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ABSTRACT

The report describes the accomplishments of the Career Opportunities Program (COP) from its initiation through March 1, 1975. The program trained individuals from low-income backgrounds for new careers in schools serving children from low-income families. Based on data from 36 of 132 projects (27.8 percent), the report, in four major sections, focuses on overall characteristics of program process development and indicates the extent to which individuals participated in and benefited from the program. Section 1 presents an overall view of the participants, participant accomplishments, and other participating elements. Section 2 is a description of the extent to which major COP processes (Career Lattice, Work Study, COP Council, and Recruitment) have been developed. The summary tables and text of section 2 present each process, the development objectives associated with each process, performance objectives relating to each development objective, and the performance criteria/measurements employed to assess the extent to which performance objectives were attained. Section 3 is a composite analysis of the cost-benefit of the program. Section 4 (179 pages) contains the data and information employed in compiling the report. (Author/MS)

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SUMMARY AND DETAIL REPORT OF CAREER OPPORTUNITIES PROGRAM DEVELOPMENT AND IMPLEMENTATION

SEPTEMBER 1975

PREPARED FOR:

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IN TEACHER EDUCATION

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SUMMARY

This report describes the accomplishments of the Career Opportunities Program from its initiation through March 1, 1975. The report focuses on the overall characteristics of the Career Opportunities Program process development and indicates the extent to which individuals both participated in the program and benefited from their participation. The report contains four major sections. Section I presents an overall view of the participants, participant accomplishments, and other participating elements. Section II presents a description of the extent to which the major COP processes have been developed. The format of Section II presents each COP process, the development objectives associated with each process, the performance objectives relating to each development objective, and the performance criteria/measurements employed to assess the extent to which the performance objectives were attained. Section III presents a composite analysis of the cost-benefit of the program. Section IV contains the data and information employed in compiling the report. Such information can be used in the examination of numerous detailed aspects of the Career Opportunities Program.

METHODOLOGY

The results contained in this report are based on an analysis of data and information submitted by thirty-six of one-hundred thirty-two projects (27.8%). Initial intent was to base the report on a 100% sample, but the degree of project response and

timeliness of response negated this condition. In the assessment of COP process development, data and information supplied by thirty-four projects was employed.

The characteristics of projects submitting information by May 18, 1975, were reviewed and the population used in formulating this report was selected as representing the many environments in which the program operated. Factors considered were size of project, environment (metropolitan, large urban, small urban, rural), variations in the number of school districts participating, ethnic composition, and geographic location.

The results in terms of participants and participant accomplishments were based on a 20% sampling of the participant data responses submitted by the projects by May 18, 1975. The volume of data and rigidity of analytical techniques render it impossible to base results on a 100% sampling without automated data processing. The twenty percent sample of responses was deemed necessary to ensure the incorporation of project locations representing the environments in which the program was implemented. Participant data employed in formulating this report was selected by project location. This decision was made instead of a decision to randomly select participant data from all projects to allow or enable future analyses of participant accomplishments with respect to the degree various projects achieved the objectives associated with COP process development.

SECTION I

Participant Characteristics and Accomplishments

GENERAL PROGRAM OVERVIEW

As of March 1, 1975, 28.5% of all participants enrolled in the Career Opportunities Program have graduated, 34.1% are continuing, and 37.4% have neither graduated nor are continuing.

A profile of participants is as follows:

90% were of low-income backgrounds

93.4% were residents of low-income communities at the time of enrollment

9.9% were veterans

21.5% were males

78.5% were females

50.7% were Black

25.4% were White

12.4% were Chicano

4.3% were Puerto Rican

5.3% were American Indian

2.0% were of an ethnic group other than the above or of undefined ethnic group

24.2% were considered to be "High Risk" participants

7.1% were between 19 and 24 years of age

36.3% were between 25 and 34 years of age

28.8% were between 35 and 44 years of age

17.3% were between 45 and 59 years of age

1.1% were 60 years of age or older

The age of 9.4% of the participants was not reported.

GRADUATE SUMMARY

As of March 1, 1975, 28.5% of all participants enrolled in COP had graduated.

A profile of the graduates is as follows:

88.6% were of low-income backgrounds

95.3% were residents of low-income communities at the time of enrollment

15% were veterans

22.6% were males

77.4% were females

51.6% were Black

31.7% were White

11.4% were Chicano

4.1% were Puerto Rican

0.6% were American Indian

0.6% were of an ethnic group other than the above or of undefined ethnic group.

9.1% were considered to be "High Risk" participants

3.2% were between 19 and 24 years of age

36.4% were between 25 and 34 years of age

29.9% were between 35 and 44 years of age

24.0% were between 45 and 59 years of age

0.9% were 60 years of age or older

The age of 5.6% of the graduates was not reported.

Graduates had earned 47.2% of all credit hours earned by all participants enrolled in COP as of March 1, 1975. Graduated participants earned an average of 100.4 semester hours of credit each while enrolled in the Career Opportunities Program.

Of the graduates, 60.1% were employed in low-income schools; 7.0% were employed in other than low-income schools; 0.6% pursued higher education; 7.3% were employed in other school systems; 7.3% were employed in non-teaching roles within the school system; 2.6% were known to be employed in fields other than education.

Of the remaining 14.9%, 3.8% were not employed for personal reasons and the employment status of 11.1% was unknown.

CONTINUING PARTICIPANT SUMMARY

As of March 1, 1975, 34.1% of all participants enrolled in the Career Opportunities Program were continuing in the program.

A profile of the continuing participants is as follows:

- 90.5% are of low-income backgrounds
- 93.4% are residents of low-income communities at the time of enrollment
- 8.1% are veterans
- 20.8% are males
- 79.2% are females
- 46.9% are Black

23.5% are White

13.9% are Chicano

3.9% are Puerto Rican

11.0% are American Indian

0.7% are of an ethnic group other than the above or are of an unidentified ethnic group

32.3% are considered to be "High Risk" participants

9.1% are between 19 and 24 years of age

35.7% are between 25 and 34 years of age

29.1% are between 35 and 44 years of age

14.4% are between 45 and 59 years of age

1.2% are 60 years of age or older

The age of 10.5% of the continuing participants was not reported.

As of March 1, 1975, continuing participants had earned 38.4% of all credit hours earned by all participants enrolled in COP. Continuing participants had earned an average of 72.8 semester hours of credit per participant while enrolled in the program.

SUMMARY OF PARTICIPANTS NOT CONTINUING AND NOT GRADUATED

As of March 1, 1975, 37.5% of all participants enrolled in the Career Opportunities Program were neither continuing nor graduated.

A profile of these participants is as follows:

90.6% were of low-income background

92.0% were residents of low-income communities at the time of enrollment

7.8% were veterans

21.2% were males

78.8% were females

53.3% were Black

22.3% were White

11.6% were Chicano

4.9% were Puerto Rican

3.6% were American Indian

4.2% were of an ethnic group other than the above or of undefined ethnic group

28.3% were considered to be "High Risk" participants

8.3% were between 19 and 24 years of age

36.8% were between 25 and 34 years of age

27.7% were between 35 and 44 years of age

14.7% were between 45 and 59 years of age

1.1% were 60 years of age or older

The age of 11.4% of participants not continuing and not graduated was not reported.

Participants who are not continuing and not graduated, earned only 17.4% of hours of credit earned by all participants enrolled in the Career Opportunities Program. These participants earned an average of 30.1 semester hours of credit per participant while enrolled in the program.

The participants indicated the following reasons for leaving the program:

3.2% left to become full time students in Teacher Corp
8.1% left to become full time students in other education programs
1.8% left for full time employment in education
7.8% left for full time employment in non-education fields
0% left because of insufficient LEA funds
1.9% left due to unavailability of child care
4.6% left because of pregnancy
11.3% left because of health problems
13.4% moved from the project location
0.4% left because of language problems
5.8% left because of personal financial problems
1.1% are deceased
1.1% joined the military
1.1% were married and chose not to continue
19.1% left because of scholastic problems
1.8% left because they were needed at home
2.1% left because they required greater incomes
10.6% left because of other personal problems
4.9% left for other reasons

CHARACTERISTICS OF WORK-STUDY ELEMENTS

One hundred percent of the projects reported participation by elementary schools. The number of participating elementary schools ranged from 2 to 99. The average number of participating elementary schools was 22.2 per project. The median number

of elementary schools participating in the program was 20. Elementary schools comprised 77.1% of the educational settings participating in the program. The number of hours per week that participants worked in elementary schools ranged from 10 to 40 hours per week. The median hours per week worked by participants in elementary schools was 35. The overall ratio of participants to team leaders in elementary schools was 6.3 to 1. The overall ratio of participants to cooperating teachers in elementary schools was 0.8 to 1. Participant paid release time in elementary schools ranged from 0 to 20 hours per week. The percentage of participating elementary schools granting six hours or more paid release time to participants was 68.6%. The median hours of paid release time granted participants by elementary schools was 10 hours per week.

Of all projects participating in the Career Opportunities Program, 33-1/3% reported participation of middle schools. The number of participating middle schools ranged from 1 to 24. The average number of middle schools participating in these projects was 5.7 per project. The median number of middle schools participating in these projects was 2. Middle schools comprised 6.6% of the educational settings participating in the program. The number of hours per week that participants worked in middle schools ranged from 10 to 40 hours per week. The median hours per week worked by participants in middle schools was 35. The overall ratio of participants to team

leaders in middle schools was 2.6 to 1. The overall ratio of participants to cooperating teachers in middle schools was 0.7 to 1. Participants' paid release time in middle schools ranged from 0 to 20 hours per week. The percentage of participating middle schools granting six hours or more paid release time to participants was 52.4%. The median hours of paid release time granted participants by middle schools was 10 hours per week.

Of all projects participating in the Career Opportunities Program, 69.7% reported participation of junior high and high schools. The number of participating junior high and high schools ranged from 1 to 15. The average number of junior high and high schools participating in these projects was 4.8 per project. The median number of junior high and high schools participating in these projects was 3. Junior high and high schools comprised 15% of the educational settings participating in the program. The number of hours per week that participants worked in junior high and high schools ranged from 10 to 40 hours per week. The median hours per week worked by participants in junior high and high schools was 35. The overall ratio of participants to team leaders in junior high and high schools was 7.4 to 1. The overall ratio of participants to cooperating teachers in junior high and high schools was 0.8 to 1. Participants' paid release time in junior high and high schools ranged from 0 to 20 hours per week. The percentage of junior high and high schools granting six hours or more paid release time to participants was 57.3%.

The median hours of paid release time granted participants by junior high and high schools was 10 hours per week.

Of all projects participating in the Career Opportunities Program, 6.1% reported participation of educational settings other than elementary schools, middle schools, junior high and high schools. The number of other educational settings participating in projects ranged from 1 to 10. The average number of other educational settings participating in these projects was 4. Other educational settings comprised 6.1% of all educational settings participating in the program. The number of hours per week that participants worked in other educational settings ranged from 20 to 40 hours per week. The median hours per week worked by participants in other educational settings was 40. The overall ratio of participants to team leaders in other educational settings was 32 to 1. The overall ratio of participants to cooperating teachers in other educational settings was 1.6 to 1. Participants' paid release time in other educational settings ranged from 0 to 20 hours per week. The percentage of other educational granting six hours or more paid release time to participants was 31.1%. The median hours of paid release time granted participants by other educational settings was 5 hours per week.

As of March 1975, eighty-three Institutions of Higher Education were participating in the thirty-four projects. Comparing the participation in March 1975 with that of September 1972, the following is derived:

- Four projects (11.8%) reduced the number of participating IHE's by a total of five. Therefore, 6.9% of the IHE's participating in the program as of September 1972 were not participating as of March 1, 1975.
- Nine projects (26.5%) increased the number of participating IHE's by a total of sixteen. Therefore, 22.2% of the IHE's participating in March of 1975 had not been participating in the program as of September 1972.
- The number of participating IHE's increased by 15.3%.
- 61.8% of the projects experienced no change in IHE participation during this period.
- As of March, 1975, 20.5% of the IHE's participating in the program were two year institutions.
- The average number of IHE's participating in the projects was 2.4.
- The median number of IHE's participating in the projects was 2.

SECTION II

Report on COP Process Development

This Section of the report focuses upon an overall identification of the extent to which certain processes were developed by COP projects. The processes of concern have been identified as:

- The Career Lattice Process
- The Work Study Process
- The Recruitment Process
- The COP Council Process

To place the conclusions and statements of this report in proper perspective, two program management decisions must be clearly understood. First, the Career Opportunities Program, although classified as a demonstration program, was, in fact, a development and demonstration program. Further, it was a program that allowed the individual projects great latitude in determining the individual accomplishments of their individual efforts. Second, the U. S. Office of Education COP Program Staff elected to define the characteristics of a model COP project. The model described in detail (1) major "desired outcomes" or "objectives" relating to each COP process; (2) specific quantitative criteria and measures that would be used to determine the extent to which each objective was attained. Data was periodically solicited from the COP projects, applied to the "national model", and the analytical results were then transmitted to the COP Project Directors. Understandably, the Project Directors had various

negative reactions to the reports. They appeared to exist in a management dichotomy - developmental freedom and constraint. In actuality, however, the U. S. Office of Education COP Program Staff was offering developmental guidance by identifying to the COP projects specific areas where their respective projects could be enhanced. At the same time, they had formulated a basis upon which two determinations could be made. First, it is possible to determine the extent to which the desired yet not required performance parameters were achieved through the initiative of COP Project Staffs. Second, it is possible to more clearly identify more realistic performance parameters as well as developmental objectives requiring more concentrated attention in future programs.

CAREER LATTICE PROCESS

In developing and implementing the career lattice process, the attainment of five developmental objectives was desired. These included:

- Increasing Cooperative Relationships Among Related Programs, Agencies, and Institutions
- Placing Low-Income People In Careers In Schools Serving Children from Low-Income Families
- Providing New Educational Positions with Differentiated Entry Levels

- Involving COP Participants in the Planning of Training Programs
- Defining Completion Requirements for Each Level of the Career Lattice Through Certification

The following summary tables and text describe the attainment of these objectives and significant results achieved during their attainment.

FIGURE 1

Career Lattice Process

Development Objective No.1: Increase Cooperative Relationships Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Incorporate career lattice in LEA manning tables</p>	<p>Definition of educational needs of children in participating LEA schools</p>	<p>91.2%</p>	
<p>Develop career lattice pertinent to needs of school in addressing needs of children</p>	<p>Define fields-of-work of career lattice</p>	<p>96.9%</p>	
	<p>Direct relationship between career lattice fields-of-work and defined needs of children</p>	<p>100%</p>	
	<p>Define paraprofessional classifications of the career lattice</p>	<p>50%</p>	
	<p>Identification of the number of personnel required by LEA and in each field-of-work and personnel classification</p>	<p>100%</p>	
	<p>Means of modifying the career lattice to be responsive to changing educational needs of children</p>	<p>93.9%</p>	
<p>Develop agreements indicating concurrence of the IHE regarding the career lattice</p>	<p>Joint agreement between COP project staff and participating IHE's concerning the selection of academic courses for participants</p>	<p>50%</p>	<p>With 61.6% of all participating IHE's</p>

Career Lattice Process

Development Objective No.1: Increase Cooperative Relationships Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
	<p>Agreement of IHE's to enroll COP participants in special courses devised solely for COP participants</p>	55.9%	<p>Agreement by 73.2% of the IHE's in 55.9% of the projects Agreement by 41.7% of all participating IHE's. 83.3% of the IHE's developing such courses, conducted two or more such courses.</p>
	<p>Practicum credit desired to be one-third of participants' total credit</p>	0%	<p>Range from 0.5% to 16.2%. Median for projects is 7.75%. Percent of credit earned for practicum by all continuing to participants with respect to all credits earned by these participants while in COP is 6.9%.</p>
	<p>Assignment by participating IHE's of faculty members to work with COP participants in the LEA setting</p>	85.3%	<p>Agreement by 70.6% of the IHE's in 85.3% of the projects Agreement by 57.8% of all participating IHE's.</p>
	<p>Agreement by participating IHE's of faculty members to work with LEA teachers responsible for COP participants</p>	64.7%	<p>Agreement by 77.1% of the IHE's in 64.7% of the projects Agreement by 44.6% of all participating IHE's.</p>
	<p>Agreement of participating IHE's to teach COP participants in the LEA setting as well as the IHE.</p>	67.7%	<p>Courses delivered by 80.7% of the IHE's in 67.6% of the projects.</p>

Career Lattice Process

Development Objective No.1: Increase Cooperative Relationships Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Develop agreements indicating concurrence of the State Education Agency (SEA) regarding the career lattice</p>	<p>Definition of completion requirements and associated hours of credit for all positions of the career lattice</p> <p>Definition of practicum completion requirements and associated hours of credit for all positions of the career lattice</p> <p>Certification of paraprofessional positions on the career lattice. Seventy-five percent of the positions is the desired goal</p>	<p>97.1%</p> <p>88.2%</p> <p>40%</p>	<p>41.3% of IHE's delivering such courses offered six or more courses. At least one such course was offered by 55.4% of all participating IHE's.</p> <p>100% of the projects defined at least the practicum completion requirement.</p> <p>84% of the projects indicate that certification is possible within twenty percent or more of the steps on the paraprofessional career lattice.</p>

Incorporation of Career Lattice in LEA Manning Tables

The most meaningful indication of acceptance of the paraprofessional career lattice by the LEA is the incorporation of the career lattice positions in the LEA Personnel Salary Schedules. Thirty-one of thirty-four projects (91.2%) responded that participating school districts have included various steps for the COP paraprofessional in their Personnel Salary Schedules.

Develop Career Lattice Pertinent to Needs of Schools In Addressing Needs of Children

The following performance criteria/measurements comprise development activities considered essential in formulating a career lattice that is responsive to the needs of LEA's in continually addressing the needs of children. The educational needs of the children should be defined and, based upon the needs and extent of needs, career lattice fields-of-work and paraprofessional classifications should be derived. Consideration by the school districts should then be given to determining the number of personnel required in each field of work and personnel classification to adequately address the educational needs of children. Finally, irrespective of whether or not the career lattice was structured as a result of an analysis of LEA needs in addressing the educational needs of children, there should exist provision for modifying the career lattice in order that it be responsive to changing educational needs of

the children. The cumulative effect of such development activities is to derive an organizational structure of personnel and capabilities that is responsive to the needs of children.

Definition of the Educational Needs of Children in Participating Schools - In developing the career lattice, it was considered important that the educational needs of the children be considered. Thirty-one of thirty-two projects (96.9%) reported that the LEA's were involved in identifying specific needs of children to be considered in structuring the career lattice. Twenty-four of thirty-one projects (77.4%) reported that participating IHE's were so involved. Twenty-eight of thirty-two projects (87.5%) reported that the COP project staff was so involved. Twenty-one of thirty-two projects (65.6%) reported all three organizations involved in the identification of specific needs of children to be considered in structuring the career lattice.

Define Fields-of-Work of the Career Lattice - All projects (100%) have defined career lattice fields-of-work.

Direct Relationship Between Career Lattice Fields-of-Work and Defined Needs of Children - Fourteen of twenty-nine projects (48.3%) reported that the needs of children formulated the basis for identifying the fields of work contained in the career lattice. Further, fourteen of twenty-eight projects (50%) reported that their career lattices contained fields of work corresponding to all defined categories of major needs of the children. Eleven of twenty-nine projects (37.9%) incorporated both of these

aspects in their career lattices and eleven of twenty-nine projects (37.9%) incorporated neither.

Define Paraprofessional Personnel Classifications of the Career Lattice - All projects (100%) have defined career lattice personnel classifications.

Identification of the Number of Personnel Required by LEA In Each Field-of-Work and Personnel Classification - Twenty-seven of thirty-three projects (81.8%) responded that in arriving at the classifications of personnel comprising the vertical axis of the career lattice, the types of educational personnel currently required were determined. Thirty of thirty-three projects (90.9%) responded that the number of educational personnel currently required was determined. Twenty-four of thirty-three projects (77.4%) responded that in arriving at the classifications comprising the vertical axis of the career lattice, the types of educational personnel anticipated to be required over a five year period was determined. Twenty of thirty-three projects (60.6%) responded that the number of educational personnel anticipated to be required over a five year period was determined.

Thirty-one of these thirty-three projects (93.9%) based the personnel classifications that were incorporated into the project career lattices upon some element of current and future need.

Means of Modifying the Career Lattice To Be Responsive To Changing Educational Needs of Children - Seventeen of the

thirty-four projects (50%) reported that there exists a means of modifying the career lattice in terms of the educational needs of children served by COP participants.

Develop Agreements Indicating Concurrence of the IHE Regarding the Career Lattice

The mere existence of a career lattice structure for paraprofessionals does not assure the development and employment of paraprofessionals who can assist the LEA's in meeting the educational needs of low-income children. Paraprofessionals employed in the various positions of the career lattice should be given the opportunity to obtain the education and training essential to their fulfillment of their roles relating to the education of children. One premise of the Career Opportunities Program is that COP participants themselves possess unique knowledge and experience derived from their own low-income backgrounds. Such knowledge and experience should be formally acknowledged and recognized by participating IHE's in developing responsive education and training programs for paraprofessionals dedicated to working in the LEA setting with children possessing low-income backgrounds. The following performance criteria/measurements comprise developmental activities considered essential in achieving the qualitative aspects of the career lattice.

Joint agreement should be attained between the COP Project Staff and participating IHE's concerning the selection of the academic programs for COP paraprofessionals. The occurrence of such agreement should reflect mutual incorporation of COP principles with the disciplines of IHE education and training. Since COP represents a unique paraprofessional education/training concept, participating IHE's should agree to develop and enroll COP participants in special courses devised solely for COP participants. Ideally, two such courses and the equivalent of six semester hours of credit is the goal of U. S. Office of Education Program Staff. With respect to the enhancement of paraprofessional education and training programs by IHE's, it is desirable that (1) COP participants receive one-third of their college credit for practicum; (2) the IHE's assign faculty members to work with COP participants in the LEA setting; (3) the IHE's assign faculty members to work with LEA teachers responsible for COP participants; (4) the IHE's teach participants in the LEA setting rather than at the IHE - the desired goal is at least six courses and eighteen equivalent semester hours of credit. Finally, the career lattice should be formally defined. Such definition should include completion requirements and associated hours of credit for all positions of the career lattice and specific definition of practicum completion requirements and associated hours of credit for each position of the career lattice.

Joint Agreement Between COP Project Staff and Participating IHE's Concerning the Selection of Academic Programs for Participants

Twenty-two of thirty-two projects (68.8%) reported that the project effected joint agreements between forty-five of seventy-three (61.6%) participating IHE's and the COP project staffs concerning the selection of the participants' academic courses.

Agreement of IHE's to Enroll COP Participants In Special Courses Devised Solely for COP Participants

Twenty of thirty-four projects (55.9%) reported that participating IHE's agreed to enroll COP participants in special courses devised solely for COP participants. Within the twenty projects, thirty of forty-one (73.2%) participating IHE's devised such courses. With respect to the total of seventy-two IHE's reported to have participated in the thirty-four projects, 41.7% devised such courses. Twenty-five of the thirty IHE's (83.3%) developed and conducted two or more such courses and fourteen IHE's developed and conducted four or more such courses.

One-third Credit for Practicum - In none of the projects subjected to in-depth analysis were participants earning the equivalency of one-third of their credits for practicum. Total practicum credits accrued by all continuing participants (as of March 1, 1975) were compared with the total credits earned by all continuing participants while enrolled in COP.

The percentage of credit earned for practicum ranged of 0.5% to 16.2%. The percentage of total practicum credit earned by all continuing participants in all projects with respect to total credits earned by these participants while in COP is 6.9%.

Assignment by Participating IHE's of Faculty Members to Work With COP Participants In the LEA School Setting - Twenty-nine of thirty-four projects (85.3%) reported that forty-eight of sixty-eight (70.6%) IHE's participating in their projects assigned faculty members to work in the LEA schools with COP participants. With respect to the total of eighty-three IHE's reported to have participated in the thirty-four projects, 57.8 percent made such assignments of faculty personnel.

Assignment by Participating IHE's of Faculty Members to Work with LEA Teachers Responsible for COP Participants - Twenty-two of thirty-four projects (64.7%) reported that thirty-seven of forty-eight (77.1%) IHE's participating in these projects assigned faculty members to work with LEA teachers responsible for COP participants. With respect to the total of eighty-three IHE's reported to have participated in the thirty-four projects, 44.6% made such assignments of faculty personnel.

Agreement of Participating IHE's to Teach COP Participants In the LEA Setting As Well As At the IHE - Twenty-one of the thirty-one projects (67.7%) responded that IHE's within their projects were conducting classes in the LEA setting. Within

the twenty-one projects, forty-six of fifty-seven participating IHE's (80.7%) were conducting such classes. Of the forty-six IHE's, nineteen (41.3%) were conducting six or more courses in the LEA setting. Twenty-five IHE's were conducting five or more such courses. With respect to the total of eighty-three IHE's reported to have been participating in the thirty-four projects as of March 1, 1975, 55.4% were delivering at least one course to COP participants in the LEA setting.

Definition of Completion Requirements and Associated Hours

of Credit for all Positions of the Career Lattice - Thirty-three of thirty-four projects (97.1%) have substantiated the fact that completion requirements and associated hours of credit have been defined for all steps on the career lattice. As can be expected, the 2.9% which have not are included in those projects where the career lattice paraprofessional positions have not be incorporated in the LEA personnel salary schedules.

Definition of Practicum Completion Requirements and Associated

Hours of Credit for All Positions of the Career Lattice - All projects (100%) have defined practicum completion requirements for the steps of their various career lattices. Of the thirty-four projects, thirty (88.2%) have achieved definition of the practicum related hours of credit associated with work-study efforts described for the steps of their career lattice.

Develop Agreements Indicating Concurrence of the State Education Agency (SEA) Regarding the Career Lattice

One purpose of the Career Opportunities Program is to demonstrate the feasibility of utilizing paraprofessionals with unique backgrounds in the education and training of children from low-income families. Although COP offers such paraprofessionals the opportunity to become fully certified teachers, it additionally advocates that individuals desiring to specialize at one or more paraprofessional levels be given inducement, recognition, and status at their chosen paraprofessional level. The most fundamental such inducement is certification at the paraprofessional level. Twenty-five of the thirty-four projects submitted detailed information concerning the extent to which certification was possible within each position of their career lattice.

<u>No. of Projects</u>	<u>% of Positions Where Certification Is Possible</u>
6	100%
4	75-99%
3	34-74%
8	20-34%
2	1-19%
2	0%

Of the twenty-five projects, 52% have offered the participant certification in 35 percent or more of the positions on their career lattices. Forty percent of these projects offer the participant the opportunity to obtain certification in 75 percent or more of the positions on their career lattice.

Viewing all steps of all career lattices reveals that certification is possible in 31.4% of all first step positions; certification is possible in 39.5% of all second step positions; certification is possible in 68.2% of all third step positions; and certification is possible in 68.2% of all fourth step positions. In total, of the 472 step positions identified by the twenty-five projects, certification is possible within 229 (48.5%) step positions.

FIGURE 2

Career Lattice Process

Development Objective No. 2: Place Participants With Low-Income Backgrounds in Careers In Schools Serving Children from Low-Income Families

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Develop plan for meeting the personnel requirements (type and number) for implementing the career lattice</p>	<p>Identification of the number of personnel required by LEA in each field-of-work and personnel classification</p> <p>Percent of graduated participants employed in low-income schools</p>	<p>93.9%</p> <p>66.7% of projects have employed over 50% of COP graduates in low-income schools</p>	<p>Range of participants who have graduated and are employed in low-income schools varies from 31.4% to 85.7%.</p> <p>59.6% of graduates from all projects are employed in low-income schools.</p>

Develop Plan for Meeting the Personnel Requirements (types and numbers) for Implementing the Career Lattice

The Career Opportunities Program is concerned with demonstrating the feasibility of educating and training children from low-income families through the utilization of individuals who themselves have low-income backgrounds. The unique work-study program undertaken by COP paraprofessionals prepares the participants for their role in educating children from low-income families. An individual undertaking paraprofessional training should be guided by and knowledgeable of the immediate and future need of the LEA for educational personnel possessing his current and "to be attained" capabilities.

For these reasons, it is desirable that the projects coordinate the identification of the number of personnel required by the LEA in each career lattice field-of-work and personnel classification in order to adequately address the needs of children from low-income families. Some indication of the relevance of the plan can then be determined by the number of graduated participants who are employed in low-income schools.

Identification of the Number of Personnel Required by the LEA in Each Field-of-Work and Personnel Classification of the Career Lattice - See page 21.

Percent of Graduated Participants Employed in Low-Income Schools -
Within the projects subjected to in-depth analyses, from 31.4 to

85.7 percent of the COP graduates were employed in low-income schools as of March 1, 1975. Sixty-seven percent of the projects reported that over 50% of their respective COP graduates were so employed. The average of all COP graduates employed in low-income schools was 59.6%.

FIGURE 3
Career Lattice Process

Development Objective No.3: Provide New Educational Positions with Differentiated Entry Levels

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Develop fields-of-work to meet the needs of children	<p>Define fields-of-work of career lattice</p> <p>Definition of educational needs of children in participating LEA schools</p> <p>Direct relationship between career lattice fields-of-work and defined needs of children</p> <p>Define paraprofessional classifications of the career lattice</p>	<p>100%</p> <p>96.9%</p> <p>50%</p> <p>100%</p>	
Develop classifications of personnel in each field-of-work required to address needs of children	<p>Resolve types (skills) of personnel required in each step and field of work to adequately address the learning difficulties of children from low-income families</p>	<p>81.8%</p>	<p>As of March 1, 1975: 61.3% of projects have participants employed in step 1 of their career lattices.</p> <p>72.4% of projects have participants employed in step 2 of their career lattices.</p> <p>89.7% of projects have participants employed in step 3 of their career lattices.</p> <p>90.9% of projects have participants employed in step 4 of their career lattices.</p>

Develop Fields-of-Work to Meet the Needs of Children

The Career Opportunities Program characterizes a focus upon educating and training paraprofessionals to assist children from low-income families in overcoming learning difficulties.

In addressing this end, it is desirable that the structured career lattice reflect the "areas of learning" where the children have consistently demonstrated under achievement. The following performance criteria/measurements comprise development activities considered essential in formulating this characteristic of the career lattice.

Define Fields-of-Work of Career Lattice - See page 20.

Definition of Educational Needs of Children in Participating LEA Schools - See page 20.

Direct Relationship Between Career Lattice Fields-of-Work and Defined Needs of Children - See page 20.

Develop Classifications of Personnel In Each Field-of-Work Required to Address the Needs of Children From Low-Income Families

Expanding on the concept of employing paraprofessionals to assist in addressing the learning difficulties and academic areas of underachievement experienced by children from low-income families, it is necessary to identify the specific paraprofessional classifications of personnel desired as well as the anticipated paraprofessional work force required to adequately address the problem.

Define Paraprofessional Classifications of the Career Lattice

See page 21.

Resolve Types (Skills) of Personnel Required In Each Step

and Field-of-Work To Adequately Address the Learning Difficulties of Children From Low-Income Families - Twenty-seven

of thirty-three projects (81.8%) responded that in arriving at the classifications of personnel comprising the vertical axis of the career lattice, the types of educational personnel currently required was determined. Twenty-four of thirty-three projects (77.4%) responded that the types of educational personnel anticipated to be required over a five year period was determined in lieu-of or in addition-to the estimate of current need. Comprehensive analysis of the data presented in Tables 11 through 20 indicates that as of March 1, 1975:

1. 61.3% of the projects had participants employed in step 1 of their career lattices.
2. 72.4% of the projects had participants employed in step 2 of their career lattices.
3. 89.7% of the projects had participants employed in step 3 of their career lattices.
4. 90.9% of the projects had participants employed in step 4 of their career lattices.

FIGURE 4
Career Lattice Process

Development Objective No. 4: Involve Participants In the Planning of Training Programs

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Involve participants in planning</p>	<p>Designation and allotment of time by LEA cooperating teachers and team leaders in planning more responsive curriculum and delivery process. Desired goal is 1-1/2 hours/week.</p> <p>Job descriptions of career lattice paraprofessional steps should include planning activities for COP participants to input in development of a curriculum and delivery process responsive to needs of children. Desired goal is 75% of steps to include such.</p>	<p>100%</p> <p>63%</p>	<p>Median time devoted by teachers is six hours/week</p> <p>84.9% of the projects included such planning responsibilities in their career lattices.</p>

Involve Participants In Planning

One concept of the Career Opportunities Program is to ultimately demonstrate the benefit of addressing the educational needs of children from low-income families through the utilization of paraprofessionals who themselves possess low-income backgrounds. It is desired and expected that the COP paraprofessionals present their unique life experiences and knowledge to LEA teachers and the IHE's who deliver their formal educational curriculum and training. For this to be possible, it is desirable that LEA cooperating teachers work with the COP participants and team leaders in structuring a responsive LEA curriculum and delivery process. Responsive here refers to the learning difficulties of the children. The U. S. Office of Education COP Program Staff has indicated that one and one-half hours per week should be devoted to this end. In addition, it is desired that seventy-five percent of the job descriptions associated with the paraprofessional personnel classifications include input by the COP participant to curriculum and delivery planning.

Designation and Allotment of Time by LEA Cooperating Teachers to Work with COP Participants and Team Leaders in Planning

More Responsive Curriculum and Delivery Process - Thirty-two of thirty-two projects (100%) responded that cooperating LEA teachers were devoting in excess of 1-1/2 hours per week to working with COP participants and team leaders during the regular school day. The median time devoted by teachers was six hours per week.

Extent to Which Job Descriptions of Career Lattice Paraprofessional Steps Include Curriculum and Delivery Planning Activities for COP Participants - Twenty-one of thirty-three projects (63.7%) responded that the job descriptions relating to seventy-five percent or more of the paraprofessional steps on their career lattices included planning activities for the COP participant with respect to development of curricula and delivery techniques relating to the needs of children. An additional 21.2% of the projects responded that from 50 to 74 percent of the steps on their career lattices included job descriptions with such activities.

