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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:

RUTGERS UNIVERSITY

CENTER FOR EXPERIMENTATION 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 Section I presents an overall view of four major sections. the participants, participant accomplishments, and other par-Section II presents a description of the ticipating elements. extent to which the major COP processes have been developed. 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. IV contains the data and information employed in compiling the 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



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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.



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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 berween 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 encolled 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 shcolastic 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

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. of hours per week that participants worked in junior high and high schools ranged from 10 to 40 hours per week. 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. all 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 The percentage of junior high and high schools grantper week. ing 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 The number of other educational settings participating schools. 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': overall ratio of participants to team leaders in other educationa settings was 32 to 1. The overall ratio of participants to 5 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 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. cond, 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

Agencies and Institutions With 61.6% of all participat-Other Significant Results ing IHE's Development Objective No.1: Increase Cooperative Relationships Between Related Programs. Attaining Per-% of Projects Criteria/Mea-68.8% 96.9% 93.9% 91.2% formance Surement 100% 50% 100% 20% ject staff and participating IHE's Performance Criteria/Measurement Direct relationship between career concerning the selection of acadepersonnel required by LEA and in Joint agreement between COP proof children in participating LEA each field-of-work and personnel fications of the career lattice Define paraprofessional classi-Definition of educational needs Identification of the number of Define fields-of-work of career attice fields-of-work and dechanging educational needs of Means of modifying the career mic courses for participants lattice to be responsive to fined needs of children classification children schools attice concurrence of the IHE regard-Develop agreements indicating Incorporate career lattice in Develop career lattice pertiaddressing needs of children nent to needs of school in Performance Objective ing the career lattice EA manning tables



Career Lattice Process

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

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

Career Lattice Process

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

	ن هي Other Significant Results	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.		100% of the projects defined at least the practicum completion requirement.	84% of the projects indicate that certification is possible within twenty percent or more of the steps on the paraprofessional career lattice.	•
% of Projects Attaining Per-	rormance Criteria/Mea-∘ surement	·	97.1%	88.2%	40%	·
% of Projects Attaining Per-	Performance Criteria/Measurement		Definition of completion requirements and associated hours of credit for all positions of the career lattice	Definition of practicum completion requirements and associated hours of credit for all positions of the career lattice	Certification of paraprofessional positions on the career lattice. Seventy-five percent of the positions is the desired goal	Age of the second secon
	Performance Objective		•		Develop agreements indicating concurrence of the State Educa- tion Agency (SEA) regarding the career lattice	



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 cummulative 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 Frelds-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.

<u>Lattice</u> - All projects (100%) have defined career lattice personnel classifications.

Each Field-of-Work and Personnel Classification - Twenty-seven of thirty-three projects (81.8%) responded that in arriving at the classifications of personnel compressing 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

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 coreer 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 lowincome 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 desirous that (1) COP participants receive one-third of their college credit for practicum; (2) the IHE's assigh 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. Finaley, 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

THE'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 thirtyfour 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.

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.

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

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

3	כנווומובו זומוו רמש זווכמווב ומוווווכ		
		% of Projects Attaining Per-	
		formance Criteria/Mea-	0
Performance Objective	Performance Criteria/Measurement		Other Significant Results
Develop plan for meeting the personne requirements (type and number) for implementing the career lattice	Identification of the number of personnel required by LEA in each field-of-work and personnel classification	93.9%	
•	Percent of graduated participants employed in low-income schools		Range of participants who have graduated and are employed in
		50% of COP gra- duates in low- income schools	31.4% to 85.7%. 59.6% of graduates from all projects are employed in low-income schools.
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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

	•	Attaining Per-	
		formance Criteria/Mea-	
Performance Objective	Performance Criteria/Measurement	surement	Other Significant Results
Develop fields-of-work to meet the needs of children	Define fields-of-work of career lattice	100%	
	Definition of educational needs of children in participating LEA schools	%6.96	
	Direct relationship bêtween ca- reer lattice fields-of-work and defined needs of children	20%	· · · · · · · · · · · · · · · · · · ·
Dexelop classifications of personnel in each field-of-work required to address needs of children	Define paraprofessional classi- fications of the career lattice	, 100%	1
	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	81.8%	
		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	their career lattices. 89.7% of projects have partici- pants employed in step 3 of their career lattices.

•			



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

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•	*	% of Projects Attaining Per-	
		formance Criteria/Mea-	
Performance Objective	Performance Criteria/Measurement	surement	Other Significant Results
Involve participants in plan- ning	Designation and allottment 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,	700%	Median time devoted by tea- chers is six hours/week
	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.	83%	84.9% of the projects included such planning responsibilities in their career lattices.

Involve Participants In Planning

One concept of the Career Opportunities Program is to ulti mately 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 onehalf 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 Allottment 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 Inrough Certification	**		Other Significant Results					60% of the projects indicated that the participants curriculum was both formulated with respect to the educational ob-	jectives of participants and directly related to the needs of children from low-income families.	50% of the projects attained all performance criteria/ measurements related to their performance objective.	
Each Level of the	% of Projects Attaining Per-	formance Criteria/Mea_	surement	, 100%	93.9%	%9°/0	78.1%	.70%			
5: Define Completion Requirements for Ea			Performance Criteria/Measurement	Ascertain educational needs of participants	professional participants	Establish educational objectives relating to participants' needs in light of their professional aspirations	Develop participants' course work/ curriculum to meet their educa- tional objectives	Participants' course work and practicum should relate directly to stated needs of children from low-income families			
Development Objective No. 5: De			Performance Objective	Develop courses that meet the needs of the participants as they relate to the needs of the LEA in addressing the needs of the the children.					v		



Career Lattice Process

Lattice Through Certification With 61.1% of all participating IHE's. Other Significant Results Each Level of the Attaining Performance Criteria/Mea-88.2% 68.8% 90.6% surement Performance Criteria/Measurement| IHE's concerning the selection of academic programs for participants steps of all paraprofessional steps of the quirements of each step of career Joint agreement between, COP pro-Define entrance requirements for for required to meet completion remeet completion requirements of and associated hours of credit Define completion requirements Definition of academic courses associated hours of credit required of COP participants to ject staff and participating each step of career lattice Development Objective No. 5: Define Completion Requirements Definition of practicum and for all paraprofessional the career lattice career lattice. attice Develop mechanism for IHE, LEA, and COP project development of curricula pertaining to each step of the career lattice Performance Objective



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:

- 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 - Thirtyone 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. pondingly, 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.

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

lowing 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: In	Increáse Cooperative Relationship Betw	Between Related Prog	Programs, Agencies, and institutions
1		% of Projects	
`c	-	Attaining Per-	•
	ć		
-		Criteria/Mea-	
Performance Objective	Performance Criteria/Measurement	surement	Other Significant Results
Granting of paid release time	Six (6) hours of paid release	59.4%	96.9% of the projects reported
to participants for course .	time per week		participants were granted at least one hour of paid release
work and study			time per week.
		• ^	
	` •	,	participants employed in ele-
- 1			mentary schools were granted at least 6 hours of paid re-
•		-	ne per week.
		•	42.9% of the projects with par-
-			mi dd
~			_
			least
•.			hours of paid release time per
	74		
		•	
			ticipants employed in junior
			that name high schools reported
			tilat participalits were granted
			ase time per week
			45.5% of the projects with par-
۲.		•	ticipants employed in other
•			educational settings reported
•		प	icipants were gr
			lease time per week
Develop activities related	Define performance standards for	%6*96	
to instruction or learning- teaching experience	classroom work performance of participants	•	



Work Study Process

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

rets Per- lea- Other Significant Results		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.	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 teams. 33.3% of the projects with participants working in junior high and high schools reported participant-team leader teams.
% of Projects Attaining Per formance Criteria/Measurement surement	ind allottment of cooperating teachers COP participants gular school day in responsive curricu- process. Desired hours/week.	Designation and allottment of time by LEA cooperating teachers to work with participants beyond the regular school day. Desired goal is 5 hours per week.	Team composition of six COP participants and a team leader
() () () () () () () () () () () () () (Develop team structure

Work Study Process

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

•	Other Significant Results	10% of the projects with participants employed in "other" educational settings reported participant-team leader teams	,					40.6% of the projects met all performance criteria/measurements relating to this performance objective	
% of Projects Attaining Per- formance	Criteria/Mea- Surement		. %6.86	84.4%	÷ 91.2%	93.9%	. 67.7%	78.1%	
	Performance Criteria/Measurement		Identification of the number of personnel required by the LEA in each field-of-work and personnel classification	Definition of salary ranges for each classification of personnel	Incorporation of Career Lattice in LEA Manning Tables	Ascertain professional aspira- tions of participants	Establish educational objectives, relating to participant's educational needs in light of their professional aspirations	Develop participant's course work/curriculum to meet their educational objectives	
	Performance Objective	ž.	Develop assurance of jobs for COP paraprofessionals	<i>i</i> .					

C	(continued) Development Objective No.1: Incre	Increase Cooperative Relationship Between	en Related Programs.	ms, Agencies, and Institutions	, • *
•	***		% of Projects Attaining Per- formance		,
•	Pérformance Objective	. Performance Criteria/Measurement	surement**	Other Significant Results*	4
4	Deyelop coordinated Federal Program Planning	Linkage with other education pro- grams (funded from sources with-	100%(9/72-3/75)	Mediah (9/72-3/75): 4 programs linkage with 141 programs	
,			90,3%(3/75)	Median (3/75): 5 programs linkage with 106 programs	
•		th other education	48.5%(9/72-3/75)	Linkage with 41 programs	
		programs (Tunded Trom Sourses outside of education)	41.9%(3/75)	Linkage with 30 programs	
₩		Other programs shose partici- pants were trained by COP:			_ '
55		Funded from sources within education	96.7%(9/72-3/75)	Median (9/72-3/75): 4 programs Linkages with 85.8% such pro-	`.
4.2			83.9%(3/75)	Median (3/75): 3 programs Linkáge with 83.9% such pro-	
·		v i	E9 A9(0/70_3/75)	grams	
·, .	,	Funded from sources outside of education	36.48(3/16-3/13)	grams	_
•			29%(3/75)	Linkage with 73.3% such pro- grams	
	* · · · · · · · · · · · · · · · · · · ·	Programs providing consultants		*	
, •		Funded from sources within , education	51.8%(9/72-3/75)	51.8%(9/72-3/75) Median(9/72-3/75): 1 program Linkage with 30.5% such program	•
		11.11.11.11.11.11.11.11.11.11.11.11.11.			

* See text for explanation of calculations. (pp. 63-65) ** Numbers in parentheses are dates. (continued) Development Objective No. 1: Increase cooperative Relationship Between Related Programs, Agencies and Institutions

/Mea- 75} 72-3/75) 72-3/75) 72-3/75) 72-3/75) 75) 75) 72-3/75)			*	% of Projects Attaining Per-	
Funded from sources outside of 51.2%(9/72-3/75) education Programs with representatives on 90.9%(9/72-3/75) COP Council (funded from sources within education) Funded from sources outside of 42.4%(9/72-3/75) education Funded from sources within edu; 33.3%(9/72-3/75) cation Funded from sources outside of 24.2%(9/72-3/75) education Funded from sources outside of 24.2%(9/72-3/75) education		Performance Objective	s Performance Criteria/Measurement	rormance Criteria/Mea- surement**	Other Significant Results*
Funded from sources outside of 51.2%(9/72-3/75) Programs With representatives on 90.9%(9/72-3/75) COP Council (funded from sources within education) Funded from sources outside of 42.4%(9/72-3/75) Programs contributing cash to COP: Funded from sources within edu., 33.3%(9/72-3/75) cation Funded from sources outside of 24.2%(9/72-3/75) education 12.9%(3/75)				51,6%(3/75)	n (3/75); 1 program ge with 30.2% such
Programs with representatives on COP Council (funded from sources within education) Funded from sources outside of 42.4%(9/72-3/75) education Programs contributing cash to COP: Funded from sources within edu_ 33.3%(9/72-3/75) cation Funded from sources within edu_ 33.3%(9/72-3/75) education Funded from sources outside of 24.2%(9/72-3/75) education				51.2%(9/72-3/75)	grams Linkage with 24.4% such pro- grams
Programs with representatives on 90.9%(9/72-3/75) COP Council (funded from sources within education) Funded from sources outside of 42.4%(9/72-3/75) education Funded from sources within education Funded from sources within education Ended from sources within education Ended from sources outside of 24.2%(9/72-3/75) education 12.9%(3/75)		M		9.7%(3/.75)	Linkage with 20% such programs
Funded from sources outside of 42.4%(9/72-3/75) education Programs contributing cash to COP: Funded from sources within edu, 33.3%(9/72-3/75) cation Funded from sources outside of 24.2%(9/72-3/75) education 12.9%(3/75)			th representatives (funded from source		Median (9/72-3/75): 3 programs Linkagė with 67.4% such programs
Funded from sources outside of 42.4%(9/72-3/75) education Programs contributing cash to COP: Funded from sources within edu; a3.3%(9/72-3/75) cation Funded from sources outside of 24.2%(9/72-3/75) education 12.9%(3/75)			אורוווו במתכסרוסוו)	77.4%(3/75)	Median (3/75): 3 programs Linkage with 67% such programs
42.5%(3/75) 33.3%(9/72-3/75) 25.9%(3/75) 24.2%(9/72-3/75) 12.9%(3/75)	<u> </u>	٠	Funded from sources outside of	42.4%(9/72-3/75)	Linkage with 53.7% such program
33.3%(9/72-3/75) 25.9%(3/75) 24.2%(9/72-3/75) 12.9%(3/75)		• •		42.5%(3/75)	Linkage with 56.7% such programs
Funded from sources within edu. 33.3%(9/72-3/75) cation 25.9%(3/75) Eunded from sources outside of 24.2%(9/72-3/75) education 12.9%(3/75)		٠	Programs contributing cash to COP:	•	-
25.9%(3/75) Funded from sources outside of 24.2%(9/72-3/75) education 12.9%(3/75)		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	•	33.3%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 18.4% such programs
from sources outside of 24.2%(9/72-3/75) ion 12.9%(3/75)			** ***	25.9%(3/75)	Median (3/75): 2 programs Linkage with 16% such programs
Median(3/75):] program Linkage with 23.3% such			from sources outside of ion		/ Median (9/72-3/75): 2 programs Linkage with 36.6% such programs
		,		12.9%(3/75)	Median(3/75):] program Linkage with 23.3% such programs

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

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

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		% of Projects Attaining Per-	
· 4	•	formance Criteria/Mea-	,
Performance Objective	Performance Criteria/Measurement	Surement**	Other Significant Results*
	Programs with common work per-		
	Funded from sources within education	84.8%(9/72-3/75)	Median (9/72-3/75): 3 programs Linkage with 73.8% such pro- grams
		74.2%(3/75)	Median (3/75): 3 programs Linkage with 71.7% such pro- grams
•	Funded from sources outside of education	30,3%(9/72-3/75)	30,3%(9/72-3/75) Median (9/72-3/75): 2 programs Linkage with 51% such programs
		25,8%(3/75)	Median (3/75):, 1 program 'Linkage with 56.7% such pro-
	Programs used as recruiting sources		l della
	Funded from sources within education	84.8%(9/72-3/75)	Median (9/72-3/75): 3 programs Linkage with 69.5% such pro- grams :
		64.5%(3/75)	Median (3/75); 3 programs Linkage with 67% such programs
	Funded from sources outside of education	42.4%(9/72-3/75)	42.4%(9/72-3/75) Median (9/72-3/75): 2 programs Linkage with 75.6% such pro- grams
* to nottene [no not to too too	ر 13 من الاجازير (بيار 13 من 12 من 14		

^{*} See text for explanation of calculations. (pp. 69-71). ** Numbers in parentheses are dates.

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STUDY PROCESS

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

, s m.		, , , , , , , , , , , , , , , , , , ,	ı	
			% of Projects Attaining Per-	
• .	Performance Objective	Performance Criteria/Measurement	rormance Criteria/Mea- surement **	Other Significant Results*
			29%(3/57)	Median (3/75): 2 programs
`				grams,
· ·		Programs providing evaluation ser- vices		
San San .		Funded from sources within education	54.5%(9/72-3/75)	Median (9/72-3/75): 2 programs Linkage with 33.3% such pro-
51,	**		51.6%(3/75)	Median (3/75): 3 programs Linkage with 47.2% such pro- grams
58		Funded from sources outside of education	18.2%(9/72-3/75)	18.2%(9/72-3/75) Median (9/72-3/75): 2 programs Linkage with 29.3% such pro- grams
			12.9%(3/75)	Median (3/75): 2 programs Linkage with 30% such programs
	**	Programs providing transportation services	,	-` **
		Funded from sources within education	15.2%(9/72-3/75)	15.2%(9/72÷3/75) Median (9/72-3/75): 1 program Linkage with 6.4% such programs
	•		12.9%(3/79)	Median (3/75): 2 programs Linkage with 8.5% such programs
	٧			•
	3	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1		

See text for explanation of calculations. (pp: 71-73). Numbers in parentheses are dates.

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

				<u> </u>	
	Other Significant Results*	Median (9/2-3/75): 1 program Linkage with 17.1% such pro- grams Linkage with 13.3% such pro- grams	Median (9/72-3/75): 2 programs, Linkage with 38.3% such pro- grams	Median (3/75): 3 programs Linkage with 37,7% such programs grams Median 9/72-3/75): 1 program Linkage with 17.1% such program grams	Median (3/75): 2 programs Linkage with 16.7% such pro- grams
	% of Projects Attaining Per- formance Criteria/Mea- surement **	18.2%(9/72-3/75)	60.6%(9/72-3/75)	45.2%(3/75) 15.2%(9/72-3/75)	(A)
	% of Proj Attaining formance Criteria/ surement	18.2%	60.6%	45.2% 15.2%	9.7%(3/78
***	Performance Criteria/Measurement	Funded from sources outside of edcuation	Programs providing space and utilities Funded from sources within education	Eunded from sources outside of education	
	Performance Objective				

⁽pp. -73-75) * See text for explanation of calculations.
** Numbers in parentheses are dates.

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WORK STUDY PROCESS

% of Projects Attaining Per- formance Criteria/Mea- surement					With 61.6% of all participat- ing IHE's	100% of the participating IHE admitted 99% of the COP participants as regular students. 9.1% of the IHE's participated the contraction of the cont	additionally enrolled 1.0% of the participants as other than regular students.
% of Proj Attaining formance Criteria/ surement	, 001	93.9%	%9 • °29	78.1%	68.8%	100%	
Performance Criteria/Measurement	Ascertain educational needs of participants	Ascertain professional aspriations of participants	Establish educational objectives relating to participants sneeds in light of their professional aspirations	Develop participants' course work/78.1 curriculum to meet their educational objectives	Joint agreement between COP Project Staff and participating IHE's concerning the selection of academic courses for partici-	pants COP participants admitted to IHE's as regular students	
Performance Objective . Per	Develop enrichment of regular courses						

WORK STUDY PROCESS

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

% of Projects Attaining Per- formance Criteria/Mea- Surement	73.5% 67.3% of the IHE's participating in 73.5% of the projects modified courses as a result on COP participation. 51.4% of all participating IHE's initiated such modifications. 67.6% of the IHE's initiating such modified these or more courses in their	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' made such recognition.	Enrollment by 73.2% of the IHE's participating in 55.9% the projects. Enrollment by 41.7% of all paticipating IHE's. 83.3% of the IHE's developing such courses, conducted two a more such courses
, Performance Criteria/Measurement	nput to the design	Recognition of daily practicum as fulfillment of traditional student teaching requirement	Enrollment of COP participants in special courses devised solely for COP participants
Parformance Objective			

WORK STUDY PROCESS.

(continued) Development Objective No. 1: Ind	Objective No. 1: Increase Cooperative Relationship Betu	Between Related Programs,	rams, Agencies and Institutions
, Performance Objective	Rerformance Criteria/Measurement	% of Projects Attaining Per- formance Criteria/Mea- surement	Other Significant Results
		29.4%	68% of the IHE's participating in 29.4% of the projects were willing to grant credit for previous, related life experi-
			ences. 23.6% of all participating IHE's provided such oppor- tunity. Credit grated ranged from 6 to 12 equivalent semester hours.
	Opportunity for COP participants to receive IHE credit for related group or self study	35,3%	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.
Develop cooperative arrange- ments among two-year and four- year Institutions of Higher Education	Extent to which credit earned by COP participants were transferable and accepted by other participating IHE's.	100%	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.

WORK STUDY PROCESS

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

	2.	% of Projects Attaining Per-	•
	*		
Performance Objective	Performance Criteria/Measurement	Criteria/Mea- surement	° Other Significant Results
			*
		93.5%	f the projects,
grant credit for daily practi-	ed by IHE's for daily practicum		Credit was granted by all par-
	•	•	
			credit was granted by all or
, ,	* * *	•	Some of the participating THF's
•	•	,	85.7% of the participating
	•		IHE's granted credit for
	•	* e _	practicum. Practicum credit granted ran-
7	-		ged from 0.5% to 16.2% of
		•	total credit earned while in
	,		LOV. PMedian for projects is 7.75%.
·		,	Percent of credit earned
		•	practicum by all c
			ing participants with respect to all credits earned by these
•		•	pants while in CO
,	й	•	. 6.9%
	•	_	
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/ .	•	•	

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 thirtytwo projects (59.4%) reported that six hours or more of paid release time was granted to participants enrolled in their pro-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. 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 Allottment 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 Allottment 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 Tearning-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 paraprofessional "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.

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

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.

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 as 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. Twentyfour 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 of 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 Individual projects identified such linkages COP councils. 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 thirtythree 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

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 Recuriting 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 thier school systems but funded from sources otuside 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 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. 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 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 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 is 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 curri-

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 selfstudy. Of the seventy-two participating IHE's in the thirtyfour 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'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, thirtyone 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 Development Objective No. 2: Train Participants With Low-Income Backgrounds for New Careers In Schools Serving Low-Income Families

·		% of Projects Attaining Per-	et.
•		formance Criteria/Mea-	L
Performance Objective	Performance Criteria/Measurement	surement	Other Significant Results
Provide work-study training program relevant to the needs of children from low-income	Definition of educational needs of children in participating LEA schools	%6°96	
Taminies	Direct relationship between carreer lattice fileds-of-work and defined needs of children	20%	
	Participants' course work and practicum should relate directly to stated needs of children from low-income families	70%	60% of the projects indicated that the participants' curriculum was both formulated with respect to the educational ob-
		, -	Jectives of the participants and directly related to the needs of children from low-in- come families.
•	Designation and allottment of time by LEA cooperating teachers	, , %001	Median time devoted by teachers is six hours/week.
	to work with the participants and team leaders in planning more responsive curriculum and delivery process. Desired goal is 1-1/2 hours/week.		
		, .	50% of the projects attained all performance criteria/measurements related to their performance objectives.

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

,		B W	
·		Actaining Per- formance	
Performance Objective	Performance Criteria/Measurement	oriceria/wea- surement	Other Significant Results
Provide work-study training programs relevant to the needs	Ascertain educational needs of participants	100%	
cı pancs	Ascertain professional aspira- tions of participants	93.9%	
•	Establish educational objectives relating to participants' needs and considering their paraprofessional aspirations	. %9°29	
•	Develop participants' course work/ curriculum to meet their educa- tional'objectives	78.1%	
	Define performance standards for classroom work performance of participants	%6 ° 96	
	Define performance standards for academic performance of partici-pants	87.5%	
		•	53.3% of the projects attained all performance criteria/mea-surements related to this performance objective

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 It should be developed based upon the educaof this objective. tional 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.

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 progam of education and training should be derived from the educational and training needs to attain the aspiration. 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 Finally, performance standards against which participants can be evaluated from this general academic work and application of academic training to the instructional setting Sixteen of thirty projects should be defined and implemented. (53.3%) indicated attainment of all performance criteria/measure ments 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: Próvide Paid Work/Study Program

	•	% of Projects Attaining Per-	
Performance Objective	Performance Criteria/Measurement	rormance Criteria/Mea- surement	Other Significant Results
Utilize COP participants in teaching roles	ticipar	. 100%	of the
,	campioyed	•	step career lattices.
	. פני		25% of the projects have three step career lattices
•		•	71.9% of the projects have
			more steps in
			<pre> career lattices. 61.3% of the projects had par.</pre>
		`	s employed in step
•	The state of the s		of their career lattices on
•		•	March"1, 1975. 72:4% of the projects had par-
		,	es or
			19/5.
	•	*	the projects
			step one and step two of their
			ttices on March
	•		•
		•	empioyed in step Jareer lattices on
•		•	ch 1, 1975.
		- 27	of.
			ipants emp
•	•		ot their career lattices on March 1, 1975
•		•	•
	•		. 4
	3.	•	

WORK STUDY PROCESS

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

Development Objective No. 31 gro	grande rate moth/seasy respiration		
,		% of Projects Attaining Per formance	
Performance Objective	Performance Criteria/Measurement		Other Significant Results
Integrate the Youth Tutoring	Projects with YTY components	29.4%	
Touth Frogram With the Corprogram	Participants supervising tutors	. 80%	23.5% of all projects
	Participants receiving practicum credit for supervising tutors	37.5%	8.6% of all projects
•	Participants tutoring youth	, , , %08	23.5% of all projects
	Participants receiving practicum credit for tutoring youth	20%	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 class-room and some indication of the utilization of participants in various paraprofessional levels are considered.

Projects With Participnats 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 turoring youth.

