39 89	*67 151	Monday, June 7	8:15	Civic Arena	Mr. J. Frederick Scherrer
<u>ALLEGHENY</u>	129	104	233	*5 8	*15 14	*20 22	Monday, June 7	8:00	Carnegie Music Hall	Dr. Jerry C. Olson
<u>CARRICK</u>	207	178	385	*3 7	*15 27	*18 34	Wednesday, June 9	8:15	Soldiers' & Sailors' Memorial Hall	Mr. Alfred Fascetti
<u>FIFTH AVENUE</u>	74	56	130	*0 1	*3 3	*3 4	Wednesday, June 9	8:00	Carnegie Music Hall	Dr. William Green
<u>GLADSTONE</u>	53	46	99	*0 2	*6 5	*6 7	Tuesday, June 15	8:15	Carnegie Music Hall	Mrs. Helen Faison
<u>LANGLEY</u>	163	174	337	*4 14	*14 38	*18 52	Tuesday, June 8	8:00	Soldiers' & Sailors' Memorial Hall	Mr. Eugene Khorey
<u>OLIVER</u>	98	65	163	*1 7	*4 14	*5 21	Friday, June 11	8:00	Carnegie Music Hall	Mr. John M. Brewer
<u>PEABODY</u>	323	253	576	*13 30	*30 47	*43 77	Thursday, June 10	8:15	Civic Arena	Dr. Roland Barnes
<u>PERRY</u>	149	159	308	*10 17	*19 35	*29 52	Monday, June 7	8:15	Soldiers' & Sailors' Memorial Hall	Mr. Francis Rifugiato
<u>SCHENLEY</u>	203	191	394	*5 20	*16 20	*21 40	Friday, June 11	8:00	Soldiers' & Sailors' Memorial Hall	Mr. Eugene Khorey
<u>SOUTH</u>	117	114	231	*2 6	*9 10	*11 16	Tuesday, June 8	8:00	Carnegie Music Hall	Mr. Elmo C. Callaway
<u>SOUTH HILLS</u>	331	321	652	*18 29	*26 50	*44 79	Wednesday, June 9	8:15	Civic Arena	Dr. Madeline Pascasio
<u>WESTINGHOUSE</u>	174	172	346	*4 8	*7 18	*11 26	Thursday, June 10	8:00	Soldiers' & Sailors' Memorial Hall	Mrs. Helen Faison
<u>TOTALS</u>	2,357	2,140	4,497	*93 211	*203*296 370 581		*High Honor			

**Newspaper Item
Pittsburgh Courier
May 29, 1971

The additional follow-up, illustrated below, as of 31 October 1971 summarizes the most recent data on the 1971 Pittsburgh Public Schools graduates.

TABLE XV

Follow-up of All Graduates -- Class of June 1971
As of October 31, 1971

	<u>Number</u>	<u>Percentage</u>
Number Continuing Education in Post-High School Institutions	2,554	56.8
Number Employed Full-Time in Business and Industry	1,140	25.3
Awaiting Job Placement as of October 31, 1971	232	5.2
Entered Armed Services	176	3.9
Did not Graduate	193	4.3
Unavailable for Immediate Placement	141	3.1
Moved Out of State	61	1.4
TOTAL	4,497	100.0

Appendix K

COOP Work Experience - OVT Rating Card

98

TRAINEE _____

SCHOOL _____

CO-OP WORK EXPERIENCE - OVT RATING CARD

COMPANY _____

ADDRESS _____ ZONE _____

DEPARTMENT _____

IMMEDIATE SUPERVISOR _____

USE CHECK MARK TO INDICATE RATING	EXCELLENT	ABOVE AVERAGE	AVERAGE	POOR	UNSATISFACTORY
	APPEARANCE				
ATTENDANCE					
PUNCTUALITY					
REACTION TO SUPERVISION					
FOLLOWS INSTRUCTIONS WILLINGLY					
ASSUMING RESPONSIBILITY					
INTEREST IN JOB					
QUALITY OF WORK					
ATTITUDE TOWARD CO-WORKERS					
SELLING ABILITY [WHEN APPLIED]					

SPECIFIC ASSIGNMENT _____

RATED BY _____

RATE OF PAY _____ DATE _____

99

Project SET

190

Purpose of the Program

The purpose of Project S2T is to identify disadvantaged alienated students who are potential secondary school drop-outs, and provide them with counseling, exploration and training opportunities that will enable them to develop a marketable skill while creating positive attitudes toward education and work.