FIGURE 5
Career Lattice Process

Development Objective No. 5: Define Completion Requirements for Each Level of the Career Lattice Through Certification

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Develop courses that meet the needs of the participants as they relate to the needs of the LEA in addressing the needs of the children.</p>	<p>Ascertain educational needs of participants</p> <p>Ascertain professional aspirations of participants</p> <p>Establish educational objectives relating to participants' needs in light of their professional aspirations</p> <p>Develop participants' course work/curriculum to meet their educational objectives</p> <p>Participants' course work and practicum should relate directly to stated needs of children from low-income families</p>	<p>100%</p> <p>93.9%</p> <p>67.6%</p> <p>78.1%</p> <p>70%</p>	<p>60% of the projects indicated that the participants' curriculum was both formulated with respect to the educational objectives of participants and directly related to the needs of children from low-income families.</p> <p>50% of the projects attained all performance criteria/measurements related to their performance objective.</p>

Career Lattice Process

Development Objective No. 5: Define Completion Requirements for Each Level of the Career Lattice Through Certification

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Develop mechanism for IHE, LEA, and COP project development of curricula pertaining to each step of the career lattice</p>	<p>Define entrance requirements for all paraprofessional steps of the career lattice.</p> <p>Define completion requirements for all paraprofessional steps of the career lattice</p> <p>Definition of academic courses and associated hours of credit required to meet completion requirements of each step of career lattice</p> <p>Definition of practicum and associated hours of credit required of COP participants to meet completion requirements of each step of career lattice</p> <p>Joint agreement between COP project staff and participating IHE's concerning the selection of academic programs for participants</p>	<p>93.8%</p> <p>90.6%</p> <p>97.1%</p> <p>88.2%</p> <p>68.8%</p>	<p>With 61.1% of all participating IHE's.</p>



Develop Courses that Meet the Needs of Participants As They
Relate to the Needs of the LEA In Addressing the Needs of
the Children

This performance objective is concerned with one qualitative aspect of the relationship between a COP participants' formal curriculum and training and:

1. the participants' paraprofessional/professional ambitions, as well as
2. a curriculum and training program that is responsive to the educational needs of children from low-income families.

In developing a higher education curriculum and training program with such characteristics, it is desirable to consider the following factors and relationship of the factors. Both the educational needs of participants and their career aspirations should be determined and educational objectives should be formulated that take both areas into consideration. The course work and training administered by the IHE's should adequately address the defined educational objectives as well as the educational needs of children from low-income families. If this or similar disciplines are employed in structuring the paraprofessional education and training program, the opportunity exists to identify both curriculum areas and areas of pedagogy that are not adequate with respect to educating and training children from low-income families.

Ascertain Educational Needs of Participants - Thirty-two of thirty-two projects (100%) reported that the educational needs of participants were defined.

Ascertain Professional Aspirations of Participants - Thirty-one of thirty-three projects (93.9%) reported that efforts were directed toward clearly identifying the professional aspirations of COP participants. Various forms of testing, interviews, and counseling were employed.

Establish Educational Objectives Relating to Participant Needs and Considering Their Professional Aspirations - Twenty-one of thirty-one projects (67.7%) reported that educational objectives for COP participants were established with consideration given to the participants' educational and training needs as impacted by their paraprofessional/professional aspirations.

Develop Participants Course Work/Curriculum To Meet Their Educational Objectives - Twenty-five of thirty-two projects (78.1%) reported that curriculum program administered to the COP participants was formulated with respect to the educational objectives of the participants. The significance of this achievement is the fact that when modifications of previous IHE curricula were required, the modifications were made.

Participants Course Work and Practicum Should Relate Directly to Stated Educational Needs of Children From Low-Income Families - Twenty-one of thirty projects (70%) reported that the courses work and practicum of the COP participants was directly related to children from low-income families.

Develop Mechanism for IHE, LEA, and COP Project Development of Curriculum Pertaining to Each Step of the Career Lattice

This performance objective is concerned with generating mutual involvement of the IHE's, LEA and COP Project Staff in formalizing the paraprofessional career lattice. There should exist a definition of minimum qualifications required for employment in each step and field-of-work of the career lattice. Further, there should be a definition of the capabilities to be demonstrated by COP participants in each step and field-of-work at the completion of their academic and practicum training during their employment in various steps and fields-of-work. Correspondingly, there should exist a definition of the academic courses and practicum training to be administered to the participants during their employment in each step and field-of-work of the career lattice, and up until the participant demonstrates the capabilities associated with completion. Finally, joint agreement should be attained between the COP Project Staff and participating IHE's concerning the selection of the academic programs for COP paraprofessionals. The occurrence of such agreement should reflect the mutual incorporation of COP principles with the disciplines of IHE education and training.

Define Entrance Requirements for All Paraprofessional Steps of the Career Lattice - Thirty of thirty-two projects (93.8%) reported that qualifications required for employment in each step and field-of-work of the paraprofessional career lattice have been defined.

Define Completion Requirements for All Paraprofessional Steps

of the Career Lattice - Twenty-seven of thirty-two projects (90.6%) reported having defined the capabilities to be demonstrated by COP participants employed in each step and field-of-work upon completion of the academic and practicum training corresponding to each step and field-of-work.

Definition of Academic Courses and Associated Hours of Credit

Required to Meet Completion Requirements Of Each Step of the Career Lattice - Thirty-three of thirty-four projects (97.1%) have substantiated the fact that the academic courses and associated hours of credit required to meet completion requirements of each step of the career lattices have been defined.

Definition of Practicum Training and Associated Hours of Credit

Required to Meet Completion Requirements of Each Step of the Career Lattice - Thirty-four of thirty-four projects (100%) have defined the practicum training required to meet completion requirements of each step of the career lattices. Of the thirty-four projects, thirty (88.2%) have achieved definition of the hours of credit to be received for practicum training.

Joint Agreement Between COP Project Staff and Participating

IHE's Concerning the Selection of Academic Programs for

Participants - See page 24.

WORK-STUDY PROCESS

In developing and implementing the work-study process, the attainment of three developmental objectives was desired.

These included:

- Increasing Cooperative Relationships Among Related Programs, Agencies, and Institutions
- Training Participants With Low-Income Backgrounds for New Careers in Schools Serving Children from Low-Income Families
- Providing Participants A Paid Work-Study Program

Following summary tables and text describe the attainment of these objectives and significant results achieved during their attainment.

FIGURE 6
Work Study Process

Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Granting of paid release time to participants for course work and study</p> <p>Develop activities related to instruction or learning-teaching experience</p>	<p>Six (6) hours of paid release time per week</p> <p>Define performance standards for classroom work performance of participants</p>	<p>59.4%</p> <p>96.9%</p>	<p>96.9% of the projects reported participants were granted at least one hour of paid release time per week.</p> <p>68.8% of the projects reported participants employed in elementary schools were granted at least 6 hours of paid release time per week.</p> <p>42.9% of the projects with participants employed in middle schools reported that participants were granted at least 6 hours of paid release time per week.</p> <p>47.8% of the projects with participants employed in junior high and high schools reported that participants were granted at least 6 hours of paid release time per week.</p> <p>45.5% of the projects with participants employed in other educational settings reported that participants were granted at least 6 hours of paid release time per week</p>

Work Study Process

(continued)
Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Develop team structure	<p>Designation and allotment of time by LEA cooperating teachers to work with COP participants during the regular school day in planning more responsive curriculum delivery process. Desired goal is 1-1/2 hours/week.</p> <p>Designation and allotment of time by LEA cooperating teachers to work with participants beyond the regular school day. Desired goal is 5 hours per week.</p> <p>Team composition of six COP participants and a team leader</p>	<p>100%</p> <p>21.9%</p> <p>46.9%</p>	<p>75% of the projects reported that LEA cooperating teachers spend at least one hour per week with participants beyond the regular school day. Median is 2 hours per week beyond the regular school day</p> <p>59.4% of the projects reported participant-team leader teams. 58.1% of the projects with participants working in elementary schools reported participant team leader teams. 50% of the projects with participants working in middle schools reported participant team leader teams. 33.3% of the projects with participants working in junior high and high schools reported participant-team leader teams.</p>

Work Study Process

(continued)
Development Objective No. 1: Increase Cooperative Relationships Between Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Develop assurance of jobs for COP paraprofessionals</p>	<p>Identification of the number of personnel required by the LEA in each field-of-work and personnel classification</p> <p>Definition of salary ranges for each classification of personnel</p> <p>Incorporation of Career Lattice in LEA Manning Tables</p> <p>Ascertain professional aspirations of participants</p> <p>Establish educational objectives relating to participant's educational needs in light of their professional aspirations</p> <p>Develop participant's course work/curriculum to meet their educational objectives</p>	<p>93.9%</p> <p>84.4%</p> <p>91.2%</p> <p>93.9%</p> <p>67.7%</p> <p>78.1%</p>	<p>10% of the projects with participants employed in "other" educational settings reported participant-team leader teams</p> <p>40.6% of the projects met all performance criteria/measurements relating to this performance objective</p>

WORK STUDY PROCESS

(continued)
Development Objective No.1: Increase Cooperative Relationship Between Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement**	Other Significant Results*
Develop coordinated Federal Program Planning	Linkage with other education programs (funded from sources within education)	100%(9/72-3/75)	Median (9/72-3/75): 4 programs Linkage with 141 programs
	Linkage with other education programs (funded from sources outside of education)	90.3%(3/75)	Median (3/75): 5 programs Linkage with 106 programs
	Other programs whose participants were trained by COP:	48.5%(9/72-3/75)	Linkage with 41 programs
	Funded from sources within education	41.9%(3/75)	Linkage with 30 programs
	Funded from sources outside of education	96.7%(9/72-3/75)	Median (9/72-3/75): 4 programs Linkages with 85.8% such programs
	Programs providing consultants to COP:	83.9%(3/75)	Median (3/75): 3 programs Linkage with 83.9% such programs
	Funded from sources within education	52.4%(9/72-3/75)	Linkage with 85.4% such programs
		29%(3/75)	Linkage with 73.3% such programs
		51.8%(9/72-3/75)	Median(9/72-3/75): 1 program Linkage with 30.5% such program

* See text for explanation of calculations. (pp. 63-65)

** Numbers in parentheses are dates.



WORK STUDY PROCESS

(continued)
Development Objective No. 1: Increase cooperative Relationship Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement**	Other Significant Results*
		51.6%(3/75)	Median (3/75): 1 program Linkage with 30.2% such programs
	Funded from sources outside of education	51.2%(9/72-3/75)	Linkage with 24.4% such programs
	Programs with representatives on COP Council (funded from sources within education)	9.7%(3/75)	Linkage with 20% such programs
		90.9%(9/72-3/75)	Median (9/72-3/75): 3 programs Linkage with 67.4% such programs
		77.4%(3/75)	Median (3/75): 3 programs Linkage with 67% such programs
	Funded from sources outside of education	42.4%(9/72-3/75)	Linkage with 53.7% such programs
	Programs contributing cash to COP:	42.5%(3/75)	Linkage with 56.7% such programs
	Funded from sources within education	33.3%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 18.4% such programs
		25.9%(3/75)	Median (3/75): 2 programs Linkage with 16% such programs
	Funded from sources outside of education	24.2%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 36.6% such programs
		12.9%(3/75)	Median(3/75): 1 program Linkage with 23.3% such programs

* See text for explanation of calculations, (pp. 65-69).
** Numbers in parentheses are dates.

WORK STUDY PROCESS

(continued)
Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement**	Other Significant Results*
	<p>Programs with common work performance descriptions</p> <p>Funded from sources within education</p>	<p>84.8%(9/72-3/75)</p> <p>74.2%(3/75)</p>	<p>Median (9/72-3/75): 3 programs Linkage with 73.8% such programs</p> <p>Median (3/75): 3 programs Linkage with 71.7% such programs</p>
	<p>Funded from sources outside of education</p>	<p>30.3%(9/72-3/75)</p> <p>25.8%(3/75)</p>	<p>Median (9/72-3/75): 2 programs Linkage with 51% such programs</p> <p>Median (3/75): 1 program Linkage with 56.7% such programs</p>
	<p>Programs used as recruiting sources</p> <p>Funded from sources within education</p>	<p>84.8%(9/72-3/75)</p> <p>64.5%(3/75)</p>	<p>Median (9/72-3/75): 3 programs Linkage with 69.5% such programs</p> <p>Median (3/75): 3 programs Linkage with 67% such programs</p>
	<p>Funded from sources outside of education</p>	<p>42.4%(9/72-3/75)</p>	<p>Median (9/72-3/75): 2 programs Linkage with 75.6% such programs</p>

* See text for explanation of calculations. (pp. 69-71).

** Numbers in parentheses are dates.

WORK STUDY PROCESS

(continued)

Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement**	Other Significant Results*
		29%(3/57)	Median (3/75): 2 programs Linkage with 63.3% such programs
	Programs providing evaluation services	54.5%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 33.3% such programs
	Funded from sources within education	51.6%(3/75)	Median (3/75): 3 programs Linkage with 47.2% such programs
	Funded from sources outside of education	18.2%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 29.3% such programs
	Programs providing transportation services	12.9%(3/75)	Median (3/75): 2 programs Linkage with 30% such programs
	Funded from sources within education	15.2%(9/72-3/75)	Median (9/72-3/75): 1 program Linkage with 6.4% such programs
		12.9%(3/75)	Median (3/75): 2 programs Linkage with 8.5% such programs

* See text for explanation of calculations. (pp: 71-73).

** Numbers in parentheses are dates.

WORK STUDY PROCESS

(continued)
Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement **	Other Significant Results*
	Funded from sources outside of education	18.2%(9/72-3/75)	Median (9/72-3/75): 1 program Linkage with 17.1% such programs
	Programs providing space and utilities	6.5%(3/75)	Linkage with 13.3% such programs
	Funded from sources within education	60.6%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 38.3% such programs
		45.2%(3/75)	Median (3/75): 3 programs Linkage with 37.7% such programs
	Funded from sources outside of education	15.2%(9/72-3/75)	Median 9/72-3/75): 1 program Linkage with 17.1% such programs
		9.7%(3/75)	Median (3/75): 2 programs Linkage with 16.7% such programs

* See text for explanation of calculations. (pp. 73-75).

** Numbers in parentheses are dates.

WORK STUDY PROCESS

(continued) Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Develop enrichment of regular courses</p> <p>Ascertain educational needs of participants</p> <p>Ascertain professional aspirations of participants</p> <p>Establish educational objectives relating to participants' needs in light of their professional aspirations</p> <p>Develop participants' course work/curriculum to meet their educational objectives</p> <p>Joint agreement between COP Project Staff and participating IHE's concerning the selection of academic courses for participants</p> <p>COP participants admitted to IHE's as regular students.</p>	<p>100%</p> <p>93.9%</p> <p>67.6%</p> <p>78.1%</p> <p>68.8%</p> <p>100%</p>	<p>100%</p> <p>93.9%</p> <p>67.6%</p> <p>78.1%</p> <p>68.8%</p> <p>100%</p>	<p>With 61.6% of all participating IHE's</p> <p>100% of the participating IHE's admitted 99% of the COP participants as regular students. 9.1% of the IHE's participating in 10% of the projects additionally enrolled 1.0% of the participants as other than regular students.</p>



WORK STUDY PROCESS

(continued)
Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
	Participants input to the design of courses	73.5%	67.3% of the IHE's participating in 73.5% of the projects modified courses as a result of COP participation. 51.4% of all participating IHE's initiated such modifications. 67.6% of the IHE's initiating such modifications, modified these or more courses in their curriculum.
	Recognition of daily practicum as fulfillment of traditional student teaching requirement	55.9%	55.6% of the IHE's participating in 55.9% of the projects accepted daily practicum credit as at least partial fulfillment of the traditional student teaching requirement. 26.4% of all participating IHE's made such recognition.
	Enrollment of COP participants in special courses devised solely for COP participants	55.9%	Enrollment by 73.2% of the IHE's participating in 55.9% of the projects. Enrollment by 41.7% of all participating IHE's. 83.3% of the IHE's developing such courses, conducted two or more such courses

WORK STUDY PROCESS.

(continued)
Development Objective No. 1: Increase Cooperative Relationship Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Develop cooperative arrangements among two-year and four-year Institutions of Higher Education	<p>Opportunity for COP participants to receive IHE credit for previous, related life experiences</p> <p>Opportunity for COP participants to receive IHE credit for related group or self study</p> <p>Extent to which credit earned by COP participants were transferable and accepted by other participating IHE's.</p>	<p>29.4%</p> <p>35.3%</p> <p>100%</p>	<p>Other Significant Results</p> <p>68% of the IHE's participating in 29.4% of the projects were willing to grant credit for previous, related life experiences. 23.6% of all participating IHE's provided such opportunity. Credit granted ranged from 6 to 12 equivalent semester hours.</p> <p>62.5% of the IHE's participating in 35.3% of the projects provided such opportunity. 27.8% of all participating IHE's provided such opportunity.</p> <p>41.2% of the projects had both 2-year and 4-year IHE's participating. 23.6% of the participating IHE's were 2-year institutions. In all cases credits earned by COP participants in two year institutions were transferable and accepted by other IHE's participating in a project.</p>

WORK STUDY PROCESS

(continued)
Development Objective No. 1: Increased Cooperative Relationship Between Related Programs, Agencies and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Participating IHE's should grant credit for daily practicum	Extent to which credit was granted by IHE's for daily practicum	93.5%	<p>In 83.9% of the projects, such credit was granted by all participating IHE's.</p> <p>In 93.5% of the projects, such credit was granted by all or some of the participating IHE's.</p> <p>85.7% of the participating IHE's granted credit for practicum.</p> <p>Practicum credit granted ranged from 0.5% to 16.2% of total credit earned while in COP.</p> <p>Median for projects is 7.75%. Percent of credit earned for practicum by all continuing participants with respect to all credits earned by these participants while in COP is 6.9%.</p>

Granting of Paid Release Time to Participants for Course Work and Study

To ensure that participants have adequate time in which to attend classes and study while being employed in the LEA schools, it is desirable that the LEA schools grant the participants "paid release time". Willingness of the LEA schools to do so, provides some indication of their acceptance of the Career Opportunities Program work-study process.

Six (6) Hours of Paid Release Time Per Week - The U. S. Office of Education, Career Opportunities Program Staff considered six hours of paid release time as necessary. Nineteen of thirty-two projects (59.4%) reported that six hours or more of paid release time was granted to participants enrolled in their projects. Thirty-one of thirty-two projects (96.9%) reported that participants were granted at least one hour of paid release time per week. A further analysis of participants employed in various educational settings revealed the following. Twenty-two of thirty-two projects (68.6%) reported that participants employed in elementary schools were granted at least six hours of paid release time per week. Three of seven projects (42.9%) with participants employed in middle schools reported that participants were granted at least six hours of paid release time per week. Eleven of twenty-three projects (47.8%) with participants employed in junior high and high schools reported that participants were granted at least six hours of paid release time per week. Five of eleven projects (45.5%) with

participants employed in "other" educational settings reported that participants were granted at least six hours of paid release time per week.

Develop Activities Related to Instruction As Learning-Teaching Experience

This performance objective is concerned with the creation of an environment where LEA cooperating teachers continually assess the participants' performance in the LEA classroom setting and assist the participant in improving. In addition, the desired environment should be one where the LEA cooperating teachers are willing to employ experiences and acquired knowledge of the COP participant in planning the delivery of curriculum to children. The following performance criteria/measurements were defined to determine the extent to which such an environment was provided for. First, performance standards for participant's classroom work performance should be defined. Second, time should be designated and allotted by LEA cooperating teachers to accomplish the aforementioned ends.

Define Performance Standards for Classroom Work Performance of Participants - Thirty-one of thirty-two projects (96.9%) responded that performance standards against which the participant's classroom work performance was assessed were defined.

Designation and Allotment of Time BY LEA Teachers to Work with COP Participants During the Regular School Day in Planning More Responsive Curriculum Delivery Process - Thirty-two of thirty-two

projects (100%) responded that cooperating LEA teachers were working with COP participants in the planning of more responsive delivery techniques and processes. All projects reported that the teachers were devoting in excess of 1-1/2 hours per week during the regular school day to this end.

Designation and Allotment of Time by LEA Cooperating Teachers to Work With COP Participants Beyond the Regular School Day -

Seven of thirty-two projects (21.9%) responded that cooperating teachers were devoting five hours or more per week to working with COP participants beyond the regular school day. Twenty-four of thirty-two projects (75%) reported that cooperating teachers were devoting one hour or more to working with COP participants beyond the regular school day. The median such time devoting by teachers was two hours per week.

Develop Team Structures

While COP participants are enrolled in the learning-teaching environment of COP, they are (1) completing various levels of academic education with the IHE, and (2) employed by the LEA school system to assist in the classroom while further developing teaching skills. The team structure aspect of COP is of fundamental importance. Consisting of COP paraprofessionals and a team leader from the LEA teaching staff, it represents an environment where: (1) the experienced team leader provides the paraprofessionals with guidance and information regarding

formal teaching skills, and (2) a distinct universe of para-professional "life experience" can be called upon to identify the relatedness of the various aspects of teaching skills to children from low-income families. Very simply, the team structure is a mutual learning environment for the members of the team and a fundamental element in expanding the COP concept to other LEA cooperating teachers. Two performance criteria relate to this performance objective. The first relates to the existence of the team structure and the second relates to the composition of the team structure. The ideal team structure has been defined as one with six COP participants and one team leader.

Team Composition of Six COP Participants And A Team Leader - As of March 1, 1975, nineteen of thirty-two projects (59.4%) responded that team leaders were working with the participants enrolled in their projects. Of the nineteen projects, fifteen (78.9%) reported participant to team leader ratios of 6:1 or less. Overall, 46.9% of the projects exhibited participant to team leader ratios of 6:1 or less. Of the thirty-one projects reporting that participants were employed in elementary educational settings, eighteen (58.1%) reported that team leaders were working with participants and fourteen of the eighteen (77.8%) indicated participant to team leader ratios of 6:1 or less. Overall, fourteen of thirty-one projects (45.2%) with participants working in elementary educational settings reported participant to team leader ratios of 6:1 or less. Of the ten

projects reporting that participants were employed in middle schools reported participant to team leader ratios of 6:1 or less. Of the twenty-one projects reporting that participants were employed in junior high and high schools, seven (33.3%) reported that team leaders were working with participants and six of the seven (85.7%) indicated participant to team leader ratios of 6:1 or less. Overall, six of twenty-one projects (28.6%) with participants working in junior high and high schools reported participant to team leader ratios of 6:1 or less. Of the ten projects reporting that participants were employed in "other" educational setting, one (10%) reported that team leaders were working with participants and the participant to team leader ratio was less than 6:1.

Develop Assurance of Jobs for COP Paraprofessionals

This performance objective is concerned with activities directed toward assuring that COP paraprofessionals remain employed in the LEA following completion of their formal education and training. The following performance criteria/measurements view "assurance" from two perspectives: those of the LEA in formalizing the paraprofessional career lattice of positions; and the applicability of the participant's education and training to his professional/paraprofessional aspirations and educational and training needs. Thirteen of thirty-two projects (40.6%) reported that all performance criteria/measurements were achieved.

Identification of the Number of Personnel Required by the LEA, In Each Field-of-Work and Personnel Classification - See page 21.

Definition of Salary Ranges for Each Classification of Personnel - Twenty-seven of thirty-two projects (84.4%) reported that salary ranges for each classification of personnel on the paraprofessional career lattice of positions has been defined.

Incorporation of Career Lattice In LEA Manning Tables - See Page 19.

Ascertain Professional Aspirations of Participants - See page 41.

Establish Educational Objectives Relating to Participant Educational Needs and Considering Their Professional Aspirations - See page 41.

Develop Participants Course Work/Curriculum to Meet Their Educational Objectives - See page 41.

Develop Coordinated Federal Program Planning

This performance objective focuses upon two factors of development and management. It is concerned with expanding the effect of the Career Opportunities Programs through a concentrated effort to structure the objectives and resources of programs operating in LEA districts into a mutual strategy for addressing educational needs of children from low-income families. Further, it should result in the formulation of an educational planning discipline that provides an environment in which the concepts of COP can propagate irrespective of funding from the federal level.

During the period from September 1972 through March 1, 1975, thirty-three projects reported establishing various types of linkages with 141 education programs operating in their school systems. The median number of such programs so linked with COP in the thirty-three projects was four (4). During this period, sixteen projects reported establishing various types of linkages with 41 education programs operating in their school systems but funded from sources outside of education.

As of March 1, 1975, twenty-eight of thirty-one projects reported the establishment of various types of linkages with 106 education programs operating in their school systems. The median number of such programs so linked with COP in the twenty-eight projects was five (5). As of March 1, 1975, thirteen projects reported the establishment of various types of linkages with 30 education programs operating in their school systems but funded from sources outside of education.

Several types of linkage were considered desirable and were encouraged by the U. S. Office of Education, Career Opportunities Staff. Each is discussed in the following paragraphs.

Training By COP - During the period from September, 1972 through March 1, 1975, thirty-two of thirty-three projects (96.7%) reported that individuals participating in other educational programs operating in the school system were enrolled in the Career Opportunities Program. Within the thirty-two projects, a total of 121 such linkages were effected. Thirty projects reported 112 such linkages involving 2,469 participants.

Individual linkages within projects ranged from linkages with one other program to linkages with eleven other programs. The median number of such linkages effected during this period by thirty-three projects was four (4).

During this period (September, 1972 to March 1, 1975), fourteen of thirty-three projects (52.4%) also reported that individuals participating in programs operating within the school systems but funded from sources outside of education were enrolled in COP. The fourteen projects effected a total of 35 such linkages involving 589 participants.

As of March 1, 1975, twenty-six of thirty-one projects (83.9%) reported that individuals participating in other educational programs operating in the school systems were enrolled in the Career Opportunities Program. As of March 1, 1975, the twenty-six pro-

jects reported that 89 such linkages were effected. Twenty-four projects reported 81 such linkages involving 1,044 participants. Individual linkages within projects ranged from linkages with one other program to linkages with eight other programs. The median number of such linkages effected as of March 1, 1975 by thirty-one projects was three (3).

As of March 1, 1975, nine of thirty-one projects (29%) also reported that individuals participating in programs operating within the school system but funded from sources outside of education were enrolled in COP. The nine projects effected a total of 22 such linkages involving 238 participants.

Consultants Provided to COP - During the period from September, 1972 through March 1, 1975, seventeen of thirty-three projects (51.5%) reported that consultants were provided to COP by other educational programs operating in the school systems. Within the seventeen projects, a total of 43 such linkages were effected. Fourteen projects reported 38 such linkages provided 209 consultants to COP.

Individual linkages within projects ranged from linkages with one other program to linkages with six other programs. The median number of programs so linked with COP during this period by the thirty-three projects was one (1).

During this period (September, 1972 to March 1, 1975), five of thirty-three projects (15.2%) also reported that consultants were

provided to COP by other educational programs operating within the school system but funded from sources outside of education. The five projects reported that such linkages was established with a total of 10 programs and four of the five projects reported that seven such programs provided thirteen consultants to COP.

As of March 1, 1975, sixteen of thirty-one projects (51.6%) reported that consultants were being provided to COP by other educational programs operating in the school systems. Within the sixteen projects, a total of 32 such linkages were effected. Twelve projects reported 27 such linkages were providing 102 consultants to COP. Individual linkages within projects ranged from linkages with one other program to linkages with four other programs. The median number of programs so linked with COP as of March 1, 1975, was one (1).

As of March 1, 1975, three of thirty-one projects (9.7%) reported that consultants were being provided to COP by other educational programs operating in the school system but funded from sources outside of education. The three programs reported that such linkage was established with a total of six (6) programs and two of the three projects reported that three such programs provided four consultants to COP.

Representatives On COP Council - During the period from September, 1972 through March 1, 1975, thirty of thirty-three projects (90.9%) reported that individuals associated with other educa-

tional programs operating in the school systems were members of their COP Advisory Councils. Within the thirty projects, a total of 95 such linkages were effected. Twenty-seven projects reported that linkages with a total of 84 programs provided 259 members to their COP councils. Individual projects identified such linkages with from one (1) to nine (9) other educational programs. The median number of programs so linked with COP during this period was three (3).

During the period (September, 1972 to March 1, 1975) fourteen of thirty-three projects (42.4%) reported that individuals associated with other educational programs operating in the school system but funded from sources outside of education were members of their COP Advisory Councils. The fourteen projects reported that a total of 22 such programs were so linked with COP and twelve of the fourteen reported that 31 members of their collective COP councils participated in a total of 19 other programs in the subject category.

As of March 1, 1975, twenty-four of thirty-one projects (77.4%) reported that individuals associated with other educational programs operating in the school systems were members of their COP Advisory Councils. Within the twenty-four projects, a total of 71 such linkages were effected. Twenty projects reported that linkages with 59 programs provided 192 members to their COP councils. Individual projects identified such linkages with from one (1) to six (6) other educational programs. The median number of programs so linked with COP as of March 1, 1975 was three (3).

As of March 1, 1975, fourteen of thirty-one (45.2%) reported that individuals associated with other educational programs operating in the school system but funded from sources outside of education were members of their COP Advisory Councils. The fourteen projects reported a total of 17 such programs were so linked with COP. Thirteen of the fourteen projects reported that 23 members of their collective COP councils participated in a total of 15 other programs of this category.

Cash Contributions to COP - During the period from September 1972 through March 1, 1975, eleven of thirty-three projects (33.3%) reported that cash contributions were made to COP by other education programs operating in the school system. A total of 26 such linkages were identified in these projects. The median number of programs so linked with COP in the eleven projects was two (2). During this period, eight of thirty-three projects (24.2%) also reported that cash contributions were made to COP by other education programs operating in the school system but funded from sources outside of education. A total of 15 such linkages were identified in the eight projects. The median number of programs so linked with COP in the eight projects was two (2).

As of March 1, 1975, eight of thirty-one projects (25.9%) reported that cash contributions were made to COP by other education programs operating in the school systems. A total of 17 such linkages were identified in these projects. The median

number of programs so linked with COP in the eight projects was two (2). Further, as of March 1, 1975 four of thirty-one projects (12.9%) also reported that cash contributions were made to COP by other education programs operating in the school system but funded from sources outside of education. A total of seven such linkages were identified in the four projects. The median number of programs so linked with COP in the four projects was one (1).

Common Work Performance Description - During the period from September, 1972 through March 1, 1975, twenty-eight of thirty-three projects (84.8%) reported that the work performance description of COP was in-common with the work performance descriptions of other educational programs operating in the school systems. A total of 104 such linkages were identified in these projects. The median number of such programs so linked with COP in the twenty-eight projects was three (3). During this period, ten of thirty-three projects (30.3%) reported that the work performance description of COP was in-common with the work performance description of other education programs operating in the school system but funded from sources outside of education. A total of 25 such linkages were identified in these projects. The median number of such programs so linked with COP in the ten projects was two (2).

As of March 1, 1975, twenty-three of thirty-one projects (74.2%) reported that the work performance description of COP was in-

common with the work performance descriptions of other educational programs operating in the school system. A total of 76 such linkages were identified in these projects. The median number of such programs so linked with COP in the twenty-three projects was three (3). Further, as of March 1, 1975, eight of thirty-one projects (25.8%) reported that the work performance description of COP was in-common with the work performance description of other education programs operating in the school system but funded from sources outside of education. A total of 17 such linkages were identified in those projects. The median number of such programs so linked with COP in the eight projects was one (1).

Program Used As A Recruiting Source - During the period from September 1972 through March 1, 1975, twenty-eight of thirty-three projects (84.8%) reported that other education programs operating within their school systems were used as a source of recruitment for COP participants. A total of 98 such linkages were identified in these projects. The median number of such programs so linked with COP in the twenty-eight projects was three (3). During this period, fourteen of thirty-three projects (42.4%) reported that other educational programs operating within their school systems but funded from sources outside of education were used as a source of recruitment for COP participants. A total of 31 such linkages were identified in these fourteen projects. The median number of such programs so linked with COP in the fourteen projects was two (2).

As of March 1, 1975, twenty of thirty-one projects (64.5%) reported that other education programs operating within their school systems were used as a source of recruitment for current COP participants. A total of 71 such linkages were identified in these projects. The median number of such programs so linked with COP in the twenty projects was three (3). Further, as of March 1, 1975, nine of thirty-one projects (29%) reported that other educational programs operating within their school systems but funded from sources outside of education were used as a source of recruitment for current COP participants. A total of 19 such linkages were identified in the nine projects. The median number of such programs so linked with COP in the nine projects is two (2).

Evaluation (Including Research and Statistical Services) - During the period from September, 1972 through March 1, 1975, eighteen of thirty-three projects (54.5%) reported that evaluation services were provided to COP by other education programs operating within their school systems. A total of 47 programs provided such services within the eighteen projects. The median number of such programs so linked with COP in the eighteen projects was two (2). During this period, six of thirty-three projects (18.2%) reported that evaluation services were provided to COP by other education programs operating within their school systems but funded from sources outside of education. Twelve such programs were identified by the six projects. The median number of such programs so linked with COP in the six projects was two (2).

As of March 1, 1975, sixteen of thirty-one projects (51.6%) reported that evaluation services were being provided to COP by other education programs operating within their school systems. A total of 50 programs provided such services within the sixteen projects. The median number of such programs so linked with COP in the sixteen projects was three (3). In addition, as of March 1, 1975, four of thirty-one projects (12.9%) reported that evaluation services were being provided to COP by other education programs operating within their school systems but funded from sources outside of education. Nine such programs were identified by the four projects. The median number of such programs so linked with COP in the four projects was two (2).

Transportation Services - During the period from September, 1972 through March 1, 1975, five of thirty-three projects (15.2%) reported that transportation services were provided to COP by other education programs operating within their school systems. A total of 9 programs provided such services within the five projects. The median number of such programs so linked with COP in the five projects was one (1). During this period, six of thirty-three projects (18.2%) reported that transportation services were provided to COP by other education programs operating within their school systems but funded from sources outside of education. Seven such programs were identified by the six projects. The median number of such programs so linked with COP in the six projects was one (1).

As of March 1, 1975, four of thirty-one projects (12.9%) reported that transportation services were being provided to COP by other education programs operating within their school systems. A total of nine programs provided such services within the four projects. The median number of such programs so linked with COP in the four projects was two (2). Further, as of March 1, 1975, two of thirty-one projects (6.5%) reported that transportation services were being provided to COP by other education programs operating within their school systems but funded from sources outside of education. Four such programs were identified in the two projects - two in each project..

Space and Utilities - During the period from September, 1972 through March 1, 1975, twenty of thirty-three projects (60.6%) reported that space and utilities were provided to COP by other education programs operating within their school systems. A total of 54 programs provided such services within the twenty projects. The median number of such programs so linked with COP in the twenty projects was two (2). During this period, five of thirty-three projects (15.2%) reported that space and utilities were provided to COP by other education programs operating within their school systems but funded from sources outside of education. Seven such programs were identified by the five projects. The median number of such programs so linked with COP in the five projects was one (1).

