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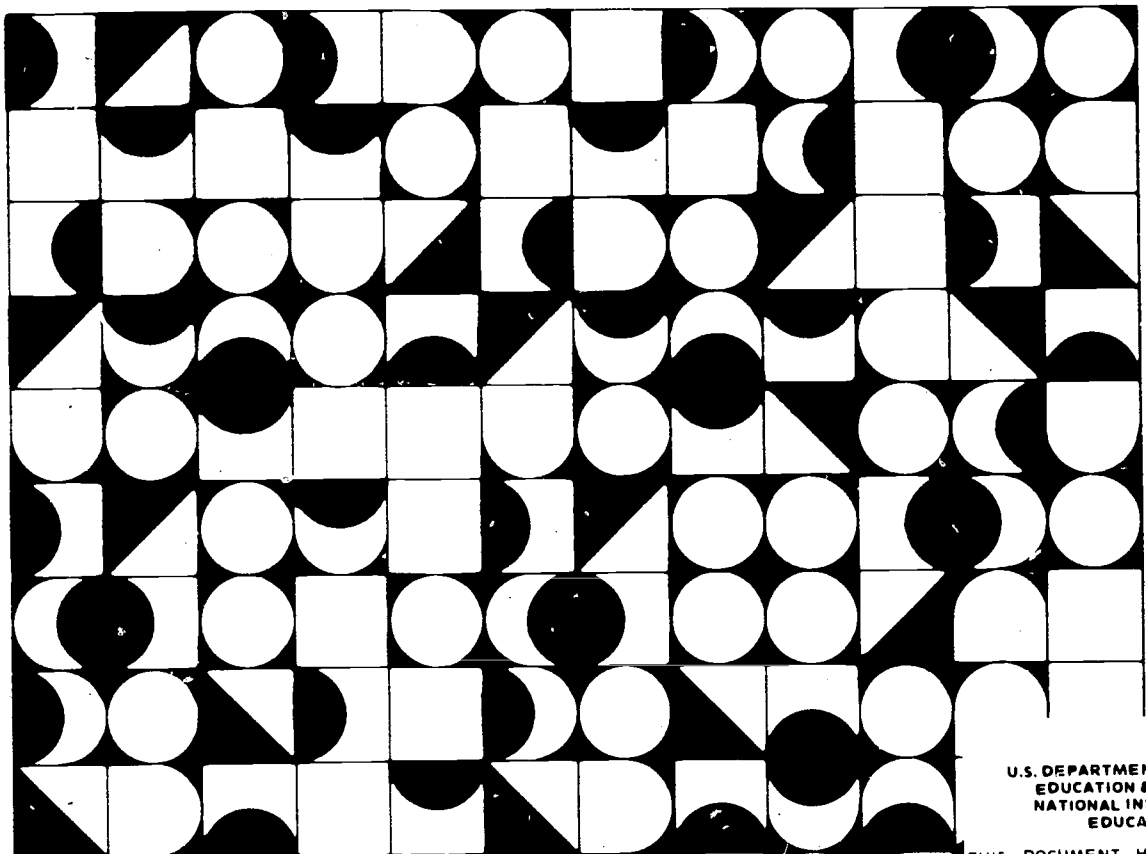
ABSTRACT

The technical appendix to "The Career Intern Program: Preliminary Results of an Experiment in Career Education," Volume 1, reports on the research designs used for evaluating the Career Intern Program's (CIP) effectiveness in increasing the student's cognitive skills, academic achievement, vocational adjustment, future orientation, and self-image as compared to students who did not participate in CIP. Section 1 (156 pages) focuses on the experimental evaluation design and the following instruments used: (1) career development inventory, (2) self-esteem inventory, (3) internal-external scale, (4) CIP intern interview, (5) CIP parent interview, (6) CIP graduate intern questionnaire, and (7) employer questionnaire: graduate interns followup. Tabulated raw data, the basis for discussion in Volume I, are presented for the following areas: (1) intern characteristics when they enter CIP: frequency distributions of pretest measures; (2) gains made by interns over the first 10 weeks: pooled frequency distribution of pre- and post-tests for cohorts entering January and June 1974; and (3) differential gains made by subgroups of the January and June cohorts over the first 10 weeks. Section 2 presents the ethographic design used to collect qualitative data comprising the program description and case studies in Volume 1. Section 3 contains figures on cost per intern. (Author/EC)

The Career Intern Program

Volume II

Technical Appendix



The National Institute of Education
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Technical Appendix

THE CAREER INTERN PROGRAM:

PRELIMINARY RESULTS OF AN EXPERIMENT IN CAREER EDUCATION

VOLUME 2

June 1975

TECHNICAL APPENDIX

INTRODUCTION

This volume, serving as a technical appendix to The Career Intern Program: Preliminary Results of an Experiment in Career Education, Volume I, provides support and corroboration for conclusions reached in that primary document. Data presented here were collected as part of the evaluation of the Career Intern Program, operated by the Opportunities Industrialization Centers of America, Inc. (OICs/A). The evaluation itself is being conducted by Richard A. Gibboney Associates, Inc., under a contract from OICs/A. The National Institute of Education has provided support for both the program and the evaluation activities under contract number NE-C-00-3-0122.

Volume II is intended for those who wish to obtain a clear picture of the actual research designs implemented or who wish to examine summary tables of the data. For those desiring additional information beyond the scope of this report, inquiries should be directed to:

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Elkins Park, Pennsylvania 19117

Section I.A. of this volume presents the experimental research design as it was originally conceived and as it was actually implemented, and in addition, the concomitant instrumentation used to collect data pursuant to these designs. Sections I.B., I.C., and I.D. present summaries of the actual data. The reader is cautioned to note the brief introductions to each of these sections, as they provide important information for the accurate interpretation of the ensuing tables and a cross-reference for the data described in Volume I to the tables in Volume II.

Section II presents the ethnographic design used to collect qualitative data comprising the program description and case studies in Volume I. These data consist largely of interview transcriptions and field notes, and both their length and the requirements of confidentiality preclude their inclusion in this report.

Section III contains per capita cost figures for the Career Intern Program. These data were collected in their entirety by the accounting firm of Price Waterhouse and Company, which is solely responsible for their accuracy. Additional inquiries relating to costs should be addressed to:

Urban Career Education Center
Opportunities Industrialization Centers of America, Inc.
100 West Coulter Street
Philadelphia, Pennsylvania 19144

The authors of this report wish to express their continuing thanks to Dr. Lois-ellin Datta, Chief of Planning, Research, and Evaluation, National Institute of Education, and Mr. Albert D. Cunningham, Jr., Project Officer, National Institute of Education, for their timely reviews and comments on the data and interpretation. In addition, sincere thanks should be extended to Ms. Virginia H. Murphy, Office Manager of Richard A. Gibboney Associates, Inc., who made it her special responsibility to see both to the accuracy and completeness of the data presented here and to their appropriate representation in Volume I. Ultimate responsibility for the collection and interpretation of data rests, however, with the authors; and the opinions expressed herein do not necessarily represent those of the National Institute of Education.

APPENDIX I

THE EXPERIMENTAL COMPONENT

SECTION A

THE EXPERIMENTAL EVALUATION DESIGN

An evaluation design was included as part of the original proposal submitted to the National Institute of Education (NIE) in December 1973. This design, however, changed to incorporate inputs from many sources. NIE personnel and staff members from the Opportunities Industrialization Centers of America (OICs/A) contributed much in clarifying many issues. As implementation began and progressed, evaluation and program staff began to see needed modifications in the program, the goals and outcome measures, and the evaluation design. Section A is organized into three parts to help the reader understand these changes. The first part presents the entire design as it was originally proposed. The second summarizes the actual implemented design for the period covered in this report. Finally, part three presents the instruments developed and used in collecting the data on which this report is based.

1. THE PROPOSED DESIGN, DECEMBER 1973

INTRODUCTION

Several basic questions need to be answered in the summative evaluation of the Career Intern Program.

1. Do students admitted into the CIP show significantly greater gains in cognitive skills, academic achievement, vocational adjustment, future orientation, and self-image than students denied admission into the CIP?

2. Do students admitted into the CIP show significantly greater gains in cognitive skills, academic achievement, vocational adjustment, future orientation, and self-image than a similar group of students attending a standard high school program?

3. Do students admitted into the CIP show greater career progress than students denied admission into the CIP?

4. Do students admitted into the CIP show greater career progress than a similar group of students attending a standard high school program?

The evaluation design that follows treats four topics: (1) Description of summative outcome measures, (2) procedures for establishing experimental and comparison groups, (3) description of the evaluation design for each CIP entry group, and (4) design summary and statistical analyses.

SUMMATIVE OUTCOME MEASURES

The instruments discussed below have been chosen on the basis of our familiarity with them from past experience, plus our inspection of the test manuals and reviews of them in books and periodicals. We believe, however, that it is essential that these instruments be pre-tested on this particular population, and we plan to use the cohort of interns that entered the program in September 1973 or before for this purpose. Many a test shown to be very useful in one population proves to be inapplicable to another population, and this can usually be determined only by actual tryout.

Cognitive Development

Raven Progressive Matrices. Published by the Psychological Corporation. This is a measure of nonverbal reasoning with pictorial designs as stimuli. Many of the items require the examinee to select which design is appropriate to continue a two-dimensional series. It is expected that this instrument will tap some cognitive development that is not picked up by tests containing mostly verbal and mathematical stimulus material. The Raven Progressive Matrices requires 45 minutes for administration.

Analysis of Learning Potential, Advanced I Level. Published by Harcourt Brace Jovanovich. This instrument contains subtests involving work-relational concepts, number concepts, and figure concepts. Since the total testing time is 93 minutes, it may be wise to use only some of the subtests. Subtests will be chosen on the basis of pilot study results. Planned administration time is limited to one hour or less. According to the manual, the subtests "have demonstrated their ability to predict specific criteria of scholastic success, while at the same time, they remain relatively free from assessing those behaviors specifically taught in school."

Academic Achievement

Stanford Achievement Test, Advanced Battery. Published by Harcourt Brace Jovanovich. The latest revision of this famous test battery is just being published (October 1973). The advance advertising claims that the items have been grouped into homogeneous sets so that mastery criteria can be easily applied. Also, minority group representatives were involved in the item writing, item review, art work review, and standardization procedures. The following subtests have been selected for administration: Reading Comprehension, Mathematics Applications, Social Science, Science, and Language. Administration of these tests will be in several sessions, requiring approximately three hours of testing time.

Vocational Adjustment

Career Maturity Inventory (CMI), Attitude Scale. Published by the California Test Bureau. This section surveys five attitudinal clusters related to career choice and orientation toward work. Standardized on high school students, it requires reading at approximately the sixth-grade level and takes about 30 minutes to administer.

Career Development Inventory (CDI). Written by Super and available from him. The CDI yields scores on three scales: Planning Orientation, Resources for Exploration, and Information and Decision-Making. Approximately 30 minutes of administration time is required.

A choice will be made between the CMI and the CDI on the basis of pilot-test results.

Future Orientation

Internal-External Scale. Developed by Rotter and available from him. This questionnaire measures the extent to which the examinee feels his/her fate in life is determined by his/her own effort, as opposed to that by forces in the environment over which the examinee has little control. Approximately 20 minutes of administration time is required. Extensive research has been conducted on it during the past eight years.

Career Maturity Inventory, Looking Ahead Subtest. (See above.) On each item the examinee is given an occupational title and three steps that a person could complete to prepare for and enter this occupation. The examinee is then given four ways in which these steps could be ordered and is asked to select the correct order for completing the three steps.

Self-Image

Self-Esteem Inventory. Developed by Coopersmith and available from him. This questionnaire is considered by many to be the best measure available of self-image at the primary and secondary school levels. Trowbridge has recently done a study on thousands of Iowa school children using this instrument, in which she analyzed differences on the items between lower- and middle-class children. The items showing large differences in percentages seemed to make meaningful patterns. The estimated time to complete the inventory is 20 minutes.

Semantic Differential. Previous workers on this project developed an instrument tailor-made for this particular population, using the three concepts of Myself, School, and Work. We will shortly analyze the data that have been collected.

Career Progress Criteria. Students will be classified as making successful career progress if they have (1) entered college, (2) been placed on a job, or (3) entered advanced technical training.

EXPERIMENTAL AND COMPARISON GROUPS

The overall proposed design involves an amalgamation of several small designs, some of which involve "true experimental" contrasts and some of which involve "quasi-experimental" contrasts. The treatment effects are thus tested in several different ways.

Contrasts are made between experimental groups and three types of comparison groups: (1) control groups, (2) high school comparison groups, and (3) decliner groups. A group that participates in the Career Intern Program is an experimental group designated by the letter "E." Comparison groups do not participate in the CIP and are designated by the letter "C."

The term "control group" is applied to groups constituted by random assignment from a larger pool of applicants, other members of which are assigned to an experimental group. High school comparison groups are drawn from students attending Germantown High School. Since students for the CIP are recruited by obtaining a list of dropouts and potential dropouts from Germantown counselors, this procedure will be used to obtain students for the comparison groups. In this way, the comparison groups will be more similar to experimental groups than a random sample of Germantown students. Decliner groups consist of applicants who were invited to enroll in the CIP but who did not.

The size of the entering experimental group is limited by the total program capacity of 150 students. From discussions with the CIP staff, estimates of entry group size have been obtained, based on projected graduation rates. If program dropout occurs, experimental group sizes may be somewhat larger than those reported in the following table.

TABLE A.1

ESTIMATED NUMBER OF INTERNS TO BE ADMITTED
INTO THE CAREER INTERN PROGRAM

ENTRY DATE	NUMBER OF STUDENTS
January 1974	60
May 1974	50
September 1974	50
January 1975	60
April 1975	50

The number of subjects for the various comparison groups are given later in the proposed evaluation design for each entry group.

DESIGN FOR DATA GATHERING PROCEDURES

As described earlier, five categories of outcome measures are to be administered to experimental and comparison groups: (1) cognitive development, (2) academic achievement, (3) vocational adjustment, (4) future orientation, and (5) self-image.

All the above measures will be administered as pre-tests to entering experimental and comparison groups. These initial measures are designated by the symbol "O_1." They will be re-administered one year later as post-tests, indicated by the symbol "O_3."

Phase I of the program consists of a ten-week set of courses intended to increase student self-awareness and career-awareness, and to review academic subjects. Thus, the measures chosen for administration at the end of Phase I reflect these attitudinal outcomes: (1) vocational adjustment, (2) future orientation, and (3) self-image. Standardized measures of cognitive development and academic achievement are not included as Phase I outcome measures (designated "O_2") because it is unrealistic to expect significant gains in achievement in ten weeks.

Two problems are anticipated in gathering O_2 and O_3 data. First, in a Black urban population, frequent changes of address may make it difficult to locate subjects for post-testing. Second, once located, subjects may not want to cooperate in providing post-test data. This will be especially true for control group members.

To help find subjects who cannot be located by usual methods, plans are being developed to use collection agencies to determine the subjects' current address. To encourage subjects to participate in providing information, about five dollars for each hour of testing time will be paid.

Design for January and May 1974 Entry Groups

The January 1974 entry group will allow testing of both Phase I and Phase II program effects. However, the January 1974 group will be entering a program undergoing formative evaluation. Program stability cannot be assumed until the May 1974 entry group. Consequently, the major summative evaluation efforts will be made for the May and September 1974 groups. The summative evaluation conducted with the January 1974 entry group can allow a tryout of evaluation procedures to be applied again with later groups.

A major problem is anticipated in the cooperation of control groups permanently denied admission into the CIP. To minimize negative reactions, several steps will be taken. First, students recruited for

the program will be informed that all who want to enter may not be admitted because of program capacity limitations, but that students not admitted can be of help in providing evidence of program effectiveness and will be paid for their assistance. Second, the community will be educated to the need for program evaluation. Third, the January 1974 control group will be kept small in size (N = 30) and will be used to estimate community reaction, difficulties in locating control group members, and problems in enlisting their cooperation. From this experience, methods will be developed to minimize problems in later entry groups.

