

## DOCUMENT RESUME

\*ED 080 729

VT 021-056

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TITLE Evaluation of Coordinated Vocational-Academic Education in Texas.  
INSTITUTION Paris Junior Coll., Tex..  
SPONS AGENCY Texas Education Agency, Austin..  
PUB DATE Jun 73  
NOTE 342p..  
EDRS PRICE MF-\$0.65 HC-\$13.16  
DESCRIPTORS Academic Education; Comparative Analysis; \*Educational Coordination; \*Program Effectiveness; \*Program Evaluation; Questionnaires; Research Projects; \*School Surveys; Vocational Education  
IDENTIFIERS Coordinated Vocational Academic Education; CVAE; \*Texas

## ABSTRACT

This research study was conducted to determine the effectiveness of the Coordinated Vocational Academic Education Program (CVAE) which was introduced in Texas to meet the needs of secondary level students who were unsuccessful in traditional educational programs. The purpose of the study was to gather information from the schools offering CVAE over the six years of its existence and to evaluate the findings. The CVAE program provided vocational courses to prepare students for semi-skilled jobs and also provided modified academic courses with practical application to the vocational courses. Questionnaires were mailed to the schools identified as containing CVAE for completion by supervisors and teachers. Questionnaires for CVAE students and former students were distributed during school visitations made to 20 percent of the surveyed schools. This report compiles and compares the collected data. In the schools visited, 35 percent of the academic programs were judged to be failing, 32 percent were judged successful, and the remainder were progressing or improving. Most vocational programs were found to be successful, with only 6 failing. Programs judged to be most successful were used for comparative analysis. However, as teachers of successful programs returned more questionnaires than teachers of failing programs, significant conclusions could not be drawn. (MF)

ED 080729

EVALUATION OF  
COORDINATED VOCATIONAL-ACADEMIC EDUCATION  
IN TEXAS

*A research study conducted under contract to  
the Texas Education Agency*

UT 021 056

Paris Junior College  
Paris, Texas  
June, 1973

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U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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Evaluation of  
COORDINATED VOCATIONAL-ACADEMIC EDUCATION  
in Texas

A Research Study Conducted Under Contract To  
The Texas Education Agency

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**EVALUATION OF COORDINATED VOCATIONAL-ACADEMIC  
EDUCATION IN TEXAS**

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EVALUATION OF COORDINATED VOCATIONAL-ACADEMIC  
EDUCATION IN TEXAS

The Texas Education Agency approved a grant in March, 1972, to be completed by June 30, 1973, and contracted with Paris Junior College for a research study of the existing Coordinated Vocational Academic Education Program (hereafter referred to as CVAE) in Texas, to determine the effectiveness of the program in meeting the goals and objectives for which it was established. CVAE was first introduced in Texas to meet the needs of secondary level students who were unsuccessful in traditional educational programs. In the six years since the program was first introduced, the increase in the number of schools offering CVAE would indicate that the program has met the needs for which it was established, but no formal research had been conducted to determine its strengths and its weaknesses. The purpose of this study has been to gather information from the schools in which CVAE has been included, and to evaluate and organize the findings to reveal areas of strength and weakness.

The original concept of CVAE was a combination of vocational and academic instruction for the student possessing academic, socio-economic, or other handicaps which prevented his success in the traditional endeavors. The program was initiated to provide vocational courses which would prepare students for gainful employment in jobs requiring semi-skilled knowledge and training, and to provide modified

academic courses which would meet the needs of the students and provide practical application to the vocational courses offered.

Recognition of varying needs of the local schools in relation to location within the state, industrial or agricultural environment and available employment opportunities resulted in a flexible organization. Initially, schools were unrestricted in setting up their CVAE programs as long as the courses provided for the student needs and were included in the CVAE clusters listed by the Texas Education Agency. More recently, standards have been set up by vocational divisions within the agency (Vocational Office Education, Homemaking, Agriculture, and Industrial) to provide guidelines for establishing and maintaining CVAE programs within each division.

The objective of this project, as presented in the proposal, was to determine the extent to which the CVAE programs are fulfilling the purposes for which they were established:

1. To prepare students for gainful employment in jobs requiring semi-skilled knowledge and training.
2. To provide non-traditional academic courses to meet the needs of CVAE students, academic courses with practical application to the vocational courses offered.

In a preliminary study, questionnaires were developed for the CVAE administrative supervisors, CVAE teachers (both vocational and academic) and CVAE students. Twenty-nine schools were selected at random from across the state to field test the research instruments, and 25% of these



schools were visited. Returned questionnaires were processed, and a report was compiled which was presented to the Texas Education Agency in September, 1972. Findings from the sample study and information from the personal interviews were used as a basis for evaluation and revision of the questionnaires.

Revised questionnaires for the CVAE administrative supervisors and CVAE teachers, both vocational and academic, were mailed to the 381 schools (listed in the appendix on p. 1) in Texas which had been identified during the 1971-72 school year as containing CVAE. Questionnaires mailed to the building principal of each school for distribution included one questionnaire for the CVAE administrative supervisor, a questionnaire for each vocational teacher and four academic questionnaires per vocational unit in the school. A modified administrative questionnaire was mailed to each vocational director/administrator who supervises CVAE programs in three or more schools. A letter from the associate commissioner for Occupational Education & Technology explaining the purpose of the study and one from the research director explaining the procedure to be followed were mailed to the administrators with the questionnaires. Business reply envelopes were provided for the questionnaires to be returned individually by each administrator and teacher. Questionnaires for students currently enrolled in CVAE and former CVAE students (in-school and out-of-school youth) were distributed during personal visitation.

Visitation was made to 20% of the schools containing CVAE. The findings of the visitation team were processed separately from questionnaire data and are presented as a separate section of this report.

The following report is a compilation of data received from personnel involved in teaching CVAE or supervising programs in 82.5% (161) of the 195 school districts containing CVAE in Texas. The questionnaires were mailed to 381 elementary, junior high, and senior high schools. Data was processed from 177 returned administrative questionnaires representing 69% of the school districts. Twenty-two of the 24 vocational directors who supervised CVAE in three or more schools within one school district returned questionnaires. Four hundred and four (61.5%) of the 655 vocational teachers returned questionnaires, and 402 of the academic teachers did, also. Fifty-eight vocational teachers completed questionnaires intended for the academic teacher, so separate processing was required. Comparison of the two sets of vocational data reveals essentially the same item percentage; therefore the report refers to the bulk of the processed vocational data from the 346 questionnaires completed on the correct form. Eight hundred and eighty-one student questionnaires were received from students currently enrolled in CVAE and 17 from former students (11 in-school and 6 out-of-school).

Raw data from all questionnaires and question cross-references are located in the appendix. Where helpful in the text of the report, references

are made in parenthesis at the end of paragraphs. Such references include an abbreviation designating the administrative (Adm), vocational (Voc), academic (Aca) or student (Stu) questionnaire; the question number(s); and the page number(s) in the appendix from which figures are quoted.

References to figures appearing in question cross-references are designated by the abbreviation "x-ref."

A comparison of vocational and academic programs judged successful or failing is included in this report. Of the 74 schools visited, 26 (35%) of the academic programs indicated failure based upon comments by the administrators, teachers, students, and judgment of the visitation team. Twenty-four (32%) were judged successful, and the remaining programs were progressing and improving. Most vocational programs were found to be successful, with only six failing. Programs that were judged to be most successful were used for the comparative analysis.

Teachers of successful programs were found to complete and return more questionnaires than teachers of failing programs. Fifteen questionnaires from successful academic teachers and 24 from successful vocational teachers were processed. Failing programs were represented by questionnaires from nine academic teachers and four vocational teachers.

There are too few questionnaires from failing programs for significantly important conclusions to be drawn; therefore, it must be understood that all conclusions drawn from the comparison of successful to failing

programs are based upon inconclusive data. Further research in the area of program success is recommended. Such comparisons and inferred conclusions are presented under the subheading "effect" at the end of each division discussion.

Two hundred and two question cross-references were processed and are on file, 54 were found to have significance and are included in the appendix of this report.

## CLUSTER UNITS

Personal interviews with administrators conducted during the sample study indicated that students have a greater tendency to drop out of school at the junior high school level. If a student is two years below his grade level in junior high, he is usually sixteen years of age and is not likely to continue his schooling in the traditional academic program; therefore, the first CVAE programs introduced in a school system are usually included in junior high. Many administrators and teachers expressed a need for additional CVAE units, especially on the high school level, to bridge the gap for CVAE students between junior high CVAE and regular high school vocational courses or CVAE cooperative part-time programs.

The revised questionnaire mailed to all the schools containing CVAE attempted to elicit from CVAE personnel an indication of areas in which additional CVAE vocational programs were needed, and at which grade levels. Specific program needs and needed units not offered by TEA were requested based upon the frequency of response to items on the sample questionnaire.

Questionnaires returned by the 404 vocational teachers represent the following CVAE clusters being taught in the four vocational divisions (the number of clusters supervised by the 177 administrators returning

questionnaires is indicated in parenthesis):

Agriculture - 5.72 (5.38)

- 11 (14) Farm & Ranch Mechanical Repair
- 11 ( 7) Horticulture

Vocational Office Education - 8.85 (10.26)

- 34 (40) Office Duplication

Homemaking - 23.69 (27.18)

- 10 (20) . Clothing Services
- 0 ( 0) Commercial Lodging
- 9 (22) Food Service
- 71 (60) Home & Community Services
- 1 ( 4) Home Furnishings

Industrial - 58.59 (53.84)

- 8 (16) Building Maintenance
- 3 ( 2) Commercial Display & Decoration
- 39 (28) Cooperative Part-Time Training
- 63 (64) Construction Trades
- 4 ( 5) Furniture Repair & Upholstery
- 93 (80) Mechanical Repair
- 0 ( 1) Marine Representative
- 15 (14) Metal Trades

- 12 (13) Other - 3.12 (3.33)

Based upon questionnaire respondents, three clusters are predominant -- mechanical repair, home and community services, and construction trades. Administrators and vocational teachers indicate a combination of these clusters make up more than one-half of the approximately 390 clusters represented by this study. (Adm 7, p. 32; Voc 2, p. 30)

Sixty-eight percent of the administrators and 86% of the vocational teachers feel their current clusters represent the job demands of their areas, and 72% of the students say they are interested in obtaining a job requiring the same type of work they are learning in CVAE. (Adm 62, p. 52; Voc 69, p. 98; Stu 4, p. 125)

### Selection

Three factors are most often found contributing to the selection of clusters for CVAE programs in individual schools. An occupational survey to determine the area job market was conducted for 102 (33%) of the present programs. Seventy-seven administrators (25%) indicate personal judgment was considered in the selection, and 65 administrators (21%) indicate recommendations of their advisory councils were a contributing factor. The area program supervisor is the person most administrators (42%) would contact if expanding or redirecting a CVAE program. (Adm 61, 67, pp. 52, 53)

CVAE programs are offered most often at the lower grade levels. Almost 64% of the programs for boys are found at the junior high level, while less than 18% of the programs offer CVAE at the eleventh and twelfth grades. Girls have slightly more opportunity for CVAE in the eleventh and twelfth grades (22%), yet a majority of girls' programs (60%) are at the junior high level. Of the student questionnaires processed, 58% of respondents (502) classified themselves as junior high students (seventh, eighth, and ninth grades), and 42% (360) as senior high students (tenth, eleventh and twelfth grades). (Adm 8, p. 33; Stu 1, p. 125)

Interestingly, the industrial area is seen as the primary area of need for additional units for girls as well as boys by the academic teachers, with more than half of them recommending additional industrial units at the seventh and eighth-grade levels. (Aca x-ref, 65A-66A, 65B-66B, p220)

Grade levels in which additional CVAE programs are needed.

| <u>Boys:</u>  | <u>7-8</u>  | <u>9-10</u> | <u>11-12</u> |
|---------------|-------------|-------------|--------------|
| Adm           | 149 (39.21) | 149 (39.21) | 82 (21.58)   |
| Voc           | 65 (35.91)  | 64 (35.36)  | 52 (28.73)   |
| Aca           | 98 (44.44)  | 63 (35.00)  | 19 (10.56)   |
| <u>Girls:</u> | <u>7-8</u>  | <u>9-10</u> | <u>11-12</u> |
| Adm           | 136 (36.66) | 149 (40.16) | 86 (23.18)   |
| Voc           | 60 (38.71)  | 52 (33.55)  | 43 (27.74)   |
| Aca           | 102 (56.67) | 60 (33.33)  | 18 (10.00)   |

Note: Administrative questionnaire did not use the word "additional" in the question. Further analysis of additional unit recommendations is located in the appendix. (Voc x-ref 64A-65A & B, and Aca x-ref 65A-66A & B, p. 220)

Vocational teachers see the need for additional units at a relatively even distribution throughout the grade levels. Administrators and academic teachers see a greater need at the lower levels for both boys and girls than in the last two years of high school; therefore, the impetus is on the establishment of more CVAE units in the lower (seventh and eighth) grades. This trend seems to indicate that administrator and academic teachers feel the needs of junior high level students must first be met before expansion of CVAE to the upper grades. Fifty-nine percent of the administrators indicate that they have 15% or more of their student body eligible for CVAE but not enrolled, and 15% of them have more than 30% of their student body needing CVAE courses. (Adm 66, 10, pp. 53, 34; Voc 65, pp 96, 97; Aca 66, p. 118)

While indications are that most programs need additional CVAE units,



administrators see that as a greater need than do the CVAE teachers. Only 16 (9%) of the administrators say no additional CVAE units are needed while 85 (25%) of the vocational teachers and 75 (21%) of the academic teachers feel present units are sufficient. Of clusters currently offered by TEA, industrial, homemaking, and cooperative are most often designated as additional needs by administrators and teachers. (Adm 65, p. 53; Voc 64, p. 96; Aca 65, p. 118)

Concerning programs not currently offered by TEA, need for specific clusters is indicated 185 times by administrators, 220 times by academic teachers and 198 times by vocational teachers. The new clusters most often mentioned would provide more programs for girls (by 39% of the administrators, 12% of the academic teachers and 13% of the vocational teachers). Paint and body repair is also frequently requested (19% of the administrators, 15% of the academic teachers, and 14% of the vocational teachers). (Adm 65, p. 53; Voc 64, p. 96; Aca 65, p. 118)

Administrators indicate the major problem in establishing additional CVAE programs concerns facilities. Sixty-nine percent of the administrators say the reason they do not have additional programs where needed is related to facilities. Forty percent of the administrators indicate they have no facilities to expand, and 29% report that there are no funds available for additional facilities. (Adm 11, p. 34) (Also see Facilities and Funding in this report)

### Discontinued Units

Information about discontinued CVAE units was requested from 14 schools (listed on page 138) which were no longer identified as having CVAE programs in the TEA unit book for 1971-72. Eight of these schools responded, and an additional letter was received from a school not previously identified as one having discontinued units. Four units were discontinued for lack of interest and one because of the reduction of enrollment. In one school the CVAE unit was moved from the middle school to the high school. Indication that the program was "too expensive" was received from two schools, and three schools still had their CVAE units.

Complete information received from the six schools that had discontinued CVAE units is in the appendix on page 138.

### Summary

Area occupational surveys and administrative personal judgment have usually determined the CVAE clusters now in programs at the local school level. Mechanical repair, construction trades, and home and community services constitute slightly more than one-half the clusters in current programs. Most individual clusters represent area job demands and accommodate student interest. CVAE programs are most often offered at the junior high level.

Need for additional CVAE clusters is indicated by a large majority of CVAE personnel. Industrial, home and community, and cooperative

part-time programs are areas usually specified for additional cluster needs.

New clusters which CVAE personnel feel should be added to the TEA approved list are most often additional programs for girls, and paint and body repair. A majority of administrators have 15% or more student body eligible for CVAE, but lack of facilities is the major hindrance to individual CVAE program expansion.

## SUPERVISION

The freedom originally granted in the establishment of CVAE programs has resulted in diversity in supervision at the local school level. This study endeavors to examine supervision as it is now handled after six years of CVAE development.

Administrative questionnaires and visitation indicate school principals are predominant in the supervision of local school CVAE programs. As direct supervisors of programs, 86 principals (49%) and seven assistant principals (4%) completed and returned questionnaires. Forty-six (26%) of the questionnaires were completed by vocational director/administrators as direct supervisors of CVAE, although vocational director/administrators are on the staff of 118 (70%) of the responding schools. Twenty administrative questionnaires (11%) were completed by vocational counselors, and the remaining 25 (14%) were completed by various members of school staffs. (Adm 2, 4, p. 31)

Administrators indicate that one individual usually supervises both vocational and academic phases of CVAE (59% of the time). In the cases of divided supervision, principals are designated as the supervisors of the "other phase" by 42 (64%) of the respondents. Vocational directors who supervise CVAE usually (70%) supervise the vocational phase only, with the principal (76%) most often supervising the academic phase. (Adm 2, 5, 6, pp. 31, 32)

A majority of the administrators (86%) have supervised the CVAE program for more than a year, while most of them have supervised the program for two to three years. Approximately one-fourth of the administrators have supervised CVAE for four to five years. (Adm 3, p. 31)

CVAE teachers do not indicate principals as supervisors to the same degree as administrators. Only 22% of the vocational teachers and 37% of

the academic teachers designate the principal as their immediate supervisor. In schools which have a vocational director, 54% of the vocational teachers designate him as their supervisor; the supervision of the academic phase is divided among the principal (28%), vocational director (28%), and other vocational personnel (26%). When there is no vocational director in the school, the principal is designated supervisor by 68% of the academic teachers and 48% of the vocational teachers. (Voc 38, 39, p. 89; Aca 39, 40, pp. 111, 112; Voc x-ref 38-39, p. 197; Aca x-ref 39-40, p. 211)

It is noted, however, that both groups of teachers go to the principal for program support more often than to any other individual. While 22% of the vocational teachers name the principal as their supervisor, approximately 35% say they go to the principal more often for support. Likewise, 37% of the academic teachers designate the principal as their supervisor but 50% seek his support most often. (Voc 39, 41, p. 89; Aca 40, 42, pp. 111, 112)

Vocational director/administrators are designated immediate supervisors by vocational teachers (41%) more often than any other administrator. Twenty-two percent of the academic teachers also designate the vocational director/administrator as the supervisor. Of the teachers who are supervised by vocational directors, 53% of the vocational teachers and 19% of the academic teachers most often seek his support. (Voc x-ref 39-41, p. 201; Aca x-ref 40-42, p. 213)

Academic teachers often seek support from other CVAE teachers--72 (18%) indicate that they go to other academic teachers, and 79 (20%) report they go to vocational teachers. Rarely (6%) does a vocational teacher go to another CVAE teacher for support, but when one does, it is most frequently (11 of 19) because the supervisor is unknown. Three percent of the vocational teachers and eight percent of the academic teachers do not know who their immediate supervisor is. Two percent of the vocational and nine percent of the academic teachers go to no one for support. In spite of the inconsistency found in relation to supervisory title and program support, a large majority of both groups of teachers (approximately 93% of the vocational teachers and 88% of the academic teachers) indicate they have the enthusiastic backing and support of their supervisors and administrators. (Voc 42, 43, p. 112; Aca 43, 44, p. 90; Voc x-ref 39-41, p. 201; Aca x-ref 40-42, p. 213)

A discrepancy is found in the number and frequency of supervisory visits as indicated by administrators and CVAE teachers. Thirty-six percent of the administrators report they make 10 to 20 visits per semester to the academic classrooms for supervisory purposes, and 26% indicate they make over 20 visits. Forty-six percent of the academic teachers believe they have no supervisory visits, 10% indicate from 10 to 20, and three percent report they have over 20. The discrepancy is less pronounced in the case of vocational teachers, although it still exists.

Eight percent of the vocational teachers show no visits, 39% indicate 10 to 20 visits, and 16% indicate over 20. Forty-seven percent of the administrators indicate they visit the vocational classes 10 to 20 times a semester and 27% visit over 20 times. (Adm 12, p. 34; Voc 40, p. 89; Aca 41, p. 112)

It is evident from all questionnaires that vocational classes receive more supervisory visits than academic classes. Teachers indicate an average of 12 visits per vocational teacher compared with an average of four visits per academic teacher. Administrators denote an average of 15 visits to the vocational units and nine to the academic teachers. Principals and vocational directors are the persons most often making supervisory visits -- seeing 63% of the vocational teachers and 58% of the academic teachers an average of 12-14 times a semester. Principals supervising academic teachers average five visits each semester and vocational directors average two visits per semester to the academic teachers they supervise. (Voc x-ref 39-40, p. 200; Aca x-ref 40-41, p. 212)

The following chart indicates the relationship found between the average number of visits, the percent of teachers seeking support from their supervisors and the percent of "no visits" recorded by each group. Academic teachers receive fewer supervisory visits and more of them receive no visits; therefore fewer of them seek support from their assigned supervisor.

|                       | Average Number of Visits |           |          |          |     |     | Percent of Teachers Seeking Support From Their Supervisor |     |     | Percent of "No Visits" Recorded by Each Group |     |     |  |  |  |
|-----------------------|--------------------------|-----------|----------|----------|-----|-----|---|-----|-----|---|-----|-----|--|--|--|
|                       | Voc                      |           |          | Aca      |     |     | Voc   | Aca | Voc |   |     | Aca |  |  |  |
|                       | Adm                      | Tea       | Adm      | Tea      | Adm | Tea |   |     | Adm | Tea   | Adm | Tea |  |  |  |
| Superintendent        | 18                       | 14        | 7        | 8        | 69% | 33% | 0   | 0   | 0   | 0   | 11% |     |  |  |  |
| Assistant             | 3                        | 12        | 1        | 4        | 44% | 8%  | 0   | 0   | 0   | 0   | 22% |     |  |  |  |
| Principal             | 15                       | 12        | 16       | 5        | 66% | 46% | 1%  | 6%  | 0   | 0   | 32% |     |  |  |  |
| Assistant             | 15                       | 4         | 14       | 4        | 50% | 31% | 0   | 0   | 0   | 0   | 36% |     |  |  |  |
| Vocational Director   | 25                       | 14        | 12       | 2        | 53% | 19% | 0   | 8%  | 18% | 0   | 53% |     |  |  |  |
| Vocational Supervisor | 6                        | 11        | 0        | 3        | 24% | 21% | 0   | 11% | 0   | 0   | 53% |     |  |  |  |
| Vocational Counselor  | 20                       | 17        | 10       | 4        | 62% | 33% | 6%  | 9%  | 21% | 0   | 43% |     |  |  |  |
| Total                 | 15<br>Avg                | 12<br>Avg | 9<br>Avg | 4<br>Avg | 48% | 38% | 1%  | 8%  | 7%  | 0   | 46% |     |  |  |  |



Academic teachers indicate that they are visited very little (an average of 2 visits per teacher) when the vocational director is their supervisor. More than half of them show that the vocational director makes no supervisory visits to their classroom. Academic teachers show a high percentage (43-53%) of no visits for all vocationally oriented supervisory personnel. (Voc 39-41, p. 89 ; Aca 40-42, p 111, 112)

#### Effect of Supervision on Successful and Failing Programs

Comparison after visitation of supervisory visits to programs judged successful with supervisory visits to programs seen as failing reveals no differences in the number of visits to vocational programs, but failing academic programs showed a difference in the number of supervisory visits. Teachers of failing academic programs receive an average of two visits per teacher, and successful programs receive an average of eight visits from supervisory personnel. Sixty percent of the teachers of successful academic programs go to their supervisor for support. These teachers receive more supervisory visits than the teachers who go to someone other than their own supervisor for support. Thirty-three percent of the teachers of failing programs go to their supervisor for support. This supports the judgment resulting from visitation that lack of interest and concern of the administrator has a direct relationship to CVAE failure. (Visitation report p. 92)

Questionnaires for administrators and both groups of teachers asked for indications of additional supervisory needs and needs for assistance from better informed personnel with CVAE experience. Of the 16 related items listed, no item is checked by a majority of all groups, and only three are checked by a majority of any one group. The ten items receiving the most emphasis are as follows:

|  | Adm | Voc | Aca |
|--|-----|-----|-----|
| Experienced personnel to assist with developing instructional materials geared especially for CVAE | 68% | 49% | 44% |
| A state CVAE vocational and academic specialist to give assistance to local programs               | 37% | 42% | 53% |
| Experienced personnel to assist with curriculum guides for individual courses                      | 54% | 27% | 38% |
| A local coordinator of CVAE vocational and academic programs                                       | 28% | 30% | 38% |
| A local vocational counselor to aid students in career choices                                     | 27% | 31% | 34% |
| Experienced personnel to assist with coordination of vocational and academic phases                | 42% | 27% | 21% |
| Area CVAE teachers organizations to provide for exchange of instructional materials and ideas      | 24% | 34% | 31% |
| Area coordinator of CVAE vocational and academic programs  | 32% | 26% | 21% |
| Experienced personnel to assist with more realistic program guidelines                             | 32% | 18% | 26% |
| An area CVAE consultant  | 37% | 10% | 24% |

(Adm 78-81; Voc 44,45; Aca 45,46)

## Summary

Principals are most often overall supervisors of local CVAE programs. Schools which have a vocational director use him as the direct supervisor of approximately one half of the vocational programs. The supervision of the academic phase in schools having vocational/directors is divided almost equally among the principal, vocational director, and other vocational personnel. Vocational directors supervise vocational programs with frequent visits and their teachers generally come to them for support; however, there is very little evidence of a positive supervisory relationship between vocational directors and academic teachers. In schools where there is not a vocational director, most of the CVAE teachers are supervised by the principal.

The individual designated by title as supervisor is not necessarily the person most often consulted by CVAE teachers. Both groups of teachers consult the principal more often than any other person for support. Teachers tend to go to their supervisor for support if he frequently visits their CVAE programs.

Administrators say the number and frequency of supervisory visits to CVAE classrooms is much greater than indicated by CVAE teachers. Regardless of the supervisory title, almost all supervisors visit vocational classes much more often than academic classes. Successful academic programs are found to have more supervisory visits than fail-

failing programs, while there is no difference in the number of visits in vocational programs.

Approximately one-half of the administrators and teachers feel a need for assistance from experienced personnel in developing instructional materials for CVAE, and many, particularly from academic areas, feel a need for a state CVAE vocational and academic specialist to assist local programs.

## FACILITIES AND FUNDING

The sample study and visitation indicated most CVAE facilities and equipment meet vocational divisional standards as set up by TEA, with the exception of CVAE homemaking programs. This fact is corroborated by questionnaires from vocational teachers: 68% believe facilities meet the standards, 74% find equipment comparable to that used in commercial establishments and feel it meets division standards, and 93% indicate equipment is kept in good repair. Of the vocational teachers indicating their facilities do not meet TEA standards, 66% are teachers of home and community services. Home and community service teachers also represent 75% of the teachers who do not have commercial equipment and 53% of the teachers whose equipment is not kept in good repair. It is noted that CVAE homemaking programs make up only 22% of the total CVAE programs; therefore, a disproportionate percent of CVAE homemaking teachers do not have facilities that meet TEA standards.

CVAE homemaking teachers answered questions concerning facilities and equipment in the following way:

Do your shop or lab facilities meet the present division standards for your CVAE cluster as set up by TEA?

Home and Community Services Teachers:  
24 Yes (40.68%) 35 No (59.32%)

Clothing Services Teachers:  
3 Yes 1 No

Food Service Teachers:  
6 Yes 1 No

Do you have up-to-date equipment comparable to that used in commercial establishments, that meets the present division standards for CVAE programs?

Home and Community Services Teachers:  
26 Yes (43.33%) 34 No (56.67%)

Clothing Services Teachers:  
4 Yes 0 No

Food Service Teachers:  
6 Yes 1 No

Is the equipment kept in good repair?

Home and Community Services Teachers:  
34 Yes (56.67%) 10 No (16.67%) 16 Did not answer (26.67%)

Clothing Services Teachers:  
3 Yes 1 Did not answer

Food Service Teachers:  
6 Yes 1 Did not answer

(Voc 74-76, p. 99)

Almost identical percentages of administrators agree in relation to equipment; however, only 87 (49%) of the administrators indicate that all of their CVAE facilities meet division standards. Deficiencies are specified 43 times in shop space, 36 times in storage space, 35 times in laboratory space, and 25 times in equipment. These deficiencies are most often for industrial units (53%) and homemaking (31%). (Adm 70-73, pp. 54, 55)

Funding is the major problem in the area of facilities, not only for

existing programs (58% of the administrators indicate a need for financial assistance in constructional costs), but also in expansion of CVAE programs. Seventy-nine percent of the administrators indicate a need for additional CVAE programs, and 93% of these respondents have no funds available to expand facilities. (Adm 69, 74, 75, pp. 54, 55)

Other requirements for additional funds are also frequently designated. Fifty-six percent of the administrators indicate a need for financial aid to compensate for the lower teacher-pupil ratio required for CVAE academic teachers, and 45% express a need for financial assistance to reduce the academic teacher load. (Adm 68, p. 54)

During visitation it was found that many schools do not have modified academic programs for CVAE students because there is no compensation for the lowered teacher-pupil ratio of the CVAE academic teacher. Equal emphasis (40%) is placed by respondents on a higher reimbursement rate to establish additional programs to meet student needs and to offer greater assistance to reduce the school districts' cost per student.

(Adm 69, p. 54)

Questionnaires were received from teachers in the following locations: (Voc 7, p. 61; Aca 9, p. 82)

| <u>Aca</u> | <u>Voc</u> |                           |
|------------|------------|---------------------------|
| 43%        | 48%        | In junior high            |
| 44%        | 33.5%      | In senior high            |
| 1%         | 12%        | In the vocational complex |
| 5%         | 2%         | In elementary school      |

Vocational laboratories or shops are removed from regular classes more often than academic classrooms, yet all CVAE facilities are usually located with the regular school facilities. Only 13% of the administrators, 23% of the vocational teachers, and 4% of the academic teachers say their present location isolates CVAE students from the total student body. A similar minority (20% of the administrators, 17% of the vocational teachers, and 7% of the academic teachers) expressed dissatisfaction with the present location. No correlation can be assumed, however, for of the few indicating present locations as unsatisfactory, most specify a CVAE complex as more desirable (55% of the administrators, 90% of the vocational teachers, and 62% of the academic teachers). It is noted that the above data is contradictory to visitation findings which indicated isolation of academic classrooms has a direct relationship to CVAE stigma. (Adm 30, 31, p. 41; Voc 8, 10, 11, p. 82; Aca 10, 12, pp. 104, 105)

There is no relationship between the size of the school and the frequency of dissatisfaction with the location expressed by the CVAE teachers. Vocational teachers who are dissatisfied with the location of their laboratories or shops more often do not have their CVAE vocational units located with the regular vocational units, but not to a significant degree. The number (77) of academic teachers dissatisfied with their location is too small for analysis of preference. (Voc 1, p. 80; Aca 1, p. 103)

Administrative opinion is equally divided regarding feasibility of using regular vocational facilities for CVAE. Possible problems often



designated are scheduling conflicts (47% of the administrators) and conflict over laboratory and shop equipment maintenance, storage, etc. (40% of the administrators). (Adm 76, 77, p. 55)

#### Summary

CVAE facilities and equipment usually meet vocational divisional standards as set up by TEA. The great need for CVAE program expansion creates a major area of concern, expressed in terms of inadequate space and/or lack of funds to implement expansion and additional programs.

Emphasis is also placed on insufficient funds to accommodate the higher cost per student in CVAE programs.

CVAE facilities are normally situated with regular facilities, and a large majority of CVAE personnel feels present locations are satisfactory.

Opinion concerning the feasibility of CVAE using regular vocational facilities is equally divided among administrators.

## FACULTY INFORMATION

The vocational program was judged more successful than the academic program by the visitation team, administrators, and CVAE teachers. The following dissimilarities of academic and vocational teachers may be contributing factors in CVAE program success or failure.

The most significant data pertaining to faculty information found in the sample study was the difference between academic and vocational teachers. These differences were found in the areas of teacher selection for CVAE, formal education, teacher experience, CVAE training, and present teaching positions. The obvious need for further study resulted in the compilation of the following information:

### Selection

The dissimilarity of academic and vocational teachers begins with their selection. A large majority of academic teachers (almost 90%) come into the CVAE program from the regular teaching staff. A reverse situation is found with the vocational teacher, since more than 80% are employed for the specific purpose of teaching CVAE. (Adm 14, p. 35; Voc 28, p. 86; Aca 29, p. 109)

The vocational teacher is most often selected because of his special skills (approximately 56%) while availability is listed more often than any other one factor in selecting academic teachers. It is noted that a deep desire to help students with learning and socio-economic disabilities

was indicated in over 20% of the cases in selecting both academic and vocational teachers. (Adm 16, 17, p. 35)

Interestingly, teachers many times indicate the basis for their selection as different from that indicated by the administrators. The following table is presented for easy comparison: (Adm 16, 17, p. 35; Voc 30, p. 87; Aca 31, p. 109)

| Vocational |       | Academic |       |   |
|------------|-------|----------|-------|---|
| % Adm      | % Tea | % Adm    | % Tea |   |
| 20.07      | 24.74 | 25.11    | 38.59 | Assigned because of availability  |
| 58.86      | 30.18 | 22.30    | 8.16  | Had special skills for teaching CVAE  |
| .50        | 10.53 | 16.62    | 14.84 | Had experience teaching students with learning disabilities                     |
| 17.56      | 28.77 | 22.88    | 22.45 | Had a deep desire to help student with learning and socio-economic disabilities |
| .50        | 1.75  | 6.40     | 4.82  | Assigned because no one else would accept the assignment                        |
| 1.17       | .18   | 5.32     | 1.30  | Assigned because teaching CVAE courses is on a rotation basis                   |
| 1.34       | 3.86  | 1.29     | 9.83  | Other   |

Administrators indicate three of every four vocational teachers have volunteered for a CVAE assignment, and one of every three academic teachers is a volunteer. Both groups of teachers indicate somewhat less voluntary action. The vocational teacher reports he requested the assignment 56.3% of the time, and the academic teacher indicates he volunteered in 2.51% of the cases. In either instance, the vocational teacher is in the CVAE program by choice much more often than the academic teacher. (Adm 14, p. 35; Voc 29, p. 86; Aca 30, p. 109)

### Qualifications

The formal education of the academic teacher is much more extensive than that of the vocational teacher. Almost all academic teachers have college or university degrees (94.4%) while only 60% of the vocational teachers are degreed. The majority of those vocational teachers holding degrees are teaching home economics and agriculture. Almost all (93.5%) of the academic teachers have professional or provisional teacher certificates, while only 77.4% of the vocational teachers do. (Voc 20, p. 84; Aca 21, p. 107)

A reverse situation is found in relation to wage-earning experience. Fifty-eight percent of the vocational teachers have had five or more years of occupational experience, and 55% of these have had more than ten years of experience. Almost three-fourths of the academic teachers have had no wage-earning at all, and only 12% have had experience of five years or more. (Voc 25, pp. 85, 86; Aca 26, p. 108)

The academic teacher had more teaching experience prior to CVAE than did the vocational teacher. CVAE was the first teaching experience for 46.4% of the vocational teachers, while 25.4% of the academic teachers entered the teaching field in a CVAE program. Thirteen percent of the CVAE vocational teachers who had no teaching experience also had no wage-earning experience. Forty-four percent of the academic teachers and 33% of the vocational teachers had five or more years teaching

experience before becoming CVAE teachers. Experience in a subject area related to the CVAE course now being taught was reported by 70% of the academic teachers and 65% of the vocational teachers. Both groups of CVAE teachers, vocational and academic, have approximately the same percentage of teachers with previous experiences in the special skill areas which are of value for teaching CVAE students. The area of experience for most of the teachers (approximately 20%) is work with low income groups, with remedial or basic classes and work with students having severe discipline problems indicated also as areas of frequent experience. (Voc 22-25, 27, pp. 85, 86; Aca 23-26, 28, pp. 107-109)

Both academic and vocational teachers have typically been in a CVAE program from one to three years (76% vocational, 84% academic), and almost all teachers are teaching courses for which they are certified (92.2% vocational, 84.8% academic). Nearly 60% of the academic teachers obtained their CVAE-related experience in public schools. The experience of the same percentage of vocational teachers is almost equally divided between public schools and industry. (Voc 21, 22, 26, pp. 85, 86; Aca 22, 23, 27, pp. 107-109)

### Training

Administrators mention the lack of academic teachers with special training for teaching CVAE students twice as often as any other one problem in faculty selection. The state requirement for vocational teacher training is, in all probability, the basis for the wide variance found

between vocational and academic teachers in relation to special training for CVAE. Eighty percent of the vocational teachers had some form of special training prior to teaching CVAE, and all have had training since entering the program. Almost 70% of the academic teachers had no special training before becoming CVAE teachers, and approximately 50% have had none since. (Adm 20, pp. 36, 37; Voc, 33, pp. 87, 88; Aca 34, p. 110)

A required CVAE summer workshop accounts for 38% of the vocational teachers' prior training, and 32% of their training was almost equally divided between participation in local in-service training (10%), college courses for teaching students with special needs (11%), and college summer school CVAE courses (11%). Their training since becoming CVAE teachers has been concentrated in the latter three areas (almost 70%), plus CVAE workshops offered locally (20%). A few academic teachers (14.4%) had one or more college courses designed for teaching students with special needs before entering the CVAE program. Of the academic teachers who have had special training since becoming a CVAE teacher (approximately 50%), most have had their training in local in-service CVAE training, local CVAE workshops and college courses for teaching special students. (Voc 33, pp. 87, 88; Aca, 34, p. 110)

Three-fourths of the vocational teachers indicate their training sufficient to meet the challenge of teaching CVAE classes, although 38.5% have not completed the training required. When asked to designate

needs for additional training, only 14.5% of the vocational teachers indicated "none." More than 50% of the academic teachers report their training is insufficient, and approximately 95% indicate areas in which they feel a need for additional training. Seventy-seven percent of the administrators feel the need for further CVAE teacher certification, and 52% of these believe the specific need is in relation to the academic teacher. (Adm 19, p. 36; Voc 34-36, p. 88; Aca 35-37, pp. 110,111)

More than half of the additional training needed by academic teachers was in the areas of teaching methods, instructional materials, and instructional aids for the CVAE students, with almost as much emphasis on the need for training in the area of student relationships and motivation. Fewer vocational teachers indicated additional training needs, but approximately one-third of them checked the same areas as the academic teacher. The vocational teacher (29.8%) also felt the need for training in the coordination of academic and vocational phases of the CVAE program. Both groups of teachers would prefer to have the additional training handled through area in-service training (approximately 38%) and special college courses (approximately 30%) in the summer. (Voc 34-37, pp. 88, 89; Aca 35-38, pp. 110-111)

Over 90% of the vocational teachers teach CVAE exclusively while almost 80% of the academic teachers teach both CVAE and regular classes. Although both groups of teachers describe their CVAE teaching experience

as challenging and satisfying, the academic teacher most often prefers to teach regular classes (65.9%). Almost all (95%) vocational teachers who have experience in both regular and CVAE classes prefer CVAE classes. (Voc 31, 32, p. 87; Aca 32, 33, p. 110)

#### Effect of Teacher Qualification and Training on Successful and Failing Programs

There is little difference between the years of CVAE experience for vocational teachers of successful and failing programs, but failing academic teachers do not seem to remain in the CVAE program. Eighty percent of the successful academic teachers have been teaching CVAE for two to four years, while 37% of the failing academic teachers have been teachers more than one year.

In the vocational program, successful teachers (62%) had no previous teaching experience, but failing teachers (75%) had two to nine years experience. The reverse is true of academic teachers; successful teachers had more teaching experience (33% had none) than failing teachers (66% had none).

Wage-earning experience of the successful vocational teachers is greater (87%) than that of the unsuccessful teacher (50%). There is some difference in teachers' wage-earning experience between successful and failing academic programs; seventy percent of the successful and 89% of the failing teachers had no wage-earning experience. It was found during visitation that successful programs have more coordination and that



academic teachers with wage-earning experience or knowledge can better coordinate the academic program with the vocational phase; therefore it might be assumed that the 22% difference in wage-earning between successful and failing programs may influence program effectiveness.

Three-fourths or more of the vocational teachers got their previous training in the armed services or industry with little difference between successful (83%) and unsuccessful (three of four) teachers. Most academic teachers, both successful and unsuccessful, got their experience in public schools.

More failing teachers (20% vocational and 29% academic) indicate that they had no previous experience of value in teaching CVAE than do successful teachers (12% vocational and 10% academic).

All successful teachers prefer to teach CVAE, find it challenging and satisfactory (95%) and are generally employed especially to teach CVAE (74% vocational and 40% academic). Successful teachers have most often volunteered to teach CVAE. Failing academic teachers all prefer to teach regular classes as does one of the two responding vocational teachers, but not as many failing teachers (six out of nine) feel that CVAE is challenging and satisfying. Only one failing teacher (out of 12) had been employed especially to teach CVAE and three had volunteered.

## Summary

A general summation finds the vocational teacher is normally employed specifically to teach CVAE because of his special skills and because he chooses to teach CVAE. The academic teacher is most often assigned to teach CVAE from the regular teaching staff because he is available.

In comparison, the academic teacher has more extensive formal education and teaching experience while the vocational teacher has much more occupational experience.

Administrators indicate the lack of academic teachers with special training for teaching CVAE is the major problem in faculty selection and assignment. The vocational teacher has had more special CVAE training, yet both vocational and academic teachers feel a need for additional training. A lack is felt in the areas of:

1. Student relationships and related problems (including motivation).
2. Instructional materials.
3. Instructional aids for CVAE students.
4. Teaching methods.
5. Coordination of academic and vocational phases of CVAE.

Both teacher groups would like additional training handled through area in-service training and special college courses.

The vocational teacher usually teaches CVAE classes only and prefers them to regular classes. The academic teacher generally teaches both CVAE and regular classes and prefers to teach regular classes.

## STUDENTS

Recommended TEA guidelines, providing eligibility requirements and student characteristics, establish the basic criteria for CVAE student selection. Many schools do not have CVAE programs to serve the needs of all their eligible students; therefore, not merely eligibility but also additional screening criteria to select those students that will be accepted into the program determine selection. This study examines the area of CVAE student selection to identify criteria that are used in schools, the degree of frequency with which each criterion is used, and the personnel which form the selection committee.

The use of counseling services to identify the student who can benefit from the program is one of the TEA eligibility requirements. Visitation and questionnaire replies from the sample study indicated that available counseling services are not fully utilized in the selection of CVAE students, nor in the evaluation of CVAE student progress. This report provides a more comprehensive study of the utilization of counseling services for the benefit of CVAE students.

CVAE classes are unique, departing from traditional academic curriculum, and the composition of CVAE classes also departs from that of regular classes in a majority of the schools. This study entails a survey of the racial, sexual, and intellectual composition of CVAE classes in an effort to determine the degree to which the composition of

CVAE classes departs from that of regular classes and the significance of the differences.

The vocational and academic phases which comprise the total CVAE program are unlike in course content and method of achievement of CVAE goals. The sample study revealed that there is also a difference in the degree of overall success of each phase. In this report, CVAE vocational and academic phases are studied separately to define method and achievement differences. In addition, a comparative analysis is made to ascertain the effect each phase has on student attitude and achievement of CVAE goals.

The single factor which has the greatest impetus in the selection process is academic failure. In 96 (54%) schools, academic failure is always used in the determination of students most qualified for CVAE. Sixty-five other schools also use academic failure, 40 of them very frequently and 20 of them approximately half the time. One hundred and sixty-one of the administrators (91%) indicate academic failure is used as a criterion for CVAE to some degree. (Adm 24, pp.39, 40)

A history of absenteeism is another consideration used in 110 schools (62%). Only 38 (21%) of the administrators designate absenteeism is always considered, 30 (17%) designate often, and 29 (16%) designate approximately half the time. (Adm 24, pp. 39, 40)

While only 99 of the administrators (56%) indicate over-age is considered when selecting CVAE students, 48 of these indicate over-age

is always considered and 27 designate it is considered very often. The same number of administrators consider cultural deprivation, although with much less frequency. Other factors, considered by slightly less than half the administrators, are social maladjustment, home situation, and discipline problems. The use of none of these factors is indicated with great frequency. (Adm 24, pp. 39, 40)

Administrators indicate counselors participate in the identification, screening, and selection of CVAE students more frequently than any other individual. Of the 165 schools which have counseling services available, 155 administrators (94%) designate counselors as participating in the selection of CVAE students to some degree, and 114 of these (74%) indicate the counselor always participates. Vocational and academic teachers agree with the administrators on the degree to which available counseling services are used in the screening and selection of CVAE students. (Adm 22, 23, pp. 38, 39; Voc 46, pp. 91, 92; Aca 47, p. 114)

The counseling services most often used in screening students before entering CVAE are personal interview (always used in 84 schools, 47%), achievement testing (always used in 80 schools, 45%), and intelligence testing (always used in 58 schools, 33%). Vocational aptitude testing and personality inventories are rarely used for CVAE screening purposes. Less than half of the CVAE students (45%) have been screened for physical reading handicaps. (Adm 23, 25, pp. 38-40)

### Selection

The principal also often helps in the selection of CVAE students. His opinions are considered in 144 (81%) of the schools and in 73 of these schools (51%), always considered. CVAE teachers participate to almost an identical degree as that of the principals. Regular teachers assist in the selection process in 126 (71%) of the schools, although much less frequently than CVAE teachers, and the vocational director/administrator with still less frequency (51%). (Adm 21, pp. 37, 38)

Parental consent does not appear to be a major problem in placing students in CVAE programs. Fifty-two percent of the administrators designate they have no students identified for CVAE who are not enrolled because of lack of parental consent. Thirty-three percent have from one to five (usually two) students in this category, and only 15% have more than five. Only 20% of the CVAE students indicate they discussed CVAE with their parents before enrolling in the program. (Adm 26, p. 40; Stu 7, p. 126)

While only ten administrators say they have had students return to regular classes because of poor initial screening, many CVAE teachers (33% academic and 28% vocational) felt CVAE students have not been carefully screened and selected, and a majority of teachers (62% academic and 57% vocational) feel they have students in their CVAE classes who should be in special education, but only one-half of these students have been identified as special students. Almost half (46%) of the administrators agree that special education students are enrolled in CVAE classes.

Administrators and teachers most often indicate between one and four students in this category, although there are a few instances of 12 or more. Teachers indicate about 6% of the total CVAE student body should be in special education. (Adm 33, 60, pp. 42, 51, 52; Voc 48, 49, 51, p. 93; Aca 49, 50, 52, p. 115)

#### Composition of Classes

Approximately 66% of the administrators provided information concerning the average intelligence level of the students in their CVAE programs. Thirteen percent of these indicate the average to be below 70, and another 23% indicate an average in the 70 range. Almost 99% of the administrators designate the average intelligence of their CVAE students as below 90. (Adm 23, pp. 38, 39)

Of the 359 CVAE students which administrators feel should be in special education, only 195 (54%) have been screened and identified as special education students. The special education coordinator participates in this screening and identification more often than any other individual (58% of the schools). Other personnel also participating in identification of special education students are counselors (46% of the schools), principals (35% of the schools), and teachers (35% of the schools). (Adm 33, 34, pp. 42, 43)

While a substantial majority of teachers (approximately 81%) feel special education students are carefully screened and selected for CVAE, an almost equally large majority (72%) feel special education students should not be included in CVAE classes. The reason most often indicated for not including special education students is the additional supervision required

(146 vocational teachers [36%] and 115 academic teachers [29%]). A major problem with special education students in vocational classes concerns the safety factor, indicated by 170 vocational teachers (42%). Academic teachers (130 - 32%) indicate a major problem in the academic classroom is the special education student's slowness to learn, which retards the progress of the entire class. A majority of the teachers (65% vocational and 75% academic) with special education students in their CVAE classes indicate they do not perform on an achievement level comparable to that of other CVAE students. Another problem often designated is the special education student's poor retention rate (vocational teachers 25% and academic teachers 23%). It is noted, however, that only 17% of the vocational teachers and 23% of the academic teachers designate the student whose intellectual and/or physical disabilities prevent his educational progress is unable to benefit from the CVAE program. (Voc 50, 52, 53, 78, pp. 93, 94, 101; Aca 51, 53, 54, 75, pp. 115, 116, 123)

A fairly even distribution between three races is found in CVAE students throughout the state. A tally of CVAE students as indicated by CVAE teachers is as follows: (Voc 57, p. 95; Aca 58, p. 116)

|            | Mexican-American | White | Black |
|------------|------------------|-------|-------|
| Vocational | 38%              | 38%   | 23%   |
| Academic   | 40%              | 39%   | 21%   |

The nature of vocational and academic classes leads to an expected difference in the composition of classes. Academic classes generally group the sexes together (71%), and the academic teacher indicates reasons for mixing the sexes twice as often as reasons why they should be separated. The opposite is true of the vocational teacher -- the sexes



are separated in most of his classes (72%), and he indicates advantages to this arrangement twice as often as to coeducational classes. The order of emphasis placed by both teacher groups, however, is identical in both arrangements. As to reasons for mixing sexes, most emphasis is placed upon the need for normal social development (25% of the vocational teachers and 61% of the academic teachers). In second order, 36% of the academic teachers and 20% of the vocational teachers feel sexes should be together so CVAE classes will not be different from regular classes. In relation to advantages of separated sexes, the differences in their job interest and skills is checked most often by both teachers (vocational 52% and academic 22%). The minimization of discipline problems is checked by the second largest number of both teachers (vocational 30% and academic 16%). (Voc 54-56, p. 94; Aca 55-57, p. 116)

Academic and vocational teachers from CVAE classes in which the sexes are separated (whether all-male or all-female), prefer having the sexes separated (90% vocational, 73% academic). The reason for such preference was primarily the difference in job interests and skill abilities between the sexes, and fewer discipline problems constituted the secondary reason. Teachers of males felt the students worked better separately, but teachers of females placed more frequent importance on the ease with which some subject matter could be covered if sexes were separated. (Voc x-ref 55-56 A & B, pp. 203, 204; Aca x-ref 56-57 A & B, pp. 214, 215)

Eighty-five percent of the academic and 94% of the vocational teachers with the sexes together in class preferred that they remain together, half of them indicating improved social adjustments as the reason and one-third stressing the importance of not having CVAE different from regular classes by separating the sexes. A majority of the teachers (68%) who teach both classes with the sexes separated and classes with the males and females together, prefer to teach the sexes together for the same reasons as the teachers of mixed sexes. (Voc x-ref 55-56A and B, pp. 203, 204; Aca x-ref 56-57, pp. 214, 215)

#### Counseling Services

While counselors and counseling services are often employed in the identification, screening, and selection of CVAE students, there is little evidence of extensive use after students enter CVAE programs. In schools which have counseling services available, 62% of the academic teachers and 70% of the vocational teachers indicate CVAE students are routinely tested and/or interviewed by counselors -- however, only 12% of both teacher groups indicate more than 20% of their CVAE students voluntarily use counseling services. Fifty-nine percent of the administrators designate the average number of visits per year for CVAE students is two or less, and 23% indicate three visits per year. (Adm 28, p. 86; Voc 46, pp. 91, 92; Aca 47, p. 112)

Students indicate even less use of counselors. Only 22% of the students designate they discussed CVAE with counselors before entering

the program. Of the 620 students having counselors available, 44% have not visited the counselor at all this year, 19% have had one visit with the counselor, and 17% have had two visits. (Stu 7, 12, pp. 126, 127)

Furthermore, CVAE teachers indicate little use of counseling services to measure CVAE student development. Approximately 32% of the teachers indicate personal interviews are used, approximately 30% indicate achievement testing is used, and approximately 14% indicate vocational testing is used. (Voc 73, p. 99; Aca 73, p. 55)

#### Effect of Vocational and Academic Classes on Student Attitude and Achievement

Evidence was found during school visitation indicating CVAE students are inclined to accept certain situations in the vocational classroom which are not acceptable in academic classes. The evidence is substantiated by student questionnaires. Although 63% of the CVAE students designate they have no problems in vocational classes and 58% designate they have no problems in academic classes, 80% of the students indicate they prefer vocational to academic classes. (Stu 8, 9, 17, pp. 126, 127)

Perhaps the most favorable attitude toward vocational classes is due in part to the reasons for choosing the CVAE program as indicated by students. "I thought I would like this kind of work" is checked by almost twice as many students (33%) as any other single factor. Further, 72% of the students indicate they are interested in having a job related to the

work they are learning in CVAE. However, several dissimilarities are found in a comparison of vocational and academic classes -- one of which is the relationship between classroom isolation and the students' feelings of segregation. (Stu 4, 6, p. 125)

Few teachers specify a feeling of segregation on the part of CVAE students. It is noted, however, that while 23% of the vocational teachers indicate the CVAE classroom is isolated from the regular facility, only ten percent indicate their students feel segregated from the regular student body. On the other hand, only four percent of the academic teachers indicate their CVAE classes are actually isolated, yet 19% indicate their students feel segregated from mainstream students. Of the teachers whose vocational units did isolate their students, only 16% designated that their students feel segregated; therefore, factors other than physical isolation of vocational laboratories or shops and/or academic classrooms must also contribute to the students feeling of segregation. (Voc 8, 9, p. 82; Aca 9, 11, pp. 104, 105)

Vocational classes are exclusively composed of CVAE students more often than academic classes. Classes restricted to CVAE students are indicated by 88% of the vocational teachers compared to 71% of the academic teachers. In addition, while only seven percent of vocational teachers indicate three or more classes of CVAE and regular students together, 39% academic teachers indicate three or more such classes. (Voc 5, p. 81; Aca 5, p. 104)

An even greater variation is found in relation to the number of students in CVAE classes. Sixty-eight percent of the vocational teachers indicate none of their classes have more than the recommended 15 students, while 40% of the academic teachers indicate none of their classes contain more than the recommended 20 students. Only four vocational teachers indicate three or more classes with more than 15 students, but 152 (38%) academic teachers designate three or more classes of more than 20 students. A comparison of teacher information shows 724 overcrowded academic classrooms versus 82 overcrowded vocational classes. (Voc 6, p. 81; Aca 8, p. 104)

Almost all teachers and administrators (99%) indicate CVAE students have an opportunity to participate in school activities. The activity most often indicated is sports (89% of the administrators, 80% of the vocational teachers and 84% of the academic teachers). There is very similar indication that students attend school assemblies, (92% of the administrators, 79% of the vocational teachers, and 75% of the academic teachers) yet only 37% of the vocational teachers and 35% of the academic teachers feel CVAE students have an opportunity to participate in the assemblies they attend. Administrators differ, 80% of them are of the opinion that CVAE students participate in school assemblies. School publications are indicated by approximately 36% of the teachers and half of the administrators. Very few teachers (approximately 11%) feel CVAE students have an

opportunity to participate in any other extracurricular activity. (Adm 32, p. 42; Voc 12, pp. 82, 83; Aca 13, p. 105)

Sixty-three percent of the vocational teachers indicate their students belong to CVAE student-related organizations, and 53% of the students indicate a CVAE club membership. The organizations most often indicated are Vocational Opportunity Clubs of Texas (66%) and Home Economic Related Occupations (20%). (Voc 71, p. 98; Stu 24, p. 128)

Sixty-six percent of the administrators have had CVAE students transfer into regular classes before completing CVAE classes, and of these, 53% indicate the students' achievement level had progressed to regular class level. The vocational teacher sees a larger degree of improvement in his students than does the academic teacher; however, both groups of teachers agree the area of greatest improvement is that of pride and self-confidence. Vocational achievement is the area which receives the second most emphasis by both groups of teachers. It is noted that academic teachers see more improvement in vocational achievement than academic achievement and vocational teachers see less improvement in academic achievement than any other area. This verifies the findings of the visitation team that the academic phase is the CVAE area with the least evidence of success. The numbers of teachers indicating areas of much improvement are as follows: (Adm 60, pp. 51, 52; Voc 77, pp. 100, 101; Aca 74, pp. 121-123)

|   | Vocational<br>Teacher | Percent of<br>Total Teachers | Academic<br>Teacher | Percent of<br>Total Teachers |
|---|-----------------------|------------------------------|---------------------|------------------------------|
| Pride and self-confidence                                       | 238                   | 59%                          | 129                 | 32%                          |
| Vocational achievement  | 237                   | 59%                          | 111                 | 28%                          |
| Interest in school  | 170                   | 42%                          | 70                  | 17%                          |
| Interest in preparing for a<br>productive and rewarding<br>life | 166                   | 41%                          | 76                  | 19%                          |
| Gainful employment  | 168                   | 42%                          | 68                  | 17%                          |
| Interest in fellow students                                     | 145                   | 36%                          | 70                  | 17%                          |
| Academic achievement  | 103                   | 25%                          | 104                 | 25%                          |

## Summary

Counselors, principals and CVAE teachers usually identify, screen, and select students for CVAE programs. Academic failure is most often the deciding factor in student selection, although personal interviews and achievement testing are often conducted. Half of the CVAE programs have had some problems with parental consent in student selection.

