

DOCUMENT RESUME

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TITLE A Center for Re-Education of Teachers. End of Project
Period Report, June 1969 to May 1970..

INSTITUTION Racine Unified School District 1, Wis.

SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.; Wisconsin State Dept. of
Public Instruction, Madison.

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ABSTRACT

This collection of materials and statements is the final project report of "Center for Re-Education of Teachers." The purpose of the project, which places teachers, consultants, supervisors, principals, and members of teacher training staffs in college and university laboratory settings during the summer, is stated as follows: individuals and groups, without the pressures experienced during the school year, will carefully appraise and assess themselves and their work. The report indicates that participants were encouraged to experiment in the individualization of instruction, the packaging of curriculum, and new organizational patterns. The document contains the summary of assessment instrument responses to the summer laboratory; statements of success, failure, and impact; and supplementary materials such as letters and visitation evaluations. (JA)

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TITLE III - End of Project Period
Report
June 1, 1966-May 31, 1970
A CENTER FOR RE-EDUCATION OF
TEACHERS
Project #67-03381-0
Grant #OEG-3-7-703381 Racine, Wis.

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END OF PROJECT PERIOD REPORT
FOR
UNIFIED DISTRICT #1 OF RACINE COUNTY
2230 NORTHWESTERN AVENUE
RACINE, WISCONSIN
53404

PROJECT NUMBER: 67-03381-0

GRANT NUMBER: OEG-3-7-703381-3743

PROJECT PERIOD: June 1, 1966-May 31, 1970

PROJECT ADMINISTRATOR: C. Richard Nelson

PROJECT DIRECTOR: Mr. Lloyd N. Johansen

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1.
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CENTER FOR RESEARCH AND PROGRAM DEVELOPMENT
126 Langdon Street
Madison, Wisconsin 53702

PROJECT DATA FORM
TITLE III, E.S.E.A.

FOR STATE DEPARTMENT USE ONLY	CO.	DIST.	SCH.	PROJ. NO.	EXP. CODE	AMOUNT APPROVED
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SECTION A -- GENERAL INFORMATION

1. Project Title

CENTER FOR RE-EDUCATION OF TEACHERS

2. Brief Summary of Purpose of Project

A summer session for elementary and secondary students will provide a laboratory for educational professionals to assess the potential utilization of new organizational patterns for improved instruction, and to evaluate new techniques and materials for these organizational arrangements. Staff competencies for these new roles and tasks will be developed.

3. Type of Submission (check one)

- | | |
|--|--|
| <input type="checkbox"/> Initial Application - Planning | <input type="checkbox"/> Continuation Grant |
| <input type="checkbox"/> Initial Application - Operational | <input type="checkbox"/> End of Budget Period Report |
| | <input checked="" type="checkbox"/> End of Project Period Report |

4. Type of Project (Initial application or resubmission only)

- | | | |
|-----------------------------------|-------|--|
| <input type="checkbox"/> Planning | O R | <input type="checkbox"/> Operational (check one below) |
| | | <input type="checkbox"/> Innovative |
| | | <input checked="" type="checkbox"/> Exemplary |
| | | <input type="checkbox"/> Adaptive |

5. Applicant Agency

Unified School District #1
of Racine County

Address

2230 Northwestern Avenue
Racine, Wisconsin 53404

6. Name of Project Director

Lloyd N. Johansen

Address

2230 Northwestern Avenue
Racine, Wisconsin 53404

Telephone No.

637-9511

Area Code

414

7. Superintendent or CESA Coordinator
(Please type)

C. Richard Nelson, Supt.

Address

2230 Northwestern Ave.
Racine, Wisconsin 53404

Telephone No.

637-9511

Area Code

414

8. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local education agency named above has authorized me, as its representative, to file this application.

C. Richard Nelson

Signature of Person Authorized to Receive Grant

Date Submitted

SECTION A -- Continued

9. List the Number of Each Congressional District Served <i>1st</i>	10a. Total Number of LEA's Served <u>116</u>	Average Per Pupil Expenditure of Local Education Agencies Served 11a. Preceding Year June 30, 1968 \$ <u>630.00</u> 11b. Second Preceding Year June 30, 1967 \$ <u>583.00</u>
	10b. Total Estimated Population in Geographic Area Served <u>310,000</u>	

SECTION B -- TITLE III BUDGET SUMMARY FOR PROJECT

	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A. Initial Application or Resubmission		June, 1967	May, 1968	\$ 253,218
B. Application for First Continuation Grant		June, 1968	May, 1969	\$ 234,361
C. Application for Second Continuation Grant		June, 1969	May, 1970	\$ 198,904
D. Total Title III Funds				\$ 686,483
E. End of Budget Period Report			May, 1970	

SECTION C -- SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-8			9-12	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A. School Enrollment in Geographic Area Served	(1) Public			57,525	22,905	80,430			
	(2) Non-Public			12,892	3,433	16,325			
B. Persons Served by Project	(1) Public	52		442	334	828	*		
	(2) Non-Public	27		245	131	403	*		
	(3) Not Enrolled	* Figures reflect only students actually							
C. Additional Persons Needing Service	(1) Public	enrolled in the summer laboratory. It can honestly be said that the program has an impact on most all students							
	(2) Non-Public	enrolled in A-(1) and (2) above.							
	(3) Not Enrolled								
2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)		WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL			
		966	246	7	12	1231			
3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT									
PARTICIPANTS		RURAL			METROPOLITAN AREA				
		FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN			
PERCENT OF TOTAL NUMBER SERVED		10	35	8	35	12			
4. Estimate the percent of children served from families whose income is									
A. \$2,000.00 or less		17 %		B. Over \$2,000.00		83 %			

SECTION E -- PERSONS SERVED BY APPROVED INITIAL OR CONTINUATION PROPOSALS, ESTIMATED COST, AND TOTAL NUMBER OF PERSONS SERVED (PUPILS MAY BE COUNTED MORE THAN ONCE)

MAJOR PROGRAM OR SERVICES (1)	Grades							Adult (9)	Other (10)	Number of Non-Public Pupils (11)	Estimated Cost (Amount may overlap) (12)
	Pre-K (2)	K (3)	1 (4)	2 (5)	3 (6)	4-6 (7)	7-12 (8)				
A. School Administration, Development, Evaluation, and Research Survey											
B. Teacher In-service Training							206	and 30 non-professional staff			18,904
C. Major Subject Emphasis Arts (music, theater, etc) Foreign Language Mathematics Science Social Stds/Humanities Vocational/Inds Arts Other (specify)											
NOTE: Elementary students will work in all curriculum areas Secondary students will work in English and social studies											
D. Instructional Media/Tech Library Fac/Media Cen Computers Education TV/Radio Other (specify)	30	140	140	140	140	381	400				60,000
E. Instructional Methodology Specify	30	140	140	140	140	381	400				"
F. Special Education, Remediation, and Pupil Personnel Programs Handicapped Remedial Reading Medical/Dental/Health Social/Psychological Educational Guidance Programs Follow through of Pre-K Program Dropout Equal Educ Opportunity Pre-Kindergarten											"

SECTION D -- PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	Full-Time 1	Part-Time 2	Full-Time Equivalent 3	Full-Time 4	Part-Time 5	Full-Time Equivalent 6
A. Administration/Supervision	1	5	2			
B. Teacher:						
(1) Pre-Kindergarten						
(2) Kindergarten		5	1.2			
(3) Grades 1-6		58				
(4) Grades 7-12		40				
(5) Other <i>(Local Consultants)</i>		5	1			
C. Subject Matter Specialists (artist, scientist, musician, etc.)						
D. Technicians (audio-visual computer specialists)						
E. Pupil Personnel Workers (counselors, social workers, psychologists)						
F. Medical and Psychiatric Personnel						
G. Researchers and Evaluators		1	.2			
H. Planners and Developers						
I. Disseminators (writers, public relations personnel, editors)						

END OF PERIOD PROJECT REPORT

MAJOR PROJECT OBJECTIVES

Research findings and educational experts tell us that some of the traditional patterns of school and class organization must change if instructional improvement is to be attained. The typical educational professional in our schools is often restrained by a "mind set" against change which must be removed before he can clearly and honestly appraise new approaches to instruction.

The basic objective of this program was to place teachers, consultants, supervisors, principals, and members of teacher training staffs at selected colleges and universities in a laboratory setting during the summer, without the usual pressures of curriculum and assignments, in an attempt to overcome some of this "mind set."

The laboratory experiences (a detailed description of the laboratory design was given in the original proposal for the operational grant) were planned so a reasonable level of apprehension, tension, and turmoil is generated in participants, because we are told by psychologists that an individual's emotions must be involved before he will consider change. The program should provide sufficient interaction and exposure to force individuals and groups to carefully appraise and assess themselves and their work.

Individualization of Instruction. Participants experimented with different techniques and methods which permitted greater individualization of instruction. The focus at all time was on diagnosing the individual needs of a student and prescribing learning experiences which related to this diagnosis. Pre and post testing was a part of this focus on individualization.

Participants were to leave the summer session with a commitment to individualize instruction as much as possible in the curriculum and school organizational pattern they were involved with in their own school setting.

Packaging Curriculum. Teachers experienced the writing of contracts, unipacs, capsules, minipacs, IPI, etc., during this laboratory. They were, hopefully, given enough experience to make them competent enough to prepare materials for individualization in their local school settings.

New Organizational Patterns. This program demonstrated and permitted teachers to experience new organizational patterns for instruction. Some of the patterns were related to a whole

school organization such as: ungraded, dual progress, school within a school, "multiunit" flexible modular scheduling, etc. Other patterns were related to organization within the school, such as teams, instruction units, departments, self-contained, etc. 6.

The broad objective was to demonstrate and evaluate the effectiveness of new organizational patterns and to help participants determine which ones might be utilized in their diverse educational settings.

New Ideas, Techniques, and Materials. This laboratory provided and encouraged the use of as many new techniques and materials as possible. Participants were encouraged to evaluate the extent to which they could be incorporated in new organizational arrangements in their schools.

New Tasks and Roles for Teachers. This program placed participants in new roles and permitted them to assume the new tasks implied. They experienced working with para-professionals, teacher aides, and instructional secretaries.

The program objective was to assure the professional participant that new educational tasks and roles will not erode, but rather enhance the image of a teacher, and at the same time, improve the quality of education by better staff utilization. Furthermore, the laboratory provided what might be termed as "basic training" for both the professional and non-professional, and thereby should produce both professional and non-professional staff prepared and willing to assume the new tasks and roles demanded in education today.

Follow Up. The Title III Director and Assistant devoted a large portion of their time throughout the year working as resource persons and consultants to individuals, groups, principals, school staffs, and school districts, trying to implement some of the innovations and practices introduced at the clinic.

The Title III office assumed responsibility for preparing materials and schedules for workshops, meetings, and speaking engagements.

Secondary Objective. A secondary objective of the laboratory was to provide six weeks of half-day summer school enrichment learning experiences for about 1000 K through 12th grade students.

EVALUATION TECHNIQUES

Several techniques have been used in effort to assess the impact of this Title III program upon participants. The instruments used for accumulating data for evaluation were designed by Dr. Milton Hillery, head of the Research Department in the Racine Unified School District.

Evaluation Questionnaire. An evaluation questionnaire was ⁷ filled out by all of the participants at the close of the summer laboratory. The design of this instrument resulted from the cooperative efforts of:

1. Dr. James Wardrup, a research designer from the Research and Development Center at the University of Wisconsin,
2. Dr. Milton Hillery, head of the Research Department in the Racine Unified School District, and
3. the leadership staff of the Racine Summer Title III laboratory.

The intent of this instrument was to get immediate feedback from individuals who had participated in the summer laboratory. The questions were designed to give quantitative and qualitative degree responses. These responses gave information on:

1. the degree to which the professional thinking of participants changed through involvement in the laboratory;
2. the degree to which participants accepted new organizational patterns for instruction;
3. the extent to which individuals were exposed to new materials and techniques to be used in instruction;
4. what commitment participants made toward developing a strategy for making change in their assigned responsibility during the school year.

The responses of staff are logged on the following pages. Every effort has been made to format the data in such a way that it is possible for the reader to pick up the impact of this laboratory as expressed by the individuals involved.

It is understood that most of these responses are subjective; however, a professional experience such as provided in this project would demand considerable subjective information in order to pick up feedback which is difficult to get through other more objective instruments. Therefore if the reader is interested in picking up an "in-depth" interpretation of this experience as expressed by participants, he is encouraged to read the next pages in detail.

8

SUMMARY OF ASSESSMENT INSTRUMENT RESPONSES
ON
SUMMER LABORATORY - 1970

1. Based on your experiences and perceptions during the past seven weeks, which of the following statements reflects most accurately your feelings about the effects of team organization on the opportunities for INITIATING NEW METHODS and engaging in INNOVATIVE ACTIVITIES?

- 105 Opportunities for innovation are markedly greater.
29 Opportunities for innovation are somewhat greater.
 Team organization has little or no effect on opportunities for innovation.
 1 Opportunities for innovation are somewhat less.
 Opportunities for innovation are markedly less.

COMMENTS: Team planning keeps all on the alert and attuned to new and better methods - evaluation is constantly going on so as to stimulate greater innovation.

Brainstorming and ensuing cooperation provide higher "taxonomy" of experiences for child.

More ideas, more innovations, more trials, more errors, more learning.

The mushrooming of a core idea in team planning is truly impressive.

Bigger projects can be attempted because there is more "manpower" to split up and do the work.

I believe any school that wants to begin team teaching should send all their teachers to this summer program.

I was amazed and very happy to see how working with a team benefits the individual growth of a person.

I was in team teaching last year and will be also next year. It's the only way to fly!

First experience with teaching - I'm glad I started here.

Gives greater opportunities for sharing ideas. Easier to follow through with a new idea because of team effort.

No. 4 - Depends good deal on team participant - tendency to fall back on what you already do well.

2. How do you feel that opportunities for effective use of a variety of instructional materials and activities are affected by team organization?

- 104 Markedly more opportunity in team organization.
 29 Somewhat more opportunity in team organization.
 Team organization has no effect.
 1 Somewhat less opportunity in team organization.
 Markedly less opportunity in team organization.

COMMENTS: Team work makes it possible to use appropriate sized groups of children for any activity, and also for using more than one activity media at a time.

The sharing of experience in use of materials is of great value.

When certain materials are limited, the fact that a team requires them gives the request more priority.

I have seen many new ways to use instructional materials, and will benefit greatly from it.

Facilities for learning center is more functional when a team can plan efficient use of time for its use.

Invariably one individual who really knows his stuff teaches others a great deal.

3. Which of the following most accurately describes the effect of team organization on the opportunities for pupils to make friendships with their peers?

- 49 Aids a great deal.
60 Aids more than it hinders.
16 Has no effect.
3 Hinders more than it aids.
1 Hinders a great deal.

COMMENTS: Can still get to know children well in homeroom, but provides more contacts.

Opportunities are enhanced because of expanding the field in which the child operates.

Children can seek out friends with an intellectual curiosity ability close to their own.

Students have contact with many more children in this type of program.

This must be a goal of the team so that the child relates to many different groups.

Aids if it's a "good team" but hinders if it's a "poor one." The example of friendship and interaction and unity among the teachers is the key here.

Children adapt with ease to new teaching methods. They are far more flexible than we are.

Maybe a very shy or withdrawn child might have difficulty making more friends with peers.

4. The primary goal of any educational practice is always to insure that every student at every level will obtain the best possible education. To this end, what do you believe to be the influence of team organization, as compared to the self-contained classroom, on the providing of better learning opportunities for all pupils?

- 112 Considerably improves learning opportunities.
12 Slightly improves learning opportunities.
2 Has no effect on learning opportunities.
 Somewhat lessens learning opportunities.

COMMENTS: A team can kill that opportunity as quickly as an individual.

More ideas - provides more time for planning and dividing tasks.

Enables the child to experience the best of several teachers rather than to be conditioned by just one.

A wealth of materials at various levels with individualized instruction has to benefit the child.

I have taught previously in both self-contained and team teaching and felt very strongly about the more minds preparing a curriculum the greater the learning.

I feel that this actually would depend on the team organization - not just because it's a "team."

A team provides a larger variety of learning experiences. Opportunities for independent study is greater in team teaching.

5. What effect would you expect team organization to have on the utilization of subject area consultants?

61 Considerable increase in use of consultants.

48 Some increase in use of consultants.

12 No change in use of consultants.

5 Some decrease in use of consultants.

6 Considerable decrease in use of consultants.

COMMENTS: Sharing of ideas and knowledge among team members might result in less need for consultants.

6. A principal's role can be defined as that of an instructional leader in his school. His involvement in instruction with teams, in contrast to regular classroom situations, should be:

71 markedly increased.

40 slightly increased.

11 somewhat decreased.

5 unchanged.

1 markedly decreased.

COMMENTS: He can more easily become involved in the goals of three teams than those of eighteen teachers (self-contained).

Principal must be available at various planning sessions as inter-unit coordinator of instruction.

Many principals have been forced into disciplinary, financial, scheduling areas. The team organization would bring them back into instructional leadership.

The principal's role should be a vital one in ensuring the smooth operation of the team. His critiques should be of greatest value.

Principals should be structured to meet with each team - not only with team leaders.

There still seems to be an overload of "administration paper work" tying principals down, but team organization will demand them as resource personnel sooner than regular classroom situations.

The cliché: "A chain is only as strong as its weakest link" fits. In the past, instructionally the principals did not interact with teachers; now through teaming, principals can and should be sensitive to the involvement of the team and effectively "lead" them.

Few principals are concerned about instruction. In high school one cannot expect the principal to know enough about a particular subject area to be of great assistance.

The principal should be informed daily on what is occurring.

7. In addition to changing the academic performance of students, the school should also influence their attitudes and behavior. The opportunity to do this in team organization is:

52 much greater than in regular classroom situations.
47 somewhat greater than in regular classroom situations.
11 no different from regular classroom situations.
14 somewhat less than in regular classroom situations.
2 much less than in regular classroom situations.

COMMENTS: There is opportunity for more personal contact with more teachers and for observing adults working together. This works best with ground rules for students and teachers.

I felt too far from the pupils.

I feel some child who has a clash with a teacher has more of a chance to adjust when a team is working with him.

I feel here the student who is outgoing, has a great deal of initiative, is influenced a great deal. A shy, introvert type may be influenced as to attitude and behavior the wrong way.

This depends upon personalities. Teaming can spread "good" people out but perhaps this could be spread so far that it has no impact.

The child has a much greater chance to find that someone really cares for him.

Ideally, each child will be learning at his level of ability and opportunity permitted to pursue personal interests in depth. Boredom and child vegetation hopefully will be eliminated.

With a more loosely controlled situation as we found in team teaching, those who need more push may not receive it - compared to self-contained classroom.

In a world where "Doing Your Own Thing" is what makes things happen, the children need to broaden their horizons at the earliest of ages so that they may fully contribute their "thing" at 5, 6, 7 years and on up!

No. 4 - constant compromise is necessary or else there will be constant argument.

Less dictatorial than regular classroom situation. Student meets more teachers and attitudes do rub off.

8. Every teacher has his own individual, general philosophy concerning teaching and education. How do you feel team teaching will affect the opportunity for you to implement and teach in accordance with your own personal philosophy?

54 Greatly increases the opportunity.
41 Somewhat increases the opportunity.
11 No change in opportunity.
25 Somewhat decreases the opportunity.
1 Greatly decreases the opportunity.

COMMENTS: It provides great opportunity to test, expand, and develop one's personal philosophy of education.

You have to give and take but you can usually keep your basic philosophy even though you may have to give up some of the fringe.

It helps me to improve my philosophy.

Teaming does not destroy individualization in the teacher, it enhances it along with encouraging growth as the teacher shares professional ideas with his team members.

Why have we not been utilizing the experiences, abilities, knowledge of qualified personnel to a greater degree many years ago?

Somewhat decreases the opportunity because you may be out-voted or have to pick up another's lesson plan.

Especially if you are the only one of your team with the same philosophy and/or other team members are more dominate.

I can grow through the experiences of others and wish to share my experiences.

As a beginning teacher, I feel there is no better way to share and gain ideas than a team set-up.

Any individual's philosophy has weaknesses. A team situation serves as a screen to weed out those ideas in one's philosophy that are poor and gives one opportunity to replace poor ones with more effective ideas.

9. How important to you was the exposure to each of the following during the summer program?

	<u>NOT AT ALL</u> <u>IMPORTANT</u>	<u>SOMEWHAT</u> <u>IMPORTANT</u>	<u>VERY</u> <u>IMPORTANT</u>
A. Mager's Behavioral Objectives	11	36	91
B. Bloom's Taxonomy	7	55	69
C. Sanders' Classroom Questions	8	57	66
D. Flander's Interaction Analysis	25	63	35
E. Glatthorn's Small Group Discussion Techniques	12	54	60
F. Unipacs	17	62	47
G. Contracts	10	54	68
H. Sensitivity Training	17	41	57

10. Check below any of the techniques which you tried to incorporate in your planning and teaching and indicate how successful you were.

	<u>TRIED</u>		<u>SUCCESSFUL</u>		
	<u>No</u>	<u>Yes</u>	<u>Very</u>	<u>Somewhat</u>	<u>Not</u>
A. Behavioral Objectives	0	122	68	40	1
B. Bloom's Taxonomy	12	108	48	54	8
C. Sanders Classroom Questions	25	98	39	39	4
D. Flanders Interaction Analysis	46	68	20	24	11
E. Glatthorn's Small Group	22	95	38	24	15
F. Unipacs	44	73	34	32	2
G. Contracts	28	89	43	28	6
H. Sensitivity Training	59	50	25	10	1

COMMENTS: This was a tremendous aid to our team structure and framework.

Behavioral objectives were most important. I really knew where I was going and why.

I am not at all convinced as to the effectiveness of contracts as a teaching device in the primary grades.

Last year I thought Behavioral Objectives were a lot of educational jargon and now I feel they are necessary for a program to be successful.

11. One of the stated goals of the team organization is to provide professional growth through professional interaction. How successful do you think the team organization is with respect to this goal?

86 Extremely successful
40 Moderately successful
6 Somewhat unsuccessful
2 Very unsuccessful

COMMENTS: Really became concerned with "other guys hang-ups."
 To really grow, one must interact, to participate rather than sit, listen, forget.

Too much aimless argument. Too much "passing the buck" and avoidance.

When teachers give of themselves freely, many new ideas can be incorporated into one; new methods can be developed. I think this is great!

One doesn't have this opportunity in the self-contained classroom. Who is professional at recess or during coffee breaks?

We're all "center-stage" when working on a team - bound to improve teaching.

I felt I learned a lot from the other teachers on my team. Sometimes we get into a routine with our teaching techniques and this helped.

12. How helpful did you find the sessions in which your teaching team was critiqued?

49 Extremely helpful
77 Somewhat helpful
4 Somewhat harmful
 _____ Extremely harmful

COMMENTS: I did see one team suffer from effects of destructive criticism. It brought them to a low point from which I don't think they ever fully recovered.

Learned more in observation than in any other phase.

Very positive. At times I would have liked more criticism.

This was really great for self-evaluation and regular school year.

Wow! It's an eye-opener.

This is where "Professionalism" came to the fore.

The observation was too easy and "too good" to us. I'm sure we weren't that good.

Several times I was critiqued about things that weren't noticeable to me so I enjoyed having help to make me a better teacher.

Logical, well thought feedback also can be one of our greatest helps. It allows (critique session) an outside view.

13. Rank each of the following activities with respect to their value to you. Assign a "1" to the activity you found most valuable, a "5" to the one which was least valuable.

	1	2	3	4	5
<u>Critique Sessions</u>	9	16	22	31	41
<u>Teaching Sessions</u>	18	39	18	10	23
<u>Planning Sessions</u>	71	23	14	13	2
<u>Observation Sessions</u>	28	29	31	31	6
<u>Strategy Sessions</u>	4	17	18	37	51

COMMENTS : These are difficult to evaluate in this way as one depends upon the other.

Really, all areas were beneficial.

I learned more through observing than critiquing.

14. How has your attitude towards allowing students to pursue individualized learning changed as a result of the summer's activity?

- 71 Much more favorable
- 30 A little more favorable
- 23 No change
- A little less favorable
- Much less favorable

COMMENTS: No other way is valid or meaningful.

A "must" - I felt the children really enjoyed this approach. I believe each child is an individual and should be treated and taught as such.

This was a very strong point.

Prior to this summer I felt that if students were given a choice of what they could study, many would make another choice; not study at all! This is not the case.

I want to attempt more of this in the college course I teach.

15. How has your attitude towards large group instruction changed as a result of the summer's activity?

- 41 Much more favorable
- 36 A little more favorable
- 36 No change
- 9 A little less favorable
- 7 Much less favorable

COMMENTS: The purpose of large groups, and methods and techniques for large group have become much clearer.

No better way for all students to benefit from a well organized, well planned large group activity.

It is my conviction that large group should only motivate and direct children to further instructional stations. I'm wholly convinced of this now.

I learned VERY MUCH about the "when" and "how" of large group instruction.

Think we brought home the need for organization and timing, rather than "on the top of the head" presentations.

Feel more comfortable with large group. Gained new ideas for this.

16. How has your attitude towards small group learning changed as a result of the summer's activity?

- 76 Much more favorable
- 21 A little more favorable
- 35 No change
- 1 A little less favorable
- Much less favorable

COMMENTS: Even under most crowded situation I plan to utilize small group learning to a greater extent than ever before.

Small group interaction is the key to lasting learning experiences.

I like using very small groups - paired learning, if possible.

Opportunity for participation in depth by a greater number of students.

17. How has your attitude towards learning centers and resource centers changed as a result of the summer's activity?

89 Much more favorable
15 A little more favorable
23 No change
1 A little less favorable
2 Much less favorable

COMMENTS: However competent, personnel should man them.

These are a must!

Learning Centers are a relatively new idea to me - its great!

I feel even stronger that learning centers should permeate the whole school, not confined only to a center.

I had never seen them function before and was highly impressed.

- 17A. How helpful is teaming in making it possible for teachers to make greater effort toward individualizing learning for students?

108 Greatly increases the opportunity
24 Somewhat increases the opportunity
1 No change in opportunity
1 Somewhat decreases the opportunity
 Greatly decreases the opportunity

COMMENTS: Team diagnosis and evaluation of individual needs and skills greatly increases the chances for helping the individual.

A teacher may know a child's problem but not be able to solve it, whereas a team member may have just the prescription needed.

You need teachers who are good in the first place - teaming helps to identify them.

I felt that I've achieved so much growth personally that teaming is an answer to many problems.

Teacher has time to interact individually with students. Better ratio of student-teacher.

I don't think teaching a week, observing a week, planning a week cycle increases the chances for individualization though - at least not during a six-week period.

- 17B. How successful do you think the workshop was in preparing you to "package" for greater individualized learning for students?

47 Extremely successful
53 Moderately successful
18 somewhat successful
8 Very unsuccessful

COMMENTS: Packaging is worthwhile but is only one aspect of teaching and planning!

Packaging team members are too removed from many good things which are going on with the other teams.

Packaging would be easier to do at once.

I am extremely grateful to have had this experience. I've never been familiar with packaging and intend to do as much as I can next year.

Teacher has time to interact individually with students. Better ratio of student-teacher.

Once we had developed our own style and sophistication with using formats, pacs were very successful. This came late in the program, however.

I think I'm prepared psychologically - which is a big item, and I understand the terminology, theory behind and possible formats for pacs. It will take much work yet to really prepare pacs that are good and that will really be able to be handled by students of various ability levels.

18. How has your attitude towards using a para-professional or aide changed as a result of the summer's activity?

- 78 Much more favorable
- 18 A little more favorable.
- 28 No change
- 4 A little less favorable

COMMENTS: These people are tremendous and I feel all schools should have them - GREAT!

She is extremely valuable in direct work with children - not just materials.

Our school has these workers. They are extremely important. I have learned how to use an aide, not learned to like one. A well-trained aide is a great asset.

19. On the whole, how valuable did you find the sessions with invited speakers, in terms of the objectives of the summer program?

- 5 Very valuable
- 60 Somewhat valuable
- 6 Not at all valuable
- 53 Disappointing

20. Do you think the team organization increases teaching effectiveness.

<u>Yes</u>	<u>No</u>
125	2

A. What three things do you like best about it?

1. Cooperative work and evaluations
2. Helps to individualize instruction
3. More ideas stemming from varied backgrounds.

B. What three things do you like least about it?

1. Personnel conflicts
2. Time pressures
3. Inefficient function of team.

21. What effect do you think your experience this summer will have on your skill in communicating with professional colleagues?

- 74 Improved greatly
- 34 Improved a little
- 4 No change
- _____ Somewhat worse
- _____ Much worse

COMMENTS: I can speak more knowledgeably about the type of teaching program in which I'm working.

This sort of training is imperative to one attempting to implement.

Now I can speak from experience rather than articles read.

As a new teacher I feel I couldn't have gotten better experience anywhere.

I can always relate this experience.

22. If possible, list 5 successful pupil learning activities which were encouraged this summer in the team organization, and which you would like to repeat during the regular school year.

- | | |
|--------------|-----------------|
| Contracts | Multi-media |
| Small Groups | Paired learning |
| Large Groups | |

23. What one part of the summer's program did you find the most helpful:

- Group planning
- Team experience
- Interaction with colleagues

24. For each of the following stated objectives of the Title III program, indicate how successfully you think it was attained:

- (1) To assess the extent to which new staff organization patterns might be utilized for improved instruction.
 - 75 Program was highly successful in this respect.
 - 53 Program was somewhat successful in this respect.
 - 2 Program was somewhat unsuccessful in this respect.
 - _____ Program was very unsuccessful in this respect.
- (2) To evaluate new ideas, techniques, methods, and materials which might be used to improve the quality of instruction.
 - 102 Program was highly successful in this respect.
 - 28 Program was somewhat successful in this respect.
 - 2 Program was somewhat unsuccessful in this respect.
 - 1 Program was very unsuccessful in this respect.
- (3) To produce both professional and non-professional staff willing and better prepared to assume the new tasks and roles demanded in education today.
 - 98 Program was highly successful in this respect.
 - 27 Program was somewhat successful in this respect.
 - 4 Program was somewhat unsuccessful in this respect.
 - _____ Program was very unsuccessful in this respect.

25. As a result of your experience this summer, how do you intend to apply what you have learned in the clinical experiences to your personal contracted assignments? (For example, will you approach your principal or fellow staff members in an effort to establish some team organization?) Comment in detail.

The program is being put in our school in grade 6.

Yes, our entire faculty took the program - principal took the administrative workshop.

We'll do all we can - looks good for next year.

Our principal is aware of a need for change. Our school system has all self-contained classrooms.

Will continue developing a 1st grade team, use of aides, and learning center. Will try to get instructional secretaries.

I plan to begin a team program at one grade level this year and expand it next year.

I hope to encourage some of the T3 leaders to help in a workshop

I plan to initiate some leadership labs and training for staff and planning to continue my own growth through writing, research and planning. Hopefully I'd like to participate in this kind of program again.

I would like very much to discuss teaming with our principal; however, he is not open to suggestions from the staff and feels we are undermining authority if we suggest changes in policy.

Our school is putting this program in this fall and all our staff members have been in this workshop.

Small group discussion, paired learning, contracts, set up of a "learning center" in my classroom, approach principal and librarian on a large group learning center.

Use of behavioral objectives and new teaching techniques learned.

Team teaching and modular scheduling are two areas into which we are prepared to move in this fall.

Because of entering graduate school, my hope is to introduce this in seminar work and incorporate this in my practical experience.

My school is already involved with team teaching and I honestly feel confident that I will have a lot to offer next year. I hope to give 100% effort toward making learning something very realistic.

Try to incorporate more packaging - try to improve small group discussion questions.

I am particularly interested in using various sized groupings. The minipacs also are useful. I am not sold on teaming because it requires more clerical and para-professional help than the district is willing to hire. Most schools would not provide realistic planning time either.

Request that some time in the faculty meetings be spent for in-service training to acquaint the faculty with such things as the types of small groups, paired learning, contracts, etc.

I hope that I will be effective in getting team organization in our school within the next two years.

We're going into this and all that I know about this whole process was learned here.

I shall make available to others any materials I had made for myself, and I shall attempt to effect a team effort in applicable instances: Large Group presentations, small group presentations and discussions, and follow-ups.

19

26. Are there other comments you would like to make about the workshop? Please feel free to mention strengths or weaknesses.

The experience during the last six weeks has given me new insights into teaching and was more valuable than any workshop which I have attended!

Title III has been very exciting to me, but I haven't time in the allotted time to explain further.

The workshop will always stand out as one of my most invaluable experiences. The unit leaders I worked with are, I believe, outstanding in the field of education.

I wish I would have been exposed to more ideas or methods of classroom presentations and student activities.

Worthwhile - highly recommend it!

Keep up the good work!

I think as many educators as possible should be involved in this type of program.

It has been the most enriching professional experience in all my years of initial training and beyond.

Only weakness - I felt a good deal of pressure, time wise.

I have enjoyed this new and exciting Title III. I felt we got the children really involved. On the other hand, I think you had way too many things going on at once. Just as a suggestion: why didn't we package all materials on week 2 and then just have observing and teaching during the children's period of attendance.

I felt our enrollment was awfully large. Could a limit be put on it? Packaging just seemed to get in the way - almost a waste of time.

We did not get a chance to see some of our team members teach - not all during the program. Could this be changed for next year?

Packaging could have been done the first week. It was frustrating to get the contracts ready in such a short time. Packaging could have been done in the afternoon to enable the packaging team to watch particularly good lessons presented by the teaching team.

I have heard parents comment to me personally how much their children liked Title III and would not miss it.

Certainly the strength of the program was being able to be creative and try new ideas.

This was by far the most successful Title III workshop! We gain every year. I attribute the success to a principal who is a top-notch administrator and to top-quality, experienced unit leaders. Also excellent aides and secretaries - a fine group of participants, all of whom I enjoyed knowing.

The whole operation was smooth.

The packaging under the direction of consultants was a good idea but ran into some snags. Another year this part of the program could be made even more valuable. Experience will iron out kinks.

This was my first exposure to Title III and had a great impact. I really believe I learned more during those seven weeks than in four years of college. Everything I have learned about teaming I have learned one way or another from Title III.

I hope this program continues because I think it will benefit education to the extent that we should produce better

(No. 26 - cont.)

students through improved methods of teaching.

I will never forget my learning experiences in Title III which prepared me to enter an exciting profession which is on its way to great progress! Thank you for the effort and experience.

I think it is probably very difficult to find people willing to participate in the program who are as efficient as our leaders were. This is the greatest strength of the program - people who are willing to pass on their knowledge and techniques with a great deal of insight into the personalities of others.

I felt Title III was a great opportunity and benefit to me both as a teacher and in my personal life. Dealing with so many people, learning cooperation and tact can't help but be a benefit in all areas of living. I only wish that every teacher would have the opportunity to participate in the program at some time. I feel it would be a crime and a great detriment to students and teachers if such a dynamic and creative program was stopped. I hope some way can be found so it can continue for next year and many years to come.

I am very grateful that I've been selected to participate in this program, as my last practice teaching was in the 1930's and as I was out of teaching practice for 20 years, I found that many changes have taken place, especially in the terminology. I value this experience above all summer sessions in the college courses that I've taken. This truly is a teacher re-education program, and as everything in this world of ours is changing, thus changes in education should come about. From my teaching experiences I've found children bored with our system, including my own youngsters.

I feel I can be a better teacher. I am no longer satisfied with things I did last year. This helped me more than any professional courses in college. I hope if Title III continues some new people can be used as unit leaders.

I wish we had had more opportunity to use the video-tape equipment, especially in micro-teaching.

27. Teachers are always seeking in-service experiences to make them more effective teachers. Therefore, would you compare the effectiveness of this summer laboratory with the most recent graduate or under-graduate course you have taken.

118 The laboratory is much more effective than regular courses.

9 The laboratory is as good as regular course.

6 The laboratory is not as effective as most regular courses.

COMMENTS: This program should continue at any cost.

Give credit! Since the program is structured as a teacher workshop, I feel the credit approach is excellent.

Actual experience makes this workshop more valuable.

Excellent - compares with no other educational experiences I have had. I suggest college education courses be run this way.

Chance to practice what was learned.

I worked harder than during any given seven-week period in my last four years in college, and learned a lot more!

28. Title III support of this program will terminate this year, therefore do you think teachers or school boards would support it by one or more of the following:

- 104 Teachers or Boards of Education would be willing to pay the expenses, if credit could be given to participants.
- 30 The program could be supported by participants or Boards of Education paying all expenses without credit.
- 13 The program should not be continued if subsidy (from foundation of Title Program) cannot be secured to pay participants for attending.

COMMENTS: This is too valuable to let go down the drain. This is the one training experience that was challenging, useful, professional, meaningful, and worthwhile. I really feel that I've learned more here than I did in college. I'm revitalized as far as my career in teaching.

This program must not dissolve. We have far too much work ahead of us in terms of change. We have only scratched the surface.

It would seem to me that recognizing the value and rather wide spread fame of the program, it would be close to a "must" to make provision for its continuance. Participants certainly work hard and it would seem to me have well earned credit.

Why not both subsidy and credit? This either/or is a bunch of educational tradition. What man in industry re-trains and is not paid for it?

Since I paid to attend this session, I can speak from that end of the rope. I feel the program is worth the amount I paid to attend, but I can also see the importance of obtaining credits for same.

You have proof that the value of this workshop surpasses the effort involved in attending. Many people are here - Particularly those participating at a financial loss, and this should indicate the tremendous value of the workshop.

Because of requirements in different school systems, some teachers are reluctant to spend a summer taking a course that will not count on the salary scale.

I surely hope that a way will be found to continue the basic program. It just has to be one of the better ways to help teachers change into more effective teachers.

If the idea of earning credits is introduced as one of the goals of the workshop, the motivations of some teachers might reduce the effectiveness of the program. If a teacher cares enough to pay his own way or is selected by a school boards, his contribution should be a valuable one.

I definitely think you should do all in your power to continue this. It would be a crime to see this stop now. Education badly needs programs like these.

UNPREDICTED OUTCOME

ANTICIPATED OUTCOMES EXCEEDED. The widespread, intensive interest in the thrust of this project were certainly not anticipated at the outset of the program. When this project began four years ago, such things as "staff differentiator" and "individualizing instruction" were concepts which were being propagated by some of the leaders in the profession; however, not generally understood nor practiced by persons working in the field. During the course of these four years these concepts have become common concerns of all persons working in the field, and therefore the objectives of this project have coincided effectively with prominent concerns in education today.

The widespread interest in individualizing instruction and in better staff utilization has made it possible for this program to provide a laboratory for experimentation, which was of great interest to a multitude of schools and school districts. This intense interest resulted in providing a laboratory accommodating about 240 participants rather than the 170 budgeted for in the Title III proposal. This extra participation was a result of individuals, schools, or school systems being willing to pay for the cost of participation of those extra individuals. (See Appendix, pages 25-55).

The demand for workshops, seminars, and speaking engagements in schools and school systems in Wisconsin and throughout the nation far exceeded anything we had anticipated at the outset. This again can be attributed to the timeliness of the thrusts of the Racine Title III project, and the successes our laboratory had in development methods and techniques which were considered to be successful by other people working toward these same objectives. The extensiveness of this phase of Title III will be discussed under DISSEMINATION.

FAIL TO ACHIEVE ANTICIPATED OUTCOME. One of the major thrusts for the last laboratory was to help participants become competent in the packaging of curriculum for individualization.

It is assumed that the laboratory was successful in identifying the different kinds of packages and the process that might be used by individuals or teams of teachers in the development of unipacs, contracts, minipacs, capsules, etc. Our failure, however, related to producing only a limited number of packages which participants felt were useful in returning to their school assignments.

The packages which were produced probably focused in on and related too specifically to the Racine curriculum. This seemed rather logical in that the laboratory worked with Racine students and used all Racine resources. However, since

two-thirds of our participants were from schools and school systems outside of the Racine Unified School District, many of these people thought our packaging experiences could have been organized in such a way that each participant could have been involved in preparing curriculum which would be useful in his local school setting. The evaluation instrument used at the close of the laboratory, as shown on previous pages of this document, would imply this general feeling on the part of persons outside of Racine Unified School District.

IMPACT OF TITLE III

IMPORTANT CHANGES AT ELEMENTARY LEVEL. The Title III program has produced a "ratio" method of providing staff in the Racine Unified School District. The teacher-pupil ratio is set each year by the Board of Education and a principal and his staff identify the number of students to be served in their school; divide this by the ratio figure, and through this method determine the number of professional staff members, or equivalent, to be allocated to a school building.

Forms used by the Racine Unified District and the operational policies for this plan are to be found in the Appendix, Pages 1-4. This ratio technique has motivated school staffs to truly consider staff differentiation involving the use of team leaders, teachers, interns, practice teachers, junior teachers, instructional aides, instructional secretaries, etc.

Staffing designs for five elementary schools in the Racine Unified District, all with student populations of approximately 700, is included in the Appendix, Pages 5-6. These pages show how different schools under the leadership of different principals, and with the help of their staffs, have elected to organize and staff their school buildings.

Well over half of the elementary school population in Racine is served by schools organized on the "multiunit" concept. There are many isolated schools, and in some cases clusters of two or three schools within a school system, which have adopted the multiunit pattern; however, to my knowledge I know of no other school system where over 10,000 students are receiving their learning experience within the framework of this school organizational pattern. Furthermore, nearly every other elementary school within the Unified School District employs one or more teams which might be considered an intermediate stage between a self-contained classroom school and the Multiunit school.