For the January and May 1974 groups, the following design will be implemented:

TABLE A.2

DESIGN FOR TESTING JANUARY AND MAY 1974 GROUPS

GROUP	TESTING				
R* Experimental	O_1	(Phase I)	O_2	(Phase II)	O_3
R Control	O_1		O_2		O_3
Decliner	O_1		O_2		O_3

*Random assignment

Assuming that 90 students will be available from recruitment and intake procedures in January 1974, 60 will be randomly assigned to the experimental group and 30 to the control group. A Germantown High School comparison group, drawn as described above, will provide another comparison group for the testing of Phase I and Phase II effects. Such a group (N = 50) will not have the negative attitudes that might result from denial of admission to CIP.

CIP staff estimate that about 30 or more qualified students will decline an offer to enter the program. Thus, it can be determined whether those students who choose to enter show greater gains in skills and attitudes than those who do not.

The symbols "O_1," "O_2," and "O_3" denote the set of observations previously described. "O_1" is administered before entry into the program. "O_2" occurs at the end of the ten-week Phase I period. "O_3" is administered one year later to measure Phase II effects. All four January 1974 groups will be followed up in September 1975 to determine their career progress, according to the criteria previously described.

For the May 1974 entry group, the Career Intern Program should be essentially stabilized. The designs for January and May 1974 are intended to be identical, except that the control group in May will contain 50 students. Other group sizes will remain the same.

TABLE A.3

DESIGN FOR TESTING SEPTEMBER 1974 GROUPS

	GROUP	TESTING					
R*	Experimental	O_1	(Phase I)	O_2	(Phase II	O_3	
R	Delayed Experimental Group	O_1		O_2	(Phase I, Phase II)	O_3	
R	Control Group	O_1				O_3	
	Comparison Group	O_1		O_2		O_3	
	Decliner	O_1		O_2		O_3	

*Random assignment

Assuming that 160 students can be made available, 50 will be randomly assigned to Phase I in September 1974, 60 will be randomly assigned to delayed entry in January 1975, and 50 will be randomly assigned to a control group.

All O_1 measures will be administered in September 1974 before entry into the program. O_2 will be administered after the experimental group has completed Phase I, while O_3 will be administered for all groups in September 1975. Career progress criteria will be obtained at the same time.

There are several reasons for using a delayed group in this design. First, since these individuals have the opportunity to enter the program in January 1975, they are more likely to be cooperative in providing O_2 data than a group denied admission. Second, since students are randomly assigned to experimental and delayed groups, O_3 comparisons can be made that will indicate differences in gains between a group in the program for one year versus a group in the program for nine months. Third, since Phase I will be evaluated using the delayed

group, the problem of repeat testing (O_3) is eliminated in the control group.

The implementation of the control group proposed in Table A.3 will depend upon the January and May 1974 control groups. There is no reason to include a control group if experience indicates such a procedure engenders community hostility and fails to provide adequate data for comparisons. If, however, satisfactory procedures for obtaining control group data have been devised as a result of the January and May experiences, a control group of 50 subjects will be included in the September design.

As for other groups, a comparison group of 50 students will be drawn from Germantown High School. Because of the larger recruitment effort required to obtain 160 students for September 1974, a decliner group of approximately 50 students is anticipated.

Every effort will be made to encourage all the delayed group to enter the program in January 1975. If most do, no additional recruitment for January will be required. If losses from the delayed group are substantial, however, an additional January entry group will be recruited.

Design for the May 1975 Group

The May 1975 group can only be used for the evaluation of Phase I effects. Two questions will be answered using this group: (1) Do students who have completed Phase I of the Career Intern Program show higher scores on vocational adjustment, future orientation, and self-image measures than a similar group of students tested before entry into Phase I? (2) For students who have experienced Phase I of the program, do those who have been pre-tested show higher scores on vocational adjustment, future orientation, and self-image than those who have not?

The following quasi-experimental design can provide the answer to the above questions:

Group 1 (R)	O_1	(Phase I)	O_2
Group 2 (R)		(Phase I)	O_2

Fifty entering students will be randomly divided into two groups of 25 each. One group will be pre-tested, the other will not. To answer the first question, O_1 for Group 1 will be compared to O_2 for Group 2. To answer the second question, O_2 for both Groups 1 and 2 can be compared.

DESIGN SUMMARY AND ANALYSIS

The proposed design represents an amalgamation of several smaller designs, some of which involve true experimental contrasts. The CIP treatment effect is thus tested in several different ways.

The total design is presented symbolically on the design summary chart. Each group of subjects is coded by the letter "E," indicating an experimental group, or the letter "C," indicating a comparison group. Subscripts following the E or C identify a particular group. Comparison groups are of three types: (1) true control groups consisting of subjects randomly assigned and permanently withheld from the Career Intern Program; (2) Germantown High School comparison groups consisting of students similar to those recruited to CIP; (3) decliner groups consisting of subjects who declined to enter the program when given the opportunity to enter.

A relatively novel feature of this design is the use of a "delayed group." This group serves first in the role of a control group and later in the role of an experimental group. To show the dual role, the delayed group is coded C_7-E_4.

The time line for the design is indicated by the months and years coded across the top of Figure A.1. The symbol "R" indicates random assignment of subjects to groups. A dotted line separating groups indicates non-random assignment. P_I indicates Phase I and P_{II} stands for Phase II of the program.

The symbols "0_1," "0_2," and "0_3" indicate the administration of a particular set of measures. 0_1 and 0_2 measures include tests of cognitive development, academic achievement, vocational adjustment, future orientation, and self-image. 0_2 measures for testing Phase I effects include vocational adjustment, future orientation, and self-image. Specific measures of these outcomes were described previously.

Table A.4 lists all experimental and comparison groups, their estimated size, date of pre-testing, and a brief description of each group.

To test Phase I effects, experimental and comparison groups will be tested for differences on 0_2 measures. Analysis of covariance using the 0_1 measures as covariates will provide significance tests of group differences.

FIGURE A.1

EVALUATION DESIGN SUMMARY

GROUP	1974 J	F	M	A	M	J	J	A	S	O	N	D	1975 J	F	M	A	M	J	J	A	S
R E_1	O_1	P_I	O_2		P_{II}								O_3								
R C_1	O_1		O_2										O_3								
C_2	O_1		O_2										O_3								
C_3	O_1		O_2										O_3								
R E_2					O_1	P_I	O_2		P_{II}								O_3				
R C_4					O_1		O_2										O_3				
C_5					O_1		O_2										O_3				
C_6					O_1		O_2										O_3				
R E_3								O_1	P_I	O_2		P_{II}									O_3
R C_7-E_4								O_1	delay	O_2			P_I			P_{II}					O_3
R C_8								O_1													O_3
C_9								O_1		O_2											O_3
C_{10}								O_1		O_2											O_3
R E_5																	O_1	P_I	O_2		
R E_6																		P_I	O_2		

KEY:

R	Random assignment
E_1-E_6	Experimental Groups 1 - 6 (see Table A.4 for complete description)
C_1-C_{10}	Comparison Groups 1 - 10 (see Table A.4 for complete description)
O_1-O_3	First, second, and third administrations of test measures
P_I & P_{II}	Phase I and Phase II of Career Intern Program

TABLE A.4

POPULATIONS TO BE STUDIED

DESIGNATION	ESTIMATED NUMBER	DATE OF PRE-TESTING (OR ENTRANCE INTO PROGRAM)	DESCRIPTION
E_1	60	January 1974	Experimental Group
E_2	50	May 1974	Experimental Group
E_3	50	September 1974	Experimental Group
E_4	60	September 1974	Delayed Group to Enter January 1975
E_5	25	May 1975	Experimental Group (Pre-tested)
E_6	25	May 1975	Experimental Group (Not Pre-tested)
C_1	30	January 1974	Randomly Assigned Control Group
C_2	50	January 1974	Germantown High Comparison Group
C_3	30	January 1974	Decliner Group
C_4	50	May 1974	Randomly Assigned Control Group
C_5	50	May 1974	Germantown High Comparison Group
C_6	50	May 1974	Decliner Group
C_7	60	September 1974	Delayed Group to Enter January 1975
C_8	50	September 1974	Randomly Assigned Control Group (Implemented If Feasible)
C_9	50	September 1974	Germantown High Comparison Group
C_{10}	50	September 1974	Decliner Group

The following testings will examine Phase I effects:

(a) E_1 vs. C_1, E_1 vs. C_2, E_1 vs. C_3;
(b) E_2 vs. C_4, E_2 vs. C_5, E_2 vs. C_6;
(c) E_3 vs. C_7, E_3 vs. C_9, E_3 vs. C_{10}.

Gains in Phase I will be examined using a t-test of differences between O_1 for E_5 and O_2 for E_6. The effects of pre-testing on Phase I post-tests will be examined by using a t-test of differences between O_2 for E_5 and O_2 for E_6.

To test for combined Phase I and Phase II effects, experimental and comparison groups will be tested for differences on O_3 measures. Again, analysis of covariance using O_1 measures as covariates will provide significance tests of group differences.

The following testings will examine Phase II effects:

(a) E_1 vs. C_1, E_1 vs. C_2, E_1 vs. C_3;
(b) E_2 vs. C_4, E_2 vs. C_5, E_2 vs. C_6;
(c) E_3 vs. C_8, E_3 vs. C_9, E_3 vs. C_{10}.

All tests will be made at the .05 level of significance.

Differences betweeen equivalent groups in the program for different periods of time can be tested by comparing E_3 versus E_4 on O_3 measures. Analysis of covariance will be used with O_1 measures as covariates.

All groups except E_5 and E_6 will be measured in September 1975 on the "career progress criteria." The percentages that have (1) entered college, (2) entered advanced technical training, and (3) been placed on a job will be determined. Analyses of these data will be by chi-square tests of independence.

2. THE IMPLEMENTED DESIGN, JANUARY 1974 TO AUGUST 1974

INTRODUCTION

Two basic questions are to be answered in the summative evaluation design:

1. Do students admitted into the Career Intern Program show significantly greater gains in cognitive skills, academic achievement, vocational adjustment, future orientation, and self-image than students denied admission into the program?

2. Do students admitted into the CIP show greater career progress than students denied admission?

The evaluation design that follows treats five topics: (1) description of summative outcome measures, (2) procedures for establishing experimental and comparison groups, (3) data gathering procedures, (4) description of the evaluation design for each CIP entry group, and (5) design summary and statistical analyses.

SUMMATIVE OUTCOME MEASURES

Three types of data gathering instruments were used in this study: (1) objective standardized instruments available commercially, (2) objective instruments available from authors, and (3) objective and open-ended instruments developed specifically for this study. In this section the sources of the commercially available instruments are presented for the interested reader. Samples of the instruments available from authors and instruments developed specifically for this study are presented in their entirety in section 3 of Appendix I.A.

The summative instruments tentatively selected in the original proposal were given field trials between September and November 1973, using the interns already in the program as the population. Selection of the instruments for use was based on a combination of inputs--intern questions and comments, observations of intern behavior during testing, program staff comments, test administration considerations, and score distributions. Short descriptions of the instruments selected are presented below.

Commercially Available Instruments

Cognitive Skills: Standard Progressive Matrices (SPM), by J. C. Raven. Published by H. K. Lewis and Company, Ltd., London. Distributed in the United States by The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

The SPM measures non-verbal reasoning using pictorial designs as stimuli. It taps aspects of cognitive development that are not the principle focus of measurements made with instruments containing primarily verbal and mathematical stimuli. The SPM has been used in numerous studies involving cross-cultural comparisons and comparisons using multiple instruments. These studies establish the usefulness of the instrument and its applicability to minority cultures. In the review of the SPM in CSE Secondary School Test Evaluation this instrument was given the maximum rating for theoretical construct validity. The major criticism of the SPM is that it is not well standardized and was not standardized in this country. In light of the studies that have been done in this country using the instrument, however, ample normative data are available from sources other than the developer. Previous experience with applicants to CIP has shown that this instrument is well received by the population, possibly because it does not look so much like a test as a series of puzzles. Analysis of previously collected data show that this instrument correlates with academic achievement. It may have an added usefulness as an adjunct to diagnostic testing and/or to predicting differential effects of the program. The SPM is administered untimed so that it is unaffected by interruptions. The typical working time is 30-45 minutes.

Academic Achievement: Stanford Achievement Tests (SAT), Advanced Battery, by Richard Madden et al. Published by Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

The SAT Reading Comprehension and Mathematics Applications scales are used to measure academic achievement. These two scales are of sufficient length to be very reliable, .94 and .91 respectively. The developers have taken careful steps to assure that the norming group included a proportional representation of minority persons throughout the country. It is administered under timed conditions, which works against some applicants if the time demanded exceeds their concentration span. The instrument is long and very academic looking, which combine to elicit some resistance from program applicants. However, previous experience has shown that the SAT is nevertheless accepted by the applicants as a worthwhile task and that they work carefully to complete it. It is appropriate for the range of abilities in this population. The reading test results are also used as the admission criterion (grade equivalent equal

to 5.0 minus one standard error); and the instrument is used to identify interns who need remedial instruction in reading and mathematics. The overall administration time for the SAT is 45 minutes, with 35 minutes devoted to the test itself.

Objective Instruments Available From the Authors

The three instruments in this category are all reviewed in A Sourcebook for Mental Health Measures, by Andrew L. Comrey, Thomas E. Backer, and Edward M. Glaser, published by the Human Interaction Research Institute, 10889 Wilshire Boulevard, Los Angeles, California 90024. The descriptions from that document are presented below, along with comments about its use in the present study.

Vocational Adjustment: Career Development Inventory (CDI), Form I, by Donald E. Super, Teachers College, Columbia University, New York, New York 10027. 1972.

> "The Career Development Inventory (CDI) is an objective, multifactor, self-administering, paper and pencil inventory measuring the vocational maturity of adolescent boys and girls. This instrument yields three scores. Two of them are attitudinal and one of them is cognitive, plus a total score. The scales are: 1) Planning Orientation (33 items); 2) Resources for Exploration (28 items); and 3) Information and Decision-Making (30 items). These three scales were obtained from the factor analysis of 13 original scales. The questions were written so they would be appropriate for both boys and girls. The degree of reading difficulty of the CDI makes its usage appropriate at and above the sixth grade level. Its vocabulary and content make it acceptable to junior and senior high school students in any grade. For the average student, the CDI takes no more than a half-hour to complete. All students should easily complete the CDI within 50 minutes. The CDI does not measure aptitude, school achievement, or occupational skill and competence. The CDI seeks to assess career or vocational development. It may be used for both group and individual counseling or for evaluating career or vocational development. The test-retest reliabilities for each of the three tests are .85, .82, and .71; for the total the reliability coefficient is reported to be .87. Research by the authors suggests some validity for all three scales. A copy of the instrument, preliminary manual, and additional information are available from the first author."

This instrument is administered without time limits; so nothing is lost if subjects take a break while completing it. Experience with this instrument has shown that in its current form it is confusing to complete because of question format and page layout. Secondly, the scoring procedure does not yield as much usable data as possible. Changes in item and page format can make this instrument much easier for the respondent without changing the content or any of the items. Minor revisions in the scoring will increase the yield from the instrument. A further, more serious weakness of the instrument is the inappropriateness of the items on the Information and Decision-Making scale. The CDI currently requires 30 minutes to an hour for most applicants to complete.

Self-Image: Self-Esteem Inventory (S-EI), by Stanley Coopersmith, Psychology Department, University of California, Davis, California 95616. 1968.