The intelligence level of the present CVAE student is almost always below 90. Special education students are often placed in CVAE programs, and a large majority of teachers feel they should not be included. The problem most often cited is that of requirement for additional supervision. Vocational teachers feel the safety hazard is too great with special education students, and academic teachers feel the special education students retard the progress of the entire class. However, few teachers indicate special education students are unable to benefit from CVAE.

Although counselors and counseling services are available in most school systems and are used extensively in the initial student selection process, there is very little evidence of active participation by counselors in the CVAE programs. Seldom are counseling visits indicated by teachers or students, and few teachers use counseling services to measure CVAE student development.

The student's interest in vocational class is most often designated as the primary reason for selection of the CVAE program, and a large majority of students continue to prefer vocational classes over academic



classes. The more favorable attitude toward vocational class is reflected by teachers indicating CVAE students feel segregated more often in academic classes than in vocational classes although vocational classrooms are actually isolated from regular classes more often and academic classes include regular students more often than vocational classes.

Academic classes are usually coeducational, and academic teachers prefer this arrangement, with most feeling it is desirable for normal social development. Vocational classes usually contain students of one sex, and vocational teachers feel this is more appropriate due to the differences in job interests and, skills of the two sexes.

Students are in overcrowded academic classes much more often than in vocational classes. A majority of academic classes contain more than the recommended 20 students, while a majority of vocational classes have the recommended 15 students or less.

Extra-curricular activity within the schools for CVAE students is usually restricted to school sports and attendance at school assemblies. Seldom do CVAE students actually participate in assemblies. Slightly more than half the CVAE students belong to a CVAE student-related organization -- generally Vocational Opportunity Clubs of Texas.

Two-thirds of the administrators indicate having students return to regular class before completing CVAE programs -- most often due to the student's improved achievement level. Vocational teachers see

greater improvement in CVAE students than do academic teachers; however, they both agree that the area of greatest improvement is in the area of pride and self-confidence. An almost equal degree of improvement is seen by both groups of teachers in the area of vocational achievement. Less improvement is indicated in academic achievement than any other area due to vocational teachers' failure to see significant improvement in this area.

## COURSES

Vocational division guidelines leave the decision of how the classroom needs of the CVAE student will be met to the discretion of the local school personnel. The sample study revealed that CVAE goals and methods of achieving these goals vary greatly from school district to school district, between schools within the district, among programs within a school, and even teachers within a CVAE program. A study of unity of purpose and manner of meeting the needs of CVAE students in schools around the state was felt to be of importance and was conducted for this report.

In almost every senior high school program (99.1%), CVAE courses provide credit toward high school graduation. However, only 40% of the programs offer enough CVAE credits for students to complete requirements for graduation. In 93% of these schools, high school diplomas are rewarded CVAE graduates. (Adm 57-59, pp. 50-51)

In high schools which do not offer sufficient CVAE courses for graduation, CVAE is usually found in ninth and tenth grades (74% of the programs for boys and 85% of the programs for girls). For further discussion see Units in the report. This study does not contain complete data regarding remedial academic and regular vocational course offerings available to students who have completed CVAE programs; however, only 42 administrators state no such courses are available. English, reading, mathematics, and science are listed most often by administrators who

indicate remedial courses available to former CVAE students, and regular vocational courses are available in some cases. (Adm 59, 63, 64, pp. 51-53)

English, social studies, mathematics, and science are academic courses in which CVAE students are generally enrolled. It is noted that although the administrator rarely checks science on his questionnaire, academic teacher and student questionnaires indicate science as a common CVAE-academic course, and this fact was corroborated by visitation. The discrepancy is unexplained. (Adm 56, p. 50; Aca 2, p. 103; Stu 14, p. 127)

CVAE academic offerings most often available to students:

Adm: Percent of administrators indicating course availability.  
Aca Tea: Percent of questionnaire respondents in each subject area.  
Stu: Percent of students indicating enrollment.

| <u>Subject</u> | <u>Administrators</u> | <u>Academic Teachers</u> | <u>Students</u> |
|----------------|-----------------------|--------------------------|-----------------|
| Social Studies | 61%                   | 20%                      | 65%             |
| Mathematics    | 51%                   | 26%                      | 75%             |
| Science        | 7%                    | 17%                      | 53%             |
| English        | 94%                   | 32%                      | 86%             |

According to administrators, 57% of the CVAE students are in classes of CVAE students only and another 33% are in classes with regular students of similar capabilities. Academic teachers questionnaires indicate a higher percentage of classes for CVAE students only (71%); however, it would be reasonable to expect greater questionnaire response from teachers of these classes than from teachers whose classes contain both CVAE and regular students. (Adm 55, p. 50; Aca 5, 71, pp. 103, 104, 120)

There is little evidence of CVAE students being enrolled in elective courses with mainstream students. Seventy percent of the programs provide

physical education for CVAE students and of these, approximately 70% have the course with regular students. Thirty-three percent of the administrators show band is available to CVAE students, and 27% indicate choir and/or music. Approximately 20% of the administrators designate CVAE students are enrolled in other elective courses. School assemblies and sports are activities in which CVAE students sometimes participate. (Adm 54, 56, p. 50; Voc 12; 70, pp. 82, 83, 98; Aca 13, p. 105)

Both academic and vocational teachers develop their own course outlines (94% academic, 95% vocational). Almost 90% of the academic teachers feel a need for assistance in developing these outlines, and approximately 66% of the vocational teachers express the same need. In both cases, the needs most often cited are definite curriculum guidelines with more realistic goals. (Voc 59, 60, p. 95; Aca 60, 61, p. 117)

Approximately 50% of the academic teachers and 35% of the vocational teachers feel instructional materials for their CVAE courses are inadequate. Materials most often felt lacking are textbooks, reference books, audio-visual aids, and individual workbooks. (Voc 62, 63, p. 96; Aca 63, 64, pp. 117, 118)

Vocational courses are most often designed at the achievement level of the individual student (55%) and at the level of the class as a group (29%). The reverse is true of the academic courses, class as a group (46%) and individual student (37%). (Voc 61, p. 95; Aca 62, p. 117)

Factors most often considered by both teachers in directing courses toward individual student needs are (1) observation of student performance (2) student interest, and (3) personal interviews. Teacher-made diagnostic tests are often used by academic teachers, but rarely by vocational teachers. (Voc 58, p. 95; Aca 59, p. 117)

Criteria other than classwork are almost always used by both academic and vocational teachers in evaluating the achievement of CVAE students. Of the 404 vocational teachers and 402 academic teachers participating in this study, the following numbers are additional factors as indicated: (Voc 68, p. 98; Aca 69, p. 120)

| Vocational Teachers | Percent of Total Teachers | Academic Teachers | Percent of Total Teachers |   |
|---------------------|---------------------------|-------------------|---------------------------|---|
| 329                 | 81%                       | 300               | 75%                       | Attitude                                |
| 284                 | 70%                       | 286               | 71%                       | Individual ability                      |
| 332                 | 82%                       | 266               | 66%                       | Performance, interest, attendance, etc. |
| 167                 | 41%                       | 188               | 47%                       | Attendance                              |
| 120                 | 30%                       | 208               | 52%                       | Participation in class                  |

### Coordination

Most academic teachers (approximately 84%) feel their academic courses are job-related to some degree. According to these teachers, 29% of the courses are less than ten percent job-related and 38% have more than half of the course job-related. Approximately one-half of the academic and nearly three-fourths of the vocational teachers spend time coordinating the vocational phase of the CVAE with the academic phase. Of the academic

teachers, 23% spend one to three hours a week, but only six percent spend an hour a day or more. Thirty percent of the vocational teachers, who spend time coordinating the two phases of CVAE, spend one to three hours a week, and 18% spend an hour a day or more. A large majority of both groups of teachers feel additional coordination of vocational and academic courses is needed (81% of the vocational teachers, 78% of the academic teachers). (Voc x-ref 67A-66A & B, p. 205; Aca 67, 68, 70, pp. 119, 120; Aca x-ref 68A-67A & B, p. 216)

There is little evidence of a relationship between the amount of time CVAE teachers spend on coordination and an expressed need for more coordination; seventy percent of the teachers with an average of five to eight hours of coordination per week see the need for more. Approximately 54% of the administrators express the same feeling. The administrators who feel coordination is insufficient usually attribute the fact to no scheduled time for coordination (49%). However, approximately one-half of the administrators who contend present coordination is adequate indicate the coordination occurs as the teachers have time and/or need. (Adm 82, p. 57; Voc 67, p. 97; Aca 68, 70, pp. 119, 120; Voc x-ref 67A-66A & B, p. 205; Aca x-ref 68A-67A & B, p. 216)

Teachers express varied preferences as to methods of accomplishing adequate coordination with no single method predominant. Listed slightly more frequently than others are (1) coordinated curriculum guides and instructional materials -- 198 times, (2) conference each six weeks to coordinate course outline -- 192 times, and (3) coordination conference

to included CVAE administrators, counselors, and all other CVAE teachers -- 186 times. (Adm 82, p. 57; Voc 66, 67, p. 97; Aca 68, p. 119)

### Advisory Committee

Approximately 80% of the CVAE programs have CVAE advisory committees which normally meet from one to three times a year (82%). Membership usually consists of from three to six people (80%) and includes the vocational teachers (83%). In 53% of the cases, administrators (other than vocational directors) also meet with the committee. (Voc 47, pp. 92, 93)

Committee functions as indicated by vocational teachers having advisory committees are often vague and undefined. Suggesting methods of coordinating CVAE with community needs is listed by more vocational teachers (61%) than any other. Others sometimes indicated are assistance in determining training needs (35%) and aiding the promotion and publication of CVAE programs (28%). Other functions are specified to even a less significant degree. Despite the vague conception of committee functions as indicated by vocational teachers, approximately 54% of the teachers feel the advisory committee is a helpful part of their CVAE program. One-third of the teachers who do not feel their advisory committee is helpful do not know the functions of the committee. (Voc 47, pp 92, 93; Voc x-ref 47F-47E, p.202)



## Summary

Most CVAE students attend modified academic classes which usually include English, social studies, mathematics, and science. There is very little evidence of CVAE students being enrolled in elective courses with mainstream students. Less than three-fourths of the programs offer physical education to the CVAE student and slightly less than one-half the programs have CVAE students in physical education with regular students. Less than one-third of the programs make any other elective course offering available to CVAE students.

Course outlines are almost always developed by individual teachers who express a great need for assistance in this area. Approximately one-half of the academic teachers and one-third of the vocational teachers feel instructional materials for their CVAE courses are inadequate. Criteria other than classwork are almost always used by teachers in evaluating the achievement of CVAE students.

Students completing CVAE courses receive credit toward high school graduation, yet less than half of the programs offer enough CVAE credits to fulfill graduation requirements.

A large majority of CVAE teachers and slightly more than one-half the administrators feel additional coordination of vocational and academic courses is needed. Many teachers designate preference in relation to methods of accomplishing additional coordination with relatively equal

emphasis placed on all methods.

Most CVAE programs have an advisory committee which usually includes the vocational teacher. Slightly more than half of the vocational teachers who have advisory committees say they are helpful, and few indicate a precise concept of the committee's functions.

## INFLUENCE OF CVAE

CVAE students are generally characterized by high absenteeism and a history of academic failure; therefore, they are considered potential dropouts. In the sample study the ability of the program to meet the needs of the potential dropout was evidenced by a change in absenteeism, academic failure, disciplinary problems and school dropouts. In this study a comparison of absenteeism, academic failure, disciplinary problems and dropouts before and since student enrollment in CVAE is used as evidence of program success. In addition a comparison is made between CVAE and regular students. Figures quoted in this section can be found in the comparative analysis of academic questions 14-19 with questions 20A-20E (pp. 217, 218) and vocational questions 13-18 with questions 19A-19E (pp. 206, 207) unless otherwise indicated.

Many CVAE teachers (213 academic teachers [53%] and 172 vocational teachers [43%]) have found chronic absentees unable to benefit under the present CVAE programs. Other students deemed unable to benefit are the undisciplined and/or apathetic student (44% of the academic and 39% of the vocational teachers) and students with severe emotional problems (34% of the academic and 33% of the vocational teachers). One hundred and fifty-five academic teachers (39%) indicate the

academically unmotivated student is not benefiting from CVAE. (Voc 78, p. 101; Aca 75, p. 123)

While most CVAE students indicate a preference for CVAE over regular education, 74% contend they would be in school without the CVAE program. Forty-seven percent of the students completing questionnaires are under 16 years of age and are therefore required by law to attend school, yet 68% of the students who are 16 years of age or older indicate they would remain in school without CVAE and 32% would not be in school if it were not for CVAE. (Stu 23, p. 128)

#### Dropouts

Sixty-five administrators provided dropout information for the year before CVAE was initiated in their schools and for each year thereafter. A comparison of mean differences between the percentage of the dropouts for the year before CVAE and the latest yearly percentage reveals an overall decrease of 2.5% in school dropouts. (Adm 50, p. 48)

All of the schools with more than three percent dropouts before CVAE experienced a decrease in the percent of school dropouts after the inclusion of CVAE in the curriculum (66% of the total schools). CVAE did not affect the dropout rate in 25% (16) of the schools -- six of these schools already had less than 0.5% dropouts before initiation of the CVAE program. Six schools showed an increase in dropouts with increases

occurring in schools where the dropout rate was already low, three percent or less, before CVAE. The average increase of dropouts per school was 2.35%.

The inclusion of CVAE in the curriculum had less effect on extreme dropout rates (less than five percent and more than twenty percent), but resulted in an average dropout reduction of five percent in schools having six to twenty percent dropouts before CVAE. Further analysis of dropout information reveals: (Adm 50, p. 48)

| No. of Schools | Before CVAE Percent of Drop Outs | Average Before CVAE | Last Yearly Average | Difference |
|----------------|----------------------------------|---------------------|---------------------|------------|
| 33 (50.76)     | Answered with 1-5%               | 2.94%               | 2.15%               | - .79%     |
| 15 (23.07)     | Answered with 6-10%              | 9.46%               | 4.50%               | -4.96%     |
| 9 (13.84)      | Answered with 11-20%             | 13.43%              | 7.00%               | -6.43%     |
| 2 ( 3.07)      | Answered with 48-50%             | 49.00%              | 46.59%              | -2.50%     |

Fifty-five percent of the administrators have students drop out of school upon return to regular classes after completing CVAE. Most of these administrators (66%) have 10% or fewer dropouts, 34% have more than 10%, and 5% of the administrators have more than half of their CVAE students drop out of school before graduation. Six percent of the administrators have no students drop out of school after completing CVAE. During the 1971-72 school year, responding administrators reported 8% of the students enrolled in CVAE dropped out of school. (Adm 37c, 40, 43, 44, pp. 43, 45, 46)

Thirty-five percent of the administrators had dropouts to return to school to enroll in CVAE courses and 34% indicated none had returned to enroll in CVAE (31% did not answer). (Adm 51, p. 49)

## Effect of Successful and Failing Programs on Students Having Completed CVAE

Seven administrators of programs judged successful completed questionnaire information about students who have completed CVAE, but no questionnaire information from administrators of failing programs was available for comparison. Comparison of the student information available from successful programs with the information contained on eight administrative questionnaires randomly selected from the un-evaluated questionnaires revealed some differences. The differences inferred from these few cases indicate a need for further study in this area.

Administrators of successful programs had a higher percent of students still in school, and fewer dropouts than did the randomly selected administrators. Administrators of the effective programs indicate that, on the average, their students are much more successful in regular academic and vocational programs, and are twice as successful in finding jobs; also the successful administrator most often knows why his students drop out of school. Complete comparative information is found in the appendix on pages 221 and 222.

### Absenteeism and Discipline

Almost 70% of the vocational teachers feel CVAE students attend class more often and present fewer discipline problems than they did before enrolling in CVAE. While many academic teachers indicate no

basis for comparison, 42% agree that attendance and discipline are better after students enter the program. Thirty-nine percent of the students indicate they have fewer discipline problems and 54% indicate their attendance is better since entering CVAE. (Voc 72, p. 99; Aca 72, p. 121; Stu 20, 22, p. 128).

No significant relationship is found between high absenteeism and excessive disciplinary action. Of the 52 teachers indicating 20% or more absenteeism and 48 teachers indicating equally high disciplinary action, only 14 (26%) are the same teachers. Nor is there a relationship between high absenteeism and discipline problems in CVAE classes and excessive problems in these areas between regular students and individual teachers. Of the 52 teachers with high CVAE absenteeism (20% or more), only 12 (23%) have high absenteeism with regular students; of the 48 teachers with high CVAE discipline problems, only five (10%) have excessive problems in regular classes. In classes which have more than the recommended number of students, there is little difference in absenteeism from total classes -- an average of ten percent absenteeism is found in overcrowded classes as compared to eight percent overall.

Administrators reporting the absenteeism of the 1971-72 CVAE students and the absenteeism of these same students the year before entering CVAE, indicated an average of 14.11% absenteeism among CVAE students during the 1971-72 school year. When the absenteeism of the CVAE students is

compared with the 25.13% average absenteeism reported for these same students the year before they entered CVAE, indicates an 11% decrease in absenteeism after the inclusion of CVAE in the school curriculum. (Adm 45, p. 46)

Teacher questionnaires asked teachers who teach both regular and CVAE students to compare the two groups in relation to student failure, absenteeism, disciplinary problems, and suspension. Comparative information was received from 318 academic teachers and 33 vocational teachers. Tabulation of responses from the two teacher groups resulted in almost identical percentages -- the largest variation in any comparison being the difference between +0.83% and -1.10%. Therefore, for the purposes of this study, a combination of the information received from academic and vocational teachers is used.

The responses of these 351 vocational and academic teachers indicate an average of approximately eight percent absenteeism and eight percent disciplinary action with CVAE students as compared to four percent in each of the areas with regular students. Twice the percentage of regular classes is not typical of the usual CVAE class, however, for a majority of teachers (approximately 57%) designate absenteeism and discipline problems as the same or less than those of regular students. Rather, the averages are a result of the high percentages designated by teachers who encounter additional problems with CVAE students. Information from the



teachers who designate greater problems of absenteeism and discipline with CVAE students indicates an average of 14% absenteeism and an average of 16% discipline action in CVAE classes.

Comparison of administrative information concerning student suspensions and students sent to the school office for discipline problems during the 1971-72 school year with suspension and disciplinary information about these same students the year before they entered CVAE reveals a 36% decrease in student suspensions and a 41% reduction in discipline problems after students enroll in CVAE. This concurs with the teachers' opinion that discipline improves after students enroll in CVAE. Teachers also report approximately one and one-half percent suspension among CVAE students this year. (Adm 47-49, pp. 47, 48)

Academic teacher information on absenteeism and discipline problems, which revealed a difference between regular and CVAE classes of 20% or more, was studied for a possible relationship to failure or suspension. The difference between regular and CVAE classes of each teacher was used as a basis for the study to compensate for the individual evaluative differences of teachers. Lack of failures in CVAE classes may be dictated by school policy rather than study performance; therefore, teachers reporting no failures in CVAE classes were grouped separately. Comparison of absenteeism and discipline problems with failure differences produced the following results: (Comparative analysis in the appendix on pages 221 and 222)

Failures

| Area of High Percent of Difference | Number of Cases | Difference in Classes | Percent of Difference | Total Percent Difference in Failures |
|------------------------------------|-----------------|-----------------------|-----------------------|--------------------------------------|
| Absenteeism & Discipline Problems  | 10              | CVAE < Regular        | +12.9%                | +12.9%                               |
| Absenteeism                        | 7               | CVAE < Regular        | +13.57%               | +9.57%                               |
|                                    | 1               | None                  |                       |                                      |
| Discipline Problems                | 2               | CVAE > Regular        | -4.0%                 | +16.0%                               |
|                                    | 7               | CVAE < Regular        | +19.0%                |                                      |
| Discipline Problems                | 2               | CVAE > Regular        | -3.0%                 | +16.0%                               |
|                                    | 7               | CVAE < Regular        | +19.0%                |                                      |
| Absenteeism & Discipline Problems  | 2               | (No CVAE Failures)    | -2.5%                 |                                      |
| Absenteeism                        | 5               | (No CVAE Failures)    | -11.0%                |                                      |
| Discipline Problems                | 8               | (No CVAE Failures)    | -6.9%                 |                                      |

### Suspensions

| Area of High Percent of Difference | Number of Cases | Difference in Classes | Percent of Difference | Total Percent Difference in Suspensions |
|------------------------------------|-----------------|-----------------------|-----------------------|---|
| Absenteeism & Discipline Problems  | 5               | CVAE < Regular        | +13.4%                |   |
|                                    | 5               | None                  |                       |   |
|                                    | 2               | CVAE > Regular        | -3.0%                 | +10.4%                                  |
| Absenteeism                        | 9               | CVAE < Regular        | +9.8%                 |   |
|                                    | 2               | None                  |                       |   |
|                                    | 4               | CVAE > Regular        | -6.0%                 | +3.78%                                  |
| Discipline                         | 5               | CVAE < Regular        | +9.4%                 |   |
|                                    | 11              | None                  |                       |   |
|                                    | 1               | CVAE > Regular        | -4.0%                 | +5.4%                                   |

The percentage of CVAE absenteeism of vocational classes is almost the same as academic classes at the junior high level (six percent vocational as compared to eight percent academic). However, at the high school level, academic absenteeism is almost twice that of vocational absenteeism. In high school, absenteeism in the vocational class is 12%, as compared to 21% in the academic class.

#### Failure

During school visitation, many teachers indicated administrators and supervisors have discouraged CVAE failure, and students are given every

opportunity to achieve success in CVAE classes. Comparison of failures for regular and CVAE classes in 1971-72 provided by administrators discloses an average of 9.77% failures among regular students and 7.01% failures among CVAE students, a difference of 2.76%. The comparative information from teacher questionnaires discloses almost identical percentages of failure between CVAE and regular students. Again, excessive percentages of failure indicated by those teachers having more failures with CVAE students brings the average to within the percentages of regular student failure. Sixty-two percent of the teachers have no more failures with CVAE students, and 74% of these have less failures in CVAE classes than in regular classes. Yet, teachers having CVAE failures exceeding regular student failures indicate an average of 22% CVAE failure as compared to an overall average of ten percent failure with regular students. It is noted that 40% of the teachers having 20% or more failure in CVAE classes have an equally high percentage of failure in regular classes.

(Adm 46, p. 47)

Preliminary studies indicated the possibility of differences in teacher information related to CVAE failures. It is noted that academic teachers reporting no failures include teachers whose school policy eliminates failure of CVAE students. Data relating to failures reported by vocational teachers is not valid for comparison because some academic

failures are also included. For the purpose of comparative study a random sample was selected from academic teacher questionnaires reporting no failures, one to 20% failures, and more than 20% failures.

A comparison of academic teachers reporting 1-10% failures and 11-20% failures in their CVAE classes reveals no differences in certain teacher information; also, no difference is found to exist between academic teachers reporting 21-30% failures and those with failures of 30% or more. Therefore, groupings of academic teachers reporting no failures, 1-20% failures, and more than 20% failures are used for comparison of the follow-

ing CVAE teacher information:

- Subject area
- Grade level
- Number of CVAE courses
- Regular and CVAE students together in the same classroom
- CVAE classes containing more than 20 students
- Location of the CVAE unit(s)

Complete comparative information is located on page 219 in the appendix.

Comparison of the teachers of each academic subject area, grouped according to the reported percent of failure, reveals a trend: the percent of English teachers increases as the percent of failures of each group increases. A reverse trend is seen in the subject area of science as the percentage of failures increases the percentage of science teachers decreases. The percentage of mathematics teachers in each group remains constant.

Academic teachers reporting more than 20% failures generally teach only one course of CVAE while a majority (70%) of the teachers reporting fewer failures (less than 20%) teach two or more CVAE classes, with 30% of them teaching more than three CVAE classes.

A 16% difference is noted between teachers reporting a higher percent of failures and those reporting failures of 20% or less in response to the question, "Do you teach CVAE and regular students together in the same classroom?" Fifty-nine percent of the teachers with a higher percent of failures (+20%) report teaching no CVAE students with regular students, whereas 75% or more of the remaining teachers report no CVAE and regular students together.

The trend appears to indicate a decrease in percentage of junior high instructors with an increase in percentage of failures. While only 29% of the instructors with no CVAE failures teach at the high school level, there is very little difference in the other two teacher groups. Fifty-three percent of the teachers with one to 20% failures and 57% of the teachers with higher percentages of failures are at the high school level.

A possible relationship is noted between student absenteeism and teaching experiences of vocational teachers -- absenteeism appears to rise with teaching experience. Of the vocational teachers specifying one to ten percent absenteeism in their classes, almost half (49%) have had

no teaching experience prior to CVAE and 29% have had five or more years of previous experience. Of the vocational teachers specifying 21-30% absenteeism, none indicate "no teaching experience" and 55% indicate experience of five or more years. In addition, 44% of the vocational teachers with 21-30% absenteeism have taught CVAE classes for five years, yet, only 14% of the teachers who have taught CVAE as long as five years have less than 10% absenteeism. This situation is not found among academic teachers. Academic teaching experience is relatively constant regardless of class absenteeism. (Voc x-ref 16-22, 16-23, pp. 197, 198; Aca x-ref 17-23, 17-24, pp. 209, 210)

Effect of Successful & Failing Programs on Student Failures,  
Absenteeisms, Disciplinary Action and Suspensions:

| Vocational  | Successful<br>% | Failing   |
|-------------|-----------------|---|
| Failures    | 7.60 avg.       | Too few failing teachers completed this information, less than 4. |
| Absenteeism | 6.37 avg.       |   |
| Discipline  | 3.60 avg.       |   |
| Suspension  | 3.33 avg.       |   |
| Academic    | Successful<br>% | Failing<br>%  |
| Failures    | 8.03 avg.       | 24.51 avg.  |
| Absenteeism | 7.54 avg.       | 10.85 avg.  |
| Discipline  | 3.53 avg.       | 14.90 avg.  |
| Suspension  | 4.82 avg.       | 0 avg.  |

A longitudinal study of CVAE student absenteeism, failure, disciplinary problems and dropouts before enrollment in CVAE and each

school year thereafter would provide a more accurate measure of the effectiveness of CVAE.

### Evaluation

An evaluation of the program by CVAE teachers reveals that 97% of the vocational and 86% of the academic teachers feel that the CVAE program is effective in their school.

Most teachers responded to the question, "What one thing do you feel would make the biggest improvement in your present program?" The improvements suggested by teachers are listed in the order of frequency of response. (Ex. 74, 50, p. 123 and 76, 77, pp. 123, 124)

#### Vocational Teachers:

1. (27.43%) Better and/or more correlation between academic and vocational courses.
2. (19.75%) More individual instruction for students.
3. (12.68%) More individual instruction for students.
4. (12.68%) Better guidelines, equipment, materials and facilities.

#### Academic Teachers:

1. (17.61%) Better guidelines, equipment, materials and facilities.
2. (17.41%) More individual instruction for students.
3. (14.62%) Better and/or more correlation between academic and vocational courses.



Program support and acceptance of the total school and the local community is considered to be a valuable asset to any educational program and especially to CVAE. Half of the administrators indicate that most of their faculty and student body know about and understand the CVAE program.

The most common method of promoting CVAE in the community is through presentation of informative programs to PTA, civic clubs and community groups, and letters to parents.

Adequate or good community support is indicated by a majority of the administrators, with 13% specifying excellent community support. Support is received most often from news media in the community and from local business. Businesses contribute supplies and/or on-the-job training for CVAE students. (Adm 83-86, pp. 57, 58)

#### Summary

Almost half the CVAE teachers have found chronic absentees unable to benefit under the present CVAE program. Many teachers say the undisciplined and/or apathetic student has also failed to benefit.

While most students prefer CVAE, most say they would be in school without the program. This number includes a majority of those who are past the age of truancy, yet one-third of the students indicate they are kept in school by CVAE.

Information from administrators indicates an overall decrease of 2.5% in school dropouts. The inclusion of CVAE in the curriculum had most effect in schools which denote previous dropout percentages as between six percent and 20%. In these schools, the average percent of dropouts was reduced by one-half.

Students who complete CVAE courses and return to regular classes have a higher dropout rate (4% difference) than do students enrolled in CVAE.

The effect of CVAE is most significantly shown by the comparison of dropouts, absenteeism, discipline problems and suspensions of CVAE students with their performance before enrolling in CVAE:

|                     |   |               |
|---------------------|---|---------------|
| Dropouts            | - | 2.5% decrease |
| Absenteeism         | - | 11% decrease  |
| Suspensions         | - | 36% decrease  |
| Discipline problems | - | 41% decrease  |

In the comparison of CVAE students and regular students, a majority of teachers indicate CVAE failures, absenteeism, discipline problems, and suspensions equal to or less than those of regular students. However, where teachers have encountered additional problems with CVAE, the problems have been to an excessive degree. So great has been the problems where they do exist that overall data indicates twice the percentage of absenteeism and disciplinary action with CVAE students as with regular students.

Averages of CVAE failures are equal that of regular students although CVAE failure has been discouraged by administrators and supervisors. The subject area of English appears to give CVAE students the most difficulty and produces the largest group of failures. Science produces fewer failures than any other academic course.

Teachers of more than one CVAE class seem to have fewer failures, as do the teachers who have no regular students in the same class with CVAE students.

CVAE teachers feel that the program is effective in their school. Administrators indicate that CVAE programs are accepted and supported by the school and community.

## EVALUATION OF STIGMA

### Evaluation of Stigma

The intangible aspect of stigma creates difficulty in achieving precise identification and measurement. However, through visitation, stigma has been found to exist in many CVAE programs and inference of stigma is found throughout questionnaire response. Both visitation and questionnaire response indicate stigma attachment is rarely associated with the vocational phase of CVAE and is therefore basically a problem of CVAE academics. This study attempts to examine the origin and substance of CVAE stigmas as they relate to students, teachers, and classrooms.

#### Students

The unification of students with a history of academic failure results in a prime target for stigma attachment. The situation conducive to stigma is enhanced by the fact that although TEA standards state the student eligible for CVAE will be "normal or above normal in potential ability to achieve satisfactorily in school," 90% of the students currently placed in the program have an intelligence level of below 90. In addition, the inclusion of special education students brings a previously attached stigma into CVAE in many cases.

Students come into CVAE programs with little enthusiasm toward academic classes. Their previous experiences have been those of failure and/or disinterest. However, the break from traditional education plus an interest in specific job training results in a more favorable attitude toward the vocational class. In some cases, the mainstream students

have no preconceived ideas about the CVAE vocational shops because CVAE has not been a part of their experience. It has no connotation of success nor failure; therefore, it is more acceptable to the entire student body. Visitation revealed many cases of regular students requesting CVAE in order to enroll in vocational classes. Such requests are evidence of program success and acceptance by the mainstream student.

#### Teachers

In general, vocational teachers have a more positive attitude toward CVAE students than do academic teachers. The vocational teacher usually comes into the program as a volunteer with several years of wage-earning experience in the job area he teaches. He has had more specific training for teaching CVAE and has had less experience with regular students, and, thus, fewer preconceived thoughts regarding classroom conduct and procedures of traditional education. He has fewer students in his class, which fosters an informal atmosphere toward learning. This situation enables him not only to give more individual instruction, but also to develop a closer teacher-student relationship. His sponsorship of the CVAE student club is also advantageous to a better relationship with his students. He prefers teaching CVAE and sees more improvement in his students in all areas (other than academic achievement) than does the academic teacher.

Conversely, the academic teacher usually comes into the CVAE program from the regular teaching staff because of his availability. His

experience and/or training has been with traditional education and mainstream students -- he has had little or no training for teaching CVAE. Apparently established academic teachers have more difficulty adjusting to the "untraditional" classroom situation. His classes are often overcrowded, and his students perform at different achievement levels. He usually teaches regular student classes also, and he has difficulty in obtaining appropriate CVAE teaching materials. It is often impossible for the academic teacher to provide the individual instruction or to develop the close teacher-student relationship which is common to the vocational teacher. The CVAE academic teacher usually prefers to teach regular students and sees less improvement in all areas (other than academic achievement) than does the vocational teacher.

### **Classes**

Most CVAE students declare a preference for vocational classes over academic classes. Teachers say students feel segregated more often in academic classes than in vocational classes even though fewer academic classes are physically isolated from regular facilities, and more CVAE academic classes also contain regular students. Many factors probably contribute to this situation -- certainly the ones discussed above. In addition, CVAE students are often restricted from elective courses and normal extra-curricular student activities offered mainstream students. These conditions tend to segregate CVAE students from the phase of

traditional education in which participation results from individual student desire and ability.

#### Summary

Previous association with academic failure, low intellectual level of selected students, and deprivation of elective courses for extracurricular activities result in a situation ideal for stigma attachment to the academic phase of CVAE. The job interest, the break from traditional education, and the lack of previous experiences eliminate initial prejudice against the vocational phase of CVAE.

Favorable teacher and student attitudes, special CVAE teacher training, the limited number of students per classroom, and the break from traditional education result in greater success within the vocational phase. Therefore no stigma is attached to this phase of CVAE. However, due to the lack of CVAE training of academic teachers, the overcrowded classrooms, the different levels of academic achievement in one classroom, the difficulty of obtaining appropriate teacher materials, and the unfavorable attitudes of teachers and students toward the academic phase of CVAE, that aspect of the program has achieved much less success and maintains an aura of shame and discredit in many cases.

## FOLLOW-UP OF FORMER STUDENTS

Perhaps the most pertinent information received concerning the former CVAE student is his inaccessibility. Several factors contribute to this situation, the obvious one being that many schools have had the program too short a time to have students qualify as "former" students.

In addition, until recently, most schools kept no follow-up records on the CVAE student who is now out of school. While many teachers have personal knowledge of "hearsay" information regarding the circumstances of some of these students, few have the time or desire to locate students and distribute questionnaires. In turn, upon the rare occasion a former student is reached, he seldom completes and returns the questionnaire.

The former student who is still in school is equally difficult to locate. He usually falls into a single category -- that of the student who has gone from CVAE classes in junior high school to a high school which has no CVAE program. He is no longer identified as a CVAE student and a scan of all school records would be necessary to locate him.

It therefore becomes evident that a research team would be required to search records, trace former students, and personally contact individual students in order to obtain valid information. The vast scope of such a project is beyond the capabilities of this study. It is felt, however, that such a project would be necessary to a completely accurate program.



During school visitations, personnel at 17 schools (listed on p. 28) indicated the possibility of contact with former CVAE students. Of the 135 questionnaires distributed at these schools, 17 were completed and returned. While the information from these questionnaires is too scant to have validity in this study, the information is as follows:

#### Out-of-School Youth:

All replies received from former CVAE students who are now out of school are from high school graduates, and all but one had received on-job training.

Two of the respondents are continuing to work in the semi-skilled jobs they held while in cooperative training in high school; one is going to junior college; and two are unemployed. One of the two unemployed students is a married female who feels she had no specific training in school. None of the respondents indicate any problems on the job. Four of six students indicate vocational training as helpful in the following areas:

1. Job skill
2. Employee respect
3. Opportunity for job advancement
4. Continuation in school
5. Confidence in academic ability

All would advise high school students to enter CVAE. The reasons given include (1) opportunity for job improvement, (2) development of a better attitude toward school and a respect for an occupation, and (3) expansion of learning beyond that of regular classes.

Academic classes are designated as helpful for continued job success by three of the former students. One respondent indicates the degree of helpfulness as "not much" while two did not reply. Help received from academic classes is indicated as an opportunity to pass with easier classes, self-improvement, and respect for an occupation.

Improvement of high school training is suggested by three former students. One suggestion is for more drill on subject matter. One is for additional mathematics, and one is for more classes. No one suggested improvement for the job training program.

#### In-School Youth:

Eleven former students who are still in school completed questionnaires which provided the following information about CVAE.

CVAE clusters in which responding students had been enrolled:

| Number Students | Cluster                         |
|-----------------|---------------------------------|
|                 | <u>Agriculture</u>              |
| 3               | Farm & Ranch Mechanical Repair  |
|                 | <u>Homemaking</u>               |
| 4               | Food Service                    |
| 2               | Home & Community Services       |
| 1               | Home Furnishings                |
|                 | <u>Industrial</u>               |
| 2               | Cooperative Part-Time Training  |
| 3               | Construction Trades             |
| 1               | Furniture Repair and Upholstery |

Four students were enrolled in more than one cluster.

Most students (eight) were enrolled in CVAE for two-three years, two students for one year, and one student for one semester.

Seven students indicate that CVAE academic classes are helping them to be more successful in their regular classes, and three express a better understanding of people and subject matter which helps them "to learn better and catch up on school work." Four students do not feel CVAE academic classes has helped them be more successful in regular classes. Ten of the students agree that CVAE academic classes help them to be more successful on the job and would encourage other students to enter the CVAE program.

Personal improvements which the students feel is a result of CVAE were indicated by the following number of students:

- 5 - Getting along with people better
- 4 - Improvement in grooming and appearance
- 7 - More interest in school
- 7 - Better understanding of school work

One student commented that in CVAE he "learned to do many things which helped after school was over for the year."

Three students suggest improvement in vocational training by providing more vocational subjects (two) and providing more classroom time (one).

Only one student thinks he would not be in school if he had not taken CVAE.

Students were encouraged to suggest changes in three areas -- academic programs, job training programs, and methods of teaching. As many suggestions were offered for the academic program in the other two areas combined. Students responded with the following changes in academic programs:

"Better to have been in regular classes or redemial(sic).

"Too easy."

"More time in classroom instructions."

"More subjects (two) and better books."

Changes in job-training programs:

"Have the student do their own job."

"Better equipped shop. Contest between CVAE classes in other schools."

Changes in methods of teaching:

"Have them do just about everything with their (sic) own hand and let them think it out and do it there(sic) self when learning to build."

"More than one shop teacher."

## VISITATION

### Purpose

The purpose of visitation was the supplementation and evaluation of questionnaire information concerning strengths and weaknesses of CVAE as seen by those working directly with the program at the local school level.

### Procedure

Seventy-four schools (containing 139 CVAE units and representing approximately 20% of the 389 schools in Texas conducting CVAE programs) were randomly selected for visitation. Each school was visited and contact made with CVAE personnel -- including administrators, academic teachers, vocational teachers, and students. Interviews were unstructured to maintain objectivity and to allow all CVAE personnel to indicate emphasis each felt concerning the individual program.

Student questionnaires were completed by representing groups of current CVAE students within the schools visited. Former CVAE student questionnaires were distributed for those students in school and out of school.

One-half school day was allowed for visitation time in each school. Visitation was conducted during the period from November 27, 1972, to March 6, 1973.

Areas of observation and concentration of discussion during visitation were:

1. Overview:
  - a. Successful function of CVAE programs at local level
  - b. Function of vocational and academic classes
  - c. Attitude and response of administration, teachers, and students
2. Evidence of program stigmas as expressed by those involved with the program.
3. Relationship of facilities, equipment, and teacher materials to proper program function.
4. Coordination between academic teachers, vocational teachers, the school, and the community.
5. Screening and selection of students for the program.
6. Effect of CVAE on the discipline and absenteeism of the identified student.

#### Observations and Implications from School Visitation

##### Overview:

Successful function of CVAE programs at the local level:

The primary purpose of this study is to determine whether CVAE has fulfilled its objectives of (1) providing students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training, and (2) providing students with an academic curriculum that departs from traditional methods of teaching and is closely coordinated with the vocational program being offered.

In this study, the successful program is interpreted as one that gives evidence of improvement of the student's self-concept as developed through the fulfillment of the stated objectives.

Conceding the impossibility of eliminating human judgment from observation, it is felt a successful CVAE program is characterized by:

- (1) Students learning job-oriented skills with visible production in shops and labs
- (2) Academic studies on a level at which the individual student can progress
- (3) A positive attitude and constructive interaction between administrators, teachers, and students

Evidence of all the above characteristics is found in approximately 30% of the schools visited. Another 60% of the program indicates varying degrees of progressive improvement and denotes one or two of the three traits. None of the characteristics of success were found in approximately 10% of the programs.

#### Function of vocational and academic classes:

The most prominent success of CVAE programs is found in the vocational classroom. The development of productive skills is evident in all but 6 units of the 74 schools visited. The visual evidence of this success is reinforced by the pride in the vocational phase exhibited by administrators, teachers, and students.

According to the school administrators and vocational instructors, success of the vocational phase of CVAE is attributed to the

following factors:

- (1) The student's natural interest in learning a wage-earning skill
- (2) A tangible reward for the student's efforts
- (3) The informality of the vocational classroom
- (4) The instructor's interest and pleasure in teaching in the area of his chosen vocational field (It is noted that a lack of interest on the part of the instructor is most obvious in the six nonproductive programs mentioned)
- (5) The student's ability to succeed, and sometimes excel, in a school situation for the first time

There is almost unanimous agreement among CVAE personnel that the majority of problems found in the programs fall within the academic phase. Problems most frequently brought out by those concerned with the academic classes of CVAE are:

- (1) Wide range of students' achievements and capabilities within one classroom
- (2) No special training for CVAE academic teachers
- (3) Insufficient time for classwork preparation by the teacher
- (4) Poor access to teaching material
- (5) Psychological carry-over from the student's past experience of academic failure
- (6) Stigma

Of the 74 schools visited, 44 (59%) have modified academic classes for CVAE students. Thirteen of these schools indicate failure



of the academic phase of the program according to comments by the administrators, vocational teachers, and students, and in the judgment of the visitation team. Responses signify that 19 of the modified programs are academically successful. In the remaining 12 schools, the CVAE programs are progressing and improving.

Thirty schools (41%) have CVAE students in academic classes with the mainstream students, in below-grade-level classes when available. In 13 of these schools, the personnel indicated that the academic needs of the CVAE students are not being met. (One school has plans to begin a modified academic program in a self-contained classroom, one school had just changed from a modified program, and in one school the CVAE students attend academic classes with 38-48 regular students per class). In five of the schools the needs of the CVAE students are being met at their achievement level in below-grade-level classes along with regular students of similar capabilities. Many administrators and teachers feel this arrangement eliminates stigma from the CVAE program. Three of the academic programs are progressing and nine were not evaluated either because they are unique academic programs or because insufficient information is available.

|               | <u>Modified</u> | <u>Basic</u> |
|---------------|-----------------|--------------|
| Failing       | 13 (29.5%)      | 13 (43.3%)   |
| Successful    | 19 (43.1%)      | 5 (14.4%)    |
| Progressing   | 12 (27.3%)      | 3 (10.0%)    |
| Not Evaluated |                 | 9 (30.0%)    |
| Total         | 44              | 30           |

Attitude and responses of administrators, teachers, and students:

Visitation resulted in the judgment that a good CVAE program exists where there are not only good teachers and interested students, but where school leadership is interested in and promotes CVAE. The lack of interest and concern of the administration was found to have a direct relationship to the failure of the CVAE program. Each school visited which lacked administrative interest has, at best, a poor program; and in most cases the program is failing.

As in regular classes, quality of classroom situations generally reflects the attitude and ability of the teacher in charge. The informal vocational shop or laboratory environment lends itself to a close personal relationship between teacher and student. The small student numbers in vocational classes allow the teacher to provide more individual instruction and attention to students. The vocational teacher most often has experience in the CVAE subject he teaches and is teaching CVAE by choice. The positive attitude of the vocational teacher toward the CVAE program is attributed to these factors.

The same is not necessarily true in the academic phase of CVAE. Often the academic class is assigned to the first-year teacher. His training has not prepared him for the CVAE student and in many cases frustration arises due to conflict between his educational expectations and the CVAE classroom situation.

Rotation of regular classroom teachers is another instance which appears to have adverse effect upon academic teacher attitude toward CVAE. It is difficult to arouse interest and exert the added effort required for CVAE when it is a temporary assignment. Administrators and teachers alike seem to agree that experience in the CVAE classroom is of great value to the academic phase of the program.

It is noted that many administrators and teachers feel it more advantageous to have CVAE teachers teach regular classes as well as CVAE classes. Teachers having both CVAE and regular classes many times prefer the change of pace. Administrators who prefer this arrangement feel it provides the CVAE student with a class schedule that is more typical of the mainstream student.

The CVAE student shows a definite response to the concern of the administrators and teachers. The attitude of the student is more positive toward his vocational class. In interview, he vocally expresses a preference for his vocational class over academics and implies a preference by accepting situations in vocational class which he finds unacceptable in academic class. Often the high school student attends vocational class but is absent from school the remainder of the day.

Evidence of program stigma as expressed by those involved with the program:

While stigmas have never occurred in many schools, there can be little doubt a stigma attachment can be and often is a major detriment to the CVAE program.

Situations frequently resulting in stigma attachment are:

1. Isolation of the CVAE-academic classroom away from the school plant. It is noted that isolation of the CVAE vocational lab or shop is acceptable to the entire student body and does not contribute to program stigma.
2. Students in contact with the same group of CVAE students all day, having no contact with the regular student body, especially if the academic classes are of one sex in a school system where all other classes are coeducational.
3. Misconception and misunderstanding of CVAE -- its purpose or goals. This situation most often coincides with disinterest and unconcern on the part of the administration and/or teachers.

It becomes expedient to examine the means of prevention or dissolution of stigma. Several circumstances are relevant. Stigma is rarely present in programs where CVAE students attend basic academic classes or attend modified CVAE academic classes and have daily contact with regular students through physical education, elective courses, and sports. No stigma is found when CVAE students remain an integral part of the total student body.

Evidence of CVAE success and program acceptance by the regular student body was found when mainstream students requested enrollment in CVAE courses. Many CVAE programs enjoy prestige within their school systems. Most often, a prestige program has a direct relationship to successful production. When the student body sees or utilizes a product made by students whose skill exceeds that of the regular student body, CVAE becomes a prestige involvement.

Products which go into the community and projects which benefit the community result in community pride and respect. This pride and respect influences the attitude of the student body toward the CVAE student.

The development of leadership among CVAE students is also a means of stigma deterrent. Leadership development is accomplished through active classroom participation, organization and participation in local clubs, and club participation at area and state levels.

Other means of successfully overcoming or preventing stigma attachment are by school recognition of CVAE achievement through CVAE participation in area and state industrial fairs, display of awards, publication of a CVAE honor roll or inclusion of the CVAE honor students on the school honor roll without CVAE designation, etc.

Relationship of facilities, equipment, and teaching materials to program function:

Adequate facilities and vocational equipment are found in a large majority of the schools visited (approximately 89%). Teachers in only eight programs indicate a problem as a result of poor or non-existent facilities or equipment.

The excellence of facilities, equipment, or teaching materials is neither typical or atypical of success in the CVAE program.

The resourcefulness of the successful teacher overcomes any lack in these areas. In many instances, less successful programs have

facilities and equipment superior to that of the successful programs.

Thirty-seven percent of the teachers mentioned problems involving a lack of high-interest, low-vocabulary academic teaching materials suitable for this type of student. Many teachers express satisfaction with materials they are presently using. In almost all of the programs, the proficient teaching materials have been developed through extensive study and research by individual academic teachers. Academic teaching materials are available; however, they are not easily accessible.

In discussing the difficulty of obtaining appropriate CVAE teacher material, two recommendations are often mentioned by academic teachers. One is the compilation of a list of suitable and currently available materials with a brief descriptive comment. The other is the opportunity to meet with other CVAE teachers in the same subject areas for an exchange of ideas and the moral support such a meeting provides.

Coordination between academic teachers, vocational teachers, the school, and the community :

Almost 80% of the schools visited have no coordination of academic and vocational teachers. In approximately one-half of these schools, CVAE teachers express a desire for coordination and time for an exchange of ideas between all CVAE teachers within the school. Personnel concerned with CVAE in the remaining programs feel no need for coordination and a few say the students complain when academics are too closely related to vocational class work. It is noted that the differences in

coordination requirements expressed by CVAE personnel had a direct relationship to the geographical areas visited.

The CVAE program is greatly strengthened by close coordination between academic and vocational classwork. Of the 16 schools which have substantial coordination between teachers, all but four have very successful programs. Some shop programs provide a greater opportunity to coordinate than others. In the academic subject areas, English and mathematics provide the best opportunity for coordination with shop programs. Social studies does not easily lend itself to coordination, and science coordination is limited. Teachers express the need for adaptable ideas and teaching methods to improve coordination between academic and vocational subject matter.

Screening and selection of students for the program:

The school personnel in charge of screening and selecting CVAE students was noted in one-third of the interviews with the following results:

| <u>Selection Made By</u>                      | <u>No. of Schools</u> |
|---|-----------------------|
| Principal alone                               | 14                    |
| Principal and Counselor                       | 3                     |
| Principal and Teacher                         | 2                     |
| Vocational Director                           | 2                     |
| Principal, Counselor, and Vocational Director | 1                     |

Frequently administrators mention enrollment in CVAE as totally student-motivated with only students requesting enrollment in CVAE being screened and considered for the program.

The screening and selection of CVAE students was mentioned by administrators and/or teachers as a problem of importance in at least 20% of the schools. In these schools the following comments were noted:

| <u>No. Schools</u> | <u>Comments (Personnel making comments in parenthesis following comment)</u>   |
|--------------------|--|
| 1                  | Class used as dumping ground for discipline problems (teachers)  |
| 3                  | Too many special education students (teachers)   |
| 1                  | Need more flexibility in class numbers to allow for differences in capabilities of class groups. (Adm)   |
| 1                  | Need additional guidelines for screening and selecting (Adm)   |
| 1                  | Home and Community Service's Teacher said "poor screening" and cooperative coordinator said "good screening" in same school -- vocational director selects CVAE student in this school |
| 1                  | Students requesting CVAE are accepted with little screening (teachers)   |
| 1                  | Students screened to be "good" examples of the school -- 50% are regular students (Adm and teacher)  |
| 1                  | 70-90 IQ used as the basic criteria for acceptance into the program (teacher)  |



Effect of CVAE on the discipline and absenteeism of the identified student:

Administration and teachers in approximately 50% of the schools contacted designate no appreciable difference between discipline and absenteeism problems of CVAE students and those of mainstream students. Before enrollment in CVAE, absenteeism was a major problem with these students, especially at the high school level. The CVAE program is considered the major factor in bringing discipline and absenteeism problems of CVAE students within the norm of the regular student body in these programs.

Discussion within CVAE programs which have previously had a high rate of discipline and absenteeism problems reveal the following relevant information.

- (1) The problem is most often unique to academic classes
- (2) The problem is magnified in programs where history of discipline problems is the prime criterion in selecting students for CVAE
- (3) Discipline is more likely to become a problem in classes containing all-male students
- (4) The undisciplined student has more influence over the other students in CVAE classes than in classes of regular students
- (5) The CVAE student who was absent as much as 40% of the time before entering a CVAE program many times continues to be absent and remains disinterested in school. This type of student represents not more than 10% of the CVAE student body.

## SUGGESTED RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER STUDY

Based upon the findings of this study, the research team offers the following suggestions which might be considered a means for problem solving and program enrichment. (In no particular order of importance.)

1. CVAE certification for academic teachers.
2. CVAE consultants available to serve as advisors to local schools.
3. Bonus CVAE academic teacher units independent of regular classroom teacher units.
4. Provide adaptable ideas and teaching materials to improve the coordination of CVAE academic and vocational subject matter, and encourage local schools to provide time for CVAE teachers to coordinate their programs.
5. Develop criteria for the follow-up study of former CVAE students by local schools, to provide uniformity.
6. A CVAE club organization to unite vocational divisions, with participation by all CVAE students at the local, area, and state levels.
7. Provide the opportunity for CVAE teachers to meet together during the regular area and state vocational teacher's meeting.
8. Provide the opportunity for CVAE academic teachers to have area and state meetings comparable to those provided vocational teachers.

9. Assist schools financially, to enable them to meet the needs of identified students eligible for CVAE.
10. Provide CVAE teachers with an annotated list of available teaching materials by subject area, which have proven effectiveness in the CVAE program.
11. More involvement of local school administrators and teachers in the development of CVAE programs and policies.
12. Provide an opportunity for the exchange of ideas and materials between CVAE teachers, preferably in the same subject area.
13. Provide, at the local school level, vocational programs and below grade level academic programs for students whose achievement level, after the completion of available CVAE courses, has not yet reached the minimum required to be successful in regular classes.
14. Emphasize the teacher's interest in and attitude toward underachieving students, as well as training, when selecting CVAE teachers.
15. Develop a means to equate the class load of the CVAE academic teacher with that of the regular teacher.
16. Develop more effective criteria for the identification and screening of the CVAE students.
17. Implement a longitudinal study of CVAE students for a minimum of five years to evaluate absenteeism, failure, dropouts, disciplinary problems, and suspensions before enrollment in CVAE and for each school year thereafter.
18. Study CVAE academic programs for evidences of success.
19. Study the effect of stigma on CVAE programs.

APPENDIX

Schools Operating CVAE Programs

Schools Operating CVAE Programs

1971-1972

Questionnaires mailed to the following schools:

|                        |  |   |
|------------------------|--|---|
| ANGELINA<br>Huntington | Huntington ISD<br>Huntington Jr. . . . .                     | General Construction Trades   |
| ATASCOSA<br>Pleasanton | Pleasanton ISD<br>Pleasanton High . . . .                    | Farm & Ranch Repair<br>General Mechanical Repair  |
| AUSTIN<br>Bellville    | Bellville ISD<br>Bellville High . (1/2)                      | General Construction Trade  |
| BASTROP<br>Bastrop     | Bastrop ISD<br>Bastrop High . . . . .<br>Bastrop Jr. . . . . | General Mechanical Repair<br>Home & Community Services  |
| Elgin                  | Elgin ISD<br>Elgin Jr. . . . .                               | Home & Community Services<br>Horticulture   |
| BEE<br>Beeville        | Beeville ISD<br>Beeville High . . . . .                      | Home & Community Services<br>Cooperative Part-Time Training<br>Course<br>General Construction Trades<br>General Mechanical Repair |
| BELL<br>Belton         | Belton ISD<br>Belton Jr. . . . .                             | Home & Community Services<br>General Mechanical Repair  |
| Temple                 | Temple ISD<br>Temple High . . . . .                          | General Construction Trades   |

BEX AR

|               |   |  |
|---------------|---|--|
| Alamo Heights | Alamo Heights High . .  | Cooperative Training<br>General Construction Trades<br>Office Duplication<br>Office Duplication<br>General Mechanical Repair   |
| Harlandale    | Harlandale ISD<br>Harlandale Middle . .   | Metal Trades<br>General Electrical Repair<br>General Mechanical Repair<br>General Mechanical Repair  |
| North East    | North East ISD<br>Churchill High . . . .<br><br>Douglas MacArthur High . . . . .<br><br>Robert E. Lee High . .<br><br>Roosevelt High . . .  | Office Duplication<br>General Construction Trades<br><br>Office Duplication<br>General Construction Trades<br>General Mechanical Repair<br>Home & Community Services<br>General Construction Trades  |
| Northside     | Northside ISD<br>O.W. Holmes High . .   | Clothing Services<br>General Construction Trades   |
| San Antonio   | San Antonio ISD<br>Burbank High . . . . .<br>Edison High . . . . .<br><br>Houston High . . . . .<br>Jefferson High . . . . .<br>South San Antonio ISD<br>South San Antonio High . . . . .<br>Southside ISD<br>Southside Jr. . . . .<br><br>Southwest ISD<br>Southwest High . . . . .<br><br>Southwest Jr. . . . . | General Construction Trades<br>Cooperative Training<br>General Mechanical Repair<br>Building Maintenance<br>General Construction Trades<br><br>Cooperative Training<br><br>Office Duplication<br>General Mechanical Repair<br><br>General Construction Trades<br>Building Maintenance<br>General Mechanical Repair<br>Office Duplication |

BOWIE

DeKalb

DeKalb ISD

• DeKalb Jr. . . . . Home & Community Services  
General Construction Trades

Texarkana

Liberty-Eylau RHSD

Liberty-Eylau High . . . General Construction Trades

Liberty-Eylau Jr. . . . Home & Community Services

General Construction Trades

New Boston

New Boston ISD

New Boston Jr.

