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ABSTRACT

The following three models in the Rural Youth Program (a program for the economically disadvantaged) were evaluated: (1) The Corn Belt Model (Iowa, 1973-74); (2) The Northern Forest Model (Minnesota, 1973-74); (3) The Central Plains Model (Nebraska, 1972-73). In addition to base line school and community data, occupational, educational, and social data were obtained via questionnaire for both experimental and control groups (graduated seniors) in each model location. The participation of the target population in summer, in-school, and out-of-school model programs was evaluated in terms of the following criteria: (1) placement in a job; (2) placement in a higher education experience or an additional training opportunity; and (3) preparation for the transition from rural to urban living. Although after the first year of operation, the Minnesota and Iowa projects attempted to bolster their vocational counseling and education programs for high school seniors and did manage to obtain a high rate of participation in one or more of the school year activities, the follow-up study indicated that either these services were not likely to have a significant impact on the post-high school behavior of these youths, or the impact was not sufficiently great to be measured in quantifiable terms. With a few exceptions, there was no statistically significant difference between the post-high school behavior of youths in the experimental and control groups. (JC)

REPORT

AN EVALUATION OF THE MODELS FOR A NORTH CENTRAL STATES RURAL YOUTH PROGRAM

by

Joseph M. Reid
Guy H. Miles

FINAL REPORT
August 1975

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For

MANPOWER ADMINISTRATION
U.S. Department of Labor
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ABSTRACT

A model program for rural youth in the North Central states, which was the result of previous research in the North Central region, was evaluated after one year of operation. The purpose of the evaluation was to test the effectiveness of the program in attaining its goals of better occupational and social adjustment of participating rural youth. The program was tested at three different sites -- in northern Minnesota, southern Iowa and central Nebraska. The results of the evaluation showed no statistically significant difference between youth from the experimental sample who participated in the program's first year and youth from the control sample who did not participate.

The program's first year was not a full-year program and, in Iowa, was not carried out according to the guidelines established for it. For these reasons the first year was not an adequate test of the Rural Youth Program as it was designed to be operated. The Program was continued for a second year in Minnesota and Iowa.

The staffs of the Iowa and Minnesota model projects sought to bolster the vocational counseling and educational program available to high school youths in their senior year. They found that only a small number of youths who were entering the senior year of high school were sufficiently interested in the benefits of the summer program activities to participate. However, a high proportion of youths participated in one or more school-year activity. Nevertheless, the results of the follow-up study suggest that either these services are not likely to have a significant impact on the post-high school behavior of these youths, or the impact is not sufficiently great to be measured in quantifiable terms.

With a few exceptions there was no statistically significant difference between the post-high school behavior of experimental and control youths.

ACKNOWLEDGEMENTS

It is not possible, of course, to acknowledge the contributions of everyone who cooperated in the study. We are particularly indebted to the administrators and staff members of the Experimental Rural Youth Programs and the NYC programs who went out of their way to cooperate with us. We are also indebted to the administrators and staff members of the high schools that are participating in this study.

At the U. S. Department of Labor, Dr. Howard Rosen and his staff, in particular, Dr. Harry Lieberman and Mr. George Koch, were very helpful to us in carrying out the research aspects of the program. Furthermore, Mr. Merwin Hans, Director, Office of Employment Development Programs, without whose interest and support the study could not have been conducted, and Ms. Peggy McClow, Manpower Specialist in the Division of Work Experience Programs, were very helpful to us in many ways.

At the regional offices of the U. S. Department of Labor, Mr. Harold Mahan, Associate Manpower Administrator for Iowa and Nebraska, and Mr. Richard Palmore and Mr. Mel Howard, Associate Manpower Administrators for Minnesota and their staffs, in particular, Adrian Curtiss, Katheryn Wilmes and Woodrow Austin of the Kansas City office and David Johnson, Richard Reiss and Carole Schloss of the Chicago office, responded to every request for help.

We wish to thank Sharon Strom, Norma Hruska, Mary Hoaglund, and Marie L. Allen who acted as liaisons between research and operation staff and collected much of the data used to write this report.

Finally, we wish to thank Ms. Jane Fischer who coordinated the data collection and data processing activities of this research program, Mr. Larry Rust who developed the computer program used to do the statistical analysis and Ms. Tamara Sparks who edited this report.

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SUMMARY

In 1968 North Star Research Institute began a research study for the Manpower Administration aimed at developing a model NYC program to meet the needs of rural youth in the North Central States (see Map A on page 13). The first phase of the study was designed to identify the factors that influenced the future well-being of young people who grow up in the rural parts of the North Central States (see Figures 1-3 for research design on pages 14, 16, 21).

The results of Phase 1 indicated a definite need for a concentrated--if somewhat modified--NYC program in the rural setting. In order to meet the needs of rural youth in the North Central States a model program was developed.

The rural areas in the North Central States do not provide a homogeneous economic climate within which to test a new social program (see Map B on page 19). The evaluation design of Phase 2, therefore, provided that three separate experimental projects--one in Northern Minnesota (the Northern Forest Region), one in Southern Iowa (the Corn Belt), and one in Central Nebraska (the Central Plains)--would be implemented.

An effort was made to select two areas in each state that were socioeconomically comparable. Youths from the experimental area who participated in the model program were individually matched with youths in the control area for sex, race, and intelligence (see Map C on page 22).

The program guidelines that were developed from the research findings differed so markedly in the basic NYC concepts that the model program has been named "Rural Youth Program" rather than "Rural NYC".

The program has both in-school and out-of-school enrollees. It has a summer program that emphasizes urban living experience and selected skill training; it has a school-year program which provides the enrollees with specified services, experiences and training that the community is unable

to provide. Within the limits of a prescribed set of program components, the program is individualized to fit the needs of each enrollee.

The eligibility requirements are liberal; poverty, geographical and social isolation, and inadequacy of the existing educational system are reasons for eligibility. Work experience is a component, but is utilized as a counseling tool, not as an end in itself.

The results of the original research also indicated that rural communities vary widely in what they can offer their youths; the model program was therefore designed to be flexible enough that each project director could fit the program content to the needs of the youths that the program was planning to serve.

The model implemented by the Iowa sponsor was designed to serve agricultural areas located in the Corn Belt Region. The program was run by the MATURA Community Action Agency; the main project office was in Creston, Iowa (see Map D on page 29). The location of the schools served by this project made it possible for all staff members to work out of the central administrative office in Creston, Iowa. On occasion school staff persons assisted project counselors by recruiting participants, planning project activities, or accompanying enrollees on a field trip. The Corn Belt model project included in-school and out-of-school enrollees who participated in a summer and/or school-year program.

The model implemented by the Minnesota sponsor was designed to serve the Northern Forest Region, a nonagricultural rural area where the population is distributed in "pockets" rather than being scattered, as in a typical farm-based rural area. The program was run by the Rural Minnesota Concentrated Employment Program; the main project office was in Detroit Lakes (see Map E on page 33). The large geographical area covered by this project made it impossible for all staff members to use a single central office as their base of operation. For this reason, regional offices were established in Crosby, Bemidji and Mahnomen. In addition to the full-time project staff, part-time staff persons were hired to assist the vocational counselors.

The support staff were grouped into two general categories, curriculum instructors and school representatives or coordinators. At least one person in each of the participating schools was hired to act as the school representative/coordinator. The Northern Forest Model Project included in-school and out-of-school enrollees who participated in a summer and/or school-year program.

The model implemented by the Nebraska sponsor was designed to serve rural areas in the Central Plains Region, a sparsely settled region, where the population is scattered. Few community services are available to young people and outmigration is heavy. The program was run by the Grand Island Diocesan Department of Education; the main project office was in Grand Island, Nebraska (see Map F on page 38). The location of the schools served by this project made it impossible for all staff members to work out the central administrative office in Grand Island. For this reason, regional offices were established in Broken Bow and North Platte. In addition to the full-time project staff, part-time staff persons were hired to assist the vocational counselors. At least one person in each of the participating schools was hired to act as the school representative/coordinator. The Central Plains model project included only in-school enrollees who participated in a summer and/or school-year program.

The first goal of the model program was "the placement of an enrollee into a job, a higher education experience, or an additional training opportunity that would not otherwise be available to him". A second goal was to aid rural youth in making a transition from rural to urban living, if that was their choice. The evaluation of the degree to which the program was successful in achieving these goals is based on a broad range of occupational and social adjustment measures that are divided into three groups: (1) placement into a job; (2) placement into a higher education experience or an additional training opportunity; (3) preparation for the transition to urban living.

The authors do not consider the evaluation that was conducted during the projects' first year (1972-1973) to be an adequate test of the effectiveness of the model program as it was designed to be operated.

Two sets of factors combined to prevent any meaningful evaluation of the overall model program during the first year. First, funding was not completed until May 1972. Also, the way in which the project was administered gave the evaluators no control over the manner in which the program was carried out. Ordinarily this restriction would be desirable. In this case, however, the flexibility of action afforded to the three project sponsors led to a situation in which the intent of the program guidelines was not reflected in the projects, especially in the Iowa project.

These problems were recognized early in 1973; a decision was made by the Department of Labor to fund the Iowa and Minnesota projects for an additional year (1973-1974) under administrative procedures that would ensure project compliance with the intent of the guidelines.

We did not recommend that the Nebraska project be continued; however, there was sufficient local interest and support of the program for the Department of Labor Regional Office in Kansas City to recommend that it also be extended for a year. Because it was thought that sufficient information about the Nebraska model had been obtained during the 1972-1973 program, no evaluation is being made of the 1973-1974 program in Nebraska.

The evaluation of the 1973-1974 programs in Iowa and Minnesota presented in this report must be viewed as the first meaningful evaluation of the model program in the Corn Belt and Northern Forest Regions. The evaluation of the model program in the Central Plains is based on the 1972-1973 program in Nebraska.

In addition to base line school, community, and program data, occupational, educational and social data were obtained from both groups of

youths (experimental and control).[1] The data on return of the evaluation questionnaire agreed with findings reported in the literature that the likelihood of response to a mailed questionnaire increases with education and IQ.[2] To the slight extent that such a tendency exists, there is a bias introduced in the data by the failure of lower IQ youths to respond to the questionnaire. The pattern of response by IQ is the same for both control and experimental groups. Thus for analytical comparisons of these groups the differential response of different IQ groups to the questionnaire introduces no bias.

The scope of the evaluation is limited by several factors that could not be controlled. For example, because of the short period of time between completion of high school and the completion of the questionnaire the amount of occupational data is limited. Also, at this time it is impossible to estimate how many will complete their educational or training programs or what the occupational outcome of that education or training will be.

When the Iowa and Minnesota youths entered the labor market in May 1974, the country was experiencing a major recession and jobs were scarce. Although a majority of the youth who responded to the questionnaire had obtained a job or were in school by the Spring of 1975, the jobs were generally low-paying ones and not related to their career goals. In an adverse labor market young people have less control over their occupational plans and decisions than they do during more normal conditions. Thus, many youths -- experimental and control -- had to take whatever job was available or go on to further education or training.

The distribution of the Indian population in Minnesota made it difficult to locate a suitable control group. A majority of the American Indian youths who qualified for the experimental and control populations attended

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[1] In Minnesota and Iowa a questionnaire was sent to the youths in March and April 1975; in Nebraska a questionnaire was sent to youths in November and December 1973.

[2] Macek, Albert J., and Miles, Guy H., "IQ Score and Mailed Questionnaire Response", Journal of Applied Psychology, 60(2): pp. 258-259 (1975).

high school in areas served by the experimental program. Because of the small number of Indians in the other rural high schools, we were not able to provide an adequate control group for the Indian program participant.

The NYC youths in Minnesota and Iowa were matched with economically disadvantaged youths who participated in the experimental summer program. In order to participate in NYC, youths must be economically disadvantaged. The NYC programs in Iowa and Minnesota control counties are primarily summer programs. The small number of respondents who participated in summer programs in Iowa does not warrant statistical analysis. With respect to the criterion measures used in this evaluation, the experimental and control subgroups of NYC enrollees and summer experimental program respondents in Minnesota do not differ at a statistically significant level.

Finally, the small number of out-of-school respondents does not warrant statistical analysis.

The evaluation section of this report presents significant data on each of the three model projects. First, the participation of the youth in the activities implemented by the experimental program sponsors is analyzed. Then, the experimental and control groups are compared for each criterion measure.

The Corn Belt project included in-school and out-of-school enrollees.(1) Thirty-five of the 280 eligible enrollees participated in the summer program. It emphasized selected skills training, field trips and work experience.

The school-year program emphasized vocational counseling, education and training, field trips, special program curriculum, and work experience. Two hundred seventy-nine of 280 eligible enrollees participated in the school-year program. Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all enrollees were exposed to all the components that were offered. However, 97 percent of those enrolled in the program received vocational counseling.

(1) An out-of-school enrollee is a youth who has dropped out of school.

In spite of intensive recruiting by project staff members, they were able to enroll only 14 out-of-school youths.

The two groups of Iowa research subjects were well matched for all matching variables except intelligence. A significantly higher proportion of male youths in the experimental group had IQ scores greater than 109 ($\chi^2 = 5.63$, df = 1; p = <.02). Therefore, statistically significant differences between the occupational and/or social adjustment of the two groups cannot be attributed to the experimental program alone. The high proportion of experimental males with IQ scores greater than 109 may be one explanation for the difference in the proportion of experimental and control males who enrolled in a post-high school institution ($\chi^2 = 6.26$, df = 1; p = <.02). Among those who did not enroll in a post-high school education or training institution, there was no statistically significant difference with respect to the outmigration variable.

There was no statistically significant difference between the experimental and control youths with respect to the criterion category entitled "Placement Into a Job."

The difference between the respondents from the experimental and control groups with respect to the educational status variable has already been discussed. There is no other statistically significant difference between the two groups with respect to the criterion category entitled "Placement Into a Higher Education Experience or an Additional Training Opportunity."

Finally, there was no statistically significant difference between the migrant respondents of the two groups with respect to their preparation for the "Transition to Urban Living" criterion variable.

The Northern Forest project included in-school and out-of-school enrollees. Approximately 10 percent of those who were eligible participated in the summer program. The summer program emphasized counseling and work experience.

Eight hundred nineteen of 1,005 eligible enrollees participated in the school year program. The school year program emphasized counseling, field trips, special program curriculum, supplemental educational training, and work experience. Because the program was individualized to fit the needs, interests, and availability of each enrollee, not all enrollees were exposed to all the components that were offered. Seventy-four percent of those enrolled in the project received vocational counseling and 90 percent took at least one field trip.

The project recruited a large number of enrollees for the out-of-school program. The majority of the enrollees were American Indian. The program for out-of-school enrollees emphasized education, training, special program curriculum, field trips, and work experience. Most of the youth were placed in jobs; a few completed their GED, and the out-of-school coordinator was able to place them in vocational-technical schools or junior colleges.

The Minnesota experimental and control groups were well matched with respect to all matching variables.

There was a statistically significant difference between the males of the experimental and control groups with respect to the enrollment in a post-high school education or training institution and the outmigration variables. However, these differences were not at an acceptable level of significance ($p = <.001$). There was no difference between the experimental and control females with respect to either of these variables.

There was no statistically significant difference between the experimental and control youths with respect to the criterion measure entitled "Placement Into a Job".

Finally, there was a statistically significant difference between the experimental and control respondents with respect to the criterion measure "Preparation for the Transition to Urban Living". A higher proportion of experimental respondents spent 50 percent or more of their weekends in the city they migrated to (χ^2 = 11.499, df = 1; p = <.001). This evidence would suggest that youths in the experimental program were somewhat better able to adapt to the environment of a new city than youths in the control group.

The Central Plains project included only in-school enrollees. The summer program emphasized counseling, selected skills training, and a field trip to a large metropolitan area. About 50 percent of the enrollees participated on a part-time basis in the summer program.

The school year program emphasized vocational counseling, post-high school educational and vocational training courses, and individualized training. Of 272 eligible enrollees, 255 participated in the program. Because it was individualized to meet the needs, interests, and availability of each enrollee, not all of the 255 enrollees were exposed to all the program components that were offered. Almost 90 percent of the enrollees received vocational counseling.

The Nebraska experimental and control groups appeared to be well matched. There was no statistical difference between the two groups with respect to the individual matching variables. Nevertheless, the significant difference between the two groups with respect to post-high school status suggests that the two groups were not well matched. The Nebraska control group differed significantly from not only the Nebraska experimental group but also the Iowa and Minnesota experimental and control groups with respect to this variable. There was no statistically significant difference between the experimental and control groups with respect to the criterion measure entitled "Placement Into a Job".

As already mentioned, the difference between the respondents from the control and experimental groups was at a statistically significant level with respect to educational status ($\chi^2 = 26.98$, df = 1; p = <.001). A much higher proportion of the Nebraska control respondents enrolled in a post-high school institution. There may be special, unidentified factors in the Nebraska control area that account for the unusually large proportion of youths who enrolled in a post-high school institution.

There was no statistically significant difference between the migrant respondents from the two groups with respect to the criterion measure entitled, "Preparation for the Transition to Urban Living".

The staffs of the model projects sought to bolster the vocational counseling and educational program available to high school youths in their senior year. They found that only a small number of youths who were entering the senior year of high school were sufficiently interested in the benefits of the summer program activities to participate. A large proportion of the youths from this group were either able to obtain higher paying jobs on their own or had other activities planned that conflicted with those of the youth program. A summer rural youth program that is directed primarily at this age group is not likely to produce sufficient economic or social benefits to justify its existence.

The high proportion of youths who participated in one or more school year activity shows that high school youths in their senior year are interested in and will participate in the types of activities provided by the in-school program. However, the results of the follow-up study suggest that either these services are not likely to have a significant impact on the post-high school behavior of these youths, or the impact is not sufficiently great to be measured in quantifiable terms.

The experimental project staffs showed that persons from an outside agency can work with the local rural school district to provide youth with additional services that would not be available through the school district alone. Furthermore, these services can be provided without the local school district giving up any of its autonomy.

Model Project staff also demonstrated that there is a greater variety of work experience opportunities available in the small rural setting than previously believed. Although there is no statistical evidence to show that goal-related work experience had an appreciable effect on the later social or occupational adjustment of the youth, the employment experience of the rural youth can be more satisfying the rewarding if youth leaders are willing to seek goal-related work sites for them.

INTRODUCTION

How the Model Program was Developed

In 1968 North Star Research Institute began a research study for the Manpower Administration aimed at developing a model NYC program to meet the needs of rural youth in the North Central States.[1/] The first phase of the study was designed to identify the factors that influence the future well-being of young people who grow up in the rural parts of the North Central States. During this phase of the research, opinions of three groups of experts -- those who publish, rural community leaders who deal with youth, and urban leaders who deal with youthful rural-to-urban migrants -- were used to develop hypotheses concerning the factors that affect the later occupational and social adjustment of rural youth. These hypotheses were then tested in a longitudinal study of a cross section of young adults who had grown up in rural areas in the region.[2/] The flowchart on Page 14 (Part A) delineates the design of this part of the study.

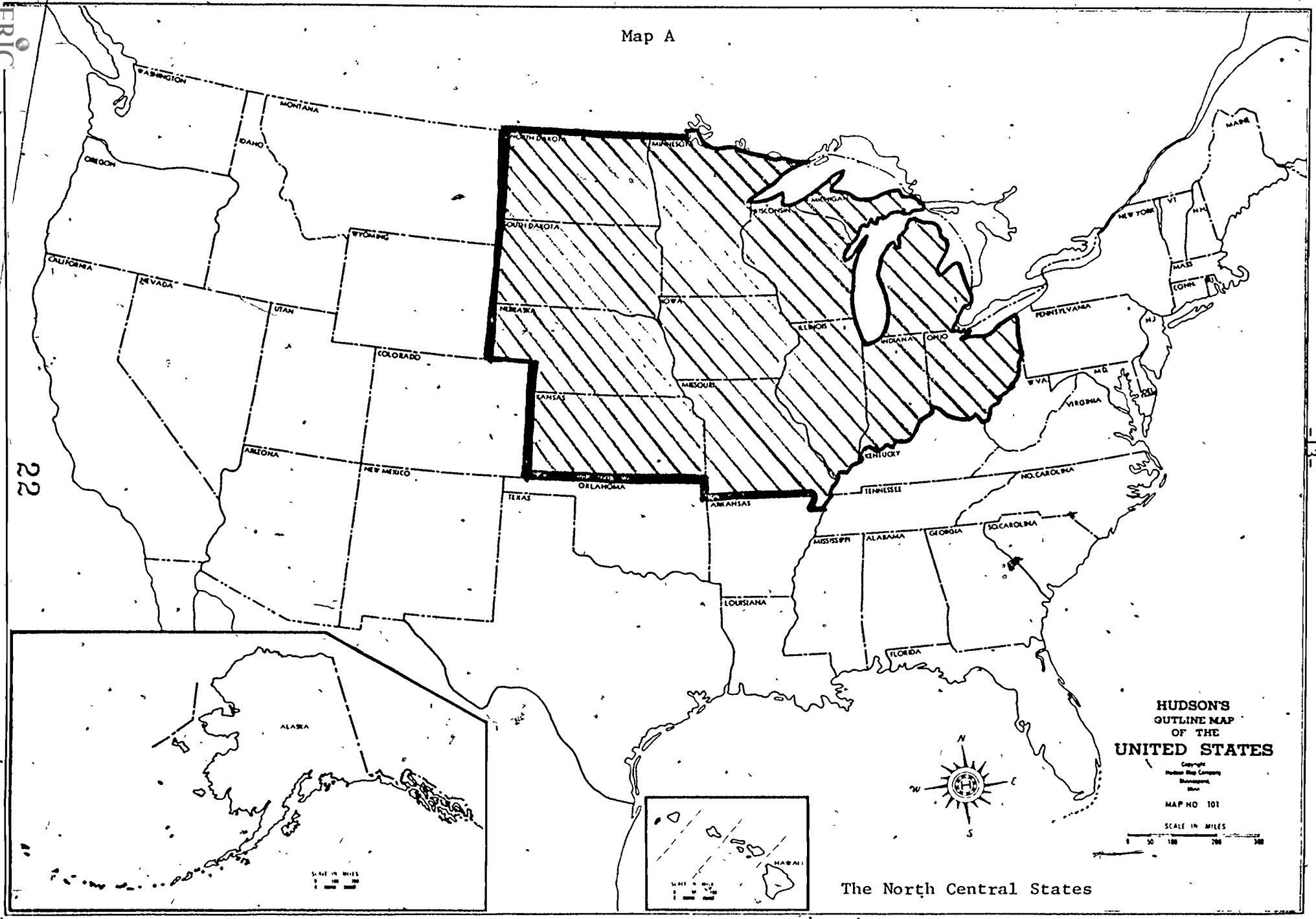
1/ Map A on page 13 highlights the North Central States.

2/ Miles, G. H., "Phase 1 -- Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth", prepared for the Office of Manpower Policy, Evaluation, and Research; U. S. Department of Labor (1968).

Miles, G. H., "Survey of Recent Literature Relevant to Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth", prepared for the Office of Manpower Policy, Evaluation, and Research; U. S. Department of Labor (1968).

Miles, G. H., Henry, W. F., and Taylor, R. N., "Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth, Phase 2: A Follow-up Study of 1144 Young Adults", prepared for the Manpower Administration; U. S. Department of Labor (1969).