General Objectives

To provide disadvantaged alienated students with skills which will enable them, upon completion of their secondary education, to further education or obtain a job in the private sector.

To demonstrate that the private sector, local school systems, and government agencies can effectively coordinate their individual efforts in providing alienated youth with meaningful counseling, career exploration and training experiences; and to develop innovative program models for these experiences.

To help disadvantaged alienated students achieve positive work experiences while they continue formal education and training to prepare for the world of work.

A. Counseling

To identify student attitudes toward education and work.

To identify the student interests and capabilities, then use them as a basis of counseling in determining training and career exploration potential.

To provide supportive counseling in an attempt to develop positive attitude toward work.

B. Pre-Job Training

To develop an open, non-structured participation program which utilizes filmstrips, movies, tapes and role play activities to provide experiences in potential employer-employee situations.

To explore careers identified as relevant to student interest.

On-the-Job Training

On-the-job training positions were developed by the Project SET staff. The following is the updated list of participating companies and the training received.

<u>Company</u>	<u>Number of Students</u>	<u>Type of Training</u>
Ben Diamond's Market	1	Sales
*Centre Builders & Supply Co.	1	Stocking, carpenter's helper
*Diamond Carbon Company	2	Production work
*Dickson Brothers Cleaners	1	Cleaning skills
*C.A.P. (Nate Smith)	1	Administrative aide and Management trainee
*Home for Crippled Children	2	Child care
*Special service (Psychological testing and rehabilitation; job exploration while in residence at the home as a patient.)	1	
*KQV Radio Station	1	Office skills
*Lavelle Real Estate	1	Office work
*Lovelace Marionettes	1	Apprentice puppeteer
McGriff's Sunoco Station	1	Service station attendant
Marianne Dress Shoppe	2	Sales, stocking
*Mellon Bank	1	Steno pool--Executive secretarial training
National Record Mart (* in 6 cases)	9	Sales
New Benin Art Gallery	1	Secretarial skills, sales
*Olympic Sports Center	1	Sales
Our Father's Sons' Boutique	1	Sales, stocking
*Pioneer Bakery	1	Baker's apprentice
*Royal Bedding Company	3	Mattress and furniture fabrication
Selma Burke Art Center	1	Secretarial skills
*Southern Platter	1	Chef's assistant
*St. Francis Hospital	1	Secretarial skills

<u>Company</u>	<u>Number of Students</u>	<u>Type of Training</u>
Third World Gift Shop	1	Sales, office work
*United Black Front	1	Office skills
*Veterans Administration Hospital	1	Hematology lab assistant
*Wylie-Centre Industries	1	Administrative aide and Management trainee
B/G Restaurant	1	Porter
*Bell Telephone of Penna.	7	1 - Directory 1 - Business office 1 - Plant office 1 - District traffic office 1 - Mail room 2 - Building attendant
*Catholic Cemeteries Assn.	1	Landscaping, maintenance, masonry
Charley's Restaurant	1	Assistant to cook
Dottie's Market	1	Sales, stocking
*Greb's Bakery	1	Baker's assistant
Letsche School, Pittsburgh Board of Education	2	Breakfast Program
*Presbyterian University Hospital	1	Tray girl
Salvation Army	1	Recreation and Child Tutoring
*Sears (Northside)	1	Auto service
*St. Clair Hospital	1	Food Service Aide
Stadium Authority	1	Maintenance
Stanley Theater	1	Usher
*Stylecraft	1	Training for home remodeling
	<hr/> 60	

* Represents valid training positions with a future -- (total of 41).

Twenty other students started with the program and the following is an account of their present status:

- 1 - Deceased
 - 2 - Overdosed, hospitalized
 - 1 - Bureau of Vocational Rehabilitation, Youth Offender Section
 - 1 - Navy (volunteer)
 - 1 - Marines (volunteer)
 - 3 - Ed. Med. School
 - 3 - Quit school, channeled into Connelley G.E.D. classes
 - *8 - Voluntary release from jobs for full-time concentration on school studies and regular N.Y.C.
-
- 20

An additional 20 students are in counseling and preparation for jobs, or in remediation and reorientation due to the lack of placement.