Home & Community Services

General Construction Trades

General Mechanical Repair

Texarkana

Texarkana ISD

Pine Street Jr. . . . . General Construction Trades

BRAZORIA

Brazosport

Brazosport ISD

Brazosport High . . . Cooperative Part-Time Training  
Course

Marine Repair

General Mechanical Repair

Colombia

Colombia-Brazoria ISD

Colombia High . . . . General Construction Trades

General Mechanical Repair

BRAZOS

Bryan

Bryan ISD

Bryan High . . . . . Cooperative Part-Time Training  
Training Course

Jones Jr. . . . . Home & Community Services

General Construction Trades

Neal Jr. . . . . General Construction Trades

BREWSTER

Alpine

Alpine ISD

Alpine High . . . . . Metal Trades

Centennial Jr. . . . . General Construction Trades

Home & Community Services

BROWN

Zephyr

Zephyr CSD

Zephyr High . . . . . General Construction Trades



BURLESON

Somerville

Somerville ISD

Somerville . . . . . Horticulture

Snook

Snook ISD

Snook High . . . . . Farm & Ranch Mechanical Repair  
Home & Community Services  
Horticulture

CALDWELL

Lockhart

Lockhart ISD

Lockhart High . . . . . Food Services  
Home & Community Services  
General Mechanical Repair  
General Mechanical Repair

Lockhart Jr. . . . . Home & Community Services  
General Mechanical Repair

Luling

Luling ISD

Luling High . . . . . Building Maintenance

CAMERON

Brownsville

Brownsville ISD

Central Intermediate . . . . . Home & Community Services  
General Construction Trades  
General Mechanical Repair

Cummings Inter-  
mediate . . . . . Office Duplication  
General Mechanical Repair

Faulk Intermediate . . . . . Home & Community Services  
General Construction Trades  
General Mechanical Repair

Stell Intermediate . . . . . Office Duplication  
General Mechanical Repair

CAMP

Pittsburg

Pittsburg ISD

Pittsburg Jr. . . . . Home & Community Services  
Building Maintenance

CASS

Atlanta

Atlanta ISD

Atlanta Jr. . . . . Home & Community Services  
General Construction Trades

Atlanta High . . . . . Horticulture  
Horticulture  
Home & Community Services

|            |                          |                                |                                |
|------------|--------------------------|--------------------------------|--------------------------------|
| CASTRO     |                          |                                |                                |
| Dimmitt    | Dimmitt ISD              |                                |                                |
|            | Dimmitt Jr. . . . .      | Home & Community Services      | General Construction Trades    |
|            | Dimmitt High . . . .     | Office Duplication             | General Mechanical Repair      |
| Hart       | Hart ISD                 |                                |                                |
|            | Hart High . . . . .      | Farm & Ranch Mechanical Repair | Home & Community Services      |
|            |                          | Cooperative Part-Time Training | Course                         |
| CHEROKEE   |                          |                                |                                |
| Alto       | Alto ISD                 |                                |                                |
|            | Alto High . . . . .      | Home & Community Services      | General Construction Trades    |
| COLLIN     |                          |                                |                                |
| Plano      | Plano ISD                |                                |                                |
|            | Plano High . . . . .     | General Construction Trades    |                                |
|            | Bowman Jr. . . . .       | General Mechanical Repairs     |                                |
|            | Wilson Elementary .      | General Mechanical Repair      |                                |
| CORYELL    |                          |                                |                                |
| Gatesville | Gatesville ISD           |                                |                                |
|            | Gatesville High . (1/2)  | Home & Community Services      | General Mechanical Repair      |
| COTTLE     |                          |                                |                                |
| Paducah    | Paducah ISD              |                                |                                |
|            | Paducah . . . . .        | Horticulture                   |                                |
| DALLAS     |                          |                                |                                |
| Carrollton | Carrollton ISD           |                                |                                |
|            | Turner High . . . . .    | Office Duplication             | Cooperative Part-Time Training |
|            |                          | Course                         | Cooperative Part-Time Training |
|            |                          | Course                         | General Construction Trades    |
|            |                          | General Mechanical Repair      |                                |
|            | Dewitt Perry Jr. . . . . | Home & Community Services      | General Mechanical Repair      |
|            | Vivian Field Jr. . . . . | Home & Community Services      | General Construction Trades    |

DALLAS  
Dallas

Dallas ISD

- Anderson High . . . . General Mechanical Repair
- Dallas Vocational . . . . Appliance Repair
- Auto Body Repair
- Bricklaying
- Cooperative Part-Time Training Course
- Machine Shop
- Power Mechanics
- Sheet Metal
- Upholstery
- Welding
- Kimble High . . . . Cooperative Part-Time Training Course
- Lincoln High . . . . Cooperative Part-Time Training Course
- General Mechanical Repair
- Litho Related Occupations
- North Dallas High . . . . Cooperative Part-Time Training Course
- Pinkston High . . . . General Mechanical Repair
- Litho Related Occupations
- Metal Trades
- Samuel High . . . . Cooperative Part-Time Training Course
- South Oak Cliff High . . . . . Cooperative Part-Time Training Course
- Holmes Jr. . . . . Cooperative Part-Time Training Course
- Rusk Jr. . . . . Cooperative Part-Time Training Course
- Spence Jr. . . . . Cooperative Part-Time Training Course
- Storey Jr. . . . . Cooperative Part-Time Training Course
- Zaumwalt Jr. . . . . Cooperative Part-Time Training Course

Mesquite

Mesquite ISD

- Mesquite High . . . . Cooperative Part-Time Training Course
- Cooperative Part-Time Training Course
- North Mesquite Jr. . . . Cooperative Part-Time Training Course

DALLAS  
Richardson

Richardson ISD  
Lake Highlands High . . . Cooperative Part-Time Training  
Course  
Richardson High . . . Cooperative Part-Time Training  
Course  
Wilmer-Hutchins ISD  
Kennedy-Curry Jr. . . General Construction Trades

DAWSON  
Lamesa

Lamesa ISD  
Lamesa High . . . . . General Mechanical Repair  
Textile Fabrication

DEAF SMITH  
Hereford

Hereford ISD  
Hereford High . . . . . Office Duplication  
LaPlata Jr. . . . . Home & Community Services  
General Mechanical Repair  
Stanton Jr. . . . . Home & Community Services  
General Mechanical Repair

DENTON  
Denton

Denton ISD  
Congress Jr. . . . . Home & Community Services  
General Mechanical Repair  
Strickland Jr. . . (1/2) Home & Community Services  
General Mechanical Repair

Lewisville

Lewisville ISD  
Lewisville High . . . Cooperative Part-Time Training  
Course  
Northwest ISD  
Northwest High . . . General Mechanical Repair  
Northwest Jr. . . . Home & Community Services

DEWITT  
Cuero

Cuero ISD  
Cuero High . . . . . General Mechanical Repair  
Cuero Jr. . . . . Home & Community Services  
General Mechanical Repair

Yorktown

Yorktown ISD  
Yorktown Elementary . General Mechanical Repair

ELLIS  
Ennis

Ennis ISD  
Ennis High . . . . . Office Duplication  
Building Maintenance  
Ennis Jr. . . . . General Mechanical Repair

|            |                                   |  |
|------------|-----------------------------------|--|
| EL PASO    |                                   |  |
| Waxahachie | Waxahachie ISD                    |  |
|            | Wileman Jr. . . . .               | Home & Community Services<br>General Mechanical Repair   |
|            | Waxahachie High . . .             | Office Duplication   |
| EL PASO    | Canutillo ISD                     |  |
| Canutillo  | Canutillo High. . . .             | Home & Community Services<br>General Construction Trades   |
| El Paso    |                                   |  |
|            | El Paso ISD                       |  |
|            | Andress High . . . . .            | General Mechanical Repair<br>Cooperative Part-Time Training<br>Course                                      |
|            | Austin High . . . . .             | Home & Community Services<br>General Mechanical Repair   |
|            | Bowie High . . . . .              | Clothing Services<br>Cooperative Part-Time Training<br>Course<br>General Mechanical Repair<br>Metal Trades |
|            | El Paso High . . . . .            | Home & Community Services  |
|            | Irvin High . . . . .              | Metal Trades   |
|            | Jefferson High . . . . .          | General Mechanical Repair<br>Metal Trades  |
|            | Henderson Jr. . . . .             | Home & Community Services<br>General Construction Trades   |
|            | Ross Jr. . . . .                  | Home & Community Services<br>General Mechanical Repair   |
|            | Magoffin Elementary.              | Metal Trades   |
| FALLS      |                                   |  |
| Marlin     | Marlin ISD                        |  |
|            | Marlin Middle<br>School . . . . . | Office Duplication<br>General Construction Trades  |
| FAYETTE    |                                   |  |
| Flatonia   | Flatonia High . . . . .           | Home & Community Services<br>General Construction Trades   |
| La Grange  |                                   |  |
|            | La Grange ISD                     |  |
|            | La Grange High . . . .            | Home & Community Services<br>General Construction Trades   |
| FLOYD      |                                   |  |
| Lockney    | Lockney ISD                       |  |
|            | Lockney Jr. . . . .               | General Mechanical Repair  |

|           |                                   |                             |                                |
|-----------|-----------------------------------|-----------------------------|--------------------------------|
| FORT BEND |                                   |                             |                                |
| Stafford  | Fort Bend ISD                     |                             |                                |
|           | Dulles High . . . . .             | Home & Community Services   | General Mechanical Repair      |
| Rosenberg | Lamar ISD                         |                             |                                |
|           | Rosenberg High . . . . .          | Home & Community Services   | Cooperative Training           |
|           |                                   | General Mechanical Repair   | General Mechanical Repair      |
| GALVESTON |                                   |                             |                                |
| Galveston | Galveston ISD                     |                             |                                |
|           | Ball High . . . . .               | General Mechanical Repair   | Cooperative Training           |
|           |                                   | Cooperative Training        |                                |
|           | Austin Jr. . . . .                | Home & Community Services   | General Mechanical Repair      |
|           |                                   | General Mechanical Repair   |                                |
|           | Central Middle School . . . . .   | General Mechanical Repair   | Clothing                       |
|           | Lovenberg Jr. . . . .             | General Mechanical Repair   |                                |
| La Marque | La Marque ISD                     |                             |                                |
|           | La Marque High . . . . .          | Office Duplication          | General Construction Trades    |
|           | La Marque Jr. . . . .             | Home & Community Services   | General Construction Trades    |
| Santa Fe  | Santa Fe ISD                      |                             |                                |
|           | Santa Fe High . . (1/2)           | Clothing Services           | Community Display & Decoration |
| GILLESPIE |                                   |                             |                                |
|           | Fredericksburg Fredericksburg ISD |                             |                                |
|           | Fredericksburg Jr (1/2)           | Home & Community Services   | General Construction Trades    |
| GOLIAD    |                                   |                             |                                |
| Goliad    | Goliad ISD                        |                             |                                |
|           | Goliad High . . . . .             | General Construction Trades |                                |
| GONZALES  |                                   |                             |                                |
| Waelder   | Waelder ISD                       |                             |                                |
|           | Waelder High . . . . .            | Home & Community Services   | General Mechanical Repair      |
| GRAY      |                                   |                             |                                |
| Pampa     | Pampa ISD                         |                             |                                |
|           | Pampa Jr. . . . . (1/2)           | Home & Community Services   | General Mechanical Repair      |

|            |                        |  |
|------------|------------------------|--|
| GRAYSON    |                        |  |
| Sherman    | Sherman ISD            |  |
|            | Sherman High . . . .   | Office Duplication                                       |
| GREGG      |                        |  |
| Gladewater | Gladewater ISD         |  |
|            | Gladewater High. . .   | Horticulture   |
|            | Kilgore                |  |
|            | Kilgore                |  |
|            | Kilgore High . . . .   | General Mechanical Repair                                |
|            | Kilgore Jr. . . . .    | General Mechanical Repair                                |
|            |                        | General Mechanical Repair                                |
|            | Longview               |  |
|            | Longview ISD           |  |
|            | Longview High . . .    | General Mechanical Repair                                |
| GRIMES     |                        |  |
| Navasota   | Navasota ISD           |  |
|            | Navasota High . . .    | Home & Community Services                                |
|            | Navasota Jr. . . . .   | Farm & Ranch Mechanical<br>Repair                        |
|            |                        | Farm & Ranch Mechanical<br>Repair                        |
|            |                        | Home & Community Services                                |
| HALE       |                        |  |
| Plainview  | Plainview ISD          |  |
|            | Coronado Jr. . . . .   | Office Duplication<br>Furniture Repair                   |
|            | Abernathy              |  |
|            | Abernathy High . . . . | Furniture Repair   |
| HARRIS     |                        |  |
| Deer Park  | Deer Park ISD          |  |
|            | Deer Park High . . .   | Cooperative Training                                     |
|            | Goose Creek            |  |
|            | Lee High . . . . .     | Cooperative Training                                     |
|            | Houston                |  |
|            | Houston ISD            |  |
|            | Austin High . . . . .  | Cooperative Training                                     |
|            | Bellaire High . . . .  | Cooperative Training                                     |
|            | Davis High . . . . .   | Cooperative Training                                     |
|            |                        | General Construction Trades<br>General Mechanical Repair |
|            | Furr High . . . . .    | Cooperative Training<br>Cooperative Training             |
|            | Houston High . . . .   | Cooperative Training<br>Cooperative Training             |

HARRIS

Houston (cont)

|                             |   |
|-----------------------------|---|
| Houston Technical . . . . . | Cooperative Part-Time<br>Training Course  |
| Institute                   |   |
| Jones High . . . . .        | Cooperative Part-Time<br>Training Course  |
| Kashmere Gardens High.      | Cooperative Part-Time<br>Training Course  |
| Lamar High . . . . .        | General Construction Trades<br>Office Duplication<br>Cooperative Part-Time<br>Training Course |
| Cullen Jr. . . . .          | Cooperative Part-Time<br>Training Course  |
| Lee High . . . . .          | Office Duplication<br>Cooperative Part-Time<br>Training Course                                |
| Lincoln High . . . . .      | Home & Community Services<br>Cooperative Part-Time<br>Training Course                         |
| Madison High . . . . .      | General Mechanical Repairs<br>Cooperative Part-Time<br>Training Course                        |
| Milby High . . . . .        | Cooperative Part-Time<br>Training Course  |
| Reagan High . . . . .       | Cooperative Part-Time<br>Training Course  |
| Sharpstown High . . . . .   | Cooperative Part-Time<br>Training Course  |
| Sterling High . . . . .     | Cooperative Part-Time<br>Training Course  |
| Waltrip High . . . . .      | Cooperative Part-Time<br>Training Course  |
| Wheatley High . . . . .     | Cooperative Part-Time<br>Training Course  |
| Williams High . . . . .     | Cooperative Part-Time<br>Training Course  |
| Worthing High . . . . .     | Cooperative Part-Time<br>Training Course  |
| Yates High . . . . .        | Cooperative Part-Time<br>Training Course  |
| Attucks Jr. . . . .         | Home & Community Services<br>General Mechanical Repair  |
| Cullen Jr. . . . .          | General Mechanical Repair<br>General Mechanical Repair  |
| Fleming Jr.                 | Home & Community Services<br>General Mechanical Repair  |



HARRIS

Houston (cont)

- Marshall Jr. . . . . Home & Community Services  
General Mechanical Repair
- Ryan Jr. . . . . Office Duplication
- Scarborough Jr. . . . . Cooperative Part-Time  
Training Course
- Smith Jr. . . . . Horticulture
- Thomas Jr. . . . . Office Duplication

Klein

- Klein ISD
- Klein High . . . . . Home & Community Services  
General Construction Trades

~~North Forrest~~

- North Forrest ISD
- Kirby Jr. . . . . Building Maintenance
- Northwood Jr. . . . . Building Maintenance

Pasadena

- Pasadena ISD
- Debie High . . . . . Cooperative Part-Time  
Training Course
- Pasadena High . . . . . Cooperative Part-Time  
Training Course
- Rayburn High . . . . . Cooperative Part-Time  
Training Course
- South Houston High . . . General Mechanical Repair.

Sheldon

- Sheldon ISD
- King High . . . . . Home & Community Services
- C. E. King Jr. . . . . General Mechanical Repair

Tomball

- Tomball ISD
- Tomball High . . . . . General Construction Trades

HARRISON

Marshall

- Marshall ISD
- Marshall High . . . . . Cooperative Part-Time  
Training Course  
Cooperative Part-Time  
Training Course
- Pemberton High . . . . . Building Maintenance  
General Mechanical Repair
- Pemberton Jr. . . . (1-1/2) Clothing Services

HAYS

Hays

Hays Consolidated ISD

Hays Jr. . . . . Office Duplication  
General Mechanical Repair  
Hays High . . . . . Office Duplication

San Marcos

San Marcos ISD

Goodnight Jr. . . . . Home & Community Services

HENDERSON

Athens

Athens ISD

Athens High . . . . . Building Maintenance  
Athens Jr. . . . . General Mechanical Repair

HIDALGO

Donna

Donna ISD

Donna Jr. . . . . Home & Community Services  
General Construction Trades  
Donna Migrant School . . . . . Office Duplication  
Home & Community Services  
General Construction Trades  
General Mechanical Repair

Edcouth-Elsa

Edcouth-Elsa ISD-  
Edcouth-Elsa High

. . . . . Office Duplication  
General Construction Trades  
Metal Trades  
Edcouth-Elsa Jr. . . . . Home & Community Services  
Central Elementary . . . . . General Mechanical Repair

Edinburg

Edinburg ISD

Edinburg High. . . . . Home & Community Services  
General Mechanical Repair  
Metal Trades

La Joya

La Joya ISD

La Joya High . . . . . General Construction Trades

McAllen

McAllen ISD

McAllen High . . . . . General Mechanical Repair  
Central Elementary . . . . . Home & Community Services  
Building Maintenance

Mercedes

Mercedes ISD

Mercedes Jr. . . . . Home & Community Services  
General Construction Trades  
Graham Elementary . . . . . Home & Community Services  
General Construction Trades

HIDALGO

Mission

Mission ISD

Mission Jr. . . . . Office Duplication  
Food Services

Pharr-San  
Juan-Alamo

Pharr-San Juan-  
Alamo ISD

Pharr-San Juan-  
Alamo High . . . . . Cooperative Part-Time  
Training Course  
General Construction Trades  
Metal Trades

Austin Jr. . . . . Horticulture  
Community Display & Decoration  
General Construction Trades  
General Mechanical Repair

Jefferson Jr. . . . . Home & Community Services  
Commercial Display & Decoration  
General Mechanical Repair

Weslaco

Weslaco ISD

Weslaco Jr. . . . . Clothing Services  
Food Services  
Building Maintenance  
General Construction Trades  
General Mechanical Repair  
General Mechanical Repair  
Auto Body Repair  
Cooperative Part-Time  
Training Course

Weslaco HIGH

HILL

Whitney

Whitney ISD

Whitney School . . . . . Farm & Ranch Mechanical Repair

HOCKLEY

Levelland

Levelland ISD

Levelland High . . . . . General Construction Trades  
Levelland Jr. . . . . Home & Community Services

HOOD

Grandbury

Grandbury ISD

Grandbury High . . (1/2)Clothing Services  
General Construction Trades

HOUSTON

Grapeland

Grapeland ISD

Grapeland Jr. . . . . General Construction Trades

|             |  |
|-------------|--|
| HOWARD      |  |
| Big Springs | Big Springs ISD<br>Big Springs High . . . . . Cooperative Part-Time<br>Training Course<br>Furniture Repair<br>Gen'er 1 Mechanical Repair         |
|             | Runnels Jr. . . . . Home & Community Services<br>General Construction Repair   |
| Coahoma     | Coahoma ISD<br>Coahoma Jr. . . . . General Construction Trades   |
| HUNT        |  |
| Boles Home  | Boles Home CSD<br>Boles Home High . . . . . General Mechanical Repair  |
| HUTCHINSON  |  |
| B rger      | Berger ISD<br>Berger High. . . . . Home & Community Services<br>General Mechanical Repair  |
| JASPER      |  |
| Kirbyville  | Kirbyville ISD<br>Martin Jr. . . . . General Construction Trades   |
| JEFFERSON   |  |
| Beaumont    | Beaumont ISD<br>Beaumont High . . . . . Home & Community Services<br>General Construction Trades   |
|             | Crockett Jr. . . . . (1/2) Home & Community Services<br>General Mechanical Repair  |
|             | Lincoln Jr. . . . . (1/2) Home & Community Services<br>General Construction Trades   |
| Nederland   | Nederland ISD<br>Central Jr. . . . . General Mechanical Repair   |
| JIMM HOGG   |  |
| Jim Hogg    | Jim Hogg County ISD<br>Hebbronville High. . . . . Building Maintenance<br>Hebbronville Jr. . . . (1/2) Home & Community Services<br>Metal Trades |
| JIM WELLS   |  |
| Alice       | Alice ISD<br>Adams Jr. . . . . Clothing Services<br>Food Services<br>General Mechanical Repair<br>General Construction Repair                    |

|           |                                     |  |
|-----------|-------------------------------------|--|
| JOHNSON   |                                     |  |
| Burleson  | Burleson ISD                        |  |
|           | Burleson High . . . .               | Office Duplication<br>General Mechanical Repair                  |
|           | Burleson Jr. . . . .                | Home & Community Services<br>General Mechanical Repair           |
| KARNES    |                                     |  |
| Runge     | Runge ISD                           |  |
|           | Runge High . . . . .                | Office Duplication   |
| KAUFMAN   |                                     |  |
| Kaufman   | Kaufman Interme-<br>diate . . . . . | General Mechanical Repair  |
| KEMP      |                                     |  |
|           | Kemp ISD                            |  |
|           | Kemp High . . . . .                 | Farm & Ranch Mechanical Repair<br>Home & Community Services      |
| MABANK    |                                     |  |
|           | Mabank ISD                          |  |
|           | Mabank Jr. . . . .                  | Home & Community Services  |
| TERRELL   |                                     |  |
|           | Terrell ISD                         |  |
|           | Terrell Jr. . . . .                 | Office Duplication<br>Food Services<br>General Mechanical Repair |
| KNOX      |                                     |  |
| Knox City | Knox City . . . . .                 | Farm & Ranch Mechanical Repair                                   |
| LAMAR     |                                     |  |
| Paris     | Paris ISD                           |  |
|           | Paris High . . . . .                | Home & Community Services  |
| LAMB      |                                     |  |
| Olton     | Olton ISD                           |  |
|           | Olton High . . . . .                | General Construction Trades                                      |
| LAMPASAS  |                                     |  |
| Lampasa's | Lampasas ISD                        |  |
|           | Lampasas High                       | General Construction Trades                                      |
|           | Lampasas Jr. . . . .                | General Mechanical Repair  |
| LAVACA    |                                     |  |
| Shiner    | Shiner ISD                          |  |
|           | Shiner High . . . . .               | General Construction Trades                                      |
| LEON      |                                     |  |
| Leon      | Leon ISD                            |  |
|           | Leon High . . . . .                 | General Mechanical Repair  |



**LIBERTY**  
Liberty

Liberty ISD  
Liberty Jr. . . . . Clothing Services  
Home & Community Services  
General Construction Trades

**LIMESTON**  
Mexia

Mexia ISD  
Mexia High . . . . . Home & Community Services

**LIVE OAK**  
Three Rivers

Three Rivers ISD  
Three Rivers High . . . . . Home & Community Services  
General Mechanical Repair

George West

George West  
George West . . . . . Farm & Ranch Mechanical Repair

**LUBBOCK**  
Lubbock

Lubbock ISD  
Lubbock High . . . . . Home & Community Services  
Cooperative Part-Time  
Training Course  
General Mechanical Repair  
Mathews Jr. . . . . Home & Community Services  
General Mechanical Repair

Roosevelt

Roosevelt ISD  
Roosevelt High . . . . . General Construction Trades

**MARION**  
Jefferson

Jefferson ISD  
Jefferson Jr. . . . . Building Maintenance  
Jefferson High . . . . . Clothing Services  
Home & Community Services  
Home & Community Services

**MARTIN**  
Stanton

Stanton ISD  
Stanton High . . . . . General Construction Trades  
Stanton Jr. . . . . General Construction Trades

**MATAGORDA**  
Bay City

Bay City ISD  
Bay City High . . . . . Home & Community Services  
General Mechanical Repair  
Homemaking  
Bay City Jr. . . . . Farm & Ranch Mechanical Repair  
(1/2) Home & Community Services



MATAGORDA  
Palacios

Palacios ISD  
Palacios High . . . Marine Repair

MCLENNAN  
Waco

Waco ISD  
Jefferson-Moore High  
High . . . . . General Construction Trades  
General Mechanical Repair  
University Jr. . . . . Office Duplication  
General Construction Trades  
General Mechanical Repair  
North Jr. . . . . Home & Community Services  
General Mechanical Repair  
South Jr. . . . . Office Duplication  
Home & Community Services  
General Construction Trades  
General Mechanical Repair  
West Jr. . . . . Home & Community Services  
General Mechanical Repair  
Wiley Jr. . . . . General Mechanical Repair

MIDLAND  
Midland

Midland ISD  
Alamo Jr. . . . . General Mechanical Repair  
Edison Freshman  
School . . . . . General Mechanical Repair  
Goddard Jr. . . . . Building Maintenance  
San Jacinto Jr. . . . General Mechanical Repair

MONTGOMERY  
New Caney

New Caney ISD  
New Caney Jr. . . . General Construction Repair  
General Mechanical Repair

MOORE  
Dumas

Dumas ISD  
Dumas High . . . . General Mechanical Repair  
Dumas Jr. . . . . Home & Community Services  
General Construction Trades

MORRIS  
Daingerfield

Daingerfield ISD  
Daingerfield High Home & Community Services  
General Construction Trades  
Daingerfield Jr. Home & Community Services

NACADOCHES

Nacagdoches Nacagdoches ISD  
Nacagdoches High . . General Construction Trades

NAVARRO

Corsicana Corsicana ISD  
Collins Middle . . . . Home & Community Services  
General Construction Trades  
Drane Middle . . . . Home & Community Services  
General Construction Trades

NEUCES

Bishop Bishop ISD  
Bishop Jr. . . . . Home & Community Services  
General Mechanical Repair

Corpus Christi Corpus Christi ISD

Carroll High . . . . Cooperative Training  
Cooperative Training  
King High . . . . Cooperative Training  
Cooperative Training  
Miller High . . . . Home & Community Services  
Cooperative Training  
Moody High . .(1/2). Home & Community Services  
Cooperative Training  
Ray High . . . . Cooperative Training  
Barnes Jr. . . . . Home & Community Services  
Home & Community Services  
General Mechanical Repair  
Metal Trades  
Coles Jr. . . . . Home & Community Services  
General Mechanical Repair  
Metal Trades  
Cunningham Jr . . . . Home & Community Services  
General Mechanical Repair  
Metal Trades  
Driscoll Jr. .(1 1/2). Home & Community Services  
General Mechanical Repair  
Metal Trades  
Martin Jr. . . . . General Construction Trades  
Metal Trades  
Seale Jr. . . . . Home & Community Services  
Shannon Jr. . . . . Home & Community Services  
General Construction Trades  
South Park Jr. . . . . General Construction Trades  
Wynn Jr. . . . . General Mechanical Repair  
Metal Trades



NUECES

Flour Bluff Flour Bluff ISD  
Flour Bluff High . . . General Mechanical Repair  
Flour Bluff Jr. . . . Office Duplication  
Home & Community Services  
General Construction Trades

Robstown Robstown ISD  
Robstown High. . . . General Mechanical Repair

Tuloso-  
Midway Tuloso-Midway ISD  
Tuloso-Midway  
High . . . . . General Construction Trades  
Tuloso-Midway Jr. . Office Duplication  
Home & Community Services  
General Construction Trades

OCHILTREE

Perryton Perryton ISD  
Perryton High . . . . General Mechanical Repair  
Perryton Jr. . . . . General Construction Trades

OLDHAM

Boys Ranch Boys Ranch ISD  
Boys Ranch High . . Cooperative Training

Vider Vider ISD  
Vider Jr. . . . . General Mechanical Repair

PARKER

Weatherford Weatherford ISD  
Weatherford High . . Office Duplication  
General Mechanical Repair

PARMER

Friona Friona ISD  
Friona Jr. . . . . General Construction Trades  
Friona High . . . . . General Mechanical Repair

POLK

Livingston Livingston ISD  
Livingston High . . . . Home & Community Services  
General Construction Trades

Corrigan-  
Camden

Corrigan-Camden ISD  
Corrigan-Camden  
School . . . . . Farm & Ranch Mechanical Repair

POTTER  
Amarillo

Amarillo ISD  
Amarillo High . . . . . Home & Community Services  
Cooperative Part-Time  
Training Course  
General Mechanical Repair  
General Mechanical Repair  
Caprock High . . . . . Home & Community Services  
Cooperative Part-Time  
Training Course  
General Mechanical Repair  
Palo Duro High . . . . . Home & Community Services  
Cooperative Part-Time  
Training Course  
General Mechanical Repair  
Carver Jr. . . . . Home & Community Services  
General Mechanical Repair

PRESIDIO  
Marfa

Marfa ISD  
Marfa High . . . . . General Construction Trades

REEVES

Pecos-Barstow Pecos-Barstow ISD  
East Pecos Jr. . . . . Home & Community Services  
General Mechanical Repair

SAN PATRICIO  
Taft

Taft ISD  
Taft Jr. . . . . Home & Community Services  
General Construction Trades  
General Mechanical Repair

SAN SABA  
San Saba

San Saba ISD  
San Saba High . . . . (1/2) Office Duplication  
General Construction Trades  
(1/2) General Mechanical Repair  
San Saba Jr. . . . . (1/2) Home & Community Services

SCURRY  
Snyder

Snyder ISD  
Snyder High . . . . . Home & Community Services  
Cooperative Part-Time  
Training Course  
General Mechanical Repair  
Travis Jr. . . . . Home & Community Services  
General Mechanical Repair

SAN AUGUSTINE  
San Augustine

San Augustine ISD  
San Augustine School . . . Farm & Ranch Mechanical  
Repair

SHELBY  
Tenaha

Tenaha ISD  
Tenaha High . . . . . General Construction Trades  
Shop

SMITH  
Chapel Hill

Chapel Hill ISD  
Chapel Hill Jr. . . . . Metal Trades

Lindale

Lindale ISD  
Lindale Jr. . . . . General Mechanical Repair

STAR  
Rio Grande  
City

Rio Grande City ISD  
Ringgold Elementary . . General Construction Trades

SWISHER  
Tulia

Tulia ISD  
Tulia High . . . . . Metal Trades  
Tulia Jr. . . . . Home & Community Services  
General Construction Trades

TARRANT  
Arlington

Arlington ISD  
Arlington High . . . . . Cooperative Part-Time  
Training Course  
Cooperative Part-Time  
Training Course  
Houston High . . . . . Cooperative Part-Time  
Training Course

TARRANT

Birdville

Birdville ISD

- Haltom City School . . . . Building Maintenance  
Cooperative Part-Time  
Training Course
- Haltom Jr. . . . . (1/2) Home & Community Services  
General Mechanical Repair
- Richland High. . . . . General Mechanical Repair
- Richland Jr. . . . . (1/2) Home & Community Services  
General Mechanical Repair

Castleberry

Castleberry

Castleberry ISD

- Castleberry High . . . . . Cooperative Part-Time  
Training Course

Eagle-Mountain-  
Saginaw

Eagle-Mountain-  
Saginaw ISD

- Boswell High . . . . . Office Duplication  
General Construction Trades  
General Mechanical Repair

Ft. Worth

Ft. Worth ISD

- North Side High . . . . . Office Duplication  
Home & Community Services  
General Construction Trades
- Trimble Tech. High . . . . Office Duplication  
Office Duplication  
General Construction Trades  
General Construction Trades  
Metal Trades
- Elder Middle . . . . . General Mechanical Repair  
Cosmetology
- Forrest Oak Middle . . . . General Mechanical Repair
- Diamond Hill Jarvis High. Home & Community Services
- Dunbar Middle School . . Home & Community Services
- Parker Middle School . . Home & Community Services
- Rosemont Middle . . . . . Home & Community Services
- James Middle . . . . . Home & Community Services

Lake Worth

Lake Worth ISD

- Lake Worth Jr. . . . . Home & Community Services
- Lake Worth High . . . . . Cooperative Part-Time  
Training Course

TARRANT

Hurst-Eules-  
Bedford

Hurst-Eules-  
Bedford ISD

- Bell High . . . . . Cooperative Part-Time  
Training Course
- Trinity High . . . . . Cooperative Part-Time  
Training Course
- Bedford Jr. . . . . General Mechanical Repair
- Central Jr. . . . . General Mechanical Repair
- Eules Jr. . . . . General Mechanical Repair
- Hurst Jr. . . . . General Mechanical Repair

White  
Settlement

White Settlement ISD

- Brewer High . . . . . Cooperative Part-Time  
Training Course

TERRY

Brownfield

Brownfield ISD

- Brownfield High . . . . . General Construction Trades
- Brownfield Middle . (1/2) Home & Community Services  
General Construction Trades

TITUS

Mount Pleasant

Mount Pleasant ISD

- Mt. Pleasant High . . . . Horticulture  
Office Duplication  
Home & Community Services  
General Construction Trades

TOM GREEN

San Angelo

San Angelo ISD

- Central High . . . . . Office Duplication  
Cooperative Part-Time  
Training Course  
General Construction Trades
- Edison Jr. . . . . Home & Community Services  
General Construction Trades  
General Mechanical Repair
- Glenn Jr. . . . . Office Duplication  
Home & Community Services  
General Mechanical Repair
- Lincoln Jr. . . . . Clothing Services  
General Construction Trades  
General Mechanical Repair

|              |                         |                                |
|--------------|-------------------------|--------------------------------|
| TRAVIS       |                         |                                |
| Austin       | Austin ISD              |                                |
|              | Reagan High . . . .     | General Mechanical Repair      |
|              | Manor                   |                                |
|              | Manor ISD               |                                |
|              | Manor Jr. . . . .       | General Construction Trades    |
| TRINITY      |                         |                                |
| Trinity      | Trinity ISD             |                                |
|              | Trinity School . . . .  | Farm & Ranch Mechanical Repair |
| UVALDE       |                         |                                |
| Sabinal      | Uvalde ISD              |                                |
|              | Sabinal School . . . .  | Farm & Ranch Mechanical Repair |
| VAL VERDE    |                         |                                |
| San Felipe-  | San Felipe-Del Rio CISD |                                |
| Del Rio      | CISD                    |                                |
|              | Del Rio High . . . .    | Building Maintenance           |
|              | Del Rio Jr. . . . .     | Home & Community Service       |
|              |                         | Building Maintenance           |
|              |                         | General Mechanical Repair      |
| VAN ZANDT    |                         |                                |
| Grand Saline | Grand Saline ISD        |                                |
|              | Grand Saline . . . .    | Horticulture                   |
| WALKER       |                         |                                |
| Huntsville   | Huntsville ISD          |                                |
|              | Huntsville Inter-       |                                |
|              | mediate . . . . .       | Farm & Ranch Mechanical Repair |
|              |                         | Home & Community Services      |
| WARD         |                         |                                |
| Monahans-    | Monahans-Wickett-       |                                |
| Wickett-     | Pyote ISD               |                                |
| Pyote        | Monahans High . . . .   | General Construction Trades    |
|              | Hudler Jr. . . . .      | General Mechanical Repair      |
| WASHINGTON   |                         |                                |
| Brenham      | Brenham ISD             |                                |
|              | Brenham High . . . .    | General Construction Trades    |
|              | Brenham Jr. . . . .     | Home & Community Services      |
|              |                         | General Construction Trades    |
| WEBB         |                         |                                |
| Laredo       | Laredo ISD              |                                |
|              | Christian Jr. . . . .   | General Construction Trades    |
|              |                         | General Mechanical Repair      |

WEBB

Laredo (cont) Lamar Jr. . . . . Clothing Services  
 Food Services  
 General Construction Trades  
 Furniture Repair  
 Martin High . . . . . Office Duplication  
 Nixon High . . . . . Office Duplication

United Conso-  
lidated

United Consolidated  
 ISD  
 United High . . . . . General Construction Trades

WHARTON

El Campo El Campo ISD  
 El Campo High . . . . . General Construction Trades  
 El Campo Jr. . . . . General Construction Trades

Wharton

Wharton ISD  
 Wharton High . . . . . General Construction Trades  
 Wharton Jr. . . . . Horticulture  
 Home & Community Services  
 General Construction Services

WICHITA

Iowa Park Iowa Park ISD  
 Iowa Park High . . . . . Office Duplication  
 General Construction Trades

Wichita Falls

Wichita Falls ISD  
 McNeil Jr. . . . . General Mechanical Repair

WILLACY

Raymondville Raymondville ISD  
 Raymondville High . . . . . General Construction Trades  
 Myra Green Jr. . . . . Home & Community Services  
 Community Display & Decoration  
 General Construction Trades  
 General Mechanical Repair

WILLIAMSON

Georgetown Georgetown ISD  
 Georgetown High . . . . . Food Services  
 General Construction Trades

Round Rock

Round Rock ISD  
 Round Rock High . . . . . Good Services  
 General Mechanical Repair

WILLIAMSON  
Taylor

Taylor ISD  
Taylor Middle School . Food Services  
Taylor Jr. . . . . General Construction Trades

WILSON  
Floresville

Floresville ISD  
Floresville Jr. . . . . Home & Community Services  
General Construction Trades

WINKLER  
Kermit

Kermit ISD  
Kermit High . . . . . Building Maintenance  
Kermit Jr. . . . . General Mechanical Repair

WISE  
Bridgeport

Bridgeport ISD  
Bridgeport Jr. . . . . Home & Community Services  
General Construction Trades

ZAPATA  
Zapata

Zapata ISD  
Zapata Jr. . . . . Office Duplication  
General Construction

ZAVALA  
Crystal City

Crystal City ISD  
Crystal City High . . Office Duplication



Distribution of Questionnaires

Former CVAE Students

## Distribution of Questionnaires for Former CVAE Students

### In-School Youth

| <u>No.</u> | <u>School</u> | <u>Distributing Personnel</u>    |
|------------|---------------|----------------------------------|
| 5          | Snyder        | Mrs. Janet Wesson, Counselor     |
| 5          | El Campo HS   | Counselor or Vocational Director |
| 4          | Laredo        | Counselor                        |
| 4          | Hebbronville  | Counselor                        |
| 5          | Wheatley      | Mr. Doyen                        |
| 5          | Beeville      | Vocational Director, Mr. Hatcher |
| 5          | George West   | Counselor, Mr. Coleman           |
| 5          | Moody HS      | Mr. Guerra, Teacher              |
| 5          | Floresville   | Mr. Elliot, Principal            |

### Out-Of-School Youth

|    |                      |                                  |
|----|----------------------|----------------------------------|
| 12 | White Settlement ISD | Mr. James C. Holt, Coop Teacher  |
| 15 | Snyder               | Mrs. Janet Wesson, Counselor     |
| 5  | Flatonia HS          | Principal, Douglas Mach          |
| 5  | El Campo HS          | Counselor or Vocational Director |
| 1  | Lindale              | Mr. Perryman                     |
| 5  | Marshall             | English Teacher                  |
| 4  | Hebbronville         | Counselor                        |
| 5  | Weslaco              | Mr. Guerra                       |
| 4  | Abernathy            | Mr. Martin                       |
| 3  | Hereford             | Mr. Penn                         |
| 5  | Wheatley             | Mr. Doyen                        |
| 5  | Pasadena             | Mr. Williams                     |
| 5  | Beeville             | Vocational Director, Mr. Hatcher |
| 8  | George West          | Counselor, Mr. Coleman           |
| 5  | Moody HS             | Mr. Guerra, Coop Teacher         |
| 5  | Floresville          | Mr. Elliot, Principal            |

Schools Which Have Discontinued Units

## DISCONTINUED CVAE

1970-71

|                              |  |         |  |
|------------------------------|--|---------|--|
| ANGELINA<br>Lufkin           | Drawer 1407<br><br>Lufkin 75901            | (75901) | Lufkin Jr. : 1 Hort. ;<br>1 Gen. Mech.<br>Dunbar Jr. : 1 Hort. ;<br>1 Gen. Mech.<br>1 Gen. Const.      |
| DALLAS<br>Wilmer-Hutchins    | 3820 E. Illinois<br>Dallas 75216           |         |  |
| EDWARDS<br>Rocksprings       | Box 157<br>Rocksprings<br>78880            |         | 1 Gen. Const.  |
| EL PASO<br>El Paso<br>(area) | Box 1710<br>El Paso<br>79999               | (79925) | Burges H. S.   |
| GOLIAD<br>Goliad             | Box 830<br>Goliad<br>77963                 |         | 1 Const. Tr.   |
| GONZALES<br>Waelder          | Box 536<br>Waelder<br>78959                |         | 2 (1 HM & Com Ser;<br>1 Ge. Mech.)   |
| HARRIS<br>Houston            | 3800 Richmond<br>Houston<br>77027          | (77035) | Fondren Jr. : 1 Hort.  |
| TARRANT<br>Ft. Worth         | 3210 W.<br>Lancaster<br>Ft. Worth<br>76107 | (76106) | Meacham: 1 HM & Com.   |
| NUECES<br>Corpus<br>Christi  | Box 110<br>Corpus<br>Christi<br>78403      |         | Sundeen: 1 Const. 1/2 HM Ass't.<br>Solomon: 1 Gen. Mech.<br>(These schools not listed in<br>directory) |
| RUSK<br>West Rusk            | Box 168<br>New London<br>75682             |         | 2 (1 HM Rel. ; 1 Const.)   |

LARRAIN  
Ft. Worth

3210 W. Lancaster  
Ft. Worth  
76107

(76104) Gen. Const. ;  
Trimble HS Graphic Arts

(76111) Home & Com.  
Riverside  
Middle

WALLER  
Royal

Box 247  
Brookshire  
77423

1/2 HM Rel.

**CVAE Administrative Questionnaire**  
**With Distribution of Response**

## CVAE Administrator

1. What is the size of your total school system. Check the number of students?

0 ( .00) less than 350  
13 ( 7.34) 350-699  
26 (14.69) 700-1499  
34 (19.21) 1500-2999  
32 (18.08) 3000-4999  
17 ( 9.60) 5000-9999  
55 (31.07) 10,000 or more  
0 ( .00) no response  
177 base

### Supervision

2. As the direct supervisor of your schools CVAE program, what is your title?

9 ( 5.08) superintendent  
1 ( .56) ass't superintendent  
86 (48.59) principal  
7 ( 3.95) ass't principal  
1 ( .56) vocational supervisor  
20 (11.30) vocational counselor  
46 (25.99) vocational director/administrator  
7 ( 3.95) other  
177 base

3. How many years have you supervised the CVAE program (include this year)?

24 (13.79) answered with 1  
51 (29.31) answered with 2  
60 (34.48) answered with 3  
17 ( 9.77) answered with 4  
22 (12.64) answered with 5  
3 ( 1.72) did not answer  
174 base

4. Does your school system have a vocational director/administrator?

118 (70.24) yes  
50 (29.76) no  
168 base

CVAE Administrator

5. What phase of the CVAE program do you supervise?  
120 (68.57) both vocational and academic  
47 (26.86) vocational  
8 ( 4.57) academic  
175 base
6. If you supervise only one phase, what is the title of the supervisor of the other phase?  
2 ( 3.03) superintendent  
2 ( 3.03) ass't superintendent  
42 (63.64) principal  
2 ( 3.03) ass't principal  
2 ( 3.03) vocational supervisor  
3 ( 4.55) vocational counselor  
11 (16.67) vocational director/administrator  
2 ( 3.03) other  
66 base
7. Give the number of vocational cluster units you supervise.
- VOE - 10.26  
40 (10.26) office duplication
- Agriculture - 5.38  
14 ( 3.59) farm and ranch mechanical repair  
7 ( 1.79) horticulture
- Homemaking - 27.19  
20 ( 5.13) clothing services  
0 ( .00) commercial lodging  
22 ( 5.65) food service  
60 (15.38) home and community service  
4 ( 1.03) home furnishings
- Industrial - 53.84  
16 ( 4.10) building maintenance  
2 ( .51) commercial display and decorating  
68 ( 7.18) cooperative training  
64 (16.41) construction trades  
5 ( 1.28) furniture repair and upholstery  
80 (20.51) mechanical repair  
1 ( .26) marine repair  
14 ( 3.59) metal trades



CVAE Administrator

13 ( 3.33) other  
390 base

8. Check the gradelevels in which CVAE is offered in your school.

For boys:

76 ( 16.93) seventh  
108 ( 24.05) eighth  
100 ( 22.27) ninth  
87 ( 19.38) tenth  
44 ( 9.80) eleventh  
33 ( 7.35) twelfth  
449 base

For girls:

46 ( 16.03) seventh  
64 ( 22.30) eighth  
60 ( 20.91) ninth  
53 ( 18.47) tenth  
36 ( 12.54) eleventh  
28 ( 9.76) twelfth  
287 base

9. In the schools you supervise, give the percent of the student body enrolled in CVAE.

Elementary

8 ( 88.89) answered with 0  
1 ( 11.11) answered with 1  
168 ( .00) did not answer  
9 base

Junior High

5 ( 5.10) answered with 0  
30 ( 30.61) answered with 1-5  
28 ( 28.56) answered with 6-10  
31 ( 31.62) answered with 11-20  
4 ( 4.08) answered with 30-45  
79 ( 80.61) did not answer  
98 base

Middle School

4 ( 16.67) answered with 0  
10 ( 41.17) answered with 1-5  
6 ( 25.10) answered with 6-10  
4 ( 16.68) answered with 11-22  
153 ( 637.50) did not answer  
24 base

Senior High

48 ( 50.52) answered with 1-5  
28 ( 29.49) answered with 6-10  
13 ( 13.68) answered with 11-20  
6 ( 6.32) answered with 23-38  
82 ( 86.32) did not answer  
95 base

Vocational

4 ( 21.05) answered with 1-5  
7 ( 36.84) answered with 6-10  
4 ( 21.04) answered with 11-20  
4 ( 21.04) answered with 22-45  
158 ( 831.58) did not answer  
19 base

Other

1 ( 25.00) answered with 1  
2 ( 50.00) answered with 10  
1 ( 25.00) answered with 55  
173 ( .00) did not answer  
4 base

CVAE Administrator

10. Estimate the number of students in your school who are eligible but not enrolled.

71 ( 40.34) less than 10 per cent  
46 ( 26.14) 15 per cent  
30 ( 17.05) 20 per cent  
16 ( 9.09) 30 per cent  
8 ( 4.55) 40 per cent  
4 ( 2.27) more than 40 per cent  
176 base

11. Why are other CVAE units not offered in your school?

30 ( 10.45) no identified need  
114 ( 39.72) no facilities available  
22 ( 7.67) no qualified teacher available  
24 ( 29.27) no funds available for additional facilities  
10 ( 3.48) cost per teacher unit prohibitive  
12 ( 4.18) cost per student prohibitive  
13 ( 4.53) other  
287 base

12. What is your average number of visits to each CVAE unit per semester for supervisory purposes?

Vocational

2 ( 1.19) none  
20 ( 11.90) three  
23 ( 13.69) six  
40 ( 23.81) ten  
21 ( 12.50) fifteen  
18 ( 10.71) twenty  
11 ( 6.55) thirty  
13 ( 7.74) forty  
19 ( 11.31) more  
168 base

Academic

10 ( 7.41) none  
30 ( 22.22) three  
29 ( 21.48) six  
19 ( 14.07) ten  
14 ( 10.37) fifteen  
15 ( 11.11) twenty  
6 ( 4.44) thirty  
6 ( 4.44) forty  
5 ( 3.70) more  
135 base

Faculty Information

13. What is the total number of CVAE teachers in your system?

Academic 874

Vocational 470

## CVAE Administrator

14. Give the number of vocational and academic teachers who were selected from each source:

|                                   | Academic | Vocational |
|-----------------------------------|----------|------------|
| Assigned from regular teach staff | 780      | 85         |
| Employed to teach CVAE            | 96       | 371        |

How many teachers:

|  |     |     |
|--|-----|-----|
| Volunteered to teach CVAE?                   | 216 | 292 |
| Were assigned to teach CVAE?                 | 514 | 106 |
| How many teach only CVAE courses?            | 120 | 410 |
| How many teach both regular and CVAE courses | 626 | 33  |

15. Does the CVAE teaching assignment rotate among your academic teachers?

16. Give the number from the regular staff assigned by methods listed:

|  | Vocational | Academic |   |
|--|------------|----------|---|
|  | 47         | 252      | Assigned because of availability  |
|  | 132        | 214      | Had special skills for teaching CVAE  |
|  | 0          | 155      | Had experience teaching students with learning disabilities                     |
|  | 50         | 237      | Had a deep desire to help student with learning and socio-economic disabilities |
|  | 3          | 50       | Assigned because no one else would accept the assignment                        |
|  | 7          | 61       | Assigned because teaching CVAE courses is on a rotation basis                   |
|  | 2          | 15       | Other. Indicate:  |

17. Give the number of teachers employed to teach CVAE assigned by methods listed:

|  | Vocational | Academic |  |
|--|------------|----------|--|
|  | 73         | 97       | Assigned because of availability   |
|  | 220        | 96       | Had special skills for teaching CVAE   |
|  | 3          | 76       | Had experience teaching students with learning disabilities                      |
|  | 55         | 81       | Had a deep desire to help students with learning and socio-economic disabilities |
|  | 0          | 39       | Assigned because no one else would accept the assignment                         |

CVAE Administrator

|            |          |  |
|------------|----------|--|
| Vocational | Academic |  |
| 0          | 14       | Assigned because teaching CVAE courses<br>is on a rotation basis |
| 6          | 3        | Other. Indicate:   |

18. How many of your CVAE vocational teachers who have taught CVAE for 2 years or more have not yet completed the required workshop courses?
- |              |       |
|--------------|-------|
| 128 ( 80.00) | none  |
| 23 ( 14.38)  | one   |
| 4 ( 2.50)    | two   |
| 3 ( 1.88)    | three |
| 2 ( 1.25)    | four  |
| 0 ( .00)     | five  |
| 0 ( .00)     | six   |
| 0 ( .00)     | seven |
| 0 ( .00)     | eight |
| 0 ( .00)     | more  |
| 160          | base  |
19. Check the needs for teacher certification which you recognize
- |             |   |
|-------------|---|
| 54 ( 23.08) | present requirements are adequate   |
| 64 ( 27.35) | require specialized training for academic teachers  |
| 30 ( 12.82) | have CVAE certification requirements for academic teachers                                      |
| 78 ( 33.33) | summer CVAE certification workshops located in several colleges or universities about the state |
| 8 ( 3.42)   | other   |
| 234         | base  |
20. What problems in faculty selection and assignment have you encountered?
- |             |   |
|-------------|---|
| 46 ( 12.47) | none  |
| 94 ( 25.47) | lack of academic teachers with special training for teaching CVAE students                            |
| 47 ( 12.74) | lack of qualified CVAE vocational teachers  |
| 42 ( 11.38) | finding CVAE vocational teachers with occupational experience who can adapt to the school environment |
| 16 ( 4.34)  | finding vocational teachers with enough employment experience in skills to be taught                  |
| 27 ( 7.32)  | lack of academic teachers trained to teach reading  |
| 47 ( 12.74) | lack of teacher's understanding of the CVAE program   |

## CVAE Administrator

Its goals and objectives

44 ( 11.92) inadequate funds to meet student-teacher ratio for CVAE  
 academic teacher  
 7 ( 1.63) other  
 369 base

### Student information

21. Use a scale from 0 (never) to 4 (always) to indicate the frequency with which each of the following participate in the identification, screening, and selection of CVAE students in your school.

#### Unknown

15 (100.00) answered with 0  
 162 ( .00) did not answer  
 15 base

#### Counselor - 3.47 avg

3 ( 1.90) answered with 0  
 11 ( 6.96) answered with 1  
 8 ( 5.06) answered with 2  
 22 ( 13.92) answered with 3  
 114 ( 72.15) answered with 4  
 19 ( 12.03) did not answer  
 158 base

#### Regular teacher - 2.50 avg

10 ( 7.35) answered with 0  
 15 ( 11.03) answered with 1  
 39 ( 28.68) answered with 2  
 41 ( 30.15) answered with 3  
 31 ( 22.79) answered with 4  
 41 ( 30.15) did not answer  
 136 base

#### CVAE teacher - 3.80 avg

6 ( 4.26) answered with 0  
 12 ( 8.51) answered with 1  
 23 ( 16.31) answered with 2  
 28 ( 19.86) answered with 3  
 72 ( 51.06) answered with 4  
 36 ( 25.53) did not answer  
 141 base

#### Principal - 2.93 avg

4 ( 2.76) answered with 0  
 21 ( 14.48) answered with 1  
 29 ( 20.00) answered with 2  
 18 ( 12.41) answered with 3  
 73 ( 50.34) answered with 4  
 32 ( 22.07) did not answer  
 145 base

#### Vocational director/administrator 1.97 avg

24 ( 26.37) answered with 0  
 14 ( 15.38) answered with 1  
 19 ( 20.88) answered with 2  
 9 ( 9.89) answered with 3  
 25 ( 27.47) answered with 4  
 86 ( 94.51) did not answer  
 91 base

CVAE Administrator

Other - 2.25

|            |                |   |
|------------|----------------|---|
| 5 ( 41.67) | answered with  | 0 |
| 1 ( 8.33)  | answered with  | 3 |
| 6 ( 50.00) | answered with  | 4 |
| 165 ( .00) | did not answer |   |
| 12         | base           |   |

22. Are counseling services available in your school?

|              |      |
|--------------|------|
| 165 ( 97.06) | yes  |
| 5 ( 2.94)    | no   |
| 170          | base |

23. Indicate by the same scale (0-4) used above the counseling services most frequently used for screening students before entering CVAE.