IMPACT ON JUNIOR HIGH SCHOOL. Some of the most efficient and effective examples of team teaching in junior high schools throughout the United States can be found in the Racine System. Such teams are in operation in all of the junior high schools. In some schools there are only two or three teams in contrast to the Gifford Jr. High School where there

is a total commitment to teaming as it would relate to the flexible modular scheduling program introduced there last fall.

The Racine community voted down a bond referendum which would have provided facilities making it possible for all the junior high schools to enter into the organizational pattern implied by "flexible modular scheduling." It seems to be the consensus of all junior high school principals that if the facilities had been built, most of our schools would now be operating within the framework of this school organizational pattern.

IMPACT ON SENIOR HIGH SCHOOL. The William Horlick High School with 2400 students introduced flexible modular scheduling at that building last fall. This introduction was the result of Title III influence and the culmination of two years of planning and preparation prior to the fall of 1969. Horlick High School is a difficult school in which to introduce this kind of flexibility in that it is large and serves a sizeable element of inner-city students. In spite of these handicaps, however, it seems that this program has become well received both by students and parents.

In addition to this "all school" commitment at Horlick High School, we have many teams in operation at the Case and Park High Schools.

SPECIAL STAFF DIFFERENTIATION DESIGN. As a result of Title III influence, and particularly a Title III workshop session, the Gifford Jr. High School staff was motivated to set up what has become more or less a unique staff utilization design in the Racine system. The steps taken by this staff to solicit the cooperation of institutions of high learning and other persons involved are identified in the Appendix, Pages 7-8.

Packaging Curriculum. Under the leadership of our Central Office consultants, and with the cooperation of many teachers, teams and departments within our schools, there has been great effort to "package curriculum" for individualizing. Our experiences in the Title III laboratory, which focused on providing appropriate learning experiences for each learner, forced us to format our curriculum in such a way that a student could pursue learning experiences on his own.

Teachers in Racine have been developing contracts, unipacs, minipacs, capsules, etc., as they find a specific design most useable in their area. In spite of limited time, many excellent packages have been developed in nearly all areas of the curriculum.

The most extensive application of this concept can be found in homemaking. In this area, under the leadership of the Central Office consultant, the total junior and senior high school curriculum has been packaged in the "capsule" format.

All parochial, private, and public schools in Southeastern Wisconsin have been actively involved in many facets of this program during the course of the last four years. Specifically, some of the educational agencies involved are: (1) all public schools within CESA 18, (2) all Catholic schools operated by the Dominican Sister, (3) all Lutheran elementary and secondary schools, (4) the Prairie School, which is a private non-sectarian operation.

Prior to the Title III program there was practically no dialogue between the leadership of the private schools, other public schools in Southeastern Wisconsin, and the Racine Unified School District. As a result of this program, there has been intensive interaction and interchange as it would relate to ideas and experiences. In addition to this cross fertilization of ideas, these groups have collectively been privileged to engage the outside consultant service of some outstanding educators in this country. This overriding program, encompassing all schools, school districts, and students in this large geographical area, has been an outstanding strength of Title III.

The broad participation and interest in the Racine Title III program is documented by the enrollment we have had in our winter workshops. During the winter and spring of 1970, we held our fourth workshop. If previous workshops served the needs of participants, it could be assumed that they would return, and if they did not, they would not return. It is gratifying to report that the enrollment for this last 15-hour workshop was larger this year than ever, and of the 539 enrolled, 183 were from Racine Unified, 100 of them came from public schools in CESA 18, 111 came from parochial schools, 10 of them from the Prairie School, 96 from the Kenosha School District, and 39 of them from school districts outside of Southeastern Wisconsin, some of them as far as Stevens Point on occasion.

There are many specific examples of impact this program has had on school districts in this particular area; some communications which give testimonials to this fact are included in the Appendix, Pages 9-11 One specific example of the spin-off effect is that two Sisters from Milwaukee became a part of our workshop two years ago, then they were instrumental in getting all members of the St. Elizabeth School staff in Milwaukee to participate in the summer laboratory last summer. This in turn led to their introduction of the Multiunit concept.

Another specific example is the repeated involvement of many staff members from Elkhorn, Wisconsin, in the Title III laboratories and workshops resulting in the extensive re-organization of their schools and the establishment of many learning centers and resource centers in both their elementary and secondary programs.

Another example of impact as it would relate to visitation is that staff members from Victory School in Milwaukee visited the Racine program, observed our schools in operation, which led to inviting one of the Title III staff members to make a presentation to their staff. This in turn has led to the introduction of the Multiunit concept in the Victory School in Milwaukee this fall.

The extensive involvement on the part of Kenosha staff members has led to many changes and innovations in their school system. This is highlighted by efforts to introduce team teaching in some of the elementary schools, and to a total commitment on the part of the Bose Elementary School, to the multiunit concept this fall.

Needless to say, there are dozens of examples of spin-off such as this which could be identified but space in this report will not permit such detail.

DISSEMINATION

Dissemination activities of the Racine Title III program has surpassed any expectations we may have had at the outset of this grant. Specific examples of dissemination "spin-off" are as follows:

Minneapolis, Minn.

- Summer, 1969 - Three administrators from the Minneapolis Public Schools attended the summer laboratory.
- Fall, 1969 - One elementary school experimented with team teaching on a semi-multiunit basis.
 - One of the junior high schools organized several teams and attempted to add some flexibility to the school organization.
- Summer, 1970 - The Minneapolis School System will sponsor a summer laboratory patterned after the one in Racine, Wisconsin.

Roseville, Minnesota

- Winter, 1968 - Director of Title III spoke to the Richfield School staff.
- Fall, 1968 - One member of that staff transferred to the Roseville, Minnesota schools.
- Fall, 1969 - Member who transferred into the Roseville schools was instrumental in getting director of Title III to conduct a workshop during pre-school in-service training.
- Winter, 1970 - Two of the schools attempted modifications of the multiunit concept.
- Summer, 1970 - The Roseville School District is sponsoring a summer laboratory similar to the one conducted in Racine.
- Fall, 1970 - Director of Instruction and several principals plan to introduce the multiunit approach to instruction.

Charles City, Iowa

- Winter, 1968 - Carload of Charles City staff visited Racine.
 Spring, 1968 - Another carload of visitors from Charles City, Iowa.
 Fall, 1968 - Several communications were sent between the Title III office and members of the Charles City staff.
 Summer, 1969 - Several staff members and administrators from Charles City attended the summer laboratory.
 Fall, 1969 - Two schools introduced modification of the multiunit concept.
 Summer, 1970 - The Charles City School System will sponsor a summer laboratory similar to the one conducted in Racine.
 Fall, 1970 - Several elementary schools hope to operate within the multiunit concept.

Chicago Area

- Winter, 1969 - Title III staff members spoke to administrators group representing Chicago suburbs school systems.
 Spring, 1970 - Many groups from schools represented at Glen Ellyn Conference visited the Racine schools.
 Spring, 1970 - Title III staff invited again to individual schools to discuss flexibility in depth.
 Summer, 1970 - Services of Title III staff members to conduct workshops at several of these schools.

Detroit, Michigan

- Summer, 1967 - Sister Emeline, Supervisor of Schools operated by Dominican Sisters, served as staff member in the Title III laboratory.
 Winter, 1967 - Several parochial schools in the Racine-Milwaukee area attempted modifications of team teaching and the multiunit concept.
 Summer, 1968 - Sister Emeline was instrumental in having Title III conduct an all-day workshop for principals in the Pittsburg area.
 Summer, 1968 - Sister Emeline repeated as a staff member in the Title III laboratory.
 Spring, 1969 - Title III staff invited to speak to principals of parochial schools in the Kaukauna, Wisconsin area.
 Summer, 1969 - Title III staff invited to speak to parochial school principals in Evansville, Indiana area.
 Fall, 1969 - Title III staff invited to run an all-day workshop for all parochial school principals in the Detroit area.
 Winter-Spring
 1970 - Title III staff invited back repeatedly to run all-day workshops set up by parochial school supervisors responsible for districts involving 10-30 parochial schools.

Summer, 1970 - Several more requests for workshops and conferences in parochial schools in this area.

Tulsa, Oklahoma

- Fall, 1966 - Principal from Eagle Grove, Iowa heard Director speak in Fargo, North Dakota.
- Summer, 1967 - Principal from Eagle Grove, Iowa brought group of staff members from Eagle Grove to all-day conference conducted by Title III staff members in Duluth, Minn.
- Fall, 1968 - Eagle Grove staff introduced the Middle School entirely based on team teaching.
- Fall, 1969 - This same principal was employed as assistant superintendent in charge of instruction in Tulsa, Oklahoma schools.
- Fall, 1969 - Title III staff was invited to run an all-day workshop for all 150 principals in Tulsa, Oklahoma.
- Winter, 1970 - Title III staff invited to Tulsa, Oklahoma to run an all-day workshop for staffs of three schools selected to become experimental schools in Tulsa.
- Spring, 1970 - Title III staff invited to run an all-day workshop for the University of Oklahoma Field Division in Lawton, Oklahoma.

Iowa

- Fall, 1967 - Staff at Mason City, Iowa learned about innovation going on in Racine and visited the Racine School System in that fall.
- Spring, 1967 - Title III staff invited to Mason City, Iowa to conduct a 1/2 day workshop.
- Summer, 1967 - Staff member from Racine was invited to plan and operate a laboratory similar to the one being operated in Racine.
- School year
1968-69 - Many school systems in the State of Iowa sent groups to visit the Mason City operation.
- Spring, 1969 - Title III staff invited to run two hours of workshop at the State Convention for Superintendents at Okoboji, Iowa - lead given by a member of the Mason City staff.
- Summer, 1969 - Several staff members and administrators from Mason City, Iowa attended the Racine Title III workshop.
- Fall, 1969 - Three schools attempted to introduce the multiunit concept.
- Fall, 1969 - Title III staff invited to make presentation at a general session of the State Convention of Iowa School Board members and Superintendents - lead given by Mason City staff.
- Winter-Spring-
1970 - Title III staff invited to conduct all-day workshops with some 20 school systems in the State of Iowa - result of presentations at State Conventions.

Mason City, Iowa

- July, 1967 - representative from Mason City heard the Director speak at Duluth, Minn.
- Fall, 1967 - A carload of Mason City teachers visited Racine.
- Spring, 1968- Title III staff was invited to conduct a five-hour workshop at Mason City.
- Summer, 1968- Title III Director arranged for resource person to help them conduct a summer laboratory similar to the one in Racine.
- Fall, 1968 - The "Multiunit" concept and other innovations were introduced in at least two Mason City elementary schools.
- Fall, 1969 - Communities such as Latimer, Lake Mills, Sheldon, Iowa, etc., have implemented programs resulting from visits to Mason City and interactions with Mason City.

Many other examples of dissemination spin-offs could be identified; however, space does not permit such detail in this report.

A chart listing speaking engagements can be found on the next few pages. This chart identifies in more detail the extensiveness of the dissemination process as it mushroomed in the Racine Title III project.

In addition to this chart and listing of speaking engagements, samples of letters received from schools and school systems indicating the impact our program has had on other schools and school systems in other parts of the country is included in the Appendix, Pages 12-20 and 25-55.

VISITATION PROGRAM. The wide-spread interest in the Racine Title III efforts can be substantiated by the very intense program of visitation conducted throughout the year. Visitors have come from all parts of the country, and have made efforts such as traveling hundreds and even thousands of miles, and have been involved in expenses of lodging, meals, etc. Their efforts would indicate that they are definitely coming to see what they consider to be an exemplary program in effort to gain as much insight and knowledge regarding potential information for their district as possible through a visitation.

These visitations offer the opportunity for these districts to observe and assess innovation practices in several of our Racine schools. Visitations usually follow an introduction to the concept by a speaking engagement or a workshop. Then, following a visitation, there is usually an effort for either in-depth workshop or consideration of implementing some of the changes observed.

Extensiveness of these visits is shown on the charts which follow, and sample "Response Forms" to visitation can be found in Appendix, Pages 21-22.

SERVICES RENDERED
BY
RACINE TITLE III PROJECT

30.

	Visited Racine Schools (# Groups)	Participated in Summer Laboratory (# Groups)	In-Service Workshop in Racine (# Groups)	Title III Staff Spoke (Workshops, Seminars, Speeches)
<u>ARIZONA</u>				
Phoenix	1			1
<u>CALIFORNIA</u>				
San Diego				1
<u>COLORADO</u>				
Denver				1
<u>INDIANA</u>				
Evansville				1 (2 days)
Gary	2			1
Hammond	1			
<u>IOWA</u>				
Ankeny	2			
Arlington	1			
Cedar Falls	4			1
Charles City	2	1		1
Davenport	1			
Decorah	1			1
Des Moines	2			1
Dubuque	2	2	1	1
Estherville				1
Iowa City	1			
Lake Mills				1
LeMars				1
Maquoketa				1
Mason City	3	1		2
Newton				1
Onawa				1
Postville	1			
Sheldon	1			1
Sibley				1
Spirit Lake				2
Tama				1
West Union	1	2		1
<u>ILLINOIS</u>				
Addison	1			
Chicago	6			
Clarendon Hills	1			
DeKalb				1
Downers Grove	2			2
Edwardsville	1			

	Visited Racine Schools (# Groups)	Participated in Summer Laboratory (# Groups)	In-Service Workshop In Racine (# Groups)	Title III Staff Spoke (Workshops, Seminars, Speeches)
<i>(Illinois - Cont.)</i>				
Elgin	1			1
Evanston	1			
Freeport	2			1
Glen Ellyn	4			
Highwood				2
Jackson				1
LaGrange	1			
Lake Forest	1			
Lake Zurich	3			
Libertyville	5			1
Maywood	2			
Mundelein	3			
Oak Park	1			
Palatine	1			
Park Ridge	4			
Peoria				1
Posen	1			
Prairie View	1			
River Forest	1			
Rockford	6			1
Waukegan	2			
Zion	2			
<u>LOUISIANA</u>				
Baton Rouge	1			
<u>MARYLAND</u>				
Garret County				1 (2 days)
<u>MICHIGAN</u>				
Birmingham				1
Detroit	1	1		3
Lansing	1			
Monroe				2
Wyondotte				1
<u>MINNESOTA</u>				
Audubon				1
Chaska				1
Circle Pines				1
Duluth				1
Granite Falls	1			
Hopkins	1	1		
Minneapolis	4	1		5
Moorhead				1
Owatona				1
Richfield		1		
Rosemount	1			1

	Visited Racine Schools (# Groups)	Participated in Summer Laboratory (# Groups)	In-Service Workshop In Racine (# Groups)	Title III Staff Spoke (Workshops, Seminars, Speeches)	32.
<i>(Minnesota - Cont.)</i>					
<i>Silver Bay</i>	1				
<i>Staples</i>	1	1		1 (2 days)	
<i>St. Paul</i>	3	1		2	
<i>Willmar</i>				1	
<i>Winona</i>	1				
<u>NEBRASKA</u>					
<i>Omaha</i>				1	
<u>NEW YORK</u>					
<i>New York</i>	1				
<u>NEVADA</u>					
<i>Las Vegas</i>				1	
<u>NORTH DAKOTA</u>					
<i>Fargo</i>		1		2	
<i>Grand Forks Air Base</i>	2				
<u>OHIO</u>					
<i>Cincinnati</i>	1			1	
<i>Newark</i>	1				
<i>Oregon</i>	1				
<i>Stuebenville</i>				1	
<i>Toledo</i>	5				
<u>OKLAHOMA</u>					
<i>Lawton</i>				1	
<i>Tulsa</i>				2	
<u>PENNSYLVANIA</u>					
<i>Danville</i>	2	1		2	
<i>Pittsburg</i>				1	
<u>SOUTH DAKOTA</u>					
<i>Brandon</i>				1	
<i>Brookings</i>	1			2	
<i>Harrisburg</i>				1	
<i>Mitchell</i>				1	
<i>Rapid City</i>				2	
<i>Redfield</i>				1	
<i>Sioux Falls</i>				2	
<i>Vermillion</i>				1	
<i>Watertown</i>				1 (2 days)	
<u>TEXAS</u>					
<i>Houston</i>				1	

	Visited Racine Schools	Participated in Summer Laboratory	In-Service Workshop in Racine	Title III Staff Spoke (Workshops, Seminars, Speeches)
<u>WISCONSIN</u>				
Adams	1			
Antigo	1			
Bassett			2	
Baraboo	1	1		2
Beloit	2			
Brookfield	5			2
Brooklyn	1			
Brown Deer	2			2
Burlington		1	2	1
Cedarburg		1	1	1
Chilton	1			
Clintonville	1			1
Columbus		1		1
Cudahy	1	1	2	
Darien	1		1	
Delavan	1	1	2	3
Dousman	2			1
East Troy	1	1		1
Elkhorn	1	1	1	2
Elroy	1			
Fond du Lac	3			
Vox Lake	1			
Fox Point	1			
Franklin	2	1	1	1
Franksville		1	1	1
Galesville	1			
Genoa City			2	
Green Bay	4	1		
Greendale	5	1	2	2
Hales Corner	2			1
Hartford		1	1	1
Jackson	1			
Janesville	3	1	1	
Jefferson				1
Kakauno				1
Kenosha	27	2	2	1
Keshena	1	1		1
Kimberly	1			
Lake Geneva		1		2
La Crosse	1			2
Lannon	1			
Loyal	1			
Lena				1
Luxemburg				1
Madison	7	1		5
McFarland	1			
Menasha	1			
Menomonee Falls	1		1	1
Milwaukee	32	1		11

	Visited Racine Schools	Participated in Summer Laboratory	In-Service Workshop in Racine	Title III Staff Spoke (Workshops, Seminars, Speeches)
<i>(Wisconsin-Cont.)</i>				
Mineral Point				1
Monroe		1		
Neenah	1			1
New Berlin	1	1		
Oconomowoc	2			1
Oconto Falls	1			
Oshkosh	3	1		3
Pardeeville	2			1
Platteville	1			
Plymouth	1			
Portage				1
Pewaukee	3			1
Port Washington	1			1
Poynette	1			
Racine	16	4	4	14
Randolph	1			
Reedsburg	1			
Sauk City	1	1		
Schofield	1			
Seymour	1	1		
Shawano	3	1		
Sharon			1	
Shorewood	4		1	1
Sheboygan	1			1
Somers			1	
South Milwaukee	3		1	2
Stevens Point	2			1
Sturtevant		2	2	
Sussex	1			1
Tomah	1			
Twin Lakes	1	1	1	1
Union Grove		1	2	2
Waupun	1			
Walworth	1		1	1
Whitewater	5	1		2
Wausau	1	1		
Wauwatosa	7	1	1	1
Waukesha	2			
West Bend	4			
Whitefish Bay	3	1	1	
Wilmot	2			
Waterford		1	2	1
Wonegan	1			
Yorkville	1			
<hr/>				
<u>JAPAN</u>				
Japanese Educators from various parts of Japan	1			
<u>NEW ZEALAND</u>				
Auckland	1			

	<i>Visited Racine Schools</i>	<i>Participated in Summer Laboratory</i>	<i>In-Service Workshop in Racine</i>	<i>Title III Staff Spoke (Workshops, Seminars, Speeches)</i>
<u>ENGLAND</u> <i>London</i>	1			
<u>SWEDEN</u> <i>From various parts of Sweden</i>	1			
<u>OTHER AREAS</u> <i>From:</i>				
<i>Australia</i>	1			
<i>India</i>	1			
<i>Thailand</i>	1			
<i>Taiwan</i>	1			
<i>Canada</i>	2			
<i>So. America</i>	1			

SPEAKING ENGAGEMENTS, WORKSHOPS AND CONFERENCES
HANDLED BY
TITLE III STAFF DURING RECENT MONTHS

Racine, Wisconsin

JANUARY 1969

- Neenah, Wis. - all staff (1/2 day)
- South Milwaukee, Wis. - Elem., Admin, and Central Office Staff (1/2 day)
- Elkhorn, Wis. - all staff (all day)
- Mitchell Jr. High (Racine) - all staff (Speaker)
- Oshkosh, Wis. - all staff Institute Day (all day)
- Columbus, Wis. - all staff (1/2 day)
- Highwood-Highland Park, Ill. - all staff (all day)
- Horlick High School (Racine) - all staff (3 hours)

FEBRUARY

- Brown Deer, Wis. - all staff Workshop (all day)
- Lake Shore Curriculum Council, University of Wis.-Milwaukee (Speaker)
- Junior League - Racine (Speaker)
- Jerstad Jr. High - (Racine) - all staff (3 hours)
- Kakauna, Wis. - all staff (1/2 day)
- Iowa State University - Iowa State Ed. Assn. Conf. at Ames (3 hrs.)
- Kiwanis Club - (Racine) (Speaker)
- Women's Club - (Racine) (Speaker)
- Knapp School P.T.A. (Racine) (Speaker)
- Hood's Creek School P.T.A. (Racine) (Speaker)

MARCH

- Hales Corners, Wis. - all staff (3 hours)
- Staples, Minn. - all staff (2 days)
- Brown Deer, Wis. - Workshop (3 hours)
- Hartford, Wis. - all staff (4 hours)

APRIL

- North St. Paul, Minn. - Maplewood Schools - all staff (all day)
- St. John's Lutheran School parents (Racine) (Speaker)
- Mineral Point, Wis. - all staff (1/2 day)
- Crestview School P.T.A. (Racine) (Speaker)
- Huron, So. Dak. - Dept. of Education staff members from colleges and universities in So. Dak. (two-day workshop)
- Hartford, Wis. - all staff (Speaker)

MAY

- Cedarburg, Wis. - PTA (Speaker)
- Baraboo, Wis. - all staff (Speaker)
- St. Elizabeth School, Milwaukee - Key administrators and staff (Speaker)

JUNE

- Spirit Lake, Iowa - State Superintendents of Iowa Conf.
- Shorewood Schools, Milwaukee - Staff workshops (two 1/2 day sessions)
- Optimist Club (Racine) (Speaker)

JULY

- Pittsburg, Pa. - 150 parochial school administrators (all day)
- Kiwanis Club - (Racine) (Speaker)
- La Crosse, Wis. - University of Wis. workshop (1/2 day)
- Keosauha, Wis. - Principals and Bd. of Education (Speaker)

AUGUST

- Vermillion, So. Dak. - all staff (all day)
- Watertown, So. Dak. - conference for 200 university personnel in teacher education (2 days)
- Madison, So. Dak. - all staff (all day)
- West Union, Iowa - all staff (1 day)
- Evansville, Indiana - 120 parochial school administrators (2 days)
- Decorah, Iowa - all staff (1/2 day)
- St. Paul, Minn. - all staff in Roseville schools (1/2 day)

SEPTEMBER

- LeMars, Iowa - all staff (all day)
- Sheldon, Iowa - all staff (all day)
- Franklin, Wis. - Wisconsin elementary principals and PTA
- Delavan, Wis. - all staff workshop (two 2-hour sessions)
- Whitewater University - students and staff in teacher education
- Franksville, Wis. School P.T.A. (Speaker) (Speaker)
- Wisconsin Council for United Action

OCTOBER

- Charles City, Iowa - all staff (2 days)
- Garrett County, Maryland - 162 involved in Charrette (3 days)
- Stevens Point, Wis. - administrators and key staff (1 day)
- Sioux Falls, So. Dak. (So. Dak. State Teachers Convention (Speaker)
- Greendale, Wis. - all elementary staff (1/2 day)
- Harrisburg, So. Dak. - all staff (1 day)
- Brandon, So. Dak. - all staff (1 day)
- Delavan, Wis. - all staff workshop (three 2-hour sessions)
- St. Pius School, Milwaukee (Speaker for parent group)
- Brookings, So. Dak. - all staff (1 day)
- Lake Geneva, Wis. - all staff in Big Foot District (1 day)
- Minneapolis, Minn. - consultant to key administrative staff and teachers (1 day)

NOVEMBER

- Jefferson, Wis. - all staff (Speaker)
- Sibley, Iowa - all staff (1 day)
- Convention for Iowa School Boards and Superintendents - Des Moines
- Racine, Wis. CESA 18 Agency (Speaker)
- Tulsa, Oklahoma - all administrators (1 day)
- Libertyville, Ill. - all staff (Speaker)
- Delavan, Wis. - all staff workshop (Two 2-hr. sessions)

DECEMBER

38.

- Detroit, Michigan - administrators of parochial schools (1 day)
 - Racine Board of Education Office (Citizen Group Meeting) speaker
- - - - -

JANUARY, 1970

- Twin Lakes, Wisconsin - all day (Speaker)
- Estherville, Iowa - all staff (1 day)
- Spirit Lake, Iowa - all staff (1 day)
- Tama, Iowa - all staff (1 day)
- Wisconsin School Boards and Superintendents Conv. (Speaker)
- Tulsa, Okla. - Key Staff (1 day)
- Rapid City, South Dakota - (regional Conference) (Speaker)
- Cedar Rapids, Iowa (1 day)

FEBRUARY

- Union Grove, Wisconsin - all staff (1 day)
- Whitewater University - (Teacher Ed.) students & Staff (2 hours)
- Twin Lakes, Wis. (evening)
- Chaska, Minn. - all staff (1 day)
- Rosemount, Minn. - all staff (1 day)
- Greendale, Wis. - all secondary staff (1/2 day)
- Lake Geneva, Wis. - all staff (1/3 day)
- Walker Pt. Middle School - Milwaukee (Consultant - 1/2 day)
- Waterford, Wis. - all staff (1/2 day)
- Downers Grove, Ill. (all staff 1/2 day)
- Institute Day (Racine) - (Speaker)
- Birmingham, Michigan (1 day)
- Moorhead, Minn. Seminar (1 day)
- Mason City, Iowa (1 day)
- Minneapolis, Minn. - Seminar (all day)
- Randall Consolidated School District - (Speaker)

MARCH

- Yorkton, Saskatchewan, Canada - Regional Convention (Speaker)
- Canora, Saskatchewan, Canada - " " "
- Caddy Vista School P.T.A. (Racine) - (Speaker)
- Monroe, Michigan - workshop (1 day)
- East Troy, Wisconsin (Speaker)
- Port Washington, Wisconsin PTA - (Speaker)
- Willmar, Minnesota (1 day)
- Denver, Colorado - Seminar (1 day)
- Omaha, Nebraska - Seminar (1 day)
- Lawton, Oklahoma (1 day)

APRIL

- State P.T.A. Convention - Milwaukee (Speaker)
- Lake Mills, Iowa (1 day)
- Fargo, North Dakota - workshop (2 days)
- Marquoketa, Iowa (1 day)
- Circle Pines, Minn. Seminar (1 day)
- Detroit, Michigan (1 day)
- Newton, Iowa (1 day)
- Phoenix, Arizona - Seminar (1 day)
- Las Vegas, Nebraska - Seminar (1 day)

MAY

- Reafield, South Dakota (S.D. Elem. Prin. Assoc, Conv) (Speaker & Workshop)
- Walker Point Middle School, Milwaukee (Consultant)
- Detroit, Michigan (1 day)
- Wyondotte, Michigan (1 day)
- Monroe, Michigan (1 day)
- Milwaukee, Wisconsin (Speaker)

JUNE

- Mitchell, South Dakota - (1 day)
- Fargo, North Dakota - (1 day)
- Stuebenville, Ohio - (1 day)
- Madison, Wisconsin - (1 day)

AUGUST

- Luxemburg, Wisconsin - workshop (1 day)
- Onawa, Iowa - workshop (1 day)
- Owatona, Minnesota - workshop (1 day)
- Stillwater, Minn. - workshop (1 day)
- Detroit, Michigan - workshop (1 day)

SEPTEMBER

- Audubon, Iowa (Tri-County Institute) - Speaker
- Catholic Teachers Convention - Milwaukee, Wis. (Speaker)

OCTOBER

- Elgin, Illinois - (speak at convention of 900 teachers)

SPEAKING ENGAGEMENTS OF DIRECTORATSTATE, REGIONAL AND NATIONAL CONVENTIONS

- National Association of Elem. School Principals, Houston Texas
- Minnesota Education Association - Mpls. (Sectional Speaker) 1968
- Minnesota Education Association - Mpls. (Dinner Speaker) 1970
- Iowa Association of School Boards - Des Moines, Iowa
- South Dakota Education Association - Sioux Falls, South Dakota
- Wisconsin Assoc. of Jr. High School Principals - Racine
- Wisconsin Assoc. of Elem. Principals - La Crosse, Wis.
- Wisconsin Assoc. of Secondary Principals - Madison, Wisconsin
- Wisconsin Assoc. of School Boards - Milwaukee
- Wisconsin P.T.A. Association - Milwaukee
- Wisconsin Assoc. of Classroom Teachers - Milwaukee
- South Dakota Assoc. of Elem. Principals - Mitchell, S.D.
- Midwest Regional Conf. of Jr. High Principals - La Crosse, Wis.
- Regional Conventions in Saskatchewan, Canada (2 days)
- National Education Assoc. Regional Conference - Minneapolis
- Catholic Teachers Convention, Milwaukee
- South Dakota Regional Convention for Teachers - Rapid City
- National Meeting of Title III Directors - San Diego, Calif.
- Convention of Lutheran Schools in Chicago area - Elgin, Ill.

DISSEMINATION ACTIVITY. A final criteria which might be used in declaring the success of this particular program would be related to the extensiveness with which speaking engagements and workshops are requested. Dissemination for this program started from nothing more than an idea and a service well rendered. The program did not start with involvement of the university or the identify of a national figure, but rather school districts, conferences, and conventions were interested enough in things going on in Racine and the way these things were presented to produce extensive demands for such services.

PHASING OUT OF FEDERAL FUNDING

Many ideas and concepts dealt with in the Racine Title III program have been further developed and will be propagated by the joint efforts of the State Department of Public Instruction, University of Wisconsin Research and Development Center, and the Kettering Foundation, better known as I/D/E/A. Through this collective effort most of the materials and human resources will be provided to help schools within Racine and throughout Wisconsin implement this multiunit concept.

It should also be noted at this point that many schools and school systems throughout the country will be running laboratories which have been patterned after the Racine Title III laboratory. Examples of these could be found this summer in St. Paul, Minneapolis, Roseville, in Minnesota; Fargo, North Dakota; Watertown, South Dakota; Charles City, Mason City, and Des Moines in Iowa; Stuebenville, Ohio; Madison, Wisconsin; Detroit, Michigan; etc.

The need for workshops, seminars and laboratories became so evident to the Title III staff members that it has led to participation in a consultant firm which will offer these kinds of services to schools and school systems throughout the United States on a business basis. Brochures identifying programs being sponsored by Educational Consulting Associates, Inc., which are patterned after the Racine Title III program, can be found in the Appendix, Pages 56-57.

It is somewhat regrettable that it is impossible to conduct the same kind of laboratory in Racine which was conducted under the sponsorship of Title III during the last four summers; however, the Racine School System finds itself in a very difficult budgetary problem at the moment, and the Administration does not believe that it would be wise, at a time of dire need for classrooms, to increase the budget to carry such a laboratory. It is quite likely that the laboratory has had its "saturation impact" on the Racine School System and staff, and that any continuing effort of similar services might well be located in other geographical locations throughout the country. Furthermore, the Board of Education was somewhat reluctant to consider this kind of funding because the program was serving many more participants outside of this school system than in the school district.

Many people trained and involved in the Racine Title III laboratory will be key staff members in some of the other laboratories scheduled throughout the country; therefore still another spin-off impact of this program can be identified.

It should be said in conclusion that the Federal funds channeled into this Title III project have produced exciting and stimulating opportunities for literally hundreds and, considering the spin-off, thousands of staff members during the course of these four years. It should also be said that some 4,000 students have benefitted from the enrichment activities provided during the time of the laboratories. Consequently, it becomes very difficult to assess the thrust for improvement of public and private education created by these funds. Time only will tell whether or not the innovations and practices introduced to schools and school systems through this program will upgrade measurably the quality of education provided for individual students in those school settings.

Though this conclusion will have to wait for much more conclusive data, it can be said that staff members in schools and school systems have been motivated to carefully look at themselves, assess the educational practices going on in those settings, and then have attempted to introduce new practices as a result of being influenced by the Racine Title III Program.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CENTER FOR RESEARCH AND PROGRAM DEVELOPMENT
126 Langdon Street
Madison, Wisconsin 53702

PI-65-43 4

Estimated Expenditure Report
Final Expenditure Report

NAME AND ADDRESS OF AGENCY: Unified School District No. 1
2230 Northwestern Ave. - Racine, Wis.

PROJECT NUMBER: 59-69-0106-2

BUDGET PERIOD (Month, day, year):
Beginning: June 1, 1969
Ending: May 31, 1970

PART I - EXPENDITURES

Functional Classification	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	Total Expenditure
		Professional	Non-Professional						
1	2	3	4	5	6	7	8	9	10
1 Administration	100	\$ 21,355.35	\$ 14,181.59	\$	\$ 722.36	\$ 998.61		\$	\$ 37,257.91
2 Instruction	200	125,194.46	13,722.56	1,540.00	3,146.69	2,622.27			146,225.98
3 Attendance Services	300								
4 Health Services	400								
5 Pupil Transportation Services	500			2,997.02					2,997.02
6 Operation of Plant Maintenance	600		8,002.00					600.75	8,602.75
7 of Plant	700			100.58					100.58
8 Fixed Charges	800							3,060.27	3,060.27
9 Food Services	900				321.98				321.98
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling (if less than \$2000)	1220c								
13 Capital Outlay (equipment only)	1230								479.60
14 TOTAL									199,046.09

PART II - FISCAL SUMMARY

1. Amount Authorized	\$ 198,904.00
2. Amount Expended	\$ 199,046.09
3. Unexpended Balance	\$ (-142.09)
4. Cumulative Total	\$ 198,904.00
5. Cash Received	\$ 198,904.00

Signature of Superintendent

Richard Nelson

Date August 31, 1970

APPENDIX INDEX
=====

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Unified School District No. 1 of Racine County
Pupil-Teacher Ratio Proposal for Elementary Schools

I. Responsibility for Elementary School Staffing Policy

- A. The building principal, conferring with his professional staff, shall be responsible for developing a staffing plan to carry out the instructional program. The amount of staff allotted to each building shall be in accord with the pupil-teacher ratio established by the Board of Education.
- B. The staffing plan for each elementary school shall be subject to approval of the Superintendent and the Instructional Division Staff in accord with Board of Education policies.
- C. All elementary schools shall teach the district approved curriculum.
- D. The organizational plan shall not exceed the "cost" determined by the pupil enrollment and the established district ratio.

II. Basis for Determining Enrollment

- A. The October enrollment report shall be the final basis on which staffing is allotted to the schools.
- B. A tentative staffing plan for each elementary school shall be established in spring of the preceding year based on the anticipated October enrollment. Necessary adjustments shall be made in October and January.
- C. The enrollment figure for each school shall be based on the number of children enrolled in grades one through six, plus the number of Kindergarten children divided by two. Children in 4-1 classes and other special education classes shall not be counted in the building total.

III. Basis for Determining Staff

- A. Each professional staff member shall be assigned a value of 1.0. This includes teachers, librarians, and subject teachers, and administrative assistants.
- B. Interns assigned to a building for a semester shall be assigned a value of .5.

- C. Other staff, such as auxiliary aides and instructional secretaries shall be assigned a value of .4.
- D. The principal, office secretary, instrumental music teacher, remedial speech teacher, and teachers of special education classes shall not be counted in the building totals.
- E. In determining staff allotment, all decimal fractions shall be rounded off to the nearest half.

IV. The Ratio

- A. The pupil-teacher ratio for the Unified School District shall be the comparison of children in the district to the staff employed to help teach those children.
- B. The ratio for outer-city schools and county schools shall be 26.8 to 1.
- C. The ratio for inner-city schools shall be implemented over a two-year period as follows:
 - 1. 1968-1969 No inner-city school shall have over a 22 to 1 ratio.
 - 2. Schools with a ratio less than 19 to 1 shall work out staffing plans to bring the ratio up to that level. However, under this proposal, no inner-city school shall lose present USE staff paid through district funds.
 - 3. These ratios are exclusive of federal funds.
 - 4. 1969-1970 The ratio for all inner-city schools shall be 19 to 1, exclusive of federal funds.

V. The Ratio and Federally Employed Staff

- A. These ratios shall not include staff hired with federal funds or funds from other sources. They represent only the effort of the Unified School District.
- B. The Unified School District does not necessarily commit itself to the continuation of special programs requiring additional staff, in the event that those funds are terminated.

School _____

Total School Enrollment _____

Date _____

CALCULATION SHEET
FOR
STAFF UTILIZATION PLANNING
(Multi-Unit Schools)

UNIT A # _____ (Ages 4-5)	UNIT B # _____ (Ages 6-7-8)	UNIT C # _____ (Ages 8-9-10)	Students
# _____	# _____	# _____	VALUE _____
Unit L _____	Unit L _____	Unit L _____	_____
Teachers _____	Teachers _____	Teachers _____	_____
Aides _____	Aides _____	Aides _____	_____
_____	_____	_____	_____
Sub Total _____	Sub Total _____	Sub Total _____	_____
STAFF UTILIZATION Summary			
UNIT D # _____ (Ages 10-11-12)	SPECIAL STAFF _____	# _____	VALUE _____
KIND _____	KIND _____	Unit L _____	_____
Unit L _____	Art _____	Teachers _____	_____
Teachers _____	Music _____	Aides _____	_____
Aides _____	Phy. Ed. _____	Instr. Sec. _____	_____
_____	Gen. Resource _____	Librarian _____	_____
_____	Rem. Reading _____	Special _____	_____
Sub Total _____	Sub Total _____	Sub Total _____	_____

Ratios- Outer City Schools 26,8 to 1
- Inner City Schools 19 to 1

Formula: _____
 (# of Student's Grs. 1-6 + 1/2 K)

+ _____ = _____
 (Ratio) (# Staff Allocated)

SCHOOL _____
 TOTAL NUMBER OF STUDENTS _____
 DATE _____

CALCULATION SHEET
 FOR
 STAFF UTILIZATION PLANNING
 (Other Than Multi-Unit Schools)

	K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	TOTAL No.	TOTAL VALUE
# of Students									
# of Classrooms									
Teachers									
Aides									

Sub Total _____

Special Staff		
#	KIND	VALUE
	Art	
	Music	
	Phy. Ed.	
	Gen. Resource	
	Rem. Reading	
	Helping Teacher	
	Sub Total	

Staff Utilization Summary		
#	KIND	VALUE
	Teachers	
	Aides	
	Instr. Secy.	
	Librarian	
	Special Staff	
	Total	

Ratios - Outer city schools 26.8 to 1
 - Inner city schools 19 to 1

Formula

$$\frac{(\# \text{ of students in grades } 1-6+1/2 \text{ of K})}{(\text{Ratio})} = (\# \text{ of staff allocated})$$

SOME POSSIBLE STAFFING PLANS
WHEN APPLYING
SYSTEM-WIDE RATIO

APPENDIX
5

RACINE, WISCONSIN
APRIL, 1968

CONDITIONS:

1. SCHOOL WITH TOTAL ENROLLMENT OF 700 STUDENTS (100 KINGERGARTEN) LEAVING A STAFF ALLOCATION BASED ON 650 STUDENTS IN THE BUILDING AT ANY GIVEN TIME.
2. TWENTY-FOUR STAFF MEMBER ALLOCATION AT RATIO OF 26.8 STUDENTS PER FULL-TIME PROFESSIONAL STAFF OR EQUIVALENT.