"The Self-Esteem Inventory is an instrument designed to assess general level of self-esteem. The instrument has been used on both male and female subjects ranging in age from nine to adult level. There are two forms of the self-esteem inventory. Form A contains 48 items and a total of five subscales; Form B contains 25 items and no subscales. The two forms correlate .86. Form A contains items comprising five subscales which cycle in sequence the length of the instrument. These scales are "General self," "Social self-peers," "Home-parents," "School-academic," and a lie scale. A sample item is: "I'm a lot of fun to be with." The respondent is asked to check one of two columns ("like me," or, "unlike me") which best describes how he usually feels. The instrument is scored by taking the total number correct (i.e., indicating high self-esteem) on all scales excluding the lie scale, and multiplying by two to obtain a total maximum possible of 100. The lie scale is scored separately (maximum of 8) and indicates defensiveness. Form B includes those 25 items from Form A which showed the highest item total score relationships of scores on Form A obtained from an item analysis. The short form is scored simply by totaling correct responses (maximum = 25). The instrument is self-administering. Norms are reported for preadolescents (ages 9 to 15) as 70.1 for females and 72.2 for males. For young adults (16 to 23) the norm is reported as 76.0. The distribution in most samples is skewed in the direction of high self-esteem. Validity data and further discussion of the application of the instrument to research are available

in the author's monograph, The antecedents of self-esteem. Freeman: San Francisco, 1968. A copy of the instrument and a 15-page bibliography of self-esteem studies are available from the author."

Experience with this instrument indicates this population responds well with no overt resistance or voiced objections. The S-EI is administered untimed; so it is not affected by interruptions. The typical time for most applicants to complete the instrument is 10 to 20 minutes.

Perceived Ability to Influence Future Events: Internal-External Scale (I-ES), by Julian B. Rotter, Department of Psychology, University of Connecticut, Storrs, Connecticut 06268. 1966. (See Julian B. Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement," Psychological Monographs 80, No. 609, 1966.)

"The Internal-External (I-E) Scale is designed to determine the degree to which the respondent expects that reward reinforcement is dependent or independent of his own behavior. This is accomplished by examining whether the individual believes control over reinforcement to be internally or externally located. The scale consists of 29 forced choice items, each item presenting two conflicting statements from which the subject can choose. Some sample items are: "In the long run people get the respect they deserve in this world" versus "Unfortunately, an individual's worth often passes unrecognized no matter how hard he tried"; "No matter how hard you try some people just don't like you" versus "People who can't get others to like them don't understand how to get along with others"; "The average citizen can have an influence in government decisions" versus "This world is run by the few people in power, and there is not much the little guy can do about it." The scale is scored by counting the total number of external choices selected. A high score indicates an expectancy of external control, and a low score an expectancy of internal control. Relevant material concerning the scale's validity and reliability may be found in the source document, Tolor, A., and Jalowiec, J. E., Body, boundary, parental attitudes, and internal-external expectancy. Journal of Consulting and Clinical Psychology, 1968, 32, 206-209, found a relationship between parental authoritarian control and rejection factors and external expectancy. The scale was also used in Tolor, A., Brannigan, G. G., and Murphy, V. M.,

Psychological distance, future time perspective, and internal-external expectancy, Journal of Projective Techniques and Personality Assessment, 1970, 34, 283-294. A copy of the instrument is available from Dr. Alexander Tolor, Director, Institute for Human Development, Fairfield University, Fairfield, CT 06430."

As interns learn more about careers, career selection, and means of career entry, they should develop greater belief in their ability to influence future events, i.e., gain entry into a career of their choice. Experience with the I-ES has shown that the population served by the CIP is willing to respond to this type of instrument and to this instrument specifically, but that some of the items, especially the non-scored ones, cause frustration and resistance. These should be reworded to reduce ambiguity and increase responsiveness and cooperation.

In using this instrument in our population and in reviewing the literature more carefully, it has become increasingly clear that the construct of internality-externality is not as simple as had been hoped. It is unclear if this instrument measures an invariant personality characteristic of the respondent or an attitudinal variable that is amenable to change. This instrument is untimed so that breaks or interruptions will not interfere with the data gathering. The administration time is about 15 to 25 minutes.

Copies of the Career Development Inventory, the Self-Esteem Inventory, and the Internal-External Scale may be found in section 3 of Appendix I.A., as Exhibits 1, 2, and 3.

Instruments Developed for This Study

Five data collection instruments were developed for use with this study. The first was the CIP Intern Interview form, to be completed for all applicants at the time of their initial interview for admission to the program. Before admission, a parent or guardian of each minor applicant was asked to come in for an interview, to be recorded on the CIP Parent Interview form. These two instruments appear as Exhibits 4 and 5 in section 3 of Appendix I.A. The information about what former interns were doing, as well as information about the plans of interns graduating from CIP in August 1974, was gathered using two variations of basically the same instrument. These appear as Exhibits 6 and 7. Employer reactions to employees who were CIP graduates were gathered from the Employer Questionnaire: Graduate Interns - Follow-up. This appears as Exhibit 8.

Factual Data Used as Career Progress Criteria

The instruments discussed above all are designed to answer the several components of the first major question addressed by the evaluation design. The second major question--whether CIP interns make greater career progress than applicants not admitted to the program--is answered by comparing the success rates of the two groups on the following criteria: Students will be classified as making successful career progress if they have (1) entered college, (2) been placed on a job, or (3) entered advanced technical training.

EXPERIMENTAL AND COMPARISON GROUPS

The overall proposed design involved an amalgamation of several small designs, some of which involved true experimental contrasts with randomly assigned control groups and some of which involved quasi-experimental contrasts with equivalent groups. Actual contrasts, however, were limited to those between randomly assigned experimental and control groups. The high school comparison group was not identified in time for use with this design because of administrative considerations. The decliner group was eliminated from the design when only three individuals in the experimental group declined admission.

In subsequent sections of this discussion, experimental groups will be designated by the letter "E" and comparison groups by the letter "C." The letters are subscripted to indicate the date of intake of the particular cohort. Thus, the first cohort, entering the program in January 1974, is designated E_1. The randomly assigned control group associated with the first cohort is designated C_1. The second cohort entered the program in June 1974 and is designated E_2 and C_2. All interns in the program prior to the initiation of the research design are designated as E_0.

DATA GATHERING PROCEDURES

As described above, five categories of outcome measures were to be administered to experimental and comparison groups: (1) cognitive development, (2) academic achievement, (3) vocational adjustment, (4) future orientation, and (5) self-image. All these measures were administered as pre-tests to entering experimental and comparison groups. The initial measures, designated by the symbol "O_1," will be readministered one year later as post-tests, indicated by the symbol "O_3."

Phase I of the program consists of a ten-week set of courses intended

to increase student self-awareness and career-awareness and to review academic subjects. Thus, the measures chosen for administration at the end of Phase I reflect these attitudinal outcomes: (1) vocational adjustment, (2) future orientation, and (3) self-image. Standardized measures of cognitive development and academic achievement were not included as Phase I outcome measures because it is unrealistic to expect significant gains in achievement in a ten-week time period. The Phase I outcome measures are designated by the symbol "0_2."

In order to increase the probability of a response from members of the control group to the request for cooperation in the collection of 0_2 and 0_3 data, they were paid five dollars for completing all instruments, in addition to a bus fare and lunch allowance if they came to the Urban Career Education Center for testing. If they did not come in for testing but were willing to cooperate, the instruments were mailed to them, and they were paid five dollars when they returned the instruments properly completed.

DESIGN FOR JANUARY AND MAY 1974 COHORTS

The design for the January and May 1974 cohorts is shown in graphic form below:

Experimental Group	0_1	Phase I	0_2	Phase II	0_3
Control Group	0_1		0_2		0_3

The experimental and control groups were administered the 0_1 measures as part of the intake procedure. All applicants who passed the minimum reading ability criterion score of fifth grade and completed all the instruments were placed in an eligibility pool. Through a random selection technique, two groups were identified--an experimental group of 97 and a control group of 30.

As mentioned earlier, the symbols "0_1," "0_2," and "0_3" designate the three points of observation. 0_1 was administered before entry into the program. 0_2 followed ten weeks later at the end of Phase I. 0_3 is to be administered one year later to measure Phase II effects. Both January 1974 entry groups, experimental and control, will be followed up in July 1975 to determine their career progress, according to the criteria previously described.

While the May 1974 entry group followed the same design as the January cohort, there was one slight variation, in that the ten-week Phase I segment of the program spanned the summer vacation. Career progress data will be collected from the E_2 and C_2 groups in November

1975. The intake procedure resulted in the availability of 76 eligible applicants. These were randomly assigned to two groups, 38 in the experimental group and 38 in the control.

Table A.5 lists all experimental and comparison groups, their size, date of pre-testing, and a brief description of each group.

TABLE A.5

JANUARY AND MAY 1974 COHORTS

DESIGNATION	NUMBER	DATE OF PRE-TESTING (OR ENTRANCE INTO PROGRAM)	DESCRIPTION
E_1	97	January 1974	Experimental
E_2	29	May 1974	Experimental
C_1	38	January 1974	Control
C_2	38	May 1974	Control

DESIGN SUMMARY AND ANALYSIS

The design as it was implemented is presented symbolically on the design summary chart (Figure A.2). O_1 and O_3 measures include tests of cognitive development, academic achievement, vocational adjustment, future orientation, and self-image. O_2 measures for testing Phase I effects include vocational adjustment, future orientation, and self-image. Specific measures of these outcomes were described previously.

Individual comparison to test the Phase I effects were all made using correlated t-tests. Before proceeding with these tests the experimental and control groups were compared for differences between the mean and for homogeneity of variance. In addition, the January and May cohorts were similarly compared. In all three comparisons, no significant differences were found. Because of numerous data collection problems in the early days of the study, the data from the January and May cohorts were pooled to provide a justifiable sample size. The comparisons were made between the O_1 and O_2 measures for the total pooled group and for several subsets of the group. Separate analyses were performed for females and males, high and low readers, and dropouts and non-dropouts.

FIGURE A.2

EXPERIMENTAL DESIGN SUMMARY

	1974 Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1975 Jan.
R E_1	O_1	Phase I		O_2	Phase II								O_3
R C_1	O_1			O_2									O_3
R E_2					O_1	Phase I		O_2	Phase II				
R C_2					O_1			O_2					

KEY:

R	Random Selection
E_1	First Cohort, Experimental Group
C_1	First Cohort, Control Group
E_2	Second Cohort, Experimental Group
C_2	Second Cohort, Control Group
O_1	Pre-Tests Administered as Part of Admissions Interviews (Intake)
O_2	First Post-Test Administered Ten Weeks Into Program
O_3	Second Post-Test Administered After One Year

3. INSTRUMENTS OF THE EXPERIMENTAL DESIGN

This section includes as exhibits copies of instruments used in the experimental design which are available from the authors and those which were developed particularly for the present study. They are:

For brief discussions of the above instruments, as well as of two commercially available instruments also used in the study (Raven's Standard Progressive Matrices and the Stanford Achievement Test), see Appendix I.A.2.

EXHIBIT 1

CAREER DEVELOPMENT INVENTORY

CAREER DEVELOPMENT INVENTORY

FORM I

DONALD E. SUPER, ET AL.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
NEW YORK, NEW YORK

* *

INTRODUCTION

The questions you are about to read ask you about school, work, your future career, and some of the plans you may have made. The only right answers are the ones which are right for you. Later, some questions ask about career facts; others ask you to judge students' plans. Give the best answers you can.

Answers to questions like these can help teachers and counselors offer the kind of help which high school students want and need in planning and preparing for a job after graduation, for vocational and technical school training, or for going to college.

ANSWER ALL QUESTIONS. If you are not sure about an answer, guess. There is no time limit, but work as rapidly as you can; the first answer that comes to you is often the best one.

NAME _____ GRADE _____ DATE _____

YOUR FUTURE OCCUPATION

In your present thoughts and plans, what kind of work would you like to do when you finish all of your education and training? What kind of occupation do you plan to enter? For example, bookkeeper, machinist, lawyer, registered nurse, small store owner, waitress, engineer, shop foreman, elementary teacher, truck driver, etc. Write the name(s) of the occupation(s) you have thought about on the lines below.

_____

_____

If you have given more than one occupation, put an "X" in front of your first choice, the one you prefer more than the other.

Mark the following questions according to the instructions at the top of each section.

I. How much thinking and planning have you done in the following areas? What kind of plans do you have? For each question below choose one of the following answers to show what you have done.

1) I have not given any thought to this.
2) I have given some thought to this, but haven't made any plans yet.
3) I have some plans, but am still not sure of them.
4) I have made definite plans, but don't know how to carry them out.
5) I have made definite plans, and know what to do to carry them out.

___ 1. Finding out about educational and occupational possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.
___ 2. Talking about career decisions with an adult who knows something about me.
___ 3. Taking high school courses which will help me decide what line of work to go into when I leave school or college.
___ 4. Taking high school courses which will help me in college, in job training, or on the job.
___ 5. Taking part in school or out-of-school activities which will help me in college, in training, or on the job.
___ 6. Taking part in school or after-school activities (for example, science club, school newspaper, Sunday School teaching, volunteer nurse's aide) which will help me decide what kind of work to go into when I leave school.
___ 7. Getting a part-time or summer job which will help me decide what kind of work I might go into.
___ 8. Getting a part-time or summer job which will help me get the kind of job or training I want.
___ 9. Getting money for college or training.
___10. Dealing with things which might make it hard for me to get the kind of training or the kind of work I would like.
___11. Getting the kind of training, education, or experience which I will need to get into the kind of work I want.
___12. Getting a job once I've finished my education and training.
___13. Doing the things one needs to do to become a valued employee who doesn't have to be afraid of losing his job or being laid off when times are hard.
___14. Getting ahead (more money, promotions, etc.) in the kind of work I choose.

II. High school students differ greatly in the amount of time and thought they give to making choices. Use the statements below to compare yourself to the typical students of your sex in your grade on each of the following kinds of choices.

Compared to my classmates I am....
1) much below average, not as good as most
2) a little below average
3) average
4) a little above average
5) much above average, better than most

....in the amount of time and thought I give to:

___15. Choosing high school courses.
___16. Choosing high school activities.
___17. Choosing out-of-school activities.
___18. Choosing between college, junior college, business school, technical school, work, military service, marriage, homemaking, etc.
___19. Choosing a college, branch of military service, wife or husband, etc.
___20. Choosing an occupation for after high school, college, or job training.
___21. Choosing a career in general.

___22. How would you rate your plans for "after high school"?
1) Not at all clear or sure.
2) Not very clear.
3) Some not clear, some clear.
4) Fairly clear.
5) Very clear, all decided.

III. Below are five possible answers to use in answering questions 23 through 33, questions about how much you know about the occupation you said you like best on page one. Mark the number of your choice on the answer sheet.

I know....
1) hardly anything
2) a little
3) an average amount
4) a good deal
5) a great deal

....about:

___23. What people really do on the job.
___24. Specialities in the occupation.
___25. Different places where people might work in this occupation.

___26. The abilities and traits needed in the occupation.
___27. The physical working conditions.
___28. The education or training needed to get into the occupation.
___29. The courses offered in high school that are the best for the occupation.
___30. The need for new people in the occupation.
___31. Different ways of entering the occupation.
___32. The starting pay in the occupation.
___33. The chances for getting ahead in the occupation.

IV. Here are five answers which can be used for questions 34 through 47. Use these answers to show <u>whether or not you would go</u> to the sources of information listed below <u>for help</u> in making your job or college plans.

I would....
1) definitely not
2) probably not
3) not be sure whether to
4) probably
5) definitely
....go to:

___34. Father or male guardian.
___35. Mother or female guardian.
___36. Brothers, sisters, or other relatives.
___37. Friends.
___38. Coaches of teams I have been on.
___39. Minister, priest, or rabbi.
___40. Teachers.
___41. School counselors.
___42. Private counselors, outside of school.
___43. Books with the information I needed.
___44. Audio or visual aids like tape recordings, movies, or computers.
___45. College catalogues.
___46. Persons in the occupation or at the college I am considering.
___47. TV shows, movies, or magazines.

V. Here again are five answers which are to be used with the following items. This time use the statements to show which of the sources of information below have already given you information which has been helpful to you in making your job or college plans

I have gotten....
1) <u>no</u> useful information
2) <u>very little</u> useful information
3) <u>some</u> useful information

4) a good deal of useful information.
5) a great deal of useful information.