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

ograms, Agencies, and institutions	Other Significant Results	٥	•	•		•	
Among Kelated Programs,	% of Projects Attaining Per- formance Criteria/Mea- surement	%00L	91.2%	78.8%			,
Development Ubjective No. I: Increasing Cooperative Relationships	Performance Criteria/Measurement	Extent to which COP Councils were formed within projects	Extent to which COP Councils participated in the recruitment process	Extent to which COP Councils with- in projects participated in the selection of COP participants			. *
Development Objective No. 1: In	Rerformance Objective	ion in cipant		COP Councils! participation in the selection of COP partici- pants			·

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: Children from Low-Income Families

Acresophiment objective no. 2. Chil	 Chlidren from Low-income ramilles 		
		% of Projects Attaining Per- formance	
Performance Objective	Performance Criteria/Measurement		Other Significant Results
Encourage cooperation among participating agencies and coordinate COP activities with other related programs	Extent to which council members are associated with other educa- tion and education-related pro- grams	•	
	Programs with representatives on COP.Council	` .	
· · ·	Funded from sources with educa- 77.4%(3/75)	77.4%(3/75)	Median(3/75): 3 programs Linkage with 67% such programs
,		90.9%(9/72-3/75)	90.9%(9/72-3/75) Median (9/72-3/75): 3 programs Linkage with 67.4% such pro- grams
•	Funded from sources outside of education	42.5%(3/75)	Linkage with 56.7% such pro- grams
ŧ	•	42.4%(9/72-3/75)	42.4%(9/72-3/75) Linkage with 53.7% such programs
	Extent to which COP Councils participate in decisions relating to the training of COP participants	55,2%	•
	Extent to which projects' COP Councils participate in decisions relating to hiring of COP project staff	65.4%	



COP COUNCIL PROCESS

(continued)

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

Other Significant Results Attaining Per-formance % of Projects Criteria/Mea-Performance Criteria/Measurement|surement 36% Extent to which projects' COP Councils participate in budget de-Extent to which projects! COP Councils participate in decisions relating to community involvement with the project Extent to which projects' COP Councils participate in decision relating to COP project expendicjsions tures Performance Objective

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 thirtyone 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



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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 I, 1975) four-teen 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 ofjbectives 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

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∼ Development Objective No. 1: Increasing Cooperative Relationships Among Related Programs. Agencies, and Institutions	Other Significant Results	24.5% of the participants are known to have been recruited from Title I programs	41.6% of the participants are known to have been recruited from other educational programs	This results in 66% of the participants known to be recruited from within the educational systems	Source of recruitment of 32.7% of participants was unknown by the individuals submitting project data	
Among Related Pi	% of Projects Attaining Per- formance Criteria/Mea-	, %001			•	
reasing Cooperative Relationships	Performance Criteria/Measurement	Extent to which projects recruited from within educational systems		•		
*Development Objective No. 1: Inc	, Performance Objective	Recruit participants from within the educational systems				
-				101	103	



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 RECRUITEMENT PROCESS

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

	Other Significant Results	90% of participants were of low-income backgrounds	93.4% of the participants were residents of low-income communities at the time of enroll-ment in the program	72.7% of the participants are 44 years of age or younger.				
% of Projects Attaining Per- formance	surement	ï		,		٠.		·
Children From Low-Income Families	Performance Criteria/Measurement	Participant characterístics		•				
	Performance Objective	Enroll participants who qualify as individuals who relate to/	families		•	· · · · · · · · · · · · · · · · · · ·		



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 participnats are 44 years of age or younger



SECTION III

Fiscal Analysis



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 resourcefullness 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 ROJECT COST DATA

0	Projec	et Admini	stration	on Costs		Total Pro	Total Project Costs			IHE Costs	S	NAVA AVA	Participants
	- B	cop LEA Other	Other .	Total	දි	LEA	Other	Tota)	a O	LEA	Other		or After July 1, 1975
	900	010 31		24 419	82 182	- 39 218	82.800	204.200	47,982	0	0	47,982	. 32
Nashville, Tenn.	18,500	2,010		0 to 0	201,100	24.00		140 200		,		•	20
Chipley, Fla.	30,225	2,000	27	32,225	119,000	276.000	15.544	411,491					108
MartinSburg, M.Va.	33,780	-	, C	37,588	207,154	0	0	207,154	50,000	0	0	20,000	46
Jackson, Ny.	200	•	· c	16 400	66, 975	0	0	66,975	•				20
2	20,400	o c	· C	29,685	117,312	0	0	117,312					22
Chevenne Wooming	9.380	14,000	, ,	23,380	76,998	14,000	0	866,06	12,900	6	0	12,900	61
Durham, N.C.	39,585		. 0	39,585	106,719	-0	0	106,719	100		•	נטני טט	47.
Hardin, Montana	34,874	0	0	34,874	117,908	ò	0	117,908	90,101	>	>	101.06	, ec.
Jackson, Miss.	41,591	0	۵	41,591	252,808	0	340,942	593,750			-		48 C
Jacksonville, Fla.	41,033	2,450	0	43,483	235,360	252,560	00	487,920					25
Louisville, Ky.	43,997	0	a	43,997	, 225,288	9		202,030	-				41
Hiami, Fla.	57,070	0	0	57,070	203,552	-	> (203,552					- E
Marksville, La.	19,870	0	, O	19,870	121,457	-	-	/64.121		٠			3 5
Kansas City, Mo.	26,096	0	0	. 26,096	167,785	ĵ.		16/,/65					2 12
Asheville, N.C.	40,584	0	0	40,584	195,362	-	-	326,302					. 26
Baltimore, Md.	75,020	0	o Î	74,020	325,028	9	200	363,060					156
Pikeville, Ky.	26,959	0	0	26,959	161,304	3,500	183,44	340,733	105 077	` c	_	185,077	103
Chicago, Ill.	214,745		0	214,745	546,880	0 .	,	240,000	100,001	•	•		282
Tampa, Fla.	14,130	25,624	ò	39,754	98, 103	193,284	0 00	107,000					336
Saginaw, Mi.	36,982	1,200	0	38,182	97,000	7,800	103,300	208,100		~	1		. 4. R
Lacrosse, Wis.	32,580		11,400	43,980	78,000	131,000	96,400	2000					35
Pike County, Ala.	39.832	212	0	40,044	93,658	23,178	0	110,630					200
Wilcox County, Ala.	39,677	0	0	39,677	91,820	0	468,535	560,355					3 %
Macon County Ala	38 478	_	0	38.478	112,234	0	0	112,234	-		ı		9
Hartford, Conn.	40,076	.0	0	40,076	244,171	486,821	0	730,992	167,280	0,	0	167,280	QQ QQ
Intal	1.078.837	61.304	16,944	16,944 1,157,085	4,370,005	4,370,005 1,471,561	1,291,470	7,133,036	553,340	0	0	553,340	1,644

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SECTION IV

Detailed Support Data

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

			•	Data	Respo	onses			
Project	1	2	3	4	(5)	6	7 .	8	9
Nashville, Tenn.	· y	Υ	N	γ •-	N	Υ	Υ	Υ	2 of 3
Sacramento, Calif.	Ϋ́	Ý	Ÿ	Ÿ	Ÿ.	Ϋ́	Ÿ	Ÿ	4 of 4
Chipley, Fla.	Ÿ	Ÿ.	Ý	Y	Ÿ	Ÿ	Ÿ	N	4 of 4
Rochester, New York	λ	γ	Ÿ	Ÿ	Ý	Ÿ	N	Ÿ	0 of 5
Martinsburg, W.Va.	Ý	Ň	N	N	N,	Ÿ	Ÿ	Ý	5 of 5
Jackson, Ky.	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ.	Ÿ	6 of 6
Scranton, Pa.	Ý	Υ	NR	Ÿ	NR	Ÿ	·Ϋ́	Ý	3 of 6
Des Moines, Iowa	Y	Y	Yea	Y	Υ	Ÿ	Ÿ.	Ÿ	3 of 4
Cheyenne, Wyoming	Υ	Ŷ,	Ϋ́	Ň	NR	Y.	Ŷ	Ÿ	4 òf 4
Winston-Salem, N.C.	Ÿ	Ϋ́	Ý	Ÿ	Ϋ́	Ý	Ÿ	Ÿ	4 of 4
Monticello, Utah	Υ	Y	Ÿ.	Y	N	Ý	Ÿ	Ÿ	5 of 5
Anchorage, Alaska	Ÿ	Ÿ	Ň	Ÿ	Ÿ	·Ý	Ý	Ÿ	4 of 4
Durham, N.C.	Ŷ	Ÿ	Ÿ.	Ύ	Ý	Ÿ	Ý	N	4 of 4
Hardin, Montana	- Y	Ÿ.	Ϋ́	Y	Ÿ	Ý	Ÿ	Ň	4 of 4
Jackson, Miss.		INAPPR	OPRIA	TE FO		UP AS	SESSME		
Jacksonville, Fla.	Υ	Υ	Υ	γ	Υ	Υ	Υ	Ÿ	7,of 7
Washington, D. C.	Ÿ	Ý	Ň	Ÿ	Ň	Ý	Ý	Ÿ	2 of 4
Louisville, Ky.	Ý	Ý	Ÿ·	Ÿ	Ÿ	Ý	Ý	Ý	3 of 3
Lillington, N.C.	Υ	Ÿ	Y	Ÿ	Ÿ	Y		e Y	5 of 5
Smethport, Pa.	Υ	Υ	Y,	Ý	Ÿ	Υ	Υ	Ý	3 of 6
Birmingham, Ala.	`Υ	N	Ϋ́	N	Υ	Υ.	·Υ	N	0 of 4
Miami, Fla.	Y	Y	N	Υ	Y	ND	ND	ND	0 of 5
Marksville, La.	Υ	Y	Υ	N	Υ	Υ	· ү .	Υ	3 of 3
Kansaš City, Mo.	Υ	Y	Υ	¹ .Y	Υ	Υ΄	Y	Υ	3 of 4
Ashville, N.C.	Y,	Y	N	N	N	Υ	Υ	Υ	5 of 5
Baltimore, Maryland-	Ϋ́	Υ	N	Υ	Υ	N	N	Υ	0 of 3
Pikeville, Ky.	Υ	Y	N	Υ΄	N	Υ	Y	Υ.	3 of 4
Tampa, Fla.,	Υ	Y	N.	Υ	N	* Y	Y	Y	2 of 3
Saginaw, Mich.	Υ	Y	N	N	N	,Υ	N	Ý	2 of 4
Lacrosse, Wisconsin	٠γ .	· Y	Y.	Υ	Ϋ́	Υ΄	Y	Y	3 of 4
Pike County, Ala.	ΥΝ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	4 of 4
Wilcox County, Ala.	NR.	Y	NR '	NR	NR	Υ	Ÿ	Υ.	NR 3
Macon County, Ala.	Υ .	Υ	Υ	N	Υ	N	Ϋ́	Υ	3 of 5
Chicago, Ill.	Υ,	· Y ~	Υ	Y	Y	Y	Υ	N	4 of 4
Positive Responses	32 🔾	′31	21	25	21	30	. 29	27	7
Total Responses	32	`~33	31	32	30	32	32.	32	
% Positive Responses	100	93.9					3 90.6		Λ



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.
- 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 yough 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

			Data	a Resp	onses		•	
Project	New Direc.	YTY	_ 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	- °	-	-0	-	-	-	-
Anchorage, Alaska	-		-	^ -	-		-	-
Durham, N.C.	-	X	4	4	10	4	+	18
Hardin, Montana	-	-	- `	-	-	-	-	-
Jackson, Miss.		·		-	-	7	-	4
Jacksonville, Fla.	-	· -	-	-		-	-	-
Washington, D. C.	.,-		-	-	· ` -	-	-	- 1
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.	Χ,	-		-	-	-	-	•••
Asheville, N.C.	Χ `	X	O	, 0 .	۰ 0	21	21	21
Baltimore, Md.	-	-	_	-		-	-	-
Pikeville, Ky.	-		_	-	-	_	-	-
Tampa, Fla.	-4	-	`; ··· _	-	-	-	-	-
Saginaw, Mi.	-	-	- ,"	-	-	-	-	-
Lacrosse, Wis.	-	Х	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 óf 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	l 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	ĮD
Durham, N.C.	0 of 4	0 of 4	0 of 4	4 of 4	4 of 4	8 of 20	4°0
Hardin, Montana	0 of 1	0 of 1	0 of 1	l of l		1 of 4	25
Jackson, Miss.	0 of 16	0 of 16	0 of 16	0 of 16	سر ــ	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		<i>-</i>		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.	l of l	l of l	l _· of l	l of l		• 4 of 4	100
						<u> </u>	

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 requried by LEA in each field-of-work and personnel classification.
- 4P. Current number and type
- 4F. Future (5 year) number and typé.
- 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.
- 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.
- Al. 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.
- Dl. 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.



- Bl. . Numbers of such courses identified in 12.
- B2. Number of credit hours associated with courses identified in B1.
 - 48. Indication by participatin IHE as to if practicum credit is given by IHE to participants supervising YYY 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.

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TABLE 5 DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

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DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

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DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

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DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

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DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

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DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS PRIOR TO MARCH 1975

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Response

Legend:

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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.
- 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.
- Al. 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.



- Indication of the number of COP participants attending each IHE but not formally admitted to the IHE. н.
- Indication of the number of IHE's in each project that have begun participation since September 1972. No. of New IHE's.

DATA AND INFORMATION SUBMITTED BY PROJECT DIRECTORS AS OF MARCH 1

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

	45	9		=			,
	No. of No. of Participants in IHE's	No. of Participants in IHE	of 's	No. Of Participants in	No. of IHE's	No. of New IHE's	
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Sacramento, Calif.	, 65 , 65	65		0	2		•
Chipley, Fla. Rochester, N.Y.	, 48 0 3 135	-		· . ON	.m − r	000	
Martinsburg, w.va. Jackson, Ky. Scranton, Pa.	ND	O O O C		ON OO	m	0 0-	^
Des Moines, Iowa	48 1 2 1	78	•	. 0	" . ~	0	
Cheyenne, Wy.	60 19 1	60 0 .2			2	.0	,-
Winston-Salem, N.C. Monticello, Utah Anchorage, Alaska	38 51 ND 2	*51 *51 ND 2		· 0	-2	. 0 -	
Durham, N.C. Hardin, Montana Jackson, Miss. Jacksonvillé, Fla.	ND 220 1	200 DATA		0 0 3 10		Erro	r data
Washington, D.C.	6 1 62 1 35 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0		0 O	2 %	0	1 1

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

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1 1	No. of Participants	80 35 30	0 0 0	28 .165 50 .25	, 121 129 173 152 300	50 57 44 58	0 122 4 2
		Louïsville, Ky.	Lillington, N.C. Smethport, Pa.	Birmingham, Ala. Miami, Fla. Marksville, La. Kansas City, Mo.	Asheville, N.C. Baltimore, Md.	lampa, ⊦la. Saginaw, Mi.	Lacrosse, Wis.

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

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	No. of No. of Participants in IHE's	No. of in IHE's	. No. of No. of Participants in IHE's	No. of in IHE's	No. of No. of Participants in IHE's	No. of n IHE's	No. of New IHE'S	•
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Pike County, Alabama	0	-	40	, _	0	_	0	•
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Macon County, Ala.	41	_	. 41		, 0	_		
Chicago, Ill.	0	, 2	, 70.	-	10	,- -	0	f
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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



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TABLE 7 ELEMENTARY SCHOOLS

e "Notes	city-wide pol	
Paid Release Time	20 10 10 10 10 5 6 40 7-1/2 40 17-1/2 8	5/1-6 01 01 01 01 01 01 01 01 01
No. of COP Teachers A B	. 25 10 10 10 10 10 10 10 10 10 10 10 10 10	10 10 10 10 14 14 17 18 18
NO COO	261 001 001 01 01 01 01 01 01 01 01 01 01	382 825 882 882 882 882 882 882 882 882 8
No. of Team Leaders A B	L 0 8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
•	OAN 4 - N 4-L	222000483000 222000483000
No. of COP Partici- pants A B	14 2 25 25 26 20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	24 15 24 16 24 16 36 36 36 36 347 28 347 28 347 28
Participant - Work Week	40 35 30 30 30 35 40 40 40	30. 37-1/2 30. 37-1/2 30. 37-1/2 40. 35. 35.
No. of Participating Schools	22 80 14 12 12 13 13 13 13 13 14 14 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	26 26 12 12 12 12 12 13 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15
Project	Nashville, Tenn. Sacramento, Calif. Chipley, Fla. Rochester, N.Y. Martinsburg, W. Va.* Jackson, Ky. Scranton, Pa. Des Moines, Iowa Cheyenne, Wyoming Cheyenne, Wyoming Minston-Salem, N.C. Monticello, Utah Cheyenne, Noming Monticello, Utah Jackson, Miss. Jackson, Miss. Jackson, Miss.	Louisville, Ky. Lillington, N°C. Smethport, Pa. Birmingham, Ala. Miami, Fla. Marksville, La. Kansas City, Mo. Asheville, N°C. Baltimore, Md.

/1/75: 182 participants in 73 schools in 8 counties 73 participants in 35 schools - release time granted as needed

ELEMENTARY SCHOOLS (continued)

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	No. of		, d00		of.	No.	of	Paid .		•	. •
•	' Participating	Participant	Partici	•	Теаш	ලි	GOP	Release	, بـ	• "	- ,
Project .	Schools	Work Week	pants		aders	Tea	chèrs	Time		Notes	
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fampa, Fla.	36	40	78 23	12	ω	. 84	53	6-1/4	,		•
aqinaw, Mich.	. 14	30-3/4			0	82	17	10			•
acrosse, Wis.	25	1.0			15	45	36	10		,	
ike County, Ala:	29	. 15				.J 49	35	. 18.7			- `
Wilcox County, Ala.		30		٠	00	2]	7	.12		~	
Macon County, Ala.	വ	35		4		35.	,	ō.		٠	
Chicago, Ill.	· 66 ·	35			٠ř	395	195	4.5			
TOTAL	- 733	é	3016 1274			2747	1520	7		•	
Median	(Project),	35						10			
∠ Median (Sc	Schools)	35			•			10	•		

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

Project	No. of Participating Schools	Participant Work Week	No. of COP ' Partici- pants A B	No. of Team Leaders A B	No. of COP Teachers A B	Paid Release Time	Notes	
Pikeville, Ky. Tampa, Fla.				•			,	
Saginaw} Mich. Lacrosse, Wis. Pike County, Ala. Wilcox County, Ala.	13	10 ND 30	38/ 12/32 11 ND: 2,	7 5 14 6 1 0	21 15 90 36 2 2	12		•
Macon County, Ala. Chicago, Ill.		35	4 3 141 68	ND ND 45 26	7 5 150 94	4.5		
Medi	Median (Project) Median (Schools)	° 32.5 35				10.	. 9	

TABLE 9 JUNIOR HIGH AND HIGH SCHOOLS

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Notes	,	city-wide policy	· ·		۲,۲		See 1		*					·
Paid Release Time	20 5			6 04 0	7-1/2	NO A	,	თ	20 1	3-1/2	0		ന്	15
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No. COP Tea	21 3	4	19 ²	و بر م	9 6	S S			33	53°	4		13	മ ത ,
No. of Team Leaders A B	-0	8		٥,	100	○ 9		Ó	∹ د	00	0		0.0	o o
No. of Team Leaders A	80	· 8	4.0	~ 0	0 0	9		. 2	,- (9	m		0	28
No. of COP Partici- pants A B	. 2	4	o 0	~ ~	t (- '	<u> </u>		12	14	7 4	4	.	۱ 4	၀ ၀
No. of COP Partic pants A	23	4	. 21)6 3.	20;	28		. 08	33	23 œ	ω,		13	33
Participant Work Week	40 35	36	35 °	32	38-3/4	ND 92		355	. 40	/. 30 37-1/2	30		37-1/2	40 35
No. of Participating Schools	4 3	2	2.5	, ,	. 2	L ON	,	, ,	် တ	က က	10			m 01
Project	Nashville, Tenn. Sacramento, Calif.	Chipley, Fla. Rochester, N.Y.	Martinsburg, W. Va.* Jackson, Ky. Scarton Da		Cheyenne, Wyoming Winston-Salem, N.C.	Monticello, Utah Anchorage, Alaska		Hardin, Mulicana A Jackson, Miss. Collacksonville Fla	Washington, D.C.	Lillington, N.C.	Smethport, Pa. Birmingham, Ala.	•	Marksville, La. Kansas City, Mo.	le, re,

*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)

		'n			•					
Notes	ł	•	· •		-			•		
		•	••		-			٠.	•	
Paid Release Time	ည	10	10.	2.0	12	٥.		1		2
No. of COP Teachers A B	18	ည	. 3	0	4	, 4	ļ	<u>6</u>		
No. COP Tea	18	7	38	, S	4	4	i	262		
No. of Team Leaders A B	0	- 0	ນ	0	0	-'		Ω		
j	0	0	9	7	Ŷ	<u>, </u>		S S		
No. of COP Partici÷ pants A B	. 8	7		_	4	9	•	33		
N CO N Pa	18	7	28	_	2	9	0	298		
Participant Work Week	35	30-3/4	0 <u>-</u>	15	30	35	,		35	35
No. of Participating Schools	6	; 4	12		'M	2.			Median (Project)	Median (Schools)
Project	Pikeville, Ky.	Tampa, Florida Saginaw, Mich.	Lacrosse, Wis.	Pike County, Ala.	Wilcox County, Ala.	Macon County, Ala.	Chicago, Ill.	TOTALS	•	·

TABLE 10 OTHER EDUCATIONAL SETTING

Notes	· ,	•	` ` ` \			
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Paid Release Time	. 10	00	QN .	10 .	10 3-1/2	. w ro
No. of COP Teachers A		°00	N S	0-		ოთ
No COP Teac	16	00	ON .	9 -	. 13 . 16	e 02
No. of Team Leaders A B	0	00	ON .	, 00	00	, O O
No. Tea Lea	m ⁻	00	, ON	0.0	04	. O N
No. of COP Partici pants A B	ļ	, LQ	NO ·	20 2	ال 5 ع	ოთ
No. COP Par	. 16		QN	29	13	20
Participant Work Week	20	QN	NO	40 ·	40 37-1/2	37-1/2 40
No. of Participating Schools	ö.	 2	, QN	. 10	ω 4	
Project	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 Anchorage, Alaska Durham, N.C.	Hardin, Montana Jackson, Miss. Jacksonville, Fla.	wasnington, U. C. Louisville, Ky. Lillington, N.C. Smethport, Pa.	Birmingham, Ala. Miami, Fla. Marksville, La. Kansas City, Mo. Ashville, N.C.

*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

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- Notes	Curriculum Lab	
Paid Release Time	6-1/4 10	വ വ
No. of COP Teachers A B	ND 3	4
No. COP Tead	S QN	86
No.of Team Leaders A B	. 2 Q	2
,	w Q ,	0
No. of COP Partici- pants A	, 40°	64
A Par	m -	116
Participant Work Week	40 30-3/4	40
No. of Participating Schools	m —	LS 45 Median (Project) Median (Schools)
Project	Pikeville, Ky. Tampa, Fla. Saginaw, Mich. Lacrosse, Wis. Pike County, Ala. Wilcox County, Ala. Macon County, Ala. Chicago, Ill.	TOTALS Median Median

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.

Résponse

Legend:

ND

No data submitted



Step 5	B A B Notes	*	•			,					,	• · · · · · · · · · · · · · · · · · · ·		•		•	•	,Aug	Intermediate								
Step 4) !	1		60 29	· ,	, i	1 a 1		1	ON ON		21 21		*	ND 19		22 4				12 ND 67 67			- · · · - · - · - · - · · · ·	
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	Project	Nashville, Tenn. Sacramento, Calif.	Chipley, Florida	Rochester, N.Y.	Martinsburg, W. Va.	Jackson, Ky.	Scranton, Pa.	Des Moines, Iowa	Cheyenne, Wyoming	Winston-Salem, N.C.	Monticello, Utah	Anchorage, Alaska	Durham, N.C.	Hardin, Montana	Jackson, Miss.	Jacksonville, Fla.	Washington, D. C.	Louisville, Ky.	Lillington, N.C.	orwington Al.	2			٠ <u>۲</u> ک	, Flori ville, I s City, ille, N	, Floriding, Ville, S S City, Ville, N More, More, Mor	, Flori ville, L s City, ille, N more, M

	Step]	_	Step 2	2	Step 3	, CD	Step 4	4	Step 5				
Project	A	æ	A	8	A	В	A	В	A	8	Notes		
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Saginaw, mich. Lacrosse, Wis.	2 ` ~	ი O	5	ဝ	8 2	2=	22 52	320				٠.	
Pike County, Ala.	, 28	20	. •	ı	١,	ì	1.	•			,		•
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Smethport, Pa.	ς,	O	0	0	0	က	ó	,		
	ON	2	2	S N	2	S	က	QN		
Miami, Fla.	O	0	0	0	4	4	38	38	•	
.Marksville, La.	,	1		1	1	1	1.	!	Ł	
. Kansas City, Mo.	7 .	0	1	1		က	. 1	Ŋ	•	
Asheville, N. C.	QN	2	2	QN	2	S	QN	g	/ •	
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E		ر Step		Step	8	Step 3.		Step 4	4	Step 5		
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0 0 2 1 3 4 4 2 - - - - - - <td>Caringo Mich</td> <td>c</td> <td>-</td> <td>-</td> <td>·</td> <td>[~] c</td> <td>C</td> <td></td> <td>0</td> <td></td> <td>•</td> <td>• • • • • • • • • • • • • • • • • • • •</td>	Caringo Mich	c	-	-	·	[~] c	C		0		•	• • • • • • • • • • • • • • • • • • • •
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55 16 69 23 30 26 38 73 10 10 11 11 11 11 11 5 1.6 6.3 2.1 2.7 2.4 3.5 6.6	Wilcox County, Ala.		1,	i	,]	'	,i		1		•	•
55 16 69 23 30 26 38 73 10 10 11 11 11 11 11 5 1.6 6.3 2.1 2.7 2.4 3.5 6.6	Macon County, Ala.	•	•			•	.,	•	ı	•		***
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	lle, La.	ì	-		ا	ı	1	1	•						
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	Tampa, Fla.	22	_	, O.	9	ţ	ı	1	1				, a*		•

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Sacinaw Mich		· •	` '		43		2 1			. , 3			
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Pike County, Ala. Wilcox Countv, Ala.	~ 1	ı	O 1	o ,	ı	0 1	: 1			`	,	•	
Macon County, Ala.	ò	o	0	0	=	=======================================	1 1		,		•		
Chicago, Ill.	1	•	1	1		1	•	í	, `			•	
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pants In Step	_,	σ,	13	5	15	15	_2_	, 21	23	23			
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• •	· Step 1-	Step	2	Step 3	_ 1	Step 4	1	Step 5	2		Notor	, •	
Project	A	B. A	8	A :	В	A	<u>ا</u>	4	- 11		Norce		
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·Sacramento, Calif.	1	1	:	€ 1	1 .	1			· -(,	•			
Chipley, Fla:	ON.	ND.	ო	Š	4	1	i (•	_		ţ
. Rochester, N.Y.	15	0	9	52	· 0	4	2					.•	
Martinsburg. W. Va.	14	<i>ا</i> ح	(•9	ഗ	ຕົ	ı	1	•			•		
Jackson, Ky.		1	1	ı	ı	et E			-			;	
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· Des Moines, Iowa		_	· —	52	_	, ·	0		·		. •		•
Chevenne, Wyoming .		1	i	1	1		1	٠	•		•	•	
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Monticello, Utah	21		17	13	ص ص	i	1.4						•
Anchorage, Alaska.	NO	ON C	2 2	S	2 2	2 2	کو		•				2
- Durham, N.C.	,	0	0	, O	0	0	0	0	4				
Hardin, Montana		1,	.1	•	1,		1	*				•	
1 Jackson, Miss.		,1		3 (١, ٥	1 (1 (-		•		•
Cl Jacksonville, Fla.	15	6	о 	ِ م	2 !	<u></u>	<u>~</u>		•				,
♣ Washington, DC.	;_	QN O	2	₽,	일'	2	_ ,						
<pre> Louisville, Ky. </pre>	,΄ Ο΄	0	٥.		- ,	-	_				۲		
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Birmingham, Ala.	Z Q Z	QN Q	S	<u>S</u> .	2	Ü	2				•		
Miami, Fla.	1	ì	•	•	1	ı	ł	ę	~ *			•	•
Marksville, La.	1	1		1	ı	1	ı	ŗ.		•			
Kansas City, Mo.	1	1		1	ኘ	1	- -						
Asheville, N.C.	N QN		2	2	2	Ş	2				, i		
Baltimore, Md.	1.	1	ı	ı	ı	ı	, 1		•		r	+## 	
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	Step]		Step	2	Step 3	က	Step 4	4	Step 5	ľ	1) ·
· Project	A	۱۳۱	A	Ξ.	A	8	A	B	A	8	Notes.	
Saginam Mich	•	,		'	•	1		ı	1	1	(.	
Lacrosse, Wis.	0	, ,	·.	0	ب	0	_	α			T.	•
Pike County, Ala.	5 6	9	7	1		ı		•	•	•	•	,
Wilcox County, Ala.	ı	1	;	i		i	I.	1	,		•	
Macon County, Ala.	ı	ا.		•	•	i	10	1			- 8	
Chicago, 141.	•	,	1	1	ı	i		1				
Participants In.Step	124	33	40	25	7.4	12	38	32	o `.	4		•
No. of Projects With		,	-		•	•	••				,	•
Data On Partici- pants in Step		0 1.	8	œ	ω.	ω,,	9	œ.	0	,		
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Project	Step 1.	Step 2 A B	Step 3	Step 4 A B	Step 5	Notes	
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Chipley, Fla.		·		1		•	
Rochester, N.Y.	1	ı	1 ·	; ;;			۲.
Martinsburg, W. Va.	!		, *	1		•	
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Cheyenne, Wyoming	6; 8	ښ	7 7	1,		· · · · · · · · · · · · · · · · · · ·	
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Hardin, Montana	1			1	¢.	•	
Jackson, Miss.		1		1	•		
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Washington, D. C.	•	1,	· · ·	•		-	,
Louisville, Ky.	0	0	19 19	2 2	•		7
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Smethport, Pa.	0, 8.	0 0 .	0	0		,	
Birmingham, Ala.		1	1.	1			
Miami, Fla.	1	1	;	:	,		
Marksville, La.	1	:	1	1 4		•	•
Kansas City / Mo.	4		•	0	•		, 1
Ashville, N.C.	ON ON	ON ON	ON.	ON ON		•	<u>.</u> ,,
Baltimore, Md.	38	0	0	. 0 9			•
Pikeville, Ky.		1	· •	i .	,	•	
Tampa, Fla.	1	', .'	•	1	k	£,	

SECONDARY EDUCATION (continued)

	Stan 1.	Step	, ,2,	Step 3	က	Step	4 . S	tep 5		•
%project ^	A B A	A	8	, A,	8	A	B A	മ	Notes	-
Carrinaw Mich			,			. 1	1			•
Lacrosse, Wis.	٦ . 0	4	2	m	2	4	က	•	•	• '
Pike County, Ala.	'	٠,	•	•	1	•			, •	
Wilcox County, Ala.	1	!		•		1	ı	•	-	
Macon County, Ala.	-	1	•		•	•	;	•		
Chicago, Ill.	1	í	1.	1	٠,	•	•		•	
Participants In Step	-70 4	. 3]	4	. 38	37	. 8				
	pr-"						*			•
No.gor Projects With Data On Participants	•		. `		-		٠,	;		
In Step	& &	9	9	ω	ω	9	نو			,
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TABLE 16 BI-LINGUAL EDUCATION

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	Project	A	, œ		B	A	В	A	В	A	В	Notes	S	
	Nashville, Tenn.	<i>,</i> ,					4					•		•
٠.	Sacramento, Calif.											•		
	Chipley, Fla.		٠	-					•:				•	
	Rochester, N.Y.	•			•	•			ン `.					
	Martinsburg, W. Va.	,	•	1		ı	•				•	•		
	Jackson, Ky.			•					_	,	••		•	
	Scranton, Pa.	•		ı	ı		ı	:	1				\ -	
	Des Moines, Iowa	3		1	•	•	1	:	:		J			
	Cheyenne, Wyoming	,	:		•	:	,	٠,	.1					
	Winston-Salem, N.C.		:	ı	ı	, , ,	1	. :	ľ	•			-	
	Monticello, Utah	້	2	6	r	2,1	.0	,				•		
-	Anchorage, Alaska	 Q	ģ	S.	2	2	Q .	Q	QN	•	•		r	
	Durham, N.C.				, ,	•			: 1			•		
	Hardin, Montana	•	,	.•	, :	į	1	ı	ı					
1	Jackson,	-1	ı	· 1	•	•		:	:					
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58	Washington, D.C.	1			•	ı	}. •\$!		•				
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	Lillington, N.C.	٠,		í	•	•	:	•		٠	•			
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	Birmingham, Ala.	•	I,	ı	ı	,	•	:	:					
	Miami, Fla.	1	, I ,	ı	ı	ı	I	•	ı	•		- •		
	Marksville, La.	•	:	,	•	•		•	:					
	Kansas City, Mo.	1	ı	ŀ.	ı	ı	1	ı	ı	٠	•			
	Asheville, N.C.	ė	2	2	2	2	2	2	2	•		•	. ?	
	Baltimore, Md		-1	1	•	1	ı	•						
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	Tampa, Fla.		ı	ı	ı	•	1	,	ľ		,			•

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Step 5		
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Step 3	21 - 2	
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Step: 2 B A	111111 6 - 6	
8	11112 2	
Step 1	11111 LO LO	
Project	Saginaw, Mich. Lacrosse, Wis. Pike County, Ala. Wilcox County, Ala. Macon County, Ala. Chicago, Ill. Participants In Step No. of Projects With Data On Participants In Step	