20

100 TOTAL

*Prime objective of the program.

List of Participating Companies
in the Pittsburgh Area

<u>Company</u>	<u>Number of Students</u>
B/G Restaurant	1
Bell Telephone of Pennsylvania	8
Ben Diamond's Market	1
C.A.P. (Nate Smith)	1
Catholic Cemeteries Association	1
Centre Builders & Supply Company	1
Charley's Restaurant	1
Diamond Carbon Company	2
Dickson Brothers Cleaners	1
Dottie's Market	1
Greb's Bakery	1
Home for Crippled Children	3
KQV Radio Station	1
Lavelle Real Estate	1
Letsche School, Pittsburgh Board of Education	2
Lovelace Marionettes	1
McGriff's Sunoco Station	1
Marianne Dress Shoppe	2
Mellon Bank	1
National Record Mart	9
New Benin Art Gallery	1
Olympic Sports Center	1
Our Father's Sons' Boutique	1
Pioneer Bakery	1
Presbyterian University Hospital	1
Royal Bedding Company	3
Salvation Army	1
Selma Burke Art Center	1
Southern Platter	1
St. Clair Hospital	1
St. Francis Hospital	1

<u>Company</u>	<u>Number of Students</u>
Stadium Authority	1
Stanley Theater	1
Stylecraft	1
Third World Gift Shop	1
United Black Front	1
Veterans Administration Hospital	1
Wylie-Centre Industries	1
TOTAL	<u>60</u>

Development of the Instruments

The interactive process of evaluation was also applied to the development of data collection instruments for Project SET. A meeting was held between the evaluation staff and the project director to discuss the type of instruments which would be most useful in evaluating the effectiveness of Project SET.

As a result of that meeting, the following instruments were developed:

1. A student attitude questionnaire designed to assess student attitude and opinion toward Project SET (see Appendix L).
2. A questionnaire designed to measure parental attitude and opinion toward Project SET and to find out whether parents perceive any changes in a son/daughter as a result of participation in Project SET (see Appendix M).
3. A staff questionnaire designed to gather information regarding Project SET personnel attitudes, opinions and suggestions for change about this work experience program (see Appendix N).
4. An employer interview form designed to gather information about an employer's experiences with the students, perceptions of the program and attitude toward continued association with the program (see Appendix O).

Students, parents and staff members were requested to complete their questionnaires and return them by mail to AIR. Telephone interviews were conducted with the employers.

Results and Discussion

Student Questionnaire

A sample of thirty students enrolled in Project SET was selected by the project director to complete questionnaires during one of their regular meetings. To insure anonymity, completed questionnaires in a self-addressed stamped envelope were returned to the project director who mailed them directly to AIR.

Twenty-one questionnaires were received from student participants. Overall, the students responded positively to the work experience program.

Students indicated aspects of the program which they liked best. For example, three students stated that involvement in this program had changed his/her life because it helped clarify personal career goals and also increased the development of some skills. Two students liked SET because it helped them to learn more about the reality of being in a real work environment. Many liked the program because they were earning money. Other students suggested that meeting new people, learning about new things and working outside the Neighborhood Youth Corps (NYC) were things they liked best about the work experience program.

Five students responded that there was nothing which they liked least about the program. Those who experienced some dissatisfaction frequently cited the interpersonal relationships on the job as the cause of their difficulty. Three students remarked that they felt that the people with whom they worked on the job looked down on them and as a result, the students did not feel comfortable. Often, the students stated, the other employees were rude and uncooperative with them. Some students were dissatisfied because they were not allowed to increase the number of working hours (expansion of hours would be contrary to program objectives).

Regarding attitude change toward work, students responded that this experience increased their desire to find better jobs following graduation. One student said that this experience increased his ability to get along with other people. Another student indicated that if he had known about the tasks he would be asked to perform, he would have refused the job.

Most students indicated that there had been little change in their attitude toward school. However, three stated that the program had helped them remain in school and that in some cases, they even began to study a bit harder.

Students suggested few program changes. Five students recommended that no changes be made. Three students suggested that some orientation be given to help employers and their staff members develop a more sensitive attitude toward the student employees. One student suggested that the program hire more reliable students. Three students said they would like more money and additional breaks.

Under additional comments, students indicated that they hoped the program would continue and that they looked forward to an improved attitude by the employers and their staff members.