....from:

___48. Father or male guardian.
___49. Mother or female guardian.
___50. Brothers, sisters, or other relatives.
___51. Friends.
___52. Coaches of teams I have been on.
___53. Minister, priest, or rabbi.
___54. Teachers.
___55. School counselors.
___56. Private counselors, outside of school.
___57. Books with the information I needed.
___58. Audio or visual aids like tape recordings, movies, or computers.
___59. College catalogues.
___60. Persons in the occupation or at the college I am considering.
___61. TV shows, movies, or magazines.

VI. Here, each question has its own set of possible answers.

62. Which one of the following is the best source of information about job duties and opportunities?

___ 1) The Encyclopedia Britannica
___ 2) World Almanac
___ 3) Scholastic Magazine
___ 4) The Occupational Index
___ 5) The Occupational Outlook Handbook

63. Which one of the following would be most useful for detailed information about getting into college?

___ 1) The World Book Encyclopedia
___ 2) Webster's Collegiate Dictionary
___ 3) Lovejoy's College Guide
___ 4) Reader's Digest
___ 5) The Education Index

64. Which one of the following pairs of occupations involves the same level of training and responsibility?

___ 1) Tailor, Sales Clerk
___ 2) Engineer, Banker
___ 3) Tailor, Engineer
___ 4) Banker, Sales Clerk

65. The occupational fields expected to grow most rapidly during the next ten years are:

___ 1) Professional and service.
___ 2) Sales and crafts.
___ 3) Crafts and clerical.
___ 4) Labor and sales.

66. Between 1910 and 1970, the industry employing the greatest number of workers changed from:

___ 1) Agriculture to wholesale and retail trade.
___ 2) Manufacturing to agriculture.
___ 3) Wholesale and retail trade to manufacturing.
___ 4) Agriculture to manufacturing.

VII. Occupations are different in the amount of education required for employment. Match the occupation in Column A with the amount of education usually required (Column B) by marking the number of the correct answer:

COLUMN A Occupation	COLUMN B Education
___67. Stenographer	1) High School Graduation
___68. Dental Technician	2) Apprenticeship Training
___69. Family Doctor (Physician)	3) Technical School or Community College (2-year)
___70. Mail Carrier	4) College Degree (4-year)
___71. Plumber	5) Professional Degree Beyond College
___72. Computer Operator	
___73. Bank Clerk	
___74. Social Worker	

VIII. Many occupations use special tools. Below is a list of special tools or equipment and a list of occupations. Match the occupation in Column A with its equipment (Column B).

COLUMN A Occupation	COLUMN B Equipment
___75. Electrician	1) Manikin
___76. Bookkeeper	2) Ammeter
___77. Bricklayer	3) Centrifuge
___78. Dressmaker	4) Trowel
___79. Medical Technician	5) Ledger

IX. Here again, each question has its own set of answers.

80. In the 9th and 10th grades, plans about jobs and occupations should:

___ 1) be clear.
___ 2) not rule out any possibilities.
___ 3) keep open the best possibilities.
___ 4) not be something to think about.

81. Decisions about high school courses can have an effect on:

___ 1) the kind of diploma one gets.
___ 2) the kind of training or education one can get after high school.
___ 3) later occupational choices.
___ 4) how much one likes school.
___ 5) all of these.

82. Decisions about jobs should take into account:

___ 1) strengths, or what one is good at learning and doing.
___ 2) what one likes to do.
___ 3) the kind of person one is.
___ 4) the chances for getting ahead in that kind of job.
___ 5) all of these.

83. One of the things that great artists, musicians, and professional athletes have in common is the desire to:

___ 1) make money.
___ 2) have large audiences.
___ 3) be the best there is at what they do.
___ 4) teach others to do what they do.

84. Mary thinks she might like to become a computer programmer, but she knows little about computer programming. She is going to the library to find out more about it. The most important thing for Mary to know now is:

___ 1) what the work is, what she would do in it.
___ 2) what the pay is.
___ 3) what the hours of work are.
___ 4) where she can get the right training.

85. Jane likes her high school biology and general science courses best. She likes to do her school work alone so she can concentrate. When she begins to think about her future occupation, she should consider:

___ 1) nurse.
___ 2) accountant.
___ 3) medical laboratory technician.
___ 4) elementary school teacher.

86. Peter is the best speaker on the school debating team. The school yearbook describes him as "our golden-tongued orator--a real nice guy who can listen as well as talk--he could sell refrigerators to the Eskimos." Peter will probably graduate in the bottom half of his class, although his test scores show that he is very bright. His only good grades (mostly B's) are in business subjects. His poorest grades are in English and social studies (mostly C's).

Peter's desire to become a trial lawyer is not very realistic because:

___ 1) with his grades he will have difficulty getting into a four-year liberal arts college.
___ 2) he has poor grades in the subjects that are most important for law.
___ 3) there is much more to being a lawyer than being good at public speaking.
___ 4) all of the above are good reasons for thinking that Peter will have a hard time becoming a trial lawyer.

87. The facts about Peter suggest that he should think about becoming:

___ 1) an accountant.
___ 2) a salesman.
___ 3) an actor.
___ 4) a school counselor.
___ 5) a lawyer.

88. Ernie took some tests which show that he might be good at clerical work. Ernie says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of guy who likes variety. I think being a traveling salesman would suit me fine." He should:

___ 1) disregard the tests and do what he wants to do.
___ 2) do what the tests say since they know better than he

does what he would be good at.

___ 3) look for a job which will let him use his clerical abilities but not keep him pinned to a desk.

___ 4) ask to be tested with another test since the results of the first one are probably wrong.

89. Joe is very good with his hands and there isn't anybody in his class who has more mechanical aptitude. He is also good at art. His best subject at school is math. Joe likes all of these things.

What should Joe do? Should he:

___ 1) look for an occupation in which he can use as many of his interests and abilities as possible?

___ 2) pick an occupation which uses math since there is a better future in that than in art or in working with his hands?

___ 3) decide which of these activities he is best at, or likes the most, and then pick an occupation which uses that kind of activity?

___ 4) put off deciding about his future and wait until he loses interest in some of these activities.

90. Betty gets very good science grades but this isn't her favorite subject. The subject she likes best is art even though her grades in it are only average. Betty is most likely to do well in her future occupation if she:

___ 1) forgets about her interest in art since she is so much better in science.

___ 2) doesn't worry about the fact that she isn't very good at art, because if you like something you can become good at it.

___ 3) looks for an occupation which uses both art and science, but more science than art.

___ 4) looks for an occupation which involves both science and art, but more art than science.

91. Bob says he really doesn't care what kind of work he gets into once he leaves school as long as it is working with people. If this is all Bob cares about he is likely to make a bad choice because:

___ 1) this kind of work usually requires a college degree.

___ 2) employers usually hire girls for such work.

___ 3) people look down on men who work with people because such work is usually done by girls.

___ 4) occupations in which one works with people can be very different from each other in the abilities and interests which are needed.

EXHIBIT 2

SELF-ESTEEM INVENTORY

SELF-ESTEEM INVENTORY

NAME _____ DATE _____

DIRECTIONS:

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (X) in the column "Like Me."

If the statement does not describe how you usually feel, put a check (X) in the column "Unlike Me."

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I spend a lot of time daydreaming.	___	___
2.	I'm pretty sure of myself.	___	___
3.	I often wish I were someone else.	___	___
4.	I'm easy to like.	___	___
5.	My parents and I have a lot of fun together.	___	___
6.	I never worry about anything.	___	___
7.	I find it very hard to talk in front of the class.	___	___
8.	I wish I were younger.	___	___
9.	There are a lot of things about myself I'd change if I could.	___	___
10.	I can make up my mind without too much trouble.	___	___
11.	I'm a lot of fun to be with.	___	___
12.	I get upset easily at home.	___	___
13.	I always do the right thing.	___	___
14.	I'm proud of my school work	___	___
15.	Someone always has to tell me what to do.	___	___
16.	It takes me a long time to get used to anything new.	___	___
17.	I'm often sorry for the things I do.	___	___
18.	I'm popular with kids my own age.	___	___
19.	My parents usually consider my feelings.	___	___
20.	I'm never unhappy.	___	___
21.	I'm doing the best work that I can.	___	___
22.	I give in very easily.	___	___
23.	I can usually take care of myself.	___	___
24.	I'm pretty happy.	___	___

		Like Me	Unlike Me
25.	I would rather play with children younger than me.	___	___
26.	My parents expect too much of me.	___	___
27.	I like everyone I know.	___	___
28.	I like to be called on in class.	___	___
29.	I understand myself.	___	___
30.	It's pretty tough to be me.	___	___
31.	Things are all mixed up in my life.	___	___
32.	Kids usually follow my ideas.	___	___
33.	No one pays much attention to me at home.	___	___
34.	I never get scolded.	___	___
35.	I'm not doing as well in school as I'd like to.	___	___
36.	I can make up my mind and stick to it.	___	___
37.	I really don't like being a boy (girl).	___	___
38.	I have a low opinion of myself.	___	___
39.	I don't like to be with other people.	___	___
40.	There are many times when I'd like to leave home.	___	___
41.	I'm never shy.	___	___
42.	I often feel upset in school.	___	___
43.	I often feel ashamed of myself.	___	___
44.	I'm not as nice looking as most people.	___	___
45.	If I have something to say, I usually say it.	___	___
46.	Kids pick on me very often.	___	___
47.	My parents understand me.	___	___
48.	I always tell the truth.	___	___
49.	My teacher makes me feel I'm not good enough.	___	___
50.	I don't care what happens to me.	___	___
51.	I'm a failure.	___	___
52.	I get upset easily when I'm scolded.	___	___
53.	Most people are better liked than I am.	___	___
54.	I usually feel as if my parents are pushing me.	___	___
55.	I always know what to say to people.	___	___
56.	I often get discouraged in school.	___	___
57.	Things usually don't bother me.	___	___
58.	I can't be depended on.	___	___

EXHIBIT 3

INTERNAL-EXTERNAL SCALE

INTERNAL-EXTERNAL SCALE

NAME _____ DATE _____

DIRECTIONS:

The purpose of this short task is to determine how you feel about certain things.

Read each of the following paired statements. Which of the two statements do you agree with more? Circle that letter. Choose only one. (However, be sure to choose one of the paired statements for each item).

Example: 1.a. Most children should be punished by their mothers.
b. A child knows when he does something wrong.

1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck."

19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends on how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

EXHIBIT 4

CIP INTERN INTERVIEW

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

CIP INTERN INTERVIEW

Name: _____ Date: _____

Address: _____ Birthdate: _____

Home Phone: _____ Emergency Phone: _____

1. Sex: 1 __ Male 2 __ Female

2. Race: 1 __ Black 2 __ White 3 __ Other

3. Dropout?: 1 __ Yes 2 __ No

4. Interviewer:
1 __ Herb Demby
2 __ Angelika Melien
3 __ Joan Clymer
4 __ Leslie Booth
5 __ Dave Smith
6 __
7 __
8 __

* *

I. INFORMATION AND ATTITUDE TOWARD PROGRAM

1. When and how did you first hear about the Career Intern Program?

When:
1 __ Within last week
2 __ Within last month
3 __ Within last six months
4 __ Within last year
5 __ Other

How:
1 __ Friend or neighbor
2 __ Family member
3 __ CIP intern or graduate
4 __ School counselor
5 __ UCEC representative
6 __ UCEC brochure or pamphlet
7 __ OIC contact or referral
8 __ Other (specify)

2. What made you decide to come for an interview here at UCEC?

1 __ Interested in finding out about CIP
2 __ Definitely wants to attend CIP
3 __ Thinks program will be better than other OIC or public

school programs
4 __ Wants to get high school diploma
5 __ Urged by significant other
6 __ Other (specify)

3. What do you think is the purpose of the Career Intern Program?

4. Do you or do you not feel that this program may help you?

1 __ Yes
2 __ No

5. Why?

6. What does the word "career" mean to you?

1 __ Job or work (general)
2 __ Lifetime occupation (something you want to do the rest of your life)
3 __ Don't know
4 __ Other (specify)

II. SCHOOL EXPERIENCE

1. Are you now enrolled in school?

1 __ Yes
2 __ No

2. Are you attending classes?

1 __ Yes
2 __ No

3. Where are/were you enrolled?

1 __ Germantown
2 __ Roxborough
3 __ Martin Luther King
4 __ Other Philadelphia high school (specify)
5 __ Alternative school
6 __ Other (specify)

4. What grade are/were you in?

1 __ 9th grade
2 __ 10th grade

3 __ 11th grade
4 __ 12th grade
5 __ Other (specify)

5. If dropout, how long have you been out of school?

1 __ Less than one month
2 __ 1-3 months
3 __ 4-6 months
4 __ 7 months to one year
5 __ More than one year
6 __ Not applicable

6. If dropout, what have you been doing since you left school?

1 __ Staying at home
2 __ Working
3 __ Working and going to school
4 __ Looking for a job
5 __ Participating in other programs
6 __ Other (specify)
7 __ Not applicable

7. (Ask appropriate question, depending on whether applicant is or is not a dropout)

Why did you leave your former school?/Why do you wish to leave you present school?

1 __ Tired of school
2 __ Missed a lot of school because of "playing"
3 __ Didn't like school atmosphere
4 __ Discouraged by being left back
5 __ Left to get a job; wanted/needed to earn money
6 __ Didn't expect to graduate
7 __ School asked me to leave
8 __ Wants to attend CIP/better than public school
9 __ Personal problems/conflicts
10 __ Pregnant
11 __ Felt teachers weren't doing their job
12 __ Lack of personal self-discipline
13 __ Other (specify)

8. Have other people encouraged you to either stay in school or leave school?

1 __ Yes
2 __ No

Stay in School:	Leave School:
1 __ Mother	1 __ Mother
2 __ Father	2 __ Father
3 __ Parents	3 __ Parents
4 __ Siblings	4 __ Siblings
5 __ Other relatives	5 __ Other relatives
6 __ Girlfriend/Boyfriend	6 __ Girlfriend/Boyfriend
7 __ Peers	7 __ Peers
8 __ Other	8 __ Other
9 __ None	9 __ None

9. How would you describe the way you get/got along with your teachers in school? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

10. How would you describe the way you get/got along with other students? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

11. Are/Were you able to see your counselor when you wanted to?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Don't know (never tried; never needed to, etc.)

12. Is/Was your counselor helpful to you?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Not applicable

13. How is/was your counselor helpful to you?

1 __ Assisted with curriculum or roster problems
2 __ Assisted with teacher problems

3 __ Assisted with personal problems
4 __ Referred student to CIP or other programs
5 __ "Just talked" with student
6 __ Other (specify)
7 __ Not applicable

14. How do you feel about the courses which you have/had in school?

1 __ Satisfied
2 __ Not satisfied
3 __ Required to take them
4 __ Did or did not like specific courses
5 __ Couldn't get desired courses
6 __ Other (specify)

15. Do you feel that the principal and main office staff are doing a good job running the school?

1 __ Yes
2 __ No
3 __ Don't know

EXPECTATIONS OF INTERN

1. Is it important for you to get a high school diploma?

1 __ Yes
2 __ No

2. Why?

1 __ Necessary to get a job
2 __ Necessary to go to college
3 __ Personal goal
4 __ To make significant other happy
5 __ Other (specify)

3. (If answer to question 1 is "yes" ask:)
After you do get your high school diploma, do you expect to:
(If answer to question 1 is "no" ask:)
After you have had the schooling you want, do you expect to:

a. __ Go to work?
If yes, what kind of work would you expect to do?

1 __ Don't know
2 _____ (record job title)
3 __ Not applicable

b. __ Take additional education or vocational training?
If yes, what kind of education or training do you expect to get?