TABLE 17 OCATIONAL EDUCATIO

	*					ļ							•3
	Step 1		Step 2	; ;	Step 3	.	Step 4	1	Step 5	Į,	4014	•	
Project V	А	В	A	8	A	В	- <u>-</u>		- 11	R	Notes	: '1'	
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₩			•										
Sacramento, Calif.													
Chipley, Fla.											•		
Rochester, N.Y.													
Martinsburg, W.Va.	I	ı		ŧ	ı		ı	3					
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Kansas City, Mo.	1,	;	- <u>.</u> !	t	ı	ľ	:	1					
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- Pikeville, Ky.	,	٠,	ı	1	ı	1	ı	ı					
Tampa, Fla.	ŧ	ı	•	i	ı	:	:	1	٠			_	•

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Smethport, Pa.	7	0	_		0	0	0 ;				
Birmingham, Ala.	N ON	Z	N. C		2	2	2	-		•	
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Marksville, La.					L	1				•	
. Kansas City, Mo.	1	<i>?</i>	•		•	•	•			•	•
Ashville, N.C.	N QN	2	ON C	Q.	S	Q N	Q N		, .	•	
Baltimore, Md.	ı	· ·	***		•	ı	•	·	•		
Pikeville, Ky.	ı		•	`I	1	1	!		-	,	
Tampa, Fla.	į n		•		•	•	- 1 ;				ş

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,	Step 7	13 13 32 6	5.3
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•	,	Saginam Lacross Pike Co Wilcox Macon C Chicago Chicago No. of No. of In St	1 ×

ERIC Full Text Provided by ERIC

TABLE 19
PHYSICAL EDUCATION

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•	Project	!!	Nashville, Ténn.	Sacramento, Calif.	Chipley, Fla.	Rochester, N.Y.	Martinsburg, W.Va.	Jackson, Ky.	Scranton, Pa.	Des Moines, Iowa	Cheyenne, Wyoming	13 113 COLL CHI 5 114 COL		Monticello, Utal Anchorage, Alaska	્ર∓ુ]	Monticello, (Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss	Monticello, C Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss	Monticello, C Anchorage, Al Durham, N.C. Hardin, Monte Jackson, Miss Jacksonville,	Monticello, C Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, [Monticello, L Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, [Louisville, K Lillington, N.C.	Monticello, L Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, [Louisville, k Lillington, N Smethport, Pa	Monticello, L Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, L Lillington, L Smethport, Pa Birmingham, A	Monticello, L Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, L Lillington, L Smethport, Pa Birmingham, A Miami, Fla.	Monticello, L Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, L Lillington, L Smethport, Pa Birmingham, A Miami, Fla. Marksville, K	Monticello, C Anchorage, Al Durham, N.C. Hardin, Monte Jackson, Miss Jacksonville Washington, C Lillington, C Eillington, C Smethport, Pe Birmingham, A Miami, Fla. Marksville, K Asheville, C	Monticello, C Anchorage, Al Durham, N.C. Hardin, Monta Jackson, Miss Jacksonville, Washington, C Lillington, C Smethport, Pa Birmingham, A Miami, Fla. Marksville, I Kansas City, Asheville, N. Baltimore, Mc



Saginaw, Mich. Saginaw, Mich. Lacrosse, Wis. Lacrosse, Wis. Pike, County, Ala. Macon County, Ala. Participants In Step 10. 4 6 2 5 4 11 9 No. of Projects With Data On Participants X 3.3 1.3 2.0 0.7 2.5 2. 3.7 3		Step 1		Step 2	. 2	Step 3	က	Step 4	4	Step 5	. 5		
Saginaw, Mich. Lacrosse, Wis. Pike, County, Ala. Wilcox County, Ala. Macon County, Ala. Macon County, Ala. Chicago, Ill. Participants In Step 10 4 6 2 No. of Projects With Data On Participants In Step X 3.3 1.3 2.0 0.7	Project	A	<u>ھ</u>	A	B	A	В	A	ຄ	Α.	В	Notes	,
Lacrosse, Wis. Pike, County, Ala. Pike, County, Ala. Wilcox County, Ala. Macon County, Ala. Macon County, Ala. Chicago, Ill. Participants In Step 10 4 6 2 No. of Projects With Data On Participants In Step X 3.3 1.3 2.0 0.7	Saginaw, Mich.	,	,	,		, ,	, '		>				i
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Wilcox County, Ala	Pike, County, Ala.	ω	∘က		0	. ,) 1	í	• I			٠	
Macon County, Ala	Wilcox County, Ala.	ı	t	ı	ı	,	1	ı	ı		**	•	
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Step 5 A, B	, Ko	
Step 4 A + B		1000 U U U U U U U U U U U U U U U U U U
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Step 1	1 1 1 W 1 1 1 1 1 0 4 0 1	
Project "	Nashville, Tenn: Sacramento, Calif. Chipley, Fla Rochester, N.Y. Martinsburg, W.Va. Jackson, Ky. Scranton, Pa. Des Moines, lowa Cheyenne, Wyoming Winstôn-Salem, N.C. Monticello, Utah Anchorage, Alaska	

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acrosse, Wis.	0	0	<u></u>	0	2	0		<u></u>				•		
Pike County, Ala.	4	0	0	0	0	0		ı					•	
Vilcox County, Ala.	, 1	•	•	•	. 1	1	ŧ				•		•	
facon County, Ala.	· •	Į.	12	bull.	ŀ	ı	ı	ı	, ,		,	•		
Chicago, Ill.	•		ì			ı	1	1					***************************************	٠,
Participants In Step	, 88	56	104	25	78	27	330 331	25	-					
No. of Projects With	,		a v			* ~,	•			I			i, v	
Data On Participants In Step	6	6	6	6	∞ ,	÷, . ω	6.	Q)	- Are	**	,	·	٠ 🖈	
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44. 24.	No. of Pro- grams With Common Work Performance Descriptions	1 row occ - 1 ro 1 4 w 1 w 4 4 ro - 1 1 4 - w
	No. of bro- grams Contri- búting Cash To COP	- 1 1 W 1 1 1 W 1 4 1 - 1 W 1 1 1 F 1 1 4 F 1
HOOL SYSTEMS	ntatives Council No. of S Council Members	20 ND 65 - 27 S S S S S S S S S S S S S S S S S S
ING IN SCHOOL	Representatives on COP Council No. Of No. Programs Coun	w440r-0444 44044r-044-0
TABLE 21 PROGRAMS OPERATING	Provided No. of Consultants Provided	13 30 6 6 1 1 4 ND .
DUCATION	Consultants to COP No. of N Programs C	00400000 w0040000000
LINKAGĘS WITH E September 1972 to Narch	1 by COP No.	26 144 144 157 35 104 105 105 105 105 105 105 105 105 105 105
LIN	Training No. of Programs	900000-40-40
(Education Funded - \$	Projects	Nashville, Tenn. Sacramento, Calif Chipley, Fla. Rochester, N.Y. Martinsburg, W.Va. Jackson, Ky. Scranton, Pa. Cheyenne, Wyoming Winston-Salem, N.C. Monticello, Utah Anchorage, Alaska Durham, N.C. Hardin, Montana Jackson, Miss. Jacksonville, Fla. Washington, D.C. Louisville, Ky. Lillington, N.C. Smethport; Pa. Birmingham, Ala. Miami, Fla. Marksyille, La. Kansaš City, Mo.

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LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - September 1972 to March 1975)

,		Training by COP	by COP	Consultant to COP	Consultants Provided to COP	Representatives on COP Council	ıtives ıncil	No. of Pro-	No. of Pro- grams With
	Projects	No. of Programs. Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members	grams Contri- buting Cash To COP	Common Work Performance Descriptions
	Asheville, N.C.	5	57	0		3,	Ë	1	យ
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	Tampa, Fla.	œ	77	0	1	2	ස ා	ì	6
	Saginaw, Mi.	2	82	0	٠,	_	ú	1,	ഹ
	Lacrosse, Wis.	ო	113	ო	49	ო	œ		က
/.	Pike County, Ala.	7	117	,	. 21	· 	က	, 	2
/ / <u></u>		2	21	.	6	2	22	•	2
1 (က	. 39	ကု်	2	က	4	1	က
30	Chicago, Ill.	4	191	,0	•	3	14		7
} ·	TOTALS	. 121	2,469	43	500	95	259	26	104

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - September 1972 to Narch 1975)

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	Total Number	Programs	900	വ		` ♣ '	σ 1	ro .	— (יני	വ (. V	4 (V	֡֡֓֜֝֜֜֜֝֓֓֓֜֓֓֓֓֓֜֜֜֓֓֓֓֓֓֓֓֓֓֓֓֜֜֓֓֓֓֓֜֓֜֓֡֓֜֓֓֓֜֓֜֓֓֡֓֜֜֓֡֓֜֡֓֜	- °	, <	. 4	- u	, ,-	- 0	 	7 L	n •	— <u>(</u>	٥
	No. of Programs	Providing Other	Linkages	1	t	•		****	1	•	١,	1	1	1		-	10			ı LC	o 1	•	ı		1		1
	No. of Programs	Contributing	space α Utilities	•	വ	4	ഹ	•		;	l- (, (2	ľ		- c	y :	ı <	, + C	J	t	1	•	1 (7 .	·	• • • • • • • • • • • • • • • • • • • •
***	No. of Programs	Contributing	ransporta- tion Services			1	- -	•	1	ř	1	1			NO DALA-	ı	•		3 1		·,		•	ı	•		1
	No. of Programs	Contributing	Evaluation Services		. .	ო	6	ı	1	1	1	a 1 +		ო			ı	ı «	3 :	1	ı	1		ı	I 4	.	2
	No. of Programs	Used As	Recruiting Source	٠ ا	5.	m	∞,	ഹ	1	1	5	-	4	က			٠ .) -	, T <	ታ [4	Ω r	_	1 (2	4		o
			Projects	Nashville. Tenn.	•	Chipley, Fla.	Rochester, N.Y.	Martinsburg, W.Va.	Jackson, Ky.	Scranton, Pa.	Des Moines, Iowa		Winston-Sale		Anchorage, Alaska	Durham, N.C.	Hardin, Montana		Jacksonville, Fla.	Washington, U.C.	Louisville, Ky.	Lillington, N.C.	Smethport, Pa.	Birmingham, Ala.	Miami, Fla.	Marksville, La.	Kansas City, Mo.
	•			,							-	L7	70)									-				

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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 Transporta- tion Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With
Asheville, N.C. Baltimore, Maryland Pikeville, Ky. Tampa, Fla. Saginaw, Mi. Lacrosse, Wis. Pike County, Ala. Wilcox County, Ala. Macon County, Ala.	დ ი ღ : 4 ლ ე ე ლ ე	, , , , ,	. 1 w 1 1 w 1 ← 1 1	m o m m 1	1111111011	2740 <u>7</u> 22224
TOTALS	86	47	6	. 54	6	141

TABLE 22 LINKAGES, WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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

	Training by COP	hv COP	Consultant	Consultants Provided	es OP	intatives Council	No. of Pro-	No. of Pro- grams With
	No. of Programs	No. Trained	No. of Programs	No. of Consultants	No. of Programs	No. of Council	grams Contri- buting Cash	Common Work Performance Descriptions
Projects	Linked		Linkea	rrov i ded	רווואפת	- 11		70
Nashville, Tenn.	m	79	Š		2	- - - -	2	-1
Sacramento, Calif.	0	•	0	,	, O		1	
Chipley, Fla.	0	(•	O.	•	0	,	,	1
Rochester, N.Y.	ო -	107		9	2	m m	. 2	m
Martinsburg, W.Va.	က	25	0	1	_		1	,)
Jackson, Ky.	0	^1	0		· C	- 1	ı , 1	I 1
, Scranton, Pa.	0	. 1	0) C	• 1		! 1
Des Moines, Iowa	က ·	32	0	*	°	ഹ	Ż	ico,
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Monticello, Utah	ည	116	က		2	Q	4	₹.
Anchorage, Alaska	!	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		NO DATA -		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	! 1 t	
Durham, N.C.	~ .	21	2	m.	(١,
Yardin, Montana	0	•		t.	O (t	•	.1
Jackson, Miss.	0		0	•	0	t	1	
Jacksonville, Fla.	Ģ (1	O.(t	0 (:	, I	1
Washington, D.C.	o (1	0 (t	0 (1 (:	; (
Louisville, Ky.	0	ı	0	•	2	2		7
. Lillington, N.C.	0	t ,	0	,	0	1		*
Smethport, Pa.	5.	17	0	;		:	2	7
Birmingham, Ala.	0, ,	QN	0	S	· 0	QN .		•
Miami, Fla.	0	t	0	•	O,	ı	1.	3
Marksville, La.	0	1	·		0.	1	t	
Kansas City, Mo.	0	1	, O	ı	₹ 0 ₹	t	•	t
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LINKAGES WITH EDU

*LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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

	Training by COP	by COP	Consultant to COP	Consultants Provided to COP	Representatives on COP Council	tives ncil	. No. of Pro-	No. of Pro- grams With
Projects	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of No. Programs Cou Linked Mem	No. of Council Members	grams Contri- buting Cash To COP	Common Work Performance Descriptions
Asheville, N.C.	9	58	0	1	2	3		. 9
Baltimore, Maryland	_	Q		1	-	QN		
Pikeville, Ky.			0	ı	0	1	***	1
Tampa, Fla.	o,	ı	0		Ö	1	, •	•
Saginaw, Mi.	. ~	37	·,	, ,		'n	i	_
Lacrosse, Wis.	2	19	,	•	. 2	~		. ~
 Pike County, Ala. 	0	ì	0		,	1 1	,	J 1
I Wilcox County, Ala.	ص		0	ì			•	•
Macon Countý, Ala.	O,	ſ	,	1	0	. 1	ı	1
Chicago Ill.	_	30	0	t	.	4	1	, -
TOTALS	35	, 58 789	10	. i3	22	31	15	25

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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

						•
	No. of Programs	No. of Programs	No. of Programs	No. of Programs	No. of Programs	Total Number of
	Used As	.	Contributing	Contributing	Providing Other	Programs Linked With
Projects	Recruiting Source	Evaluation Services	iransporta- tion Services	Space a Utilities	Linkages	COP
Nashville, Tenn.	. 2	_	1	,	1	4
Sacramento, Calif.	1_	1	,	•		0
Chipley, Fla.		. 1	4		1	4
Rochester, N.Y.	m	Μ,	, ,	2	•	က
Martinsburg, W.Va.	2			ı		m
~	1.		1	`ı	1	0
Scranton, Pa.	r		i	ì	1	0
	ო	1	. 1	1	٠,	က
Cheyenne, Wyoming	, ,	L	1.	Ĩ	ı	_
		1	, I,	1	1	
Monticello, Utah	4	4	_	•	1	ر. م
Anchorag	1 1 1 1 1 1				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 7 1 1 1 1 1 1 1
	5.	1	1			4 (
	•	1	1		1	o (
Hackson, Miss.	•	. ; /	, , !	1	: ,	o (
Jacksonville, Fla.	•	1		,	1	0 (
Washington, D.C.	•	1	1	. 1	I ^k () ()
Louisville, Ky.*	. 2	, 1 ·	1	1	7.	* 7
Lillington, N.C.		, 1	1	1	1	0
Smethport, Pa.	1	1	1	J		0 (
g		1	1	1	1	· ·
Miami, Fla.	•	1	, ľ.	1,	1	O (
Marksville, La.	1	1	1		١.)
Kansas City, Mo.	1		1	1	1	ວ

*Possible data error.

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LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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

	Projects	No. of Programs Used As Rectuiting Source	No. of Programs Contributing Evaluation Services	s uting ion	No. of Programs Contributing Transporta- tion Services	No. of Programs Contributing Space & Utilities	No. of Programs Providing Other Linkages	Total Number of Programs Linked With COP
	Asheville, N.C.	9	1		,		ı	9
	Baltimore, Maryland		ı			,		 (
	Pikeville, Ky.	1	1	i.	ı	ı		0 •
<u>;</u>	Tampa, Fla.	,				ı		· (
	Saqinaw, Mi.	,	,1		ı	ı	٠.	0,
	Lacrosse, Wis.	2	2		· 2	~		, 2
, •	Pike County, Ala.		ı	•				0 (
,	Wilcox County, Ala.	1			.1			0
1		1	i		1			0 •
7	Chicago, Ill.	; ,	t					
5 ,								
	TOTALS	31	15	•	7	7	m	·41 🐇

TABLE 23 ... LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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			ış	Consultani	Consultants Provided	Representatives	atives	• \	No. of Pro-
:		Training by COP	I- by COP	to COP		on COP Counci	uncil	No. of Pro-	grams With
		No. of Programs	.No. Trained	No. of Programs	No. Of Consultants	No. Of Programs	No. of Council	grams Contri- buting Cash	Common Work Performance
	Projects	Linked	, ·	Linked	Provided	Linked	Members	10 CUP	Descriptions
	Nashville, Tenn.	-	12	1	١.	_	-		ŧ
	Sacramento, Calif.	വ	,34	0	1	4	` . ဖ	1	ம
	Chipley, Fla.	4	80	က္	30	ლ	20		ر د
,	Rochester; N.Y.	80	98	0	•	٠.	9	_	∞
	Martinsburg, W.Va.	2	29	4	6	· რ	.> ∞,		ŧ
	Jackson, Ky.	0		0	•	0	1	:	:
	•	0		0	:	0	, at		
67	Des Moines, Iowa	4	19	0	ı	4	4	2	2
	,—	0	:	0	ı	0			:
,	-	က	13	_	_	4	14	က	
	Monticello, Utah	က	84	,	QN	ო	, QN	,	თ
	Anchorage, Alaska	1 1 1 1 1 1			NO DATÀ-	1 1 1 1 1 1 1 1 1			
	Durham, N.C.	har	10	_	7	m		1	ı
,	Hardin, Montana		,		NO DATA-		: : : : : : : : : : : : : : : : : : : :		: : : : : : : : : : : : : : : : : : : :
	Jackson, Miss.	8	88	_			, QN		7
	Jacksonville, Fla.	4	95	4	23	4	10	•	4
	Washington, D.C.	ന	105	0	1	.ო	4		'n
	Louisville, Ky.*	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!		1, 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	NO DATA-		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	Lillington, N.C.	0	1	0	•	_	m	. 1	_
	Smethport, Pa.	2	න ,	0		0	1		ı
	Birmingham, Ala.	. 2	· 4	. 7	9	2	20		:
	Miami, Fla.	m i	Q	2	Q	m	QN	က	es
	Marksville, La.	t	<u>8</u>	0			27		
	Kansas City, Mo.	ഹ	52	0		0	ı		က

*Possible data error.

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - As of March 1, 1975)

	Training by COP	by C0P	Consultant to COP	Consultants Provided to COP	Representatives on COP Council	itives ncil	No. of Pro-	No. of Pro- grams With
Projects	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members	grams Contri- buting Cash To COP	Common Work Performance Descriptions
Asheville, N.C.	ည	25	0	1	3			5
Baltimore, Maryland	2	QN N	_	2	W	NON	2	
Pikeville, Ky.	က	92	~ ,	ო	က	[[m
Tampa, Flà.	, D	26	0	•	ო	ູ	•	7
Saginaw, Mi.	വ	14	0	1	0	Ĩ		4
Lacrosse, Wis.	က	41	ო	14	ო	∞	•	m
Pike County, Ala.	2	88	_	4	0	1	_	2
Wilcox County, Ala.	2	27	2	4	2	гc	1	^
Macon County, Ala.	ო	39	.თ		m	4		ז ני
, Chicago, Ill.	0	1	ე	ا ا ا ^ل ادو ا	. m	14	1	
TOTALS	89	1,044	32	102	17	192	17	76

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LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Education Funded - As of March 1, 4975)

	カンブニラー こうこうさいカファン		1010				
. ,		No. of Programs Used As		No. of Programs Confributing	No. of Programs Contributing	No. of Programs Providing Other	Total Number of Programs Linked With
, .	Projects	Recruiting Source	Evaluation Services	ransporta- tion Services	Space a Utilities	Linkages	₹ C0P
	Nashville, Tenn.	-9 t	r ,		ונג	, 1	ന ഹ
	Sacramento, Calif.	ဂ က	ი ო	1 1	, ,	· ·	4 .0
	Rochester, N.Y.	, α ι	œ .	1	ی ب ا ا	1 1	∞
	Martinsb	ភ	F 1		1 1	1	
16	Scranton Pa	• ,		ı·	1	ì	0 t
17	Des Moines	2	1	•		1 1	ດ ©
8	•		1 =	ı i	١ ٥	, 1 1	o, 4
	Winston-Sale	,	- ~		J 1		က
•	~[1 1 1 1 1 1 1 1 1	. !	DATA	1	* 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Anchorage, Alaska,.	,	,	1	_	ı	က
	Hardin, Montana		111111111111111111111111111111111111111	DATA	1		
<i>.</i> •			! <	- 3 (- 1	14
•	Jacksonville, Fla.	4 ŵ	3- 1	ı (V	- ı	1	m
	Louisville, Kv.			NO DATA		16555555555	
•	•	1	1	1	•	1 1	- 0
٠.	Smethport, Pa.		1 1			. 1	
	Birmingham, Ala.	'n		1	2	ı	4,
•	/	, ,		/•	,- -	1	- u
•	Kansas City, Mo.	-1	2	ı	1 -	1	n
٠	/ 				•		

LINKAGES WITH EDUCATION PROGRAMS OPFRATING IN SCHOOL SYSTEMS

, ,	(Education Funded - As of March 1, 1975)	is of March 1,	. 1975)	ý		,	
	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
179	Ashevi Baltin Pikevi Sagina Sagina Lacros Pike (Wilcox Macon Chicago	. ro ro u 1 4 u o o 1 1 i	132 132 1	i i m i i m i i i i i	wraw-		ი ► ოფ.ღ ო ∪ თ ფ.
a	TOTALS		50	. , 6	40	E	106

TABLE 24 LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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	Training by COP	. bv C0P	Consultant to COP	Consultants Provided to COP	Representatives on COP Council	atives uncil	No. of Pro-	No. of Pro- grams With
Projects	No. of Programs Linked	No. Trained	No. of Programs	No. of Consultants Provided	No. of Programs Linked	No. of Council Members	grams Contri- buting Cash To COP	Common Work Performance Description
F	0	0	0		2	2	-	D.
Sacramento, Callt. Chiplev. Fla.	0		- 0		0	' '.	ı ı	I I
Rochester, N.Y.	• ~ •	. 58	— (2	, — <u>r</u>	r		8
Martinsburg, W.Va. Jackson, Kv.	m 0	οı ,	- 0		- 0	- 0	و	1 1
. 10			Q	1.	, ,	1	a. 1 1	1 .
Des Moines, Iowa	, c		, ,	I	C	- ,	,. 1	- 1
Cheyenne, Wyoming Winston-Salem, N.C.	o <u>;</u>	25	0	s I L	o - -	. ~	i i	, 1 "Î
Monticello, Utah	ر ما	84	m		2	S S	, 4	4
Anchorage, Alaska Durham, N.C.	0		0		4	· *	t	
	0		0	NO DATA	0		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
,	0	i 	0	!	0 (Laga	1	1
Washington, D.C.	0	1 1 1	0	NODĀTA	ń			I 1, I' !
Lillington, N.C.		1	0			1	, ì	7 1
Smethport, Pa.	0	1				í	ir	1 3
Birmingnam, Ala. Miami, Fla.		i i		ine i E	50	1 1	– t	1 1
Vill V	0	i.	·,	1	Q	1		
Kansas City, Mo.	0	1	0	· .	o	1		· •
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*Possible data error.

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LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

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

	Traile Squice outside Education - As Oi rigicii i	Eddea CIOII -	אז טו הומור	11 1 2 1 2 / 3 /						
•		Training by COP	by COP	Consultant to COP	Consultants Provided to COP	Representatives on COP Council	tives ncil	No. of Pro-	No. of Programs With	,
	Projects	No. of Programs Linked	No. Trained	No. of Programs Linked	No. of Consultants Provided	No. of Programs Linked	No. of Council Members	grams Contri- buting Cash To COP	Common Work Performance Descriptions	
.172	Asheville, N.C. Baltimore, Maryland Pikeville, Ky. Tampa, Flå. Saginaw, Mi. Lacrossé, Wis. Pike County, Ala. Wilcox County, Ala. Macon County, Ala.	000000	. 15 	000000000	111101111	ਔ•000000⊢ <u>«</u>	w		\$ I C I C Z I I C	.4
	TOTALS	22	238	9	4	17	23		<u>\(\) \(\) \(\) \(\)</u>	

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

Fund Source Outside Education - As of March 1, 1975)	No. of No. of No. of No. of Total Programs Programs Programs Number of Programs Number of Programs Ontributing Contributing Contributing Providing Prosprams Programs Programs Proprams Proprams Projects Space & Other Linked With Source Services tion Services Of COP	Tenn. Calif. a. N.Y. yowing em, N.C. Utah Alaska Liana Ss. C. Ry. Ky. Ky. Ky. Ky. La. Ala.	
(Fund Source Ou	Projects	Nashville, Tenn. Sacramento, Cali Chipley, Fla. Rochester, N.Y. Martinsburg, W.J. Jackson, Ky. Scranton, Pa. Scranton, Pa. Cheyenne, Wyomin Winston-Salem, P. Anchorage, Alasi Durham, N.C. Hardin, Montana Jackson, Miss. Jacksonville, F. Washington, D.C. Louisville, F. Washington, D.C. Lillington, N.C. Smethport, Pa. Birmingham, Ala	

LINKAGES WITH EDUCATION PROGRAMS OPERATING IN SCHOOL SYSTEMS

(Fund Source Outside Education - As of		מער בתחיקה ביות ביות ביות ביות ביות ביות ביות ביות	
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	Count County Outside Education	- 7	

•							
		No. of Programs Used, As Recruiting	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
	rrojects	Jour Ce		^			,
•	Asheville, N.C.	ស	1	. 1.	/		សឲ
• .	Baltimore, Maryland	•	.1		- 1	/ i .	> -
,	Pikeville, Ky.	, —		1.	1	/ .ı	- #
•	Tampa, Fla.	1	1 .	• , • / / .	1 -	1	
•	Saginaw, Mi.	,	, (. /	— c	ļ	, ,
•	Lacrosse, Wis.	. 2	7.	\(\cdot \cd	7	1	ı C
,	Pike County, Ala.	1	· .	· •		•	o
•	Wilcox County, Ala.	, ,	1	1		ı	o c
17		r	1	<u>'</u>	/ i		
	Chicago, Ill.	1	1	1 .	1	1 /	
3		•					
}	. TOTALS	19	6	4		/· ·	30
		~					/

DETAILED PARTICIPANT ANALYSIS

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

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

PROJECT NO: 2122

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

	,					ETHNIC GROUP	GROUP			,
AGE GROUP	TOTAL	S.SEX		Black	Chicano	Puerto	American	White	Other/	
•		Σ	ţ,	(1)	(2)	Rican	Indian	(2)	Undefined	
,	,		1			(3)	(4)		(9)	
			-							
19-24	7	/	. , /	,	•		7	0		
25-34	5	1	1				ے.	0		
35-44	8	17	_				90	0		•
45-59	/	1 /	0				/	0		
60 £ Over	0		1		4		1	1	,	
Age not reported	0	1	1				١	1,		
TOTAL	9/	1/3	3				9/	0		
									4	

Ì												•
	/W/	MENT			Undefined	7	\ \	000		1	١	9/
	NUMBER RECRUITED, FROM,	AND SOURCE OF RECRUITMENT		(e)	Outside	0	0	0	0	1	1	
	BER REC	SOURCE (System	(2)	Other	0	0	0	0		1	0
	MUM	AND	School System	(1)	Title I	0	0	0	0	1	í	0
		(1)	NO.	COMMUNITY	RESIDENTS	સ	3	X	,	1	1	9/
		(1)	₹2	CONSIDERED	HIGH RISK	.0	0	0	0	j	1	0
		(0)	NO. HOL BIGH	SCHOOL	GRADUATES	0	0	0	0 `	1	1	0,
		ĵ	.0N	1,019	INCOME	2	\$	8	/	-		9/
			TERANS	(2)	Other	0	0	0	. 0	1	ı	0
			NO. OF TETERANS	(1)	· Vietnam	0	0	0	0	1	١	0
•			,	TOTAL		7	R	8		0	0	9/
	97			AGE GROUP		19-24	25-34	35-44	45-59	3 60 € Over	Age not reported	TOTAL

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

D NOT CONTINUING PROÜECT NO: 2122

REPORT NO. I.GRAND TOTAL ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Confinued)

					REASON FOR NOT CONTINUING				
		BECOME FUL STUDENT	BECOME FULL-TIME STUDENT						
		Ê	(2)	(3)	(4)	(5)	(6) thru (18)	(19)	(20)
AGE GROUP	TOTAL	TEACHER	TEACHER OTHER EDUC	FULL-TIME EMPLOYMENT	FULL-TIME EMPLOYMENT	LACK OF LEA	PERSONAL	OTHER	REASONS
		CORP	PROGRAMS	IN EDUCATION	IN NON-EDUCATION FIELD	FUNDS	, REASONS		UNKNOMN
19-24	2	3	1	1	ı	-1	1	ı°	1
25-34.	3						\		2
35-44	20	4	/				7		/
45-59	/		-						
60 & Over ←)				•				
Age not reported	1								
TOTAL	9/	2	~	0		0	3	0	3

							-	, HOURS	HOURS OF CREDIT
						!		EARNED PI	EARNED PRIOR TO C.O.P.
•	•	TOTAL HOU	TOTAL HOURS ACCUMULATED	MEDIAN HO	MEDIAN HOURS ACCUMULATED WHILE IN COP	HOURS OF	HOURS OF CREDIT ACCUMULATED PRIOR TO COP	AND API	AND APPLICABLE TO
מויסמט בטיר								THE	THE PROCKAM
. AGE SKOOP	Jedral -	SEMESTER	EQUIV.SEMESTER SEMESTER	SEMESTER	EQUIV.SEMESTER	SEMESTER	EQUIV. SEMESTER	SEMESTER	SEMESTER EQUIV.SEMESTER
6		HOURS	HOURS	HOURE	HÖURS	HOURS	HOURS	HOURS	HOURS
19-24	ンプ		5/		25			2	2000
29-34	ß		221		89		85		,
35-44	8		439	,	48 1/2		. 19		
45-59			27	,	NA.	ì	0		
60 & Over	0								•
Age not reported	,O			, *					
" · C TOTAL .	91/		738		42		.23/	(1)	AID.
	3.0								71.