Summary of Student Attitude

Student attitude toward the work experience program seems to be positive. Students enjoy having the opportunity to work and earn money; in some cases, it was a motivator toward remaining in school. One disturbing factor which emerges from these results, however, is the student feeling regarding negative employer and employee attitudes. This may result from a student's prior experience and might be examined during individual counseling sessions.

Parents Attitude

Of 45 questionnaires mailed to the parents of students enrolled in the work experience program, seven questionnaires were completed and returned. The results were generally positive; the parents indicated that the program beneficially affected their children.

Five parents stated that they were pleased with the job their son/daughter had obtained through the program. They felt the job supplied the young people with a useful activity and at the same time, it provided an independent source of income. One parent felt that it helped her child to mature. Only one parent indicated dissatisfaction with the job; this parent stated that no "educational" work had been assigned to the child.

Four parents suggested that the work experience program had altered a son/daughter's attitude toward work. Following graduation, some students were interested in locating better jobs, one had no interest in finding a job, another felt that the child had a more realistic understanding of what life was about. Two parents said that the attitude toward work had remained unchanged.

Concerning attitudes toward school, the parents generally agreed that the work experience program had not changed their son/daughter's attitude. Those few who indicated there had been a change cited that the child now

realized the importance of an education when looking for a job.

Four parents said they noticed some behavioral changes in their son/daughter as a result of the work experience program. For example, two parents stated that their child had learned to budget money, two suggested that the program had helped their child interact better with other people, and one indicated that the child had become more sensitive toward others.

All six parents recommended the work experience program to other parents in their community because they felt it provided an opportunity for their children to become independent by earning money on their own. One parent expressed the wish that every student who wanted to could participate in this program.

Additional comments indicated that parents would like to see their children working more hours and that the program has prevented their child from becoming a school dropout.

Summary of Parent Attitudes

The small parental return rate (15.5%) makes it difficult to assess the attitude of the parents toward the program. However, if these responses are an accurate reflection of parental attitude, the program is positively received by parents. Not only do they enjoy having their children employed, but they also feel relieved because the young people are able to buy some things parents can't afford to obtain for them. Another positive side effect has been the willingness of students to continue attending school and their realization of the importance of at least a high school diploma in the acquisition of employment.

Employer Attitudes

The Project SET coordinator supplied AIR with a list of 28 employers with whom 33 students in the cooperative work experience program were currently or previously affiliated. Twenty-five employers were interviewed by phone. Of the original 33 students, 21 were still working; the remaining 12 were no longer employed either because they quit or had been asked not to return to work.

Most employers expressed overall satisfaction with their students. The characteristics of satisfaction associated with a student's work performance were positive attitude, skill development, and willingness to learn. Employers cited tardiness, lack of contact in case of absenteeism, and in two cases, laziness as elements of dissatisfaction. No one indicated that any student had ability too limited to perform some task. Most students generally improved during their period of service--the employers seemed to be aware of the entry level of students in the work experience program and consequently spent whatever time was necessary to train students to perform particular tasks. Because many students entered with limited capability, employers were encouraged when their efforts resulted in increased efficiency, reliability and other behavioral changes which demonstrated that students were benefiting from this experience.

One employer was an exception to the overall response. His experience in this program was negative. His student employee displayed a surliness and unwillingness to do the work assigned to him. Often the student hid in a corner to avoid working or simply refused to work unless reminded by the supervisor. This employer seemed to think that even with the economic compensation received, the level of effort was just too demanding and the result not worthwhile.

No students received job training from the school before assuming any job responsibility. The employers trained students on the job and then students were given specific duties and responsibilities. For example, one student became a sales clerk in a five and dime store, another photocopied materials and did minimum filing in an office. Each employer seemed to tailor job assignments to individual students.

Difficulties with students were handled in a variety of ways. The employer usually attempted to work out problems internally. Sometimes these techniques were successful and problems did not reoccur. Such problems included not reporting absenteeism, reminders to work, personal appearance, etc. If assistance from the school staff was needed, the staff was contacted by the employer. All employers who used this approach reported sincere cooperation and support from the SET staff. If a difficulty was not solved, the student/employer relationship was often terminated--by one party or another. No work experiences continued under conditions which were unacceptable to either the student or the employer.