Map A



The North Central States

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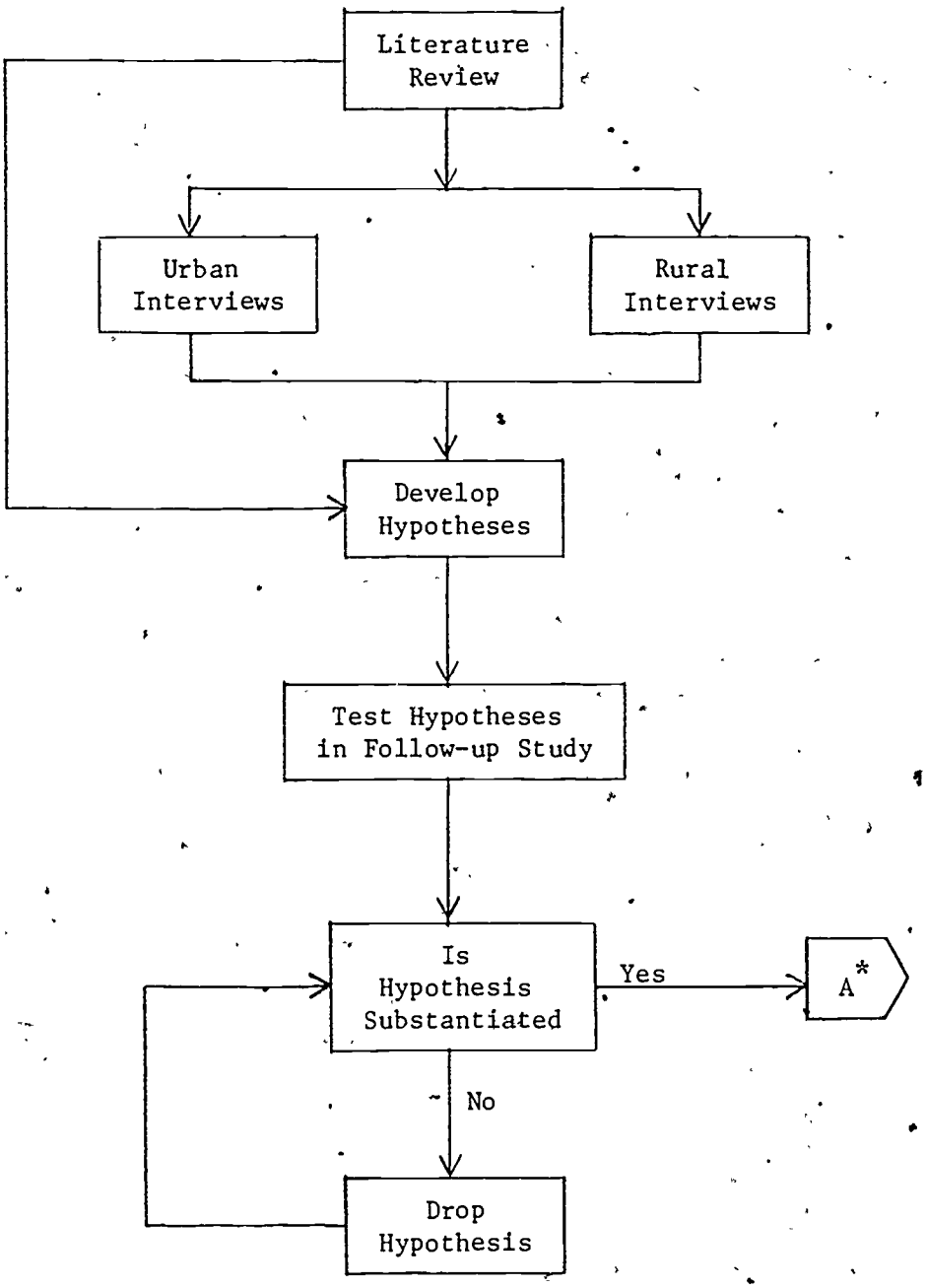
FIGURE I



PART A

DESIGN FOR PHASE 1 OF THE STUDY
"OPTIMIZING THE BENEFITS OF THE NEIGHBORHOOD YOUTH CORPS FOR RURAL YOUTH"
(Report Submitted August 1969)

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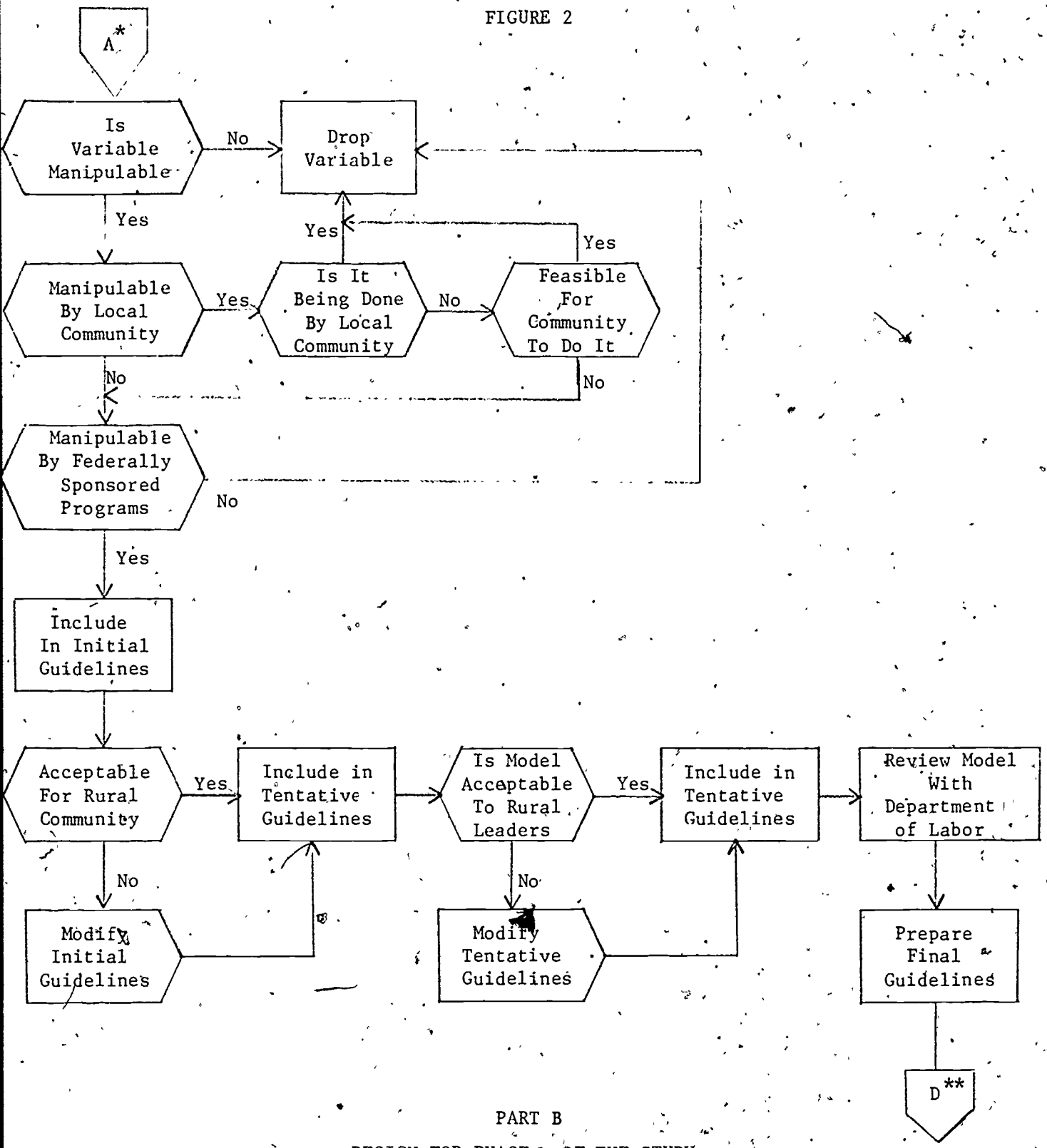
The hypotheses that were substantiated in the longitudinal study were used to develop guidelines for a model program.[3/] The steps taken to convert the research findings to program guidelines are delineated in the flowchart on Page 16 (Part B).

3/ Miles, G. H., "Guidelines for an Experimental Rural Youth Program for the North Central States", prepared for the Manpower Administration, U. S. Department of Labor (1971).

Miles, G. H., and Thompson, D. L., "Three Model Projects for an Experimental Rural Youth Program", prepared for the Manpower Administration, U. S. Department of Labor (1971).

Miles, G. H., and Thompson, D. L., "Handbooks for the Experimental Rural Youth Program", prepared for the Manpower Administration, U. S. Department of Labor (1971).

FIGURE 2



PART B

DESIGN FOR PHASE 1 OF THE STUDY
"OPTIMIZING THE BENEFITS OF THE NEIGHBORHOOD YOUTH CORPS FOR RURAL YOUTH"
(Report Submitted May 1971)

*From page 14

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Why the Model Program was Developed

The Neighborhood Youth Corps program (NYC) in the city concentrated its effort on poverty-stricken minority group members. This population has a high proportion of the school dropouts, of those with records of delinquent behavior, and of those who come from broken homes.

If one looked for a similar population of rural youths, it would become apparent almost immediately that there is no comparable group among the rural youth in the North Central States. The young people in rural mid-America are predominantly white, Protestant and English-speaking. The proportion who drop out of school is relatively small; the number who lack adequate food, clothing, and shelter is also small, despite the number who come from families with incomes below the "poverty level". The school dropout (or potential school dropout) who also lacks adequate food, shelter, and clothing is uncommon, and in an area of sparse population, only a handful could be identified. Thus, if one identified the primary objective of an NYC program as being to meet the needs of this particular kind of young person he would conclude that there was no need for an NYC program in rural mid-America.

On the other hand, if the objective of the NYC program was seen as being to aid disadvantaged youths in making an adequate adjustment to the modern world, then surely the results of North Star's rural NYC study indicated a definite need for a concentrated -- if somewhat modified -- NYC program in the rural setting. Thus, a model program was developed that attempted to meet the needs of rural youth in the North Central States.

THE APPROACH USED TO EVALUATE THE MODEL PROGRAM

Evaluation Design

The rural areas in the North Central states do not provide a homogeneous economic climate within which to test a new social program. Rather, there are three major rural economies, each posing a different set of occupational and social problems for the youths growing up in the rural communities involved. Roughly, these economies are defined geographically as the Corn Belt, the Central Plains, and the Northern Forest Region.[1/]

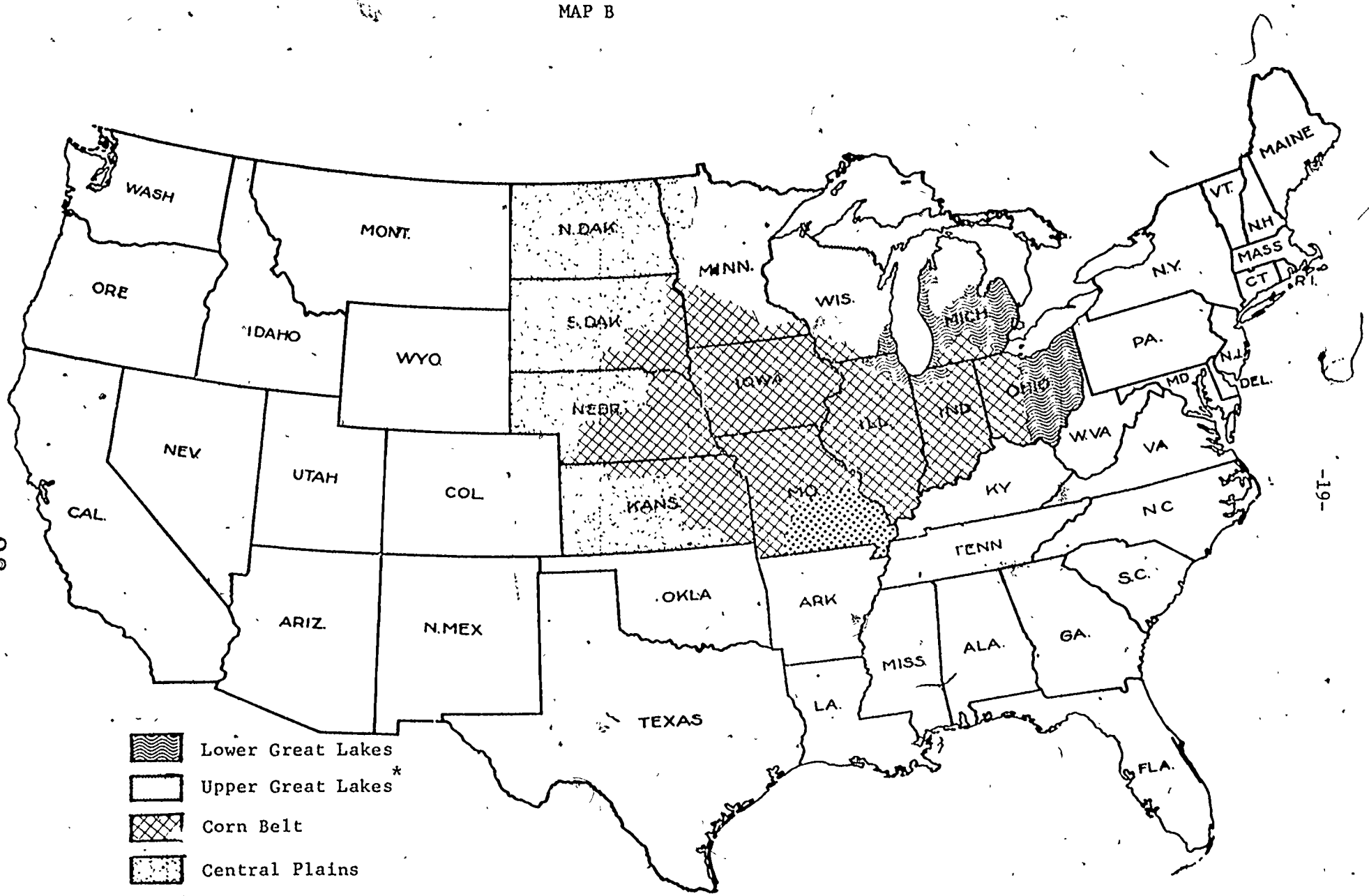
Our evaluation design therefore provided for three separate experimental projects -- one in northern Minnesota (the Northern Forest Region), one in southern Iowa (the Corn Belt), and one in central Nebraska (the Central Plains). One group of youths in each state would be enrolled in the new program; a matched group of youths would not be offered the program.[2/]

An effort was made to select two areas in each state that were socioeconomically comparable.[3/] Communities in one area were offered the model program, those in the other were not. As a result, although youths were not randomly assigned to experimental and control groups, it could be expected that the two groups of youths would be exposed to very similar social, community and educational environments.

1/ Map B on page 19 shows the major regions within the North Central States.

2/ Ideally, youths would have been assigned randomly to experimental and control groups. Such random assignment, however, was not suited to the voluntary character of the model program. Furthermore, it was apparent that local community leaders and school administrators would have opposed any program that was available to some youths who were eligible but not to other young people in the same school who were equally eligible. Consequently, it was decided to construct experimental and control groups that would be closely matched as possible.

3/ See Appendix B, "Characteristics of the Experimental and Control Communities."



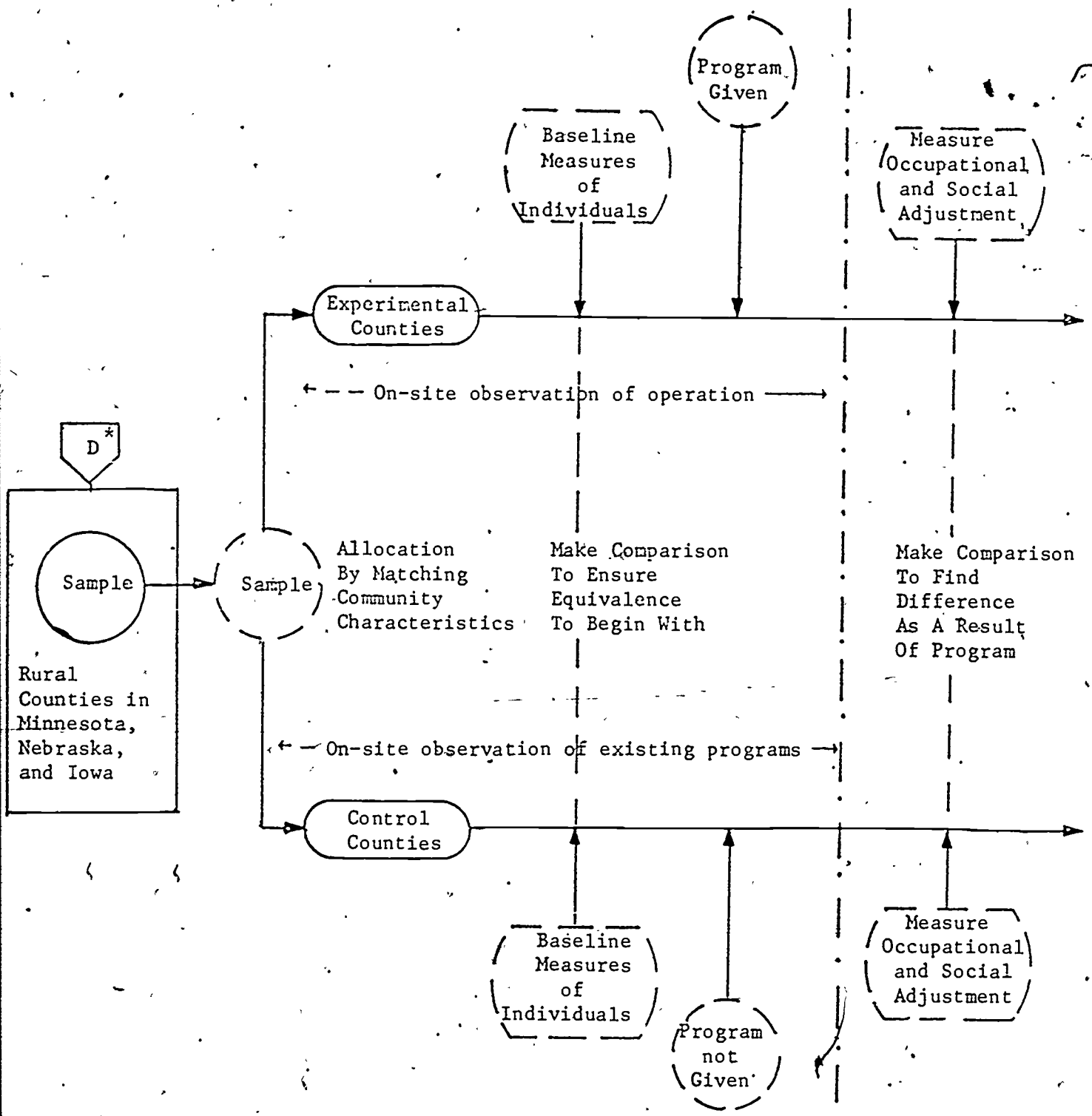
Major regions within the North Central States

*Northern Forest Model

Youths from the experimental area who participated in the Model Program were individually matched with youths in the control area for sex, race and intelligence.

The flowchart on page 21, entitled "Part C", summarizes the overall evaluation design. The map on page 22 shows the part of each state that was designated as the experimental or control area

FIGURE 3

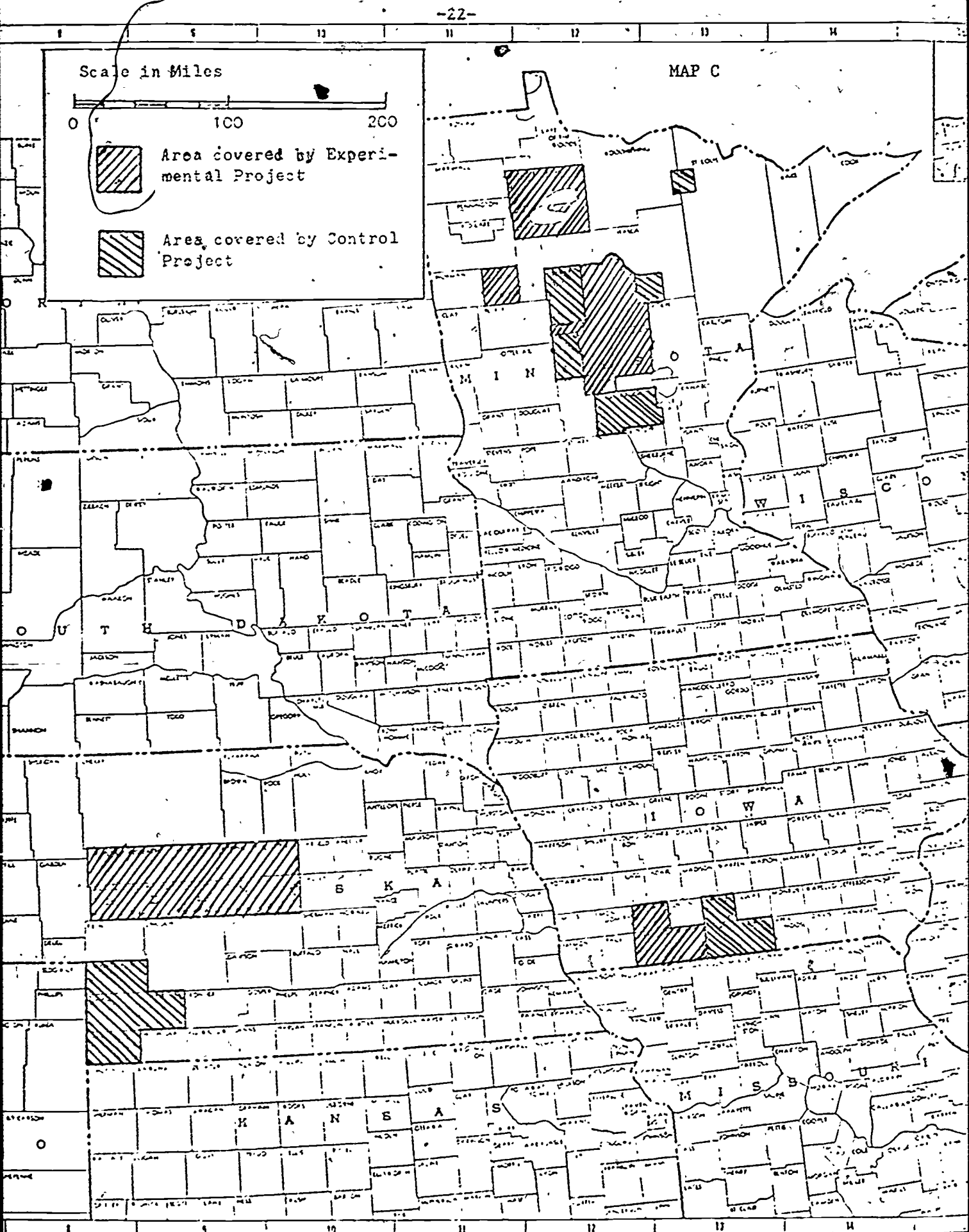


*From page 16

PART C

DESIGN FOR PHASE 2 OF THE STUDY

EVALUATING PROGRAM EFFECTIVENESS


Scale in Miles
0
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Area covered by Experimental Project
Area covered by Control Project
MAP C
MINNESOTA
WISCONSIN
SOUTH DAKOTA
IOWA
NEBRASKA
KANSAS
MISSOURI

MAJOR FEATURES OF THE MODEL PROGRAM AS OUTLINED IN THE PROGRAM GUIDELINES

The program guidelines that were developed in Phase 1 differed so markedly from the basic NYC concepts that the program has been named "Rural Youth Program" rather than "Rural NYC".

The program has both in-school and out-of-school enrollees. It has a summer program that emphasizes urban living experience and selected skill training; it has a school-year program which provides the enrollees with specified services, experiences and training that the community is unable to provide. Within the limits of a prescribed set of program components the program is individualized to fit the needs of each enrollee.

The eligibility requirements are liberal: poverty, geographical and social isolation, and inadequacy of the existing educational system are reasons for eligibility. Work experience is a component, but is utilized as a counseling tool, not as an end in itself. Only those enrollees who meet established poverty criteria are paid for participation. Counseling is provided from two sources: the project has full-time counselors, and a member of the regular teaching staff of each participating school is hired as a part-time project employee.

The components from which the project director can develop his program are listed below. Those components marked "*" are mandatory for all enrollees.

*Intake
*Assessment
*Counseling
    Vocational/Educational
    School
    Personal/Coaching
*Orientation
 Education
 Training
 Work Experience

*Orientation to Work and Higher Education
*World of Work Information
*Orientation to Higher Education
*Occupational Familiarization
*Orientation to Armed Services
Social Skills Development
Preparation for Urban Living
Financial Training
Leadership Development
Driver Education
Supportive Services
*Health Services
Transportation
Day Care
Opportunity Development
Job Development
Placement
Follow-up

The results of the original research indicated that rural communities vary widely in what they can offer their youths; the model program was therefore designed to be flexible enough that each project director could fit the program content to the needs of the youths that the program was trying to serve. The program guidelines allowed sponsors and project directors considerable freedom in determining the program content that was to be used in the rural area served by their project.

Eligibility Criteria and Program Goals for Youths Enrolled in the Model Program

The Age Group Served

This program serves youths between 16 and 18 years of age. The age limit is extended downward to 14 years for early school dropouts and upward to 21 for school dropouts who live in rural counties in which no other source of adult basic education, vocational training, occupational counseling, or job placement is available to them. In those areas where there are other manpower programs -- such as OJT, MDTA, JOBS -- the age cutoff remains at 18.

Eligibility Criteria

Within these age groups a young person is eligible if:

1) His environment includes one of the following community criteria:

   a) between 1960 and 1970 the net outmigration rate from his home county was 10 percent or more,

   b) he attends school in a town of less than 1000 population,

   c) he attends a school which has job preparation for its students that is inadequate (no school counselor -- either trained or untrained, no job familiarization, vocational training that is inadequate or irrelevant for today's job market, etc.),

   d) he attends a school in which the total enrollment in grades 10, 11, and 12 is less than 60 (an average of 20 or less per class).

OR, 2) He meets one of the following individual criteria:

   a) his family is below an established "poverty" level,

   b) he lives in a location that isolates him from active participation in ongoing school activities or in available youth projects (because of distance or lack of available transportation),

c) he is from a minority group* that has a past history of job discrimination and/or social discrimination,

d) he has a past history of juvenile delinquency which may interfere with his future employment in his home community,

e) he has dropped out of school prior to graduation from high school,

f) his grades in school place him in the lowest 10 percent of his school class.

In-School Program Goals for Enrollees

Any of the following goals may be set within the framework of this program for the in-school enrollee:

1. become enrolled in a post-high school educational or training program;
2. acquire the basic academic skills necessary to holding a job;
3. increase the enrollee's employability through occupational and personal counseling, job familiarization, and related services;
4. acquire the ability to operate a particular machine or process;
5. acquire the ability to perform a particular kind of job;
6. learn the tool skills essential to learning other, more advanced skills later.

*Criteria for eligibility as an American Indian: Indian ancestry and residence on a reservation or economically, socially and culturally associated with American Indians; or residence in a country in which Indian population is greater than 5 percent.