REPORT ON CONTINUING PARTICIPANTS

PROJECT NO: 2122

REPORT NO. 1 GRAND TOTAL .: ALL CONTINUING PARTICIPANTS

						ETHNIC	GROUP				
AGE GROUP	TOTAL	* SEX		Black	Chicano	Puerto	American	White	Other/		
		Æ	ម	3	(5)	Rican	Indian	(2)	Undefined	•	
						(3)	(3) (4) (6)		(9)	7	
					,					,	
19-24	ત	0	Ŋ		•		2	0			
25-34	28	23	لام				2.7	,			
35-44	(3	8	1				/3	. 0	J.	1	, é
45-59	#	2	4				3	. /		•	المقا
60 & Over	.0.	-					1	1		, I	36
Age not reported	0	i	1				1	١		_	•
TOTAL	47	33	14				. 45	7	,		-
	-						***************************************				
					-						•

1				`	•						٠,
					**	,				-	
/WO	TMENT		-	Other Queside Undefined	7	28	/3	4	-	ŀ	47
NUMBER RECRUITED FROM/	AND SOURCE OF RECRUITMENT		3/2	-Queside	0	0	0	0	1	١	0
ABER REC	SOURCE	School System	(2)		0	0	0	0	١	1	0
DN	AND	School	(1)	Title I	0	0	0	0	-	}.	0
	. (T)	NQ.	COMMUNITY	RESIDENTS	7	. 87	13	77	ţ	ŕ	47
	e	NO.	CONSIDERED	HIGH RISK	0	0	0	0	}	١	Q.
	æ	NO. LOW	INCOME		7	872	81	ħ	-	1	Lh
1.		NO. OF VETERANS	. (2)	OTHER	0	0	1.	O **	3	ı	. 1
	•	NO. OF	(1)	VIETNAM	0	0	0	0	1	1	0
		TOTAL			7	28	/3	. #	- 0	0	1.7
		AGE GROUP		, , , , , , , , , , , , , , , , , , ,	19-24	25-34	35-44	45-59	60 & over	Age not reported	TOTAL

	·	NUMBER OF 1	NUMBER OF HOURS ACCUMULATED	MEDIAN NO. OF HRS AC-	F HRS AC-	NO. OF HOURS PRACTICUM	
•	TOTAL	WHIL.	WHILE IN COP	CUMULATED WHILE IN COP	ILE IN COP	CREDIT WHILE IN COP NO. PRESENTLY ENROLLED	OLLED
		SEMESTER	EQUIV.SEMESTER ;	SEMESTER EQU	SEMESTER EQUIV.SEMESTER	SEMESTER EQUIV. SEMESTER IN 2-YR. INSTITUTIONS	LONS
,		HRS.	HRS.	HRS.	HRS.	HRS. OF HIGHER EDUCATION	- NO
19-24	સ		5.8	•	29		
25-34	.28		2066		177	2066	
35-44	/3		1 666		73	993	<u> </u>
45-59	#		107	-	127	0 107	
60'& over	9.		******		1		_
Age not reported	0		1	, , ,	1		,
C. TOTAL	47		3758		77	35/8	

PROJECT NO:2122

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 1 GRAND TOTAL: JACL CONTINUING PARTICIPANTS

(Continued)

f					,	MEDIAN N	MEDIAN NO.OF HRS.			HRS.OF CI	HRS.OF CREDIT EARNED
			•	NO. OF HOURS	IOURS	CURRENTLY BEING	Y BEING	HOURS OF CREDIT	CREDIT	PRIOR TO	PRIOR TO COP AND AP-
GIVAU AUG	Temore	NO PRESENTLY FUROILED	NO. OF	CURRENTLY	VTLY.	EARNED DURING	URING	ACCUMULATED	GED GED	PLICABLE TO COP	TO COP
10000 100		NOTALITICAL NATURAL ON NATURA ON NATU		ENROLLED	_ 	RELEASE TIME	TIME	PRIOR TO COP .	· doo ·	PROGRAM	
	-	OE UTCHED EDITONATION	GRADIIATES		EOUIV.		EQUIV.		EQUIV.		EQUIV.
,		TOTAL WILLIAM TO		SEMESTER	SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER
•		,		, HRS.	HRS.	HRS.	HRS.	HRS.	HRS.	Ħ.	HRS.
	*	,			8/		8/		00		ND
19-24	4	4			9		220		6111		J.V
25,24	20	2.8			270		0/7		3		
FC - C7					121	. ,	/1/		787		Q V
-35-44	13.	,					1		Ś		(F
45-59	# .	* ;			30		30		101		30
60 c over	0	0			·						34
Age not reported	0	0.		-					*		70
TOTAL	47	L# .			439		454		203		MU
								41.5	,	,	

•					AREA OF SPECIALIZATION	ALIZATI	NC		•	
,	~	ĵ	(2)	(3)	y (4)	(2)	(9)	(7)	(8)	(6)
AGE GROUP	TOTAL	SPECIAL		BI-LINGUAL	BI-LINGUAL EARLY CHILDHOOD		PHYSICAL	PHYSICAL VQCATIONAL GENERAL	GENERAL -	
		EDUCATION READ	READING	ING DUCATION	EDUCATION	MEDIA	EDUCATION	EDUCATION EDUCATION ELEM. EDUC.	ELEM. EDUC.	OTHER
19-24	2								1	
25-34	28	•		,						
35-44	./3	-					. v			
. 45~59	#			~					٠,٠	
60 & over	0			•				,	7	
Age not reported	0			,				,		
TOTAL	62	Q N	QN	UN	02	UV	92	C	25	0 N

PROJECT NO: 2122

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

TOTAL BUT NOT IN EDUCA 2 2 2 6 0 0	NOIL	PERSONAL REASONS	2 Yrs.	4 Yrs.	2 Yrs. (hh Deg)		GRADUATES 0
	-			12121			10101
				2121	* 0	-	0101
				- 2-	* 0		101
				- 2	0		0 1
				}	1	-	3 1
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		·	1				1
,		0	·	7	, 0		0
•							
		AREA OF SI	PECTAL 1984	TON			
	75,				***		
(1)						(8)	(6)
SPECIAL		ជ 	ОНООВ	PHYSICI	_	GENERAL	•
-	Ŋ,					ELEN. FDIIC.	CAHER
			t	1_	+		11.11.
TOTAL	(1) SPECIAL EDUCATION RE	(2) READING	(2) (3) BI-LINGUAL E READING EDUCATION	(2) (3) BI-LINGUAL E READING EDUCATION	(2) (3) (4) (5) READING EDUCATION MEDIA	(2) (3) (4) (5) (7) (7) (7) (7) (8) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	(2) (3) (4) (7) (7) (7) (7) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7

GRADUATE REPORT NO. 1

PROJECT NO: 2122

GRAND TOTAL: GRADUATED PARTICIPANTS

	•		•			ETHNIC GROUP	GROUP			
AGE GROUP	TOTAL	SEX		Black	Chicano	Puerto	American	White	Other/	
	·	Σ.	Ľ.,	3	(2)	Rican (3)	Indian (4)			,
	,		,							
19-24	0		0	•			j	١		
25-34	7	_	F				,	-		
35-44	0		0				1			
45-59	7	7	0		,			-		
60 & Over 6	0		ı	Λ,			1			
Age-not reported	0		1		P		1	l		
TOTAL	77	3					7	2		•

AGE GROUP TOTAL (1) (2) INCOME HIGH RISK RESIDENTS (1) (2) (3) (1) (2) (3) (4) (4) (5) (4) (6) (6) (6) (6) (6) (6) (6) (6) (6) (6		,			(1)	(1)	(1)	Ñ	ABER REC	NUMBER RECRUITED FROM	OM/	NO. OF HOURS	HOURS
TOTAL (1) (2) INCOME HIGH RISK RESIDENTS (1) (1) (2) (1) (2) (1) (2) (1) (2) (1) (2) (1) (2) (1) (2) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4		,			ON	ON:	NO.	AND	SOURCE (OF RECRUI	TMENT	ACCUMUE	ACCUMULATED FOR
TOTAL (1) (2) INCOME HIGH RISK RESIDENTS (1) 2 0 2 0 2 0 2 0 2 0 2 0 2 0 0 2 0 0 0 0		•	NO, OF VE	TERANS	LOW	CONSIDERED	COMMUNITY	School	System	,		PRACTIC	PRACTICUM WHILE
Vietnam Other 2	AGE GROUP	TOTAL	E.	(2)	INCOME	HIGH RISK	RESIDENTS	(1)	(2)	(3)		NI .	IN C.O.P.
		,	Vietnam	Other				Title I	Other	Outside	Undefinéd	ŝ	E.S.H.
	19-24	0	j	1	1	ſ	,	,	1	1	1		
	. 25-34	2	0	0	7	0	7	0	0	0	7		
	35-44	0	1	1	1	١	,	,	,	1	١		
0 0	45-59	2	0	0	7	9	7	0	0	0	7		
0 0 7	60 c Over	. 0	1	ı	1	ı	1	,	1	,	1		
TOLIVE A C C C C C C C C C C C C C C C C C C	Age not reported	0	1	1	1	-	1	,	1	,	1		
	TOTAL	7	0	0	77	0	#	0	0	0	#		

PROJECT NO.: 1778

GENERAL PROJECT OVERVIEW Report As Of March 1, 1975

There have been /0/ 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:
participants graduated
have neither graduated nor remained in the program
To date, 35 participants have graduated and of this number,
baccalaureate degrees.
Within the school system, // graduates have been employed in
low-income schools and ograduates have been employed in other
than low, income schools. There have been graduates who
have pursued higher education, // graduates who have been
employed within other school systems, and o who are employed
in non-teaching roles. Of the graduates not included in
the above statistics; 2. are not employed for personal reasons,
and # 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 ethni	c group ofO _was not recorded
3	_were considered hi-risk participants when
	enrolled in the program
24	_possessed low-income backgrounds
	_were males .
25.	_were*females
	were veterans

Further, of the graduates



PROJECT NO.: 1778.

While enrolled in the program, these participants earned a total of <u>3/05</u> [semester/quarter] hours of university credits. The median hours of credit received was <u>92</u> [semester/quarter] credit hours.



PROJECT NO.: 1778

REPORT ON PARTICIPANTS PRESENTLY

ENROLLED IN COP

Report as of March 1, 1975

· •	
As of this date, there are $3a$ individuals presently enr	olled
in GOP. These individuals are employed in a total of 9	_\$
schools and educational settings in the project locations.	In
total, there arefour-year institutions of higher ed	lucation
andtwo-year institutions of higher education partic	ipating
in the program and being attended by these participants cont	inuing
in the program. There are	our-year
insititutions of higher education and participants a	ttending
two-year institutions of higher education.	,
	· ************************************
A profile of the participants presently enrolled in COP is p	resented
as follows:	•
-b are black	.^.`
O are American Indian	,
O are Chicano	·,
O are Puerto Rican	
O are of an ethnic group other than the above	
The ethnic group of was not reported	✓
7 males	•
23 are females.	
are, between 19 and 24 years of age	* ***
16 are between 25 and 34 years of age	

	between 35 and 44 years of	age
)	between 45 and 59 years of	
o_are	60 years of age or older	•
The age of	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.

earned a total of <u>2956</u> (quarter/semester) hours of college/
university credit while enrolled in the program. Of these credit
hours, <u>180</u> are credit hours earned for practicum: The median
hours of credit received to date is <u>15</u> (quarter/semester)
credit hours.

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

26 participants by September 1975

2 additional participants by February 1976

2 additional participants by September 1976

PROJECT NO.: '1778

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.

PROJECT: Jackson, Ky.
PROJECT NO.: 1778

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 10/ 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:
left to become full-time students
opportunity in education
6 left to take advantage of full-time employment
in areas other than education
their employment
A further breakdown of those leaving for personal measons reveal:

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

PROJECT: Jackson, Ky.
PROJECT NO. 1778

•	
	# stated "health problems" of themselves or those
•	dependent upon them
*	
•	
, ,	
•	
• •	6 for reasons associated with scholastic achievement
•	
•	
•	immediate needs
, .	
• .	
A profil	e of the individuals who left the program prior to a com-
pletion	level is as follows:
•	
	36 were white
	were American Indian

were Puerto Rican
were of an ethnic group other than the above.
. The ethnic group ofO was not reported
28 were females
were between 19 and 24 years of age
B were between 25 and 34 years of age
were between 45 and 59 years of age
The age of 23 individuals was not reported
were considered "hi-risk" participants
when enrolled in the program,
· 28 possessed low income backgrounds
Further, were veterans
Of the .36 who left the program prior to a completion level,
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:



PROJECT: Jackson, Ky.
PROJECT NO. 1778

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
earned 80 or more quarter credit hours
of the remaining individuals, there is no information available
as to credit hours earned by <u>o</u> 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 souce of recuritment of 3/ participants is unknown and
participants were recruited from outside of the school system.

PROJECT NO: 1778

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

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

	•	•			* ETHINIC		. ~		
AGE GROUP	TOTAL	SEX		Chicano	Chicano Puerto America	13	Muite	Other/	
		Σ.		(1.) (2)	Rican		(2)	⊋	
•		-	•		(3)	(4)		(9)	
		ŀ						-	
19-24	7		٠,		•	•	4		
25-34	200	7	ا			/	\$		-
35-44	K	1"				,	3		
45-59									
60 & Over							•	(
Age not reported	23	, 5	Or.				23		•
TOTAL	36	8 2	8				36	,	

	* L	٠ ب	٠						_	
			_ :	٠,		٠,	v	_	$\left[\cdot \right]$	
IMENT	•	Undefined	2	, 5	7			23	31	
OF RECRUIT		(e) Outside	•	2		,	•		7	
SOURCE	ystem	(2). Other							ò	
AND S	School S	(1) Title I	,	/	7				3	
, (1)	NO.	COMMUNITY	2	В	,			23	36	
(H)		CONSIDERED HIGH RISK		. 7	٠ ٦			0	2	
(0)	NO. NOT HIGH	GRADGATES		/	,	7	;			
- -	NO.	LCW	7.	. 7	7			27	28	
•	TERAIS	other			١.				0	
٠	11.	Vietnam	0	3	0			/	$\dot{\tau}$)
		# 11 m	2	8	40			23	36	+
		AGE SROUP	19-24	25- 34	35-44	45-59	60 t Over	Age not reported	TOTAL	
	(9) (1)	JF :ETERANS NO. (9) FIGH (1) . (1) NO. Sch	1. J. TETERAUS NO. (Q) HIGH NO. (1). (1) Sch NO. (Q) HIGH NO. (Q) LOW SCHOOL CONSIDERED COMMUNITY (1) (1) CONSIDERED COMMUNITY (1) (1) LOWE GRADUATES HIGH RISK RESIDENTS TIET	E SROUF LIE VIÉTRAM OLÂS GRADUATES HIGH RISK RESIDENTS TILLE I Other Outside	THE SECUE. 1. If THE FRANCE OF RECRUIT (1) AND SOURCE OF RECRUIT (1) School System (1) (2) (e) AND SOURCE OF RECRUIT (1) AND SOURCE OF RECRUIT (1) (2) (e) AND SOURCE OF AND SOURCE O	THE SECURITY (1) AND SOURCE OF RECRUIT (1) AND SOURCE OF RECRUIT (1) AND SOURCE OF RECRUIT (1) SCHOOL SYSTEM (1) (2) (e) SCHOOL SYSTEM (1) (e)	## SECURITY 10 10 10 10 10 10 10 1	E SROUF THE NO. 189, HO. 189, HIGH RISK RESIDENTS TITLE I OTHER OUTSIDENTS TO SCHOOL System (1) (2) (6) (6) (7) (1) (1) (1) (1) (1) (2) (6) (1) (1) (2) (1) (2) (1) (2) (1) (2) (1) (2) (1) (2) (2) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	E SROUF JF TETERAUS NO. 189, RIGH NO. 101 AND SOURCE OF RECRUI NO. 102 AND SOURCE OF RECRUI NO. 104 AND SOURCE OF RECRUI (1) (2) (2) (3) AND SOURCE OF RECRUI (1) (2) (3) (4) AND SOURCE OF RECRUI (1) (2) AND SOURCE OF RECRUI (1) (2) AND SOURCE OF RECRUI (1) AND SOURCE OF RECRUI (1) (2) AND SOURCE OF RECRUI (1) AND SOURCE OF RECRUIT (1) AND	E SROUF JF TETERAUS NO. 189, RIGH NO. 101 AND SOURCE OF RECRUI NO. 102 ETERAUS LGW 6SCHOOL SYSTEM (1) (2) (2) (2) (2) ETERAUS LGW 6RADGATES HIGH RISK RESIDENTS TITLE I Other Outside S 3 O. 2

PROJECT NO: 1778

REPORT ON PARTICIPANIS NOI GRADUATED AND NOT CONTINUING

REPORT NO. I GRAND TOTAL ALL PARTICIFANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

					REASON FOR NOT CONTINUING	,			
		: ANOUSE :	ANTER THAT AND CAR						
0		TNEGDES	L.Y.				,	•	
		(E)	(2)	(3)	(4)	<u>(i)</u>	(6) thru (18)	(19)	(00)
ajiOao ao a	TOTAL	TEACHER	TEACHER CTHER EDUC	FULL-TIME EMPLOYMENT	TUENTO THE TANGET	LACK OF LEA	PERSONAL	OTHER	REASONS
JOONE TEN		CORP	PROGRAMS	IN EDUCATION	IN NON-EDUCATION FIELD	* FUNDS	REASONS	•	UNKNOMN
. P. −61	2.	•	,			,	2	,	,
	200						9		
25-34	×						,	•	
15-44	m		•				3		
45-59					•		•		
								,	
No work	13				3		15	.2	/
שלבי ווטר בפטטי רפני	3.6	0		0	9	0	26	7	
			1						
					•			•	•

HOURS OF CREDIT
EARNED PRIOR TO C.O.P.
AND APPLICABLE TO
THE PROGRAM
SEMESTER | FOULV.SEMESTER

HOURS OF CREDIT ACCUMULATED PRIOR TO COP

MEDIAL WHURS ACCUMULATED

TOTAL BODRS ACCOMULATED APTIE TO COM

WHILE, IN COP

EQUIV. SEMFSTER

HOURS

SEMESTER HOURS 20

EQUIV. SEMESTER

SEMESTER

* AGE GROUP

19-24 25-34 35-44

41:12

364

HOURS -

154

231

342

60 & Over Age not reported

45-59

TOTAL

REPORT ON CONTINUING PARTICIPANTS

REPORT NO, 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

	-												
		,		_		ETHNIC GROUP	. aux			_		•	•
•	AGE GROUP.	TOTAL	SEX	ВТАСК	Chicano	Puerto A	ue	White	Other/			,	٢
		,	Œ	E .	(2)	Rican Ir	Indian (4)	(2)	Undefined (6)	Je d)	
•		,						, ,] 				
	19-24	0/	•	1			1	3		ţ	•		
	. 25-34	9/	1 9	0		-	-	16		†	٠,		
	35-44	#	0	7				*		+			
	45-59 °	0	-								9	•	
	60. E. Over	0	2							†		,	•
`	Age not reported	0		-						t	•	•	
	TOTAL	30.	7 2	23	,	•		30		-		<u> </u>	
•"							 .						
سر													
•	~ ·						- -		NUMB	ER RECI	NUMBER RECRUITED FROM/	/wo	
	•	/			a	ĵ	a		AND S	CURCE	AND SOURCE OF RECRUITMENT	TMENT	_
i	AGE GROUP	TOTAL	NO.	NO. OF VETERAKS	NO. LOW	NC	Q	0,	School S	System			
5		٠.	E	(2)	INCOME	CONSIDERED	COMMUNITA		(1)	(2)	ි (නි	•	-
0			VIETNAM	A OTHER		HIGH RISK	RESIDENTS		Title I	Other	Outside	Undefined	
3	5 19-24	0/0	0.	0	oc.	7	10.		7	3	7	7	<u>.</u>
	25-34	9/	1	0.	/5/	3	9/		9	/	2	7	
	35-44	#	0	0	h	/ .	#	,	2				_
	45-59	0					•					•	_

		NUMBER OF	HOURS ACCUMULATED	NUMBER OF HOURS ACCURULATED . MEDIAN NO. OF HRS AC-	NG. OF HOURS PRACTICUM		
	TOTA	WHIL	WHILE IN COP	CUMULATED WHILE IN COP		NO. PRESENTLY ENROLLED	
٠		SEMESTER	EQUIV. SEMESTER	SEMESTUR EQUIV. SEMESTER	SEMESTER EQUIV. SEMESTER	IN 2-YR. INSTITUTIONS	
	••	HRS.	, HRS.	HRS. HRS.	HRS. HRS.	OF HIGHER EDUCATION	
19-24	0/	288		7/1511	09	0	•
25-34	9/	1572		108 /2	96	0	
35-44	77	. 397	•	116 1/2	2.4	0	
45-59	.0						
60 & over	0,	1		And the second s		-	•
Age not reported	a						
TOTAL	300	2956		51/	780	0)
					The state of the s		

PROJECT NO:1778

REPORT ON CONTINUING PARTICIPANTS

REPORT NO. 4 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

AGE GROUP TOTAL	rai		,				SECTION NOTICE	-			
-	FAL		•	SE JOI JC ON .	SK 10	CURRENTLY BEING	Y BEING	HOUR; OF CREDIT	CREDIT	PRICE TO	PRICE TO COP AND AP-
	!	NO. PRESENTLY ENROLLED	NO. OF	CURRENTLY	ITLY	EARNED DURING	URING	ACCUMULATED	TED .	PLICABLE TO COP	TO COP
•		TN A-VB INSTITUTIONS	PROJECTED	ENROLLED	G	RELEASE TIME	TIME	PRIOW TO COP	COP	PROGRAM	
		NOTIFICATION OF THE PROPERTY O	GRADITATES		EOUIV.		EQUIV.		EQUIV.	_	EQUIV.
		,		SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMFSTER	SEMESTER	SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER	SEMESTER
•	•			HRS.	HRS.	HRS.	HRS.	HRS.	HRS.	Ħ.	HRS.
0/		0/	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	7//		0		16/		(6/	
0/		2)		, , ,		,		27.7		676	,
5-34		9/		707		1		-		200	1
35-44	7.	4.		39		0		83		e x	
62-59	2						•				
SO cover 6 0	•									†	
Age not reported 0	7										
TOTAL	,	30		357		0		54/		140	

•	•		•	:	* AREA OF SPECIALIZATION	ALIZATI	NO			
		(1)	(2)	(₹)	(4)	(5)	(9)	(7)	(6)* (8)	(6)
AGE GROUP	TOTAL	SPECIAL		BI-LINGUAL	EARLY CHILDHOOD	,	N PHYSICAL		GENEPAL	•
		EDUCATION , READING	READING	EDUCATION	EDUCATION	MEDIA	EDUCATT "	EDUCA, 10N	EDUCA, ION ELEM. EDUC.	OTHER
19-24 -	. 0/								0/	
25-34	19/							/	5/	
35-44	4			٠	*	_			. 4	
45-59	0									
60 & over .	0	•		•				-		•
Age not reported	0	,			, , ,	,		- 3 -		•
TOTAL	30							/	29	

GRADUATE REPORT NO. 1

PROJECT NO: 1778

GRAND TOTAL: GRADUATED PARTICIPANTS

\$					ETHNIC	GROUP			
AGE GROUP	TOTAL	SEX	SEX Black	Chicano	•	American	White Other/	Other/	
•		X F	Э	(2)	Rican	Indian	(2)	Undefined	
					(3)	(4)		(9)	
					٠		•		
19-24	H	-				,	3		
25-34	. 22	41 8					22		
35-44	6	8 - 1					6		•
45-59	4	9					.2		
60 & Over	0								
Age not reported	0	,					•	•	
TOTAL	35	10 25					38		

	-					157		Vac daga	MODE CENTIFICE CECMINIC	/ MC	PAIN OF HOUSE	HOUSE
•		۰		3	7	(7)	2	PER ANGE	NOTIFIC EN	•	:	
		•		QN.	. ON	, NO.	AND	SOURCE	AND SOURCE OF RECRUITMENT	TMENT	ACCUMUI	ACCUMULATED FOR
	•	NO. OF VETER	TERANS	101	CONSIDERED	COMMUNITY	School	School System			PRACTIC	PRACTICUM WHILE
01000 and	TOTOT	Ê	N	TNCOME	HIGH RISK	RESIDENTS	(1)	(2)	(3)	•	NI	IN C.O.P.
30000		Vietnam	other		,		Title I	_	Outside	Other Outside Undefined	S.H.	E.S.H.
19-24	2	0	0	2	0	3	-		, /	-	77	
25-34	7.2.	9	0	71	3.	#/	//		7		132	
35-44	9		c	7,	0	6	9				89/	
45-59	2,4	0	0	7	0	٠ ٦	2				12	•
60 & Over	0	0	0							•		
Age not reported	o	O	٥							-		
TOTAL	35	7	0	77	3	.35	20		7		1264	

f										(
		TOTAL	,	MEDIAN				.(•,	•
í	,	NO. OF	HOURS	NO. OF HOUR	HOURS		•	. •		
,	,	ACCUMULATED	ATED	ACCUMULA	(TET)	,	EMPLOYME	EMPLOYMENT STATUS OF GRADUATES	GRADUATES :	•
		WHILE IN COP	N COP	IN COP	ď.		757		(5)	(2)
			EQUIV.	ļ .	EQUIV.	IN LOW	EMPLOYED IN SYSTEM		THILIM DE VOICE CONTRACTOR OF MANAGEMENT	EMPLOYED WITHIN
**		SEMESTER SEM.	_	SEMESTER SEM.	SEM.		BUT NOT IN		SAS TOCHOS GRIPO WE	TENCHING BOLFS
AGE GROUP	TOTAL	HR.	HR	· HR.	HR.	SCHOOLS	LOW INCOME SCHOOLS	EDUCATION	IN OTHER SCHOOL SIS. IEACHING NOES	TEACHTING NOTES
/ 19-24	3	611	,	121.65		,			, , , , , , , , , , , , , , , , , , ,	
25-34	22	2150	v	101 1/2		1/.			. 9	
35-44	8	969		16		•			ή, , ,	
45-59	2,	07:/		10					/	
60 g Over	0					•			,	
Age not reported	0			, ,			,	•		/
TOTAL	35	3105		42		• 11	•		12	,

PROJECT NO: 1778

GRADUATE REPORT NO.

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

· **			٠ ر	*	•			-			•	
(0)	NO. WHO WERE NOT	HIGH SCHOOL	GRADUATES			`	,					
(4)	NO. GRADUATED AT PARA-	PROFESSIONAL LEVEL .	2 Yrs. (Am Deg.)		3	ج ج				9		
-	NO. GRADUATED AT	TEACHER LEVEL	4 Yrs.	7	20	9	,			29		ATION
(3)	NO. GRAD		L									AREA OF SPECIALIZATION
TUS OF GRADUATE	· . (I)	NOT EMPLOYED FOR	FERSONAL REASONS	, /	1 .	•	*	4		2		AREA OF
THE THEMOTIALS	. (9)	KNOWN TO BE EMPLOYED	BUT NOT IN EDUCATION		3	/ •				#		•
	,	•	TAL	2	22	6	7	.0.	0	35		,
			500 S 3000 3	13-24	25-34	35-44	45-53	60 & Over	Age not reported	roth:		•

ELEM. EDUC GENERAL

VCCATIONAL EDUCATION

PHYSICIAL EDUCATION

MEDIA

(4) EARLY CHILDHOOD EDUCATION

> BI*LINGUAL EDUCATION

EDUCATION: *(1) SPECIAL

20

00

Age 'not reported

60 & Gver

TOTAL

AGE SROUP

13-24 35-44

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:
participants graduated
have neither graduated nor remained in the program
To date, 149 participants have graduated and of this number,
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 / 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 1/2 graduates not included in
the above statistics; are not employed for personal reasons,
and / graduates are known to be employed in non-education
occupations.

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A profile of the graduates is presented as follows:

· · · · · · · · · · · · · · · · · · ·	
are black`	
are white	
are American Indian	
are Chicano	•
Puerto Rican	
/ are of an ethnic group other than the ab	οv
The ethnic group of . O was not recorded	`a
/ were considered hi-risk participants whe	n
enrolled in the program	
149 possessed low-income backgrounds	.•
	•
were veterans	

Further, of the graduates

				-					
	3	_were	between	19	and	24	years	of	ąge
	5.1	_were	between	25	and	34	years	οf	age
•	51.	_were	between	3 5	and	44	years	ъf	agé
	40	_were	between	45	and	59	year s	of	age
<u>. • </u>	2	_were	60 years	s o	E age	e 0:	r olde	r	
.The	age c	of	2_indiv	viđ	uals	wa	s not	rep	orted



PROJECT NO.: 4198

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

#6 were recruited from other programs operating within the
educational system. The source of recruitment of 66 participants
is unknown and 6 participants were recruited from outside of
the school system.