SCHOOL A (700 STUDENTS)

1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
22	TEACHERS	22	
1	REMEDIAL RDG.	1	
TOTAL		24	

SCHOOL B (700 STUDENTS)

1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
20	TEACHERS	20	
1	AIDE		.4
<u>SPECIAL</u>			
1	SCIENCE		.5
1	ART		.5
1	MUSIC		.5
1	HELPING TEACHER	1	
TOTAL		23	.9

SCHOOL C (700 STUDENTS)

<u>CORE STAFF</u>			
1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
1	INSTR. SECY.		.4
<u>UNIT A (100 ST.)</u> AGES 5-6			
1	UNIT LEADER	1	
1	TEACHER	1	
1	AIDE		.4
<u>UNIT B (200 ST.)</u> AGES 6-7-8			
1	UNIT LEADER	1	
5	TEACHERS	5	
2	AIDES		.8
<u>UNIT C (200 ST.)</u> AGES 8-9-10			
1	UNIT LEADER	1	
5	TEACHERS	5	
2	AIDES		.8
<u>UNIT D (200 ST.)</u> AGES 10-11-12			
1	UNIT LEADER	1	
5	TEACHERS	5	
2	AIDES		.8
TOTAL		24	.2

SCHOOL D (700 STUDENTS)

<u>CORE STAFF</u>			
1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
1	INSTR. SECY.		.4
<u>UNIT A (100 ST.)</u> AGES 5-6			
1	UNIT LEADER	1	
1	TEACHER	1	
1	AIDE		.4
<u>UNIT B (200 ST.)</u> AGES 6-7-8			
1	UNIT LEADER	1	
6	TEACHERS	6	
1	AIDE		.4
<u>UNIT C (200 ST.)</u> AGES 8-9-10			
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
<u>UNIT D (200 ST.)</u> AGES 10-11-12			
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
TOTAL		24	

SCHOOL E (700 STUDENTS)

<u>CORE STAFF</u>			
1	PRINCIPAL		
1	SECRETARY		
1	LIBRARIAN	1	
1	INSTR. SECY.		.4
<u>UNIT A (100 ST.)</u> AGES 5-6			
1	UNIT LEADER	1	
1	TEACHER	1	
<u>UNIT B (200 ST.)</u> AGES 6-7-8			
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
<u>UNIT C (200 ST.)</u> AGES 8-9-10			
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
<u>UNIT D (200 ST.)</u> AGES 10-11-12			
1	UNIT LEADER	1	
5	TEACHERS	5	
1	AIDE		.4
<u>SPECIAL STAFF</u>			
1	ART		.5
1	MUSIC		.5
1	PHY. ED.		.5
TOTAL		24	.1

SEQUENCE LOG
ON
INTRODUCING "STAFF DIFFERENTIATION"
AT
GIFFORD J.P. HIGH SCHOOL

APPENDIX
7

May 12, 1970

TO: Interested Personnel
FROM: Gifford Eighth Grade Mathematics Team
RE: Experiment in Differentiated Staffing

DATES AND REPORTS ON MEETINGS:

- 2/27/70 Presented proposal to Mr. Kirchner -- Positive
reaction
- 2/28/70 Sent copies of proposal to:
John Aceto (Math Consultant)
Lloyd Johansen (Title III Director)
Bill Coulter (Professor-friend, Dominican College)
Harris Russell (Assistant Superintendent)
- 3/5/70 Sent letter to Dr. Edward Pino (Cherry Creek Schools)
- 3/18/70 Meeting with Russell, Aceto, Johansen, Kirchner --
Positive reaction
- 3/19/70 Sent copy to: Mr. Walter Stenavich (Personnel Dir.)
Dr. John Gunning (Superintendent)
- 3/20/70 Received reply from Dr. Pino -- Directive to contact
Mr. Milt Schmidt, Director of Teacher
Education Project, Cherry Creek Schools
- 4/8/70 Sent proposal to Dominican College:
Sister Delores Enderle
Sister Agnes Rose Kokke
- 4/10/70 Conversation with Robert Gomoll, State Assistant
Superintendent of Schools, Jr. High Director.
- 4/10-70 Telephone conversation with Sister Delores --
Positive reaction
- 4/14/70 Meeting with Sisters Delores and Agnes Rose --
expressed possibility of getting interns from
Dominican
- 4/28/70 Meeting with candidates: McGrath, Datlaf, VanBondegom --
accepted
- 5/1/70 Telephone conversation with Milt Schmidt (Cherry Creek
Schools)
- 5/4/70 Senior Intern, Kathy McGrath, arrived to observe
and prepare for fall term. Kathy is
spending the entire month of May with us.
- 5/18/70 Sent reports to Kirchner, Aceto, Gunning, Russell,
Johansen, Stenavich, Sister Delores, Sister Agnes
Rose, Pino, Schmidt, Gomoll.

STAFFING OF POSITIONS

	<u>FIRST SEMESTER</u>	<u>SECOND SEMESTER</u>
Senior Teacher (Intern)	Nathy McGrath	Barbara Letlaf
Junior Teacher	Barbara Letlaf	_____
Junior Teacher	Jade La Belegon	_____
Teacher Aide	_____	_____

FUTURE PLANS

1. We will approach Carthage College in order to fill vacancies second semester.
2. Sisters Delores and Agnes Rose will meet with us to outline curriculum for junior teachers.
3. The state intern program has, at this time, double-staffed our positions for interns. This will have to be cleared up soon.
4. We will work with Mr. Kirchner to clarify and fill the teacher aide position as well as establish a time schedule for her.

SUMMARY

We are pleased with the enthusiastic support we have received from our administrative personnel and Dominican College. We have filled four of the six positions available with Dominican College students. Dominican College does not have a large enrollment, thus we are planning to contact Carthage College to fill the two vacancies left in the plan. These positions will be filled in early fall.

The experiment is moving far beyond our original expectations. Initially, we had not anticipated filling the senior positions with students at Dominican. One of the senior students is currently working in our team, in preparation for the fall semester. The second semester senior student will be a junior teacher fall semester. This moves our model one year ahead of its original plan and will give us excellent opportunities to evaluate the program in its first year.



BRONCOS

878 2434

UNION HIGH SCHOOL

Union Grove, Wisconsin

For The Best In Education



878 2435

DERRICK WEST, PRESIDENT
 CARL NISEN, DIRECTOR
 LYNN JANSON, DIRECTOR
 PETER BRAZON, CLERK

PETER HAUFER, TREASURER
 JAMES HIGHLAND, ADMINISTRATOR
 EARL VER BUNKER, PRINCIPAL
 LEO KERSCHITZ, ASSISTANT PRINCIPAL

February 4, 1970

Mr. Lloyd Johansen
 Title III Director
 1032 Grand Avenue
 Racine, Wisconsin 53403

Dear Lloyd:

Again we find ourselves in your debt for a truly outstanding educational program. "Great!"; "Unbelievably good!"; "The best we've ever had!"; "Let's have more inservice programs like that one!" These are some of the comments that we have heard following your presentation. These came from teachers, from board members, from parents and from students. I can safely say that the February 2nd workshop was the best received of any that we have had since I have been in this district.

Attached you will find a compilation of the problems and solutions listed in the closing exercise Monday night. As you predicted these are very interesting. In some cases they indicate a surprising awareness of our problems. In some other cases the opposite is true. In both, however, it required people to think, in depth, about the problems and possible solutions. It was necessary for me to condense and combine many of the individual items. This results in quite a loss of "flavor" from the originals, but it is still quite revealing. I'll be glad to send you the originals if you should wish.

Once again, Lloyd, "Thank you" for a job expertly done. Although I know that many thousands of people have been reached by your Title III project, it is still very unfortunate that it must be terminated. Education badly needs the freshness that your approach provides. Although I know that you will continue to espouse these concepts, without the assistance of the federal funds, fewer people will receive the benefit.

Please accept my very warm personal good wishes in whatever new endeavor that you find yourself. If I can help in anyway at anytime you need only call.

Very truly yours,

James Highland
 James highland

JH/rb

Encl.

WATERFORD WISCONSIN • CENTER OF GROWTH

February 24, 1970

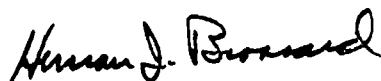
Mr. Lloyd N. Johansen
2230 Northwestern Avenue
Racine, Wisconsin 53404

Dear Mr. Johansen:

On behalf of the Waterford Elementary staff and administration, I want to thank you again for the stimulating and inspiring presentation we shared with you last Friday. The teachers unanimously (except reading specialist) agreed that this was the most outstanding and useful in-service day that we have had in years.

I would like to add my own personal appreciation for your services. Hopefully we can now begin to bring about some changes that are long overdue out here in the hinterland.

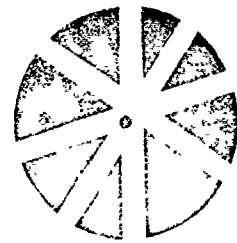
Sincerely,



HEMAN J. BROSSARD
Administrator

HB:ar

APPENDIX
10



WATERFORD GRADE SCHOOL
405 W. Main Street

FOX RIVER SCHOOL
421 W. Main Street
CLIFFORD A. SCHALLER
Principal

WATERFORD GRADE SCHOOL
405 W. Main Street
DOUGLAS L. BOBINS
Principal



Cooperative Educational Service Agency 18

30-31 Commerce Bldg., 124 Commerce St., Brookfield, Wis. 53105
STEVE EDL, Agency Coordinator
Tel: (414) 764-1157

November 19, 1969

Mr. Lloyd N. Johansen, Director
Racine Title III Program
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd:

Permit me this means and opportunity to most sincerely thank you for your untiring effort and dedication in making the CESA 18 Administrator's Seminar on November 17-18, 1969 an outstanding success.

In addition to my personal commendation I convey to you the grateful sentiments of every participant.

You and your resource staff have contributed greatly to the professional growth of these people. They are appreciative of your contribution.

Please acknowledge our appreciation to your capable secretary for her help and cooperation.

Thanks again!

Sincerely,

A handwritten signature in cursive script that reads "Steve Edl".

Steve Edl, Coordinator
Cooperative Educational Service Agency 18

SE:vw

BELLE AIRE SCHOOL

3935 Belle Aire Lane
Downers Grove, Illinois 60515

Office of the Principal

Woodland 8-5454

February 27, 1970

Mr. Lloyd Johansen, Director
Racine Title III Program
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Mr. Johansen:

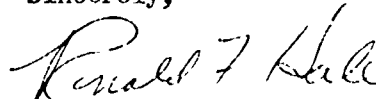
Thank you for a tremendous keynote speech on
February 25!

Your contribution to our Annual Workshop was
the "whipped cream on the cake".

I certainly couldn't have asked for a better
culminating activity to the day's program.

Thank you again.

Sincerely,



Ronald F. Hale,
Vice-President
D E S P A

mp

TULSA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
P. O. Box ~~4715~~ 45208
TULSA, OKLAHOMA 74145

Administrative Director,
Secondary Schools

January 30, 1970

Mr. Lloyd Johansen
Director, Title III Project
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd:

It was a pleasure having you in Tulsa again. I have heard nothing but favorable comments from the participants in the workshop. I am quite sure it was a very valuable and profitable experience for them. Your presentation commands a great deal of confidence from those who hear it.

Again I apologize for not making it possible for you to catch your scheduled plane. I hope the delay did not inconvenience you too much and you arrived home safely.

I am enclosing a slide of the Education Service Center. It is not a particularly good one but new ones are being made and we will send you one when they are ready but this one will give you one perspective of the building. Also, enclosed are the evaluations made by the participants in the workshop. They are most complimentary and are a reflection of the tremendous job which you did.

It was nice seeing you again and we shall look forward to our next encounter.

Sincerely yours,

G. Blaine Smith, Asst. Administrative
Director for Secondary Schools

GBS:mg
cc: [unclear]

Administration

OTTO B LAING, Superintendent

PRINCIPALS

ELGIN ALLEN, Sr High

GLENN CHALLY, Jr High

MRS MARGARET BERINGER, Elem

WALTER McBRIDE, Elem

MRS FERN STANTON, Elem.

CECIL WATTERMANN, Elem.

supervisor

Board of Education

RUSSELL MEDIN, President

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DICK KUFCKER

ACK LIMBAUGH

MRS JUDY THORESON

FRED A DIEKMANN, Jr, Treasurer

LAUGHN K RISING Secretary and

business Assistant

Algona Community School District

Algona, Iowa - 50511

January 25, 1970

Mr. Lloyd Johansen
Racine Public Schools
Racine, Wisconsin

Dear Mr. Johansen

Please allow me a belated thank you for a job well done. Our faculty are still buzzing with excitement and discussions following your visit with us.

We delayed the opening of school last Tuesday until 10:45 with the hopes that we might capture some of the enthusiasm with committee meetings on course structure and requests for priorities for the new curriculum and building.

As we plan our programs and are asking for time to be in the resource center and with our students, we realize that there is a great deal of cooperation that must be dealt with before we can function as a 'team'. As one of the faculty so aptly put it--we were on top of cloud nine after the gentleman from Wisconsin was here, now we must face reality in working together toward what is best for all of us. There was a great deal of frustration at 10:45, but by the end of the day I could sense a mellowing of thoughts and perhaps we are started on a unity of thought and purpose.

It was a most refreshing and exciting experience for us to have you with us during the day. When you are planning another series of meetings and will be near our northwest corner of the state, please advise me so that we can ask you to be our guest of honor in a follow-up of some very important thoughts.

Sincerely



Staples Public Schools

Staples, Minnesota 56479

June 24, 1966

Office of Elementary Principal

Mr. Lloyd Johansen
Title III Director
Shulte Elementary School
Staples Public Schools
Staples, Wisconsin


Dear Lloyd:

Your impact will be felt in Staples for a long time. You and Miss Clausen did an outstanding job. It was felt by all concerned that your presentations were the best ever----- and so practical that Staples will implement many of your ideas.

We thoroughly enjoyed your company and hope we have the opportunity to work out an exchange at the earliest possible date.

Thanks again for everything!

Sincerely,



Donald D. Droubie, Principal
Lincoln Model School

P.S. Judy says "Hi"!

DD:tc

BOARD OF EDUCATION OF GARRETT COUNTY

XX

TELEPHONE: (301) 334-3881

OAKLAND, MARYLAND 21550

APPENDIX

18

October 10, 1969

**Mr. Lloyd Johansen
Director, ESEA III
Racine Board of Education
8515 Westminster Drive
Sturtevent, Wisconsin 53117**

Dear Mr. Johansen:

I wish to thank you for your participation in the Charrette designed for the Garrett County School System. Your support and involvement have contributed much to its success; and its impetus on the future of education in Garrett County is unmeasurable. Such cooperation reflects your sincere interest and desire for the best possible education for our youth.

Again, humbly and sincerely, thank you. You were "beautiful"!

Respectfully yours,

Albert R. Ringer

**Albert R. Ringer
Director of Instruction**

ARR/mm

South Dakota Education Association

P O Box 939
PIERRE, SOUTH DAKOTA 57501
AREA CODE 605 PHONE 224 5874



R E HALD, Executive Secretary
C M DRENKHAHN, Director of Publications
M H SHAW, Assistant Secretary for Field Services
E C MIKKELSEN, Research Director
GERTRUDE DuBOIS, Office Manager

10-16-69

Lloyd Johnson
Little III Program
Schulte Elementary School
8515 Westminster Drive
Sturdevant, Wisconsin

Dear Mr. Johnson:

This is just a personal thank you note for the very fine part you played in making our SDEA convention a success. We heard nothing but praise about your presentation. I'm sorry I didn't get to greet you at our convention. I hope to see you again soon. Thank you.

Respectfully yours,
Les Foreman
Dept. of Educ.
SDEA

MRS. CARRIE HANSEN, Rapid City
President

DR MARK W. DELZELL, Vermillion
Past President

VIC COLE, Brookings
Southeast District Representative

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Northeast District Representative

DR. J. L. FOREMAN, Brookings
President Elect

MRS. GRACE MICKELSON, Rapid City
Western District Representative

MRS. ELLEN LEE, Rapid City
NBA Director



Yorkton Regional High School
Yorkton, Saskatchewan
March 19, 1970

Mr. Lloyd Johansen
Director, Title III Program
Racine Public Schools
1032 Grand Avenue
Racine, Wisconsin 53403

Dear Lloyd,

I would like to express my personal thanks to you for coming to our teachers' convention. You were certainly very instrumental in making all teachers agree that the convention was an unqualified success. In fact, many said to me that it was the only convention they ever attended that was worth attending, because it really dealt with vital issues - the nuts and bolts of what to do to make our teaching relevant.

Many teachers told me how lucky we were to get two speakers such as you and Lloyd Dennis. Really, you did compliment each other perfectly. You were the one who gave us the nuts and bolts of how to change as well as a lot of "whys." But perhaps it took someone from our own backyard to jolt the traditionally oriented teacher into realizing the need for change.

Really most teachers know you only scratched the surface. We are still too nervous and uncertain to try much. But you have really whetted our appetites. We want more.

Our association is considering the following:

- (a) Sending three or four teachers to take your seven-week course.
- (b) Asking you, or someone you might suggest, to come here to Yorkton to give a one-week course similar to the seven-week course you give.

We felt that the people who went down there would be able to help you with the short course here.

We realize that one week would not be sufficient but perhaps one or two phases of your program could be dealt with. However, we would be quite happy to let you "do your own thing" in your way.

We would like to present a proposed program to our professional development committee here and to our Saskatchewan Teachers Federation. In our proposal we would also like to know estimated costs.

I realize it is expecting quite a lot of someone in your position to make the trip up here again. But those who don't ask don't receive.

Please let us know if you think our ideas are feasible and whether or not you would come.

Once again, thank you for coming to take part in our convention. I believe that our request for your return is an indication of how much we appreciated your efforts.

Sincerely,
Randy Nelson

Charles City Community Schools

G. J. LORBER, Superintendent
CHARLES CITY, IOWA

September 16, 1969

Mr. Lloyd H. Johansen
Dominican College
8515 Westminster Drive
Racine, Wisconsin 53177

Dear Mr. Johansen:

This past summer we were privileged to have seven of our elementary staff members attend your summer workshop. This was a rare experience for them and they have come back to our community this fall with new insights and new ideas on how to teach boys and girls in the classroom and make learning an exciting experience.

These seven staff members are working as a team and have combined three fifth grades and three sixth grades in a unitized program. I have never seen seven more dedicated staff members. They are willing to give of their time and efforts to make this educational experience for their students worthwhile. As I watch the activities that are happening, it reminds me of a newspaper office, with everyone going full blast to meet the deadline.

You are to be congratulated for the outstanding work you are doing for education. I've said since our first meeting two years ago that your new insights in education will bring new life into the classroom. This new life is far past due. It was our good fortune while I was at Independence to spend some time with you and your staff at Racine and to bring back ideas that are paying off there.

We are looking forward to October 23 and 24 when you and three members of your team from Racine will be with us for a two day inservice training workshop. I am sure that these two days will be the highlight of our school year. We are eager and willing to learn so don't feel that you are working us too hard. Our work day will start at 8:00 A.M. and we can go to 5:00 P.M.

By the way, when I spoke with you last week, I failed to get the number of motel rooms you will need. You will be staying at the Hart Court in Charles City, but I will need to let them know the number of rooms. We will make arrangements for the nights of October 22 and 23.

Lloyd, again let me express my sincere appreciation for the "Red Carpet" treatment you have given my staff members. It has been a rewarding experience for them and they have grown fifteen feet tall in their profession because of it.

Sincerely,



G. J. Lorber, Superintendent

GJL/pb

An Equal Opportunity Employer

Minneapolis Public Schools

SPECIAL SCHOOL DISTRICT NO. 1

SCHOOL ADMINISTRATION BUILDING

807 Northeast Broadway Minneapolis, Minnesota 55418

Telephone 832-4284

RONALD S. BRANDT
Director of Staff Development

August 18, 1969

Lloyd Johansen
Director, Racine Title III Program
Schulte Elementary School
8515 West Minster Drive
Sturtevant, Wisconsin 53177

Dear Lloyd:

I want you to know that I've talked with several of the people who attended your summer laboratory and that they are extremely enthusiastic about the experience. Most of them, in fact, have never before participated in a staff development activity which they felt was so valuable. It is a busy time for me now, what with making preparations for the opening of school, but as soon as the year is under way I hope to call a meeting of everyone who took part in your program and to begin serious discussion of what our next step should be. In the meantime, I want to thank you again for making it possible for our staff members to attend.

Sincerely,

Ronald S. Brandt
Ronald S. Brandt
Director of Staff Development

RNB:tp

EVALUATION OF VISITATION
TO
RACINE SCHOOLS

One of the major objectives of the Title III program is dissemination and propagation of successful practices in education through visitation. Therefore, would you carefully respond to this instrument to help us improve this service.

1. Were your objectives for visitation met during your visit?

Yes No

If not, why? _____

2. What experiences were most meaningful to you during this visit?

Discussion with teachers, principals and Mrs. Canman. Observing the units in action. Visit to the S.M.C.

3. What experiences were not so meaningful?

It was all meaningful -- not a minute was wasted.

4. Would you care to make a suggestion for the improvement of this program?

We would like to have spent more time watching large units in action; observe unit leader and staff in planning session.

5. Please make a comment on your "over-all" feeling about the effectiveness of this visitation.

Our visit was well planned and well organized. Mrs. Canman and others were very cooperative and made every effort to make our visit enjoyable and meaningful.

6. I felt this visit was: (check one)

Not too meaningful
 About like most

Better than most
 Outstanding

Signed Robert J. Howard

School Gale-Ettrick School District

Address Galesville, Wisconsin 54630

APPENDIX
22

Bathurst Heights Secondary School

640 LAWRENCE AVENUE WEST, TORONTO 392, ONT. R10.

H. W. B. HYLAND, B.A., B.P.E., M.Ed.
PRINCIPAL

787-4291

D. R. HEWGILL, B.A.
VICE-PRINCIPAL

K. B. HILLS, B.A.
VICE-PRINCIPAL



N. V. JEFFERSON, M.A., B.Ed.
VICE-PRINCIPAL

March 13th, 1970.

Mr. Lloyd N. Johansen,
Title III Director,
1032 Grand Avenue,
RACINE, Wisconsin, U.S.A.

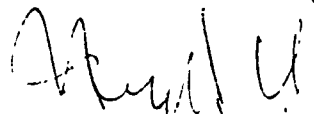
Dear Mr. Johansen:

May I take this opportunity to let you know how much Mr. Bob Paul and I enjoyed our visit to your school system. After serving on a committee for the past year on Unit Organization and doing a fair amount of research in this area, it was a great experience for us to see the Multiunit Concept in action.

We were amazed at the wealth of information with which Mrs. Canman was able to provide us, particularly on Project Title III, and were extremely grateful to her for the time she spent on our behalf. We also appreciated the efforts of Mr. Nelson and all those who contributed to making our trip so worthwhile.

I do hope we may have the opportunity to reciprocate if any of your staff members have an opportunity to visit Toronto.

Sincerely yours,


H. W. B. Hyland,
Principal.

HWBH/mc

Oshkosh, Wisconsin
January 22, 1969

EVALUATION

1. What experiences were most meaningful to you during this workshop?

Listening to the "critical case"
how the experience of going to school
has changed these young people's lives. ^{of the night in school}

2. What experiences were not so meaningful?

Listening to the large group discussion.

3. Would you care to make a suggestion for the improvement of such a program?

Yes! Do what is suggested when we get
back to school!

4. Please make a comment on your "over-all" feeling about the effectiveness of this workshop.

Best I ever attended and only one. I
am left fed with enthusiasm for the
next days teaching! ;

EVALUATION

1. What experiences were most meaningful to you during this workshop?
Your rationale for Training.

2. What experiences were not so meaningful?
The initial experience in small group dynamics.

3. Would you care to make a suggestion for the improvement of such a program?
More time for each activity. Hand out your transparencies and illustrations. We need more time to brain-pick you.

4. Please make a comment on your "over-all" feeling about the effectiveness of this workshop.
I enjoyed the presentation. Your manner of presentation was dynamic. I listened intently. It wasn't boring or redundant.

5. I felt this workshop was: (check one)

Not too meaningful

Better than most

About like most

Outstanding

The best presented thus far in the ADP program. I hope we have to work with you again.

TITLE III CENTER
SPONSORS
SUMMER 1969 LABORATORY TO RE-EDUCATE TEACHING STAFF

Racine, Wisconsin

PROGRAM WILL SERVE

- Twelve hundred students (K-11 grades)
- One hundred and eighty teachers, supervisors and administrators from many private and public school systems in Wisconsin and surrounding states
- Thirteen instructional aides
- Six staff secretaries
- Ten instructional secretaries
- A one-week "satellite" workshop for administrative staff
- And many visitors

AT:

- Bose Elem. School - Kenosha
- Goodland Elem. School - Racine
- Giese Elem. School - Racine
- Starbuck Jr. High School - Racine
- Case High School - Racine

June 16-August 1, 1969

Dr. John Gunning, Superintendent
Racine Unified School District
2230 Northwestern Avenue
Racine, Wisconsin 53404

Mr. Lloyd N. Johansen, Dir.
Racine Title III Program
8515 Westminister Drive
Sturtevant, Wisconsin 53177

OBJECTIVES OF TITLE III LABORATORY

The Racine Title III Laboratory provides a clinical teaching experience for teaching professionals and non-professionals to experience and assess new ideas and approaches for instructional improvement. The program involves seven weeks of full-time work for teachers, consultants, supervisors, principals, and university professors, para-professionals and secretaries drawn from public and private schools in a large geographic area.

This program provides enrichment learning experiences for students in grades 1-11 each morning for six weeks in five different buildings. Student attendance in the mornings provides a laboratory setting for this professional work.

Specifically the objectives are:

1. Individualization of Instruction. It is assumed that participants will leave this summer session with a commitment to individualize instruction as much as possible within the curriculum and school organizational pattern they are involved with in their own school setting.

2. Packaging Curriculum. Teachers will experience the writing of contracts, unipacs, capsules, minipacs, IPI, etc., during this laboratory. They will be given enough experience to make them competent enough to prepare materials for individualization in their local school settings.

3. New Organizational Patterns. Some of the patterns are related to a whole school organization such as: ungraded, dual progress, school within a school, multi-unit, flexible modular scheduling, etc. Other patterns will relate to organization within the school; they could be teams, instruction units, department, self-contained, etc.

The broad objective is to demonstrate and evaluate the effectiveness of new organizational patterns and to help participants determine which ones might be utilized in their diverse educational settings.

4. New Ideas, Techniques, and Materials. This laboratory should provide and encourage the use of as many new techniques and materials as possible. Participants are encouraged to evaluate the extent to which they can be incorporated in new organizational arrangements.

5. New Tasks and Roles for Teachers. The program objective is to assure the professional participant that new educational tasks and roles will not erode, but rather enhance the image of a teacher, and at the same time improve the quality of education by better staff utilization. Furthermore, the laboratory will provide what might be termed as "basic training" for both the professional and non-professional, and thereby produce both professional and non-professional staff prepared and willing to assume the new tasks and roles demanded in education today.

BASIC STAFF ORGANIZATION
FOR
SUMMER LABORATORY

The organizational plan for this laboratory is designed to provide maximum opportunity for staff to teach, experiment, observe, and evaluate during a limited amount of time. All teachers are assigned to teams and are expected to work cooperatively.

These teams will cycle between a teaching responsibility, an observation opportunity, and a packaging curriculum experience. The unit leaders and their teams will determine the rate of cycling - teams will usually spend two to five days in each segment of the cycle.

The laboratory serves students in grades 1-11. Therefore, students and staff are assigned to one of the five levels listed below. Each level is divided into units which operate within a school made up of several units. The units function as shown on the flow chart which follows:

ASSIGNMENT OF LEVELS AND UNITS

Level I (grades 1-2)

Unit A -- Bose School, Kenosha
Unit B -- Giese School, Racine
Unit C -- Goodland School, Racine

Level II (grades 3-4)

Unit A -- Bose School, Kenosha
Unit B -- Giese School, Racine
Unit C -- Goodland School, Racine

Junior High

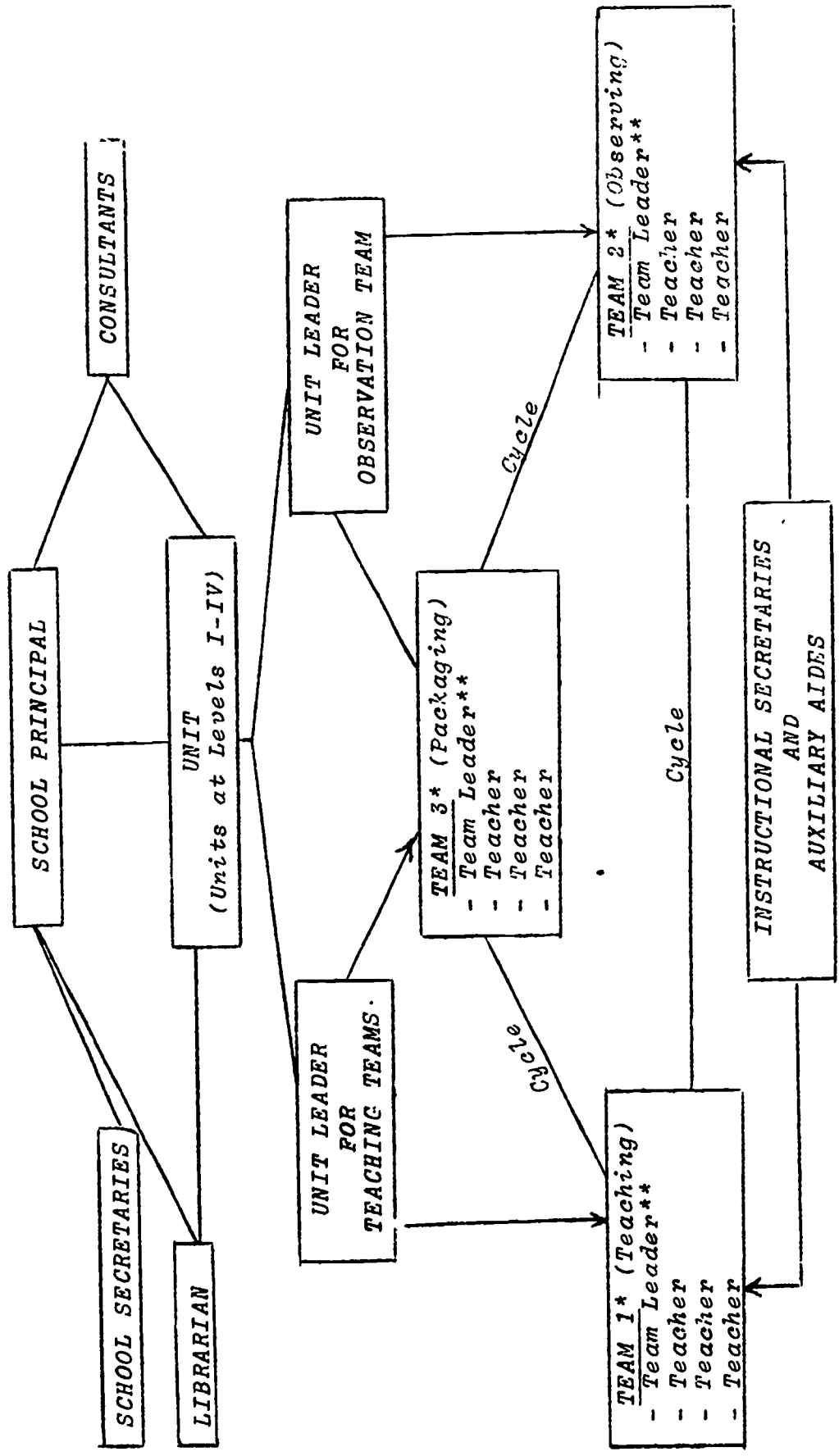
Level III -- Starbuck Jr. High
Unit A -- English and Soc. St.
Unit B -- English and Soc. St.

Senior High

Level IV -- Case High School
Unit A -- English
Unit B -- Social Studies

ORGANIZATIONAL FLOW CHART
FOR
TITLE III LABORATORY SCHOOLS

Racine, Wisconsin
Summer, 1969



* - Teams cycle between teaching, observation and packaging as declared by the units.
 ** - Leadership rotates among team members.



STAFF ROSTER
FOR
SUMMER 1969 TITLE III LABORATORY

DIRECTOR - Johansen, Lloyd
Secretary - Erpestad, Edna

PRINCIPALS

Bose Elem. - Kenosha - Mancusi, Dennis
Secretary - Dubaniewicz, Linda

Giese School - Nelson, Earl
Secretary - Merry, Esther

Goodland School - Krahn, Roland
Secretary - Paulson, Lee Ann

Starbuck Jr. High - Gomoll, Robert
Secretary - Maresh, Gertrude

Case High School - Stark, Joseph
Secretary - Manual, Suzanne

CONSULTANTS

English	- Vail, Neil	General Resource	- Ronda, Teckla
Science	- Bliss, Richard	Guidance	- Brach, Althea
Math	- Aceto, John		

LIBRARIANS

Bose - Noppe, Vera
Giese - Hildebrandt, Lora Lei
Goodland - McGraw, Jean
Starbuck - Kiemen, Marilyn
Case - Vance, Sharon

MEDIA SPECIALIST - Moen, Robert

SPECIAL ASSIGNMENTS

Coordinators of designs and strategy for teaching teams
Clausen, Mary Jane - (Elementary - LEVEL I)
Krahn, Roland - (Elementary - LEVEL II)
Stark, Joseph - (Secondary - LEVEL III & IV)

Coordinator of design and strategy for observation teams
Nelson, Earl - (Elementary - LEVELS I & II)
Gomoll, Robert - (Secondary - LEVELS III & IV)

Coordinator of librarians
Mancusi, Dennis

Coordinator of auxiliary aides and television
Nelson, Earl

INSTRUCTIONAL SECRETARIES

- Bose* - Kruse, Kathryn
- Sordahl, Molly
- Giese* - Erpestad, Sharon
- Nelson, Karen
- Goodland* - Larson, Charlotte
Cooklin, Mary
- Starbuck* - Maresh, Gertrude
- Johansen, Jann
- Case* - Carney, Kathy
- Letsch, Irene

AUXILIARY AIDES

- Bose* - Roders, Arlene
- Andersen, Joyce
- Thompson, Marjorie
- Giese* - Hadley, Mary
- Eisel, Nellie
- Van Koningsveld, Arnolda
- Goodland* - Betts, Jean
- Colbert, Beatrice
- Levingston, Lydia
- Starbuck* - Pederson, Diane
- Mikalofsky, Sister Mary
- Case* - Madsen, Ruth
- Glaeser, Kathy

LEVEL I (Grades 1-2)

Level Leader - Clausen, Mary Jane

UNIT A - Bose (Kenosha)

Unit Leader (Teaching) - Clausen, Mary Jane (Title III)
Unit Leader (Observation) - Stimm, Charles (Trautwein-Hood
Creek)

Field, Margaret
Columbus, Wis.
Georgi, Sophie
Kenosha
Gretzinger, Rita
Kenosha
Kleindl, Noreen
Columbus, Wis.

Lowry, Betty
Kenosha
Strasser, Rose
Kenosha
VanLanduyt, Mary Beth
Kenosha
Mohrbacher, Linda
Kenosha

SUB-TEAM PARTICIPANTS

June 23-July 11

Baker, Karen
Keshena, Wis.
Tope, Hazel
West Union, Iowa
Walker, Marilyn
Minneapolis, Minn.

July 14-August 1

Zais, Sister Carol Jean
Hawwatos, Wis.

UNIT B - Giese School

Unit Leader (Teaching) - Piggins, Carol (Winslow)
Unit Leader (Observation) - Leonard, Charles (Giese)

Baumann, Marjorie
Caddy Vista
Beyer, Nancy
Jefferson
Cairo, Mary
St. Edward's - Racine
Campbell, Katherine
St. Sebastian-Sturtevant

Ferguson, James
Crestview
Hiller, Sister Marion
St. Alphonsus, Greendale
Meyers, Janet
Schulte
Slaughter, Nanette
Jefferson

SUB-TEAM PARTICIPANTS

June 23-July 11

Bong, Joy
East Troy, Wis.
Daly, Bonnie
Minneapolis, Minn.
Schroder, Gertrude
West Union, Iowa

July 14-August 1

LEVEL I (Grades 1-2) -- (Cont.)

UNIT C - Goodland School

Unit Leader (Teaching) - Hansen, Pat (Stephen Bull)
Unit Leader (Observation) - Smith, Mary (Kenosha)

Ellis, Carol	Mader, Barbara
Giese	Schulte
Hoffman, Susan	Rosin, Ruth
Giese	Trinity Luth., Caledonia, Wis.
Kranz, Margaret	Staaf, Jean
Wadewitz	Dr. Jones
	Wirtz, Sister Phyllis
	St. Alphonsus, Greendale, Wis

SUB-TEAM PARTICIPANTS

June 23-July 11

Bredeson, June
 Hartford, Wis.
Paterick, Dorothy
 Shawano, Wis.
Pavelcik, Lorraine
 Roosevelt

July 14-August 1

LEVEL II (Grades 3-5)

Level Leader - Barnes, Duane

UNIT A - Bose (Kenosha)

Unit Leader (Teaching) - Schmitt, Sister Donna (Holy Name)

Unit Leader (Observation) - Onnink, Allen (Schulte)

De Santo, Thomas
KenoshaHenzig, Susan
St. Wenceslaus, MilwaukeeHill, Charles
ElkhornKlenke, William
KenoshaMaki, Kenneth
KenoshaNaegeli, Sandra
KenoshaNeureuther, Sister Janet
St. Wenceslaus, MilwaukeeNewman, Robert
ElkhornStevens, Ronald
ElkhornThalacker, Edward
ElkhornTietz, Virginia
Charles City, IowaSUB-TEAM PARTICIPANTSJune 23-July 11Morrow, Esther
Minneapolis, Minn.Pengelly, Rhoda
Hartford, Wis.July 14-August 1Andersen, Mary
Charles City, IowaJacobson, Echobeth
Charles City, IowaSweeney, Mary
Baraboo, Wis.Thomas, Veronica
St. Sebastian, SturtevantUNIT B - Giese

Unit Leader (Teaching) - Tomisch, Robt. (Staples, Minn.)

Unit Leader (Observation) - Olson, Robert (Giese)

Cole, Damon
Charles City, IowaCiskowski, Diane
St. Wenceslaus, MilwaukeeDischler, Sister Rose Marie
St. Norbert, Sauk City, Wis.Dunk, Thomas
Holy Name, RacineFochs, LeRoy
JeffersonKimble, Keith
RooseveltHenning, Joan
East Troy, Wis.Kuhl, Frederic
SturtevantRogers, Barbara
PrairieSchmidt, Ethel
East Troy, Wis.Schuenke, James
North ParkVogl, Sister Marcia
St. Wenceslaus, MilwaukeeSUB-TEAM PARTICIPANTS

(See next page)

SUB-TEAM PARTICIPANTS (Giese)

June 23-July 11

Dutcher, Robert
Mason City, Iowa
Hugsby, Mary
Baraboo, Wis.

July 14-Aug. 1

Ehm, Ruth
St. Pius, Wauwatosa
Kaus, Pauline
Charles City, Iowa
Schack, Beverly
Dubuque, Iowa
Wakefield, Richard
St. Paul, Minn.

UNIT C - Goodland School

Unit Leader (Teaching) - McGregor, Elaine (Winslow)
Unit Leader (Observation) - Barnes, Duane (North Park)

Daun, Sister Jann
St. Matthias, Milwaukee
Gates, Colman
Jefferson
Green, Harvey
Crestview
Heit, Evaline
Charles City, Iowa
Holm, Gertrude
St. John Nepomuk, Racine
Kidd, Elwin
Jefferson
Leonard, Marlene
West Ridge

Long, Sharon
Wadewitz
Malachy, Sister
St. Monica, Milwaukee
Stauffer, David
St. Sebastian, Sturtevant
Sura, Marian
St. Sebastian, Sturtevant
Verbeten Karen
Goodland
Wood, Norma
Prairie

SUB-TEAM PARTICIPANTS

June 23-July 11

Clifford, Lenore
Mason City, Iowa
Zanotti, Mary Ann
Charles City, Iowa

July 14-Aug. 1

Kaschel, Robert
Baraboo, Wis.
Pilgrim, James
Charles City, Iowa
Stavnow, Marilyn
North Freedom, Wis.
Stayner, A. Jean
Charles City, Iowa

LEVEL III (Jr. High)

Level Leader - Farris, Mark

UNIT A - Starbuck Jr. High School

Unit Leader (Teaching) - Farris, Mark (Starbuck)
Unit Leader (Observation) - Roth, Dr. Alfred (Concordia College)
Edmonton, Alberta

Asman, Nancy
Our Lady of Sorrows, Milw.
Colette, Sister Marian
St. Wenceslaus, Milw.
Druse, Douglas
Washington Jr. High
Johnson, Robert
Kenosha
Kafer, Paul
Kenosha
Knudson, Mary
Gifford Jr. High
Long, Robert
Cudahy, Wis.
Schilling, Nathan
McKinley Jr. High

Smolka, Carolyn
Jerstad Jr. High
Van Buren, Nelda
Gifford Jr. High
Wagner, Sister Frances
St. Monica, Milwaukee
Walczak, Sister Susan
St. Bernard, Madison, Wis.
Welch, Thomas
Lake Geneva, Wis.

SUB-TEAM PARTICIPANTS

June 23-July 11

DeMarsh, Thomas
St. Wenceslaus, Milw.
Luebeck, Donald
Minneapolis, Minn.

July 14-Aug. 1

Honish, Sister Virginia
St. Pius, Wauwatosa, Wis.
Zimmerman, Dean
Minneapolis, Minn.

UNIT B - Starbuck Jr. High School

Unit Leader (Teaching) - Rogers, Eileen (Gifford Jr. High)
Unit Leader (Observation) - Gomoll, Robert (Starbuck Jr. High)

Boeyink, Sister Joann
St. Pius, Wauwatosa
Bowen, Marilyn
Starbuck Jr. High
Doerflinger, Dorothy
Gifford Jr. High
Glocke, Edith
Kenosha
Hansen, Randol
Starbuck Jr. High
Jimenez, Santos
Kenosha

Klotz, Sister Margaret
St. Frederick, Cudahy, Wis.
Strampe, William
Gifford Jr. High
Strohl, William
Washington Jr. High
Vandine, Donald
Mitchell Jr. High
Vieth, Nancy
St. Monica, Whitefish Bay
Younk, David
Mitchell Jr. High

UNIT B - Starbuck Jr. High

SUB-TEAM PARTICIPANTS

June 23-July 11

Aigner, James
St. Wenceslaus, Milwaukee
Michel, Joseph
Richfield, Minnesota

July 14-Aug. 11

Knutson, Irene
Minneapolis, Minn.
Tsuchija, Miyo
Minneapolis, Minn.