1 __ 1 year college
2 __ 2 years college
3 __ 4 years college
4 __ Law school
5 __ Medical school
6 __ Other post-graduate school
7 __ Apprenticeship
8 __ Technical or vocational school
9 __ On-the-job training
10 __ Clerical training
11 __ Nurses training
12 __ Other (specify)
13 __ Don't know
14 __ Not applicable

c. __ Both?
If yes, how do you expect to do both?

1 __ Hold part-time job and go to school
2 __ Work for awhile, then go to school
3 __ Learn while working (on-the-job training or other work-study)
4 __ Work full-time, go to school part-time
5 __ Other (specify)
6 __ Not applicable

d. __ Neither?
If neither, probe for explanation.

1 __ Doesn't know what she/he wants to do
2 __ Other (specify)
3 __ Not applicable

3. What type of work do you expect to be doing 5 to 10 years from now?

1 __ Don't know
2 _____ (record job title)

4. If someone told you that you could have any kind of and as much education as you wanted, with nothing in your way, what kind of education would you most want to have?

1 __ None

2 __ 1 year college
3 __ 2 years college
4 __ 4 years college
5 __ Law school
6 __ Medical school
7 __ Other post-graduate school
8 __ Apprenticeship
9 __ Technical or vocational school
10 __ On-the-job training
11 __ Clerical training
12 __ Nurses training
13 __ Other (specify)
14 __ Don't know

5. If someone told you that you could do any kind of work you wanted, what kind of work would you most want to do?

1 __ Don't know
2 _____ (record job title)

6. Are there any problems that you think might keep you from going as far in school as you would like to go?

1 __ Yes
2 __ No

7a. If yes, what are these problems?

1 __ Financial
2 __ Not going to school
3 __ Lack of personal self-discipline
4 __ Other (specify)
5 __ Not applicable

7b. If yes, are these the kinds of problems that you have had in school in the past?

1 __ Yes
2 __ No
3 __ No applicable

8. If no, what do you feel have been your problems in school in the past, if any?

1 __ Influence of "friends"
2 __ Teacher/administration problems
3 __ Not going to school
4 __ No interest in school, bored

5 __ Other (specify)
6 __ None
7 __ Not applicable

IV. PROBLEMS AFFECTING INTERN AND HIS/HER SCHOOLING

1. Is studying at home a problem for you?

   1 __ Yes
   2 __ No

2. If yes, how is it a problem for you?

   1 __ Too crowded
   2 __ Too noisy
   3 __ No place to study
   4 __ Other (specify)
   5 __ Not applicable

3. Is child care a problem for you?

   1 __ Yes
   2 __ No

4. If yes, how is it a problem for you?

   1 __ Care of own child
   2 __ Care of siblings
   3 __ Care of "others"
   4 __ Other (specify)
   5 __ Not applicable

5. Is health a problem for you?

   1 __ Yes
   2 __ No

6. If yes, how is it a problem for you?

   1 __ Chronic disease
   2 __ Physical impairment
   3 __ Other (specify)
   4 __ Not applicable

7. Are there any people (family members, friends) or any gangs making problems for you?

   1 __ Yes
   2 __ No

8. If yes, who is making problems for you?

1 __ Mother
2 __ Father
3 __ Siblings
4 __ Other relatives
5 __ Boyfriend/Girlfriend
6 __ Peers
7 __ Gangs
8 __ Other (specify)
9 __ Not applicable

9. Have you ever had a problem finding a job?

1 __ Yes
2 __ No
3 __ Never tried to find a job

10. If yes, what problem have you had?

1 __ Too young
2 __ Doesn't have high school diploma
3 __ "No openings"
4 __ Poor health
5 __ No "good" jobs
6 __ Can't work full time
7 __ Other (specify)
8 __ Not applicable

V. FAMILY BACKGROUND INFORMATION

Intern Name: _____

Number of persons in household: _____

	Age	Relation to Intern	Education/Training	Jobs and Time in Jobs
Parents or guardians				
Other adults				
Intern				
Siblings and other children				
Siblings and parents not in the home				

EXHIBIT 5

CIP PARENT INTERVIEW

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

CIP PARENT INTERVIEW

Name: _____ Date: _____

Address: _____ Birthdate: _____

Home Phone: _____ Emergency Phone: _____

1. Relationship to Intern:

1 __ Mother
2 __ Father
3 __ Sibling
4 __ Guardian
5 __ Other relative
6 __ Other (specify)

2. Interviewer:

1 __ Herb Demby
2 __ Angelika Melien
3 __ Joan Clymer
4 __ Leslie Booth
5 __ Dave Smith
6 __
7 __
8 __

* *

I. INFORMATION AND ATTITUDE TOWARD PROGRAM

1. When and how did you first hear about the Career Intern Program?

When:

1 __ Within last week
2 __ Within last month
3 __ Within last six months
4 __ Within last year
5 __ Other (specify)

How:

1 __ Son/Daughter
2 __ Other family member
3 __ Friend or neighbor
4 __ CIP intern or graduate
5 __ School counselor
6 __ UCEC representative
7 __ UCEC brochure or pamphlet
8 __ OIC contract or referral
9 __ Other (specify)

2. What do you think is the purpose of the Career Intern Program?

1 __ To help students who need small groups to function well
2 __ To help students who want to be helped
3 __ To help students adjust to the "world of work"
4 __ To educate youth

5 __ To help students earn a high school diploma
6 __ To teach students a trade
7 __ To make productive citizens of students who just can't "make it" in the public schools
8 __ Other (specify)

3. Do you or do you not think that this program may be good for your son/daughter?

1 __ Yes
2 __ No

4. If yes, why do you feel this way?

1 __ Feels son/daughter needs special attention, small groups
2 __ Thinks CIP sounds good
3 __ Thinks program will be better than other OIC or public school programs
4 __ Son/Daughter not doing well in school, needs change offered by CIP
5 __ Son/Daughter lost interest in public school
6 __ Other (specify)

5. Did you urge your daughter/son to apply or did she/he take the initiative?

1 __ Daughter/Son took the initiative
2 __ Parent/Guardian urged daughter/son
3 __ "We talked it over and decided together"
4 __ Other (specify)

6. Is your daughter/son attending school now?

1 __ Yes
2 __ No

II. EXPECTATIONS FOR CHILDREN

1. Is it important to you that your son/daughter get a high school diploma?

1 __ Yes
2 __ No

2. If yes, why?

1 __ Necessary to get a job
2 __ Necessary to go to college

3 __ Personal goal
4 __ Son/Daughter needs diploma to "make it"
5 __ Wants son/daughter to have the best education he/she can get
6 __ Other (specify)

3. (If answer to question 1 is "yes" ask:)
After she/he does get her/his high school diploma, do you expect that she/he will:
(If answer to question 1 is "no" ask:)
After she/he finishes her/his schooling, do you expect that she/he will:

a. __ Go to work?
If yes, what kind of work would you expect her/him to do?

1 __ Don't know
2 __ Whatever daughter/son wants to do
3 _____ (record job title)
4 __ No applicable

b. __ Take additional education or training?
If yes, what kind of education or training do you expect she/he will get?

1 __ 1 year college
2 __ 2 years college
3 __ 4 years college
4 __ Law school
5 __ Medical school
6 __ Other post-graduate school
7 __ Apprenticeship
8 __ Technical or vocational school
9 __ On-the-job training
10 __ Clerical training
11 __ Nurses training
12 __ Other (specify)
13 __ Don't know
14 __ Whatever daughter/son wants to do
15 __ Not applicable

c. __ Both?
If both, probe for explanation.

1 __ Hold part-time job and go to school
2 __ Work for awhile, then go to school
3 __ Learn while working (on-the-job training or other work-study)

4 __ Work full-time, go to school part-time
5 __ Other (specify:
6 __ Not applicable

d. __ Neither?
If neither, probe for explanation.

1 __ Not sure what son/daughter will do
2 __ Son/Daughter will be joining service
3 __ Other (specify:
4 __ Not applicable

4. What type of work do you expect your son/daughter will be doing 5 to 10 years from now?

1 __ Don't know
2 __ Whatever son/daughter wants to do
3 _____(record job title)

5. If your daughter/son could have any kind of education with nothing in her/his way, what kind of education would you most want her/him to have?

1 __ None
2 __ 1 year college
3 __ 2 years college
4 __ 4 years college
5 __ Law school
6 __ Medical school
7 __ Other post-graduate school
8 __ Apprenticeship
9 __ Technical or vocational school
10 __ On-the-job training
11 __ Clerical training
12 __ Nurses training
13 __ Other (specify:
14 __ Don't know

6. If your daughter/son could do any kind of work, what kind of work would you most want her/him to do?

1 __ Don't know
2 __ Whatever daughter/son wants to do
3 _____ (record job title)

7. Are there any problems that you think might keep your son/daughter from going as far in school as you would like him/her to go?

1 __ Yes
2 __ No

8a. If yes, what are these problems?

1 __ Financial
2 __ Influence of "friends"
3 __ Gang problems
4 __ Laziness
5 __ Health
6 __ Lack of interest in school, bored
7 __ Other (specify)
8 __ None
9 __ Not applicable

8b. If yes, are these the kinds of problems your son/daughter has had in the past?

1 __ Yes
2 __ No
3 __ Don't know
4 __ Not applicable

9. If no, what do you feel have been your son's/daughter's problems in the past, if any?

1 __ Influence of "friends"
2 __ Gang problems
3 __ Teacher/administration problems
4 __ Not going to school
5 __ "Playing"
6 __ Health
7 __ Lack of interest in school, bored
8 __ Other (specify)
9 __ None
10 __ Not applicable

10. How would you describe the way your son/daughter gets/got along with his/her teachers? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

11. How would you describe the way your daughter/son gets/got along with other students in school? Would you say it was:

1 __ Excellent
2 __ Good
3 __ Fair
4 __ Poor
5 __ Other (specify)

12. Is/Was your daughter/son able to see her/his counselor when she/he wants/wanted to?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Don't know

13. Is/Was his/her counselor helpful to him/her?

1 __ Yes
2 __ No
3 __ Sometimes
4 __ Don't know
5 __ Not applicable

14. How is/was her/his counselor helpful?

1 __ Assisted with curriculum or roster problems
2 __ Assisted with teacher problems
3 __ Assisted with personal problems
4 __ Referred child to CIP or other programs
5 __ Explained things child didn't understand
6 __ Helped child find a job
7 __ "Just talked" with child
8 __ Other (specify)
9 __ Not applicable

15. How do you feel about the courses which your daughter/son has/had in school?

1 __ Satisfied
2 __ Not satisfied
3 __ Child was required to take them
4 __ Child didn't get courses she/he wanted
5 __ Felt some courses were necessary
6 __ Other (specify)
7 __ Don't know

16. Do you feel the principal and main office staff are doing a good job in running the school?

1 __ Yes
2 __ No
3 __ Don't know

III. EDUCATION OF PARENT

1. How many grades in school did you complete?

1 __ Less than 9 grades
2 __ 9 grades
3 __ 10 grades
4 __ 11 grades
5 __ 12 grades
6 __ Other (specify)

2. Have you had any other additional schooling or training?

1 __ Yes
2 __ No

3. If yes, what have you had?

1 __ 1 year college
2 __ 2 years college
3 __ 4 years college
4 __ Post-graduate school (specify)
5 __ Apprenticeship
6 __ Technical or vocational school
7 __ On-the-job training
8 __ Clerical training
9 __ Nurses training
10 __ Other (specify)
11 __ Not applicable

4. Would you have wanted any further schooling or training?

1 __ Yes
2 __ No

5. If yes, what would you have liked to have?

1 __ Finish high school
2 __ 1 year college
3 __ 2 years college
4 __ 4 years college

5 __ Post-graduate school (specify)
6 __ Apprenticeship
7 __ Technical or vocational school
8 __ On-the-job training
9 __ Clerical training
10 __ Nurses training
11 __ Other (specify)
12 __ Not applicable

IV. BELONGING IN THE COMMUNITY

1. Does the area you live in have a particular name? (Probe for name)

1 __ Mt. Airy
2 __ Colonial Germantown
3 __ East Falls
4 __ West Oak Lane
5 __ Roxborough
6 __ Manayunk
7 __ Brickyard
8 __ Pulaski Town
9 __ Germantown (non-specific)
10 __ Other (specify)

2. How long have you lived in this area?

1 __ Less than one year
2 __ 1-5 years
3 __ 6-10 years
4 __ 11-15 years
5 __ 16-20 years
6 __ More than 20 years

3. How long have you lived at the present address?

1 __ Less than one year
2 __ 1-5 years
3 __ 6-10 years
4 __ 11-15 years
5 __ 16-20 years
6 __ More than 20 years

4. What do you feel are the good features of your area?

1 __ Parks/recreational facilities
2 __ Nice houses
3 __ Quiet

4 __ Pleasant neighbors
5 __ Nice shopping areas
6 __ Good public transportation
7 __ Schools nearby
8 __ "Strong" community
9 __ Other (specify)
10 __ None

5. Do you feel that there are any major problems in your area?

1 __ Yes
2 __ No

6. If yes, what are they?

1 __ Gang problems
2 __ Dirty streets
3 __ Theft
4 __ Drugs
5 __ Abandoned houses
6 __ Other (specify)
7 __ Not applicable

7. Are you satisfied with your area?

1 __ Yes
2 __ No

8. If no, what changes would you like to see made?

1 __ Safer streets
2 __ More youth supervision
3 __ "Community face lifting"
4 __ Other (specify)
5 __ Not applicable

9. Do you have any plans for moving elsewhere?

1 __ Yes
2 __ No

10. If yes, where are you planning to move, or where would you like to move?

1 __ Out of the community
2 __ Out of the city
3 __ Out of the state
4 __ Out of the country

5 __ Other (specify)
6 __ Not applicable

11. Do you belong to any clubs or organizations?

1 __ Yes
2 __ No

12. If yes, to what organizations do you belong?

1 __ Church group
2 __ Political group
3 __ Community group
4 __ Neighborhood social group
5 __ PTA
6 __ Union/professional group
7 __ Other (specify)
8 __ Not applicable

13. Do most of your relatives live in your area?

1 __ Yes
2 __ No

14. Do most of your close friends live in your area?

1 __ Yes
2 __ No

V. PROBLEMS AFFECTING INTERNS AND HER/HIS SCHOOLING

1. Can you think of any problems that might keep your son/daughter from completing the Career Intern Program?

1 __ Gang problems
2 __ Child care
3 __ Financial problems
4 __ Health
5 __ Other (specify)
6 __ None

2. Complete FAMILY BACKGROUND INFORMATION form.

V. FAMILY BACKGROUND INFORMATION

Intern Name: _____

Number of persons in household: _____

	Age	Relation to Intern	Education/Training	Jobs and Time in Jobs
Parents or guardians				
Other adults				
Intern				
Siblings and other children				
Siblings and parents not in the home				

EXHIBIT 6

CIP GRADUATE INTERN QUESTIONNAIRE

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

CIP GRADUATE INTERN QUESTIONNAIRE

Name: _____ Date: _____

Sex: a. __ Male b. __ Female

Age:
a. __ 16 or younger
b. __ 17
c. __ 18
d. __ 19
e. __ 20
f. __ 21
g. __ 22
h. __ 23
i. __ 24 or older

CIP Entry Date: _____

CIP Graduation Date: _____

CIP Counselor: _____

Total Time Spent at UCEC:

a. __ Less than one month
b. __ 1-2 months
c. __ 3-4 months
d. __ 5-6 months
e. __ 7-8 months
f. __ 9-10 months
g. __ 11-12 months
h. __ More than 1 year (please specify)

If working, answer part A below; if going to college (vocational, technical school, etc.), answer part B below; if unemployed, check part C below.

A. Present Place of Employment: _____

Address of place of employment: _____

Name of job supervisor: _____

B. Present College (or Vocational School, Technical School, etc.) Being Attended:

_____

Address of college: _____

Name of counselor or advisor at college: _____

Present Major Subject Being Studied: _____

C. Unemployed: _____

Please answer the following questions as completely as possible. Your responses will be of great value to the Career Intern Program. You may check (✓) more than one answer for each question if you wish.