PROJECT NO.: 4198

```	42	are	between 35 and 44 years of age
•	12-	are	between 45 and 59 years of age
· -	/	_are	60 years of age or older
The	age	of	

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.

Assuming that each of these participants aspires to recieve a baccalauraute 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:



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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.

### 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 parthcipants who have been enrolled in the plogram
171.	have left for one reason or another. A summary of the
	for leaving is as follows:
•	1 left to become full-time students
	O left to take advantage of full-time employment
<b>.</b>	opportunity in education
,	
,	in areas other than education
	O left due to lack of funds in the LEA to support
	their employment
, 	34 left for personal reasons

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

,	
•	
•	
•	dependent upon them
MAS IF	2 moved from this COP project location
	O due to language problems
The state of the s	O due to household financial problems
1 7	
,	married and chose not to continue
	for reasons associated with scholastic achievement
	/ were "needed at home"
,	2 required greater income to support their
	immediate needs
1	· · · · · for other personal reasons
A profi	le of the individuals who left the program prior to a com-
pletion	level is as follows:
	-/32 were black
	were American Indian
	1

//8 were Chicano
/ /B were Puerto Rican
were of an ethnic group other than the above.
The ethnic group of was not reported .
/ 28 were males
143 were females
were between 19 and 24 years of age
<u>56</u> were between 35 and 44 years of age
23 were between 45 and 59 years of age
The age of /3 individuals was not reported
/ /O were considered "hi-risk" participants
when enrolled in the program
Further, 3 were veterans
Of the who left the program prior to a completion level,
alency 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
earned less than 27 semester credit hours
earned less than 40 quarter credit hours
earned.less than 39 semester credit hours
earned less than 58 quarter credit hours
earned less than 80 quarter credit hours
earned 80 or more quarter credit hours
of the remaining individuals, there is no information available
as to credit hours earned byoindividuals.
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 souce of recuritment of 104 participants is unknown and
participants were recruited from outside of the school system.

PROJECT NO.: 4198

### VETERAN REPORT

There have beenveterans enrolled in the COP project
with _ O veterans currently enrolled.
A profile of the veterans currently enrolled in the program is
presented as follows:
are black
are white
O_are Chicano
O Puerto Rican /
are of an ethnic group other than the above.
The ethnic group of O was not reported
are females
o are between 19 and 24 years of age
are between 25 and 34 years of age
are 69 years of age or older
The age of O veterans was not reported
Of these veterans currently enrolled in the program, O
were considered high-risk participants when enrolled in the
program and o possessed low-income backgrounds.

PROJECT: Chicago, Ill.

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To date, the veterans currently enrolled in the COP project
have earned a total of o (quarter/semester) hours of
university credit. The median hours of credit received to
date is 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:
veterans by February 1976
veterans by September 1976
To date,
have received associate degrees and 4 have received
paccalaureate degrees. Of these veterans who have graduated,
have been employed within the school system in low-income
schools and o have been employed in other than low-income
schools. There have beenO veterans who have graduated and
are pursuing higher education, / who have been employed withi
other school systems, and O who are employed within school
systems in non-teaching roles
Of the graduates not included in the above statistics,

PROJECT: Chicago, Ill.

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A profile of the veterans who have graduated is presented as
follows:
are black
O are American Indian
2 are Puerto Rican
o are of an ethnic group other than the above
The ethnic group of o was not reported
3 are males
/ are females
o are between 19 and 24 years of age
O are between 25 and 34 years of age
2 are between 35 and 44 years of age
. O are 60 years of age or older
The age of o was not reported
. O were considered to be high risk participants when
enrolled in the program
# possessed low-income backgrounds
While enrolled in the COP project, the veterans who have graduated
have earned a total of $\frac{43}{}$ (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	atta	ining the	eir indicated level of formal training. A summary of
the	eir r	easons fo	or leaving is as follows:
	•	0	left to become full-time students
	* .	<u></u>	_left to take advantage of full-time employment
4		••	opportunity in education
			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
	•		left for personnal reasons
	•	0	left for other reasons
	•	2	_left for reasons unknown
			g for personal reasons, the following explanations
wei	re gi	ven:	stated "unavailability of child care"
		* .	due to pregnancy
	,		
•		<u> </u>	_stated "health problems" of themselves or those
			dependent upon them.
٠			_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
· v	were"needed at home" .
•	required greater income to support their im-
	mediate needs
	for other personal reasons
``	
A prof	ile of the veterans who left the program prior to a completion
level	is as follows:
	were black
	O were Chicano
1	O were of an ethnic group other than the above
•	The ethnic group of was not recorded
	3 were males
5	
	O were between 19 and 24 years of age
	/ were between 25 and 34 years of age
•	/ were between 35 and 44 years of age
	were between 45 and 59 years of age
· · · · · · · · · · · · · · · · · · ·	
· V.	The age of O was not reported

PROJECT: Chicago, Ill.

were considered "hi-risk" participants
when enrolled in the program
Of the who left the program prior to graduation or at-
tainment of their indicated completion level, ohad not
possessed a high school diploma on 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 thes
individuals is as follows:
earned less than 12 semester.credit hours.
earned less than 18 quarter credit hours
earned less than 40 quarter credit hours
earned less than 58 quarter credit hours
a earned less than 54 semester credit hours
earned less than 80 quarter credit hours
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 o individuals



PROJECT: Chicago, Ill PROJECT NO: 4198

GRADUATE REPORT NO. 1

# GRANA TOTAL: GRADUATED PARTICIPANTS

1						ETHNIC GROUP	GROUP			•
AGE GROUP	TOTAL	SEX	×	Black	Chicano	Puerto	American	White	Other/	
		Σ	면	Ē	(2)	Rican	Indian	(2)	• Undefined	•
,					,	(3)	(4)		(9)	
0.234	. 7		~	,	,					
-	1	7	h	7	, ,					
•	15	5	.97	39	M	6	0		0	
	51	ત	63	44	7	30	0	,	0	
	07	#	36	<u></u>	9	7	0			,
& Over	2	0	2	7	0 .	0	0		0	•
Me not reported	2			2	0	0	0		0	
TOTAL	67/	12/	131	02/	7/	71	0		\	

_				·	_	_					
OF HOURS	ACCUMULATED FOR	PRACTICUM WHILE	IN C.O.P.	E.S.H.		,			,	• •	·
NO. OF	ACCUMUL.	PRACTIC	N N	s. <i>H.</i> s	9.	100	16	. <i>†L</i>	7	. 7	280
OM/	TMENT		1	Undefined	.0	18	23	20	~ /	/	99
UMBER RECRUITED EROM,	AND SOURCE OF RECRUITMENT	,	(3)	Outside	0	. 0	0.	0	0	0	0
ABER RECF	SOURCE	School System	(-2)	Other	.\/~	61	9./	. · a/ ·	0	0	97
MU	AND	School	(1)	Title I	ત	//	7/	0/	/	_	37
(1)	NO.	COMMUNITY	RESIDENTS	,	E	51	15	04	7	4	67/
(1)	NO.	CONSIDERED	HIGH RISK		0	0	\	0	0	0	/
(1)	Š.	LOW	INCOME	,	3	51	75	40	7	7	671
	•	TERANS	(2)	other	0	0	/	,,	0	0	7
	,	NO. OF VETERA	(4)	Vietnam	0	0	,		0	0	7
			TOTAL	)	3	51	1,5	40	4	2	671
	. •		AGE GROUP		19-24	25-34	35-44	45-59	60 & Over	Age not reported	TOTAL
7	21	2 %	3	~	<b>\</b>	_			•	,	

			_			;	•	``	٠,	٠,	•		<b>,</b> 1
À	*		(2)	EMPLOYED WITHIN	SCHOOL SYS. IN MON-	TEACHING ROLES	7	6	<i>*</i>	/0	/* /	0	. 25
		F GRADUATES	, (2)	NIHIM GAVORNE GREEN SERVICES	MORN TO BE ENFEDIED	IN OTHER SCHOOL SYS.	. 0	,	7	S to sent .	0	0	3. house, "
		EMPLOYMENT STATUS OF GRADUATES			HIGHER	EDUCATION	0	. 0	/	0	0.	0	/
•		EMPLOYM	• (6)	EMPLOYED IN SYSTEM	BUT NOT IN	LOW INCOME SCHOOLS	0	/	7	0	/	0	#
•	,		1	IN LOW		SCHOOLS	7	37	39	74	0	2	#0/
	HOURS	TALLET	P	EQUIV.	SEM.	HR.							
MEDIAN	NG. OF H	ACCUMULA	IN COP	,	SEMESTER SEM.	HR.	120	07/			2/1 66	2/1:01	120
	OURS	9	d O	EQUIV.									
TOTAL	NO. OF H	ACCUMULATED	WHILE IN		SEMESTER SEM.	HR,	328	5590	6672	4647	159	205	16.406
				ė	,	TOTAL	6	15.	51	07	2	2	671
	•	,			•	AGE GROUP	19-24	25-34	35-44	45-59	· 60 & Over	Age not reported	TOTAL

PROJECT: Chicago, Ill.

PROJECT NO: 4198

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

(6)  KNOWN TO BE EMPLOYED  19-24  25-34  25-34  35-44  46  60 & Over  Age  Age  Age  Age  Age  Age  Age  A				MPLOYMEN	IT STATUS OF GRADUATE	(3)		(4)	, (0)
19-24   3   0   0   0   0   0   0   0   0   0		,		• (9)	(1)	NO. GRADUATED AT	ATED AT	NO. GRADUATED AT PARA- NO. WHO WERE NOT	- NO. WHO WERE NOT
19-24				KNOWN TO BE EMPLOYED	NOT EMPLOYED FOR	TEACHER	TEACHER LEVEL		HIGH SCHOOL
19-24 3 0 25-34 5/ 0 35-44 5/ 1 45-59 40 0 10 6 0 k Over 2 0 10 hge not reported 2 0	j	Rate Group	TOTAL	BUT NOT IN EDUCATION	PERSONAL REASONS	2 Yrs.	4 Yrs.		GRADUATES
$100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^{-35-34}$ $100^$	,   	9-24	٦	0	0		3	,	0
$\mathcal{N}$ 60 & Over $\mathcal{N}$ 60 \( \text{Age} \)	(0)	5-34	15	0	7	,	, 51	. 0	0
$\mathcal{N}$ 60 & Over $\mathcal{N}$ 60 & Over $\mathcal{N}$ 2 0 $\mathcal{N}$ 9 $\mathcal$	i	5-44	15	/	,		5.1	. 0	0
$\mathcal{N}$ 60 & Over $\mathcal{N}$ 2 0 $\mathcal{N}$ Mge not reported $\mathcal{N}$ 0 $\mathcal{N}$	4	29	40	. 0	7		. 07	0	
2		O & Over	7	0	. 0		2	Q	0
)	2	ge notareported	ત	. 0	0		2	Ġ.	,
		TOTAL	671	/	٠ ج		6/1	0	0

1	· ,			,	. AREA OF SPECIALIZATION	IZATION			· _	
•		(T)	(2)	(3)	(4)	(5)	(9)	(4)	(8)	(6)
AGE GROUP	TOTAL	SPECIAL	,	BI-LINGUAL	ជា		PHYSICIAL	VOCATIONAL	GENERAL	
٠		EDUCATION	READING	EDUCATION	EDUCATION	MEDIA	EDUCATION	EDUCATION	ELEM. EDUC.	CTHER
19-24 /	3	0	0.	0	,	0	0	0	2	0
25-34	51	0	0,	0	15	0	0	0	36	0
35-44	51	00,	0	6	/2/	0	0	0	37	0
45-59	94	0	0		2	0	0	0	35.	0
60 & Over	~		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	7//	0

PROJECT: chicago, Ill.

REPORT ON CONTINUING PARTICIPANTS

PROJECT NO: 4198

# REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

AGE GROUP TOTAL SEX	-   -	(2) ¢	o Fuerto American Wh Rican' Indian (	American			
,		(5)	Rican .		110	Other/	•
	-   -   -   -   -   -   -   -   -   -	-	3	Indian	(2)	Undefined	
*	-			(4)		(9)	
	77		1	,	,	í	•
	7	, , , , ,	-	7		Ì	
25-34 33 3	30 37	7	<i>†</i> :	-			
35-44 42 / 4	41 27	نح	0/			,	نى رە
45-59 . /5 0	15 / /3	2	-			•	
60 & Over . / 0 -	/ /	1	-		1	-	ŧ
Age not reported . 7 0	7	/	۰	,	. /.	•	•
5 801	48 77	. //	7/	٨	/	. 0	

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,		Γ		_		ŀ	1	_	_	<u>.</u>	Г	
/WOX	TMENT	-		* Undefined				,				
RUITED FF	OF RECRUI		<u>}</u>	Outside	0	0	20	0,	0	0	0	
BER RE	SOURCE	System	2	Other	N		13	7	0	-	34	
NUN	AND	School	(1)	Title I	n	1/7	6	K	_	7	30	
4	1)	NO.	COMMUNITY "	RESIDENTS	٠. ک	. 33	42	. 51	7	7	/03	
	a	NO.	CONSIDERED	HIGH RISK	0	0	15	0	0	,	7	
	a	NO. LOW	INCOME		کر	33	77	/2	,	6	50/	
•		VETERANS	(2)	OTHER	. 0 .	0	0	0	0	0	0.	
		NO. OF	(1)	VIETNAM	0	0	0	. 0	0	0	0	
_		TOTAL			٠ ک	33	42	15	/	7	/03	
	,,	AGE GROUP	:	£.	19-24	25–34	35-44	45–59	60 & over	Age not reported	TOTAL	
	NUMBER RECRUITED FROM/	(1) (1)	(1) NO.	TOTAL NO. OF VETERANS NO. LOW NO. NO. NO. (1) (1) (2) INCOME CONSIDERED COMMUNITY (1)	TOTAL NO. OF VETERANS NO. LOW NO. (1) (1) AND SOURCE School System (1) (2) INCOME CONSIDERED COMMUNITY, (1) (2) (2) VIETNAM OTHER HIGH RISK RESIDENTS Title I Other	AGE GROUP         TOTAL         NO. OF VETERANS         NO. LOW NO. LOW NO.         (1) NO. LOW NO.	AGE GROUP TOTAL NO. OF VETERANS NO. LOW NO. RO. 1) AND SOURCE School System (1) (2) INCOME CONSIDERED COMMUNITY. (1) (2) (2) (2) (3) 0 0 5 3 3 0 - 33 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	AGE GROUP         TOTAL         NO. OF VETERANS         (1)         (1)         (1)         (1)         AND-SOURCE           1         (1)         (2)         INCOME         CONSIDERED         COMMUNITY.         (1)         (2)           1         (2)         INCOME         CONSIDERED         COMMUNITY.         (1)         (2)           1         VIETNAM         OTHER         HIGH RISK         RESIDENTS         Title I Other           2         0         0         5         3         2           4         0         0         42         1         1	AGE GROUP TOTAL NO. OF VETERANS NO. LOW NO. NO. NO. School System (1) (1) (1) AND SOURCE (2) SCHOOL SCHOOL SCHOOL SYSTEM (1) (2) INCOME CONSIDERED COMMUNITY. (1) (2) (2) S.S. O. S.S.S. O. S.S.S.S.	AGE GROUP TOTAL NO. OF VETERANS NO. LOW NO. COMPONER TO SCHOOL System (1) (1) AND SOURCE NO. LOW NO. L	AGE GROUP TOTAL NO. OF VETERANS NO. LOW NO. RO. School System (1) (1) AND SOURCE NO. LOW NO. L	AGE GROUP TOTAL NO. OF VETERANS NO. LOW NO. TOWNITY. (1) AND SOURCE SCHOOL System (2) TOTAL (2) TNCOME CONSIDERED COMMUNITY. (1) (2) SCHOOL System (3) COMMUNITY. (1) COMMUNITY. (1) (2) SCHOOL SYSTEM (3) COMMUNITY. (1)

		NUMBER OF HOURS ACC	HOURS ACCUMULATED	MEDIAN NO. OF HRS AC-	Ĕ.		•
≃.	TOTAL	MHILL	WHILE IN COP	CUMULATED WHILE IN COP.	CREDIT WHILE IN COP	NO. PRESENTLY ENROLLED	
		SEMESTER	EQUIV. SEMESTER	ج	SEMESTER EQUIV. SEMESTER	IN 2-YR. INSTITUTIONS	
		HRS.	HRS.	HRS. HRS.	HRS. HRS.	OF HIGHER EDUCATION	`
	۸,	28	٠	NA		0	
₩	5	2608		86	3.8	0	
7	3	3228		1,16			
7	۲,	1154		98	/2	0	
	/	801		N/A	2.	0	œ.
	7	370		1.8			
1/2	23	1524		. 98	707	,,,	`
				time terming of a stem temperature		7	

PROJECT: Chicago, Ill

PROJECT NO: 4198

## REPORT ON CONTINUING PARTICIPANTS

# REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

	•4			_		NALCHE -	FOUND TO THE MET OF THE PERSON			20.04	THE CHAIN THE PARTY IN
			-	NO. OF HOURS	OURS	CURRENTLY BEING	Y BEING	HOURS OF CREDIT	CREDIT	PRIOR TO	PRIOR TO COP AND AP-
AGE GROUP	TOTAL	NO. PRESENTLY ENRCLLED	NO. OF	CURRENTLY	TLY	EARNED DURING	URING	ACCUMULATED	VIED J	PLICABLE TO COP	TO COP
,		IN 4-YR. INSTITUTIONS	PROJECTED	ENROLLED	QE'	RELEASE TIME	TIME	PRIOR TO COP	COP	PROGRAM	•
•		OF HIGHER EDUCATION	GRADUATES		EQUIV.		EQUIV.		• AI NÕB		EQUIV.
•	•			SEMESTER	SEMESTER	SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER
	**			HRS.	HRS.	HRS.	FIRS.	HRS.	HRS.	HR.	HRS.
9-24	2	Ŋ	0	30		.6.		0		Ó	·
.34	33	33,	6	761		60	•	423 73		360 73	
44	42	42	#/	263		9	, ,	2 805		392	,
-59	15	/بر	4	11		9		83		19	
& over	,	,	. 0	8		N.A.		. 0		0	
Age not reported	7	7	0	87	, ,	9		9		0	
TOTAL	103	(03	25	620		9	•	1120 5/6		1120 13	,

	-		,	AREA OF SPECIALIZATION	ALIZATIO	,	n	•	
		(1)	(2) (3)		(3)	(9)	(2)	(8)	(6)
AGE GROUP	TOTAL	SPECIAL		AL EARLY CHILDHOOD		PHYSICAL	VOCATIONAL	VOCATIONAL GENERAL	
		EDUCATION	READING	· EDUCATION	MEDIA	EDUCATION	EDUCATION	ELEM. EDUC.	OTHER
19-24	,				,			ĸ	C
25-34	33			1				27	2
35-44	42.		7	0/	-		-	20	100
45-59	15					<del></del>		77/	
60 & over	/			***************************************	-				
Age not reported	1				†-	<u> </u>		7	
TOTAL	103	0	0 0	8/				00	
				A				)	

PROJECT: Chicago, Ill,

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

PROJECT NO: 4198

ì	1			ì	•							ì	<b>~</b>
								,	•				
			Undefined	(9)		-		/	,	1		7	
•		M	(2)					•					
	GROUP	American	Indian	(4)		-						/	
	ETHNIC	Puerto Amerr	Rican	(3)			7 .	5	4	,	/ I	7 81	-د
		μ	(5)				8	#	. 7	'''	ィ	81	
		Black	(1)			ત્ય	57	746	9/		11	132	
		ζ.	94	,		W	60	15	19	0	01	143	
	1	SE	×			N	13	7	77	/	3	28	
		TOTAL	,			<i>'</i>	73	56	23	'' /	E/	12/	
4		AGE GROUP .	•			19-24	25-34	35-44	45-59	60 & over	Age not reported		
		•	×			19-24	//3	4	45-59	S 60 & over   /   0	vrted /3   3  /	TOTAL (/7/ 28 /	

I	•		~		4	_						۲.
		`		:	`		. 1	. 1		· ~ 1		
	OM/	TMENT		•	Undefined	5	42 .	38	/3	ı	9	70/
	NUMBER RECRUITED FROM/	AND SOURCE OF RECRUITMENT	\	(e)	Outside	1	1	١	. 0	١	,	0
	BER REC	SOURCE	System	(2)	Other	j	///	0/ -	3	/	. #	32
	MUN .	AND	School System	(1)	Title I	4	4/	8	<i>L</i>		. 3	35
		(5)	NO.	COMMUNITY	RESIDENTS	ک	73	95	. 73	/	€/	14/ ,
	)	æ	NO	CONSIDERED	HIGH RISK	0	,	8	. 0	. 0	. /-	0/
		(0)	NO. NOT HIGH	SCHOOL	GRADUATES	0	0	0	0	0	0	0
		(2)	So.	LOW	INCOME	5	73	56	.23	1 :	/3	14/1
			TERANS -	(2)	Other	1	1	,	_	•		/
1			NO. OF VETERANS	(1)	Vietnam		/	•	١	ı	١	ત
,		٠,	,	TOTAL		2	.73	56	.23	_	./3	. 121
		-		AGE GROUP	7.3.	19-24	25- 34	35-,44	45-59	60 & Over	Age not reported	TOTAL

PROJECT: Chicago, Ill.

PROJECT NO: 4198

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

(Continued).

					REASON FOR NOT CONTINUING				
,		BECOME	BECOME FULL-TIME	æ					, ,
,	. '		(2)	(3)	(4)	(5)	(6) thru (18) (19)	(19)	(420)
AGE GROUP	-TOTAL	1ER	PRO	FULL-TIME EMPLOYMENT, FULL-TIME EMPLOYMENT IN EDUCATION FIEL	FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD	LACK OF LEA FUNDS	PERSONAL	отнек	REASONS
19-24	2	· 1	1	-			/	١	#
25-34	73	2	_				17	3	. 54
35-44	56	-	2.	· •	-	l	<i>†1</i>		37
45-59	23	Į,	7	,	,	1	9	1	/3
60 & Over		,		*****		ı	/	1	ı
Age not reported	/3	,	-	1		1	/	1	14
TOTAL	141	4	5	0	0	0	34	4	120
	  - 	,		,					

,			•			<i>i</i> .	,	HOURS	HOURS OF CREDIT
	,						. /	EARNED PR	EARNED PRIOR TO C.O.P.
	*	TOTAL HOU	TOTAL HOURS ACCUMULATED	MEDIAN HC	MEDIAH HOURS ACCUMULATED	HOURS OF	HOURS OF CREDIT ACCUMULATED	AND APE	AND APPLICABLE TO
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	. 6	WH.	WHILD I. COP	WHILE	WHILE IN COP	PRI	PRIOR TO COP	. THE F	THE PROGRAM
AGE GROUP	TOTAL	SEMESTER	EQUIV. SEMESTER SEMESTER	SEMESTER'	EQUIV.SEMESTER	SEMESTER	EQUIV. SEMESTER	SEMESTER	SEMESTER EQUIV. SEMESTER
		HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS
/ 19-24	م	: 136		/2.		0	3	0	
25-34	73	/933		81		681		441.	
35-44	56	685/		6/		237		185	•
45-59	23	ħ℃8 ·		24		23		6/	
60 & Over •	\	35		· 1/1/				0	* 4
Age not reported	/3	207		17		24	•	0	•
TOTAL	1715	4724		8/		473		381	

PRGJECT: Chicago,

REPORT ON VETERANS

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

	1		alan di				-	. :
	TOTAL.		ACADIMIC STATUS OF THOSE PRESENTLY ENROLLED	HOSE PRESENTLY E	NROLLED			
·		NO. CURRENTLY ENROLLED IN 2-YR. INSTITUTIONS	HO. CURRENTLY ENROILED HO. OF HOURS CURRENTLY IN 4-YR. INSTITUTION ENROILED (INCLUDING	ED NO. OF HOURS CURRENT ENGLIED (INCLUDING		MEDIAN NO. OF HOURS CURRENTLY ENROLLED	OF HOURS ENRULLED	
	1		•	STMESTER EQUIV. SEMESTER		SEMESTER E	SEMESTER EQUIV. SEMESTER HRS.	7-
1	,					-		ą
$\dagger$	3		Ą			-		
+	1					1		
1	7	,						
+	10	,			ì			
Age not reported	d				2.5	(	(	•
	7	0	0	0	0	9	2	
$\parallel$			•		*	,		Ĭ
		\						
		(CONTINUED) CALIFORNIA VIDICA PARA TOUR	)) (GTTIOBNE A ENGOTTED (C	ONT INUED)	AREA	AREA OF SPECIALIZATION	LIZATION	1
	TOTAL		REITLY NO. OF HOUSE FARE	NO. OF HOURS CURRENTLY BEING EARNED FOR PRACTICUM	•		(3) BI-LINGUAL	
		ו פרונים בעומידם המוזים	_		EDUCATION	KEADING	,	
				Charles				

1	TCOAL	NOIJ	,	_				, ]			۲	
AREA OF SPECIALIZATION	(3) BI-LINGUAL							-				2
EA OF SPE	(2)	N READING		<u></u>		_					1	2
Z.	(1) SPECIAL	EDUCATION	o 				ľ				•	0
ON:T TAILED)	NO. OF HOURS CURRENTLY	BEING EAKNED FOR FRACTICON	LOUIV.SEMESTER									0
S) da i Joana in	NO.OF HOUR	BEING EAR	SEMESTER	HIS.	••.		,				-	0
	NCADEMIC STATUS OF THOSE PRESENTLY NO. OF HOURS CURRENT NO. OF CREDIT HOURS CURRENTLY	BEING EARNED DURING RELEASE TIME	EQUIV. SEMESTER	HRS. W				•				0
	NO. OF CRED	BEING EARNE	SEMESTER	HRS.							a	
	TOTAL		à	**	*	0		^	~	þ	0	1
	AGE GROUP	٠.,	•	•		19-24	25-23	36	75-69	60 c Over	Age not reported	TOTAL

				AREA OF SPEN	AREA OF SPECIALIZATION (Continued)	(Continued)			_
,							•		_
· · · · · · · · · · · · · · · · · · ·		(8)	(5)	(9)	ŝ	(8) CENFRAT.	(6) ,	NO. OF	1
AGE GROUP	TOTAL		41	PHYSICAL	PHYSICAL VCCATIONAL ELEMENTARY CONFORTION EDUCATION	ELEMENTARY EDUCATION	OTHER	PROJECTED 7/1/75 GRADUATES 7/1/75	· - T
	•	EDUCALTON	UED TO			,		•	
	(						•	,	
19-24	2								_
25-7	/								<i>.</i>
1	2					*			Г
75-07	1					, 3			ī
45-59	1								1
60 6 Over	0						**		٦
Ace not reported	0							,	_
TOTAL	7	` 	0	0	0	. 4	0	0	-n
	,								

PROJECT: Chicago,

PROJECT'NO.: 4198

REPORT ON VETERANS

	REP(	ORT NO	0. <b>6</b> 1 G	RAND	rotal	ALI	, VETER	ANS EV	REPORT NO. 1 GRAND TOTAL: ALL VETERANS EVER ENROLLED IN COP	LLED II	4 COP		
•		,		,							-	,  -	T
			,				ETHNIC GROUP			GRADUATED	1	(6) + (1)	
		∃ġ	ۇ ر	3			(4)	6	(3)	(4)	(3) FRE	PRESENTLY	,
	1 4000		•	CONSIDERED HIGH RISK	(1) BLACK	(5) WIITE	AMERICAN INDIAN	CHICANO	$\dashv$	¥.	2-Yr 4-Yr ENR	ENROLLED	۲.
AGE GROOF		╀	17	·			ì		<del> </del>   		, , ,		•
13-54		· \	<u>_</u>	0					+		/		
75-34	100	1		,	2				-		7	ı	
22.00	1	-		0					1				
66-64	10	1	_	1.	ï				-	\ \	-		,
. no k over	) 0	1		,				(	77	0	77	0	Γ,
שניטניו		1		,	3	0	0	9	7 2	7			ΙÌ
	<b>*</b> .	· · ·									•		,
				OTHE	R THAN G	RADUATEL	OTHER THAN GRADUATED OR PRESENTLY ENROLLED	LY ENROLLE	0	*			ſ
		FULL-TINE	TINE .						^			•	
		STUD	STUDENTS	,		,	;		(8)	(6) thru (18) (19)	(19)	(30)	
AGE GROUP	TOTAL	IN TOTAL TEACHER	IN CTHER	FULL-TR	(3) ILL-TIME EMPLOYMENT		(4) FULL-TIME EMPLOYMENT THE PROPERTY OF THE P	IPLOYMENT	LACK OF.	PERSONAL	OTHER	REASONS URIKNOWN	Ì
		CORP.	ED. PROG	ä	IN EDUCATION	1	IN NON-EDUC. Frem	, , , , , ,					
		-				_	•	4				1	_

					•		-	7
*			EMPLOYMENT STATUS OF GRADUATES	TATUS OF GRAD	UATES (5) (5)	- M.3 .38 .0 (9)	NOT EMPLOY	-¥0
AGE GROUP	TOTAL	IN EDW	EMPLOYED IN SYSTEM	PURSUING ' HIGHER	PURSUING ' EMPLOYED WITHIN SCHOOL NOWN TO BE EAR PLOYED BUT NOT FOR PERSONAL HIGHER SYSTEM IN NON-TEACHING LONG IN FORD BUT NOT REASONS	OYED BUT NOT	FOR PERSON REASONS	ME
•			LOW INCOME SCHOOLS	EDUCATION	NOLES SCHOOL STATES			
9-21	0							1
25.21	,				,	,	-	
( 23-3:	5			٠				
35-44	1							Ī
45-59	(عر							
60 £ over	0		4				-	
Age not reported	0		C	-		a	9	$\prod$
TO THE STATE OF TH	7.	Ż	2				,	
								•

PROJECT: Sante Fe, N.M.
PROJECT NO.: 2137

### 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 wereparticipants enrolled in the project.
Between July 1, 1974 and March 1, 1975:
participants graduated
remained enrolled in the program
To date, // participants have graduated and of this number,
baccalaureate degrees.
Within the school system, 7 graduates have been employed in
low-income schools and graduates have been employed in other
than low income schools. There have been graduates who
have pursued higher education, 3 graduates who have been
employed within other school systems, and O who are employed
in non-teaching roles. Of the $\mathcal Z$ graduates not included in
the above statistics; / are not employed for personal reasons,
ar.d / graduates are known to be employed in non-education occupations.



PROJECT NO.: 2137