Out-of-School Program Goals for Enrollees

Any of the following goals may be set within the framework of the program for the out-of-school enrollee:

1. return enrollee to regular school attendance and, where needed, to the status of an in-school enrollee;
2. secure a General Education Development (GED) certificate;
3. increase the enrollee's employability through job placement, occupational and personal counseling, job familiarization and related services;
4. acquire the basic academic skills necessary to holding a job;
5. acquire a diploma from a vocational school;
6. qualify for a license in a skilled occupation;
7. qualify for an apprenticeship program;
8. acquire the ability to perform a particular kind of skilled job;
9. acquire the ability to operate a particular machine or process.

Program Characteristics of the Corn Belt Model Project

Area Served

The model implemented by the Iowa sponsor was designed to serve agricultural areas located in the Corn Belt Region. (See Map B on page 19.)

Project Organization

The program was run by the MATURA Community Action Agency; the main project office was in Creston, Iowa. (See Map D on page 29.)

The chart on page 30 details the organizational structure of the project. The location of the schools served by this project made it possible for all staff members to work out of the central administrative office in Creston, Iowa. This practice proved to be both an asset and a handicap. Because of their close and constant association with one another, project staff members were able to share ideas and coordinate their activities. However, the utilization of a common office resulted in weaker associations with the personnel who staffed the schools served by the youth project. It tended to emphasize the fact that youth project staff members were coming into the school from the outside, rather than that they were working together with school personnel as part of the school staff.

The importance of this factor is highlighted by the unwillingness of the project director or project staff members to make regular use of existing school staff personnel to aid them in executing the activities of the youth project. Infrequently, the assistance of a school staff person was sought to help a project staff member recruit participants, plan project activities, or accompany enrollees on a field trip. The project director and the youth project staff did not believe that it was necessary or important to recruit existing school staff personnel as school representatives or coaches. In their opinion, a project staff person was available on a regular enough basis to serve the needs of the project enrollees.

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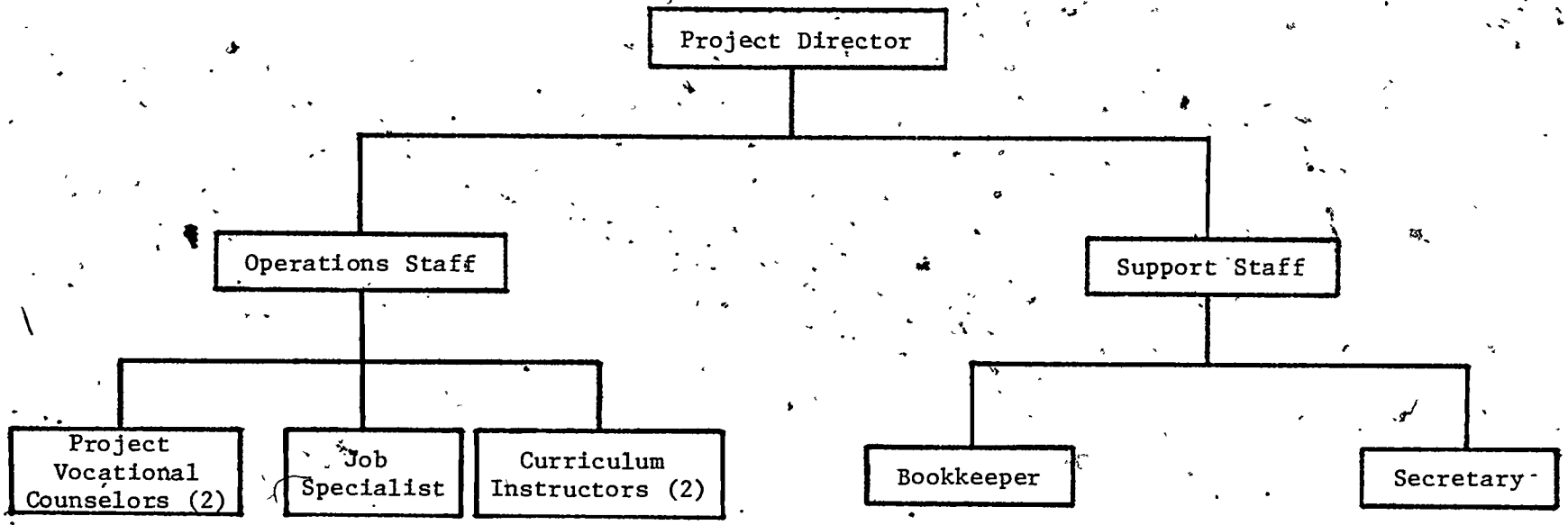
Population Classification
based on 1970 Federal Census

SPONSOR

MATURA COMMUNITY ACTION AGENCY

CRESTON, IOWA

Iowa Rural Youth Project



Program Features

The Corn Belt Model Project included in-school and out-of-school enrollees.[1/]

The summer program emphasized selected skill training, counseling, job- and education-related field trips, and work experience. The Southwestern Community College in Creston, Iowa, was hired to provide skill training to program enrollees in the following areas: nurses aid, office skills, electronics, child care, and service station attendant.

The school-year program provided enrollees with personal and vocational counseling, job- and education-related field trips, urban field trips, a special course (on career planning, money management, school selection, life in a large city, the worked of work, communications), supplemental education and training courses, work experience, and placement assistance.

The project staff tried to conduct an out-of-school program as part of their overall program. Although they were not able to enroll a sufficient number of youth to make up a permanent out-of-school program, when out-of-school youth were enrolled, the staff provided them with personal and vocational counseling, tutoring, work experience and placement assistance.

[1/] An out-of-school enrollee is a youth who has dropped out of school.

Program Characteristics of the Northern Forest Model Project[1/]

Area Served

The model implemented by the Minnesota Sponsor was designed to serve the Northern Forest region, a nonagricultural rural area where the population is distributed in "pockets" rather than being scattered, as in a typical farm-based rural area. (See Map B on page 19.)

Project Organization

The program was run by the Rural Minnesota Concentrated Employment Program; the main project office was in Detroit Lakes. (See Map E on page 33.)

The chart on page 34 details the organization structure of the project. The large geographical area covered by this project made it impossible for all staff members to use a single central office as their base of operations. For this reason, regional offices were established in Crosby, Bemidji, and Mahnomen. Project counselors were assigned to all but two of the schools participating in the program; the project director decided that these two schools did not need the services of a project vocational counselor. A project coordinator and an office manager assisted the project director in the overall management of the project.

In addition to the full-time project staff, part-time staff persons were hired to assist the vocational counselors. The support staff were grouped into two general categories: curriculum instructors and school representatives or coordinators. At least one person in each of the participating schools was hired to act as the school representative/coordinator.

1/ The program made no distinction between minority and nonminority youth. The same services were offered to both groups of youth. Minority and nonminority counselors worked with both groups.

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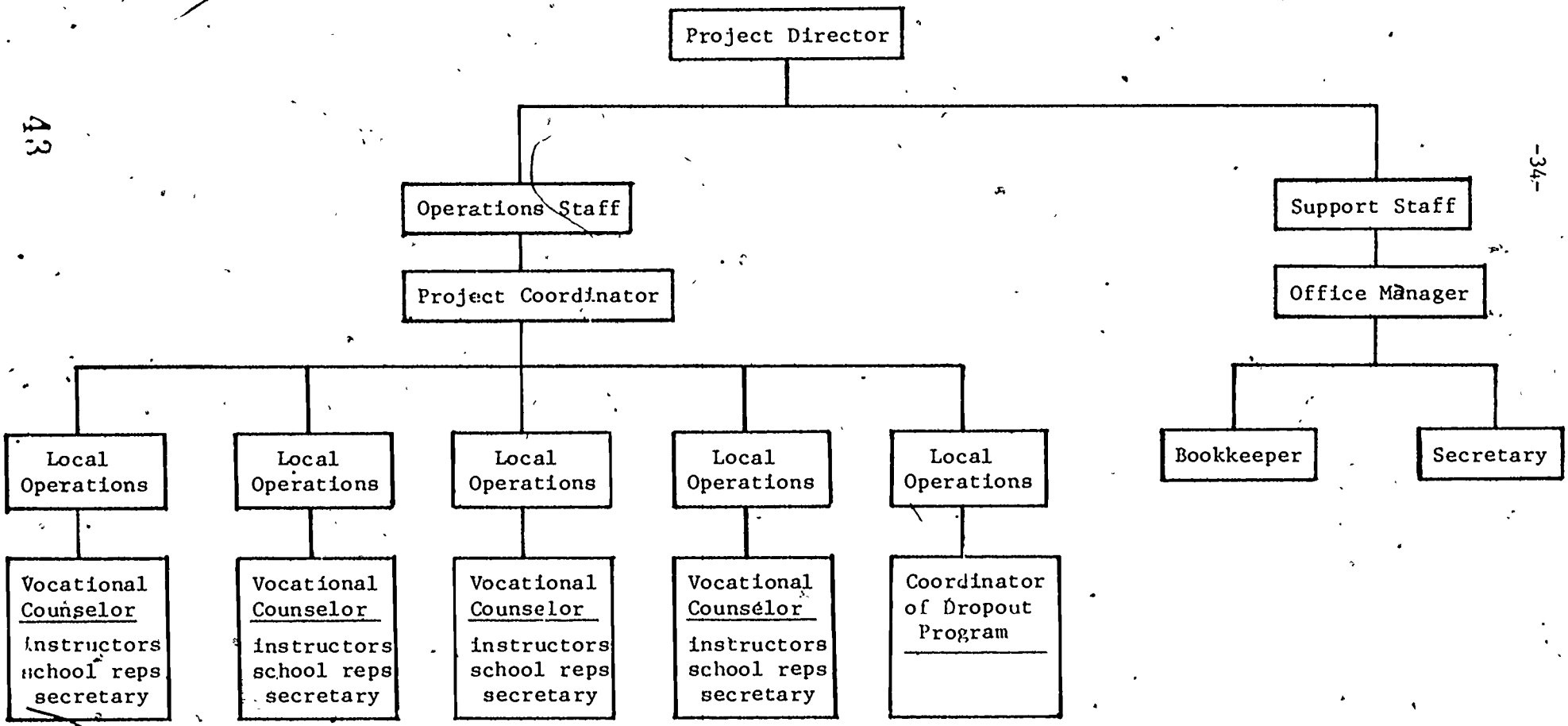
SPONSOR

RURAL MINNESOTA CONCENTRATED EMPLOYMENT PROGRAM

DETROIT LAKES, MINNESOTA

Minnesota Rural Youth Project



Program Features

The Northern Forest Model Project included in-school and out-of-school enrollees.[1/]

The summer program emphasized counseling, job- and education-related field trips and work experience. The number of enrollees recruited for the summer program was not large enough nor were the enrollees sufficiently concentrated in one area to make it possible to offer institutional training or an urban living experience.

The school-year program provided enrollees with various services and opportunities. These included the following: personal and vocational counseling, a special course (on career planning, money management, selection of a post-high school education or training institution, life in a large city, the world of work, and communications), job- and education-related field trips, urban field trips, supplemental education and training courses, work experience, and placement assistance.

The out-of-school program activities tended to be located near schools with large American Indian enrollments. The program for the dropout enrollees utilized the education, training, special program curriculum, counseling, field trip and work experience components of the youth program. The enrollees' weekly participation was divided between work experience and group or individual sessions with the coordinator of the dropout program. The individual sessions were used to provide both vocational counseling and personal counseling.

[1/] An out-of-school enrollee is a youth who has dropped out of school.

The coordinator of the dropout program worked closely with each youth to arrange some type of placement as soon as he or she completed the program. Most of the youths were placed in jobs; a few completed their GED, and the coordinator was able to place them in vocational-technical schools or junior colleges.

Program Characteristics of the Central Plains Model Project

Area Served

The model implemented by the Nebraska sponsor was designed to serve rural areas in the Central Plains region, a sparsely settled region, where the population is scattered. Few community services are available to young people and outmigration is heavy. (See Map B on page 19.)

Project Organization

The program was run by the Grand Island Diocesan Department of Education; the main project office was in Grand Island, Nebraska. (See Map F on page 38.)

The chart on page 39 details the organization structure of the project. The location of the schools served by this project made it impossible for all staff members to work out of the central administrative office in Grand Island. For this reason, regional offices were established in Broken Bow and North Platte. Project Counselors were assigned to all 12 schools. A project coordinator assisted the project director in the overall management of the project.

In addition to the full-time project staff, part-time staff persons were hired to assist the vocational counselors. At least one person in each of the participating schools was hired to act as the school representative/coordinator.

Program Features

The Central Plains Model Project included only in-school enrollees.

The summer program emphasized vocational counseling, testing, a special course (on career planning, money management, school selection,

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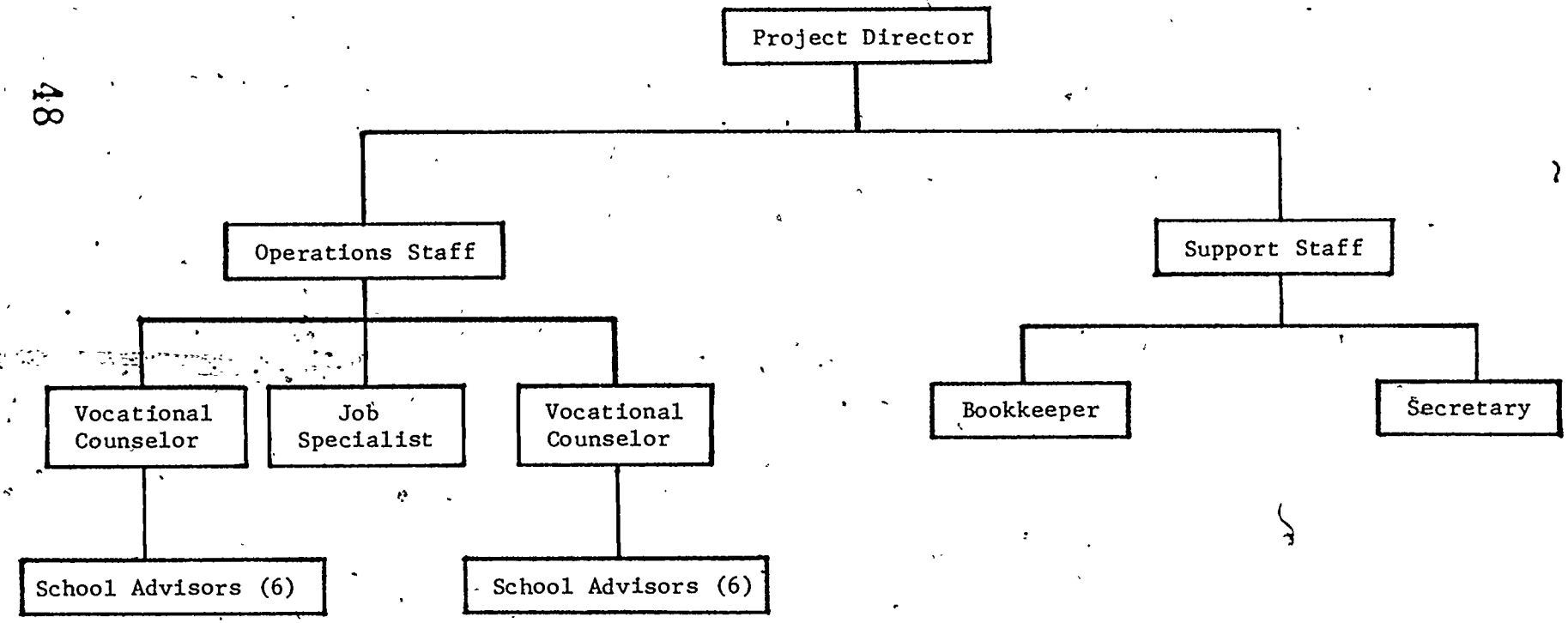
SPONSOR

GRAND ISLAND DIOCESAN DEPARTMENT OF EDUCATION

GRAND ISLAND, NEBRASKA

Nebraska Rural Youth Project



life in a large city, the world of work, and communications), and vocational exploration in small engine repair, electricity, aviation ground school; and upholstering. Mid-Plains Vocational Technical School in North Platte was hired to provide the vocational exploration staff and materials.

The school-year program provided enrollees with personal and vocational counseling, supplemental education and training courses (at Mid-Plains Vocational Technical School), individual training opportunities with local craftsmen and tradesmen, job- and education-related field trips, urban field trips and placement assistance.

CRITERION MEASURES

The main gaol of the model program was "the placement of an enrollee into a job, a higher education experience, or an additional training opportunity that would not otherwise be available to him". A secondary goal was to aid rural youth in making a transition from rural to urban living, if that was their choice.

The evaluation of the degree to which the program was successful in achieving these goals is based on a broad range of occupational and social adjustment measures. The following is a complete list of the criterion measurements:

1. Placement into a Job
   - High School Graduation
   - Occupational Plan
   - Job Hunting Behavior
   - Employment Record
   - Job Satisfaction
   - Income

2. Placement into a Higher Education Experience or an Additional Training Opportunity
   - High School Graduation
   - Occupational Plan
   - Enrollment Record
   - Educational Achievement

3. Preparation for the Transition to Urban Living
   - Knowledge of New Town
   - Satisfaction with Transition to a New Town

EVALUATION PROBLEMS

Barriers to Implementing the Evaluation Design

The authors do not consider the evaluation that was conducted during the first program year to have been an adequate test of the effectiveness of the Model Program as it was designed to be operated.[1/]

Two sets of factors combined to prevent any meaningful evaluation of the model program from the 1972-73 projects. First, although tentative agreement was reached in February 1971 that the experimental projects should be funded, funding was not completed until May 1972. The summer program was started in June 1972.

Because of the late funding, the Summer Program was not carried out in Minnesota, and the Summer Programs in Iowa and Nebraska were a makeshift effort that did not include the kind of skill training and urban experience outlined in the guidelines. The In-School Program was not fully organized and operating smoothly until after the Christmas vacation.

Also, the way in which the project was administered gave the evaluators no control over the manner in which the program was carried out. Ordinarily this restriction would be desirable. In this case, however, the flexibility of action afforded to the three project sponsors led to a situation in which the intent of the program guidelines was not reflected in the projects, especially in the Iowa project.

These problems were recognized early in 1973; a decision was made by the Department of Labor to fund the Iowa and Minnesota projects

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1/ Reid, J. M., and Miles, G. H., "An Evaluation of Three Experimental Rural Youth Projects: The Projects' First Year," prepared for the Manpower Administration, U. S. Department of Labor (1974).

for an additional year (1973-1974) under administrative procedures that would ensure project compliance with the intent of the guidelines.[1/]

Although it was recognized that the overall 1972-73 program was neither the program intended by the guidelines nor a full-year program, it was agreed that an evaluation would be carried out as planned in order to determine whether the projects as carried out resulted in any measurable benefits to the enrollees. The evaluation of the 1972-1973 experimental projects was no more than a preliminary evaluation of the success of the Iowa and Minnesota models.[2/] The evaluation of the 1973-74 programs in Iowa and Minnesota presented in this report must be viewed as the first meaningful evaluation of the Rural Youth Program in the Corn Belt and the Northern Forest regions.[3/] The evaluation of the model Program in the Central Plains is based on the 1972-73 program in Nebraska.

The inexperience of the Nebraska sponsoring agency and project staff led to a number of administrative problems that influenced program implementation; nonetheless, project staff did follow the general intent of the guidelines. They showed that manpower and educational services can be adequately delivered to a sparsely settled region such as the Sandhills.

1/ North Star did not recommend that the Nebraska model project be continued; however, there was sufficient local interest and support of the program for the Department of Labor regional office in Kansas City to recommend that it also be extended for a year. (Because it was thought that sufficient information about the Nebraska model had been obtained during the 1972-1973 program, no evaluation is being made of the 1973-1974 program in Nebraska.)

2/ Reid, J. M., "An Evaluation of Three Experimental Rural Youth Projects", prepared for the Manpower Administration, U. S. Department of Labor (1973).

Reid, J. M., and Miles, G. H., "An Evaluation of the Three Experimental Rural Youth Projects: The Projects' First Year", prepared for the Manpower Administration, U. S. Department of Labor (1974).

3/ Detailed information about how the projects were being operated, how the guidelines were being interpreted, and the difficulties encountered in applying the guidelines to practical situations was presented in a report submitted to the Department of Labor in September 1974: Reid, J. M., and Miles, G. H., "Providing Technical Assistance and Training to Rural Youth Projects in Iowa and Minnesota", prepared for the Manpower Administration, U. S. Department of Labor (1974).

Survey Bias

The evaluation of the model program is based on a questionnaire that was sent to both groups of youths (experimental and control).

The data on return of the evaluation questionnaire, which are tabulated in Appendix G, agree with findings reported in the literature[1/] that the likelihood of response to a mailed questionnaire increases with education and IQ.

To the slight extent that such a tendency exists, there is a bias introduced in the data by the failure of lower IQ youth to respond to the questionnaire. Still, enough youths in the lower IQ groups did respond to give representation.

The pattern of response by IQ is the same for both the control and experimental groups. Thus, for analytical comparisons of these two groups, the differential response of different IQ groups to the questionnaire introduces no bias.

Adverse Labor Market

When the Iowa and Minnesota youths entered the labor market in May 1974, the county was experiencing a major recession and jobs were scarce. Although a majority of the youth who responded to the questionnaire had obtained a job or were in school by the Spring of 1975, the jobs were generally low-paying ones and not related to their career goals. In an adverse labor market young people have less control over their occupational plans and decisions than they do during more normal conditions. Thus, many youths -- experimental and control -- had to take whatever job was available or go on to further education or training.

1/ Macek, A.J., and Miles, G.H., "IQ Score and Mailed Questionnaire Response", Journal of Applied Psychology, 60(2): pp. 258-259 (1975).

Observation Period

The evaluation of the experimental program is based on a limited observation of the labor force participation of the research subjects. Only a limited amount of occupational data was available on each subject. The period includes the summer months following graduation from high school; the availability of seasonal employment may have caused some youth to postpone the search for full-time permanent employment until the fall. Youths who enrolled in post-high school educational or training institutions have attended these institutions for less than a year. At this time it is impossible to estimate how many will complete their educational or training programs or what the occupational outcome of that education or training will be.

American Indian Control Group

The original research study included only a small number of minority youths.[1/] The number was not large enough to provide reliable data; therefore, the results of the study could not be generalized to minority youths. Nevertheless, the Department of Labor requested that the Minnesota experimental project serve the larger Indian reservations in Minnesota. A large number of minority youths participated in the Minnesota project. The distribution of the remaining Indian population in Minnesota made it difficult to locate a suitable control group. Six of the seven rural high schools[2/] with the largest number of reservation Indian youths not covered by the experimental project were added to the control group, but because of the small number of Indians in these schools, we were still not able to provide an adequate control group for the Indian program participants.

1/ Minority youths are less than 1 percent of the youth in the rural areas of the North Central states.

2/ Administrators at the seventh school would not provide baseline data on youth attending their school.

a smaller proportion of American Indian than of white youth responded to the mailed questionnaire. Because of the small number of respondents in the control group, a statistical analysis of the data for the American Indian experimental and control groups is not warranted.

Comparison of Enrollee Respondents from the Control Group Who Participated in NYC with Summer Enrollee Respondents from the Experimental Group

The NYC youths in Minnesota and Iowa were matched with economically disadvantaged youths who participated in the experimental summer program.[1/] The small number of respondents who participated in summer programs in Iowa does not warrant statistical analysis. With respect to the criterion measures used in this evaluation, the experimental and control subgroups of NYC enrollees and summer experimental program respondents in Minnesota do not differ at a statistically significant level.

Out-of-School Youths

The small number of out-of-school respondents from the Minnesota and Iowa experimental and control groups does not warrant statistical analysis. Moreover, the results of the previous research[2/] indicated that the proportion of youth who drop out of school is small,[3/] and the primary objective of a rural youth program should not be to serve this population. The justification for a youth program in a rural area must be based on its benefits to in-school youth.

1/ In order to participate in NYC, youths must be economically disadvantaged. The NYC programs in the Iowa and Minnesota control counties are primarily summer programs.

2/ See page 17.

3/ The experience of the experimental projects in Minnesota, Iowa, and Nebraska supports this finding.

HOW THIS REPORT IS ORGANIZED

Each of the three model projects is evaluated separately in this report. The participation of the experimental youth in the program activities implemented by the program sponsors is analyzed. The experimental and control groups are compared for each criterion measure. When there is a statistically significant difference between the two groups, the difference is analyzed. When there is no statistically significant difference the data for that variable are displayed in the tables in the appendices.[1/]

1/ As explained on page 18, research subjects were not assigned randomly to experimental and control groups. Because of this some of the assumptions of the statistical test used to compare the groups are not met. This has caused us to treat the χ^2 tests conservatively and accept only those results that are significant at the $p = <.001$ level. [However, because so few of the results were significant, we have included some tables in the body of the report so that the reader can identify the number of youth in each of the major categories without turning to the appendices. These categories are: youth who attended a post-high school institution, migrant and nonmigrant youth who did not attend a post-high school institution, youth who hunted for jobs, and youth who were employed.]

EVALUATION OF THE CORN BELT MODEL PROJECT IMPLEMENTED BY THE IOWA SPONSOR (1973-1974)

Participation of Target Population in the Program

The Corn Belt Model Project included in-school and out-of-school enrollees.[1/]

Summer Program

The summer program included the following components: testing, counseling, field trips, selected skills training,[2/] and work experience. Thirty-five youths participated in the summer program.[3/] Table 1 shows the participation rate of students, by sex, in schools where the summer program was offered.