As of March 1, 1975, fourteen of thirty-one projects (45.2%) reported that space and utilities were being provided to COP by other education programs operating within their school systems. A total of 40 programs provided such services within the fourteen projects. The median number of such programs so linked with COP in the fourteen projects was three (3). Further, as of March 1, 1975, three of thirty-one projects (9.7%) reported that space and utilities were being provided to COP by other education programs operating within their school systems but funded from sources outside of education. Five such programs were identified in the three projects. The median number of such programs so linked with COP in the three projects was two (2).

Develop Enrichment of Regular Courses

An important characteristic of the Career Opportunities Program involves modification of curriculum delivered by participating Institutions of Higher Education. The nature of modification is concerned with both responding to the specific educational needs of the COP participants as well as drawing upon the life experiences of COP participants to structure curricula and training that is more responsive to education of children from low-income families. The following performance criteria/measurements are concerned with the determination of the extent to which such modifications were realized. The extent to which the educational needs of participants was addressed is viewed with respect to consideration of the Project Staff and IHE to an analysis of the needs of participants, agreement on selection of participants' courses, and the relationship of courses administered by the IHE's to participants to the needs and professional/paraprofessional aspirations of the participants. The extent to which the IHE's responded by establishing mechanisms through which to draw upon the life experiences of COP participants is viewed from the composition of the participant's academic program. The U. S. Office of Education, Career Opportunities Program Staff established the following performance criteria/measurements in this respect. First, COP participants should be admitted to the IHE as regular students. Second, the participants should input to the design of between three and six of the courses comprising a four-year curriculum. Third, daily practicum should be recognized by the

IHE's as fulfilling the traditional requirement for 12-18 hours of student teaching. Fourth, at least two courses in the professional educational curriculum should be developed particularly and solely for COP participants based on the legitimacy of their unique role. Fifth, participants should be afforded the opportunity to receive IHE credit for previous, related life experiences (if they can be justified). Sixth, participants should be afforded the opportunity to receive IHE credit for related group or self study.

Ascertain Educational Needs of Participants - See page 41.

Ascertain Professional Aspirations of Participants - See page 41.

Establish Educational Objectives Relating to Participant's Needs and Considering Their Professional Aspirations - See page 41.

Develop Participants' Course Work/Curriculum to Meet Their Educational Objectives - See page 41.

Joint Agreement Between COP Project Staff and Participating IHE's Concerning the Selection of Academic Courses for Participants - See page 24.

COP Participants Admitted to IHE's As Regular Students - Twenty nine projects reported that 3,203 participants had been enrolled as regular students in 53 participating IHE's during the reporting period ending March 1, 1975. Two of twenty-nine projects reported that 21 additional participants were attending four IHE's but were not formally admitted to the IHE. One of thirty

projects reported that no participants were attending participating IHE's as regular students and that 10 participants were attending one IHE but were not formally admitted to the IHE. Additional data supplied by the project submitting the latter response suggested that the response was in error. Classification of the error resulted in thirty of thirty projects (100%) reporting 3,153 participants having been enrolled as regular students in 55 participating IHE's. Three of thirty projects (10%) reported that 31 additional participants were attending five IHE's but were not formally admitted to the IHE. Compiling this information results in the facts that: Fifty-five of fifty-five (100%) of the participating IHE's admitted 3,153 participants (99%) as regular students of the IHE's. Five of fifty-five (9.1%) of the participating IHE's enrolled 31 (1.0%) of the participants, but did not formally admit them to the IHE.

Participant Input to the Design of Courses - Twenty-five of thirty-four projects (73.5%) reported that participating IHE's had modified the regular IHE curriculum as a direct result of COP participation. Within the twenty-five projects, a total of thirty-seven of fifty-five (67.3%) of the participating IHE's initiated such modifications. With a total of seventy-two IHE's reported to have participated in the thirty-four projects, 51.4 percent of the IHE's initiated such change. Project Directors reported the number of such courses that were modified by thirty-three of the thirty-seven IHE's to be 255 courses. Fifteen IHE's modified four or more courses in their curriculum and

twenty-five IHE's modified three or more courses in their curriculum.

Recognition of Daily Practicum As Fulfillment of Traditional Student Teaching Requirement - Nineteen of thirty-four projects (55.9%) reported that twenty-five of their forty-four participating IHE's (55.6%) accepted the COP participants' daily practicum credit as at least partial fulfillment of the traditional requirement for student teaching. Of the seventy-two participating IHE's in the thirty-four projects, an overall percentage of 26.4% of the IHE's accepted daily practicum as at least partial fulfillment of the requirement for student teaching.

Enrollment of COP Participants In Special Courses Devised Solely for COP Participants - Twenty of thirty-four projects (55.9%) reported that at least one participating IHE in their respective projects had devised special courses solely for COP participants. Within these projects, thirty of forty-one (73.2%) participating IHE's had devised such courses. Twenty-five of thirty (83.3%) participating IHE's devised two or more such courses. Of the seventy-two participating IHE's in the thirty-four projects, an overall percentage of 41.7% of the IHE's developed such courses.

Opportunity for COP Participants to Receive IHE Credit for Previous, Related Life Experiences - Ten of thirty-four projects (29.4%) reported that seventeen of their twenty-five participating IHE's (68%) granted credit to COP participants for previous

but related, life experiences. Of the seventy-two participating IHE's in the thirty-four projects, an overall percentage of 23.6% of the IHE's granted participants such credit. The hours of credit granted by thirteen of the seventeen IHE's ranged from 6 hours to 12 hours.

Opportunity for COP Participants to Receive IHE Credit for Related Group or Self-Study - Twelve of thirty-four projects (35.3%) reported that twenty of their thirty-two participating IHE's (62.5%) granted credit to COP participants for group or self-study. Of the seventy-two participating IHE's in the thirty-four projects, an overall percentage of 27.8% of the IHE's granted participants such credit.

Develop Cooperative Arrangements Among Two-Year and Four-Year Institutions of Higher Education

In projects where both two-year and four-year IHE's were participating in the Career Opportunities Program, it is important that credit earned by COP participants from any participating IHE be transferable and accepted by other participating IHE's. The true paraprofessional career lattice concept offers the paraprofessional the opportunity to specialize in one educational field-of-work or several; further, the paraprofessionals have the option of determining the degree of their specialization (vertical progression on the career lattice to the teacher level). This characteristic of the career lattice indicates the necessity of the subject cooperative arrangement. A given COP participant may attend several IHE's in completing his/her selected academic program.

Fourteen of thirty-four projects (41.2%) reported that both, two-year and four-year IHE's were participating in the Career Opportunities Program. Of the seventy-two IHE's participating in the thirty-four projects, seventeen or 23.6% were two year institutions. In all cases, the credits earned by participants while enrolled in two-year institutions were transferable to and accepted by four-year institutions.

Participating IHE's Should Grant Credit for Daily Practicum -

Daily practicum is considered in the Career Opportunities Program as a vital element in the work-study program of paraprofes-

sionals. In analyzing the extent to which practicum credit was granted to COP participants by participating IHE's, thirty-one of thirty-four projects responded with sufficient data for analysis. Twenty-six of thirty-one projects (83.9%) responded that all participating IHE's granted credit for practicum to COP participants. Twenty-nine of thirty-one projects (93.5%) indicated that all or some of the IHE's participating in their Career Opportunities Programs granted credit for practicum. Overall, fifty-four of sixty-three (85.7%) of the IHE's participating in the thirty-one projects granted credit for practicum to COP participants.

In none of the projects subjected to in-depth analysis were participants earning the equivalency of one-third of their credits for practicum. Total practicum credits accrued by all continuing participants (as of March 1, 1975) were compared with total credits earned by all continuing participants while enrolled in COP. The percentage of credit earned for practicum ranged from 0.5% to 16.2%. The percentage of total practicum credit earned by all continuing participants in all projects with respect to total credits earned by these participants while in COP is 6.9%.

FIGURE 7
WORK STUDY PROCESS

Development Objective No. 2: Train Participants With Low-Income Backgrounds for New Careers In Schools Serving Low-Income Families

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Provide work-study training program relevant to the needs of children from low-income families</p>	<p>Definition of educational needs of children in participating LEA schools</p> <p>Direct relationship between career lattice fields-of-work and defined needs of children</p> <p>Participants' course work and practicum should relate directly to stated needs of children from low-income families</p> <p>Designation and allotment of time by LEA cooperating teachers to work with COP participants and team leaders in planning more responsive curriculum and delivery process. Desired goal is 1-1/2 hours/week.</p>	<p>96.9%</p> <p>50%</p> <p>70%</p> <p>100%</p>	<p>60% of the projects indicated that the participants' curriculum was both formulated with respect to the educational objectives of the participants and directly related to the needs of children from low-income families.</p> <p>Median time devoted by teachers is six hours/week.</p> <p>50% of the projects attained all performance criteria/measurements related to their performance objectives.</p>

WORK STUDY PROCESS

Development Objective No. 2: Train Participants With Low-Income Backgrounds for New Careers In Schools Serving Low Income Families

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Provide work-study training programs relevant to the needs of COP participants	<p>Ascertain educational needs of participants</p> <p>Ascertain professional aspirations of participants</p> <p>Establish educational objectives relating to participants' needs and considering their paraprofessional aspirations</p> <p>Develop participants' course work/curriculum to meet their educational objectives</p> <p>Define performance standards for classroom work performance of participants</p> <p>Define performance standards for academic performance of participants</p>	<p>100%</p> <p>93.9%</p> <p>67.6%</p> <p>78.1%</p> <p>96.9%</p> <p>87.5%</p>	<p>53.3% of the projects attained all performance criteria/measurements related to this performance objective</p>

Provide Work-Study Training Program Relevant to the Needs
of Children from Low-Income Families

Each of the performance criteria/measurements used to determine the extent to which this performance objective was attained have been discussed previously. Although this objective must be considered in the development the qualitative aspects of the career lattice, it must again be considered when viewing the qualitative aspects of the work-study process. COP participants undertake academic programs and training to prepare themselves for paraprofessional or professional careers in the education of children from low-income families. For this reason, the work-study program of COP participants should be supportive of this objective. It should be developed based upon the educational needs of children from low-income families; academic study and daily practicum should focus on the children's defined areas of underachievement; and the LEA teachers cooperating in the COP program should allot sufficient and specific time to work with COP participants in planning the delivery of curriculum to the children. Fifteen of thirty projects (50%) indicated attainment of all performance criteria/measurements related to the performance objective.

Definition of Educational Needs of Children in Participating

LEA Schools - See page 20,

Direct Relationship Between Career Lattice Fields-of-Work and

Defined Needs of Children - See page 20.

Participant's Course Work and Practicum Should Relate Directly to the Stated Needs of Children From Low-Income Families - See page 41.

Designation and Allotment of Time By Cooperating Teachers to Work with COP Participants and Team Leaders In Planning More Responsive Curriculum and Delivery Process - See page 36.

Provide Work-Study Training Programs Relevant to the Needs of the COP Participants

The performance criteria/measurements relative to this performance objective are considered most relevant in structuring and implementing a work-study program that addresses the paraprofessional/professional objectives of participants. When these performance criteria/measurements are considered, it becomes evident that several decisions must be reached by involved elements. Given the paraprofessional/professional aspirations of a participant, the program of education and training should be derived from the educational and training needs to attain the aspiration. This involves a decision on the part of the IHE's. The decision to undertake the program is then the decision of the participant and involves acceptance of the analysis of need with respect to aspiration. Finally, performance standards against which participants can be evaluated from this general academic work and application of academic training to the instructional setting should be defined and implemented. Sixteen of thirty projects (53.3%) indicated attainment of all performance criteria/measurements related to the performance objective.

Ascertain Educational Needs of Participants - See page 41.

Ascertain Professional Aspirations of Participants - See page 41.

Establish Educational Objectives Relating to Participants' Needs and Considering Their Professional Aspirations - See page 41.

Develop Participant's Course Work/Curriculum to Meet Their Educational Objectives - See page 41.

Define Performance Standards for Classroom Work Performance of Participants - See page 59.

Define Performance Standards for Academic Performance of Participants - Twenty eight of thirty-two projects (87.5%) responded that performance standards against which the participants' academic performance was assessed were defined.

FIGURE 8
WORK STUDY PROCESS

Development Objective No. 3: Provide Paid Work/Study Program

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Utilize COP participants in teaching roles	Extent to which COP participants are employed in various steps of the career lattice.	100%	<p>3.1% of the projects have two-step career lattices. 25% of the projects have three-step career lattices. 71.9% of the projects have four or more steps in their career lattices. 61.3% of the projects had participants employed in step 1 of their career lattices on March 1, 1975. 72.4% of the projects had participants employed in step 2 of their career lattices on March 1, 1975. 55.2% of the projects had participants employed in both step one and step two of their career lattices on March 1, 1975. 89.7% of the projects had participants employed in step 3 of their career lattices on March 1, 1975. 51.7% of the projects had participants employed in step 4 of their career lattices on March 1, 1975.</p>

WORK STUDY PROCESS

(continued)
Development Objective No. 3: Provide Paid Work/Study Program

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
Integrate the Youth Tutoring Youth Program with the COP program	Projects with YTY components Participants supervising tutors Participants receiving practicum credit for supervising tutors Participants tutoring youth Participants receiving practicum credit for tutoring youth	29.4% 80% 37.5% 80% 50%	23.5% of all projects 8.6% of all projects 23.5% of all projects 11.8% of all projects

Utilize COP Participants in Teaching Role

In assessing the attainment of this performance objective, both the extent to which COP participants are utilized in the classroom and some indication of the utilization of participants in various paraprofessional levels are considered.

Projects With Participants Employed In Step 1 of Their Career

Lattice - Nineteen of thirty-one projects (61.3%) responded that participants were employed in step 1 of their career lattices as of March 1, 1975.

Projects With Participants Employed In Step 2 of Their Career

Lattices - Twenty-one of twenty-nine projects (72.4%) responded that participants were employed in step 2 of their career lattices as of March 1, 1975.

Projects With Participants Employed In Both Step 1 and Step 2

of Their Career Lattices - Sixteen of twenty-nine projects (55.2%) responded that participants were employed in both step 1 and step 2 of their career lattices as of March 1, 1975.

Projects With Participants Employed In Step 3 of Their Career

Lattices - Twenty-six of twenty-nine projects (89.7%) responded that participants were employed in step 3 of their career lattices as of March 1, 1975.

Projects With Participants Employed In Step 4 of Their Career

Lattices - Twenty-one of twenty-three projects (91.3%) responded that participants were employed in step 4 of their career lattices as of March 1, 1975.

Integrate the Youth Tutoring Youth Program With the COP Program

Both the YTY program and the COP program are concerned with the learning difficulties of children. In locations where both programs are/were operating, the U. S. Office of Education, Career Opportunities Program Staff encouraged the integration of these programs. In this respect, it was considered desirable that COP participants supervise tutors and receive practicum credit for such involvement. In instances where COP participants themselves were tutoring youth, such activity was encouraged to have been an integral part of the participants' classroom role. In these instances, it was considered that practicum credit be designated for such activity.

Ten of thirty-four projects (29.4%) indicated that their projects had YTY components.

COP Participants Supervising Tutors - Eight of ten projects (80%) responded that COP participants were supervising tutors as of March 1, 1975.

COP Participants Receiving Practicum Credit for Supervising Tutors - Three of the eight projects (37.5%) reporting that COP participants were supervising tutors, indicated that the participants were receiving practicum credit for their activities.

COP Participants Tutoring Youth - Eight of ten projects (80%) with YTY components indicated that COP participants were tutoring youth.

COP Participants Receiving Practicum Credit for Tutoring

Youth - Four of the eight projects (50%) reporting that COP participants were tutoring youth indicated that the participants were receiving practicum credit for such activities.

COP COUNCIL PROCESS

In developing and implementing the COP Council Process, the attainment of two primary developmental objectives was desired.

These included:

- Attracting Individuals With Low-Income Backgrounds To New Careers In Schools Serving Children From Low-Income Families
- Increasing Cooperative Relationships Among Related Programs, Agencies, and Institutions

FIGURE 9
COP COUNCIL PROCESS

Development Objective No. 1: Increasing Cooperative Relationships Among Related Programs, Agencies, and Institutions

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
COP Councils' participation in development of the participant recruitment process	Extent to which COP Councils were formed within projects	100%	
COP Councils' participation in the selection of COP participants	Extent to which COP Councils participated in the recruitment process	91.2%	
	Extent to which COP Councils with in projects participated in the selection of COP participants	78.8%	

COP Council's Participation In the Development of the Participant Recruitment Process

The COP Council was conceived as an advisory body to effect a working relationship between the education system and the individuals of the communities in which the projects were implemented. The COP advisory council was intended to be an active advisory body. One of its functions was to participate in the recruitment of participants. Such participation was to include participation in the development of the recruitment process as well as actively participating in the recruitment of participants.

All projects, thirty-four of thirty-four, reported that COP Advisory Councils were participating in their projects. Of these, thirty-one (91.2%) reported that their COP Councils participated in the development of the recruitment process.

COP Council's Participation In the Selection of COP Participants

Another desired function of the COP Advisory Council was to actively participate in the selection of the COP participants to be enrolled in the program. Participation in the selection process consisted of two roles: actual responsibility for selecting participants or concurrence in the selection made by the LEA and COP Project Staff.

Twenty-six of thirty-three projects (78.8%) reported that their COP Advisory Councils actively participated in the selection of the participants enrolled in their projects.

FIGURE 10
COP COUNCIL PROCESS

Development Objective No. 2: Attracting Individuals With Low-Income Backgrounds to New Careers In Schools Serving Children from Low-Income Families

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Encourage cooperation among participating agencies and coordinate COP activities with other related programs</p>	<p>Extent to which council members are associated with other education and education-related programs</p> <p>Programs with representatives on COP Council</p> <p>Funded from sources with education</p> <p>Funded from sources outside of education</p> <p>Extent to which COP Councils' participate in decisions relating to the training of COP participants</p> <p>Extent to which projects' COP Councils participate in decisions relating to hiring of COP project staff</p>	<p>77.4%(3/75)</p> <p>90.9%(9/72-3/75)</p> <p>42.5%(3/75)</p> <p>42.4%(9/72-3/75)</p> <p>55.2%</p> <p>65.4%</p>	<p>Median(3/75): 3 programs Linkage with 67% such programs</p> <p>Median (9/72-3/75): 3 programs Linkage with 67.4% such programs</p> <p>Linkage with 56.7% such programs</p> <p>Linkage with 53.7% such programs</p>

(continued)

COP COUNCIL PROCESS

Attracting Individuals With Low-Income Backgrounds to New Careers In Schools Serving
 Development Objective No. 2: Children from Low-Income Families

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
	<p>Extent to which projects' COP Councils participate in budget decisions</p> <p>Extent to which projects' COP Councils participate in decision relating to COP project expenditures</p> <p>Extent to which projects' COP Councils participate in decisions relating to community involvement with the project</p>	<p>48.1%</p> <p>36%</p> <p>71%</p>	

Encourage Cooperation Among Participating Agencies and
Coordinate COP Activities With Other Related Programs

In light of this performance objective, it is desirable that membership of the advisory council be in-part comprised of individuals who are associated with other related education programs. Further, it is desirable that the COP Advisory Council actively participate in decisions related to training of COP participants, hiring of COP Project Staff, budgeting, expenditures and community involvement with the COP project.

Council Members Associated With Other Education and Education Related Programs - As of March 1, 1975, twenty-four of thirty-one projects (77.4%) reported that individual associated with other educational programs operating in the school systems were members of their COP Advisory Councils. Within the twenty-four projects, a total of 71 such linkages were effected. Twenty projects reported that linkages with 59 programs provided 192 members to their COP Councils. Individual projects identified such linkages with from (1) to six (6) other educational programs. The median number of programs so linked with COP in these projects as of March 1, 1975 was (3) three.

As of March 1, 1975, fourteen of thirty-one projects (45.2%) reported that individuals associated with other educational programs operating in the school system but funded from sources outside of education were members of their COP Advisory Councils. The fourteen projects reported a total of 17 such programs were so linked with COP. Thirteen of the fourteen projects reported

that 23 members of their collective COP Councils participated in a total of 15 other programs of this category.

During the period from September, 1975 through March 1, 1975, thirty of thirty-three projects (90.9%) reported that individuals associated with other educational programs operating in the school system were members of their COP Advisory Councils.

Within the thirty projects, a total of 95 such linkages were effected. Twenty-seven programs provided 259 members to their COP Councils. Individual projects identified such linkages with from one (1) to nine (9) other educational programs. The median number of programs so linked with COP during this period was three (3). Twenty-seven projects reported that linkages with a total of 84 programs provided 259 members to their COP Councils. Individual projects identified such linkages with from one (1) to nine (9) other educational programs. The median number of programs so linked with COP in these projects during this period was three (3).

During this period (September, 1972 through March 1, 1975) fourteen of thirty-three projects (42.4%) reported that individuals associated with other educational programs operating in the school system but funded from sources outside of education were members of their COP Advisory Councils. The fourteen projects reported that a total of 22 such programs were so linked with COP and twelve of the fourteen reported that 31 members of their collective COP Councils participated in a total of 19 other programs in the subject category.

COP Council Participating In Decisions Relating to the Training of COP Participants - Sixteen of twenty-nine projects (55.2%) reported that their COP Advisory Councils participated in decisions relating to the training of COP participants.

COP Advisory Councils Participating In Decisions Relating to the Hiring of COP Project Staff - Seventeen of twenty-six projects (65.4%) reported that their COP Advisory Councils participated in decisions related to the hiring of the COP Project Staff.

COP Advisory Council Participating In Budget Decisions - Thirteen of twenty-seven projects (48.1%) reported that their COP Advisory Councils participated in budget decisions relating to the COP project.

COP Advisory Council Participating In Decisions Relating to COP Project Expenditures - Nine of twenty-five projects (36%) reported that their COP Advisory Councils participated in decisions related to the expenditure of project funds.

COP Advisory Council Participating In Decisions Relating To Community Involvement With the Project - Twenty-two of thirty-one projects (71%) reported that their COP Advisory Councils participated in decisions related to community involvement with the project.

RECRUITMENT PROCESS

In developing and implementing the Recruitment Process, the attainment of two primary development objectives was desired.

These included:

- Increasing Cooperative Relationships Among Related Programs, Agencies, and Institutions
- Attracting Individuals With Low-Income Backgrounds to New Careers In Schools Serving Children From Low-Income Families

FIGURE 11
RECRUITMENT PROCESS

Development Objective No. 1: Increasing Cooperative Relationships Among Related Programs, Agencies, and Institutions	Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Recruit participants from within the educational systems</p>	<p>Extent to which projects recruited from within educational systems</p>	<p>100%</p>	<p>24.5% of the participants are known to have been recruited from Title I programs</p> <p>41.6% of the participants are known to have been recruited from other educational programs</p> <p>This results in 66% of the participants known to be recruited from within the educational systems</p> <p>Source of recruitment of 32.7% of participants was unknown by the individuals submitting project data</p>	

Recruit Participants from Within the Educational System

Within the seven projects subjected to in-depth analysis, 66% of the participants enrolled in the projects were recruited from other educational programs operating within the school system. Detailed analysis of source of recruitment indicates the following:

- 24.5% of the participants were recruited from the Title I Program
- 41.6% of the participants were recruited from other educational programs operating within the school systems
- 1.3% are known to have been recruited from outside the school system
- The source of recruitment of 32.7% of the participants was undefined.

FIGURE 12
RECRUITMENT PROCESS

Development Objective No. 2: Attracting Individuals With Low-Income Backgrounds To New Careers in Schools Serving Children From Low-Income Families

Performance Objective	Performance Criteria/Measurement	% of Projects Attaining Performance Criteria/Measurement	Other Significant Results
<p>Enroll participants who qualify as individuals who relate to/with children from low-income families</p>	<p>Participant characteristics</p>		<p>90% of participants were of low-income backgrounds</p> <p>93.4% of the participants were residents of low-income communities at the time of enrollment in the program</p> <p>72.7% of the participants are 44 years of age or younger.</p>

Enroll Participants Who Qualify As Individuals Who Relate
To/With Children From Low-Income Families

- 90% of the participants were of low-income backgrounds
- 93.4% of the participants were residents of low-income communities at the time of enrollment
- 72.2% of the participants are 44 years of age or younger

SECTION III

Fiscal Analysis

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This section views the benefits and characteristics of all COP expenditures during the current fiscal year (July 1, 1974-June 30, 1975).

One of the factors considered as essential to the development and institutionalization of the COP process was the linkage of COP to other federal, state and local educational-related programs. The changes in federal and state programs during the past three years have obscured these linkages. However, the administrative and coordinative resourcefulness and techniques of the Project Directors have resulted in the achievement of substantial multiple benefits.

During the fiscal year, twenty-six projects reported total program costs of \$7,133,036.00. Of this amount, \$4,370,005.00 or 61.3% were obtained from COP grants.

A profile of COP related expenditures is as follows:

Total COP Administrative Costs This Year - Twenty-six projects reported COP administrative costs of \$1,157,085.00. Therefore, administrative costs represent 16.2% of total program costs.

Total Cost Per Participant - At a total cost of \$7,133,036.00, the twenty-six projects reported 1,644 participants enrolled in their projects on and after July 1, 1974. This results in cost of \$4,338.83 per participant.

Total Training Cost Per Participant - Within the twenty-six projects, \$1,157,085.00 of \$7,133,036.00 were administrative costs and \$5,975,951.00 of \$7,133,036.00 were training costs. This results in a training cost per participant of \$3,635.00 for participants enrolled in COP on and after July 1, 1974.

IHE Training Cost - Six of the twenty-six projects supplying detailed project cost data reported that \$553,340.00 of \$1,958,132.00 total program costs were expended for IHE training and administrative cost. Within these projects, 333 participants were enrolled on and after July 1, 1974. This represents an average IHE training cost of \$1,661.68 per participant. Within these six projects, the average IHE training cost per participant ranged from \$679.00/participant to \$1,945/participant.

TABLE 1
PROJECT COST DATA

	Project Administration Costs			Total Project Costs			IME Costs			Participants Enrolled On Or After July 1, 1975		
	COP	LEA	Other	COP	LEA	Other	COP	LEA	Other			
											Total	Total
Nashville, Tenn.	18,600	15,818	0	34,418	82,182	39,218	82,800	47,982	0	0	47,982	32
Chipley, Fla.	30,225	2,000	0	32,225	105,000	44,200	0	149,200	0	0	149,200	70
Martinsburg, W. Va.	33,780	0	5,544	39,324	119,947	276,000	15,544	411,491	0	0	411,491	108
Jackson, Ky.	37,588	0	0	37,588	207,154	0	0	207,154	50,000	0	50,000	46
Scanton, Pa.	16,400	0	0	16,400	66,975	0	0	66,975	0	0	66,975	70
Des Moines, Iowa	29,685	0	0	29,685	117,312	0	0	117,312	0	0	117,312	22
Cheyenne, Wyoming	9,380	14,000	0	23,380	76,998	14,000	0	90,998	12,900	0	12,900	19
Durham, N.C.	39,585	0	0	39,585	106,719	0	0	106,719	90,101	0	90,101	15
Hardin, Montana	34,874	0	0	34,874	117,908	0	0	117,908	0	0	117,908	47+
Jackson, Miss.	41,591	0	0	41,591	252,808	0	340,942	593,750	0	0	593,750	108
Jacksonville, Fla.	41,033	2,450	0	43,483	235,360	252,560	0	487,920	0	0	487,920	148
Louisville, Ky.	43,997	0	0	43,997	225,288	0	0	225,288	0	0	225,288	70
Miami, Fla.	57,070	0	0	57,070	203,552	0	0	203,552	0	0	203,552	41
Marksville, La.	19,870	0	0	19,870	121,457	0	0	121,457	0	0	121,457	30
Kansas City, Mo.	26,096	0	0	26,096	167,785	0	0	167,785	0	0	167,785	15
Asheville, N.C.	40,584	0	0	40,584	195,362	0	0	195,362	0	0	195,362	61
Baltimore, Md.	75,020	0	0	74,020	325,028	0	0	325,028	0	0	325,028	92
Pikeville, Ky.	26,959	0	0	26,959	161,304	3,500	183,949	348,753	185,077	0	185,077	156
Chicago, Ill.	214,745	0	0	214,745	546,880	0	0	546,880	0	0	546,880	103
Tampa, Fla.	14,130	25,624	0	39,754	98,103	193,284	0	293,781	0	0	293,781	28
Saginaw, Mi.	36,982	1,200	0	38,182	97,000	7,800	103,300	208,100	0	0	208,100	33
Lacrosse, Wis.	32,580	0	11,400	43,980	78,000	131,000	96,400	305,400	0	0	305,400	45
Pike County, Ala.	39,832	212	0	40,044	93,658	23,178	0	116,836	0	0	116,836	35
Hilcox County, Ala.	39,677	0	0	39,677	91,820	0	468,535	560,355	0	0	560,355	28
Macon County, Ala.	38,478	0	0	38,478	112,234	0	0	112,234	0	0	112,234	38
Hartford, Conn.	40,076	0	0	40,076	244,171	486,821	0	730,992	167,280	0	167,280	86
Total	1,078,837	61,304	16,944	1,157,085	4,370,005	1,471,561	1,291,470	7,133,036	553,340	0	553,340	1,644

SECTION IV

Detailed Support Data

Explanation of Table 2

Response	Legend:
Y	Yes or accomplished
N	No or not accomplished
NR	No response
ND	No data

Data/Information Elements:

1. Educational needs of participant defined.
2. Professional/paraprofessional aspirations of participants ascertained.
3. Educational objectives established to meet the participants' needs in light of their desires.
4. Course work/curriculum developed to meet the educational objectives of participants.
5. Course work and practicum relate to stated educational needs of children.
6. Requirements/qualifications to be met by paraprofessionals for employment in all steps of career lattice defined.
7. Performance capabilities required of participants following employment, education, and training at each step of career lattice defined.
8. Definition of salary ranges for each personnel classification of career lattice.
9. Job classification on career lattice that includes planning by COP participants.

TABLE 2
DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1, 1975

Project	Data Responses								
	1	2	3	4	5	6	7	8	9
Nashville, Tenn.	Y	Y	N	Y	N	Y	Y	Y	2 of 3
Sacramento, Calif.	Y	Y	Y	Y	Y	Y	Y	Y	4 of 4
Chipley, Fla.	Y	Y	Y	Y	Y	Y	Y	N	4 of 4
Rochester, New York	Y	Y	Y	Y	Y	Y	N	Y	0 of 5
Martinsburg, W.Va.	Y	N	N	N	N	Y	Y	Y	5 of 5
Jackson, Ky.	Y	Y	Y	Y	Y	Y	Y	Y	6 of 6
Scranton, Pa.	Y	Y	NR	Y	NR	Y	Y	Y	3 of 6
Des Moines, Iowa	Y	Y	Y	Y	Y	Y	Y	Y	3 of 4
Cheyenne, Wyoming	Y	Y	Y	N	NR	Y	Y	Y	4 of 4
Winston-Salem, N.C.	Y	Y	Y	Y	Y	Y	Y	Y	4 of 4
Monticello, Utah	Y	Y	Y	Y	N	Y	Y	Y	5 of 5
Anchorage, Alaska	Y	Y	N	Y	Y	Y	Y	Y	4 of 4
Durham, N.C.	Y	Y	Y	Y	Y	Y	Y	N	4 of 4
Hardin, Montana	Y	Y	Y	Y	Y	Y	Y	N	4 of 4
Jackson, Miss.	---INAPPROPRIATE FOR GROUP ASSESSMENT---								
Jacksonville, Fla.	Y	Y	Y	Y	Y	Y	Y	Y	7 of 7
Washington, D. C.	Y	Y	N	Y	N	Y	Y	Y	2 of 4
Louisville, Ky.	Y	Y	Y	Y	Y	Y	Y	Y	3 of 3
Lillington, N.C.	Y	Y	Y	Y	Y	Y	Y	Y	5 of 5
Smethport, Pa.	Y	Y	Y	Y	Y	Y	Y	Y	3 of 6
Birmingham, Ala.	Y	N	Y	N	Y	Y	Y	N	0 of 4
Miami, Fla.	Y	Y	N	Y	Y	ND	ND	ND	0 of 5
Marksville, La.	Y	Y	Y	N	Y	Y	Y	Y	3 of 3
Kansas City, Mo.	Y	Y	Y	Y	Y	Y	Y	Y	3 of 4
Ashville, N.C.	Y	Y	N	N	N	Y	Y	Y	5 of 5
Baltimore, Maryland	Y	Y	N	Y	Y	N	N	Y	0 of 3
Pikeville, Ky.	Y	Y	N	Y	N	Y	Y	Y	3 of 4
Tampa, Fla.	Y	Y	N	Y	N	Y	Y	Y	2 of 3
Saginaw, Mich.	Y	Y	N	N	N	Y	N	Y	2 of 4
Lacrosse, Wisconsin	Y	Y	Y	Y	Y	Y	Y	Y	3 of 4
Pike County, Ala.	Y	Y	Y	Y	Y	Y	Y	Y	4 of 4
Wilcox County, Ala.	NR	Y	NR	NR	NR	Y	Y	Y	NR 3
Macon County, Ala.	Y	Y	Y	N	Y	N	Y	Y	3 of 5
Chicago, Ill.	Y	Y	Y	Y	Y	Y	Y	N	4 of 4
Positive Responses	32	31	21	25	21	30	29	27	
Total Responses	32	33	31	32	30	32	32	32	
% Positive Responses	100	93.9	67.7	78.1	70.0	93.8	90.6	84.4	

Explanation of Table 3

Data/Information Elements:

New Direc.: Projects with a change in COP Project Director since September 1972.

YTY: Projects with Youth-Tutoring-Youth components

1. Number of COP participants supervising tutors as of March 1, 1975.
2. Number of COP participants receiving practicum credit for supervising tutors as of March 1, 1975.
3. Numbers of tutors being supervised by COP participants as of March 1, 1975.
4. Number of COP participants tutoring youth as of March 1, 1975.
5. Number of COP participants receiving practicum credit for tutoring youth as of March 1, 1975.
6. Number of youth being tutored by COP participants as of March 1, 1975.