A profil	e of the	graduates is presented as follows:
	0	are black
		 _are white
•		_are American Indian
:	/6	_are Chicano
		_Puerto Rican
		_are of an ethnic group other than the above
	The ethnic	group of <u>Ø</u> was not recorded
		_were considered hi-risk participants when
	,	enrolled in the program
•		_possessed low-income backgrounds 👡
,	. 6	_were ^o males
*		_were females
• •		were veterans
Further,	of the g	raduates
		were between 19 and 24 years of age
•		were between 25 and 34 years of age
	8	were between 35 and 44 years of age

O were between 45 and 59 years of age

O were 60 years of age or older

The age of O individuals was not reported

PROJECT NO.: 2137

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 44 [Semester/quarter]
credit hours.
Of the graduates, were recruited from the Title I Program and
were recruited from other programs operating within the
educational system. The source of recruitment of oparticipants
is unknown and oparticipants were recruited from outside of
the school system.

PROJECT NO.: 2137

#### REPORT ON PARTICIPANTS PRESENTLY

#### ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are
in COP. These individuals are employed in a total of (unsuported)
schools and educational settings in the project locations. In
total, there arefour-year institutions of higher education
andtwo-year institutions of higher education participating
in the program and being attended by these participants continuing
in the program. There are
insititutions of higher education andparticipants attending
two-year institutions of higher education.
A profile of the participants presently enrolled in COP is presented
as follows:
$\frac{2}{2}$ are white
O_are American Indian
are Chicano
o are of an ethnic group other than the above .
The ethnic group of was not reported
25 are females
/O are between 19 and 24 years of age
are between 25 and 34 years of age

PROJECT NO.: 2137

` .	13 are between 35 and 44 years of age
	3 are between 45 and 59 years of age
Th	e age of individuals was not reported *
Of the ind	ividuals presently enrolled in the program, 46
	dered "high-risk" participants when enrolled in the
	ad 44 possessed low-income backgrounds.
To date, t	the participants presently enrolled in the program have
earned a. t	cotal of 3783 (quarter/semester) hours of college/
university	r credit while enrolled in the program. Of these credit
	357 are credit hours earned for practicum. The median
hours, of	credit received to date is 90.5 (quarter/semester)
credit ho	urs.
•	•
Assuming	that each of these participants aspires to recieve a
baccalaur	aute degree and requires a minimum of 108 semester
credit ho	
participa	nts expected to graduate during the next 1 1/2 years is
as follow	S: 1
7	35 participants by September 1975
· · ·	additional participants by February 1976
•	2 additional participants by September 1976

PROJECT: Sante Fe, N.M.
PROJECT NO.: 2137

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



PROJECT NO.: 2137

### 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
	O left to take advantage of full-time employment .
	opportunity in education
•	
•	in areas other than education
•	
*	their employment
	left for reasons unknown

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



PROJECT NO.: 2137

	stated "unavailability of child care"
e	O due to pregnancy
	stated "health problems" of themselves or those
	dependent upon them
•	2 moved from this COP project location
•	3 due to household financial problems
<b>3</b> 4	O are now deceased
with the second	
•	
•	immediate needs
	•
A profil	e of the individuals who left the program prior to a com-
pletion	level is as follows:
•	were black
•	
	were American Indian

PROJECT NO.: 2137

29 were Chicano
O were Puerto Rican
were of an ethnic group other than the above.
The ethnic group ofO was not reported
8 were males
22 were females
were between 19 and 24 years of age
// were between 25 and 34 years of age
were between 35 and 44 years of age
/ were between 45 and 59 years of age
The age ofindividuals was not reported
when enrolled in the program
30 possessed low income backgrounds
Further,were veterans
Of the who left the program prior to a completion level,
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 633. A further analysis of credit
hours obtained by these individuals is as follows:



PROJECT NO.: 2137

•		less than	12	semester credit	hours	الازد ك. ما
,	earned	less than	18	quarter credit	hours	
) » .	earned	less than	27	semester credit	hours	
<i>\</i>	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	
,	/_earned	54 or mor	e se	emester credit h	ours	s
	earned	80 or mor	e 'qı	narter credit ho	urs	•
Of the r	emaining indiv	iduals, th	nere	is no informati	on available	
as to cr	edit hours ear	ned by	0	_individuals		•
Of these	e individuals w	ho have ne	eithe	er graduated nor	are continui	ng ·
. 3	were recruited	from the	Ti⁄c.	le I Program and	<u>25</u> were	-
recruite	ed from other p	rograms or	pera	ting within the	educational s	ystem.
The souc	ce of recuritme	nt of Z	<u>ට</u> :	participants is	unknown and	
	participants w	ere recrui	ited	from outside of	the school s	ystem.

GRADUATE REPORT NO. 1

PROJECT NO: 2137

## GRAND TOTAL: GRADUATED PARTICIPANTS

3 .	<u>.</u>	L	_	¢		ETHNIC GROUP	GROUP			
AGE GROUP	TOTAL	ะรั	SEX	Black	Chicano	Puerto	American.	White Other/	Other/	
1		Σ	'n.	3	(2)	Rican	indian	(2)	Undefined	١
			` *		Ý	(3)	(4)		, (9)	
	  -,	L				·				
19-24	7	7	0		ત	**				
25-34	1	7	3		7					
35-44	00	٥	8		7			,		
45-59	0	1	1		,					,
60 £ Over	0 ,	1	١		ı		•			
Age not reported	0	1	,	-	١					
TOTAL	17	9			,9/		ì			
		-			•					

_							٠-				
HOURS	ACCUMULATED FOR	PRACTICUM WHILE	IN C.O.P.	E.S.H.			, ,	•		,	
NO. OF HOURS	ACCUMUI	PRACTIC	NI	s.H.	1	31	120	-		1	1.58
/wo	TMENT		•	Title I Other Outside Undefined				,			,
NUMBER RECRUITED FROM,	AND SOURCE OF RECRUITMENT		(£)	Outside	1	١		١	1	١	0
IBER RECI	SOURCE	School System	(2) (2)	Other	7	7	8	1	١	١	/7
NON	AND	School	(1)	Title I	1		-	-	,	1	0
(1)	Q	COMMUNITY	RESIDENTS		7	9	8	١	ì	ţ	9/
(1)	ON	CONSIDERED	HIGH RISK		7	<u></u>	. 8	7 7	1	1	1.1
(1)	NO.	LOW	INCOME		2	7	6		-	1	)/
		TERANS	(2)	Other	0	0	0	1	1	. 1	0
		NO. OF VETER	(1)	Vietnam	. 0	7	0	١	1	F	77
	-		TOTAL		7	6	8	0.	0	0	2/
	,		AGE GROUP		19-24	25-34	-95-44	<b>₹</b> 95-59	60 & Over	Age not reported	TOTAL

NO. OF HOURS   NO.			Total	MEDIAN					
ACCUMULATED	•	,	NO. OF HOURS	NO. OF HOURS		•		,	
GROUP   TOTAL   HR   HR   HR   SCHOOLS   SCHOOLS   SOFTEM   HIGHER   SEWING   SEWING   SCHOOLS   SCHOOLS			ACCUMULATED	ACCUMULATE	· -)	HWOLDWH.	NT STATUS OF	GRADHATES	•
GROUP   TOTAL   HR,   HR,   SEMESTER SEM.   SEMESTER SEM.   SEMESTER SEM.   SCHOOLS   LOW INCOME SCHOOLS   EDUCATION			WHILE IN COP	IN COP	(5)	(3)		(3)	(2)
GROUF   TOTAL   SEMESTER SEM.   INCOME   BUT NOT 4N HIGHER	•	•	· VIUQE	EQUIV.		EMPLOYED IN SYSTEM		(c)	EMPLOYED WITHIN
GROUF   TOTAL   HR,   HR,   HR,   SCHOOLS   LOW INCOME SCHOOLS   EDUCATION	•		SEMESTER SEM.	SEMESTER SEM.	INCOME	BUT NOT IN		KNOWN TO BE EMPLOYED	SCHOOL SYS, IN NON
2 /86; 93 ; / 7 540 75 3 / 2 934 /22/2 3 / 3 93 / 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	AGE GROUP	TOTAL	HR. HR	HR. HR.	SCHOOLS	LOW INCOME SCHOOLS	EDUCATION	IN OTHER SCHOOL SYS.	TEACHING ROLES
8 934 0 0 434 0 0 1 1660	119-24	2	1.98/	1 86	/				1
7 434 60 0 4 60	25–34	7	240	52	2	,		7	١
0 0 0	35-44	00	434	4,27/	3	3	•	,	Ī
00 0/	45-59	0			ľ	1			٠,
7 6/	60 & Over	Õ			1		}	-	1
/   // /	Age not reported	0	,		1	١,	\	١	1
	· TOTAL	17	099/	+6	7	7/	/	. 3	0

PROJECT NO: 2137

GRADUATE REPORT NO.

GRAND TOTAL: GRADUATED PARTICIPANTS

}	_			7	_			_	_			r	1			_	_		_	_				Ĺ
	(0)	NO. WHO WERE NOT	HIGH SCHOOL	GRADUATES	0	0	0		1	1				.3	(6)	<u>&gt;</u>	. CTHER	١	1 2.	1	1	١	١	2
, , , , , , , , , , , , , , , , , , , ,				)		,		,							(8)	GENERAL	ELEM. EDUC.	/	#	5	J	ì	1	0/
	(4)	NO. GRADUATED AT PARA-	PROFESSIONAL LEVEL	s. (Ań Deg,	0	0	0	<b>†</b>	-	1	. 0	,		·	(4)	VOČATIONAL	EDUCATION	/		}	1	١	١	7
	_		_	4 Yrs. 2 Yrs.	2	7	8	1	-	1	7,7				(9)	PHYSICIAL	EDUCATION	١	, ,	,	ş	ì	١	· /
	(3)	DUATED	TEACHER LEVEL							•	  -			ZATION	(5)		MEDIA		Ţ	١	}	١	١	0
		NO. GRADUATED AT	_	2 Yrs.								•		AREA OF SPECIALIZATION		ILDHOOD	ION					છ	•,	·, ·
	ADUATE	<u></u>	NOT EMPLOYED FOR	PERSONAL REASONS										, · AREA OF	(4)	EARLY CHILDHOOD	EDUCATION	1	١	١	1	١	١	0
	STATUS OF GRADUATE			_				1							(3)	BI-LINGUAL	EDUCATION	ľ	١	W	-	١	١	n
	EMPLOYMENT S		E EMPLOYED	EDUCATION			£.					,		,	(2)		READING	١	١	1	1	١	1	0
	ME	(9)	KNOWN TO BE EMPLO	BUT NOT IN EDUCAT	.1	\	1	1	1	1	1			١	( <del>T</del> )	SPECIAL	EDUCATION		1	١	١	1	ſ	0
				TOTAL	7	7	00	0	ō.	0.	1.1					TOTAL		2	7	8	0	q	9	/1
	-					-				ted												1	tèd	_
•	•	•	١	\$3E 3F33F	19-24	25-34	35-44	45-59	60 G. Over	Age not reported	TOTAL			, king		ASE GROUP		19-24	25-34	35-44	45-59	60- & Over	Age not reported	TOTAL
. 1	<b>\</b>	,	la.		,			. •	. 🛶 (	-	2	4	1				,	•	•	. •	· •			
							^	•	• '	•		2.3	2	•	۲۰	<i>(</i> (	· •. •							
			t		٠.	í	• •		٤		•	-	٠	_		_	•		•					_

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

PROJECT NO: 2137

ALL PARTICIPANTS, NOT GRADUATED AND NOT CONTINUING

		_		•		ETHNIC GROUP	GROUP	1		•
AGE GROUP	TOTAL	SEX	×	Black	Chicano	Puerto	American	White	Other/	•
•	. •	Σ	F	Ξ	(2)	Rican	Indian	(2)	Undefined	
				,	·	(3)	(4)		(9)	
	_			5,		,		,		
19-24	1	m	*		7	,		0		٠.
25-34	0/	3	6		0/		ą	0		
35-44	//	4	6		// -		ę Y	0		
45-59		0			9			/	,	
60 & Over	\	0	_		1			0		•
Age-not reported	Q			7	,			ı		
TOTAL	30	8	22		29				,	١
,						-				

AGE GROUP   TOTAL   Vietnam   Other   NO.   SQP   HIGH   NO.   SQP   HIGH   NO.   SCHOOL
IIO. OF VETERANS   NO. SOF HIGH   O. NO. NO. SCHOOL   CONSIDERED   COMMUNITY   O. NO. SCHOOL   CONSIDERED   COMMUNITY   O. NO. NO. NO. NO. NO. NO. NO. NO. NO.
IIO. OF VETERANS   NO. SOF HIGH   O. NO. NO. SCHOOL   CONSIDERED   COMMUNITY   O. NO. SCHOOL   CONSIDERED   COMMUNITY   O. NO. NO. NO. NO. NO. NO. NO. NO. NO.
10. OF VETERANS   10. SQF   11GH   10   10   10   10   10   10   10   1
10. OF VETERANS   10. SQF   11GH   10   10   10   10   10   10   10   1
TOTAL Vietnam Other 100, 187 HIGH NO. 187 HIGH RISK NO. 187
TOTAL Wietnam Other 10. 0F VETERANS 10W SCHOOL 10W SCHOOL 10W SCHOOL 10W CAPENDATES 10W COME GRADUATES 10W COME CAPADUATES 10W
10. OF VETERANS (1) NO. TOTAL Vietnam Other INCOME  // 0 / 0 / 0 // 0 / 0 / 0 // 0 / 0 / 0
TOTAL Vietnam Other (1) (2) (2) (4) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7
TOTAL 110. OF 1
TOTAL 110. OF 1
, AGE GROUP 19-24 25-34 35-44 45-59 60 & Over Age treorted roma:

PROJECT NO: 2137

REPORT, ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

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

(Continued)

AGE GROUF TOTAL TEACHER CIHER ENPLOYMENT FULL-TIME EMPLOYMENT IN NON-EDUCATION FIELD FUNDS REASONS  19-24 7 CORP - PROGRAMS IN EDUCATION IN NON-EDUCATION FIELD FUNDS REASONS  25-34						REASON FOR NOT CONTINUING		•	` '	
STUDENT (2)			BECOME	FULL-TIME				•	\	,
TOTAL TEACHER CTHER EDUC FULL-TIME EMPLOYMENT LACK OF LEA FERSONAL CORP. PROGRAMS IN EDUCATION FIELD FUNDS REASONS   10   10   10   10   10   10   10   1			STUD	-	,	•	(2)	(51) (31)	1917	(00)
TOTAL TEACHER CTHER DUC FULL-TIME EMPLOYMENT LACK OF LEA 'PERSONAL CORP.' PROGRAMS IN EDUCATION' IN NON-EDUCATION FIELD FUNDS REASONS // // // // // // // // // // // // //		 ,	3,	2;	(3)	. (7)	ć	/or) nam /o)		
CORP. PROGRAMS IN EDUCATION IN NON-EDUCATION FIELD FUNDS	31000 AOR	- Au-Ori	TEACHER	CTHER EDUC	FULL-TIME EMPLOYMENT				OTHER	REASONS
1	10000 TO	<u>:</u>	CORP	PROGRAMS	IN EDUCATION		FUNDS	REASONS	,	UNKNOWN
	10-24	6	1	1	-		1	7	• ]	2
	17_CT	١					,	2	1	8
	25-34	9:	1			1	,	,	1	00
	35-44	*	-		+					-
30 0 2 0 0	45-59	_	1	1	1	1	1		1	
30 0 2 0 0	2000			,				/	-	١
30 0 2 0 0	Tan and and				4	}	1	1	١	١
TOTAL:	שאב יוסר דבהסי הבר	300	ļ	,	ν .	, , , , , , , , , , , , , , , , , , ,	0	0	0	61
	TOTAL	36	2	4	2	3	2			

			_	_	+	_		_	_		
HOURS OF CREDIT	EARNED PRIOR TO C.O.P. AND APPLICABLE TO	THE PROGRAM	SEMESTER   EQUIV. SEMESTER	HOURS			•	-	,		
HOURS	EARNED PI	THE	SEMESTER	HOURS	15/	63	120 :	50	0	j	270
-	HOURS OF CREDIT ACCUMULATED	PRIOR TO COP	SEMESTER   EQUIV. SEMESTER	HOURS			,	,	प		•
	HOURS OF	PRJ	SEMESTER	HOURS	3/	53	120	.50	0	1	270
``	MEDIAN HOURS ACCUMULATED	WHILE IN COP .	ESTER SEMESTER   EQUIV.SEMESTER	HOURS		***			•	•	
•*	MEDIA:: HC	· WHILE	SEMESTER	HOURS	7	0/	20	N/A	A/V	1	201/2
r.	TOWER ACCUMULATED	MHILE IN COP	FOUTV. SEMESTER	HOURS	4						
	TOEAL HOU	I HM	GENERALED.	HOURS	747	170	177	33	77	,	633
	*		TOTAL		-	0)			_	. 0	30
	,,	1	AGE GROUP	~	119-24	25-34	35-24	45-59	60 & Over	Age not reported	TOTAL

REPORT ON CONTINUING PARTICIPANTS

PROJECT NO: 2137

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

	_				,	ETHNIC. GROUP				•
AGE GROUP	TOTAL	SEX	X	Black	Chicano	Puerto	can	White	White Other/	
	•	Σ	щ	î .	(2)	Rican	Indian	33	Undefined	••
- 1						3	(4)		(9)	
18-27	,	9	77	Ŷ	Ş	۶	, ,	0		•
25-34	20		0		20			0		
35-44	/3	4	6		1			2		
45-59	3	ò	3		3	٩		0		
60.£ Over	0	i	,	٥	1	,		1	;	
Age not reported	0	ì	١				:	1		•
FOTAL	94	17	57		44			7		
									•	

				-			MON	BER RECF	NUMBER RECRUITED FROM	OM/	
				. (1)	(1)	ĉ	AND	SOURCE C	AND SOURCE OF RECRUITMENT	TMENT	
AGE GROUP	TOTAL	NO. OF	NO. OF VETERANS	NO. LOW	NC.	NO.	School System	System	-		
		(1)	(2)	INCOME	INCOME + CONSIDERED	COMMUNITY	£	(2)	(3)		-
		VIETNAM	OTHER		HIGH RISK	RESIDENTS	Title I	Other	Other Outside	Undefined	
A. 19-24	0/	0	0	01	0/	0/	2	2	/	2	
25-34	20	7	0	6/	20	6/	2	. %	0	3 .	•
35-44	/3	7	0	/3	13	/3	0	/3	0	0	•
45-59	3	. 0	0	1 2	3	3	0	3	0	0	1
60 c over	0	١	}	I	1	}	1	ئ ا	1	1	
Age not reported	0	1	1	1	)		1	}	-	1	
TOTAL	94	//	0	77	94	45	1 1	33	/	5 .	, , , , , , , , , , , , , , , , , , , ,
			1								

<b>)</b>		NUMBER OF HOURS ACCUMULATED	ACCUMULATED	MEDIAN NO. OF HRS AC-	NO. OF HOURS PRACTICUM	,	•
,	TOTAL	. WHILE IN COP	COP	CUMULATED WHILE IN COP	CREDIT WHILE IN COP	NO. PRESENTLY ENROLLED,	•
		SEMESTER   EQUIV.:	JIV.SEMESTER	SEMESTER EQUIV. SEMESTER	SEMESTER EQUIV. SEMESTER IN 2-YR. INSTITUTIONS	IN 2-YR. INSTITUTIONS	
, , , ,		HRS.	HG.	HRS. HRS.	HRS. THRS.	OF HIGHER EDUCATION	,
19-24	0/	02/		67 /2	7/	0	
25-34	20	9671		85 1/2	134	. 0	
35-44 '	/3	1195		86	102	0	
45-59	3	352		1/5	50	0	
60 & over	0	}	-			•	
Age not reported	0	}				-	
TOTAL	97	3783		901/2	357	0	,

PROJECT NO: 2137

## REPORT ON CONTINUING PARTICIPANTS

# REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

						MED LAN N	MEDIAN NO.OF HRS.			HRS.OF C	HRS.OF CREDIT EARNED
•				NO. OF HOURS	OURS	CURRENTL	CURRENTLY BEING	HOURS OF CREDIT	CREDIT	PRIOR TO	PRIOR TO COP AND AP-
AGE GROUP	TOIAL	NC. PRESENTLY ENROLLED	NO. OF	I CURRENTLY	TLY.	EARNED DURING	URING	ACCUMULATED	VÌED .	PLICABLE TO COP	TO COP
•		12: 4-YR. INSTITUTIONS	PROJECTED	ENROLLED	CE.	RELEASE TIME	TIME	PRIOR TO COP	COP .	PROGRAM	
,		OF HIGHER EDUCATION	GRADUATES		EQUIV.	<u> </u>	EQUIV.		EQUIV.	. 2	EQUIV.
			·	SEMESTER	SEMESTER	SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER
	•			HRS.	HRS.	HRS.	HRS.	HRS.	HRS.	HR.	, HRS.
19-24	0/	0/		20/		41/2		1/1		1/1	
25-34	20	20		24/		1/2		700	(	700	
35-44	/3	/3		165		/3		301		301	
45-59	3	. 6		.31	١	9		34		34	
60 & over	0			1				1		1	
Age not reported	0	1.		1				1	`	1	
TOTAL	77	. 97		7775		7/		1152		152	

, ,					, AREA OF SPECIALIZATION	ALIZATIC	NC		•	
•	•	(1)	(2)	(3)	(4)	(2)	(9)	(7)	(8)	(6)
AGE GROUP	TOTAL	SPECIAL		BI-LINGUAL	EARLY CHILDHOOD		PHYSICAL	VOCATIONAL GENERAL	GENERAL	
		EDUCATION	READING .	EDUCATION	EDUCATION	MEDIA	EDUCATION	EDUCATION	EDUCATION EDUCATION ELEM. EDUC. , OTHER	OTHER
19-24	0/	1	1		1	m			77	,
25-34	20	1	1	7		9	1		7	/
35-44	/3	1	,	2				1	4/2	4 1/2
45-59	3	1	\	1	***************************************	,		ľ	7,	*
60 £ over *	0	1	\	,				1	1	,
Age not reported	٥	١	١	1		,	1	1	}	١
TOTAL	94	0	0	S	0	10	-	7	19117	4117

PROJECT NO.: 1795

### GENERAL PROJECT OVERVIEW Report As Of March 1, 1975

There have been 72 participants enrolled in the COP project
with participants enrolled as of March 1, 1975. As of July
1, 1974, the e were 19 participants enrolled in the project.
Between July 1, 1974 and March 1, 1975:
To date, 16 participants have graduated and of this number,
have received associate degrees and 15 have received
baccalaureate degrees.
Within the school system, 9 graduates have been employed in
low-income schools and # graduates have been employed in other
than low income schools. There have been graduates who
have pursued higher education, 3 graduates who have been
employed within other school systems, and who are employed
in non-teaching roles. Of the graduates not included in
the above statistics; are not employed for personal reasons,
and O graduates are known to be employed in non-education .
occupations.

PROJECT NO.: 1795

A profile of the graduates is presented as follows:

_	- •		
1.0	_are black	•	
	_are white		v
~ 0	_are American Ind	ian .	
9	_are Chicano		*
	_Puerto Rican	. \	
	_are of an ethnic	group other th	an the above
The ethni	group of O	_was not record	ed
0	_were considered	ni-risk partici	pants when
s <b>a</b> ra	enrolled in the	program	
16	_possessed low-ind	come background	s ·
	_were males		•
	_were *females	•	
u 6	were veterans	.,,	•,

Further, of the graduates

were between 19 and 24 years of age

years of age

were between 25 and 34 years of age

were between 35 and 44 years of age

were between 45 and 59 years of age

were 60 years of age or older

The age of O individuals was not reported.



PROJECT NO.: 1795

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

PROJECT NO.: 1795

#### 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 arefour-year institutions of higher education
andtwo-year institutions of higher education participating
in the program and being attended by these participants continuing
in the program. There are participants attending four-year
insititutions of higher education and participants attending
two-year institutions of higher education.
A profile of the participants presently enrolled in COP is presented
as follows:
are black
are American Indian
2 are Chicano
O are Puerto Rican
o are of an ethnic group other than the above
The ethnic group of/ was not reported
are between 19 and 24 years of age
are between 25 and 34 years of age

PROJECT NO.: 1795

were considered "high-risk" participants when enrolled in the program and	
The age of	6 are between 35 and 44 years of age
The age of	are between 45 and 59 years of age
were considered "high-risk" participants when enrolled in the program and	
were considered "high-risk" participants when enrolled in the program and	The age of individuals was not reported .
were considered "high-risk" participants when enrolled in the program and	
To date, the participants presently enrolled in the program have earned a total of	Of the individuals presently enrolled in the program,
To date, the participants presently enrolled in the program have earned a total of	* y'
earned a total of	program and6 possessed low-income backgrounds.
earned a total of	
university credit while enrolled in the program. Of these credit hours, are credit hours earned for practicum. The median hours of credit received to date is	To date, the participants presently enrolled in the program have
hours,	earned a total of . 998 (quarter/semester) hours of college/
hours of credit received to date is	university credit while enrolled in the program. Of these credit
Assuming that each of these participants aspires to recieve a baccalauraute degree and requires a minimum of	
Assuming that each of these participants aspires to recieve a baccalauraute 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  2 additional participants by February 1976	hours of credit received to date is 5/ (quarter/semester)
baccalauraute 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  2 additional participants by February 1976	credit hours.
baccalauraute 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  2 additional participants by February 1976	
credit hours or quarter credit hours, the number of participants expected to graduate during the next 1 1/2 years is as follows:  participants by September 1975 additional participants by February 1976	
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	
as follows:  2 participants by September 1975  0 additional participants by February 1976	
participants by September 1975  o additional participants by February 1976	participants expected to graduate during the next 1 1/2 years is
o additional participants by February 1976	and the second s
additional participants by September 1976	· · · · · · · · · · · · · · · · · · ·

PROJECT NO.: 1795 .

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			
were recruited from the	Title I Program	and <u>6</u> wer	e recruited
from other programs operating w	ithin the educati	onal system.	The **
source of recruitment of 8	participants is	unknown and	0
participants were recruited fro	m outside of the	school system.	• 1

### 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	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:
a ,	
`, •	
	opportunity in education
•	left to take advantage of full-time employment
• .	in areas other than education
	· O left due to lack of funds in the LEA to support
*	their employment (
	23 left for personal reasons
. , , , , , , , , , , , , , , , , , , ,	2 left for other reasons
-	

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

,	stated "unavailability of child care"
:	2 due to pregnancy
	o stated "health problems" of themselves or those
	dependent upon them
	/O moved from this COP project location
<u> </u>	due to household financial problems
·	are_now_deceased
,	O joined or was inducted into military service
	2 married and chose not to continue
,	o for reasons associated with scholastic achievement
•	O were "needed at home"
*	/ required greater income to support their
• •	immediate needs
· · · · · · · · · · · · · · · · · · ·	for other personal reasons
A profile of	the individuals who left the program prior to a com-
pletion leve	l is as follows:
	10 were black
	2 were white
· · · · · ·	O were American Indian

were Chicano	
were Puerto Rican	•
were of an ethnic	group other than the above.
The ethnic group of	_was not reported
g were males	
were females	·
were between 19 and	1 24 years of age
	1 34 years of age
	1 44 years of age
were between 45 and	1 59 years of age
	• • • •
The age ofindivid	rals was not reported
were considered "h	i-risk" participants
when enrolled in t	he program
18 possessed low incomp	me backgrounds
Further, 2 were vete	~
Of the 38 who left the progra	
had not possessed a high s	
alency at the time they entered th	e prográm. The total (quarter/
semester) hours of credit earned b	
participating in COP is 1004.	A further analysis of credit