Each employer was asked whether he would be willing to hire the students as full-time employees following graduation. All but five employers replied affirmatively; a negative reply did not necessarily indicate dissatisfaction with student work performance. For example, one employer would have happily hired the student who worked for him because he considered him an outstanding employee, however, he was prevented from doing so because of a strong union. Upon graduation, the student would be forced to join the union, then compete with other employed union members for jobs. This particular employer indicated that he had a waiting list of many part-time unemployed union members who would have to be hired before the new recruit. Another employer stated that he would be happy to employ his student, but upon graduation, the student would be required to achieve a minimum score on a civil service exam, then be added to a waiting list before the possibility of further employment would exist. Another reason for not hiring on the basis other than dissatisfaction with job performance would be that openings were simply not available. Of course, each employer based his response on his specific situation. Overall, most employers who were satisfied with the job performance of the student were willing if possible to hire the student as a full-time employee.

None of the employers who were interviewed offered negative comments about the program operations or the program staff; there were, however, a few suggestions for modification, based on their individual experiences with the program. For example, one employer commented that his student employee was not cognizant of the entire program of which she was a part. She did not understand what any other students were doing. This employer suggested a regularly scheduled meeting where the student participants could share the experiences of their jobs. In addition, school and program staff members could attend in order to receive some feedback about actual operations in the field.

Based on one experience with his student employee, an employer expressed interest in establishing regular channels of communication between the project staff and the employers. He felt that an inability to contact the staff during one segment of the program resulted in the loss of a worthwhile experience for the student.

One of the most common remarks made by the employers was a lack of student awareness concerning job courtesies--not phoning in to report off, high absentee rate, tardiness when reporting to work, irregular attendance and quitting with no notice. There seemed to be certain aspects of job responsibility for which these students were completely unprepared. Some employers suggested an orientation program designed specifically to discuss the "nuts and bolts" of job courtesies.

One employer expressed surprise that school personnel did not speak more positively about students. He felt that some potential employers might be frightened from participating in the program if they based their response heavily on initial school inputs. He suggested that the staff attempt to stress positive features of each student when contacting and arranging employment opportunities.

The discussions with the employers yielded some additional anecdotal information. Most of the employers who experienced positive results with their student employees indicated a willingness to participate again in the program by taking another student during the next term. No one expressed outstanding critical comments about the program--generally, they felt it was a worthwhile idea which had social significance. A few expressed dismay at the extensive time involved in working with and training these students, and they did not feel a sufficient return on the investment of their time and effort. Overall, most employers were willing to contribute the necessary efforts to expose the students to the business world.

One fringe benefit for other staff members of an employer was the exposure to people from disadvantaged backgrounds. One employer stated that none of his staff had ever interacted with such an individual before and the learning experience was a mutual one.

Staff Attitude

All three members of the Project SET staff responded to the attitude questionnaire. The purpose of the questionnaire was to gather information about the staff's opinions on training, need for additional support within the school system, and the role of the students in the program. Staff members were asked to suggest changes which would result in program improvement.

One member of the staff felt inadequately trained for the job; the other two indicated they were prepared to assume tasks required. Training included previous teaching and counseling experience. No staff member had previous experience in job placement.

The staff members suggested additional individuals or organizations within the school system which could lend support to Project SET. All three identified similar groups--the Central Coordination staff who could assist in locating jobs for Project SET students*, the individual school administrative staff who could help when disciplinary problems arose with students, and individual classroom teachers whose flexibility in scheduling and school assignments could help these remedial students. The major contribution of this program to the students as perceived by the entire staff, is the student's first hand experience with job responsibilities and requirements. Specific items were identified--increased levels of confidence in adults with whom they worked (both in Project SET and on the job), awareness of job demands, knowledge of the value of a formal school training, improved self-image, plus the opportunity to earn their own money.

The staff generally agreed on the weak aspects of the program. For example, they indicated that job opportunities were limited, irregular pay schedules were confusing for students, the employer attitudes often inhibited students and were not encouraging to them. The tolerance level of employers was low and they lacked understanding and sensitivity about the type of student with whom they were dealing. These factors resulted in an inability to cope with some problems which arise. One staff member suggested that parents become more actively involved in the program, although no specific ways in which this could be implemented were identified.

Suggested changes for next year's program included a group orientation for both enrollees and their parents, increased involvement by the parents, more assistance in job placement from other appropriate personnel, flexibility in class scheduling, and extension of the program to include more students. One staff member indicated that such programs could be expanded if industry were somehow responsible for helping a specific percentage of underprivileged youth in this and similar work experience programs.