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LEVEL IV (Senior High)

Level Leader - Wagner, Kenneth

UNIT A - Case High School (English)

Unit Leader (Teaching) - Snyder, Ronald (Horlick)
Unit Leader (Observing) - Barootian, John (Horlick)

Blount, Tom
Starbuck
Canman, Clyde
Horlick
Fender, Mary
Jerstad.
Mittag, Donald
Case
Pappenfuss, Joseph
Jerstad

Parker, Jackson
Park
Scropos, Ted
Kenosha
Shall, Anne
Case
Tartagni, Donna
Jerstad

UNIT B - Case High School (Social Studies)

Unit Leader (Teaching) - Wagner, Ken (Horlick) k
Unit Leader (Observing) - Lane, James (Case)

Eastman, James
Park
Fischer, Nicholas
Case
Gibowski, John
Elkhorn
Hinz, Susan
Kenosha
Hirzig, Norman
Union Grove
Johnson, Larry
Horlick

Keefe, Thomas
Horlick
McIntosh, Ralph
Park
Siepmann, Sue
Case
Sydnor, Harold
Case
Tigges, George
Horlick

Smith, Sister Grace
St. Catherine H.S., Racine

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OPERATIONAL GUIDELINES
FOR
STAFF REFERENCE

The following guideline has been developed to help clarify the responsibilities of individuals and groups in the Title III program this summer.

TITLE III DIRECTOR

The Director is responsible for over-all organization and program. He will be assisted by the five principals, the consultants, and the unit leaders who, as a group, represent the CORE STAFF. The five principals and the Director will serve as the EXECUTIVE STAFF.

PRINCIPALS

The five principals shall:

1. Administer all aspects of the program conducted within their buildings and shall follow the basic policy of the Racine Unified School District #1, as stated in the Administrative Handbook.
2. Be responsible for all personnel assigned to their school.
3. Make certain the program within their building is carried out according to the goals and objectives stated in the Title III proposal.
4. Attempt to spend as much time as possible coordinating the efforts of the unit leaders within their school. This group represents the Advisory Council in each building.
5. The principal will assume an instructional leadership role which would imply attending and actively participating in the work of the teams.

CONSULTANTS

The consultants are specialists in different areas of the curriculum who will serve as resource persons to all schools, all units, all teams, and all individuals. They stand by for call from any individual or group. They will be a part of as many planning and evaluating sessions as their time will permit.

COORDINATORS OF DESIGNS AND STRATEGY FOR TEACHING AND OBSERVATION UNITS.

The coordinator assumes overall leadership for the coordination and strategy efforts of the unit leaders and teams on the teaching, observation, and packaging segments of the cycle.

COORDINATOR OF AUXILIARY AIDES AND TELEVISION

This role of coordination has been assigned to Mr. Earl Nelson. It is assumed there may be need for calling the aides together to discuss problems they encounter and to help them serve the instructional staff more effectively.

The use of television personnel and equipment by many schools and people will demand some careful scheduling and planning. It is assumed Mr. Nelson will communicate or meet with schools or persons as needed to insure effective use of this media.

COORDINATOR OF LIBRARIANS AND RESOURCE CENTERS

Mr. Dennis Mancusi will coordinate persons and plans related to development of libraries and resource centers. It is assumed that the great emphasis placed on individualizing instruction in this program will require collective effort to move as rapidly as possible during a six-week laboratory session.

Meetings will be needed for planning, idea sharing, use of equipment and evaluation.

LEVEL LEADER

A leader for each one of the four levels is identified. This person will assume responsibility for calling and organizing meetings suggested and desired by each level.

THE UNIT LEADER

The basic task of the unit leader is to serve as a resource person to the team. These leaders have been selected on the basis of having had extensive experiences in working on teams. Therefore their role is to direct, suggest, guide, help, and offer specific suggestions for improvement to individuals and team members.

The unit leader does not serve in the role of team leader. This responsibility is to be assumed by a member of the team.

Some specific responsibilities of the unit leader are:

1. He is responsible for all personnel assigned to his unit.
2. The unit leaders shall mutually agree to communicate on
 - a. professional literature to be emphasized;
 - b. teacher strategy to be used;
 - c. scheduling of professional time;
 - d. handling of staff personnel problems.
 - e. packaging curriculum for individualization

TEAM LEADER

One member of a team is identified as its leader at a given time. This person is identified to provide leadership and to coordinate the efforts of the team.

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Some basic responsibilities of the team leader are:

1. Lead and guide the team in its planning, preparation, packaging, and evaluation efforts.
2. Preside at team meetings.
3. Remains as an integral part of the team and assumes a regular team member's role while discharging this responsibility of leadership.
4. The team leader makes certain the unit leader remains in a role which makes it possible for him to serve as a consultant and resource to the team operation.
5. If the unit leader finds it necessary, he may have to direct the team leader and the team members in order to accomplish the objectives of the program.
6. The team leader will serve in this role as long as assigned by fellow team members and the unit leader -- probably not more than a week or less, so each member has a chance to serve in this capacity.

SECRETARIAL HELP

It is assumed that all secretarial help is under the direct supervision of the principal of the school involved. The schools will establish an IN and OUT basket in the secretarial office for duplication requests. If leadership is to be assigned within the secretarial pool, it will be the task of the school principal to so designate an individual for this responsibility.

Generally speaking, priority for secretarial service will be established on the basis of "first come, first served." If this method proves to be a problem at any given time, the following operational procedures are established:

- a. The elementary principal or person he designates will determine the priority at the elementary level.
- b. The level leader shall determine the priority at the secondary level.

AUXILIARY AIDES

The auxiliary aides are included in the staffing plans in order to provide more effective and more efficient learning through better staff utilization.

The auxiliary staff receive their instruction and are responsible to:

- a. the teaching team leader at the elementary level;
- b. the resource librarian at the secondary level.

Some of the basic responsibilities to be assumed by auxiliary staff members are listed below.

Instruction

The auxiliary staff may assist

1. individual students and small groups of students pursuing instructional activities which have been

assigned and organized by the professional staff. Examples of this would be: (a) assist in independent study in the classroom or learning center, (b) listening to students read, (c) drill in mathematics, (d) drill in spelling, (d) etc;

2. the teacher in the preparation, maintenance, assembling, and returning of basic instructional materials, supplementary materials, and instructional aids;
3. in the securing, preparation, and operation of instructional media as directed by professional staff. Auxiliary staff will operate machines and devices on which they have received training;
4. by procuring materials relevant for use in units or topics of study as directed by the professional staff.

Clerical

The auxiliary staff may assist

1. in the taking of classroom attendance, and maintaining permanent attendance records;
2. in ordering and sales related to the food service;
3. in the collection of money and accounting for same;
4. in the scoring of non-confidential and other objective exercises where a qualitative judgment is not required; collecting and organizing data and information as directed;
5. in the preparation of schedules, charts and rosters;
6. in recording student grades and related information as directed by the professional staff;
7. in maintaining various files as directed by the professional staff;
8. in preparing, distributing and collecting forms needed by the professional staff;
9. in following a designated procedure for storing and checking books in and out, instructional equipment and other supplies brought into classrooms, learning centers or resource libraries.

Parental Communication

The auxiliary staff, upon direction of the professional staff, may contact parents

1. for purposes of scheduling field trips, parent-teacher conferences and seeking volunteer assistance;

2. to report student illness or detainment;
3. to collect information from parents such as reasons for lengthy and/or frequent absences or tardiness, securing permission for students to participate in extended day activities, etc.

Supervision

The auxiliary staff, as directed by the professional staff, may supervise

1. children in putting on and removing outdoor garments, assisting those individuals who need special attention;
2. the movement of groups of children as is necessary within the school building or the school grounds or on field trips;
3. students in a classroom or learning center;
4. the school lunch program and further assist students in subsequent recreational and/or independent study periods during the lunch hour;
5. assisting the certified personnel responsible for children on the playground.



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GUIDELINES FOR OBSERVATION

One of the real valuable experiences in the summer laboratory is when participants are in the observation cycle. It must be understood that the observation cycle provides professional involvement that would be absolutely impossible during the school year.

It is therefore very important that all participants fully understand why we have three teams working in the laboratory and what we plan to accomplish in this phase of work. Some of the goals we hope to achieve in the observation cycle are:

1. To provide observation experience for staff which will sharpen their perception and sensitivity to methods, techniques and organization which will improve the quality of instruction.
2. To enable staff members to state their educational objectives for an instructional presentation in behavioral terms.
3. To enable staff members to accept structured observations of the teaching functions and to participate in the evaluation of the teaching act in relation to the stated objectives. This will be documented by evidence gained through classroom observation.
4. To provide each project participant with a working experience involving several systems of observation.
5. To help teachers develop an enlightened questioning technique with students.
6. Will develop skills that will enable participants to plan, present, and evaluate their own teaching presentation and continue to seek professional help from their colleagues.

The basic sequence of experiences used in the observation cycle are as follows:

1. PLANNING. The observation team meets under the leadership of the team leader to review the plans for instruction prepared by the teaching team. They will then decide how, when, and where and by whom the specific observation is to be made. They will also decide on what data they will seek and when and where they will meet to review it.

2. OBSERVATION. Observation team or individuals visit classes or groups as planned.
3. STRATEGY. The observation team or segment of the team meets to discuss their observation and determines "how" and "what" they want to share with the individual or group observed.
4. CRITIQUE. The observation team or members of the team meet with the individual or group observed.
5. EVALUATION. The observation team reviews how effective they were with the staff member or group and what steps they wish to take to improve their observations.
6. FOLLOW UP. The observation team will assess the change in teacher or team behavior resulting from the exposure identified above.

The successful unit or team is one in which there is constant professional interaction and evaluation among the members. The Title III program has been structured to provide a condensation of these experiences over a short period of time in order to sharpen our skills and our sensitivity for successful and graceful interaction.

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OPERATIONAL GUIDELINES
FOR
TITLE III LIBRARIANS

Summer, 1969

Flexibility of school organization, professionals working together, use of non-professional staff, and greater efforts to individualize learning demand that the librarian assume a key role in instructional staffing. Librarians serving in schools attempting to achieve these goals are constantly called upon by units or teams of teachers to identify, find, and secure all kinds of resources for learning. Therefore one of the basic objectives of the summer Title III laboratory is to cast the librarian into a role of discharging professional tasks for which he has been well trained. This change of concept regarding the prime functions of the librarian suggests the need for clear communication regarding the duties of this staff member. The following statement should help all staff members make better use of this key resource person.

1. The librarian should be called into the team planning sessions as early as possible when the team is attempting to identify resources such as books, films, pamphlet materials, etc., which will help provide the learning experiences needed to accomplish the behavioral objectives set forth by the staff. Therefore the librarian should be kept informed of all team meetings by the team leader and should attend as many of these sessions as his time permits.

The librarian will take an active role in actual planning. His presence at strategic points in these meetings will make it possible for him to know in detail what is being planned, what resources will be needed, and exactly what students assigned to individualized study are expected to accomplish. Individually guided instruction packages, particularly, should be planned by teacher and librarian together and carefully correlated with available materials before the student begins this kind of work.

2. Time will be set aside each day when students may check out books for pleasure reading to take place in or out of the library. The librarian is responsible to make sure that this service is rendered on a regular basis; however, it is assumed that aides, and possibly students, will assume basic responsibilities for this service in order to free the librarian to work more intensively with instruction.

3. It is expected the library will provide the learning setting for much independent study, small group discussion, etc., when these activities have been scheduled by the teaching staff and librarian together.

4. The librarians will do everything in their power to encourage extensive professional reading by summer participants; therefore, the librarian will make sure the professional reading materials are readily available for staff.

5. The staff of librarians will attempt to package some materials for the purpose of teaching library skills, and will see that those students who fail to pass a library usage pre-test have the opportunity to get the instruction.

6. On the secondary levels, the librarians will coordinate activities of the auxiliary aides in carrying out the plans of the teams for the organization and use of resource materials in the library.

7. If time permits, the librarian is anxious to serve as a member of the instructional staff. This may sometimes include a large-group presentation, act as a leader of a discussion group, etc., if the team so wishes.

8. Librarians should participate in the observation activity as much as possible. Certainly he should be scheduled in when lessons have been planned which will make extensive use of the library and AV resources. The strategy and critique meetings concerned with those lessons should also be attended by the librarian. Thus, he will be able to evaluate how adequate and effective resources were for teaching the lesson, and to consider what could have been added, or how materials could be put to more effective use in the future.

GUIDELINES FOR COUNSELING OF STUDENTS

Each staff member will be assigned a portion of the students enrolled in their unit operation. They will accept responsibility for:

- 1. becoming acquainted to the degree they can call them by name and know something about their background;*
- 2. encouraging the students to come to them any time they have a question or a problem.*
- 3. reporting to their parents on the child's work in the Title III project, the type of experience he appears to be having and further define the program to parents'*
- 4. counseling with the children in a group setting, hopefully once a week;*
- 5. transmitting written information to the school that the child will be enrolled in in September, 1969, explaining the experiences the child had in the Title III program;*
- 6. counseling with the parents when behavior or attendance problems arise.*

*Appendix
#5*

SCHEDULE OF ACTIVITIES
FOR
TITLE III LABORATORY ORIENTATION WEEK

June 16-August 1, 1969

Monday, June 16

7:30-10:20 - ALL STAFF - Starbuck Auditorium

7:30-7:45 - Introductory Comments

7:45-9:00 - Rationale for change and basic models
of operation to meet these needs

9:00-9:20 - Coffee Break

9:20-10:20 - Presenting the Title III summer laboratory
model

10:45-noon - Principals meet with their staffs in their
buildings.

P.M. - Units initiate planning for teaching cycle
in their buildings

Tuesday, June 17

7:30-10:30 - Small group dynamics in Starbuck Gym

10:30-10:45 - Break (Participants from outside Racine see
Mr. Workman and Mr. Joachim about payroll)

10:45-noon - Behavioral Objectives and Methods of Packaging
Curriculum - Starbuck Cafeteria

P.M. - Units continue planning for teaching cycle in
their buildings.

Wednesday, June 18

A.M. - Units continue planning for teaching cycle in
their buildings

P.M. - Units continue planning

- All Staff meets at 1:30 p.m. at Starbuck
Auditorium "Introduction of Behavioral
Objectives Model" - Dr. Helen Patton

Thursday, Ju.

A.M. - Units at work in their buildings

2:00-3:30 - Core Staff - Room 111 at Starbuck

Friday, June 20

- Units at work in buildings all day.

TITLE III CENTER
SERVICES
"SPECIAL PURPOSE" PROJECT
FOR
ADMINISTRATIVE & SUPERVISORY PERSONNEL

Racine, Wisconsin

PROGRAM WILL SERVE

- 26 Selected Administrators and Supervisors from Wisconsin, Iowa, Minnesota, North Dakota, and Ontario, Canada

- in the ongoing Title III laboratory

- at:

- | | |
|----------------------------|-----------|
| - Bose Elem. School | - Kenosha |
| - Goodland Elem. School | - Racine |
| - Giese Elem. School | - Racine |
| - Starbuck Jr. High School | - Racine |
| - Case High School | - Racine |

July 21-25, 1969

Dr. John Gunning, Superintendent
Racine Unified School District
2230 Northwestern Avenue
Racine, Wisconsin 53404

Mr. Lloyd N. Johansen, Dir.
Racine Title III Program
8515 Westminster Drive
Sturtevant, Wisconsin 53177

SCHEDULE OF ACTIVITIES

MONDAY, July 21

9:00-9:30 a.m. - Coffee served in the Teacher's Lounge

Room 111 at Starbuck Jr. H. S.

9:30-9:40 - Orientation to schedule and introductions

9:40-10:30 - "Harnessing education for the needs of youth"

- Mr. Lloyd N. Johansen
Director of Title III
Racine, Wisconsin

10:45-11:45 - Introduction to the Title III laboratory organization

"The Teaching Cycle" - Mr. Roland Krahn
"The Special Staff" - Mr. Dennis Mancusi
"The Observation Cycle" - Mr. Earl Nelson

In Starbuck Auditorium

1:00-1:40 p.m. - "Behavioral Objectives"
- by Mary Jane Clausen

1:50-2:40 - "Exemplary large group presentations"
- Title III staff members coordinated
by Eileen Rogers

2:50-3:30 - Work experience with "Flanders Interaction Analysis Material"
- by Dr. Al Roth

TUESDAY, July 22

Workshop participants divided into five groups - one group to each laboratory school.

8:30-9:00 a.m. - Orientation to building
- by building principals

9:00-9:15 - Orientation to teaching plans
- by teaching unit leader

9:15-9:45 - Planning with an observation team

9:45-11:15 - Observe teaching

11:15-12:00 - Join observation team in strategy session

(Tuesday - cont.)

- 12:30-1:00 p.m. - Participate in critique session
- 1:00-1:30 - Join observation team in evaluation session and have questions answered

At Starbuck Jr. H.S. Auditorium

- 1:45-2:35 - "Creating a Climate for Implementing Change"
- Mr. Russell Way
Research and Program Development
State Department of Public Instruction
- 2:45-3:30 - "Problems in Implementing Change as Observed Throughout the State"
- Mr. George Glasrud
Field Consultant
State Department of Public Instruction

WEDNESDAY, July 23

Workshop participants divided into five groups - one group to each laboratory school.

- 8:30-8:45 a.m. - Orientation to teaching plans
- by Teaching unit leaders
- 8:45-9:00 - Introduction to shadowing technique
- by Teaching unit leaders
- 9:00-9:45 - Shadow students
- 9:45-10:30 - Shadow aides and secretaries
- 10:30-12:00 - Work with packaging teams

At Giese Elem. School

- 12:45-1:10 p.m. - "Problems in Curriculum Packaging"
- Mr. John Aceto
- 1:15-2:45 - Participants work in three groups and cycle through
- A. Materials, equipment and buildings
- by Elaine McGregor and Robert Gomoll
 - B. Personnel management
- by Patricia Hansen and Mark Farris
 - C. Packaging and curriculum
- by Mary Jane Clausen and Eileen Rogers

(Wednesday - Cont.)

2:50-3:30 - Systems approach to "Curriculum Decisions"
- by Lloyd Johansen

THURSDAY, July 24

Five groups in five laboratory schools

8:30-10:15 a.m. - "Show and Tell" administrative problems
in implementation
- by administrators in each building

At Giese School

10:30-12:00 - Participants in four groups and cycle
through with consultants

Mathematics - Mr. John Aceto
Science - Mr. Richard Bliss
Social studies - Miss Teckla Ronda
Language arts - Mr. Neil Vail

At Starbuck School

12:45-1:30 p.m. - Participants cycle

Reporting pupil progress - Teckla Ronda
Guidance - Althea Brach
Developing Interdependence - Phil Nelson
Relationships - " "

1:30-2:30 p.m. - "Today, Ready or Not"
- Dr. Robert Gates
Educational Consultant
Ford-Philco Corporation

2:40-3:30 - National effort to propagate
"Systems Approach in Education"
- Dr. Robert Gates

FRIDAY, July 25

At Giese School

8:30-9:00 a.m. - "Implementation Costs and Ratio"
- by Roland Krahn

9:00-9:45 - "Introducing the Non-professional"
- by Earl Nelson

10:05-10:25 - "Why Team Teach"
- by Earl Nelson and Alfred Held

(Friday - cont.)

- 10:30-11:15 - "Selecting and Developing Unit Leaders"
- by Mary Jane Clausen
Elaine McGregor
Robert Gomoll
- 11:25-12:00 - "Implementation Problems in a School
System"
- by Dr. John Gunning
- 1:00-2:00 p.m. - Strategies for "Motivating and Preparing
a School Staff for Change"
- by Mr. Al. Onnink, Chairman
Mrs. Elaine McGregor
Mr. Duane Barnes
Mr. Charles Stimm
Mr. James Ferguson
- 2:00-3:00 - "Implementation to Sophisticated Operation"
- Coordinated by Lloyd N. Johansen

ROSTER OF PARTICIPANTS
IN TITLE III
"SPECIAL PURPOSE" WORKSHOP
ADMINISTRATIVE & SUPERVISORY PERSONNEL

Racine, Wisconsin
July 21-25, 1969

Elementary

- | | |
|--------------------------------|--------------------------|
| 1. Bach, Sister Edwardin | Whitefish Bay, Wis. |
| * 2. Bathke, Ervin | Seymour, Wis. |
| * 3. Bobholz, Wayne | Columbus, Wis. |
| 4. Casper, Mrs. Georgia | New Berlin, Wis. |
| 5. Dombrowski, Sister Marianne | Milwaukee, Wis. |
| 6. Hall, Nick | Milwaukee, Wis. |
| 7. Hoerig, Sister Ruth | Milwaukee, Wis. |
| * 8. Hughes, James | Toronto, Ontario, Canada |
| 9. Johnson, Elaine | Green Bay, Wis. |
| 10. Kreidler, Sister Mary Jane | Milwaukee, Wis. |
| * 11. Nelson, Donovan | Fargo, North Dakota |
| * 12. Neving, William | Toronto, Ontario, Canada |
| 13. Reck, Carl | Racine, Wisconsin |
| * 14. Salo, Melvin | Minneapolis, Minn. |
| 15. Scanlan, Pat | Oshkosh, Wis. |
| * 16. Schrier, Gene | Charles City, Iowa |
| * 17. Sell, Orville | Seymour, Wis. |
| 18. Wachholz, Raymond | Oshkosh, Wis. |
| * 19. Wiedemann, Richard | Seymour, Wis. |
| 20. Yanny, Sister Mary | Milwaukee, Wis. |
| 21. Ziegler, Robert | Franklin, Wis. |

* At Dominican College

Roster - Cont.

Secondary

- | | |
|------------------------|--------------------------|
| * 22. Condie, George | Toronto, Ontario, Canada |
| * 23. Grimstad, Helvin | Minneapolis, Minn. |
| * 24. Kroening, Carl | Minneapolis, Minn. |
| * 25. Long, Alvin | Neenah, Wis. |
| * 26. Reitz, Herbert | Wausau, Wis. |

* At Dominican College

DOCUMENT RESUME

ED 080 493

SP 006 775

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ABSTRACT

This document describes the results of a survey of former student teacher and counselor participants in the American Association of Colleges for Teacher Education Job Corps Project, which developed laboratory experiences for preservice teachers. The survey instrument, which is appended, was a questionnaire based on responses of project directors; it was sent to a random sampling of participants. Each chapter of the document presents tables and descriptive summaries under specific subject headings that reflect the personal history and attitudes of the student teachers. The subject headings are as follows: demographic data (who are they? What are they doing now?); reasons for participation; values of experience (most frequently, exposure to materials and techniques not otherwise available, opportunity for personal growth, and better understanding of problems of disadvantaged youth); limitations of experience; and implications for participant selection and design. The appendix includes an alphabetical listing of the job corps centers by state. (Related document is SP 006 770.) (JA)

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THE AACTE - JOB CORPS TEACHER EDUCATION PROJECT
A FINAL EXAMINATION

by Duaine C. Lang

Coordinator of Professional Experiences, Indiana University
Director, National Follow-Up Study

and Robert J. Stevenson

Associate Director, AACTE, and Director of AACTE's Job Corps Project

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U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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October 1972

American Association of Colleges for Teacher Education
One Dupont Circle
Washington, D. C. 20036

DR 006 775

THE AACTE - JOB CORPS TEACHER EDUCATION PROJECT

A FINAL EXAMINATION

The work reported herein was performed pursuant to a contract with the U.S. Department of Labor, Manpower Administration, Job Corps, Washington, D.C. 20210. The opinions expressed herein are those of the author and should not be construed as representing the opinions or policy of any agency of the United States Government.

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PREFACE

In 1968 the American Association of Colleges for Teacher Education, in cooperation with the Job Corps, developed a program of laboratory experiences for pre-service teachers which was a break with tradition. Heretofore student teaching experiences were, with but very few exceptions, confined to the traditional classroom setting.

The AACTE-Job Corps Teacher Education Project was designed to move at least one segment of the student teaching experience out of the usual surroundings and place it in the less conventional locale of a Job Corps center. Over a period of three years twenty-eight colleges and approximately 500 students participated in this experiment.

What were the reactions to what was once termed a "somewhat radical approach to student teaching"?

The response has been exceedingly positive. Many state departments of education have approved this as an integral part of student teaching. Nearly all of the participating colleges have adopted it as a part of their regular program. Faculty members who were involved have been most enthusiastic.

But how did the key participants, the student teachers, react? During the program and at the conclusion their comments were most favorable. Now, after as much as three years' classroom experience following their participation in the program, how do the participants feel?

This report describes in detail the follow-up study of the students participating in the program over a three-year period. The AACTE believes that this report will be particularly helpful to teacher educators who are interested in designing new and relevant programs for prospective teachers.

Much credit should go to the two people most responsible for the success of this study. Dr. Robert J. Stevenson of the AACTE staff has provided the leadership for the AACTE-Job Corps Teacher Education Project since its inception. Dr. Duaine C. Lang, Coordinator of Professional Experiences at Indiana University, accepted responsibility for this final report. To both of these men and to all others who participated in the AACTE-Job Corps project goes a special word of thanks for their contribution to the development of more effective preparation for our nation's teachers.

Edward C. Pomeroy
Executive Director
American Association of
Colleges for Teacher Education

October 1972

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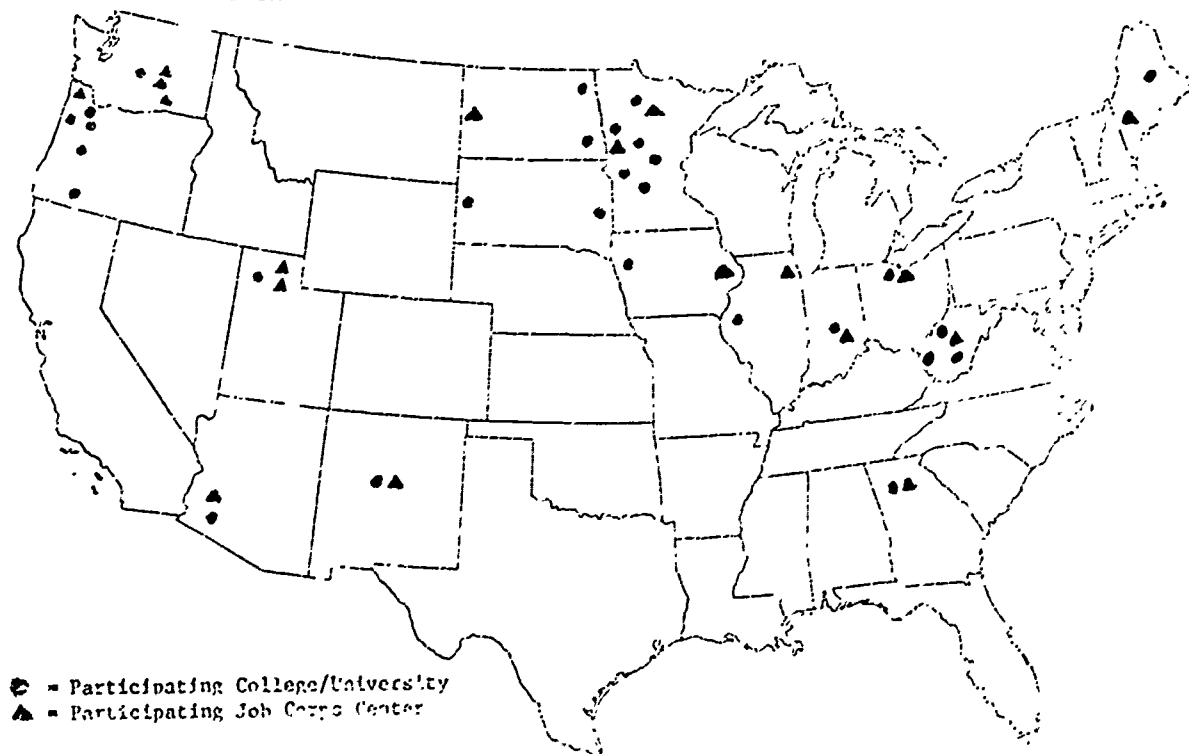
INTRODUCTION

In 1968 the American Association of Colleges for Teacher Education, in cooperation with Job Corps, developed a program designed to explore the possibility of using job corps centers as locations for providing professional laboratory experiences for student teachers and guidance counselors. Specifically, the program was to explore the centers' potential for (1) serving as either an alternative or supplemental placement site for the student teachers and/or counselors who would ordinarily have had their laboratory experiences in the public schools, (2) providing experience with a highly individualized instructional program, and (3) providing experience for the student teachers with programmed instructional techniques.

The pilot program was implemented during the three-year period from September 1968 through June 1971. Four hundred and nineteen student teachers (419) and forty-two (42) counselors representing twenty-eight (28) different AACTE member institutions located in fifteen (15) states had all or a portion of their field experience at one of the eighteen (18) participating job corps centers. Figure 1 shows the location of the participating centers and institutions. A complete listing of the centers and institutions can be found in Appendixes A and B.

FIGURE 1

LOCATION OF PARTICIPATING CENTERS AND INSTITUTIONS



The program was evaluated annually at both the site and national level through a variety of techniques ranging from structured written reports to regional and national evaluation conferences. The interim evaluation techniques usually involved all types of program participants; e.g., national level program staffs of AACTE and Job Corps, participating center and college/university project directors and staffs, and the student teachers and/or counselors. A decision was made, however, that this national, comprehensive evaluation effort would utilize input from the various institutional and center project directors, but that only the two target populations themselves, the student teachers and counselors, were meaningful evaluators of the experience in which they had participated.

Procedures Used

Step One began with an unstructured survey of all institutional and center project directors of the questions that they wanted answered by the student teachers and/or counselors who had participated in their projects.

Step Two consisted of an analysis of the responses from the project directors, an identification of the items/questions mentioned which appeared to have greatest relevance to the evaluation design, and the construction of a preliminary questionnaire.

Step Three was the piloting of the questionnaire by an administration of it to a group of thirty-five randomly selected former student teachers and counselor participants at an invitational AACTE--Job Corps regional conference held at Tulsa, Oklahoma, in December 1971. Critical reaction to the questionnaire was also obtained from the institutional and center personnel who were in attendance.

Step Four consisted of the revision and refinement of the final questionnaire. A copy of it is included as Appendix C.

Step Five involved the most difficult and time-consuming effort of identifying, locating, and obtaining responses from the former participants. Table I summarizes the data collection effort. The extremely high rate of return, (61%), when 40% is considered adequate in most follow-up studies, can be considered both a compliment to the "finding efforts" of the institutional and center directors and the value attached to the experience by the participants.

TABLE I
NUMBER AND PER CENT OF RETURNED QUESTIONNAIRES

	Combined Total (Both Groups)	Combined Adjusted Total*	Student Teacher Total	Student Teacher Adjusted Total*	Counselor Total	Counselor Adjusted Total*
Sent	462	412	419	370	43	42
Returned	253	253	227	227	26	26
% of Return	55	61	54	61	60	62

*Number "Sent" adjusted in terms of those questionnaires which were non-deliverable.

Step Six involved an analysis of the returned data both in terms of simple numeric descriptive tabulations and a more involved statistical analysis. The Chi Square analysis technique was used to try to determine for each of the participation reasons, values of the experience reasons, and limitations of the experience reasons which, if any, of the demographic descriptors had a significant influence. This necessitated the design and computer assisted calculation of over 900 Chi Squares.

Step Seven is the presentation of the data in this report. The treatment is divided into five sections, which, it is hoped, will follow a logical progression and will also permit the reader to identify and concentrate on those sections which most interest him. The progression begins with an attempt in Chapter I to describe the participants as they were before, during, and after the Job Corps experience. Chapter II describes the reasons why they decided to participate at a Job Corps center as opposed to the "regular/typical" public schools arrangement. Chapter III treats the values they perceived in the experience and Chapter IV conversely describes the limitations as they saw them. A presentation technique common to the last three named chapters is that not only are the reasons, values, and limitations described and enumerated, but the statistical technique is also used to try and determine whether any of the factors described in Chapter I had a relationship to the responses given to the questions raised about the reasons, values, and limitations. Extensive use was also made of the additional voluntary comments that 144 of the 253 respondents made. Chapter V is hopefully designed to be of use to the designers of future projects or programs.

Step Eight is yours. What use you make of this report is of course up to you. The authors can only hope that (1) it will be of value to you, (2) you will share your response to it with them, and (3) you will permit them to be of assistance, if you so desire.

CHAPTER I

DEMOGRAPHIC DATA

Each of the former student teachers and counselors was asked to furnish thirty-two different kinds of information about himself. There were two reasons for acquiring this body of data. First, so that we would be able to describe as completely as possible the participants in the project; and second, so that these characteristics could be statistically compared with the reasons given for their participation, with the values they perceived in the experience, and with the limitations they saw. This analysis, hopefully, would then yield certain predictive factors that one could use in terms of future participant identification and selection. This Chapter will attempt to describe the respondents in terms of their personal characteristics. The second objective, the predictive purpose, will be treated in Chapter V.

The format of this Chapter is as follows: (1) Raise 'Who', 'What', 'Where', and 'When' questions; (2) Present the appropriate questionnaire data which answers the question; and (3) Concisely analyze and interpret the data. The first question is--

W H O W E R E T H E Y ?

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	#	%	#	%	
<u>SEX</u>					The student teacher group was much larger than the counselor group, but as shown on Table I, the level of response, 61%, was approximately the same for both groups. Women student teacher respondent participants outnumbered the male--over two to one. This probably has some relationship to the predominant type of center used, "Womens", as shown later in this Chapter; but also might indicate that whatever negative image centers project in terms of being a difficult place to teach was <u>not</u> a factor which discouraged female participation.
Male	73	(32.16)	12	(46.15)	
Female	154	(67.84)	14	(53.85)	
Total	227		26		
<u>AGE</u>					The two years age span of 21-22 accounted for 50.22% of the student teachers, whereas the percentage for the counselor group for the three year span of 22-24 was 53.85%. Almost half of the student teachers were older than typical graduating seniors. The counselor group on the other hand was somewhat younger than expected for typical graduate students. One precocious respondent reported an age of 17 at the time of the student teaching experience.
No Response	1	(0.44)			
Under 20	1	(0.44)			
20 - 29	197	(86.80)	22	(84.61)	
30 - 39	14	(6.16)	3	(11.54)	
40 - 49	10	(4.40)	1	(3.85)	
50 - 54	4	(1.76)			

WHO WERE THEY? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>MARITAL STATUS</u>					<p>The reporting represents the marital status at the time of the experience. The range of status was about as expected in view of the ages of the participants.</p> <p>The absence of marital separations for the counselor group was probably attributable more to the limited size of the group than to any occupational self-counseling success.</p>
Single	137	(60.35)	13	(50.00)	
Married	77	(33.92)	13	(50.00)	
Divorced	9	(3.96)			
Widowed	2	(0.88)			
Separated	2	(0.88)			
<u>EDUCATIONAL LEVEL</u>					<p>The number of graduate level student teachers was greater than normally expected. The number, however, corresponds closely with the number of student teachers who were thirty or older. It was also somewhat surprising to find four counselor undergraduates in what is usually thought of as a graduate program.</p>
Undergraduate	189	(83.26)	4	(15.38)	
Graduate	38	(16.74)	22	(84.62)	
<u>TEACHING LEVEL</u>					<p>The "Both Levels" category indicates certification in those areas which permit teaching at both the elementary and secondary levels, e.g., art, music, etc. The remedial level of instruction of the centers was obviously not viewed as any impediment to student teacher placements at the secondary level since most were of that level. Conversely, the older ages of the corpsmen did not preclude placement of elementary level student teachers.</p>
No Response			2	(7.69)	
Elementary	38	(16.74)	2	(7.69)	
Secondary	178	(78.41)	21	(80.77)	
Both Levels	11	(4.85)	1	(3.85)	
<u>CERTIFICATION MAJOR</u>					<p>The 253 participants represented 19 undergraduate and 1 graduate (counseling) majors. The number and variety of majors is rather interesting in light of the limited scope and academic level of the centers' general educational programs.</p> <p>Though there was an obvious variety of teaching majors represented, two of them, English and Social Studies, accounted for 53.75% of the 227 student teaching majors. All responses which indicated a major in history, government, geography, sociology, or economics were assigned the "Social</p>
Elementary	34	(14.98)			
Art	4	(1.76)			
Biology	2	(0.88)			
Business Ed	13	(5.73)			
English	52	(22.91)			
Foreign Lang	9	(3.96)			
Health	1	(0.44)			

W H O W E R E T H E Y ? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>CERTIFICATION MAJOR</u>	(cont'd)				
Home Economics	6	(2.64)			<p>Studies" designator. Four student teachers commented that the level of the program or the lack of adequate facilities or materials was a handicap in terms of their major. One commented that, "regretably my major does not permit my employment by the center since it is not part of their training program." These, however, were the only indicators that a center placement was regarded as any type of limitation by the participants.</p>
Journalism	3	(1.32)			
Mathematics	10	(4.41)			
Music	1	(0.44)			
Physical Ed	6	(2.64)			
Social Studies	70	(30.84)			
Speech	10	(4.41)			
Speech & Hear	1	(0.44)			
Voc Business	1	(0.44)			
Psychology	1	(0.44)			
Dental Hygiene	1	(0.44)			
Industrial Art	2	(0.88)			
Counseling			26	(100.0)	

W H A T W A S T H E I R B A C K G R O U N D ?