hours obtained by these individual	s is as follows:

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
at earned less than 54 semester credit hours
earned less than 80 quarter credit hours
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 individuals.
Of these individuals who have neither graduated nor are continuing
recruited from other programs operating within the educational system
The souce of recuritment of participants is unknown and
participants were recruited from outside of the school system



PROJECT NO: 1795

GRADUATE REPORT NO. 1

-	•	-
GRADUATED PARTICIPANTS		
GR	·	
TOTAL:	40	· .
GRAND TOTAL		
,		
		٩

· *			िस भारत	<b>,</b>			EMPLOYED WITHIN SCHOOL SYS, IN NON-TEACHING ROLES		
	· · · · · · · · · · · · · · · · · · ·	•	NO. OF HOURS ACCUMULATED FOR PRACTICUM WHILE IN C.O.P. S.H. E.S.H.	40.	104		BE EMPLOYED SCHOOL SYS. TEACH		
		,	TED FROM/ TECRUITMENT (3) Side Undefined	4	-	e graduates	NOWN TO	M I	<b>M</b> 3
			17	Ϋ́I NY	110	STATUS		1   1       1   1   1   1   1   1   1	0
Other/ Undefined (6)		<b>-</b> 90	NUMBER RECRUI AND SOURCE OF School System (1) (2) Title I Other: Ou	1111	9/ 0.	EMPLOYMENT	N SYSTEM F IN SGHOOLS	1	•
ROUP American White Indian (5)	5		(1) • NO. CÔMMUNITY RESIDENTS	2 3	- 57.		EMPLOYED I BUT NO LOW INCOME	\$	4
HNIC G rto an		, •	(1) NO. CONSIDERED THIGH RISK				HŽ V	w 3	
nicano (2)	7 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	•	(1) NO. LOW INCOME	2017		MEDIAN NO. OF HOURS ACCUMULATED	SEMESTER SEM. HR.	/30 : /30 :	/30
Black Cl			VETERANS (2) am Other	1111	110		EQUIV.		
SEX M F	-40 8		NO. OF V (I)	- W 1 1	119	TOTAL NO. OF HÖRS ACCUMULATED	SEMESTER SEM. HR. HR	250/	1863
TOTAL	20,000		, E4	3040	009		TOTAL	30/0	009
AGE GROUP	19-24 ° 25-34 35-44 45-59 60 € Over Age not reported TOTAL	,	AGE GROUP	19-24 25-34 35-44 45-59	60 & Over Age not reported TOTAL		5	25-34 35-44 45-59	60 t. Over) Age not reported TOTAL
	회원(왕(왕) (청)		248	2.	56	•	•	• ;	<i>\$</i>

PROJECT NO: 1795

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

121	, JQI	S									
NO. WHO WERE NOT	HIGH SCHOOL	GRADUATES	0	0	0			-	0		,
(4) NO. GRADUATED AT PARA-	PRGFESSIONAL LEVEL	2 Yrs. (Ah Deg.)		. /					, , , , , , , , , , , , , , , , , , , ,		
(3) NO. GRADUÄTED AT	TEACHER LEVEL	4 Yrs.	7	8	5	,	-		- /5		ATION
		2 Yrs.									AREA OF SPECIALIZATION
IT STATUS OF GRADUATE  (I)	NOT EMPLOYED FOR	PERSONAL REASONS	<u> </u>	j	1		78		0		AREA OF
EMPLOYMENT STAT	KNOWN TO BE EMPLOYED	BUT NOT IN EDUCATION,	4	-					0		•
		TOTAL	7	6	ک	0	0	0	9/	,	
		AGE GRUDE	119-24	25-34	35-44	45-59	60 & over	No hye not reported	CTC TOTAL	*	

					AREA OF SPECIALIZATION	IZATION	,			,	,
		3	(2)	(3)	(4)	(9) (9)	(9)	s (4)	. (8)	(6)	1
AGE GROUP	TOTAL	SPECIAL		BI-LINGUAL	BI-LINGUAL   EARLY CHILDHOOD		PHYSICIAL	VOCATIONAL GENERAL	GENERAL		
3		EDUCATION	READING	EDUCATION	EDUCATION	MEDIA	MEDIA EDUCATION	EDUCATION	EDUCATION   ELEM. EDUC.	OTHER	3
19-24	7	1	ı	١	1	_	ţ	Į.	. ,	ļ	_
25-34	6	İ	-		j	8	Ý	j	9	-	
35-44	5	`J	١	1	1	-	١	,	7.	1	_
45-59	0			-							_
60 & Over	0.										_
Age not reported	0						-				1-
TOTAL	9/	. 0	0	٥	, 0	5	0,	0		0	_
											,

PROJECT NO: 1795

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

	4				•	ETHNIC GROUP	GROUP		,,	
AGE GROUP	TOTAL	SEX		Black	Black Chicano		American	White Other/	Other/	
ś		×	Ĺ	(1)	(2)	Rican	Rican Indian	(2)	Undefined	
	•					(3),	(4)		(9)	
		-	;	"	,			\		
19-24	7	_		7	7			٥		
25-34	12	7	8	۴,	Ź			8	7	
35-44	12.	3	0	7	_			2	7	
45-59	1	0	7	_	1			/ /	í	r- <del></del>
60 & Over	0	1,	1	j	,			1		·- •
Age not reported	0	į	-	1				1	i	1
TOTAL	38	8	30	0/	5			17/		

			•	Γ				•		ĭ
	·			<u>_</u> ,		1	7	T		
OM/	TMENT		Undefined							
NUMBER RECRUITED FROM/	AND SOURCE OF RECRUITMENT		· (e) Outside							
BER REC	SOURCE	System	(2) Other	3	9	/0	,	,	١	23
NOM	AND	School System	(1) Title I	. 0	0	0	٥	J	1	0
	(1)	NO.	COMMUNITY	/	ک	3	, ,	•	1	0/
•	(1)	. ON	CONSIDERED HIGH RISK	-1	j	/	1	1	i	- '/
٠	6)	No. NOT HIGH	SCHOOL GRADUATES '	0	7	7	0	1		//
	3	9	LOW	4	e	* 7	_	١	1	. 8/
		TERANS	offer	0	O	0	0	٦,	1	0
		NO. OF VETERANS	Vietnam	0		_	1 , ,	١	,	7
		_	TOTAL	12	12	/2.	2	٥	0	38
		,	AGE SHOUP	19-24	25- 34.	35-44:	45-59	60 & Over	Age not reported	TOTAL

PROJECT NO: 1795

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

					REASON FOR NOT CONTINUING				
		BECOME FUL	BECOME FULL-TIME STUDENT				1		f
		8	(2)	(3) (2)	(4)	(5)	. 7(6) thru (18)	(19)	(20)
AGE GROUP	TOTAL	TEACHER	TENCHER OTHER EDUC	FULL-TIME EMPLOYMENT	FULL-TIME EMPLOYMENT	TAGK OF LEA	PERSONAL	OTHER	REASONS
		CORP	PROGRAMS	IN EDUCATION	IN NON-EDUCATION FIELD	FUNDS	REASONS		UNKNOMN
19-24	/2.	0	0	0	/	0	9	0	ų
	1/2	0		0	7	0	9		1
	1,2	0		/	3	0	9	/	
33-44 75-50	1	0 <			0	0	2	0	0
20.00	\ \ \	2	3 1		1	1	1	1	1
Age not reported	90		,			,	1	-	ť
TOTAL	38	Q			9	0	23	7	3

TOTAL HOURS ACCUMULATED   MEDIAM HOURS ACCUMULATED   HOURS OF CREDIT ACCUMULATED     AGE GROUP				•			,	_	HOURS	HOURS OF CREDIT
ROUP         TOTAL         SEMESTER         EQUIV. SEMESTER         SEMESTER         EQUIV. SEMES			TOTAL HOU	RS ACCUMULATED	MEDIAM HO	URS ACCUMULATED	HOURS OF	CREDIT ACCUMULATED	EARNED PE	EARNED PRIOR TO C.O.P.
Roup         TOTAL         SEMESTER         EQUIV.SEMESTER         SEMESTER         SEMESTER           12         275         HOURS         HOURS         HOURS         HOURS           12         272         27         34         36           2         6         2         32         36           2         6         2         3         36           2         6         6         -         -         -           2         6         6         -         -         -           2         6         6         -         -         -           3         6         6         -         -         -           3         6         6         -         -         -	•	,	THW.	LE IN COP	* WHILE	IN COP	PRI	OR TO COP	THE	THE PROGRAM
$\frac{1}{2}$   HOURS   HOURS   HOURS   HOURS   HOURS   HOURS   $\frac{2}{2}$   $\frac{1}{2}$   $$	AGE GROUP	TOTAL	SEMESTER	EQUIV. SEM				EQUIV. SEMESTER	ER	EQUIV. SPASSTER
/2 /2 /2 /2 /2 /2 /2 /2 /2 /2 /2 /2 /2 /			HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS
12   2   2   2   2   2   2   2   2   2	119-24	77	275		24	*	74	,	4/,	
2 2 2 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		1/2/	272.		12 1/2		<b>9</b>		80	
2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	35-44	1/2	391		29		36	4	20	**
eported 0	45-59	2	77		33		0 .	7	0	
3.0	60 & Over	Ò	j		1		1			
1 38	Age not reported	0	1		ı		1			
	TOTAL	38	700/		22,12		204		174	,

REPORT ON CONTINUING PARTICIPANTS

PROJECT NO: 1795

ALL CONTINUING PARTICIPANTS REPORT NO. 1 GRAND TOTAL:

			•	****			• • •			ED FROM/	ECRUITMENT	~		Outside   Undefined   .	, ,	1					8
	ined		_		-+	-†	_	-	ý.	NUMBER RECRUITED FROM/	AND SOURCE OF RECRUITMENT	System	(2)	Ocher		2		-    /	-     -	-	0 9
	ce Other/ Undefined (6)	,	-	1	,			1		DN.	AND	School	E)	Title I		1	7	/	1	1	7
	American White Indian (5) (4)	3	7	ک	2			7			(1) (2)	NO.	COMMUNITY	RESIDENTS	0	1		7	J	1	6
ETHNIC GROU	Puerto Amer Rıcan Indi (3), (4)									, , ,	î	NO.	CONSIDERED	HIGH RISK	0	0	0,	0	١	1	0
	Chicano (2)		_	, ,	,			2			(1)	NO. LOW	INCOME		I	7	3	. /	1	١	, 9
	Black (1)	1			2			, 4				NO. OF VETERANS	(5)	OTHER	0	0	0	_	1	1	/
	SEX M	5 0	0 3	┞	-			1 17		-		NO. OF	3	VIETNAM	9	0	0	c		1	0 :
	TOTAL	٧,	76	9	7	0	0	/ 8		) 	, , ,	TOTAL	,		5	6	2	7	0	0	18
	AGE GRO'JP	76-56	25-36	35-44	45-59	60 & Over	Age not reported	TOTAL				AGE GROUP	•••	5	19-24	25-34	135-44	45-59	60 & over	Age not reported	TOTAL

260

NO. OF HOURS PRACTICUM
CREDIT WHILE IN COP
SEMESTER EQUIV. SEMESTER IN 2-YR. INSTITUTIONS
OF HIGHER EDUCATION

MEDIAN NG. OF HRS ACCUMULATED WHILE IN COFSEMESTER | EQUIV.SEMESTER HRS.

NUMBER OF HOURS ACCUMULATED WHILE IN COP

EQUIV. SEMESTER

SEMESTER HRS.

Age not reported

60 & over

19-24 25-34 35-44 45-59

TOTAL

90

PROJECT NO:1795

### REPORT ON CONTINUING PARTICIPANTS

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

(Continued)

							1					
s No							MEDIAN NO.OF HRS	OF HRS		-	HRS.OF C	CREDIT EARNED
,					NO. OF HOURS	HOURS	CURRENTLY BEING	BEING	HOURS OF CREDIT	CREDIT	PRIOR TO	PRIOR TO COP AND AP-
AGE GROUP	TOTAL	NO. PRESENTLY ENROLL	ILY ENROLLS	ED NO. OF	CURRENTLY	TLY T	EARNED DURING	RING	ACCUMULATED	TEO .	PLICABLE TO COP	TO COP
*	, -	IN 4-YR. INSTITUTION	STITUTIONS	S PROJECTED		CED	RELEASE TIME	IME	PRIOR TO COP	COP	PROGRAM	
-	•	OF HIGHER EDUCATION		GRADUATES		EQUIV:	4	ľV.		EQUIV.		EQUIV.
•					SEMESTER		SEMESTER SEMESTER SEMESTER		SEMESTER	SEMESTER	SEMESTER	SEMESTER
-	_	·			HRS.	HRS.	HRS.	HRS.	HRS.	HRS.	HR.	HRS.
9-24	6	3			2/2		14		7/	,	0	
25-34	3	3			38		7/		. 0	,	0	
-44	7	7			77		0/		22		22	
45-59	4	7			15		/4		170		/34	
60 & over	Ì						,		1			
Age not reported	,			-			_		ì	•		
TOTAL	8/	18		,	229		/2		208		156	
		,										
					AREA OF	SPECIALIZATION	TION		27			
		(1)	(2)	-	(4)	(2)	(9)	<del> </del> -	⊢	(8)	(6)	
HOCKS THE	TOTAL	SPECIAL EDUCATION	READING	BI-LINGUAL EDUCATION	EARLY CHILDHOOD EDUCATION	HOOD :	PHYSICAL   FONCATION		VOCATIONAL FDICATION	GENERAL	, OTHER	
19-24	5	Γ.		1		ľ	-	ŀ	1	4.4		<i>:</i>
25-34	5	1	1	1	ī	1	1	-		'n	-	T
35-44	9		,		1	1	1	" 		1		T
.59	4.		7	١	,	-		,	-	4	,	
& over	0	1		١	}	1	  -	'  -		ł	1	
Age not reported	0.	1	i,	1		\  -	-		1		1	]
TOTAL	01	0	0	-	,	7	ļ			1	-	-

PROJECT NO.: 2127

### GENERAL PROJECT OVERVIEW Report As Of March 1, 1975

	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 14B participants enrolled in the project.
,	Between July 1, 1974 and March 1, 1975:
	participants graduated
	remained enrolled in the program
·	have neither graduated nor remained in the program
•	- Marine /
	To date, 99 participants have graduated and of this number,
`.	have received associate degrees and 85 have received
	baccalaureate degrees.
	Within the school system, 52 graduates have been employed in
	low-income schools and /2 graduates have been employed in other
	than low income schools. There have been o graduates who
	have pursued higher education, 3 graduates who have been
	employed within other school systems, and O who are employed
,	in non-teaching roles. Of the 32 graduates not included in
	the above statistics; 3 are not employed for personal reasons,

262

and ____ graduates are known to be employed in non-education

occupations.

PROJECT NO.: 2127

w brorr	te of the graduates is presented as rearrant	•
٠		' <del>'''</del> ' .
	37 are black	•
	are white	natu .
" virginia."	Oare American_Indian	, ,
	O are Chicano	Ç
	O Puerto Rican	
	are of an ethnic group other tha	n the above
	The ethnic group of was not recorde	đ "
. "P	were considered hi-risk particip	ants when
	enrolled in the program	
, <b>&amp;</b> *		~ <b>\</b> .
	37_were males	•
	62 were females	
· march	28 were veterans	
٠.	· · · · · · · · · · · · · · · · · · ·	e gayer
Further	, of the graduates	

ERIC

29

19

were between 19 and 24 years of age

were between 25 and 34 years of age

were between 35 and 44 years of age

were between 45 and 59 years of age

were 60 years of age or older

The age of // individuals was not reported

PROJECT NO.: 2127

while enrolled in the program, these participants earned a total of 8854 [semester/quarter] hours of university credits. The median hours of credit received was 16 [semester/quarter] credit hours.

Of the graduates, 38 were recruited from the Title I Program and 57 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.



PROJECT NO.: 2127

### REPORT ON PARTICIPANTS PRESENTLY

### ENROLLED IN COP

Report as of March 1, 1975

As of this date, there are <u>89</u> 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 arefour-year institutions of higher education
andtwo-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
insititutions 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:
45 are black
are white
O are American Indian
O_are Chicano •
O_are Puerto Rican
The ethnic group ofO was not reported
12 are males
are between 19 and 24 years of age
are between 25 and 34 years of age
265

257

PROJECT NO.: 2127

	13	are	between	35	and	44	years	of	age	
	13	_are	between	45	and	59	years	of	age	
		_	60 year							
The	age	of	36	ind	ivid	ual	s was	not	report	ed

of the individuals presently enrolled in the program, <u>20</u>
were considered "high-risk" participants when enrolled in the program and <u>67</u> possessed low-income backgrounds.

To date, the participants presently enrolled in the program have equivalent earned a total of 6326 (quarter/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/semester) credit hours.

Assuming that each of these participants aspires to recieve a baccalauraute 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:

participants by September 1975

10 additional participants by February 1976

8 additional participants by September 1976



PROJECT NO.: 2127 .

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.

PROJECT NO.: 2127

### 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:
#_left to take advantage of full-time employment
opportunity in education
in areas other than education
O_left due to lack of funds in the LEA to support
their employment
86_ left for personal reasons
9 left for reasons unknown

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

PROJECT: Jacksonville, Fla.
PROJECT NO.: 2127

-	
	2/2 stated "unavailability of child care"
	due to pregnancy
	dependent upon them
	/3 moved from this COP project location
	O due to language problems
*	8/2 due to household financial problems
	are now deceased
, n .	2 joined or was inducted into military service
,	
-	for reasons associated with scholastic achievement
, ,	2 were "needed at home"
•	/ required greater income to support their
•	immediate needs
	$\theta$ for other personal reasons
<b>,</b>	· · · · · · · · · · · · · · · · · · ·
A profil	e of the individuals who left the program prior to a com-
pletion	level is as follows:
	69 were black
	48 were white
-	O were American Indian



PROJECT NO.: 2127

Were Chicano
The ethnic group of was not reported
23 were males
97_were females
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
were 60 years of age or older
The age ofindividuals was not reported
were considered "hi-risk" participants
when enrolled in the program
Further, 16 were veterans
Of the 120 who left the program prior to a completion level,
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 4704. A further analysis of credit
hours obtained by these individuals is as follows:



· ·	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	e semester credit hours	. /
-	earned	80 or more	e quarter credit hours	· ·
of the re	; emaining indiv	iduals, the	ere is no information availab	le
as to cre	edit hours ear	ned by	o individuals.	
Of these	individuals w	ho have nei	ither graduated nor are conti	$\mathtt{nuing}^{^{\star}}$
56 V	were recruited	from the	Title I Program and 63 we	re
recruited	d from other p	rograms ope	erating within the educationa	1 system.
The souce	e of recuritme	nt of O	participants is unknown an	đ
	participants w	ere recruit	ted from outside of the schoo	1 system.

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

						ETHNIC	GROUP			
AGE GROUP	TOTAL	S	SEX	Black	Chicano	Puerto Ameri	American	.White	Other/	
•		Σ	ш	£	(3)	Rican	Indian	(2)	Undefined	
			·		-	(3)	(4)		(9)	
70-24	6	7	\ -	7				۲		
25-34	40	- 0~	32.	26				/3		
35-44	25	4	23	17				,	/	
45-59	29	<u>۔</u> م	77	1/4			•	7/7	/	
60 & Over	4	0	4	/				/	1	
Age not reported	75/	#	/	5	-1		ا مُحديد	0/.	1	
TOTAL	120	23	16	, 69	-		2	48	3	

•				٦							•
							. 1		· - T		
COM/	TMENT		•	Outside Undefined							
NUMBER RECRUITED FROM	AND SOURCE OF RECRUITMENT		(e)		1	1	١			/	
BER REC	SOURCE	System	(2)	Other	9	23	0/	[]	1	/3	73
MOM	AND	School 8	(1)	Title I	E	<i>L/</i>	/2	81	7	,	Ù
	(1)	NO.	COMMUNITY	RESIDENTS	8	LE .	57	. 87.	. 2	./3	7//
	(T)	NO.	CONSIDERED	HIGH RISK	/	<i>b/</i>	b ,	/3	,	6	, 10
	(0)	NC. NOT HIGH	SCHOOL	GRADUATES	0	0	o.	, 0	0 ,	0	
,	(E)	.0.	10% NO.1	INCOME	4	36	77	25	1	<i>†</i> /	/0/
		TERRIS	(2)	othér	0	0	0		0	0	
4		NO. OF VETERAIS	(1)	Vietram	0	8	7	<i>ħ</i>	0		21
	ŕ	,	TOTAL	_	b	0,7	25	29	7	15	100
į	~		AGE GROUP		19-24	25- 34	35-44	45-59	60 & Over	Age not reported	TOTAL

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

PROJECT NO: 2127

ALL PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

(Continued)

AGE GROUP TOTAL TEACHER CTHER EDUC FULL-TIME EMPLOYMENT FULL-TIME EMPLOYMENT IACK OF LEA PERSONAL CORP PROCRAMS IN EDUCATION FIELD FUNDS REASONS ESSAS 19-24 40 - 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						REASON FOR NOT CONTINUING		•		
TOTAL TEACHER CTHER EDUC FULL-TIME EMPLOYMENT   TOTAL TEACHER EDUC FULL-TIME EMPLOYMENT   TOTAL TEACHER CTHER EDUC FULL-TIME EMPLOYMENT   LACK OF LEA		-	BECOME	FULL-TIME SENT		`				
ROUP TOTAL TEACHER CTHER EDUC FULL-TIME EMPLOYMENT FULL-TIME EMPLOYMENT LACK OF LEA CORP PROGRAMS IN EDUCATION IN NON-EDUCATION FIELD FUNDS CORP STATE CORP PROGRAMS CORP PROGRAM CORP PR			E	(2)	(3)	(4)	(3)	(6) thru (18)	(19)	(20)
CORP PROGRAMS IN EDUCATION FIELD FUNDS   CORP   PROGRAMS   CORP	AGE GROUP	TOTAL	TEACHER	CTHER EDUC		FULL-TIME EMPLOYMENT	LACK OF LEA	PERSONAL	CHER	REASONS
y 40 - 3 2 3 - 3 3 - 4 5 4 5 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5			CORP	PROGRAMS	IN EDUCATION	IN NON-EDUCATION FIELD	FUNDS	REASONS		UNKNOWN
7 40 - 3 2 2 1 - 3 - 4	19-24	6	١	/	•	1	ĵ	9	1	/
25	25-34	40	\	3	7	3	J	7.1		7
ported /2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2	35-44	25	١	ß	7	1	1	11	١	1
ported /5 /20	45-59	29	1	7		7		22	/	7
ported /5	750 & Over	7	1	1		1.	1	/		/
TOTAL /20 0 // 4	7 Age not reported	/5	١	١	ſ	/	ı	/3	***	/
	TOTAL	120	0	1/	7	7	ł	86	3	6

نب					•			HOURS	HOURS OF CREDIT
<b>N</b>		TOTAL HÖL	TOTAL BOURS ACCUMULATED WHILE IN COP	MEDIAT: HC	MEDIAH HOURS ACCUMULATED WHILE IN COP	HOURS OF	HOURS OF CREDIT ACCUMULATED PRIOR TO COP	AND API	AND APPLICABLE TO THE PROGRAM
AGE GROUP	TOTAL	SEMESTER	EQUIV.SEM	ESTER SEMESTER	EQUIV. SEMESTER	SEMESTER	EQUIV, SEMESTER	SEMESTER	SEMESTER   EQUIV.SEMESTER
		HOURS	HOURS	HOURS	HOURS	HOURS	HOTIRS	HOURS	HOURS
/ 19-24	6		96€		4.2		89/		89/
25-34	70		768/		70	~	808		Jos
35-44	25		1001		.34		296		767
45-59	29		590/		30		388		388
60 & Over	7		. 8/		6		0		0
Age not reported	15		322		61		616		923
TOTAL	120		404	``	32		7136		2580

### REPORT ON CONTINUING PARTICIPANTS

PROJECT NO: 2127

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

		 			,	ETHINIC	GROUP		,	
AGE GROUP	TOTAL	SEX		Black	Chicano	Puerto	American	White	Other/	
ı	<b></b>	Σ	F	5	(2)	Ridan	Indlan	(5)	Undefined	
		_				(3)	(4)	_	(3) (4) (6)	,
					,	-				
19-24	ケー	0	7	<b>/</b> (			•	/		
25-34	3	E)	81	15		4		9		, •
35-44	/3	L	12	77		1		/		
45-59	/3	0	/3	0/				3		, 1
60 & Over	7	0	*	_				, ,		
Age, not reported	36	8	28	4				32		, ,
. TOTAL	68	12	17	45	ŧ			71/2		
		1						-		

								٠				
, /WC	IMENA	_	ښار	Title I Other Outside Undefined	17							
NUMBER RECRUITED FROM	AND SOURCE OF RECRUITMENT		(3)	Outside	1	}	1	ı		-	0	
BER REC	SOURCE	System	(2)	Other	7.	8	٠,	0.	_	32	36	1
MON	AND	marsks Toouse	î	Title I	7	/3	8	2	_	#	33	-
(1)	( <del>1</del> )		YT INUMMCO	RESIDENTS	#	6/	7/	(3	7	33	83	
	7 2		INCOME   CONSIDERED   COMMUNITY	HIGH RISK RESIDENTS	/	9	0,	2	/	0/	20	
- - -			INCOME	,	*	. 8/	. 7/	0		32	767	
	NO OF UPPEDANC	- 1	,(2),	OTHER	0	0	0	, ,		0		
,	NO OF	NO. OF	(1)	VIETNAM,	0	, K)	,	0	. 0	9	<i>a</i> X	_
•	TOTAL	1 70101			7	2/4	/3	/3		36	68	
	ander are	יייייייייייייייייייייייייייייייייייייי			19-24	25-34	35-44	45-59	60 & over .	Age not reported	TOTAL	

	•	NUMBER OF HOURS ACCUMULATED	MEDIAN NO. OF HRS AC-	NC. OF HOURS PRACTICUM	
	TOTAL	WHILE IN COP	CUMULATED WHILE IN COP	CREDIT WHILE IN COP NO. PRESENTLY ENROLLED,	
•	,	SEMESTER EQUIV. SEMESTER	SEMESTER EQUIV. SEMESTER	STER	
		HRS. HPS.	HRS. HRS.	HRS. OF HIGHER EDUCATION	•
19-24	4	265	88	2.5	
25-34	21	706/	92	/42	,
35-44	(3	1/210	96	114	
45-59	73	//35.	88	/20	
60 & over	Z	172	98		
Age not reported	36	1642	52	693	
TOTAL	68.	63.26	89	972	
					(

PROJECT: Jacksonville, PROJECT NO: 2127

### REPORT ON CONTINUING PARTICIPANTS

## REPORT NO. 1 GRAND TOTAL: ALL CONTINUING BARTICIPANTS

(Continued)

T EARNED /	AND AP-	SOP		EQUIV.	SEMESTER	HRS.	97	.63	66	47	0/	10.	60	
HRS.OF CREDIT EARNED	PRIOR TO COP AND AP-	PLICABLE TO COP	PROGRAM	iğa			^			•		24	1 28	
· HRS	-	PLI	PRO	٧.	SEMESTER SEMESTER SEMESTER	HR.	0	7	6	2			8	
	HOURS OF CREDIT	ACCUMULATED	PRIOR TO COP	EQUIV.	ER SEMES	HRS	7	28	6	#	2/		777	
		ACCUM	PRIOR		R SEMEST	HRS.				*				
MEDIAN NO.OF 4RS	CURRENTLY BEING	EARNED DURING	E TIME	EQUIV.	R SEMESTE	HRS.	n	33	٣	. 3	3	Ť,	3	
MEDIAN	CURREN	EARNED	RELEASE TIME	ļ 	SEMESTER SEMESTER SEMESTER SEMESTER	HRS.	0			,		2	· · ·	
	HOURS	NTLY	LED	EQUIV.	SEMESTER	HRS.	, 29	/31	06	18	9	534	871	
	NO. OF HOURS	CURRENTLY	ENROLLED	,	SEMESTER	HRS.	,					•		
•		NO. OF	PROJECTED	GRADUATES			7			وند	يو			
		ENROLLED,	TUTIONS .	CATION	a P	•,		7.	Ŋ			,		
		TOTAL , NO. PRESENTLY ENROLLED,	IN.4-YR. INSTITUTION	OF HIGHER EDUCATION		•		•		•		32	·	
	•	CAL NO	NI	QF.	-	٠ <u>ـ</u>	7							
	<b>;</b> .	Ş	-10-4			-		4	"	73	,,	36	89	
	<u>'</u>	AGE GROUP	į	•	•		19-24	25-34	15-44	15-59	60 c over	Age not reported	TOTAL .	

•	_,		•,		•			•	-	
			•		AREA OF SPECIALIZATION	TALIZATIC	N.C	*		•
	-; <b>:</b>	(1)	(2)	(3)		(5)	(9)	,(2)	(8)	(6)
AGE GROUP	TOTAL	SPECIAL		BI-LINGUAL	EARLY CHILDHOOD		A.	5	GENERAL	
•	, ,	EDUCATION	Æ	ADING EDUCATION	EDUCATION	MEDIA	EDUCATION,	EDUCATION EDUCATION FLEM FDIC.	ELEM. EDIIC.	OTHER
19-24	4	1		1,	,		1872			
25-34	7	~	"	1	• //	1	1		\\ \.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.\.	
. 35-44	4	7	1		2				· · · · · · · · · · · · · · · · · · ·	
45_50	6	*	1		4					1
20-02	?			-	<b>*</b>	}		1	,	í
60 & over	4	1	1	1	1	,	-	,	1	
Age not reported	36	17	7	1	. 3	1	1	4	~	1
TOTAL	68	30	3	0	7/		0	0	0	

GRADUÀTE REPORT NO. 1

PROJECT NO: 2127

£.~

### GRAND TOTAL: GRADUATED PARTICIPANTS

,	_					ETHNIC GROUP				•
AGE GROUP	TOTAL	SI	SEX	Black	Black Chicano		American	3	Other/	
· ·	<del>-</del> -	Σ	F	(1)	(3)		Indian	(2)	Undefined	
	K: 1					(3)	(4)	•	(9)	
	, .	L			5-					·
19-24	7	/		,	- 4		,	٦,	1	
25-34	29	9/	<i>E7</i>	(3	'n			1/6	i	
35-44	6/	17 0	15/	0			/	=		
45-59	. 31	7	24	/3				12		
60 & Over	1	0	-	_				   		
Age not reported	1.1	6	00	7				15		
TOTAL	66	37	77	37				2	人為	

۲	<u> </u>	Щ	_	<u>`</u>	F	ī	Г	Т	Г	Ι-	Γ.
NO. OF HOURS	ACCUMULATED FOR	PRACTICUM WHILE	IN C.O.P.	E.S.H.	2/	744	861	32/	E	385	152
NO. OF	ACCUMU	PRACTI	NI	S.H.	L			١,		ŀ	
/wo	TMENT	•		Undefined	,	-				,	,
NUMBER RECRUITED FROM,	. AND SOURCE OF RECRUITMENT		(3)	Outside	\					_	7
MBER REC	SOURCE	School System	(2)	Other		41	12/	/3		2/	59
DN	AND	School	(1)	Title I		12	7	8/	/	Ĺ	38
(τ)	NO.	COMMUNITY	RESIDENTS		77	2.5	<i>L1</i> .	7.7	/	/54	<i>L8</i>
(I)	NO.	CONSIDERED	HIGH RISK	,-	0	. /	<i>0 *</i>	* 0	0	3	4
(1)	Ó	LOW	INCOME		/	77	6/	23	/	/3	73
		TERANS .	(2)	other	0			3 "	0	2,	رم