*This is a recent innovation within the placement department and is an outgrowth of administrative centralization of placement.

Each staff member had additional comments regarding the program. One member stated that this year's program had achieved the objective of providing educationally alienated students with an opportunity to gain a marketable skill through an employment experience and to demonstrate that industry and school systems can effectively coordinate efforts to help disadvantaged youth to experience meaningful career exploration. In some cases, the same school administrators and teachers who had previously refused to interact with certain students have, as a result of this program, altered their behavior and are now inquiring about students' progress. The remaining staff member confined additional remarks to space limitations at the office, but expressed the hope that students would be given additional time for necessary remedial work.

Overall, Project SET personnel seem to feel positively about the program. Many of the comments and suggestions coincide with the student responses. For example, both groups identified the negative attitudes exhibited by some employers and their employees toward the students. Staff comments suggest that they work together to make the program successful and agree upon specific areas where the program can be improved.

Appendix L
Student Questionnaire
Project SET

SELECTED FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM
FOR URBAN YOUTH

Sponsor: Pittsburgh Board
of Education
341 South Bellefield Ave.
Pittsburgh, Penna. 15213

Evaluation Instruments Prepared by:
American Institutes for Research
710 Chatham Center Office Building
Pittsburgh, Penna. 15219

Project SET
Student Questionnaire

1. What do you like best about the work experience program?

2. What do you like least about the work experience program?

3. How has the work experience program changed your feelings about work?

4. How has the work experience program changed your feelings about school?

5. If you were running this program, what changes would you make?

6. Other (Please add any additional comments you would like to make about the work experience program.)

Appendix M
Parental Questionnaire
Project SET

SELECTED FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM
FOR URBAN YOUTH

Sponsor: Pittsburgh Board
of Education
341 South Bellefield Ave.
Pittsburgh, Penna. 15213

Evaluation Instruments Prepared by:
American Institutes for Research
710 Chatham Center Office Building
Pittsburgh, Penna. 15219

Project SET
Parental Questionnaire

1. Are you pleased with the job your son/daughter has obtained through the work experience program? Yes No Please explain:

2. Do you think the work experience program has changed your son/daughter's feelings about work? Yes No Please explain:

3. Do you think the work experience program has changed your son/daughter's feelings about school? Yes No Please explain:

4. Have you noticed anything particularly good or bad that has happened to your son/daughter as a result of the work experience program?
 Yes No Please explain:

5. Would you recommend the work experience program to other parents in your community? Yes No Please explain:

6. Other (Please add any additional comments you would like to make about the work experience program.)

Appendix N
Staff Questionnaire
Project SET

SELECTED FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM
FOR URBAN YOUTH

Sponsor: Pittsburgh Board
of Education
341 South Bellefield Ave.
Pittsburgh, Penna. 15213

Evaluation Instruments Prepared by:
American Institutes for Research
710 Chatham Center Office Building
Pittsburgh, Penna. 15219

Project SET

Staff Questionnaire

1. Do you think you were adequately prepared for your job? Yes No
Please explain:

2. From what individuals or organizations within the school system could you use additional support?

3. What do think the major contribution has been to the students involved in the program?

4. What do you think has been the weakest part of the program?

5. What changes would you suggest to improve next year's program?

6. Other (Please express additional comments you have about any part of this program.)

Appendix 0
Employer Questionnaire

SELECTED FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM
FOR URBAN YOUTH

Sponsor: Pittsburgh Board
of Education
341 South Bellefield Ave.
Pittsburgh, Penna. 15213

Evaluation Instruments Prepared by:
American Institutes for Research
710 Chatham Center Office Building
Pittsburgh, Penna. 15219

Project SET
Employer Questionnaire

1. Are you satisfied with _____ current work performance?

2. Has _____ improved during the period of employment?
_____ Yes _____ No How?

3. Do you think the students were adequately prepared to assume their job responsibilities? _____ Yes _____ No Please explain:

4. Do you think the contact between you and the school has been sufficient to solve any difficulties that have arisen? _____ Yes _____ No Please explain:

5. Would you consider hiring this student as a full-time employee after graduation? _____ Yes _____ No Please explain:

6. Have you any suggestions for program changes which would better serve your needs?

7. Other (Have you any additional comments about any part of the work experience program?)

Appendix P

A Message to Fifth Avenue High School Students and Their Parents

Project SET

STUDENTS AND PARENTS:

It is never too soon to earn money--it is never too late to learn a skill. There is a job for everyone somewhere--all we must do is find it.