<u>SOCIO-ECONOMIC STATUS OF PARENTS</u>					
No Response	2	(0.88)			<p>The overwhelming majority of both groups declared that they had come from the three level range of middle class background. This appears to be a typical response irrespective of the type of group surveyed. The counselor group, however, did not exhibit the range of socio-economic status that the student teacher group did. This is again probably due more to the size of the group than any occupational characteristic.</p>
Lower	7	(3.08)			
Lower-Middle	56	(24.76)	7	(26.92)	
Middle	102	(44.93)	14	(53.85)	
Upper-Middle	53	(23.35)	4	(15.38)	
Lower-Upper	5	(2.20)	1	(3.85)	
Upper	2	(0.88)			

WHAT WAS THEIR BACKGROUND ? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student</u>		<u>Tchrs · Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>SIZE OF COMMUNITY WHERE REARED</u>					For a society that has become predominantly urban and for a project that concentrated its attention primarily on the problems encountered in urban settings, it was rather surprising to find that approximately 50% of the participants had been reared in other than urban locations.
No Response	1	(0.44)			
Rural	29	(12.78)	3	(11.54)	
Village	20	(8.81)	1	(3.85)	
Small City	65	(28.63)	7	(26.92)	
Suburban Area	47	(20.70)	10	(38.46)	
Large City	65	(28.63)	5	(19.23)	
<u>SIZE OF HIGH SCHOOL ATTENDED</u>					The size of the high school attended appears to follow rather consistently the size of the community where reared. It is obvious, however, that consolidation of schools has had an effect upon school size even in the rural and small city settings.
Under 300	36	(15.86)	3	(11.54)	
300 - 499	46	(20.26)	6	(23.08)	
500 - 749	17	(7.49)	3	(11.54)	
750 - 1,000	32	(14.10)	3	(11.54)	
Over 1,000	96	(42.29)	11	(42.31)	
<u>CLASSIFICATION OF HIGH SCHOOL ATTENDED</u>					Again, the type of high school attended followed rather closely the pattern of size of community and school. There appears to be no single type of high school predominant in terms of participant identification. It is obvious, though, that the inner city high schools were not those attended by these student teachers and counselors who participated in a project which addressed itself to one of the problems typically associated with such schools.
No Response	3	(1.32)			
Rural	25	(11.01)	5	(19.23)	
Small City	85	(37.44)	4	(15.38)	
Suburban	54	(23.79)	6	(23.08)	
Urban	44	(19.38)	10	(38.46)	
Inner City	16	(7.05)	1	(3.85)	
<u>TYPE OF HIGH SCHOOL ATTENDED</u>					No real surprises here particularly in light of the fact that only four of the twenty-eight participating colleges or universities were private institutions.
No Response	1	(0.44)			
Public	204	(89.87)	20	(76.92)	
Private	18	(7.93)	6	(23.08)	
Both Types	4	(1.76)			

WHAT WAS THEIR BACKGROUND? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	#	%	#	%	
<u>ACTIVITIES DURING HIGH SCHOOL</u>					
No Response	8	(3.52)			The variety of activities and levels of participation appear rather consistent with what might be expected of any group of high school students. Most of the "Other" responses were concerned with school related activities, sports, and political activities.
None	3	(1.32)			
Athletics	107	(47.14)	13	(50.00)	
Music	101	(44.49)	7	(26.92)	
Speech/Debate/ Dramatics	88	(38.77)	12	(46.15)	
Journalism	57	(25.11)	4	(15.38)	
Pep Clubs	67	(29.52)	8	(30.77)	
Academic Clubs	91	(40.09)	11	(42.31)	
Service Clubs	94	(41.41)	12	(46.15)	
Social Clubs	77	(33.92)	10	(38.46)	
Student Govt	79	(34.80)	13	(50.00)	
Class Officer	62	(27.33)	4	(15.38)	
Other	10	(4.41)	1	(3.85)	
<u>EXTENT OF HIGH SCHOOL ACTIVITY PARTICIPATION</u>					
No Response	2	(0.88)			Approximately 80% of the student teacher group and 88% of the counselor group reported moderate to extensive activity participation. This is a significantly higher rate of participation than usually expected for a high school group, particularly when such a large percentage of the groups attended very large high schools.
None	7	(3.08)			
Minimal	37	(16.30)	3	(11.54)	
Moderate	101	(44.49)	11	(42.31)	
Extensive	80	(35.24)	12	(46.15)	
<u>WORK EXPERIENCE DURING HIGH SCHOOL</u>					
No Response	31	(13.66)	5	(19.23)	The "Child Oriented" work experience included such occupations as baby-sitting, youth camp counselors, instructor or teacher activities. The work experiences in "Sales," "Services," and "Clerical" categories undoubtedly were at times involved with children, but unless so described were not thus tallied.
None	31	(13.66)	3	(11.54)	
Child Oriented	38	(16.74)	3	(11.54)	
Sales	36	(15.86)	9	(34.62)	

WHAT WAS THEIR BACKGROUND? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>WORK EXPERIENCE DURING HIGH SCHOOL (cont'd)</u>					The work experiences enumerated were both summer and during school and also included both full and part-time jobs. 73% of the student teachers and 69% of the counselors reported some type of work experience during high school. Seventy-three of the student teachers and eight of the counselors reported holding two or more different jobs. Twenty-six of the student teachers and one of the counselors reported holding three or more jobs during the high school period.
Services	1	(22.03)	4	(15.38)	
Clerical	12	(5.29)			
Manual Labor	27	(11.89)	2	(7.69)	
Supervisory	2	(0.88)			
<u>TYPE OF COLLEGE/UNIVERSITY ATTENDED</u>					Again the overwhelming number of both student teachers and counselors were in attendance at public colleges or universities and again this is hardly surprising in terms of the type of colleges or universities that were participants in the project.
Public	216	(95.15)	25	(96.15)	
Private	8	(3.52)	1	(3.85)	
Both Types	3	(1.32)			
<u>ACTIVITIES DURING COLLEGE/UNIVERSITY</u>					The numbers participating during college or university in activity programs showed a marked reduction from high school. This is hardly surprising when one looks at the increased level of "Work Experiences During College/University." "Athletics" and "Music" were the two types of activities showing the largest decrease in number of participants. The sizable increase in the number of "Other" activities can probably best be attributed to the increased opportunity created by the greater variety of activities available at that level. In this category, there was a marked increase in the number of respondents indicating political party or social action involvement. Church related activities still remained at about the same level.
No Response	38	(16.74)			
None	9	(3.96)			
Athletics	58	(25.55)	13	(50.00)	
Music	33	(14.54)	5	(19.23)	
Speech/Debate/ Dramatics	31	(13.66)	2	(7.69)	
Journalism	24	(10.57)	5	(19.23)	
Pep Clubs	6	(2.64)	3	(11.54)	
Academic Clubs	42	(18.50)	12	(46.15)	
Service Clubs	54	(23.79)	10	(38.46)	
Social Clubs	70	(30.84)	16	(61.54)	
Student Govt	51	(22.91)	10	(38.46)	
Class Officer	22	(9.69)	2	(7.69)	
Other	20	(8.81)	2	(7.69)	

WHAT WAS THEIR BACKGROUND? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>EXTENT OF COLLEGE/UNIVERSITY ACTIVITY PARTICIPATION</u>					
No Response	6	(2.64)			Approximately 43% of the student teacher and 69% of the counselor group reported moderate to extensive activity participation. While still significantly high, it represents an almost 50% decrease from the level of high school participation on the part of the student teachers. The counselor group, while showing a decrease, remained much more active during college/university than did the student teacher group.
None	36	(15.86)			
Minimal	87	(38.33)	8	(30.77)	
Moderate	73	(32.16)	11	(42.31)	
Extensive	25	(11.01)	7	(26.92)	
<u>WORK EXPERIENCE DURING COLLEGE/UNIVERSITY</u>					
No Response	20	(8.81)	3	(11.54)	The descriptions of the various types of work experiences and the comments about the several types are the same here as they were in the section on high school work experiences. There was a significant increase in the percentage of student teachers who worked during college/university (89%) as compared to the 73% who worked during high school. The increase for the counselor group was from 69% during high school to 85% during college/university. The most significant increase in type of occupational employment was in the category of "Child Oriented" jobs for both groups. One hundred forty-six student teachers and fifteen counselors reported holding two or more jobs during the college/university period. Seventy-six student teachers and six counselors reported holding three or more jobs during the same period.
None	5	(2.20)	1	(3.85)	
Child Oriented	55	(24.23)	6	(23.08)	
Sales	36	(15.86)	4	(15.38)	
Services	58	(25.55)	5	(19.23)	
Clerical	35	(15.42)	5	(19.23)	
Manual Labor	16	(7.05)	2	(7.69)	
Supervisory	2	(0.88)			
<u>EXPERIENCE WORKING WITH CHILDREN/YOUTH</u>					
No Response	23	(10.13)	3	(11.54)	All responses were unstructured and later grouped into the categories listed. As a consequence, certain categories, such as "Casual" (which included contacts through family or friends) undoubtedly would have received more response had they been pre-structured. The "Counseling" category included contacts made as camp or youth leader,
None	10	(4.41)	1	(3.85)	
Tchr-Full Time	30	(13.22)	5	(19.23)	
Tchr-Part Time	27	(11.89)	2	(7.69)	

WHAT WAS THEIR BACKGROUND? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>EXPERIENCE WORKING WITH CHILDREN/YOUTH</u> (cont'd)					
Tutoring	21	(9.25)	1	(3.85)	scouts or Brownie leader, child care center worker, etc. Most of the "Tchrs-Full Time" had been employed in parochial schools with a surprising number having taught in mission schools abroad. Most of the "Tchrs-Part Time" had worked as substitute teachers in the public schs. Approximately 85% of both groups reported prior experiences of working with children/youth. One hundred fourteen student teachers and ten of the counselors reported two or more different experiences. Forty-two student teachers and five counselors reported three or more different types of experience contacts.
Babysitting	16	(7.05)			
Counseling	66	(29.07)	9	(34.62)	
Tchr Aide/ Tchr Ass't	19	(8.37)	1	(3.85)	
Church Youth Groups	9	(3.96)	3	(11.54)	
Casual	6	(2.64)	1	(3.85)	
<u>PRIOR TEACHING/COUNSELING EXPERIENCE</u>					
No Response	76	(33.48)	10	(38.46)	Forty per cent and 35% of the student teachers and counselors respectively reported prior teaching or counseling experience. Twenty-seven student teachers and two counselors reported two or more different experiences. Most respondents who reported prior teaching or counseling experience in the "Government/Social Agency" category had worked either as instructors in the military or with agencies such as Headstart. There were a rather surprising number of "Pre-Student Teaching Programs" that appeared to actually involve teaching or counseling. Little is known about such programs and as such might warrant further investigation.
None	60	(26.43)	7	(36.92)	
Public Schs Full Time	10	(4.41)	4	(15.38)	
Public Schs Part Time	27	(11.89)	1	(3.85)	
Private/Paroch Schs-Full Time	7	(3.08)			
Private/Paroch Schs-Part Time	15	(6.61)	2	(7.69)	
Peace Corps	3	(1.32)	1	(3.85)	
VISTA	4	(1.76)			
Govt/Social Agency	12	(5.29)	1	(3.85)	
Pre Student Tch Exps Programs	13	(5.73)			
<u>PREPARATORY COURSES/PROGRAMS</u>					
No Response	35	(15.42)	1	(3.85)	The counselors as a group felt that they had had some type of preparatory program whereas 40% of the student teachers were either unaware of or did not take part in such programs. This
None	59	(25.99)			

WHAT WAS THEIR BACKGROUND ? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>PREPARATORY COURSES/PROGRAMS (cont'd)</u>					discrepancy is hardly surprising since the counseling program is itself specialized. The extent to which regular professional education programs and regular academic programs were reported as being preparatory should not be misinterpreted. Almost invariably such response was accompanied by a notation that indicated a single course or instructor value as opposed to broad preparation. Specialized preparation programs appeared to be quite rare even in education and virtually non-existent in the academic fields. A significant number, fifteen, of the student teachers referred to the help that they had received through participation in the training programs initiated by churches and social agencies working in the inner cities.
All Courses	2	(0.88)	1	(3.85)	
Regular Prof Ed	44	(19.38)	18	(69.23)	
Regular Academic Program	16	(7.05)			
Both of Above	20	(8.81)	5	(19.23)	
Spl Prof Ed	31	(13.66)	1	(3.85)	
Spl Academic	3	(1.32)			
Both of Above	2	(0.88)			
Other Non-Sch Exps and Programs,	15	(6.61)			

WHEN DID THEY GO ?

<u>YEAR OF PARTICIPATION</u>				The project had a reasonable balance in the number of participants for each of the three years of the project. This is an important factor in helping to insure that statistical significance is not affected by the time period in which the participants took part in the project.
No Response	1	(0.44)		
1968 - 69	78	(34.36)	6 (23.08)	
1969 - 70	77	(33.92)	13 (50.00)	
1970 - 71	71	(31.28)	7 (26.92)	

WHERE DID THEY GO ?

<u>TYPE OF JOB CORPS CENTER</u>				The predominate number of counselors who had their experience at "Mens" centers is attributable to the fact that most of the counselors came from one institution which utilized only a male center. One hundred and nine of the student teachers at the Womens centers were female. It should be noted, however, that thirty-four of the females had
Mens	58	(25.55)	20 (76.92)	
Womens	139	(61.23)	5 (19.23)	
Conservation	12	(5.29)		
Residential Manpower	18	(7.93)	1 (3.85)	

W H E R E D I D T H E Y G O ?

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	#	%	#	%	
<u>TYPE OF JOB CORPS CENTER (cont'd)</u>					their experience at exclusively male centers; either "Mens" or "Conservation" centers. Not a single female respondent made any comment which could have been interpreted as physical intimidation because of the nature of the center.
<u>TYPE OF CENTER LOCATION</u>					
No Response	4	(1.76)			The type of center used appears to be quite consistent with the kinds of centers available and yet also quite interesting in light of the corpsman population and type of problems served which characterize the job corps program.
Isolated	116	(51.10)	25	(96.15)	
Urban	106	(46.70)	1	(3.85)	
Both	1	(0.44)			

H O W L O N G W E R E T H E Y T H E R E ?

<u>LENGTH OF EXPERIENCE</u>					
No Response	3	(1.32)	1	(3.85)	The most common length of full-time experience for the student teachers varied from 4 to 12 weeks with 8 weeks being the single most popular arrangement. The longer experiences almost invariably tended to be part-time experiences. The most common arrangement for the counselors was either a 16 or 18 week part-time experience.
2 Weeks	1	(0.44)			
3 Weeks	1	(0.44)			
4 Weeks	13	(5.73)			
5 Weeks	24	(10.57)	1	(3.85)	
6 Weeks	27	(11.89)	1	(3.85)	
7 Weeks	2	(0.88)			
8 Weeks	61	(26.87)	1	(3.85)	
9 Weeks	14	(6.17)			
10 Weeks	24	(10.57)			
11 Weeks	9	(3.96)			
12 Weeks	21	(9.25)	2	(7.69)	
13 Weeks	1	(0.44)			
14 Weeks	1	(0.44)			

HOW LONG WERE THEY THERE ? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>LENGTH OF EXPERIENCE (cont'd)</u>					
15 Weeks	2	(0.88)	1	(3.85)	
16 Weeks	10	(4.41)	11	(42.31)	
18 Weeks	3	(1.32)	6	(23.08)	
20 Weeks	1	(0.44)			
21 Weeks			1	(3.85)	
24 Weeks	2	(0.88)	1	(3.85)	
30 Weeks	1	(0.44)			
<u>TYPE OF SCHEDULE</u>					
No Response	1	(0.44)			The great majority of the student teachers had a full-time experience, which based upon the negative comments related to the part-time experience, must have been the most valuable. The counselors, on the other hand, had primarily part time experiences; but this seemed to be consistent with the counseling schedules of the centers themselves and as such was not as disturbing to the counselors.
Full Time	191	(84.14)	3	(11.54)	
Part Time	35	(15.42)	23	(88.46)	
<u>VARIETY OF EXPERIENCE</u>					
No Response	1	(0.44)	1	(3.85)	The different institutional programs appeared to have used every type of variation in terms of center experience. The "Other" arrangement reported was a combination of part-time student teaching at both the center and the public school at the same time.
Job Corps Only	86	(37.89)	16	(61.54)	
Preceded By Public Sch Exp	70	(30.84)	2	(7.69)	
Followed By Public Sch Exp	60	(26.43)	7	(26.92)	
Both Preceded and Followed By Public Sch Exp	5	(2.20)			
Other	5	(2.20)			

HOW WERE THEY SUPERVISED ?

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>TYPE OF SUPERVISION</u>					
No Response	1	(0.44)	1	(3.85)	<p>For the ten who specified some "Other" type of supervision, six reported an arrangement that featured primary or sole supervision from the college or university. Three reported little, no, or poor supervision by anyone. One did not elaborate.</p> <p>Here again the statistics treat only of the type of supervision and could be misleading if one attempted to equate them with the degree of satisfaction felt in terms of the quality or quantity of supervision. A generalized impression would be that supervision was one of the weaker features of the project. In only four instances was either a center or institutional supervisor named or mentioned in a favorable manner.</p>
Completely By Center Personnel	30	(13.22)			
Primarily By Center With Occasional College Visits	78	(34.36)	7	(26.92)	
Primarily By Center With Regular College Visits	51	(22.47)	4	(15.38)	
Shared Supervision By Both Center and College	62	(27.31)	9	(34.62)	
Other	5	(2.20)	5	(19.23)	

WHAT DID THEY SAY ?

<u>NUMBER OF ADDITIONAL COMMENTS</u>					
None	94	(41.41)	15	(57.69)	<p>Respondents were furnished space in which to write comments if they wished. The extent to which they did so might be taken as some indication of their feelings about the experience.</p>
Written	133	(58.59)	11	(42.31)	
<u>NATURE OF ADDITIONAL COMMENTS</u>					
No Response	94	(41.41)	15	(57.69)	<p>There was a surprisingly positive response, particularly in light of the use of a technique which more typically elicits negative postures. Many of the "Additional Comments" will be quoted in Chapters II, III, and IV to furnish substantiation or elaboration of the evidence presented with respect to the reasons for participation and the values and limitations reported.</p>
Completely Positive	56	(24.67)	2	(7.69)	
Mostly Positive	24	(10.57)	4	(15.38)	
Mixed Positive and Negative	21	(9.25)	2	(7.69)	
Mostly Negative	14	(6.17)	1	(3.85)	
Completely Negative	18	(7.93)	2	(7.69)	

WHAT DID THEY SAY? (cont'd)

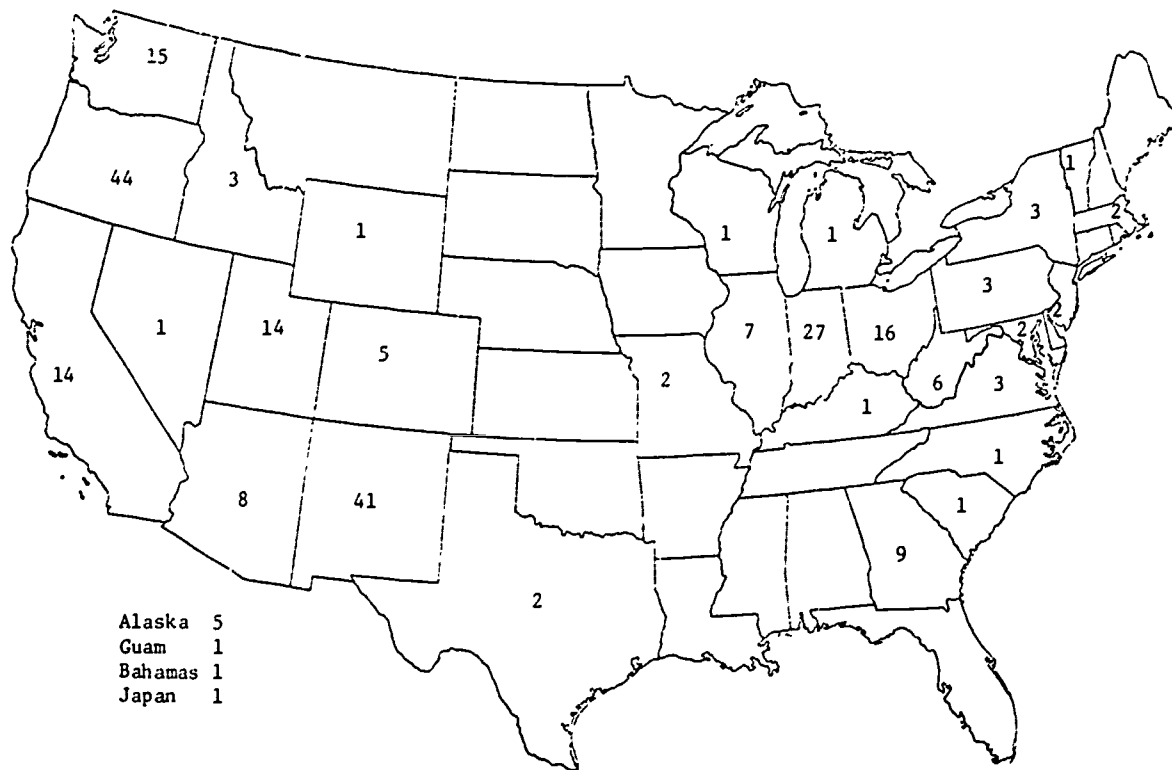
Data Category	Groups				Comments
	Student Tchrs		Counselors		
	#	%	#	%	
ADDITIONAL COMMENTS - CLASSIFIED BY TYPE					
Reasons For Participation	3				The comments were analyzed in terms of the structure of this study. Obviously some of the 144 respondents furnished more than one type and so no attempt has been made to furnish any percentage breakdowns. Again, it is rather interesting to note the preponderance of positive types--"Values" and "Suggestions for Improvement."
Values	103		7		
Limitations	70		8		
Suggestions For Improvement	21		2		

WHERE ARE THEY NOW?

The following Figure shows where the 253 respondents were residing at the time of their response to the questionnaire. It should be kept in mind that the 253 student teachers and counselors were in attendance at colleges and universities located in only fifteen different states. They presently reside in thirty-one states, one territory, and two foreign countries.

FIGURE 2

PRESENT LOCATION OF FORMER PARTICIPANTS



WHAT ARE THEY DOING NOW?

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>POST JOB CORPS EMPLOYMENT BY YEAR</u>					
No Response		2 (0.88)			<p>The data is presented with a four-year breakdown as follows: All 253 respondents with the exception of the two "No Response" individuals would have had at least a one year employment potential. If they had been in the first group, 1968-69, the potential was four years; if the second group, 1969-70, three years, etc. A tremendous variety of occupations was represented in the "Other" category. These were distributed as follows:</p> <ul style="list-style-type: none"> Substitute Tchr-public Schs (7) Teacher Aide-public schs (2) Peace Corps (2) VISTA (1) Bureau of Indian Affairs (1) Headstart (1) Clerical (11) Business (12) Educationally related private corporations (9) Newspapers and magazines (3) Travel (3) Random ranging from night club entertainer to airline stewardess to owner of an art gallery to apprentice gourmet chef. <p>Those specified as being employed by a "Government Agency" included:</p> <ul style="list-style-type: none"> Social Security Agency (1) Public Assistant (CWS) (1) Headstart (1) State Welfare Department (1) U.S. Army (instructor) (1) Census Bureau (1) Not specified (3) <p>The category "Social Agency" included:</p> <ul style="list-style-type: none"> Teacher in Day-Care Center (1) Home for Emotionally Disturbed Adolescents (1) Not specified (2)
Unemployed	1st	10 (4.41)			
	2nd	3 (1.32)			
	3rd	3 (1.32)			
	4th				
Student	1st	55 (24.23)	9 (34.62)		
	2nd	12 (5.29)			
	3rd	8 (3.52)			
	4th	1 (0.44)			
Housewife	1st	9 (3.96)	1 (3.85)		
	2nd	8 (3.52)			
	3rd	5 (2.20)			
	4th	1 (0.44)			
Military Service	1st	3 (1.32)			
	2nd	5 (2.20)			
	3rd	2 (0.88)			
	4th				
Teacher Job Corps	1st	8 (3.52)			
	2nd	9 (3.96)			
	3rd	3 (1.32)			
	4th	1 (0.44)			
Counselor Job Corps	1st				
	2nd	2 (0.88)			
	3rd				
	4th				
Administrator Job Corps	1st				
	2nd	1 (0.44)			
	3rd				
	4th				
Teacher Public Schools	1st	90 (39.65)	6 (23.08)		
	2nd	76 (33.48)	5 (19.23)		
	3rd	48 (21.15)	1 (3.85)		
	4th	6 (2.64)			
Counselor Public Schools	1st	1 (0.44)	4 (15.38)		
	2nd	3 (1.32)	4 (15.38)		
	3rd	4 (1.76)	1 (3.85)		
	4th	1 (0.44)			

WHAT ARE THEY DOING NOW? (cont'd)

<u>Data Category</u>	<u>Groups</u>				<u>Comments</u>
	<u>Student Tchrs</u>		<u>Counselors</u>		
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	
<u>POST JOB CORPS EMPLOYMENT BY YEAR (cont'd)</u>					
Administra- tor Public Schools	1st 2nd 3rd 4th				
Teacher Private Schools	1st 2nd 3rd 4th	11 (4.85) 7 (3.08) 3 (1.32) 1 (0.44)		2 (7.69)	
Counselor Private Schools	1st 2nd 3rd 4th			1 (3.85) 1 (3.85) 1 (3.85)	
Administra- tor Private Schools	1st 2nd 3rd 4th				
Government Agency	1st 2nd 3rd 4th	4 (1.76) 7 (3.08) 3 (1.32) 1 (0.44)			
Social Agency	1st 2nd 3rd 4th	2 (0.88) 2 (0.88) 1 (0.44)		1 (3.85)	
Faculty/ Staff of College/ University	1st 2nd 3rd 4th	5 (2.20) 6 (2.64) 4 (1.76) 2 (0.88)		4 (15.38) 7 (26.92) 4 (15.38) 1 (3.85)	
Other	1st 2nd 3rd 4th	27 (11.89) 34 (14.98) 20 (8.81) 1 (0.44)		1 (3.85)	
<u>POST JOB CORPS EMPLOYMENT - PRESENT POSITION</u>					
No Response		2 (0.88)			These responses represent what the participants were doing at the time that they responded to the questionnaire. It should be kept in mind that
Unemployed		7 (3.08)			

WHAT ARE THEY DOING NOW? (cont'd)

Data Category	Groups				Comments
	Student Tchrs		Counselors		
	#	%	#	%	
<u>POST JOB CORPS EMPLOYMENT - PRESENT POSITION</u> (cont'd)					
Student	31	(13.66)	3	(11.54)	a significant number of them would have been only a single year out of the project and this perhaps would be some explanation of the rather high number responding as "Students." It could be assumed that these were either completing an undergraduate program or embarked on graduate work. Again the number who indicated "Other" types of employment was quite high. An analysis of the responses shows that 31 of the 42 were employed directly in what might be classified as "Helping Professions." That is, professions concerned directly with people and where the occupational intent is primarily that of helping to improve the lot of the people which it serves.
Housewife	16	(7.05)			
Military	2	(0.88)			
Tchr Job Corps	10	(4.41)	1	(3.85)	
Counselor Job Corps	1	(0.44)			
Admin Job Corps	1	(0.44)			
Tchr Public Sch	86	(37.88)	5	(19.23)	
Counselor Public Schs	4	(1.76)	4	(15.38)	
Tchr Private Schools	10	(4.41)	1	(3.85)	
Counselor Private Schs			2	(7.69)	
Government Agency	6	(2.64)			
Social Agency	2	(0.88)			
Faculty/ Staff College/ University	7	(3.08)	9	(34.62)	
Other	42	(18.50)	1	(3.85)	

CHAPTER SUMMARY

This chapter attempted to describe the 253 participants, 227 student teachers and 26 counselors, through the use of thirty-two different kind of data. As expected, every query produced the usual complete spectrum of response. It is possible, however, to describe for each kind of information the "typical" or numerically most common trait. This technique will be used, but it has the obvious "averaging" limitations.

"Who Were They?"

- The typical student teacher was female, age 21-22, single, an undergraduate, and a secondary major in either social studies or English.
- The typical counselor was either a male or female (almost equal numbers), approximately two years older than the average student teacher, as apt to be married as single, had been a secondary major, and was presently a graduate student with a major in counseling.

"What Was Their Background?"

- The typical student teacher and counselor had both been raised in a middle class (socio-economic status) home; in a community classified as either suburban or large city; attended a public, urban, or suburban high school with 750 or more students; participated to a moderate or extensive degree in a wide range of high school activities; reported having worked during high school, but with no clear pattern of occupational choice evident.
- They typically attended a public college or university and while there participated in activities, but at a markedly reduced rate. The counselor while exhibiting a decrease in activity participation, remained much more active. Both types were typically employed more than during high school and to a larger extent in "Child Oriented" jobs. They had had prior experience in working with children and a surprisingly large minority reported formalized prior teaching or counseling experience. The student teacher had usually not had a recognized preparatory course or program designed for the center experience. The counselor, on the other hand, almost always recognized his counseling program as preparation.

"When and Where Did They Go?"

- The student teacher could have attended any one of the three years of the program and have been typical. His experience would have been at a Womens Center which was either Isolated or Urban (approximately equal numbers of each reported). The counselor, however, was most likely to have had the experience during 1969-70 and at a Mens Center which was Isolated.

"How Long Were They There and How Were They Supervised?"

- The student teacher was most typically at the center for eight weeks of full-time experience which was either preceded or followed by a public school experience. The counselor was usually a part-time participant for a full semester with the center providing his only field experience. Supervision was almost always a responsibility shared by college and center personnel with the counselor having received slightly more college supervision than the student teacher.

"Where Are They Now and What Are They Doing?"

- Both types are as likely to reside in a state other than where they had the experience as to have remained, with the student teacher slightly more mobile, to be currently employed as some type of teacher or counselor at either a job corps center, a college or university, or a public or private school, with the public school being the single most common employer. The "Other" occupations held typically represent what might be called the "Helping Professions."

Both types readily supplied additional, primarily positive, comments. This will be most evident in the next three chapters.

STATISTICAL ANALYSIS OVERVIEW

The next three chapters focus on an attempt to identify which, if any, of the demographic characteristics of the respondents had a significant relationship to their expressed satisfaction with sets of structured items concerning the 'Reasons for Their Participation', 'Values They Perceived', and 'Limitations of the Experience'.

Chi Square, as structured in the MCNUX library programs, was the statistical test selected to determine the significance of the differences found between the observed and expected frequencies. This program offered the option of transgenerating those cells with an expected frequency of less than one. Because some of the demographic information were discrete variables and not continuous in nature, transgenerations were not always feasible. These demographic variables were deleted from the study. Additionally, it was necessary to disregard several additional chi squares because the expected frequency in one or more of the cells was less than one following the initial transgenerations. The extremely limited size of the counselor group also made it necessary to treat the 227 student teachers and the 26 counselors as a total population of 253.

The demographic variables which remained following the collapsing of the cells were:

<u>Sex</u> Male Female	<u>Marital Status</u> Single Married Other	<u>Educational Level</u> Undergraduate Graduate	<u>Teaching Level</u> Elementary Secondary Both Levels
<u>Size and Nature of Community Where Reared</u> Rural Village Small City Suburban Area Large City	<u>Size of High School Attended</u> Under 300 300 - 499 500 - 1,000 Over 1,000	<u>Classification of High School Attended</u> Rural Small City Suburban Large City	
<u>Extent of High School Activities</u> None Minimal Extensive	<u>Extent of College/University Activities</u> None Minimal Extensive	<u>Type of Job Corps Experience Schedule</u> Full Time Part Time	
<u>Variety of Experience</u> Job Corps Only Job Corps Preceded By Public Sch Exp Job Corps Followed By Public Sch Exp Other Arrangement	<u>Type of Supervision</u> Completely by Center Personnel Primarily by Center Personnel with Occasional Visits by College/University Supervisor Primarily by Center Personnel with Regular Visits by College/University Supervisor Shared Supervision with Resident or Full Time College/University Supervisor Supplementing Supervision of Center Personnel Other		

The pairing procedure yielded in excess of 900 chi square problems. Those which resulted in significant differences are reported in summary fashion within the three following chapters and in detail in Appendices D, E, and F.

The reader needs to keep in mind that a reported significance relates only to the relationship between the specific reason, values, or limitation and the demographic variable as a whole and not to its individual components. Thus, though the Availability of Housing at the Center was found to relate with Educational Level of the participants at the 0.01 level of significance, it is not possible to determine with this procedure whether it was of greater importance for the Undergraduate or the Graduate participants.

CHAPTER II

REASONS FOR PARTICIPATION

All respondents were asked to react to fifteen randomly ordered items which related to the reasons why they elected to participate in the project. The directions required a rating of the extent to which each item was of importance to them on a five point scale with a rating of "1" indicative of a reason of "Great" importance and "5" reflective of "No" importance. Opportunity was also available for them to supply additional "Other" reasons. Twenty-eight respondents did so. Only five of these additional reasons, however, were found to be truly different from the structured items and three of the five were non-usable because the intent of the meaning could not be determined.

The fifteen structured reasons were grouped into five categories for purposes of analysis and presentation as follows:

Reasons Which Had

- (1) Humanitarian Value
- (2) Utilitarian Value
- (3) Instructionally Oriented Value
- (4) Innovationally Oriented Value
- (5) Miscellaneous Value

The style of presentation will be two-part and consistent for this and the next two chapters. First, in tabular form to present the response level by number and percentage for each group and the combined group for each reason adjudged to have been within one of the five categories. Those reasons which were found to have been significant will be emphasized. Second, an analysis of the table and the relevant participant comments will appear on the next page immediately opposite the table.

TABLE II

Significance of Those Reasons Adjudged to Have Had Humanitarian Value

Population	No or Not Usable Response # %	Extent of Significance									
		(Great)		2		3		4		(None)	
		1	1	#	%	#	%	#	%	#	%
<i>Desire to work with Job Corps' type of student</i>											
Student Tchrs	1 (0.44)	158 (69.60)	36 (15.86)	17 (7.49)	5 (2.20)	10 (4.41)					
Counselors	0 (0.00)	14 (53.85)	8 (30.77)	2 (7.69)	1 (3.85)	1 (3.85)					
Both Groups	1 (0.40)	172 (67.98)	44 (17.39)	19 (7.51)	6 (2.37)	11 (4.35)					
<i>Significant at the 0.05 level with Educational Level</i>											
<i>Significant at the 0.05 level with Type of Job Corps Scheduled Experience</i>											
<i>Desire to help those less fortunate</i>											
Student Tchrs	5 (2.20)	63 (27.75)	55 (24.23)	50 (22.03)	18 (7.93)	36 (15.86)					
Counselors	0 (0.00)	5 (19.23)	6 (25.08)	9 (34.62)	3 (11.54)	3 (11.54)					
Both Groups	5 (1.98)	68 (26.88)	61 (24.11)	59 (23.32)	21 (8.30)	39 (15.42)					

HUMANITARIAN VALUE ANALYSIS

The two reasons for participation which were judged to have implications for being concerned with people and their problems are presented in Table II on the preceding page.

Only one of the items, "Desire to Work With Job Corps' Type of Student," was found to correlate significantly with the demographic data; e.g., Educational Level and Type of Job Corps Scheduled Experience. In both instances an examination of the specific responses made by the student teachers and counselors does not permit any interpretation as to the particular type of Level or Experience which might have been of greatest importance since both groups responded at approximately the same levels of significance. THIS ITEM WAS IDENTIFIED AS THE SINGLE MOST IMPORTANT REASON FOR PROJECT PARTICIPATION BY BOTH GROUPS IRRESPECTIVE OF THE CATEGORY OF REASON.

Two observations would appear possible from an examination of the two items. First, both groups of participants were obviously aware of the type of students at a job corps center and were, either because of this awareness or in spite of it, overwhelmingly anxious to participate. Second, there is no apparent explanation possible for the numeric choice discrepancy between the two items. Both would appear to attempt measurement of a common factor and yet both elicited quite different responses, although the level of importance attached to each was quite high in both cases. It could be that participant acceptance is more readily gained through specific examples of deprivation, e.g., drop-outs, educational retardation, etc.; rather than by a generalized factor, e.g., "Those less fortunate."

The comments which follow represent an elaboration of "Why They Went." An assessment of just how important this reason was is better illustrated by the comments which are included as part of Chapter III.

RELEVANT PARTICIPANT COMMENTS

"I felt I would like to teach in the inner city and this would perhaps be helpful."

"Had two years of high school at () with many kids from that type of home life."

"My own delinquent behavior."

"Like to work with minority."

*"Provided opportunity to work with ethnic groups
not available in other teaching experiences."*

"Really wanted to teach these children"

"Inner-city"

*"Am also a member of a minority group and I thought the
students could interact well with me and vice versa."*

"Wished to meet school dropouts."

"Desire to help people, everyone has problems at some time."

TABLE III

Significance of Those Reasons Adjudged to Have Had Utilitarian Value

Population	No or Not Usable Response # %	Extent of Significance											
		(Great)		1		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%	#	%
<i>Availability of Housing at the Center</i>													
Student Tchrs	1 (0.44)	16 (7.05)	15 (6.61)	24 (10.57)	12 (5.29)	159 (70.04)							
Counselors	1 (3.85)	0 (0.00)	0 (0.00)	1 (3.85)	0 (0.00)	24 (92.31)							
Both Groups	2 (0.79)	16 (6.32)	15 (5.93)	25 (9.88)	12 (4.74)	183 (72.33)							
<i>Significant at the 0.01 level with Educational Level</i> <i>Significant at the 0.01 level with Classification of High School Attended</i> <i>Significant at the 0.01 level with Type of Job Corps Scheduled Experience</i>													
<i>Employment Opportunity Created by Virtue of Participation in the Program</i>													
Student Tchrs	1 (0.44)	19 (8.37)	30 (13.22)	43 (18.94)	32 (14.10)	102 (44.93)							
Counselors	0 (0.00)	0 (0.00)	0 (0.00)	6 (23.08)	5 (19.23)	15 (57.69)							
Both Groups	1 (0.40)	19 (7.51)	30 (11.86)	49 (19.37)	37 (14.62)	117 (46.25)							
<i>Significant at the 0.05 level with Type of Job Corps Scheduled Experience</i>													
<i>Convenience of Location</i>													
Student Tchrs	0 (0.00)	15 (6.61)	16 (7.05)	36 (15.86)	29 (12.78)	131 (57.71)							
Counselors	0 (0.00)	1 (3.85)	1 (3.85)	6 (23.08)	5 (19.23)	13 (50.00)							
Both Groups	0 (0.00)	16 (6.32)	17 (6.72)	42 (16.60)	34 (13.44)	144 (56.92)							
<i>Subsidy of Travel</i>													
Student Tchrs	1 (0.44)	5 (2.20)	11 (4.85)	24 (10.57)	24 (10.57)	162 (71.37)							
Counselors	0 (0.00)	0 (0.00)	2 (7.69)	3 (11.54)	6 (23.08)	15 (57.69)							
Both Groups	1 (0.40)	5 (1.98)	13 (5.14)	27 (10.67)	30 (11.86)	177 (69.96)							
<i>Had No Choice--Either Assigned There Or Only Experience Available</i>													
Student Tchrs	0 (0.00)	21 (9.25)	3 (1.32)	10 (4.41)	4 (1.76)	189 (83.26)							
Counselors	1 (3.85)	2 (7.69)	1 (3.85)	2 (7.69)	1 (3.85)	19 (73.08)							
Both Groups	1 (0.40)	23 (9.09)	4 (1.58)	12 (4.74)	5 (1.98)	208 (82.21)							

UTILITARIAN VALUE ANALYSIS

Only two of the five reasons adjudged to have utilitarian (practical) value were found to correlate significantly with one or more of the demographic variables. Those reasons, numbers data, and statements of significance are emphasized in the table.

Housing at the Center was found significant at the 0.01 level when paired with the Educational Level of the total group. As was pointed out previously, this can only be interpreted as having meaning at the total category level; but since the table shows that only the student teachers were greatly concerned and since virtually all of them were undergraduates, it is probably safe to assume that availability of housing had greater importance for the undergraduate than the graduate participants. Again, since virtually all counselors were on a "Part Time" schedule and since none of them indicated any concern with housing at the center; it is also probable that this item had greatest meaning for those scheduled "Full Time" at the center.

For the same reason it is also probable that employment opportunity was of greater importance to those student teachers who were on a "Full Time" center schedule. Employment opportunity was also obviously of greater concern to the student teachers than the counselors. This is hardly surprising since most of the counselors were graduate students with previous and/or present employment in that capacity whereas the student teachers were for the most part seeking initial teaching employment.

One might conjecture that either the location of the centers was considered "convenient" or that travel inconvenience was not of great importance. The later is probably more accurate in light of the number of centers classified as "isolated" as shown in Chapter I. It is also interesting to note that the number of student teachers who reported the location as being of greatest importance (categories 1 and 2) is almost identical with the number who were most concerned about the availability of housing at the center.

Subsidized participant travel was a feature of the project. Evidently the participants did not consider it a very critical factor.

The final response should have been divided into two items since as constructed it is impossible to determine whether the "lack of choice" was because of forced assignment or because it was the only assignment available. Several of the comments quoted below would seem to support the later position.

RELEVANT PARTICIPANT COMMENTS

"I needed the money to finish my last term of school."

"It was the only summer student teaching experience and this time suited my needs."

"In view of my interests in vocational counseling and vocational training, it was the only opportunity offered in these areas by the university."

"Was offered during summer school."

"Husband was teaching there."

"I was desperate to complete student teaching."

"It was probably the easiest thing I could have chosen."

"The Job Corps offered a summer term experience."

TABLE IV

Significance of Those Reasons Adjudged to Have Had Instructionally Oriented Value

Population	No or Not Usable Response # %	Extent of Significance									
		(Great)		2		3		4		(None)	
		1		#	%	#	%	#	%	#	%
		<i>Opportunity to work with programmed/individualized learning</i>									
Student Tchrs	1 (0.44)	68	(29.96)	44	(19.38)	63	(27.75)	17	(7.49)	34	(14.98)
Counselors	1 (3.85)	1	(3.85)	3	(11.54)	2	(7.69)	5	(19.23)	14	(53.85)
Both Groups	2 (0.79)	69	(27.27)	47	(18.58)	65	(25.69)	22	(8.70)	48	(18.97)
		<i>Significant at the 0.05 level with Type of Supervision</i>									
		<i>Interest generated by prior courses or programs</i>									
Student Tchrs	0 (0.00)	34	(14.98)	38	(16.74)	38	(16.74)	27	(11.89)	90	(39.65)
Counselors	0 (0.00)	4	(15.38)	2	(7.69)	4	(15.38)	6	(23.08)	10	(38.46)
Both Groups	0 (0.00)	38	(15.02)	40	(15.81)	42	(16.60)	33	(13.04)	100	(39.53)

INSTRUCTIONALLY ORIENTED VALUE ANALYSIS

Two items related to this category. One, "Opportunity to Work With Programmed/Individualized Learning," was found to pair significantly with the type of supervision provided during the center experience. Again, it is impossible to identify any specific pattern of supervision as being of greatest importance since all of the different patterns, as shown in Chapter I, p. 15, were used in approximately equivalent proportions.

It is also hardly surprising to find that a much higher percentage of the student teachers, approximately 50%, as opposed to approximately 15% of the counselors cited this as an important reason. The very nature of the teaching as opposed to counseling act should account for the difference.

Though it appears that a desire to work with these specialized instructional techniques was an important aspect of the decision making process, it is interesting to note that a much smaller number of student teachers indicated that such an interest had been generated by any prior courses or programs. One can only conjecture that either such courses or programs had not been available or that the emphasis of the courses or programs had not included these techniques. It is obviously also possible that the participants may not have taken such courses or programs even if available; and if available, the instructors may not have been aware of the instructional thrust at the job corps centers.

The limited value of preparatory courses and programs in helping with the decision making process when it deals with such specifics is quite consistent with the reporting of number and kind of such courses and programs in Chapter I, pp 11-12.

RELEVANT PARTICIPANT COMMENTS

Though only two respondents provided comments related to this category in connection with their reasons for going, it is quite revealing to read the many comments associated with these specific instructional techniques in Chapters III and IV which relate to the values and limitations of the experience itself.

"Dr. () and his interpretation of the Job Corps Center and its place in society."

"I had prior experience at the center through observation of classes."

TABLE V

Significance of Those Reasons Adjudged to Have Had Innovationally Oriented Value

Population	No or Not Usable Response # %	Extent of Significance									
		(Great)		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%
<i>Opportunity to participate in new, different, innovative type of program</i>											
Student Tchrs	0 (0.00)	145 (63.88)	45 (19.82)	23 (10.13)	9 (3.96)	5 (2.20)					
Counselors	0 (0.00)	10 (38.46)	9 (34.62)	4 (15.38)	1 (3.85)	2 (7.69)					
Both Groups	0 (0.00)	155 (61.26)	54 (21.34)	27 (10.67)	10 (3.95)	7 (2.77)					
<i>Significant at the 0.05 level with Educational Level</i>											
<i>Desire for a challenge beyond that presented by traditional schools or programs</i>											
Student Tchrs	0 (0.00)	128 (56.39)	61 (26.87)	21 (9.25)	8 (3.52)	9 (3.96)					
Counselors	0 (0.00)	8 (30.77)	11 (42.31)	2 (7.69)	0 (0.00)	5 (19.23)					
Both Groups	0 (0.00)	136 (53.75)	72 (28.46)	23 (9.09)	8 (3.16)	14 (5.53)					
<i>Significant at the 0.01 level with Educational Level</i>											
<i>Opportunity to avoid participation in the traditional, regular type of program</i>											
Student Tchrs	0 (0.00)	92 (40.53)	53 (23.35)	34 (14.98)	16 (7.05)	32 (14.10)					
Counselors	0 (0.00)	8 (30.77)	6 (23.08)	3 (11.54)	2 (7.69)	7 (26.92)					
Both Groups	0 (0.00)	100 (39.53)	59 (23.32)	37 (14.62)	18 (7.11)	39 (15.42)					
<i>Opportunity to work in other than the traditional kinds of schools</i>											
Student Tchrs	0 (0.00)	121 (53.30)	64 (28.19)	26 (11.45)	5 (2.20)	11 (4.85)					
Counselors	0 (0.00)	14 (53.85)	8 (30.77)	1 (3.85)	1 (3.85)	2 (7.69)					
Both Groups	0 (0.00)	135 (53.36)	72 (28.46)	27 (10.67)	6 (2.37)	13 (5.14)					

INNOVATIONALLY ORIENTED VALUE ANALYSIS

Two of the four reasons which comprised this category were found to relate significantly to one of the items of demographic data; e.g., Education Level. Here again, it is probably safe to deduce that these reasons had greater significance for undergraduate students since it is obviously the undergraduate student teachers who proportionately found it of greater importance than the graduate counselors.