Table 1

Iowa Summer Program Participation, by Sex

Sex	Participant	Nonparticipant	Totals
Male	4 (3%)	136 (97%)	140
Female	31 (22%)	109 (78%)	140
Totals	35 (12%)	245 (88%)	280

1/ An out-of-school enrollee is a youth who has dropped out of school.

2/ Nurse's aide training, office skills training, electronics, child care, and service station attendant training.

3/ In addition to these youths who were still in school, 5 youths (1 male and 4 females) who had dropped out of school participated in the summer program. All summer enrollees were full-time participants.

In-School Program

The school year program emphasized vocational counseling, education and training, field trips, special program curriculum and work experience.[1/]

Of those youths who attended the schools where the model program was offered, all but one enrolled in the program. Table 2 shows the proportion of the total student body that were participants.

Table 2

Proportion of Participants and Nonparticipants in Schools Where the Rural Youth Program was Offered, by Sex

Sex	Participant	Nonparticipant	Totals
Male	140 (100%)	0	140
Female	139 (99.3%)	1 (0.7%)	140
Totals	279 (99.6%)	1 (0.4%)	280

Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all enrollees were exposed to all the program components that were offered. Each component and the proportion of enrollees who took part in it is described in the following paragraphs.

1/ See the Appendices for descriptions of field trips, the special program curriculum and the supplemental education and training courses.

Every school but one already had a full-time or part-time guidance counselor. In one school that did not have a counselor, the project counselor worked with the principal and superintendent to provide counseling and testing services to the entire senior high school. In the other schools the project counselor worked with the school guidance counselor to provide expanded counseling services.

Among the activities of the project vocational counselors were the following: testing youths to help determine their aptitude for and interest in specific career opportunities, and developing a plan of activities to help youths become more aware of a broader range of educational and occupational opportunities. Project counselors also worked with high school counselors to see that every youth who needed or desired placement assistance received it. Ninety-seven percent of the youth enrolled in the project participated in some aspect of the project's vocational counseling program.

Each unit of the special program curriculum was taught in all seven schools participating in the Iowa project. The special program curriculum was offered as a semester course to students in the Clearfield, Corning, Diagonal, and Mt. Ayr high schools during the first semester. The same course was offered during the second semester in the Corning, Kellerton-Grand Valley, Lenox, Mt. Ayr, and Prescott high schools. About 45 percent of the enrollees attended these classes (see Table 3).

Table 3

Proportion of Enrollees Who Participated in the Special Program Curriculum, by Sex

Sex	Participant	Nonparticipant	Totals
Male	57 (41%)	83 (59%)	140
Female	67 (48%)	72 (52%)	139
Totals	124 (44%)	155 (56%)	279

The Iowa project staff worked with the adult education department of the local Community College to make a variety of educational and training courses available to the youth participating in the program. The courses were offered once a week at the Southwestern Community College in Creston, Iowa. Thirty-seven percent of the enrollees participated in a supplemental class as shown in Table 4.

Table 4

Proportion of Enrollees Who Participated in Supplemental Education and Training Classes, by Sex

Sex	Participant	Nonparticipant	Totals
Male	57 (41%)	83 (59%)	140
Female	46 (33%)	93 (67%)	139
Totals	103 (37%)	176 (63%)	279

Work experience was utilized when a work site that fitted the occupational or career interest of the qualifying enrollee was available. Seventy percent of economically disadvantaged enrollees were placed in a productive work situation (see Table 5).

Table 5

Proportion of Economically Disadvantaged Enrollees Who Participated in Work Experience, by Sex

Sex	Participant	Nonparticipant	Totals
Male	8 (38%)	13 (62%)	21
Female	38 (84%)	7 (16%)	45
Totals	46 (70%)	20 (30%)	66

Throughout the year a large number of enrollees participated in field trips to educational and training institutions and to public and private businesses. Table 6 shows that 76 percent of the enrollees participated in a field trip. As part of the special program curriculum unit entitled "Orientation to Urban Living" project staff planned and implemented three weekend urban field trips to Minneapolis-St. Paul.

Table 6

Proportion of Enrollees Who Participated in Field Trips, by Sex

Sex	Participant	Nonparticipant	Totals
Male	96 (69%)	44 (31%)	140
Female	117 (84%)	22 (16%)	139
Totals	213 (76%)	66 (24%)	279

Out-of-School Program

In spite of an intensive recruiting effort by project staff members, the project was able to enroll only fourteen out-of-school youths. Four of the nine girls who enrolled received secretarial and clerical training and were placed in jobs. The other five participated for only a limited time before terminating. The five boys who participated did so on a part-time basis.

Results of the Evaluation of the Corn Belt Model Project

The primary purpose for including an Iowa project was to determine whether concentrated education and manpower services would have a successful impact on the occupational and social adjustment of youth in communities in the Corn Belt section of the North Central States.

Baseline Data

The socioeconomic characteristics of the experimental and control areas were similar. The outmigration pattern for the experimental and control areas was also similar. There was no statistical difference between the two groups of research subjects with respect to the individual matching variables of sex and race. However, there was a significant difference between the two groups with respect to the matching variable of intelligence. A significantly higher proportion of male youths in the experimental group had IQ scores greater than 109 (see Table 7).

Therefore, if the analysis should show that there are statistically significant differences between the occupational and/or social adjustment of the two groups these differences cannot be attributed to the experimental program alone. There was no significant difference between the female experimental and control groups with respect to this matching variable (see Table 8).

Table 7

Proportion of Males from the Iowa Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	68 (49%)	72 (51%)	140
Control	96 (62%)	58 (38%)	154
Totals	164	130	294

$\chi^2 = 5.634$, df = 1; p = <.02

Table 8

Proportion of Females from the Iowa Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	64 (46%)	75 (54%)	139
Control	73 (55%)	60 (45%)	133
Totals	137	135	272

$\chi^2 = 2.127$, df = 1; p = not significant

Respondent Characteristics

The difference in the male population with respect to the intelligence measure was also evident among the respondents to the mailed questionnaire (see Table 9). There was no statistically significant difference between the female experimental and control respondents with respect to this variable (see Table 10).

Table 9

Proportion of Male Respondents From the Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	35 (39%)	55 (61%)	90
Control	55 (56%)	44 (44%)	99
Totals	90	99	189

$\chi^2 = 5.2499$, df = 1; p = <.025

Table 10

Proportion of Female Respondents From the Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	56 (47%)	64 (53%)	120
Control	52 (49%)	55 (51%)	107
Totals	108	119	227

$\chi^2 = 0.085$, df = 1; p = not significant

There was no statistically significant difference between the female experimental and control respondents with respect to enrollment in a post-high school education or training institution (see Table 12). However, with respect to the same variable there was a statistically significant difference between the two groups of male respondents (see Table 11). The high proportion of males in the experimental group with IQ scores that were greater than 110 may help to explain this difference. In any case the difference was not at an acceptable level of significance (p = <.001).

Table 11

Proportion of Iowa Male Experimental and Control Youth Who Entered a Post-High School Educational or Training Institution

Group	Entered Institution	Did Not Enter Institution	Totals
Experimental	59 (66%)	31 (34%)	90
Control	47 (47%)	52 (53%)	99
Totals	106	83	189

$\chi^2 = 6.257$, df = 1; p = <.02

Table 12

Proportion of Iowa Female Experimental and Control Youth Who Entered a Post-High School Educational or Training Institution

Group	Entered Institution	Did Not Enter Institution	Totals
Experimental	68 (57%)	52 (43%)	120
Control	54 (50%)	53 (50%)	107
Totals	122	105	227

$\chi^2 = 0.874$, df = 1; p = not significant

Among those who did not enroll in a post-high school education or training institution, there was no statistically significant difference with respect to the out-migration variable (see Tables 13 and 14).

Table 13

Proportion of Iowa Male Experimental and Control Noncollege Youth Who Migrated

Group	Outmigration Status		
	Migrated	Did Not Migrate	Totals
Experimental	7 (23%)	24 (77%)	31
Control	20 (38%)	32 (62%)	52
Totals	27	56	83

$\chi^2 = 2.232$, df = 1; p = not significant

Table 14

Proportion of Iowa Female Experimental and Control Noncollege Youth Who Migrated

Group	Outmigration Status		
	Migrated	Did Not Migrate	Totals
Experimental	27 (52%)	25 (48%)	52
Control	21 (40%)	32 (60%)	53
Totals	48	57	105

$\chi^2 = 1.600$, df =1; p = not significant

There was, however, a statistically significant difference between the IQ scores of experimental and control nonmigrants. A high proportion of male and female control nonmigrant respondents had IQ scores less than 110. The control area youths seemed to follow the paths generally associated with high and low IQ scores: those youth who scored higher went on to a post-high school educational or training program or migrated to a larger town or city; those youth who scored lower stayed near the place where they lived when they finished high school. These trends appeared to be weaker in the experimental schools. Respondents from these schools seemed to be tied less to the traditional path associated with their IQ score. (See Tables 15 and 16.)

Table 15

Proportion of Experimental and Control Nonmigrant Females with IQ Scores Under 110

Group	IQ Scores		
	<110	110 or Greater	Totals
Experimental	13 (52%)	12 (48%)	25
Control	26 (81%)	6 (19%)	32
Totals	39	18	57

$\chi^2 = 5.56$, df = 1; p = <.02

Table 16

Proportion of Experimental and Control Nonmigrant Males with IQ Scores Under 110

Group	IQ Scores		
	<110	110 or Greater	Totals
Experimental	14 (58%)	10 (42%)	24
Control	29 (91%)	3 (9%)	32
Totals	43	13	56

$\chi^2 = 8.02$, df = 1; p = <.005

Placement Into a Job

High School Graduation. High school graduation is frequently a job requirement. Therefore, one criterion measure was graduation from high school. Ninety-nine percent of all research subjects in the Iowa experimental and control groups graduated from high school: only seven of the 566 research subjects did not receive a high school diploma. Four of these youths attended high school in the experimental area and three attended high school in the control area. There was no statistically significant difference between the two groups with respect to this criterion measure.

Occupational Plan. The youth were asked if they expected to be working at a particular job in five years and, if they did, what that job was. They were also asked if they had had an idea of the type of work they wanted to do at the time they finished high school. There was no statistically significant difference between female and male experimental and control youths with respect to either of these criterion measures.

Job Hunting Behavior. Young people were asked to provide information about their job hunting behavior. They were asked about the number of weeks they had spent looking for a job, whether they had turned down job offers, and whether they had had a hard time finding work. Some youths, especially nonmigrants from both groups, were reluctant to provide complete information about their job hunting behavior. Youths who worked with or for parents, relatives or friends had not actually hunted for a job. Tables 17 and 18 show the job hunting status of experimental and control respondents.

There was no statistically significant difference between experimental and control migrant respondents, but a statistically significant portion of control nonmigrant youths had hunted for a job.

The high proportion of control nonmigrant youth with low IQ scores undoubtedly accounted for some of this difference. However, the more extensive and intensive exposure of experimental youth to the local labor market as a result of their participation in the program help to explain why a smaller proportion had to hunt for a job.

Table 17

Proportion of Iowa Migrant Respondents From the Experimental and Control Groups Who Had Hunted for a Full-Time Job

Group	Hunted for a Job	Did Not Hunt For a Job	Totals
Experimental	19 (56%)	15 (44%)	34
Control	25 (61%)	16 (39%)	41
Totals	44	31	75

$\chi^2 = 0.199$, df = 1; p = not significant

Table 18

Proportion of Iowa Nonmigrant Respondents From the Experimental and Control Groups Who Had Hunted for a Full-Time Job

Group	Hunted for a Job	Did Not Hunt For a Job	Totals
Experimental	18 (37%)	31 (63%)	49
Control	44 (69%)	20 (31%)	64
Totals	62	51	113

$\chi^2 = 11.48$, df = 1; p = <.001

Employment Record. At the time of the evaluation, youth from the experimental and control groups who were not attending a post-high school educational or training institution were employed, unemployed and looking for work, or unemployed and not looking for work. Tables 19 and 20 show the employment status of respondents who were in the labor force. There was no statistically significant difference between the migrant experimental and control groups; the difference between the nonmigrants was not at an acceptable level.

Table 19

Employment Status of Noncollege Migrant Respondents from the Iowa Experimental and Control Groups

Group	Employed	Unemployed, Looking	Totals
Experimental	22 (88%)	3 (12%)	25
Control	31 (79%)	8 (21%)	39
Totals	53	11	64

$\chi^2 = 0.776$; df = 1; p = not significant

Table 20

Employment Status of Noncollege, Nonmigrant Respondents from the Iowa Experimental and Control Groups

Group	Employed	Unemployed, Looking	Totals
Experimental	40 (91%)	4 (9%)	44
Control	39 (70%)	17 (30%)	56
Totals	79	21	100

$X^2 = 6.717$, df = 1; p = <.01

Job Satisfaction. Experimental and control respondents did not differ from one another at a statistically significant level when compared for the job satisfaction criterion measures.

Placement Into a Higher Education Experience or and Additional Training Opportunity

Although a higher proportion of experimental than control youths were on to further education or training, the difference between the respondents with respect to the educational status variable was not at an acceptable level of significance (see Table 21).

Table 21

Proportion of Iowa Experimental and Control Respondents Who Enrolled in a Post-High School Institution

Group	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Experimental	127 (60%)	83 (40%)	210
Control	101 (49%)	105 (51%)	206
Totals	228	188	416

$X^2 = 5.501$, df = 1; p = <.02

Preparation for the Transition to Urban Living

There was no statistically significant difference between the migrant respondents from the two groups with respect to their knowledge of the existence and location of recreational and essential facilities in a new town or city.

Earlier research by North Star has shown that youthful rural migrants to a new city or town tend to leave the city on weekends. They return to their homes in small rural communities for the weekend because the city is foreign to them. With respect to this variable there was no statistically significant difference between the two groups.

Nor was there a statistically significant difference between the experimental and control migrant respondents with respect to the decision to move back to the town where they had lived when they completed high school.

Implications of the Iowa Model Project for Youth Programs in the Corn Belt

The Iowa Model Project staff sought to bolster the vocational counseling and educational programs available to high school youths in their senior year. They found that only a small number of youths who were entering the senior year of high school were sufficiently interested in the benefits of the summer program activities to participate. A large proportion of the youths from this group were either able to obtain higher paying jobs on their own or had other activities planned that conflicted with those of the youth program. A summer rural youth program that is directed primarily at this age group is not likely to produce sufficient economic or social benefits to justify its existence.

The high proportion of youths who participated in one or more school-year activity shows that high school youths in their senior year are interested and will participate in the type of activities provided by the in-school program. However, the results of the follow-up study suggest that either these services are not likely to have a significant impact on the post-high school behavior of these youths, or the impact is not sufficiently great to be measured in quantifiable terms.

The project staff showed that an outside agency can work with the local rural school district to provide youths with additional services that would not be available through the school district alone. Furthermore, these services can be provided without the local school district's giving up any of its autonomy.

Iowa Model Project staff also demonstrated that there is a greater variety of work experience opportunities available in the small rural setting than was previously believed. Although there is not statistical evidence to show that this goal-related work experience had an appreciable effect on the later social or occupational adjustment of the youth, the employment experience of the rural youth can be more satisfying and rewarding if youth leaders are willing to seek goal-related work sites for them.

EVALUATION OF THE NORTHERN FOREST MODEL PROJECT IMPLEMENTED BY THE MINNESOTA SPONSOR (1973-1974)

Participation of the Target Population in the Program

The Northern Forest Model Project included in-school and out-of-school enrollees.[1/]

Summer Program

The summer program included the following activities: recruitment, testing, counseling, work experience, and field trips. Economically disadvantaged youth were placed in work experience situations with public and private nonprofit agencies. One hundred fourteen youths participated in the summer program.[2/] Table 22 shows the participation rate, by sex, of students in schools where the summer program was offered.

Table 22

Summer Program Participation, by Sex

Sex	Participant	Nonparticipant	Totals
Male	43 (8%)	466 (92%)	509
Female	71 (14%)	425 (86%)	496
Totals	114 (11%)	891 (89%)	1,005

1/ An out-of-school enrollee is a youth who has dropped out of school.

2/ In addition to these youths who were still in school, 15 youths (9 male and 6 female) who had dropped out of school participated in the summer program. All summer enrollees were full-time participants.

In-School Program

In its in-school program the Northern Forest Model Project emphasized vocational counseling, field trips, special program curriculum, supplemental education and training, and work experience.[1/]

Of those youths who attended the schools where the model program was offered, a very high proportion enrolled in the program. Table 23 shows the proportion of the total student body that was enrolled.

Table 23

Proportion of Participants and Nonparticipants in Schools Where the Rural Youth Program was Offered, by Sex

Sex	Participant	Nonparticipant	Totals
Male	404 (79%)	105 (21%)	509
Female	415 (84%)	81 (16%)	496
Totals	819 (81%)	186 (19%)	1,005

Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all enrollees were exposed to all the program components that were offered. Each component and the proportion of enrollees who took part in it is described in the following paragraphs.

A project vocational counselor was assigned to all but two high schools participating in the program, and members of the local high school faculties were hired on a part-time basis to provide additional services to enrollees in each high school. Counselors took enrollees on field trips to

[1/] See the appendices for descriptions of field trips, the special program curriculum and the supplemental education and training courses.

colleges, vocational schools, and employment centers. The trips were designed to help enrollees make career choices. Seventy-four percent of the youth participated in some aspect of the project's counseling program.

Special youth program classes were taught at the local high schools by part-time project instructors and by local high school instructors, who were hired and trained by the project staff. Field trips designed to supplement the curriculum were available to youths who participated in the course. As shown in Table 24, a majority of the enrollees participated in the special curriculum. Ninety percent of those who participated in the curriculum also participated in a field trip.

Table 24

Proportion of Program Enrollees Who Participated in the Special Youth Program Curriculum, by Sex

Sex	Participant	Nonparticipant	Totals
Male	308 (76%)	96 (24%)	404
Female	322 (78%)	93 (22%)	415
Totals	630 (77%)	189 (23%)	819

Instructors at the local high schools were encouraged to expand their curricula. Administrators were persuaded to make high school facilities available for after-school education and training classes. Project staff worked with instructors at the local high schools, community colleges, and vocational schools to design supplemental offerings that would advance the program objectives and improve the current curriculum at each school. Thirty-nine percent of the youth enrolled in the project participated in a supplemental class, as shown in Table 25.

Table 25

Proportion of Enrollees Who Participated in Supplemental Education and Training Classes, by Sex

Sex	Participant	Nonparticipant	Totals
Male	159 (39%)	245 (61%)	404
Female	163 (39%)	252 (61%)	415
Totals	322 (39%)	497 (61%)	819

A job-related work experience situation in a public or private nonprofit agency was sought for each economically disadvantaged youth. Almost two-thirds of the economically disadvantaged enrollees were placed in a productive work situation (see Table 26).

Table 26

Proportion of Economically Disadvantaged Enrollees Who Participated in Work Experience, by Sex

Sex	Participant	Nonparticipant	Totals
Male	42 (49%)	43 (51%)	85
Female	102 (71%)	41 (29%)	143
Totals	144 (63%)	84 (37%)	228

Out-of-School Program

The project recruited a large number of enrollees for the out-of-school program. The majority of the enrollees were American Indian youth (see Table 26). Consequently, the out-of-school program activities tended to be located near schools with large American Indian enrollments.

The project director assigned one person to work full time with the out-of-school enrollees. The program for these enrollees utilized the education, training, special program curriculum, counseling, field trip and work experience components of the model program. The enrollees' weekly participation was divided between work experience and group or individual sessions with the coordinator of the out-of-school program. The individual sessions were used to provide both vocational counseling and personal counseling.

The coordinator of the out-of-school program worked closely with each youth to arrange some type of placement as soon as he or she completed the program. Most of the youths were placed in jobs; a few completed their GED, and the coordinator was able to place them in vocational-technical schools or junior colleges.

Table 27

American Indian Participants in the Out-of-School Program, by Sex

Sex	American Indian	White	Totals
Male	23 (85%)	4 (15%)	27
Female	16 (67%)	8 (33%)	24
Totals	39 (76%)	12 (24%)	51

Results of the Evaluation of the Northern Forest Model Project

The primary purpose for including a Minnesota project was to determine whether concentrated education and manpower services would have a successful impact on the occupational and social adjustment of youth in communities in the Northern Forest section of the North Central states.

Baseline Data

The Minnesota experimental and control groups were well matched. The socioeconomic characteristics of the two areas were similar. There was no statistical difference between the two groups of research subjects with respect to the individual matching variables of sex, race and intelligence (see Tables 28 and 29). The outmigration patter for the experimental and control areas was similar.

Table 28

Proportion of Males from the Minnesota White Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	213 (61%)	139 (39%)	352
Control	269 (61%)	174 (39%)	443
Totals	482	313	795

$X^2 = 0.004$, df = 1; p = not significant

Table 29

Proportion of Females from the Minnesota White Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	187 (52%)	173 (48%)	360
Control	195 (47%)	220 (53%)	415
Totals	382	393	775

$\chi^2 = 1.895$, df = 1; p = not significant

Respondent Characteristics

There was no statistically significant difference between the experimental and control respondents with respect to the matching variables of sex, race and intelligence. Tables 30 and 31 show the distribution of male and female respondents with respect to the intelligence measure.

Table 30

Proportion of Male Respondents from the Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	139 (58%)	100 (42%)	239
Control	163 (57%)	125 (43%)	288
Totals	302	225	527

$\chi^2 = 0.130$, df = 1; p = not significant

Table 31

Proportion of Female Respondents from the Experimental and Control Groups, by IQ Score

Group	IQ Score		
	<110	110 or Greater	Totals
Experimental	122 (47%)	140 (53%)	262
Control	119 (42%)	164 (58%)	283
Totals	241	304	545

$X^2 = 1.125$, df = 1; p = not significant

There was no statistically significant difference between the female experimental and control respondents with respect to enrollment in a post-high school education or training institution (see Table 33). However, with respect to the same variable there was a statistically significant difference between the males of the two groups (see Table 32). This difference was not at an acceptable level of significance.

Table 32

Proportion of Minnesota Male Experimental and Control Youth Who Entered a Post-High School Educational or Training Institution

Group	Entered Institution	Did Not Enter Institution	Totals
Experimental	145 (61%)	94 (39%)	239
Control	150 (52%)	138 (48%)	288
Totals	295	232	527

$X^2 = 3.907$, df = 1; p = <.05

Table 33

Proportion of Minnesota Female Experimental and Control Youth Who Entered a Post-High School Educational or Training Institution

Group	Entered Institution	Did Not Enter Institution	Totals
Experimental	172 (66%)	90 (34%)	262
Control	176 (62%)	107 (38%)	283
Totals	348	197	545

$X^2 = 0.705$, df = 1; p = not significant

Among those who did not enroll in a post-high school educational or training institution, there was no statistically significant difference between female experimental and control respondents with respect to the outmigration variable. However, there was a statistically significant difference between the male respondents. Tables 34 and 35 show the proportion of male and female migrants and nonmigrants. The difference between the male respondents was not at an acceptable level of significance (p = <.001).

Table 34

Proportion of Minnesota Male Experimental and Control Noncollege Youth Who Migrated

Group	Outmigration Status		
	Migrated	Did Not Migrate	Totals
Experimental	43 (46%)	51 (54%)	94
Control	37 (27%)	101 (73%)	138
Totals	80	152	232

$X^2 = 8.872$, df = 1; p = <.005

Table 35

Proportion of Minnesota Female Experimental and Control Noncollege Youth Who Migrated

Group	Outmigration Status		
	Migrated	Did Not Migrate	Totals
Experimental	45 (50%)	45 (50%)	90
Control	58 (54%)	49 (46%)	107
Totals	103	94	197

$X^2 = 0.347$, df = 1; p = not significant

There was no statistically significant difference between the IQ scores of experimental and control nonmigrants.

Placement Into a Job

High School Graduation. High school graduation is frequently a job requirement. Therefore, one criterion measure is graduation from high school. Ninety-eight percent of male and female experimental and male control youth graduated from high school. One hundred percent of the female control youth graduated. Only twenty-one of the 1,576 research subjectes did not receive a high school diploma. Fourteen of these youths attended high school in the experimental area and seven attended high school in the control area. There was no statistically significant difference between the two groups with respect to this criterion measure.

Occupational Plan. The youth were asked if they expected to be working at a particular job in five years and, if they did, what that job was. They were also asked if they had had an idea of the type of work they wanted to do at the time they finished high school. There was no statistical significant difference between female and male experimental and control youths with respect to either of these criterion measures.

Employment Record. At the time of the evaluation, youth from the experimental and control groups who were not attending a post-high school educational or training institution were employed, unemployed and looking for work, or unemployed and not looking for work. Tables 36 and 37 show the employment status of respondents who were in the labor force. There was no statistically significant difference between the migrant and nonmigrant experimental and control groups.