		NO. OF VETER	(C)	Vietnam	, 0	6	3	#	a	. 7	23
			TOTAL	>	2	29	61	31	1	17	99
			AGE GROUP		19–24	25-34	35-44	45-59	60 & Over	Age not reported	TOTAL

*		۲		1		7	Τ,	<b>)</b>	, ' [	7	T	7
			EMBLOVED WITH	KNOWN TO BE EMPLOYED SCHOOL SYSTIN NO	IN OTHER SCHOOL SYS. TEACHING ROLES		ic		\$			0
	., y			BE EMPLOYED	SCHOOL SYS.	6		6			5	~
	F GRADUATE		(2)	KNOWN TO	IN OTHER		, "				,	
	EMPLOYMENT STATUS OF GRADUATES		(4)	HIGHER	ω	,	0	0	0	0	2	C
Şur	EMPLOYME	(1)	EMPLOVED TN CVCTEM	BUT NOT IN	LOW. INCOME SCHOOLS		m		7	0	7	1/2
			TN TOW	INCOME	SCHOOLS .	/	9/	0/	* 15	. 0	0/	52
Z	HOURS ATED	ď	EQUIV.	SEM.	₩.	78	48	124	811	7/2	9	3/2
MEDIA	NO. OF HOURS ACCUMULATED	IN COP		SEMESTER   SEM.	HR.					,		
	HOURS	N COP	EQUIV	SEM.	Ħ	191	2580	1954	3075	79	6/0/	p588
TOTAL	NO. OF HOURS ACCUMULATED	WHILE IN COP		SEMESTER SEM.	HR.			•				
					TOTAL	7	68	61	31		L/	66
		,			AGE GROUP	/ 19–,24	25-34	35-44	45-59	.60 £ Over	Age not reported	TOTAL

PROJECT NO: 2127

GRADUAȚE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

`		EMPLOYMENT STA	STATUS OF GRADUATE	(3)		· · · · · · · · · · · · · · · · · · ·	(0)
N,		(9)	(r)	NO. G	ATED AT	NO. GRADUATED AT PARA-	NO. WH
	•	_	NOT EMPLOYED FOR	TEACHER LEVEL	LEVEL	PROFESSIONAL LEVEL	HIGH SCHOOL
ASE SPOUP	TOTAL	BUT NOT IN EDUCATION	PERSONAL REASONS	2 Yrs.	4 Yrs.	2 Yrs. (Ah Deg.)	GRADŮATES
19-24.	7				2	0 ,	
25-34	52	/	_		27	23%	
.35-44	61		,		->/	. 7	j
45-59	100				2		7
	'n		3		17.4	7	0
ou & cver		•	, , , , , , , , , , , , , , , , , , ,		0	/	o'
Age not reported	17		•		17	,	
1 TOTAL	66		ک		- 76	/4/	

	,								e zi			_
	•			,		AREA OF SPECIALIZATION	IZATION		••			
6	<b></b>		(1)	(2)	(3)	(4)	1 (5)	(9)	1.	(8)	(6)	
) r	AGE GROUP	TOTAL	SPECIAL		EI-LINGUAL	EI-LINGUAL EARLY CHILDHOOD		PHYSICIAL	VOCATIONAL GENERAL	GENERAL		
7		•	EDUCATION	READING		EDUCATION	EDIA	EDUCATION	FDUCATION	EDUCATION FLEM FOR	ילווני	
7	19-24	77	٠			7						
	25-34	29	3	2								
	15-62	-								Ş	,	
	25 21	1,	-	/	1	٠			7	· .		
	45-59	3	,	٧٢,		δ			7	, ,		_
	60 & Over	. /	0	C					Ö	4		
	Age not reported	1/	4	7		,				,		
	r TOTAL	66	12/	12	0	22.		0	90	,	,	

PROJECT NO.: 1756

### 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:
76 remained enrolled in the program
have neither graduated nor remained in the program
To date, 2/ participants have graduated and of this number,
baccalaureate degrees.
Within the school system, /B graduates have been employed in
low-income schools and graduates have been employed in other
than low income schools. There have been o graduates who
have pursued higher education,/ graduates who have been
employed within other school systems, and o who are employed
in non-teaching roles. Of the graduates not included in
the above statistics; o are not employed for personal reasons,
and $\mathcal{Z}$ graduates are known to be employed in non-education
occupations.

PROJECT NO.: 1756

Ä	profile	of	the	graduates is	presented	as	follows:
	_			-	,		

$\mathcal{L}$ are white
Oare Chicano
OPuerto Rican
oare of an ethnic group other than the above
The ethnic group of was not recorded
were considered hi-risk participants when
enrolled in the program
were males
1 word waterans

### Further, of the graduates

	0	were	between	19 an	d 24	years	of	age
_	4	were	between	25 an	d 34	years	of	age
	.10	were	between	35 an	d 44	years	of	age
	_7	were	between	45 an	d 59	years	of	age
	0	were	60 years	s of a	ge o	r olde	r,	
The	age	of d	) indiv	/idual	s wa:	s nöt	repo	rted

PROJECT NO.: 1756

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

PROJECT NO.: 1756

### REPORT ON PARTICIPANTS PRESENTLY

### ENROLLED IN COP

Report as of March 1, 1975

, ·
As of this date, there areindividuals presently enrolled
in COP. These individuals are employed in a total of
schools and educational settings in the project locations. In
total, there arefour-year institutions of higher education
and two-year institutions of higher education participating
in the program and being attended by these participants continuing
in the program. There are participants attending four-year
insititutions of higher education and participants attending
two-year institutions of higher education.
A profile of the participants presently enrolled in COP is presented
as follows:
<u>'66</u> are black
are white
$\mathcal{L}$ are Chicano
are of an ethnic group other than the above
The ethnic group of was not reported
are between 25 and 34 years of age

PROJECT NO.: 1756

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 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 recieve a
baccalauraute degree and requires a minimum of 108 semester
gradit hours or quarter credit hours, the number of
participants expected to graduate during the next'l 1/2 years is
as follows:
23 participants by September 1975
6 additional participants by February 1976
8 additional participants by September 1976

PROJECT NO.: 1756

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.



PROJECT NO.: 1756

### 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 enfolled in the program
37	have left for one reason or another. A summary of the
reasons	for leaving is as follows:
•	/ left to become full-time students
·	opportunity in education
. •	2 left to take advantage of full-time employment
	in areas other than education
	their employment
1	29 left for personal reasons
. 🏃 '	
,	2 left for reasons unknown

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

# stated "health problems" of themselves or those dependent upon them  # moved from this COP project location  / due to language problems  O due to household financial problems  O are now deceased  / joined or was inducted into military service  / married and chose not to continue  6 for reasons associated with scholastic achievement  / were "needed at home"  / 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:  ### Were white  O were American Indian			
dependent upon them  / moved from this COP project location  / due to language problems  / due to household financial problems  / are now deceased  / joined or was inducted into military service  / married and chose not to continue  / for reasons associated with scholastic aghievement  / were "needed at home"  / required greater income to support their immediate needs  / for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  / were white	•		
moved from this COP project location  / due to language problems  / due to household financial problems  / are now deceased  / joined or was inducted into military service  / married and chose not to continue  / for reasons associated with scholastic aghievement  / were "needed at home"  / required greater income to support their  immediate needs  / for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  / were white		# stated "health problems" of themselves or those	
	•	dependent upon them	
due to household financial problems  output are now deceased  / joined or was inducted into military service  / married and chose not to continue  output for reasons associated with scholastic aghievement  / were "needed at home"  / required greater income to support their  immediate needs  for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  28 were black  were white			
/ joined or was inducted into military service / married and chose not to continue 6 for reasons associated with scholastic aghievement / were "needed at home" / 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	•		
/ joined or was inducted into military service  / married and chose not to continue  6 for reasons associated with scholastic achievement  / were "needed at home"  / required greater income to support their  immediate needs  for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  28 were black  were white			
/ married and chose not to continue  6 for reasons associated with scholastic aghievement  / were "needed at home"  / 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  were white			
for reasons associated with scholastic achievement  / were "needed at home"  / required greater income to support their  immediate needs  / for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  // B were black // were white	5		
/ were "needed at home"  / required greater income to support their  immediate needs  / for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  // B were black // were white	.;	ADD.	
/ 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	•	6 for reasons associated with scholastic aghievement	t
immediate needs  7 for other personal reasons  A profile of the individuals who left the program prior to a completion level is as follows:  2 were black 2 were white		/ were "needed at home"	
A profile of the individuals who left the program prior to a completion level is as follows:	•	immediate needs	
pletion level is as follows:	1 1		
	A profi	le of the individuals who left the program prior to a com-	
	pletion	level is as follows:	,
	•		
Owere American Indian			
		O were American Indian	

PROJECT NO.: 1756

	4 were Chicano
·	O were Puerto Rican
	o were of an ethnic group other than the above.
•	The ethnic group of was not reported
•	7 were males
	30 were females
*	9 were between 35 and 44 years of age.
•	
	/ were 60 years, of age or older
· · · · · · · · · · · · · · · · · · ·	The age of
, _	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/
semeste	r) hours of credit earned by these individuals while
partici	pating in COP is 737. A further analysis of credit
•	btained by these individuals is as follows:



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
earned less than 80 quarter credit hours
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 individuals.
Of these individuals who have neither graduated nor are continuing,
were recruited from the Title I Program and 27 were
recruited from other programs operating within the educational system.
The souce of recuritment of participants is unknown and



REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

PROJECT NO: 1756'

REPORT NO. 1 GRAND TOTAL ALL PARTICIPANTS NOT GRADUĄTĘD AND NOT CONTINUING

										Į,			_		٠-+		, ,		-7	· T		-11
•				•	•						OM/	TMENT			Undefined	١	77	,	7	0	١	7
•											NUMBER RECRUITED FROM/	AND SOURCE OF RECRUITMENT		(e)	Outside	1	0	0	0	0	-	0
		,						•	9		BER REC	SOURCE	System	(2)	Other	٠١	//	8	7	1	1	ĹŢ
	,			. •	9	ı					NON	AND	School	(1)	Title I	-	2	0	1	0	<u>.</u>	3
	Other/ Undefined (6)				7			3				(1)	NO.	COMMUNITY	RESIDENTS	}	1.4	6	6	/	4	36
	an White (5).		/	\				7				<del>-</del> (1)	NO.	CONSIDERED	IGH KISK	1	/3	<i>b</i> .	1 , 2		1	30
THUIL CROID	American Indian (4)	,								,		(0)	T HIGH		,			٠.				
DA HA	Puerto Rican		4					#				0	No.	SCHOOL	GRADUATES	1	7	-	4	\ '		8
	Chicano (2)											3	NC.	ros son	INCOME	١.	6/3	e	0/			137
	Black (1)		12	7	00			28					TERAIS	. (2)	Other	0	0	0	0	0 -	\	0
	SEX M F	-	11 9	8 1	0/0	1 0	1	28 2	***				NO. OF VET	(1)	Vietnam	0	9	9	0	0	ľ	e
	TOTAL	0	17	6	0)	<u>,</u>	١	37						TOTAL		0	17	6	. 0/		١	37
	AGE GROUP	9-24	25-34	35-44 '	45-59	60 & Over ', !	Age not reported	TOTAL			1.	 شر		ಕಿರಿತ್ಯ ವಿನಂಭಕ್ಷ್ಣ		19-24	25- 34	35-44	45-59	60 & Over	Age not reported	TOTAL
11		. 4	1	Imi	4	افت	•	٠,	1 8 80	ક	. T		•			<del>.</del>					<u> </u>	<b>→</b>
	·			•					٠ .		.,	_		-			•					٠

PROJECT NO: 1756

REPORT ON PARTICIPANTS NOT GRADUATED AND NOT CONTINUING

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

(Continued)

	Ò	0	ONAL OTHER	(19) OTHER	(19) OTHER	OTHER	0   -
	(5) (6) thru (18) LACK OF LEA PERSONAL FUNDS REASONS	(5) (6) thru LACK OF LEA PERSON FUNDS REASON	(5) (6) thru LACK OF LEA PERSON FUNDS REASON	(5) (6) thru LACK OF LEA PERSON FUNDS REASON	(5) (6) thru LACK OF LEA PERSON FUNDS REASON	(5) (6) thru LACK OF LEA PERSON FUNDS REASON 0 0 7	(5) (6) thru LACK OF LEA PERSON FUNDS REASON
	APLOYMENT ATION FIELD	9	9	9	9	9	9
(3)	IN EDUCATION IN	<del></del>	<del>:++</del>	<del></del>	<del></del>	<del></del>	╼═╦┼┼┼┼┼┼┼┼
STUDENT (1)	R WHER EDUC I						
ST(T)	TOTAL TEACHE . CORP	<del>   1</del>	<del>        </del>	-   1   1	<del>              </del>	<del>                </del>	<del>                                     </del>
,	AGE GROUP	AGE GROUP	AGE GROUP	AGE GROUP 24 34 44	AGE GROUP 24 34 44 59	AGE GROUP 19-24 25-34 35-44 45-59 60 & Over	19-24 25-34 35-44 45-59 N 60 & Over Age not reported
TOTAL LEACHER FULL FULL THE EMPLOYMENT TO THE FULL FULL FULL FULL FULL FULL FULL FUL			1 0	70-	, 0		

			•					HOURS	HOURS OF CREDIT
•				•	•			EARNED PR	EARNED PRIOR TO C.O.P.
,		TOTAL HOU.	TOTAL HOURS ACCUMULATED	MEDIA: HC	MEDIA: HOURS ACCUMULATED	HOURS OF	HOURS OF CREDIT ACCUMULATED	AND APE	AND APPLICABLE TO
•		WHI	WHILE IN COP	WHILE	WHILE IN COP	PR	PRIOR TO COP	THE F	THE PROGRAM
AGE GROUP	TOTAL	SEMESTER	SEMESTER   EQUIV.SEMESTER SEMESTER	SEMESTER	EQUIV.SEMESTER	SEMESTER	SEMESTER EQUIV. SEMESTER	SEMESTER	SEMESTER EQUIV.SEMESTER
		HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS	HOURS
15-24	0	1				}		1	
25-34	17	318		/3		/#/	7,	128	
35-44	a	178		2/		79		15	
45-59	9,	2/6		81		40		12	
60 & Over	_	25	, ,	NIA		7		7	
Age not reported	,	1		1	•	,		-	
TOTAL	37	737		IJ	,	250		/62	

REPORT ON CONTINUING PARTICIPANTS

PROJECT NO: 1756

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

				r.				,						•										, 、						•	<u></u>	
	,			•		•	•														•		NO. PRESENTLY ENROLLED,	IN 2-YR. INSTITUTIONS		. 0	Ó	0	0		7	
	*					,	<i>ŧ</i>		_	FROM/	TMENT		Undefined,	0	کم	V	V	,	1	9)			ار				,	-		*		
,	Trostroux	.^ 1					•	•		CRUI	E OF RECRUITMENT	- C	o	0	0	_	0	0	)	0		S PRACTICUM		UIV. SEMESTER HRS								
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Other/ Undefined (6)	0	0	0	ä	0	10		NUMBER R	_ 1	School System	Title I Other	0 /	5. 15	. 3 20	3 /2	0	1	12 48		NO OF HOURS	H	SEMESTER EQUIV	C		8/	9	_	1.6	1-6%	•/
******		an White		0 00	\	7	a	1 9			_ <u> </u>	NO.	RESIDENTS T	/	25	24	6/	7	٦,	77		HBC AC-		EQUIV.SEMESTER	ing.							
	S O	Puerto American Rican Indian (3) (4)		20	. 0	0	0	2.					HIGH RISK RE	_	9/	73	9/	2	١	58	,	FEDTAN NO OF	9	SMESTER EQU	No.	24	63	27	63.12	7.3	62	
		Nicano   Pue   (2)   Ric   (3)									<u> </u>	3	INCOME	1.	15	.28	20	ر الم		92		THUIL BUTER		EQUIV. SEMESTER.			-			,		
		Black (1)	-		2,6		2 2	99 04			/	OF VETERANS	OTHER OTHER	0	0	8	Ø			9		THE CE HOUSE ACTION TO CHAMINA	WHILE IN COP	<b> -</b> -	a a	\ \ \		\ \.	7		· ;	. /
	مرين المعالمة المعالم المعالمة المعالمة المعالمة المعالمة المعالمة المعالمة المعالمة	X SEX		,,,	200	10	0	14	H.				A STATE OF THE STA	9		7	-	_	1	, 4		DIMPED	ĭ	SEMES	nrs.	13			/27		4631	
	الممارم ويعلق الرسا	P TOTAL		,	100 P		N.	1				UP. TOTAL	-	\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	25	28	20	7	rted 0	H	,		-			26	200	7	2	-	9/.	,
		AGE GROUP		19-22	25-34	45-59	60 £ Over	Age not reported	Ш			AGE GROUP.	•	19-24	25-34	35-44	45-59	60 & over	Age not reported	TOTAL	, ,				10.34	25.50	35-44	45-59	60 g over	Age not reported	TOTAL	
			//	,	•		,	·	\	ή_		•	282		20	<del>}</del>	()			1	· ,	-		•	/							,



PROJECT NO: 1756

REPORT ON CONTINUING PARTICIPANTS.

REPORT NO. 1 GRAND TOTAL: ALL CONTINUING PARTICIPANTS

(Continued)

						MEDIAN NO OF HBC	OF HRS			HRS.OF C	HRS.OF CREDIT EARNED
					000	CIEDENATY BETNE	TINE Y	HOURS OF CREDIT	CREDIT	PRIOR TO	PRIOR TO COP AND AP-
			9	NO. OF HOURS	0.K3	FARNED DURING	IRING	ACCUMULATED		PLICABLE TO COP	TO COP
AGE GROUP	TOTAL	NO. PRESENTLY ENROLLED	DECTECTED	FNBOLLED	i ¢	RELEASE TIME	LIME	PRIOR TO COP	COP	PROGRAM	,
		IN 4-IK. INSTITUTIONS	CRADITATES		FOUTV.		EQUIV.		EQUIV.		EQUIV.
	1	OF RIGHER EDUCALION		SEMESTER SEMESTER SEMESTER SEMESTER	EMESTER !	SEMESTER (	SEMESTER	SEMESTER SEMESTER	SEMBSTER	SEMESTER	SEMESTER
				HRS.	HRS.	HRS.	HRS.	HRS.	HRS	Ħ.	HRS.
	,			9		Ģ		Ø		0	
19-24	1	7,6		200		0		382		382	
25-34	44	6 45		00/		1		347		1342	
35-44	200	258		- 43				1		100	
45-59	00	20		147		o		42		777	
2000	2	0		9		٥	•	3		``	
90 & OVEL	4	*		,		0		1	\ /	1	
Age not reported	0			1				0/0		0/0	
TOTAL	16			158		9		74.6		7 2 2	
			,						`		
	<b>3</b> .			<b>*</b>						•	
	•	•	,	,							
		2.0									
		•		AREA OF SPECIALIZATION	PECIALIZ?	NOIT				/	
	••				12/		-	1	(0)	10/	
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		0.5			• /							_
	,				AREA OF SPECIALIZATION	ALIZATIO	N.		4			
***	_	(F)	(2)	(3)	. (4)	(5)	(9)	(2)	(8)	<u>ર્</u> જ		
AGE GROUP	TOTAL	SPECIAL	•	BI-LINGUAL	BI-LINGUAL EARLY CHILDHOOD		PHYSICAL	VOCATIONAL GENERAL	GENERAL	/		
	- <b></b>	EDUCATION 1	READING		EDUCATION	MEDIA	EDUCATION	EDUCATION EDUCATION ELEM. EDUC.	ELEM.EDUC.	OTHER		
9-24	,	١	1	1	1	1		i	\			
	25		1	1	-	1	. 1	i	25	1		4
5-44	2.8	,		_		•	i	1	25 .	i i	,	' ر ا
5-59	207	 	1	_			1		2.0	ì		-
0 & over	7	1		١.		1	١	١	ų	1		<u>ه</u> .
Age not reported	0		١		-	1	ì	1	,	i		_
TOTAL	26	_	0	/	0	_	0	0	73	C		

PROJECT NO: 1756

### GRAND TOTAL: GRADUATED PARTICIPANTS GRADUATE REPORT NO. 1

									1	
			_			ETHNIC GROUP	GROUP			•
AGE GROUP	TOTAL	SEX	×	Black	Chicano	L	American	White	Other/	
/		Σ	٠ ٦	ĉ	(5)	Rican	Indian	(2)	Undefined	
/	_					(3)	(4)	6	(9)	
										-
19-24	0			_		ı	•	1	j	
25-34	7	4	7	7				,	1	
35-44	0/	4	S	o;		-		4	1	
45-59	7	0	7	6		1	•	<i>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</i>	اً:	
60 & Over	0									1
Age not reported	0								c	
TOTAL	. 21	#	4/	19.		0		K	Ö	,
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CUM WHII	C.O.P.	E.S.1							
PRACT		s.H.		.8	151	42	•		111
		"Undefined		8	L	/ ,			//
	(3)	Outside				٠			
System	(3)	Other		/	3	6		ı	0/
Schoo1	3	Title I			•			•	0
COMMUNITY	RESIDENTS		ł	77	6	9	ì	1	6/
CONSIDERED	HIGH RISK		j	0	3,	7	-	-	9
rom	INCOME	•	j	77	6	7	í	1	20
TERANS	(3)	other	м.	0	0	0	0	0	0
NO. OF VE	Ê	Vietnam		-	/	0	0	1	2
	TOTAL		0	77	R	1	Ò	0	71
	AGE GROUP		19-24	25-34	35-44	45-59	60 & Over	Age not reported	TOTAL
	LOW CONSIDERED COMMUNITY School System PR	TOTAL (1) (2) INCOME HIGH RISK RESIDENTS (1) (2) (3)	NO. OF VETERANS LOW CONSIDERED COMMUNITY School System (1) (2) INCOME HIGH RISK RESIDENTS (1) (2) (3) Undefined	SE GROUP TOTAL (1) (2) INCOME HIGH RISK RESIDENTS (1) (2) (3)  Vietnam Other )	SE GROUP TOTAL (1) (2) INCOME HIGH RISK RESIDENTS (1) (2) (3) (3) (4) (7) (4) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	NO. OF .VETERANS	NO. OF VETERANS   LOW   CONSIDERED   COMMUNITY   School System   (3)   (3)   (1)   (2)   (3)   (4)   (4)   (4)   (5)   (6)   (6)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)	SE GROUP   TOTAL   10   OF VETERANS   LOW   CONSIDERED   COMMUNITY   School System   (3)   (3)   (1)   (2)   (3)   (4)   (4)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)   (7)	TOTAL

		TOTAL		MEDIAN		,			,	
	•	NO. OF 1	HOURS	NO. OF E	HOURS					
,		ACCUMULATED	ATED	ACCUMULATEL	CI.EU		EMPLOYME	EMPLOYMENT STATUS OF GRADUATES	F GRADUATES	
		WHILE IN COP	COP	INCOP	P	(5)	(3)	1	(5)	(2)
			EQUIV.		EQUIV.	IN LOW	EMPLOYED IN SYSTEM	(4)	NIHIM DE PARIONES EMPLOYED WITHIN	EMPLOYED WITHIN
•		SEMESTER SEM.	SEM.	SEMESTER	SEM.		BUT NOT IN	HIGHER	NOWN TO BE EMPLOYED	SCHOOL SYS. IN NON-
AGE GROUP	TOTAL	Ħ,	HR	HR.	HR.	SCHOOLS	LOW INCOME SCHOOLS	EDUCATION	IN OTHER SCHOOL SYS. TEACHING NOLES	TEACHING ROLES
19-24	0	١		١		, ,	•			
25-34	7	245		64 1/2		#	American and the state of the s	1	-	
35-44	10	678		7/156		8		1		
765-51	2	635		716		9	1	1	' ' ' ' .	,
60 & Over	0	١		١			,			
Age not reported	0	1								
TOTAL	7	6661		06	,	8/			,	0



PROJECT: Hartford, Conn. PROJECT NO: 1756

GRADUATE REPORT NO. 1

GRAND TOTAL: GRADUATED PARTICIPANTS

(Continued)

			NG.	EMDI OVNENIT	T CTATIC OF CDANIATE	שהעוועער	(2)	2		, (7)		,(0)
-			i	IL TO I WE'NT	SIAICS OF GR		2	_	•.	. (3)		5
			(9)		D ,	(	NO. GRADUATED AT	UATED !		NOS GRADUATED AT PARA-		NO. WHO WERE NOT
			KNOWN TO BE EMPLOYED	SE EMPLOYE		NOT EMPLOYED FOR	TEACHE	TEACHER LEVEL		PROFESSIONAL LEVEL		HIGH SCHOOL
	ASE CROOP	TOTAL	BUT NOT IN EDUCATION	EDUCATIO		PERSONAL REASONS	2 Yrs.	4 Yrs.	cs. 2 Yrs.	cs. (An Deg.)	eg.)	GRADUATES
	19-24	0										***
	25-34	Ą	)		-			77	<i>_</i>			0
	35-44	0/	2					0/				,
•	45-59	7	1					2			-	
,	60 & Over	0			-							-
	Age not reported	0		٠							-	1
2	TOTAL	2/	2		0			12		0		- 2
9 28									,			
									· · · · · · · · · · · · · · · · · · ·			
						AREA OF SPECIALIZATION	PECIALIZ	ATION		o		
			(1)	(2)	(3)	(4)	-	(5)	(9)	(4)	(8)	. (6)
	AGE GROUP	TOTAL	SPECIAL		BI-LINGUAL	EARLY CHILDHOOD	ОНООР		PHYSICIAL	VOCATIONAL	GENERAL	
ı		•	EDUCATION	READING	EDUCATION	EDUCATION		MEDIA	EDUCATION	EDUCATION	ELEM. EDUC.	DUC. CTHER
		,										1

W 00

Age not reported

REPORT ON VETERANS,

PROJECT NO.: 1758

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

			٠.	•											`				•
(6)	(7) + (7)	PRESENTLY	2-Yr 4-Yr ENROLLED	1				\ <u>\</u>		1				-	77	J			
ξĮ.	, ,	3	4-Yr	1				\		i		١	,		0	ł			
GRADUATED	177	(4)	2-Yr												,	)	J		
-		19%	OTHER												k	3			
	13	(5)	PUERTO												(	9			
Ω			(2)	Chicalia												( ₎		,	
PTHNIC GROU		(4)	AMERICAN	INDIAN												Ć			
			(2)	WHITE									,			Ç	7		
		~	Œ	BLACK			ŕ		`		١		١ -	1		100	<u> </u>		
	3	NO.	CONSIDERED	HIGH RISK		١		'n	,	<i>**</i>	,		1		1		a		
<u> </u>	3	- 2	MOT	TROOME		١	,	σ <u>ς</u>		4		١	1		1	1	1		
				1 6 6 7 6	IOIU	0		α		*		0	k	٥	E		7/		
					AGE GROUP		119-24	25-34		2000		15-59		50 & over	And nonorted	יות בי זומר דבותו אות	TOTAL		•

					٠	ţ.			_	_						
		(20)	REASONS	UTINOWN		<del>-</del> -			•	•	_	•	``\	7		
	•	(19)	OTHER	REASONS		ĺ										
		(6) thru (18) (19)	PERSONAL OTHER	REASONS REASONS		0	7							6		
			10 YOU	တ္သ			•									
OTHER THAN GRADUATED OR PRESENTLY ENROLLED				FULL-TIME EMPLOIMENT	Т		`					•				
OTHER THAN GRADUAT			(3)	FULL-TIME EMPLOYMENT								3			0	
	FULL-TIME	STUDENTS	Z.	CTHER	CORP. ED. PROC										9	
_	FULL	STU	NI	TOTAL TEACHER OTHER	CORP.		\  -	Œ	1	+	,	7	- С		19.0	3
				AGE GROUP TO			19-24	25-34		35-44	45-59		60 & over	Age not reported	1,000	TUTAL

			EMPLOYMENT STATUS OF GRADUALES	ATUS OF GRA	(b) (c) (c) (d) (d) (e)	WOT EMPLOYED
AGE GROUP	TOTAL	IN (20W	EMPLOYED IN SYSTEM BUT NOT IN	PURSUING HIGHER	SYSTEM IN NON-TEACHING PLOYED IN OTHER PLOYED BUT NOT REASONAL ROLES ROLES ROLES	T FOR PERSONAL REASONS
			LOW INCOME SCHOOLS	EDUCALTON		-
9-24	0					
25-24	8	/		-	/	
35-44	,					
45-59	2		<u>,</u>			
60 £ over	a			,		
Age not reported	0.				The factor of the second of th	0
TYWY I	7/	/	0	2		

REPORT ON VETERANS

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

,		•	ACADEMIC STATUS OF THOSE PRESENTLY ENROLLED	SE PRESENTLY ENROLLED	
AGE GROUP	TOTAL				Sallon ac
		NO. CURRENTLY ENROLLED IN 2-YR, INSTITUTIONS	NO. CURRENTLY ENROLLED NO. OF HOURS CURRENTLY IN 4-YR. INSTITUTION PRACTICED (INCLUDING	NO. OF HOURS CURRENTLY ENROLLED (INCLUDING DBACTICH)	MEDIAN NO. OF MOORS CURRENTLY ENROLLED
	3	•		OUTV. SEMESTER	SEMESTER EQUI
	•			IIRS. HRS.	HRS.
	-		1		
9-24	0			9	1.4
5-34	Œ		,		7
15-44	B		5		
5-59	0		,		
, cover	9		1		
Age not reported'	0	,	1		//-
TOTAL	*/	0	*	30	7.12

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