The first reason, "Opportunity to Participate in New, Different, Innovative Types of Programs," was numerically the second most important single reason. THE CATEGORY AS A WHOLE, HOWEVER, RECEIVED BY FAR THE HEAVIEST NUMERIC SUPPORT FROM BOTH GROUPS.

The levels of response to the first two reasons are interesting. Both relate to a teacher education program; one positive in terms of a "new, different, innovative program" and one negative in terms of the "avoidance of the traditional, regular type of program." The responses would seem to indicate a greater desire for something "different" as opposed to dissatisfaction with the "old." This should not be interpreted, however, as meaning that the participants were exactly happy with the "old" patterns; just that they were less unhappy.

The traditional public schools and their programs appear also to have been less than favorably perceived by both groups. The responses of particularly the counselor group to the last two reasons were interesting. It would appear that counselors found the "challenge" presented by the traditional schools and their programs difficult enough, but would prefer to work in "other than traditional schools."

RELEVANT PARTICIPANT COMMENTS

"Other opportunities at my college limited to rural--small city schools."

"The challenge."

"I did it as an alternative to taking a four hour credit micro-teaching course."

"Personally, to my way of thinking, the Job Corps experience was selected because it was the easiest possibility that was available to me. I didn't feel that I wanted to participate in the traditional experience because of its strict regimentation and its loose supervision and "busy work" attitude. I knew I would probably never teach so I wanted the easiest alternative available to me at this time, and this was what I considered the job corps experience."

TABLE VI

Significance of Those Reasons Adjudged to Have Had Miscellaneous Value

Population	No or Not Usable Response # %	Extent of Significance											
		(Great)		1		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%	#	%
		<i>Being selected by your institution to be in the program</i>											
Student Tchrs	2 (0.88)	45	(19.82)	40	(17.62)	34	(14.98)	26	(11.45)	80	(35.24)		
Counselors	0 (0.00)	5	(19.23)	4	(15.38)	6	(23.08)	2	(7.69)	9	(34.62)		
Both Groups	2 (0.79)	50	(19.76)	44	(17.39)	40	(15.81)	28	(11.07)	89	(35.18)		
		<i>Significant at the 0.01 level with Variety of Job Corps Experience</i>											
		<i>Interest generated by contacts with prior participants in the Job Corps program</i>											
Student Tchrs	1 (0.44)	27	(11.89)	21	(9.25)	22	(9.69)	17	(7.49)	139	(61.23)		
Counselors	1 (3.85)	2	(7.69)	4	(15.38)	1	(3.85)	4	(15.38)	14	(53.85)		
Both Groups	2 (0.79)	29	(11.46)	25	(9.88)	23	(9.09)	21	(8.30)	153	(60.47)		
		<i>Significant at the 0.05 level with Extent of High School Activities Participation</i>											

MISCELLANEOUS VALUE ANALYSIS

Both of the items in this category could conceivably have been included under either of the two previous categories. It was decided not to do so because of possible multiple interpretations by both the respondents and the readers.

The first reason related significantly with the Variety of Job Corps Experience; e.g., Only experience, Preceded by public school experience, Followed by public school experience, or Other arrangement. It was not possible to ascertain which particular arrangement, if any, was of greatest importance in creating the significance. It would appear, however, that a further investigation is warranted in light of the difference the arrangement could have with respect to participant satisfaction.

No explanation is readily apparent to explain the significant relationship between the final reason and the "Extent of High School Activity Participation." It could be as simple as the more active one is the more likely he is to encounter prior participants or as complex as a particular type of activity and the extent of involvement being related to the association with the prior participants.

RELEVANT PARTICIPANT COMMENTS

"Felt the experience would be very worthwhile."

"Selfish reasons--felt I needed the experience."

CHAPTER SUMMARY

It is most apparent that the participants did have reasons for their participation. Some of which they greatly shared in common. Some which seemed to have significance for only a few. The two which are identified as being the most important in terms of the decision making process were "Desire to Work with Job Corps' Type of Student" and "Opportunity to Participate in New, Different, Innovative Type of Program."

When the fifteen structured reasons were categorized, it was found that all five categories had at least one item that was statistically significant when paired with one or more types of the demographic data. Five different types of demographic characteristics were found to relate to one or more of the reasons; with the Education Level (undergraduate or graduate) being the most frequently significant.

The reasons cited, particularly when compared with the perceived values and limitations, should have particular meaning for present and prospective project designers and evaluators. This analysis will be attempted in Chapter V.

CHAPTER III

VALUES OF THE EXPERIENCE

This chapter presents the responses the participants made when requested to rate each of twelve structured values as these related to their experience at the job corps center. The respondents were again given the opportunity to supply additional values if they felt that the structured items did not adequately represent their situation. Ten of the thirteen such responses were arbitrarily equated with being the same as structured items. The remaining three were judged to be limitations rather than values and were consequently added to the items in the next chapter.

The twelve structured responses were grouped into four categories for purposes of analysis and presentation. One new category, in addition to those used in Chapter II, was added since it seemed to characterize a very common and strongly held value, "Personal Growth." The Miscellaneous category was not used in this chapter since all of the items were assignable to other categories. It also seemed desirable to use certain of the items in several of the categories because of the rather obvious multi-category implications as revealed by the additional comments supplied by the participants. The Instructionally and Innovationally Oriented Categories were combined since both the response items and the additional comments seemed to make quite clear the close relationship that existed between them. The groupings then for this chapter are:

Values of the Experience Which Were

- (1) Humanitarian
- (2) Utilitarian
- (3) Related to Personal Growth
- (4) Instructionally and Innovationally Oriented

The presentation and analysis style will be the same as used in the previous chapter. A minor change in the style of presenting the "Relevant Participants Comments" was felt necessary inasmuch as many of them were quite lengthy and treated of several factors. For these reasons, some were divided and assigned to the category which seemed most appropriate. The use of the technique, ". . . or . . .", will indicate those quotes which were divided or interrupted.

"My college supervisor was excellent. He was always available and he was a good listener. Sometimes when you're student teaching you just need to talk and talk."



"The out-of class contact was a real learning situation for me. I feel that I really got to know the corpsmen and could understand their problems. I think this made me a better teacher."



"A job corps experience provided invaluable experience for a counselor to gain insight and growth from their frame of reference. Can't understand their values and behaviors without that."

TABLE VII

Significance of Those Values Adjudged to Have Been Humanitarian

Population	No or Not Usable Response # %	Extent of Significance											
		(Great)		1		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%	#	%
<i>Made a direct societal contribution</i>													
Student Tchrs	3 (1.32)	44 (19.38)	52 (22.91)	67 (29.52)	28 (12.33)	33 (14.54)							
Counselors	0 (0.00)	2 (7.69)	8 (30.77)	10 (38.46)	4 (15.38)	2 (7.69)							
Both Groups	3 (1.19)	46 (18.18)	60 (23.72)	77 (30.43)	32 (12.65)	35 (13.83)							
<i>Significant at the 0.05 level with Size/Nature of Community Where Reared</i>													
<i>Created better understanding of the problems of disadvantaged youth</i>													
Student Tchrs	0 (0.00)	152 (66.96)	48 (21.15)	15 (6.61)	6 (2.64)	6 (2.64)							
Counselors	0 (0.00)	12 (46.15)	11 (42.31)	3 (11.54)	0 (0.00)	0 (0.00)							
Both Groups	0 (0.00)	164 (64.82)	59 (23.32)	18 (7.11)	6 (2.37)	6 (2.37)							
<i>Significant at the 0.01 level with Type of Job Corps Scheduled Experience</i>													

HUMANITARIAN VALUE ANALYSIS

The frequencies of both the value reasons adjudged to have had humanitarian implications were found to yield significant Chi Squares when paired with certain items of demographic data. Regretably, once again, it is impossible because of the statistical technique used to identify the possible cause and effect relationship primarily responsible for creation of the significance. It would have been most interesting and possibly useful for future project directors to know for example, what "Size/Nature of Community" had the greatest relationship to a feeling of "Making a Direct Societal Contribution." The technique used does not permit such an internal item analysis.

The frequencies of the second item, "Created Better Understanding of the Problems of Disadvantaged Youth," when paired with "Type of Job Corps Scheduled Experience" resulted in a significant Chi Square at the 0.01 level. The two types possible were either full or part-time assignments. An examination of the data presented on page 14 of Chapter I indicates that the great majority of the student teachers had a full-time experience and virtually all counselors a part-time experience. Yet both groups overwhelmingly found their particular arrangement conducive to the creation of a better understanding. Perhaps the most logical explanation would be that the time variable has greater meaning for the type of experience; i.e., teaching or counseling, than it does for all kinds of experience. The nature of what is expected and what a teacher and counselor do may have real significance in terms of planning the type of scheduled experience.

RELEVANT PARTICIPANT COMMENTS

"My experience at job corps gave me a totally new view of the minority cultures. It adds a general knowledge to my background. In jobs since, I have not experienced more than one minority group student so my understanding (of minority cultures) has not been directly applicable. Indirectly, the knowledge is something I wouldn't want to be without. The attitude of the job corps student teacher shouldn't be 'save the world' attitude. It is a job and an educational experience and a student teacher should approach it in that manner."

"I am pleased that I had the opportunity to do a counseling practicum at the Job Corps Center. I felt that it gave me a great deal of insight into the problems and misfortunes of truly 'disadvantaged' men . . ."

"A job corps experience provided invaluable experience for a counselor to gain insights and grow in empathy--that is, see things from their frame of reference. What is anti-social and immoral from our point of view is not only acceptable--but a way of gaining acceptance and status from theirs in some cases. Can't understand the values and behavior without that!"

"Unique--self-fulfilling--very rewarding. An opportunity to learn about and better understand some of the problems of these kids who are locked-up-against-the-wall and job corps is only answer left . . ."

"Unfortunately, I have not taught since graduating in '69 from (), but I feel the Job Corps experience has helped me understand problems of any minorities--racial or economic."

"Enjoyed the experience very much, gained a good understanding of some minority student problems . . ."

"The Job Corps experience was a very worthwhile one. I only wish I could have helped a couple of the boys more."

"I personally believe I gained a great deal from my experience at job corps. I do think the type of student encountered there is the one we should concern ourselves with in the public schools. I now feel that I have gained some insight into some of the types of problems encountered by the students. I hope I have the ability to help them establish some meaningful goals in life."

"I'll always value my experience at the Job Corps Center, because it made me see for myself other people who weren't as fortunate as I, did exist and do need help, and will work for help if you will give it."

"I felt the personal satisfaction of helping job corps women made my teaching most interesting and satisfying."

". . . I feel that the greatest value to me was to see that the kids though not accomplished in 'middle class' skills were capable VITAL PEOPLE. A common mistake in Home Economics (and an easy trap to fall into even when you are aware of it) is to promote a particular value system; particular social skills, etc., at the expense of promoting understanding, empathy, and developing a climate for change. Thought they were in the first place, but this concrete experience made it true not just a theory."

TABLE VIII

Significance of Those Values Adjudged to Have Been Utilitarian

Population	No or Not Usable Response # %	Extent of Significance											
		(Great)		1		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%	#	%
<i>Financial subsidy (travel and/or housing)</i>													
Student Tchrs	1 (0.44)	18 (7.93)	17 (7.49)	23 (10.13)	29 (12.78)	139 (61.23)							
Counselors	0 (0.00)	0 (0.00)	0 (0.00)	1 (3.85)	5 (19.23)	20 (76.92)							
Both Groups	1 (0.40)	18 (7.11)	17 (6.72)	2 (9.49)	34 (13.44)	159 (62.85)							
<i>Significant at the 0.05 level with Educational Level</i>													
<i>Significant at the 0.05 level with Type of Job Corps Scheduled Experience</i>													
<i>Led to post experience employment</i>													
Student Tchrs	4 (1.76)	36 (15.86)	19 (8.37)	27 (11.89)	22 (9.69)	119 (52.42)							
Counselors	0 (0.00)	0 (0.00)	4 (15.38)	0 (0.00)	4 (15.38)	18 (69.23)							
Both Groups	4 (1.58)	36 (14.23)	23 (9.09)	27 (10.67)	26 (10.28)	137 (54.15)							
<i>Significant at the 0.05 level with Educational Level</i>													
<i>Significant at the 0.05 level with Size/Nature of Community Where Reared</i>													
<i>Significant at the 0.05 level with Type of Job Corps Scheduled Experience</i>													
<i>Contributed directly to success in post experience employment</i>													
Student Tchrs	3 (1.32)	42 (18.50)	26 (11.45)	42 (18.50)	26 (11.45)	88 (38.7)							
Counselors	0 (0.00)	2 (7.69)	6 (23.08)	6 (23.08)	1 (3.85)	11 (42.31)							
Both Groups	3 (1.19)	44 (17.39)	32 (12.95)	48 (18.97)	27 (10.67)	99 (39.13)							
<i>Significant at the 0.01 level with Size of High School Attended</i>													
<i>Significant at the 0.05 level with Variety of Job Corps Experience</i>													

UTILITARIAN VALUE ANALYSIS

The frequencies of all three reasons grouped under the heading of the Utilitarian category when paired with items in the demographic data resulted in two or more significant Chi Squares for each reason. It is interesting that in all three instances the numbers of both groups who judged the reason to be of greatest importance, 1 or 2 on the scale, were much less than those who found it to be of little or no importance, 4 or 5 on the scale. One can only conjecture that for the minority for whom financial subsidy was critical, that it did make a difference whether they were undergraduate or graduate students. The fact that the counselors were graduates and obviously little concerned with this factor would seem to indicate that though financial considerations were hardly critical in terms of total numbers that it was of paramount importance to some individual undergraduates. Again, it is apparent for much the same reason that those who participated on a full-time basis were in greater financial need than those on a part-time basis.

The frequencies of post experience employment when paired with three factors, Educational Level, Size/Nature of Community and Type of Job Corps Scheduled Experience, resulted in significant Chi Squares. It would be valuable to know which Size or what Nature of Community was most closely related to this reason; however, such a statistical interpretation is not in order. The same general comment can be made with respect to the relationships between the Size of High School Attended and Variety of Job Corps Experience as compared with the factor, Contributed Directly to Post Experience Employment.

It is fairly obvious that though the counselors did not find that the experience led to employment (remember that most of them came from existent counselor jobs), they felt the experience did contribute to their success in post experience employment.

The significance that both groups attached to the final two items is perhaps best judged by the additional comments they made which follow below and those which are a part of the Instructionally and Innovationally Oriented Category presentation.

RELEVANT PARTICIPANT COMMENTS

" . . . Very thankful for the available housing and financial subsidy in travel. Kind of made it possible to partake in this experience."

"In retrospect, I am very glad to have had the opportunity to be at a Job Corps Center. For me, it was a unique experience which I am now using in my jobs."

"Because of, in part, my experience at Job Corps, I believe I was offered a teaching position, Learning Disability Group Teacher, for which I had no formal training--no special education classes. Because of my experiences at Job Corps I chose my present position--English and music--offered me at the same time by the same district. Job Corps helped me understand somewhat the problems and frustrations of students behind in school. I also learned how exciting teaching would be and learning for students. The girls wrote, produced and acted in a play chosen on a topic which concerned them--drugs. It was close-circuited taped on TV and played for the entire center. The girls did most of the work. I also taught piano at Job Corps. The girls came in and practiced even though the class was just before dinner--they learned to play in a remarkably short period of time."

RELATIVE PARTICIPANT COMMENTS (cont'd)

"It must be said that the best part of my experience at the center was actually living on the center with the corpsmen. After the classroom activity was over this provided the greatest insights into what was actually happening at the center."

"I was selected to student teach at the Center because I had a beard. No other school at the time would accept me on that basis . . ."

"My experience at the Job Corps Center has proved valuable so many times and in so many ways it is unbelievable. It gave me the opportunity to really concretely see that disadvantaged students do exist live today and also the chance to meet and interact with persons of all races. This latter was something I had never done before. In my teaching experience after I was working in a school district where the Caucasian students was the minority. I was able to cope fairly well with the various cultures exposed to me due to my Job Corps experiences. Right now I am in the military working as an assistant correctional officer, working with prisoners at the stockade. Here again I can fall back on many things learned at Job Corps."

"My college counselor advised me it was an unwise decision and would be looked down upon by my future employers. I have only taught in one area, but did not find this to be the case."

"At the time of student teaching, I was a little apprehensive about whether or not my experience would be an asset when I tried to get a job later on (either in Educ. or in Business). This anxiety did not however lessen my enthusiasm and enjoyment of the Student teaching project. I have found in the past 2 1/2 years that my experience has been not only considered as a good recommendation in being hired, but also as a constant subject of inquiry. I have been proud to say I was in the project, and it has helped me in securing jobs since then."

"I thought my experience extremely helpful. At that time in my particular area-- Reading Readiness and remedial reading problems--too many girls were in each class for the personal needs of each individual (20 or more per class). My job, as 6th grade reading teacher was obtained due to my experience with Job Corps. This summer I will be working with girls as Art and Reading teacher."

"This experience represented a continuation of previous employment for me and not a new experience. Essentially, I was able to refine my counseling approach."

"The Job Corps experience has helped me a great deal in my teaching career."

"Since I am now working as a reading teacher in the same Job Corps as I student taught, my experience was extremely valuable in getting used to the students, classroom management and working in this type of situation. It makes one realize where public school fails."

RELEVANT PARTICIPANT COMMENTS (cont'd)

" . . . I do hope that I will be able to work with the Job Corps at some future date. I also think it helped me to become a better teacher with the young children I work with. I felt it is most important to start with the very young so that more kids won't have a need for the Job Corps in the future!"

"At the time I signed up for student teaching at a job corps center I was not planning to teach in my minor, special education for mentally retarded. Student teaching at the center completed my requirement for special ed. I did sign a contract to teach special ed. I am sure my first year of teaching would have been easier if I had received my student teaching in a regular classroom. I have, however, been grateful for the experience I had at Job Corps."

"My Job Corps experience was the best preparation I had for covering the urban schools for a newspaper. Urban schools, otherwise, might have seemed foreign to me . . ."

" . . . What I learned at the Job Corps Center about myself, education and disadvantaged youth is unmeasurable. The experience was totally beneficial and the knowledge I gained has helped me immensely in public school teaching. Hopefully, I can work towards abolishing those educational situations that created a need for the Job Corps."

TABLE IX

Significance of Those Values Adjudged to Have Personal Growth Value

Population	No or Not Usable Response # %	Extent of Significance									
		(Great)		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%
<i>Created better understanding of the problems of disadvantaged youth</i>											
Student Tchrs	0 (0.00)	152 (66.96)	48 (21.15)	15 (6.61)	6 (2.64)	6 (2.64)					
Counselors	0 (0.00)	12 (46.15)	11 (42.31)	3 (11.54)	0 (0.00)	0 (0.00)					
Both Groups	0 (0.00)	164 (64.82)	59 (23.32)	18 (7.11)	6 (2.37)	6 (2.37)					
<i>Significant at the 0.01 level with Type of Job Corps Scheduled Experience</i>											
<i>Basis for a career decision</i>											
Student Tchrs	3 (1.32)	35 (15.42)	49 (21.59)	59 (25.99)	30 (13.22)	51 (22.47)					
Counselors	0 (0.00)	3 (11.54)	5 (19.23)	6 (23.08)	4 (15.38)	8 (30.77)					
Both Groups	3 (1.19)	38 (15.02)	54 (21.34)	65 (25.69)	34 (13.44)	59 (23.32)					
<i>Opportunity for own personal growth</i>											
Student Tchrs	0 (0.00)	140 (61.67)	63 (27.75)	15 (6.61)	6 (2.64)	3 (1.32)					
Counselors	0 (0.00)	12 (46.15)	10 (38.46)	3 (11.54)	1 (3.85)	0 (0.00)					
Both Groups	0 (0.00)	152 (60.08)	73 (28.85)	18 (7.11)	7 (2.77)	3 (1.19)					

PERSONAL GROWTH VALUE ANALYSIS

This was an additional category created because of the very high frequency of mention by the participants in the additional comments they supplied.

Though most of them indicated by both their numeric choices and comments growth values in terms of increased awareness of other peoples, it is also obvious that this had a direct relationship in many instances to personal career decisions.

Most of the career decisions mentioned a heightened desire to continue work with the disadvantaged and in an "alternative" type of setting. (See particularly the comments which are a part of the Instructionally and Innovationally Oriented section of this chapter.) A few, however, found (additionally reenforced in the Limitations chapter) that this alternative setting and particular population was not for them. To the extent that this can prevent future unhappy and dissatisfied teachers and to the extent that this condition can be equated with less successful teachers, any negative connotations might be thought of as positive in terms of the exploratory value of the project.

The final response item, Created Better Understanding of the Problems of Disadvantaged Youth, was included here as well as in the first category since it seemed to have importance not only for the fostering of a "humanitarian" attitude; but also was quite critical, as made apparent by the comments, to one's own "personal growth."

RELEVANT PARTICIPANT COMMENTS

"Fantastic experience--probably the most worthwhile thing I did in college . . ."

"My 10 weeks at the Job Corps Center was the most memorable and valuable teaching experience I have had. Teaching a 'Split term' (5 weeks public school and 5 weeks at the center) was interesting for comparison. However, more time should be devoted to the Job Corps and counseling."

"I found the experience extremely important as far as helping me decide what I wanted. By splitting the experience, I found that the public schools were not ready for me or I for them. Therefore saving problems if I had gone into public education. Generally, I found the Center staff more than willing to help. I'm sorry I cannot say more for the college end of the deal--"

". . . However, viewing the Job Corps experience from this point in time in my professional preparation I would highly recommend it to anyone who wishes to 'find himself' in the teaching profession."

"It was due to the experience of teaching at the center that I recognized the interest I have in counseling. My only regret was that there was no opening for me once I completed my university program. Having been raised in an environment similar to that which many of the students came from, I felt much better able to understand their anxieties and also the 'hang-ups' they had regarding education and its applications for them. They really wanted information that could enable them to understand and correct their homelife problems--most of the girls never had a guy really level with them about marriage, money, sex, homes, clothes, etc. and that is what I did."

"Very satisfied with Job Corps experience. If I had gone right into a public school teaching position, I might better be able to relate the experience and how well it prepared me for teaching. As a human contact experience, a human involvement experience, I can say the Job Corps placement was most appropriate and rewarding educational experience I shall not soon forget. This was one of the biggest personal growth periods during my doctoral program."

"I am living in an integrated neighborhood which is quickly becoming a black neighborhood. My experience in Job Corps has helped me to cultivate a better understanding of blacks and has helped me get along very well with the black families in the neighborhood."

"I presently would prefer to be employed in the Job Corps rather than in Public Schools where I am now. It proved to be the most valuable experience I had to prepare for the field of Education. I know it was more valuable than student teaching in a Public School."

"My experience at the center was satisfactory in regard to my learning about underprivileged students, their backgrounds, and their learning disadvantages because of these backgrounds. I had had no previous experience in this area. . ."

". . . A truly rewarding experience that added a dimension to my life and to the life of my immediate family."

"Job Corps experience extremely positive. After the experience I no longer pursued a teaching career in the public schools and hope eventually to work with disadvantaged youth in a non-public school atmosphere."

"Enjoyed the experience completely and felt it has made a significant impact on my life and choice of careers."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I find every day at Job Corps a rewarding one filled with new experiences each day. The emphasis here is on the student--not the system or teacher or parent. For these reasons I would never teach in a public school unless a great financial crisis occurred. I would want my own children to go to job corps--I believe in it so much. I do not believe I would have been hired here unless I had done my student teaching here."

"I feel that it is of the utmost importance that the teacher feel a deep sense of satisfaction and fulfillment to be able to do this job well. A teacher needs to feel that what he is doing is benefiting, and is appreciated by, the students. It is difficult to communicate my feelings about my job corps experience in such a brief comment. I can truthfully say that in my three years of teaching experience since Job Corps I have yet to experience the personal satisfaction and feeling of worth which I experienced in Job Corps."

"My job corps experience was personally very rewarding, but the educational knowledge I gained there has little application to the public school I now teach in. Possibly I do have more empathy for the Black students I teach because of Job Corps."

"I was not turned on by the possibility of student teaching at a center. I had little interest and no education experience and my major interest and subject area was not part of the program. I went anyway. I had accepted a teaching position for coming fall with the stipulation I summer student teach. (over the proverbial barrel). I experienced one of the most rewarding-satisfying richest of experiences. Was myself for one of the few times in my life. I grew greatly--and gained much from each relationship I made . . ."

". . . was a good experience for me in terms of personal growth and clarifying my desire to teach in the inner city . . ."

"The experience at the center was one of the most rewarding and awakening I have ever had. A great deal was learned about myself in regards to teaching ability and self-assurance . . ."

"I consider myself fortunate to do part of my student teaching at the Job Corps. I can't imagine anything that made a greater impact on my life . . ."

". . . I am now working on a masters in special education learning disabilities and mental retardation which I feel is a direct result of my job corps experience."

"I really believe in the Job Corps educational experience and it brought me to a better understanding of so many things it is impossible to enumerate here . . ."

". . . As a white male in a predominantly black women's center, I had an invaluable student teaching experience. I had hoped to work with the Job Corps--but the jobs were almost impossible to get. I believe I contributed to the Job Corps program more than what was asked of me. All of the student teachers seemed to do this."

". . . Very glad that I did my student teaching experience at a Job Corps Center. I was personally limited due to fatigue as I was recovering from a long-term illness, otherwise it was a full and worthwhile experience."

"Exciting and most enjoyable time of my entire years in college."

"I am so gratified for having the opportunity to work with the job corps female students. My experience was most satisfying. I felt wanted, needed, and appreciated the entire 8 weeks. There existed a very special kind of closeness in working with this type of person . . ."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I recommend that student teachers be allowed to take part in this wonderful teaching experience. It was very beneficial to me in the area of education. If at all possible, I plan on working in Job Corps in the future."

"I really enjoyed and benefited from the experience . . ."

"My experience at the Job Corps Center was extremely positive. My experience with counseling was particularly important in helping me to affirmatively decide to pursue my graduate education in this field."

"Being at the Job Corps Center was one of the most rewarding experiences I have ever had. Up until the time I left the state, I maintained contact with many of the corpsmen as well as staff members. My experience at the center greatly influenced my direction-- I have subsequently been involved with program at the Girl's School, taught in a public school, and am now pursuing a Ph.D. program. My work here involves projects with youths assigned to detention camps and others with severe reading disabilities. For me, Job Corps could never be replaced!"

"I personally found the Job Corps experience most gratifying in terms of my own growth and in being able to get a sense of the humanness of teaching . . ."

"I plan to return to graduate school this coming fall in a program of counseling and guidance with emphasis on disadvantaged youth. My experience student teaching at the Job Corps center had a great impact in my decision to return to grad school and eventually work in a similar type situation. It was the most worthwhile two months of my college career--and my career since. I'm very anxious to apply my experience at the Job Corps to a new, but related teaching job."

"It was great."

"Job Corps experience was very valuable in giving me an understanding of the needs of educational deprived youth and especially minority groups. In addition my experience that followed at the local high school provided me with an interesting contrast between the two. Although I did not continue in Job Corps work, the four weeks were a great inspiration to continue or begin a career in this area."

"The experience was eye-opening: previously I had not considered myself 'sheltered,' yet actually work with girls whose life styles were so varied and different from mine was an experience which I shall not forget . . ."

"I found my experience most satisfactory because of my relationships with the corpswomen."

"I enjoyed working at the Job Corps Center and I enjoyed my women students especially. I hope these women were successes as they were good students and good friends. I hope they were placed in jobs and if they ever need any type of recommendation, I would be more than happy to recommend them! . . . I am happily working on my master's in Speech Pathology and thank-you for the wonderful experience at the Job Corps."

TABLE X

Significance of Those Values Adjudged to Have Been
Instructionally and Innovationally Oriented

Population	No or Not Usable Response # %	Extent of Significance											
		(Great)		1		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%	#	%
<i>Better supervision than otherwise would have been available</i>													
Student Tchrs	1 (0.44)	34 (14.98)	25 (11.01)	60 (26.43)	36 (15.86)	71 (31.28)							
Counselors	0 (0.00)	4 (15.38)	5 (19.23)	4 (15.38)	5 (19.23)	8 (30.77)							
Both Groups	1 (0.40)	38 (15.02)	30 (11.86)	64 (25.30)	41 (16.21)	79 (31.23)							
<i>Significant at the 0.01 level with Type of Supervision</i>													
<i>Exposure to instructional materials and techniques not otherwise available</i>													
Student Tchrs	1 (0.44)	86 (37.89)	48 (21.15)	36 (15.86)	30 (13.22)	26 (11.45)							
Counselors	0 (0.00)	4 (15.38)	4 (15.38)	2 (7.69)	4 (15.38)	12 (46.15)							
Both Groups	1 (0.40)	90 (35.57)	52 (20.55)	38 (15.02)	34 (13.44)	38 (15.02)							
<i>Significant at the 0.05 level with Educational Level</i>													
<i>Significant at the 0.05 level with Type of Job Corps Scheduled Experience</i>													
<i>Significant at the 0.05 level with Type of Supervision</i>													
<i>Greater freedom to interact with pupils/staff</i>													
Student Tchrs	0 (0.00)	133 (58.59)	48 (21.15)	25 (11.01)	10 (4.41)	11 (4.85)							
Counselors	0 (0.00)	5 (19.23)	11 (42.31)	3 (11.54)	4 (15.38)	3 (11.54)							
Both Groups	0 (0.00)	138 (54.55)	59 (23.32)	28 (11.07)	14 (5.53)	14 (5.53)							
<i>Significant at the 0.05 level with Extent of Coll/Univ Activity Participat</i>													
<i>Significant at the 0.01 level with Type of Job Corps Scheduled Experience</i>													
<i>More opportunities for content and methods variation than in public school situation</i>													
Student Tchrs	3 (1.32)	77 (33.92)	43 (18.94)	50 (22.03)	23 (10.13)	31 (13.66)							
Counselors	0 (0.00)	3 (11.54)	9 (34.62)	3 (11.54)	3 (11.54)	8 (30.77)							
Both Groups	3 (1.19)	80 (31.62)	52 (20.55)	53 (20.95)	26 (10.28)	39 (15.42)							
<i>Provided for a kind of pupil exposure not otherwise available</i>													
Student Tchrs	1 (0.44)	162 (71.37)	44 (19.38)	11 (4.85)	1 (0.44)	8 (3.52)							
Counselors	0 (0.00)	12 (46.15)	9 (34.62)	2 (7.69)	2 (7.69)	1 (3.85)							
Both Groups	1 (0.40)	174 (68.77)	53 (20.95)	13 (5.14)	3 (1.19)	9 (3.56)							

INSTRUCTIONALLY AND INNOVATIONALLY ORIENTED VALUE ANALYSIS

Five items formed this category. Two dealt with content and material techniques and/or methods, two with pupils and/or staff, and one with supervision.

The frequencies of the "Supervision" item, not surprisingly, when paired to the Type of Supervision utilized in the projects yielded a significant Chi Square. The types varied widely, see Chapter I, p. 15, and the Statistical Analysis Overview, p. 21; and as a consequence it was impossible to attribute to any particular arrangement significance in terms of acceptability or dissatisfaction. The Additional Comments, however, would seem to indicate that (1) satisfaction was more dependent upon the individual supervisor than the arrangement, and (2) those colleges or universities that utilized full-time, resident supervisors had the more acceptable arrangement in terms of producing satisfaction. Not surprisingly the Type of Supervision was also related to the degree of satisfaction felt with respect to Exposure to Instructional Materials and Techniques Not Otherwise Available. It would appear that this is a most logical cause and effect relationship.

The participants seemed to indicate that they had slightly greater exposure opportunities to materials and techniques than they did to variation opportunities. In both instances, however, approximately half indicated that something in terms of materials and permissiveness was present there that they otherwise would not have had. A serious limitation, often overlooked, was the fact that for approximately 38% of the student teachers job corps represented their only experience. This makes something less than credible their ability to make a comparative judgment.

The participants felt much greater confidence that the kind of pupil exposure and freedom to interact with pupils and staff, approximately 90% and 80% respectively, at the center was other than would have been available in the public schools. Again, the lack of dual exposure limitation prevails; but in these two instances the percentage of agreement is so much higher that it lends greater credence to the reaction.

The data are most meaningfully interpreted following a reading of the comments which follow. It is suggested that the reader return to an examination of this table after he has read the voluminous comments to ascertain whether or not a certain flavor then permeates them.

RELEVANT PARTICIPANT COMMENTS

"This experience was good because I gained valuable knowledge in teaching skills and in working with the so-called 'under-privileged' . . ."

"Although I student-taught only 90 hours in a summer school situation, I found the materials available to experiment with justified any cultural difference that might have existed between myself and the girls. I think, being a male in a women's job corps setting made my teaching experience easier and more fulfilling for me. The regular teacher was on vacation and I got to put into practice some theories I had been limited in using in the public schools."

"I can certainly say that my experiences at Job Corps gave me an opportunity to not only find some interesting things about myself but to learn how I could relate to others in terms of teaching. I feel that this experience was extremely valuable for me and will probably be for anyone else who becomes a part of its program."

"Thanks to a great college supervisor and a very mature group of student teachers-- we all gained in understanding of ourselves, the Job Corps trainees, and of the staff-administration problems--the realization that we are all human and full of needs, weakness and strength, we don't yet identify. . ."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"The experience was intense and concentrated, for me, providing maximum opportunity for such a brief period of time. Altho the work was terribly demanding (energy consuming), the fatigue at the end of the day was a happy one for it had been spent primarily in the needs of the students and the building of honest relationships--not in frustrations due to external impositions which might place limitations on 'how-to' or 'whetner to'. The spirit of the Center encouraged one to 'try it!'--indeed every one knew it took every bit of wit and imagination to accomplish certain work. In this respect I find the conventional public school stifling and repressive causing much of the 'dropout' which feeds into the Job Corps."

"Individualized supervision related to class materials as well as generally promoting a learning atmosphere."

"Excellent experience for student teachers. I highly recommend the practice be expanded."

"It was a good learning experience outside the realm and scope of public school teaching."

". . . My university/counselor and supervisory teacher proved to be warm and responsible to the needs of the corpsmen and staff--student teachers. I find it difficult to believe that such an intense experience would have been possible in most area schools."

". . . I felt very well accepted by the staff and more at home than in any public school student teaching experience."

". . . I would support any effort to make student teaching in Job Corps centers available to interested students. It is there that we come face to face with the products of our outdated schools. They are all school dropouts who have returned by choice to find better education . . ."

". . . I think we had a much less 'clinical' experience than in many centers. We became involved with the women and staff to a much greater degree than a 8-3 teacher capacity."

"My experience at the Job Corps was an enjoyable one. I wish that the public schools would try to provide a situation where individual needs were considered, instead of trying to place every student in a 'middle-class' mold. When and if this happens, we probably won't need the Job Corps. Until then I think the Job Corps is doing a good job."

"The Job Corps experience was unique. I feel that many improvements could be made in the program but it did give me an understanding of programmed work and an opportunity to work with underprivileged and drop-out students."

". . . Our () supervisor made this experience a very worthwhile one."

"I definitely feel that having student teachers at the Centers is a valuable idea, and should be continued if at all possible . . ."

"Continued contact with some people met at the Job Corps."

"I feel my Job Corps experience did more to help me in my teaching than any other college course. In addition, it has helped me in my social relationship with minority groups."

"Supervision was adequate but much more creative than I found in other experiences."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I felt my student-teaching experience was by far more valuable than that offered in traditional school settings. In fact, I have applied for Job Corps positions the last two years because I desire to return to the program as a result of both job corps and public school education."

"Best learning-teaching experience I've ever had. When my husband and I settle down, I hope to work in a similar program or schools."

"Although I am not teaching the same type of students in public schools, I am teaching students of low ability and who are culturally disadvantaged. I have been able to use many of the same methods with my students in the public schools, and have found that my experience with job corps has paved the way for good relationships with my students."

". . . The class meetings with the university advisor brought a lot of the educational theory taught in education courses into vital usage."

"Chance to apply open classroom technique"

"Total learning situation"

"Broadened the type of teaching experience to which I was exposed."

"Valuable experience - I helped to train 9 dental assistants--8 black girls and one Indian. They were among the sharpest of the girls at the Center, but I wondered if they would be able to find employment--I would think: doubtful in our city."

"I continue to have very positive feelings about the Job Corps. Experience, the personnel of social worker counselor, director, teachers all gave me their time and knowledge of interacting with students. Teaching machines and individualized performance criteria for a job were superior educational techniques than in the public school system of group instruction. I liked the small ratio of students per teacher 10:1. I felt programmed instruction reduced behavior problems."

"I enjoyed every minute while I was at Job Corps. There was so much to do and books, materials, etc., to work with. The reading lab was wonderful--I only wish that my 7th grade students in the public school system who couldn't read, could have had the opportunity to participate in the Reading Program. I liked the idea of students working for themselves and progressing at their own rate. I enjoyed working with the girls. I felt more like I was learning from them and with them."

"So much enthusiasm came especially from the Job Corps instructor under whom I was teaching that the experience could not help but be a joyous one. A conscientious and loving person--she offered to her students much more than just the usual teaching situation. As all of the student teachers would agree, I am certain, the talents of this teacher and a few others as herself, was a major factor in making the experiences at the Job Corps so very worthwhile!"

"I really enjoyed my Job Corps experience and feel I learned a lot. I certainly would recommend it to everyone who is interested in working with this type of youth. The center is doing a great job and has a fine staff. After being in public schools for a year I am sure ready to return to the type of programs and activities I found at the job corps center. Much more learning and growing takes place at the job corps than in the public schools. When public schools are better financed, they can learn a lot from the job corps."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"The opportunity to work at a Corps Center was very enlightening on the social level--that is working with the Corps girls. Also with 10 to 15 other student teachers all sharing the same experiences, living in the same quarters enhanced our perception of this 'new' experience on each of us. We compared notes daily and used each other as sounding boards which was an education . . ."

"I feel all prospective student teachers should spend at least part of their student teaching experience in a Job Corps Center. It gives a much broader outlook of what teaching is all about, and gives each student a most rewarding experience. So many times we overlook the disadvantaged student as to his or her deep-rooted problems. They need so much reassurance, in order that they may also have the opportunity to become trained for a vocation, and show self-confidence in surviving in society."

"The Job Corps Student Teaching Experience was the most singularly significant event in my development both as an educator and as a person. The guidance and direction of the staff of the self-directed program with which I was associated was to date the most meaningful experience in my preparation for a teaching career. If alternative experiences such as this were made available in great numbers to prospective teachers, teacher education in general would be raised to a level that would astound so called Schools of Education."

"I thoroughly enjoyed my student teaching experience at the Center. I think working in a setting such as this gave me a feeling of confidence and accomplishment that I would not have experienced in a public school setting."

". . . I have nothing but praise for the personnel, the program, and innovative techniques."

"Although it is difficult to generalize the experience, because our particular group was so well supervised and so well accepted by the staff, I feel we achieved a great deal of personal growth and became aware that there are alternatives to the traditional system of education. I only lasted one year in the public school system and am now working for a private corporation with adult and high school dropouts in a situation which I helped create which is in many ways similar to Job Corps. I would hope that many of the participants are working to create alternatives to the present educational system. That might be a major indication of the success of the program."

"The experience I had at the Center was heightened by the fact that I also worked on weekends in the dormitories as a supervisor. This insight into the living conditions of the corpsmen helped me in the classroom--and something the other student teachers did not experience . . ."

"I do not think that any special preparation is necessary, but I do feel that more blacks and other non-Caucasian groups should participate."

"As a veteran teacher to come back for a student teacher experience in the Job Corps Center was outstanding. I felt it was vital, alive and most impressive. My job in administration was both interesting and informative."

"I feel job corps teaching offers a far greater challenge and more personal satisfaction than teaching in the public schools. I think the program should be expanded and more teachers should be hired to cut down the class load. Too many students in one class hinders the individualized instruction approach."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I have taught in schools that are near Indian reservations and have lived on an Indian reservation; as a result of my Job Corps experience I understand and appreciate the nature and problems of these minority groups . . ."

"I loved job corps, from about the second week of student teaching. (The first two weeks I almost quit every day.) I still love it. I found out very quickly when I was teaching and when I was just going through the motions. That helped a lot. I get real tired at what I'm doing now. Partly I guess because we're dealing with some pretty basic issues like kids who are 21 and can't read 'Tab is a cat!' Sometimes in being tired I lose enthusiasm until I start thinking about it. I think the kids here are more open if you will be. Probably they have had more of a chance to make education a decision they have decided to follow. Basically that makes it easier even though they do tend to forget occasionally why they are here. I enjoy the individualization even though it runs you ragged. I enjoy letting some other cultural elements be a part of my life. (The girls were about 1/2 Spanish, 1/2 soul girls)."