Table 36

Employment Status of Noncollege Migrant Respondents from the Minnesota Experimental and Control Groups

Group	Employed	Unemployed, Looking	Totals
Experimental	66 (86%)	11 (14%)	77
Control	65 (81%)	15 (19%)	80
Totals	131	26	157

$X^2 = 0.566$, df = 1; p = not significant

Table 37

Employment Status of Noncollege, Nonmigrant Respondents from the Minnesota Experimental and Control Groups

Group	Employed	Unemployed, Looking	Totals
Experimental	58 (76%)	18 (34%)	76
Control	94 (72%)	36 (38%)	130
Totals	152	54	206

$X^2 = 0.398$, df = 1; p = not significant

Job Hunting Behavior. Young people were asked to provide information about their job hunting behavior. They were asked about the number of weeks they had spent looking for a job, whether they had turned down job offers, and whether they had had a hard time finding work. Some youths, expecially nonmigrants from both groups, were reluctant to provide complete information about their job hunting behavior. Youths who worked with or for parents, relatives or friends had not actually hunted for a job. Tables 38 and 39 show the job hunting status of experimental and control respondents. There was no statistically significant difference between experimental and control migrant and nonmigrant respondents with respect to this measure.

Table 38

Proportion of Minnesota Migrant Respondents from the Experimental and Control Groups Who Had Hunted for a Full-Time Job

Group	Hunted for a Job	Did Not Hunt For a Job	Totals
Experimental	44 (50%)	44 (50%)	88
Control	61 (64%)	34 (36%)	95
Totals	105	78	183

$X^2 = 3.772$, df = 1; p = not significant

Table 39

Proportion of Minnesota Nonmigrant Respondents from the Experimental and Control Groups Who Had Hunted for a Full-Time Job

Group	Hunted for a Job	Did Not Hunt For a Job	Totals
Experimental	50 (52%)	46 (48%)	96
Control	88 (59%)	62 (41%)	150
Totals	138	108	246

$X^2 = 1.030$, df = 1; p = not significant

Job Satisfaction. Experimental and control respondents did not differ from one another at a statistically significant level when compared for the job satisfaction criterion measure.

Placement Into a Higher Education Experience or and Additional Training Opportunity

The difference between the respondents from the experimental group and the respondents from the control group with respect to the educational status variable was not at an acceptable level of significance (see Table 40). The difference between the two groups with respect to current enrollment was not statistically significant. A majority of youths from the experimental group and the control group enrolled in educational and training institutions in Minnesota.

Table 40

Proportion of Minnesota Experimental and Control Respondents Who Enrolled in a Post-High School Institution

Group	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Experimental	317 (63%)	184 (37%)	501
Control	326 (57%)	245 (43%)	571
Totals	643	429	1,072

$X^2 = 4.247$, df = 1; p = <.05

Preparation for the Transition to Urban Living

There was no statistically significant difference between the migrant respondents from the two groups with respect to their knowledge of the existence and location of recreational and essential facilities in a new town or city.

Earlier research by North Star has shown that youthful rural migrants to a new city or town tend to leave the city on weekends. They return to their homes in small rural communities for the weekend because the city is foreign to them. There was a statistically significant difference between experimental and control respondents with respect to this measure. A higher proportion of experimental respondents spent 50 percent or more of their weekends in the city they migrated to (see Table 41).

Table 41

Proportion of Migrant Respondents from the Minnesota Experimental and Control Groups Who Spent 50 Percent or More of Their Weekends in the City

Group	50% or More	Less than 50%	Totals
Experimental	75 (85%)	13 (15%)	88
Control	60 (67%)	35 (33%)	95
Totals	135	48	183

$\chi^2 = 11.499$, df = 1; p = <.001

There was no statistically significant difference between the experimental and control migrant respondents with respect to the decision to move back to the town where they lived when they completed high school.

Implications of the Minnesota Model Project for Youth Programs in the Northern Forest

Although the experimental and control groups did not differ from each other at a statistically significant level for more than one or two of the criterion measures, it should be noted that the proportion of experimental youth was consistently greater than the proportion of control youth with respect to criterion measures.

The Minnesota Model Project staff sought to bolster the vocational counseling and educational programs available to high school youths in their senior year. They found that only a small number of youths who were entering the senior year of high school were sufficiently interested in the benefits of the summer program activities to participate. A large proportion of the youths from this group were either able to obtain higher paying jobs on their own or had other activities planned that conflicted with those of the youth program. A summer rural youth program that is directed primarily at this age group is not likely to produce sufficient economic or social benefits to justify its existence.

The high proportion of youths who participated in one or more school-year activity shows that high school youths in their senior year are interested and will participate in the type of activities provided by the in-school program. However, the results of the follow-up study suggest that either these services are not likely to have a significant impact on the post-high school behavior of these youths, or the impact is not sufficiently great to be measured in quantifiable terms.

The project staff showed that an outside agency can work with the local rural school district to provide youths with additional services that would not be available through the school district alone. Furthermore, these services can be provided without the local school district's giving up any of its autonomy.

Minnesota Model Project staff also demonstrated that there is a greater variety of work experience opportunities available in the small rural setting than was previously believed. Although there is no statistical evidence to show that this goal-related work experience had an appreciable effect on the later social or occupational adjustment of the youth, the employment experience of the rural youth can be more satisfying and rewarding if youth leaders are willing to seek goal-related work sites for them.

EVALUATION OF THE CENTRAL PLAINS MODEL PROJECT IMPLEMENTED BY THE NEBRASKA SPONSOR (1972-1973)

Participation of the Target Population in the Program

The Central Plains Model Project included only in-school enrollees.

Summer Program

The 1972 summer program emphasized the following components: special program orientation, testing, selected skill training, and a field trip to a large metropolitan area.

Only a few youths were economically disadvantaged; youths who were not economically disadvantaged participated on a part-time basis. Evening sessions were scheduled to make it possible for working youths to attend. Almost 50 percent of the enrollees participated in the summer program. Table 42 shows the participation rate of students, by sex, in schools where the summer program was offered.

Table 42

Summer Program Participation, by Sex

	Participant	Nonparticipant	Totals
Male	55 (43%)	74 (57%)	129
Female	67 (47%)	76 (53%)	143
Totals	122	150	272

School-Year Program

The school-year program emphasized vocational counseling, post-high school educational and vocational courses, and individualized training.

Of those youths who attended the schools where the Rural Youth Program was offered, a very high percentage enrolled in the program. Table 43 shows the proportion of the total student body, by sex, that were enrollees.

Table 43

Proportion of Participants and of Nonparticipants in Schools Where the Rural Youth Program was Offered, By Sex

	Participant	Nonparticipant	Totals
Male	120 (93%)	9 (7%)	129
Female	135 (94%)	8 (6%)	143
Totals	255	17	272

Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all 255 enrollees were exposed to all the program components that were offered. Each component and the proportions of enrollees who took part in it is described in the following paragraphs.

A project vocational counselor was assigned to each local high school, and members of local high school faculties were hired to provide services to enrollees in each high school on a part-time basis. The counselors organized field trips to educational, training, and employment centers. Thirty-four (13 percent) youths did not participate in the counseling component of this project. Tabel 44 shows the proportion of enrollees who participated in the counseling-related activities.

Table 44

Proportion of Enrollees Who Participated in the Counseling Activities, by Sex

	Participant	Nonparticipant	Totals
Male	105 (88%)	15 (12%)	120
Female	116 (86%)	19 (14%)	135
Totals	221	34	255

The project provided schools with supplemental curriculum materials and equipment. The project also provided transportation facilities so that schools could share these materials.

Because distance was a major factor, the education and training components were most effectively provided through group transportation to a training center, and by equipping a trailer to bring certain training classes to the local communities.[1/] Local craftsmen and tradesmen were also hired to provide training on an individual and small-group basis. Over 60 percent of the enrollees participated in the supplemental offerings.

Table 45

Proportion of Enrollees Who Participated in Education and Training Activities, by Sex

	Participant	Nonparticipant	Totals
Male	92 (77%)	28 (23%)	120
Female	72 (53%)	63 (47%)	135
Totals	164	91	255

1/ See appendices for a complete list of the educational and vocational courses offered to enrollees.

Results of the Evaluation of the Central Plains Model Project

The primary purpose for including a Nebraska project was to determine whether manpower services could be successfully delivered to geographically isolated communities in the Central Plains section of the North Central states. The Nebraska experimental project staff showed that this can be done.

The Nebraska experimental and control groups appeared to be well matched. The socioeconomic characteristics of the two areas were similar. There was no statistical difference between the two groups of research subjects with respect to the individual matching variables of sex, race and intelligence. The Sandhills, the experimental area, has a conscious-regional identity that is not found in the control area. However, there was no reason to believe that this would have a major influence on the post-high school behavior of the research subjects. The outmigration pattern for the experimental and control areas was similar.

Nevertheless, the significant difference between the two groups with respect to post-high school status suggests that the two groups are not well matched. The difference between the Nebraska control group and the Minnesota and Iowa experimental and control groups[1/] indicates that some unaccounted for influence produced a much higher post-high school enrollment ratio for the Nebraska control group, one that makes the Nebraska control group different from the other groups at a statistically significant level.

1/ The comparison is based on 1972-1973 data collected from the two groups in each state.

Placement Into a Job

High School Graduation. There was no statistically significant difference between the experimental and control groups with respect to high school graduation or a youth's having an idea of the type of work wanted when he/she looked for a full-time job.

Only three respondents, one from the control group and two from the experimental group, did not graduate. The reason given for not graduating was that the youths married.

Job Hunting Behavior. Young people were asked to provide information about their job hunting behavior. They were asked about the number of weeks they had spent looking for a job, the number of job applications they had submitted, the number of job interviews they had obtained, the number of job offers they had received, and whether they had had a hard time finding work. Some youths, expecially nonmigrants from both groups, were reluctant to provide information about their job hunting behavior. This situation makes it impossible to do statistical tests for these data. Furthermore, unless they had actively looked for a job, most youth did not provide this information. Youths who worked with or for parents, relatives or friends had not actually hunted for a job. Table 46 shows the job hunting status of experimental and control respondents. There is no statistically significant difference between the two groups.

Table 46

Proportion of Nebraska Respondents from the Experimental and Control Groups Who Had Hunted for a Full-Time Job

Sample	Hunted For a Job	Did Not Hunt For a Job	Totals
Experimental	41 (46%)	48 (54%)	89
Control	12 (46%)	14 (54%)	26
Totals	53	62	115

$\chi^2 = 0.000$, df = 1; p = not significant

Employment Record. At the time of the evaluation, youth from the experimental and control groups who were not attending a post-high school educational or training institution were employed, unemployed and looking for work, or unemployed and not looking for work. Tables 47 and 48 show the employment status of respondents to the questionnaire. There is no statistically significant difference between the two groups.

Table 47

Employment Status of Noncollege Migrant Respondents from the Nebraska Experimental and Control Groups

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	34 (74%)	3 (7%)	9 (19%)	46
Control	11 (85%)	0	2 (15%)	13
Totals	45	3	11	59

$\chi^2 = 1.095$, df = 2; p = not significant

Table 48

Employment Status of Noncollege, Nonmigrant Respondents from the Nebraska Experimental and Control Groups

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	30 (70%)	4 (9%)	9 (21%)	43
Control	13 (100%)	0	0	13
Totals	43	4	9	56

$\chi^2 = 5.118$, df = 2; p = not significant

Job Satisfaction. Experimental and control respondents did not differ from one another at a statistically significant level when compared for the job satisfaction criterion measure.

Placement into a Higher Education Experience or An Additional Training Opportunity

The difference between the respondents from the control group and the respondents from the experimental group with respect to the educational status variable is statistically significant (see Table 49). The socioeconomic data that were used to match these two groups may not adequately reflect the characteristics of the local communities that tend to influence the enrollment of Central Plains youth in a post-high school institution. On the other hand, the control area communities also differ from the Iowa control and Minnesota experimental and control area communities at a statistically significant level. There may be special, unidentified factors in the Nebraska control area that account for the unusually large proportion of youths who enroll in a post-high school institution. Tables 49 to 53 compare the proportion of Nebraska control respondents who enrolled in a post-high school institution with the proportion from each of the other groups.[1/]

Table 49

Proportion of Nebraska Control and Experimental Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Nebraska Experimental	98 (52%)	89 (48%)	187
Totals	206	115	321

$X^2 = 26.983$, df = 1; $p = <.001$

[1/] The figures for the Minnesota and Iowa youth represent the 1972-1972 samples in those states--the same year as the Nebraska figures.

Table 50

Proportion of Nebraska Control and Iowa Experimental Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Iowa Experimental	71 (67%)	35 (33%)	106
Totals	179	61	240

$\chi^2 = 5.788$, df = 1; p = <.02

Table 51

Proportion of Nebraska Control and Iowa Control Respondents Who enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Iowa Control	83 (52%)	78 (48%)	161
	191	104	295

$\chi^2 = 27.027$, df = 1; p = <.001

Table 52

Proportion of Nebraska Control and Minnesota Experimental Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Minnesota Experimental	184 (61%)	120 (39%)	304
Totals	292	146	438

$X^2 = 16.859$, df = 1; p = <.001

Table 53

Proportion of Nebraska Control and Minnesota Control Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Minnesota Control	177 (60%)	117 (40%)	296
Totals	285	145	430

$X^2 = 17.855$, df = 1; p = <.001

Among those Nebraska youth who did enroll in a post-high school institution, 66 percent of the respondents from the experimental group and 74 percent of the respondents from the control group enrolled in a college. The difference between the two groups with respect to the type of institution enrolled in is not statistically significant.

One male from the experimental group and one male and one female from the control group had dropped out of college at the time of the survey. Five females from the experimental group and one male and two females from the control group had dropped out of a noncollege post-high school institution. The reasons given for this decision were the following: to seek a job, to marry, to do something more interesting, and no reason. The difference between the experimental and control groups with respect to this variable is not statistically significant.

Preparation for the Transition to Urban Living

There is no statistically significant difference between the migrant respondents from the two groups with respect to their knowledge of the existence and location of recreational and essential facilities in a new town or city.

Earlier research by North Star has shown that youthful rural migrants to a new city or town tend to leave the city on weekends. They return to their homes in small rural communities for the weekend because the city is foreign to them. With respect to this variable there is no statistically significant difference between the two groups.

Implications of the Nebraska Model Project for Youth Programs in the Central Plains

The Nebraska sponsoring agency and project staff showed that manpower and educational services can be adequately delivered to a sparsely settled region such as the Sandhills.

The Nebraska Model Project sought to bolster the vocational counseling and educational program available to high school youths in their senior year. They found that only a small number of youths who were entering the senior year of high school were sufficiently interested in the benefits of the summer program activities to participate. A large proportion of the youths from this group were either able to obtain higher paying jobs on their own or had other activities planned that conflicted with those of the youth program. A summer rural youth program that is directed primarily at this age group is not likely to produce sufficient economic or social benefits to justify its existence.

The high proportion of youths who participated in one or more school-year activity shows that high school youths in their senior year are interested and will participate in the type of activities provided by the in-school program. However, the results of the follow-up study suggest that either these services are not likely to have a significant impact on the post-high school behavior of these youths, or the impact is not sufficiently great to be measured in quantifiable terms.

The project staff showed that an outside agency can work with the local school district to provide local youths with additional services that would not be available through the school district alone. Furthermore, these services can be provided without the local school district's giving up any of its autonomy.

Nebraska Model Project staff also demonstrated that there is a greater variety of work experience opportunities available in the small rural setting than was previously believed. Although there is no statistical evidence to show that this goal-related work experience had an appreciable effect on the later social or occupational adjustment of the youth, the employment experience of the rural youth can be more satisfying and rewarding if youth leaders are willing to seek goal-related work sites for them.

APPENDIX A

EXAMPLES OF RESEARCH FINDINGS CONVERTED TO PROGRAM GUIDELINES

1.

FINDINGS

The needs of rural youth in the North Central states tend not to be poverty related. There the concept of "disadvantaged" may be more realistically related to: a) cultural isolation, b) physical or geographical isolation, or c) social isolation based on coming from the "wrong kind of family".

The rural youth is faced with a set of circumstances which leave him little choice but to migrate to an unfamiliar urban setting for which he has been ill-prepared by the institutions (primarily the school) in his home community.

RECOMMENDATIONS

The term "disadvantaged should be redefined to give equal weight to low income, geographical isolation, and social isolation.

APPLICATION TO GUIDELINES

Poverty, geographical and social isolation, and inadequacies in local education are reasons for eligibility.

FINDINGS

Regardless of the type of individual or community involved, a majority of rural youths move to the city. The rural community does not provide rural youth with the kind of background to help him make the most adequate adjustment to the urban setting when he migrates. A large proportion of young migrants, particularly males, choose to return home, despite the disadvantages inherent in the rural community that caused them to migrate in the first place.

RECOMMENDATIONS

Rural Youth projects must recognize the evidence that the majority of rural youths will migrate to the city. One of the objectives should be to aid rural youths in making the transition from rural to urban living if that is their choice.

APPLICATION TO GUIDELINES

Components are included which cover: familiarization with urban living; occupational familiarization and occupational counseling aimed at both urban and rural jobs; and training in how to apply for a job, how to find the best jobs, the best housing, and the most enjoyable social life in the city.

3.

FINDINGS

Almost no rural schools give vocational training aimed at preparation for specific occupations. Vocational training of the type now given in the typical rural high school does not have a significant effect on the occupational adjustment of rural youth. Office skills courses do affect the occupational adjustment of rural females.

RECOMMENDATIONS

In those rural communities unable to provide office skill training and meaningful vocational training through the public schools, the objectives should include training in marketable skills.

APPLICATION TO GUIDELINES

Skill training is offered but must be relevant to the enrollee's training plan, and related realistically to either the rural or urban job market. In communities that are unable to provide office skills training, the training component includes training in these marketable skills. Other skills training that can utilize existing school facilities can be instituted if it leads to employment in recognized occupations. (Also see Item 9.)

FINDINGS	RECOMMENDATIONS	APPLICATION TO GUIDELINES
Local institutions and leadership are inadequately preparing rural youth for the urban world. Yet, local leadership resents intrusion by outsiders who impose programs on the community "whether they are needed or not".	Local initiative and supervision should be retained wherever possible. However, in communities where institutions and leadership are inadequate, outside resources should be brought to bear on the problems of rural youth in the community.	Existing facilities and services are used wherever possible. No attempt is made to provide educational, social, job preparational or other services already being provided by other community institutions or programs. A wide range of components is provided from which the project director can choose those components that fill gaps in available services. In many cases, all students attending a given rural school are eligible for participation in some component by virtue of deficiencies in the offering of the school. A teacher in the local school is hired by the project to be a part-time coach (counselor), thus assuring local involvement.

5.

FINDINGS	RECOMMENDATIONS	APPLICATION TO GUIDELINES
There is a lack of association between part-time work while in high school and either finding a job after high school or success on the job.	The part-time job aspect should be de-emphasized in rural projects.	Work experience is utilized as a counseling tool, not as an end in itself. Whenever possible, employers and worksite supervisors use work experience to attain objectives of job familiarization, occupational counseling, skill training, and cultural and social development. Work experience must be directly relevant to the occupational goals that have been set for the trainee.

FINDINGS	RECOMMENDATIONS	APPLICATION TO GUIDELINES
The range of services offered in rural communities varies so markedly that youths coming from different communities require different kinds of services from outside the community. Some need personal counseling, some need monetary assistance, some need to develop job skills.	The project must allow for individualized approaches to the problems of individuals and individual communities.	An individual training plan is developed for each enrollee. The kinds of components that are made available to the enrollee through the program are dependent upon the kinds of services already being provided by other local institutions including the school.

7.

FINDINGS	RECOMMENDATIONS	APPLICATION TO GUIDELINES
Rural schools, particularly those in the most isolated rural counties, are not providing rural youths with the kinds of experiences that optimize their adjustment to the modern labor market or to urban living.	The rural youth program should be looked upon as a means to supplement a weak rural educational system rather than relying upon the schools for leadership in the rural youth program.	The program provides vocational training, occupational familiarization, counseling, office skills courses, extracurricular activities, and special education in those communities where these aspects of education are not being provided by the schools.

8.

FINDINGS	RECOMMENDATIONS	APPLICATION TO GUIDELINES
Whether or not the rural school has a counselor (either trained or untrained) affects both occupational and social adjustment as well as enrollment in continued education.	More effort must be given to providing counseling, including vocational counseling coupled with job placement.	Counseling is broadly conceived to include occupational familiarization, occupational counseling, training in how to look for and obtain jobs, familiarization with post-high school training opportunities, and educational and personal counseling. Supplementary counseling can be provided in schools where inadequacies or deficiencies exist. Vocational and educational counseling is coupled with a component which provides a functioning system for job placement.

FINDINGS

Most rural youths have extremely limited exposure to urban living conditions and urban occupations. Existing rural programs for youths are administered by rurally oriented personnel who are unwilling and and probably unable to prepare their enrollees for urban life.

RECOMMENDATIONS

Any training or other service provided should be equally applicable to urban or rural life. The rural youth program should include cooperative efforts between the rural communities and adjacent urban growth centers.

APPLICATION TO GUIDELINES

All skill training as well as other components in the program are relevant to both the rural and urban job market. The project handbooks stipulate that vocational training will be provided in the following small cities:

Minnesota - Staples & Brainerd

Iowa - Creston

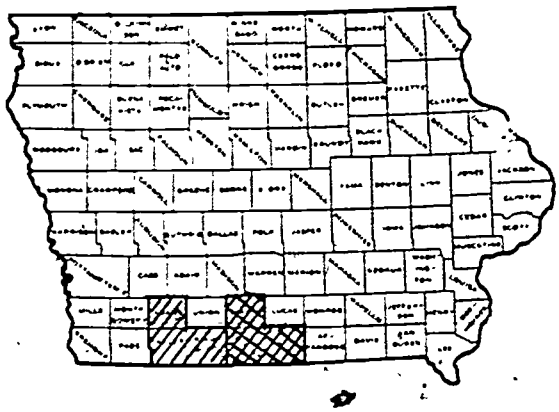
Nebraska - North Platte

Because regular transportation to these regional growth centers is possible only during the summer months, vocational training is carried out only in the summer program. The summer program thus allows rural youth to be exposed to a small-city environment and to a broader range of urban jobs than they could be exposed to in their rural communities.

APPENDIX B

CHARACTERISTICS OF THE EXPERIMENTAL AND CONTROL COMMUNITIES

Iowa -- The Corn Belt



Experimental Area

Control Area

Scale in Miles:

0 100 200

The Geographic Area Covered. This project covers three counties in the southern part of Iowa near the Missouri border. These counties are situated in the Corn Belt, but the rolling hills of the area make the land somewhat less productive than the richer soil further north. There are no towns of over 2500 population in these counties. The largest towns are Lenox (population 1215), Corning (population 2095), Bedford (population 1733), and Mount Ayr (population 1762). The three control counties are adjacent to the three experimental counties and contain two towns of over 2500 population -- Osceola (3124 population) and Lamoni (population 2540). There are two others with populations over 1000 -- Leon (population 2142) and Corydon (population 1745).

The three experimental counties cover an area of 1492 square miles and have a population density of 14.4 people per square mile. The three control counties contain a land area of 1491 square miles; the population density is 17.3 people per square mile.

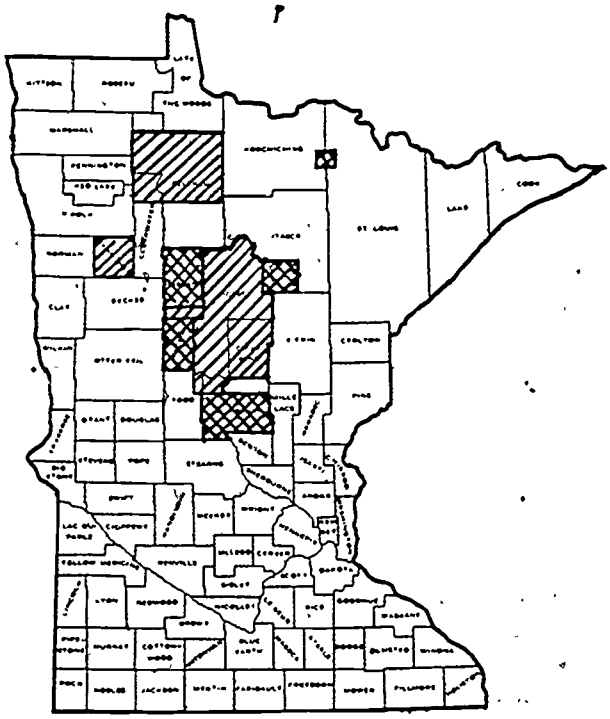
The Economic Base of the Area. Over 95 percent of all the land in the three experimental counties is in farms. Over 3100 farms are in operation and average about 290 acres each. The sale of livestock provides the major portion of farm income. Most of the crops that are grown are used to feed hogs and cattle. In the three control counties over 89 percent of the land is farmed; in 1970 there were 2986 farms that averaged about 286 acres each.

Only about 2.7 percent of the population is employed in manufacturing in the experimental counties and 3.4 percent in the control counties. The small amount of industry that does exist is mainly concerned with agricultural products and their processing.

Problems Facing Rural Youth. These six counties have among the lowest median family incomes in Iowa; only 11 other counties of the 99 Iowa counties have median family incomes as low.