Unknown

|             |                |   |
|-------------|----------------|---|
| 14 ( 93.33) | answered with  | 0 |
| 1 ( 6.67)   | answered with  | 4 |
| 162 ( .00)  | did not answer |   |
| 15          | base           |   |

Personal interview

|             |                |   |
|-------------|----------------|---|
| 3 ( 2.14)   | answered with  | 0 |
| 8 ( 5.71)   | answered with  | 1 |
| 16 ( 11.43) | answered with  | 2 |
| 29 ( 20.71) | answered with  | 3 |
| 84 ( 60.00) | answered with  | 4 |
| 37 ( 26.43) | did not answer |   |
| 140         | base           |   |

Achievement testing

|             |                |   |
|-------------|----------------|---|
| 2 ( 1.45)   | answered with  | 0 |
| 3 ( 2.17)   | answered with  | 1 |
| 25 ( 18.12) | answered with  | 2 |
| 28 ( 20.29) | answered with  | 3 |
| 80 ( 57.97) | answered with  | 4 |
| 39 ( 28.26) | did not answer |   |
| 138         | base           |   |

Intelligence testing

|             |                |   |
|-------------|----------------|---|
| 8 ( 6.78)   | answered with  | 0 |
| 9 ( 7.63)   | answered with  | 1 |
| 23 ( 19.49) | answered with  | 2 |
| 20 ( 16.95) | answered with  | 3 |
| 58 ( 49.15) | answered with  | 4 |
| 59 ( 50.00) | did not answer |   |
| 118         | base           |   |

Vocational testing (aptitude)

|               |                |   |
|---------------|----------------|---|
| 16 ( 24.62)   | answered with  | 0 |
| 8 ( 12.31)    | answered with  | 1 |
| 19 ( 29.23)   | answered with  | 2 |
| 10 ( 15.38)   | answered with  | 3 |
| 12 ( 18.46)   | answered with  | 4 |
| 112 ( 172.31) | did not answer |   |
| 65            | base           |   |

Personality inventory

|               |                |   |
|---------------|----------------|---|
| 25 ( 47.17)   | answered with  | 0 |
| 9 ( 16.98)    | answered with  | 1 |
| 7 ( 13.21)    | answered with  | 2 |
| 8 ( 15.09)    | answered with  | 3 |
| 4 ( 7.55)     | answered with  | 4 |
| 124 ( 233.96) | did not answer |   |
| 53            | base           |   |

CVAF Administrator

| Other                     |   | Average level of students tested |  |
|---------------------------|---|----------------------------------|--|
| 6 ( 42.86) answered with  | 0 | 15 ( 12.71) below 70             |  |
| 1 ( 7.14) answered with   | 1 | 27 ( 22.88) 70's                 |  |
| 1 ( 7.14) answered with   | 3 | 60 ( 50.85) 80's                 |  |
| 6 ( 42.86) answered with  | 4 | 15 ( 12.71) 90's                 |  |
| 163 ( .00) did not answer |   | 1 ( .85) 100 or above            |  |
| 14 base                   |   | 118 base                         |  |

24. By the same value scale (0-4) indicate frequency with which other factors are considered in the selection of CVAF students.

| Unknown                   |   | Academic failure          |   |
|---------------------------|---|---------------------------|---|
| 12 ( 92.31) answered with | 0 | 1 ( .62) answered with    | 0 |
| 1 ( 7.69) answered with   | 1 | 5 ( 3.09) answered with   | 1 |
| 164 ( .00) did not answer |   | 20 ( 12.35) answered with | 2 |
| 13 base                   |   | 40 ( 24.69) answered with | 3 |
|                           |   | 96 ( 59.26) answered with | 4 |
|                           |   | 15 ( 9.26) did not answer |   |
|                           |   | 162 base                  |   |

| Absenteeism                |   | Cultural deprivation       |   |
|----------------------------|---|----------------------------|---|
| 9 ( 7.56) answered with    | 0 | 11 ( 10.09) answered with  | 0 |
| 10 ( 8.40) answered with   | 1 | 8 ( 7.34) answered with    | 1 |
| 29 ( 24.37) answered with  | 2 | 30 ( 27.52) answered with  | 2 |
| 33 ( 27.73) answered with  | 3 | 30 ( 27.52) answered with  | 3 |
| 38 ( 31.93) answered with  | 4 | 30 ( 27.52) answered with  | 4 |
| 58 ( 48.74) did not answer |   | 68 ( 62.39) did not answer |   |
| 119 base                   |   | 109 base                   |   |

| Discipline problems        |   | Home situation             |   |
|----------------------------|---|----------------------------|---|
| 22 ( 21.78) answered with  | 0 | 15 ( 15.00) answered with  | 0 |
| 15 ( 14.85) answered with  | 1 | 16 ( 16.00) answered with  | 1 |
| 29 ( 28.71) answered with  | 2 | 30 ( 30.00) answered with  | 2 |
| 19 ( 18.81) answered with  | 3 | 25 ( 25.00) answered with  | 3 |
| 16 ( 15.84) answered with  | 4 | 14 ( 14.00) answered with  | 4 |
| 76 ( 75.25) did not answer |   | 77 ( 77.00) did not answer |   |
| 101 base                   |   | 100 base                   |   |

CVAE Administrator

|                            |      |                             |      |
|----------------------------|------|-----------------------------|------|
| <b>Overage</b>             |      | <b>Social maladjustment</b> |      |
| 9 ( 8.33) answered with    | 0    | 13 ( 13.00) answered with   | 0    |
| 7 ( 6.48) answered with    | 1    | 11 ( 11.00) answered with   | 1    |
| 17 ( 15.74) answered with  | 2    | 30 ( 30.00) answered with   | 2    |
| 27 ( 25.00) answered with  | 3    | 25 ( 25.00) answered with   | 3    |
| 48 ( 44.44) answered with  | 4    | 21 ( 21.00) answered with   | 4    |
| 69 ( 62.89) did not answer |      | 77 ( 77.00) did not answer  |      |
| 108                        | base | 100                         | base |

**Other**

|                           |      |
|---------------------------|------|
| 4 ( 50.00) answered with  | 0    |
| 1 ( 12.50) answered with  | 2    |
| 3 ( 37.50) answered with  | 4    |
| 169 ( .00) did not answer |      |
| 8                         | base |

25. Have your CVAE students been screened for physical reading handicaps such as perception problems, dyslexia, etc. ?

|                 |      |
|-----------------|------|
| 72 ( 45.00) yes |      |
| 88 ( 55.00) no  |      |
| 160             | base |

26. How many students identified for CVAE courses were not enrolled for lack of parental consent?

|                  |      |
|------------------|------|
| 88 ( 52.38) none |      |
| 13 ( 7.74) one   |      |
| 19 ( 11.31) two  |      |
| 7 ( 4.17) three  |      |
| 5 ( 2.98) four   |      |
| 11 ( 6.55) five  |      |
| 25 ( 14.88) more |      |
| 168              | base |

27. If counseling services are available in your school, how many CVAE students visited the counselor last year?

|                   |      |
|-------------------|------|
| 14 ( 8.81) 1-5    |      |
| 12 ( 7.55) 6-10   |      |
| 17 ( 10.69) 11-15 |      |
| 21 ( 13.21) 16-20 |      |
| 95 ( 59.75) more  |      |
| 159               | base |



CVAE Administrator

28. What was the average number of visits to the counselor per CVAE student last year?
- |             |       |
|-------------|-------|
| 5 ( 3.11)   | none  |
| 35 ( 21.74) | one   |
| 60 ( 37.27) | two   |
| 37 ( 22.98) | three |
| 16 ( 9.94)  | 4-8   |
| 8 ( 4.97)   | more  |
| 161         | base  |
29. How many CVAE students have visited the counselor to date this year?
- |             |       |
|-------------|-------|
| 27 ( 17.53) | 1-5   |
| 33 ( 21.43) | 6-10  |
| 18 ( 11.69) | 11-15 |
| 24 ( 15.58) | 16-20 |
| 52 ( 33.77) | more  |
| 154         | base  |
30. Does the location of the vocational shops and academic classrooms isolate the CVAE student from the total student body?
- |              |      |
|--------------|------|
| 23 ( 13.29)  | yes  |
| 150 ( 86.71) | no   |
| 173          | base |
31. Is your present location satisfactory?
- |              |      |
|--------------|------|
| 138 ( 79.77) | yes  |
| 35 ( 20.23)  | no   |
| 173          | base |

If not, indicate a change in location that would better facilitate the needs of your students.

In the building with regular students

|             |                      |
|-------------|----------------------|
| 6 ( 15.00)  | at their grade level |
| 2 ( 5.00)   | at their age level   |
| 22 ( 55.00) | in a CVAE complex    |
| 10 ( 25.00) | other                |
| 40          | base                 |

CVAE Administrator

32. Do your students have the opportunity to participate in school activities?

172 ( 98.85) yes

2 ( 1.15) no

174 base

If yes, what activities?

93 ( 15.17) school publications

158 ( 25.77) sports

Assemblies

162 ( 26.43) attend

141 ( 23.00) participate

59 ( 9.62) other

613 base

33. Do you have students in CVAE classes who should be in special education?

Special education

78 ( 46.16) yes

91 ( 53.85) no

169 base

If yes, estimate the number of special education students you have in CVAE classes.

11 ( 12.94) answered with 0

38 ( 44.70) answered with 1-3

21 ( 24.70) answered with 4-6

10 ( 11.77) answered with 8-10

2 ( 2.35) answered with 13

3 ( 3.53) answered with 20

85 base

359 total number of special education students

How many of these CVAE students have been screened and identified as special education students?

24 ( 33.80) answered with 0

26 ( 36.66) answered with 1-3

13 ( 18.33) answered with 4-6

5 ( 7.05) answered with 8-10

2 ( 2.82) answered with 13

1 ( 1.41) answered with 15

71 base

195 total identified as special education

• CVAE Administrator

34. Who screens and identifies the special education students in your school?

62 ( 17.97) principal  
 62 ( 17.97) teacher  
 102 ( 29.57) special education coordinator  
 81 ( 23.48) counselor  
 7 ( 2.03) school nurse  
 31 ( 8.99) other  
 345 base

35. By what method are special education students identified?  
 (Left out by computer)

36. Have you had CVAE long enough in your school for a CVAE student to graduate?

67 ( 38.51) yes  
 107 ( 61.49) no  
 174 base

37. What per cent of the CVAE students in your school will have completed the program?

| Are still in school       |       | Have graduated            |       |
|---------------------------|-------|---------------------------|-------|
| 9 ( 7.44) answered with   | 0     | 26 ( 32.50) answered with | 0     |
| 5 ( 4.15) answered with   | 1-10  | 20 ( 25.00) answered with | 1-10  |
| 4 ( 3.31) answered with   | 11-20 | 9 ( 11.25) answered with  | 13-20 |
| 4 ( 3.31) answered with   | 21-30 | 5 ( 6.25) answered with   | 26-30 |
| 4 ( 3.31) answered with   | 35-40 | 2 ( 2.50) answered with   | 35-40 |
| 2 ( 1.65) answered with   | 50    | 3 ( 3.75) answered with   | 42-50 |
| 6 ( 4.96) answered with   | 60    | 1 ( 1.25) answered with   | 60    |
| 5 ( 4.13) answered with   | 70    | 1 ( 1.25) answered with   | 70    |
| 11 ( 9.13) answered with  | 75-80 | 6 ( 7.50) answered with   | 75-80 |
| 29 ( 24.07) answered with | 85-90 | 2 ( 2.50) answered with   | 85-86 |
| 42 ( 34.86) answered with | 92-99 | 5 ( 6.25) answered with   | 95-99 |
| 121                       | base  | 80                        | base  |

| Have dropped out of school |       |                         |       |
|----------------------------|-------|-------------------------|-------|
| 10 ( 9.26) answered with   | 0     | 4 ( 3.72) answered with | 44-50 |
| 65 ( 60.45) answered with  | 1-10  | 1 ( .93) answered with  | 60    |
| 13 ( 12.09) answered with  | 14-20 | 1 ( .93) answered with  | 75    |
| 12 ( 11.16) answered with  | 25-30 | 108                     | base  |
| 2 ( 1.86) answered with    | 35-40 |                         |       |

CVAE Administrator

38. For what reason did the CVAE students drop out of school?

For gainful employment

2 ( 2.47) answered with 0  
 10 ( 12.35) answered with 1  
 8 ( 9.88) answered with 2  
 4 ( 4.94) answered with 3  
 4 ( 4.94) answered with 4  
 9 ( 11.11) answered with 5  
 3 ( 3.70) answered with 7  
 41 ( 50.62) answered with 9  
 81 base

Because of pregnancy

5 ( 11.63) answered with 0  
 10 ( 23.26) answered with 1  
 6 ( 13.95) answered with 2  
 1 ( 2.33) answered with 3  
 3 ( 6.98) answered with 4  
 5 ( 11.63) answered with 5  
 1 ( 2.33) answered with 8  
 12 ( 27.91) answered with 9  
 43 base

Expelled

6 ( 15.79) answered with 0  
 7 ( 18.42) answered with 1  
 4 ( 10.53) answered with 2  
 2 ( 5.26) answered with 3  
 9 ( 23.68) answered with 5  
 1 ( 2.63) answered with 6  
 9 ( 23.68) answered with 9  
 38 base

Unknown

3 ( 4.84) answered with 0  
 12 ( 19.35) answered with 1  
 5 ( 8.06) answered with 2  
 4 ( 6.45) answered with 3  
 3 ( 4.84) answered with 4  
 8 ( 12.90) answered with 5  
 1 ( 1.61) answered with 6  
 1 ( 1.61) answered with 7  
 25 ( 40.32) answered with 9  
 62 base

Other

1 ( 3.85) answered with 0  
 8 ( 30.77) answered with 1  
 1 ( 3.85) answered with 2  
 2 ( 7.69) answered with 3  
 1 ( 3.85) answered with 5  
 2 ( 7.69) answered with 7  
 11 ( 42.31) answered with 9  
 26 base

CVAE Administrator

39. What percent of the students completing CVAE have continued success?

In regular academic courses

4 ( 4.76) answered with 0  
 16 ( 19.04) answered with 1-10  
 13 ( 15.47) answered with 15-20  
 6 ( 7.14) answered with 21-30  
 1 ( 1.19) answered with 40  
 9 ( 10.71) answered with 50  
 5 ( 5.95) answered with 60  
 6 ( 7.14) answered with 70  
 14 ( 16.66) answered with 75-80  
 5 ( 5.95) answered with 85-90  
 5 ( 5.90) answered with 95-99  
 84 base

In regular vocational courses

5 ( 6.25) answered with 0  
 9 ( 11.25) answered with 1-10  
 7 ( 8.75) answered with 15-20  
 7 ( 8.75) answered with 21-30  
 4 ( 6.25) answered with 35-40  
 9 ( 11.25) answered with 50  
 5 ( 6.25) answered with 60  
 2 ( 2.50) answered with 70  
 7 ( 8.75) answered with 75-80  
 14 ( 17.50) answered with 85-90  
 10 ( 12.50) answered with 95-99  
 80 base

In finding jobs

8 ( 12.31) answered with 0  
 13 ( 20.02) answered with 1-10  
 10 ( 15.40) answered with 15-20  
 4 ( 6.15) answered with 21-30  
 3 ( 4.62) answered with 40  
 4 ( 6.15) answered with 50  
 1 ( 1.54) answered with 60  
 1 ( 1.54) answered with 65  
 3 ( 4.62) answered with 75  
 4 ( 6.15) answered with 80  
 6 ( 9.23) answered with 90  
 8 ( 12.31) answered with 95-99  
 65 base

40. What percent of the students completing CVAE drop out after returning to regular classes?

39 ( 42.39) answered with 0  
 36 ( 39.24) answered with 1-10  
 5 ( 5.45) answered with 20  
 4 ( 4.34) answered with 30  
 2 ( 2.18) answered with 35-40  
 4 ( 4.35) answered with 50  
 1 ( 1.09) answered with 75  
 1 ( 1.09) answered with 98  
 92 base

CVAE Administrator

41. Are special records or follow-up studies kept on CVAE students other than the usual cumulative file?

87 ( 51.79) yes  
81 ( 48.21) no  
168 base

If yes, for how many years do you have these records?

18 ( 20.22) one  
26 ( 29.21) two  
15 ( 16.85) three  
5 ( 5.62) four  
25 ( 28.09) five  
89 base

42. The following information is requested on the 1971-72 CVAE student population. Information should be as accurate as possible.
43. How many students did you have enrolled in CVAE in 1971-72? 9,419
44. How many of the CVAE students dropped out of school during the year?  
741 (7.86)
45. Have you records on absenteeism of CVAE classes?  
132 ( 79.52) yes  
34 ( 20.48) no

If yes, compare absenteeism of the 1971-72 CVAE students with their absenteeism the year before they entered CVAE.

Percent absenteeism 1971-72 after entering CVAE.

1 ( 1.12) answered with 0  
62 ( 69.44) answered with 2-10  
15 ( 16.80) answered with 11-20  
3 ( 3.37) answered with 25-30  
1 ( 1.12) answered with 40  
1 ( 1.12) answered with 65  
1 ( 1.12) answered with 85  
5 ( 5.60) answered with 95  
89 base

CVAE Administrator

Percent absenteeism the year before they entered CVAE.

|                           |       |
|---------------------------|-------|
| 1 ( 1.14) answered with   | 0     |
| 27 ( 30.78) answered with | 2-10  |
| 22 ( 25.08) answered with | 11-20 |
| 19 ( 21.66) answered with | 25-30 |
| 5 ( 5.70) answered with   | 35-40 |
| 6 ( 6.84) answered with   | 48-50 |
| 2 ( 2.27) answered with   | 55    |
| 1 ( 1.14) answered with   | 78    |
| 1 ( 1.14) answered with   | 80    |
| 4 ( 4.56) answered with   | 95    |
| 88                        | base  |

46. Compare the percent failure among regular students with the failures of CVAE students in 1971-72.

Percent failures of regular student body

|                           |       |
|---------------------------|-------|
| 8 ( 7.08) answered with   | 0     |
| 74 ( 65.12) answered with | 10    |
| 24 ( 21.12) answered with | 11-20 |
| 5 ( 4.40) answered with   | 22-30 |
| 1 ( .88) answered with    | 33    |
| 1 ( .88) answered with    | 42    |
| 113                       | base  |

Percent failure of CVAE students

|                           |       |
|---------------------------|-------|
| 31 ( 26.96) answered with | 0     |
| 72 ( 62.64) answered with | 1-10  |
| 6 ( 5.22) answered with   | 15-20 |
| 5 ( 4.35) answered with   | 23-30 |
| 1 ( .87) answered with    | 35    |
| 115                       | base  |

47. How many CVAE students were suspended during 1971-72 school year?

|                   |      |
|-------------------|------|
| 54 ( 36.24) none  |      |
| 19 ( 12.75) one   |      |
| 17 ( 11.41) two   |      |
| 22 ( 14.77) three |      |
| 3 ( 2.01) four    |      |
| 14 ( 9.40) five   |      |
| 20 ( 13.42) more  |      |
| 149               | base |

CVAE Administrator

48. How many CVAE students were suspended the year before they entered CVAE?

35 ( 30.70) none  
 6 ( 5.26) one  
 9 ( 7.89) two  
 11 ( 9.65) three  
 6 ( 5.26) four  
 8 ( 7.02) five  
 2 ( 1.75) six  
 3 ( 2.63) seven  
 3 ( 2.63) eight  
 6 ( 5.26) nine  
 5 ( 4.39) ten  
 20 ( 17.54) more  
 114. base

49. How many times were CVAE students sent to the office for disciplinary problems the year before they entered CVAE?

|                           |       |                                |       |
|---------------------------|-------|--------------------------------|-------|
| 4 ( 7.02) answered with   | 0     | How many in school in 1971-72? |       |
| 14 ( 24.50) answered with | 1-5   | 9 ( 12.86) answered with       | 0     |
| 13 ( 22.75) answered with | 6-10  | 31 ( 44.33) answered with      | 1-5   |
| 7 ( 12.25) answered with  | 15-20 | 11 ( 15.73) answered with      | 6-10  |
| 9 ( 15.75) answered with  | 21-30 | 11 ( 15.73) answered with      | 12-20 |
| 2 ( 3.50) answered with   | 35-40 | 4 ( 5.72) answered with        | 21-25 |
| 3 ( 5.26) answered with   | 45-50 | 1 ( 1.43) answered with        | 34    |
| 2 ( 3.50) answered with   | 56-60 | 1 ( 1.43) answered with        | 43    |
| 1 ( 1.75) answered with   | 73    | 1 ( 1.43) answered with        | 50    |
| 1 ( 1.75) answered with   | 80    | 1 ( 1.43) answered with        | 66    |
| 1 ( 1.75) answered with   | 99    | 70                             | base  |
| 57                        | base  |                                |       |

50. Give the percentage of students who dropped out of your school the year before you established CVAE programs and the percent each year since the establishment of CVAE.

|                           |       |                           |       |
|---------------------------|-------|---------------------------|-------|
| Year before CVAE          |       | First year after          |       |
| 7 ( 8.75) answered with   | 0     | 11 ( 15.49) answered with | 0     |
| 59 ( 73.75) answered with | 1-10  | 54 ( 76.14) answered with | 10    |
| 10 ( 12.50) answered with | 11-20 | 3 ( 4.23) answered with   | 12-15 |
| 1 ( 1.25) answered with   | 25    | 2 ( 2.82) answered with   | 45-48 |
| 2 ( 2.50) answered with   | 48-50 | 1 ( 1.41) answered with   | 92    |
| 1 ( 1.25) answered with   | 99    | 71                        | base  |
| 80                        | base  |                           |       |



CVAE Administrator

51. How many dropouts have you had return to your school to enter CVAE.

60 ( 49.18) none  
6 ( 4.92) one  
19 ( 15.57) two  
8 ( 6.56) three  
4 ( 3.28) four  
4 ( 3.28) five  
6 ( 4.92) six  
0 ( .00) seven  
1 ( .82) eight  
2 ( 1.64) nine  
0 ( .00) ten  
12 ( 9.84) more  
122 base

52. Of these how many are still in school?

12 ( 17.65) none  
12 ( 17.65) one  
17 ( 25.00) two  
7 ( 10.29) three  
6 ( 8.82) four  
3 ( 4.41) five  
2 ( 2.94) six  
0 ( .00) seven  
1 ( 1.47) eight  
1 ( 1.47) nine  
0 ( .00) ten  
7 ( 10.29) none  
68 base

53. How many completed high school?

37 ( 52.73) none  
4 ( 6.35) one  
4 ( 6.35) two  
5 ( 7.94) three  
1 ( 1.59) four  
4 ( 6.35) five  
8 ( 12.70) more  
63 base

Course information

CVAE Administrator

54. How is physical education for CVAE students handled at your school?  
 141 ( 72.68) in classes with regular students

Classes of CVAE students only

28 ( 14.43) with P. E. teachers

5 ( 2.58) with the CVAE teachers.

No P. E. class for CVAE students

9 ( 4.64) no scheduled time for P. E.

8 ( 4.12) no available time for P. E.

3 ( 1.55) other

194 base

55. How is the CVAE academic program handled in your school?

59 ( 27.19) CVAE students in classes with regular students of comparable ability

23 ( 10.60) in self-contained classroom, all subjects taught of CVAE students only

100 ( 46.08) classes set up for CVAE students only

16 ( 7.37) CVAE students in regular with other students of varying ability

13 ( 5.99) un-graded system

6 ( 2.76) other

217 base

56. In what academic courses are your CVAE students enrolled?

Basics

167 ( 33.33) english

115 ( 22.95) history

108 ( 21.56) social studies

7 ( 1.40) geography

91 ( 18.16) mathematics

13 ( 2.59) science

0 ( .00) other

501 base

Electives

124 ( 46.62) physical education

59 ( 22.18) band

47 ( 17.67) choir and/or music

11 ( 4.14) speech

16 ( 6.02) art

9 ( 3.38) other

266 base

If you supervise a senior high school CVAE program

57. How many semesters of CVAE courses are offered?

29 ( 26.61) two

0 ( .00) ten

36 ( 33.03) four

7 ( 6.42) twelve

12 ( 11.01) six

109 base

25 ( 22.94) eight

CVAE Administrator

58. Do you give credit toward high school graduation for each high school level CVAE course offered?

110 ( 99.10) yes  
1 ( .90) no  
111 base

59. Do you offer enough CVAE courses for a student to complete all high school credits in CVAE?

44 ( 40.37) yes  
65 ( 59.63) no  
109 base

If yes, what recognition does he get for completing high school in CVAE?

50 ( 92.59) high school diploma  
2 ( 3.70) certificate  
2 ( 3.70) other  
54 base

If no, which grades is CVAE offered?

For boys:

52 ( 37.96) nine  
50 ( 36.50) ten  
29 ( 21.17) eleven  
6 ( 4.38) twelve  
137 base

For girls:

27 ( 30.34) nine  
49 ( 55.06) ten  
11 ( 12.36) eleven  
2 ( 2.25) twelve  
89 base

60. Have you had CVAE students to transfer into regular classes before completing CVAE classes?

96 ( 66.21) yes  
49 ( 33.79) no  
145 base

If yes, what percent?

|                           |       |
|---------------------------|-------|
| 70 ( 85.40) answered with | 1-10  |
| 6 ( 7.32) answered with   | 12-20 |
| 1 ( 1.22) answered with   | 25    |
| 2 ( 2.44) answered with   | 35    |
| 1 ( 1.22) answered with   | 40    |
| 1 ( 1.22) answered with   | 50    |
| 1 ( 1.22) answered with   | 80    |
| 82                        | base  |

CVAE Administrator

For what reason

- 51 ( 53.13) achievement level progressed to regular class level
- 22 ( 22.92) social stigma (student and/or parent request)
- 10 ( 10.42) poor initial screening (should not have been placed in CVAE)
- 13 ( 13.54) other
- 96 base

61. How did you determine the programs to be offered in your school?
- 102 ( 32.80) area occupational survey to determine job market
  - 40 ( 12.86) random selection of tea approved occupational courses
  - 15 ( 4.82) other

Student needs determined by:

- 77 ( 24.76) personal judgement
- 65 ( 20.90) advice of the advisory council
- 12 ( 3.86) other
- 311 base

62. Does CVAE in your school represent one of the greater job demands in the labor market of your area?
- 108 ( 68.35) yes
  - 50 ( 31.65) no
  - 158 base

63. Check the remedial academic classes available to CVAE students after they complete the CVAE courses offered at your school.
- 42 ( 13.55) none
  - 88 ( 28.39) english
  - 62 ( 20.00) reading
  - 49 ( 15.81) science
  - 59 ( 19.03) mathematics
  - 7 ( 2.26) social studies
  - 3 ( .97) other
  - 310 base

64. After students complete the CVAE courses offered, at which grade levels are regular vocational courses available to boys and girls until graduation?

For boys:

- |                     |                    |
|---------------------|--------------------|
| 41 ( 13.67) nine    | 71 ( 23.67) twelve |
| 71 ( 23.67) ten     | 300 base           |
| 117 ( 39.00) eleven |                    |

CVAE Administrator

For girls:

41 ( 16.14) nine  
60 ( 23.62) ten  
97 ( 38.19) eleven  
56 ( 22.05) twelve  
254 base

65. In what areas do you need additional CVAE units?

16 ( 4.76) none  
62 ( 18.45) industrial  
52 ( 15.48) homemaking  
18 ( 5.36) VOE  
17 ( 5.06) agriculture  
36 ( 10.71) co-op

Additional units not currently offered by tea

33 ( 9.82) paint and body repair  
10 ( 2.98) cleaning and laundry  
3 ( .89) leather craft  
8 ( 2.38) advanced specialized training  
69 ( 20.54) more programs for girls  
12 ( 3.57) other  
336 base

66. Check the levels in which additional CVAE is needed for boys and girls in your school.

For boys:

68 ( 17.89) seven  
81 ( 21.32) eight  
74 ( 19.47) nine  
75 ( 19.74) ten  
44 ( 11.58) eleven  
38 ( 10.00) twelve  
380 base

For girls:

61 ( 16.44) seven  
75 ( 20.22) eight  
72 ( 19.41) nine  
77 ( 20.75) ten  
45 ( 12.13) eleven  
41 ( 11.05) twelve  
371 base

67. Who would you contact if you desired to expand or redirect your CVAE program and had not determined the new occupational clusters for which training was to be conducted?

11 ( 5.45) unknown  
30 ( 14.85) area planing coordinator  
85 ( 42.08) area program supervisor

CVAE Administrator

36 ( 17.82) state program director/supervisor  
11 ( 5.45) state director secondary school programs  
29 ( 14.36) other  
202 base

Facilities and funding

Indicate your specific needs for additional funding in existing CVAE programs

68. For teachers:

36 ( 13.09) present funding adequate  
50 ( 18.18) financial aid to assist teachers in meeting certification requirements  
99 ( 36.00) financial aid to compensate for lower teacher-pupil ratio required for CVAE academic teachers  
80 ( 29.09) financial assistance to reduce the academic teacher load  
10 ( 3.64) other  
275 base

69. For facilities

29 ( 9.83) present funding adequate  
103 ( 34.92) more financial assistance in construction cost  
71 ( 24.07) higher reimbursement rate to establish additional programs to meet student needs  
70 ( 23.73) more assistance to reduce the local districts cost per student  
20 ( 6.78) high reimbursement rate for poorer school districts  
2 ( .68) other  
295 base

70. Indicate CVAE facilities in your school that do not presently meet vocational division standards.

87 ( 37.34) none  
35 ( 15.02) laboratory space  
43 ( 18.45) shop space  
36 ( 15.45) storage space  
25 ( 10.73) equipment  
7 ( 3.00) other  
233 base

CVAE Administrator

71. For which units?

28 ( 39.77) homemaking  
10 ( 10.99) agriculture  
48 ( 52.75) industrial  
5 ( 5.49) VOE  
91 base

72. Does your equipment compare with that used in commercial establishments?

116 ( 72.96) yes  
43 ( 27.04) no  
159 base

73. Is the equipment kept in good repair?

163 ( 98.19) yes  
3 ( 1.81) no  
166 base

74. Do you need additional lab or shop facilities to offer needed CVAE programs?

131 ( 78.92) yes  
35 ( 21.08) no  
166 base

75. If yes, do you have funds available to expand facilities to offer needed CVAE programs?

9 ( 6.82) yes  
123 ( 93.18) no  
132 base

76. Would you recommend the use of regular vocational facilities for CVAE programs in your school?

80 ( 50.00) yes  
80 ( 50.00) no  
160 base

77. What problems would you expect to encounter?

40 ( 16.81) no conflict anticipated  
33 ( 13.87) conflict of teacher personalities  
72 ( 30.25) conflict over lab and shop equipment maintenance, storage, etc.  
84 ( 35.29) scheduling conflicts  
9 ( 3.78) other  
238 base

CVAE Administrator

Program evaluation

Check additional supervisory needs for a more effective CVAE program in your school?

78. On state level.

- 48 ( 35.56) statewide coordinator of CVAE vocational and academic programs
- 65 ( 48.15) CVAE vocational and academic specialist to give assistance to local programs
- 22 ( 16.30) other
- 135 base

79. On area level.

- 57 ( 32.20) area coordinator
- 65 ( 32.72) CVAE academic consultant
- 43 ( 24.29) CVAE teacher organizations to provide the exchange of instructional materials and ideas
- 12 ( 6.78) other
- 177 base

80. On local level.

- 50 ( 43.48) area coordinator
- 48 ( 41.74) vocational counselor to aid CVAE students in career choice, determining learning difficulties and needs
- 17 ( 14.78) other
- 115 base

81. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:

- 42 ( 7.95) one set of standards for CVAE that would apply to all division
- 17 ( 3.22) implementation of existing guidelines
- 57 ( 10.80) more realistic program guidelines
- 95 ( 17.99) curriculum guides for individual courses
- 120 ( 22.73) developing instructional materials geared for CVAE
- 75 ( 14.20) coordination of vocational and academic phases
- 46 ( 8.71) facility and funding problems
- 32 ( 6.06) financial problems
- 41 ( 7.77) workshops and/or in-service training
- 3 ( .57) other
- 528 base



CVAE Administrator

82. Do you feel there is sufficient coordination between your CVAE academic and vocational programs?

93 ( 54.07) yes

79 ( 45.93) no

172 base

If yes, how is this coordination handled?

Scheduled time for coordination each

29 ( 23.97) day

15 ( 12.40) week

8 ( 6.61) six weeks

10 ( 8.26) semester

51 ( 42.15) as the teachers have time and/or need for coordination

8 ( 6.61) team teaching (academic and vocational teachers)

121 base

If no, why

51 ( 49.51) no scheduled time for coordination

27 ( 26.21) physical distance separating vocational and academic teachers prohibits adequate coordination

11 ( 10.68) teachers feel no need for further coordination

14 ( 13.59) other

103 base

83. How knowledgeable is your school about the CVAE program?

31 ( 16.67) faculty and students have full knowledge and understanding of the CVAE program

94 ( 50.54) most of the faculty and student body know about and understand the program

37 ( 19.89) CVAE is not promoted, but there is some general knowledge about it

19 ( 10.22) CVAE is not understood by faculty and students

5 ( 2.69) other

186 base

84. Check degree of community support you have received for CVAE.

0 ( .00) none

24 ( 14.20) little

69 ( 40.83) adequate

54 ( 31.95) good

22 ( 13.02) excellent

169 base

CVAE Administrator

85. Where has CVAE received the most support?
- 64 ( 37.43) news media providing program promotion and publicity
  - 58 ( 33.92) local business contributing supplies and/or on-the-job training
  - 26 ( 15.20) local firms employing co-op students after they graduate from high school
  - 23 ( 13.45) other
  - 171 base
86. How is CVAE promoted in your community?
- 50 ( 13.30) planned visitation days for parents and community
  - 40 ( 10.64) visitation to student homes by CVAE faculty
  - 65 ( 17.29) letters to parents to inform them about the program
  - 75 ( 19.95) presentation of informative programs on CVAE to PTA, civic clubs and community groups
  - 28 ( 7.45) informative CVAE displays in the business community
  - 50 ( 13.30) planned publicity by a variety of means
  - 35 ( 9.31) no planned publicity
  - 23 ( 6.12) little publicity in the community
  - 10 ( 2.66) other
  - 376 base

Vocational Director/Administrator Questionnaire  
With Distribution of Response

Vocational Director/Administrator

What is the size of your total school system? Check the number of Students.

- 0 ( .00) Less than 350
- 0 ( .00) 350-699
- 0 ( .00) 700-1499
- 0 ( .00) 1500-2999
- 1 ( 4.55) 3000-4999
- 2 ( 9.09) 5000-9999
- 19 ( 86.36) 10,000 or more
- 22 Base

Supervision

1. As the direct supervisor of your schools' CVAE program, what is your title?

- 0 ( .00) Superintendent
- 0 ( .00) Ass't superintendent
- 0 ( .00) Principal
- 0 ( .00) Ass't principal
- 4 ( 18.18) Vocational supervisor
- 16 ( 72.73) Vocational director/administrator
- 0 ( .00) Vocational Counselor
- 2 ( 9.09) Other. Indicate
- 22 Base

2. How many years have you supervised the CVAE program?

- 1 ( 5.00) 1
- 1 ( 5.00) 2
- 6 ( 30.00) 3
- 5 ( 25.00) 4
- 7 ( 35.00) 5
- 20 Base

3. Do you supervise the academic phase of the program?

- 4 ( 21.05) Yes
- 15 ( 78.95) No
- 19 Base

If no, what is the title of the supervisor for the other phase?

- 0 ( .00) Unknown
- 0 ( .00) Superintendent
- 0 ( .00) Ass't superintendent
- 6 ( 31.58) Principal
- 1 ( 5.26) Ass't principal
- 0 ( .00) Vocational supervisor

Vocational Director/Administrator

0 ( .00) Vocational director/administrator  
0 ( .00) Vocational counselor  
12 ( 63.16) Other. Indicate  
19 Base

4. Give the number of vocational cluster units you supervise, the year each unit was established in your school and the grade level at which the unit is offered.

VOE - 23 (11.05)  
23 ( 11.05) Office duplication

Agriculture - 3 (1.44)  
0 ( .00) Farm and ranch mechanical repair  
3 ( 1.44) Horticulture

Homemaking 38 (18.26)  
6 ( 2.89) Clothing services  
1 ( 0.48) Commercial lodging  
5 ( 2.40) Food service  
19 ( 9.13) Home and community service  
0 ( 0.00) Home furnishings  
7 ( 3.36) Other. Indicate

Industrial - 144 (69.23)  
7 ( 3.36) Building maintenance  
3 ( 1.44) Commercial display and decorating  
42 ( 20.19) Cooperative training  
22 ( 10.57) Construction trades  
2 ( 0.96) Furniture repair and upholstery  
60 ( 28.84) Mechanical repair  
8 ( 3.84) Metal trades

5. Give the number of schools you supervise.  
Senior high - 104  
Junior high - 101  
Middle school - 16  
Vocational schools - 6  
Other. Indicate - 4

Vocational Director/Administrator

6. What is your average number of visits to each CVAE unit per semester for supervisory purposes?

| Vocational    | Academic        |
|---------------|-----------------|
| 0 ( .00) None | 4 ( 36.36) None |
| 4 ( 19.05) 3  | 6 ( 54.55) 3    |
| 4 ( 19.05) 6  | 1 ( 9.09) 6     |
| 6 ( 28.57) 10 | 0 ( .00) 10     |
| 4 ( 19.05) 15 | 0 ( .00) 15     |
| 2 ( 9.52) 20  | 0 ( .00) 20     |
| 0 ( .00) 30   | 0 ( .00) 30     |
| 1 ( 4.76) 40  | 0 ( .00) 40     |
| 0 ( .00) More | 0 ( .00) More   |
|               | 11 Base         |

7. What is the most common reason why other CVAE units are not offered in the school you supervise?

|  |
|--|
| 0 ( .00) No identified need                              |
| 15 ( 48.39) No facilities available                      |
| 1 ( 3.23) No qualified teacher available                 |
| 10 ( 32.26) No funds available for additional facilities |
| 1 ( 3.23) Cost per teacher unit prohibitive              |
| 0 ( .00) Cost per student prohibitive                    |
| 4 ( 12.90) Other. Indicate                               |
| 31 Base  |

8. Did you determine the programs to be offered in the schools you supervise?

|               |
|---------------|
| 2 ( 10.53) No |
| 19 Base       |

If yes, by what method?

|   |
|---|
| 12 ( 29.27) Area occupational survey to determine job market    |
| 1 ( 2.44) Random selection of tea approved occupational courses |
| 12 ( 29.27) Student needs. Determined by                        |
| 8 ( 19.51) Personal judgment                                    |
| 6 ( 14.63) Advice of the advisory council                       |
| 2 ( 4.88) Other. Indicate                                       |
| 41 Base   |

9. Does CVAE in your schools train students to meet job demands in the labor market of your area?

|                 |
|-----------------|
| 21 (100.00) Yes |
| 0 ( .00) No     |
| 21 Base         |

Vocational Director/Administrator

10. How many CVAE teachers are under your supervision?  
 220 ( 44.53) Vocational  
 133 ( 26.92) Academic teaching only CVAE classes  
 141 ( 28.54) Academic teaching both regular and CVAE classes

11. Do you assume a major role in the assignment of CVAE teachers?  
 15 ( 88.24) Yes  
 2 ( 11.76) No  
 17 Base

If yes, complete the remainder of this question. If no, go on to question 12.

Give the number of vocational and academic teachers who were selected from each source.

| Academic     | Vocational  |                                      |
|--------------|-------------|--------------------------------------|
| 142 ( 17.90) | 68 ( 15.14) | Assigned from regular teaching staff |
| 16 ( 02.02)  | 97 ( 21.60) | Employed to teach CVAE               |

|              |             | How many teachers:          |
|--------------|-------------|-----------------------------|
| 123 ( 15.51) | 78 ( 17.37) | Volunteered to teach CVAE   |
| 172 ( 21.69) | 52 ( 11.58) | Were assigned to teach CVAE |

|              |              |  |
|--------------|--------------|--|
| 112 ( 14.13) | 148 ( 32.96) | How many teach only CVAE courses             |
| 228 ( 28.75) | 6 ( 01.34)   | How many teach both regular and CVAE courses |

- Does the CVAE teaching assignment rotate among your academic teachers?  
 4 ( 22.22) Yes  
 14 ( 77.78) No  
 18 Base

Give the number from the regular staff assigned by methods listed.

| Vocational  | Academic    |  |
|-------------|-------------|--|
| 12 ( 9.09)  | 43 ( 53.75) | Assigned because of availability   |
| 88 ( 6.66)  | 4 ( 5.00)   | Had special skills for teaching CVAE   |
| 1 ( 0.75)   | 10 ( 12.50) | Had experience teaching students with learning disabilities                      |
| 31 ( 23.48) | 23 ( 28.75) | Had a deep desire to help students with learning and socio-economic disabilities |
| 0 ( .00)    | 0 ( .00)    | Assigned because no one else would accept the assignment                         |
| 0 ( .00)    | 0 ( .00)    | Assigned because teaching CVAE courses is on a rotation basis                    |
| 0 ( .00)    | 0 ( .00)    | Other. Indicate  |

### Vocational Director/Administrator

Give the number of teachers employed to teach CVAE assigned by methods listed:

| Vocational  | Academic    |  |
|-------------|-------------|--|
| 24 ( 23.53) | 33 ( 43.42) | Assigned because of availability   |
| 36 ( 35.29) | 7 ( 09.21)  | Had special skills for teaching CVAE   |
| 0 ( .00)    | 0 ( .00)    | Had experience teaching students with learning disabilities                      |
| 36 ( 35.29) | 36 ( 47.37) | Had a deep desire to help students with learning and socio-economic disabilities |
| 6 ( 05.88)  | 0 ( .00)    | Assigned because no one else would accept the assignment                         |
| 0 ( .00)    | 0 ( .00)    | Assigned because teaching CVAE courses is on a rotation basis                    |
| 0 ( .00)    | 0 ( .00)    | Other. Indicate  |

12. Which of these faculty problems have you encountered most often in your schools?

- 2 ( 3.85) None
- 17 ( 32.69) Lack of academic teachers with special training for teaching CVAE students
- 4 ( 7.69) Lack of qualified CVAE vocational teachers
- 6 ( 11.54) Finding CVAE vocational teachers with occupational experience who can adapt to the educational environment
- 3 ( 5.77) Finding vocational teachers with enough employment experience in skills to be taught
- 6 ( 11.54) Lack of academic teachers trained to teach reading
- 10 ( 19.23) Lack of teacher's understanding of the CVAE program, its goals and objectives
- 4 ( 7.69) Inadequate funds to meet student-teacher ratio for CVAE academic teacher
- 0 ( .00) Other. Indicate

52 Base

### Student Information

13. Do you assume a major role in the identification of CVAE students in the schools you supervise?

- 4 ( 20.00) Yes
- 16 ( 80.00) No

20 Base



Vocational Director/Administrator

If yes, use a value scale from 0 (never) to 4 (always) to indicate the frequency with which each of the following participate in identification, screening, and selection of CVAE students in your school.

Unknown

1 (100.00) Answered with 0  
21 ( .00) Did not answer  
1 Base

Counselor - 3.42 average

1 ( 8.33) Answered with 2  
5 ( 41.67) Answered with 3  
6 ( 50.00) Answered with 4  
10 ( 83.33) Did not answer  
12 Base

Regular teacher - 1.50 average

3 ( 50.00) Answered with 1  
3 ( 50.00) Answered with 2  
16 (266.67) Did not answer  
6 Base

CVAE teacher - 2.86 average

3 ( 42.86) Answered with 2  
2 ( 28.57) Answered with 3  
2 ( 28.57) Answered with 4  
15 (214.29) Did not answer  
7 Base

Principal - 2.88

1 ( 12.50) Answered with 1  
2 ( 25.00) Answered with 2  
2 ( 25.00) Answered with 3  
3 ( 37.50) Answered with 4  
14 (175.00) Did not answer  
8 Base

Vocational Director/Administrator - 2.40 average

2 ( 40.00) Answered with 1  
1 ( 20.00) Answered with 2  
2 ( 40.00) Answered with 4  
17 (340.00) Did not answer  
5 Base

Vocational Director/Administrator

Other. Identify - 2.33 average

1 ( 33.33) Answered with 1  
1 ( 33.33) Answered with 2  
1 ( 33.33) Answered with 3  
19 (633.33) Did not answer  
3 Base

Are counseling services available in all your schools?

21 (100.00) Yes  
0 ( .00) No  
21 Base

Indicate by the same value scale (0-4) used above the counseling services most frequently used for screening students before entering CVAE.

Unknown

22 ( .00) Did not answer  
0 Base

Personal interview - 3.50 average

1 ( 8.33) Answered with 2  
4 ( 33.33) Answered with 3  
7 ( 58.33) Answered with 4  
10 ( 83.33) Did not answer  
12 Base

Achievement testing - 2.67 average

1 ( 8.33) Answered with 0  
2 ( 16.67) Answered with 1  
1 ( 8.33) Answered with 2  
4 ( 33.33) Answered with 3  
4 ( 33.33) Answered with 4  
10 ( 83.33) Did not answer  
12 Base

Intelligency testing - 2.30 average

1 ( 10.00) Answered with 0  
6 ( 60.00) Answered with 1  
1 ( 10.00) Answered with 2  
2 ( 20.00) Answered with 3  
12 (120.00) Did not answer  
10 Base

Vocational director/administrator

Vocational testing (aptitude) - 2.75 average

2 ( 20.00) Answered with 2  
3 ( 30.00) Answered with 3  
5 ( 50.00) Answered with 4  
12 (120.00) Did not answer

Personality inventory - 2.71 average

1 ( 14.29) Answered with 0  
1 ( 14.29) Answered with 2  
3 ( 42.86) Answered with 3  
2 ( 28.57) Answered with 4  
15 (214.29) Did not answer  
7 Base

Other. Identify - 3.00 average

1 (100.00) Answered with 3  
21 ( .00) Did not answer  
1 Base

Average level of students tested

1 ( 7.14) Below 70  
5 ( 35.71) 70's  
7 ( 50.00) 80's  
1 ( 7.14) 90's  
0 ( .00) 100 or above  
14 Base

By the same value scale (0-4) indicate frequency with which other factors are considered in the selection of CVAE students.

Unknown

22 ( .00) Did not answer  
0 Base

Academic failure - 3.35 average

2 ( 11.76) Answered with 1  
5 ( 29.41) Answered with 3  
10 ( 58.82) Answered with 4  
5 ( 29.41) Did not answer  
17 Base

Vocational Director/Administrator

Absenteeism - 2.87 average

1 ( 6.67) Answered with 0  
 3 ( 20.00) Answered with 2  
 7 ( 46.67) Answered with 3  
 4 ( 26.67) Answered with 4  
 7 ( 46.67) Did not answer  
 15 Base

Cultural deprivation - 2.90 average

1 ( 10.00) Answered with 1  
 2 ( 20.00) Answered with 2  
 4 ( 40.00) Answered with 3  
 3 ( 30.00) Answered with 4  
 12 (120.00) Did not answer  
 10 Base

Discipline problems - 2.33 avg

1 ( 8.33) Answered with 1  
 6 ( 50.00) Answered with 2  
 5 ( 41.67) Answered with 3  
 10 ( 83.33) Did not answer  
 12 Base

Home situation - 2.42 avg

2 ( 16.67) Answered with 1  
 3 ( 25.00) Answered with 2  
 7 ( 58.33) Answered with 3  
 10 ( 83.33) Did not answer  
 12 Base

Overage - 3.27 avg

2 ( 18.18) Answered with 2  
 4 ( 36.36) Answered with 3  
 5 ( 45.45) Answered with 4  
 11 (100.00) Did not answer  
 11 Base

Social maladjustment - 2.85 avg

1 ( 7.69) Answered with 0  
 3 ( 23.08) Answered with 2  
 5 ( 38.46) Answered with 3  
 4 ( 30.77) Answered with 4  
 9 ( 69.23) Did not answer  
 13 Base

Other. Identify - 4.00 avg

1 (100.00) Answered with 4  
 21 ( .00) Did not answer  
 1 Base

Have your CVAE students been screened for physical reading handicaps such as perception problems, dyslexia, etc.:

11 ( 64.71) Yes  
 6 ( 35.29) No  
 17 Base

14. Estimate the present percentage of students in the schools you supervise who are eligible for CVAE but are not enrolled.

5 ( 23.81) Less than 10 percent  
 5 ( 23.81) 15 percent  
 5 ( 23.81) 20 percent  
 6 ( 28.57) 30 percent  
 0 ( .00) 40 percent  
 0 ( .00) More  
 21 Base

Vocational Director/Administrator

15. How is the CVAE academic program handled in most of your schools?
- 5 ( 16.67) CVAE students in classes with other students of comparable ability
  - 2 ( 6.67) In a self-contained classroom, all subjects taught to CVAE students only
  - 14 ( 46.67) Classes set up for CVAE students only
  - 6 ( 20.00) CVAE students in regular classes with other students of varying capabilities
  - 3 ( 10.00) Un-graded system
  - 0 ( .00) Other. Indicate
- 30 Base

16. Is credit given toward high school graduation for each high school level CVAE course offered in your schools?
- 18 ( 94.74) Yes
  - 1 ( 5.26) No
- 19 Base

17. How many of your schools offer enough CVAE courses for a student to complete all high school credits in CVAE - 17 (13.58% of the schools)?

What recognition does he most often get for completing high school in CVAE?

- 14 (100.00) High school diploma
  - 0 ( .00) Certificate
  - 0 ( .00) Other
- 14 Base

18. Do you often have CVAE students transfer to regular classes instead of continuing in CVAE courses which are offered?

- 13 ( 68.42) Yes
  - 6 ( 31.58) No
- 19 Base

If yes, what percent?

- 4 ( 30.76) Answered with 1-10
  - 5 ( 38.45) Answered with 12-20
  - 1 ( 7.69) Answered with 25
  - 1 ( 7.69) Answered with 60
  - 1 ( 7.69) Answered with 75
  - 1 ( 7.69) Answered with 95
  - 9 ( 69.23) Did not answer
- 13 Base

Vocational Director/Administrator

For what reason?

- 11 ( 73.33) Achievement level progressed to regular class level
- 1 ( 6.67) Social stigma (student and/or parent request)
- 0 ( .00) Poor initial screening (should never have been placed in CVAE -
- 3 ( 20.00) Other. Indicate
- 15 Base

19. Check the remedial academic classes available to CVAE students after they complete the CVAE courses offered at your schools.

- 2 ( 3.70) None
- 14 ( 25.93) English
- 12 ( 22.22) Reading
- 8 ( 14.81) Science
- 15 ( 27.78) Mathematics
- 1 ( 1.85) Social studies
- 2 ( 3.70) Other
- 54 Base

20. What percent of the CVAE students in your school who have completed the program are still in school.

- 2 ( 15.38) Answered with 0
- 3 ( 23.07) Answered with 2-10
- 1 ( 7.69) Answered with 20
- 1 ( 7.69) Answered with 50
- 2 ( 15.38) Answered with 72-75
- 2 ( 15.38) Answered with 80-87
- 2 ( 15.38) Answered with 96-99
- 13 Base

Have graduated?

- 1 ( 9.09) Answered with 0
- 3 ( 27.27) Answered with 7-10
- 1 ( 9.09) Answered with 14
- 1 ( 9.09) Answered with 25
- 1 ( 9.09) Answered with 40
- 2 ( 18.18) Answered with 70-75
- 1 ( 9.09) Answered with 85
- 1 ( 9.09) Answered with 99
- 11 Base

Vocational Director/Administrator

Have dropped out of school  
 9 ( 49.21) Answered with 1-10  
 4 ( 30.76) Answered with 13-20  
 13 Base

For what reason did the CVAE student drop out of school? Give the percent.

For gainful employment  
 5 ( 45.45) Answered with 1-10  
 2 ( 18.18) Answered with 15-20  
 1 ( 9.09) Answered with 25  
 1 ( 9.09) Answered with 50  
 1 ( 9.09) Answered with 70  
 1 ( 9.09) Answered with 85  
 11 Base

Because of pregnancy  
 1 ( 14.29) Answered with 0  
 4 ( 57.16) Answered with 1-5  
 2 ( 28.57) Answered with 15  
 7 Base

Expelled  
 6 ( 85.24) Answered with 1-5  
 1 ( 14.29) Answered with 20  
 7 Base

Unknown  
 3 ( 60.00) Answered with 3  
 1 ( 20.00) Answered with 50  
 1 ( 20.00) Answered with 70  
 5 Base

Other. Indicate  
 1 (100.00) Answered with 10  
 1 Base

21. What percent of the students completing CVAE have continued success in regular academic courses?

|                          |    |                          |    |
|--------------------------|----|--------------------------|----|
| 1 ( 11.11) Answered with | 0  | 1 ( 11.11) Answered with | 35 |
| 1 ( 11.11) Answered with | 2  | 1 ( 11.11) Answered with | 50 |
| 1 ( 11.11) Answered with | 15 | 1 ( 11.11) Answered with | 60 |
| 1 ( 11.11) Answered with | 20 | 1 ( 11.11) Answered with | 99 |
| 1 ( 11.11) Answered with | 30 | 9 Base                   |    |

Vocational Director/Administrator

| In regular vocational courses |      | In finding jobs           |      |
|-------------------------------|------|---------------------------|------|
| 2 ( 18.18) Answered with      | 0    | 1 ( . 7.14) Answered with | 5    |
| 1 ( 9.09) Answered with       | 10   | 1 ( 7.14) Answered with   | 20   |
| 1 ( 9.09) Answered with       | 15   | 3 ( 21.43) Answered with  | 25   |
| 1 ( 9.09) Answered with       | 25   | 1 ( 7.14) Answered with   | 47   |
| 1 ( 9.09) Answered with       | 30   | 2 ( 14.29) Answered with  | 50   |
| 1 ( 9.09) Answered with       | 40   | 1 ( 7.14) Answered with   | 75   |
| 1 ( 9.09) Answered with       | 50   | 1 ( 7.14) Answered with   | 80   |
| 1 ( 9.09) Answered with       | 60   | 1 ( 7.14) Answered with   | 85   |
| 1 ( 9.09) Answered with       | 75   | 1 ( 7.14) Answered with   | 90   |
| 1 ( 9.09) Answered with       | 99   | 2 ( 14.29) Answered with  | 99   |
| 11                            | Base | 14                        | Base |

What percent of the students completing CVAE drop out after returning to regular classes?

|                          |      |
|--------------------------|------|
| 2 ( 15.38) Answered with | 0    |
| 2 ( 15.38) Answered with | 1    |
| 1 ( 7.69) Answered with  | 3    |
| 3 ( 23.08) Answered with | 5    |
| 1 ( 7.69) Answered with  | 10   |
| 1 ( 7.69) Answered with  | 15   |
| 3 ( 23.08) Answered with | 20   |
| 13                       | Base |

22. Are special records or follow-up studies kept on CVAE students other than the usual cumulative file?

|                 |      |
|-----------------|------|
| 15 ( 75.00) Yes |      |
| 5 ( 25.00) No   |      |
| 20              | Base |

For how many years do you have these records?

|              |      |
|--------------|------|
| 4 ( 26.67) 1 |      |
| 0 ( .00) 2   |      |
| 2 ( 13.33) 3 |      |
| 3 ( 20.00) 4 |      |
| 6 ( 40.00) 5 |      |
| 15           | Base |

23. Do you have suggestions for programs or plans which will better meet the needs of students when they leave CVAE.

|                |      |
|----------------|------|
| 6 ( 50.00) Yes |      |
| 6 ( 50.00) No  |      |
| 12             | Base |



Vocational Director/Administrator

Describe:

"Placement coordinator."

"Our students remain in CVAE until graduation or withdrawal from school."

"We need CVAE to continue at least through 9th grade in high school but have no facilities available. Most would go into regular programs in 10th grade."

"Campus placement service."

"A small percentage of our CVAE students are enrolled in Galveston Community College furthering their technical and academic skills."

"Be sure they are ready to leave CVAE. It's better for them to pass CVAE than to fail in the regular program."

"We currently need more programs for sophomore girls. More curriculum materials need to be written and made available to academic teachers. Special teacher training programs for academic teachers of CVAE pupils need to be expanded. We are developing an overall K-12 Career Education program to institute next year, which will help pupils become aware of needs for training."

"Many times students leave junior high school with a saleable skill, but they are still not old enough for most jobs."