"I feel that the staff I worked with was most interested in helping us understand the young women we worked with and giving as much chance as possible to work on a one-to-one basis. I felt that the cooperation between the university staff and center staff was very good. And they did as much as possible to help us with any special problems we had . . ."

"The people I was exposed to who were already holding positions were of the highest caliber and dedication. I was well received and given responsible (rather than token) position immediately . . ."

"I look back with fondness on my experience at job corps. Generally speaking, those of us who went there wanted to--I gained as much from most of the staff as I did from the fine students. For the first time in my life I was able to find flexibility in the program enabling a great deal of creativity to take place in teaching and learning. I encountered only one inferior teacher, as opposed to many many fine dedicated teachers."

"I sincerely believe 'on the Job' training of teachers, such as the job corps program provided is far superior to the usual program."

"I feel that the job corps experience was a highly satisfactory one. I learned a lot and in the future wish to use this experience in my teaching."

". . . The only reason I stayed to complete my student teaching was because I had a very superior supervisory teacher. My experience came from he' and the girls not the job corps program. It needs a great deal of improvement."

"Outstanding instructors in Reading Program"

"I found that the job corps center experience showed me that with regard to developing my own teaching techniques and with regard to correcting my own weaknesses as a teacher, I badly need to develop new methods of presenting the material to students. The students enjoyed my presentation but I really believe they had some difficulty comprehending it."

". . . The biggest difference in the job corps experience compared with my classroom experience was that of discipline. There was no need for it in job corps whereas half of regular teaching in the classroom is directed towards discipline of the students and challenging them to work."

"God bless () the college supervisor--whoever he was."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"New ideas for Special Education"

". . . I think the unstructured classroom and lack of public school rigidity was very beneficial in reaching each individual child. Wish I had a job teaching there."

SATISFACTION CONTINUATION

The participants were requested to rate their degree of satisfaction with the total experience on a five point scale with "1" representative of the highest degree of satisfaction and "5" the lowest. Their rating was to represent the extent of satisfaction Then (at the time of the experience's completion) and Now (at the time of the survey). The reactions of the two groups are shown in the following Table.

TABLE XI

Evaluation of the Total Experience

Group	No Response		Degree of Satisfaction									
			(Highest)		2		3		4		(Lowest)	
			#	%	#	%	#	%	#	%	#	%
Student Tchrs			111 (48.90)		74 (32.60)		19 (8.37)		14 (6.17)		9 (3.96)	
	3 (1.32)		111 (48.90)		61 (26.87)		29 (12.78)		12 (5.29)		11 (4.85)	
Counselors			6 (23.08)		5 (19.23)		7 (26.92)		6 (23.08)		2 (7.69)	
			7 (26.92)		10 (38.46)		4 (15.38)		1 (3.85)		4 (15.38)	

Some rather interesting observations can be made from an examination of the data as shown in the Table. First, the student teachers as a group were more satisfied than the counselors, both Then and Now (at almost a two to one ratio at the "1" rating level). Second, the student teachers maintained a remarkable consistency of numeric response for the two periods (Then and Now), particularly if the "1 - - 2" and "4 - - 5" categories are collapsed. The primary movement would appear to have been from the "2" to the "3" rating. Third, the counselors, on the other hand, indicated a greater mobility of response and again, if the "1 - - 2" and "4 - - 5" categories are collapsed, it is obvious that their change in opinion was decidedly positive; that is, indicating a higher degree of satisfaction Now as opposed to Then.

A composite analysis for both groups which collapses the two highest ratings and the two lowest ratings is presented in the next Table. No stronger evidence as to the value of the project can be presented, in the opinion of the author, than the consistency with which the participants maintained their degree of satisfaction. At the same time, it must be admitted that a weakness of the study was the ascertaining of both opinions (Then and Now) at the same time rather than when the experience was actually completed and again at the time of the questionnaire submission. This timing factor was an unavoidable flaw caused by the decision to "follow-up" the participants after virtually all of them had completed the experience. It is important, however, to recognize that they were provided the opportunity to express a change in opinion predicated upon a passage of time which could have permitted

a lessening of the halo effect and for intervening experiences to have had a conditioning effect upon the center experience. Again, a reminder that the consistency of the opinions expressed in favor of the experience is remarkable.

TABLE XII
Composite Evaluation of the Total Experience

Both Groups	No Response	Degree of Satisfaction		
		High	Medium	Low
<u>Then</u>		196 (77.47)	26 (10.28)	31 (12.25)
<u>Now</u>	3 (1.19)	189 (74.70)	33 (13.04)	28 (11.07)

CHAPTER SUMMARY

This chapter was concerned with the values that the participants found in their center experience. The degree to which they were positive in both the numeric choices and their additional comments leaves little doubt about their evaluation of the project.

Two directly related items, Provided for a Kind of Pupil Exposure Not Otherwise Available and Created Better Understanding of the Problems of Disadvantaged Youth, and one, Opportunity for Own Personal Growth; which might be thought of as growing out of the first two, were most frequently indicated as being of value. Each was rated by over 88% of the total group as being of the greatest significance, either a rating of 1 or 2 on the five point scale. The importance of the financial subsidy, on the other hand, was rated by approximately 75% as being of little or no importance.

Instructionally and innovationally the participants were highly impressed with the type of pupils available, their freedom to interact with both pupils and staff, the exposure to content and materials, and the opportunity for variation of the same. The kind and quality of supervision was important, but to a lesser degree.

Though many of the participants stressed specific instructional and innovational values, it is difficult not to receive the impression that the greatest meaning for most of them was directly related to the development of "self," particularly as it concerned becoming a more humane, feeling person. This impression would appear quite consistent with the research of Ryan¹, Combs², and others concerning the desirable characteristics of teachers.

¹Ryans, David G., Characteristics of Teachers, American Council on Education, Washington, D.C., 1960.

²Combs, Arthur W., Helping Relationships: basic concepts for the helping professions, Allyn & Bacon, Boston, Mass., 1971.

CHAPTER IV

LIMITATIONS OF THE EXPERIENCE

Thirteen structured response items constituted this section of the questionnaire. Again, the respondents were given the option of supplying additional items if they felt it necessary. As previously, the few furnished were judged to have duplicated one or more of the structured responses and hence were treated as such.

The thirteen items were grouped into three categories. The table and analysis presentation for the Instructionally and Innovationally Oriented limitations category; however, will be divided into two sections, Experiences Oriented and Personnel Oriented.

TABLE XIII

Significance of Those Limitations Adjudged to Have Been Humanitarian:

Population	No or Not Usable Response # %	Extent of Significance					
		(Great) 1 # %	2 # %	3 # %	4 # %	(None) 5 # %	
		<i>Job Corps model not viewed as a workable solution to the problems to which it is addressed</i>					
Student Tchrs	3 (1.32)	22 (9.69)	28 (12.33)	53 (23.35)	49 (21.59)	72 (31.72)	
Counselors	1 (3.85)	3 (11.54)	5 (19.23)	7 (26.92)	7 (26.92)	3 (11.54)	
Both Groups	4 (1.58)	25 (9.88)	33 (13.04)	60 (23.72)	56 (22.13)	75 (29.64)	
		<i>Significant at the 0.01 level with Variety of Experience</i> <i>Significant at the 0.05 level with Teaching Level</i> <i>Significant at the 0.05 level with Size/Nature of Community Where Reared</i> <i>Significant at the 0.05 level with Marital Status</i>					
		<i>Nature of pupils proved an atypical experience</i>					
Student Tchrs	6 (2.64)	18 (7.93)	21 (9.25)	53 (23.35)	38 (16.74)	91 (40.09)	
Counselors	0 (0.00)	3 (11.54)	2 (7.69)	5 (19.23)	7 (26.92)	9 (34.62)	
Both Groups	6 (2.37)	21 (8.30)	23 (9.09)	58 (22.92)	45 (17.79)	100 (39.53)	

HUMANITARIAN LIMITATION ANALYSIS

The two items which comprise the Humanitarian Limitations category present an interesting contrast. Both items received somewhat similar numeric support, particularly if the 1-2 and 4-5 classifications are collapsed, and yet it was observed that the frequencies of one of these items when paired with certain demographic data resulted in four significant Chi Squares, whereas the frequencies of the other item yielded no significant findings when paired with the demographic data. As a result, two observations would appear in order. First, that the participants were not by any characteristic grouping dissatisfied with the nature of the pupils, but did seem as particular groups to not respond as expected to job corps as a workable solution. Second, that just because an item pairs with four different types of demographic data it is not necessarily more damning than one with fewer or no significant pairings. Dissatisfaction in this instance with the job corps model is better analyzed in terms of the numbers who found it of "Great" as opposed to "No" significance. Even so, it would have been extremely interesting to know which Teaching Level (elementary or secondary) or Variety of Experience (sole, preceded by, followed by, or other) or Type of Marital Status most influenced the significance level. The particular analysis technique, however, did not permit such interpretation.

The Relevant Additional Participant Comments which follow appear at first reading to offer heavy condemnation of the job corps model. The reader should again keep in mind the numeric distribution and the extent to which the criticism treat of objectional elements as opposed to the total concept. This is not an attempt to either diminish or discredit the criticisms, but rather to request consideration of them on an equally comparative basis.

RELEVANT PARTICIPANT COMMENTS

"The experience for me personally was a very good experience. I enjoyed the girls very much and felt I had made some breakthrough with some of them. However I've found that the majority of them have not adjusted to work experiences very successfully. The job corps center definitely had its problems. It was run as a strict girls school--the only problem being that the majority of those girls had been living on their own from age 12 or 14. There was also a problem with those individuals who held influential positions -- there was a definite lack of communication between the teaching staff and those individuals in administration positions."

". . . It is a good thing--even if I feel the Center inadequate."

". . . Unfortunately, I experienced much frustration and a certain degree of depression at the situation at the job corps center."

"The experience was really worthwhile, but I always wondered whether the women students at the job corps center felt the same. Most seemed to resent the fact that they were there. They didn't seem to like it."

"Under the category 'Limitations of Job Corps Experience' I mentioned 'lack of total commitment personally--growth of apathy' as a major limitation; this limitation stemmed from my indecisiveness as to career choice and an attitude of just let me graduate from college so as to meet the 'real world' and get on to something important and fulfilling to me. I was unhappy with my lack of commitment during the job corps experience, for I felt that if I were to take a job with job corps I would greatly commit myself to it and do very well but the 'student teacher' position was, to me, still another 'credit to get' or 'class to take' on the tedious road to graduation. (It was too easy for me, as a job corps student-teacher to let the experience slip by without really getting involved in it.)"

RELEVANT PARTICIPANT COMMENTS (cont'd)

"Very depressing situations--could never teach at job corps for long period - 6 months or more. Would get too involved with personal problems of students and therefore, could not be an effective, demanding teacher. Demanding in that, I could expect and encourage them to do their best. Did not like the extreme freedom and in my opinion, disorganization of the center. More order, more restrictions, more control and possibly selectivity are needed."

". . . I encountered personnel who had no feeling or concern for the corpsmen's problems, needs, or education. Personally, I felt that I did manage to avoid letting the 'system' get in my way of counseling, and I attempted to function as best I could within the given situation. However, I do feel that if the Job Corps is to be a truly educational and humane experience for 'disadvantaged' men, there is going to have to be some change made."

"Perhaps my great dissatisfaction with my Job Corps experience lies in my own lack of preparation before assuming this responsibility. I was full of apprehension and doubt before beginning my Job Corps experience but my desire to understand the type of student there kept me leaning toward the program with a desire to learn. I never did overcome those feelings of apprehension--in fact, they grew quite out of hand during the course of the semester. While I now have little desire to continue teaching at this time, I still have not lost a sincere interest in the student who finds herself in a job corps center. If I had the chance and the growth I needed, I would continue to work with the lower-class student."

"Job Corps works for some. Since I was there I saw two smart black girls who were in my class; they were leaving to go home, their education unfinished there. A lot of the girls were there because it beat where they were before. I enjoyed teaching at job corps. I felt I taught some girls something they didn't know and could use. I resent the fact that I received no compensation (monetary). I resent the army-like system . . . I think the program too narrow in its aims--try to train the girls to do menial work. Increase of the elective subjects could stimulate otherwise bored students. Too mechanized and regimented presently."

"The classroom I was assigned to was disappointing. The girls participated in an SRA programmed class and throughout the entire period were forced to follow the set procedures as described by the manual. This was very boring for them to come into the same situation every day, very boring for me to have to give spelling tests. There was no room for a meaningful interpersonal experience in this situation. I was expecting an unconventional progressive teaching approach and instead found something much worse than is found in our public schools. Only a few determined girls succeeded here. The others progressed very slowly. After all, most of the girls were drop-outs from high school and had lost much of their self-motivation because of methods much like this . . ."

"Job Corps is failing--only accomplishment is that the government is keeping kids off the street. . . But I did gain a better understanding of the problems of our society."

"The satisfaction rated is with the job corps experience as opposed to or in conjunction with a public school experience. It is not necessarily indicative of my degree of satisfaction with my job there or the general effectiveness of the job corps program for the girls involved."

"As a whole, though, I feel the Job Corps is not the answer to the problems it addressed itself to."

"The Job Corps at times seemed to be concerned more with political, economic, and disciplinary aspects than with educating the students."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"The greatest difficulties were in the centers themselves. All of us recognized the fantastic potential of the system but were continuously depressed and angry over the lack of real concern on the part of the center's administration . . . The most difficult thing for the girl participants was the incredible tension we created among these isolated young men. It was only by trial and error that some of us finally could use this as motivation for classroom material, but walking down the halls was a drag!"

"The Job Corps program is run primarily by what I could call 'middle-class' individuals. The idea of the center seems to be that of making a corpswomen into a middle class white woman (at least on the inside). The corpswoman must change to meet the standards of the center or they fail to meet given requirements of that center. A more challenging approach to the problem facing the center would be to expand on what a corpswoman has, to use to her highest potential her assets. Each girl must be treated as an individual. . ."

"The job corps center, if representative of the job corps' experience in other places, has taught me a great deal, but in a negative way. It seems as though the entire system is controlled by a kind of commercialism in a business-like manner. Education was a secondary interest to most administrative personnel. I respected my center for its alternative potential for those students and teachers involved. However, there is great need for more flexibility and trust throughout the program."

"Never overcame own feelings of inadequacy to meet situation."

"I find it difficult to answer some of these questions adequately as I was totally dissatisfied with the system of the job corps as well as with the administrators . . ."

"My experience could have been much more. I discovered equipment people didn't even know how to use when there were many things the girls needed in the way of educational services. I was overall very frustrated . . ."

"The girls seemed to be resentful of most help. Nine out of 10 were not there to learn anyhow. It appeared that most girls were using the job corps as an opportunity to get away from home."

"The job corps simply did not meet the stated goal which was employment. It performed poorly in this regard . . ."

"It is supposed those kids at job corps strongly need the given help. Why? Because their personality did not help them. It still is their weakness. How can we use Job Corps capacities upon those weak and not yet developed personalities? Indeed, job corps' help is based on kids' background and discipline. I do believe that job corps help must start or must be based upon some kind of enforced rules to develop some kind of strong and disciplined personality."

"The insensitivity toward the individual emotional needs of the students in the job corps center set a definite limit to the amount that the job corps could accomplish to incorporate these students back into American society. To be more successful, the Center will have to learn or attempt to allow these students to become human beings first, and only secondly to make them cogs suitable to be plugged into the American society."

"I feel that Job Corps' objectives and materials result in programming the corpsman for yet another failure when they are released, because: (1) all elements of competition are removed, while they are being prepared to enter the most competitive economic system that exists on this planet today."

TABLE XIV

Significance of Those Limitations Adjudged to Have Been Utilitarian

Population	No or Not Usable Response # %	Extent of Significance					
		(Great)	2		3		(None)
		1 # %	# %	# %	# %	5 # %	
		<i>Nature of materials and techniques not adaptable or applicable to post Center experience employment</i>					
Student Tchrs	2 (0.88)	16 (7.05)	26 (11.45)	41 (18.06)	44 (19.38)	98 (43.17)	
Counselors	0 (0.00)	1 (3.85)	0 (0.00)	5 (19.23)	5 (19.23)	15 (57.69)	
Both Groups	2 (0.79)	17 (6.72)	26 (10.28)	46 (18.18)	49 (19.37)	113 (44.66)	
		<i>Significant at the 0.05 level with Variety of Experience</i>					
		Center experiences not appropriate for your subject area or educational intent					
Student Tchrs	1 (0.44)	16 (7.05)	17 (7.49)	28 (12.33)	30 (13.22)	135 (59.47)	
Counselors	0 (0.00)	1 (3.85)	0 (0.00)	2 (7.69)	7 (26.92)	16 (61.54)	
Both Groups	1 (0.40)	17 (6.72)	17 (6.72)	30 (11.86)	37 (14.62)	151 (59.68)	
		Impediment to employment by public schools					
Student Tchrs	6 (2.64)	6 (2.64)	7 (3.08)	21 (9.25)	21 (9.25)	166 (73.13)	
Counselors	0 (0.00)	0 (0.00)	0 (0.00)	3 (11.54)	2 (7.69)	21 (80.77)	
Both Groups	6 (2.37)	6 (2.37)	7 (2.77)	24 (9.49)	23 (9.09)	187 (73.91)	

UTILITARIAN LIMITATION ANALYSIS

Three items related to the utilitarian (practical) limitation. One dealt with the extent to which having had the whole or major portion of the experience at a Job Corps Center was an impediment to employment in the public schools. Though only a very small number of student teachers felt it to have been of significance, it would still seem to be an item which should be of concern to designers of similar type projects. The other two items though closely related were intended to apply to different aspects of the same problem. The second item requested a judgment with respect to the appropriateness of the center in terms of the participants subject area or educational intent. The first item asked whether the material used and techniques learned at the center were applicable to their post center employment. It is interesting to note that the number who indicated that items were of "Great" significance was exactly the same for both items. No specific attempt was made to ascertain whether the participants were identical in both cases, but such an assumption would appear most logical.

Again, it seems most important that the reader examine the numeric distribution as well as the degree of significance.

The response levels of the counselors as opposed to the student teachers were quite different. It can only be assumed that the counselors found the centers almost completely suitable in terms of appropriateness, and materials and techniques. It obviously was also not viewed as being any impediment at all to employment by the public schools by them.

RELEVANT PARTICIPANT COMMENTS

"The job corps teaching experience proved to be a rewarding personal experience, but as for making me a better teacher on account of it, is doubted by myself."

"It was a difficult but challenging experience which at times I dreaded and other times really enjoyed. The hardest thing for me was teaching English. I majored in Sociology and minored in German."

". . . I did apply for employment here at the Job Corps and was disappointed when my application was not looked at . . ."

"Public schools don't give much credit to experience"

". . . I had wanted to work more in the counseling area as I already had a counseling degree but mostly did tutorial work assisting the teachers and working on a one to one basis."

". . . My only regret is that there is no future need of me in a job corps center as there seems to be no need for either History or Psychology teachers."

"Impediment to relationship with a college professor in an education class--I had to transfer out of his class because of his negative attitude toward Job Corps."

"My experience did not relate at all to my present job. Since I am now working with pre-school children, I really haven't given it much thought. My major was in primary level of elementary education. I really don't feel I should have been accepted . . ."

". . . Administrators whom I have interviewed with for a public school position felt Job Corps is second rate and that teachers in Job Corps are second rate. Knowing the teachers I am with, I can say this is a severe misjudgment."

"I think the evaluation of my job corps experience has gone down since I started teaching because I have seen other situations which would have prepared me better for what I want now and for what I am doing and the kind of student I am teaching and not because of any inherent fault of the job corps student teaching experience."

"Unfortunately, I have not been able to utilize the fine job corps experience because of the fact that it was necessary for me to take the first available job opening which proved to be in a totally unrelated area. My husband is a medical student and we are completely dependent upon my earnings for support. Hopefully, some day . . ."

"No drama facilities at all"

"I thought job corps experience would be helpful in obtaining a position but it has not proven so. No one really cares despite all their bleeding heart professings. Job offer (tentative) from Job Corps was for GS 5, less than I received as a W-10 and I worked hard trying to help the students."

". . . My only hangup then and now was the lack of effort to retain people who did this. It's hard to get a job at a job corps center."

TABLE XV

Significance of Those Limitations Adjudged to Have Been Instructionally and Innovationally Oriented--Experiences Oriented

Population	No or Not Usable Response # %	Extent of Significance											
		(Great)		1		2		3		4		(None)	
		#	%	#	%	#	%	#	%	#	%	#	%
<i>Center experiences for you not well designed or organized</i>													
Student Tchrs	2 (0.88)	17 (7.49)		20 (8.81)		39 (17.18)		46 (20.26)		103 (45.37)			
Counselors	0 (0.00)	6 (23.08)		8 (30.77)		4 (15.38)		3 (11.54)		5 (19.23)			
Both Groups	2 (0.79)	23 (9.09)		28 (11.07)		43 (17.00)		49 (19.37)		108 (42.69)			
<i>Significant at the 0.01 level with Type of Scheduled Job Corps Experience</i>													
<i>Center experience not correlated with or supplemented by other experiences</i>													
Student Tchrs	4 (1.76)	24 (10.57)		23 (10.13)		39 (17.18)		36 (15.86)		101 (44.49)			
Counselors	0 (0.00)	3 (11.54)		6 (23.08)		7 (26.92)		3 (11.54)		7 (26.92)			
Both Groups	4 (1.58)	27 (10.67)		29 (11.46)		46 (18.18)		39 (15.42)		108 (42.69)			
<i>Significant at the 0.01 level with Type of Supervision</i>													
<i>Length of experience at Center too brief</i>													
Student Tchrs	1 (0.44)	64 (28.19)		48 (21.15)		34 (14.98)		24 (10.57)		56 (24.67)			
Counselors	1 (3.85)	6 (23.08)		4 (15.38)		3 (11.54)		8 (30.77)		4 (15.38)			
Both Groups	2 (0.79)	70 (27.67)		52 (20.55)		37 (14.62)		32 (12.65)		60 (23.72)			
<i>Significant at the 0.01 level with Type of Scheduled Job Corps Experience</i>													
<i>Significant at the 0.05 level with Variety of Experience</i>													
<i>Lack of preparation prior to the experience</i>													
Student Tchrs	1 (0.44)	14 (6.17)		22 (9.69)		45 (19.82)		37 (16.30)		107 (47.14)			
Counselors	0 (0.00)	1 (3.85)		2 (7.69)		2 (7.69)		9 (34.62)		12 (46.15)			
Both Groups	1 (0.40)	15 (5.93)		24 (9.49)		47 (18.58)		46 (18.18)		119 (47.04)			
<i>Center experience not appropriate for your subject area or educational intent</i>													
Student Tchrs	1 (0.44)	16 (7.05)		17 (7.49)		28 (12.33)		30 (13.22)		135 (59.47)			
Counselors	0 (0.00)	1 (3.85)		0 (0.00)		2 (7.69)		7 (26.92)		16 (61.54)			
Both Groups	1 (0.40)	17 (6.72)		17 (6.72)		30 (11.86)		37 (14.62)		151 (59.68)			
<i>Length of experience at Center too long</i>													
Student Tchrs	2 (0.88)	5 (2.20)		2 (0.88)		16 (7.05)		24 (10.57)		178 (78.41)			
Counselors	0 (0.00)	0 (0.00)		0 (0.00)		3 (11.54)		6 (23.08)		17 (65.38)			
Both Groups	2 (0.79)	5 (1.98)		2 (0.79)		19 (7.51)		30 (11.86)		195 (77.08)			

INSTRUCTIONALLY AND INNOVATIONALLY ORIENTED LIMITATION ANALYSIS - EXPERIENCES ORIENTED

Six response items were grouped under this heading. These items would appear to have particular interest and significance for prospective project designers and evaluators for they indicate quite clearly those aspects of this particular project which seemed to trouble the participants.

None of the items appeared to trouble very many of the participants, but there is an interesting numeric variation between and among the items. For instance, compare the number who found the experience "too long" as opposed to "too brief." The implications would seem quite evident. The opposition to a brief assignment was significant when paired with both the Type of Schedule (full or part-time) and the Variety of Experience (only, preceded by, followed by, or other). The Additional Comments rather clearly substantiate the desire for not only a longer experience, even when it is the only experience; but also the absolute necessity for additional length when it is coupled with another experience in another location or setting.

The numbers indicating dissatisfaction with the Lack of Prior Preparation, the Inappropriateness of the Assignment, the Design and Organization of the Center Experience, and the Correlation With Other Experiences items are not great. This must be viewed as an extremely positive endorsement of the time and effort expended by the various project staffs. The significant correlations found in connection with the later two items rather obviously are cause and effect relationships. That is, the type of schedule followed is related to design and organization and the type of supervision has implications for the correlating and supplementing of center experiences with other kinds of experiences. The point would seem to be that even obvious relationships if overlooked or poorly done can result in unhappiness.

The major theme of unhappiness which runs throughout the Additional Comments is one of a felt lack of communication between the center and college or university personnel with respect to the experiences portion of the project. Again, the problems though numerically very limited are of interest and value in terms of project design and evaluation.

RELEVANT PARTICIPANT COMMENTS

" . . . Now, I can recapitulate and be more cognizant of my experience at the Center. It has been beneficial to me in regards to my present position. It appears to me with an awareness before the experience, I would have been able to better orient my mind . . ."

"Our particular group of student teachers had a rather difficult time coping with some of the more repressive measures taken by the job corps administration towards ourselves and the corpsmen . . ."

"I consider the experience of no value at all"

"I really am not as negative as I sound. I was placed in the Library. It had at least six different systems going--cataloging and numbering, etc. Over 1/4 of the books could not be found or had any way of being traced (it seemed). It was filthy and poorly organized. My counselor was NOT a librarian. He knew little about libraries. We literally redid the place. I wore scrubbing clothes and we cleaned for two weeks, moved furniture, rearranged stacks, the whole bit! We redid the system. I taught the aid (who was great) Dewey Decimal and Juvenile Systems. We went to the college and showed her some helps. She later took classes! My counselor read a lot! My college supervisor watched us scrub a lot! The corpsman and staff involved were super--I just ruffled a few well-set feathers . . ."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"Supervision-poor--none by job corps personnel--one visit by college supervisor"

"There were several problems encountered at my center when I was there. These were due to a change in administrative staff and thus procedures. The student teachers were caught at a time when new goals and methods were being adapted and we were not well prepared for such an unstable environment."

"My group was the first counseling group to visit this particular center. The lack of structure and supervision was due to the inefficiency of the counseling department at the center. However, the preparation and the attitude of the counselors at the center that they would be involved in a program with student counselors was done poorly. The counselors felt threatened. A few individuals were helpful--but it came late in the term. The Corpsmen were also apprehensive at working with us. Their visits to us were arranged in a haphazard way."

"Intensity of experience inadequate"

"Virtually all of the ninth-level students with whom I discussed the matter with were very unsatisfied with the Center--lack of facilities, lack of recreational facilities (girls), discipline too strict (especially regarding matters such as dress), the buildings at the center were literally falling apart . . . Nonetheless, many Corpsmen expressed gratitude to me for the job I and the other student teachers had done. I could see some improvement in reading and math skills in the group which I taught, but I was there for such a short time . . . My Corpsmen were not stupid -- just bored. Most of them really wanted just to get out of the center and back with their old friends. If they passed the high school equivalency test, fine. If not, fine. The programmed learning courses at that time were not very innovative--I brought in the Xerox 'The Way It Is' series, which was very popular, but I had to return it to the library before my experience was over."

"Bad publicity"

"Coordination between ESL courses and other courses were seriously limited by other staff members in other areas. This center has undergone some reorganization I believe since my time there. There must be correlation between all of the various areas of job corps life to provide effective student teaching. Use of many techniques (and equipment) was actually limited instead of developed. The student teacher was confronted with an environment where the trainee was little more than a logistic item to other areas of the Center. Such isolation and out-of-context curriculum development should be eliminated."

"The job corps counselor advisors comment 'You mean I'm your supervisor? What WILL I do with you?' was a jolt--and also a challenge."

"Both Department of Education and Department of Health Education sent supervisors with widely differing concepts of what was expected of the student teacher. Interpersonal relationships otherwise were good."

"Directors at the Center let politics interfere."

"The teachers were all the highest sort of people. There existed a desire, on the part of the personnel to act in a military manner. The students felt reduced to a less human position during these moments. This happened during revile and in barracks meetings. This attitude could be called 'a greater than thou' sort of thing. I would say

RELEVANT PARTICIPANT COMMENTS (cont'd)

be more careful in your hiring. In spite of these people, only a few in number, experience was tremendous and the program should be expanded."

"I was very happy to have experienced teaching at a job corps center. However, I found the experiences, if enlightening, depressing as well. The students I enjoyed immensely --but I felt extremely limited in my ability to be of any real assistance to them. The library facilities were horrid; most of the students needed individual reading assistance; materials were scarce and classrooms were over-crowded . . ."

"I thought that the concept of the Job Corps was very valid although the particular center I was at, was run by militaristic people who must of thought army discipline was the only way . . . I did find much reward at the center as far as understanding a few of the problems the kids face. I'm only sorry it wasn't well managed."

"Misunderstanding between university personnel and student teachers about what was expected."

"There was not enough time to get to know the programs and the girls. A program of this sort should be run for 10-12 weeks, so the student teachers can get the maximum experience."

"The concept behind the Job Corps is good but the instructors should be chosen more carefully . . . I am now a reading specialist (Remedial Reading) and I feel that I am really helping children who have problems. For this reason my experience in the reading area was more helpful to me because I was exposed to different methods or rather different materials that were helpful to me in my position."

"1. Found some teachers and department heads to be very defensive concerning their authority. 2. Dormitory situation, being noisy most of the night, deprived most students (girls) of rested, alert minds. This seemed to be a chronic problem."

"In general, it was a poor experience."

TABLE XVI

Significance of Those Limitations Adjudged to Have Been
Instructionally and Innovationally Oriented--Personnel Oriented

Population	No or Not Usable Response # %	Extent of Significance									
		(Great)		2		3		4		(None)	
		1	1	2	2	3	3	4	4	5	5
		# %	# %	# %	# %	# %	# %	# %	# %	# %	
<i>Student Teachers/counselors were not understood or accepted by Center personnel</i>											
Student Tchrs	2 (0.88)	15 (6.61)	12 (5.29)	20 (8.81)	26 (11.45)	152 (66.96)					
Counselors	0 (0.00)	3 (11.54)	3 (11.54)	9 (34.62)	4 (15.38)	7 (26.92)					
Both Groups	2 (0.79)	18 (7.11)	15 (5.93)	29 (11.46)	30 (11.86)	159 (62.85)					
<i>Significant at the 0.01 level with Type of Scheduled Job Corps Experience</i> <i>Significant at the 0.05 level with Size/Nature of Community Where Reared</i>											
<i>Personnel, Center, not adequate to provide assistance desired or needed</i>											
Student Tchrs	2 (0.88)	24 (10.57)	24 (10.57)	52 (22.91)	44 (19.38)	81 (35.68)					
Counselors	0 (0.00)	6 (23.08)	8 (30.77)	4 (15.38)	5 (19.23)	3 (11.54)					
Both Groups	2 (0.79)	30 (11.86)	32 (12.65)	56 (22.13)	49 (19.37)	84 (33.20)					
<i>Significant at the 0.01 level with Size/Nature of Community Where Reared</i> <i>Significant at the 0.01 level with Classification of High School Attended</i>											
<i>Personnel, college/university, not adequate to provide assistance desired or needed</i>											
Student Tchrs	4 (1.76)	11 (4.85)	17 (7.49)	45 (19.82)	41 (18.06)	109 (48.02)					
Counselors	0 (0.00)	4 (15.38)	2 (7.69)	5 (19.23)	4 (15.38)	11 (42.31)					
Both Groups	4 (1.58)	15 (5.93)	19 (7.51)	50 (19.76)	45 (17.79)	120 (47.43)					
<i>Nature of pupils provided an atypical experience</i>											
Student Tchrs	6 (2.64)	13 (7.93)	21 (9.25)	53 (23.35)	38 (16.74)	91 (40.09)					
Counselors	0 (0.00)	3 (11.54)	2 (7.69)	5 (19.23)	7 (26.92)	9 (34.62)					
Both Groups	6 (2.37)	21 (8.30)	23 (9.09)	58 (22.92)	45 (17.79)	100 (39.53)					

INSTRUCTIONALLY AND INNOVATIONALLY ORIENTED LIMITATION ANALYSIS - PERSONNEL ORIENTED

Four different types of personnel relationships were grouped in this Table to try and determine if "people" had a relationship to instructional and innovational structuring of the experience.

The greatest dissatisfaction, though again not numerically large, was with the center personnel. The additional comments very clearly identify the center administration as opposed to the center staff and the center procedures as opposed to the Job Corps model as being the primary irritants. The previously mentioned lack of communication which is also indicated by the first item could have been a contributing factor here as was undoubtedly the extremely "humanistic" attitude of the participant as shown in Chapters II and III.

Though the atypical nature of the pupils did not concern many participants, it is interesting to note how closely this numerical distribution resembles that which indicated that the center was inappropriate for the subject area or that the materials and techniques were not applicable in the post experience employment. There was most probably some type of associative factor involved.

The participant appeared to find the adequacy of the college/university personnel less of a limiting factor than was true of the center personnel. The greater amount of contact time with center as opposed to college/university personnel probably had some relationship to the difference in two responses.

RELEVANT PARTICIPANT COMMENTS

" . . . I am still concerned about the fact that only one woman was employed at the center . . . The staff was fair towards urban students but lacked knowledge of urban customs as I did also. I felt they did very little to encourage student teachers to relate personally to students. In fact, they discouraged departures from their very structured procedures."

"I found too many of the employees working only for the money . . . However, there were a few who did care enough about the students to try and help them. I guess we will always have those kinds of teachers, however, it would be a great improvement to education if somehow we would weed the free-loaders out and make room for someone who cares."

"Many members of the teaching staff at the center seemed too apathetic about their job."

"Most severe problems, in my case, were the administrators whose emphasis was on tight and rigid control of pupils rather than the real problems of educating those pupils."

"Administrative disinterest."

"Would have benefited from longer exposure, more opportunity to really teach . . ."

" . . . My only one regret is that the experience at the Center itself was too short. It wasn't enough time for me to develop close contacts with the students. I'm discounting in this comment a two-week bout with mononucleous at the very end of the term. Six weeks just wasn't enough for me to get the feel for individual problems and concerns."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I felt that my Job Corps experience was somewhat incomplete because of my daily schedule. I was a guinea pig: half day at the center and half day at the public school. However, the times were not divided equally. My classes at the public school (which were only 3) were scheduled in the middle of the school day (around 10:15-3:10), so my classes at the center were cut extremely short to allow travel time. Then following the day's classes were usually conferences with the cooperating teacher.

I was not able to become totally involved with the Job Corps program or with the girls, save the final week when public school was over and I could spend an entire day at the center. In spite of this limitation, I had a worthwhile experience during the time that I did spend at the Center."

"At that time of my experience the Center had been in operation only a few months and was still having some organizational problems. For a course on Personal Adjustment in which I taught, the curriculum was undergoing revision which was a disadvantage . . . When the students sense a lack of time, motivation preparation or interest in them on the teachers part, they quickly lose interest and fall behind themselves with few exceptions. They need teachers with a strong interest in seeing human potential development who also possess the tools to facilitate this development."

". . . As far as being well prepared to go directly into teaching, I feel I had about an average experience. I think had we had a longer experience and perhaps been challenged to look deeply into the Job Corps and what kind of skills it was offering to the corpswomen, we might have been better prepared. Our supervision was minimal, but I have yet to have a supervisor who really could tell a student how to be a good teacher."

"Teachers at Job Corps not always equipped to aid a student teacher."

". . . I would suggest, however, that student teachers spend 2/3 of a semester on a full semester in student teaching."

"Little continuity to experience going in one day a week--would have been better for a shorter period of time, every day."

"At the university level courses not significant in relating to either Job Corps student or method of instruction."

". . . I feel that my experience at the Job Corps Center would have been more beneficial to me if I had been better prepared in regards to the format of the Center . . ."

". . . More tutoring experience prior to the Job Corps program would have eased the culture shock as well as traditional student teacher woes. More information on professional teaching opportunities with the disadvantaged would have been helpful--such information could be given by the Job Corps and college personnel."

". . . The institutionalization while I suppose is necessary has many disadvantages--especially to the girls of the Job Corps. Unfortunately, it lends itself to many peer pressures and 'abnormal' group actions. . . .
I was very dissatisfied with the university supervisor! . . ."

"Exposure to bureaucracy"

RELEVANT PARTICIPANT COMMENTS (cont'd)

" . . . The situation was a great frustration to me because of the personnel and administration of the Center . . . The most frustrating part was that the head of the Center would not let us assume the same responsibility there as we would have in a public school system. Making the centers an experience for future education majors is a very good idea--because it would be very worthwhile. But first I suggest a reappraisal of the centers, their purposes, goals, and employers, for without it the experience is only a source of disappointment."

" . . . The new director at my Center who came during the teaching experience was not interested in the contribution of the student teachers . . ."

"Experience was too short."

"I would judge there was little supervision."

" . . . I found some aspects of administration leaving something to be desired."

"My center was so completely disorganized any counseling experience was impossible. I recommend no counseling practicum until the center is CHANGED!"

"Occasional supervision by university personnel and little to no supervision by Job Corps personnel."

"Actually very good experience but more guidance needed in supervision at the center and better arrangements needed to be made to set up appointments for evaluations and then follow-up with students."

CHAPTER SUMMARY

Just as the participants by their responses indicated reasons for their participation and the values they associated with the experience, so did this chapter identify the particular factors that they found limiting.

Thirteen limiting factors were grouped into three categories. Irrespective of the item or category, the number of participants indicating dissatisfaction was extremely limited, particularly when compared to the numbers indicating satisfaction in the Values Chapter. In only one instance did approximately 50% indicate a high degree of dissatisfaction with an item. Since this item dealt with the "too brief" nature of the experience, it can by implication be viewed as much in the positive as negative light. Only four other items were judged by (20 to 25%) of the respondents to have had significance at the "Great" level -- 1 or 2 in ranking.

The additional comments of the participants though numerous and indicting were also in many instances positive inasmuch as they offered suggestions as well as identifying limiting factors. In addition it must be remembered that they were in a situation very new to them, quite unlike a public school, and faced with a clientele with whom they were unfamiliar. In many ways they probably tended to react more negatively than if they had faced a similar situation in a public school setting. Add to this the usual idealism of the new young student teacher and it is likely to generate more criticism than would come from a more experienced observer.

CHAPTER V

IMPLICATIONS FOR PARTICIPANT SELECTION AND PROJECT DESIGN

The purpose of this chapter is to provide help for designers and implementers of future projects and programs. Though the suggestions will have their most obvious implication for projects which feature a job corps' type of experience, it is assumed that many of them will treat of common problems faced when a "different" type of experience is attempted. Hopefully, the ideas in this chapter will be based upon the data amassed in the study, but admittedly they also have been influenced by the subjective impressions gained from the verbal and written comments of the project directors and staffs and most particularly from the participants themselves.

Participant Selection Factors

Securing sufficient students to fill all of the available project openings is fully recognized as a very real problem. If proposed programs or projects are to fulfill specialized and unique purposes, it would seem equally apparent that not just every "warm body" should necessarily be selected. Demographic data, such as presented in Chapter I, should have implication and usefulness in terms of participant identification and selection. Many kinds, thirty-two in this study, of information can be collected. Obviously other types, such as grade point averages, attitudinal and personality studies, health data, etc., could also be collected. The purpose of the analysis in this study was to try to identify those kinds of collected data which had statistical significance when paired with the (1) reasons why the students participated, (2) the values they perceived in the experience, and (3) the limitations they found. The further implication is that this statistical significance, if found, can provide substantiation for the identification of factors which really do make a difference in terms of participant success and satisfaction. Regrettably, as has been previously mentioned, the statistical technique employed was found to successfully identify categories that when paired with reasons, values, or limitations proved significant; but was incapable of determining which of the sub-items within the category were primarily responsible for making the difference.

Not all of the thirty-two items were tested statistically. Items which pertained to the post-experience period such as where they now reside and what occupations they have held and now hold were considered of interest for purposes of possible recruitment and total program evaluation, but not of significance in terms of possible participant identification or selection. The additional comments they supplied and the various ways of classifying these were also not included as statistically treated items for the same reason, and also because it was considered inappropriate to force these unstructured responses into the arbitrary categories that would have been necessary for the statistical treatment of them.

These next items were also not statistically tested. Some because the responses were so varied that collapsing was considered inappropriate; some because when collapsing was attempted the resultant cell size was still too small to permit accurate analysis. The observations, then, that accompany each of the following are unsupported by any statistical significance; however, an examination of the raw numeric data as presented for each in Chapter I would seem to provide the substantiation needed:

Non-Statistically
Treated Factors

Observations

Age

Appears to have little significance as a factor other than that designers must obviously look to the most sizable of the age groups as its most potential audience. The older students should not be overlooked, however. Their prior experiences, which often parallel the project purposes, may help induce their participation. Then, too, youth has no monopoly on a venturesome spirit. In fact, the older student, because he has already usually made a serious career change decision may be a more ready candidate than someone younger.