TABLE 3
DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS AS OF MARCH 1, 1975

Project	New Direc.	YTY	Data Responses					
			1	2	3	4	5	6
Nashville, Tenn.	-	-	-	-	-	-	-	-
Sacramento, Calif.	x	x	26		42	20	0	36
Chipley, Fla.	-	x	7	0				
Rochester, N.Y.	-	x	10	10	5	15	10	100
Martinsburg, W.Va.	-	-	-	-	-	-	-	-
Jackson, Ky.	-	-	-	-	-	-	-	-
Scranton, Pa.	-	-	-	-	-	-	-	-
Des Moines, Iowa	-	-	-	-	-	-	-	-
Cheyenne, Wyoming	x	-	-	-	-	-	-	-
Winston-Salem, N.C.	-	-	-	-	-	-	-	-
Monticello, Utah	x	-	-	-	-	-	-	-
Anchorage, Alaska	-	-	-	-	-	-	-	-
Durham, N.C.	-	x	4	4	10	4	+	18
Hardin, Montana	-	-	-	-	-	-	-	-
Jackson, Miss.	-	-	-	-	-	-	-	-
Jacksonville, Fla.	-	-	-	-	-	-	-	-
Washington, D. C.	-	-	-	-	-	-	-	-
Louisville, Ky.	-	-	-	-	-	-	-	-
Lillington, N.C.	-	-	-	-	-	-	-	-
Smethport, Pa.	-	-	-	-	-	-	-	-
Birmingham, Ala.	-	x	1	0	10	1	0	2
Miami, Fla.	-	x	4	0	39	4	0	15
Marksville, La.	-	x	30	0	120	0	0	0
Kansas City, Mo.	x	-	-	-	-	-	-	-
Asheville, N.C.	x	x	0	0	0	21	21	21
Baltimore, Md.	-	-	-	-	-	-	-	-
Pikeville, Ky.	-	-	-	-	-	-	-	-
Tampa, Fla.	-	-	-	-	-	-	-	-
Saginaw, Mi.	-	-	-	-	-	-	-	-
Lacrosse, Wis.	-	x	34	34	0	50	50	150
Pike County, Ala.	x	x	0	0	0	2	0	35
Wilcox County, Ala.	-	-	-	-	-	-	-	-
Macon County, Ala.	-	-	-	-	-	-	-	-
Chicago, Ill.	-	-	-	-	-	-	-	-

TABLE 4
CAREER LATTICE STEPS WHERE CERTIFICATION IS POSSIBLE.

Project	Step 1	Step 2	Step 3	Step 4	Step 5	Total	%
Nashville, Tenn.	4 of 4	4 of 4	3 of 3	- -	- -	11 of 11	100
Sacramento, Calif.	4 of 4	4 of 4	4 of 4	4 of 4	- -	16 of 16	100
Chipley, Fla.	4 of 4	4 of 4	5 of 5	- -	- -	13 of 13	100
Rochester, N.Y.	0 of 6	1 of 6	3 of 5	3 of 3	- -	7 of 20	35
Martinsburg, W.Va.	0 of 4	0 of 4	4 of 4	- -	- -	4 of 12	33
Jackson, Ky.	0 of 4	4 of 4	4 of 4	4 of 4	- -	12 of 16	75
Scranton, Pa.	2 of 3	2 of 3	2 of 3	3 of 3	- -	9 of 12	75
Des Moines, Iowa	1 of 4	1 of 4	1 of 4	1 of 4	- -	4 of 16	25
Cheyenne, Wyoming	1 of 2	2 of 2	2 of 2	- -	- -	5 of 6	83
Winston-Salem, N.C.	ND 7	ND 7	ND 7	6 of 7	- -	ID	ID
Monticello, Utah	5 of 5	0 of 5	5 of 5	- -	- -	10 of 15	67
Anchorage, Alaska	ND ND	ND ND	ND ND	ND ND	- -	ID	ID
Durham, N.C.	0 of 4	0 of 4	0 of 4	4 of 4	4 of 4	8 of 20	40
Hardin, Montana	0 of 1	0 of 1	0 of 1	1 of 1	- -	1 of 4	25
Jackson, Miss.	0 of 16	0 of 16	0 of 16	0 of 16	- -	ID	ID
Jacksonville, Fla.	5 of 5	5 of 5	5 of 5	5 of 5	- -	20 of 20	100
Washington, D. C.	ND 8	ND 8	ND 8	ND 8	- -	ID	ID
Louisville, Ky.	ND 7	ND 7	7 of 7	7 of 7	- -	ID	ID
Lillington, N.C.	0 of 6	0 of 6	0 of 6	6 of 6	- -	6 of 24	25
Smethport, Pa.	0 of 7	ND 7	0 of 7	7 of 7	- -	7 of 28	25
Birmingham, Ala.	ND 4	ND 4	ND 4	2 of 4	- -	ID	ID
Miami, Fla.	ND 5	ND 5	5 of 5	5 of 5	- -	ID	ID
Marksville, La.	0 of 1	0 of 1	1 of 1	- -	- -	1 of 3	33
Kansas City, Mo.	2 of 4	2 of 3	3 of 3	3 of 3	- -	10 of 13	77
Asheville, N.C.	ND ND	ND ND	ND ND	ND ND	- -	ID	ID
Baltimore, Md.	0 of 4	0 of 5	0 of 4	4 of 4	- -	4 of 17	24
Pikeville, Ky.	0 of 4	0 of 4	0 of 4	0 of 4	- -	0 of 16	0
Tampa, Fla.	0 of 9	5 of 9	- -	- -	- -	5 of 18	28
Saginaw, Mi.	0 of 3	0 of 3	0 of 3	1 of 3	- -	1 of 12	8
Lacrosse, Wis.	8 of 8	8 of 8	8 of 8	8 of 8	- -	32 of 32	100
Pike County, Ala.	1 of 7	0 of 5	0 of 3	- -	- -	1 of 15	7
Wilcox County, Ala.	0 of 1	0 of 1	0 of 1	- -	- -	0 of 3	0
Macon County, Ala.	ND ND	2 of 2	2 of 2	2 of 2	- -	ID	ID
Chicago, Ill.	1 of 1	1 of 1	1 of 1	1 of 1	- -	4 of 4	100

Explanation of Table 5

Response	Legend:
Y	Accomplished
N	Not accomplished
NR	No response
ND	No data
E	Equivalent semester hours
UK	Unknown

Data/Information Legend

1. Personnel classifications incorporated into LEA Manning Tables.
2. Career lattice fields-of-work defined.
3. Career lattice personnel classifications defined.
4. No. of personnel required by LEA in each field-of-work and personnel classification.
- 4R. Current number and type
- 4F. Future (5 year) number and type.
5. Educational needs of children defined prior to structure of career lattice.
- 5L. Participation by LEA
- 5I. Participation by participating IHE's.
- 5C. Participation by COP Project Staff.
- 5A. Means of modifying career lattice with respect to changing needs.
6. Career lattice fields-of-work relate to stated needs of children.
- 6CN. Needs of children were categorized and described by fields-of-work.

- 6AN. Fields-of-work are described for all educational needs of children.
7. Completion requirements and associated hours of credit defined for all steps of career lattice.
 8. Practicum requirements and associated hours of credit defined for all steps of career lattice.
 9. Response per participating IHE as to joint agreement between the IHE and COP Project Staff concerning the selection of the participants' academic courses.
 10. Response per participating IHE as to if there are members of the IHE faculty assigned to work in the LEA schools with COP participants.
 11. Response per participating IHE as to if there are IHE faculty members who work with the LEA teachers responsible for COP participants.
 - A1. Number of courses taught by each IHE in the LEA schools where participants are employed.
 - A2. Number of credit hours associated with each course identified in A1.
 - F. Number of COP participants enrolled in each IHE as regular university students.
 45. Number of COP participants enrolled in each IHE in regular education programs of the IHE with no changes in course content or credit.
 92. Indication by participating IHE as to whether any regular courses in the IHE curriculum have been modified as a result of COP participation.
 - D1. Number of such courses identified in 92.
 - D2. Credit hours associated with courses identified in D1.
 47. Extent to which credit hours earned at one participating IHE in a project were accepted by other participating IHE's in the project.
 12. Indication by participating IHE as to if participants are enrolled in special courses devised solely for COP participants.

- B1. Numbers of such courses identified in 12.
- B2. Number of credit hours associated with courses identified in B1.
- 48. Indication by participating IHE as to if practicum credit is given by IHE to participants supervising YTY tutors.
- K. Indication by participating IHE as to if COP participants are admitted to the IHE.
- L. Indication by participating IHE as to if the IHE recognizes practicum credit as to last partial fulfillment of the traditional student teaching requirement.
- M. Indication by participating IHE as to if the IHE gives credit to COP participants for previous but related life experiences.
- G2. Number of credits given by each IHE for M.
- N. Indication by participating IHE as to if the IHE gives credit to COP participants for group or self study.
- H2. Number of credits given by each IHE for N.
- 46. Indication as to if the IHE is a 2 year institution.

DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

	1	2	3	4	5	6	7	8	9	10	11	A1	A2	F	45
	I	L	I	C	5A	CN	AN								
Jacksonville, Fla.	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	0	0	84	20
									Y	Y	Y	5	15	20	20
									Y	Y	Y	0	0	11	11
									Y	Y	Y	3	15	46	46
									Y	Y	N	0	0	0	0
Washington, D.C.	N	Y	Y	Y	Y	N	Y	Y	Y	Y	N	0	0	77	77
									Y	Y	N	0	0	52	52
									N	N	N	0	0	2	2
									N	N	N	0	0	1	1
Louisville, Ky.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	16	48	103	70
Lillington, N.C.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	0	0	0	0
Smethport, Pa.	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N	3	9	NR	NR
									Y	Y	Y	3	9	NR	NR
Birmingham, Ala.	Y	N	Y	Y	N	N	N	Y	N	N	N	0	0	NR	NR
									N	N	N	0	0	NR	NR
									N	N	N	1	3	NR	NR
									N	N	N	1	3	NR	NR
Miami, Fla.	Y	N	N	Y	Y	N	Y	Y	N	N	N	2	6	0	0
									N	N	N	0	0	0	0
									N	N	N	0	0	0	0
									N	N	N	0	0	0	0
									N	N	N	0	0	0	0
									N	N	N	0	0	0	0
Marksville, La.	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	16	48	36	36
Kansas City, Mo.	Y	Y	Y	Y	NR	Y	N	Y	N	Y	Y	many	many	25	0
									N	Y	Y	0	0	1	0
									N	Y	Y	4	ND	25	0
Asheville, N.C.	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	many	many	all	0
									N	Y	Y	4	many	all	0



DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

	1	2	3	4	5	6	7	8	9	10	11	A1	A2	F	45
				P	L	I	C	5A	CN	AN					
Baltimore, Md.	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	0	0	57
				Y								0	0	65	
				N								0	0	34	
Pikeville, Ky.	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	14	42	163	
Tampa, Fla.	N	Y	Y	Y	Y	Y	N	N	N	N	1	1	10	58	
											0	0	0	24	
Saginaw, Mi.	Y	Y	Y	N	Y	N	Y	Y	N	N	N	1	3	all	
											N	1	3	all	
Lacrosse, Wis.	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	1	8	65	
											Y	1	8	3	
											Y	0	0	1	
											Y	0	0	1	
											Y	1	8	1	
Pike County, Ala.	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	0	0	all	
											NR	0	0	NR	
											NR	0	0	NR	
Wilcox County, Ala.	Y	Y	Y	NR	Y	N	NR	NR	NR	NR	Y	24	72	36	
Macon County, Ala.	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	0	0	0	
Chicago, Ill.	Y	Y	NR	Y	Y	Y	Y	Y	Y	Y	Y	4	ND	10	
											Y	0	ND	112	
											Y	0	ND	130	



DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

	92	D1	D2	47	12	B1	B2	48	K	L	M	G2	N	H2	46
Nashville, Tenn.	Y	5	10	10	N	-	-	NA	Y	N	Y	6	N	-	N
Sacramento, Calif.	N	-	-	-	N	-	-	NA	Y	N	Y	6	N	-	N
Chipley, Fla.	Y	NR	NR	-	Y	1	3	Y	Y	NR	NR	NR	NR	NR	Y
Rochester, N.Y.	Y	NR	NR	-	NR	-	-	NR	NR	NR	NR	NR	NR	NR	Y
Martinsburg, W.Va.	Y	10	30	-	Y	10	30	N	Y	N	N	-	N	-	Y*
Jackson, Ky.	Y	10	30	-	Y	10	30	N	Y	N	N	-	N	-	Y*
Scranton, Pa.	Y	3	10	-	Y	1	10	N	Y	Y	N	-	N	-	Y*
Des Moines, Iowa	N	-	-	NA	N	-	-	Y	Y	Y	N	-	N	-	Y
Cheyenne Wyoming	N	-	-	NA	N	-	-	NR	NR	Y	N	-	N	-	N
Winston-Salem, N.C.	Y	-	-	18	Y	6	18	NR	Y	N	N	-	N	-	N
Monticello, Utah	Y	20	60	60	N	-	-	NR	Y	N	N	-	N	-	N
Anchorage, Alaska	Y	5	11	Y	Y	3	9	N	Y	Y	Y	6	Y	12	N
Durham, N.C.	Y	5	15	Y	Y	3	9	Y	Y	N	Y	6	Y	12	N
Hardin, Montana	N	-	-	Y	Y	4	18	NA	Y	Y	N	-	Y	3	N
Jackson, Miss.	N	-	-	NA	N	-	-	NA	Y	N	N	-	N	3	N
Jacksonville, Fla.	Y	4	12	NA	N	-	-	NA	Y	N	N	-	N	-	Y
	Y	2	10	NA	N	-	-	N	Y	Y	Y	-	N	-	N
	Y	40	120	Y	Y	40	120	N	Y	N	N	10	Y	24	N
	Y	24	96	Y	Y	32	128	Y	Y	N	N	-	Y	24	N
	Y	9	27	NA	Y	8	24	Y	Y	N	Y	UK	Y	UK	N
	Y	48	147	Y	Y	48	147	Y	Y	Y	N	NR	N	-	N
	N	-	-	Y	Y	7	24	NA	Y	Y	N	-	Y	1	N
	Y	4	12	Y	Y	4	12	N	Y	N	N	0	N	-	Y
	Y	3	12	Y	Y	3	12	N	Y	N	Y	12	N	-	N
	N	0	0	N	N	-	-	N	Y	N	Y	6	N	-	N
	Y	1	5	Y	Y	1	5	Y	Y	Y	Y	12	Y	UK	N
	N	-	-	N	N	-	-	N	Y	N	Y	6	N	-	N



DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

	92	D1	D2	47	12	B1	B2	48	K	L	M	G2	N	H2	46
Washington, D.C.	N	-	-	NA	N	-	-	N	Y	Y	N	-	N	-	N
	N	-	-	NA	N	-	-	N	Y	Y	Y	-	N	-	N
	N	-	-	NA	N	-	-	N	Y	N	N	-	N	-	Y
	N	-	-	NA	N	-	-	N	Y	Y	Y	-	N	-	N
Louisville, Ky.	Y	9	26	NA	N	-	-	NA	Y	Y	Y	12	Y	-	N
Lillington, N.C.	Y	3	7	NA	Y	2	6	NA	Y	Y	N	-	Y	6	N
Smethport, Pa.	N	-	-	NA	N	-	-	NA	Y	Y	N	-	Y	60	N
	Y	2	2	Y	N	-	-	NA	Y	Y	N	-	Y	36	N
	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
Birmingham, Ala.	N	3	11	Y	N	3	9	NA	Y	Y	N	-	N	-	N
	Y	0	0	NA	Y	-	-	N	Y	Y	N	-	N	-	N
	N	4	12	Y	N	-	-	NA	Y	Y	N	-	N	-	Y
Miami, Fla.	Y	1	3	Y	N	-	-	NA	Y	Y	N	-	N	-	N
	Y	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
Marksville, La.	Y	4	12	NA	Y	4	12	N	Y	Y	N	-	N	-	N
Kansas City, Mo.	Y	many	many	Y	Y	many	many	N	Y	Y	N	-	Y	48	N
	Y	many	many	NA	Y	2	2	N	Y	Y	N	-	Y	12	N
	ND	-	-	Y	N	0	0	N	Y	Y	ND	-	N	-	N
Asheville, N.C.	N	7	32	NA	N	-	-	Y	Y	Y	N	-	N	-	N
Baltimore, Md.	N	-	-	NA	N	-	-	NA	Y	Y	N	-	N	-	N
	N	-	-	Y	Y	5	10	NA	Y	Y	N	-	N	-	N
	N	3	13	Y	N	1	2	NA	Y	Y	N	-	N	-	Y
Pikeville, Ky.	Y	5	15	NA	Y	6	18	Y	Y	Y	NA	-	N	-	Y
Tampa, Fla.	N	-	-	Y	Y	10	40	NA	Y	Y	N	-	N	-	N
	N	-	-	Y	Y	-	-	NA	Y	Y	N	-	N	-	Y
Saginaw, Mt.	N	4	20	NA	N	-	6	N	Y	Y	N	-	N	-	N



DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

	92	D1	D2	47	12	B1	B2	48	K	L	M	G2	N	H2	46
Lacrosse, Wis.	Y	3	14	Y	Y	3	14	N	Y	Y	Y	8	Y	12	N
	Y	1	3	Y	Y	1	3	N	Y	Y	Y	8	Y	12	N
	Y	2	6	Y	Y	2	6	N	Y	Y	Y	8	Y	12	Y
	N	-	-	NA	N	-	-	N	Y	N	N	-	Y	12	N
Pike County, Ala.	Y	1	9	Y	Y	ND	ND	NA	N	Y	N	-	N	-	N
	Y	2	8	Y	N	-	-	NA	Y	Y	N	-	N	-	N
Wilcox County, Ala.	N	-	-	NA	N	-	-	Y	Y	N	N	-	N	-	N
Macon County, Ala.	Y	8	15	Y	N	-	-	NA	Y	N	N	-	N	-	N
Chicago, Ill.	N	-	-	NA	N	-	-	Y	Y	N	N	-	Y	3	N
	N	-	-	NA	N	-	-	N	Y	N	N	-	N	-	N



Explanation of Table 6

Response	Legend:
ND	No data

Data/Information Legend:

- A. Indication of the number of IHE's indicating that participants did (Y) and did not (N) receive college level credit for each course they took.
- 10. Indication of the number of IHE's indicating that there were (Y) and were not (N) members of the IHE faculty assigned to work in the LEA schools with COP participants.
- 11. Indication of the number of IHE's indicating that there were (Y) and were not (N) members of the IHE faculty assigned to work with the LEA school teachers responsible for COP participants.
- A1. Indication of the number of courses taught by the personnel of the IHE's in the LEA school where COP participants were employed. 5 in 2 means that five such courses were taught by personnel of each of two participating IHE's or ten such courses in total between the two IHE's.
- A2. Indication of the numbers of credit hours associated with the courses identified in A1. 90 in 5 means 90 credit hours in each of 5 participating IHE's or a total of 450 credit hours in all five IHE's.
- E. Indication of the number of LEA schools in which courses were taught by IHE personnel of each IHE. 6 by 2 means that the personnel of each of 2 IHE's administered such courses in 6 different schools each.
- 45. Indication of the number of COP participants enrolled as regular students in each IHE. 0 in 3 means no participants were enrolled as regular students in each of 3 IHE's participating in the project.
- G. Indication of the number of COP participants enrolled in regular education programs of each IHE with no changes in course content. 3 in 2 means 3 participants in each of 2 participating IHE's or a total of 6 in the two IHE's.

H. Indication of the number of COP participants attending each IHE but not formally admitted to the IHE.

No. of New IHE's. Indication of the number of IHE's in each project that have begun participation since September 1972.

TABLE 6
DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS AS OF MARCH 1, 1975

	A		10		11		No. Courses in IHE's	No. of IHE's	No. Credit Hours	A2 No. of IHE's	No. LEA Schools by IHE's	E No. of IHE's
	Y	N	Y	N	Y	N						
Nashville, Tenn.	2	0	2	0	2	0	5	2	15	2	6	2
Sacramento, Calif.	2	0	0	2	1	1	0	2	0	2	0	2
Chipley, Fla.	3	0	3	0	2	1	3	1	3	1	2	1
							5	1	3	1		
Rochester, N.Y.	1	4-ND	1	4ND	1	4-ND	30	5	25	1	4	2
									90	5	2	3
Martinsburg, W.Va.	2	0	1	1	1	ND	4	1	12	1	ND	2
							ND	1	ND	1		
Jackson, Ky.	1	0	1	0	1	0	42	1	114	1	2	1
Scranton, Pa.	3	0	3	0	3	0	3	2	9	2	1	3
							1	1	3	1		
Des Moines, Iowa	2	0	2	0	2	0	0	2	0	2	0	2
Cheyenne, Wyo.	2	0	2	0	0	2	0	2	0	2	0	2
Winston-Salem, N.C.	1	0	1	0	0	1	0	1	0	1	0	1
Monticello, Utah	2	0	1	1	1	1	54	1	162	1	1	1
							72	1	180	1	1	1
Anchorage, Alaska	2-ND											
Durham, N.C.	1-ND											
Hardin, Montana*	1	0	1	0	1	0	30	1	60	1	5	1
Jackson, Miss.	1	0	1	0	1	0	0	1	0	1	0	1
Jacksonville, Fla.	5	0	5	0	5	0	2	1	6	1	20	1
							9	1	30	1	10	1
							3	1	15	1	2	1
							6	1	20	1	15	1
							5	1	8	1	8	1
Washington, D.C.	2	0	2	0	2	0	0	2	0	2	0	2
Louisville, Ky.	5	0	5	0	5	0	2	1	6	5	1	5
							9	1				
							3	1				
							6	1				
							5	1				

*Error data.

DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS AS OF MARCH 1, 1975

	A			10			11			A1	No. of Courses in IHE's	No. Credit Hours	A2	No. of in IHE's	No. LEA Schools by IHE's	E	No. of IHE's
	Y	N	Y	N	Y	N	Y	N	No. of IHE's								
Lillington, N.C.	1	0	1	0	1	0	1	0	ND	1	ND		1	ND	1	1	
Smethport, Pa.	7	0	1	4	0	5			6	1	18		1	5	1	1	
Birmingham, Ala.	1	0	1	0	0	1			9	1	27		1	3	1	1	
Miami, Fla.	4	0	0	4	0	4			0	5	0		5	0	5	1	
Marksville, Ala.	1	0	1	0	1	0	1-ND	1-ND	0	1	0		1	0	1	1	
Kansas City, Mo.	3	0	2	1	0	3			ND	4	ND		4	0	4	1	
Asheville, N.C.	1	0	1	0	1	0			16	1	48		1	1	1	1	
Baltimore, Md.	3	0	3	0	0	3			5	1	15		1	3	1	1	
Pikeville, Ky.	1	0	1	0	1	0			0	2	0		2	0	2	1	
Tampa, Fla.	2	0	1	1	0	2			0	3	0		3	0	2	1	
Saginaw, Mi.	4	0	0	4	0	4			200	1	200		1	35	1	1	
Lacrosse, Wis.	5	0	1	4	1	4			0	3	0		3	0	3	1	
Pike County, Ala.	1	0	1	0	0	1			0	4	8		4	48	1	1	
Wilcox County, Ala.	1	0	1	0	0	1			3	1	6E		1	5	1	2	
Macon County, Ala.	1	0	1	0	0	1			ND	ND	ND		ND	1	1	1	
Chicago, Ill.	2	0	0	2	2	0			19	1	9		1	7	1	1	
									4	1	12		1	100	1	2	

DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS AS OF MARCH 1, 1975

	45				H			
	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of New IHE's
Louisville, Ky.	80	1	125	3	0	5	0	0
	55	1	113	1				
	35	1	106	1				
	30	1						
	20	1						
Lillington, N.C.	0	1	0	1	0	1	0	0
Smethport, Pa.	0	5	33	1	0	5	1	1
			3	2				
			5	1				
			4	1				
			2	1				
Birmingham, Ala.	28	1	28	1	0	1	0	0
Miami, Fla.	165	5	165	5	0	5	0	0
Marksville, La.	50	1	0	1	0	1	0	0
Kansas City, Mo.	25	2	0	3	0	3	0	0
	0	1						
Asheville, N.C.	121	1	0	1	0	1	0	0
Baltimore, Md.	129	1	129	1	0	3	0	0
	173	1	173	1				
	152	1	152	1				
Pikeville, Ky.	300	1	0	1	0	1	0	0
Tampa, Fla.	50	1	50	1	0	2	0	0
	57	1	57	1	0	3	0	0
	44	1	44	1	6	1	2	2
Saginaw, Mi.	58	1	58	1				
	1	1	1	1				
	0	1	0	1				
Lacrosse, Wis.	122	1	122	1	0	5	1	1
	4	1	4	1				
	2	3	2	3				

DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS AS OF MARCH 1, 1975.

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	G		H		No. of New IHE's	
No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of Participants in IHE's	No. of New IHE's	
Pike County, Alabama	0	40	1	0	1	0
Wilcox County, Ala.	ND	ND	ND	0	1	0
Macon County, Ala.	41	41	1	0	1	0
Chicago, Ill.	0	70	1	10	1	0



Tables 7 through 10 present data elements by types of schools or participating educational setting. Included are elementary school setting, middle school setting, junior high and high school setting, other educational settings.

Data/Information Elements:

- A. - Indicates total number of individuals active during the period September 1972 through March 1, 1975.
- B. Indicates the number of individuals active as of March 1, 1975.

Response

Legend:

ND

No data submitted

TABLE 7
ELEMENTARY SCHOOLS

Project	No. of Participating Schools	Participating Work Week	No. of COP pants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Nashville, Tenn.	2	40	14	2	2	1	14	2	20	
Sacramento, Calif.	20	35	65	25	7	0	65	25	10	
Chipley, Fla.	80	30	139	68	100	68	100	68	10	
Rochester, N.Y.	14	36	83	34	40	20	75	34	1	city-wide policy.
Martinsburg, W. Va.*	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Jackson, Ky.	6	35	56	20	7	0	142	116	5	
Scranton, Pa.	12	30	0	0	2	2	10	12	0	
Des Moines, Iowa	54	35	109	18	41	0	47	18	6	
Cheyenne, Wyoming	4	30	21	14	4	4	41	28	40	
Winston-Salem, N.C.	25	38-3/4	49	29	10	3	75	63	7-1/2	
Monticello, Utah	6	35	118	95	0	0	95	95	4	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	6	(40)	40	10	6	3	34	7	17-1/2	
Hardin, Montana	9	32	49	49	40	16	10	6	8	
Jackson, Miss.	30	40	187	88	18	15	264	264	20	
Jacksonville, Fla.	29	35	72	52	18	10	32	29	3	
Washington, D.C.	40	40	159	102	7	5	159	102	20	
Louisville, Ky.	33	30	81	52	0	0	81	47	10	
Lillington, N.C.	5	30	24	10	6	0	24	10	3-1/2	
Smethport, Pa.	15	30	11	6	3	0	6	0	10	
Birmingham, Ala.	3	36	83	23	3	3	25	10	18	
Miami, Fla.	26	37-1/2	127	26	14	4	0	4	15	
Marksville, La.	6	30	36	30	6	5	36	30	10	
Kansas City, Mo.	13	37-1/2	25	14	0	0	25	14	3	
Asheville, N.C.	20	40	82	26	6	0	82	26	5	
Baltimore, Md.	12	35	153	ND	12	ND	ND	ND	15	
	21	35	347	98	21	0	382	98	10	

*9/30/72-3/1/75: 182 participants in 73 schools in 8 counties
3/1/75: 73 participants in 35 schools - release time granted as needed

ELEMENTARY SCHOOLS (continued)

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Pikeville, Ky.	26	35	282	131	10	0	115	78	5	
Tampa, Fla.	36	40	78	23	12	8	84	29	6-1/4	
Saginaw, Mich.	14	30-3/4	82	17	0	0	82	17	10	
Lacrosse, Wis.	25	10	66	28	15	12	45	36	10	
Pike County, Ala.	29	15	80	24	29	14	149	35	18.7	
Wilcox County, Ala.	7	30	51	21	4	0	21	21	12	
Macon County, Ala.	5	35	35	20	4	4	35	1	10	
Chicago, Ill.	99	35	212	119	6	5	392	195	4.5	
TOTAL	733		3016	1274	453	202	2747	1520		
Median (Project)		35							10	
Median (Schools)		35							10	

TABLE 8
MIDDLE SCHOOLS

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Nashville, Tenn.										
Sacramento, Calif.										
Chipley, Fla.	2	30	5	2	5	2	5	2	10	
Rochester, N.Y.										
Martinsburg, W. Va.*										
Jackson, Ky.	2	30	0	0	1	1	2	2	0	
Scranton, Pa.										
Des Moines, Iowa										
Cheyenne, Wyoming										
Winston-Salem, N.C.										
Monticello, Utah										
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.										
Hardin, Montana	1	40	4	0	0	0	2	0	20	
Jackson, Miss.	24	35	37	31	14	11	0	25	3	
Jacksonville, Fla.	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Washington, D.C.	2	30	2	1	0	0	2	1	10	
Louisville, Ky.	1	37-1/2	5	1	1	0	5	1	3-1/2	
Lillington, N.C.										
Smethport, Pa.										
Birmingham, Ala.										
Miami, Fla.										
Marksville, La.										
Kansas City, Mo.										
Asheville, N.C.	2	40	14	5	2	0	14	5	5	
Baltimore, Md.										

*9/30/72-3/1/75: 182 participants in 73 schools in 8 counties
3/1/75: 73 participants in 35 schools - release time granted as needed

MIDDLE SCHOOLS (continued)

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Pikeville, Ky.			38	12	7	5	21	15	10	
Tampa, Fla.	13	10	32	11	14	6	90	36	16	
Saginaw, Mich.	14	ND	ND	2	1	0	2	2	12	
Lacrosse, Wis.	1	30								
Pike County, Ala.			4	3	ND	ND	7	5	4.5	
Wilcox County, Ala.	1	35	141	68	45	26	150	.94		
Macon County, Ala.										
Chicago, Ill.	63	32.5							10	
TOTALS		35							10	
	Median (Project)									
	Median (Schools)									



TABLE 9

JUNIOR HIGH AND HIGH SCHOOLS

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Nashville, Tenn.	4	40	21	2	8	1	21	2	20	
Sacramento, Calif.	3	35	3	1	0	0	3	1	5	
Chipley, Fla.	2	36	4	4	2	2	4	4	1	city-wide policy
Rochester, N.Y.	2	35	21	9	4	0	61	37	5	
Martinsburg, W. Va.*	2	30	0	0	0	0	2	0	0	
Jackson, Ky.	2	35	16	2	7	0	9	2	6	
Scranton, Pa.	9	30	15	4	2	2	25	16	40	
Des Moines, Iowa	2	38-3/4	2	1	0	0	6	4	7-1/2	
Cheyenne, Wyoming	2	35	17	13	0	0	13	13	4	
Winston-Salem, N.C.	1	ND	ND	ND	ND	ND	ND	ND	ND	
Monticello, Utah	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Anchorage, Alaska										
Durham, N.C.										
Hardin, Montana										
Jackson, Miss.	15	35	30	12	15	6	0	6	3	
Jacksonville, Fla.	6	40	33	14	1	1	33	14	20	
Washington, D.C.	6	30	8	4	0	0	8	4	10	
Louisville, Ky.	5	37-1/2	23	7	6	0	23	7	3-1/2	
Lillington, N.C.	10	30	8	4	3	0	4	0	10	
Smetport, Pa.										
Birmingham, Ala.										
Miami, Fla.										
Marksville, La.	4	37-1/2	13	4	0	0	13	4	3	
Kansas City, Mo.	3	40	5	5	ND	0	5	5	5	
Asheville, N.C.	2	35	13	0	2	0	9	0	15	
Baltimore, Maryland										

*9/30/72-3/1/75: 182 participants in 73 schools in 8 counties
 3/1/75: 73 participants in 35 schools - release time granted as needed



JUNIOR HIGH AND HIGH SCHOOLS (continued)

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Pikeville, Ky.	9	35	18	18	0	0	18	18	5	
Tampa, Florida	4	30-3/4	7	7	0	0	7	5	10	
Saginaw, Mich.	12	10	28	11	6	5	18	15	10	
Lacrosse, Wis.	1	15	7	1	2	0	5	0	2.0	
Pike County, Ala.	3	30	ND	4	ND	0	4	4	12	
Wilcox County, Ala.	2	35	6	6	1	1	4	4	10	
Macon County, Ala.										
Chicago, Ill.										
TOTALS	110		298	133	59	18	295	165	5.5	
Median (Project)		35							10.0	
Median (Schools)		35								

TABLE 10

OTHER EDUCATIONAL SETTINGS

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Nashville, Tenn.	9	20	16	7	3	0	16	7	0	Pre-school
Sacramento, Calif.										
Chipley, Fla.										
Rochester, N.Y.										
Martinsburg, W. Va.*										
Jackson, Ky.	1	ND	2	1	0	0	0	0	0	
Scranton, Pa.	2	ND	4	2	0	0	0	0	0	
Des Moines, Iowa										
Cheyenne, Wyoming										
Winston-Salem, N.C.										
Monticello, Utah										
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.										
Hardin, Montana										
Jackson, Miss.	6	40	29	20	0	0	6	0	10	Headstart
Jacksonville, Fla.	1	40	3	2	0	0	1	1	20	
Washington, D. C.										
Louisville, Ky.	3	40	13	13	0	0	13	13	10	
Lillington, N.C.	4	37-1/2	16	5	4	0	16	5	3-1/2	
Smethport, Pa.										
Birmingham, Ala.										
Miami, Fla.										
Marksville, La.										
Kansas City, Mo.	5	37-1/2	9	3	0	0	9	3	3	
Ashville, N.C.	10	40	20	9	ND	0	20	9	5	
Baltimore, Maryland										

*9/30/72-3/1/75: 182 participants in 73 schools in 8 counties

3/1/75: 73 participants in 35 schools - release time granted as needed

OTHER EDUCATIONAL SETTINGS (continued)

Project	No. of Participating Schools	Participant Work Week	No. of COP Participants		No. of Team Leaders		No. of COP Teachers		Paid Release Time	Notes
			A	B	A	B	A	B		
Pikeville, Ky.	3	40	3	2	3	2	5	3	6-1/4	
Tampa, Fla.	1	30-3/4	1	0	ND	ND	ND	ND	10	Curriculum Lab
Saginaw, Mich.										
Lacrosse, Wis.										
Pike County, Ala.										
Wilcox County, Ala.										
Macon County, Ala.										
Chicago, Ill.										
TOTALS	45		116	64	10	2	86	41		
Median (Project)		40							5	
Median (Schools)		40							5	

Tables 11 through 20 indicate the number of participants employed in each step of particular fields-of-work of the career lattices. Fields-of-work included are: general elementary education, special education, early childhood education, reading, secondary education, bi-lingual education, vocational education, mathematics, physical education, other categories.

Data/Information Elements:

- A. Indicates the total number of participants employed in each step during the period September 1972 through March 1, 1975.
- B. Indicates the number of participants employed in each step as of March 1, 1975.