"Counseling services (including visiting teachers) and placement services, each adequately staffed and supported."

"We need to continue CVAE beyond 9th grade level."

"For those who can benefit from and desire to enter the regular I & I programs."

24. Indicate your specific needs for additional funding in existing CVAE programs.

For teachers:

- 1 ( 2.33) Present funding adequate
  - 9 ( 20.93) Financial aid to assist teachers in meeting certification requirements
  - 18 ( 41.86) Financial aid to compensate for lower teacher-pupil ratio required for CVAE academic teachers
  - 10 ( 23.26) Financial assistance to reduce the academic teacher load, thus allowing time for doordination of the CVAE programs
  - 5 ( 11.63) Other. Indicate
- 43 Base

Vocational Director/Administrator

For facilities

- 0 ( .00) Present funding adequate
- 18 ( 45.00) More financial assistance in construction costs
- 8 ( 20.00) Higher reimbursement rate to establish additional programs to meet student needs
- 9 ( 22.50) More assistance to reduce the local district cost per student
- 3 ( 7.50) Higher reimbursement rate for poorer school districts
- 2 ( 5.00) Other. Indicate
- 40 Base

25. Indicate CVAE facilities in your schools that do not presently meet vocational division standards.

- 9 ( 28.13) None
- 6 ( 18.75) Laboratory space
- 8 ( 25.00) Shop space
- 6 ( 18.75) Storage space
- 2 ( 6.25) Equipment
- 1 ( 3.13) Other
- 32 Base

For which units

- 4 ( 25.00) Homemaking
- 0 ( .00) Agriculture
- 11 ( 68.75) Industrial
- 1 ( 6.25) VCE
- 16 Base

Does the equipment in all the units compare with that used in commercial establishments?

- 12 ( 70.59) Yes
- 5 ( 29.41) No
- 17 Base

Is the equipment kept in good repair

- 15 (100.00) Yes
- 0 ( .00) No
- 15 Base

26. Do you need additional lab or shop facilities to offer needed CVAE programs?

- 19 ( 95.00) Yes
- 1 ( 5.00) No
- 20 Base

Vocational Director/Administrator

If yes, do you have funds available to expand facilities to offer needed CVAE programs?

- 2 ( 11.11) Yes
- 16 ( 88.89) No
- 18 Base

27. Would you recommend the use of regular vocational facilities for CVAE programs in your school?

- 6 ( 31.58) Yes
- 13 ( 68.42) No
- 19 Base

What problems would you expect to encounter?

- 4 ( 11.43) No conflict anticipated
- 7 ( 20.00) Conflict of teacher personalities
- 12 ( 34.29) Conflict over lab and shop equipment maintenance, storage, etc.
- 8 ( 22.86) Scheduling conflicts
- 4 ( 11.43) Other. Indicate
- 35 Base

Program Evaluation

28. Indicate assistance on each level that you think would be helpful to your program on state level.

- 11 ( 55.00) Statewide coordinator of CVAE vocational and academic programs
- 7 ( 35.00) CVAE vocational and academic specialists to give assistance with programs
- 2 ( 10.00) Other. Indicate
- 20 Base

On area level

- 13 ( 68.42) Area coordinator of CVAE vocational and academic programs
- 4 ( 21.05) CVAE academic consultant
- 2 ( 10.53) CVAE vocational and academic teacher organization to provide for exchange of instructional materials and ideas
- 0 ( .00) Other. Indicate
- 19 Base

On local level

- 12 ( 66.67) Coordinator of CVAE vocational and academic programs
- 6 ( 33.33) Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs
- 0 ( .00) Other. Indicate
- 18 Base

Vocational Director/Administrator

29. Do you feel there is sufficient coordination between your CVAE academic and vocational programs?

10 ( 45.45) Yes

12 ( 54.55) No

22 Base

If yes, how is the coordination handled?

Scheduled time for coordination each:

4 ( 19.05) Day

2 ( 9.52) Week

1 ( 4.76) 6 weeks

1 ( 4.76) Semester

6 ( 28.57) As the teachers have time and/or need for coordination

5 ( 23.81) Team teaching (academic and vocational teachers)

2 ( 9.52) Other. Indicate

21 Base

If no, why?

10 ( 55.56) No scheduled time for coordination

5 ( 27.78) Physical distance separation vocational and academic teachers prohibits adequate coordination.

2 ( 11.11) Teachers feel no need for further coordination

1 ( 5.56) Other. Indicate

18 Base

30. How knowledgeable are your schools about the CVAE program?

0 ( .00) Faculty and students have full knowledge and understanding of the CVAE program

10 ( 45.45) Most of the faculty and student body know about and understand the program

10 ( 45.45) CVAE is not promoted, but there is some general knowledge about it

2 ( 9.09) CVAE is not understood by faculty and students

0 ( .00) Other. Indicate

22 Base

31. How is CVAE promoted in your community?

4 ( 7.84) Planned visitation-days for parents and community

6 ( 11.76) Visitation to student homes by CVAE faculty

9 ( 17.65) Letters to parents to inform them about the program

12 ( 23.53) Presentation of informative programs on CVAE to PTA, civic clubs and community groups

2 ( 3.92) Informative CVAE displays in the business community

9 ( 17.65) Planned publicity by a variety of means

Vocational Director/Administrator

- 4 ( 7.04) No planned publicity
- 4 ( 7.84) Little publicity in the community
- 1 ( 1.96) Other. Indicate
- 51 Base

32. Check degree of community support you have received for CVAE.

- 0 ( .00) None
- 4 ( 19.05) Little
- 7 ( 33.33) Adequate
- 8 ( 38.10) Good
- 2 ( 9.52) Excellent
- 21 Base

Where has CVAE received the most community support?

- 9 ( 30.00) News media providing program promotion and publicity
- 9 ( 30.00) Local businesses contributing supplies and/or on-the-job training
- 11 ( 36.67) Local firms employing co-op students after they graduate from high school
- 1 ( 3.33) Other. Indicate
- 30 Base

33. Check needs for teacher certification which you recognize.

- 3 ( 7.69) Present requirements are adequate
- 16 ( 41.03) Require specialized training for academic teachers
- 7 ( 17.95) Have CVAE certification requirements for academic teachers
- 13 ( 33.33) Summer CVAE certification workshops located in several colleges or universities about the state
- 0 ( .00) Other. Indicate
- 39 Base

34. Who would you contact if you desired to expand or redirect your CVAE program and had not determined the new occupational clusters for which training was to be conducted?

- 0 ( .00) Unknown
- 1 ( 3.33) Area planning coordinator
- 16 ( 53.33) Area program supervisor
- 6 ( 20.00) State program director/supervisor
- 4 ( 13.33) State director of secondary school programs
- 3 ( 10.00) Other. Indicate
- 30 Base

Vocational Director/Administrator

35. List recommendations that you feel would improve the CVAE program:

Recommendations that should be implemented by local schools.

"Improve coordination between vocational and academic. Increase facilities for more units."

"Required in-service for administrators and academic teachers. Expanded curriculum."

"More supervision and aid to academic teachers."

"Training for academic teachers."

"Employ well trained academic instructors and provide adequate materials for the academic teacher."

"CVAE teachers orientation and in-service."

"More local money."

"Procurement of academic materials (now in process)."

"Try to select the best personnel possible for CVAE vocational and academic."

"Coordination between academic and vocational."

Recommendations that should be implemented by area staff.

"Improve image with academic education and local administration. Assist in local in-service by district."

"Provide small school district assistance in developing CVAE and other regular vocational education."

"CVAE coop programs should be allowed additional time to prepare students for training and not be required to meet the same guidelines (2 weeks after school starts) as other regular vocational programs. CVAE has lost its flexibility."

"Workshop or in-service that includes both academic and occupational teacher."

"Have meaningful work shops for both vocational and academic personnel."

Recommendations that should be implemented by vocational staff in the state office.

"Provide local bonus units for academic education. Provide local supervisor unit for school districts having 5 or more units."

"More curriculum guides such as teaching CVAE language arts and similar guides. More specific course outlines for CVAE vocational teacher."

"Division for CVAE."

"Provide a better means of assisting local districts in promoting CVAE and regular vocational education."

"Change state guidelines to provide adequate time to prepare students for working -- guidelines inflexible -- too many students (64) required to maintain dual units on a single campus (coop). Thus many students are denied CVAE progress."

"Send lists of CVAE instructional materials that is available to local school districts."

"Travel and per diem for academic teachers to in-service workshops."

"CVAE needs to be redefined as to goals and purposes. It has now become a watered down version of the main program rather than a specialized area of that program. The needs of this program are now currently being met by existing program standards."

"See that certification requirements were required by CVAE academic teachers. a MUST!!"

"Bonus for teachers and teaching aids."

"College degree for CVAE teachers. Realistic space requirements."

Recommendations that should be implemented by other staff of TEA.

"Research for best academic approach."

"Assist VOE division in improving image of occupational training."

Vocational Director/Administrator

"CVAE should be a separate division of the TEA and not a part of industrial education. This division should be headed by a person (and equipped with a staff) who has a strong behavioral science background. (Psychology, sociology, social work) Presently too little (none at state level) emphasis is on the learning disabilities of CVAE students. Area supervisors have all come through skill development programs and lack knowledge of the academic problems involved in CVAE."

"Salary allowances for trade experience in occupational fields."

"Have all CVAE courses with the same guidelines."

Recommendations that should be implemented by service centers.

"Provide specialized instructional material for related academic classes. Assist in in-service training for academic teachers."

"In-service, media. Instructional materials, guides, lesson plans, etc. for both academic and vocational teachers."

"Get more teaching aids, films, cassettes, etc."

"Provide adequate instructional aids and resource personnel:"

"Workshops and in-service for academic and occupational teachers of CVAE programs."

"More effort to develop study guides and train teachers in method effective with CVAE students."

"Provide good material, especially for academic CVAE teachers."

"Stay in their office."

"In-service for CVAE teachers, academic and vocational."

"Recommendations have already been made to the state advisory council and little action had been forthcoming from this or any other group. The vocational directors of TEA "runs" CVAE with an iron hand in many cases.?"



**CVAE Vocational Teacher Questionnaire**

**With Distribution of Response**

CVAE Vocational Teacher

1. What is the size of your [redacted] em. Give the number of students.

1 ( .29) Less than 50  
17 ( 4.91) 350-699  
45 ( 13.01) 700-1499  
60 ( 17.34) 1500-2999  
62 ( 17.92) 3000-4999  
39 ( 11.27) 5000-9999  
122 ( 35.26) 10,000 or more  
346 Base

2. Check the CVAE cluster you teach.

Agriculture - 4.63%

11 ( 57.89) Farm and ranch mechanical repair  
8 ( 42.10) Horticulture  
19 Base

Vocational Office Education - 8.11%

28 (100.00) Office duplication

Homemaking - 21.73%

8 ( 10.66) Clothing services  
0 ( .00) Commercial lodging  
8 ( 10.66) Food service  
58 ( 77.33) Home and community services  
1 ( 1.33) Home furnishings  
75 Base

Industrial - 64.63%

6 ( 2.69) Building maintenance  
3 ( 1.35) Commercial display and decoration  
38 ( 17.04) Cooperative part-time training  
59 ( 26.46) Construction trades  
4 ( 1.79) Furniture repair and upholstery  
83 ( 37.22) Mechanical repair  
0 ( .00) Marine repair  
11 ( 4.93) Metal trades  
19 ( 8.52) Other  
223 Base  
345 Total CVAE units

## CVAE Vocational Teacher

3. CVAE grades you teach.

|              |      |
|--------------|------|
| 6 ( 1.75)    | 7    |
| 109 ( 31.78) | 8    |
| 74 ( 21.57)  | 9    |
| 48 ( 13.99)  | 10   |
| 16 ( 4.66)   | 11   |
| 90 ( 26.24)  | 12   |
| 343          | Base |

4. Indicate the number of classes you teach in each area.

Double period classes

|              |                      |
|--------------|----------------------|
| 15 ( 5.24)   | 1 CVAE vocational    |
| 268 ( 93.71) | 2 CVAE vocational    |
| 6 (100.00)   | 1 regular vocational |
| 0 ( .00)     | 2 regular vocational |
| 12 ( 36.36)  | 1 CVAE academic      |
| 12 ( 36.36)  | 2 CVAE academic      |
| 9 ( 27.27)   | 3 CVAE academic      |
| 5 ( 38.46)   | 1 regular academic   |
| 3 ( 23.08)   | 2 regular academic   |
| 4 ( 30.77)   | 3 regular academic   |
| 13           | Base                 |

5. In how many of your classes do you teach regular and CVAE students together?

|              |      |
|--------------|------|
| 291 ( 87.92) | None |
| 9 ( 2.72)    | 1    |
| 24 ( 7.25)   | 2    |
| 3 ( .91)     | 3    |
| 3 ( .91)     | 4    |
| 1 ( .30)     | 5    |
| 331          | Base |

6. How many of your CVAE vocational classes contain more than 15 CVAE students?

|              |      |
|--------------|------|
| 227 ( 67.96) | None |
| 66 ( 19.76)  | 1    |
| 38 ( 11.38)  | 2    |
| 2 ( .60)     | 3    |
| 1 ( .30)     | 4    |
| 0 ( .00)     | 5    |
| 334          | Base |

## CVAE Vocational Teacher

7. Indicate the location of your CVAE lab or shop.
- 6 ( 1.78) Elementary school
  - 162 ( 47.93) Junior high school
  - 113 ( 33.43) Senior high school
  - 41 ( 12.13) Vocational complex
  - 16 ( 4.73) Other
  - 338 Base
8. Does your location within the school complex isolate your CVAE students from the total student body?
- 76 ( 22.55) Yes
  - 261 ( 77.45) No
  - 337 Base
9. Do your students feel segregated from others in their age and peer group?
- 32 ( 9.64) Yes
  - 300 ( 90.36) No
  - 332 Base
10. Is your CVAE lab or shop located with the regular vocational labs or shops?
- 170 ( 51.83) Yes
  - 158 ( 48.17) No
  - 328 Base
11. Is your present location satisfactory?
- 285 ( 83.09) Yes
  - 58 ( 16.91) No
  - 343 Base

If no, indicate a change in location that would better facilitate the needs of your students.

45 ( 90.00) In a CVAE complex

In the building with regular students

- 2 ( 4.00) At their grade level
- 3 ( 6.00) At their age level
- 50 Base

12. Do your students have the opportunity to participate in school activities?
- 340 ( 99.13) Yes
  - 3 ( .87) No
  - 343 Base

CVAE Vocational Teacher

If yes, what activities?

126 ( 14.82) School publications

278 ( 32.71) Sports

Assemblies

274 ( 32.24) Attend

129 ( 15.18) Participate

43 ( 5.06) Other

850 ( Base

13. What is the total number of CVAE students you teach? 10,136

14. How many of them are failing to date? 459

204 ( 60.71) Answered with 0

336 Base

15. How many of these failing are in class with regular students? 430

158 ( 74.18) Answered with 0

133 ( 39.00) Did not answer

213 Base

(This does not mean in vocational class only as intended)

16. What percent absenteeism have you had in your CVAE classes this year?

1 ( .37) Answered with 0

220 ( 81.40) Answered with 1-10

33 ( 12.21) Answered with 11-20

9 ( 3.33) Answered with 25-30

2 ( .74) Answered with 40

1 ( .37) Answered with 44

1 ( .37) Answered with 54

1 ( .37) Answered with 75

1 ( .37) Answered with 99

77 ( 22.25) Did not answer

269 Base

17. How many CVAE students have you had to send to the office for disciplinary action this year? 450

159 ( 46.90) Answered with 0

339 Base

18. How many CVAE students have been suspended this year? 285

194 ( 58.08) Answered with 0

334 Base

CVAE Vocational Teacher

19. Do you teach both regular and CVAE classes?

33 ( 9.59) Yes  
311 ( 90.41) No  
344 Base

If yes, what is the total number of regular students you teach? 1193

51 ( 59.30) Answered with 0  
35 Base

How many of the regular students are failing? 278

27 ( 49.09) Answered with 0  
55 Base

What percent absenteeism do you have in your regular classes?

13 ( 30.95) Answered with 0  
24 ( 57.12) Answered with 1-10  
2 ( 4.76) Answered with 11-20  
3 ( 7.14) Answered with 25-29  
42. Base

How many of your regular students have you sent to the office? 48

35 ( 74.47) Answered with 0  
48 Base

How many of your regular students have been suspended this year? 35

35 ( 74.47) Answered with 0  
47 Base

20. Check your teacher qualifications.

Education

93 ( 29.34) High school graduate or equivalent  
33 ( 10.41) Two years completed college credit  
191 ( 60.25) College or university degree  
317 Base

Certification

112 ( 33.94) Professional teaching certificate  
156 ( 47.27) Provisional teaching certificate  
56 ( 16.97) Emergency teaching certificate  
6 ( 1.82) Permit for special assignment  
330 Base

21. In the CVAE course(s) you teach in the subject area in which you are certified?

307 ( 92.19) Yes

26 ( 7.81) No

333 Base

22. How many years have you been teaching CVAE courses?

71 ( 21.85) 1

94 ( 28.92) 2

82 ( 25.23) 3

28 ( 8.62) 4

50 ( 15.38) 5

325 Base

23. Indicate your years of teaching experience before becoming a CVAE teacher.

159 ( 46.36) None

22 ( 6.41) 1

18 ( 5.25) 2

30 ( 8.75) 3-4

43 ( 12.54) 5-9

53 ( 15.45) 10-19

16 ( 4.66) 20-29

2 ( .58) 30 or more

343 Base

24. How many of these years of experience were in a subject area related to the CVAE course you teach?

59 ( 22.26) All

91 ( 34.34) None

7 ( 2.64) 1

11 ( 4.15) 2

17 ( 6.42) 3-4

33 ( 12.45) 5-9

25 ( 9.43) 10-19

17 ( 6.42) 20-29

5 ( 1.89) 30 or more

265 Base

25. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

70 ( 20.59) None

11 ( 3.24) 1

18 ( 5.29) 2

44 ( 12.94) 3-4

## CVAE Vocational Teacher

70 ( 20.59) 5-9  
62 ( 18.24) 10-19  
45 ( 13.24) 20-29  
20 ( 5.88) 30 or more  
340 Base

26. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

115 ( 35.06) Public schools  
8 ( 2.44) Private schools  
51 ( 15.55) Armed services  
102 ( 31.10) Industry  
52 ( 15.85) Other  
328 Base

27. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.

90 ( 18.11) None  
28 ( 5.63) Special Education  
54 ( 10.87) Remedial courses or basic classes  
45 ( 9.05) Specialized work with emphasis on learning difficulties  
55 ( 11.07) Work with students having severe discipline problems  
20 ( 4.02) Non-graded classes  
37 ( 7.44) Below grade level courses  
107 ( 21.53) Work with low income groups  
61 ( 12.27) Other  
497 Base

28. From what source were you assigned to teach CVAE?

113 ( 33.04) From regular teaching  
218 ( 63.74) Employed especially to teach CVAE  
10 ( 2.92) Other  
342 Base

29. By what method were you assigned to teach CVAE?

190 ( 56.38) Volunteered to teach CVAE  
124 ( 36.80) Assigned by the administrator  
23 ( 6.82) Other  
337 Base



CVAE Vocational Teacher

30. On what basis were you chosen to be a CVAE teacher?
- 141 ( 24.74) Because of availability
  - 172 ( 30.18) Had special skills for teaching CVAE
  - 60 ( 10.53) Had experience teaching students with learning disabilities
  - 164 ( 28.77) Had a deep desire to help students with learning and socio-economic disabilities
  - 10 ( 1.75) Because no one else would accept the assignment
  - 1 ( .18) Because teaching CVAE courses is on a rotation basis and it was my turn
  - 22 ( 3.86) Other
- 570 Base
31. Do you now teach or have you ever taught regular classes?
- 183 ( 53.51) Yes
  - 158 ( 46.20) No
- 342 Base
- If yes, which do you prefer to teach?
- 175 ( 89.29) CVAE course
  - 21 ( 10.71) Regular courses
- 196 Base
32. Do you find your CVAE teaching experience challenging and satisfying?
- 320 ( 94.96) Yes
  - 17 ( 5.04) No
- 337 Base
33. What CVAE special training did you have before and since becoming a CVAE teacher?
- Before
- 127 ( 21.53) None
  - 225 ( 38.14) One required CVAE summer workshop
  - 60 ( 10.17) Local in-service CVAE training
  - 21 ( 3.56) CVAE workshop offered locally
  - 63 ( 10.68) One or more college courses designed for teaching students with special learning needs
  - 68 ( 11.53) College summer school CVAE courses
  - 26 ( 4.41) Other
- Since
- 0 ( .00) None
  - 2 ( .57) One required CVAE summer workshop
  - 81 ( 23.01) Local in-service CVAE training
  - 73 ( 20.74) CVAE workshop offered locally

## CVAE Vocational Teacher

- 50 ( 14.20) One or more college courses designed for teaching students with special learning needs.
- 111 ( 31.53) College summer school CVAE courses
- 35 ( 9.94) Other
- 352 Base
34. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?
- 248 ( 75.61) Yes
- 80 ( 24.39) No
- 328 Base
35. Have you completed all the training required to be a CVAE teacher?
- 206 ( 61.49) Yes
- 129 ( 38.51) No
- 335 Base
36. Indicate areas in which you feel a need for additional training.
- 50 ( 6.27) No additional training needed
- 124 ( 15.54) Student relationships and related problems (including motivation of students)
- Short training course especially for teaching CVAE in my subject area:
- 90 ( 11.28) Teaching methods
- 123 ( 15.41) Instructional materials
- 61 ( 7.64) Operation of commercial equipment
- 39 ( 4.89) Remedial reading
- 7 ( .88) Other
- 120 ( 15.04) Coordination of academic and vocational phases of CVAE
- 43 ( 5.39) Understanding cultural differences of students
- 133 ( 16.67) Instructional aids for CVAE students
- 6 ( .75) Other
- 798 Base
37. How would you like to see this additional training handled?
- 163 ( 36.88) Area in-service training
- 58 ( 13.12) Regional workshops
- 83 ( 18.78) State workshops at local college
- Special college courses
- 71 ( 16.06) In summer
- 53 ( 11.99) During academic year
- 13 ( 2.94) Other

CVAE Vocational Teacher

38. Does your school system have a vocational director/administrator?  
 265 ( 79.58) Yes  
 68 ( 20.42) No  
 333 Base

39. Check the title of your immediate CVAE supervisory administrator.  
 9 ( 2.67) Unknown  
 16 ( 4.75) Superintendent  
 16 ( 4.75) Ass't superintendent  
 74 ( 21.96) Principal  
 4 ( 1.19) Ass't principal  
 139 ( 41.25) Vocational director/administrator  
 49 ( 14.54) Vocational supervisor  
 23 ( 5.82) Vocational counselor  
 6 ( 1.78) Other  
 337 Base

40. Indicate the average number of visits he makes to your CVAE classroom per semester.  
 26 ( 8.07) None  
 71 ( 22.05) 3  
 50 ( 15.53) 6  
 49 ( 15.22) 10  
 42 ( 13.04) 15  
 34 ( 10.56) 20  
 16 ( 4.97) 30  
 34 ( 10.56) 40 or more  
 322 Base

41. To whom do you go most often for program support?  
 7 ( 2.00) No one  
 24 ( 7.06) Superintendent  
 12 ( 3.53) Ass't superintendent  
 120 ( 35.29) Principal  
 11 ( 3.24) Ass't principal  
 32 ( 9.41) Vocational counselor  
 92 ( 27.06) Vocational director/administrator  
 Vocational supervisor:  
 2 ( .59) Area  
 13 ( 3.82) Local  
 Other CVAE teachers:  
 12 ( 3.53) Vocational  
 7 ( 2.06) Academic  
 7 ( 2.06) Other  
 340 Base

## CVAE Vocational Teacher

42. Do you have the enthusiastic backing and support of your supervisors?  
306 ( 93.87) Yes  
19 ( 5.83) No  
326 Base
43. Of your administrator?  
289 ( 92.04) Yes  
24 ( 7.64) No  
314 Base
44. Check additional supervisory needs for a more effective CVAE program in your school.
- On state level
- 105 ( 36.59) Statewide coordinator of CVAE vocational and academic programs  
169 ( 58.89) CVAE vocational and academic specialist to give assistance to local programs  
12 ( 4.18) Other
- On area level
- 106 ( 36.43) Area coordinator of CVAE vocational and academic programs  
41 ( 14.09) CVAE academic consultant  
138 ( 47.42) CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas  
6 ( 2.06) Other
- On local level
- 123 ( 46.07) Coordinator of CVAE vocational and academic programs  
126 ( 47.19) Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs  
16 ( 5.99) Other  
267 Base
45. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:
- 75 ( 9.75) Standardization of program guidelines in all divisions (one set of standards for CVAE that would apply to all divisions)  
29 ( 3.77) Implementation of existing guidelines  
73 ( 9.49) More realistic program guidelines  
111 ( 14.43) Curriculum guides for individual courses  
201 ( 26.14) Developing instructional materials geared especially for CVAE  
111 ( 14.43) Coordination of vocational and academic phases

CVAE Vocational Teacher

56 ( 7.28) Facility and funding problems  
39 ( 5.07) Financial problems  
55 ( 7.15) Workshops and/or in-service training  
11 ( 1.43) Other  
769 Base

46. Are counseling services available in your school?

320 ( 94.67) Yes  
18 ( 5.33) No  
338 Base

If yes, are CVAE students routinely tested and interviewed by the counselor?

214 ( 70.16) Yes  
90 ( 29.51) No

Estimate the percent of CVAE students who voluntarily use the counseling services.

103 ( 34.68) Unknown  
21 ( 7.07) None  
45 ( 15.15) 1-3 per cent  
16 ( 5.39) 4-6 per cent  
35 ( 11.78) 7-10 per cent  
15 ( 5.05) 11-15 per cent  
23 ( 7.74) 16-20 per cent  
39 ( 13.13) More

What counselor do they see?

12 ( 3.28) None  
128 ( 34.97) Vocational counselor  
213 ( 58.20) Regular counselor  
13 ( 3.55) Other

Are counseling services used in the selection and screening of CVAE students?

243 ( 82.94) Yes  
49 ( 16.72) No

Which of these counseling services are used to measure student development as a result of CVAE program?

56 ( 13.18) None  
152 ( 35.76) Personal interview  
137 ( 32.24) Achievement testing

## CVAE Vocational Teacher

55 ( 12.94) Vocational testing  
23 ( 5.41) Other  
425 Base

47. Do you have a CVAE advisory committee?

255 ( 80.70) Yes  
50 ( 15.67) No  
Base

If yes, how many members are on the committee?

12 ( 4.67) 1-2  
112 ( 43.58) 3-4  
93 ( 36.19) 5-6  
28 ( 10.89) 7-8  
7 ( 2.72) 9-10  
5 ( 1.95) More

How many times does this committee meet per year?

63 ( 30.29) 1  
80 ( 38.46) 2  
29 ( 13.94) 3  
21 ( 10.10) 4  
7 ( 3.37) 5  
3 ( 1.44) 6  
5 ( 2.40) More

Do you meet with committee?

188 ( 82.82) Yes  
39 ( 17.18) No

Does a school administrator (other than vocational director) meet with the committee?

121 ( 52.84) Yes  
106 ( 46.29) No

Give the functions of the advisory committee in your school?

36 ( 5.68) Unknown  
54 ( 8.52) Advise students of job opportunities.  
156 ( 24.61) Suggest ways to coordinate CVAE with community needs  
64 ( 10.09) Assist in exposing students to materials and equipment  
not available in school

Lend assistance in

90 ( 14.20) Determining training needs

CVAE Vocational Teacher

31 ( 4.89) Instructional Requirements  
37 ( 5.84) Recommending instructional materials  
44 ( 6.94) Securing instructional materials  
72 ( 11.36) Promoting and publicizing programs  
46 ( 7.26) Reviewing and Evaluating programs  
3 ( .47) Other  
634 Base

Is the advisory committee a helpful part of your CVAE program?

137 ( 77.40) Yes  
40 ( 22.60) No  
177 Base

48. Are CVAE students carefully screened and selected?

234 ( 72.00) Yes  
91 ( 28.00) No  
325 Base

49. Do you have students in your CVAE classes that you feel should be in special education?

178 ( 56.87) Yes  
135 ( 43.13) No  
313 Base

If yes, estimate the number of special education students you have in your CVAE classes. 616 (6.07% of CVAE students)

182 ( 52.60) Had special education students  
46 ( 20.18) Answered none

50. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?

73 ( 35.61) Yes  
132 ( 64.39) No  
205 Base

51. How many of these CVAE students have been identified as special education students? 305 (49.51% of the estimated special education students)

136 ( 54.84) None  
248 Base

52. Are special education students carefully screened and selected?

190 ( 80.51) Yes  
46 ( 19.49) No  
236 Base

## CVAE Vocational Teacher

53. From your experience should special education students be included in your CVAE courses?

79 ( 26.87) Yes

213 ( 72.45) No

294 Base

If no, why not?

121 ( 20.03) Too much supervision required

52 ( 8.61) Too little eye-hand coordination

141 ( 23.34) For safety reasons

74 ( 12.25) Incapable of operating equipment

88 ( 14.57) Too slow to learn, slows down class

89 ( 14.74) Poor retention rate

39 ( 6.46) Other

604 Base

54. Are the sexes separated in your CVAE classes?

241 ( 72.37) Yes

92 ( 27.63) No

333 Base

55. What is the composition of your classes?

179 ( 52.65) Separated, all male

74 ( 21.76) Separated, all female

74 ( 21.76) Mixed, males and females

13 ( 3.82) Both, some classes separated, some mixed

340 Base

56. Should the sexes be separated in your CVAE classes?

Yes. Give reasons why they should be separated.

54 ( 12.89) Some subject matter is easier to cover

181 ( 43.20) Their job interest and skills are different

104 ( 24.82) Discipline problems are minimized

72 ( 17.18) They work better separately

8 ( 1.91) Other

419 Base

No. Give reasons why they should be together.

88 ( 43.78) For normal social development

32 ( 15.92) They work better together

69 ( 34.33) So CVAE classes will not be different from regular classes

11 ( 5.47) Other

201 Base



CVAE Vocational Teacher

57. Give the number of students you have in each racial group.

|      |          |                               |
|------|----------|-------------------------------|
| 3661 | ( 38.42) | White                         |
| 2179 | ( 22.86) | Black                         |
| 3590 | ( 37.67) | Mexican-American              |
| 19   | ( 0.19)  | Indian                        |
| 79   | ( 0.82)  | Other                         |
| 9528 |          | Total number of CVAE students |

58. How do you determine the individual training needs of the CVAE students?

|     |          |                                    |
|-----|----------|------------------------------------|
| 14  | ( 1.72)  | Psychological testing              |
| 41  | ( 5.04)  | Aptitude testing                   |
| 31  | ( 3.81)  | Occupational aptitude testing      |
| 53  | ( 6.51)  | Teacher-made diagnostic tests      |
| 239 | ( 29.36) | Student interest                   |
| 156 | ( 19.16) | Personal interview                 |
| 267 | ( 32.80) | Observation of student performance |
| 13  | ( 1.60)  | Other                              |
| 814 |          | Base                               |

59. Do you develop your own course outline?

|     |          |      |
|-----|----------|------|
| 321 | ( 94.69) | Yes  |
| 17  | ( 5.01)  | No   |
| 339 |          | Base |

60. In what area do you feel a need for assistance in course development?

|     |          |   |
|-----|----------|---|
| 109 | ( 33.75) | None  |
| 103 | ( 31.89) | More definite guidelines and more realistic goals |
| 66  | ( 20.43) | Curriculum guidelines                             |
| 29  | ( 8.98)  | Implementation of existing guidelines             |
| 16  | ( 4.95)  | Other   |
| 323 |          | Base  |

61. At what achievement level is your course content designed?

|     |          |  |
|-----|----------|--|
| 48  | ( 14.33) | Grade level the course is offered (9th, 10th, etc) |
| 98  | ( 29.25) | Level of the class as a group                      |
| 183 | ( 54.63) | Level of each individual student                   |
| 6   | ( 1.79)  | Other  |
| 335 |          | Base   |

CVAE Vocational Teacher

62. Do you have access to adequate instructional materials for your students?  
213 ( 64.55) Yes  
114 ( 34.55) No  
330 Base

63. Check areas in which you do not have adequate materials for your students at their achievement and interest level.
- 122 ( 17.53) Textbooks
  - 94 ( 13.51) Reference books
  - 123 ( 17.67) Audio-visual materials
  - 115 ( 16.52) Individual work units
  - 46 ( 6.61) Basic course outline
  - 74 ( 10.63) Technical library materials and manuals
  - 42 ( 6.03) Job analyses required skills
  - 47 ( 6.75) Materials related to job finding
  - 24 ( 3.45) On-the-job training for co-op students
  - 7 ( 1.01) Other
- 696 Base

64. In what areas do you need additional CVAE units?
- 85 ( 27.51) None
  - 94 ( 30.42) Industrial
  - 61 ( 19.74) Homemaking
  - 19 ( 6.15) Vocation office education
  - 7 ( 2.27) Agriculture
  - 43 ( 13.92) Co-op
- 309 Base

Additional units not currently offered by TEA.

- 49 ( 24.75) Paint and body repair
  - 28 ( 14.14) Cleaning and laundry
  - 22 ( 11.11) Leathercraft
  - 25 ( 12.63) Advanced specialized training
  - 45 ( 22.73) More programs for girls
  - 15 ( 7.58) Other
  - 14 ( 7.07) Other
- 198 Base

65. Check the grade levels in which additional units are needed for boys and girls in your school.

Boys:

- |                |                |
|----------------|----------------|
| 39 ( 21.55) 7  | 19 ( 10.50) 11 |
| 26 ( 14.36) 8  | 33 ( 18.23) 12 |
| 32 ( 17.68) 9  | 181 Base       |
| 32 ( 17.68) 10 |                |

CVAE Vocational Teacher

Girls:

|                |                |
|----------------|----------------|
| 31 ( 20.00) 7  | 18 ( 11.61) 11 |
| 29 ( 18.71) 8  | 25 ( 16.13) 12 |
| 29 ( 18.71) 9  | 155 Base       |
| 23 ( 14.84) 10 |                |

66. Indicate the time you actually spend coordinating academic and vocational subject matter.

Number of hours

|                  |               |
|------------------|---------------|
| 51 ( 16.50) None | 2 ( .65) 7    |
| 46 ( 14.89) 1    | 11 ( 3.56) 8  |
| 48 ( 15.53) 2    | 7 ( 2.27) 9.  |
| 43 ( 13.92) 3    | 14 ( 4.53) 10 |
| 21 ( 6.80) 4     | 1 ( .32) 11   |
| 39 ( 12.62) 5    | 14 ( 4.53) 12 |
| 12 ( 3.88) 6     | 309 Base      |

Interval of time

|                         |
|-------------------------|
| 182 ( 79.48) Per week   |
| 30 ( 13.10) Per 6 weeks |
| 17 ( 7.42) Per semester |
| 229 Base                |

67. Do you see a need for more coordination between the academic and vocational phases?

|                  |
|------------------|
| 266 ( 81.35) Yes |
| 60 ( 18.35) No   |
| 327 Base         |

If yes, how would you prefer to see additional coordination accomplished?

|  |
|--|
| 60 ( 11.90) Specific time scheduled each day for coordination of subject matter                            |
| 94 ( 18.65) Conference each 6 weeks to coordinate course outlines  |
| 72 ( 14.29) Coordination conference in the scheduled in-service meetings                                   |
| 84 ( 16.67) Coordination conference to include CVAE administration, counselors and all other CVAE teachers |
| 61 ( 12.10) CVAE consultant to aid in coordination of objectives and curriculum planning                   |
| 54 ( 10.71) Team teaching (academic and vocational teacher)  |
| 76 ( 15.08) Coordinated curriculum guides and instructional materials                                      |
| 2 ( .40) Other   |
| 504 Base   |

## CVAE Vocational Teacher

68. Check the criteria you use in evaluating the achievement of CVAE students, other than classwork.
- 5 ( .44) No additional evaluative criteria
  - 278 ( 24.56) Attitude
  - 235 ( 20.76) Individual ability
  - 80 ( 7.07) Competition within the class
  - 289 ( 25.53) Performance, interest, attendance (as he would be evaluated on a job)
  - 129 ( 11.40) Attendance
  - 21 ( 1.86) Student self-evaluation
  - 93 ( 8.22) Participation in class
  - 2 ( .18) Other
  - 1132 Base
69. Does your CVAE course represent one of the greater job demands in the labor market of your area?
- 276 ( 26.25) Yes
  - 44 ( 13.75) No
  - 320 Base
70. How is physical education for CVAE students handled at your school?
- 234 ( 68.42) In classes with regular students
  - Classes of CVAE students only
    - 52 ( 15.20) With P. E. teacher
    - 15 ( 4.39) With the CVAE teacher
  - No P. E. class for CVAE students
    - 26 ( 7.60) No available time for P. E.
    - 15 ( 4.39) No scheduled time for P. E.
  - 342 Base
71. Do your students belong to a CVAE related student organization?
- 211 ( 62.80) Yes
  - 125 ( 37.20) No
  - 336 Base
- If yes, what group?
- 148 ( 65.91) VOC-Vocational Opportunity Clubs
  - 14 ( 6.36) FHA-Future Homemakers of America
  - 44 ( 20.00) HERO-Home Economics Related Occupation
  - 17 ( 7.73) Other
  - 220 Base

CVAE Vocational Teacher

72. Based on your experience with CVAE students, do CVAE students attend class more often than they did before enrolling in CVAE?

234 ( 69.03) Yes  
4 ( 1.18) No  
101 ( 29.79) Do not know

Are there fewer discipline problems with students after their enrollment in CVAE?

228 ( 67.26) Yes  
20 ( 5.90) No  
91 ( 26.84) Do not know  
339 Base

73. Are counseling services used to measure progress of your CVAE?

339 Base

Students:

173 ( 54.40) Yes  
145 ( 45.60) No  
318 Base

If yes, which of these counseling services are used to measure student development as a result of CVAE progress?

114 ( 34.97) Personal interview  
100 ( 30.67) Achievement testing  
43 ( 13.19) Vocational test  
27 ( 8.28) Individual testing  
21 ( 6.44) Intelligence testing  
15 ( 4.60) Personality inventory  
6 ( 1.84) Other  
326 Base

74. Do your shop or lab facilities meet the present division standard for your CVAE cluster as set up by TEA.

207 ( 68.09) Yes  
97 ( 31.91) No  
304 Base

75. Do you have up-to-date equipment comparable to that used in standards for CVAE programs?

230 ( 74.19) Yes  
80 ( 25.81) No  
310 Base

76. Is this equipment kept in good repair?

271 ( 93.45) Yes  
19 ( 6.55) No  
290 Base

**CVAE Academic Teacher Questionnaire**  
**With Distribution of Response**

## CVAE Vocational Teacher

77. In what areas do you see improvement in your CVAE student? Use a value scale of 0 (no improvement) to 4 (great improvement)

### Academic achievement

12 ( 4.69) Rank of 0  
58 ( 22.66) Rank of 1  
92 ( 35.94) Rank of 2  
48 ( 18.75) Rank of 3  
21 ( 8.20) Rank of 4  
25 ( 9.77) Rank other than 0-4  
90 ( 35.16) Did not rank

### Vocational achievement

5 ( 1.76) Rank of 0  
3 ( 1.06) Rank of 1  
61 ( 21.48) Rank of 2  
104 ( 36.62) Rank of 3  
77 ( 27.11) Rank of 4  
33 ( 11.62) Rank other than 0-4  
62 ( 21.83) Did not rank

### Interest in preparing for a productive and rewarding future

11 ( 4.15) Rank of 0  
27 ( 10.19) Rank of 1  
75 ( 28.30) Rank of 2  
80 ( 30.19) Rank of 3  
42 ( 15.85) Rank of 4  
29 ( 10.94) Rank other than 0-4  
81 ( 30.57) Did not rank

### Pride and self-confidence

4 ( 1.32) Rank of 0  
14 ( 4.62) Rank of 1  
68 ( 22.44) Rank of 2  
112 ( 36.96) Rank of 3  
68 ( 22.44) Rank of 4  
37 ( 12.21) Rank other than 0-4  
43 ( 14.19) Did not rank

### Interest in school

12 ( 4.26) Rank of 0  
23 ( 8.16) Rank of 1  
94 ( 33.33) Rank of 2  
88 ( 31.21) Rank of 3  
38 ( 13.48) Rank of 4

C.V.A.E. Vocational Teacher

27 ( 9.57) Rank other than 0-4  
64 ( 22.70) Did not rank

Interest in fellow students

10 ( 4.03) Rank of 0  
37 ( 14.92) Rank of 1  
70 ( 28.23) Rank of 2  
80 ( 32.26) Rank of 3  
30 ( 12.10) Rank of 4  
21 ( 8.47) Rank other than 0-4  
98 ( 39.52) Did not rank

Gainful employment.

11 ( 4.56) Rank of 0  
23 ( 9.54) Rank of 1  
60 ( 24.90) Rank of 2  
78 ( 32.37) Rank of 3  
43 ( 17.84) Rank of 4  
26 ( 10.79) Rank other than 0-4  
105 ( 43.57) Did not rank

Other

0 ( .00) Rank of 0  
0 ( .00) Rank of 1  
1 ( 11.11) Rank of 2  
4 ( 44.44) Rank of 3  
1 ( 11.11) Rank of 4  
337 ( .00) Did not rank  
9 Base

78. What type of student(s) have you found unable to benefit under the present program?

78 ( 13.40) Academically unmotivated student  
114 ( 19.59) The student whose emotional problems encumber his learning capabilities  
172 ( 29.55) Chronic absentee  
67 ( 11.51) The student whose intellect and/or physical disabilities prevent his educational progress  
136 ( 23.37) Undisciplined and/or apathetic student  
15 ( 2.58) Other  
582 Base



CVAE Vocational Teacher

79. Do you feel that the CVAE program is effective in your school?

323 ( 97.29) Yes

8 ( 2.41) No

332 Base

80. What one thing do you feel would make the biggest improvement in your present program?

93 ( 27.43) Better and/or more correlation between academic and vocational courses

43 ( 12.68) More individual instruction for students

16 ( 4.72) More and/or better qualified teachers, counselors, and administrators

28 ( 8.26) Students leaving CVAE better prepared to fill wage-earning jobs

43 ( 12.68) Better guidelines, equipment, materials and facilities

67 ( 19.76) Continuation of CVAE at higher levels

18 ( 5.31) Additional CVAE courses

24 ( 7.08) Additional screening of CVAE students

7 ( 2.06) Other

339 Base

## CVAE Academic Teacher

1. What is the size of your school system? Give the number of students.

1 ( .25) Less than 350  
33 ( 8.19) 350-699  
58 ( 14.39) 700-1499  
79 ( 19.60) 1500-2999  
71 ( 17.62) 3000-4999  
33 ( 8.19) 5000-9999  
128 ( 31.76) 10,000 or more  
403 Base

2. CVAE subject area(s) you teach.

160 ( 32.59) English  
130 ( 26.48) Mathematics  
81 ( 16.50) Science  
98 ( 19.96) Social studies  
21 ( 4.28) Other  
491 Base

3. CVAE grade(s) you teach.

86 ( 15.61) 7  
178 ( 31.06) 8  
135 ( 23.56) 9  
125 ( 21.82) 10  
43 ( 7.50) 11  
6 ( 1.05) 12  
573 Base

4. How many of your classes contain CVAE students from more than one grade level?

182 ( 46.67) None  
98 ( 25.13) 1  
54 ( 13.85) 2  
23 ( 5.90) 3  
16 ( 4.10) 4  
17 ( 4.36) 5  
390 Base

5. How many CVAE classes do you teach?

136 ( 35.70) 1  
108 ( 28.35) 2  
37 ( 9.71) 3  
42 ( 11.02) 4  
42 ( 11.02) 5  
16 ( 4.20) 6  
381 Base

CVAE Academic Teacher

In how many of your classes do you teach regular and CVAE students together? (There is evidence that the information given is not for CVAE classes only, as intended)

283 ( 71.46) None

39 ( 9.85) 1

35 ( 8.84) 2

8 ( 2.02) 3

14 ( 3.54) 4

17 ( 4.29) 5

396 Base

6. Do you teach all CVAE subjects in a self-contained classroom?

187 ( 48.83) Yes

196 ( 51.17) No

383 Base

- Not valid - question misunderstood

7. Do you also teach regular classes?

320 ( 79.80) Yes

81 ( 20.20) No

401 Base

8. How many of your classes have more than 20 students? (There is

154 ( 39.90) None

44 ( 11.40) 1

36 ( 9.33) 2

52 ( 13.47) 3

48 ( 12.44) 4

52 ( 13.47) 5

386 Base

evidence that the information given is not for CVAE classes only, as intended)

9. Indicate the location of your CVAE classroom?

2 ( .50) Elementary

173 ( 43.03) Junior high school

40 ( 9.95) Middle school

177 ( 44.03) Senior high school

5 ( 1.24) Vocational complex

5 ( 1.24) Other

402 Base

10. Does your location within the school complex isolate your CVAE students from the total student body?

17 ( 4.23) Yes

385 ( 95.77) No

402 Base

CVAE Academic Teacher

11. Do your students feel segregated from others in their age and peer group?  
73 ( 18.81) Yes  
315 ( 81.19) No  
388 Base

12. Is your present location satisfactory?  
375 ( 93.28) Yes  
27 ( 6.72) No  
402 Base

If no, indicate a change in location that would better facilitate the needs of your students.

- 16 ( 61.54) In a CVAE complex  
In the building with regular students  
7 ( 26.92) At their grade level  
3 ( 11.54) At their age level  
26 Base

13. Do your students have the opportunity to participate in school activities?  
391 ( 97.75) Yes  
8 ( 2.00) No  
400 Base

If yes, what activities  
141 ( 14.61) School publications  
339 ( 35.13) Sports

Assemblies  
300 ( 31.09) Attend  
140 ( 14.51) Participate  
44 ( 4.56) Other  
965 Base

14. What is the total number of CVAE students you teach? 13,529  
8 ( 1.98) Answered with 0  
404 Base

15. How many of them are failing to date? 1522 (11.24% of CVAE students)  
133 ( 33.08) Answered with 0  
402 Base

16. How many of these failing are in class with regular students? 346  
(22.73 of these failing)  
339 ( 2.26) Answered with 9

CVAE Academic Teacher

17. What percent absenteeism have you had in your CVAE classes this year?
- |              |               |       |
|--------------|---------------|-------|
| 125 ( 31.25) | Answered with | 0     |
| 188 ( 47.00) | Answered with | 1-10  |
| 54 ( 13.50)  | Answered with | 11-20 |
| 18 ( 4.50)   | Answered with | 21-30 |
| 9 ( 2.25)    | Answered with | 33-40 |
| 3 ( .75)     | Answered with | 50    |
| 1 ( .25)     | Answered with | 71    |
| 2 ( .50)     | Answered with | 90-92 |
| 400          | Base          |       |
18. How many CVAE students have you had to send to the office for disciplinary action this year? 908 (6.71% of CVAE students)
- |              |               |   |
|--------------|---------------|---|
| 170 ( 42.08) | Answered with | 0 |
| 404          | Base          |   |
19. How many CVAE students have been suspended this year? 458 (3.38% of CVAE students)
- |              |               |   |
|--------------|---------------|---|
| 254 ( 63.18) | Answered with | 0 |
| 402          | Base          |   |
20. Do you teach both regular and CVAE classes?
- |              |      |
|--------------|------|
| 318 ( 79.70) | Yes  |
| 81 ( 20.30)  | No   |
| 399          | Base |
- If yes, what is the total number of regular students you teach? 23,384
- |             |               |   |
|-------------|---------------|---|
| 89 ( 22.25) | Answered with | 0 |
| 400         | Base          |   |
- How many of the regular students are failing? 2532 (10.82% of regular students)
- |              |               |   |
|--------------|---------------|---|
| 150 ( 37.59) | Answered with | 0 |
| 399          | Base          |   |
- What percent absenteeism do you have in your regular classes?
- |              |               |       |
|--------------|---------------|-------|
| 196 ( 49.25) | Answered with | 0     |
| 177 ( 44.25) | Answered with | 1-10  |
| 19 ( 4.75)   | Answered with | 12-20 |
| 5 ( 1.00)    | Answered with | 21-30 |
| 1 ( .25)     | Answered with | 50    |
| 398          | Base          |       |

## CVAE Academic Teacher

How many of your regular students have you sent to the office? 817  
(3.49% of regular students)  
225 ( 56.25) Answered with 0  
400 Base

How many of your regular students have been suspended this year? 374  
(1.59% of regular students)  
292 ( 73.18) Answered with 0  
399 Base

### Teacher information

#### 21. Check your teacher qualifications

##### Education

21 ( 5.56) High school graduate or equivalent  
0 ( .00) Two years completed college credit  
357 ( 94.44) College or university degree  
378 Base

##### Certification

198 ( 50.51) Professional teaching certificate  
178 ( 45.41) Provisional teaching certificate  
15 ( 3.83) Emergency teaching certificate  
1 ( .26) Permit for special assignment  
392 Base

#### 22. Is the CVAE course(s) you teach in the subject area in which you are certified?

355 ( 90.33) Yes  
38 ( 9.67) No  
393 Base

#### 23. How many years have you been teaching CVAE courses?

145 ( 38.06) 1  
107 ( 28.08) 2  
71 ( 18.64) 3  
27 ( 7.09) 4  
31 ( 8.14) 5  
381 Base

CVAE Academic Teacher

24. Indicate your years of teaching experience before becoming a CVAE teacher.

100 ( 25.38) None  
10 ( 10.15) 1  
40 ( 10.15) 2  
39 ( 9.90) 3-4  
71 ( 18.02) 5-9  
62 ( 15.74) 10-19  
33 ( 8.38) 20-29  
9 ( 2.28) 30 or more  
394 Base

25. How many of these years of experience were in a subject area related to the CVAE course you teach?

107 ( 29.56) All  
98 ( 27.07) None  
14 ( 3.87) 1  
18 ( 4.97) 2  
34 ( 9.39) 3-4  
37 ( 10.22) 5-9  
35 ( 9.67) 10-19  
16 ( 4.42) 20-29  
3 ( .83) 30 or more  
362 Base

26. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

279 ( 72.85) None  
13 ( 3.39) 1  
17 ( 4.44) 2  
25 ( 6.53) 3-4  
34 ( 8.88) 5-9  
10 ( 2.61) 10-19  
3 ( .78) 20-29  
2 ( .52) 30 or more  
383 Base

27. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

215 ( 57.95) Public schools  
11 ( 2.96) Private schools  
22 ( 5.93) Armed services

## CVAE Academic Teacher

47 ( 12.67) Industry  
76 ( 20.49) Other  
371 Base

28. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.

130 ( 19.43) None  
23 ( 3.44) Special education  
117 ( 17.49) Remedial courses on basic classes  
66 ( 9.87) Specialized work with emphasis on learning difficulties  
75 ( 11.21) Work with students having severe discipline problems  
22 ( 3.29) Non-graded classes  
92 ( 13.75) Below grade level courses  
114 ( 17.04) Work with low income groups  
30 ( 4.48) Other  
669 Base

29. From what source were you assigned to teach CVAE?

332 ( 84.91) From regular teaching  
45 ( 11.51) Employed especially to teach CVAE  
14 ( 3.58) Other  
391 Base

30. By what method were you assigned to teach CVAE?

88 ( 22.51) Volunteered to teach CVAE  
298 ( 76.21) Assigned by the administrator  
5 ( 1.28) Other  
391 Base

31. On what basis were you chosen to be a CVAE teacher?

208 ( 38.59) Because of availability  
44 ( 8.16) Had special skills for teaching CVAE  
80 ( 14.84) Had experience teaching students with learning disabilities  
121 ( 22.45) Had a deep desire to help students with learning and socio-economic disabilities  
26 ( 4.82) Because no one else would accept the assignment  
7 ( 1.30) Because teaching CVAE courses is on a rotation basis and it was my turn  
53 ( 9.83) Other  
539 Base



CVAE Academic Teacher

32. Do you now teach or have you ever taught regular classes?

385 ( 96.98) Yes

12 ( 3.02) No

398 Base

If yes, which do you prefer to teach?

114 ( 34.13) CVAE courses

220 ( 65.87) Regular courses

334 Base

33. Do you find your CVAE teaching experience challenging and satisfying?

308 ( 82.80) Yes

64 ( 17.20) No

372 Base

34. What CVAE special training did you have before and since becoming a CVAE teacher?

Before

246 ( 69.49) None

10 ( 2.82) One required CVAE summer workshops

16 ( 4.52) Local in-service CVAE training

14 ( 3.95) CVAE workshop offered locally

51 ( 14.41) One or more college courses designed for teaching students with special learning needs.

3 ( .85) College summer school CVAE courses

12 ( 3.39) Other

354 Base

Since

205 ( 47.56) None

10 ( 2.32) One required CVAE summer workshop

69 ( 16.01) Local in-service CVAE training

52 ( 12.06) CVAE workshop offered locally

56 ( 12.99) One or more college courses designed for teaching students with special learning needs.

16 ( 3.71) College summer school CVAE courses

23 ( 5.34) Other

431 Base

35. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

158 ( 46.88) Yes

179 ( 53.12) No

337 Base

## CVAE Academic Teacher

36. Have you completed all the training required to be a CVAE teacher?  
122 ( 39.48) Yes  
187 ( 50.52) No  
309 Base
37. Indicate areas in which you feel a need for additional training.  
55 ( 15.80) No additional training needed  
153 ( 44.20) Student relationships and related problems (including motivation of students)  
944 ( 81.94) Short training course especially for teaching CVAE in my subject area  
219 ( 23.19) Teaching methods  
185 ( 19.59) Instructional materials  
24 ( 2.54) Operation of commercial equipment  
115 ( 12.18) Remedial reading  
15 ( 1.58) Other  
139 ( 14.72) Coordination of academic and vocational phases of CVAE  
60 ( 6.35) Understanding cultural differences of students  
184 ( 19.49) Instructional aids for CVAE students  
3 ( 0.31) Other  
944 ( Base.  
1152 Base
38. How would you like to see this additional training handled?  
202 ( 38.77) Area in-service training  
78 ( 14.97) Regional workshops  
73 ( 14.01) State workshops at local college  
168 ( 32.24) Special college courses  
521 Base
39. Does your school system have a vocational director/administrator  
293 ( 79.40) Yes  
76 ( 20.60) No  
369 Base
40. Check the title of your immediate CVAE supervisory administrator.  
35 ( 8.47) Unknown  
11 ( 2.66) Superintendent  
10 ( 2.42) Ass't superintendent  
152 ( 36.80) Principal  
17 ( 4.12) Ass't principal  
90 ( 21.79) Vocational director/administrator

CVAE Academic Teacher

41 ( 9.93) Vocational supervisor  
45 ( 10.90) Vocational counselor  
12 ( 2.91) Other  
413 Base

41. Indicate the average number of visits he makes to your CVAE classroom per semester.

166 ( 46.37) None  
104 ( 29.05) 3  
42 ( 11.73) 6  
19 ( 5.31) 10  
6 ( 1.68) 15  
12 ( 3.35) 20  
3 ( .84) 30  
6 ( 1.68) 40 or more  
358 Base

42. To whom do you go most often for program support?

49 ( 4.10) No one  
11 ( .92) Superintendent  
7 ( .59) Ass't superintendent  
166 ( 13.89) Principal  
37 ( 3.10) Ass't principal  
55 ( 4.60) Vocational counselor  
44 ( 3.68) Vocational director/administrator

Vocational supervisor

3 ( .25) Area  
25 ( 2.09) Local

Other CVAE teachers

79 ( 6.61) Vocational  
72 ( 6.03) Academic  
7 ( .59) Other  
1195 Base

43. Do you have the enthusiastic backing and support of your supervisor

288 ( 88.07) Yes  
39 ( 11.93) No  
327 Base

CVAE Academic Teacher

44. Of your administrator

295 ( 88.59) Yes

37 ( 11.11) No

333 Base

45. Check additional supervisory needs for a more effective CVAE program in your school.

On state level - 33.00%

73 ( 24.41) Statewide coordinator of CVAE vocational and academic programs

213 ( 71.24) CVAE vocational and academic specialist to give assistance to local programs

13 ( 4.35) Other

299 Base

On area level - 34.32%

85 ( 27.33) Area coordinator of CVAE vocational and academic programs

98 ( 31.51) CVAE academic consultant

124 ( 39.87) CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas

3 ( .96) Other

311 Base

On local level - 32.67%

151 ( 51.01) Coordinator of CVAE vocational and academic programs

135 ( 45.61) Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs

9 ( 3.04) Other

296 Base

46. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:

103 ( 12.71) Standardization of program guidelines in all divisions (one set of standards for CVAE that would apply to all divisions)

30 ( 3.70) Implementation of existing guidelines

103 ( 12.71) More realistic program guidelines

150 ( 8.51) Curriculum guides for individual courses

178 ( 21.97) Developing instructional materials geared especially for CVAE

85 ( 10.49) Coordination of vocational and academic phases

47 ( 5.80) Facility and funding problems

32 ( 3.95) Financial problems

76 ( 9.38) Workshops and/or in-service training

6 ( .74) Other

810 Base

CVAE Academic Teacher

47. Are counseling services available in your school?

368 ( 94.85) Yes

20 ( 5.15) No

388 Base

If yes, are CVAE students routinely tested and/or interviewed by the counselor?