1. What were you doing just before you came into the Career Intern Program?

   a. __ Going to a public school
   b. __ Going to a private school
   c. __ Going to an alternative school (Job Corps, etc.)
   d. __ Working
   e. __ Staying at home
   f. __ Other (please explain)

2. Had you officially dropped out of public school before you decided to attend UCEC?

   a. __ Yes
   b. __ No

3. If "no," were you regularly attending classes?

   a. __ Yes
   b. __ No

4. If "yes," where were you attending classes? (Please fill in space with name of school you were attending.)

5. What was the last school grade that you completed before coming to UCEC?

   a. __ 9th
   b. __ 10th
   c. __ 11th
   d. __ 12th
   e. __ Other (please specify)

6. Had you thought about what kind of career you would like to have before coming to UCEC?

   a. __ Yes
   b. __ No

7. If "yes," what career had you thought about? (Please fill in space with career choice.)

8. Did you know what kind of education and/or training you needed for this career?

a. __ Yes
b. __ No

9. Did you feel that you would be able to have this career someday, or were you just thinking about it?

a. __ Just thinking about it; didn't know if I could get this career or not
b. __ Knew I would be able to get this career if I worked for it
c. __ Other (please explain)

10. Did anyone close to you (family member, friend, etc.) have the same career that you were thinking of getting into?

a. __ Yes
b. __ No

11. If "yes," who had this same career?

a. __ Mother
b. __ Father
c. __ Brother
d. __ Sister
e. __ Other relative
f. __ Boyfriend
g. __ Girlfriend
h. __ Other (please specify)

12. Once you finished Career Awareness classes, were you still interested in this career?

a. __ Yes
b. __ No

13. If "no," why not?

a. __ Found out I would need more schooling than I wanted in order to get this career.
b. __ Wasn't satisfied with the pay I found out I would get in this career
c. __ Wasn't satisfied with the work I found out I would have to do in this career
d. __ Learned about a career I thought I would like better
e. __ Other (please explain)

14. What career did you finally decide to choose after your Career Awareness classes? (Please fill in space with career choice.)

15. Is this the same career that you had thought about before you came into CIP?

a. __ Yes
b. __ No
c. __ I didn't have a particular career in mind before I came to UCEC
d. __ Other (please explain)

16. Was a Career Development Plan worked on with you while you were attending UCEC?

a. __ Yes
b. __ No

17. Who worked on this Career Development Plan with you?

a. __ Counselor
b. __ Teachers
c. __ Career Advisor
d. __ Other (please specify)
e. __ No one

18. Did you follow your Career Development Plan in working toward your chosen career?

a. __ Yes
b. __ No

19. If "no," why didn't you follow the plan?

a. __ I didn't have a Career Development Plan to follow
b. __ My Career Development Plan didn't serve my needs.
c. __ My Career Development Plan was too complicated.
d. __ Nobody cared if I followed the Career Development Plan or not
e. __ Other (please explain)

20. Do you think your Career Development Plan was useful to you?

a. __ Yes
b. __ No
c. __ Didn't have one

21. Could you have done just as well in working toward your career without it?

a. __ Yes
b. __ No

22. Did you have any Hands-On experiences?

a. __ Yes
b. __ No

23. If "yes," how many Hands-On experiences did you have?

a. __ One
b. __ Two
c. __ Three
d. __ Four
e. __ Five
f. __ Six
g. __ Seven
h. __ Eight
i. __ More than eight (please specify)

24. Do you feel that these helped you in choosing a career?

a. __ Yes
b. __ No
c. __ Didn't have any Hands-On experiences

25. Are you happy that you attended the Career Intern Program?

a. __ Yes
b. __ No

26. If "yes," why are you happy that you attended CIP?

a. __ CIP got me interested in education again
b. __ CIP helped me look at myself in a new and better way
c. __ CIP taught me how to get along with others better
d. __ CIP helped me choose a career for myself
e. __ CIP gave me a new outlook on the "world of work"
f. __ CIP got me off the streets and into a job (or into college, etc.)
g. __ Other (please explain)

27. If "no," why aren't you happy that you attended CIP?

a. __ Didn't get anything out of the program, felt it was a waste of time

b. __ Would have done just as well in public school
c. __ Wasn't able to get the job I thought I could get when I finished CIP
d. __ CIP didn't prepare me for the job I got, so I quit
e. __ CIP didn't prepare me to go to college (or vocational school, etc.), so I quit
f. __ Other (please explain)

28. Do you think the Career Intern Program helped you in any way?

a. __ Yes
b. __ No

29. If "yes," how did it help you?

a. __ Helped me learn more about myself
b. __ Gave me more self-confidence
c. __ Helped me get a high school diploma
d. __ Taught me to enjoy learning again
e. __ Taught me how to get along better with others
f. __ Gave me more faith in schools
g. __ Helped me find a job
h. __ Helped me get into college (or into a technical or vocational school, etc.)
i. __ Helped me solve my personal problems
j. __ Made me aware of careers and the "world of work"
k. __ Taught me how to keep a job once I have it
l. __ Gave me more faith in teachers, counselors, etc.
m. __ Other (please explain)

30. Who in the program was the <u>most</u> helpful to you? (Please select only <u>one</u> of the following)

a. __ Counselor
b. __ Teachers
c. __ Career Advisor
d. __ Other (please specify)
e. __ No one

31. Do you think you could have done better in any other school or any other program?

a. __ Yes
b. __ No

32. If "yes," which school or program? (Fill in space with name of school or program.)

33. Would you recommend this program to your friends?

a. __ Yes
b. __ No

34. What are you doing now?

a. __ Working
b. __ Staying at home
c. __ Going to college
d. __ Going to a technical or vocational school
e. __ Receiving on-the-job training
f. __ Other (please explain)

35. What career or job do you have or are you working toward? (Fill in space with name of career or job.)

36. Is this the career or job you were preparing yourself for while you were at UCEC?

a. __ Yes
b. __ No

37. If "no," why do you have or are you working toward a different career or job than the one you were preparing yourself for at UCEC?

If you are working or staying at home:

a. __ I was never able to get the job I was preparing myself for at UCEC
b. __ I didn't like the job I prepared myself for at UCEC, so I quit
c. __ I had difficulties in the job I prepared myself for at UCEC, so I quit
d. __ I found a job I thought I would like better than the one I prepared for at UCEC
e. __ I cannot get any sort of a job because there seem to be "no openings"
f. __ I cannot work because of personal reasons
g. __ Other (please explain)

If you were or are going to college, vocational school, etc.:

a. __ I didn't like studying the career that I was preparing myself for at UCEC, so I changed majors
b. __ I didn't like studying the career that I was preparing myself for at UCEC, so I quit school
c. __ I had to quit school for personal reasons
d. __ I decided I would rather work than go to school
e. __ Other (please explain)

38. Are you satisfied with the career or job you have or are working toward?

a. __ Yes
b. __ No

39. If "no," why not?

a. __ The career or job isn't what I expected it to be
b. __ I don't make enough money
c. __ I don't like the people I work with
d. __ The career or job isn't challenging enough
e. __ The career or job takes up too much of my time
f. __ I don't like studying this career
g. __ Other (please explain)

40. Is there any other career or job that you would rather have or study if you had the opportunity?

a. __ Yes
b. __ No

41. If "yes," what career or job would you rather have or study? (Fill in space with name of career or job.)

42. Why would you prefer this career or job?

a. __ Better pay
b. __ Better hours
c. __ More challenging work
d. __ Nicer people to work with
e. __ More interesting work
f. __ Other (please explain)

43. Do you think you will ever have or study this career or job (the one you named in question 41)?

a. __ Yes
b. __ No

44. If "no," why not?

a. __ It's only a dream I have
b. __ I need more education than I can pay for to get it
c. __ I have no time to get the extra education I need, because I have to work to support myself
d. __ I don't know how to go about getting a career or job like this
e. __ I know I don't have the skill or aptitude for a career or job like this
f. Other (please explain)

ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ARE WORKING (Otherwise, go to question 58):

45. Is it possible to get a promotion on the job you have?

a. __ Yes
b. __ No

46. Have you had a promotion on your job?

a. __ Yes (specify how many promotions here) _____
b. __ No

47. Do you expect to get a promotion on your job in the near future?

a. __ Yes
b. __ No

48. Have you had a raise in pay on your job?

a. __ Yes
b. __ No

49. Do you expect to get a raise in pay on your job in the near future?

a. __ Yes
b. __ No

50. How long have you worked at your present job?

a. __ Less than one month
b. __ 1-3 months
c. __ 4-6 months
d. __ 7-9 months
e. __ 10-12 months
f. __ 1-1½ years
g. __ 1½-2 years
h. __ More than 2 years
i. __ Other (please specify)

51. Is this the same job you have had since you left UCEC?

a. __ Yes
b. __ No

52. If "no," how many other jobs have you had since you left UCEC?

a. __ One
b. __ Two
c. __ Three
d. __ Four
e. __ More than four (please explain)

53. If you have changed jobs since your first job after graduating from UCEC, what made you change jobs?

a. __ Was offered better pay at another job
b. __ Was offered a more interesting job
c. __ Was tired of my old job, so I quit
d. __ Was fired from my old job
e. __ Personal reasons
f. __ Other (please explain)

54. Are you happy with your present job?

a. __ Yes
b. __ No

55. If "no," are you looking for a new job?

a. __ Yes
b. __ No

56. What kind of a job are you looking for? (Please fill in space with name of job.)

57. What kind of work do you think you will be doing 5 or 10 years from now?

a. _____
(Please fill in space with name of job or career)
b. __ Will not be working
c. __ Other (please explain)
d. __ Don't know

Please go to question 66.

ANSWER THE FOLLOWING ONLY IF YOU ARE ATTENDING COLLEGE, VOCATIONAL SCHOOL, ETC.:

58. Are you satisfied with the college (or vocational or technical school, etc.) you are attending?

a. __ Yes
b. __ No

59. If "no," why not?

a. __ Don't like my subject major
b. __ Don't like the school atmosphere
c. __ Can't get myself motivated to do the work
d. __ Don't find the courses interesting
e. __ Work is too difficult for me to do well
f. __ Don't like the people I'm with
g. __ Other (please explain)

60. Do you plan to continue in college (vocational school, etc.) until you graduate or complete the program successfully?

a. __ Yes
b. __ No

61. Have you changed your major course of study since you started college (vocational school, etc.)?

a. __ Yes
b. __ No

62. How many times have you changed your major course of study?

a. __ One time
b. __ Two times
c. __ More than two times (please specify)

63. How long have you been attending college (or vocational school, etc.)?

a. __ Less than one month
b. __ 1-3 months
c. __ 4-6 months
d. __ 7-9 months
e. __ 10-12 months
f. __ 1-1½ years
g. __ 1½-2 years
h. __ 2-2½ years
i. __ Other (please specify)

64. Do you feel you would have been accepted into college (or vocational school, etc.) without the help of UCEC?

a. __ Yes
b. __ No

65. How are you doing compared to the other students in your college (vocational or technical school, etc.) classes?

a. __ I do better than most other students
b. __ I do about as well as the other students
c. __ I don't do quite as well as most other students
d. __ Other (please explain)

66. Does anyone from UCEC still keep in touch with you to see how you are doing since you left UCEC?

a. __ Yes
b. __ No

67. If "yes," who keeps in touch with you?

a. __ CIP counselor
b. __ CIP teacher
c. __ CIP advisor
d. __ Other CIP person (please specify who)

68. How often have you been contacted since you left UCEC?

a. __ One time
b. __ Two times
c. __ Three times
d. __ Four times
e. __ Other (please specify)

EXHIBIT 7

EMPLOYER QUESTIONNAIRE: GRADUATE INTERNS - FOLLOW-UP

Richard A. Gibboney Associates, Inc.
8117 Old York Road
Elkins Park, Pa. 19117

EMPLOYER QUESTIONNAIRE: GRADUATE INTERNS - FOLLOW-UP

To be completed by direct supervisor of _____ please.

Name of Supervisor: _____ Date: _____

Job Title: _____

Name of Firm or Company: _____

Address of Firm or Company: _____

Job Title of CIP Graduate Employed: _____

Please answer the following questions as completely as possible. You may check (✓) more than one answer for each question, if you wish.

1. How long has the CIP graduate named above been working for you and/or your company?

   a. __ Less than one month
   b. __ 1-2 months
   c. __ 3-4 months
   d. __ 5-6 months
   e. __ 7-8 months
   f. __ 9-10 months
   g. __ 11-12 months
   h. __ More than one year (please specify)

2. Are you satisfied with his/her attitude toward the job?

   a. __ Yes
   b. __ No

3. If "yes," why are you satisfied?

   a. __ She/he is punctual for work
   b. __ She/he is usually easy to get along with
   c. __ She/he accepts her/his work assignments willingly
   d. __ She/he is neat and clean in her/his appearance
   e. __ She/he is eager to do a "good job"
   f. __ Other (please explain)

4. If "no," why aren't you satisfied?

a. __ He/she is usually late for work
b. __ He/she misses a great deal of work because of "illness"
c. __ He/she does not get along with his/her co-workers
d. __ He/she is never satisfied with work assignments given to him/her
e. __ He/she is sloppy in appearance
f. __ He/she doesn't care whether he/she gets his/her job done well or not
g. __ Other (please explain)

5. Are you satisfied with the way she/he is performing on the job?

a. __ Yes
b. __ No

6. If "yes," why are you satisfied?

a. __ He/she works quickly and efficiently
b. __ He/she is conscientious about the quality of his/her work
c. __ He/she can carry out work assignments without constant supervision
d. __ He/she performs his/her job as well as it can be performed by anyone
e. __ He/she puts in extra time to complete his/her work assignments
f. __ Other (please explain)

7. If "no," why aren't you satisfied?

a. __ She/he works too slowly
b. __ She/he is inefficient
c. __ Her/his work is of poor quality
d. __ She/he needs constant supervision to carry out her/his work assignments
e. __ She/he puts in the least amount of work and time she/he can get away with
f. __ Other (please explain)

8. Has he/she received a raise since he/she began working with you?

a. __ Yes
b. __ No

9. If "no," do you anticipate her/his receiving a raise in the near future?

a. __ Yes
b. __ No

10. Is it possible for him/her to receive a promotion on his/her job?

a. __ Yes
b. __ No

11. Has she/he received a promotion since she/he began working for you and/or your company?

a. __ Yes
b. __ No

12. If "no," do you anticipate his/her receiving a promotion in the near future?

a. __ Yes
b. __ No

13. How would you rate the quality of her/his work in comparison to that of the other people working for you?

a. __ Significantly above average
b. __ Above average
c. __ Average
d. __ Below average
e. __ Significantly below average
f. __ Other (please explain)

14. How well prepared do you think he/she was for the job when he/she was first hired?

a. __ He/she had the academic background, but not the skill necessary for the job
b. __ He/she had the skill, but not the academic background necessary for the job
c. __ He/she had both the skill and the academic background necessary for the job
d. __ He/she had neither the skill nor the academic background necessary for the job, but showed great interest and willingness to learn
e. __ Other (please explain)
f. __ Don't know, wasn't here when he/she was first hired

15. Did she/he come into your (or your company's) employment directly upon graduating from the Urban Career Education Center?

a. __ Yes
b. __ No

16. If "yes," did anyone from the Urban Career Education Center recommend him/her?

a. __ Yes
b. __ No

17. If "yes," who from the Center recommended her/him? (Please fill in space with name of person and position.)

18. If you answered "no" to question 15, where did he/she work before coming into your (or your company's) employment? (Please fill in space with name and address of his/her previous place of employment.)

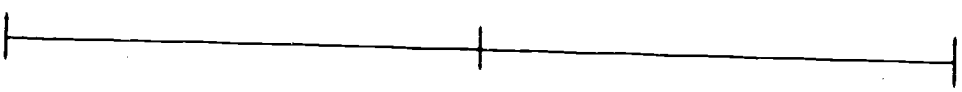
19. Do you enjoy having her/him work for you?

a. __ Yes
b. __ No
c. __ Indifferent

20. Do you plan on keeping him/her employed for a good deal of time to come, barring unforeseen circumstances?

a. __ Yes
b. __ No

21. How would you recommend her/him to future employers? (Place an X on the following line scale to indicate your rating.)