Response

Legend:

ND

No data submitted

TABLE 11

GENERAL ELEMENTARY EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	2	1	28	0	0	14	-	-	-	-	
Sacramento, Calif.	33	5	28	9	19	11	8	0	0		
Chipley, Florida	NA	22	NA	31	NA	12	-	-	-	-	
Rochester, N.Y.	-	-	-	-	-	-	-	-	-	-	
Martinsburg, W. Va.	42	13	9	3	18	5	-	-	-	-	
Jackson, Ky.	0	0	75	0	70	0	60	29			
Scranton, Pa.	-	-	-	-	-	-	-	-	-	-	
Des Moines, Iowa	-	-	-	-	-	-	-	-	-	-	
Cheyenne, Wyoming	12	12	0	11	9	9	-	-	-	-	
Winston-Salem, N.C.	-	-	-	-	-	-	-	-	-	-	
Monticello, Utah	-	-	-	-	-	-	-	-	-	-	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	0	0	0	0	9	0	3	5			
Hardin, Montana	43	6	8	8	14	14	21	21			
Jackson, Miss.	9	2	54	2	15	2	2	1			
Jacksonville, Fla.	-	-	-	-	-	-	-	-	-	-	
Washington, D. C.	99	68	ND	ND	ND	ND	ND	19			
Louisville, Ky.	0	0	0	0	75	75	21	21			
Lillington, N.C.	21	3	18	2	17	3	22	4			Intermediate
Smethport, Pa.	9	0	0	0	0	3	0	3			
Birmingham, Ala.	ND	ND	ND	ND	ND	ND	12	ND			
Miami, Florida	0	0	0	0	10	10	67	67			
Marksville, La.	24	1	4	3	5	18	-	-			
Kansas City, Mo.	4	3	5	0	0	11	-	-			
Asheville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND			
Baltimore, Md.	9	0	299	72	0	0	57	0			
Pikeville, Ky.	195	41	0	24	5	45	1	39			Follow through
Tampa, Fla.	10	2	0	18	-	-	-	-			

GENERAL ELEMENTARY EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	10	5	9	6	38	15	32	6			
Lacrosse, Wis.	7	0	10	6	21	11	25	32			
Pike County, Ala.	58	20	-	-	-	-	-	-			
Wilcox County, Ala.	32	0	32	33	27	27	-	-			
Macon County, Ala.	0	0	1	1	4	4	16	16			
Chicago, Ill.	15	6	17	26	92	21	92	69			
Participants in Step	644	188	598	224	447	298	427	313			
No. of Projects with Data On Participants In Step	19	19	18	18	19	19	15	15			
\bar{x}	33.9	9.9	33.2	12.4	23.5	15.7	28.5	20.9			

TABLE 12
SPECIAL EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	0	0	2	0	0	0	-	-	-	-	
Sacramento, Calif.	11	0	11	6	5	3	2	0	0	0	
Chipley, Fla.	NA	0	NA	3	NA	0	-	-	-	-	
Rochester, N.Y.	1	0	1	1	1	0	0	0	0	0	
Martinsburg, W. Va.	15	7	2	1	2	2	1	0	0	0	Psychology
Jackson, Ky.	0	0	1	0	1	0	1	0	0	0	
Scranton, Pa.	3	5	2	6	4	4	2	4	4	4	
Des Moines, Iowa	2	1	2	1	5	0	4	1	4	1	
Cheyenne, Wyoming	-	-	-	-	-	-	-	-	-	-	
Winston-Salem, N. C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Monticello, Utah	-	-	-	-	-	-	-	-	-	-	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	-	-	-	-	-	-	-	-	-	-	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	-	-	-	-	-	-	-	-	-	-	
Jacksonville, Fla.	0	0	0	0	0	0	0	0	0	0	
Washington, D. C.	1	0	ND	ND	ND	ND	ND	1	1	1	
Louisville, Ky.	0	0	0	0	6	6	3	3	3	3	
Lillington, N.C.	-	-	-	-	-	-	-	-	-	-	
Smethport, Pa.	5	0	0	0	0	3	0	1	0	1	
Birmingham, Ala.	ND	ND	ND	ND	ND	ND	3	ND	3	ND	
Miami, Fla.	0	0	0	0	4	4	18	18	18	18	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	7	0	-	-	-	3	-	-	-	5	
Asheville, N. C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Maryland	0	0	45	5	0	0	0	0	0	0	
Pikeville, Ky.	-	-	-	-	-	-	-	-	-	-	
Tampa, Florida	6	1	-	2	-	-	-	-	-	-	



SPECIAL EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	0	0	1	1	0	0	0	0	0	0	
Lacrosse, Wisconsin	0	0	2	0	2	1	3	4			
Pike County, Ala.	4	2	-	-	-	-	-	-	-	-	
Wilcox County, Ala.	-	-	-	-	-	-	-	-	-	-	
Macon County, Ala.	-	-	-	-	-	-	-	-	-	-	
Chicago, Ill.	-	-	-	-	-	-	-	-	-	-	
Participants In Step	55	16	69	23	30	26	38	73			
No. of Projects With Data On Participants In Step	10	10	11	11	11	11	11	11			
X	5.5	1.6	6.3	2.1	2.7	2.4	3.5	6.6			

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TABLE 13
EARLY CHILDHOOD EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	0	0	4	0	0	1	-	-	-	-	
Sacramento, Calif.	14	1	15	10	5	3	2	0	0	0	
Chipley, Fla.	NA	0	NA	0	NA	2	-	-	-	-	
Rochester, N.Y.	0	0	9	9	-	-	-	-	-	-	Reading
Martinsburg, W. Va.	45	13	17	10	15	9	-	-	-	-	
Jackson, Ky.	-	-	-	-	-	-	-	-	-	-	
Scranton, Pa.	6	8	11	13	4	7	4	4	4	4	
Des Moines, Iowa	0	0	2	0	5	0	0	0	0	0	
Cheyenne, Wyoming	-	-	-	-	-	-	-	-	-	-	
Winston-Salem, N.C.	ND	ND	ND	ND	ND	ND	13	5	5	5	
Monticello, Utah	-	-	-	-	-	-	-	-	-	-	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N. C.	0	0	4	0	19	0	5	5	23	23	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	14	14	14	14	12	11	5	4	4	4	
Jacksonville, Fla.	5	0	17	0	11	1	3	6	6	6	
Washington, D. C.	50	34	ND	ND	ND	ND	ND	12	12	12	
Louisville, Ky.	0	0	0	0	25	25	10	10	10	10	
Lillington, N.C.	21	3	17	0	17	4	20	4	4	4	
Smethport, Pa.	-	-	-	-	-	-	-	-	-	-	
Birmingham, Ala.	0	0	0	0	5	5	8	8	8	8	
Miami, Fla.	-	-	-	-	-	-	-	-	-	-	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	-	-	-	-	-	-	-	-	-	-	
Asheville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.	0	0	53	15	6	0	1	0	0	0	
Pikeville, Ky.	-	-	-	-	-	-	-	-	-	-	
Tampa, Fla.	22	7	0	6	-	-	-	-	-	-	



EARLY CHILDHOOD EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	-	-	-	-	-	-	-	-	-	-	-
Lacrosse, Wis.	0	0	2	1	3	2	2	1	-	-	-
Pike County, Ala.	2	1	0	0	1	0	-	-	-	-	-
Wilcox County, Ala.	-	-	-	-	-	-	-	-	-	-	-
Macon County, Ala.	0	0	0	0	11	11	1	7	7	-	-
Chicago, Ill.	-	-	-	-	-	-	-	-	-	-	-
Partic pants In Step	179	81	165	78	139	79	80	54			
No. of Projects With Data On Partic pants In Step	9	9	13	13	15	15	12	12	23	23	23
\bar{X}	19.9	9.0	12.7	6.0	9.3	5.3	6.7	4.5	23	23	23

TABLE 14
READING

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	ND	7	ND	3	ND	4	-	-	-	-	
Sacramento, Calif.	15	0	0	30	25	0	4	2	-	-	
Chipley, Fla.	14	5	2	3	3	3	-	-	-	-	
Rochester, N.Y.											
Martinsburg, W. Va.											
Jackson, Ky.											
Scranton, Pa.	0	1	1	1	25	1	1	0	-	-	
Des Moines, Iowa											
Cheyenne, Wyoming	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Winston-Salem, N.C.	21	12	20	17	13	9	-	-	-	-	
Monticello, Utah	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Anchorage, Alaska	0	0	0	0	0	0	0	0	0	4	
Durham, N.C.											
Hardin, Montana											
Jackson, Miss.	12	0	9	0	6	2	13	18	-	-	
Jacksonville, Fla.	1	0	ND	ND	ND	ND	ND	1	1	1	
Washington, D. C.	0	0	0	0	1	1	1	1	1	1	
Louisville, Ky.											
Lillington, N.C.	5	0	0	0	0	5	0	0	0	0	
Smethport, Pa.	ND	ND	ND	ND	ND	ND	2	ND	ND	ND	
Birmingham, Ala.											
Miami, Fla.											
Marksville, La.											
Kansas City, Mo.											
Asheville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.											
Pikeville, Ky.											
Tampa, Florida	30	9	0	1							



READING (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes.
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	-	-	-	-	-	-	-	-	-	-	
Lacrosse, Wis.	0	0	1	0	7	0	1	2			
Pike County, Ala.	26	6	7	-	-	-	-	-			
Wilcox County, Ala.	-	-	-	-	-	-	-	-			
Macon County, Ala.	-	-	-	-	-	-	-	-			
Chicago, Ill.	-	-	-	-	-	-	-	-			
Participants In Step	124	33	40	52	74	21	38	35	0	4	
No. of Projects With Data On Participants in Step	10	10	8	8	8	8	6	6	0	1	
X	12.4	3.3	5.0	6.5	9.3	2.6	6.3	5.8	0	4	

SECONDARY EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	2	0	17	0	0	4	-	-	-	-	
Sacramento, Calif.	1	0	1	0	1	1	0	0	0	0	
Chipley, Fla.	-	-	-	-	-	-	-	-	-	-	
Rochester, N.Y.	-	-	-	-	-	-	-	-	-	-	
Martinsburg, W. Va.	0	0	1	0	1	0	1	0	0	0	History
Jackson, Ky.	-	-	-	-	-	-	-	-	-	-	
Scranton, Pa.	-	-	-	-	-	-	-	-	-	-	
Des Moines, Iowa	-	-	-	-	-	-	-	-	-	-	
Cheyenne, Wyoming	8	3	1	1	7	7	-	-	-	-	
Winston-Salem, N.C.	-	-	-	-	-	-	-	-	-	-	
Monticello, Utah	-	-	-	-	-	-	-	-	-	-	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	-	-	-	-	-	-	-	-	-	-	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	-	-	-	-	-	-	-	-	-	-	
Jacksonville, Fla.	-	-	-	-	-	-	-	-	-	-	
Washington, D. C.	-	-	-	-	-	-	-	-	-	-	
Louisville, Ky.	0	0	0	0	19	19	2	2	2	2	
Lillington, N.C.	8	1	7	1	7	0	5	2	2	2	
Smethport, Pa.	8	0	0	0	0	4	0	0	0	0	
Birmingham, Ala.	-	-	-	-	-	-	-	-	-	-	
Miami, Fla.	-	-	-	-	-	-	-	-	-	-	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	4	0	-	-	-	-	0	4	4	4	
Ashville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.	38	0	0	0	0	0	6	0	0	0	
Pikeville, Ky.	-	-	-	-	-	-	-	-	-	-	
Tampa, Fla.	-	-	-	-	-	-	-	-	-	-	

Bus. Ed, English, Social Studies

SECONDARY EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	-	-	-	-	-	-	-	-	-	-	-
Lacrosse, Wis.	1	0	4	2	3	2	4	4	3	-	-
Pike County, Ala.	-	-	-	-	-	-	-	-	-	-	-
Wilcox County, Ala.	-	-	-	-	-	-	-	-	-	-	-
Macon County, Ala.	-	-	-	-	-	-	-	-	-	-	-
Chicago, Ill.	-	-	-	-	-	-	-	-	-	-	-
Participants In Step	70	4	31	4	38	37	18	11			
No. of Projects With Data On Participants In Step	8	8	6	6	8	8	6	6	6		
\bar{x}	8.8	0.5	5.2	0.7	4.8	4.6	3.0	1.8			

TABLE 16
BI-LINGUAL EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.											
Sacramento, Calif.											
Chipley, Fla.											
Rochester, N.Y.											
Martinsburg, W. Va.											
Jackson, Ky.											
Scranton, Pa.											
Des Moines, Iowa											
Cheyenne, Wyoming											
Winston-Salem, N.C.											
Monticello, Utah	5	2	9	5	12	9					
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.											
Hardin, Montana											
Jackson, Miss.											
Jacksonville, Fla.											
Washington, D.C.											
Louisville, Ky.											
Lillington, N.C.											
Smethport, Pa.											
Birmingham, Ala.											
Miami, Fla.											
Marksville, La.											
Kansas City, Mo.											
Asheville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md											
Pikeville, Ky.											
Tampa, Fla.											

BI-LINGUAL EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	-	-	-	-	-	-	-	-	-	-	
Lacrosse, Wis.	-	-	-	-	-	-	-	-	-	-	
Pike County, Ala.	-	-	-	-	-	-	-	-	-	-	
Wilcox County, Ala.	-	-	-	-	-	-	-	-	-	-	
Macon County, Ala.	-	-	-	-	-	-	-	-	-	-	
Chicago, Ill.	-	-	-	-	-	-	-	-	-	-	
Participants In Step	5	2	9	5	12	9	10	0	1	0	
No. of Projects With Data On Participants In Step	1	1	1	1	1	1	1	0	0	0	
X	5	2	9	5	12	9					

TABLE 17

VOCATIONAL EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	-	-	-	-	-	-	-	-	-	-	
Sacramento, Calif.	0	0	2	0	2	0	2	1	-	-	Indus. Educ.
Chipley, Fla.	-	-	-	-	-	-	-	-	-	-	
Rochester, N.Y.	-	-	-	-	-	-	-	-	-	-	
Martinsburg, W.Va.	-	-	-	-	-	-	-	-	-	-	
Jackson, Ky.	-	-	-	-	-	-	-	-	-	-	
Scranton, Pa.	-	-	-	-	-	-	-	-	-	-	
Des Moines, Iowa	-	-	-	-	-	-	-	-	-	-	
Cheyenne, Wyoming	-	-	-	-	-	-	-	-	-	-	
Winston-Salem, N.C.	-	-	-	-	-	-	-	-	-	-	
Monticello, Utah	-	-	-	-	-	-	-	-	-	-	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	-	-	-	-	-	-	-	-	-	-	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	-	-	-	-	-	-	-	-	-	-	
Jacksonville, Fla.	-	-	-	-	-	-	-	-	-	-	
Washington, D.C.	-	-	-	-	-	-	-	-	-	-	
Louisville, Ky.	0	0	0	0	2	2	2	2	-	-	
Lillington, N.C.	-	-	-	-	-	-	-	-	-	-	
Smethport, Pa.	-	-	-	-	-	-	-	-	-	-	
Birmingham, Ala.	-	-	-	-	-	-	-	-	-	-	
Miami, Fla.	0	0	0	0	0	0	1	1	-	-	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	-	-	-	-	-	-	-	-	-	-	
Ashville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.	-	-	-	-	-	-	-	-	-	-	
Pikeville, Ky.	-	-	-	-	-	-	-	-	-	-	
Tampa, Fla.	-	-	-	-	-	-	-	-	-	-	

VOCATIONAL EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Michigan	-	-	-	-	-	-	-	-	-	-	
Lacrosse, Wis.	0	0	5	0	3	6	4	3	-	-	
Pike County, Ala.	-	-	-	-	-	-	-	-	-	-	
Wilcox County, Ala.	-	-	-	-	-	-	-	-	-	-	
Macon County, Ala.	-	-	-	-	-	-	-	-	-	-	
Chicago, Ill.	-	-	-	-	-	-	-	-	-	-	
Participants In Step			7	0	7	8	9	7			
No. of Projects With Data On Participants In Step			2	2	3	3	4	4			
			3.5	0	2.3	2.7	2.3	1.8			

X
161
152

TABLE 18
MATHEMATICS

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	-	-	-	-	-	-	-	-	-	-	
Sacramento, Calif.	-	-	-	-	-	-	-	-	-	-	
Chipley, Fla.	NA	2	NA	2	0	2	2	2	2	2	
Rochester, N.Y.	5	0	2	0	2	2	2	2	2	2	
Martinsburg, W. Va.	-	-	-	-	-	-	-	-	-	-	
Jackson, Ky.	-	-	-	-	-	-	-	-	-	-	
Scranton, Pa.	0	1	0	0	0	0	0	2	2	0	
Des Moines, Iowa	0	0	1	0	3	4	0	0	0	0	
Cheyenne, Wyoming	-	-	-	-	-	-	-	-	-	-	
Winston-Salem, N.C.	ND	ND	ND	ND	ND	ND	7	3	3	3	
Monticello, Utah	10	7	10	5	2	7	ND	ND	ND	6	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	0	0	
Durham, N.C.	0	0	0	0	0	0	0	0	0	0	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	-	-	-	-	-	-	-	-	-	-	
Jacksonville, Fla.	0	0	0	0	0	0	0	7	7	7	
Washington, D.C.	-	-	-	-	-	-	-	-	-	-	
Louisville, Ky.	-	-	-	-	-	-	-	-	-	-	
Lillington, N.C.	2	0	2	0	2	0	2	0	2	0	
Smethport, Pa.	2	0	0	0	0	0	0	0	0	0	
Birmingham, Ala.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Miami, Fla.	-	-	-	-	-	-	-	-	-	-	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	-	-	-	-	-	-	-	-	-	-	
Ashville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.	-	-	-	-	-	-	-	-	-	-	
Pikeville, Ky.	-	-	-	-	-	-	-	-	-	-	
Tampa, Fla.	-	-	-	-	-	-	-	-	-	-	

Intermediate



MATHEMATICS (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	-	-	-	-	-	-	-	-	-	-	
Lacrosse, Wis.	-	-	-	-	-	-	-	-	-	-	
Pike County, Ala.	13	2	3	0	1	1	-	-	-	-	
Wilcox County, Ala.	-	-	-	-	-	-	-	-	-	-	
Macon County, Ala.	-	-	-	-	-	-	-	-	-	-	
Chicago, Ill.	-	-	-	-	-	-	-	-	-	-	
Participants In Step	32	10	18	5	10	14	11	14	0	6	
No. of Projects With Data on Participants In Step	6	6	5	5	5	5	5	5	1	1	
X	5.3	1.7	3.6	1.0	2.0	2.8	2.2	2.8	0	6	

TABLE 19

PHYSICAL EDUCATION

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Nashville, Tenn.	-	-	-	-	-	-	-	-	-	-	
Sacramento, Calif.	-	-	-	-	-	-	-	-	-	-	
Chipley, Fla.	-	-	-	-	-	-	-	-	-	-	
Rochester, N.Y.	-	-	-	-	-	-	-	-	-	-	
Martinsburg, W.Va.	-	-	-	-	-	-	-	-	-	-	
Jackson, Ky.	-	-	-	-	-	-	-	-	-	-	
Scranton, Pa.	-	-	-	-	-	-	-	-	-	-	
Des Moines, Iowa	-	-	-	-	-	-	-	-	-	-	
Cheyenne, Wyoming	-	-	-	-	-	-	-	-	-	-	
Winston-Salem, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Monticello, Utah	-	-	-	-	-	-	-	-	-	-	
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	-	-	-	-	-	-	-	-	-	-	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	0	0	0	0	1	1	0	0	0	0	
Jacksonville, Fla.	-	-	-	-	-	-	-	-	-	-	
Washington, D.C.	-	-	-	-	-	-	-	-	-	-	
Louisville, Ky.	-	-	-	-	-	-	-	-	-	-	
Lillington, N.C.	-	-	-	-	-	-	-	-	-	-	
Smethport, Pa.	-	-	-	-	-	-	-	-	-	-	
Birmingham, Ala.	-	-	-	-	-	-	-	-	-	-	
Miami, Fla.	0	0	0	0	0	0	2	2	2	2	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	1	1	1	1	-	-	-	-	-	-	
Asheville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.	-	-	-	-	-	-	-	-	-	-	
Pikeville, Ky.	-	-	-	-	-	-	-	-	-	-	
Tampa, Florida	-	-	-	-	-	-	-	-	-	-	

PHYSICAL EDUCATION (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	-	-	-	-	-	-	-	-	-	-	
Lacrosse, Wis.	1	0	4	1	4	3	6	4			
Pike County, Ala.	8	3	1	0	-	-	-	-			
Wilcox County, Ala.	-	-	-	-	-	-	-	-			
Macon County, Ala.	-	-	-	-	-	-	-	-			
Chicago, Ill.	-	-	-	-	-	-	-	-			
Participants In Step	10	4	6	2	5	4	11	9			
No. of Projects With Data On Participants In Step	3	3	3	3	2	2	3	3			
X	3.3	1.3	2.0	0.7	2.5	2.	3.7	3			

TABLE 20
OTHER CATEGORIES

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes	
	A	B	A	B	A	B	A	B	A	B		
Nashville, Tenn.	-	-	-	-	-	-	-	-	-	-	-	
Sacramento, Calif.	-	-	-	-	-	-	-	-	-	-	-	
Chipley, Fla.	-	-	-	-	-	-	-	-	-	-	-	
Rochester, N.Y.	3	0	8	0	0	0	-	-	-	-	-	
Martinsburg, W.Va.	-	-	-	-	-	-	-	-	-	-	-	
Jackson, Ky.	-	-	-	-	-	-	-	-	-	-	-	
Scranton, Pa.	-	-	-	-	-	-	-	-	-	-	-	
Des Moines, Iowa	-	-	-	-	-	-	-	-	-	-	-	
Cheyenne, Wyoming	-	-	-	-	-	-	-	-	-	-	-	
Winston-Salem, N.C.	ND	ND	ND	ND	ND	ND	5	5	5	5	5	Art, Sociology, Library
Monticello, Utah	4	2	13	7	16	13	ND	ND	ND	ND	ND	Oral Language, Social Ser./Couns.
Anchorage, Alaska	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Durham, N.C.	-	-	-	-	-	-	-	-	-	-	-	
Hardin, Montana	-	-	-	-	-	-	-	-	-	-	-	
Jackson, Miss.	2	2	5	3	10	9	9	9	9	9	9	
Jacksonville, Fla.	0	0	0	0	15	0	8	4	4	4	4	
Washington, D.C.	22	14	ND	ND	ND	ND	ND	8	8	8	8	
Louisville, Ky.	0	0	0	0	1	1	1	1	1	1	1	
Lillington, N.C.	-	-	-	-	-	-	-	-	-	-	-	
Smethport, Pa.	2	-	-	-	-	-	-	-	-	-	-	
Birmingham, Ala.	-	-	-	-	-	-	-	-	-	-	-	
Miami, Fla.	-	-	-	-	-	-	-	-	-	-	-	
Marksville, La.	-	-	-	-	-	-	-	-	-	-	-	
Kansas City, Mo.	0	0	3	0	1	1	0	2	2	2	2	
Asheville, N.C.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Baltimore, Md.	0	0	19	6	0	0	0	0	0	0	0	
Pikeville, Ky.	30	0	49	0	27	0	4	0	0	0	0	
Tampa, Fla.	15	8	0	8	-	-	-	-	-	-	-	



OTHER CATEGORIES (continued)

Project	Step 1		Step 2		Step 3		Step 4		Step 5		Notes
	A	B	A	B	A	B	A	B	A	B	
Saginaw, Mich.	6	0	6	1	6	3	4	3			
Lacrosse, Wis.	0	0	1	0	2	0	2	1			
Pike County, Ala.	4	0	0	0	0	0	-	-			
Wilcox County, Ala.	-	-	-	-	-	-	-	-			
Macon County, Ala.	-	-	-	-	-	-	-	-			
Chicago, Ill.	-	-	-	-	-	-	-	-			
Participants In Step	88	26	104	25	78	27	33	25			
No. of Projects With Data On Participants In Step	9	9	9	9	8	8	9	9			
X	9.8	2.9	11.6	2.8	9.8	3.4	3.7	2.8			

TABLE 21
LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - September 1972 to March 1975)

Projects	Training by COP		Consultants Provided to COP		Representatives on COP Council		No. of Programs Contributing To COP	No. of Programs With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members		
Nashville, Tenn.	2	26	2	13	3	4	1	-
Sacramento, Calif.	5	98	0	-	4	6	-	5
Chipley, Fla.	3	144	4	30	4	20	-	3
Rochester, N.Y.	9	99	6	9	9	11	3	9
Martinsburg, W.Va.	5	157	2	6	5	11	-	1
Jackson, Ky.	1	35	0	-	1	1	-	1
Scranton, Pa.	4	64	2	3	2	4	-	-
Des Moines, Iowa	5	114	0	-	4	5	5	5
Cheyenne, Wyoming	1	3	0	-	2	6	-	-
Winston-Salem, N.C.	4	61	1	1	4	16	4	4
Monticello, Utah	3	104	1	ND	3	ND	-	3
Anchorage, Alaska				NO DATA				
Durham, N.C.	1	40	3	4	4	9	1	1
Hardin, Montana	11	47	0	-	4	5	-	11
Jackson, Miss.	3	180	0	-	0	-	2	3
Jacksonville, Fla.	4	147	4	23	4	25	-	4
Washington, D.C.	4	105	0	-	4	5	-	4
Louisville, Ky.	0	-	0	-	5	5	-	5
Lillington, N.C.	1	33	0	-	1	3	1	1
Smethport, Pa.	2	9	0	-	0	-	-	-
Birmingham, Ala.	2	45	2	14	2	33	-	-
Miami, Fla.	3	ND	2	ND	4	ND	4	4
Marksville, La.	1	18	0	-	1	27	1	1
Kansas City, Mo.	5	35	0	-	0	-	-	3

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - September 1972 to March 1975)

Projects	Training by COP		Consultants Provided to COP		Representatives on COP Council		No. of Programs Contributing Cash To COP	No. of Programs With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members		
Asheville, N.C.	5	57	0	-	3	11	-	5
Baltimore, Maryland	6	ND	2	ND	4	ND	3	2
Pikeville, Ky.	4	275	3	31	3	11	-	3
Tampa, Fla.	8	77	0	-	2	9	-	9
Saginaw, Mi.	5	85	0	-	1	2	-	5
Lacrosse, Wis.	3	113	3	49	3	8	-	3
Pike County, Ala.	2	117	1	12	1	3	1	2
Wilcox County, Ala.	2	51	2	9	2	5	-	2
Macon County, Fla.	3	39	3	5	3	4	-	3
Chicago, Ill.	4	191	0	-	3	14	-	2
TOTALS	121	2,469	43	209	95	259	26	104

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LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - September 1972 to March 1975)

Projects	No. of Programs Used As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Asheville, N.C.	5	-	-	1	-	5
Baltimore, Maryland	6	2	-	1	-	7
Pikeville, Ky.	3	3	3	3	-	4
Tampa, Fla.	-	1	-	9	-	10
Saginaw, Mi.	4	3	-	5	-	5
Lacrosse, Wis.	3	3	3	3	-	3
Pike County, Ala.	2	1	-	1	-	2
Wilcox County, Ala.	2	1	1	1	2	2
Macon County, Ala.	3	3	-	1	-	3
Chicago, Ill.	2	1	-	-	-	4
TOTALS	98	47	9	54	9	141



TABLE 22
LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source: Outside Education - September 1972 to March 1975)

Projects	Training by COP		Consultants Provided		Representatives		No. of Pro-grams With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked on COP Council	No. of Council Members	
Nashville, Tenn.	3	79	2	3	2	2	-
Sacramento, Calif.	0	-	0	-	0	-	-
Chipley, Fla.	0	-	0	-	0	-	-
Rochester, N.Y.	3	107	2	6	2	3	3
Martinsburg, W.Va.	3	25	0	-	1	1	-
Jackson, Ky.	0	-	0	-	0	-	-
Scranton, Pa.	0	-	0	-	0	-	-
Des Moines, Iowa	3	35	0	-	3	5	3
Cheyenne, Wyoming	1	20	0	-	3	1	1
Winston-Salem, N.C.	1	25	0	-	1	2	-
Monticello, Utah	5	116	3	ND	2	ND	4
Anchorage, Alaska	2	21	2	NO DATA	1	1	-
Durham, N.C.	0	-	-	-	0	-	-
Hardin, Montana	0	-	0	-	0	-	-
Jackson, Miss.	0	-	0	-	0	-	-
Jacksonville, Fla.	0	-	0	-	0	-	-
Washington, D.C.	0	-	0	-	0	-	-
Louisville, Ky.	0	-	0	-	2	2	2
Lillington, N.C.	0	17	0	-	0	-	-
Smethport, Pa.	2	ND	0	ND	0	-	2
Birmingham, Ala.	0	ND	0	-	0	ND	-
Miami, Fla.	0	-	0	-	0	-	-
Marksville, La.	0	-	0	-	0	-	-
Kansas City, Mo.	0	-	0	-	0	-	-



LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - September 1972 to March 1975)

Projects	Training by COP		Consultants Provided		Representatives		No. of Pro-grams Contri-buting Cash To COP	No. of Pro-grams With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members		
Asheville, N.C.	6	58	0	-	2	3	-	6
Baltimore, Maryland	1	ND	0	-	1	ND	-	-
Pikeville, Ky.	0	-	0	-	0	-	-	-
Tampa, Fla.	0	-	0	-	0	-	-	-
Saginaw, Mi.	2	37	1	1	1	3	-	1
Lacrosse, Wis.	2	19	0	-	2	2	-	2
Pike County, Ala.	0	-	0	-	0	-	-	-
Wilcox County, Ala.	0	-	0	-	0	-	-	-
Macon County, Ala.	0	-	0	-	0	-	-	-
Chicago Ill.	1	30	0	-	1	4	-	1
TOTALS	35	589	10	13	22	31	15	25

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - September 1972 to March 1975)

Projects	No. of Programs Used As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Nashville, Tenn.	2	1	1	-	-	4
Sacramento, Calif.	-	-	-	-	-	0
Chipley, Fla.	-	-	-	-	-	4
Rochester, N.Y.	3	3	1	2	-	3
Martinsburg, W.Va.	2	-	-	-	1	3
Jackson, Ky.	-	-	-	-	-	0
Scranton, Pa.	-	-	-	-	-	0
Des Moines, Iowa	3	-	-	-	-	3
Cheyenne, Wyoming	1	1	-	-	-	1
Winston-Salem, N.C.	1	-	-	-	-	1
Monticello, Utah	4	4	1	-	-	5
Anchorage, Alaska	-	-	-	-	-	4
Durham, N.C.	2	-	-	-	-	0
Hardin, Montana	-	-	-	-	-	0
Jackson, Miss.	-	-	-	-	-	0
Jacksonville, Fla.	-	-	-	-	-	0
Washington, D.C.	-	-	-	-	-	0
Louisville, Ky.*	2	-	-	-	2	2 *
Lillington, N.C.	-	-	-	-	-	0
Smethport, Pa.	-	-	-	-	-	0
Birmingham, Ala.	-	-	-	-	-	1
Miami, Fla.	-	-	-	-	-	0
Marksville, La.	-	-	-	-	-	0
Kansas City, Mo.	-	-	-	-	-	0

-----NO DATA-----

*Possible data error.



LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - September 1972 to March 1975)

Projects	No. of Programs Used As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Asheville, N.C.	6	-	-	1	-	6
Baltimore, Maryland	1	-	1	1	-	1
Pikeville, Ky.	-	-	-	-	-	0
Tampa, Fla.	1	-	-	-	-	1
Saginaw, Mi.	-	-	-	-	-	0
Lacrosse, Wis.	2	2	2	2	-	2
Pike County, Ala.	-	-	-	-	-	0
Wilcox County, Ala.	-	-	-	-	-	0
Macon County, Ala.	-	-	-	-	-	0
Chicago, Ill.	1	-	-	-	-	1

TOTALS 31 12 7 7 3 41



TABLE 23
LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - As of March 1, 1975)

Projects	Training-by COP		Consultants Provided		Representatives		No. of Pro-grams With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked on COP Council	No. of Council Members	
Nashville, Tenn.	1	12	1	1	1	1	-
Sacramento, Calif.	5	34	0	-	4	6	5
Chipley, Fla.	4	80	3	30	3	20	3
Rochester, N.Y.	8	86	0	-	6	6	8
Martinsburg, W.Va.	5	67	4	9	3	8	-
Jackson, Ky.	0	-	0	-	0	-	-
Scranton, Pa.	0	-	0	-	0	-	-
Des Moines, Iowa	4	19	0	-	4	4	5
Cheyenne, Wyoming	0	-	0	-	0	-	-
Winston-Salem, N.C.	3	13	1	1	4	14	3
Monticello, Utah	3	84	1	ND	3	ND	3
Anchorage, Alaska	1	10	1	2	3	11	-
Durham, N.C.	2	88	1	ND	1	ND	2
Hardin, Montana	4	95	4	23	4	10	4
Jackson, Miss.	3	105	0	-	3	4	3
Jacksonville, Fla.	0	-	0	-	1	3	1
Washington, D.C.	2	9	0	-	0	-	-
Louisville, Ky.*	2	4	2	6	2	20	-
Lillington, N.C.	3	ND	2	ND	3	ND	3
Smethport, Pa.	1	18	0	-	1	27	1
Birmingham, Ala.	5	25	0	-	0	-	-
Miami, Fla.							
Marksville, La.							
Kansas City, Mo.							

*Possible data error.