208 ( 62.09) Yes

127 ( 37.91) No

335 Base

Estimate the percent of CVAE students who voluntarily use the counseling services

170 ( 50.90) Unknown

28 ( 8.38) None

33 ( 9.88) 1-3 percent

12 ( 3.59) 4-6 percent

20 ( 5.99) 7-10 percent

14 ( 4.19) 11-15 percent

20 ( 5.99) 16-20 percent

37 ( 11.08) More

334 Base

What counselor do they see?

14 ( 4.06) None

132 ( 38.26) Vocational counselor

194 ( 56.23) Regular counselor

5 ( 1.45) Other

345 Base

Are counseling services used in the selection and screening of CVAE students?

280 ( 87.23) Yes

41 ( 12.77) No

321 Base

Which of these counseling services are used to measure student development as a result of CVAE programs?

38 ( 8.58) None

143 ( 32.28) Personal interview

170 ( 38.37) Achievement testing

54 ( 12.19) Vocational testing

38 ( 8.58) Other

443 Base

CVAE Academic Teacher

49. Composition of classes.

Are CVAE students carefully screened and selected?

236 ( 67.43) Yes

114 ( 32.57) No

350 Base

50. Do you have students in your CVAE classes that you feel should be in special education?

219 ( 62.22) Yes

133 ( 37.78) No

352 Base

If yes, estimate the number of special education students you have in your CVAE classes. 787 (5.85% of CVAE students)

44 ( 15.77) Answered none

279 Base

51. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?

65 ( 25.29) Yes

192 ( 74.71) No

257 Base

52. How many of these CVAE students have been identified as special education students? 413 (52.47% of the special education students)

139 ( 48.77) None

285 Base

53. Are special education students carefully screened and selected?

239 ( 82.13) Yes

52 ( 18.87) No

291 Base

54. From your experience should special education students be included in your CVAE courses?

89 ( 27.90) Yes

230 ( 72.10) No

319 Base

If no, why not?

115 ( 24.36) Too much supervision required

27 ( 5.72) Too little eye-hand coordination

39 ( 8.26) For safety reasons

19 ( 4.03) Incapable of operating equipment

CVAE Academic teacher

130 ( 27.54) Too slow to learn, slows down class  
92 ( 19.49) Poor retention rate  
50 ( 10.59) Other  
472 Base

55. Are the sexes separated in your CVAE classes?

111 ( 29.44) Yes  
266 ( 70.56) No  
377 Base

56. What is the composition of your classes?

95 ( 24.61) Separated, all male  
9 ( 2.33) Separated, all female  
247 ( 63.99) Mixed, males and females  
35 ( 9.07) Both, some classes separated, some mixed  
386 Base

57. Should the sexes be separated in your CVAE classes?

Yes, give reasons why they should be separated.  
37 ( 15.10) Some subject matter is easier to cover  
90 ( 36.73) Their job interest and skills are different  
66 ( 26.94) Discipline problems are minimized  
43 ( 17.55) They work better separately  
9 ( 3.67) Other  
245 Base

No, give reasons why they should be together

244 ( 49.90) For normal social development  
95 ( 19.43) They work better together  
146 ( 29.86) So CVAE classes will not be different from regular classes  
2 ( .41) Other  
489 Base

58. Give the number of CVAE students you have in each racial group.

5395 (38.66) White  
8 ( 0.05) Indian  
2890 (20.71) Black  
5586 (40.03) Mexican-American  
73 ( 0.52) Other  
13,952 Total number of CVAE students

CVAE Academic Teacher

59. How do you determine the individual training needs of the CVAE students?
- 11 ( 1.32) Psychological testing
  - 69 ( 8.26) Aptitude testing
  - 20 ( 2.40) Occupational aptitude testing
  - 136 ( 16.29) Teacher-made diagnostic tests
  - 207 ( 24.79) Student interest
  - 97 ( 11.62) Personal interview
  - 275 ( 32.93) Observation of student performance
  - 20 ( 2.40) Other
  - 835 Base
60. Do you develop your own course outline?
- 361 ( 93.52) Yes
  - 25 ( 6.48) No
  - 386 Base
61. In what area do you feel a need for assistance in course development?
- 60 ( 12.30) None
  - 185 ( 37.91) More definite guidelines and more realistic goals
  - 170 ( 34.84) Curriculum guidelines
  - 43 ( 8.81) Implementation of existing guidelines
  - 30 ( 6.15) Other
  - 488 Base
62. At what achievement level is your course content designed?
- 58 ( 14.01) Grade level the course is offered (9th, 10th, etc.)
  - 190 ( 45.89) Level of the class as a group
  - 152 ( 36.71) Level of each individual student
  - 14 ( 3.38) Other
  - 414 Base
63. Do you have access to adequate instructional materials for your students:
- 186 ( 50.82) Yes
  - 180 ( 49.18) No
  - 366 Base
64. Check areas in which you do not have adequate materials for students at their achievement and interest level.
- 183 ( 9.17) Textbooks
  - 95 ( 4.76) Reference books
  - 132 ( 6.62) Audio-visual materials
  - 191 ( 9.59) Individual work units
  - 133 ( 6.67) Basic course outline
  - 52 ( 2.61) Technical library materials and manuals



CVAE Academic Teacher

52 ( 2.61) Job and analysis required skills  
54 ( 2.71) Materials related to job finding  
16 ( 1.80) On-the-job training for co-op students  
20 ( 1.00) Other  
1995 Base

65. In what areas do you need additional CVAE units?

75 ( 29.88) None  
66 ( 26.29) Industrial  
64 ( 25.50) Homemaking  
15 ( 5.98) Voe  
17 ( 6.77) Agriculture  
14 ( 5.58) Co-op  
251 Base

Additional units not currently offered by tea.

61 ( 21.02) Paint and body repair  
40 ( 15.75) Cleaning and laund.  
39 ( 15.35) Leathercraft  
23 ( 9.06) Advanced specialized training  
47 ( 18.50) More programs  
10 ( 3.94) Other  
254 Base

66. Check the grade levels in which additional units are needed for boys and girls in your school.

Boys:

72 ( 40.00) 7  
26 ( 14.44) 8  
34 ( 18.89) 9  
29 ( 16.11) 10  
16 ( 8.89) 11  
3 ( 1.67) 12  
180 Base

Girls:

74 ( 41.11) 7  
28 ( 15.56) 8  
31 ( 17.22) 9  
29 ( 16.11) 10  
13 ( 7.22) 11  
5 ( 2.78) 12  
180 Base

## CVAE Academic Teacher

### Coordination

67. Indicate the time you actually spend coordinating academic and vocational subject matter.

Number of hours

|             |      |
|-------------|------|
| 88 ( 26.51) | None |
| 64 ( 19.28) | 1    |
| 35 ( 10.54) | 2    |
| 43 ( 12.95) | 3    |
| 14 ( 4.22)  | 4    |
| 28 ( 8.43)  | 5    |
| 20 ( 6.02)  | 6    |
| 5 ( 1.51)   | 7    |
| 10 ( 3.01)  | 8    |
| 0 ( .00)    | 9    |
| 9 ( 2.71)   | 10   |
| 1 ( .30)    | 11   |
| 15 ( 4.52)  | 12   |
| 332         | Base |

Interval of time

|              |              |
|--------------|--------------|
| 172 ( 76.44) | Per week     |
| 27 ( 12.00)  | Per 6 weeks  |
| 26 ( 11.56)  | Per semester |
| 225          | Base         |

68. Do you see a need for more coordination between the academic and vocational phases?

275 ( 78.13) Yes

77 ( 21.88) No

352 Base

98 ( 15.31) Conference each 6 weeks to coordinate course outlines

86 ( 13.44) Coordination conference in the scheduled in-service meetings

102 ( 15.94) Coordination conferences to include CVAE administration counselors and all other CVAE teachers

90 ( 14.06) CVAE consultant to aid in coordination of objectives and curriculum planning

80 ( 12.50) Team teaching (academic and vocational teacher)

122 ( 19.06) Coordinated curriculum guides and instructional materials

9 ( 1.41) Other

640 Base

## CVAE Academic Teacher

### Evaluation

69. Check the criteria you use in evaluation for achievement of CVAE students, other than classwork.

- 15 ( 1.08) No additional evaluative criteria
- 300 ( 21.51) Attitude
- 286 ( 20.50) Individual ability
- 87 ( 6.24) Competition within the class
- 266 ( 19.07) Performance, interest, attendance (as he would be evaluated on a job)
- 188 ( 13.48) Attendance
- 38 ( 2.72) Student self-evaluation
- 208 ( 14.91) Participation in class
- 7 ( .50) Other \_\_\_\_\_
- 1395 Base

70. What percent of your course is job related?

- 47 ( 16.26) Answered with 0
- 58 ( 20.30) Answered with 1-10
- 3 ( 1.04) Answered with 15
- 22 ( 7.61) Answered with 20
- 22 ( 7.61) Answered with 25
- 11 ( 3.81) Answered with 30
- 7 ( 2.42) Answered with 35
- 10 ( 3.46) Answered with 40
- 45 ( 15.57) Answered with 50
- 4 ( 1.39) Answered with 60
- 10 ( 3.46) Answered with 70
- 20 ( 6.92) Answered with 75-80
- 6 ( 2.08) Answered with 90
- 24 ( 8.31) Answered with 95-99
- 116 ( 28.71) Did not answer
- 289 Base

71. How is the CVAE academic program handled in your school?

- 82 ( 15.53) CVAE students in classes with other students of comparable ability
- 88 ( 16.67) In self-contained classroom, all subjects taught to CVAE students only
- 54 ( 10.23) CVAE students in regular classes with other students of varying capabilities
- 268 ( 50.76) Classes set up for CVAE students only
- 8 ( 1.52) No modified academic classes provided especially for CVAE students
- 18 ( 3.41) Un-graded system
- 10 ( 1.89) Other
- 528 Base

CVAE Academic Teacher

72. Based on your experience with CVAE students, do CVAE students attend class more often than they did before enrolling in CVAE?

164 ( 42.49) Yes  
23 ( 5.96) No  
199 ( 51.55) Do not know  
386 Base

Are there fewer discipline problems with students after their enrollment in CVAE?

160 ( 41.78) Yes  
75 ( 19.58) No  
148 ( 38.64) Do not know  
383 Base

73. Are counseling services used to measure progress of your CVAE students?

186 ( 56.02) Yes  
146 ( 43.98) No  
332 Base

If yes, which of these counseling services are used to measure student development as a result of CVAE programs?

118 ( 30.33) Personal interview  
116 ( 29.82) Achievement testing  
55 ( 14.14) Vocational testing  
51 ( 13.11) Individual testing  
24 ( 6.17) Intelligence testing  
15 ( 3.86) Personality inventory  
10 ( 2.57) Other  
389 Base

74. In what areas do you see improvement in your CVAE students? Use a value scale of 0 (no improvement) to 4 (great improvement)

Academic achievement

18 ( 6.59) Answered with 0  
40 ( 14.65) Answered with 1  
111 ( 40.66) Answered with 2  
84 ( 30.77) Answered with 3  
19 ( 6.96) Answered with 4  
1 ( .37) Answered with 7  
132 ( .00) Did not answer  
273 Base

CVAE Academic Teacher

Vocational achievement

|             |                |   |
|-------------|----------------|---|
| 12 ( 6.09)  | Answered with  | 0 |
| 20 ( 10.15) | Answered with  | 1 |
| 54 ( 27.41) | Answered with  | 2 |
| 77 ( 39.09) | Answered with  | 3 |
| 32 ( 16.24) | Answered with  | 4 |
| 1 ( .51)    | Answered with  | 5 |
| 1 ( .51)    | Answered with  | 8 |
| 208 ( .00)  | Did not answer |   |
| 197         | Base           |   |

Interest in preparing for a productive and rewarding future

|             |                |   |
|-------------|----------------|---|
| 26 ( 10.44) | Answered with  | 0 |
| 53 ( 21.29) | Answered with  | 1 |
| 94 ( 37.75) | Answered with  | 2 |
| 49 ( 19.68) | Answered with  | 3 |
| 27 ( 10.84) | Answered with  | 4 |
| 156 ( .00)  | Did not answer |   |
| 249         | Base           |   |

Other

|            |                |   |
|------------|----------------|---|
| 1 ( 20.00) | Answered with  | 0 |
| 1 ( 20.00) | Answered with  | 2 |
| 2 ( 40.00) | Answered with  | 3 |
| 1 ( 20.00) | Answered with  | 4 |
| 400 ( .00) | Did not answer |   |
| 5          | Base           |   |

Pride and self-confidence

|             |                |   |
|-------------|----------------|---|
| 15 ( 5.58)  | Answered with  | 0 |
| 46 ( 17.10) | Answered with  | 1 |
| 79 ( 29.37) | Answered with  | 2 |
| 81 ( 30.11) | Answered with  | 3 |
| 48 ( 17.84) | Answered with  | 4 |
| 136 ( .00)  | Did not answer |   |
| 269         | Base           |   |

Interest in school

|             |                |   |
|-------------|----------------|---|
| 31 ( 11.97) | Answered with  | 0 |
| 47 ( 18.15) | Answered with  | 1 |
| 84 ( 32.43) | Answered with  | 2 |
| 66 ( 25.48) | Answered with  | 3 |
| 31 ( 11.97) | Answered with  | 4 |
| 146 ( .00)  | Did not answer |   |
| 259         | Base           |   |

CVAE Academic Teacher

Interest in fellow student

39 ( 16.12) Answered with 0  
52 ( 21.49) Answered with 1  
81 ( 33.47) Answered with 2  
50 ( 20.66) Answered with 3  
20 ( 8.26) Answered with 4  
163 ( .00) Did not answer  
242 Base

Gainful employment

21 ( 10.66) Answered with 0  
40 ( 20.30) Answered with 1  
68 ( 34.52) Answered with 2  
46 ( 23.35) Answered with 3  
22 ( 11.17) Answered with 4  
208 ( .00) Did not answer  
197 Base

75. What type of student(s) have you found unable to benefit under the present program?

155 ( 19.70) Academically unmotivated student  
138 ( 17.53) The student whose emotional problems encumber his learning capabilities  
213 ( 27.06) Chronic absentee  
93 ( 11.82) The student whose intellectual and/or physical disabilities prevent his educational progress  
178 ( 22.62) Undisciplined and/or apathetic student  
10 ( 1.27) Other  
787 Base

76. Do you feel that the CVAE program is effective in your school?

301 ( 86.00) Yes  
49 ( 14.00) No  
350 Base

77. What one thing do you feel would make the biggest improvement in your present program?

93 ( 14.62) Better and/or more correlation between academic and vocational courses  
109 ( 17.14) More individual instruction for students  
61 ( 9.59) More and/or better qualified teachers, counselors, and administrators  
66 ( 10.38) Students leaving CVAE better prepared to fill wage-earning jobs

## CVAE Academic Teacher

|     |           |  |
|-----|-----------|--|
| 112 | ( 17. 61) | Better guidelines, equipment, materials and facilities |
| 58  | ( 9. 12)  | Continuation of CVAE at higher levels                  |
| 33  | ( 5. 19)  | Additional CVAE courses                                |
| 71  | ( 11. 16) | Additional screening of CVAE students                  |
| 33  | ( 5. 19)  | Other  |
| 636 |           | Base   |

**CVAE Student Questionnaire**

**With Distribution of Response**



## CVAE Student

1. What grade are you in?

|                 |                  |
|-----------------|------------------|
| 7 - 6th grade   | 210 - 10th grade |
| 61 - 7th grade  | 77 - 11th grade  |
| 253 - 8th grade | 69 - 12th grade  |
| 181 - 9th grade | 4 - Blank        |
  
2. How old are you?

|                  |                 |
|------------------|-----------------|
| 4 - 12 yrs old   | 62 - 18 yrs old |
| 83 - 13 yrs old  | 46 - 19 yrs old |
| 148 - 14 yrs old | 9 - 20 yrs old  |
| 168 - 15 yrs old | 1 - Older       |
| 177 - 16 yrs old | 5 - Blank       |
| 145 - 17 yrs old |                 |
  
3. Which CVAE vocational class are you taking?
  - 27 - Agriculture
  - 149 - VOE
  - 179 - Homemaking
  - 433 - Industrial
  
4. Are you interested in having a job doing the type work you have been learning in CVAE?
  - 595 - Yes
  - 237 - No

If no, what type of work are you interested in? 193 responses
  
5. Who first told you about the CVAE program before taking the course?
  - 316 - Someone taking CVAE courses
  - 292 - The counselor
  - 141 - One of my teachers
  - 82 - The CVAE teacher
  
6. Why did you choose to take CVAE? Check one answer.
  - 112 - Suggested by the counselor
  - 37 - Suggested by one of my teachers
  - 46 - Suggested by my parents
  - 86 - Suggested by a friend
  - 122 - To help me find a job in town
  - 313 - I thought I would like this kind of work
  - 160 - I was having difficulty in school

CVAE Student

7. Did you discuss CVAE with anyone before you took the program?

617 - Yes

190 - No

If yes, with whom?

191 - The counselor

93 - One of my teachers

175 - My parents

180 - A friend my age

80 - Someone else

8. Check problems you are having in your CVAE vocational course.

52 - Difficulty in learning how to do the job

73 - Difficulty in understanding how to do the job

47 - Not enough time in class instruction

68 - Not enough time in shop or lab

76 - Not interested in the class work

545 - Having no problems

9. Check problems you are having in your CVAE academic courses.

59 - Difficulty in learning how to do the work

97 - Difficulty in understanding what I am supposed to do

53 - Not enough help from the teacher

53 - Not enough time in class

38 - Not enough time to do homework

83 - Not interested in the subject

496 - Having no problems

10. Have you discussed your school problems with your teacher?

259 - Yes

575 - No

If no, why not?

56 - Too embarrassed

51 - No time to discuss problems

60 - Don't want the teacher to know (about problems)

80 - Don't want to bother the teacher

239 - Have no problems

57 - Other reasons

11. Have you discussed your personal problems with your teacher?

192 - Yes

598 - No

CVAE Student

If no, why not?

- 219 - Too personal
- 87 - They might tell someone
- 104 - No time to talk to the teacher
- 104 - Other reasons

12. Do you have a counselor now?

- 620 - Yes
- 121 - No

If yes, how many times have you talked to your counselor this year?

- 274 - None
- 119 - 1 time
- 109 - 2 times
- 95 - 3 times

13. What grade are you making in your CVAE vocational course?

- 200 - 90-100 (A)
- 367 - 80-89 (B)
- 218 - 70-79 (C)
- 43 - 60-69 (D)
- 11 - Below 60 (F)

14. List your academic subjects:

- |            |                |            |             |
|------------|----------------|------------|-------------|
| 745 (86.4) | English        | 650 (75.4) | Mathematics |
| 560 (65.0) | Social Studies | 461 (53.5) | Science     |
| 364 (42.2) | Other          | 8 ( .9)    | Blank       |

15. Which subject do you like best?

- |                      |                        |
|----------------------|------------------------|
| 159 - English        | 79 - Science           |
| 186 - Mathematics    | 346 - CVAE Vocational' |
| 106 - Social Studies | 86 - Other             |

16. Which subject is the hardest for you?

- |                      |                      |
|----------------------|----------------------|
| 165 - English        | 143 - Science        |
| 240 - Mathematics    | 49 - CVAE Vocational |
| 121 - Social Studies | 65 - Other           |

17. Which CVAE class do you like best?

- 656 - Vocational
- 163 - Academic

18. How many days did you miss school during the last six weeks?

- |            |                  |
|------------|------------------|
| 255 - None | 36 - 11-15       |
| 319 - 1-3  | 8 - 16-30        |
| 132 - 4-7  | 8 - More than 30 |
| 43 - 8-10  |                  |

CVAE Student

19. If you have been absent, for what reason do you most often stay home?  
31 - Babysitting  
19 - Staying home with someone old  
495 - Not feeling well  
5 - No interest in school  
53 - Visiting away from home  
107 - Give any other reason that is not listed.
20. Do you attend class more often since you are in CVAE?  
418 - Yes  
54 - No  
301 - Attend the same
21. How many times have you been sent to the office for doing something wrong this school year?  
188 - 1 time  
84 - 2 times  
62 - 3 times  
36 - 4 times  
12 - 5 times  
14 - 6 times  
1 - 7 times  
7 - 8 times  
- 9 times  
21 - 10 times  
59 - More  
173 - None  
138 - Blank
22. Were you sent to the office more often before you entered the CVAE program?  
287 - Yes  
432 - No  
5 - Same  
6 - None
23. If you were not in CVAE, do you think you would be in school now?  
576 - Yes  
196 - No  
2 - Maybe
24. Do you belong to a club for CVAE students?  
429 - Yes  
387 - No
- If yes, what club?  
204 - VOC  
3 - FHA (Future Homemakers of America)  
54 - HERO (Home Economics related Occupations)  
103 - CVAE club you belong to that is not listed

CVAE Student

25. What do you like most about CVAE?
- 170 - Smaller classes
  - 227 - More help from the teacher
  - 272 - Working in groups
  - 178 - Field trips
  - 298 - Working at my own rate of speed
  - 25 - Workbooks
  - 42 - Reading
  - 75 - List others

Former CVAE Student Questionnaires  
With Distribution of Response

FORMER CVAE STUDENT

In School

1. Give the CVAE vocational course or courses you took in school.  
Give the grade you were in when you took the course.

| VOE                                      | Industrial                        |
|--|-----------------------------------|
| Office Duplication _____                 | Building Maintenance _____        |
| Agriculture _____                        | Commercial Display and _____      |
| Farm & Ranch Mech. Repr. <u>9,10;</u>    | Decorating _____                  |
| <u>9,10; 9,10</u>                        | Cooperative Training <u>10; x</u> |
| Horticulture _____                       | Construction Trades <u>8,9;</u>   |
| Homemaking _____                         | <u>9,10,11; 10,11</u>             |
| Clothing Services _____                  | Furniture Repair and _____        |
| Commercial Lodging _____                 | Upholstery <u>9, 10</u>           |
| Food Service <u>10; 10,11; 10,11; 11</u> | Mechanical Repair _____           |
| Home & Community Service <u>9; 9</u>     | Marine Repair _____               |
| Home Furnishings <u>9</u>                | Metal Trades _____                |
| Other. Indicate: _____                   |                                   |

2. How long were you enrolled in CVAE?

- |                        |                         |
|------------------------|-------------------------|
| 1. 1 Semester          | 8. 2 Semesters (1 yr)   |
| 2. 6 Semesters (3 yrs) | 9. 4 Semesters (2 yrs)  |
| 3. 6 Semesters (3 yrs) | 10. 4 Semesters (2 yrs) |
| 4. 2 Semesters (1 yr)  | 11. 4 Semesters (2 yrs) |
| 5. 4 Semesters (2 yrs) |                         |
| 6. 6 Semesters (3 yrs) |                         |
| 7. 4 Semesters (2 yrs) |                         |

3. What personal improvements did you make as the result of CVAE courses?

- (a) 5 - Learned to get along with people better  
(b) 4 - Improved grooming and appearance  
(c) 7 - More interest in school  
(d) 8 - Better understanding of school work  
(e) 0 - Give other improvement not listed \_\_\_\_\_

1. a, b, c, d  
2. d  
3. d  
4. a  
5. a, b, c  
6. c

7. a, b, c, d  
e - Learn to do many things  
which helped after school  
was over for the year.  
8. a, b, c.  
3 - Promotion

8. If you had not taken CVAE, do you think you would still be in school?

- |        |         |
|--------|---------|
| 1. Yes | 7. Yes  |
| 2. Yes | 8. Yes  |
| 3. Yes | 9. Yes  |
| 4. Yes | 10. Yes |
| 5. No  | 11. Yes |
| 6. Yes |         |

9. Give suggestions you may have for changes in high school training that would help students to be better prepared for their jobs.

Changes in academic programs:

1. In academic programs you have to hurry with your credits and studies in order to stay in CVAE.
2. Better to have been in regular classes or redemial(sic).
3. Too easy.
4. Blank
5. In my opinion the teacher should teach mathematics and give tests about what their trade is.
6. Blank
7. Blank
8. More time in classroom instruction.
9. More subjects. Better books.
10. More subjects.
11. Blank

Changes in job-training programs:

1. Also when you are working for a long time you can also show your boss that you know the work.
2. Blank
3. Blank
4. Blank
5. As it is right now I think its all right.
6. Blank
7. Have the student do their own job.
8. No
9. A better equipped shop. Contest between CVAE classes in other schools.
10. Better equipped shops.
11. Blank

Changes in methods of teaching:

1. With what you learn in CVAE you can easily teach some else (sic).
2. Blank
3. Blank
4. Blank



5. In my opinion I think it should be the same.
6. Blank
7. Have them do just about everything with there (sic) own hand and let them think it out and do it there (sic) self when learning to build.
8. No
9. More than one shop teacher.
10. Have more than one teacher.
11. Blank

4. Give suggestions you have for ways your high school CVAE vocational training could have been more helpful to you.

1. Blank
2. None
3. None
4. Blank
5. Blank
6. Blank
7. It was very helpful to me just the way it was for me when I was in it.
8. To have more time in classroom to better understand way(s) of get(ting) better and to be promoted faster.
9. More VOE subjects.
10. More vocational subjects.
11. A better understanding in my English course.

5. Would you advise high school students to go into CVAE programs?

- |        |           |
|--------|-----------|
| 1. Yes | 7. Yes    |
| 2. Yes | 8. Yes    |
| 3. Yes | 9. Yes    |
| 4. Yes | 10. Blank |
| 5. Yes | 11. Yes   |
| 6. Yes |           |

6. Did your CVAE academic classes help you to be more successful in regular classes? If yes, in what ways?

1. Yes. In credits and to work while earning credits.
2. No
3. No
4. Yes
5. Yes. In the ways of mathematic which is used very often.
6. Yes. Help me do better in mathematics.
7. No
8. Yes. CVAE help(ed) me better understand people the way they are so I got to know the teacher and so as a result I learn(ed).

7. Did your CVAE academic classes help you to be more successful on the job? If yes, in what ways?
1. Yes. With better credit you can get a better job.
  2. Yes. Learn how to get along with people how to be a good employee.
  3. Yes
  4. Blank
  5. Yes
  6. Yes. Help me learn difference (sic) trades.
  7. Yes. Get along with your boss and working friends. The things I learned helped in my work during my job.
  8. Yes. Well I have a supervisors job, I got it for being there for a year and also for being the most understandable person.
  9. Yes. Better understanding of words, measurements, and others.
  10. Yes. By helping me using the tape so I could figure out feet and inches.
  11. No

FORMER CVAE STUDENT

Out of School

1. Did you graduate from high school? 1,1,1,1,1,1 Yes          No  
If no, why did you leave school?          To work          Expelled  
         Pregnant          Other. Indicate:  
        

2. What job do you hold? With what business?  
1. Teacher's Aid ----- Snyder Public School  
2. None ----- None  
3. None ----- None  
4. Sacker-Stocker ----- Kroger  
5. ATT. Jr. College ----- None  
6. Bus Boy----- Holiday Inn

3. How long have you worked in this job?  
1. 8 months  
2. None  
3. None  
4. 2 years  
5. None  
6. 2 years

4. What problems have you had with your job?  
1. None  
2. None  
3. None  
4. None  
5. None  
6. None

5. What job did you train for in high school?  
1. None really - we just went through and talk (sic) of different jobs.  
2. For business.  
3. Maid work  
4. Sack boy  
5. I worked at a service station  
6. Bus boy

6. Did you have on-the-job training in high school? If yes, name the business you worked in?
1. Yes. ASCS - secretarial work (it wasn't really training)
  2. No.
  3. Yes. Beacon motor lodge
  4. Yes. Kroger
  5. Yes. Supermarket
  6. Yes. - Holiday Inn
7. List the ways your high school CVAE vocational training has been helpful to you in your job:
1. We talked better ways of being (sic) a good employee and better methods of work.
  - 2.
  3. it taught me to clean rooms better.  
it taught me to have respect for my employers.
  4. It helped me go to school and work part time to make advancement in my job.
  5. My teacher helped me realize I could do better in school.
  6. Undecided.
8. Give suggestions you have for ways your high school CVAE vocational training could have been more helpful to you.
1. I needed more math studies.
  - 2.
  - 3.
  4. I don't know of any
  - 5.
  6. None
9. Would you advise high school students to go into CVAE programs?  
Give reasons:
1. Yes. If a student needs to.
  2. Yes. I think that it help me in alot of things. I learned things that I didn't learn in regular classes.
  3. Yes. (1) Because it helps you to get a better job.  
(2) If you work in a cafe or motel it gives you more respect, for the workers when you go on vacation because you know what they are going through.

4. Yes.
5. Yes. It will help the ones that think they having a hard time in school.
6. Yes.

10. Did your CVAE academic classes help you to be successful in your job?  
If yes, in what ways?

1. We talked and practiced ways of talking, working and improving ourselves.
- 2.
3. Yes. (1) to give more respect to the workers of the cafe you go to the motels you stay in because you know what they are going through therefore you help to keep it neater.
4. Maybe - They were easier and I was able to pass.
5. No. Not much.
- 6.

11. Give suggestions you may have for changes in high school training that would help students to be better prepared for their jobs:

Changes in academic programs:

1. Some students may not need it as much as I did but I needed more math studied.
2. I think a student learns more if they drill on a subject more than they do now. I mean to really get to know what they are studying.
3. None
4. Maybe more classes.
- 5.
6. None

Changes in job-training programs:

- 1.
- 2.
3. None
- 4.
- 5.
6. None

Changes in methods of teaching:

1. Some teachers are not qualified to teach at all. It depends on the teacher very much on how the students are and their attitude for sch.
2. I think that the teachers should make an effort to help all the students instead of the few that go to her desk for help. Some students get the idea that teachers could care less if they learned or not so they don't bother to have their work explained to them.
3. None
- 4.
- 5.
6. None

Discontinued Unit Questionnaire

With Distribution of Response

Discontinued Units

| Units |  | Year<br>Estab-<br>lished | Year<br>Discon-<br>tinued | Reason   |
|-------|--|--------------------------|---------------------------|--|
| 1     | Clothing<br>Service                                  | 1968                     | 1970                      | Lack of interest on part<br>of teacher as well as<br>students  |
| 1     | Building<br>Trade (not financed at state<br>expense) | 1968                     | 1970                      |  |
| 2*    | Office<br>Dupli-<br>cation                           | 1965                     | 1967                      | Lack of interest of<br>students  |
| 1     | GMR  | Blank                    | 1972                      | Drastic lack of interest   |
| 1     | Home &<br>Commu-<br>nity                             | 1967                     | 1970                      | Reduction in enrollment  |
| 1     | Construc-<br>tion                                    | 1967                     | 1970                      |  |
| 1     | Home &<br>Commu-<br>nity                             | 1969                     | 1970                      | "This school is a middle<br>school so the program<br>was moved to the neigh-<br>boring high school<br>where the need was<br>greater and there were<br>more students eligible<br>to participate in it." |
| 7*    | Home &<br>Commu-<br>nity                             | 1965                     | 1972                      | "Too expensive to update<br>to teachers specifica-<br>tions."  |
| 2     | Mecha-<br>nical<br>Repair                            | 1971                     | 1972                      | "Expense of providing<br>and maintaining the pro-<br>gram for the small num-<br>ber of students involved."   |
| 2     | Mecha-<br>nical<br>Repair                            | 1971                     | 1972                      |  |

\*Same school



CVAE Vocational Teacher Questionnaires

Comparison of Successful and Failing Programs

CVAE Vocational Teacher

1. What is the size of your school system? Give the number of students.

| Successful | Failing |                |
|------------|---------|----------------|
|            |         | Less than 350  |
| 2 ( )      | 1 ( )   | 350-699        |
| 2          |         | 700-1499       |
| 2          | 2       | 1500-2999      |
| 5          | 1       | 3000-4999      |
| 3          |         | 5000-9999      |
| 10         |         | 10,000 or more |

2. Check the CVAE cluster you teach.

| Successful          | Failing |                                  |
|---------------------|---------|----------------------------------|
| Agriculture - 4.16% |         |                                  |
| 1 ( )               | 1 ( )   | Farm and Ranch Mechanical Repair |
| 0                   | 0       | Horticulture                     |

Vocational Office Education - 4.16%

| Successful | Failing |                    |
|------------|---------|--------------------|
| 1 ( )      | 0 ( )   | Office Duplication |

Homemaking - 25.00%

| Successful | Failing |                             |
|------------|---------|-----------------------------|
| 1 ( )      | 0 ( )   | Clothing Services           |
| 0          | 0       | Commercial Lodging          |
| 0          | 0       | Food Service                |
| 5          | 1       | Home and Community Services |
| 0          | 0       | Home Furnishings            |

Industrial - 66.66%

| Successful | Failing |                                   |
|------------|---------|-----------------------------------|
| 0 ( )      | 0 ( )   | Building Maintenance              |
| 0          | 0       | Commercial Display and Decoration |
| 2          | 0       | Cooperative Part-Time Training    |
| 6 ( 25.00) | 0       | Construction Trades               |
| 1          | 0       | Furniture Repair and Upholstery   |
| 6 ( 25.00) | 1       | Mechanical Repair                 |
| 0          | 0       | Marine Repair                     |
| 1          | 0       | Metal Trades                      |
| 0          | 0       | Other                             |

3. CVAE grades you teach.

| Successful | Failing |    |
|------------|---------|----|
| 7 ( )      | 2 ( )   | 7  |
| 14         | 3       | 8  |
| 18         | 2       | 9  |
| 18         | 1       | 10 |
| 10         | 1       | 11 |
| 10         | 0       | 12 |

CVAE Vocational Teacher

4. Indicate the number of classes you teach in each area.  
Double period classes.

| Successful | Failing |                           |
|------------|---------|---------------------------|
| 1 ( )      | 0 ( )   | 1 CVAE vocational         |
| 17         | 4       | 2 CVAE vocational         |
| 0          | 0       | 1 CVAE academic           |
| 0          | 0       | 2 CVAE academic           |
| 0          | 0       | 3 CVAE academic           |
| 0          | 0       | 1 CVAE regular vocational |
| 0          | 0       | 2 CVAE regular vocational |
| 0          | 0       | 1 regular academic        |
| 0          | 0       | 2 regular academic        |
| 0          | 0       | 3 regular academic        |

5. In how many of your classes do you teach regular and CVAE students together?

| Successful | Failing | None |
|------------|---------|------|
| 22 ( )     | 4 ( )   | 1    |
| 0          | 0       | 2    |
| 2          | 0       | 3    |
| 0          | 0       | 4    |
| 0          | 0       | 5    |

6. How many of your CVAE vocational classes contain more than 15 CVAE students?

| Successful | Failing | None |
|------------|---------|------|
| 14 ( )     | 3 ( )   | 1    |
| 5          | 0       | 2    |
| 0          | 0       | 3    |
| 1          | 0       | 4    |
| 0          | 0       | 5    |

7. Indicate the location of your CVAE lab or shop.

| Successful | Failing |                    |
|------------|---------|--------------------|
| 0 ( )      | 0 ( )   | Elementary school  |
| 10         | 1       | Junior high school |
| 8          | 2       | Senior high school |
| 5          | 0       | Vocational complex |
| 1          | 0       | Other              |

CVAE Vocational Teacher

8. Does your location within the school complex isolate your CVAE students from the total student body?

| Successful | Failing |     |
|------------|---------|-----|
| 8 ( )      | 0 ( )   | Yes |
| 15         | 0       | No  |

9. Do your students feel segregated from others in their age and peer group?

| Successful | Failing |      |
|------------|---------|------|
| 2 ( )      | 2 ( )   | Yes  |
| 2          | 3       | No   |
| 1          | 0       | Some |

10. Is your CVAE lab or shop located with the regular vocational labs or shops?

| Successful | Failing |     |
|------------|---------|-----|
| 8 ( )      | 0 ( )   | Yes |
| 12         | 4       | No  |

11. Is your present location satisfactory?

| Successful | Failing |     |
|------------|---------|-----|
| 19 ( )     | 2 ( )   | Yes |
| 4          | 2       | No  |

If no, indicate a change in location that would better facilitate the needs of your students.

| Successful | Failing |                                  |
|------------|---------|----------------------------------|
| 0 ( )      | 3 ( )   | In a CVAE complex with equipment |

In the building with regular students

|       |       |                      |
|-------|-------|----------------------|
| 0 ( ) | 0 ( ) | At their grade level |
| 0     | 0     | At their age level   |

12. Do your students have the opportunity to participate in school activities?

| Successful | Failing |     |
|------------|---------|-----|
| 24 ( )     | 4 ( )   | Yes |
| 0          | 0       | No  |

If yes, what activities?

|       |       |                     |
|-------|-------|---------------------|
| 9 ( ) | 1 ( ) | School publications |
| 19    | 3     | Sports              |

(VAI: Vocational Teacher

|            |         |             |  |
|------------|---------|-------------|--|
| Assemblies |         |             |  |
| Successful | Failing | Attend      |  |
| 20 ( )     | 2 ( )   | Participate |  |
| 17         | 2       | Other       |  |
| 3          | 0       |             |  |

13. What is the total number of CVAE students you teach?

|            |         |
|------------|---------|
| Successful | Failing |
| 750 ( )    | 105 ( ) |

14. How many of them are failing to date?

|            |           |
|------------|-----------|
| Successful | Failing   |
| 57 ( 7.60) | 2 ( 1.90) |

15. How many of these failing are in class with regular students?

|            |         |
|------------|---------|
| Successful | Failing |
| 11 ( )     | 0 ( )   |

16. What percent absenteeism have you had in your CVAE classes this year?

| Successful |               | Failing |                    |
|------------|---------------|---------|--------------------|
| 1 ( )      | Answered with | 1 ( )   | Answered with 0.33 |
| 2          | Answered with | 3       | Answered with 0.05 |
| 2          | Answered with | 4       | Answered with 0.08 |
| 2          | Answered with | 5       | Answered with 2.00 |
| 1          | Answered with | 6       | Average            |
| 1          | Answered with | 8       |                    |
| 1          | Answered with | 10      |                    |
| 1          | Answered with | 12      |                    |
| 1          | Answered with | 15      |                    |
| 2          | Answered with | 20      |                    |
| 6.37       | Average       |         |                    |

17. How many CVAE students have you had to send to the office for disciplinary action this year?

|            |             |
|------------|-------------|
| Successful | Failing     |
| 27 ( 3.60) | 11 ( 10.47) |

18. How many CVAE students have been suspended this year?

|             |         |
|-------------|---------|
| Successful  | Failing |
| 25 ( 3.33 ) | 0 ( )   |

CVAE Vocational Teacher

19. Do you teach both regular and CVAE classes?

| Successful | Failing |
|------------|---------|
| 1 ( )      | 0 ( )   |
| 23         | 4       |

If yes, what is the total number of regular students you teach? 106

How many of the regular students are failing? 8

What percent absenteeism do you have in your regular classes? 20%

How many of your regular students have you sent to the office? 10

How many of your regular students have been suspended this year? 0

Teacher Information

20. Check your teacher qualifications.

Education

| Successful | Failing |                                    |
|------------|---------|------------------------------------|
| 13 ( )     | 1 ( )   | High school graduate or equivalent |
| 4          | 0       | Two years completed college credit |
| 11         | 4       | College or university degree       |

Certification

|    |   |                                   |
|----|---|-----------------------------------|
| 12 | 2 | Provisional teaching certificate  |
| 2  | 0 | Permit for special assignment     |
| 5  | 2 | Professional teaching certificate |

21. Is the CVAE course(s) you teach in the subject area in which you are certified?

| Successful | Failing |
|------------|---------|
| 21 ( )     | 4 ( )   |
| 4          | 0       |

22. How many years have you been teaching CVAE courses?

| Successful | Failing |   |
|------------|---------|---|
| 5 ( )      | 0 ( )   | 1 |
| 10         | 2       | 2 |
| 7          | 1       | 3 |
| 0          | 0       | 4 |
| 1          | 0       | 5 |
| 1          | 1       | 6 |

23. Indicate your years of teaching experience before becoming a CVAE teacher.

| Successful  | Failing |      |
|-------------|---------|------|
| 15 ( 62.5 ) | 1 ( )   | None |
| 1           | 0       | 1    |
| 1           | 2       | 2    |

CVAE Vocational Teacher

| Successful | Failing |            |
|------------|---------|------------|
| 2 ( )      | 0 ( )   | 3-4        |
| 1          | 1       | 5-9        |
| 3          | 0       | 10-19      |
| 1          | 0       | 20-29      |
| 0          | 0       | 30 or more |

24. How many of these years of experience were in a subject area related to the CVAE course you teach?

| Successful | Failing |            |
|------------|---------|------------|
| 4 ( )      | 0 ( )   | All        |
| 9          | 2       | None       |
| 0          | 1       | 1          |
| 0          | 0       | 2          |
| 1          | 0       | 3-4        |
| 0          | 1       | 5-9        |
| 2          | 0       | 10-19      |
| 1          | 0       | 20-29      |
| 1          | 0       | 30 or more |

25. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

| Successful | Failing |            |
|------------|---------|------------|
| 3 ( )      | 2 ( )   | None       |
| 0          | 0       | 1          |
| 0          | 0       | 2          |
| 4          | 1       | 3-4        |
| 6          | 1       | 5-9        |
| 4          | 0       | 10-19      |
| 4          | 0       | 20-29      |
| 2          | 0       | 30 or more |

26. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

| Successful | Failing |  |
|------------|---------|--|
| 6 ( 17.00) | 1 ( )   | Public schools   |
| 1          | 0       | Private schools  |
| 7          | 1       | Armed services   |
| 16         | 2       | Industry   |
| 5          | 1       | Other. Indicate: College, mechanic, 4-H club, private home |

## CVAE Vocational Teacher

27. Check special skill areas in which you had previous experience that was of value to you for teaching CVAE students.

| Successful | Failing |   |
|------------|---------|---|
| 5 ( 12.19) | 1 ( )   | None  |
| 1          | 0       | Special education                                       |
| 4          | 2       | Remedial courses or basic classes                       |
| 6          | 0       | Specialized work with emphasis on learning difficulties |
| 4          | 0       | Work with students having severe discipline problems    |
| 3          | 0       | Non-graded classes                                      |
| 4          | 0       | Below grade level courses                               |
| 8          | 1       | Work with low income groups                             |
| 6          | 1       | Other. Identify: Mechanic, recreation lee advice lab    |

28. From what source were you assigned to teach CVAE?

| Successful  | Failing |                                   |
|-------------|---------|-----------------------------------|
| 6 ( )       | 3 ( )   | From regular teaching             |
| 17 ( 73.91) | 1       | Employed especially to teach CVAE |
| 0           | 1       | Other                             |

29. By what method were you assigned to teach CVAE?

| Successful  | Failing |                                   |
|-------------|---------|-----------------------------------|
| 17 ( 77.00) | 2 ( )   | Volunteered to teach CVAE         |
| 5           | 2       | Assigned by the administrator     |
| 4           | 0       | Other. Identify: CVAE coordinator |

30. On what basis were you chosen to be a CVAE teacher?

| Successful | Failing |  |
|------------|---------|--|
| 6 ( 15.38) | 1 ( )   | Because of availability  |
| 13         | 3       | Had special skills for teaching CVAE   |
| 4          | 1       | Had experience teaching students with learning disabilities                      |
| 14         | 1       | Had a deep desire to help students with learning and socio-economic disabilities |
| 1          | 0       | Because no one else would accept the assignment                                  |
| 0          | 0       | Because teaching CVAE courses is on a rotation basis and it was my turn          |
| 1          | 0       | Other  |



CVAE: Vocational Teacher

31. Do you now teach or have you ever taught regular classes:

| Successful | Failing |     |
|------------|---------|-----|
| 8 ( )      | 3 ( )   | Yes |
| 16         | 3       | No  |

If yes, what do you prefer to teach?

|       |        |                 |
|-------|--------|-----------------|
| 1 ( ) | 10 ( ) | CVAE courses    |
| 0     | 1      | Regular courses |

32. Do you find your CVAE teaching experience challenging and satisfying?

| Successful  | Failing |     |
|-------------|---------|-----|
| 23 ( 95.83) | 3 ( )   | Yes |
| 1           | 1       | No  |

33. What CVAE special training did you have before and since becoming a CVAE teacher?

| Successful    | Failing |  |
|---------------|---------|--|
| <b>Before</b> |         |  |
| 5 ( 26.00)    | 0 ( )   | None   |
| 5             | 3       | One required CVAE summer workshop  |
| 2             | 0       | Local in-service CVAE training   |
| 2             | 0       | CVAE workshop offered locally  |
| 1             | 0       | One or more college courses designed for teaching students with special learning needs |
| 4             | 0       | College summer school CVAE courses   |
| 0             | 0       | Other. Indicate: T & I   |

|              |       |  |
|--------------|-------|--|
| <b>Since</b> |       |  |
| 0 ( )        | 0 ( ) | None   |
| 15           | 2     | One required CVAE summer workshop  |
| 12           | 1     | Local in-service CVAE training   |
| 7            | 1     | CVAE workshop offered locally  |
| 11           | 0     | One or more college courses designed for teaching students with special learning needs |
| 12           | 3     | College summer school CVAE courses   |
| 3            | 0     | Other. Indicate: T & I   |

Further analysis

|               |       |                |
|---------------|-------|----------------|
| <b>Before</b> |       |                |
| 7 ( 29.16)    | 0 ( ) | No courses     |
| 5 ( 20.83)    | 3     | One course     |
| 2 ( 8.33)     | 0     | Two courses    |
| 2 ( 8.33)     | 0     | Three courses  |
| 8 ( 33.33)    | 0     | Did not answer |

|              |       |            |
|--------------|-------|------------|
| <b>Since</b> |       |            |
| 5 ( 20.83)   | 3 ( ) | One course |

CVAE Vocational Teacher

|            |       |               |  |
|------------|-------|---------------|--|
| Since      |       |               |  |
| 5 ( 20.83) | 0 ( ) | Two courses   |  |
| 4 ( 16.66) | 1     | Three courses |  |
| 4 ( 16.66) | 0     | Four courses  |  |
| 2 ( 8.33)  | 0     | Five courses  |  |
| 3 ( 12.50) | 0     | Six courses   |  |

34. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

|            |         |     |
|------------|---------|-----|
| Successful | Failing |     |
| 20 ( )     | 3 ( )   | Yes |
| 3          | 1       | No  |

35. Have you completed all the training required to be a CVAE teacher?

|            |         |     |
|------------|---------|-----|
| Successful | Failing |     |
| 13 ( )     | 3 ( )   | Yes |
| 8          | 1       | No  |

36. Indicate areas in which you feel a need for additional training?

|            |         |   |
|------------|---------|---|
| Successful | Failing |   |
| 5 ( )      | 1 ( )   | No additional training needed   |
| 8          | 1       | Student relationships and related problems (including motivation of students) |
|            |         | Short training course especially for teaching CVAE in my subject area:        |
| 4          | 0       | Teaching methods  |
| 6          | 1       | Instructional materials   |
| 2          | 2       | Operation of commercial equipment   |
| 1          | 0       | Remedial reading  |
| 0          | 1       | Other. Indicate: Equipment  |
| 7          | 1       | Coordination of academic and vocational phases of CVAE                        |
| 4          | 0       | Understanding cultural differences of students                                |
| 8          | 2       | Instructional aids for CVAE students  |
| 2          | 1       | Other. Indicate   |

37. How would you like to see this additional training handled?

|            |         |                                  |
|------------|---------|----------------------------------|
| Successful | Failing |                                  |
| 8 ( )      | 1 ( )   | Area in-service training         |
| 5          | 0       | Regional workshops               |
| 8          | 1       | State workshops at local college |
| 1          | 1       | Other. Indicate                  |

(Continued)

CVAE Vocational Teacher

Special college courses:

| Successful | Failing |                      |
|------------|---------|----------------------|
| 10 ( )     | 1 ( )   | In summer            |
| 2          | 0       | During academic year |

Supervision

38. Does your school system have a Vocational/Director/Administrator?

| Successful | Failing |     |
|------------|---------|-----|
| 19 ( )     | 2 ( )   | Yes |
| 3          | 2       | No  |

39. Check the title of your immediate CVAE supervisory administrator.

| Successful | Failing |                                   |
|------------|---------|-----------------------------------|
| 0 ( )      | 0 ( )   | Unknown                           |
| 2          | 0       | Superintendent                    |
| 0          | 0       | Ass't Superintendent              |
| 2          | 2       | Principal                         |
| 0          | 0       | Ass't Principal                   |
| 13         | 2       | Vocational Director/Administrator |
| 5          | 0       | Vocational Supervisor             |
| 4          | 0       | Vocational Counselor              |
| 1          | 0       | Other                             |

40. Indicate the average number of visits he makes to your CVAE classroom per semester.

| Successful | Failing |            |
|------------|---------|------------|
| 0 ( )      | 1 ( )   | None       |
| 6          | 0       | 3          |
| 5          | 0       | 6          |
| 2          | 1       | 10         |
| 3          | 0       | 15         |
| 6          | 0       | 20         |
| 1          | 1       | 30         |
| 1          | 0       | 40 or more |

41. To whom do you go most often for program support?

| Successful | Failing |                                   |
|------------|---------|-----------------------------------|
| 0 ( )      | 0 ( )   | No one                            |
| 1          | 1       | Superintendent                    |
| 0          | 0       | Ass't Superintendent              |
| 0          | 3       | Principal                         |
| 3          | 0       | Ass't Principal                   |
| 6          | 0       | Vocational Counselor              |
| 11         | 1       | Vocational Director/Administrator |

CVAE Vocational Teacher

Vocational Supervisor:

|            |         |       |
|------------|---------|-------|
| Successful | Failing |       |
| 0 ( )      | 0 ( )   | Area  |
| 0          | 0       | Local |

Other CVAE teachers:

|       |       |            |
|-------|-------|------------|
| 3 ( ) | 1 ( ) | Vocational |
| 0     | 0     | Academic   |
| 0     | 0     | Other      |

42. Do you have the enthusiastic backing and support of your supervisor?

|            |         |     |
|------------|---------|-----|
| Successful | Failing |     |
| 22 ( )     | 3 ( )   | Yes |
| 0          | 0       | No  |

43. Do you have the enthusiastic backing of your administrator?

|            |         |     |
|------------|---------|-----|
| Successful | Failing |     |
| 22 ( )     | 3 ( )   | Yes |
| 0          | 1       | No  |

44. Check additional supervisory needs for a more effective CVAE program in your school.

On state level:

|            |         |  |
|------------|---------|--|
| Successful | Failing |  |
| 7 ( )      | 1 ( )   | Statewide coordinator of CVAE vocational and academic programs               |
| 12         | 3       | CVAE vocational and academic specialist to give assistance to local programs |
| 2          | 0       | Other  |

On area level:

|       |       |   |
|-------|-------|---|
| 6 ( ) | 1 ( ) | Area coordinator of CVAE vocational and academic programs   |
| 3     | 0     | CVAE academic consultant  |
| 16    | 3     | CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas |
| 0     | 0     | Other   |

On local level:

|       |       |  |
|-------|-------|--|
| 8 ( ) | 2 ( ) | Coordinator of CVAE vocational and academic programs   |
| 10    | 2     | Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs |
| 3     | 0     | Other  |

CVAE: Vocational Teacher

45. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:

| Successful | Failing |  |
|------------|---------|--|
| 2 ( )      | 0 ( )   | Standardization of program guidelines in all divisions (One set of standards for CVAE that would apply to all divisions) |
| 3          | 0       | Implementation of existing guidelines  |
| 4          | 0       | More realistic program guidelines  |
| 9          | 1       | Curriculum guides for individual courses   |
| 15         | 2       | Developing instructional materials geared especially for CVAE  |
| 8          | 1       | Coordination of vocational and academic phases   |
| 7          | 0       | Facility and funding problems  |
| 5          | 0       | Financial problems   |
| 6          | 1       | Workshops and/or in-service training   |
| 3          | 0       | Other  |

46. Are counseling services available in your school?

| Successful | Failing |     |
|------------|---------|-----|
| 23 ( )     | 3 ( )   | Yes |
| 0          | 1       | No  |

If yes: Are CVAE students routinely tested and/or interviewed by the counselor:

|        |       |     |
|--------|-------|-----|
| 19 ( ) | 0 ( ) | Yes |
| 4      | 2     | No  |

Estimate the percent of CVAE students who voluntarily use the counseling services:

|       |       |         |
|-------|-------|---------|
| 6 ( ) | 0 ( ) | Unknown |
| 0     | 1     | None    |
| 1     | 0     | 1-3%    |
| 4     | 0     | 4-6%    |
| 4     | 0     | 7-10%   |
| 1     | 0     | 11-15%  |
| 2     | 0     | 16-20%  |
| 4     | 0     | More    |

What counselor do they see?

|       |       |                      |
|-------|-------|----------------------|
| 0 ( ) | 1 ( ) | None                 |
| 13    | 0     | Vocational counselor |
| 16    | 0     | Regular counselor    |
| 1     | 0     | Other (Continued)    |

CVAE Vocational Teacher

Are counseling services used in the selection and screening of CVAE students:

| Successful | Failing |     |
|------------|---------|-----|
| 12 ( )     | 1 ( )   | Yes |
| 2          | 0       | No  |

Which of these counseling services are used to measure student development as a result of CVAE programs?

|       |       |                     |
|-------|-------|---------------------|
| 1 ( ) | 0 ( ) | None                |
| 12    | 1     | Personal interview  |
| 10    | 0     | Achievement testing |
| 5     | 0     | Vocational testing  |
| 1     | 1     | Other               |

Advisory Committee (Vocational only)

47. Do you have a CVAE advisory committee?

| Successful | Failing |     |
|------------|---------|-----|
| 18 ( )     | 3 ( )   | Yes |
| 3          | 1       | No  |

If yes: How many members are on the committee?

|       |       |      |
|-------|-------|------|
| 0 ( ) | 0 ( ) | 1-2  |
| 0     | 2     | 3-4  |
| 7     | 1     | 5-6  |
| 3     | 1     | 7-8  |
| 0     | 0     | 9-10 |
| 0     | 0     | More |

How many times does this committee meet per year?