Would highly recommend

Would recommend with some reservations

Would not recommend at all

22. Please make any additional comments which may (1) clarify your earlier responses or (2) supply further information which you think is pertinent.

SECTION B

WHAT THE INTERNS ARE LIKE WHEN THEY ENTER CIP:

FREQUENCY DISTRIBUTIONS OF PRE-TEST MEASURES

The tables in this section of Appendix I present the raw data upon which the discussion in Chapter Four of the main body of the report is based. Their order follows that of the presentation in Chapter Four.

The sample consists of all applicants entered into the randomization lottery. Data collection was hampered by several constraints resulting in a good deal of missing data. For example, not all respondents followed instructions, invalidating some scales; and not all respondents completed all scales. The N's thus range from 118 to 140. In each case the maximum number of available cases was included.

Below are listed the page numbers of Volume I to which each table in this section of Volume II refers:

Volume I	Volume II
Page 67	Table B.1
Page 68	Table B.2
Page 71	Table B.3
Page 73	Table B.4
Page 74	Table B.5
Page 76	Table B.6
Page 77	Table B.7
Page 79	Table B.8
Page 82	Table B.9
Page 84	Table B.10
Page 85	Table B.11

TABLE B.1

READING ACHIEVEMENT SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

SCORE	GRADE EQUIVALENT	NUMBER	PERCENT	CUMULATIVE PERCENT
≤20	≤ 4.4	2	1.4	1.4
21-22	4.5- 4.9	10	7.1	8.6
23-25	5.0- 5.4	22	15.7	24.3
26-27	5.5- 5.9	10	7.1	31.4
28-29	6.0- 6.4	10	7.1	38.6
30-32	6.5- 6.9	17	12.1	50.7
33-35	7.0- 7.4	12	8.6	59.3
36-38	7.5- 7.9	7	5.0	64.3
39-41	8.0- 8.4	20	14.3	78.6
42-43	8.5- 8.9	9	6.4	85.0
44	9.0- 9.4	-	-	85.0
45-46	9.5- 9.9	6	4.3	89.3
47-48	10.0-10.4	5	3.6	92.9
49-51	10.5-10.9	5	3.6	96.4
52-54	11.0-11.4	-	-	96.4
55-59	11.5-11.9	3	2.1	98.6
60-66	12.0-12.4	1	.7	99.3
67-74	12.5-12.9	1	.7	100.0
	Totals	140	99.8	

Mean = 34.0 Standard Deviation = 9.8 Median = 32.4

Possible Score Range = 0 - 74

TABLE B.2

MATHEMATICS ACHIEVEMENT SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

SCORE	GRADE EQUIVALENT	NUMBER	PERCENT	CUMULATIVE PERCENT
5- 9	≤ 4.4	12	8.7	8.7
10	4.5- 4.9	3	2.2	10.9
11	5.0- 5.4	3	2.2	13.0
12	5.5- 5.9	6	4.3	17.4
13-15	6.0- 6.4	29	21.0	38.4
16-17	6.5- 6.9	12	8.7	47.1
18-19	7.0- 7.4	9	6.5	53.6
20-21	7.5- 7.9	12	8.7	62.3
22-23	8.0- 8.4	15	10.9	73.2
24-25	8.5- 8.9	10	7.2	80.4
26	9.0- 9.4	7	5.1	85.5
27-28	9.5- 9.9	8	5.8	91.3
29-31	10.0-10.4	6	4.3	95.7
-	10.5-10.9	-	-	95.7
32	11.0-11.4	2	1.4	97.1
33	11.5-11.9	1	.7	97.8
-	12.0-12.4	-	-	97.8
34	12.5-12.9	1	.7	98.5
35-38	>12.9	2	1.4	100.0
	Totals -	138	99.8	

Mean = 18.9 Standard Deviation = 7.1 Median = 18.3

Possible Score Range = 0 - 40

TABLE B.3

STANDARD PROGRESSIVE MATRICES SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Low	14-16	2	1.6	1.6
Low	17-19	2	1.6	3.2
	20-22	2	1.6	4.8
	23-25	3	2.4	7.3
Below Average	26-28	2	1.6	8.9
	29-31	8	6.5	15.3
	32-34	14	11.3	26.6
Average	35-37	10	8.1	34.7
	38-40	23	18.5	53.2
	41-43	19	15.3	68.5
Above Average	44-46	19	15.3	83.9
	47-49	13	10.5	94.4
	50-52	6	4.8	99.2
High	53-55	1	.8	100.0
	Total	- 124	99.9	

Mean = 39.0 Standard Deviation = 7.9 Median = 40.1

Possible Score Range = 0 - 60

TABLE B.4

INTERNAL-EXTERNAL CONTROL SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Internal	3	2	1.6	1.6
	4	1	.8	2.3
	5	1	.8	3.1
Internal	6	7	5.4	8.5
	7	7	5.4	14.0
	8	13	10.1	24.0
	9	8	6.2	30.2
Non-differentiated	10	19	14.7	45.0
	11	14	10.9	55.8
	12	16	12.4	68.2
External	13	11	8.5	76.7
	14	16	12.4	89.1
	15	11	8.5	97.7
	16	-	-	97.7
Very External	17	2	1.6	99.2
	18	-	-	99.2
	19	1	.8	100.0
	Total -	129	100.1	

Mean = 10.9 Standard Deviation = 3.1 Median = 11.0

Possible Score Range = 0 - 23

TABLE B.5

SELF-ESTEEM INVENTORY
HOME-PARENT SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Negative	0	1	.8	.8
	1	8	6.7	7.5
Negative	2	11	9.2	16.7
	3	5	4.2	20.8
	4	13	10.8	31.7
Positive	5	16	13.3	45.0
	6	24	20.0	65.0
Very Positive	7	28	23.3	88.3
	8	14	11.7	100.0
	Totals -	120	100.0	

Mean = 5.2 Standard Deviation = 2.1 Median = 5.8

Possible Score Range = 0 - 8

TABLE B.6

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Low	8- 9	2	1.7	1.7
	10-11	2	1.7	3.3
	12-13	3	2.5	5.8
Low	14-15	17	14.1	20.0
	16-17	11	9.2	29.2
Average	18-19	21	17.5	46.7
	20-21	32	26.7	73.3
High	22-23	18	15.0	88.3
	24-25	11	9.2	97.5
Very High	26	3	2.5	100.0
	Totals -	120	100.1	

Mean = 19.2 Standard Deviation = 3.7 Median = 19.8

Possible Score Range = 0 - 26

TABLE B.7

SELF-ESTEEM INVENTORY
SOCIAL-PEER SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Negative	0	-	-	-
	1	-	-	-
	2	1	.8	.8
	3	-	-	.8
Negative	4	2	1.7	2.5
	5	10	8.3	10.8
Positive	6	26	21.7	32.5
	7	43	35.8	68.3
Very Positive	8	38	31.7	100.0
	Totals -	120	100.0	

Mean = 6.8 Standard Deviation = 1.1 Median = 7.0

Possible Score Range = 0 - 8

TABLE B.8

SELF-ESTEEM INVENTORY
SCHOOL-ACADEMIC SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Negative	0	3	2.5	2.5
	1	8	6.7	9.2
	2	17	14.2	23.3
	3	28	23.3	46.7
Negative	4	24	20.0	66.7
	5	18	15.0	81.7
Positive	6	14	11.7	93.3
	7	5	4.2	97.5
Very Positive	8	3	2.5	100.0
	Totals -	120	100.1	

Mean = 3.8 Standard Deviation = 1.8 Median = 3.7

Possible Score Range = 0 - 8

TABLE B.9

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Low	125-139	1	.8	.8
	140-154	1	.8	1.7
	155-169	2	1.7	3.4
Below Average	170-184	1	.8	4.2
	185-199	13	11.0	15.3
	200-214	11	9.3	24.6
Average	215-229	8	6.8	31.4
	230-244	9	7.6	39.0
	245-259	13	11.0	50.0
Above Average	260-274	10	8.5	58.5
	275-289	12	10.2	68.6
	290-304	16	13.6	82.2
High	305-319	8	6.8	89.0
	320-334	6	5.1	94.1
	335-349	3	2.5	96.6
Very High	350-364	2	1.7	98.3
	365-379	1	.8	99.2
	380-394	-	-	99.2
	395-409	1	.8	100.0
	Total	- 118	99.8	

Mean = 259.1 Standard Deviation = 51.6 Median = 260.0

TABLE B.10

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Low	1- 2	1	.8	.8
	3- 4	3	2.3	3.1
	5- 6	6	4.7	7.8
Low	7- 8	10	7.8	15.5
	9-10	17	13.2	28.7
Below Average	11-12	26	20.2	48.8
	13-14	20	15.5	64.3
Average	15-16	16	12.4	76.7
	17-18	15	11.6	88.4
Above Average	19-20	11	8.5	96.9
	21-22	2	1.6	98.4
High	23-24	2	1.6	100.0
	Totals	129	100.2	

Mean = 12.9 Standard Deviation = 4.5 Median = 12.7

Possible Score Range = 0 - 30

TABLE B.11

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
FOR CIP APPLICANTS

CATEGORY	SCORE	NUMBER	PERCENT	CUMULATIVE PERCENT
Very Low	45-49	2	1.7	1.7
	50-54	1	.8	2.5
	55-59	-	-	2.5
Low	60-64	2	1.7	4.2
	65-69	2	1.7	5.9
	70-74	7	5.9	11.8
Below Average	75-79	11	9.2	21.0
	80-84	11	9.2	30.3
	85-89	10	8.4	38.7
Average	90-94	11	9.2	47.9
	95-99	4	3.4	51.3
	100-104	11	9.2	60.5
Above Average	105-109	12	10.1	70.6
	110-114	9	7.6	78.2
	115-119	8	6.7	84.9
High	120-124	8	6.7	91.6
	125-129	2	1.7	93.3
	130-134	2	1.7	95.0
Very High	135-139	5	4.2	99.2
	140-144	1	.8	100.0
	Totals -	119	99.9	

Mean = 97.3 Standard Deviation = 20.4 Median = 97.0

Possible Score Range = 33 - 165

SECTION C

GAINS MADE BY INTERNS OVER THE FIRST TEN WEEKS:

POOLED FREQUENCY DISTRIBUTIONS OF PRE- AND POST-TESTS FOR

COHORTS ENTERING JANUARY AND JUNE 1974

Tables C.1a - C.8b provide basic data in support of the discussion in Chapter Five of the main body of this report, and the order of their presentation reflects the organization of the same chapter. All usable pre- and post-test data for the experimental and control groups are included. Thus, the N's for the pre-tests for the experimental group range from 72 to 80, and for the control group, from 42 to 50. Total numbers of post-test scores range from 43 to 72 for the experimental group and from 29 to 30 for the controls.

Below are listed the page numbers of Volume I to which each table in this section of Volume II refers:

Volume I	Volume II
Page 102	Tables C.1a - C.3b
Page 103	Tables C.4a & C.4b
Page 104	Tables C.5a & C.5b
Page 106	Tables C.6a & C.6b
Page 107	Tables C.7a & C.7b
Page 112	Tables C.8a & C.8b

TABLE C.1a

INTERNAL-EXTERNAL CONTROL SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
3	2	2.5	2.5	-	-	-
4	-	-	-	1	2.1	2.1
5	1	1.3	3.8	-	-	-
6	2	2.5	6.3	1	2.1	4.2
7	5	6.3	12.5	3	6.3	10.4
8	10	12.5	25.0	3	6.3	16.7
9	3	3.8	28.8	4	8.3	25.0
10	10	12.5	41.3	6	12.5	37.5
11	11	13.8	55.0	14	29.2	66.7
12	10	12.5	67.5	5	10.4	77.1
13	9	11.3	78.8	3	6.3	83.3
14	12	15.0	93.8	3	6.3	89.6
15	3	3.8	97.5	2	4.2	93.7
16	-	-	97.5	1	2.1	95.8
17	2	2.5	100.0	1	2.1	97.9
18	-	-	100.0	-	-	97.9
19	-	-	100.0	-	-	97.9
20	-	-	100.0	-	-	97.9
21	-	-	100.0	1	2.1	100.0
Totals	80	100.3		48	100.3	
	Mean = 10.9	S.D. = 2.9	Median = 11.1	Mean = 11.0	S.D. = 2.9	Median = 10.9

Possible Score Range = 0 - 23

TABLE C.1b

INTERNAL-EXTERNAL CONTROL SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
3	-	-	-	-	-	-
4	1	2.0	2.0	-	-	-
5	-	-	-	2	6.7	6.7
6	5	10.2	12.2	2	6.7	13.3
7	2	4.1	16.3	2	6.7	20.0
8	3	6.1	22.4	3	10.0	30.0
9	5	10.2	32.7	6	20.0	50.0
10	9	18.4	51.0	3	10.0	60.0
11	3	6.1	57.1	4	13.3	73.3
12	6	12.2	69.4	4	13.3	86.7
13	2	4.1	73.5	-	-	86.7
14	4	8.2	81.6	2	6.7	93.3
15	8	16.3	98.0	-	-	93.3
16	-	-	-	2	6.7	100.0
17	-	-	-	-	-	100.0
18	-	-	-	-	-	100.0
19	1	2.0	100.0	-	-	100.0
Totals	49	99.9		30	100.1	
	Mean = 10.9	S.D. = 3.2	Median = 10.4	Mean = 9.9	S.D. = 2.9	Median = 9.5

Possible Score Range = 0 - 23

TABLE C.2a

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	2	2.6	2.6	1	1.9	1.9
10-11	-	-	2.6	-	-	1.9
12-13	2	2.6	5.1	2	3.8	5.8
14-15	12	15.4	20.5	5	9.6	15.4
16-17	8	10.3	30.8	7	13.5	28.8
18-19	13	16.7	47.4	10	19.2	48.1
20-21	18	23.1	70.5	13	25.0	73.1
22-23	11	14.1	84.6	12	23.1	96.2
24-25	9	11.5	96.2	2	3.8	100.0
26	3	3.8	100.0	-	-	100.0
Totals	78	100.1		52	99.9	
	Mean = 19.3	S.D. = 3.9	Median = 19.7	Mean = 19.1	S.D. = 3.4	Median = 19.7

Possible Score Range = 0 - 26

TABLE C.2b

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	-	-	-	-	-	-
10-11	2	4.8	4.8	-	-	-
12-13	1	2.4	7.1	1	3.4	3.4
14-15	5	11.9	19.0	2	6.9	10.3
16-17	3	7.1	26.2	4	13.8	24.1
18-19	8	19.0	45.2	6	20.7	44.8
20-21	14	33.3	78.5	9	31.0	75.9
22-23	7	16.7	95.2	2	6.9	82.8
24-25	2	4.8	100.0	5	17.2	100.0
26	-	-	100.0	-	-	100.0
Totals	42	100.0		29	99.9	
	Mean = 19.0	S.D. = 3.4	Median = 19.8	Mean = 19.6	S.D. = 3.2	Median = 19.9

Possible Score Range = 0 - 26

TABLE C.3a

SELF-ESTEEM INVENTORY
HOME-PARENT SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	1	1.3	1.3	-	-	-
1	5	6.4	7.7	2	3.9	3.9
2	7	9.0	16.7	6	11.8	15.7
3	5	6.4	23.1	9	17.6	33.3
4	9	11.5	34.6	7	13.7	47.1
5	11	14.1	48.7	6	11.8	58.8
6	11	14.1	62.8	12	23.5	82.4
7	18	23.1	85.9	4	7.8	90.2
8	11	14.1	100.0	5	9.8	100.0
Totals	78	100.0		51	99.9	
	Mean = 5.2	S.D. = 2.2	Median = 5.6	Mean = 4.7	S.D. = 2.0	Median = 4.8