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - As of March 1, 1975)

Projects	Training by COP		Consultants Provided to COP		Representatives on COP Council		No. of Pro-grams Contri-buting Cash To COP	No. of Pro-grams With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members		
Asheville, N.C.	5	25	0	-	3	11	-	5
Baltimore, Maryland	5	ND	1	ND	5	ND	2	1
Pikeville, Ky.	3	95	2	3	3	11	-	3
Tampa, Fla.	5	26	0	-	3	5	-	7
Saginaw, Mi.	5	14	0	-	0	-	-	4
Lacrosse, Wis.	3	41	3	14	3	8	-	3
Pike County, Ala.	2	28	1	4	0	-	1	2
Wilcox County, Ala.	2	27	2	4	2	5	-	2
Macon County, Ala.	3	39	3	5	3	4	-	3
Chicago, Ill.	0	-	0	-	3	14	-	2
TOTALS	89	1,044	32	102	71	192	17	76

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - As of March 1, 1975)

Projects	No. of Programs Used As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Nashville, Tenn.	1	-	-	-	-	3
Sacramento, Calif.	5	5	-	5	-	5
Chipley, Fla.	3	3	-	4	-	4
Rochester, N.Y.	8	8	-	-	-	8
Martinsburg, W.Va.	5	-	-	-	-	5
Jackson, Ky.	-	-	-	-	-	0
Scranton, Pa.	-	-	-	-	-	0
Des Moines, Iowa	5	-	-	-	-	5
Cheyenne, Wyoming	-	1	-	-	-	0
Winston-Salem, N.C.	4	-	-	2	-	4
Monticello, Utah	3	3	1	-	-	3
Anchorage, Alaska	-	-	-	-	-	-
Durham, N.C.	1	1	-	1	-	3
Hardin, Montana	-	-	-	-	-	-
Jackson, Miss.	2	-	-	-	1	2
Jacksonville, Fla.	4	4	-	4	-	4
Washington, D.C.*	3	-	2	-	-	3
Louisville, Ky.*	-	-	-	-	-	-
Lillington, N.C.	-	-	-	-	-	-
Smethport, Pa.	-	-	-	-	-	-
Birmingham, Ala.	-	-	-	-	-	-
Miami, Fla.	3	3	-	2	-	4
Marksville, La.	1	1	-	1	-	1
Kansas City, Mo.	1	5	-	-	-	5



LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - As of March 1, 1975)

Projects	No. of Programs Used As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Asheville, N.C.	5	-	-	1	-	5
Baltimore, Maryland	5	2	-	1	-	7
Pikeville, Ky.	3	3	3	3	-	3
Tampa, Fla.	-	-	-	7	-	8
Saginaw, Mi.	4	5	-	5	-	5
Lacrosse, Wis.	3	3	3	3	-	3
Pike County, Ala.	2	-	-	1	-	2
Wilcox County, Ala.	2	2	-	-	2	2
Macon County, Ala.	-	3	-	-	-	3
Chicago, Ill.	-	1	-	-	-	4

TOTALS 71 50 9 40 3 106



TABLE 24
LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - As of March 1, 1975)

Projects	Training by COP		Consultants Provided to COP		Representatives on COP Council		No. of Programs Contributing Cash To COP	No. of Programs With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members		
Nashville, Tenn.	0	0	0	-	2	2	-	-
Sacramento, Calif.	0	-	0	-	0	-	-	-
Chipley, Fla.	0	-	0	-	0	-	-	-
Rochester, N.Y.	2	35	1	2	1	1	1	2
Martinsburg, W.Va.	3	6	0	-	1	1	-	-
Jackson, Ky.	0	-	0	-	0	0	-	-
Scranton, Pa.	0	-	0	-	0	-	-	-
Des Moines, Iowa	1	1	-	-	1	1	1	1
Cheyenne, Wyoming	0	-	0	-	0	-	-	-
Winston-Salem, N.C.	1	25	0	-	1	2	-	-
Monticello, Utah	5	84	3	ND	2	ND	4	4
Anchorage, Alaska	0	-	0	-	4	7	-	-
Durham, N.C.	0	-	0	-	-	-	-	-
Hardin, Montana	0	-	0	-	-	-	-	-
Jackson, Miss.	0	-	0	-	0	-	-	-
Jacksonville, Fla.	0	-	0	-	0	-	-	-
Washington, D.C.	0	-	0	-	0	-	-	-
Louisville, Ky.*	0	-	0	-	-	-	-	-
Lillington, N.C.	0	-	0	-	0	-	-	-
Smethport, Pa.	0	-	0	-	0	-	-	-
Birmingham, Ala.	0	-	0	-	0	-	1	-
Miami, Fla.	0	-	0	-	0	-	-	-
Marksville, La.	0	-	0	-	0	-	-	-
Kansas City, Mo.	0	-	0	-	0	-	-	-

*Possible data error.

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - As of March 1, 1975)

Projects	Training by COP		Consultants Provided to COP		Representatives on COP Council		No. of Pro-grams Contri-buting Cash To COP	No. of Pro-grams With Common Work Performance Descriptions
	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members		
Asheville, N.C.	5	15	0	-	2	3	-	5
Baltimore, Maryland	0	-	0	-	0	-	-	1
Pikeville, Ky.	1	54	0	-	0	-	-	-
Tampa, Fla.	0	-	0	-	0	-	-	1
Saginaw, Mi.	2	9	0	-	0	-	-	2
Lacrosse, Wis.	2	9	2	2	2	2	-	-
Pike County, Ala.	0	-	0	-	0	-	-	-
Wilcox County, Ala.	0	-	0	-	0	-	-	-
Macon County, Ala.	0	-	0	-	0	-	-	-
Chicago, Ill.	0	-	0	-	1	4	-	1
TOTALS	22	238	6	4	17	23	7	17

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - As of March 1, 1975)

Project's	No. of Programs Used As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Nashville, Tenn.	-	-	-	-	-	2
Sacramento, Calif.	-	-	-	-	-	0
Chipley, Fla.	-	-	-	-	-	0
Rochester, N.Y.	2	2	-	2	-	2
Martinsburg, W.Va.	2	-	-	-	1	3
Jackson, Ky.	-	-	-	1	-	0
Scranton, Pa.	-	-	-	-	-	0
Des Moines, Iowa	1	-	-	-	-	1
Cheyenne, Wyoming	-	-	-	-	-	0
Winston-Salem, N.C.	1	-	-	-	-	1
Monticello, Utah	4	4	2	-	-	5
Anchorage, Alaska	-	-	-	-	-	-
Durham, N.C.	-	-	-	-	-	4
Hardin, Montana	-	-	-	-	-	-
Jackson, Miss.	-	-	-	-	-	0
Jacksonville, Fla.	-	-	-	-	-	0
Washington, D.C.	-	-	-	-	-	0
Louisville, Ky.*	-	-	-	-	-	-
Lillington, N.C.	-	-	-	-	-	0
Smethport, Pa.	-	-	-	-	-	0
Birmingham, Ala.	-	-	-	-	-	1
Miami, Fla.	-	-	-	-	-	0
Marksville, La.	-	-	-	-	-	0
Kansas City, Mo.	-	-	-	-	-	0

*Possible data error.

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - As of March 1, 1975)

Projects	No. of Programs Used, As Recruiting Source	No. of Programs Contributing Evaluation Services	No. of Programs Contributing Transportation Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
Asheville, N.C.	5	-	-	-	-	5
Baltimore, Maryland	-	-	-	-	-	0
Pikeville, Ky.	1	-	-	-	-	1
Tampa, Fla.	1	-	-	-	-	0
Saginaw, Mi.	1	1	-	1	-	2
Lacrosse, Wis.	2	2	2	2	-	2
Pike County, Ala.	-	-	-	-	-	0
Wilcox County, Ala.	-	-	-	-	-	0
Macon County, Ala.	-	-	-	-	-	0
Chicago, Ill.	-	-	-	-	-	1
TOTALS	19	9	4	5	1	30

DETAILED PARTICIPANT ANALYSIS

The following data constitute detailed analysis of participant activity in seven projects.

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/ Undefined (6)
19-24	2	1	1				2	0	
25-34	5	4	1				5	0	
35-44	8	17	1				8	0	
45-59	1	1	0				1	0	
60 & Over	0	-	-				-	-	
Age not reported	0	-	-				-	-	
TOTAL	16	13	3				16	0	

185

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AGE GROUP	TOTAL	NO. OF VETERANS		NO. (0) OF HIGH SCHOOL GRADUATES	(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			
		(1) Vietnam	(2) Other					SCHOOL SYSTEM		(e) Outside	Undefined
								Title I	Other		
19-24	2	0	0	0	2	0	2	0	0	0	2
25-34	5	0	0	0	5	0	5	0	0	0	5
35-44	8	0	0	0	8	0	8	0	0	0	8
45-59	1	0	0	0	1	0	1	0	0	0	1
60 & Over	0	-	-	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-	-	-
TOTAL	16	0	0	0	16	0	16	0	0	0	16

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1. GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP	TOTAL	BECOME FULL-TIME STUDENT		(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS	(6) thru (16) PERSONAL REASONS	(19) OTHER	(20) REASONS UNKNOWN
		(1) IN CORP	(2) IN OTHER PROGRAMS						
19-24	2	2	-	-	-	-	-	-	-
25-34	3	4	1	1	-	-	1	-	2
35-44	8	4	1	-	-	-	2	-	1
45-59	1	1	-	-	-	-	-	-	-
60 & Over	-	-	-	-	-	-	-	-	-
Age not reported	-	-	-	-	-	-	-	-	-
TOTAL	16	7	2	0	1	0	3	0	3

AGE GROUP	TOTAL	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIAN HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
		SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	2	51	21	59	6	6	-	-	-
25-34	5	221	439	48 1/2	85	85	-	-	-
35-44	8	27	NA	NA	61	61	-	-	-
45-59	1	-	-	-	0	0	-	-	-
60 & Over	0	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-
TOTAL	16	738	439	42	152	152	ND	ND	ND



REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	2	0	2				2	0	
25-34	28	23	5				27	1	
35-44	13	8	5				13	0	
45-59	4	2	2				3	1	
60 & Over	0	-	-				-	-	
Age not reported	0	-	-				-	-	
TOTAL	47	33	14				45	2	

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) VIETNAM	(2) OTHER				School System		
							Title I	Other	Outside
19-24	2	0	0	2	0	2	0	0	2
25-34	28	0	0	28	0	28	0	0	28
35-44	13	0	1	13	0	13	0	0	13
45-59	4	0	0	4	0	4	0	0	4
60 & over	0	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-
TOTAL	47	0	1	47	0	47	0	0	47

AGE GROUP	TOTAL	NUMBER OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HRS AC-CUMULATED WHILE IN COP SEMESTER	NO. OF HRS AC-CREDIT WHILE IN COP SEMESTER	NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS SEMESTER	NO. OF HIGHER EDUCATION
		SEMESTER HRS.	EQUIV. SEMESTER HRS.				
19-24	2	59	29	29	59	0	0
25-34	28	2066	2066	77	2066	0	0
35-44	13	993	993	73	993	0	0
45-59	4	401	401	127	401	0	0
60 & over	0	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-
TOTAL	47	3518	3518	77	3518	0	0



REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED		MEDIAN NO. OF HRS. CURRENTLY BEING EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HRS. OF CREDIT EARNED PRIOR TO COP AND APPLICABLE TO COP PROGRAM	
				SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.
19-24	2	2		18	18						
25-34	28	28		270	270			412	8		AD
35-44	13	13		121	121			182	182		AD
45-59	4	4		30	30			101	101		AD
60 & over	0	0									AD
Age not reported	0	0									AD
TOTAL	47	47		439	439			703	703		AD

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) READING EDUCATION	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA EDUCATION	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	2									
25-34	28									
35-44	13									
45-59	4									
60 & over	0									
Age not reported	0									
TOTAL	47	AD	AD	AD	AD	AD	AD	AD	AD	AD



GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	EMPLOYMENT STATUS OF GRADUATE			(3) NO. GRADUATED AT TEACHER LEVEL		(4) NO. GRADUATED AT PARAPROFESSIONAL LEVEL		(0) NO. WHO WERE NOT HIGH SCHOOL GRADUATES
	(6) KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	(1) NOT EMPLOYED FOR PERSONAL REASONS	2 Yrs.	4 Yrs.	2 Yrs.	4 Yrs.		
19-24	0							0
25-34	2		2			0		0
35-44	0							0
45-59	2		2			0		0
60 & Over	0							0
Age not reported	0							0
TOTAL	4	0	4			0		0

AGE GROUP	AREA OF SPECIALIZATION								
	(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	0								
25-34	2								
35-44	0								
45-59	2								
60 & Over	0								
Age not reported	0								
TOTAL	4	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D



GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	TOTAL	SEX		ETHNIC GROUP						
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)	
19-24	0		0							
25-34	2	1	1				1	1		
35-44	0		0							
45-59	2	2	0				1	1		
60 & Over	0									
Age not reported	0									
TOTAL	4	3	1				2	2		

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.		
		(1) Vietnam	(2) Other				(1) Title I	(2) Other	(3) Outside	Undefined	S.H.	E.S.H.
19-24	0											
25-34	2	0	0	2	0	2	0	0	0	2		
35-44	0											
45-59	2	0	0	2	0	2	0	0	0	2		
60 & Over	0											
Age not reported	0											
TOTAL	4	0	0	4	0	4	0	0	0	4		

AGE GROUP	TOTAL NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP		EMPLOYMENT STATUS OF GRADUATES				
	SEMESTER HR.	EQUIV. SEM. HR.	SEMESTER HR.	EQUIV. SEM. HR.	(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES
19-24	0								
25-34	2	268	2	134	2				
35-44	0								
45-59	2	339	2	169	2				
60 & Over	0								
Age not reported	0								
TOTAL	4	607	4	151	4	0	0	0	0

PROJECT: Jackson, Ky.

PROJECT NO.: 1778

GENERAL PROJECT OVERVIEW

Report As Of March 1, 1975

There have been 101 participants enrolled in the COP project with 30 participants enrolled as of March 1, 1975. As of July 1, 1974, there were 46 participants enrolled in the project. Between July 1, 1974 and March 1, 1975:

15 participants graduated

30 remained enrolled in the program

1 have neither graduated nor remained in the program

To date, 35 participants have graduated and of this number, 6 have received associate degrees and 29 have received baccalaureate degrees.

Within the school system, 11 graduates have been employed in low-income schools and 0 graduates have been employed in other than low-income schools. There have been 0 graduates who have pursued higher education, 12 graduates who have been employed within other school systems, and 0 who are employed in non-teaching roles. Of the 8 graduates not included in the above statistics; 2 are not employed for personal reasons, and 4 graduates are known to be employed in non-education occupations.

A profile of the graduates is presented as follows:

0 are black

35 are white

0 are American Indian

0 are Chicano

0 Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 0 was not recorded

3 were considered hi-risk participants when
enrolled in the program

24 possessed low-income backgrounds

10 were males

25 were females

7 were veterans

Further, of the graduates

2 were between 19 and 24 years of age

22 were between 25 and 34 years of age

9 were between 35 and 44 years of age

2 were between 45 and 59 years of age

0 were 60 years of age or older

The age of 0 individuals was not reported

While enrolled in the program, these participants earned a total of 3105 [semester/quarter] hours of university credits. The median hours of credit received was 92 [semester/quarter] credit hours.

Of the graduates, 20 were recruited from the Title I Program and 0 were recruited from other programs operating within the educational system. The source of recruitment of 11 participants is unknown and 4 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS PRESENTLY
ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are 30 individuals presently enrolled in COP. These individuals are employed in a total of 9 schools and educational settings in the project locations. In total, there are 1 four-year institutions of higher education and 0 two-year institutions of higher education participating in the program and being attended by these participants continuing in the program. There are 30 participants attending four-year institutions of higher education and 0 participants attending two-year institutions of higher education.

A profile of the participants presently enrolled in COP is presented as follows:

0 are black

30 are white

0 are American Indian

0 are Chicano

0 are Puerto Rican

0 are of an ethnic group other than the above.

The ethnic group of 0 was not reported

7 are males

23 are females

10 are between 19 and 24 years of age

16 are between 25 and 34 years of age

4 are between 35 and 44 years of age

0 are between 45 and 59 years of age

0 are 60 years of age or older

The age of 0 individuals was not reported

Of the individuals presently enrolled in the program, 6 were considered "high-risk" participants when enrolled in the program and 27 possessed low-income backgrounds.

To date, the participants presently enrolled in the program have earned a total of 2956 (quarter/semester) hours of college/university credit while enrolled in the program. Of these credit hours, 180 are credit hours earned for practicum. The median hours of credit received to date is 115 (quarter/semester) credit hours.

Assuming that each of these participants aspires to receive a baccalaureate degree and requires a minimum of 130 semester credit hours or — quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:

26 participants by September 1975

2 additional participants by February 1976

2 additional participants by September 1976

These projections are based on the number of credit hours obtained prior to entry into COP and applicable to the COP studies program, the total credit hours obtained while in COP, and a future academic and practicum load of 27 semester hours or 40 quarter hours per year.

Of these participants presently enrolled in the COP program, 12 were recruited from the Title I Program and 3 were recruited from other programs operating within the educational system. The source of recruitment of 10 participants is unknown and 5 participants were recruited from outside of the school system.

REPORT ON INDIVIDUALS NO LONGER
PARTICIPATING IN THE PROGRAM

Report as of March 1, 1975

This report is primarily directed at identifying the characteristics of those individuals no longer in the program who neither graduated nor completed their desired level of formal training.

Of the 101 participants who have been enrolled in the program 36 have left for one reason or another. A summary of the reasons for leaving is as follows:

- 1 left to become full-time students
- 0 left to take advantage of full-time employment opportunity in education
- 6 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 26 left for personal reasons
- 2 left for other reasons
- 1 left for reasons unknown

A further breakdown of those leaving for personal reasons reveals the following:

- 1 stated "unavailability of child care"
3 due to pregnancy
4 stated "health problems" of themselves or those dependent upon them
7 moved from this COP project location
0 due to language problems
0 due to household financial problems
1 are now deceased
0 joined or was inducted into military service
0 married and chose not to continue
6 for reasons associated with scholastic achievement
1 were "needed at home"
1 required greater income to support their immediate needs
2 for other personal reasons

A profile of the individuals who left the program prior to a completion level is as follows:

- 0 were black
36 were white
10 were American Indian

0 were Chicano

0 were Puerto Rican

0 were of an ethnic group other than the above.

The ethnic group of 0 was not reported

8 were males

28 were females

2 were between 19 and 24 years of age

8 were between 25 and 34 years of age

3 were between 35 and 44 years of age

0 were between 45 and 59 years of age

0 were 60 years of age or older

The age of 23 individuals was not reported

3 were considered "hi-risk" participants

when enrolled in the program

28 possessed low income backgrounds

Further, 4 were veterans

Of the 36 who left the program prior to a completion level,

1 had not possessed a high school diploma or its equiv-

alency at the time they entered the program. The total (quarter/

semester) hours of credit earned by these individuals while

participating in COP is 946. A further analysis of credit

hours obtained by these individuals is as follows:

3 earned less than 12 semester credit hours
 earned less than 18 quarter credit hours
26 earned less than 27 semester credit hours
 earned less than 40 quarter credit hours
27 earned less than 39 semester credit hours
 earned less than 58 quarter credit hours
32 earned less than 54 semester credit hours
 earned less than 80 quarter credit hours
4 earned 54 or more semester credit hours
 earned 80 or more quarter credit hours

Of the remaining individuals, there is no information available as to credit hours earned by 0 individuals.

Of these individuals who have neither graduated nor are continuing 3 were recruited from the Title I Program and 0 were recruited from other programs operating within the educational system. The source of recruitment of 31 participants is unknown and 2 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	2		2					2	
25-34	8	3	5					8	
35-44	3		3					3	
45-59									
60 & Over									
Age not reported	23	5	18					23	
TOTAL	36	8	28					36	

AGE GROUP	TOTAL	VETERANS		NO. NO. HIGH SCHOOL GRADUATES	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			
		(1) Vietnam	(2) Other				SCHOOL SYSTEM		(e) Outside	Undefined
							Title I	Other		
19-24	2	0			2		1		2	
25-34	8	3		1	4	8	2			5
35-44	3	0			2	3				1
45-59										
60 & Over										
Age not reported	23	1			9	23				23
TOTAL	36	4	0	1	7	36	3	0	2	31



REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP	TOTAL	REASON FOR NOT CONTINUING						(19) OTHER REASONS UNKNOWN	(20)
		(1) BECAME FULL-TIME STUDENT IN CORP. TEACHER PROGRAMS	(2) IN OTHER EDUC PROGRAMS	(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS	(6) thru (18) PERSONAL REASONS		
19-24	2	1	1				2		
25-34	3			1			6		
35-44	3					3			
45-59									
60 & Over							15	1	
Age not reported	23			5			26	2	
TOTAL	36	0	1	0		0			

20
193

AGE GROUP	TOTAL	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIAN HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
		SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	2	73	65 1/2	20	57	20	157		
25-34	3	304	44 1/2	0	0				
35-44	3	169	60						
45-59									
60 & Over									
Age not reported	23	302	15	154			154		
TOTAL	36	946	15	231			231		

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 7 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	10	1	9					10	
25-34	16	6	10					16	
35-44	4	0	4					4	
45-59	0								
60 & Over	0								
Age not reported	0								
TOTAL	30	7	23					30	

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			
		(1) VIETNAM	(2) OTHER			NO. LOW INCOME	SCHOOL SYSTEM		
							Title I	Other	Outside Undefined
19-24	10	0	0	2	10	4	2	2	2
25-34	16	5	0	3	16	6	1	2	7
35-44	4	0	0	1	4	2		1	1
45-59	0								
60 & over	0								
Age not reported	0								
TOTAL	30	5	0	6	30	12	3	5	10

AGE GROUP	TOTAL	NUMBER OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HRS ACQ CUMULATED WHILE IN COP	NO. OF HOURS PRACTICUM CREDIT WHILE IN COP	NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS
		SEMESTER HRS.	EQUIV. SEMESTER HRS.			
19-24	10	987	115 1/2	15	60	0
25-34	16	1572	108 1/2	96	0	0
35-44	4	397	116 1/2	24	0	0
45-59	0					
60 & over	0					
Age not reported	0					
TOTAL	30	2956	115	180	0	0

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED		MEDIAN NO. OF HRS CURRENTLY BEING EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP PROGRAM		HRS. OF CREDIT EARNED PRIOR TO COP AND APPLICABLE TO COP PROGRAM	
				SEMESTER HRS.	EQUIV. HRS.	SEMESTER HRS.	EQUIV. HRS.	SEMESTER HRS.	EQUIV. HRS.	SEMESTER HRS.	EQUIV. HRS.
19-24	10	10		114		0		191		191	
25-34	16	16		204		0		267		267	
35-44	4	4		39		0		83		83	
45-59	0	0									
60 & over	0	0									
Age not reported	0	0									
TOTAL	30	30		357		0		541		541	

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA EDUCATION	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEV. EDUC.	(9) OTHER
19-24	10								10	
25-34	16								15	
35-44	4								4	
45-59	0									
60 & over	0									
Age not reported	0									
TOTAL	30								29	

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP					
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	2	1					2	
25-34	22	8					22	
35-44	9	1					9	
45-59	2	0					2	
60 & Over	0	-						
Age not reported	0	-						
TOTAL	35	10					35	

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.		
		(1) Vietnam	(2) Other				(1) School System Title I	(2) Other	(3) Outside	Undefined	S.H.	E.S.H.
19-24	2	0	0	2	0	2	1	1	1	12	12	
25-34	22	6	0	14	3	14	11	1	2	132	132	
35-44	9	1	0	6	0	9	6	1	1	108	108	
45-59	2	0	0	2	0	2	2	2		12	12	
60 & Over	0	0	0	0	0	0						
Age not reported	0	0	0	0	0	0						
TOTAL	35	7	0	24	3	35	20	4		164	164	

AGE GROUP	TOTAL	TOTAL NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP	EMPLOYMENT STATUS OF GRADUATES						
		SEMESTER HR.	EQUIV. SEM. HR.		(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES		
										(6)	
19-24	2	119	59	12							
25-34	22	2150	101	12	11		6				
35-44	9	696	91				4				
45-59	2	120	70				1				
60 & Over	0										
Age not reported	0										
TOTAL	35	3105	92		11		12				

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	EMPLOYMENT STATUS OF GRADUATE		(3) NO. GRADUATED AT TEACHER LEVEL		(4) NO. GRADUATED AT PARA-PROFESSIONAL LEVEL		(0) NO. WHO WERE NOT HIGH SCHOOL GRADUATES
		(6) KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	(1) NOT EMPLOYED FOR PERSONAL REASONS	2 Yrs.	4 Yrs.	2 Yrs.	(AA Deg)	
19-24	2		1	2		2		1
25-34	22	3		20		2		
35-44	9	1		6		3		
45-53	2			1		1		
60 & Over	0							
Age not reported	0							
TOTAL	35	4	2	29		6		1

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) HEARING IMPAIRMENT	(3) BILINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA EDUCATION	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	2								2	
25-34	22	1/2				1/2		19		
35-44	9							9		
45-59	2							2		
60 & Over	0									
Age not reported	0									
TOTAL	35	1/2				1/2		32		



PROJECT: Chicago, Ill.

PROJECT NO.: 4198

GENERAL PROJECT OVERVIEW

Report As Of March 1, 1975

There have been 423 participants enrolled in the COP project with 103 participants enrolled as of March 1, 1975. As of July 1, 1974, there were 170 participants enrolled in the project. Between July 1, 1974 and March 1, 1975:

56 participants graduated
103 remained enrolled in the program
11 have neither graduated nor remained in the program

To date, 149 participants have graduated and of this number, 0 have received associate degrees and 149 have received baccalaureate degrees.

Within the school system, 104 graduates have been employed in low-income schools and 4 graduates have been employed in other than low income schools. There have been 1 graduates who have pursued higher education, 3 graduates who have been employed within other school systems, and 25 who are employed in non-teaching roles. Of the 12 graduates not included in the above statistics; 5 are not employed for personal reasons, and 1 graduates are known to be employed in non-education occupations.

A profile of the graduates is presented as follows:

120 are black
0 are white
0 are American Indian
14 are Chicano
14 Puerto Rican
1 are of an ethnic group other than the above
The ethnic group of 0 was not recorded
1 were considered hi-risk participants when
enrolled in the program
149 possessed low-income backgrounds
12 were males
137 were females
4 were veterans

Further, of the graduates

3 were between 19 and 24 years of age
51 were between 25 and 34 years of age
51 were between 35 and 44 years of age
40 were between 45 and 59 years of age
2 were 60 years of age or older

The age of 2 individuals was not reported

While enrolled in the program, these participants earned a total of 16,406 [semester/quarter] hours of university credits. The median hours of credit received was 120 [semester/quarter] credit hours.

Of the graduates, 37 were recruited from the Title I Program and 46 were recruited from other programs operating within the educational system. The source of recruitment of 66 participants is unknown and 0 participants were recruited from outside of the school system.

42 are between 35 and 44 years of age

12 are between 45 and 59 years of age

1 are 60 years of age or older

The age of 7 individuals was not reported

Of the individuals presently enrolled in the program, 2 were considered "high-risk" participants when enrolled in the program and 103 possessed low-income backgrounds.

To date, the participants presently enrolled in the program have earned a total of 7554 (quarter/semester) hours of college/university credit while enrolled in the program. Of these credit hours, 104 are credit hours earned for practicum. The median hours of credit received to date is 86 (quarter/semester) credit hours.

Assuming that each of these participants aspires to receive a baccalaureate degree and requires a minimum of 120 semester credit hours or — quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:

15 participants by September 1975

17 additional participants by February 1976

11 additional participants by September 1976

These projections are based on the number of credit hours obtained prior to entry into COP and applicable to the COP studies program, the total credit hours obtained while in COP, and a future academic and practicum load of 27 semester hours or 40 quarter hours per year.

Of these participants presently enrolled in the COP program,

30 were recruited from the Title I Program and 34 were recruited from other programs operating within the educational system. The source of recruitment of 39 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON INDIVIDUALS NO LONGER
PARTICIPATING IN THE PROGRAM
Report as of March 1, 1975

This report is primarily directed at identifying the characteristics of those individuals no longer in the program who neither graduated nor completed their desired level of formal training.

Of the 423 participants who have been enrolled in the program 171 have left for one reason or another. A summary of the reasons for leaving is as follows:

- 7 left to become full-time students
- 0 left to take advantage of full-time employment opportunity in education.
- 0 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 34 left for personal reasons
- 4 left for other reasons
- 126 left for reasons unknown

A further breakdown of those leaving for personal reasons reveals the following:

- 1 stated "unavailability of child care"
1 due to pregnancy
1 stated "health problems" of themselves or those
dependent upon them
2 moved from this COP project location
0 due to language problems
0 due to household financial problems
1 are now deceased
0 joined or was inducted into military service
0 married and chose not to continue
17 for reasons associated with scholastic achievement
1 were "needed at home"
2 required greater income to support their
immediate needs
8 for other personal reasons

A profile of the individuals who left the program prior to a completion level is as follows:

- 132 were black
1 were white
0 were American Indian

18 were Chicano

18 were Puerto Rican

2 were of an ethnic group other than the above.

The ethnic group of 0 was not reported

28 were males

143 were females

5 were between 19 and 24 years of age

73 were between 25 and 34 years of age

56 were between 35 and 44 years of age

23 were between 45 and 59 years of age

1 were 60 years of age or older

The age of 13 individuals was not reported

10 were considered "hi-risk" participants

when enrolled in the program

171 possessed low income backgrounds

Further, 3 were veterans

Of the 171 who left the program prior to a completion level,

0 had not possessed a high school diploma or its equivalency at the time they entered the program. The total (quarter/semester) hours of credit earned by these individuals while participating in COP is 4724. A further analysis of credit hours obtained by these individuals is as follows:

36 earned less than 12 semester credit hours

 earned less than 18 quarter credit hours

105 earned less than 27 semester credit hours

 earned less than 40 quarter credit hours

122 earned less than 39 semester credit hours

 earned less than 58 quarter credit hours

155 earned less than 54 semester credit hours

 earned less than 80 quarter credit hours

16 earned 54 or more semester credit hours

 earned 80 or more quarter credit hours

Of the remaining individuals, there is no information available as to credit hours earned by 0 individuals.

Of these individuals who have neither graduated nor are continuing

35 were recruited from the Title I Program and 32 were

recruited from other programs operating within the educational system.

The source of recruitment of 104 participants is unknown and

0 participants were recruited from outside of the school system.

VETERAN REPORT

There have been 7 veterans enrolled in the COP project with 0 veterans currently enrolled.

A profile of the veterans currently enrolled in the program is presented as follows:

0 are black

0 are white

0 are American Indian

0 are Chicano

0 Puerto Rican /

0 are of an ethnic group other than the above.

The ethnic group of 0 was not reported

0 are males

0 are females

0 are between 19 and 24 years of age

0 are between 25 and 34 years of age

0 are between 35 and 44 years of age

0 are between 45 and 59 years of age

0 are 69 years of age or older

The age of 0 veterans was not reported

Of these veterans currently enrolled in the program, 0 were considered high-risk participants when enrolled in the program and 0 possessed low-income backgrounds.

To date, the veterans currently enrolled in the COP project have earned a total of 0 (quarter/semester) hours of university credit. The median hours of credit received to date is 0 credit hours.

Assuming that each participant aspires to receive a baccalaureate degree and requires a minimum of 120 hours of university credit, the number of veterans expected to graduate during the next 1 1/2 years is as follows:

0 veterans by February 1976

0 veterans by September 1976

To date, 4 veterans have graduated and of this number, 0 have received associate degrees and 4 have received baccalaureate degrees. Of these veterans who have graduated, 2 have been employed within the school system in low-income schools and 0 have been employed in other than low-income schools. There have been 0 veterans who have graduated and are pursuing higher education, 1 who have been employed within other school systems, and 0 who are employed within school systems in non-teaching roles.

Of the 1 graduates not included in the above statistics, 0 are not employed for personal reasons.

A profile of the veterans who have graduated is presented as follows:

2 are black

0 are white

0 are American Indian

0 are Chicano

2 are Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 0 was not reported

3 are males

1 are females

0 are between 19 and 24 years of age

0 are between 25 and 34 years of age

2 are between 35 and 44 years of age

2 are between 45 and 59 years of age

0 are 60 years of age or older

The age of 0 was not reported

0 were considered to be high risk participants when enrolled in the program

4 possessed low-income backgrounds

While enrolled in the COP project, the veterans who have graduated have earned a total of 431 (quarter/semester) hours of credit. Of these, 8 were practicum hours of credit.

To date, 3 veterans have left the program prior to completion or attaining their indicated level of formal training. A summary of their reasons for leaving is as follows:

- 0 left to become full-time students
- 0 left to take advantage of full-time employment opportunity in education
- 0 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 1 left for personal reasons
- 0 left for other reasons
- 2 left for reasons unknown

Of those leaving for personal reasons, the following explanations were given:

- stated "unavailability of child care"
- due to pregnancy
- stated "health problems" of themselves or those dependent upon them.
- moved from the COP project location
- due to language problems
- are now deceased

re-enlisted in the military
 married and chose not to continue
 / for reasons associated with scholastic achievement
 were "needed at home"
 required greater income to support their im-
mediate needs
 for other personal reasons

A profile of the veterans who left the program prior to a completion level is as follows:

 / were black
 0 were white
 0 were American Indian
 0 were Chicano
 2 were Puerto Rican
 0 were of an ethnic group other than the above

The ethnic group of 0 was not recorded

 3 were males
 0 were females
 0 were between 19 and 24 years of age
 1 were between 25 and 34 years of age
 1 were between 35 and 44 years of age
 1 were between 45 and 59 years of age
 0 were 60 years of age or older

The age of 0 was not reported

1 were considered "hi-risk" participants
when enrolled in the program

3 possessed low-income backgrounds

Of the 3 who left the program prior to graduation or attainment of their indicated completion level, 0 had not possessed a high school diploma or its equivalency at the time they entered the program. The total (quarter/semester) hours of credit earned by these individuals while participating in COP is 178. A further analysis of credit hours obtained by these individuals is as follows:

0 earned less than 12 semester credit hours.

 earned less than 18 quarter credit hours

1 earned less than 27 semester credit hours

 earned less than 40 quarter credit hours

1 earned less than 39 semester credit hours

 earned less than 58 quarter credit hours

2 earned less than 54 semester credit hours

 earned less than 80 quarter credit hours

11 earned 54 or more semester credit hours

 earned 80 or more quarter credit hours

Of the remaining veterans, there is no information available as to the credit hours earned by 0 individuals.