|       |       |   |
|-------|-------|---|
| 3 ( ) | 1 ( ) | 1 |
| 6     | 1     | 2 |
| 1     | 0     | 3 |
| 3     | 0     | 4 |
| 0     | 0     | 5 |
| 0     | 0     | 6 |
| 0     | 0     | 7 |

Do you meet with committee?

|        |       |     |
|--------|-------|-----|
| 11 ( ) | 1 ( ) | Yes |
| 5      | 0     | No  |

CVAE: Vocational Teacher

Does a school administrator (other than Vocational Director) meet with the committee:

| Successful | Failing |     |
|------------|---------|-----|
| 10 ( )     | 0 ( )   | Yes |
| 6          | 0       | No  |

Give the functions of the advisory committee in your school:

|       |       |  |
|-------|-------|--|
| 5 ( ) | 0 ( ) | Unknown  |
| 4     | 0     | Advise students of job opportunities   |
| 12    | 1     | Suggest ways to coordinate CVAE with community needs                           |
| 3     | 0     | Assist in exposing students to materials and equipment not available in school |

Lend assistance in:

|       |       |                                      |
|-------|-------|--------------------------------------|
| 8 ( ) | 0 ( ) | Determining training needs           |
| 2     | 0     | Instructional requirements           |
| 8     | 0     | Recommending instructional materials |
| 6     | 0     | Securing instructional materials     |
| 5     | 0     | Promoting and publicizing programs   |
| 3     | 0     | Reviewing and evaluating programs    |
| 0     | 0     | Other                                |

Is the advisory committee a helpful part of your CVAE program?

|        |       |         |
|--------|-------|---------|
| 13 ( ) | 0 ( ) | Yes     |
| 1      | 1     | No      |
| 1      | 0     | Unknown |

**Composition of Classes**

48. Are CVAE students carefully screened and selected?

| Successful | Failing |     |
|------------|---------|-----|
| 17 ( )     | 2 ( )   | Yes |
| 6          | 1       | No  |

49. Do you have students in your CVAE classes that you feel should be in special education?

| Successful | Failing |     |
|------------|---------|-----|
| 12 ( )     | 3 ( )   | Yes |
| 9          | 0       | No  |

If yes, estimate the number of special education students you have in your CVAE classes.

|       |       |      |
|-------|-------|------|
| 4 ( ) | 0 ( ) | None |
| 2     | 0     | 1    |

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| Successful | Failing |            |
|------------|---------|------------|
| 6 ( )      | 0 ( )   | 2          |
| 1          | 1       | 3          |
| 0          | 2       | 4          |
| 0          | 0       | 5          |
| 0          | 0       | 6          |
| 0          | 0       | 7          |
| 1          | 0       | 8          |
| 0          | 0       | 9          |
| 0          | 0       | 10         |
| 0          | 0       | 11         |
| 0          | 0       | 12 or more |

50. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?

| Successful | Failing |     |
|------------|---------|-----|
| 5 ( )      | 70 ( )  | Yes |
| 10         | 0       | No  |

51. How many of these CVAE students have been identified as special education students?

| Successful | Failing | None       |
|------------|---------|------------|
| 11 ( )     | 1 ( )   | 1          |
| 2          | 0       | 2          |
| 3          | 1       | 3          |
| 0          | 0       | 4          |
| 1          | 1       | 5          |
| 0          | 0       | 6          |
| 0          | 0       | 7          |
| 0          | 0       | 8          |
| 0          | 0       | 9          |
| 0          | 0       | 10         |
| 0          | 0       | 11         |
| 0          | 0       | 12 or more |

52. Are special education students carefully screened and selected?

| Successful | Failing |     |
|------------|---------|-----|
| 14 ( )     | 3 ( )   | Yes |
| 4          | 1       | No  |

53. From your experience should special education students be included in your CVAE courses?

| Successful | Failing |     |
|------------|---------|-----|
| 7 ( )      | 0 ( )   | Yes |
| 14         | 4       | No  |



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If no, why not?

| Successful | Failing |  |
|------------|---------|--|
| 11 ( )     | 1 ( )   | Too much supervision required                |
| 7          | 0       | Too little eye-hand coordination             |
| 8          | 1       | For safety reasons                           |
| 7          | 1       | Incapable of operating equipment             |
| 6          | 2       | Too slow to learn, slows down class          |
| 7          | 3       | Poor retention rate                          |
| 3          | 0       | Other. Indicate: Other students pick on them |

54. Are the sexes separated in your CVAE classes?

| Successful | Failing |     |
|------------|---------|-----|
| 10         | 3       | Yes |
| 3          | 1       | No  |
| 1          | 0       | NA  |

55. What is the composition of your classes?

| Successful | Failing |  |
|------------|---------|--|
| 14 ( )     | 2 ( )   | Separated, all male                      |
| 6          | 1       | Separated, all female                    |
| 3          | 1       | Mixed, males and females                 |
| 0          | 0       | Both, some classes separated, some mixed |

56. Should the sexes be separated in your CVAE classes?

Yes. Give reasons why they should be separated:

| Successful | Failing |   |
|------------|---------|---|
| 5 ( )      | 0 ( )   | Some subject matter is easier to cover      |
| 13         | 3       | Their job interest and skills are different |
| 7          | 2       | Discipline problems are minimized           |
| 5          | 1       | They work better separately                 |
| 1          | 0       | Other                                       |

No. Give reasons why they should be together:

| Successful | Failing |  |
|------------|---------|--|
| 4 ( )      | 1 ( )   | For normal social development                              |
| 2          | 0       | They work better together                                  |
| 2          | 0       | So CVAE classes will not be different from regular classes |
| 2          | 0       | Other  |

CVAE Vocational Teacher

57. Give the number of students you have in each racial group:

| Successful | Failing |                               |
|------------|---------|-------------------------------|
| 326 ( )    | 20 ( )  | White                         |
| 123        | 25      | Black                         |
| 252        | 27      | Mexican-American              |
| 1          | 0       | Indian                        |
| 0          | 0       | Other                         |
| 702        | 105     | Total number of CVAE students |

Course Instruction

58. How do you determine the individual training needs of the CVAE students?

| Successful | Failing |                                    |
|------------|---------|------------------------------------|
| 1 ( )      | 0 ( )   | Psychological testing              |
| 4          | 0       | Aptitude testing                   |
| 6          | 0       | Occupational aptitude testing      |
| 7          | 0       | Teacher-made diagnostic tests      |
| 19         | 2       | Student interest                   |
| 15         | 2       | Personal interview                 |
| 22         | 4       | Observation of student performance |
| 0          | 0       | Other                              |

59. Do you develop your own course outline?

| Successful | Failing |     |
|------------|---------|-----|
| 24 ( )     | 3 ( )   | Yes |
| 0          | 0       | No  |

60. In what area do you feel a need for assistance in course development?

| Successful | Failing |   |
|------------|---------|---|
| 10 ( )     | 0       | None  |
| 4          | 1       | More definite guidelines and more realistic goals |
| 6          | 1       | Curriculum guidelines                             |
| 3          | 1       | Implementation of existing guidelines             |
| 1          | 0       | Other. Indicate: Help from community              |

61. At what achievement level is your course content designed?

| Successful | Failing |   |
|------------|---------|---|
| 3 ( )      | 0 ( )   | Grade level the course is offered (9th, 10th, etc.) |
| 6          | 2       | Level of the class as a group                       |
| 17         | 1       | Level of each individual student                    |
| 0          | 1       | Other   |

CVAE Vocational Teacher

62. Do you have access to adequate instructional materials for your students?

| Successful | Failing |     |
|------------|---------|-----|
| 19 ( )     | 1 ( )   | Yes |
| 9          | 2       | No  |

63. Check areas in which you do not have adequate materials for your students at their achievement and interest level:

| Successful | Failing |   |
|------------|---------|---|
| 7 ( )      | 2 ( )   | Textbooks                               |
| 7          | 3       | Reference books                         |
| 10         | 2       | Audio-visual materials                  |
| 6          | 1       | Individual work units                   |
| 2          | 1       | Basic course outline                    |
| 3          | 1       | Technical library materials and manuals |
| 4          | 1       | Job analyses required skills            |
| 3          | 1       | Materials related to job finding        |
| 2          | 0       | On-the-job training for co-op students  |
| 0          | 0       | Other                                   |

64. In what areas do you need additional CVAE units?

| Successful | Failing |             |
|------------|---------|-------------|
| 7 ( )      | 1 ( )   | None        |
| 8          | 0       | Industrial  |
| 4          | 0       | Homemaking  |
| 2          | 0       | VOE         |
| 1          | 1       | Agriculture |
| 6          | 1       | Co-op       |

Additional units not currently offered by TEA:

|       |       |  |
|-------|-------|--|
| 6 ( ) | 0 ( ) | Paint and body repair                                |
| 3     | 0     | Cleaning and laundry                                 |
| 2     | 0     | Leathercraft   |
| 4     | 0     | Advanced specialized training                        |
| 5     | 0     | More programs  |
| 3     | 0     | Other. Indicate: Auto mechanic,<br>Business machines |

65. Check the grade level in which additional units are needed for boys and girls in your school:

| Successful | Failing |    |
|------------|---------|----|
| Boys:      |         |    |
| 6 ( )      | ( )     | 7  |
| 7          | 0       | 8  |
| 6          | 1       | 9  |
| 5          | 1       | 10 |

(Continued)

CVAE Vocational Teacher

| Successful | Failing |    |
|------------|---------|----|
| 8 ( )      | 2 ( )   | 11 |
| 8          | 2       | 12 |
| Girls:     |         |    |
| 5 ( )      | 0 ( )   | 7  |
| 6          | 0       | 8  |
| 3          | 1       | 9  |
| 4          | 0       | 10 |
| 7          | 1       | 11 |
| 7          | 1       | 12 |

66. Indicate the time you actually spend coordinating academic and vocational subject matter.

| Successful       | Failing |          |
|------------------|---------|----------|
| Number of hours: |         |          |
| 3 ( )            | 0 ( )   | None     |
| 4                | 1       | 1        |
| 3                | 0       | 2        |
| 4                | 1       | 3        |
| 0                | 0       | 4        |
| 3                | 2       | 5        |
| 2                | 0       | 6        |
| 0                | 0       | 7        |
| 1                | 0       | 8        |
| 1                | 0       | 9        |
| 1                | 0       | 10;11;12 |

| Interval of time: |       |              |
|-------------------|-------|--------------|
| 18 ( )            | 3 ( ) | Per week     |
| 0                 | 0     | Per 6 weeks  |
| 1                 | 1     | Per semester |

67. Do you see a need for more coordination between the academic and vocational phases?

| Successful | Failing |     |
|------------|---------|-----|
| 2 ( )      | 19 ( )  | Yes |
| 5          |         | No  |

If yes, how would you prefer to see additional coordination accomplished?

| Successful | Failing |  |
|------------|---------|--|
| 4 ( )      | 1 ( )   | Specific time scheduled each day for coordination of subject matter                            |
| 10         | 0       | Conference each 6 weeks to coordinate course changes   |
| 4          | 0       | Coordination conference in the scheduled in-service meetings                                   |
| 0          | 1       | Coordination conference to include CVAE administration, counselors and all other CVAE teachers |

CVAE Vocational Teacher

| Successful | Failing |  |
|------------|---------|--|
| 4 ( ) )    | 1 ( ) ) | CVAE consultant to aid in coordination of objectives and curriculum planning |
| 8          | 1       | Team teaching (academic and vocational teacher)                              |
| 9          | 2       | Coordinated curriculum guides and instructional materials                    |
| 0          | 0       | Other  |

68. Check the criteria you use in evaluating the achievement of CVAE students, other than classwork.

| Successful | Failing |   |
|------------|---------|---|
| 0 ( ) )    | 0 ( ) ) | No additional evaluative criteria                                     |
| 21         | 3       | Attitude  |
| 18         | 2       | Individual ability  |
| 7          | 1       | Competition within the class  |
| 21         | 2       | Performance, interest, attendance (as he would be evaluated on a job) |
| 0          | 0       | Other   |

69. Does your CVAE course represent one of the greater job demands in the labor market of your area?

| Successful | Failing |     |
|------------|---------|-----|
| 20 ( ) )   | 2 ( ) ) | Yes |
| 2          | 1       | No  |

70. How is physical education for CVAE students handled at your school?

| Successful | Failing |                                  |
|------------|---------|----------------------------------|
| 17 ( ) )   | 3 ( ) ) | In classes with regular students |

Classes of CVAE students only:

| Successful | Failing |                       |
|------------|---------|-----------------------|
| 6 ( ) )    | 1 ( ) ) | With P.E. teacher     |
| 1          | 0       | With the CVAE teacher |

No P.E. class for CVAE students:

| Successful | Failing |                            |
|------------|---------|----------------------------|
| 0          | 0       | No available time for P.E. |
| 0          | 0       | No scheduled time for P.E. |

71. Do your students belong to a CVAE related student organization?

| Successful | Failing |     |
|------------|---------|-----|
| 0 ( ) )    | 2 ( ) ) | Yes |
| 0          | 2       | No  |

CVAE Vocational Teacher

If yes, what group?

| Successful | Failing |   |
|------------|---------|---|
| 11 ( )     | 1 ( )   | VOC - Vocational Opportunity Club         |
| 1          | 0       | FPN - Future Homemakers of America        |
| 3          | 1       | HERO - Home Economics Related Occupations |
| 2          | 0       | Other                                     |

72. Based on your experience with CVAE students:  
Do CVAE students attend class more often than they did before enrolling in CVAE?

| Successful | Failing |             |
|------------|---------|-------------|
| 20 ( )     | 3 ( )   | Yes         |
| 1          | 0       | No          |
| 3          | 1       | Do not know |

Are there fewer discipline problems with students after their enrollment in CVAE?

| Successful | Failing |             |
|------------|---------|-------------|
| 18 ( )     | 2 ( )   | Yes         |
| 1          | 1       | No          |
| 2          | 1       | Do not know |

73. Are counseling services used to measure progress of your CVAE students?

| Successful | Failing |     |
|------------|---------|-----|
| 18 ( )     | 0 ( )   | Yes |
| 6          | 3       | No  |

If yes, which of these counseling services are used to measure student development as a result of CVAE programs?

| Successful | Failing |                       |
|------------|---------|-----------------------|
| 12 ( )     | 0 ( )   | Personal interview    |
| 9          | 0       | Achievement testing   |
| 7          | 0       | Vocational testing    |
| 5          | 0       | Individual testing    |
| 6          | 0       | Intelligence testing  |
| 1          | 0       | Personality inventory |
| 1          | 0       | Other                 |

74. Do your shop or lab facilities meet the present division standards for your CVAE cluster as set up by TEA?

| Successful | Failing |     |
|------------|---------|-----|
| 10 ( )     | 2 ( )   | Yes |
| 11         | 1       | No  |

CVAE Vocational Teacher

75. Do you have up-to-date equipment comparable to that used in commercial establishments, that meets the present division standards for CVAE programs?

| Successful | Failing |     |
|------------|---------|-----|
| 13 ( )     | 2 ( )   | Yes |
| 5          | 2       | No  |

76. Is this equipment kept in good repair?

| Successful | Failing |     |
|------------|---------|-----|
| 17 ( )     | 3 ( )   | Yes |
| 2          | 1       | No  |

77. In what areas do you see improvement in your CVAE students?  
Use a value scale of 0 (no improvement) to 4 (great improvement)

| Successful | Failing |   |
|------------|---------|---|
| 2.33       | 2.66    | Academic achievement  |
| 3.04       | 3.00    | Vocational achievement                                      |
| 3.00       | 2.00    | Interest in preparing for a productive and rewarding future |
| 3.20       | 3.00    | Pride and self-confidence                                   |
| 2.25       | 1.66    | Interest in school  |
| 2.65       | 2.00    | Interest in fellow students                                 |
| 2.94       | 2.00    | Gainful employment  |

78. What type of student(s) have you found unable to benefit under the present program?

| Successful | Failing |  |
|------------|---------|--|
| 3 ( )      | 0 ( )   | Academically unmotivated student   |
| 8          | 1       | The student whose emotional problems encumber his learning capabilities                      |
| 13         | 3       | Chronic absentee   |
| 8          | 1       | The student whose intellectual and/or physical disabilities prevent his educational progress |
| 6          | 0       | Undisciplined and/or apathetic student   |
| 1          | 0       | Other. Indicate: None  |

79. Do you feel that the CVAE program is effective in your school?

| Successful | Failing |     |
|------------|---------|-----|
| 24 ( )     | 3 ( )   | Yes |
| 0          | 0       | No  |

CVAE Vocational Teacher

80. What one thing do you feel would make the biggest improvement in your present program?

| Successful | Failing |  |
|------------|---------|--|
| 8 ( )      | 1 ( )   | Better and/or more correlation between academic and vocational courses |
| 3          | 0       | More individual instruction for students                               |
| 1          | 0       | More and/or better qualified teachers, counselors and administrators   |
| 4          | 0       | Students leaving CVAE better prepared to fill wage-earning jobs        |
| 4          | 1       | Better guidelines, equipment, materials and facilities                 |
| 8          | 1       | Continuation of CVAE at higher levels                                  |
| 5          | 1       | Additional CVAE courses  |
| 4          | 0       | Additional screening of CVAE students                                  |
| 0          | 1       | Other.   |



CVAE Academic Teacher Questionnaires

Comparison of Successful and Failing Programs

1. What is the size of your school system? Give the number of students.

| Successful | Failing |                |
|------------|---------|----------------|
| 0 ( )      | 0 ( )   | Less than 350  |
| 1          | 0       | 350-699        |
| 3          | 2       | 700-1499       |
| 0          | 3       | 1500-2999      |
| 6          | 2       | 3000-4999      |
| 3          | 0       | 5000-9999      |
| 2          | 2       | 10,000 or more |

2. CVAE subject area(s) you teach.

| Successful | Failing |                 |
|------------|---------|-----------------|
| 5 ( )      | 4 ( )   | English         |
| 9          | 4       | Mathematics     |
| 3          | 1       | Science         |
| 4          | 1       | Social Studies  |
| 1          | 0       | Other: Academic |

3. CVAE grade(s) you teach.

| Successful | Failing |    |
|------------|---------|----|
| 5 ( )      | 2 ( )   | 7  |
| 9          | 5       | 8  |
| 10         | 3       | 9  |
| 10         | 1       | 10 |
| 6          | 1       | 11 |
| 5          | 1       | 12 |

4. How many of your classes contain CVAE students from more than one grade level?

| Successful | Failing |                |
|------------|---------|----------------|
| 4 ( )      | 5 ( )   | None           |
| 2          | 1       | 1              |
| 5          | 2       | 2              |
| 0          | 0       | 3              |
| 1          | 0       | 4              |
| 0          | 0       | 5              |
| 1          | 0       | Did not answer |

5. How many CVAE classes do you teach?

| Successful | Failing |   |
|------------|---------|---|
| 2 ( )      | 5 ( )   | 1 |
| 3          | 3       | 2 |
| 1          | 1       | 3 |
| 2          | 0       | 4 |
| 3          | 0       | 5 |
| 2          | 0       | 6 |

CVAE Academic Teacher

In how many of your classes do you teach regular and CVAE students together?

| Successful | Failing | None |
|------------|---------|------|
| 13 ( )     | 8 ( )   |      |
| 0          | 1       | 1    |
| 1          | 6       | 2    |
| 0          | 0       | 3    |
| 0          | 0       | 4    |
| 0          | 0       | 5    |

6. Do you teach all CVAE subjects in a self-contained classroom?

| Successful | Failing |                |
|------------|---------|----------------|
| 8 ( )      | 3 ( )   | Yes            |
| 4          | 3       | No             |
| 0          | 2       | Did not answer |

7. Do you also teach regular classes?

| Successful | Failing |     |
|------------|---------|-----|
| 4 ( )      | 7 ( )   | Yes |
| 9          | 1       | No  |

8. How many of your classes have more than 20 students?

| Successful | Failing | None |
|------------|---------|------|
| 11 ( )     | 2 ( )   |      |
| 1          | 0       | 1    |
| 0          | 2       | 2    |
| 1          | 3       | 3    |
| 0          | 0       | 4    |
| 0          | 1       | 5    |

9. Indicate the location of your CVAE classroom.

| Successful | Failing |                    |
|------------|---------|--------------------|
| 0 ( )      | 0 ( )   | Elementary         |
| 4          | 3       | Junior high school |
| 0          | 2       | Middle school      |
| 6          | 3       | Senior high school |

10. Does your location within the school complex isolate your CVAE students from the total student body?

| Successful | Failing |                |
|------------|---------|----------------|
| 4 ( )      | 0 ( )   | Yes            |
| 10         | 9       | No             |
| 1          | 0       | Did not answer |

CVAE Academic Teacher

11. Do your students feel segregated from others in their age and peer group?

| Successful | Failing |     |
|------------|---------|-----|
| 5 ( )      | 3 ( )   | Yes |
| 11         | 6       | No  |

12. Is your present location satisfactory?

| Successful | Failing |     |
|------------|---------|-----|
| 13 ( )     | 7 ( )   | Yes |
| 3          | 2       | No  |

If no, indicate a change in location that would better facilitate the needs of your students:

2 ( ) 0 ( ) In a CVAE complex

In the building with regular students:

|   |   |                      |
|---|---|----------------------|
| 0 | 0 | At their grade level |
| 0 | 0 | At their age level   |

13. Do your students have the opportunity to participate in school activities?

| Successful | Failing |                |
|------------|---------|----------------|
| 15 ( )     | 8 ( )   | Yes            |
| 0          | 0       | No             |
| 7          | 0       | Did not answer |

If yes, what activities?

|       |       |  |
|-------|-------|--|
| 3 ( ) | 3 ( ) | School publications                      |
| 15    | 6     | Sports                                   |
| 4     | 0     | Other: Socials, all; voc; did not answer |

Assemblies:

|        |       |             |
|--------|-------|-------------|
| 12 ( ) | 4 ( ) | Attend      |
| 12     | 4     | Participate |

14. What is the total number of CVAE students you teach?

| Successful | Failing |
|------------|---------|
| 622 ( )    | 208 ( ) |

15. How many of them are failing to date?

| Successful | Failing     |
|------------|-------------|
| 50 ( 8.03) | 51 ( 24.51) |

CVAE Academic Teacher

16. How many of these failing are in class with regular students?

|            |         |
|------------|---------|
| Successful | Failing |
| 10 ( 1.60) | 0 ( )   |

17. What percent absenteeism have you had in your CVAE classes this year?

| Successful |               | Failing |                       |
|------------|---------------|---------|-----------------------|
| 1 ( )      | Answered with | 1       | 1 ( ) Answered with 2 |
| 1          | Answered with | 2       | 1 Answered with 5     |
| 1          | Answered with | 5       | 1 Answered with 6     |
| 2          | Answered with | 6       | 1 Answered with 11    |
| 1          | Answered with | 9       | 1 Answered with 12    |
| 3          | Answered with | 10      | 1 Answered with 20    |
| 2          | Answered with | 12      | 10.85 Average         |
| 7.54       | Average       |         |                       |

18. How many CVAE students have you had to send to the office for disciplinary action this year?

|            |             |
|------------|-------------|
| Successful | Failing     |
| 22 ( 3.53) | 31 ( 14.90) |

19. How many CVAE students have been suspended this year?

|            |         |
|------------|---------|
| Successful | Failing |
| 30 ( 4.82) | 0 ( )   |

20. Do you teach both regular and CVAE classes?

|            |         |     |
|------------|---------|-----|
| Successful | Failing |     |
| 6 ( )      | 8 ( )   | Yes |
| 9          | 1       | No  |

If yes, what is the total number of regular students you teach?

|            |         |
|------------|---------|
| Successful | Failing |
| 506 ( )    | 764 ( ) |

If yes, how many of the regular students are failing?

|             |              |
|-------------|--------------|
| 58 ( 11.66) | 105 ( 13.74) |
|-------------|--------------|

If yes, what percent absenteeism do you have in your regular classes?

| Successful |               | Failing |                       |
|------------|---------------|---------|-----------------------|
| 1 ( )      | Answered with | 4       | 2 ( ) Answered with 4 |
| 1          | Answered with | 5       | 1 Answered with 5     |
| 1          | Answered with | 10      | 1 Answered with 6     |
| 1          | Answered with | 15      | 2 Answered with 9     |
| 8.5        | Average       | 1       | 1 Answered with 10    |
|            |               | 1       | 1 Answered with 20    |
|            |               | 8.37    | Average               |

(CVAE Academic Teacher

How many of your regular students have you sent to the office?

|            |            |
|------------|------------|
| Successful | Failing    |
| 4 ( 0.79)  | 16 ( 2.09) |

How many of your regular students have been suspended this year?

|           |          |
|-----------|----------|
| 1 ( 0.19) | 6 ( .78) |
|-----------|----------|

Teacher Information

21. Check your teacher qualifications.

Education:

| Successful | Failing |                                    |
|------------|---------|------------------------------------|
| 0 ( )      | 0 ( )   | High school graduate or equivalent |
| 0          | 0       | Two years completed college credit |
| 15         | 8       | College or university degree       |
| 2          | 3       | Professional teaching certificate  |
| 11         | 4       | Provisional teaching certificate   |
| 1          | 1       | Emergency teaching certificate     |
| 2          | 0       | Permit for special assignment      |
| 1          | 0       | Did not answer                     |

22. Is the CVAE (course)s you teach in the subject area in which you are certified?

| Successful | Failing |     |
|------------|---------|-----|
| 12 ( )     | 8 ( )   | Yes |
| 3          | 0       | No  |

23. How many years have you been teaching CVAE courses?

| Successful | Failing |   |
|------------|---------|---|
| 3 ( )      | 5 ( )   | 1 |
| 8          | 2       | 2 |
| 3          | 1       | 3 |
| 1          | 0       | 4 |
| 0          | 0       | 5 |

24. Indicate your years of teaching experience before becoming a CVAE teacher.

| Successful | Failing    |            |
|------------|------------|------------|
| 5 ( 33.00) | 6 ( 67.00) | None       |
| 1          | 1          | 1          |
| 3          | 0          | 2          |
| 3          | 0          | 3-4        |
| 2          | 0          | 5-9        |
| 1          | 1          | 10-19      |
| 0          | 1          | 20-29      |
| 0          | 0          | 30 or more |

CVAE Academic Teacher

25. How many of these years of experience were in a subject area related to the CVAE course you teach?

| Successful | Failing    |            |
|------------|------------|------------|
| 4 ( )      | 2 ( )      | All        |
| 4 ( 29.00) | 5 ( 63.00) | None       |
| 1          | 0          | 1          |
| 2          | 0          | 2          |
| 1          | 0          | 3-4        |
| 1          | 0          | 5-9        |
| 1          | 1          | 10-19      |
| 0          | 0          | 20-29      |
| 0          | 0          | 30 or more |

26. Indicate your years of wage-earning experience other than teaching experience, in an occupation(s) related to the CVAE cluster you are teaching.

| Successful | Failing    |            |
|------------|------------|------------|
| 9 ( 70.00) | 8 ( )      | None       |
| 1          | 0          | 1          |
| 1          | 0          | 2          |
| 1          | 1 ( 22.00) | 3-4        |
| 1          | 0          | 5-9        |
| 0          | 0          | 10-19      |
| 0          | 0          | 20-29      |
| 0          | 0          | 30 or more |
| 0          | 1          | N/A        |

27. Where did you get your previous teaching and occupational experience relating to the CVAE cluster you are teaching?

| Successful | Failing |  |
|------------|---------|--|
| 8 ( )      | 2 ( )   | Public schools   |
| 0          | 0       | Private schools  |
| 2          | 0       | Armed services   |
| 0          | 0       | Industry   |
| 4          |         | Other. Indicate: None; Insurance & Government; self-employed; job corps; |
| 0          | 5       | Other. Indicate: N/A; none; no experience                                |

CVAE Academic Teacher

28. Check the skill areas in which you had previous experience that was of value to you for teaching CVAE students.

| Successful | Failing    |   |
|------------|------------|---|
| 3 ( 10.00) | 5 ( 29.00) | None  |
| 1          | 0          | Special education                                       |
| 4          | 3          | Remedial courses or basic classes                       |
| 3          | 0          | Specialized work with emphasis on learning difficulties |
| 6          | 3          | Work with students having severe discipline problems    |
| 0          | 0          | Non-graded classes                                      |
| 6          | 3          | Below grade level courses                               |
| 7          | 3          | Work with low income groups                             |
| 1          | 0          | Other. Identify: Migrant class                          |

29. From what source were you assigned to teach CVAE?

| Successful | Failing |                                   |
|------------|---------|-----------------------------------|
| 9 ( )      | 8 ( )   | From regular teaching             |
| 6 ( 40.00) | 0       | Employed especially to teach CVAE |
| 0          | 1       | Other. Identify: No source        |

30. By what method were you assigned to teach CVAE?

| Successful | Failing |                               |
|------------|---------|-------------------------------|
| 5 ( )      | 1 ( )   | Volunteered to teach CVAE     |
| 8          | 8       | Assigned by the administrator |
| 1          | 1       | Other. Identify: Migrant      |

31. On what basis were you chosen to be a CVAE teacher?

| Successful | Failing |   |
|------------|---------|---|
| 8 ( )      | 4 ( )   | Because of availability   |
| 4          | 1       | Had special skills for teaching CVAE  |
| 6          | 1       | Had experience teaching students with learning disabilities                       |
| 8          | 1       | Had a deep desire to help students with learning and socio-economic disabilities  |
| 0          | 1       | Because no one else would accept the assignment                                   |
| 0          | 0       | Because teaching CVAE courses is on a rotation basis and it was my turn           |
| 2          | 0       | Other. Indicate: Previous teacher whose position I took, taught CVAE mathematics. |
| 0          | 3       | Other. Indicate: Principal assigned it to me.                                     |



CVAE Academic Teacher

32. Do you now teach or have you ever taught regular classes?

| Successful | Failing |     |
|------------|---------|-----|
| 11 ( )     | 8 ( )   | Yes |
| 4          | 1       | No  |

If yes, which do you prefer to teach?

|       |       |                 |
|-------|-------|-----------------|
| 7 ( ) | 0 ( ) | CVAE courses    |
| 3     | 7     | Regular courses |
| 1     | 0     | Both            |
| 2     | 0     | No preference   |

33. Do you find your CVAE teaching experience challenging and satisfying?

| Successful | Failing    |     |
|------------|------------|-----|
| 14 ( )     | 5 ( 63.00) | Yes |
| 1          | 3 ( 37.50) | No  |

34. What CVAE special training did you have before and since becoming a CVAE teacher?

| Successful     | Failing |  |
|----------------|---------|--|
| <b>Before:</b> |         |  |
| 5 ( )          | 7 ( )   | None   |
| 0              | 0       | One required CVAE summer workshop  |
| 0              | 0       | Local in-service training  |
| 0              | 0       | CVAE workshop offered locally  |
| 3              | 1       | One or more college courses designed for teaching students with special learning needs |
| 0              | 0       | College summer school CVAE courses   |
| 1              | 0       | Other. Identify: Taking 18 hrs Spanish   |
| <b>Since:</b>  |         |  |
| 2              | 7       | None   |
| 2              | 0       | One required CVAE summer workshop  |
| 5              | 0       | Local in-service CVAE training   |
| 3              | 0       | CVAE workshop offered locally  |
| 9              | 1       | One or more college courses designed for teaching students with special learning needs |
| 0              | 0       | College summer school CVAE courses   |
| 1              | 1       | Other. Identify: I had 2 pre-vocational classes in Junior high                         |
| 1              | 0       | Did not answer   |
| <b>Before:</b> |         |  |
| 4              | 0       | Did not answer   |

### CVAE Academic Teacher

| Successful       | Failing |                |
|------------------|---------|----------------|
| Further analysis |         |                |
| Before:          |         |                |
| 5 ( )            | 7 ( )   | No courses     |
| 4                | 1       | One course     |
| 0                | 0       | Two courses    |
| 0                | 0       | Three courses  |
| 6                | 1       | Did not answer |
| Since:           |         |                |
| 2                | 7       | No courses     |
| 5                | 1       | One course     |
| 6                | 0       | Two courses    |
| 1                | 0       | Three courses  |
| 1                | 1       | Did not answer |

35. Is the training you have received sufficient to meet the challenge of teaching CVAE classes?

| Successful | Failing |                |
|------------|---------|----------------|
| 8 ( )      | 4 ( )   | Yes            |
| 8          | 5       | No             |
| 1          | 0       | Did not answer |

36. Have you completed all the training required to be a CVAE teacher?

| Successful | Failing |                |
|------------|---------|----------------|
| 8 ( )      | 3 ( )   | Yes            |
| 6          | 3       | No             |
| 1          | 1       | Did not answer |

37. Indicate areas in which you feel a need for additional training?

| Successful   | Failing |   |
|--|---------|---|
| 1 ( )  | 2 ( )   | No additional training needed   |
| 4  | 4       | Student relationships and related problems (including motivation of students) |
| Short training course especially for teaching CVAE in my subject area: |         |   |
| 4 ( )  | 4 ( )   | Teaching methods  |
| 7  | 6       | Instructional materials   |
| 1  | 1       | Operation of commercial equipment   |
| 7  | 3       | Remedial reading  |
| 0  | 1       | Other. Identify: Best way to teach his students: 2nd and 3rd grade arithmetic |
| 11   | 2       | Coordination of academic and vocational phases of CVAE                        |
| 0  | 2       | Understanding cultural differences of students                                |

CVAE Academic Teacher

|            |         |                                      |
|------------|---------|--------------------------------------|
| Successful | Failing |                                      |
| 6 ( )      | 6 ( )   | Instructional aids for CVAE students |
| 1          | 0       | Other                                |

38. How would you like to see this additional training handled?

|                          |         |                                  |
|--------------------------|---------|----------------------------------|
| Successful               | Failing |                                  |
| 8 ( )                    | 2 ( )   | Area-in-service training         |
| 5                        | 3       | Regional workshops               |
| 1                        | 0       | State workshops at local college |
| 0                        | 1       | Other: Indicate: None            |
| 2                        | 0       | Did not answer                   |
| Special college courses: |         |                                  |
| 5 ( )                    | 3 ( )   | In summer                        |
| 6                        | 3       | During academic year             |
| 0                        | 1       | Did not answer                   |

Supervision

39. Does your school system have a Vocational Director/Administrator?

|            |         |                                     |
|------------|---------|-------------------------------------|
| Successful | Failing |                                     |
| 13 ( )     | 6 ( )   | Yes                                 |
| 1          | 2       | No                                  |
| 2          | 0       | Other. Identify: Unknown, principal |

40. Check the title of your immediate CVAE supervisory administrator.

|            |         |                                   |
|------------|---------|-----------------------------------|
| Successful | Failing |                                   |
| 1 ( )      | 2 ( )   | Unknown                           |
| 0          | 0       | Superintendent                    |
| 0          | 0       | Ass't superintendent              |
| 2          | 4       | Principal                         |
| 3          | 0       | Ass't principal                   |
| 1          | 1       | Vocational director/administrator |
| 5          | 0       | Vocational supervisor             |
| 4          | 1       | Vocational counselor              |
| 0          | 0       | Other                             |

41. Indicate the average number of visits he makes to your CVAE classroom per semester.

|            |         |            |
|------------|---------|------------|
| Successful | Failing |            |
| 4 ( )      | 4 ( )   | None       |
| 1          | 5       | 3          |
| 3          | 0       | 6          |
| 4          | 0       | 10         |
| 1          | 0       | 15         |
| 1          | 0       | 20         |
| 1          | 0       | 30         |
| 0          | 0       | 40 or more |

42. To whom do you go most often for program support?

| Successful | Failing |                                   |
|------------|---------|-----------------------------------|
| 1 ( )      | 2 ( )   | No one                            |
| 1          | 0       | Superintendent                    |
| 0          | 1       | Ass't superintendent              |
| 7          | 6       | Principal                         |
| 4          | 0       | Ass't principal                   |
| 1          | 1       | Vocational counselor              |
| 1          | 0       | Vocational director/administrator |

Vocational Supervisor:

| Successful | Failing |       |
|------------|---------|-------|
| 0 ( )      | 0 ( )   | Area  |
| 2          | 0       | Local |

Other CVAE teachers:

| Successful | Failing |            |
|------------|---------|------------|
| 4 ( )      | 0 ( )   | Vocational |
| 6          | 0       | Academic   |
| 0          | 0       | Other      |

43. Do you have the enthusiastic backing and support of your supervisor?

| Successful | Failing |                |
|------------|---------|----------------|
| 12 ( )     | 6 ( )   | Yes            |
| 1          | 0       | No             |
| 11         | 1       | Did not answer |

44. Of your administrator?

| Successful | Failing |     |
|------------|---------|-----|
| 15 ( )     | 0 ( )   | Yes |
| 0          | 0       | No  |

45. Check additional supervisory needs for a more effective CVAE program in your school.

| Successful     | Failing |   |
|----------------|---------|---|
| On area level: |         |   |
| 2 ( )          | 4 ( )   | Area coordinator of CVAE vocational and academic programs   |
| 7              | 4       | CVAE academic consultant  |
| 9              | 4       | CVAE vocational and academic teacher organizations to provide for exchange of instructional materials and ideas |
| 0              | 0       | Other   |
| 1              | 0       | Did not answer  |

CVAE Academic Teacher

| Successful             | Failing |  |
|------------------------|---------|--|
| <b>On local level:</b> |         |  |
| 6 ( )                  | 4 ( )   | Coordinator of CVAE vocational and academic programs   |
| 9                      | 6       | Vocational counselor to aid CVAE students in career choice, determining students learning difficulties and needs |
| 2                      | 0       | Other. Indicate: Vocational Supervisor   |
| 0                      | 1       | Did not answer   |
| <b>On state level:</b> |         |  |
| 3 ( )                  | 3 ( )   | Statewide coordinator of CVAE vocational and academic programs   |
| 11                     | 6       | CVAE vocational and academic specialist to give assistance to local programs                                     |
| 1                      | 0       | Other  |
| 1                      | 0       | Did not answer   |

46. Indicate areas of need for personnel experienced and/or better informed about CVAE to assist with:

| Successful | Failing |   |
|------------|---------|---|
| 4 ( )      | 1 ( )   | Standardization of program guidelines in all divisions (One set of standards for CVAE and would apply to all divisions) |
| 1          | 0       | Implementation of existing guidelines   |
| 2          | 7       | More realistic program guidelines   |
| 5          | 8       | Curriculum guides for individual courses  |
| 11         | 6       | Developing instructional materials geared especially for CVAE   |
| 9          | 4       | Coordination of vocational and academic phases  |
| 5          | 2       | Facility and funding problems   |
| 5          | 3       | Financial problems  |
| 7          | 4       | Workshops and/or in-service training  |
| 0          | 0       | Other   |

CVAE Academic Teacher

Counseling Services

47. Are counseling services available in your school?

| Successful | Failing |     |
|------------|---------|-----|
| 15 ( )     | 9 ( )   | Yes |
| 0          | 0       | No  |

If yes:

Are CVAE students routinely tested and/or interviewed by the counselor?

|       |       |                |
|-------|-------|----------------|
| 8 ( ) | 3 ( ) | Yes            |
| 5     | 5     | No             |
| 1     | 0     | Did not answer |

Estimate the percent of CVAE students who voluntarily use the counseling services.

|       |       |                |
|-------|-------|----------------|
| 6 ( ) | 6 ( ) | Unknown        |
| 2     | 1     | None           |
| 2     | 1     | 1-3%           |
| 0     | 0     | 4-6%           |
| 3     | 0     | 7-10%          |
| 0     | 0     | 11-15%         |
| 0     | 1     | 16-20%         |
| 1     | 0     | More           |
| 1     | 0     | Did not answer |

What counselor do they see?

|       |       |                      |
|-------|-------|----------------------|
| 0 ( ) | 0 ( ) | None                 |
| 5     | 3     | Vocational counselor |
| 11    | 7     | Regular counselor    |
| 0     | 0     | Other                |

Are counseling services used in the selection and screening of CVAE students?

|        |       |     |
|--------|-------|-----|
| 12 ( ) | 5 ( ) | Yes |
| 1      | 2     | No  |

Which of these counseling services are used to measure student development as a result of CVAE programs?

|       |       |  |
|-------|-------|--|
| 1 ( ) | 1 ( ) | None   |
| 3     | 2     | Personal interview   |
| 8     | 6     | Achievement testing  |
| 4     | 0     | Vocational testing   |
| 3     | 2     | Other. Indicate: Taken mainly because of their age; I don't know |
| 1     | 0     | Did not answer   |

2

CVAE Academic Teacher

Composition of Classes

49. Are CVAE students carefully screened and selected?

| Successful | Failing |     |
|------------|---------|-----|
| 8 ( )      | 4 ( )   | Yes |
| 7          | 3       | No  |

50. Do you have students in your CVAE classes that you feel should be in special education?

| Successful | Failing |     |
|------------|---------|-----|
| 9 ( )      | 7 ( )   | Yes |
| 5          | 2       | No  |

If yes, estimate the number of special education students you have in your CVAE classes.

| Successful | Failing |                                   |
|------------|---------|-----------------------------------|
| 0 ( )      | 1 ( )   | None                              |
| 3          | 2       | 1                                 |
| 3          | 3       | 2                                 |
| 1          | 1       | 3                                 |
| 3          | 0       | 4                                 |
| 0          | 0       | 5; 6; 7; 8; 9; 10; 11; 12 or more |
| 3          | 0       | Did not answer                    |

51. Are the special education students in your CVAE classes performing on an achievement level comparable to that of other CVAE students?

| Successful | Failing |     |
|------------|---------|-----|
| 1 ( )      | 1 ( )   | Yes |
| 9          | 4       | No  |

52. How many of these CVAE students have been identified as special education students?

| Successful | Failing |                            |
|------------|---------|----------------------------|
| 6 ( )      | 4 ( )   | None                       |
| 0          | 2       | 1                          |
| 5          | 0       | 2                          |
| 1          | 1       | 3                          |
| 0          | 1       | 4                          |
| 0          | 0       | 5;6;7;8;9;10;11;12 or more |
| 3          | 0       | Did not answer             |

CVAE Academic Teacher

53. Are special education students carefully screened and selected?

| Successful | Failing |                |
|------------|---------|----------------|
| 7 ( )      | 8 ( )   | Yes            |
| 2          | 1       | No             |
| 2          | 0       | Did not answer |

54. From your experience should special education students be included in your CVAE courses?

| Successful | Failing |     |
|------------|---------|-----|
| 4 ( )      | 2 ( )   | Yes |
| 8          | 6       | No  |

If no, why not?

|       |       |  |
|-------|-------|--|
| 5 ( ) | 2 ( ) | Too much supervision required  |
| 2     | 0     | Too little eye-hand coordination   |
| 2     | 0     | For safety reasons   |
| 1     | 0     | Incapable of operating equipment   |
| 7     | 4     | Too slow to learn, slows down class  |
| 5     | 4     | Poor retention rate  |
| 1     | 3     | Other. Indicate: Need of individual attention; disrupting influence of fighting; attention span almost nil |
| 4     | 0     | Did not answer   |

55. Are the sexes separated in your CVAE classes?

| Successful | Failing |  |
|------------|---------|--|
| 7 ( )      | 4 ( )   | Yes  |
| 8          | 0       | No   |
| 0          | 5       | No In mathematics, English, & social studies, but yes in mechanical trades |

56. What is the composition of your classes?

| Successful | Failing |  |
|------------|---------|--|
| 6 ( )      | 3 ( )   | Separated, all male                      |
| 1          | 1       | Separated, all female                    |
| 6          | 5       | Mixed, males and females                 |
| 3          | 0       | Both, some classes separated, some mixed |



CVAE Academic Teacher

57. Should the sexes be separated in your CVAE classes?

Yes. Give reasons why they should be separated.

| Successful | Failure |  |
|------------|---------|--|
| 4 ( )      | 0 ( )   | Some subject matter is easier to cover                         |
| 2          | 1       | Their job interest and skills are different                    |
| 5          | 0       | Discipline problems are minimized                              |
| 3          | 1       | They work better separately                                    |
| 2          | 0       | Other. Identify: Boys' ranch; the urge to show off is lessened |

No. Give reasons why they should be together.

|       |       |  |
|-------|-------|--|
| 9 ( ) | 5 ( ) | For normal social development  |
| 6     | 3     | They work better together  |
| 5     | 7     | So CVAE classes will not be different from regular classes             |
| 1     | 0     | Other. Identify: Girls continue to add good influence on boys behavior |

58. Give the number of students you have in each racial group.

| Successful | Failure |                               |
|------------|---------|-------------------------------|
| 167        | 0       | Black                         |
| 70         | 0       | White                         |
| 352        | 0       | Mexican-American              |
| 1          | 0       | Indian                        |
| 0          | 0       | Other                         |
| 590        | 0       | Total number of CVAE students |

Course Instruction

59. How do you determine the individual training needs of the CVAE students?

| Successful | Failure |   |
|------------|---------|---|
| 0 ( )      | 0 ( )   | Psychological testing   |
| 3          | 1       | Aptitude testing  |
| 0          | 0       | Occupational aptitude testing   |
| 4          | 2       | Teacher-made diagnostic tests   |
| 11         | 2       | Student interest  |
| 2          | 3       | Personal interview  |
| 11         | 5       | Observation of student performance  |
| 3          | 0       | Other. Identify: Teacher evaluation of needs of student; Gates-McGinie Reading Test; Gates Reading Test |

CVAE Academic Teacher

60. Do you develop your own course outline?

| Successful | Failing |                |
|------------|---------|----------------|
| 12 ( )     | 8 ( )   | Yes            |
| 0          | 1       | No             |
| 1          | 0       | Did not answer |

61. In what area do you feel a need for assistance in course development?

| Successful | Failing |  |
|------------|---------|--|
| 1 ( )      | 0 ( )   | None   |
| 6          | 6       | More definite guidelines and more realistic goals  |
| 4          | 3       | Curriculum guidelines  |
| 3          | 0       | Implementation of existing guidelines  |
| 5          | 2       | Other. Indicate: Help from other teacher in similar field; Curriculum division for academic teachers; Indirect instruction; Implementation of materials; Implementation of materials |
| 1          | 1       | Did not answer   |

62. At what achievement level is your course content designed?

| Successful | Failing |   |
|------------|---------|---|
| 10 ( )     | 1 ( )   | Grade level the course is offered (9th, 10th, etc.) |
| 8          | 4       | Level of the class as a group                       |
| 6          | 4       | Level of each individual student                    |
| 1          | 0       | Other. Indicate: Varied                             |
| 1          | 0       | Did not answer                                      |

63. Do you have access to adequate instructional materials for your students:

| Successful | Failing |     |
|------------|---------|-----|
| 10 ( )     | 2 ( )   | Yes |
| 3          | 6       | No  |

64. Check areas in which you do not have adequate materials for your students at their achievement and interest level.

| Successful | Failing |                        |
|------------|---------|------------------------|
| 7 ( )      | 5 ( )   | Textbooks              |
| 0          | 3       | Reference books        |
| 2          | 6       | Audio-visual materials |

CVAE Academic Teacher

| Successful | Failing |   |
|------------|---------|---|
| 7 ( )      | 5 ( )   | Individual work units                   |
| 3          | 5       | Basic course outline                    |
| 2          | 3       | Technical library materials and manuals |
| 1          | 3       | Job analyses required skills            |
| 2          | 3       | Materials related to job finding        |
| 1          | 2       | On-the-job training for co-op students  |
| 0          | 0       | Other                                   |
| 1          | 0       | Did not answer                          |

65. In what areas do you need additional CVAE units?

| Successful | Failing |                         |
|------------|---------|-------------------------|
| 2 ( )      | 1 ( )   | None                    |
| 5          | 0       | Industrial              |
| 3          | 4       | Homemaking              |
| 0          | 0       | VOE; Agriculture; Co-op |

Additional units not currently offered by TEA:

| Successful | Failing |   |
|------------|---------|---|
| 3 ( )      | 1 ( )   | Paint and body repair   |
| 2          | 2       | Cleaning and laundry  |
| 1          | 2       | Leathercraft  |
| 1          | 1       | Advanced specialized training                                 |
| 4          | 1       | More programs   |
| 1          | 1       | Other. Indicate: Simple office practice, cosmology & welding; |
| 5          | 0       | Did not answer  |

66. Check the grade levels in which additional units are needed for boys and girls in your school. Boys:

| Successful | Failing |                |
|------------|---------|----------------|
| 4 ( )      | 1 ( )   | 7              |
| 4          | 3       | 8              |
| 1          | 1       | 9              |
| 2          | 1       | 10             |
| 4          | 1       | 11             |
| 4          | 1       | 12             |
| 1          | 0       | None           |
| 5          | 1       | Did not answer |

Girls:

| Successful | Failing |    |
|------------|---------|----|
| 3 ( )      | 2 ( )   | 7  |
| 3          | 4       | 8  |
| 1          | 1       | 9  |
| 2          | 1       | 10 |
| 5          | 1       | 11 |

(Continued)

CVAE Academic Teacher

| Successful | Failing |                |
|------------|---------|----------------|
| 5 ( )      | 1 ( )   | 12             |
| 1          | 0       | None           |
| 0          | 1       | Did not answer |

Coordination

67. Indicate the time you actually spend coordinating academic and vocational subject matter?

| Successful       | Failing |       |
|------------------|---------|-------|
| Number of hours: |         |       |
| 2 ( )            | 2 ( )   | None  |
| 3                | 2       | 1     |
| 3                | 2       | 2     |
| 2                | 1       | 3     |
| 0                | 0       | 4     |
| 1                | 0       | 5     |
| 2                | 1       | 6     |
| 0                | 0       | 7     |
| 0                | 1       | 8     |
| 0                | 0       | 9     |
| 1                | 0       | 10    |
| 0                | 0       | 11;12 |

| Interval of time: |       |                |
|-------------------|-------|----------------|
| 9 ( )             | 4 ( ) | Per week       |
| 2                 | 0     | Per 6 weeks    |
| 0                 | 1     | Per semester   |
| 2                 | 0     | Did not answer |

68. Do you see a need for more coordination between the academic and vocational phases?

| Successful | Failing |                |
|------------|---------|----------------|
| 12 ( )     | 7 ( )   | Yes            |
| 2          | 1       | No             |
| 0          | 1       | Did not answer |

If yes, how would you prefer to see additional coordination accomplished:

|   |   |   |
|---|---|---|
| 2 | 0 | Specific time scheduled each day for coordination of subject matter |
| 4 | 3 | Conference each 6 weeks to coordinate course outlines               |
| 0 | 2 | Coordination conference in the scheduled in-service meetings        |

CVAE Academic Teacher

| Successful | Failing |  |
|------------|---------|--|
| 5 ( )      | 2 ( )   | Coordination conference to include CVAE administration, counselors and all other CVAE teachers |
| 2          | 4       | CVAE consultant to aid in coordination of objectives and curriculum planning                   |
| 6          | 4       | Team teaching (academic and vocational teacher)  |
| 7          | 4       | Coordinated curriculum guides and instructional materials                                      |
| 1          | 0       | Other indicate: Team teacher would be-excellent;   |
| 0          | 1       | Other indicate: I would not know   |
| 1          | 0       | Did not answer   |

Evaluation

69. Check the criteria you use in evaluating the achievement of CVAE students, other than classwork.

| Successful | Failing |   |
|------------|---------|---|
| 0 ( )      | 0 ( )   | No additional evaluative criteria                                     |
| 14         | 5       | Attitude  |
| 12         | 6       | Individual ability  |
| 1          | 3       | Competition within the class  |
| 10         | 2       | Performance, interest, attendance (as he would be evaluated on a job) |

70. What percent of your course is job related?

| Successful | Answered with | Failing | Answered with |
|------------|---------------|---------|---------------|
| 1 ( )      | 10            | 1 ( )   | 0             |
| 1          | 20            | 1       | 0.04          |
| 2          | 33            | 2       | 5             |
| 2          | 5             |         |               |
| 2          | 70            |         |               |
| 1          | 75            |         |               |
| 1          | 80            |         |               |
| 2          | 100           |         |               |

71. How is the CVAE academic program handled in your school?

| Successful | Failing |  |
|------------|---------|--|
| 0 ( )      | 1 ( )   | CVAE students in classes with other students of comparable ability     |
| 7          | 3       | In self-contained classroom, all subjects taught to CVAE students only |

CVAE Academic Teacher

| Successful | Failing |  |
|------------|---------|--|
| 1 ( )      | 1 ( )   | CVAE students in regular classes with other students of varying capabilities   |
| 11         | 6       | Classes set up for CVAE students only  |
| 0          | 1       | No modified academic classes provided especially for CVAE students             |
| 1          | 0       | Un-graded system   |
| 1          | 0       | Other. Indicate: Modern academic classes provided especially for CVAE students |

72. Based on your experience with CVAE students, do CVAE students attend class more often than they did before enrolling in CVAE?

| Successful | Failing |                |
|------------|---------|----------------|
| 9 ( )      | 1 ( )   | Yes            |
| 0          | 0       | No             |
| 4          | 8       | Do not know    |
| 1          | 0       | Did not answer |

Are there fewer discipline problems with students after their enrollment in CVAE?

| Successful | Failing |             |
|------------|---------|-------------|
| 8 ( )      | 2 ( )   | Yes         |
| 1          | 3       | No          |
| 4          | 4       | Do not know |

73. Are counseling services used to measure progress of your CVAE students?

| Successful | Failing |         |
|------------|---------|---------|
| 10 ( )     | 4 ( )   | Yes     |
| 4          | 6       | No      |
| 0          | 1       | Unknown |

If yes, which of these counseling services are used to measure student development as a result of CVAE programs?

| Successful | Failing |  |
|------------|---------|--|
| 5 ( )      | 2 ( )   | Personal interview   |
| 9          | 1       | Achievement testing  |
| 3          | 0       | Vocational testing   |
| 4          | 1       | Individual testing   |
| 5          | 0       | Intelligence testing   |
| 4          | 0       | Personality inventory  |
| 4          | 0       | Other. Indicate: Special inventories; special inventory tests; |
| 0          | 2       | Other. Indicate: I do not know                                 |

CVAE Academic Teacher

74. In what areas do you see improvement in your CVAE students?

Use a value scale of 0 (no improvement) to 4 (great improvement)

| Successful | Failing |   |
|------------|---------|---|
| 2.92 ( )   | 0 ( )   | Academic achievement  |
| 3.08       | 0       | Vocational achievement  |
| 2.61       | 0       | Interest in preparing for a productive and rewarding future       |
| 3.07       | 0       | Pride and self-confidence   |
| 2.58       | 0       | Interest in school  |
| 1.84       | 0       | Interest in fellow students                                       |
| 2.30       | 0       | Gain employment   |
| 0.00       | x       | Other. Indicate: I can't really see any indication of improvement |
| x          | 0       | Other. Indicate: Faculty Evaluation                               |

75. What type of student(s) have you found unable to benefit under the present program?

| Successful | Failing |   |
|------------|---------|---|
| 4 ( )      | 5 ( )   | Academically unmotivated student  |
| 6          | 2       | The student whose emotional problems encumber his learning capabilities             |
| 9          | 4       | Chronic absentee  |
| 2          | 4       | The student whose intellectual and/or disabilities prevent his educational progress |
| 7          | 3       | Undisciplined and/or apathetic student  |
| 0          | 1       | Other   |

76. Do you feel that the CVAE program is effective in your school?

| Successful | Failing |                |
|------------|---------|----------------|
| 14 ( )     | 2 ( )   | Yes            |
| 0          | 2       | No             |
| 0          | 2       | Did not answer |

77. What one thing do you feel would make the biggest improvement in your present program?

| Successful | Failing |  |
|------------|---------|--|
| 4 ( )      | 2 ( )   | Better and/or more correlation between academic and vocational courses |
| 5          | 5       | More individual instruction for students                               |
| 0          | 2       | More and/or better qualified teachers, counselors and administrators   |
| 2          | 2       | Students leaving CVAE better prepared to fill wage-earning jobs        |