The Pittsburgh Public Schools' OVT Division has a program to assist students in combining earning power with skill training as "Select Employment Trainees" in business and industry.

Only the student's interest and what he can do is necessary to start . . . The end may be satisfying employment.

THE PROGRAM

The program is a vocational education plan providing participating students with a half day "on-the-job" training position in industry while attending school half day. Individual help will supplement the vocational training needs of each student.

WHO CAN ENTER THE PROGRAM

The program is available to students who are not enrolled in any other vocational work-study program. Students must meet the age requirements for "on-the-job" training positions within the Pittsburgh labor market.

COUNSELING

Pre-vocational counseling will be provided to support the student as a "Select Employment Trainee." This counseling will assist the student-worker to clarify his thinking with regard to vocational opportunities and preferences.

REMEDICATION

Individual student help will be provided in response to particular vocational training needs as defined by participating employers. This individual help will continue throughout the program.

ROLE OF BUSINESS/INDUSTRY

Companies will be requested to provide training positions for participating students. They will work with the Project Coordinator to allow the student to learn a skill.

TIME SCHEDULE

Students will reach a state of readiness for vocational training at different times in the program. When ready, schedules will be adjusted so that the trainee may complete required school work (half day), individual counseling, and adequate time on the job.

STUDENT PAY

Students will receive entry-level rates of participating companies.

ADDITIONAL INFORMATION

If you have any questions, please contact Fred A. Monaco, Counselor/Coordinator;

Fifth Avenue High School -- 471-1045
or
OVT Center -- 682-1700,
Ext. 413

TO PARTICIPATE

If you have read this and wish to participate in this program, please complete the form and return it to Fred Monaco at Fifth Avenue High School.

Date: _____

I wish to become a Select Employment Trainee (work half day/attend school half day.)

Student's Signature

Parent's Signature

Appendix Q

A Message to Pittsburgh Employers

Project SET

MR. EMPLOYER:

We need your help! We hope you need ours! In today's changing social scene, you can play a major role as a Pittsburgh businessman. You can assist the Pittsburgh Public Schools' OVT Division in a special program to allow students the opportunity to combine earning power with skill training. Would you consider hiring a student to be a "Select Employment Trainee" in your business or industry? We have the students. We need jobs!

WHAT IS THE PROGRAM?

The program is a vocational education plan for students who are not participating in a skill centered program in school. The plan calls for these students to work a half day and attend school a half day. The students receive pre-employment training and intensive counseling before they begin work and they receive supportive counseling after they are on the job.

WHY SUCH A PROGRAM?

This plan answers needs of both students and employers in several ways:

1. The schools and industry will undertake a cooperative effort to educate and train deprived youth by the "on-the-job" training method which is responsive to the particular needs of the student and the vocational position.
2. The student/employee will get necessary academic education supplementary to his training needs on his own time rather than at company expense.
3. The student/employee receives continuous educational, vocational, and personal counseling throughout the training experience. This assures the employer that there is professional help for his

employee on any problem, as requested by the employer or student.

4. The student/employee will be educated and trained to become an efficient, loyal employee, responsive to the vocational needs of his position.

WHEN WILL THE PROGRAM BEGIN? You are encouraged to employ one or more trainees any time after initial contact with the Program Coordinator.

WHAT MUST THE EMPLOYER DO TO PARTICIPATE? Should such a program be of interest to you, please call Fred Monaco, 682-1700, Ext. 413, or 471-1045. A staff member will then meet with you at your convenience. Questions will be answered and arrangements can be made at this meeting. Even if you are not certain you are able to participate now, please call or complete and mail the form below.

Date: _____

I wish to arrange a meeting to satisfy myself that this program can provide a highly productive method of preparing well-trained, proficient employees, and, at the same time, a method of helping deprived young people.

Name: _____

Address: _____

Telephone: _____

Mail to: _____

Fred A. Monaco
c/o Neighborhood Youth Corps Office
Occupational, Vocational, Technical Center
635 Ridge Avenue
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