This is a heavy outmigration region. Between 1960 and 1970 the population of Taylor County decreased by 14.6 percent; Adams County, by 15.3 percent; and Ringgold County, by 19.4 percent. Among the control counties, Clarke County lost 7.8 percent of its population between 1960 and 1970; Decatur County decreased by 7.6 percent; and Wayne County lost 14.2 percent. Our previous studies have shown that a large proportion of the youth from this part of Iowa leave their home communities and move to a city. Yet, what little vocational education is offered in the schools tends to be weighted toward vocational agriculture. Only one high school offers a broad range of vocational subjects.

Minnesota - The Northern Forest



Experimental Area

Control Area

Scale of Miles: 0 100 200

The Geographic Area Covered. The Minnesota project serves an area of over 5200 square miles in north central Minnesota. All of Mahnomen County, most of Crow Wing and Cass counties and parts of Beltrami, Clearwater, Todd, Hubbard and Morrison counties are included. The major trade center of the area is Brainerd, the county seat of Crow Wing County; Brainerd (population 11,667) is not covered by the project. The area includes the Red Lake Indian Reservation, most of the Leech Lake Indian Reservation, the Chippewa National Forest, and the Cuyuna Iron Range. The population density of the area is about 10.0 persons per square mile.

The control area includes all of Wadena County, most of Hubbard and Morrison counties and parts of Cass, Itasca, Koochiching and St. Louis counties. The area covered is 3,192 square miles with a population density of 15.4 people per square mile. The only towns of any size in the control area are Little Falls (population 7467) in Morrison County and Wadena (population 4640) in Wadena County; the remaining towns are all under 1000 people. The geographic features of the area are much the same as the experimental area.

The Economic Base of the Area. Both the experimental and control areas are designated as areas of persistent unemployment for EDA purposes. The area is covered, in large part, by forests and numerous lakes. The Cuyuna Iron Range at one time provided a high level of income for the area. These mines have long since been exhausted of their better quality ore, and the region has been in a serious economic decline. Only recently, some reversal of this trend has been accomplished through emphasis on the production of taconite and on the recreational potential of the area. The few farms that are operated are marginal farms and most of the farmers work part-time at other jobs.

The major town covered by the experimental program is Staples (population 2641) which, until 10 years ago, was the site of major railroad repair shops. Staples is no longer an important railroad town and efforts have been made to attract small diversified industry. A major Area Vocational-Technical School has been established in Staples; a smaller one, in Brainerd.

About 4 percent of the population of the experimental counties and 5 percent of the control counties are employed in manufacturing. The manufacturing is primarily of wood products (including paper), wood preserving, and sawmills. Numerous small dairies and dairy processing plants are also located throughout the area, and a couple of areas manufacture clothing for men and boys. Only about 5 percent of the population of the experimental area and 3 percent of the control area are employed in agricultural, forestry and fisheries occupations. Most of the counties in the whole area have less than 40 percent of the land area in farms; only four counties -- Mahnomen, Morrison, Todd and Wadena -- have between 55 and 78 percent of the area in farms.

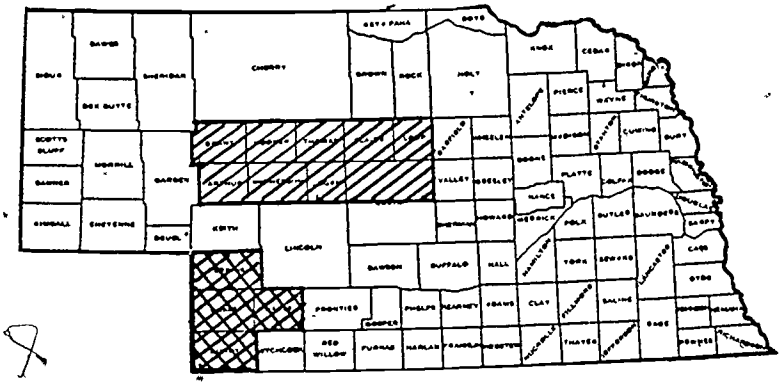
Problems Facing the Rural Youth. Approximately 33 percent of the students enrolled in grades 10 to 12 are from families classified as being below the poverty level. Poverty is especially prevalent among the American Indians in the area.

The schools are all fairly large and range up to 421 students in Staples and 490 students in Crosby. Only the Staples school offers a full range of vocational courses. (Brainerd, which is not covered by the model, also has a full vocational education curriculum.) Few of the schools offer any type of occupational familiarization courses. Of the school districts covered by the model, only Staples offers GED training.

Despite the high rate of unemployment in the area, the outmigration from this area is not particularly high. Of those six counties which are primarily experimental, only three lost population; only one of these (Mahnomen County) decreased by more than 10 percent. Only three of the six counties that are primarily the control area lost population; all of them decreased by less than 7 percent. However, in the experimental counties in 1970 there were 4275 fifteen and sixteen year olds and 3437 seventeen and eighteen year olds, but only 1898 nineteen and twenty year olds; thus nearly 56 percent of those entering high school now can be expected to leave the area before the age of 21. In the control counties there were

5095 fifteen and sixteen year olds, 4112 seventeen and eighteen year olds and 2339 nineteen and twenty year olds; from these counties we can expect that about 54 percent of those entering high school now will leave the area before the age of 21.

Nebraska - The Great Plains



Experimental Area

Control Area

Scale in Miles:

0 100 200

The Geographic Area to be Covered. The Nebraska project serves an area of 6900 square miles of sparsely settled Nebraska Sandhills prairie. In the entire area, only four towns -- Sargent, (population 789), Arnold (population 752), Broken Bow (population 3734) and Mullen (population 667) have populations of over 500. Three of these towns are located in Custer County. In the part of Custer County that is covered by this project there are 7.1 people per square mile; the remaining 8 counties covered by the project have only 1.2 people per square mile. In the four control counties there are also four towns with over 500 population: Imperial (population 1581), Wauneta (population 738), Benkelman (population 1349) and Grant (population 1099). In these four counties there are 3.5 people per square mile.

The Economic Base of the Area. This is semi-arid ranch country. The major source of income is from the sale of livestock; few crops are grown other than hay. The average size of "farm" in Custer County is 874 acres. In the remaining counties the average size is larger, ranging up to an average of 10,415 acres per farm in Grant County. In the ~~four~~ control counties the average size of "farm" ranges from 952 acres in Perkins County to 1367 acres in Dundy County.

Except for Custer County, which has several small industries, there is no industry in the area covered by the model project. Two of the counties have no people employed in manufacturing and the remaining counties have 2 percent or less of their population employed in manufacturing. Less than 2 percent of the population in the control counties are employed in manufacturing.

Problems Facing Rural Youth. Youths in this area are not disadvantaged in terms of poverty, minority group membership, or lack of formal education. According to the 1970 Census of Population, the entire population of this large area included only 4 Negroes (0.02 percent of the population) and 51 (0.23 percent of the population) who are members of other minority groups (including 23 American Indians). In the four control counties there are only 2 Negroes (0.02 percent of the population) and 6 (0.05 percent of the population) who are members of the other minority groups; none of these is American Indians.

Outmigration is heavy; between 1960 and 1970 the population of the area decreased by over 12 percent. The decrease exceeded 10 percent in all but one of the nine counties. In 1970 the area population included 863 fifteen and sixteen year olds, 766 seventeen and eighteen year olds, but only 390 nineteen and twenty year olds. Thus, of those who are currently entering high school, it can be expected that at least 55 percent will move away from the region before they are 21 years of age.

The four control counties also lost over 12 percent of their populations between 1960 and 1970; three of these counties lost over 10 percent--of these three, one lost over 20 percent. In 1970 the population included 491 fifteen and sixteen year olds, 440 seventeen and eighteen year olds and 179 nineteen and twenty year olds. Thus we can expect that 63 percent of those who are entering high school now will move away from these counties before they are 21 years old.

The experimental area is not now served by NYC; the control area is served by a multicounty NYC program, but there are only six enrollees in the four control counties. Several school officials who were interviewed were very skeptical that anyone would actually do anything for their area. They cited repeated instances in which surveys were taken but programs were not instituted, usually on the basis that services could not be delivered to a sparsely settled region such as this.

SCHOOLS IN THE EXPERIMENTAL AND CONTROL AREAS

IOWA

Experimental		Control	
County	School	County	School
Adams	Corning Community	Clarke	Clarke Community
	Prescott Community		Murray
Ringgold	Diagonal Community	Decatur	Lamoni
	Grand Valley - Kellerton Community		Mormon Trail
	Mt. Ayr	Wayne	Wayne Community
Taylor	Clearfield		
	Lenox		

MINNESOTA

Experimental		Control	
County	School	County	School
Beltrami	Red Lake	Beltrami	Blackduck
Cass	Backus	Hubbard	Akeley
	Cass Lake	Itasca	Deer River
	Pine River	Koochiching	South Koochiching-Northome
	Walker	Mille Lacs	Onamia
Clearwater	Bagley	Morrison	Pierz
Crow Wing	Crosby-Ironton		Royalton
	Pequot Lakes		Swanville
Hubbard	Park Rapids		Upsal
Mahnomen	Mahnomen	Polk	Fosston
	Waubun	St. Louis	Orr
Morrison	Motley	Wadena	Menahga
Todd	Staples		Sebeka
			Verndale
			Wadena

NEBRASKA

Experimental		Control	
County	School	County	School
Arthur	Arthur County High School	Chase	Chase County High School Imperial
Custer	Broken Bow		Wauneta
	Anselmo-Merna Public School - Merna	Dundy	Benkelman
	Sargent		Haigler
	Arnold	Hayes	Hayes Center
Grant	Hyannis Rural High	Perkins	Perkins County High School Grant
Hooker	Mullen		Madrid
Logan	Stapleton		Venango
Loup	Loup County High School Taylor		
McPherson	McPherson County High School - Tryon		
Thomas	Thedford Rural		
	Sandhill High School Halsey		

APPENDIX C

PROFESSIONAL TRAINING AND EXPERIENCE MODEL PROJECT STAFF

PROFESSIONAL TRAINING AND EXPERIENCE OF MODEL PROJECT STAFF

Staff Position	Degree	Area of Study	Related Experience
Project Director			
Iowa			
Dennis Nelson	MS	Guidance Counseling	Counselor (high school) & Counselor/Director-Rural Youth Program
Minnesota			
Larry Bubolz	BA	History	Assistant Director-Rural Minnesota CEP & Director-Rural Youth Program
Nebraska			
Al Warren			NYC Director
Project Coordinator			
Iowa			
None			
Minnesota			
Roger Junnila	BA	Psychology	Job Developer-Rural Minnesota CEP & Project Coordinator-Rural Youth Program
Nebraska			
Bob Miller	BA	Business	Youth Work
Job Specialist			
Iowa			
Gordy Boerner	BA	Journalism	None
Minnesota			
None			
Nebraska			
None			

Staff Position	Degree	Area of Study	Related Experience
Vocational Counselor			
Iowa			
Ruth Frey	MS	Guidance Counseling	Counselor - NYC
Dave Beyer	BS	Social Work	Counselor-Rural Youth Program
Minnesota			
Mike Clay	BA	Vocal Music	Instructor (high school) & Counselor-Rural Youth Program
Joe Aitkin	BA	Sociology	Adult Education & Counselor-Rural Youth Program
Mike Port	BA	History	Head Start Director & Counselor-Rural Youth Program
Maxine Boswell	BA	Business Education	Counselor-Talent Search Program
Nebraska			
Dan Kruger	BS	Education	Teacher
Peggy Novotny	BA	Sociology	None
Teaching Specialist			
Iowa			
Walt Light	BA	Social Studies	High School Instructor
Genese Rigsby	BA	French	None
Minnesota			
Arle Hagberg	BA	Sociology	Instructor-Rural Youth Program
Judy Niefeldt	BA	English	High School Instructor
Eileen Beach	BA	Education	High School Instructor
Nebraska			
None			
Coordinator of Drop-Out Program			
Iowa			
None			
Minnesota			
Roger Swenson	BS	History	Instructor-Rural Youth Program
Nebraska			
None			

APPENDIX D

MODEL PROJECT RECORDS AND FORMS

U S DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
Form MA 101 (6-68)

U. S. GOVERNMENT PRINTING OFFICE 1968 — 311-048

FORM APPROVED
BUDGET BUREAU NO. 44-R1202.2

APPLICANT INFORMATION RECORD

1 CONTRACT IDENTIFICATION
a State of Training
b. State ... Fiscal year approved
d Con... Number

2 FUNDING CODE
a
1__ ...
2__ Model City
C__CWEP
__Other (Specify)
b
A__MDTA
B__EOA
C__Social Security
__Other (Specify)

3. PROGRAM IDENTIFICATION
01__MDTA Institutional
03__MDTA-OJT
05__MDTA Coupled
07__MDTA-Part time
11__NYC-In school
13__NYC-Out of school
15__NYC-Summer
21__New Careers
23__Operation Mainstream
25__Orientation
27__Special Impact
__Other (Specify)

4. MDTA INSTITUTIONAL SEC. NO.

5. WIN ONLY
1__ES 2__CAA 3__Other

6. LOCAL ES OFFICE NO.

7a NAME OF CONTRACTOR

7b. ADDRESS (Number Street, City, State and Zip Code)

8a OCCUPATIONAL GOAL

8b. DOT (9 digit)

9a. TARGET AREA (Name)

9b. CODE

10 START DATE

11a. NAME OF APPLICANT

11b. PHONE NO.

11c. SOCIAL SECURITY NO.

12 ADDRESS (Number ... Zip Code)

13. COUNTY OF RESIDENCE a. Name
b. Code

14. CONGRESSIONAL DIST. a State code ... District No.

15. DATE OF BIRTH Mo. Day Yr.

16. SEX
1__Male
2__Female

17 HANDICAPPED
1__Yes
2__No

18 MILITARY SERVICE STATUS
1__Veteran
2__Rejectee
3__Nonveteran
Discharge Date (Month, day & year)

19. MARITAL STATUS
1__Never married
2__Married
3__Widow, Widower
4__Divorced, legally separated

20 PRIMARY WAGE EARNER
1__Yes
2__No

21 HEAD OF FAMILY OF HEAD OF HOUSEHOLD
1__Yes
2__No

22. NO. OF DEPENDENTS
0__ 1__ 2__ 3__
4__ 5__ 6 and over__

23. CHECK ONE
1__White
2__Negro
3__American Indian
4__Oriental
5__Other

24. IF SPANISH SURNAME, CHECK ONE
1__Mexican American
2__Puerto Rican
3__Other

25. U. I CLAIMANT
1__Yes
2__No
3__Exhausted

26. PUBLIC ASSIST. RECIPIENT
1__Yes 2__No

27 HIGHEST SCHOOL GRADE COMPLETED

28 PREVIOUS JOB TRAINING
__Yes (If so, complete ...)
__No
b ... c Date completed (Mo & yr)

29. PARTICIPATION IN OTHER FEDERAL PROGRAMS
9__None Participated (check all relevant boxes)
a1__MDTA
2__NYC
4__Project Transition
b1__Operation Mainstream
2__Special Impact
4__Work Incentive
c1__Job Corps
2__Job Corps
4__Job Corps
d1__New Careers
2__Other

30a. PRIMARY OCCUPATIONAL TITLE

30b. DOT (9 digit)

31a. OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB

31b. DOT (9 digit)

32. YEARS OF GAINFUL EMPLOYMENT
1__Under 1 year
2__1-2 years
3__3-9 years
4__...

33. ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN JOB
$__

34. INCOME
a. Applicant's estimated earnings last 12 months $__
b. Estimated family income last 12 months $__
c Number in family
d Family below poverty level 1__Yes 2__No

35 LABOR FORCE STATUS AT TIME INTERVIEWED (Check one)
11__Employed (not underemployed)
12__Underemployed
13__Unemployed
14__Family farm worker
21__Not in labor force - in school
22__Not in labor force - other

36. WEEKS UNEMPLOYED
__Last 12 Months
__Current spell of unemployment

37. REFERRED BY
01__ES Outreach
...
04__Union
05__Employer
06__Self
07__Welfare
08__Other community group
11__High School Graduate
12__High School Dropout
21__Sel. Service Rehab. (Recruiting Station)
22__Sel. Service Rehab. (AFEES)
23__Sel. Service Rehab. (Local Board)
31__Other

38 DISADVANTAGED
1__Yes
2__No

39. REFERRAL TO TRAINING OR EMPLOYMENT
a. Accepted referral to training or job: 1__Yes 2__No
b Enrolled in training: 1__Yes 2__No
c Placed in job: 1__Yes 2__No

40. ELIGIBILITY FOR TRAINING ALLOWANCE
9__Not eligible
Eligible for:
1__Regular
2__Augmented
3__Youth
4__Special NYC
5__Incentive
6__Parttime

41. CHECK APPROPRIATE ITEM(S) IF ELIGIBLE FOR OTHER ALLOW.
1__Subsistence
2__Transportation
3__Other

42. BARRIERS TO EMPLOYMENT
9__None
a1__Age - too young
2__Age - too old
4__Lacks education, training skill, experience or has obsolete skill
b1__Health problem
2__Personal problem
4__Transportation problem
c1__Child care problem
2__Care of other family member
4__Conviction record
d1__Garnishment
2__Other

43. DATE OF INTERVIEW (Month, day, & year)

EXPERIMENTAL YOUTH PROJECT

Income Certification Form

Farm Family _____ Number of Youth in Family _____

Non-Farm Family _____ Number of Adults in Family _____

Total Number in Family _____

ANNUAL FAMILY INCOME FOR THE PREVIOUS YEAR.

Fill in only the gross or the net income figure. Do not fill in both. If you are self-employed fill in the net income. If you are not self-employed fill in the gross income.

GROSS (Before Tax Deductions) _____

NET (After Tax Deducations) _____

I declare that the aforementioned information is correct to the best of my knowledge.

_____ _____

Applicant's Signature Date

_____

Parent or Guardian Signature (For Youth Only)

EXPERIMENTAL YOUTH PROJECT

Enrollment Form

Name _____

I. Qualifications School _____

A. Record of High School Performance:

1. Current Class Rank _____

2. Grade Point Average _____

3. Tests Scores

a. intelligence tests

_____ _____

_____ _____

b. apptitude tests

_____ _____

_____ _____

c. interest inventories

_____ _____

_____ _____

4. Extracurricular Activities (anticipated participation during senior year):

- ☐ student government
- ☐ school newspaper
- ☐ interscholastic athletics
- ☐ public speaking
- ☐ debate
- ☐ drama, plays
- ☐ occupational oriented clubs (FFA, FHA, etc.)
- ☐ music, art

5. General Curriculum Program Planned for Senior Year:

- ☐ college preparatory
- ☐ general education (high school diploma sole objective)
- ☐ special education
- ☐ vocational education (specific skill training)

6. If Program is Vocational Education, Identify Areas of Instruction:

_____ _____

_____ _____

B. Work Experience

1. Experience that included responsibility for working

a. independently _____

b. in cooperation with others _____

c. as supervisor or director of the work of others _____

2. Experience that resulted in the learning of specific skills

_____

_____

C. Training and Education

1. Courses or programs taken at other institutions (not local high school)

_____

_____

II. Circumstances Meriting Project Services

A. ☐ No vocational counselor in local high school or counselor/student ratio exceeds 1/250

B. ☐ Tutoring services needed by youth

C. ☐ Special youth project curriculum units are not included in regular school curriculum

D. ☐ Career related vocational training opportunities are not available to youth at the local high school

E. ☐ Post-high school placement services are not available to youth at the local high school

F. ☐ Other _____

_____

_____

III. Youth Available for Summer Program:

☐ yes ☐ no

If Yes: Are there any conditions that may limit participation?

☐ temporary summer job _____

☐ vacation plans _____

☐ other _____

 Name _____

IV. Present Career Plans/Interests of Youth:

☐ I plan to attend college after graduation

major _____

☐ I plan to attend a vocational-technical school after graduation

vocational area _____

☐ I plan to work full time after graduation

occupation _____

☐ I plan to enlist in the armed services after graduation

service _____

☐ I plan to marry after graduation

☐ I have no plans for what I will do after graduation

EXPERIMENTAL YOUTH PROJECT

Barrier Identification Sheet

Name _____ Current Career Goal _____

Primary Qualifications	Yes, No Maybe	Why
1. Do I have a Career Goal?		
2. Do I know what is needed for me to reach my goal?		
3. Do I know how to find out if I do not have the information?		
4. Do I have the ABILITY to reach my goal?		
5. Do I have the SKILL now to reach my goal?		
6. Do I have the MOTIVATION to reach my goal?		
7. Are there jobs available for a person with my career goal?		
Other Qualifications		
1. If my career goal requires a financial investment -- education, training, business -- do I have the money that will be needed?		
2. Will other plans, such as marriage, influence my career goal?		
3. Am I willing to move in order to attain my goal?		
4. Am I able to get along with other people?		

EXPERIMENTAL YOUTH PROJECT

Participation Plan

Name: _____ Date: _____

Career Goal: _____

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

Program Activity:

Time Allotment:

EXPERIMENTAL YOUTH PROJECT

Counselor Record of Enrollee Activities

Enrollee _____

		Tests	Hours	Interpretation
Evaluation	1.			
	2.			
	3.			
	4.			

Sessions

Counseling	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		

		Component	Hours
Curriculum	1.		
	2.		
	3.		
	4.		
	5.		

		Course	Hrs/Week	Begin	End
Education	1.				
	2.				
	3.				

		Site	Purpose	Hr/Wk	Begin	End
Training	1.					
	2.					

		Where	Purpose	Hours
Field Trips	1.			
	2.			
	3.			
	4.			
	5.			

		Site	Duties	Hr/Wk	Begin	End
Work Experience	1.					
	2.					

		Type	Site
Post High School Placement	1.		
	2.		

EXPERIMENTAL YOUTH PROJECT

Participation Report

Eligible _____

Not Eligible _____

Name _____ Pay Period _____

Address _____

City and Zip _____ School _____

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Hours Worked																
Date	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Hours Worked																

CODE

W-Wages (Work Experience) _____

Other Participation

O-Orientation _____
E-Education _____
C-Counseling _____
T-Training _____
I-Curriculum Instruction _____
F-Field Trip _____
TOTAL OTHER _____

(For Accounting Only)

Wages:

_____ Hrs. @ hour = $ _____

FICA - _____

Fed. W.H. - _____

Minn. W.H. - _____

Net Due = $ _____

Other participation:

_____ Hrs. @ hour = $ _____

_____ _____

Participant's Signature Date

_____ _____

Work Site Supervisor's Date

_____ _____

Staff Certification Date

_____ _____

strative Approval Date

EXPERIMENTAL YOUTH PROJECT

Dropout Certification

This is to certify that _____ has not completed his or her high school education and is not now working towards a high school diploma.