Certification Major

A wide variety of majors can apparently be used in projects that are non-academic in focus. Even in such cases, some attention must be given to the selection and placement of majors who will find essential facilities, equipment, or material lacking; who lack either already developed creativeness or who will have the opportunity for specialized prior preparation necessary to permit adaptation of the content level they know to that mandated by the learners and expectations of the project; and who might find their future employment jeopardized by either an inability of the project to hire them or a public school official being unwilling to equate their experience with his needs. Above all else, participant satisfaction in terms of what his major is appears to be very dependent upon the degree to which he is aware in advance of what will be expected and have some confidence in his ability to do it. A very real fact would appear to be the increasing extent to which majors from oversupplied subject areas tend to seek out projects as a way out of their employment dilemma.

Social/Economic Status
of Parents

Use of this factor appears meaningless unless the means of data collection is refined--everyone seems to be some type of middle class. A very real factor, sometimes overlooked, is that the numbers of potential participants from the extreme lower and upper levels are too small to furnish any realistic recruitment base. Desirable as their inclusion in projects may be, their limited numbers coupled with recently increased career opportunities, particularly for the lower status group, would appear to make continued reliance on use of the middle group necessary.

Type of High School or
College/University
Attended (public or
private)

This factor does not appear germane in any way other than the relevant relationship that might exist because of the numbers of available students or faculty and/or financial resources that typify a particular type of college or university.

Factors

Observations

Activities During
High School and
College/University

A difficulty here exists in trying to determine the nature and quality of participation. These factors would appear more meaningful than a mere counting of the number of activities in which one has participated. Even mere counting, however, may have some meaning if the type of activity is taken into account and particularly if the type becomes increasingly people and service oriented.

Recent sociological studies indicate that students are active, but not as much in organized activities. If true, it should influence how and what assessment in this activity area is meaningful and will, in addition, most certainly complicate the task.

Work Experience During
High School and College/
University

Here, too, with this factor the same problems of assessment exist. Here, also, our best hope probably lies in using the factor to determine whether the type of jobs held over a period of time become more child/people oriented. It is also becoming increasingly necessary for students to work, and to equate this necessity with desire could be misleading. The availability of particular types of jobs may also have more relationship to the type held than the interests of the seekers.

Experience Working With
Children/Youth

It is particularly regrettable that this factor, because of its unstructured format and consequent great variety of responses, did not lend itself to statistical analysis since it would give at least surface appearance of relevance. This factor is probably as universally used an indicator as exists today. Unfortunately its use rarely goes beyond an enumeration level and rarely takes into account the availability of such opportunity, the extent of involvement, the quality of performance, or the reasons which might have prevented participation in such experiences. Students, too, are aware of it as a selection and placement factor and the extreme difficulties inherent in its assessment. As a consequence, it is rare indeed to find non-participants; for whatever reason. The best hope for assessment would appear to lie in the provision of completely available opportunity, and controlled assessment of the nature and quality of participation.

Prior Teaching/
Counseling Experience

This factor, because of its relative unavailability for most students, is one that provides additional clues; but it is hardly of the pre-requisite variety. Again, for best utilization it would require an in-depth assessment of the nature and quality of the experience--something that it appears is only rarely done.

Factors

Observations

Preparatory
Courses/Programs

This factor has probably the best potential for providing not only the needed prior preparation, but also the availability opportunity, and the quality control/assessment ingredients so difficult to insure in the other types of factors. This study rather clearly proved that such programs are rare and when found are frequently not designed with specific project needs in mind. It should be quite obvious that the opportunities mentioned in the first sentence will occur most frequently when the project team designs and operates its own preparatory program. The consequent liabilities of cost, faculty utilization, splintering, and project overlap are considerations that each institution which elects this direction must face.

Type and Location of
Job Corps Center

The type and location of the project setting appears to have relatively little meaning in terms of either acquiring numbers of participants or particular types of participants (male/female--graduate/undergraduate). Distance, housing, and remoteness are factors not to be ignored; but at the same time, hardships would appear to be almost a positive factor in recruitment and participant satisfaction. More will be said about this in the final section of this Chapter under the heading of Project Design Factors.

Length of Experience

This factor has an obvious relationship to the Type of Schedule and Variety of Experience and as will be seen in the next section, is quite critical in terms of significance. Whereas it is a factor apparently under the control of the project designer; it also, if care is not taken, actually prevents some student participation because of conflicts with the existent college/university course/time arrangements. The longer, full-time experience is what participants want; but at the same time not at the sacrifice of equivalent credit opportunities. On-site credit instruction or independent study opportunities may help solve this dilemma.

Statistically Treated Factors

The next section treats of the twelve factors that were statistically paired with the reasons for participation, values perceived, and limitations found. The Table presentation attempts to concisely show which demographic data category paired significantly at what level with each of the three types of responses. The reader is reminded that the complete presentation and analysis for each demographic category is found in Chapter I; the specific reasons, values, and limitations in Chapters II, III, and IV; and the statistical data in Appendixes D, E, and F.

TABLE XVII

Number and Level of Significant Pairings

Demographic Data Categories	Reasons for Part		Values Perceived		Limitations Found	
	.05	.01	.05	.01	.05	.01
Sex						
Marital Status					1	
Educational Level	2	2	3			
Teaching Level					1	
Size/Nature of Community Where Reared			2		1	2
Size of High School Attended				1		
Classification of High School Attended		1				1
Extent of High School Activity Participation	1					
Extent of College/University Activity Participation			1			
Type of Schedule (full or part-time)	2	1	3	2		3
Variety of Experience		1	1		2	1
Type of Supervision	1		1	1		1
Sub Totals	6	5	11	4	5	8
Grand Totals		11		15		13

The reader is reminded that because of the limited size of the counselor group, twenty-six, the statistical analysis was done with the total population of 253 rather than for both groups independently. This procedure has some implications for interpretation as will be apparent in the following analysis.

The Sex of the participants was the only one of the twelve categories which did not produce at least one significant pairing. It would be a mistake to interpret this as license to ignore the gender of possible participants, and at the same time very clearly indicates that both sexes find innovation attractive and that past reservations concerned with female hesitations are more and more passé.

Statistically
Treated Factors

Observations

Marital Status	The factor was not significant either as a reason for participation or associated with a perceived value. The one significance found should, however, serve as an indicator that projects which involve a high degree of personal involvement and intensity and possible geographic relocation must recognize a potential unhappiness factor, even if the prospective participant does not at the time of selection.
Educational Level	Whether a participant was at the undergraduate or graduate educational level produced seven significant pairings, interestingly enough all concerned with either reasons or values. Evidently the level was not found to be a significant limiting factor. One might reasonably conjecture that both levels are eager for project type opportunities, but that what is available has greater particular meaning for an individual level when experienced. Remember that the counselors expressed a higher degree of satisfaction than the student teachers, probably because the experience opportunities more closely paralleled what they expected, were prepared for, and found.
Teaching Level	The Level, whether elementary or secondary, does not appear to be a highly critical factor in a project situation even though the content level being taught did not correspond to the chronological age of the learners. Evidently both teaching levels found something with which they could identify. The additional comments supplied in connection with the study and additional personal contacts would seem to substantiate that the one significant limitation was almost invariably associated with the effect the center experience had on post-center experience employment. Attention to this factor, though always important, assumes an even more critical dimension in an era of teacher over-supply.
Size/Nature of Community Where Reared	These three categories are obviously interrelated and yet each produced some differences in significant pairings. These factors as total categories have some obvious meaning for identification and selection and yet the analysis treatments, both statistical and empirical, do not permit a valid interpretation of <u>what</u> "size" or "nature" or "classification" makes the difference. The prospective designer needs to be alert not only to these factors as being potentially important, but also to the necessity for further research so as to identify the critical particulars.
Size of High School Attended	
Classification of High School Attended	
Extent of High School and College/University Activity Participation	The categories attempted assessment of the degree of involvement in all kinds of activities as opposed to a counting and identification as was described earlier. It is, again, recognized as being a subjective, personal judgment item with little evaluation possible in terms of contributions made or gained through the involvement. It does appear that ascertaining the <u>degree</u> of participation is more critical in prediction than determining in which activities the potential participant was engaged or in counting the number of varieties.

Factors

Type of Schedule

Observations

This category paired significantly more frequently than any other item. It is a fascinating kind of item in that the pairings occurred irrespective of whether it was being paired with "Reasons" (3), "Values" (5), or "Limitations" (3). A close examination of the data in the previous four chapters with particular attention being given to the additional comments the participants supplied help to explain this apparent anomaly. Both types of schedules, full- and part-time, were used and obviously the variety had enough appeal to produce the reasons pairings. Some participants, particularly the counselors, badly needed a part-time experience so as to enable them to couple it with other graduate courses and thereby finish their graduate degree more expeditiously. Some needed part-time for equally utilitarian reasons; e.g., combine with work, only thing available, etc. Most, however, seemed to indicate that the "full-time" feature was a most important reason. Whether this indicated that other student teaching options were part-time or whether it reflected a feeling that the intensity and nature of the center experience mandated it is unknown. The author would suspect a bit of both.

The significant values' pairings appear to have resulted almost invariably because of the full-time feature. It received more favorable comments than any other single feature. Obviously those participants who had a particular utilitarian reason and who found it fulfilled also helped produce the values pairings.

The limitations' significance pairings, on the other hand, appear from a reading of the comments to be primarily attributable to the part-time schedule. This seemed particularly true when the part-time center experience was coupled with a part-time campus or public school experience. It would seem to be almost a truism that there is no such thing as a part-time experience even though the schedule may be so described. The depth of involvement and interest generated would appear to have made "turning off" very difficult even if the clock said it was time to do so.

A summary comment for this category would be that designers probably need to include variation in the type of schedules possible, but that in so doing that they need to pay close attention to what else occurs in connection with a part-time option. Further, it would appear logical to couple any such part-time decisions with strict attention to the length and nature of the experience.

Variety of Experience

Whether the intended project is to be the only experience or coupled with either a prior or post public school experience would appear to be a most critical decision for most project designers. Again, it can be noted that the variety available was a significant reason for some people (most in this instance appeared to prefer the option of it being the only required experience and hence also an opportunity to avoid the public school experience). Those who perceived a value significance appear to have been equally divided between those just described (the avoidance group) and those who found the dual

Factors

Variety of Experience
(cont'd)

Observations

experiences helpful for comparison and contrast purposes and for future employment decisions. The significant limitations' pairings, however, appear to have been most influenced by the people who had the dual experience, particularly by those whose public school experience followed the center experience.

Again, in summary for this category, it is apparent that options are clearly mandated, but again close attention needs to be paid to the selection and sequencing and certainly to the follow-up reactions in terms of possible project modification. Additional study would also seem warranted in the area of trying to better determine what prospective participants need or could best use.

Type of Supervision

Quite a number of different supervisory arrangements were used. Most of them, however, still closely paralleled the typical college supervisory pattern. The pairings which resulted in significance all seemed to echo the attractiveness of full-time resident college supervisors as a reason for participation, a meaningful value perceived, and a serious limitation if lacking. The corollary problems of supervisory communications gaps created by occasional or part-time college supervisors seemed also to be a commonly mentioned problem.

Some type of supervisory modification, probably in the direction of full-time and resident, is almost a necessity if the project is truly different, and particularly if it occurs in a setting where the local, direct supervisors are not aware of or have not been involved in the structuring of the project intentions.

The use of demographic factors to select project participants with the greatest potential for success is both a new venture and as yet highly unsophisticated. It is on the one hand limited by a very obvious lack of variables control, and yet on the other hand virtually mandated if both projects and participants are to enjoy the greatest degree of success. Much work needs to be done, particularly in the realm of participants' motives for project participation and the degree to which this area is a relevant factor. It is hoped that this study, in spite of its recognized and very probable unrealized limitations, has made at least a feeble early contribution.

Project Design Factors

It would seem self-evident that the best hope for successful implementation of a new project is to begin with a conscious and purposeful delineation of objectives. In spite of the apparent fundamental truth of this proposition, the true objectives of many projects develop after inception. All too frequently they are so little considered that the wonder is not at how little success, but rather at how any success at all. It is with these thoughts in mind that the next section is offered.

The identification of purposes or objectives provides the focus of the project and as will be shown is or should be the basis upon which design characteristics are predicated. A most helpful study concerning project focus definition by Yoder¹ points out that purpose may direct itself to (1) the educational intent; e.g., content itself; or an instructional strategy--such as team teaching, open space instruction, individualized learning, etc.; or special characteristics of the learner--gifted, deprived, retarded, Indian, Chicano, etc., and (2) the target population; e.g., the student teacher, intern, or practicum student; or the supervisory personnel--college or public school; or the direct pupil himself--elementary or secondary. Most projects will usually consist of a combination of educational intents and target populations. What appears most critical is that not only must intent(s) and population(s) be identified, but also that a recognition must be made of the differing kinds of thrusts needed and results to be attained. A lack of this type of recognition and definition in design would appear to be both the reason for almost universal project success (if the implementors are permitted to evaluate themselves, after the fact) and almost universal project failure (both in terms of independent project evaluation and successful internal continuation and/or external explorability).

Yoder's study identified seven factors which can individually or collectively provide project design variation. Each will be identified and discussed in terms of its relationship to what was discovered in this study. The first variable, Focus, was described in the preceding paragraphs. Its implications from this study are described in the next section.

Design Variables

Focus (educational intent)

Observations

This study, in terms of the reasons students participated, and most particularly because of the values they found, most clearly indicates that projects must be classified as innovational. This can be achieved in a variety of ways. This project concentrated on experiences arrangements, nature of instructional materials and techniques, the location, the time variable, the pupil population, and the freedom to interact. What is most apparent is that what the participants "think" and are able to "recognize" as innovative is as important as what is truly innovatively present. This is certainly not to imply that deceptive behavior is either necessary or desirable, but rather a simple recognition that most participants will not have had or are currently having a "regular" school experience that can provide a comparison base. Too frequently projects seem to operate on a self-discovery rationale and then seem amazed or bemused when the participants arrive at different conclusions.

A second assumption strongly supported by an analysis of this study is that a humanitarian thrust is most important in project design. This is not only critical in terms of recruitment, but also vital if personal satisfaction is to be an end product. Though this project had as its focus the educationally deprived student, the same assumption of

¹Yoder, Walter H. Jr., A Study of Alternatives in Secondary Student Teaching, (unpublished dissertation), Indiana University, Bloomington, Indiana, 1971.

Design Variables

Observations

Focus (cont'd)

humanitarian need would seem reasonable with other populations and most particularly with those projects which take a techniques/materials primary direction. Our students seem to more frequently recognize pupils as people as a primary focus than we do.

A third characteristic applicable to educational intent is that what is proposed must be recognized as a challenge beyond that ordinarily presented by the regular program and in truth a bit of the hardship element seems to add to the attractiveness. This latter element will be more fully discussed in connection with the factors of time and place. Two cautions would seem in order in connection with the attempt to make the project innovative and challenging. First, innovation must not mean certification jeopardy, at least not unless the participants know about and accept it. Second, a project can be so innovative that it prejudices public school employment and even on-campus college professor acceptance. It is hoped that project directors will interpret the need to challenge as meaning more than asking the participants to take a chance in terms of employment and acceptance. Such risks need to be recognized in advance and eliminated or minimized, if possible.

Focus (target population)

It would appear obvious in connection with this variable that the initial statement of project purposes should clearly delineate the expected outcomes for each of the potential target populations, what is expected behavior for each, and what is to happen to and with each of them. Most projects seem to do this rather consistently for the teacher trainee group, but often fail to specify for the teacher/administrator/supervisor/ and pupil populations. As a consequence, widely divergent role definitions and expectations are not uncommon.

It would also appear quite probable that an increasing pressure for projects which have either the school's teachers or pupils as the prime rather than incidental focus will be forthcoming. Project directors may soon need to react first to the school's needs and then find opportunities within these needs to accommodate their training program problems.

Time

This factor refers to the modifications possible either in the length of the experience or when it is sequenced. The study quite clearly mandates a longer rather than shorter experience and one that has as few extraneous contaminants as possible (more fully discussed in the section, Instruction/Experiences Arrangements). Project designers have tended to avoid a lengthening of the field experience component beyond that usually required in the regular program. This study would seem to indicate that lengthening is exactly what the students mean by challenge and hardship. It may also be that again they

Design Variables

Observations

Time (cont'd)

seem more ready than we to accept the longer period as necessary to attain the total involvement and intensity and to make whatever sacrifices necessary.

Projects are more frequently making time variations which provide field experiences earlier than the typical student teaching (senior year) or at a later internship or practicum (graduate) level. Again a word of caution would seem necessary if the earlier sequencing route is taken. Earlier should mean more than simple movement of student teaching to the junior or even sophomore level. A more desirable design would be concerned with a scope and sequencing of a series of field experiences as opposed to an altering of the time of a single experience. This is particularly so if prior methods and general education are to have any relationship to preparation for actual instructional involvement. Projects which have graduate level internships and practicums as their sole experience base may well find that the prior undergraduate preparation program either fails to compliment the project objectives or has provided insurmountable prior structuring. A sequence that begins early and continues through an on-the-job period may actually be the more productive. Institutions which have separate projects with undergraduate and graduate thrusts might well consider the additional values to be gained from either combining them or at least taking steps to insure compatibility.

Location

This factor is concerned with where the project experiences are provided. Certainly nothing should be implied from this study that the public schools are not suitable sites for projects. Rather the conclusion is that projects need to occur wherever their stated purposes can best be accomplished. Since this study was designed to test certain premises with respect to the Job Corps' program and its possible implications for teacher training programs, job corps centers seemed a rather logical setting for the experiences.

Projects with certain focuses may need to limit where they go and this determination of best locale may itself present problems. Innovations in the schools, such as open space or team teaching, are hardly generic in nature and as such not all locations may be deemed equivalent.

More and more projects seem to be finding their location outside of the typical public school confines; e.g., the community, alternative schools, the Indian reservation, and oh, yes, the job corps center. Acceptance of these sites as either a sole or supplemental experiences locale may present certification problems, problems concerned with a lack of understanding by public school personnel, and problems created by a lack of familiarity with teacher trainers, trainees, and programs by

Design Variables

Location (cont'd)

Observations

these new kinds of people. Additional problems, such as found in this study of inadequate or inappropriate facilities, housing, increased travel, and inconvenience are real; need to be recognized in advance and solved if possible; but are apt to be of greater concern to the project designer and implementor than the students. The only aspect which seems to be of more than irritant value is concerned with communications problems which occur more frequently in new as opposed to previously used sites, and which if geographically removed, compound the problem's solution. This communications problem has obvious implications for two other factors, Nature of Supervision and Instruction/Experiences Arrangement, and will be further discussed in connection with both.

Number

This factor though most frequently associated with numbers of peoples can also be interpreted as numbers of sites and experiences. A few projects have and are attempting the use of multiple sites with all participants moving periodically through the different geographic locations. Whether this has merit beyond a musical chairs activity level and a certain implication that the inadequacy of one site is compensated by another's adequacy has yet to be clearly demonstrated. The problems associated with any one given site would be sufficient for most people. The participants in this study, for instance, seemed to find a combination of center and public school experiences more than a little difficult. A project designed to explore the merits of movement within a building as compared with among buildings movements might prove quite interesting and valuable.

A more usual variation of "number" is either in connection with increasing the number of students on a given site or in varying the student/supervisor ratio. There does not seem to be any magic number of students or-site which make or break a project, but a "sufficient" number is obviously necessary if the project is to make an educational impact; provide a realistic testing base; permit assignment of faculty, supervisors, and site personnel; and be economically sound. This latter point may not be popular with educational innovationists, but it is without doubt the major factor which accounts for both lack of internal project continuation (beyond the grant) and exportability to other institutions.

Students and supervisors have traditionally, at least in recent tradition, been assigned on a 1-1 ratio. Recent projects, including this one, have begun experimentation with assignment of students to teams, where the ratio of supervisors increase; or more rarely the assignment of multiple students to a single supervisor. Planning is needed in either case to insure provision of a realistic, immersion type experience and avoidance of either the "junior member of the team" or the strengths and

Design Variables	Observations
Number (cont'd)	<p>Weaknesses of the "committee" approach. A project designed to develop, implement, and test the stated parts of a series of such arrangements would certainly seem appropriate to this day and age of emergent differentiated staffing and the implications it may have for teacher training.</p>
Nature of Supervision	<p>Supervision as a design factor also has duality. Either its college or site dimension can be affected and obviously nothing really prevents a project from modification of both dimensions. The most typical collegiate modifications are to reduce the load, concentrate the supervisory territory, or to make it a resident type assignment. These seemed to be the only variations used in this project and, even so, the most common supervision pattern used was still that ordinarily employed with the non-project student teachers. Some other variations obviously could develop. One might be to change the supervisory focus of the college person from the student to the site supervisors. This would appear to have important implications for the improvement of communication, particularly as it relates to project expectations. Supervision in this project, except as it involved full-time, resident college supervision seems to have been one of the least effective features. This should not be interpreted as meaning that it was any less effective than usual, but rather that innovation would seem to make quality supervision even more critical than usual.</p> <p>The newly emergent concept of peer supervision would seem to have more complimentary or supplementary value than ability to replace either college or site personnel supervision. It may in truth, however, have greater long-range self-improvement value than the externally imposed version now practiced by the colleges during teacher preparation and the schools in their administrative/in-service improvement programs.</p> <p>Projects which focus on the nature of supervision and the means whereby it can result in a more meaningful learning experience are in obvious short supply and correspondingly in great need.</p>
Instruction/Experience Arrangement	<p>This particular project did not provide for on-site instruction other than the usual variety of unstructured problems-oriented seminars. Recent projects do seem, however, to be providing on-site instruction concomitant with the experiences. This geographical move, unless translated into mutual and maximum contact opportunity for all personnel involved--college/schools/students--can be little more than a movement of the ivory tower from the campus to the schools. Instruction which involves a <u>broader audience</u> than the teacher trainees and a <u>broader faculty</u> than that provided by the college or university might help counteract this movement. This type of construct could also help to minimize the communications gaps which plague most projects. In addition, on-site instruction could help</p>

Design Variables

Observations

Instruction/Experience
Arrangement (cont'd)

solve the old "chicken--egg" dilemma (which comes first? methods or student teaching) by providing an "at the same time possibility." This dilemma also applies to the training provided the supervisors who work with student trainees. On-site, during-the-experience, inservice instruction would appear to have similar solution potential here also.

Project designers might well consider the instruction/experiences arrangement possibilities at the time of initial project design for the following reasons: it is one of the few meaningful ways to build sufficient amounts of credit into a lengthened experiences' period so as to attract participants (independent study and correspondence type opportunities have the obvious limitations of lack of control and provision of relevance), sufficient numbers of projects have utilized the technique to demonstrate its value, concentrated numbers of students invariably cause both students and schools to demand it, and it is one of the few concrete ways to involve the schools and communities in a partnership arrangement that surpasses the "suppliers of sites" level.

Media Use

The use of media to either supplement the on-site experiences, or conceivably to replace it entirely, is a relatively new variation possibility. The use of it to supplement could result in a more controlled approach by insuring that certain things happen and in certain ways even if the reality of the site does not provide them. Thus simulation and protocol materials and techniques could be surrounded by the field of reality and help provide some of these missing components that not even reality itself can guarantee for all students at all times.

The replacement of site reality through the use of a total media approach, though difficult to imagine and at the same time very possibly objectionable to many people, would appear deserving of a project trial.

Evaluation is not ordinarily thought of as a possible design variable. It is rarely so designed as to affect the basic construct of the project or how it is operated. It is, however, so critical to project modification and continuation that it is deserving of some consideration here.

Evaluation design is hardly a new field and as yet not so specialized as to be beyond the capacities of project designers, and still it appears to be one of the less well done components of most projects. The following thoughts are not intended to be either comprehensive nor profound enough to cover the topic. Rather they are intended to provide a starting point with respect to project evaluation design:

- 1) The evaluation design and procedures must be planned before the project begins to insure that
 - a. data can be identified and acquired when it is most available and needed
 - b. data acquisition is not conditioned by a dependence on memory nor contaminated by intervening experiences

- c. modifications throughout the duration of the project can be based upon evaluation analysis rather than expediency.
- 2) The design should include longitudinal assessment for obvious reasons and also because the brevity of most involvement is hardly a sufficient basis for either taking the credit for "all good" or the blame for "all damnation."
 - 3) Evaluation should treat of all kinds of people and components involved, but should have the teacher trainees as its central focus since they appear to be the prime reason for most projects.
 - 4) The design should provide for a variety of assessments ranging from the concreteness of demographic data through the subjectivity of attitudes and opinions. An endless variety of standardized and locally created assessment instruments is available. The identification, preparation, selection, and use process is a very large task and certainly a conditioning factor in determining project success. (A most suitable project within projects might well concern itself with an attempt at instrumentation and collection standardization so as to permit inter-project comparisons.)
 - 5) Hopefully the design will include provision for comparison with something other than itself. Comparison of truly non-identical elements (if projects are truly different) is recognized as a major problem, but until faced can only result in a suspicion of project bias.
 - 6) Some component of the evaluation process needs to include external evaluators. This is necessary not only to avoid the implications of paternalistic pride, but also to gain external input which is based on an in-depth knowledge of the project. (Why must project evaluators and resource personnel be separate individuals?)
 - 7) Evaluation design, if it involves a statistical analysis, must utilize techniques which permit both the identification of significantly broad categories (such as Chi Square) and a within category specification of importance (such as item analysis). Most statistical analysis is too broad based to be of any value for future participant selection.
 - 8) The best evaluation design will recognize the relationships between the project and other possible components of the teacher training program and provide that its own design is a part of the larger total program design.

This final chapter though not intended as a project summary rather adequately demonstrates that the Job Corps Project passed its Final Examination. If it had not had valid reasons for its inception, and perceived values by its participants, and certainly some limitations; it could not have furnished the basis for hopefully inspiring its successors with the motives and knowledges to be even more successful than it was. And after all, isn't that the name of the game in which we are all engaged?

APPENDIX A
PARTICIPATING JOB CORPS CENTERS
ALPHABETICAL BY STATE

Phoenix Residential Manpower Center - Co-Educational
Phoenix, Arizona

Atlanta Residential Manpower Center - Womens Center
Atlanta Georgia

Chicago Job Corps Center - Womens Center
Chicago, Illinois

Atterbury Job Corps Center - Mens Center
Edinburg, Ir ana

Clinton Job Corps Center - Womens Center
Clinton, Iowa

Poland Spring Job Corps Center - Womens Center
Poland Spring, Maine

Lydick Lake Job Corps Center - Conservation Center
Cass Lake, Minnesota

Tamarac Job Corps Center - Conservation Center
Rochert, Minnesota

Albuquerque Job Corps Center - Womens Center
Albuquerque, New Mexico

Cleveland Job Corps Center - Womens Center
Cleveland, Ohio

Tongue Point Job Corps Center - Womens Center
Astoria, Oregon

Boxelder Job Corps Center - Conservation Center
Nemo, South Dakota

Weber Basin Job Corps Center - Conservation Center
Ogden, Utah

Clearfield Job Corps Center - Mens Center
Clearfield, Utah

Fort Simcoe Job Corps Center - Conservation Center
White Swan, Washington

Columbia Basin Job Corps Center - Conservation Center
Moses Lake, Washington

Moses Lake Job Corps Center - Womens Center
Moses Lake, Washington

Charleston Job Corps Center - Womens Center
Charleston, West Virginia

APPENDIX B

PARTICIPATING AACTE MEMBER COLLEGES AND UNIVERSITIES
ALPHABETICAL BY STATE

Arizona State University, Tempe, Arizona
Georgia State University, Atlanta, Georgia
Western Illinois University, Macomb, Illinois
Indiana University, Bloomington, Indiana
Westmar College, Le Mars, Iowa
University of Maine, Orono, Maine
Bemidji State College, Bemidji, Minnesota
Moorhead State College, Moorhead, Minnesota
St. Cloud State College, St. Cloud, Minnesota
St. John's University, Collegeville, Minnesota
University of Minnesota-Minneapolis, Minneapolis, Minnesota
University of Minnesota-Morris, Morris, Minnesota
University of New Mexico, Albuquerque, New Mexico
North Dakota State University, Fargo, North Dakota
University of North Dakota, Grand Forks, North Dakota
Cleveland State University, Cleveland, Ohio
Portland State University, Portland, Oregon
Oregon State University, Corvallis, Oregon
Linfield College, McMinnville, Oregon
Marylhurst College, Marylhurst, Oregon
Southern Oregon College, Ashland, Oregon
Black Hills State College, Spearfish, South Dakota
South Dakota State University, Brookings, South Dakota
Weber State College, Ogden, Utah
Central Washington State College, Ellensburg, Washington
West Virginia State College, Institute, West Virginia
Morris Harvey University, Charleston, West Virginia
Marshall University, Huntington, West Virginia

APPENDIX C

FINAL QUESTIONNAIRE

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036, 202/293-2450

6 March 1972

Dear Former Job Corps Student Teacher or Guidance Counselor:

In 1968 the American Association of Colleges for Teacher Education in cooperation with Job Corps, developed a program designed to explore the possibility of using Job Corps centers as locations for professional laboratory experiences for student teachers and guidance counselors.

This unique and innovative program has grown and now several hundred student teachers and guidance counselors from more than 20 different colleges and universities have had all or part of their laboratory experience in a Job Corps center.

While the letters and calls from participants have tended to indicate that this was a most positive experience it now is time for a more organized evaluation of the program.

The following questionnaire is designed to elicit your reactions to the experience. From this we hope to have a more accurate view of the project from the point of view of the participants.

The questionnaire was based on suggestions sent to us by the college supervisors. A pilot study was then conducted with a group of former participants who met in December. From their comments and suggestions this final draft was developed.

Let me first emphasize that the information gathered will be kept anonymous. No names will be identified with any particular response.

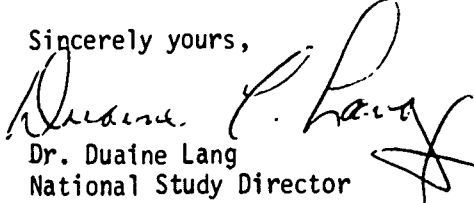
Please fill out all the blanks and feel free to make additional comments. We would also appreciate your assistance in developing an up to date list of names and addresses.

As a closing point may I emphasize the importance of the time factor. Once your completed questionnaire has been returned we must code it and put it through the computer. Only then we can begin to write the report.

A self addressed envelope is enclosed to assist you with a prompt response.

Thank you for your cooperation.

Sincerely yours,


Dr. Duaine Lang
National Study Director


Dr. Robert J. Stevenson
Project Director

NATIONAL FOLLOW-UP STUDY
of
FORMER STUDENT TEACHERS AND COUNSELORS
at
JOB CORPS CENTERS

Please complete all items possible. If the question has structured responses that do not describe adequately or accurately your situation, feel free to modify the item.

Your responses will be kept anonymous. You are asked to identify yourself by name and address only for purposes of insuring completeness of returns and for further follow-up reasons, if necessary.

If you would like a summary of the study, check here.

1.0 PERSONAL DATA

_____ (Name) _____ (Street) _____ (City) (State) (Zip)

1.1 Sex: ___ Male ___ Female

1.2 Age (at time of Job Corps Experience): ___ Years

1.3 Marital Status (at time of Job Corps Experience):

___ Single ___ Married ___ Divorced ___ Widowed ___ Separated

1.4 Educational Level (at time of Job Corps Experience):

___ Undergraduate ___ Graduate

1.5 Your Teaching Level:

___ Elementary ___ Secondary ___ Both (Special Areas-art, music, etc.)

1.6 Your Certification Major: _____

1.7 Size/Nature of Community Where Reared:

___ Rural ___ Village ___ Small City ___ Suburban Area ___ Large City

1.8 Socio-Economic Status of Parents:

___ Lower ___ Lower-Middle ___ Middle ___ Upper-Middle

___ Lower-Upper ___ Upper

1.9 Size of High School Attended:

___ under 300 ___ 300-500 ___ 500-750 ___ 750-1,000 ___ over 1,000

1.a Type of High School Attended: Public Private

1.b Classification of high school Attended:

Rural Small City Suburban Urban Inner City

1.c Type of College/University Attended (at time of Job Corps Experience):

Public Private

1.d Post Job Corps Experience Employment: (Use the numbers 1,2,3,4 to indicate the position held each year, including the present year, with the number 1 used for the first year following the Job Corps experience. If the same position has been held for several years, indicate with all appropriate numbers. Example: 1-2-3 Teacher Public Schools

<input type="checkbox"/> Unemployed	<input type="checkbox"/> Counselor Public Schools
<input type="checkbox"/> Student	<input type="checkbox"/> Administrator Public Schools
<input type="checkbox"/> Housewife	<input type="checkbox"/> Teacher Private Schools
<input type="checkbox"/> Military Service	<input type="checkbox"/> Counselor Private Schools
<input type="checkbox"/> Teacher Job Corps	<input type="checkbox"/> Administrator Private Schools
<input type="checkbox"/> Counselor Job Corps	<input type="checkbox"/> Government Agency _____
<input type="checkbox"/> Administrator Job Corps	<input type="checkbox"/> Social Agency _____
<input type="checkbox"/> Teacher Public Schools	<input type="checkbox"/> Faculty/Staff of College/Univ.
<input type="checkbox"/> Other _____	

2.0 PRIOR EXPERIENCE

2.1 Activities During High School:

Athletic Music Speech-Debate-Dramatics Journalism

Pep Clubs Academic Clubs (science, history, etc.)

Service Clubs Social Clubs Student Government

Class Officer Other _____

2.2 Extent of High School Activity Participation:

None Minimal Moderate Extensive

2.3 Work Experience During High School:

_____ (What) _____ (Hrs Per Wk)

_____ (What) _____ (Hrs Per Wk)

_____ (What) _____ (Hrs Per Wk)

2.4 Activities During College/University:

Athletics Music Speech-Debate-Dramatics Journalism

Pep Clubs Academic Clubs (science, history, etc.)

Service Clubs Social Clubs Student Government

Class Officer Other _____

2.5 Extent of College/University Activity Participation:

___ None ___ Minimal ___ Moderate ___ Extensive

2.6 Work Experience During college/University:

_____ (What) _____ (Hrs Per Wk)

_____ (What) _____ (Hrs Per Wk)

_____ (What) _____ (Hrs Per Wk)

2.7 Experience of Working With Children/Youth (prior to Job Corps experience):

_____ (What) _____ (Where)

_____ (What) _____ (Where)

_____ (What) _____ (Where)

_____ (What) _____ (Where)

2.8 Prior (before Job Corps) Teaching/Counseling Experience:

_____ (What) _____ (Where) _____ (No. of Yrs)

_____ (What) _____ (Where) _____ (No. of Yrs)

_____ (What) _____ (Where) _____ (No. of Yrs)

2.9 Preparatory Courses/Programs:

Describe any formal courses and/or programs that were offered by your college or university and taken by you which you feel were helpful in preparing you for the Job Corps experience.

3.0 REASONS FOR YOUR PARTICIPATION

Rate each of the following reasons on the five point scale with 1 representative of a most important consideration and 5 interpreted as meaning that the reason listed had no significance in terms of your decision. You may have several reasons rated as being of great importance and conversely many of little or no importance. Rate each item by circling the number selected to indicate your choice.

<u>Reason</u>	<u>Rating</u>				
3.1 Convenience of the location	1	2	3	4	5
3.2 Subsidy of your travel	1	2	3	4	5
3.3 Availability of housing at the Center	1	2	3	4	5
3.4 Desire to work with Job Corps' type of student	1	2	3	4	5
3.5 Opportunity to work with programmed/ individualized learning	1	2	3	4	5
3.6 Being selected by your institution to be in the program	1	2	3	4	5
3.7 Interest generated by prior courses or programs	1	2	3	4	5
3.8 Employment opportunity created by virtue of participation in the program	1	2	3	4	5
3.9 Opportunity to participate in new, different, innovative type of program	1	2	3	4	5
3.a Opportunity to avoid participation in the traditional, regular type of program	1	2	3	4	5
3.b Opportunity to work in other than the traditional kinds of schools	1	2	3	4	5
3.c Desire for a challenge beyond that presented by traditional schools or programs	1	2	3	4	5
3.d Had no choice--either assigned there or it was only experience available	1	2	3	4	5
3.e Desire to help those less fortunate	1	2	3	4	5
3.f Interest generated by contacts with prior participants in the Job Corps program	1	2	3	4	5
3.g Other _____	1	2	3	4	5

4.0 NATURE OF EXPERIENCE AT JOB CORPS

4.1 Your Experience: ___ Student Teaching ___ Counseling Practicum

4.2 Year: ___ 1968-69 ___ 1969-70 ___ 1970-71

4.3 Type of Center:

Mens Womens Conservation Residential Manpower

4.4 Type of Location: Isolated Urban

4.5 Length of Experience: _____ weeks

4.6 Type of Schedule: Full Time (5 days per wk) Part Time

4.7 Variety of Experience: Job Corps only experience Job Corps preceded () or followed () by experience of _____ weeks in the public schools or _____

4.8 Type of Supervision:

Completely furnished by Center personnel

Primarily by Center personnel with occasional visits by college or university supervisor

Primarily by Center personnel with regular visits by college or university supervisor

Shared supervision with resident or full-time college or university supervisor supplementing supervision of Center personnel

Other arrangement. Describe _____

5.0 VALUES OF JOB CORPS EXPERIENCE

Rate each of the values on the five point scale with 1 representative of a most important value for you and 5 indicative of a value which had little significance in your case. You may have several values rated as being of great importance and conversely some of little or no importance. Rate each item by circling the number selected to indicate your choice.

	<u>Value</u>	<u>Rating</u>				
5.1	Better supervision than otherwise would have been available	1	2	3	4	5
5.2	Basis for a career decision	1	2	3	4	5
5.3	Led to post experience employment	1	2	3	4	5
5.4	Provided for a kind of pupil exposure not otherwise available	1	2	3	4	5
5.5	Exposure to instructional materials and techniques not otherwise available	1	2	3	4	5
5.6	Financial subsidy (travel and/or housing)	1	2	3	4	5
5.7	Made a direct societal contribution	1	2	3	4	5
5.8	Contributed directly to success in post experience employment	1	2	3	4	5

5.9	Opportunity for own personal growth	1	2	3	4	5
5.a	Created better understanding of the problems of disadvantaged youth	1	2	3	4	5
5.b	Greater freedom to interact with pupils/staff	1	2	3	4	5
5.c	More opportunities for content and methods variation than in public school situation	1	2	3	4	5
5.d	Other _____	1	2	3	4	5

6.0 LIMITATIONS OF JOB CORPS EXPERIENCE

Rate each of the limitations on the five point scale with 1 representative of a most serious limitation and 5 indicative of one that had little implication in your case. You may rate several limitations as having great importance and likewise several as being of little or no importance. Rate each item by circling the number selected to indicate your choice.

	<u>Limitation</u>	<u>Rating</u>				
6.1	Impediment to employment by public schools	1	2	3	4	5
6.2	Nature of pupils provided an atypical experience	1	2	3	4	5
6.3	Nature of materials and techniques not adaptable or applicable to post Center experience employment	1	2	3	4	5
6.4	Job Corps model not viewed as a workable solution to the problems to which it is addressed	1	2	3	4	5
6.5	Personnel, Center, not adequate to provide assistance desired or needed	1	2	3	4	5
6.6	Personnel, college/university, not adequate to provide assistance desired or needed	1	2	3	4	5
6.7	Length of experience at Center too brief	1	2	3	4	5
6.8	Length of experience at Center too long	1	2	3	4	5
6.9	Center experience not correlated with or supplemented by other experiences	1	2	3	4	5
6.a	Center experiences for you not well designed or organized	1	2	3	4	5
6.b	Student Teachers/counselors were not understood or accepted by Center personnel	1	2	3	4	5
6.c	Center experiences not appropriate for your subject area or educational intent	1	2	3	4	5
6.d	Lack of preparation prior to the experience	1	2	3	4	5
6.e	Other _____	1	2	3	4	5

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7.0 EVALUATION OF EXPERIENCE

Rate your degree of satisfaction with your Job Corps experience on the five point scale with 1 representing the highest degree of satisfaction and 5 the lowest. Circle the number of your choice.

Rating

7.1 Degree of Satisfaction
At time of Job Corps Experience completion 1 2 3 4 5

7.2 Degree of Satisfaction
Now on basis of experience since Job Corps 1 2 3 4 5
Experience

8.0 ADDITIONAL COMMENTS

If you know the names and addresses (even if vague or incomplete) of any student teachers or counselors who were with you at the Center, please list below:

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

APPENDIX D

REASONS FOR PARTICIPATION

Significant Chi Squares

Participation Reason	Demographic Variable	Chi Square	df	Level of Significance
Availability of housing at the center	Educational Level	14.460	4	0.01
Availability of housing at the center	Classification of High School Attended	26.846	12	0.01
Availability of housing at the center	Type of Schedule	16.980	4	0.01
Desire to work with job corp's type of student	Educational Level	11.801	4	0.05
Desire to work with job corp's type of student	Type of Schedule	11.657	4	0.05
Opportunity to work with programmed/individualized learning	Type of Supervision	29.424	16	0.05
Being selected by your institution to be in the program	Nature of Experience	26.899	12	0.01
Employment opportunity created by virtue of participation in the program	Type of Schedule	11.147	4	0.05
Opportunity to participate in new, different, innovative type of program	Educational Level	13.221	4	0.05
Desire for a challenge beyond that presented by traditional schools or programs	Educational Level	14.684	4	0.01
Interest generated by contacts with prior participants in job corps programs	Extent of High School Activities Participation	19.541	8	0.05