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	TOTAL	SEX		ETHNIC GROUP						
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)		White (5)	Other/Undefined (6)	
						American Indian (4)	Other/Undefined (6)			
19-24	3		3	2	1					
25-34	51	5	46	39	3	9	0			0
35-44	51	2	49	44	4	3	0			0
45-59	40	4	36	31	6	2	0			1
60 & Over	2	0	2	2	0	0	0			0
Age not reported	2	1	1	2	0	0	0			0
TOTAL	149	12	137	120	14	14	0			1

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.		
		Vietnam	Other				(2) School System Title I	(3) Outside	Undefined	S.H.	E.S.H.	
												(1) School System
19-24	3	0	0	3	0	3	2	1	0	0	6	
25-34	51	0	0	51	0	51	11	19	0	31	100	
35-44	51	1	1	51	1	51	12	16	0	23	94	
45-59	40	1	1	40	0	40	10	10	0	20	74	
60 & Over	2	0	0	2	0	2	1	0	0	1	2	
Age not reported	2	0	0	2	0	2	1	0	0	1	4	
TOTAL	149	2	2	149	1	149	37	46	0	66	280	

AGE GROUP	TOTAL	TOTAL NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP	EMPLOYMENT STATUS OF GRADUATES				(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES
		SEMESTER HR.	EQUIV. SEM. HR.		(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	
19-24	3	328	120	120	2	0	0	0	1
25-34	51	5490	120	120	37	1	0	1	9
35-44	51	5477	120	120	39	2	1	1	4
45-59	40	4647	79 1/2	79 1/2	24	0	0	0	10
60 & Over	2	159	10 1/2	10 1/2	0	1	0	0	1
Age not reported	2	204	120	120	2	0	0	0	0
TOTAL	149	16,406	120	120	104	4	1	3	23



GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	EMPLOYMENT STATUS OF GRADUATE		(3)		(4)		(0)
		(6)	(1)	NO. GRADUATED AT TEACHER LEVEL	NO. GRADUATED AT PARA-PROFESSIONAL LEVEL	NO. GRADUATED AT PARA-PROFESSIONAL LEVEL	NO. WHO WERE NOT HIGH SCHOOL GRADUATES	
		KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	NOT EMPLOYED FOR PERSONAL REASONS	2 YRS. 4 YRS.	2 YRS. (AA Deg)	2 YRS.	(AA Deg)	
19-24	3	0	0	3	0	0	0	0
25-34	51	0	2	51	0	0	0	0
35-44	51	1	1	51	0	0	0	0
45-59	40	0	2	40	0	0	0	0
60 & Over	2	0	0	2	0	0	0	0
Age not reported	2	0	0	2	0	0	0	0
TOTAL	149	1	5	149	0	0	0	0

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		SPECIAL EDUCATION	READING	BI-LINGUAL EDUCATION	EARLY CHILDHOOD EDUCATION	MEDIA	PHYSICAL EDUCATION	VOCATIONAL EDUCATION	GENERAL ELEM. EDUC.	OTHER
19-24	3	0	0	0	1	0	0	0	2	0
25-34	51	0	0	0	15	0	0	0	36	0
35-44	51	0	0	0	12	0	0	0	37	0
45-59	40	0	0	0	2	0	0	0	35	0
60 & Over	2	0	0	0	0	0	0	0	2	0
Age not reported	2	0	0	0	0	0	0	0	2	0
TOTAL	149	0	0	0	30	0	0	0	114	0



REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	SEX		ETHNIC GROUP						
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)		American Indian (4)	White (5)	Other/ Undefined (6)
					Rican	Indian			
19-24	1	4	4	1	-	-	-	-	-
25-34	3	30	27	2	4	-	-	-	-
35-44	1	41	27	5	10	-	-	-	-
45-59	0	15	13	2	-	-	-	-	-
60 & Over	0	1	1	-	-	-	-	-	-
Age not reported	0	7	5	1	-	-	-	-	-
TOTAL	5	98	77	11	14	-	-	-	0

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) VIETNAM	(2) OTHER				SCHOOL SYSTEM		
							Title I	Other	Outside * Undefined
19-24	5	0	0	5	0	5	3	2	0
25-34	33	0	0	33	0	33	11	11	0
35-44	42	0	0	42	1	42	9	13	0
45-59	15	0	0	15	0	15	2	7	0
60 & over	1	0	0	1	0	1	1	0	0
Age not reported	7	0	0	7	1	7	4	1	0
TOTAL	103	0	0	103	2	103	30	34	0

AGE GROUP	TOTAL	NUMBER OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HRS ACCUMULATED WHILE IN COP		NO. OF HOURS PRACTICUM CREDIT WHILE IN COP		NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS OF HIGHER EDUCATION		
		SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.
19-24	5	86	0	N/A	0	0	0	0	0	
25-34	33	2608	86	86	38	38	0	0	0	
35-44	42	3228	97 1/2	97 1/2	50	50	0	0	0	
45-59	15	1154	86	86	12	12	0	0	0	
60 & over	1	108	N/A	N/A	2	2	0	0	0	
Age not reported	7	370	87	87	2	2	0	0	0	
TOTAL	103	7534	86	86	104	104	0	0	0	

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED		MEDIAN NO. OF HRS. CURRENTLY EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HRS. OF CREDIT EARNED PRIOR TO COP AND APPLICABLE TO COP PROGRAM	
				SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.
19-24	5	5	0	30	6	0	0	0	0	0	0
25-34	33	33	9	194	6	423 2/3	360 2/3	360 2/3	360 2/3	360 2/3	360 2/3
35-44	42	42	14	263	6	508 1/2	392	392	392	392	392
45-59	15	15	2	77	6	83	67	67	67	67	67
60 & over	7	7	0	8	N/A	0	0	0	0	0	0
Age not reported	7	7	0	48	6	6	0	0	0	0	0
TOTAL	103	103	25	620	6	1120 5/6	1120 1/3	1120 1/3	1120 1/3	1120 1/3	1120 1/3

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) READING EDUCATION	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA EDUCATION	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	5				2				3	0
25-34	33				4				27	2
35-44	42				10				29	3
45-59	15				1				14	
60 & over	7				1				1	
Age not reported	7				1				6	
TOTAL	103	0	0	0	18				80	5



REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	SEX		TOTAL	ETHNIC GROUP					
	M	F		Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/ Undefined (6)
19-24	2	3	5	2	1	2	-	-	-
25-34	13	60	73	57	8	7	1	-	-
35-44	5	51	56	46	4	5	-	1	-
45-59	4	19	23	16	2	4	-	-	-
60 & Over	1	0	1	-	1	-	-	-	-
Age not reported	3	10	13	11	2	-	-	-	-
TOTAL	28	143	171	132	18	18	1	2	2

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(0) HIGH SCHOOL GRADUATES	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) Vietnam	(2) Other					SCHOOL SYSTEM		
								(1) Title I	(2) Other	(e) Outside Undefined
19-24	5	-	-	5	0	0	5	-	-	5
25-34	73	1	-	73	0	1	73	17	14	42
35-44	56	1	-	56	0	8	56	8	10	38
45-59	23	-	1	23	0	3	23	7	7	13
60 & Over	1	-	-	1	0	0	1	-	1	-
Age not reported	13	-	-	13	0	1	13	3	4	6
TOTAL	171	2	1	171	0	10	171	55	32	104



REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued).

AGE GROUP	TOTAL	REASON FOR NOT CONTINUING					(19) OTHER REASONS UNKNOWN	(20)
		(1) BECOME FULL-TIME STUDENT IN CORP	(2) OTHER EDUC PROGRAMS	(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS		
19-24	5	-	-	-	-	-	1	4
25-34	73	2	1	-	-	-	11	3
35-44	56	-	2	-	-	-	14	1
45-59	23	-	2	-	-	-	6	-
60 & Over	1	-	-	-	-	-	1	-
Age not reported	13	-	-	-	-	-	1	-
TOTAL	171	2	5	0	0	0	34	4

AGE GROUP	TOTAL	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIAN HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
		SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	5	136	0	12	0	0	0	0	0
25-34	73	1933	189	18	189	177	177	177	177
35-44	56	1589	237	19	237	185	185	185	185
45-59	23	824	24	24	24	19	19	19	19
60 & Over	1	35	0	N/A	0	0	0	0	0
Age not reported	13	207	24	12	24	0	0	0	0
TOTAL	171	4724	473	18	473	381	381	381	381



REPORT ON VETERANS

PROJECT NO.: 4198

REPORT NO. 1 GRAND TOTAL: ALL VETERANS EVER ENROLLED IN COP

(Continued)

AGE GROUP	TOTAL	ACADEMIC STATUS OF THOSE PRESENTLY ENROLLED				MEDIAN NO. OF HOURS CURRENTLY ENROLLED	
		NO. CURRENTLY ENROLLED IN 2-YR. INSTITUTIONS	NO. CURRENTLY ENROLLED IN 4-YR. INSTITUTION	NO. OF HOURS CURRENTLY ENROLLED (INCLUDING PRACTICUM)	SEMESTER EQUIV. SEMESTER HRS.	SEMESTER HRS.	SEMESTER EQUIV. SEMESTER HRS.
19-24	0						
25-34	7						
35-44	3						
45-59	3						
60 & over	0						
Age not reported	0						
TOTAL	7	0	0	0	0	0	0

AGE GROUP	TOTAL	ACADEMIC STATUS OF THOSE PRESENTLY ENROLLED (CONTINUED)				AREA OF SPECIALIZATION		
		NO. OF CREDIT HOURS CURRENTLY BEING EARNED DURING RELEASE TIME	NO. OF HOURS CURRENTLY BEING EARNED FOR PRACTICUM	SEMESTER HRS.	SEMESTER EQUIV. SEMESTER HRS.	(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION
19-24	0							
25-34	1							
35-44	3							
45-59	3							
60 & over	0							
Age not reported	0							
TOTAL	7	0	0	0	0	0	0	0

AGE GROUP	TOTAL	AREA OF SPECIALIZATION (Continued)							NO. OF PROJECTED GRADUATES
		(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEMENTARY EDUCATION	(9) OTHER		
19-24	0								
25-34	1								
35-44	3					3			
45-59	3					3			
60 & over	0								
Age not reported	0								
TOTAL	7	0	0	0	0	4	0	0	7/1/75



REPORT ON VETERANS

REPORT NO. 1 GRAND TOTAL: ALL VETERANS EVER ENROLLED IN COP

AGE GROUP	TOTAL	(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	ETHNIC GROUP					GRADUATED		(1) + (2) PRESENTLY ENROLLED
				(1) BLACK	(5) WHITE	(4) AMERICAN INDIAN	(2) CHICANO	(3) PUERTO RICAN	(6) OTHER	(4) 2-YR	
19-24	0	1	0					1		1	
25-34	1	1	0							1	
35-44	3	3	1					2		2	
45-59	3	3	1								
60 & over	0	-	-								
Age not reported	0	-	-					4		4	
TOTAL	7	7	1	3	0	0	0	0	0	0	0

OTHER THAN GRADUATED OR PRESENTLY ENROLLED

AGE GROUP	TOTAL	FULL-TIME STUDENTS		(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUC. FIELD	(5) LACK OF LEA FUNDS	(6) thru (18) PERSONAL REASONS	(19) OTHER REASONS	(20) REASONS UNKNOWN
		IN TEACHER CORP.	IN OTHER ED. PROG.						
19-24	0	0	0						
25-34	1	1	0						1
35-44	3	3	0						1
45-59	3	3	0						
60 & over	0	0	0						
Age not reported	0	0	0						
TOTAL	7	7	0	0	0	0	1	0	2

AGE GROUP	TOTAL	EMPLOYMENT STATUS OF GRADUATES			(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYSTEMS	(6) KNOWN TO BE EMPLOYED BUT NOT FOR PERSONAL REASONS
		(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) PURSUING HIGHER EDUCATION		
19-24	0	0	0			
25-34	1	1	0			
35-44	3	1	0	1		
45-59	3	1	0			
60 & over	0	0	0			
Age not reported	0	2	0	1		0
TOTAL	7	7	0	1	1	0



GENERAL PROJECT OVERVIEW

Report As Of March 1, 1975

There have been 93 participants enrolled in the COP project with 46 participants enrolled as of March 1, 1975. As of July 1, 1974, there were 51 participants enrolled in the project.

Between July 1, 1974 and March 1, 1975:

51 participants graduated

46 remained enrolled in the program

0 have neither graduated nor remained in the program

To date, 17 participants have graduated and of this number, 0 have received associate degrees and 17 have received baccalaureate degrees.

Within the school system, 7 graduates have been employed in low-income schools and 4 graduates have been employed in other than low income schools. There have been 1 graduates who have pursued higher education, 3 graduates who have been employed within other school systems, and 0 who are employed in non-teaching roles. Of the 2 graduates not included in the above statistics, 1 are not employed for personal reasons, and 1 graduates are known to be employed in non-education occupations.

A profile of the graduates is presented as follows:

0 are black

1 are white

0 are American Indian

16 are Chicano

0 Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 0 was not recorded

17 were considered hi-risk participants when
enrolled in the program

16 possessed low-income backgrounds

6 were males

11 were females

4 were veterans

Further, of the graduates

2 were between 19 and 24 years of age

7 were between 25 and 34 years of age

8 were between 35 and 44 years of age

0 were between 45 and 59 years of age

0 were 60 years of age or older

The age of 0 individuals was not reported

While enrolled in the program, these participants earned a total of 1660 [semester/quarter] hours of university credits. The median hours of credit received was 94 [semester/quarter] credit hours.

Of the graduates, 0 were recruited from the Title I Program and 17 were recruited from other programs operating within the educational system. The source of recruitment of 0 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS PRESENTLY
ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are 46 individuals presently enrolled in COP. These individuals are employed in a total of (unreported) schools and educational settings in the project locations. In total, there are 1 four-year institutions of higher education and 0 two-year institutions of higher education participating in the program and being attended by these participants continuing in the program. There are 46 participants attending four-year institutions of higher education and 0 participants attending two-year institutions of higher education.

A profile of the participants presently enrolled in COP is presented as follows:

0 are black

2 are white

0 are American Indian

44 are Chicano

0 are Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 0 was not reported

21 are males

25 are females

10 are between 19 and 24 years of age

20 are between 25 and 34 years of age

13 are between 35 and 44 years of age

3 are between 45 and 59 years of age

0 are 60 years of age or older

The age of 0 individuals was not reported

Of the individuals presently enrolled in the program, 46 were considered "high-risk" participants when enrolled in the program and 44 possessed low-income backgrounds.

To date, the participants presently enrolled in the program have earned a total of 3783 (quarter/semester) hours of college/university credit while enrolled in the program. Of these credit hours, 357 are credit hours earned for practicum. The median hours of credit received to date is 90.5 (quarter/semester) credit hours.

Assuming that each of these participants aspires to receive a baccalaureate degree and requires a minimum of 108 semester credit hours or — quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:

2 35 participants by September 1975

4 additional participants by February 1976

2 additional participants by September 1976

These projections are based on the number of credit hours obtained prior to entry into COP and applicable to the COP studies program, the total credit hours obtained while in COP, and a future academic and practicum load of 27 semester hours or 40 quarter hours per year.

Of these participants presently enrolled in the COP program,

7 were recruited from the Title I Program and 33 were recruited from other programs operating within the educational system. The source of recruitment of 5 participants is unknown and 1 participants were recruited from outside of the school system.

REPORT ON INDIVIDUALS NO LONGER
PARTICIPATING IN THE PROGRAM
Report as of March 1, 1975

This report is primarily directed at identifying the characteristics of those individuals no longer in the program who neither graduated nor completed their desired level of formal training.

Of the 93 participants who have been enrolled in the program 30 have left for one reason or another. A summary of the reasons for leaving is as follows:

- 2 left to become full-time students
- 0 left to take advantage of full-time employment opportunity in education
- 0 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 9 left for personal reasons
- 0 left for other reasons
- 19 left for reasons unknown

A further breakdown of those leaving for personal reasons reveals the following:

- 0 stated "unavailability of child care"
- 0 due to pregnancy
- 4 stated "health problems" of themselves or those dependent upon them
- 2 moved from this COP project location
- 0 due to language problems
- 3 due to household financial problems
- 0 are now deceased
- 0 joined or was inducted into military service
- 0 married and chose not to continue
- 0 for reasons associated with scholastic achievement
- 0 were "needed at home"
- 0 required greater income to support their immediate needs
- 0 for other personal reasons

A profile of the individuals who left the program prior to a completion level is as follows:

- 0 were black
- 1 were white
- 0 were American Indian

29 were Chicano
0 were Puerto Rican
0 were of an ethnic group other than the above.

The ethnic group of 0 was not reported

8 were males

22 were females

7 were between 19 and 24 years of age

10 were between 25 and 34 years of age

11 were between 35 and 44 years of age

1 were between 45 and 59 years of age

1 were 60 years of age or older

The age of 0 individuals was not reported

30 were considered "hi-risk" participants

when enrolled in the program

30 possessed low income backgrounds

Further, 4 were veterans

Of the 30 who left the program prior to a completion level,

0 had not possessed a high school diploma or its equivalency at the time they entered the program. The total (quarter/semester) hours of credit earned by these individuals while participating in COP is 633. A further analysis of credit hours obtained by these individuals is as follows:

9 earned less than 12 semester credit hours
 earned less than 18 quarter credit hours
20 earned less than 27 semester credit hours
 earned less than 40 quarter credit hours
24 earned less than 39 semester credit hours
 earned less than 58 quarter credit hours
29 earned less than 54 semester credit hours
 earned less than 80 quarter credit hours
1 earned 54 or more semester credit hours
 earned 80 or more quarter credit hours

Of the remaining individuals, there is no information available as to credit hours earned by 0 individuals.

Of these individuals who have neither graduated nor are continuing 3 were recruited from the Title I Program and 25 were recruited from other programs operating within the educational system. The source of recruitment of 2 participants is unknown and 0 participants were recruited from outside of the school system.

GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	SEX		ETHNIC GROUP					TOTAL	
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)		Other/ Undefined (6)
19-24	2	0		2					
25-34	7	3		7					
35-44	8	0		7			1		
45-59	0	-		-			-		
60 & Over	0	-		-			-		
Age not reported	0	-		-			-		
TOTAL	17	11		16			1		

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.		
		Vietnam	Other				School System	Title I	Other	Undefined	S.H.	E.S.H.
19-24	2	0	0	2	2	2	-	2	-	-	7	-
25-34	7	4	0	7	7	6	-	7	-	-	31	-
35-44	8	0	0	7	8	8	-	8	-	-	120	-
45-59	0	-	-	-	-	-	-	-	-	-	-	-
60 & Over	0	-	-	-	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-	-	-	-
TOTAL	17	4	0	16	17	16	0	17	0	0	158	0

AGE GROUP	TOTAL	NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP		EMPLOYMENT STATUS OF GRADUATES				
		SEMESTER HR.	EQUIV. SEM. HR.	SEMESTER HR.	EQUIV. SEM. HR.	(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED IN SYSTEM BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES
19-24	2	186		93		1	1	-	-	-
25-34	7	540		75		3	1	2	-	-
35-44	8	934		122 1/2		3	-	1	-	-
45-59	0					-	-	-	-	-
60 & Over	0					-	-	-	-	-
Age not reported	0					-	-	-	-	-
TOTAL	17	1660		94		7	1	3	3	0



GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	EMPLOYMENT STATUS OF GRADUATE (1)			NO. GRADUATED AT TEACHER LEVEL (3)		NO. GRADUATED AT PROFESSIONAL LEVEL (4)		NO. WHO WERE NOT HIGH SCHOOL GRADUATES (0)
	KNOWN BUT NOT IN EDUCATION (6)	NOT EMPLOYED FOR PERSONAL REASONS (1)	TOTAL	2 Yrs.	4 Yrs.	2 Yrs.	(As Deg)	
19-24	-	-	2	-	2	0	0	0
25-34	1	-	7	-	7	0	0	0
35-44	-	1	8	-	8	0	0	0
45-59	-	-	0	-	-	-	-	-
60 & Over	-	-	0	-	-	-	-	-
Age not reported	-	-	0	-	-	-	-	-
TOTAL	1	1	17	-	17	0	0	0

241
232

AGE GROUP	AREA OF SPECIALIZATION								
	(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	-	-	1	-	-	-	1	1	-
25-34	-	-	-	-	-	1	-	4	2
35-44	-	-	3	-	-	-	-	5	-
45-59	-	-	-	-	-	-	-	-	-
60 & Over	-	-	-	-	-	-	-	-	-
Age not reported	-	-	-	-	-	-	-	-	-
TOTAL	0	0	3	0	0	1	1	10	2

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING
 REPORT NO. 1 GRAND TOTAL
 ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/ Undefined (6)
19-24	7	3	4		7			0	
25-34	10	3	7		10			0	
35-44	11	2	9		11			0	
45-59	1	0	1		0			1	
60 & Over	1	0	1		1			0	
Age not reported	0								
TOTAL	30	8	22		29			1	

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(2) NO. NOT HIGH SCHOOL GRADUATES	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) Vietnam	(2) Other					SCHOOL SYSTEM		(e) Outside Undefined
								Title I	Other	
19-24	7	1	0	7	0	7	7	1	5	1
25-34	10	1	0	10	0	10	10	1	8	1
35-44	11	0	1	11	0	11	11	1	11	1
45-59	1	0	1	1	0	1	1	1	1	1
60 & Over	1	0	0	1	0	1	1	1	1	1
Age not reported	0									
TOTAL	30	2	2	30	0	30	30	3	25	2

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING
 REPORT NO. 1 GRAND TOTAL
 ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP	TOTAL	BECOME FULL-TIME STUDENT		REASON FOR NOT CONTINUING					(20) REASONS UNKNOWN
		(1) IN TEACHER CORP.	(2) IN OTHER EDUC PROGRAMS	(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS	(6) thru (16) PERSONAL REASONS	(19) OTHER	
19-24	7	-	1	-	-	-	4	-	2
25-34	10	-	-	-	-	-	2	-	8
35-44	11	-	1	-	-	-	2	-	8
45-59	1	-	-	-	-	-	-	-	1
60 & Over	1	-	-	-	-	-	1	-	-
Age not reported	0	-	-	-	-	-	-	-	-
TOTAL	30	0	2	0	0	0	9	0	19

AGE GROUP	TOTAL	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIA: HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
		SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	7	142	21	21	69	37	69	37	69
25-34	10	170	10	10	120	120	120	120	120
35-44	11	244	30	30	50	50	50	50	50
45-59	1	33	N/A	N/A	0	0	0	0	0
60 & Over	1	44	N/A	N/A	0	0	0	0	0
Age not reported	0	-	-	-	-	-	-	-	-
TOTAL	30	633	20 1/4	20 1/4	270	270	270	270	270

REPORT ON CONTINUING PARTICIPANTS
 REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP					
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	6	4		10			0	
25-34	11	9		20			0	
35-44	4	9		11			2	
45-59	0	3		3			0	
60 & Over								
Age not reported								
TOTAL	21	25		44			2	

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			
		(1) VIETNAM	(2) OTHER				School System		(3) Outside	Undefined
							Title I	Other		
19-24	10	0	0	10	10	5	2	1	2	
25-34	20	7	0	19	19	2	15	0	3	
35-44	13	4	0	13	13	0	13	0	0	
45-59	3	0	0	2	3	0	3	0	0	
60 & over	0									
Age not reported	0									
TOTAL	46	11	0	44	46	7	33	1	5	

AGE GROUP	TOTAL	NUMBER OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HRS ACCUMULATED WHILE IN COP		NO. OF HOURS PRACTICUM CREDIT WHILE IN COP		NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS	
		SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	SEMESTER HRS.	OF HIGHER EDUCATION
19-24	10	740	67 1/2	67 1/2	71	0	0	0	
25-34	20	1496	85 1/2	85 1/2	134	0	0	0	
35-44	13	1195	98	98	102	0	0	0	
45-59	3	352	115	115	50	0	0	0	
60 & over	0								
Age not reported	0								
TOTAL	46	3783	90 1/2	90 1/2	357	0	0	0	



REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED		MEDIAN NO. OF HRS. CURRENTLY BEING EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HRS. OF CREDIT EARNED PRIOR TO COP AND AP- PLICABLE TO COP PROGRAM	
				SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.
19-24	10	10		107	9 1/2	117	117	117	117		
25-34	20	20		241	12	700	700	700	700		
35-44	13	13		165	13	301	301	301	301		
45-59	3	3		31	9	34	34	34	34		
60 & over	0										
Age not reported	0										
TOTAL	46	46		544	12	1152	1152	1152	1152		

AGE GROUP	TOTAL	(1) SPECIAL EDUCATION	(2) READING EDUCATION	(3) BI-LINGUAL EDUCATION	AREA OF SPECIALIZATION					(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
					(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER			
19-24	10			1	3	1	1	4				
25-34	20			5	6		1	7				1
35-44	13			2	1			4 1/2				5 1/2
45-59	3							2				1
60 & over	0											
Age not reported	0											
TOTAL	46	0	0	8	10	1	2	17 1/2				7 1/2



PROJECT: Cheyenne, Wy.

PROJECT NO.: 1795

GENERAL PROJECT OVERVIEW

Report As Of March 1, 1975

There have been 72 participants enrolled in the COP project with 18 participants enrolled as of March 1, 1975. As of July 1, 1974, there were 19 participants enrolled in the project. Between July 1, 1974 and March 1, 1975:

1 participants graduated

18 remained enrolled in the program

0 have neither graduated nor remained in the program

To date, 16 participants have graduated and of this number, 1 have received associate degrees and 15 have received baccalaureate degrees.

Within the school system, 9 graduates have been employed in low-income schools and 4 graduates have been employed in other than low income schools. There have been 0 graduates who have pursued higher education, 3 graduates who have been employed within other school systems, and 0 who are employed in non-teaching roles. Of the 0 graduates not included in the above statistics; 0 are not employed for personal reasons, and 0 graduates are known to be employed in non-education occupations.

A profile of the graduates is presented as follows:

0 are black

7 are white

0 are American Indian

9 are Chicano

0 Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 0 was not recorded

0 were considered hi-risk participants when
enrolled in the program

16 possessed low-income backgrounds

5 were males

11 were females

6 were veterans

Further, of the graduates

2 were between 19 and 24 years of age

9 were between 25 and 34 years of age

5 were between 35 and 44 years of age

0 were between 45 and 59 years of age

0 were 60 years of age or older

The age of 0 individuals was not reported

While enrolled in the program, these participants earned a total of 1863 [semester/quarter] hours of university credits. The median hours of credit received was 130 [semester/quarter] credit hours.

Of the graduates, 0 were recruited from the Title I Program and 16 were recruited from other programs operating within the educational system. The source of recruitment of 0 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS PRESENTLY
ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are 18 individuals presently enrolled in COP. These individuals are employed in a total of 6 schools and educational settings in the project locations. In total, there are 1 four-year institutions of higher education and 1 two-year institutions of higher education participating in the program and being attended by these participants continuing in the program. There are 18 participants attending four-year insititutions of higher education and 0 participants attending two-year institutions of higher education.

A profile of the participants presently enrolled in COP is presented as follows:

4 are black

11 are white

0 are American Indian

2 are Chicano

0 are Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 1 was not reported

1 are males

17 are females

5 are between 19 and 24 years of age

3 are between 25 and 34 years of age

6 are between 35 and 44 years of age

4 are between 45 and 59 years of age

0 are 60 years of age or older

The age of 0 individuals was not reported

Of the individuals presently enrolled in the program, 0 were considered "high-risk" participants when enrolled in the program and 6 possessed low-income backgrounds.

To date, the participants presently enrolled in the program have earned a total of 998 (quarter/semester) hours of college/university credit while enrolled in the program. Of these credit hours, 162 are credit hours earned for practicum. The median hours of credit received to date is 51 (quarter/semester) credit hours.

Assuming that each of these participants aspires to receive a baccalaureate degree and requires a minimum of 120 semester credit hours or _____ quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:

2 participants by September 1975

0 additional participants by February 1976

1 additional participants by September 1976

These projections are based on the number of credit hours obtained prior to entry into COP and applicable to the COP studies program; the total credit hours obtained while in COP, and a future academic and practicum load of 27 semester hours or 40 quarter hours per year.

Of these participants presently enrolled in the COP program, 4 were recruited from the Title I Program and 6 were recruited from other programs operating within the educational system. The source of recruitment of 8 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON INDIVIDUALS NO LONGER
PARTICIPATING IN THE PROGRAM

Report as of March 1, 1975

This report is primarily directed at identifying the characteristics of those individuals no longer in the program who neither graduated nor completed their desired level of formal training.

Of the 72 participants who have been enrolled in the program 38 have left for one reason or another. A summary of the reasons for leaving is as follows:

- 1 left to become full-time students
- 4 left to take advantage of full-time employment opportunity in education
- 6 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 23 left for personal reasons
- 2 left for other reasons
- 5 left for reasons unknown

A further breakdown of those leaving for personal reasons reveals the following:

0 stated "unavailability of child care"

2 due to pregnancy

0 stated "health problems" of themselves or those dependent upon them

10 moved from this COP project location

0 due to language problems

3 due to household financial problems

0 are now deceased

0 joined or was inducted into military service

2 married and chose not to continue

0 for reasons associated with scholastic achievement

0 were "needed at home"

1 required greater income to support their immediate needs

5 for other personal reasons

A profile of the individuals who left the program prior to a completion level is as follows:

10 were black

12 were white

0 were American Indian

5 were Chicano

0 were Puerto Rican

0 were of an ethnic group other than the above.

The ethnic group of 11 was not reported

8 were males

30 were females

12 were between 19 and 24 years of age

12 were between 25 and 34 years of age

12 were between 35 and 44 years of age

2 were between 45 and 59 years of age

0 were 60 years of age or older

The age of 0 individuals was not reported

1 were considered "hi-risk" participants
when enrolled in the program

18 possessed low income backgrounds

Further, 2 were veterans

Of the 38 who left the program prior to a completion level,
11 had not possessed a high school diploma or its equiv-
alency at the time they entered the program. The total (quarter/
semester) hours of credit earned by these individuals while
participating in COP is 1004. A further analysis of credit
hours obtained by these individuals is as follows:

9 earned less than 12 semester credit hours

 earned less than 18 quarter credit hours

23 earned less than 27 semester credit hours

 earned less than 40 quarter credit hours

28 earned less than 39 semester credit hours

 earned less than 58 quarter credit hours

34 earned less than 54 semester credit hours

 earned less than 80 quarter credit hours

4 earned 54 or more semester credit hours

 earned 80 or more quarter credit hours.

Of the remaining individuals, there is no information available as to credit hours earned by 0 individuals.

Of these individuals who have neither graduated nor are continuing 0 were recruited from the Title I Program and 23 were recruited from other programs operating within the educational system. The source of recruitment of 15 participants is unknown and 0 participants were recruited from outside of the school system.

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP				Other/ Undefined (6)
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	White Indian (4)	
19-24	2	1		1			1
25-34	9	4		4			5
35-44	5	0		4			1
45-59	0						
60 & Over	0						
Age not reported	0			9			7
TOTAL	16	5		9			0

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.
		(1) Vietnam	(2) Other				(1) School System Title I	(2) Other	(3) Outside Undefined	
19-24	2	1		2		1		2		3
25-34	9	5		9		4		9		60
35-44	5			5		5		5		41
45-59	0									
60 & Over	0									
Age not reported	0									
TOTAL	16	6	0	16	0	15	0	16	0	104

AGE GROUP	TOTAL	TOTAL NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP	EMPLOYMENT STATUS OF GRADUATES				
		SEMESTER HR.	EQUIV. SEM. HR.		(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES
19-24	2	219	104 1/2	2					
25-34	9	1052	130	3	3			3	
35-44	5	592	130	4	1				
45-59	0								
60 & Over	0								
Age not reported	0								
TOTAL	16	1863	130	9	4	0	3	0	0



GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	EMPLOYMENT STATUS OF GRADUATE		(3)		(4)		(0)
		(6) KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	(1) NOT EMPLOYED FOR PERSONAL REASONS	2 Yrs.	4 Yrs.	2 Yrs.	PROFESSIONAL LEVEL (AA Deg)	
19-24	2	-	-	2	-	-	-	0
25-34	9	-	-	8	-	1	-	0
35-44	5	-	-	5	-	-	-	0
45-59	0	-	-	-	-	-	-	-
60 & Over	0	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-
TOTAL	16	0	0	15	1	1	-	0

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AGE GROUP	TOTAL	AREA OF SPECIALIZATION												
		(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER				
19-24	2	-	-	-	-	1	-	-	-	-	-	-	-	-
25-34	9	-	-	-	-	3	-	-	-	-	-	1	6	-
35-44	5	-	-	-	-	1	-	-	-	-	-	-	4	-
45-59	0	-	-	-	-	-	-	-	-	-	-	-	-	-
60 & Over	0	-	-	-	-	-	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	16	0	0	0	0	5	0	0	0	1	11	0	0	0



REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 7 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	12	1	11	4	2			6	
25-34	12	4	8	3	2			3	4
35-44	12	3	9	2	1			2	7
45-59	2	0	2	1				1	
60 & Over	0								
Age not reported	0								
TOTAL	38	8	30	10	5			12	11

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	NO. NOT HIGH SCHOOL GRADUATES	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) Vietnam	(2) Other					School System		
		(1) Title I	(2) Other					(e) Outside	Undefined	
19-24	12	0	0	7	0		1	0	3	
25-34	12	1	0	6	4		5	0	9	
35-44	12	1	0	4	7	1	3	0	10	
45-59	2		0	1	0		1	0	1	
60 & Over	0									
Age not reported	0									
TOTAL	38	2	0	18	11	1	10	0	23	

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP	TOTAL	REASON FOR NOT CONTINUING				(19) OTHER REASONS UNKNOWN	(20)	
		BECOME FULL-TIME STUDENT		(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS			(6) thru (18) PERSONAL REASONS
		(1) IN CORP	(2) IN OTHER EDUC PROGRAMS					
19-24	12	0	0	1	0	9	2	
25-34	12	0	1	2	0	6	1	
35-44	12	0	0	3	0	6	1	
45-59	2	0	0	0	0	2	0	
60 & Over	0	-	-	-	-	-	-	
Age not reported	0	-	-	-	-	-	-	
TOTAL	38	0	1	6	0	23	5	

AGE GROUP	TOTAL	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIAN HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
		SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	12	215	24	24	12 1/2	74	74	74	74
25-34	12	272	29	12 1/2	94	94	80	80	80
35-44	12	391	33	29	36	36	20	20	20
45-59	2	66	-	-	-	-	0	0	0
60 & Over	0	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-
TOTAL	38	1004	22 1/2	22 1/2	204	204	174	174	174



REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP					
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	5	0	1	-	-	-	3	1
25-34	3	0	1	1	-	-	1	-
35-44	6	0	1	1	-	-	5	-
45-59	4	1	2	-	-	-	2	-
60 & Over	0	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-
TOTAL	18	1	4	2	-	-	11	1

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) VIETNAM	(2) OTHER				SCHOOL SYSTEM		
							Title I	Other	Outside/ Undefined
19-24	5	0	0	1	0	0	1	2	5
25-34	3	0	0	2	0	1	2	3	-
35-44	6	0	0	2	0	1	2	1	1
45-59	4	0	1	1	0	1	1	-	2
60 & over	1	-	-	-	-	-	-	-	-
Age not reported	0	-	-	-	-	-	-	-	-
TOTAL	18	0	1	2	0	3	4	6	8

AGE GROUP	TOTAL	NUMBER OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HRS AC-CUMULATED WHILE IN COP	NO. OF HRS CREDIT WHILE IN COP	PRACTICUM SEMESTER EQUIV. SEMESTER HRS.	NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS OF HIGHER EDUCATION		
		SEMESTER HRS.	EQUIV. SEMESTER HRS.					SEMESTER EQUIV. SEMESTER HRS.	SEMESTER IN COP HRS.
19-24	5	172	40	38	0	0	0		
25-34	3	262	78	30	0	0	0		
35-44	6	335	59	71	0	0	0		
45-59	4	229	56 1/2	23	0	0	0		
60 & over	-	-	-	-	-	-	-		
Age not reported	-	-	-	-	-	-	-		
TOTAL	18	998	51	162	0	0	0		

REPORT ON CONTINUING PARTICIPANTS
 REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED		MEDIAN NO. OF HRS CURRENTLY BEING EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HRS. OF CREDIT EARNED PRIOR TO COP AND APPLICABLE TO COP PROGRAM	
				SEMESTER HRS.	EQUIV. HRS.	SEMESTER HRS.	EQUIV. HRS.	SEMESTER HRS.	EQUIV. HRS.	SEMESTER HRS.	EQUIV. HRS.
19-24	5	5		76	17	16	0	0	0	0	0
25-34	3	3		38	12	0	0	0	0	0	0
35-44	6	6		64	10	22	22	22	22	22	22
45-59	4	4		51	14	170	134	134	134	134	134
60 & over	-	-		-	-	-	-	-	-	-	-
Age not reported	-	-		-	-	-	-	-	-	-	-
TOTAL	18	18		229	12	208	156	156	156	156	156

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) READING EDUCATION	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA EDUCATION	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	5	-	-	-	-	2	-	-	3	-
25-34	3	-	-	-	-	-	-	-	3	-
35-44	6	-	-	-	-	-	-	6	-	
45-59	4	-	-	-	-	1	-	3	-	
60 & over	0	-	-	-	-	-	-	-	-	
Age not reported	0	-	-	-	-	-	-	-	-	
TOTAL	18	0	0	0	0	3	0	15	0	

PROJECT: Jacksonville, Fla.