CVAE Academic Teacher

| Successful | Failing |   |
|------------|---------|---|
| 4 ( )      | 4 ( )   | Better guidelines, equipment, materials and facilities must indicate more indirect instruction for student  |
| 3          | 3       | Continuation of CVAE at higher levels   |
| 0          | 4       | Additional CVAE courses   |
| 1          | 4       | Additional screening of CVAE students   |
| 0          | 3       | Other. Indicate: It should be if all really worked at it and we had an aide or something to help as I have 3 groups and could really have 4 if I could handle it alone. |



Schools Visited By The Research Team

Randomly Selected Schools for Visitation

- |   |  |
|---|--|
| 1. ANGELINA<br>Huntington Junior High School<br>Huntington                      | 12. DALIAS<br>DeWitt Perry Junior High School<br>Carollton       |
| 2. BASTROP<br>Bastrop Junior High School<br>Bastrop                             | 13. Dallas Vocational High School<br>Dallas                      |
| 3. BEE<br>A.C. Jones High School<br>Beeville                                    | 14. Kimble High School<br>Dallas                                 |
| 4. BEXAR<br>Kingsborough Middle School<br>Harlandale ISD<br>San Antonio         | 15. Samuell High School<br>Dallas                                |
| 5. O.W. Holmes High School<br>North East ISD<br>San Antonio                     | 16. Spence Junior High School<br>Dallas                          |
| 6. BOWIE<br>New Boston Junior High School<br>New Boston                         | 17. HEREFORD<br>Hereford High School<br>Hereford                 |
| 7. BRAZORIA<br>Columbia High School<br>Columbia - Brazoria ISD<br>West Columbia | 18. DEWITT<br>Yorktown Junior High School<br>Yorktown            |
| 8. CALDWELL<br>Luling High School<br>Luling                                     | 19. ELLIS<br>Waxahachie High School<br>Waxahachie                |
| 9. CASTRO<br>Dimmit Junior High School<br>Dimmit                                | 20. EL PASO<br>Irvin High School<br>El Paso                      |
| 10. Dimmit High School<br>Dimmitt   | 21. Ross Junior High School<br>El Paso                           |
| 11. COLLIN<br>Plano High School<br>Plano  | 22. FAYETTE<br>Flatonia High School<br>Flatonia                  |
|   | 23. FORT BEND<br>Dulles High School<br>Fort Bend ISD<br>Stafford |

- |                              |                             |
|------------------------------|-----------------------------|
| 24. GALVESTON                | 38. Tomball High School     |
| Lovenberg Junior High School | Tomball                     |
| Galveston                    |                             |
| 25. La Marque High School    | 39. HARRISON                |
| La Marque                    | Pemberton High School       |
|                              | Marshall                    |
| 26. GONZALES                 | 40. HIDALGO                 |
| Waelder High School          | Edcouch - Elsa Junior       |
| Waelder                      | High School                 |
|                              | Edcouch - Elsa ISD          |
| 27. HALE                     | Edcouch                     |
| Abernathy High School        | 41. Weslaco Vocational High |
| Abernathy                    | School                      |
|                              | Weslaco                     |
| 28. HARRIS                   | 42. HILL                    |
| Deer Park High School        | Whitney High School         |
| Deer Park                    | Whitney                     |
| 29. Davis High School        | 43. HOUSTON                 |
| Houston                      | Grapeland Junior High       |
|                              | School                      |
| 30. Furr High School         | Grapeland                   |
| Houston                      | 44. HOWARD                  |
|                              | Coahoma Junior High         |
| 31. Houston High School      | School                      |
| Houston                      | Coahoma                     |
| 32. Lamar High School        | 45. HIM HOGG                |
| Houston                      | Hebbronville Junior High    |
|                              | School                      |
| 33. Milby High School        | Hebbronville                |
| Houston                      | 46. LAMAR                   |
| 34. Wheatley High School     | Paris High School           |
| Houston                      | Paris                       |
| 35. Yates High School        | 47. LIBERTY                 |
| Houston                      | Liberty Junior High School  |
| 36. Ryan Junior High School  | Liberty                     |
| Houston                      |                             |
| 37. Pasadena High School     |                             |
| Pasadena                     |                             |

- |  |   |
|--|---|
| 48. LIVE OAK<br>Three Rivers High School<br>Three Rivers | 60. OLDHAM<br>Boys Ranch High School<br>Boys Ranch                                |
| 49. George West High School<br>George West               | 61. PARMER<br>Friona High School<br>Friona  |
| 50. MCLENNAN<br>Jefferson-Moore High School<br>Waco      | 62. POLK<br>Corrigan - Camden High<br>School<br>Corrigan - Camden ISD<br>Corrigan |
| 51. University Junior High School<br>Waco                | 63. SAN SABA<br>San Saba High School<br>San Saba                                  |
| 52. West Junior High School<br>Waco                      | 64. SCURRY<br>Snyder High School<br>Snyder  |
| 53. MIDLAND<br>Edison Freshman School<br>Midland         | 65. SMITH<br>Lindale High School<br>Lindale                                       |
| 54. Goddard Junior High School<br>Midland                | 66. STARR<br>Ringgold Elementary<br>Rio Grande City                               |
| 55. San Jacinto Junior High School<br>Midland            | 67. TARRANT<br>Boswell High School<br>Eagle-Mountain-<br>Saginaw ISD<br>Saginaw   |
| 56. MORRIS<br>Daingerfield High School<br>Daingerfield   | 68. Brewer High School<br>Ft. Worth   |
| 57. NUECES<br>Moody High School<br>Corpus Christi        |   |
| 58. Martin Junior High School<br>Corpus Christi          |   |
| 59. Seale Junior High School<br>Corpus Christi           |   |

69. TERRY  
Brownfield Junior High School  
Brownfield

70. TOM GREEN  
Lincoln Junior High School  
San Angelo

71. TRAVIS  
Reagan High School  
Austin

72. WEBB  
United Intermediate School  
United Consolidated ISD  
Laredo

73. WHARTON  
El Campo High School  
El Campo

74. WILLACY  
Ramondville High School  
Ramondville

75. WILSON  
Floresville Junior High School  
Floresville

CROSS REFERENCES  
FROM  
ADMINISTRATOR QUESTIONNAIRE

Questions: 2 & 5 - Title of Supervisor - Vocational Director

2 & 6 - Title of Supervisor - One Phase Supervisor

2 & 12 - Title of Supervisor - Visits (Academic and Vocational)

Administrator

2. (Across) As the direct supervisor of your schools CVAE program, what is your title:  
 5. (Down) What phase of the CVAE program do you supervise?

|            | Supt.      | Ass't Supt. | Prin.       | Ass't Prin. | Voc. Supv.  | Voc. Coun.  | Voc. Dir.  | Other |
|------------|------------|-------------|-------------|-------------|-------------|-------------|------------|-------|
| Both       | 7 ( 77.78) | 1 (100.00)  | 76 ( 88.37) | 5 ( 71.43)  | 13 ( 65.00) | 13 ( 29.55) | 5 ( 71.43) |       |
| Vocational | 2 ( 22.22) |             | 5 ( 5.81)   | 1 (100.00)  | 7 ( 35.00)  | 31 ( 70.45) | 1 ( 14.29) |       |
| Academic   |            |             | 5 ( 5.81)   | 2 ( 28.57)  |             |             | 1 ( 14.29) |       |

Administrator

2. (Across) As the direct supervisor of your schools CVAE program, what is your title?  
 6. (Down) If you supervise only one phase, what is the title of the supervisor for the other phase?  
 01 (Supt)  
 02 (Ass't Supt)  
 03 (Prin)  
 04 (Ass't Prin)  
 05 (Voc. Supv)  
 06 (Voc. Coun)  
 07 (Voc. Dir./Adm)  
 08 (Other)

|    | Supt.      | Ass't Supt. | Prin.      | Ass't Prin. | Voc. Supv. | Voc. Coun.  | Voc. Dir.  | Other      |
|----|------------|-------------|------------|-------------|------------|-------------|------------|------------|
| 01 | 1 ( 33.33) |             | 1 ( 8.33)  |             |            |             |            |            |
| 02 |            |             |            |             |            |             | 2 ( 5.88)  |            |
| 03 | 2 ( 66.67) |             | 3 ( 25.00) |             | 8 ( 88.89) | 26 ( 76.47) | 3 ( 75.00) |            |
| 04 |            |             |            |             |            |             | 2 ( 5.88)  |            |
| 05 |            |             |            | 1 ( 8.33)   |            |             |            | 1 ( 25.00) |
| 06 |            |             |            | 1 ( 8.33)   |            |             |            |            |
| 07 |            |             | 6 ( 50.00) | 1 ( 33.33)  |            | 1 ( 11.11)  | 3 ( 8.82)  |            |
| 08 |            |             |            |             | 1 (100.00) |             | 1 ( 2.94)  |            |



Administrator

2. (Across) As the direct supervisor of your schools CVAE program, what is your title?  
 12A & B(Down) What is your average number of visits to each CVAE unit per semester for supervisory purposes?

| Voc.        | Supt.     | Ass't Supt. | Prin.      | Ass't Prin. | Voc. Supv. | Voc. Coun. | Voc. Dir. | Other     |
|-------------|-----------|-------------|------------|-------------|------------|------------|-----------|-----------|
| 0           | 0         | 0           | 1 ( 1.20)  | 0           | 0          | 1 ( 6.25)  | 0         |           |
| 3           | 0         | 1 ( 1.00)   | 14 (16.86) | 0           | 0          | 4 (25.00)  | 0         | 1 (14.28) |
| 6           | 2 (25.00) | 0           | 12 (14.45) | 1 (16.66)   | 1 (100.00) | 0          | 5 (11.11) | 2 (28.56) |
| 10          | 3 (37.50) | 0           | 23 (27.71) | 2 (33.33)   | 0          | 2 (12.50)  | 8 (17.77) | 2 (28.56) |
| 15          | 0         | 0           | 12 (14.45) | 1 (16.66)   | 0          | 1 ( 6.25)  | 7 (15.55) | 0         |
| 20          | 1 (12.50) | 0           | 7 ( 8.43)  | 1 (16.66)   | 0          | 2 (12.50)  | 6 (13.33) | 1 (14.28) |
| 30          | 1 (12.50) | 0           | 2 ( 2.40)  | 1 (16.66)   | 0          | 2 (12.50)  | 4 ( 8.88) | 1 (14.28) |
| 40          | 0         | 0           | 5 ( 6.02)  | 0           | 0          | 2 (12.50)  | 6 (13.33) | 0         |
| More.       | 1 (12.50) | 0           | 7 ( 8.43)  | 0           | 0          | 2 (12.50)  | 9 (20.00) | 0         |
| <u>Aca.</u> |           |             |            |             |            |            |           |           |
| 0           |           |             |            |             |            |            |           |           |
| 3           | 1 (24.28) | 1 (100.00)  | 17 (28.81) | 0           | 0          | 3 (21.42)  | 6 (18.18) | 1 (16.66) |
| 6           | 2 (28.57) | 0           | 14 (23.72) | 2 (28.57)   | 0          | 2 (14.28)  | 8 (24.24) | 1 (16.66) |
| 10          | 2 (28.57) | 0           | 12 (20.33) | 2 (28.57)   | 0          | 1 ( 7.14)  | 6 (18.18) | 4 (66.66) |
| 15          | 1 (14.28) | 0           | 6 (10.16)  | 1 (14.28)   | 0          | 2 (14.28)  | 1 ( 3.03) | 0         |
| 20          | 1 (14.28) | 0           | 10 (16.94) | 1 (14.28)   | 0          | 3 (21.42)  | 3 ( 9.09) | 0         |
| 30          | 0         | 0           | 1 ( 1.69)  | 1 (14.28)   | 0          | 0          | 3 ( 9.09) | 0         |
| 40          |           |             | 4 ( 6.77)  |             |            | 2 (14.28)  | 2 ( 6.06) | 0         |
| More        |           |             | 4 ( 6.77)  |             |            | 4 (12.12)  | 1 ( 7.14) |           |



Random Sample From Administrative Questionnaires

Questions 37, 38, 39

Percent of Students Who Have Completed CVAE:

| Still in School | Graduated | Dropped Out | Return to Regular |
|-----------------|-----------|-------------|-------------------|
| 87%             | 10%       | 3%          | ---               |
| 85%             | NA        | 15%         | ---               |
| ---             | 40%       | 60%         | ---               |
| 21%             | ---       | 1%          | ---               |
| 85%             | 0%        | 15%         | ---               |
| 40%             | 30%       | 30%         | ---               |
| 0%              | 75%       | 25%         | ---               |
| 60%             | 30%       | 10%         | ---               |

Reason for Dropouts:

| Employed | Pregnant | Expelled | Unknown | Other |
|----------|----------|----------|---------|-------|
| 50%      | 10%      | 10%      | 40%     | ---   |
| 10%      | ---      | ---      | 5%      | ---   |
| 50%      | ---      | ---      | 10%     | ---   |
| ---      | ---      | ---      | ---     | 1%    |
| 10%      | ---      | 6%       | ---     | ---   |
| 60%      | 20%      | ---      | 10%     | 60%   |
| 5%       | ---      | 5%       | 15%     | ---   |
| 15%      | ---      | ---      | 85%     | ---   |

Completing CVAE - Continued Success:

| Regular Academic | Regular Vocational | Find Jobs |
|------------------|--------------------|-----------|
| 80%              | 90%                | 90%       |
| ---              | 75%                | 10%       |
| 10%              | 40%                | 50%       |
| 21%              | 21%                | ---       |
| 10%              | 20%                | ---       |
| 20%              | 60%                | 20%       |
| 75%              | 25%                | ---       |
| 10%              | 20%                | 20%       |
| 32.3 avg         | 43.9 avg           | 38.0 avg  |

Administrators of Successful Programs

Questions 37, 38, 39

Percent of Students Who Have Completed CVAE:

| Still in School | Graduated | Dropped Out | Dropout<br>Return to Regular |
|-----------------|-----------|-------------|------------------------------|
| 96              | 0         | 4           | -                            |
| 95              | 5         | 0           | -                            |
| 90              | 10        | 2           | -                            |
| 75              | 0         | -           | 25                           |
| 100             | 0         | 0           | -                            |
| 75              | 0         | 5           | 20                           |
| 90              | 5         | 5           | -                            |

Reason for Dropouts:

| Employed | Pregnant | Expelled | Unknown | Other       |
|----------|----------|----------|---------|-------------|
| 4        | -        | -        | -       |             |
| 5        | 4        | -        | 16      |             |
| 5        | -        | -        | 1       | 1 Graduated |

Completing CVAE - Continued Success:

| Regular Academic | Regular Vocational | Find Jobs |
|------------------|--------------------|-----------|
| 90               | 50                 | 100       |
| 30               | 50                 | 20        |
| 100              | -                  | -         |
| 80               | 90                 | 4         |
| 20               | 60                 | 90        |
| 15               | 10                 | -         |
| -                | -                  | 100       |
| 55.8 avg         | 52 avg             | 62.8 avg  |

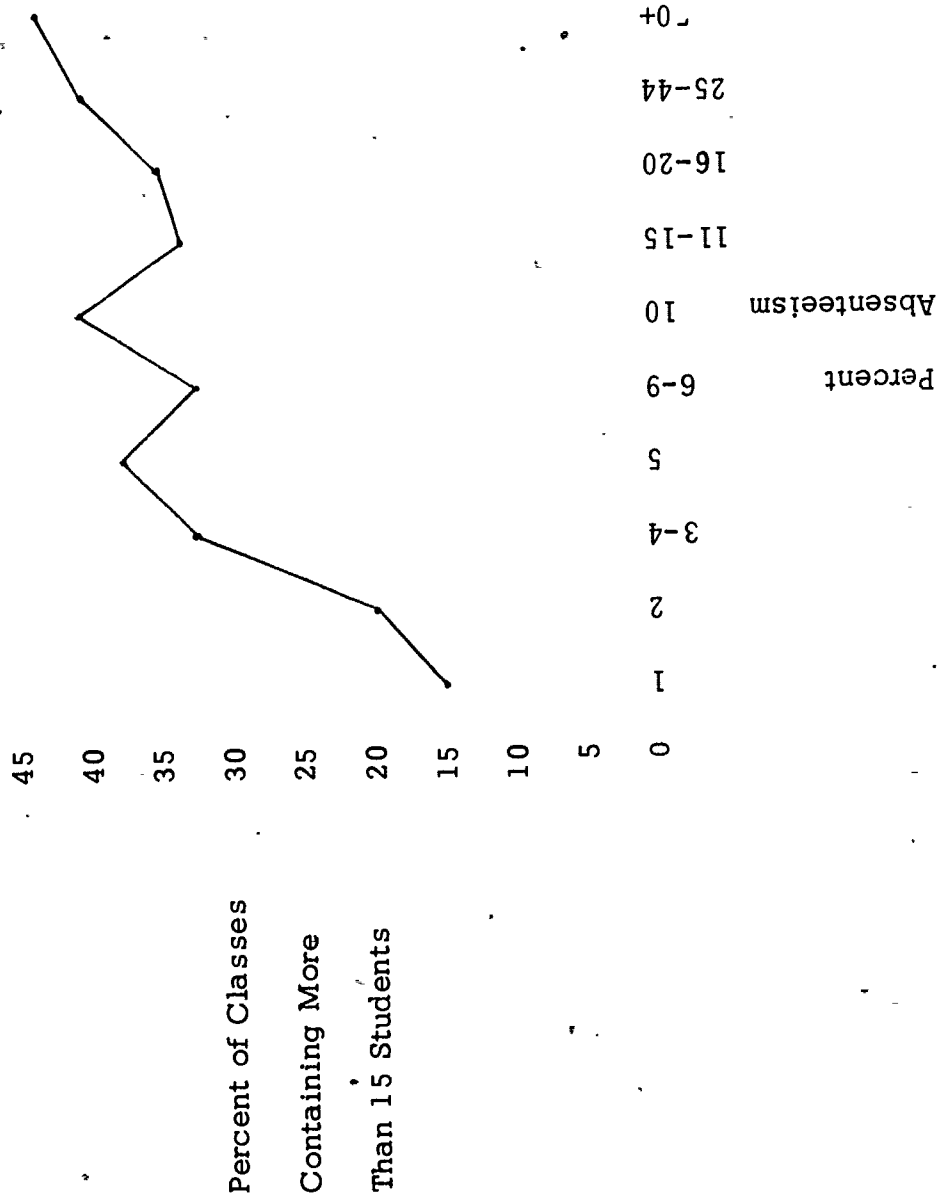
CROSS REFERENCE  
FROM  
VOCATIONAL QUESTIONNAIRE

- Questions: 8-9 - Student Isolation - Segregation  
16-6 - Absenteeism - More than 15 Students  
16-22 - Absenteeism - CVAE Experience  
16-23 - Absenteeism - Teaching Experience  
38-39 - Vocational Director - Title of Supervisor  
39-40 - Title of Supervisor - Visits  
39-41 - Title of Supervisor - Support  
47F-47E - Advisory Committee:  
Helpful - Functions  
55-56A - Composition of Classes -  
55-56B - Separation, Yes - No  
64A-65A - Additional CVAE Units -  
64A-65B - Grades, Boys & Girls  
67A & 66A - Time for Coordination  
66B & 66A - Need for Coordination - Interval of Time

Comparison of Questions:  
13-18 with 19A-19E

Vocational

16. What percent absenteeism have you had in your CVAE classes this year?
6. How many of your CVAE vocational classes contain more than 15 CVAE students?



Vocational

16. What percent absenteeism have you had in your CVAE classes this year?  
 22. How many years have you been teaching CVAE courses?

| Number Teachers: | Teaching Experience: |         |         |         |         |
|------------------|----------------------|---------|---------|---------|---------|
|                  | 1 Year               | 2 Years | 3 Years | 4 Years | 5 Years |
| 205= 1-10%       | 24%                  | 28%     | 26%     | 08%     | 14%     |
| 30=11-20%        | 23%                  | 43%     | 10%     | 03%     | 20%     |
| 9=21-30%         | 22%                  | 11%     | 0%      | 22%     | 44%     |

Vocational

16. What percent absenteeism have you had in your CVAE classes this year?  
 23. Indicate your years of teaching experience before becoming a CVAE teacher.

| Number Teachers: | Teaching Experience: |        |         |           |           |             |             |           |
|------------------|----------------------|--------|---------|-----------|-----------|-------------|-------------|-----------|
|                  | None                 | 1 Year | 2 Years | 3-4 Years | 5-9 Years | 10-19 Years | 20-29 Years | 30+ Years |
| 218=             | 49%                  | 07%    | 05%     | 08%       | 10%       | 15%         | 04%         |           |
| 32=11-20%        | 31%                  | 03%    | 09%     | 12%       | 16%       | 25%         | 03%         |           |
| 9+21-30%         | 0%                   | 44%    |         |           | 22%       | 22%         | 11%         |           |

## Vocational

38. (Across the top) Does your school system have a Vocational Director/  
Administrator?

39. (Down the side) Check the title of your immediate CVAE supervisory  
administrator.

|                          | Yes          | No          |
|--------------------------|--------------|-------------|
| Unknown                  | 5 ( 1.94)    | 2 ( 3.08)   |
| Superintendent           | 5 ( 1.94)    | 9 ( 13.85)  |
| Assistant Superintendent | 10 ( 3.88)   | 4 ( 6.15)   |
| Principal                | 41 ( 15.89)  | 31 ( 47.69) |
| Assistant Principal      | 1 ( .39)     | 3 ( 4.62)   |
| Vocational Director      | 139 ( 53.88) |             |
| Vocational Supervisor    | 41 ( 15.89)  | 5 ( 7.69)   |
| Vocational Counselor     | 12 ( 4.65)   | 9 ( 13.85)  |
| Other                    | 4 ( 1.55)    | 2 ( 3.08)   |

8. Does your location isolate students? (Across)

9. Do your students feel segregated from others? (Down the side)

|     | Yes         | No           |
|-----|-------------|--------------|
| Yes | 12 ( 16.22) | 20 ( 7.91)   |
| No  | 62 ( 83.78) | 233 ( 92.09) |



Vocational

39. (Across the top) Does your school system have a Vocational Director/Administrator?  
 40. (Down the side) Indicate the average number of visits he makes to your CVAE classroom per semester.

| Unknown | Supt.      | Asst. Supt. | Prin.       | Asst. Prin. | Voc. Dir.   | Voc. Supv.  | Voc. Coun. | Other      |
|---------|------------|-------------|-------------|-------------|-------------|-------------|------------|------------|
| 0       | 6 ( 85.71) |             | 4 ( 5.63)   |             | 10 ( 7.52)  | 5 ( 11.36)  | 2 ( 8.70)  |            |
| 3       | 1 ( 14.29) | 4 ( 25.00)  | 12 ( 16.90) | 2 ( 50.00)  | 28 ( 21.05) | 14 ( 31.82) | 5 ( 21.74) | 1 ( 20.00) |
| 6       | 1 ( 6.25)  | 3 ( 20.00)  | 16 ( 22.54) | 1 ( 25.00)  | 16 ( 12.03) | 7 ( 15.91)  | 2 ( 8.70)  | 1 ( 20.00) |
| 10      | 4 ( 25.00) | 5 ( 33.33)  | 12 ( 16.90) |             | 22 ( 16.54) | 3 ( 6.82)   | 2 ( 8.70)  |            |
| 15      | 4 ( 25.00) | 2 ( 13.33)  | 8 ( 11.27)  |             | 19 ( 14.29) | 6 ( 13.64)  | 2 ( 8.70)  | 1 ( 20.00) |
| 20      | 1 ( 6.25)  |             | 10 ( 14.08) |             | 15 ( 11.28) | 4 ( 9.09)   | 3 ( 13.04) | 1 ( 20.00) |
| 30      |            | 1 ( 6.67)   | 4 ( 5.63)   | 1 ( 25.00)  | 4 ( 3.01)   | 2 ( 4.55)   | 3 ( 13.04) | 1 ( 20.00) |
| 40+     | 2 ( 12.50) | 1 ( 6.67)   | 5 ( 7.04)   |             | 19 ( 14.29) | 3 ( 6.82)   | 4 ( 17.39) |            |

Vocational

39. (Across) Check the title of your immediate CVAE supervisory administrator.

41. (Down) To whom do you go most often for program support?

- |                  |                  |                       |                        |
|------------------|------------------|-----------------------|------------------------|
| 01 (No one)      | 04 (Prin.)       | 07 (Voc. Dir./Adm.)   | 10 (CVAE Teacher Voc.) |
| 02 (Supt.)       | 05 (Ass't Prin.) | 08 (Voc. Area Supv.)  | 11 (CVAE Teacher Aca.) |
| 03 (Ass't Supt.) | 06 (Voc. Coun.)  | 09 (Voc. Local Supv.) | 12 (Other)             |

| Unknown | Supt.       | Ass't Supt. | Prin.       | Ass't Prin. | Voc. Dir.   | Voc. Supv.  | Voc. Coun. | Other      |
|---------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|
| 01      | 1 ( 14.29)  | 1 ( 6.25)   | 1 ( 1.35)   | 3 ( 2.14)   |             |             | 1 ( 4.76)  |            |
| 02      | 11 ( 68.75) |             | 10 ( 13.51) | 1 ( 25.00)  | 1 ( .71)    | 1 ( 2.17)   |            |            |
| 03      |             | 7 ( 43.75)  | 1 ( 1.35)   | 1 ( .71)    | 1 ( .71)    | 1 ( 2.17)   | 1 ( 4.76)  | 1 ( 16.67) |
| 04      | 2 ( 28.57)  | 4 ( 25.00)  | 49 ( 66.22) | 36 ( 25.71) | 17 ( 36.96) | 3 ( 14.29)  |            |            |
| 05      |             | 1 ( 6.25)   | 1 ( 1.35)   | 2 ( 50.00)  | 4 ( 2.86)   | 1 ( 2.17)   | 1 ( 4.76)  |            |
| 06      |             | 1 ( 6.25)   | 1 ( 1.35)   | 13 ( 9.29)  | 4 ( 8.70)   | 13 ( 61.90) |            |            |
| 07      |             | 1 ( 6.25)   | 6 ( 8.11)   | 74 ( 52.86) | 7 ( 15.22)  | 2 ( 33.33)  |            |            |
| 08      |             |             |             |             | 2 ( 4.35)   |             |            |            |
| 09      |             |             |             | 3 ( 2.14)   | 9 ( 19.57)  |             |            |            |
| 10      | 4 ( 57.14)  |             | 1 ( 1.35)   | 3 ( 2.14)   | 1 ( 2.17)   | 1 ( 4.76)   | 1 ( 16.67) |            |
| 11      |             |             | 4 ( 5.41)   | 1 ( .71)    | 1 ( 2.17)   | 1 ( 4.76)   |            |            |
| 12      |             |             | 1 ( 25.00)  | 1 ( .71)    | 2 ( 4.35)   | 2 ( 33.33)  |            |            |

Vocational

47F. (Across) Is the advisory committee a helpful part of your CVAE program?  
 47E. (Down) Give the functions of the advisory committee in your school.

|  | Yes      | No       |
|--|----------|----------|
| Unknown  | 6 1.48   | 16 32.00 |
| Advise students of job opportunities   | 43 10.62 |          |
| Suggest ways to coordinate CVAE with community needs                           | 93 22.96 | 13 26.00 |
| Assist in exposing students to materials and equipment not available in school | 44 10.86 | 1 2.00   |
| Determining training needs   | 59 14.57 | 5 10.00  |
| Instructional requirements   | 24 5.93  |          |
| Recommending instructional materials   | 24 5.93  | 2 4.00   |
| Promoting and publicizing programs   | 35 8.64  | 2 4.00   |
| Reviewing and evaluating programs  | 44 10.86 | 5 10.00  |
| Other. Indicate  | 33 8.15  | 4 8.00   |
|  |          | 2 4.00   |

Vocational

|  | Male      | Female   | Mixed   | Both    |
|--|-----------|----------|---------|---------|
| 55. (Across) What is the composition of your classes?                                      |           |          |         |         |
| 56A. (Down) Should the sexes be separated? Yes. Give reasons why they should be separated. |           |          |         |         |
| Some subject matter is easier to cover   | 20 7.38   | 31 24.80 | 1 12.50 |         |
| Their job interest and skills are different  | 133 49.08 | 37 29.60 | 2 25.00 | 6 66.67 |
| Discipline problems are minimized  | 66 24.35  | 30 24.00 | 37.50   | 3 33.33 |
| They work better separately  | 44 16.24  | 26 20.80 | 25.00   |         |
| Other. Identify  | 8 2.95    | 1 .80    |         |         |

Vocational

55. (Across) What is the composition of your classes?  
 56B. (Down.) No. Give reasons why they should be together.

|  | Male     | Female   | Mixed    | Both    |
|--|----------|----------|----------|---------|
| For normal social development                              | 10 43.48 | 7 31.82  | 62 45.59 | 7 43.75 |
| They work better together                                  | 1 4.35   | 1 4.55   | 27 19.85 | 3 18.75 |
| So CVAE classes will not be different from regular classes | 7 30.43  | 10 45.45 | 45 33.09 | 6 37.50 |
| Other. Identify  | 5 21.74  | 4 18.18  | 2 1.47   |         |

Vocational

67. Do you see a need for more coordination between the academic and vocational phase?  
If yes, how would you prefer to see additional coordination accomplished?

66. Indicate the time you actually spend coordinating academic and vocational subject matter.

| Coordination: Per Week | Per 6 Weeks | Per 6 Weeks | Per 6 Weeks | Need For More Coordination: |    |      |       |      |
|------------------------|-------------|-------------|-------------|-----------------------------|----|------|-------|------|
|                        |             |             |             | Yes                         | No |      |       |      |
| 1-3 hours              | 101         | 29.19       | 16          | 4.62                        | 8  | 2.31 | 34.31 | 4.39 |
| 4-6 hours              | 50          | 14.45       | 4           | 1.15                        | 3  | .86  | 14.07 | 4.69 |
| 7-9 hours              | 14          | 4.04        | 1           | .28                         | 3  | .86  | 4.69  | 1.17 |
| 10-12 hours            | 17          | 4.91        | 1           | .28                         | 3  | .86  | 4.98  | 3.81 |

Comparison of Vocational Questions 13-18 with 19A-19E

Vocational teachers answered the following questions about their CVAE and regular classes.

What is the total number of CVAE students you teach?

How many of them are failing to date?

How many of these failing are in class with regular students?

What percent absenteeism have you had in your CVAE classes this year?

How many CVAE students have you had to send to the office for disciplinary action this year?

Results of the comparison of information relating to regular and CVAE classes.

Absenteeism:

14 teacher (43%) had more absenteeism in CVAE classes, averaging 9.14% more.

4 teachers\* (12%) had less absenteeism in CVAE classes, averaging 4.5% less.

15 teachers (45%) reported absenteeism the same in both classes.

Overall, vocational teachers reported 3.33% more absenteeism in CVAE.

Discipline:

17 teachers (52%) had more discipline problems in CVAE classes, averaging 13.12% more.

4 teachers (12%) had fewer discipline problems in CVAE classes, averaging 4.5% less.

Discipline: (Cont)

12 teachers (36%) reported discipline problems the same in both classes.

Overall, vocational teachers reported 5.48% more discipline problems in CVAE classes.

Suspension:

13 teachers (45%) had more suspensions from CVAE classes, averaging 7.07% more.

4 teachers\* (12%) had fewer suspensions from CVAE classes, averaging 12.75% less.

14 teachers (43%) reported suspensions the same for both classes.

Overall, vocational teachers reported 1.67% more suspensions from CVAE classes.

Failures:

11 teachers (33%) had more failures in CVAE classes, averaging 12% more.

19 teachers (58%) had fewer failures in CVAE classes, averaging 10.26% less.

3 teachers (9%) reported failures the same in both classes

Overall, vocational teachers reported 1.10% fewer failures in CVAE classes.

\*The four teachers reporting fewer absentees, discipline problems, and suspensions are not the same teachers.



CROSS REFERENCES  
FROM  
ACADEMIC QUESTIONNAIRE

- Questions: 17-23 - Absenteeism - CVAE Experience  
17-24 - Absenteeism - Teaching Experience  
39-40 - Vocational Director - Title of Supervisor  
40-41 - Title of Supervisor - Visits  
40-42 - Title of Supervisor - Support  
56-57A - Composition of Classes -  
56-57B - Separation, Yes - No  
65A-66A - Additional CVAE Units  
65A-66B - Grades, Boys & Girls  
68A-67A - Tr. for Coordination -  
67B-67A - Need for Coordination - Interval of Time

Comparison of Questions:

14 & 15 with 2, 4, 5A & B, 8 & 9

14-19 with 20A-20E

Academic

17. What percent absenteeism have you had in your CVAE classes this year?  
 23. How many years have you been teaching CVAE courses?

| Number<br>Teachers: | Teaching Experience: |         |         |         |         |
|---------------------|----------------------|---------|---------|---------|---------|
|                     | 1 Year               | 2 Years | 3 Years | 4 Years | 5 Years |
| 178= 1-10%          | 39%                  | 25%     | 21%     | 07%     | 08%     |
| 51=11-20%           | 47%                  | 20%     | 22%     | 04%     | 08%     |
| 18=21-30%           | 39%                  | 28%     | 11%     | 06%     | 17%     |

Academic

17. What percent absenteeism have you had in your CVAE classes this year?  
 24. Indicate your years of teaching experience before becoming a CVAE teacher.

| Number Teachers: | Teaching Experience: |        |         |           |           |             |             |          |
|------------------|----------------------|--------|---------|-----------|-----------|-------------|-------------|----------|
|                  | None                 | 1 Year | 2 Years | 3-4 Years | 5-9 Years | 10-19 Years | 20-29 Years | 30+Years |
| 183= 1-10%       | 23%                  | 10%    | 11%     | 08%       | 20%       | 16%         | 08%         | 02%      |
| 54=11-20%        | 27%                  | 09%    | 09%     | 16%       | 16%       | 15%         | 06%         |          |
| 17=21-30%        | 24%                  | 06%    | 06%     | 12%       | 12%       | 29%         | 12%         |          |

Academic

39. (Across) Does your school system have a Vocational Director/Administrator?

40. (Down) Check the title of your immediate CVAE supervisory administrator.

|                          | Yes        | No         |
|--------------------------|------------|------------|
| Unknown                  | 18 ( 5.73) | 12 (16.67) |
| Superintendent           | 6 ( 1.91)  | 5 ( 6.94)  |
| Assistant Superintendent | 9 ( 2.87)  |            |
| Principal                | 89 (28.34) | 49 (68.06) |
| Assistant Principal      | 11 ( 3.50) | 4 ( 5.56)  |
| Vocational Director      | 88 (28.03) |            |
| Vocational Supervisor    | 39 (12.42) | 1 ( 1.39)  |
| Vocational Counselor     | 42 (13.38) | 1 ( 1.39)  |
| Other                    | 12 ( 3.82) |            |

Academic

40. (Across) Check the title of your immediate CVAE supervisory administrator.  
 41. (Down) Indicate the average number of visits he makes to your CVAE classroom per semester.

| Unknown | Supt.       | Ass't Supt. | Prin.       | Ass't Prin. | Voc. Dir.  | Voc. Supv.  | Voc. Coun.  | Other       |            |
|---------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|
| 0       | 31 ( 96.88) | 1 ( 11.11)  | 2 ( 22.22)  | 43 ( 31.85) | 5 ( 35.71) | 39 ( 52.70) | 19 ( 52.78) | 13 ( 43.33) | 4 ( 40.00) |
| 3       | 1 ( 3.13)   | 4 ( 44.44)  | 2 ( 22.22)  | 50 ( 37.04) | 3 ( 21.43) | 23 ( 31.08) | 8 ( 22.22)  | 11 ( 36.67) | 2 ( 20.00) |
| 6       | 3 ( 33.33)  | 5 ( 55.56)  | 18 ( 13.33) | 4 ( 28.57)  | 3 ( 4.05)  | 5 ( 13.89)  | 2 ( 6.67)   | 2 ( 20.00)  | 2 ( 20.00) |
| 10      |             |             | 6 ( 4.44)   | 1 ( 7.14)   | 6 ( 8.11)  | 2 ( 5.56)   | 2 ( 6.67)   | 2 ( 20.00)  | 2 ( 20.00) |
| 15      |             |             | 4 ( 2.96)   | 1 ( 7.14)   |            |             |             | 1 ( 3.33)   |            |
| 20      |             |             | 11 ( 8.15)  |             |            | 1 ( 2.78)   |             |             |            |
| 30      |             |             | 1 ( .74)    |             | 1 ( 1.35)  | 1 ( 2.78)   |             |             |            |
| 40+     | 1 ( 11.11)  |             | 2 ( 1.48)   |             | 2 ( 2.70)  |             | 1 ( 3.33)   |             |            |

Academic

40. (Across) Check the title of your immediate CVAE supervisory administrator.  
 42. (Down) To whom do you go most often for support?

- 01 (No one)
- 02 (Supt.)
- 03 (Ass't Supt.)
- 04 (Prin.)
- 05 (Ass't Prin.)
- 06 (Voc. Coun.)
- 07 (Voc. Dir./Adm.)
- 08 (Voc. Area Supv.)
- 09 (Voc. Local Supv.)
- 10 (CVAE Teacher Voc.)
- 11 (CVAE Teacher Aca.)
- 12 (Other)

|    | Unknown     | Supt.      | Ass't Supt. | Prin.       | Ass't Prin. | Voc. Dir.   | Voc. Supv.  | Voc. Coun.  | Other      |
|----|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| 01 | 12 ( 26.67) | 2 ( 11.11) |             | 14 ( 7.33)  |             | 4 ( 3.39)   | 4 ( 7.14)   | 6 ( 13.95)  | 3 ( 15.00) |
| 02 | 1 ( 2.22)   | 6 ( 33.33) |             | 2 ( 1.05)   |             | 1 ( .85)    | 1 ( 1.79)   |             |            |
| 03 |             |            | 1 ( 8.33)   | 1 ( .52)    | 1 ( 3.45)   | 3 ( 2.54)   |             |             |            |
| 04 | 7 ( 15.56)  | 5 ( 27.78) | 5 ( 41.67)  | 88 ( 46.07) | 1 ( 3.45)   | 22 ( 18.64) | 16 ( 28.57) | 9 ( 20.93)  | 4 ( 20.00) |
| 05 | 4 ( 8.89)   |            | 1 ( 8.33)   | 9 ( 4.71)   | 9 ( 31.03)  | 7 ( 5.93)   | 3 ( 5.36)   | 1 ( 2.33)   | 2 ( 10.00) |
| 06 | 3 ( 6.67)   | 1 ( 5.56)  | 1 ( 8.33)   | 12 ( 6.28)  | 1 ( 3.45)   | 17 ( 14.41) | 3 ( 5.36)   | 14 ( 32.56) | 2 ( 10.00) |
| 07 |             |            |             | 8 ( 4.19)   | 2 ( 6.90)   | 23 ( 19.49) | 5 ( 8.93)   | 2 ( 4.65)   | 2 ( 10.00) |
| 08 |             |            |             | 1 ( .52)    |             | 1 ( .85)    |             | 1 ( 2.33)   |            |
| 09 | 1 ( 2.22)   |            |             | 3 ( 1.57)   | 1 ( 3.45)   | 7 ( 5.93)   | 12 ( 21.43) |             | 1 ( 5.00)  |
| 10 | 10 ( 22.22) | 3 ( 16.67) |             | 25 ( 13.09) | 8 ( 27.59)  | 16 ( 13.56) | 6 ( 10.71)  | 3 ( 6.98)   | 4 ( 20.00) |
| 11 | 6 ( 13.33)  | 1 ( 5.56)  | 4 ( 33.33)  | 25 ( 13.09) | 6 ( 20.69)  | 16 ( 13.56) | 5 ( 8.93)   | 6 ( 13.95)  | 2 ( 10.00) |
| 12 | 1 ( 2.22)   |            |             | 3 ( 1.57)   |             | 1 ( .85)    | 1 ( 1.79)   | 1 ( 2.33)   |            |

Academic

|   | Male     | Female  | Mixed    | Both    |
|---|----------|---------|----------|---------|
| 56. (Across) What is the composition of your class?         |          |         |          |         |
| 57A. (Down) Yes. Give reasons why they should be separated. |          |         |          |         |
| Some subject matter is easier to cover                      | 17 12.50 | 4 22.22 | 15 22.39 | 1 4.76  |
| Their job interest and skills are different                 | 51 37.50 | 7 38.89 | 23 34.33 | 7 33.33 |
| Discipline problems are minimized                           | 35 25.74 | 6 33.33 | 18 26.87 | 7 33.33 |
| They work better separately                                 | 29 21.32 | 1 5.56  | 10 14.93 | 2 9.52  |
| Other. Identify   | 4 2.94   |         | 1 1.49   | 4 19.05 |

Academic

56. (Across) What is the composition of your classes?  
 57B. (Down) Should the sexes be separated? No. Give reasons why they should be together.

|  |    |       |   |       |     |       |    |       |
|--|----|-------|---|-------|-----|-------|----|-------|
| For normal social development                              | 24 | 48.98 | 3 | 42.86 | 188 | 50.40 | 20 | 45.45 |
| They work better together                                  | 8  | 16.33 | 2 | 28.57 | 73  | 19.57 | 9  | 20.45 |
| So CVAE classes will not be different from regular classes | 17 | 34.69 | 2 | 28.57 | 111 | 29.76 | 14 | 31.82 |
| Other. Identify  |    |       |   |       | 1   | .27   | 1  | 2.27  |



Academic

68. Do you see a need for more coordination between academic and vocational subject matter?  
If yes, how would you prefer to see additional coordination accomplished?

67. Indicate the time you actually spend coordinating academic and vocational subject matter.

| Coordination: Per Week | Per 6 Weeks |           | Per Semester |           | Need for More Coordination: |      |
|------------------------|-------------|-----------|--------------|-----------|-----------------------------|------|
|                        | 1-4 hrs     | 20 (4.97) | 1-3 hrs      | 14 (3.48) | Yes                         | No   |
| None 88 (21.89)        |             |           |              |           |                             |      |
| 1-3 hrs 90 (22.38)     |             |           |              |           | 27.36                       | 5.47 |
| 4-6 hrs 50 (12.43)     |             |           |              |           | 10.69                       | 3.98 |
| 7-9 hrs 11 ( 2.73)     |             |           | 7-12 hrs     | 10 (2.48) | 2.23                        | 0.74 |
| 10-12 hrs 15 ( 3.73)   |             |           |              |           | 3.73                        | 2.48 |

## Comparison of Academic Questions 14-19 with 20A-20E

Academic teachers answered the following questions about their CVAE and regular classes.

What is the total number of CVAE students you teach?

How many of them are failing to date?

How many of these failing are in class with regular students?

What percent absenteeism have you had in your CVAE classes this year?

How many CVAE students have you had to send to the office for disciplinary action this year?

Results of the comparison of information relating to regular and CVAE classes.

### Absenteeism:

134 teachers (42%) had more absenteeism in CVAE classes, averaging 9.76% more.

44 teachers (14%) had less absenteeism in CVAE classes, averaging 4.72% less.

140 teachers (44%) reported absenteeism the same in both classes.

Overall, academic teachers reported 3.46% more absenteeism in CVAE.

### Discipline:

141 teachers (44%) had more discipline problems in CVAE classes, averaging 12.15% more.

75 teachers (24%) had fewer discipline problems in CVAE classes, averaging 4.64% less.

**Discipline:(Cont)**

102 teachers (32%) reported discipline problems the same in both classes.

Overall, academic teachers reported 4.29% more discipline problems in CVAE classes.

**Suspension:**

97 teachers (30%) had more suspensions from CVAE classes, averaging 7.56% more.

53 teachers (17%) had fewer suspensions from CVAE classes, averaging 4.87% less.

168 teachers (53%) reported suspensions the same for both classes.

Overall, academic teachers reported 1.49% more suspensions from CVAE classes.

**Failures:**

123 teachers (38%) had more failures in CVAE classes, averaging 11.58% more.

142 teachers (45%) had fewer failures in CVAE classes, averaging 8.23% less.

53 teachers (9%) reported failures the same in both classes.

Overall, academic teachers reported 0.83% fewer failures in CVAE classes.

Academic Analysis of Questions 14 and 15 with Questions 2, 4, 5 A & B, 8 & 9

No Failures - 24 Questionnaires

| Subject        | Grade Level | CVAE    | Reg. & CVAE | 20 + Stu. | School   |      |           |       |          |               |
|----------------|-------------|---------|-------------|-----------|----------|------|-----------|-------|----------|---------------|
| English        | 5 (20.8)    | None    | 11 (45.8)   | One       | 7 (29.2) | 0    | 18 (75.0) | 0     | 9 (37.5) | Elem. 1       |
| Math           | 6 (25.0)    | All     | 6 (25.0)    | Two       | 9 (37.5) | All  | 5 (20.8)  | All   | 6 (25.0) | Jr. 13 (54.2) |
| Social Studies | 2 ( 8.3)    | Partial | 4 (16.7)    | Three     | 4 (16.7) | Five | 1         | One   | 1 (12.5) | Mid. 2 ( 8.3) |
|                | Blank       | Blank   | 1           | Four      | 2        | E24  |           | Two   | 1        | Sr. 7 (29.2)  |
| Science        | 5 (20.8)    | Voc     | 2 2         | Five      | 1        |      |           | Three | 1        | Jr. Hi. 1     |
| Other          | 6 (25.0)    | ?       |             | ?         |          |      |           | ?     | 5 (20.8) |               |
|                |             |         |             |           |          |      |           |       |          | Blank 1       |

20% or Less Failures - 46 Questionnaires

| Subject        | Grade Level | CVAE    | Reg. & CVAE | 20 + Stu. | School    |     |           |       |           |               |
|----------------|-------------|---------|-------------|-----------|-----------|-----|-----------|-------|-----------|---------------|
| English        | 13 (28.3)   | 0       | 18 (39.1)   | One       | 12 (26.1) | 0   | 35 (76.1) | 0     | 25 (54.3) | Jr. 16 (44.4) |
| Math           | 12 (26.1)   | All     | 16 (34.8)   | Two       | 18        | All | 9 (19.6)  | All   | 10 (21.7) | M 1 ( 2.8)    |
| Social Studies | 8 (17.4)    | Partial | 8 (17.4)    | Three     | 6 (71.8)  | One | 1 ( 4.3)  | One   | 5 (17.4)  | Sr. 19 (52.8) |
|                | Voc.        | 8       |             | Four      | 2         | Two | 1         | Two   | 2         |               |
| Science        | 5 (10.9)    | Blank   | 1           | Five      | 7         | E46 |           | Three | 1         |               |
| Other          | 8 (17.4)    | Blank   | 1           | Blank     | 1         |     |           | Blank | 3         |               |
|                |             |         |             |           |           |     |           | ?     | 1         |               |

More Than 20% Failures - 60 Questionnaires

| Subject        | Grade Level | CVAE  | Reg. & CVAE | 20 + Stu. | School    |      |           |        |           |               |
|----------------|-------------|-------|-------------|-----------|-----------|------|-----------|--------|-----------|---------------|
| English        | 21 (32.2)   | None  | 30 (50.0)   | One       | 32 (57.1) | 0    | 34 (58.6) | 0      | 29 (48.3) | Jr. 15 (30.6) |
| Math           | 15 (25.4)   | All   | 23 (38.3)   | Two       | 7         | All  | 14 (24.1) | All    | 24 (40.0) | Mid. 6 (12.2) |
| Social Studies | 11 (18.6)   | One   | 3 (11.7)    | Three     | 3         | Two  | 1         | 3 of 4 | 1         | Sr. 28 (57.1) |
|                | Two         | 3     |             | Four      | 4 (10.3)  | Four | 3         | Four   | 1         |               |
| Science        | 7 (11.8)    | Three | 1           | Five      | 2         | Six  | 1         | Team   | 2         |               |
| Other          | 5 ( 8.5)    | Team  | 1           | Team      | 1         | Team | 1         | ?      | 2         |               |
|                |             | All   | 4 ( 7.1)    | Blank     | 1         | ?    | 3         | Blank  | 1         |               |
|                |             | None  | 2           | Blank     | 1         |      |           |        |           |               |
|                |             | Blank | 2           |           |           |      |           |        |           |               |

RECOMMENDED ADDITIONAL CVAE UNITS

Vocational Teacher Recommendations: Questions 64A-65A, 64A-65B

| Boys:                          | Grade | None<br>No. Tea. | Indus.<br>No. Tea. | Hm.<br>No. Tea. | VOE<br>No. Tea. | Ag.<br>No. Tea. | Coop.<br>No. Tea. |
|--------------------------------|-------|------------------|--------------------|-----------------|-----------------|-----------------|-------------------|
| 141                            |       |                  |                    |                 |                 |                 |                   |
| 53.40%                         | 7-8   | 6                | 38                 | 6               | 1               | 1               | 2                 |
|                                | 9-10  | 8                | 27                 | 6               | 2               | 1               | 2                 |
|                                | 11-12 | 1                | 18                 | 4               | 1               | 2               | 15                |
|                                |       | 15               | 83                 | 16              | 4               | 4               | 19                |
| Girls:                         | Grade | None<br>No. Tea. | Indus.<br>No. Tea. | Hm.<br>No. Tea. | VOE<br>No. Tea. | Ag.<br>No. Tea. | Coop.<br>No. Tea. |
| 123                            | 7-8   | 5                | 29                 | 13              | 2               | 0               | 1                 |
| 46.59%                         | 9-10  | 6                | 15                 | 14              | 3               | 0               | 3                 |
|                                | 11-12 | 3                | 12                 | 5               | 0               | 0               | 12                |
|                                |       | 14               | 56                 | 32              | 5               | 0               | 16                |
| Total<br>Boys<br>and<br>Girls: |       | 29               | 139                | 48              | 9               | 4               | 35                |
|                                |       | 10.98%           | 52.65%             | 18.18%          | 3.40%           | 1.51%           | 13.25%            |

Academic Teacher Recommendations: Questions 65A-66A, 65A-66B

| Boys:                          | Grade | None<br>No. Tea. | Indus.<br>No. Tea. | Hm.<br>No. Tea. | VOE<br>No. Tea. | Ag.<br>No. Tea. | Coop.<br>No. Tea. |
|--------------------------------|-------|------------------|--------------------|-----------------|-----------------|-----------------|-------------------|
| 106                            |       |                  |                    |                 |                 |                 |                   |
| 43.18%                         | 7-8   | 8                | 33                 | 9               | 2               | 0               | 0                 |
|                                | 9-10  | 5                | 15                 | 8               | 4               | 3               | 5                 |
|                                | 11-12 | 1                | 4                  | 4               | 2               | 0               | 3                 |
|                                |       | 14               | 52                 | 21              | 8               | 3               | 8                 |
| Girls:                         | Grade | None<br>No. Tea. | Indus.<br>No. Tea. | Hm.<br>No. Tea. | VOE<br>No. Tea. | Ag.<br>No. Tea. | Coop.<br>No. Tea. |
| 114                            |       |                  |                    |                 |                 |                 |                   |
| 51.81%                         | 7-8   | 9                | 28                 | 21              | 1               | 1               | 0                 |
|                                | 9-10  | 6                | 13                 | 13              | 3               | 2               | 4                 |
|                                | 11-12 | 1                | 5                  | 3               | 1               | 0               | 3                 |
|                                |       | 16               | 46                 | 37              | 5               | 3               | 7                 |
| Total<br>Boys<br>and<br>Girls: |       | 30               | 98                 | 58              | 13              | 6               | 15                |
|                                |       | 13.63%           | 44.54%             | 26.36%          | 5.90%           | 2.75%           | 6.81%             |

### High Absenteeism and High Discipline

| CVAE Failure | Absenteeism % of Diff. | Discipline Problems % of Diff. | Suspension % of Diff. | Failure % of Diff. |
|--------------|------------------------|--------------------------------|-----------------------|--------------------|
| 50           | 20                     | 23+23                          | 0                     | +20                |
| 27           | 30                     | 36+3                           | 18+16                 | +14                |
| 32           | 40+25                  | 16+9                           | -3-4                  | +9                 |
| 16           | 20+15                  | 27+25                          | 0                     | +9                 |
| 38           | 50+20                  | 23+13                          | -0-2                  | +18                |
| 46           | 40+25                  | 20+18                          | 6+4                   | +31                |
| 9            | 30+20                  | 23+23                          | 0                     | +9                 |
| 6            | 25+5                   | 33+33                          | 33+33                 | +6                 |
| 31           | 50+45                  | 22+16                          | 0                     | +11                |
| 7            | 25+25                  | 42+37                          | 0                     | +2                 |

### No CVAE Failures

| CVAE Failure | Absenteeism % of Diff. | Discipline Problems % of Diff. | Suspension % of Diff. | Failure % of Diff. |
|--------------|------------------------|--------------------------------|-----------------------|--------------------|
| 0            | 20+18                  | 21+20                          | 7+7                   | 0                  |
| 0            | 30+25                  | -1                             | -4                    | -3                 |
| 0            | 0                      | 28+25                          | 0-4                   | 0                  |
| 0            | 5                      | 56+29                          | 13+11                 | -17                |
| 0            | 5+3                    | 29+23                          | 11+11                 | -10                |
| 0            | 25+20                  | 5+1                            | 10+8                  | -15                |
| 0            | 25+25                  | 0                              | 0                     | -3                 |
| 0            | 25+25                  | -0-8                           | 8+4                   | -24                |
| 0            | 0                      | 25+21                          | 0                     | 0                  |
| 0            | 0                      | 40+40                          | 0                     | 0                  |
| 0            | 71+63                  | 28+20                          | 7+7                   | -5                 |
| 0            | 10+5                   | 39+39                          | 0                     | 0                  |
| 0            | 5                      | 33+19                          | 9+7                   | -28                |
| 0            | 25+20                  | 0                              | 0-10                  | -10                |
| 0            | 5+4                    | 23+23                          | 0                     | 0                  |

### High Absenteeism

| CVAE Failure | Absenteeism % of Diff. | Discipline Problems % of Diff. | Suspension % of Diff. | Failure % of Diff. |
|--------------|------------------------|--------------------------------|-----------------------|--------------------|
| 30           | 40+28                  | 0                              | 30+22                 | +18                |
| 16           | 40+30                  | 5+5                            | 13+14                 | +8                 |
| 2            | 40+40                  | 3                              | -0-1                  | -8                 |
| 20           | 30+25                  | 3+3                            | 10+2                  | +20                |
| 15           | 30+20                  | 5+5                            | 21+9                  | 0                  |
| 18           | 26+26                  | 14+14                          | 11+11                 | +14                |
| 46           | 39+29                  | 15+3                           | -3-9                  | +16                |
| 7            | 30+25                  | -5-5                           | 14+14                 | +7                 |
| 10           | 50+20                  | -0-7                           | 4+4                   | -1                 |
| 12           | 20+20                  | 4+4                            | 0                     | +12                |

### High Discipline Problems

| CVAE Failure | Absenteeism % of Diff. | Discipline Problems % of Diff. | Suspension % of Diff. | Failure % of Diff. |
|--------------|------------------------|--------------------------------|-----------------------|--------------------|
| 34           | -                      | 40+40                          | 0                     | +34                |
| 46           | 5+2                    | 61+55                          | 0                     | +42                |
| 14           | 5+2                    | 21+19                          | 0                     | +1                 |
| 7            | -5                     | 76+50                          | 26+11                 | -1                 |
| 23           | 11+7                   | 23+21                          | 0                     | +8                 |
| 10           | 15+10                  | 30+26                          | 0                     | -5                 |
| 17           | 0                      | 29+27                          | 0                     | +10                |
| 45           | 0                      | 30+19                          | 0                     | +25                |
| 38           | 0+3                    | 23+23                          | 7+7                   | +13                |