_____ _____

School Administrator Date

EXPERIMENTAL YOUTH PROJECT

Supportive Services Authorization

Enrollee _____ Date _____

Transportation ____ miles @ ? per mile _____

Medical

Examination _____

Optical _____

Dental _____

Other _____

Child Care ____ days @ ? per day _____

Subsistence

_____ days @ ? per day _____

Other _____

Total Request _____

For Accounting Use Only

PURPOSE OF REQUEST

_____

_____

_____

_____

Requested by

_____

Counselor

EXPERIMENTAL YOUTH PROJECT

Termination Record

1. County _____ 2. School _____

3. Name _____ 4. Social Security Number _____

5. Start Date _____ (MONTH) _____ (DAY) _____ (YEAR) 6. Termination date _____ (MONTH) _____ (DAY) _____ (YEAR)

7. Number of weeks in program _____

8. Program components: Hours of Participation

- ☐ General Program Orientation _____
- ☐ Special Program Orientation (curriculum) _____
- ☐ Education _____
- ☐ Prevocational Training (no academic credit) _____
- ☐ Institutional Training _____
- ☐ Work Experience _____
- ☐ Counseling _____
- ☐ Other _____ _____

Total _____

9. Reason for Termination

- ☐ Placed in employment
  - A. Date of entry on job _____
  - B. Job title _____
  - C. Dot Code (six digit) _____
  - D. No. hr/wk _____ _____
  - E. Hourly wage _____
- ☐ Transferred to other program _____
- ☐ Enrolled in college or vocational school
- ☐ Entered Armed Services
- ☐ Marriage
- ☐ Refused to continue participation
- ☐ Cannot locate
- ☐ Institutionalized
- ☐ Moved from area
- ☐ Death
- ☐ Other (specify) _____

_____

_____

APPENDIX E

EDUCATION AND TRAINING COURSES

IOWA EDUCATION AND TRAINING COURSES

Creston Community College

Nurse's Aide
Aviation Ground School
Real Estate
Welding
Bookkeeping and Accounting
Office Occupations
Auto Mechanics
Motorcycle Repair
Art
Electronics
Upholstery
Child Care Training
Service Station Attendant Training

MINNESOTA EDUCATION AND TRAINING COURSES

High School	Course
Backus	Photography
	Band Instrument Repair
	Introduction to the Computer
Bagley	Photography
Cass Lake	Service Station Management
	Small Business Management
	Tutoring
Crosby-Ironton	Business Machines
	Introduction to the Computer
	Chemistry Tutoring
	Business Education
	Drivers Education
	Basketball Officiating
	Training in Snowmobile Construction
	Math Tutoring
	Poetry
	Psychology
	Florist Shop Management
	Data Processing
Motley	Introduction to the Computer
Park Rapids	Auto Body Repair
	Farm Implement Mechanics
	Tutoring
Pequot Lakes	Introduction to the Computer
	Data Processing
Pine River	Journalism and New Communication
	Machine, Showcard, Lettering and Hand Lettering
	Photography
	Introduction to the Computer
	General Power Tune-up
Red Lake	Advanced English
	Tutoring
Staples	Radio Communications
Walker	Introduction to the Computer
	Nurses Aide Training

NEBRASKA EDUCATION AND TRAINING COURSES

MID-PLAINS VOCATIONAL TECHNICAL SCHOOL

Diesel Mechanics
Auto Mechanics
Finish Carpentry
Training for Nurses Aide
Livestock Production
Survey Data Processing
Arc and Oxy-Acetylene
Offset
Machine Shop
Consumer Economics
Pilot Ground School
Blueprint Reading
Upholstery
Secretarial Typing
Photography
Office Machines Practice
Survey of Sheet Metal
English
Psychology
Computer Science

KEARNEY STATE COLLEGE

English
Psychology

NORTH PLATTE JUNIOR COLLEGE

English
Speech
Psychology

SPECIAL PROGRAM ORIENTATION

CONTENT OF WORLD OF WORK UNIT

A. Urban Jobs and Role of Work

B. Occupational Information

C. Job Seeking

1. Sources of help
2. State Employment Service and fee agencies
3. Personnel offices -- what they are and how to find them
4. Filling out job applications
5. The job interview
6. Sources of information and referral
7. Screening and selecting potential jobs

D. Work Routines and Careers

1. Calling absences
2. Dress/grooming
3. Breaks, lunches
4. Time/hours of work
5. Getting along with supervisors
6. Getting along with co-workers

E. Lost Job and Social Security

CONTENT OF OCCUPATIONAL FAMILIARIZATION UNIT

A. An Introduction to Career Planning

B. Occupational Information

1. Kinds of jobs
2. Work duties
3. Pay
4. Fringe benefits
5. Working conditions
6. Hours
7. Location -- rural or urban
8. Promotion

C. In-depth Occupational Exploration

CONTENT OF ORIENTATION TO HIGHER EDUCATION UNIT

A. College

1. Financial aides
2. Applying
3. Registering
4. Behavior in college
5. Description of schools
6. What to look for

B. Vocational Schools

1. How to choose a school
2. Information on schools
3. Bogus vocational institutes

CONTENT OF ORIENTATION TO URBAN LIVING UNIT

A. Your Move to the City -- Finding a Place to Live

B. Roommates

C. Drugs, Alcohol and Venereal Disease

D. Food and Diet Away from Home

E. Social Interaction

F. Personal Safety

G. Urban Transportation

H. Choosing a City

CONTENT OF FINANCIAL TRAINING UNIT

A. The Techniques in Advertising that May Mislead While Encouraging Purchases

B. Consumer Education and Consumer Rights

C. Credit

D. Contracts/Sales Agreements

E. Personal Finances and Money

F. Taxes -- Filing and Regulations

CONTENT OF COMMUNICATIONS UNIT

A. Introduction

B. Self-disclosure

C. Body Language

D. Levels of Communication

E. Thoughts and Feelings

F. Self-awareness

G. Self-esteem

H. Sharing Meaning

I. Wrap-up of the Course

CONTENT OF ORIENTATION TO THE ARMED SERVICES UNIT

A. Utilization of Military Service

1. Training opportunities -- transferability to civilian jobs
2. Pay
3. Advantages and disadvantages of service

B. Induction in Service

1. Preparation for the induction process -- what happens
2. Assessment and intake
3. How to maximize opportunities to get assignments or training of interest
4. Military experience -- preparation for service

APPENDIX F

FIELD TRIPS TAKEN BY PROJECT ENROLLEES[1/]

[1/] The field trip sites listed in this Appendix are those that were visited by a group. Individual field trips were also conducted. The individual trips were frequently job-related and based on a specific interest of an enrollee.

IOWA

Educational or Training Institutions

Simpson College
University of Iowa
Iowa State University
Southwestern Community College
Northwest Missouri State University
Drake University
American Institute of Business
Iowa Methodist Hospital
Broadlawns Hospital
Nancy Bounds School of Modeling
Fort Dodge Community College
Kirkwood Community College
Universal Technical Institute
University of Northern Iowa
University of Nebraska
Morningside College
Ankeny Vocational School
Muscatine Community College
Mercy Hospital (Cedar Rapids)
Dana College
Ryder Institute

IOWA

Job-Related Field Trips

Bayport Power Plant
National Farmer's Organization
Orchard Place for Disturbed Children
Bankers Life Insurance
Preferred Risk
Mitchell Transmission Co.
John Deere Plant
St. Vincents Nursing Home
St. James Day Care Center
Ringgold County Hospital
WOW Television Studios
Eppley Airfield
Nebraska Medical Center

MINNESOTA

Educational or Training Institutions

Moorhead State College
Alexandria Vocational-Technical School
Bemidji State College
St. Cloud State College
Macalaster College
University of Minnesota
Mankato College
St. John's College
University of North Dakota
Staples Vocational-Technical School
Wadena Vocational-Technical School
Brainerd Vocational-Technical School
Moorhead Vocational-Technical School
Detroit Lakes Vocational-Technical School
Bemidji Vocational-Technical School
Dunwoody Industrial Institute
Anoka Vocational-Technical School
Minneapolis Business College
Augsburg
Hamline
University of Minnesota - Duluth
Northland Junior College
Thief River Falls Vocational-Technical School
Brainerd Junior College
Brainerd School of Beauty
Duluth School of Beauty
Minnesota School of Business
St. Catherines
St. Cloud Vocational-Technical School
Concordia College
North Dakota State University
Crookston College
St. Benedict's College
Hennepin Vocational-Technical School
Patricia Stevens School
St. Scholastica
Gustavus Adolphus College

NEBRASKA URBAN FIELD TRIP TO DENVER

1972-1973

SUNDAY, AUGUST 13

2:00 - 3:00 p.m.	Stapleton International Airport (tour of airport)
3:00 - 5:00	University of Denver (tour of a dorm and explanation about the University)

MONDAY, AUGUST 14

7:00 - 8:00 a.m.	Buffet breakfast at Downtowner with presentation by Chamber of Commerce on Denver with question and answer period
8:00 - 9:15	Presentation by the Downtowner on hotel operations
9:30 - 10:30	United Bank of Denver
11:00 - 12:00 noon	Walk to Rocky Mountain News (tour)
1:30 - 2:30 p.m.	Denver Hilton Hotel for tour of convention facilities
2:45 - 3:45	Albany Hotel for Denver Police Department presentation
4:00 - 5:00	Denver Metro Transit (tour of facilities)
7:30 - 9:00	Museum of Natural History (tour)

TUESDAY, AUGUST 15

8:00 - 9:00 a.m.	United Airlines Flight Training Center, Stapleton Airport
9:30 - 10:30	Parks School of Business
11:00 - 12:00 noon	J. C. Penney Company Distribution Center
1:30 - 4:00 p.m.	Denver Technological Center (tour)
6:00 - 8:00	Elitch's Amusement Park
8:00	Elitch's Theater Show (1776)

WEDNESDAY, AUGUST 16

9:00 - 11:30 a.m.	Martin Marietta Corporation, lunch on the way to IBM
1:30 - 2:30 p.m.	IBM, Boulder
3:00 - 5:00	National Center of Atmospheric Research

NEBRASKA URBAN FIELD TRIP TO OMAHA

1972-1973

THURSDAY, MAY 3

4:30 p.m.	Tour Grand Island School of Business

FRIDAY, MAY 4

9:30 a.m.	Tour Northwestern Bell (meet guard at gate)
11:00	Eppley F.S.S. (meet Lloyd Wallace)
1:00 p.m.	Tour 1st National Bank (meet Tom Wolfe)
2:30	Tour University of Nebraska/Omaha
4:00	Tour stockyards (meet Mr. Adis)
7:30	Movie

SATURDAY, MAY 5

9:00 a.m.	Boy's Town (go to administration building)
10:00	Tour Joslyn Art Museum
11:00	Westroads Shopping Center
1:30 p.m.	Tour Henry Dorly Zoo

SAMPLE SCHEDULE
OF IOWA AND MINNESOTA URBAN FIELD TRIP TO MINNEAPOLIS-ST. PAUL
1973-1974

FRIDAY, MARCH 1

ARRIVAL: Early afternoon

ORIENTATION:

Introductions
YMCA rules and regulations
People you may meet, situations you may encounter, how to handle
Briefly; How to get around the city.

DIVIDE INTO SMALL GROUPS TO VISIT:

State employment service
A private employment agency
Two banks to compare costs of checks, check bouncing policies, minimum balance, money paid on savings accounts.

IDS TOWER TO GET A GENERAL VIEW OF THE CITY

MEET AT YMCA TO DISCUSS:

Employment services, banks and general view of city.

DINNER

DIVIDE INTO GROUPS TO ATTEND:

Dudley Riggs Theater to see "Present Tense, Future Perfect" which is a comedy commentary on our throw-away life style.
Cricket Theater to see "Tooth of Crime", which is the story of rock music and rock culture in the past, present and future.
Alive and Truking Theater to see "Battered Homes and Gardens" which is the story of urban renewal in the City of Minneapolis as planned by the city council. Very funny.

SATURDAY, MARCH 2

BREAKFAST

DIVIDE INTO GROUPS TO LOOK FOR AN APARTMENT:

Youth search through want ads for an apartment, contact the manager and inspect the apartment, neighborhood, and services.

ENTIRE GROUP WILL GO TO:

Southside Community Clinic
3741 Fifth Avenue South
822-3186

Mary Kay will talk about health care in the cities and other social services.

LUNCH

DIVIDE INTO SMALL GROUPS TO VISIT:

Culture and art in the cities
Social Services (i.e., The Women's Advocate Center)
Educational/Vocational School opportunities

DINNER AT SAMMY D'S, AN ITALIAN RESTAURANT IN DINKYTOWN

SATURDAY EVENING:

Susan and Stenven's Place
3415 Pillsbury Avenue South
825-5789

SUNDAY, MARCH 3

BREAKFAST IN THE CITY, NOT THE YMCA

CHURCH

Catholic: The newman Center, University Campus
Unitarian: The Unitarian Church in Kenwood
Protestant: Hennepin Avenue Methodist

LUNCH

MEET AT THE YMCA TO DO WRAP-UP AND EVALUATION

APPENDIX G

DATA ON RETURN OF THE EVALUATION QUESTIONNAIRE

Table G-1. Proportion of Iowa Female Respondents to the Mailed Questionnaire

Group	Female		Totals
	Number	Percent	
Experimental	120	86	139
Control	107	80	133
Totals	227	83	272

Table G-2. Proportion of Iowa Male Respondents to the Mailed Questionnaire

Group	Male		Totals
	Number	Percent	
Experimental	90	64	140
Control	99	64	154
Totals	189	64	294

Table G-3. Proportion of Minnesota White Female Respondents to the Mailed Questionnaire

Group	Female		Totals
	Number	Percent	
Experimental	262	73	360
Control	283	68	415
Totals	545	70	775

Table G-4. Proportion of Minnesota White Male Respondents to the Mailed Questionnaire

Group	Male		Totals
	Number	Percent	
Experimental	239	68	353
Control	288	64	443
Totals	527	66	796

Table G-5. Proportion of Minnesota American Indian Female Respondents to the Mailed Questionnaire

Group	Female		Totals
	Number	Percent	
Experimental	40	67	60
Control	11	65	17
Totals	51	66	77

Table G-6. Proportion of Minnesota American Indian Male Respondents to Mailed Questionnaire

Group	Male		Totals
	Number	Percent	
Experimental	21	49	43
Control	10	63	16
Totals	31	53	59

Table G-7. Proportion of Nebraska Female Respondents to the Mailed Questionnaire

Group	Female		Totals
	Number	Percent	
Experimental	105	79	133
Control	71	76	93
Totals	176	78	226

Table G-8. Proportion of Nebraska Male Respondents to the Mailed Questionnaire

Group	Male		Totals
	Number	Percent	
Experimental	82	69	118
Control	63	72	88
Totals	145	70	206

Table G-9. Proportion of Minnesota and Iowa Respondents and Nonrespondents to the Mailed Questionnaire by IQ Score

Group	IQ Score		Totals
	<110	110 or greater	
Respondent	727 (49%)	761 (51%)	1488
Nonrespondent	426 (66%)	223 (34%)	649
Totals	1153	984	2137

χ^2 - 51.228, df = 1, p = <.001

Table G-10. Proportion of Nebraska Respondents and Nonrespondents to the Mailed Questionnaire by IQ Score

Group	IQ Score		Totals
	<110	110 or greater	
Respondent	167 (52%)	154 (48%)	321
Nonrespondent	93 (84%)	18 (16%)	111
Totals	260	272	432

χ^2 = 34.717, df = 1, p = <.001

Table G-11. Proportion of Iowa Experimental and Control Nonrespondents to the Mailed Questionnaire by IQ Score

Group	IQ Score		Totals
	<110	110 or greater	
Experimental	42 (61%)	27 (39%)	69
Control	62 (77%)	19 (23%)	81
Totals	104	46	150

χ^2 = 4.305, df = 1, p = <.05

Table G-12. Proportion of Minnesota White Experimental and Control Nonrespondents to the Mailed Questionnaire by IQ Score

Group	IQ Score		Totals
	<110	110 or greater	
Experimental	140 (66%)	72 (34%)	212
Control	182 (63%)	105 (37%)	287
Totals	322	177	499

χ^2 = 0.367, df = 1, p = not significant

Table G-13. Proportion of Nebraska Experimental and Control Nonrepondents to the Mailed Questionnaire by IQ Score

Group	IQ Score		Totals
	110	110 or greater	
Experimental	51 (80%)	13 (20%)	64
Control	42 (89%)	5 (11%)	47
Totals	93	18	111

$\chi^2 = 1.867$, df = 1, p = not significant

Table G-14. Proportion of Minnesota and Iowa Respondents and Nonrespondents to the Mailed Questionnaire by Research Group

	Group		Totals
	Experimental	Control	
Respondent	711 (48%)	777 (52%)	1488
Nonrespondent	281 (43%)	368 (57%)	649
Totals	992	1145	2137

$\chi^2 = 3.655$, df = 1, p = not significant

Table C-15. Proportion of Nebraska Respondents and Nonrespondents to the Mailed Questionnaire by Research Group

	Group		Totals
	Experimental	Control	
Respondent	187 (58%)	134 (42%)	321
Nonrespondent	64 (58%)	47 (42%)	111
Totals	251	181	432

$\chi^2 = 0.012$, df = 1, p = not significant

APPENDIX H

CHARACTERISTICS OF THE RESPONDENTS
FROM THE EXPERIMENTAL AND CONTROL GROUPS

Characteristics of Experimental and Control Group Respondents

Sex

The male/female ratio of the experimental and control group respondents was not significantly different, as shown in Tables H-1 through H-4. Although the control and experimental groups for the Minnesota Indian project were not well matched with respect to sex, they also showed no significant difference.

Table H-1

Sex of Respondents from the Minnesota White Experimental and Control Groups

Group	Male	Female	Totals
Experimental	239 (48)	262 (52)	501
Control	288 (50)	283 (50)	571
Totals	527	545	1,072

$\chi^2 = 0.798$, df = 1; p = not significant

Table H-2

Sex of Respondents from the Minnesota Indian Experimental and Control Groups

Group	Male	Female	Totals
Experimental	18 (33%)	37 (67%)	55
Control	10 (48%)	11 (52%)	21
Totals	28	48	76

$\chi^2 = 1.45$, , df = 1; p = not significant

Table H-3

Sex of Respondents from the Iowa Experimental and Control Groups

Group	Male	Female	Totals
Experimental	90 (43%)	120 (57%)	210
Control	99 (48%)	107 (52%)	206
Totals	189	227	416

χ^2 = 1.135, df = 1; p = not significant

Table H-4

Sex of Respondents from the Nebraska Experimental and Control Groups

Group	Male	Female	Totals
Experimental	82 (44%)	105 (56%)	187
Control	63 (47%)	71 (53%)	134
Totals	145	176	321

χ^2 = 0.316, df = 1; p = not significant

Intelligence

An intelligence measure was used to match the experimental and control subjects. The composition of the Minnesota and Nebraska nonminority respondents is shown in Tables H-5 through H-10. Table H-5 shows the total Minnesota project, and Table H-6, the Nebraska project.

The chi-square tests for the Minnesota and Nebraska groups do not reject the hypothesis that the experimental and control respondents are from the same population (i.e., the groups appear to have similar distributions with respect to intelligence scores). The chi-square tests for the experimental and control subsamples of Minnesota and Nebraska youth who attended college[1/] and youth who did not attend college also do not reject the hypothesis that the subsamples are from the same population.

[1/] "College" refers to all types of post-high school education or training.

Table H-5

Proportion of Respondents for the Minnesota White Experimental and Control Groups by IQ Quartile

Group	IQ Score				
	<90	90-109	110-129	>129	Totals
Experimental	24 (5%)	237 (47%)	212 (42%)	28 (6%)	501
Control	47 (8%)	235 (41%)	253 (44%)	36 (6%)	571
Totals	71	472	465	64	1,072

χ^2 = 7.535 , df = 3; p = not significant

Table H-6

Proportion of Respondents from the Nebraska Experimental and Control Groups, by IQ Quartile

	IQ Score				
	<90	90-109	110-129	>129	Totals
Experimental	5 (3%)	92 (49%)	79 (42%)	11 (6%)	187
Control	3 (2%)	67 (50%)	58 (43%)	6 (4%)	134
Totals	8	159	137	17	321

χ^2 = 0.380, df = 3; p = not significant

Table H-7

Proportion of Respondents from the Minnesota White Experimental and Control Groups Who Entered a Post-High School Education Institution, by IQ Quartile

Group	IQ Score				
	<90	90-109	110-129	>129	Totals
Experimental	11 (3)	130 (41)	150 (47)	26 (8)	317
Control	12 (4)	116 (36)	164 (50)	34 (10)	326
Totals	23	246	314	60	643

$\chi^2 = 2.41$, df = 3; p = not significant

Table H-8

Proportion of Respondents from the Minnesota White Experimental and Control Groups Who Did Not Enter A Post-High School Educational Institution, by IQ Score

Group	IQ <110	IQ >109	Totals
Experimental	120 (65)	64 (35)	184
Control	154 (63)	91 (37)	245
Totals	274	155	429

$\chi^2 = 0.254$, df = 1; p = not significant

Table H-9

Proportion of Respondents from the Nebraska Experimental and Control Groups Who Entered Post-High School Educational Institution, by IQ Score

Group	IQ <110	IQ >109	Totals
Experimental	40 (41%)	58 (59%)	98
Control	54 (50%)	54 (50%)	108
Totals	94	112	206

$\chi^2 = 1.747$, df = 1; p = not significant

Table H-10

Proportion of Respondents from the Nebraska Experimental and Control Groups Who Did Not Enter A Post-High School Educational Institution, by IQ Score

Group	IQ <110	IQ >109	Totals
Experimental	57 (64%)	32 (36%)	89
Control	16 (62%)	10 (38%)	26
Totals	73	42	115

$\chi^2 = 0.055$, df = 1; p = not significant

The chi-square tests for the Iowa groups do reject the hypothesis that the experimental and control respondents are from the same population. The Iowa experimental and control male research subjects were not well matched with respect to intelligence scores. The Iowa experimental group included a higher proportion than the control group of male youths with IQ scores greater than 109. Table H-11 shows the total Iowa project, and Table H-12 the Iowa males. The males in the Iowa experimental groups also differed significantly from the males in the Minnesota experimental and control groups with respect to intelligence scores. Tables H-13 and H-14 show the Iowa experimental group and the Minnesota experimental and control groups. As a result of this difference there is a higher proportion of noncollege male youths with IQ scores below 109 in the control group than there is in the experimental group.

Table H-11

Proportion of Respondents From the Iowa Experimental and Control Groups, by IQ Quartile

Group	IQ Score				
	<90	90-109	110-129	>129	Totals
Experimental	5 (2%)	85 (40%)	111 (53%)	9 (4%)	210
Control	17 (8%)	90 (44%)	94 (46%)	5 (2%)	206
Totals	22	175	205	14	416

$\chi^2 = 9.203$, df = 3; p = <.05

Table H-12

Proportion of Male Respondents From the Iowa Experimental and Control Groups by IQ Score

Group	IQ <110	IQ >109	Totals
Experimental	35 (39%)	55 (61%)	90
Control	55 (56%)	44 (44%)	99
Totals	90	99	189

$\chi^2 = 5.63$; df = 1; p = <.02

Table H-13

Proportion of Male Respondents from the Iowa Experimental and Minnesota Experimental Groups by IQ Score

Group	IQ <110	IQ 110 or Greater	Totals
Iowa Experimental	35 (39%)	55 (61%)	90
Minnesota Experimental	139 (58%)	100 (42%)	239
Totals	174	155	329

$\chi^2 = 9.74$ df = 1; p = < 0.005

Table H-14

Proportion of Male Respondents from the Iowa Experimental and Minnesota Control Groups by IQ Score

Group	IQ <110	IQ 110 or Greater	Totals
Iowa Experimental	35 (39%)	55 (61%)	90
Minnesota Control	163 (57%)	125 (43%)	288
Totals	198	180	378

$\chi^2 = 8.62$ df = 1; p = < 0.005

Table H-15

Proportion of Respondents from the Iowa Experimental and Control Groups Who Entered a Post-High School Educational Institution, by IQ Score

Group	IQ <110	IQ >109	Totals
Experimental	47 (37)	80 (63)	127
Control	29 (29)	72 (71)	101
Totals	76	152	228

χ^2 = 1.742, df = 1; p = not significant

Table H-16

Proportion of Respondents from the Iowa Experimental and Control Groups Who Did Not Enter a Post-High School Educational Institution, by IQ Score

Group	IQ <110	IQ > 109	Totals
Experimental	44 (53)	39 (47)	83
Control	78 (74)	27 (26)	105
Totals	152	66	188

χ^2 = 9.21, df = 1; p = <.005

Family Income

Two types of family income information were collected by North Star research staff: 1) family income data were collected from the research subjects; 2) family income data were collected from the records of the model projects. Information from one source frequently differed from that collected from the other sources. Many youths lack sufficiently detailed information to provide complete economic data for their families. Youth project staff are able to obtain more complete, accurate data directly from the parents; but many rural families are too proud to admit that they are economically disadvantaged, and project staff do not seek this information unless a youth enrolls in a youth program. Furthermore, in rural areas the types of jobs that are available through the youth programs are more likely to appeal to females than to males (secretarial, clerical, nurses aids, etc.). Because of this, females are recruited more often than males, who either are able to find better paying jobs or are not interested in the types of jobs available through a youth program. As a result, more females than males have some knowledge about the yearly income of their families. For matching purposes, the information obtained from the youths is a better estimate of family income.