PROJECT NO.: 2127

GENERAL PROJECT OVERVIEW

Report As Of March 1, 1975

There have been 308 participants enrolled in the COP project with 89 participants enrolled as of March 1, 1975. As of July 1, 1974, there were 148 participants enrolled in the project. Between July 1, 1974 and March 1, 1975:

48 participants graduated

85 remained enrolled in the program

15 have neither graduated nor remained in the program

To date, 99 participants have graduated and of this number, 14 have received associate degrees and 85 have received baccalaureate degrees.

Within the school system, 52 graduates have been employed in low-income schools and 12 graduates have been employed in other than low income schools. There have been 0 graduates who have pursued higher education, 3 graduates who have been employed within other school systems, and 0 who are employed in non-teaching roles. Of the 32 graduates not included in the above statistics; 5 are not employed for personal reasons, and 1 graduates are known to be employed in non-education occupations.

A profile of the graduates is presented as follows:

37 are black
61 are white
0 are American Indian
0 are Chicano
0 Puerto Rican
1 are of an ethnic group other than the above
The ethnic group of 0 was not recorded
4 were considered hi-risk participants when
enrolled in the program
73 possessed low-income backgrounds
37 were males
62 were females
28 were veterans

Further, of the graduates

2 were between 19 and 24 years of age
29 were between 25 and 34 years of age
19 were between 35 and 44 years of age
31 were between 45 and 59 years of age
1 were 60 years of age or older
The age of 17 individuals was not reported

While enrolled in the program, these participants earned a total of 8854 ^{equivalent} [semester/quarter] hours of university credits. The median hours of credit received was 76 ^{equivalent} [semester/quarter] credit hours.

Of the graduates, 38 were recruited from the Title I Program and 59 were recruited from other programs operating within the educational system. The source of recruitment of 0 participants is unknown and 2 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS PRESENTLY
ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are 89 individuals presently enrolled in COP. These individuals are employed in a total of 68 schools and educational settings in the project locations. In total, there are 5 four-year institutions of higher education and 1 two-year institutions of higher education participating in the program and being attended by these participants continuing in the program. There are unknown participants attending four-year institutions of higher education and unknown participants attending two-year institutions of higher education.

A profile of the participants presently enrolled in COP is presented as follows:

43 are black

44 are white

0 are American Indian

0 are Chicano

0 are Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 0 was not reported

12 are males

77 are females

4 are between 19 and 24 years of age

21 are between 25 and 34 years of age

13 are between 35 and 44 years of age

13 are between 45 and 59 years of age

2 are 60 years of age or older

The age of 36 individuals was not reported

Of the individuals presently enrolled in the program, 20 were considered "high-risk" participants when enrolled in the program and 67 possessed low-income backgrounds.

To date, the participants presently enrolled in the program have earned a total of 6326 (quarter/^{equivalent} semester) hours of college/university credit while enrolled in the program. Of these credit hours, 972 are credit hours earned for practicum. The median hours of credit received to date is 68 (quarter/^{equivalent} semester) credit hours.

Assuming that each of these participants aspires to receive a baccalaureate degree and requires a minimum of 130 ^{equivalent} semester credit hours or — quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:

44 participants by September 1975

10 additional participants by February 1976

8 additional participants by September 1976

These projections are based on the number of credit hours obtained prior to entry into COP and applicable to the COP studies program, the total credit hours obtained while in COP, and a future academic and practicum load of 27 semester hours or 40 quarter hours per year.

Of these participants presently enrolled in the COP program,

33 were recruited from the Title I Program and 56 were recruited from other programs operating within the educational system. The source of recruitment of 0 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON INDIVIDUALS NO LONGER
PARTICIPATING IN THE PROGRAM
Report as of March 1, 1975

This report is primarily directed at identifying the characteristics of those individuals no longer in the program who neither graduated nor completed their desired level of formal training.

Of the 308 participants who have been enrolled in the program 120 have left for one reason or another. A summary of the reasons for leaving is as follows:

- 11 left to become full-time students
- 4 left to take advantage of full-time employment opportunity in education
- 7 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 86 left for personal reasons
- 3 left for other reasons
- 9 left for reasons unknown

A further breakdown of those leaving for personal reasons reveals the following:

- 2 1/2 stated "unavailability of child care"
5 due to pregnancy
19 stated "health problems" of themselves or those dependent upon them
13 moved from this COP project location
0 due to language problems
8 1/2 due to household financial problems
0 are now deceased
2 joined or was inducted into military service
0 married and chose not to continue
25 for reasons associated with scholastic achievement
2 were "needed at home"
1 required greater income to support their immediate needs
8 for other personal reasons

A profile of the individuals who left the program prior to a completion level is as follows:

- 69 were black
48 were white
0 were American Indian

0 were Chicano

0 were Puerto Rican

3 were of an ethnic group other than the above.

The ethnic group of 0 was not reported

23 were males

97 were females

9 were between 19 and 24 years of age

40 were between 25 and 34 years of age

25 were between 35 and 44 years of age

29 were between 45 and 59 years of age

2 were 60 years of age or older

The age of 15 individuals was not reported

49 were considered "hi-risk" participants

when enrolled in the program

106 possessed low income backgrounds

Further, 16 were veterans

Of the 120 who left the program prior to a completion level,

0 had not possessed a high school diploma or its equiv-

alency at the time they entered the program. The total (quarter/

^{equivalent} semester) hours of credit earned by these individuals while

participating in COP is 4704. A further analysis of credit

hours obtained by these individuals is as follows:

17 earned less than 12 semester credit hours

 earned less than 18 quarter credit hours

48 earned less than 27 semester credit hours

 earned less than 40 quarter credit hours

68 earned less than 39 semester credit hours

 earned less than 58 quarter credit hours

83 earned less than 54 semester credit hours

 earned less than 80 quarter credit hours

37 earned 54 or more semester credit hours

 earned 80 or more quarter credit hours

Of the remaining individuals, there is no information available as to credit hours earned by 0 individuals.

Of these individuals who have neither graduated nor are continuing 56 were recruited from the Title I Program and 63 were recruited from other programs operating within the educational system. The source of recruitment of 0 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	TOTAL	SEX		ETHNIC GROUP					
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	9	4	5					3	
25-34	40	8	32	6				13	1
35-44	25	2	23	17				7	1
45-59	29	5	24	14				14	1
60 & Over	2	0	2	1				1	
Age not reported	15	4	11	5				10	
TOTAL	120	23	97	69				48	3

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AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(10) NC. NOT HIGH SCHOOL GRADUATES	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		(1) Vietnam	(2) Other					School System		
		(1) Title I	(2) Other					(e) Outside	Undefined	
19-24	9	0	0	9	0	1	8	3	6	-
25-34	40	8	0	36	0	19	37	17	23	-
35-44	25	2	0	21	0	9	25	15	10	-
45-59	29	4	1	25	0	13	28	18	11	-
60 & Over	2	0	0	1	0	1	2	2	-	-
Age not reported	15	1	0	14	0	6	13	1	13	1
TOTAL	120	15	1	106	0	49	113	56	63	1



REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP	REASON FOR NOT CONTINUING									
	BECOME FULL-TIME STUDENT		(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS	(6) thru (18) PERSONAL REASONS	(19) OTHER REASONS	(20) REASONS UNKNOWN	TOTAL	
	(1) IN CORP	(2) IN OTHER EDUC PROGRAMS							(1) TOTAL	(2) TOTAL
19-24	-	1	-	-	-	6	1	-	1	7
25-34	-	3	2	3	-	27	1	-	31	34
35-44	-	5	2	-	-	17	-	-	24	27
45-59	-	2	-	2	-	22	1	-	25	27
60 & Over	-	-	-	-	-	1	-	-	1	1
Age not reported	-	-	-	1	-	13	-	-	14	15
TOTAL	0	11	4	7	-	86	3	-	94	120

AGE GROUP	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIAN: HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	-	396	47	47	168	168	168	168
25-34	40	1896	40	40	805	805	805	805
35-44	25	1007	34	34	296	296	296	296
45-59	29	1065	30	30	388	388	388	388
60 & Over	2	18	9	9	0	0	0	0
Age not reported	15	322	19	19	979	979	979	979
TOTAL	120	4704	32	32	2636	2636	2636	2580

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP					
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	0	4	3				1	
25-34	3	18	15				6	
35-44	1	12	12				1	
45-59	0	13	10				3	
60 & Over	0	1	1					
Age not reported	8	28	4				32	
TOTAL	12	77	45				44	

AGE GROUP	TOTAL		NO. OF VETERANS (2)		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			
	(1) VIETNAM	(1) OTHER	(1) Title I	(2) Other				(3) Outside	Undefined		
	19-24	0	0	0	0	4	1	4	2	2	
25-34	3	0	0	0	18	6	19	13	8		
35-44	1	0	0	0	12	0	12	8	5		
45-59	0	1	0	0	0	2	13	5	9		
60 & over	0	0	0	0	1	1	2	1	1		
Age not reported	6	0	0	0	32	10	33	4	32		
TOTAL	10	1	0	0	67	20	83	33	56		0

AGE GROUP	TOTAL		NUMBER OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HRS AC-CUMULATED WHILE IN COP		NO. OF HOURS PRACTICUM CREDIT WHILE IN COP		NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS OF HIGHER EDUCATION	
	SEMESTER	HRS.	SEMESTER	HRS.	SEMESTER	HRS.	SEMESTER	HRS.	SEMESTER	HRS.
19-24	4	265	80	25	192	142				
25-34	21	1902	92	114						
35-44	13	1210	90	170						
45-59	13	1135	88	18						
60 & over	2	172	86	4						
Age not reported	36	1642	52	593						
TOTAL	89	6326	68	972						

REPORT ON CONTINUING PARTICIPANTS
 REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED		MEDIAN NO. OF HRS CURRENTLY BEING EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HRS. OF CREDIT EARNED PRIOR TO COP AND APPLICABLE TO COP PROGRAM	
				SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.
19-24	4			29	3	40	40		40		40
25-34	21			131	3	282	263		263		263
35-44	13			90	3	99	99		99		99
45-59	13			87	3	47	47		47		47
60 & over	2			6	3	10	10		10		10
Age not reported	36	32		534	3	2468	2401		2401		2401
TOTAL	89			871	3		2860		2860		2860

AGE GROUP	TOTAL	(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	AREA OF SPECIALIZATION				(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
					(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION				
19-24	4	1	1									
25-34	21	5	3		4	1					2	
35-44	13	4	2		3						1	
45-59	13	3	1		4							
60 & over	2											
Age not reported	36	17	4		3					7	5	
TOTAL	89	30	11	0	14	1	0	0	8	9	0	0

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	TOTAL	ETHNIC GROUP							
		SEX		Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
		M	F						
19-24	2	1	1	-	-	-	-	2	-
25-34	29	16	13	13	-	-	-	16	-
35-44	19	4	15	8	-	-	-	11	-
45-59	31	7	24	13	-	-	-	17	1
60 & Over	1	0	1	1	-	-	-	-	-
Age not reported	17	9	8	2	-	-	-	15	-
TOTAL	99	37	62	37	-	-	-	61	1

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. COMMUNITY RESIDENTS	(1) NO. CONSIDERED HIGH RISK	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.		
		(1) Vietnam	(2) Other				School System Title I	(2) Other	(3) Outside	Undefined	S.H.	E.S.H.
19-24	2	0	0	1	2	0	1	1	1	1	21	21
25-34	29	9	9	22	25	1	17	12	17	17	244	244
35-44	19	3	3	13	17	0	12	7	12	12	178	178
45-59	31	4	3	23	27	0	13	18	13	13	321	321
60 & Over	1	0	0	1	1	0	1	1	1	1	3	3
Age not reported	17	7	7	13	15	3	16	16	16	16	385	385
TOTAL	99	23	23	73	87	4	59	38	59	59	1152	1152

AGE GROUP	TOTAL	NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP		EMPLOYMENT STATUS OF GRADUATES				
		SEMESTER HR.	EQUIV. SEM. HR.	SEMESTER HR.	EQUIV. SEM. HR.	(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES
19-24	2	164	82	82	82	1	3	0	0	0
25-34	29	2580	84	84	84	16	1	0	0	0
35-44	19	1954	124	124	124	10	3	0	0	0
45-59	31	3075	118	118	118	15	3	0	0	0
60 & Over	1	62	62	62	62	0	0	0	0	0
Age not reported	17	1019	60	60	60	10	5	0	2	3
TOTAL	99	8854	76	76	76	52	17	0	0	0



GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	EMPLOYMENT STATUS OF GRADUATE			(3)		(4)		(0)
	(6) KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	(1) NOT EMPLOYED FOR PERSONAL REASONS	(2)	NO. GRADUATED AT TEACHER LEVEL 2 Yrs. 4 Yrs.	NO. GRADUATED AT PROFESSIONAL LEVEL 2 Yrs. (AA Deg)	NO. WHO WERE NOT HIGH SCHOOL GRADUATES		
TOTAL								
19-24	2	1	2	2	0	0	0	
25-34	29	1	27	15	4	0	0	
35-44	19		15	24	7	0	0	
45-59	31	3	24	0	1	0	0	
60 & Over	1	1	0	17	0	0	0	
Age not reported	17		17	81	14	0	0	
TOTAL	99	5	81					

AGE GROUP	AREA OF SPECIALIZATION								
	(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
TOTAL									
19-24	2	1		7	1		8	2	1
25-34	29	3		5			2	1	
35-44	19	1		3			2	1	
45-59	31	5		1			6	2	
60 & Over	1	0		1			0	0	
Age not reported	17	2		1			6	1	
TOTAL	99	12	0	22	1	0	22	6	1

GENERAL PROJECT OVERVIEW

Report As Of March 1, 1975

There have been 134 participants enrolled in the COP project with 76 participants enrolled as of March 1, 1975. As of July 1, 1974, there were 86 participants enrolled in the project. Between July 1, 1974 and March 1, 1975:

5 participants graduated

76 remained enrolled in the program

4 have neither graduated nor remained in the program

To date, 21 participants have graduated and of this number, 0 have received associate degrees and 21 have received baccalaureate degrees.

Within the school system, 18 graduates have been employed in low-income schools and 0 graduates have been employed in other than low income schools. There have been 0 graduates who have pursued higher education, 1 graduates who have been employed within other school systems, and 0 who are employed in non-teaching roles. Of the 2 graduates not included in the above statistics; 0 are not employed for personal reasons, and 2 graduates are known to be employed in non-education occupations.

A profile of the graduates is presented as follows:

19 are black
2 are white
0 are American Indian
0 are Chicano
0 Puerto Rican
1 0 are of an ethnic group other than the above
The ethnic group of 0 was not recorded
6 were considered hi-risk participants when
enrolled in the program
20 possessed low-income backgrounds
4 were males
17 were females
2 were veterans

Further, of the graduates

0 were between 19 and 24 years of age
4 were between 25 and 34 years of age
10 were between 35 and 44 years of age
7 were between 45 and 59 years of age
0 were 60 years of age or older
The age of 0 individuals was not reported

While enrolled in the program, these participants earned a total of 1729 [semester/quarter] hours of university credits. The median hours of credit received was 90 [semester/quarter] credit hours.

Of the graduates, 0 were recruited from the Title I Program and 10 were recruited from other programs operating within the educational system. The source of recruitment of 11 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS PRESENTLY
ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are 76 individuals presently enrolled in COP. These individuals are employed in a total of 31 schools and educational settings in the project locations. In total, there are 1 four-year institutions of higher education and 0 two-year institutions of higher education participating in the program and being attended by these participants continuing in the program. There are 76 participants attending four-year insititutions of higher education and 0 participants attending two-year institutions of higher education.

A profile of the participants presently enrolled in COP is presented as follows:

66 are black.

6 are white

0 are American Indian

2 are Chicano

0 are Puerto Rican

0 are of an ethnic group other than the above

The ethnic group of 2 was not reported

6 are males

70 are females

1 are between 19 and 24 years of age

25 are between 25 and 34 years of age

28 are between 35 and 44 years of age

20 are between 45 and 59 years of age

2 are 60 years of age or older

The age of 0 individuals was not reported

Of the individuals presently enrolled in the program, 58 were considered "high-risk" participants when enrolled in the program and 76 possessed low-income backgrounds.

To date, the participants presently enrolled in the program have earned a total of 4637 (quarter/semester) hours of college/university credit while enrolled in the program. Of these credit hours, 24 are credit hours earned for practicum. The median hours of credit received to date is 63 (quarter/semester) credit hours.

Assuming that each of these participants aspires to receive a baccalaureate degree and requires a minimum of 108 semester credit hours or quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:

23 participants by September 1975

6 additional participants by February 1976

8 additional participants by September 1976

These projections are based on the number of credit hours obtained prior to entry into COP and applicable to the COP studies program, the total credit hours obtained while in COP, and a future academic and practicum load of 27 semester hours or 40 quarter hours per year.

Of these participants presently enrolled in the COP program, 12 were recruited from the Title I Program and 48 were recruited from other programs operating within the educational system. The source of recruitment of 16 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON INDIVIDUALS NO LONGER
PARTICIPATING IN THE PROGRAM
Report as of March 1, 1975.

This report is primarily directed at identifying the characteristics of those individuals no longer in the program who neither graduated nor completed their desired level of formal training.

Of the 134 participants who have been enrolled in the program 37 have left for one reason or another. A summary of the reasons for leaving is as follows:

- 1 left to become full-time students
- 0 left to take advantage of full-time employment opportunity in education
- 2 left to take advantage of full-time employment in areas other than education
- 0 left due to lack of funds in the LEA to support their employment
- 29 left for personal reasons
- 3 left for other reasons
- 2 left for reasons unknown

A further breakdown of those leaving for personal reasons reveals the following:

- 1 stated "unavailability of child care"
- 2 due to pregnancy
- 4 stated "health problems" of themselves or those dependent upon them
- 4 moved from this COP project location
 - 1 due to language problems
 - 0 due to household financial problems
 - 0 are now deceased
 - 1 joined or was inducted into military service
 - 1 married and chose not to continue
 - 6 for reasons associated with scholastic achievement
 - 1 were "needed at home"
 - 1 required greater income to support their immediate needs
 - 7 for other personal reasons

A profile of the individuals who left the program prior to a completion level is as follows:

- 28 were black
- 2 were white
- 0 were American Indian

4 were Chicano
0 were Puerto Rican
0 were of an ethnic group other than the above.

The ethnic group of 3 was not reported

7 were males

30 were females

0 were between 19 and 24 years of age

17 were between 25 and 34 years of age

9 were between 35 and 44 years of age

10 were between 45 and 59 years of age

1 were 60 years of age or older

The age of 0 individuals was not reported

30 were considered "hi-risk" participants
when enrolled in the program

37 possessed low income backgrounds

Further, 6 were veterans

Of the 37 who left the program prior to a completion level,
8 had not possessed a high school diploma or its equiv-
alency at the time they entered the program. The total (quarter/
semester) hours of credit earned by these individuals while
participating in COP is 737. A further analysis of credit
hours obtained by these individuals is as follows:

12 earned less than 12 semester credit hours

 earned less than 18 quarter credit hours

27 earned less than 27 semester credit hours

 earned less than 40 quarter credit hours

32 earned less than 39 semester credit hours

 earned less than 58 quarter credit hours

36 earned less than 54 semester credit hours

 earned less than 80 quarter credit hours

1 earned 54 or more semester credit hours

 earned 80 or more quarter credit hours

Of the remaining individuals, there is no information available as to credit hours earned by 0 individuals.

Of these individuals who have neither graduated nor are continuing, 3 were recruited from the Title I Program and 27 were recruited from other programs operating within the educational system. The source of recruitment of 7 participants is unknown and 0 participants were recruited from outside of the school system.

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING
REPORT NO. 1 GRAND TOTAL
ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

AGE GROUP	TOTAL	SEX		ETHNIC GROUP						
		M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)	
19-24	0	-	-			1				
25-34	17	6	11	12		4		1		
35-44	9	1	8	7				1	1	
45-59	10	0	10	8					2	
60 & Over	1	0	1	1						
Age not reported	-	-	-	-	-	-	-	-	-	-
TOTAL	37	7	30	28		4		2	3	

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NC. LOW INCOME	(0) NOT HIGH SCHOOL GRADUATES	(1) NC. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			
		(1) Vietnam	(2) Other					School System (2)		Outside	Undefined
								Title I	Other		
19-24	0	0	0	-	-	-	-	-	-	-	-
25-34	17	6	0	17	4	13	17	2	11	0	4
35-44	9	0	0	9	1	9	9	0	8	0	1
45-59	10	0	0	10	2	7	9	1	7	0	2
60 & Over	1	0	0	1	1	1	1	0	1	0	0
Age not reported	-	-	-	-	-	-	-	-	-	-	-
TOTAL	37	6	0	37	8	30	36	3	27	0	7

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

REPORT NO. 1 GRAND TOTAL

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP	TOTAL		REASON FOR NOT CONTINUING						
	(1) IN TEACHER CORP	(2) IN OTHER EDUC PROGRAMS	(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	(5) LACK OF LEA FUNDS	(6) thru (18) PERSONAL REASONS	(19) OTHER	(20) REASONS UNKNOWN	
19-24	0	0	0	0	0	14	1	0	
25-34	17	0	0	0	0	7	0	1	
35-44	9	1	0	0	0	8	1	0	
45-59	10	0	0	0	0	0	1	0	
60 & Over	1	0	0	0	0	0	0	0	
Age not reported	0	0	0	0	0	0	0	0	
TOTAL	37	0	0	2	0	29	3	1	

AGE GROUP	TOTAL HOURS ACCUMULATED WHILE IN COP		MEDIAN: HOURS ACCUMULATED WHILE IN COP		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HOURS OF CREDIT EARNED PRIOR TO C.O.P. AND APPLICABLE TO THE PROGRAM	
	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS	SEMESTER HOURS	EQUIV. SEMESTER HOURS
19-24	0	0	0	0	0	0	0	0
25-34	17	318	13	141	0	128	128	128
35-44	9	178	21	62	0	15	15	15
45-59	10	216	18	40	0	12	12	12
60 & Over	1	25	N/A	7	0	7	7	7
Age not reported	0	0	0	0	0	0	0	0
TOTAL	37	737	17	250	0	162	162	162

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP					
	M	F	Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/Undefined (6)
19-24	1	0			0		0	0
25-34	2	23	19		2		3	0
35-44	3	25	26		0		1	0
45-59	0	20	18		0		2	0
60 & Over	0	2	2		0		0	0
Age not reported	0	0	0		0		0	0
TOTAL	6	70	66		2		6	0

AGE GROUP	TOTAL	NO. OF VETERANS (2)		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT		
		VIETNAM (1)	OTHER (2)				School System		
							Title I (1)	Other (2)	Outside (3)
19-24	1	0	0	1	1	0	0	0	0
25-34	25	1	0	15	16	25	5	15	5
35-44	28	3	0	28	23	24	3	20	5
45-59	22	2	0	20	16	19	3	12	5
60 & over	2	0	0	2	2	2	0	1	1
Age not reported	0	0	0	0	0	0	0	0	0
TOTAL	76	4	0	76	58	71	12	48	16

AGE GROUP	TOTAL	NUMBER OF HOURS ACCUMULATED WHILE IN COP SEMESTER EQUIV. SEMESTER		MEDIAN NO. OF HRS ACCUMULATED WHILE IN COP SEMESTER EQUIV. SEMESTER		NO. OF HOURS PRACTICUM CREDIT WHILE IN COP SEMESTER EQUIV. SEMESTER		NO. PRESENTLY ENROLLED IN 2-YR. INSTITUTIONS OF HIGHER EDUCATION	
		HRS.	HRS.	HRS.	HRS.	HRS.	HRS.	HRS.	HRS.
19-24	1	29	N/A	0	0	0	0	0	0
25-34	25	1365	54	54	54	0	0	0	0
35-44	28	1791	63	63	63	18	18	0	0
45-59	20	1325	66	66	66	6	6	0	0
60 & over	2	127	63 1/2	63 1/2	63 1/2	0	0	0	0
Age not reported	0	0	0	0	0	0	0	0	0
TOTAL	76	4637	63	63	63	24	24	0	0



REPORT ON CONTINUING PARTICIPANTS
 REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP	TOTAL NO. PRESENTLY ENROLLED IN 4-YR. INSTITUTIONS OF HIGHER EDUCATION	NO. OF PROJECTED GRADUATES	NO. OF HOURS CURRENTLY ENROLLED.		MEDIAN NO. OF HRS CURRENTLY BEING EARNED DURING RELEASE TIME		HOURS OF CREDIT ACCUMULATED PRIOR TO COP		HRS. OF CREDIT EARNED PRIOR TO COP AND APPLICABLE TO COP PROGRAM	
			SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.
19-24	1		9	0	0	0	0	0	0	
25-34	25		207	0	0	382	382	382	382	
35-44	28		189	0	0	342	342	342	342	
45-59	20		147	0	0	221	221	221	221	
60 & over	2		6	0	0	3	3	3	3	
Age not reported	0			0	0					
TOTAL	76		558	0	0	948	948	948	948	

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA EDUCATION	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	1									
25-34	25								25	
35-44	28	1							25	
45-59	20								20	
60 & over	2								2	
Age not reported	0									
TOTAL	76	1	0	1	0	1	0	0	73	0

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

AGE GROUP	TOTAL		ETHNIC GROUP					
	SEX		Black (1)	Chicano (2)	Puerto Rican (3)	American Indian (4)	White (5)	Other/ Undefined (6)
	M	F						
19-24	0							
25-34	4	2	4					
35-44	10	8						
45-59	7	0	7					
60 & Over	0							
Age not reported	0							
TOTAL	21	17	19		0		2	0

AGE GROUP	TOTAL	NO. OF VETERANS		(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	(1) NO. COMMUNITY RESIDENTS	NUMBER RECRUITED FROM/ AND SOURCE OF RECRUITMENT			NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P.		
		(1) Vietnam	(2) Other				School System (1)	Other (2)	Undefined (3)	S.H.	E.S.H.	
												Title I
19-24	0											
25-34	4	1	0	4	0	4		1	3		18	
35-44	10	1	0	9	2	9		3	7		57	
45-59	7	0	0	7	4	6		6	1		42	
60 & Over	0	0	0									
Age not reported	0											
TOTAL	21	2	0	20	6	19		0	10	11	117	

AGE GROUP	TOTAL	TOTAL NO. OF HOURS ACCUMULATED WHILE IN COP		MEDIAN NO. OF HOURS ACCUMULATED IN COP	EMPLOYMENT STATUS OF GRADUATES							
		SEMESTER HR.	EQUIV. SEM. HR.		(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED BUT NOT IN LOW INCOME SCHOOLS	(4) HIGHER EDUCATION	(5) KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYS.	(7) EMPLOYED WITHIN SCHOOL SYS. IN NON-TEACHING ROLES			
										HR.	HR.	
19-24	0											
25-34	4	245	64 1/2	4								
35-44	10	849	99 1/2	8								
45-59	7	635	94	6								
60 & Over	0											
Age not reported	0											
TOTAL	21	1729	90	18	0	0	1					0

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GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

AGE GROUP	TOTAL	EMPLOYMENT STATUS OF GRADUATE			(3) NO. GRADUATED AT TEACHER LEVEL 2 Yrs. 4 Yrs.	(4) NO. GRADUATED AT PARA- PROFESSIONAL LEVEL 2 Yrs. (AA Deg)	(0) NO. WHO WERE NOT HIGH SCHOOL GRADUATES
		(6) KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	(1) NOT EMPLOYED FOR PERSONAL REASONS	(5) NO. GRADUATED AT PROFESSIONAL LEVEL 2 Yrs. 4 Yrs.			
19-24	0						
25-34	4			4		0	
35-44	10	2		10		1	
45-59	7			7		1	
60 & Over	0						
Age not reported	0						
TOTAL	21	2	0	21	0	2	

AGE GROUP	TOTAL	AREA OF SPECIALIZATION								
		(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION	(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEM. EDUC.	(9) OTHER
19-24	0									
25-34	4					1			3	
35-44	10								10	
45-59	7								7	
60 & Over	0									
Age not reported	0									
TOTAL	21	0	0	0	1	0	0	0	20	0



REPORT ON VETERANS

REPORT NO. 1 GRAND TOTAL: ALL VETERANS EVER ENROLLED IN COP

AGE GROUP	TOTAL	(1) NO. LOW INCOME	(1) NO. CONSIDERED HIGH RISK	ETHNIC GROUP			(3) PUERTO RICAN	(6) OTHER	GRADUATED		(1) + (2) PRESENTLY ENROLLED
				(1) BLACK	(5) WHITE	(4) AMERICAN INDIAN			(2) CHICANO	(4) 2-YR	
19-24	0	0	0	0	0	0	0	0	0	0	0
25-34	8	8	3	0	0	0	0	0	0	0	0
35-44	4	4	3	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0
60 & over	0	0	0	0	0	0	0	0	0	0	0
Age not reported	0	0	0	0	0	0	0	0	0	0	0
TOTAL	12	12	6	0	0	0	0	0	0	0	0

AGE GROUP	TOTAL	FULL-TIME IN STUDENTS		(3) FULL-TIME EMPLOYMENT IN EDUCATION	(4) FULL-TIME EMPLOYMENT IN NON-EDUC. FIELD	(5) LACK OF LEA FUNDS	(6) thru (18) PERSONAL REASONS	(19) OTHER REASONS	(20) REASONS UNKNOWN
		IN TEACHER CORP.	IN OTHER ED. PROG.						
19-24	0	0	0	0	0	0	0	0	0
25-34	8	0	0	0	0	0	3	1	0
35-44	4	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0
60 & over	0	0	0	0	0	0	0	0	0
Age not reported	0	0	0	0	0	0	0	0	0
TOTAL	12	0	0	0	0	0	3	1	0

AGE GROUP	TOTAL	EMPLOYMENT STATUS OF GRADUATES			(5) EMPLOYED WITHIN SCHOOL KNOWN TO BE EMPLOYED IN OTHER SCHOOL SYSTEMS	(6) KNOWN TO BE EMPLOYED BUT NOT IN EDUCATION	(1) NOT EMPLOYED FOR PERSONAL REASONS
		(2) IN LOW INCOME SCHOOLS	(3) EMPLOYED IN SYSTEM BUT NOT IN LOW INCOME SCHOOLS	(4) PURSUING HIGHER EDUCATION			
19-24	0	0	0	0	0	0	0
25-34	8	1	0	0	0	1	0
35-44	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0
60 & over	0	0	0	0	0	0	0
Age not reported	0	0	0	0	0	0	0
TOTAL	12	1	0	0	0	1	0

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REPORT ON VETERANS

REPORT NO. 1 GRAND TOTAL: ALL VETERANS EVER ENROLLED IN COP

(Continued)

AGE GROUP	TOTAL	ACADEMIC STATUS OF THOSE PRESENTLY ENROLLED				MEDIAN NO. OF HOURS CURRENTLY ENROLLED	SEMESTER EQUIV. SEMESTER HRS.
		NO. CURRENTLY ENROLLED IN 2-YR. INSTITUTIONS	NO. CURRENTLY ENROLLED IN 4-YR. INSTITUTION	NO. OF HOURS CURRENTLY ENROLLED (INCLUDING PRACTICUM)	SEMESTER EQUIV. SEMESTER HRS.		
19-24	0			9		N/A	
25-34	4		3	27		6	
35-44	0						
45-59	0						
60 & over	0						
Age not reported	0		4			7 1/2	
TOTAL	12	0		30			

AGE GROUP	TOTAL	ACADEMIC STATUS OF THOSE PRESENTLY ENROLLED (CONTINUED)				AREA OF SPECIALIZATION		
		NO. OF CREDIT HOURS CURRENTLY BEING EARNED DURING RELEASE TIME		NO. OF HOURS CURRENTLY BEING EARNED FOR PRACTICUM		(1) SPECIAL EDUCATION	(2) READING	(3) BI-LINGUAL EDUCATION
		SEMESTER HRS.	EQUIV. SEMESTER HRS.	SEMESTER HRS.	EQUIV. SEMESTER HRS.			
19-24	0							
25-34	4	0		0				
35-44	0							
45-59	0							
60 & Over	0							
Age not reported	0							
TOTAL	12	0		0				

AGE GROUP	TOTAL	AREA OF SPECIALIZATION (Continued)							(9) OTHER	NO. OF PROJECTED GRADUATES
		(4) EARLY CHILDHOOD EDUCATION	(5) MEDIA	(6) PHYSICAL EDUCATION	(7) VOCATIONAL EDUCATION	(8) GENERAL ELEMENTARY EDUCATION				
19-24	0									
25-34	4					24				0
35-44	0									0
45-59	0									0
60 & Over	0									0
Age not reported	0									0
TOTAL	12	0	0	0	0	24	6	0	0	975