Table H-17

Proportion of Minnesota White Respondents from the Experimental and Control Groups Who Are from Economically Disadvantaged Families

Sample	Poor	Not Poor	Totals
Male			
Experimental	22 (9%)	217 (91%)	239
Control	30 (10%)	258 (90%)	288
Totals	52 (10%)	475 (90%)	527
Female			
Experimental	43 (16%)	219 (84%)	262
Control	41 (14%)	242 (86%)	283
Totals	84 (15%)	461 (85%)	545
Totals	136	936	1,072

Male = χ^2 = 0.216, df = 1; p = not significant
Female = χ^2 = 0.387, df = 1; p = not significant
Total = χ^2 = 7,44, df = 1; p = <.01

Table H-18

Proportion of Iowa Respondents from the Experimental and Control Groups Who Are from Economically Disadvantaged Families

Sample	Poor	Not Poor	Totals
Male			
Experimental	8 (9%)	82 (91%)	90
Control	10 (10%)	89 (90%)	99
Totals	18 (10%)	171 (90%)	189
Female			
Experimental	11 (9%)	109 (91%)	120
Control	8 (7%)	99 (93%)	107
Totals	19 (8%)	208 (92%)	227
Totals	37	379	416

Male = χ^2 = 0.080, df = 1; p = not significant
Female = χ^2 = 0.211 df = 1; p = not significant
Total = χ^2 = 0.169 df = 1; p = not significant

Table H-19

Proportion of Nebraska Respondents from the Experimental and Control Groups Who Are from Economically Disadvantaged Families

Sample	Poor	Not Poor	Totals
Male			
Experimental	5 (6%)	77 (94%)	82
Control	2 (3%)	61 (97%)	63
Totals	7 (5%)	138 (95%)	145
Female			
Experimental	11 (10%)	94 (90%)	105
Control	12 (17%)	59 (83%)	71
Totals	23 (13%)	153 (87%)	176
Totals	30	291	321

Male = $\chi^2 = 0.179$, df = 1; p = not significant
Female = $\chi^2 = 1.539$, df = 1; p = not significant
Total = $\chi^2 = 0.329$, df = 1; p = not significant

APPENDIX I

Tables

IOWA AND MINNESOTA

Placement into a Job

Table I-1

Respondents from the Iowa Experimental and Control Groups Who Graduated or Did Not Graduate from High School

Group	Graduated	Did Not Graduate	Totals
Experimental	206 (98%)	4 (2%)	210
Control	203 (99%)	3 (1%)	206
Totals	409	7	416

$\chi^2 = 0.126$, df = 1; p = not significant

Table I-2

Respondents from the Minnesota Experimental and Control Groups Who Graduated or Did Not Graduate from High School

Group	Graduated	Did Not Graduate	Totals
Experimental	496 (99%)	5 (1%)	501
Control	568 (99%)	3 (1%)	571
Totals	1,064	8	1,072

$\chi^2 = 0.805$, df = 1; p = not significant

Table I-3

Proportion of the Respondents from the Iowa Experimental and Control Groups Who Expected to be Working at a Particular Job in 5 Years

Group	Particular Job	No Particular Job	Totals
Experimental	196 (93%)	14 (7%)	210
Control	191 (93%)	15 (7%)	206
Totals	387	29	416

$\chi^2 = 0.061, df = 1;\ p$ = not significant

Table I-4

Proportion of the Respondents from the Minnesota Experimental and Control Groups Who Expected to be Working at a Particular Job in 5 Years

Group	Particular Job	No Particular Job	Totals
Experimental	470 (94%)	31 (6%)	501
Control	528 (92%)	43 (8%)	571
Totals	998	74	1,072

$\chi^2 = 0.749, df = 1;\ p$ = not significant

Table I-5

Proportion of Noncollege Respondents from the Iowa Experimental and Control Groups Who Had an Idea of the Type of Work They Desired

Group	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	56 (67%)	27 (33%)	83
Control	63 (60%)	42 (40%)	105
Totals	119	69	188

$\chi^2 = 1.113$, df = 1; p = not significant

Table I-6

Proportion of Noncollege Respondents from the Minnesota Experimental and Control Groups Who Had an Idea of the Type of Work They Desired

Group	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	105 (57%)	79 (43%)	184
Control	159 (65%)	86 (35%)	245
Totals	264	165	429

$\chi^2 = 2.724$, df = 1; p = not significant

Table I-7

Proportion of Iowa Job-Seeking Migrant Respondents from the Experimental and Control Groups Who Had a Hard Time Finding Work

Group	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	6 (32%)	13 (68%)	19
Control	10 (40%)	15 (60%)	25
Totals	16	28	44

$\chi^2 = 0.331$, df = 1; p = not significant

Table I-8

Proportion of Iowa Job-Seeking Nonmigrant Respondents from the Experimental and Control Groups Who Had a Hard Time Finding Work

Group	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	8 (44%)	10 (56%)	18
Control	26 (59%)	18 (41%)	44
Totals	34	28	62

$\chi^2 = 1.106$, df = 1; p = not significant

Table I-9

Proportion of Minnesota Job-Seeking Migrant Respondents from the Experimental and Control Groups Who Had a Hard Time Finding Work

Group	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	28 (64%)	16 (36%)	44
Control	34 (56%)	27 (44%)	61
Totals	62	43	105

$\chi^2 = 0.6595$, df - 1; p = not significant

Table I-10

Proportion of Minnesota Job-Seeking Nonmigrant Respondents from the Experimental and Control Groups Who Had a Hard Time Finding Work

Group	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	28 (56%)	22 (44%)	50
Control	35 (40%)	53 (60%)	88
Totals	63	75	138

$\chi^2 = 3.384$, df = 1; p = not significant

Table I-11

Proportion of Iowa Job-Seeking Migrant Respondents Who Spent 4 or More Weeks Looking for a Job

Group	Weeks Looking			
	< 4	4 of More	NA	Totals
Experimental	9 (47%)	9 (47%)	1 (6%)	19
Control	13 (52%)	5 (20%)	7 (28%)	25
Totals	22	14	8	44

$\chi^2 = 5.657$, df = 2; p = not significant

Table I-12

Proportion of Iowa Job-Seeking Nonmigrant Respondents Who Spent 4 of More Weeks Looking for a Job

Group	Weeks Looking			
	< 4	4 of More	NA	Totals
Experimental	12 (66%)	3 (17%)	3 (17%)	18
Control	8 (18%)	22 (50%)	14 (32%)	44
Totals	20	25	17	62

$\chi^2 = 16.911$, df = 2; p = <.001

Table I-13

Proportion of Minnesota Job-Seeking Migrant Respondents
Who Spent 4 or More Weeks Looking for a Job

Group	Weeks Looking			
	< 4	4 or More	NA	Totals
Experimental	22 (50%)	17 (39%)	5 (11%)	44
Control	29 (48%)	24 (39%)	8 (13%)	61
Totals	51	41	13	105

$\chi^2 = 0.098$, df = 2; p = not significant

Table I-14

Proportion of Minnesota Job-Seeking Nonmigrant Respondents
Who Spent 4 or More Weeks Looking for a Job

Group	Weeks Looking			
	< 4	4 of More	NA	Totals
Experimental	27 (54%)	20 (40%)	3 (6%)	50
Control	40 (45%)	37 (42%)	11 (13%)	88
Totals	67	57	14	138

$\chi^2 = 1.8397$, df = 2; p = not significant

Table I-15

Proportion of Iowa Migrant Respondents Who Were Offered Full-Time Jobs That They Did Not Take

Group	Offered Full-Time Job But Did Not Take It		
	Yes	No	Totals
Experimental	10 (29%)	24 (71%)	34
Control	8 (20%)	33 (80%)	41
Totals	18	57	75

$\chi^2 = 0.999$, df = 1; p = not significant

Table I-16

Proportion of Iowa Nonmigrant Respondents Who Were Offered Full-Time Jobs That They Did Not Take

Group	Offered Full-Time Job But Did Not Take It		
	Yes	No	Totals
Experimental	11 (22%)	38 (78%)	49
Control	12 (19%)	52 (81%)	64
Totals	23	80	113

$\chi^2 = 0.234$, df = 1; p = not significant

Table I-17

Proportion of Minnesota Migrant Respondents Who Were Offered Full-Time Jobs That They Did Not Take

Group	Offered Full-Time Job But Did Not Take It		
	Yes	No	Totals
Experimental	11 (13%)	77 (87%)	88
Control	23 (24%)	72 (76%)	95
Totals	34	149	183

$\chi^2 = 4.141$, df = 1; p = <.05

Table I-18

Proportion of Minnesota Nonmigrant Respondents Who Were Offered Full-Time Jobs That They Did Not Take

Group	Offered Full-Time Job But Did Not Take It		
	Yes	No	Totals
Experimental	16 (17%)	80 (83%)	96
Control	30 (20%)	120 (80%)	150
Totals	46	200	246

$\chi^2 = 0.428$ df = 1; p = not significant

Table I-19

Weeks Iowa Migrant Respondents from the Experimental and Control Groups Were Employed

Group	Weeks Employed		
	<36	36 or More	Totals
Experimental	20 (80%)	5 (20%)	25
Control	17 (45%)	21 (55%)	38
Totals	37	26	63

$\chi^2 = 7.736$, df = 1; p = <.01

Table I-20

Weeks Iowa Nonmigrant Respondents from the Experimental and Control Groups Were Employed

Group	Weeks Employed		
	<36	36 or More	Totals
Experimental	14 (33%)	29 (67%)	43
Control	23 (49%)	24 (51%)	47
Totals	37	53	90

$\chi^2 = 2.488$, df = 1; p = not significant

Table I-21

Weeks Minnesota Migrant Respondents from the Experimental and Control Groups Were Employed

Group	Weeks Employed		
	<36	36 or More	Totals
Experimental	54 (72%)	21 (28%)	75
Control	50 (65%)	27 (35%)	77
Totals	104	48	152

$\chi^2 = 0.878$, df = 1; p = not significant

Table I-22

Weeks Minnesota Nonmigrant Respondents from the Experimental and Control Groups Were Employed

Group	Weeks Employed		
	<36	36 or More	Totals
Experimental	40 (60%)	27 (40%)	67
Control	76 (61%)	48 (39%)	124
Totals	116	75	191

$\chi^2 = 0.046$, df = 1; p = not significant

Table I-23

Proportion of Employed Iowa Migrant Respondents from the Experimental and Control Respondents Who Found the Type of Work They Wanted

Group	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	17 (18%)	8 (22%)	25
Control	17 (45%)	21 (55%)	38
Totals	34	29	63

$\chi^2 = 3.285$, df = 1; p = not significant

Table I-24

Proportion of Employed Iowa Nonmigrant Respondents from the Experimental and Control Respondents Who Found the Type of Work They Wanted

Group	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	20 (47%)	23 (53%)	43
Control	19 (40%)	28 (60%)	47
Totals	39	51	90

$\chi^2 = 0.339$, df = 1; p = not significant

Table I-25

Proportion of Employed Minnesota Migrant Respondents from the Experimental and Control Respondents Who Found the Type of Work They Wanted

Group	Found Type of Work	Did Not Find Type of Work	Totals.
Experimental	30 (40%)	45 (60%)	75
Control	24 (31%)	53 (69%)	77
Totals	54	98	152

$\chi^2 = 1.294$, df = 1; p = not significant

Table I-26

Proportion of Employed Minnesota Nonmigrant Respondents from the Experimental and Control Respondents Who Found the Type of Work They Wanted

Group	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	23 (34%)	44 (66%)	67
Control	58 (47%)	66 (53%)	124
Totals	81	110	191

$\chi^2 = 2.759$, df = 1; p = not significant

Table I-27

Proportion of Employed Iowa Migrant Respondents from the Experimental and Control Respondents Who Like Their Job

Group	Like Job	Do Not Like Job	Totals
Experimental	20 (91%)	2 (9%)	22
Control	27 (87%)	4 (13%)	31
Totals	47	6	53

$\chi^2 = 0.186$, df = 1; p = not significant

Table I-28

Proportion of Employed Iowa Nonmigrant Respondents from the Experimental and Control Respondents Who Like Their Job

Group	Like Job	Do Not Like Job	Totals
Experimental	35 (88%)	5 (12%)	40
Control	35 (90%)	4 (10%)	39
Totals	70	9	79

$\chi^2 = 0.098$, df = 1; p = not significant

Table I-29

Proportion of Employed Minnesota Migrant Respondents from the Experimental and Control Respondents Who Like Their Job

Group	Like Job	Do Not Like Job	Totals
Experimental	58 (88%)	8 (12%)	66
Control	55 (85%)	10 (15%)	65
Totals	113	18	131

$\chi^2 = 0.294$, df = 1; p = not significant

Table I-30

Proportion of Employed Minnesota Nonmigrant Respondents from the Experimental and Control Respondents Who Like Their Job

Group	Like Job	Do Not Like Job	Totals
Experimental	43 (74%)	15 (26%)	58
Control	75 (80%)	19 (20%)	94
Totals	118	34	152

$\chi^2 = 0.659$, df = 1; p = not significant

Table I-31

Hourly Wage Earned by Iowa Migrant Respondents from the Experimental and Control Groups

Group	Hourly Wage Earned		
	$2.10 or less	>$2.10	Totals
Experimental	10 (40%)	15 (60%)	25
Control	8 (21%)	30 (79%)	38
Totals	18	45	63

$\chi^2 = 2.653$, df = 1; p = not significant

Table I-32

Hourly Wage Earned by Iowa Nonmigrant Respondents from the Expetimental and Control Groups

Group	Hourly Wage Earned		
	$2.10 or less	>$2.10	Totals
Experimental	19 (44%)	24 (66%)	43
Control	17 (36%)	32 (74%)	47
Totals	36	56	90

$\chi^2 = 0.866$, df = 1; p = not significant

Table I-33

Hourly Wage Earned by Minnesota Migrant Respondents from the Experimental and Control Groups

Group	Hourly Wage Earned		
	$2.10 or less	>$2.10	Totals
Experimental	24 (32%)	51 (68%)	75
Control	18 (23%)	59 (77%)	77
Totals	42	110	152

$\chi^2 = 1.413$, df = 1; p = not significant

Table I-34

Hourly Wage Earned by Minnesota Nonmigrant Respondents from the Experimental and Control Groups

Group	Hourly Wage Earned		
	$2.10 or less	>$2.10	Totals
Experimental	30 (45%)	34 (55%)	67
Control	26 (21%)	94 (79%)	124
Totals	56	128	191

$\chi^2 = 12.52$, df = 1; p = <.001

IOWA AND MINNESOTA

Placement into a Higher Education Experience
or an Additional Training Opportunity

Table I-35

Proportion of Iowa Experimental and Control Respondents Who Enrolled in a Post-High School Institution

Group	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Experimental	127 (60%)	83 (40%)	210
Control	101 (49%)	105 (51%)	206
Totals	228	188	416

$\chi^2 = 5.501$, df = 1; p = <.02

Table I-36

Proportion of Iowa Experimental and Control Respondents Still Enrolled in a Post-High School Institution

Group	Current Enrollment		
	Enrolled	Not Enrolled	Totals
Experimental	120 (96%)	5 (4%)	125
Control	84 (87%)	13 (13%)	97
Totals	204	18	222

$\chi^2 = 6.480$, df = 1; p = <.02

Table I-37

Proportion of Iowa Experimental and Control Respondents Who Were Enrolled in a Post-High School Institution in Iowa

Group	Location of Institution		
	Iowa	Another State	Totals
Experimental	89 (70%)	38 (30%)	127
Control	85 (84%)	16 (16%)	101
Totals	174	54	228

$\chi^2 = 6.170$, df = 1; p = <.02

Table I-38

Proportion of Minnesota Experimental and Control Respondents Who Enrolled in a Post-High School Institution

Group	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Experimental	317 (63%)	184 (37%)	501
Control	326 (57%)	245 (43%)	571
Totals	643	429	1,072

$\chi^2 = 4.247$, df = 1; p = <.05

Table I-39

Proportion of Minnesota Experimental and Control Respondents Still Enrolled in a Post-High School Institution

Group	Current Enrollment		
	Enrolled	Not Enrolled	Totals
Experimental	258 (81%)	59 (19%)	317
Control	281 (86%)	45 (14%)	326
Totals	539	104	543

$\chi^2 = 2.741$, df = 1; p = not significant

Table I-40

Proportion of Minnesota Experimental and Control Respondents Who Were Enrolled in a Post-High School Institution in Minnesota

Group	Location of Institution		
	Minnesota	Another State	Totals
Experimental	301 (95%)	16 (5%)	317
Control	308 (94%)	18 (6%)	326
Totals	609	34	543

$\chi^2 = 0.073$, df = 1; p = not significant

IOWA AND MINNESOTA

Preparation for the Transition to Urban Living

Table I-41

Proportion of Iowa Migrant Respondents from the Experimental and Control Groups Who Had a Good to Fair Knowledge of Recreational Facilities in a New Town or City

Group	Knowledge of Recreational Facilities		
	Good to Fair	Poor	Totals
Experimental	24 (71%)	10 (29%)	34
Control	26 (63%)	15 (37%)	41
Totals	50	25	75

$X^2 = 0.430$; df = 1; p = not significant

Table I-42

Proportion of Iowa Migrant Respondents from the Experimental and Control Groups Who Had a Good to Fair Knowledge of Essential Facilities in a New Town or City[1/]

Group	Knowledge of Essential Facilities		
	Good to Fair	Poor	Totals
Experimental	17 (50%)	17 (50%)	34
Control	16 (39%)	25 (41%)	41
Totals	33	42	75

$X^2 = 0.909$, df = 1; p = not significant

1/ Hospital, doctor, attorney, employment office, etc.

Table I-43

Proportion of Minnesota Migrant Respondents from the Experimental and Control Groups Who Had a Good to Fair Knowledge of Recreational Facilities in a New Town or City

Group	Knowledge of Recreational Facilities		
	Good to Fair	Poor	Totals
Experimental	50 (57%)	37 (43%)	87
Control	70 (74%)	25 (26%)	95
Totals	120	62	182

$\chi^2 = 5.315$, df = 1; p = <.025

Table I-44

Proportion of Minnesota Migrant Respondents from the Experimental and Control Groups Who Had a Good to Fair Knowledge of Essential Facilities in a New Town or City[1/]

Group	Knowledge of Essential Facilities		
	Good to Fair	Poor	Totals
Experimental	38 (44%)	49 (56%)	87
Control	54 (57%)	41 (43%)	95
Totals	92	90	182

$\chi^2 = 3.148$, df = 1; p = not significant

1/ Hospital, doctor, attorney, employment office, etc.

Table I-45

Proportion of Migrant Respondents from the Iowa Experimental and Control Groups Who Spent 50 Percent or More of Their Weekends in the City

Group	50% or More	Less than 50%	Totals
Experimental	25 (74%)	9 (26%)	34
Control	28 (68%)	13 (32%)	41
Totals	53	22	75

$X^2 = 0.246$, df = 1; p = not significant

Table I-46

Proportion of Iowa Migrant Respondents from the Experimental and Control Groups Who Moved Back or Plan to Move to the Town Where They Lived When They Finished High School

Group	Moved Back	Did Not Move Back	Totals
Experimental	7 (21%)	27 (79%)	34
Control	17 (41%)	24 (59%)	41
Totals	24	51	75

$X^2 = 3.722$, df = 1; p = not significant

Table I-47

Proportion of Minnesota Migrant Respondents from the Experimental and Control Groups Who Moved Back or Plan to Move to the Town Where They Lived When They Finished High School

Group	Moved Back	Did Not Move Back	Totals
Experimental	31 (35%)	57 (65%)	88
Control	23 (24%)	72 (76%)	95
Totals	54	129	183

$X^2 = 2.666$, df = 1; p = not significant

NEBRASKA

Placement into a Job

Table I-48

Respondents from the Nebraska Experimental and Control Groups Who Graduated or Did Not Graduate from High School

Group	Graduated	Did Not Graduate	Totals
Experimental	185 (99%)	2 (1%)	187
Control	133 (99%)	1 (1%)	134
Totals	318	3	321

$\chi^2 = 0.085$, df = 1; p = not significant

Table I-49

Proportion of Noncollege Respondents from the Nebraska Experimental and Control Groups Who Had an Idea of the Type of Work They Desired

Group	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	56 (63%)	33 (37%)	89
Control	13 (50%)	13 (50%)	26
Totals	69	46	115

$\chi^2 = 1.399$, df = 1; p = not significant

Table I-50

Proportion of Nebraska Migrant Respondents from the Experimental and Control Groups Who Had a Hard Time Finding Work

Group	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	6 (23%)	20 (77%)	26
Control	2 (40%)	5 (60%)	7
Totals	8	25	33

$\chi^2 = 0.038$, df = 1; p = not significant

Table I-51

Proportion of Nebraska Nonmigrant Respondents from the Experimental and Control Groups Who Had a Hard Time Finding Work

Group	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	6 (40%)	9 (60%)	15
Control	0	5 (100%)	5
Totals	6	14	20

$\chi^2 = 1.269$, df = 1; p = not significant

Table I-52

Type of Job Held by Nebraska Migrant Respondents from the Experimental and Control Groups

Group	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	20 (71%)	8 (29%)	28
Control	5 (63%)	3 (37%)	8
Totals	25	11	36

$\chi^2 = 0.002$, df = 1; p = not significant

Table I-53

Type of Job Held by Nebraska Nonmigrant Respondents from the Experimental and Control Groups

Group	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	23 (88%)	3 (12%)	26
Control	10 (100%)	0	10
Totals	33	3	36

$\chi^2 = 0.201$, df = 1; p = not significant

Table I-54

Weeks Nebraska Migrant Respondents
from the Experimental and Control Groups were Employed

Group	Week's Employed		Totals
	<13	13 or More	
Experimental	15 (52%)	14 (48%)	29
Control	6 (87%)	3 (33%)	9
Totals	21	17	38

χ^2 =0.163, df = 1; p = not significant

Table I-55

Weeks Nebraska Nonmigrant Respondents
from the Experimental and Control Groups were Employed

Group	Weeks Employed		Totals
	<13	13 or More	
Experimental	7 (29%)	17 (71%)	24
Control	0	6 (100%)	6
Totals	7	23	30

χ^2 =0.943, df = 1; p = not significant

Table I-56

Hourly Wage Earned by Nebraska Migrant Respondents from the Experimental and Control Groups

Group	Hourly Wage Earned		Totals
	$2.40 or less	$>2.40	
Experimental	24 (83%)	5 (17%)	29
Control	8 (89%)	1 (11%)	9
Totals	30	6	38

χ^2 =0.007, df = 1; p = not significant

Table I-57

Hourly Wage Earned by Nebraska Nonmigrant Respondents from the Experimental and Control Groups

Group	Hourly Wage Earned		Totals
	$ 2.40 or less	$> 2.40	
Experimental	22 (85%)	4 (15%)	26
Control	5 (63%)	3 (37%)	8
Totals	27	7	34

χ^2 =0.727, df = 1; p = not significant

Table I-58

Proportion of Employed Nebraska Migrant Respondents from the Experimental and Control Respondents Who Found the Type of Work they Wanted

Group	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	17 (68%)	8 (32%)	25
Control	9 (100%)	0	9
Totals	26	8	34

$\chi^2 = 2.198$, df = 1; p = not significant

Table I-59

Proportion of Employed Nebraska Nonmigrant Respondents from the Experimental and Control Respondents Who Found the Type of Work they Wanted

Group	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	17 (71%)	7 (29%)	24
Control	3 (75%)	1 (25%)	4
Totals	20	8	28

$\chi^2 = 0.182$, df = 1; p = not significant

NEBRASKA

Placement into a High Education Experience or
an Additional Training Opportunity

Table I-60

Post-High School Educational Status
of Respondents from the Nebraska
Experimental and Control Groups

Group	Enrolled	Did Not Enroll	Totals
Experimental	98 (52%)	89 (48%)	187
Control	108 (81%)	26 (19%)	134
Totals	206	115	321

$\chi^2 = 26.983$, df = 1; p = <.001

Table I-61

Post High School Enrollment of Respondents from the Nebraska Experimental and Control Groups by Type of Institution

Group	College	Other	Totals
Experimental	65 (66%)	33 (34%)	98
Control	80 (74%)	28 (26%)	108
Totals	145	61	206

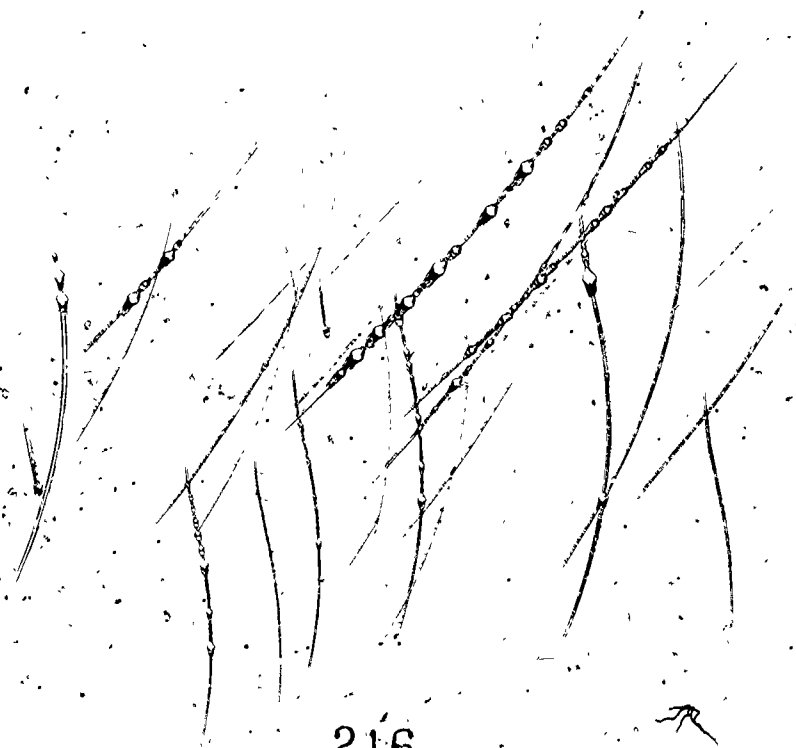
$\chi^2 = 1.479$, df = 1; p = not significant

Table I-62

Proportion of Nebraska Respondents from the Experimental and Control Groups Enrolled in a Post-High School Institution who Dropped Out of the Institution

Group	Dropped Out	Did Not Drop Out	Totals
Experimental	6 (6%)	92 (94%)	98
Control	5 (5%)	103 (95%)	108
Totals	11	195	206

$\chi^2 = 0.226$, df = 1; p = not significant



NEBRASKA

Preparation for the Transition to Urban Living

Table I-63

Proportion of Nebraska Migrant Respondents from the Experimental and Control Groups Who Had a Good to Fair Knowledge of Recreational Facilities in a New Town or City

Group	Knowledge of Recreational Facilities		Totals
	Good to Fair	Poor	
Experimental	25 (73%)	9 (27%)	34
Control	5 (83%)	1 (17%)	6
Totals	30	10	40

χ^2 = 0.000, df = 1; p = not significant

Table I-64

Proportion of Nebraska Migrant Respondents from the Experimental and Control Groups Who Had a Good to Fair Knowledge of Essential Facilities in a New Town or City

Group	Knowledge of Essential Facilities		Totals
	Good to Fair	Poor	
Experimental	26 (76%)	8 (14%)	34
Control	5 (83%)	1 (17%)	6
Totals	31	9	40

$\chi^2 = 0.025$, df = 1; p = not significant

Table I-65

Proportion of Migrant Respondents from the Nebraska Experimental and Control Groups Who Spent 50 Percent or More of Their Weekends in the City

Group	50% or More	Less than 50%	Totals
Experimental	23 (74%)	8 (26%)	31
Control	6 (100%)	0	6
Totals	29	8	37

$\chi^2 = 0.746$, df = 1; p = not significant