Possible Score Range = 0 - 8

SELF-ESTEEM INVENTORY
HOME-PARENT SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	3	7.1	7.1	2	6.9	6.9
2	4	9.5	16.7	1	3.4	10.3
3	-	-	16.7	2	6.9	17.2
4	4	9.5	26.2	6	20.7	37.9
5	5	11.9	38.1	1	3.4	41.4
6	13	31.0	69.0	7	24.1	65.5
7	10	23.8	92.9	5	17.2	82.8
8	3	7.1	100.0	5	17.2	100.0
Totals	42	99.9		29	99.8	
	Mean = 5.3	S.D. = 2.0	Median = 5.9	Mean = 5.4	S.D. = 2.1	Median = 5.9

Possible Score Range = 0 - 8

TABLE C.4a

SELF-ESTEEM INVENTORY
SOCIAL-PEER SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	-	-	-	-	-	-
2	1	1.3	1.3	1	1.9	1.9
3	-	-	1.3	1	1.9	3.8
4	-	-	1.3	4	7.7	11.5
5	9	11.5	12.8	9	17.3	28.8
6	17	21.8	34.6	7	13.5	42.3
7	27	34.6	69.2	15	28.8	71.2
8	24	30.8	100.0	15	28.8	100.0
Totals	78	100.0		52	99.9	
	Mean = 6.8	S.D. = 1.1	Median = 9.9	Mean = 6.4	S.D. = 1.5	Median = 6.8

Possible Score Range = 0 - 8

TABLE C.4b

SELF-ESTEEM INVENTORY
SOCIAL-PEER SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	2	4.8	4.8	1	3.4	3.4
5	1	2.4	7.1	5	17.2	20.7
6	9	21.4	28.6	3	10.3	31.0
7	16	38.1	66.7	11	37.9	69.0
8	14	33.3	100.0	9	31.0	100.0
Totals	42	100.0		29	99.8	
	Mean = 6.9	S.D. = 1.0	Median = 7.1	Mean = 6.8	S.D. = 1.2	Median = 7.0

Possible Score Range = 0 - 8

TABLE C.5a

SELF-ESTEEM INVENTORY
SCHOOL-ACADEMIC SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	2	2.6	2.6	-	-	-
1	5	6.4	9.0	5	9.6	9.6
2	9	11.5	20.5	10	19.2	28.8
3	17	21.8	42.3	10	19.2	48.1
4	18	23.1	65.4	6	11.5	59.6
5	11	14.1	79.5	5	9.6	69.2
6	12	15.4	94.9	6	11.5	80.8
7	3	3.8	98.7	9	17.3	98.1
8	1	1.3	100.0	1	1.9	100.0
Totals	78	100.0		52	99.8	
	Mean = 3.9	S.D. = 1.7	Median = 3.8	Mean = 4.1	S.D. = 2.1	Median = 3.7

Possible Score Range = 0 - 8

TABLE C.5b

SELF-ESTEEM INVENTORY
SCHOOL-ACADEMIC SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	1	2.4	2.4	-	-	-
1	3	7.1	9.5	4	13.8	13.8
2	8	19.0	28.6	6	20.7	34.5
3	11	26.2	54.8	8	27.6	62.1
4	6	14.3	69.0	2	6.9	69.0
5	7	16.7	85.7	2	6.9	75.9
6	2	4.8	90.5	3	10.3	86.2
7	2	4.8	95.2	2	6.9	93.1
8	2	4.8	100.0	2	6.9	100.0
Totals	42	100.1		29	100.0	
	Mean 3.6	S.D. = 1.9	Median = 3.3	Mean = 3.7	S.D. = 2.1	Median = 3.1

Possible Score Range = 0 - 8

TABLE C.6a

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
125-139	1	1.4	1.4	-	-	-
140-154	1	1.4	2.8	-	-	-
155-169	1	1.4	4.2	2	4.5	4.5
170-184	1	1.4	5.6	-	-	4.5
185-199	8	11.1	16.7	3	6.8	11.4
200-214	2	2.8	19.4	3	6.8	18.2
215-229	4	5.6	25.0	4	9.1	27.3
230-244	7	9.7	34.7	5	11.4	38.6
245-259	5	6.9	41.7	6	13.6	52.3
260-274	7	9.7	51.4	5	11.4	63.6
275-289	8	11.1	62.5	6	13.6	77.3
290-304	14	19.4	81.9	5	11.4	88.6
305-319	5	6.9	88.9	1	2.3	90.0
320-334	2	2.8	91.7	1	2.3	93.2
335-349	2	2.8	94.4	3	6.8	100.0
350-364	2	2.8	97.2	-	-	100.0
365-379	1	1.4	98.6	-	-	100.0
380-394	-	-	98.6	-	-	100.0
395-409	1	1.4	100.0	-	-	100.0
Totals	72	100.0		44	100.0	
	Mean = 264.5	S.D. = 54.2	Median = 270.5	Mean = 256.1	S.D. = 45.4	Median = 256.0

Possible Score Range = 86 - 430

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
125-139	-	-	-	-	-	-
140-154	-	-	-	1	3.4	3.4
155-169	1	2.2	2.2	-	-	3.4
170-184	-	-	2.2	-	-	3.4
185-199	5	10.9	13.0	1	3.4	6.9
200-214	9	19.6	32.6	6	20.7	27.6
215-229	4	8.7	41.3	4	13.8	41.4
230-244	2	4.3	45.7	5	17.2	58.6
245-259	8	17.4	63.0	1	3.4	62.1
260-274	3	6.5	69.6	1	3.4	65.5
275-289	4	8.7	78.3	1	3.4	69.0
290-304	2	4.3	82.6	4	13.8	82.8
305-319	3	6.5	89.1	1	3.4	86.2
320-334	4	8.7	97.8	3	10.3	96.6
335-349	1	2.2	100.0	-	-	96.6
350-364	-	-	100.0	-	-	96.6
365-379	-	-	100.0	1	3.4	100.0
380-394	-	-	100.0	-	-	100.0
395-409	-	-	100.0	-	-	100.0
Totals	46	100.0		29	99.6	
	Mean = 250.6	S.D. = 46.4	Median = 249.0	Mean = 252.3	S.D. = 52.2	Median = 237.6

Possible Score Range = 86 - 430

TABLE C.7a

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	-	-	-	1	2.3	2.3
3- 4	3	3.8	3.8	-	-	2.3
5- 6	3	3.8	7.6	7	16.3	18.6
7- 8	7	8.9	16.5	7	16.3	34.9
9-10	9	11.4	27.8	7	16.3	51.2
11-12	18	22.8	50.6	4	9.3	60.5
13-14	12	15.2	65.8	3	7.0	67.4
15-16	9	11.4	77.2	3	7.0	74.4
17-18	7	8.9	86.1	7	16.3	90.7
19-20	10	12.7	98.7	-		90.7
21-22	-	-	98.7	2	4.7	95.3
23-24	1	1.3	100.0	1	2.3	97.7
25-26	-	-	100.0	1	2.3	100.0
Totals	79	100.2		43	100.1	
	Mean = 12.8	S.D. = 4.4	Median = 12.4	Mean = 11.7	S.D. = 5.5	Median = 10.3

Possible Score Range = 0 - 30

TABLE C.7b

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	1	2.0	2.0	-	-	-
3- 4	-	-	2.0	1	3.4	3.4
5- 6	3	6.0	8.0	2	6.9	10.3
7- 8	3	6.0	14.0	3	10.3	20.7
9-10	8	16.0	30.0	4	13.8	34.5
11-12	8	16.0	46.0	2	6.9	41.4
13-14	8	16.0	62.0	2	6.9	48.3
15-16	7	14.0	76.0	3	10.3	58.6
17-18	8	16.0	92.0	3	10.3	69.0
19-20	1	2.0	94.0	7	24.1	93.1
21-22	2	4.0	98.0	-	-	93.1
23-24	1	2.0	100.0	2	6.9	100.0
Totals	50	100.0		29	99.8	
	Mean = 13.1	S.D. = 4.6	Median = 13.5	Mean = 14.1	S.D. = 5.6	Median = 14.8

Possible Score Range = 0 - 30

TABLE C.8a

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP INTERNS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
40- 44	-	-	-	1	2.1	2.1
45- 49	2	2.7	2.7	-	-	2.1
50- 54	1	1.4	4.1	2	4.2	6.2
55- 59	-	-	4.1	1	2.1	8.3
60- 64	1	1.4	5.5	1	2.1	10.4
65- 69	2	2.7	8.2	1	2.1	12.5
70- 74	3	4.1	12.3	-	-	12.5
75- 79	8	11.0	23.3	-	-	12.5
80- 84	6	8.2	31.5	4	8.3	20.8
85- 89	8	11.0	42.5	2	4.2	25.0
90- 94	4	5.5	47.9	3	6.3	31.2
95- 99	1	1.4	49.3	3	6.3	37.5
100-104	6	8.2	57.5	8	16.7	54.2
105-109	7	9.6	67.1	5	10.4	64.6
110-114	4	5.5	72.6	2	4.2	68.7
115-119	6	8.2	80.8	4	8.3	77.1
120-124	7	9.6	90.4	1	2.1	79.2
125-129	2	2.7	93.2	2	4.2	83.3
130-134	1	1.4	94.6	1	2.1	85.4
135-139	4	5.5	100.0	3	6.3	91.7
140-144	-	-	100.0	3	6.3	97.9
145-149	-	-	100.0	-	-	97.9
150-154	-	-	100.0	-	-	97.9
155-159	-	-	100.0	1	2.1	100.0
Totals	73	100.1		48	100.4	
	Mean = 97.5	S.D. = 21.9	Median = 99.8	Mean = 103.0	S.D. = 25.8	Median = 103.0

Possible Score Range = 33 - 165

TABLE C.8b

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR CIP CONTROL GROUP

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
40- 44	-	-	-	-	-	-
45- 49	-	-	-	-	-	-
50- 54	-	-	-	-	-	-
55- 59	-	-	-	-	-	-
60- 64	1	2.2	2.2	1	3.4	3.4
65- 69	-	-	2.2	1	3.4	6.9
70- 74	4	8.7	10.9	3	10.3	17.2
75- 79	3	6.5	17.4	4	13.8	31.0
80- 84	5	10.9	28.3	1	3.4	34.5
85- 89	2	4.3	32.6	4	13.8	48.3
90- 94	7	15.2	47.8	2	6.9	55.2
95- 99	3	6.5	54.3	2	6.9	62.1
100-104	5	10.9	65.2	1	3.4	65.5
105-109	5	10.9	76.1	3	10.3	75.9
110-114	5	10.9	87.0	3	10.3	86.2
115-119	2	4.3	91.3	-	-	86.2
120-124	1	2.2	93.5	1	3.4	89.7
125-129	-	-	93.5	1	3.4	93.1
130-134	1	2.2	95.7	-	-	93.1
135-139	1	2.2	97.8	2	6.9	100.0
140-144	1	2.2	100.0	-	-	100.0
145-149	-	-	100.0	-	-	100.0
150-154	-	-	100.0	-	-	100.0
155-159	-	-	100.0	-	-	100.0
Totals	46	100.1		29	99.6	
	Mean = 97.1	S.D. = 18.0	Median = 95.8	Mean = 94.5	S.D. = 20.6	Median = 91.3

Possible Score Range = 33 - 165

SECTION D

DIFFERENTIAL GAINS MADE BY SUBGROUPS

OF THE JANUARY AND JUNE COHORTS OVER THE FIRST TEN WEEKS

Tables in this section provide supporting data for the discussion of intern subgroups (dropouts/non-dropouts, high readers/low readers, and males/females) in Chapter Six, Volume I, of this report, and they appear in the order suggested by that discussion.

Here, as before, all usable data is included in the tables. In addition to the problems mentioned in the introduction to Section B with regard to fluctuating N's, three other problems are associated with this section. Of greatest magnitude is the fact that on the post-tests, a number of interns failed to write their names on the instruments--information necessary to categorize individuals according to subgroups. In the case of tables dealing with dropouts/non-dropouts, another discrepancy will be noted between the N's of corresponding tables in Section C (presenting data on the intern group as a whole) and Section D, because the status of three individuals could not be determined. Their scores are thus not included here. Finally, with regard to Tables D.11a and D.11b for high and low readers, the N's are explained by a combination of two factors: (1) a few individuals taking that measure had not taken the original reading test and could not be so categorized, and (2) scores are included in the post-test scales for individuals whether or not they took the pre-test measure.

On the tables following, p values are noted only when t-tests reached significant levels.

Below are listed the page numbers of Volume I to which each table in this section of Volume II refers:

Volume I	Volume II
Page 114	Tables D.1a - D.3b
Page 115	Tables D.4a - D.7b
Page 116	Tables D.8 - D.11b
Page 117	Tables D.12a - D.14b

TABLE D.1a

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
45- 54	1	4.0	4.0	-	-	-
55- 64	-	-	4.0	-	-	-
65- 74	2	8.0	12.0	1	8.3	8.3
75- 84	2	8.0	20.0	-	-	8.3
85- 94	5	20.0	40.0	2	16.7	25.0
95-104	2	8.0	48.0	1	8.3	33.3
105-114	6	24.0	72.0	3	25.0	58.3
115-124	3	12.0	84.0	1	8.3	66.7
125-134	2	8.0	92.0	1	8.3	75.0
135-144	2	8.0	100.0	2	16.7	91.7
145-154	-	-	100.0	-	-	91.7
155-164	-	-	100.0	1	8.3	100.0
Totals	25	100.0		12	99.9	
	Mean = 101.0	S.D. = 23.1	Median = 104.8	Mean = 113.3	S.D. = 25.2	Median = 109.5

Possible Score Range = 33 - 165

TABLE D.1b

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
45- 54	2	4.5	4.4	-	-	-
55- 64	1	2.2	6.7	1	4.2	4.2
65- 74	3	6.7	13.3	-	-	4.2
75- 84	10	22.2	35.6	4	16.7	20.8
85- 94	7	15.6	51.1	3	12.5	33.3
95-104	5	11.1	62.2	5	20.8	54.2
105-114	5	11.1	73.3	3	12.5	66.7
115-124	10	22.2	95.6	3	12.5	79.2
125-134	-	-	95.6	1	4.2	83.3
135-144	2	4.5	100.0	4	16.7	100.0
145-154	-	-	100.0	-	-	100.0
155-164	-	-	100.0	-	-	100.0
Totals	45	100.1		24	100.1	

Mean = 95.8 S.D. = 21.1 Median = 95.0 Mean = 105.1 S.D. - 21.4 Median = 101.5

Possible Score Range - 33 - 165

TABLE D.2a

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE- AND POST-TEST FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	-	-	-	-	-	-
3- 4	1	3.4	3.4	-	-	-
5- 6	1	3.4	6.9	3	25.0	25.0
7- 8	5	17.2	24.1	2	16.7	41.7
9-10	5	17.2	41.4	2	16.7	58.3
11-12	4	13.8	55.2	1	8.3	66.7
13-14	3	10.3	65.5	-	-	66.7
15-16	3	10.3	75.9	-	-	66.7
17-18	2	6.9	82.8	2	16.7	83.3
19-20	4	13.8	96.6	-	-	83.3
21-22	-	-	96.6	1	8.3	91.7
23-24	1	3.4	100.0	-	-	91.7
25-26	-	-	100.0	1	8.3	100.0
Totals	29	99.7		12	100.0	
	Mean = 12.4	S.D. - 4.9	Median = 11.8	Mean = 12.2	S.D. = 6.5	Median = 10.0

Possible Score Range = 0 - 30

TABLE D.2b

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	-	-	-	-	-	-
3- 4	2	4.3	4.3	-	-	-
5- 6	2	4.3	8.5	3	12.5	12.5
7- 8	2	4.3	12.8	3	12.5	25.0
9-10	3	6.4	19.1	3	12.5	37.5
11-12	13	27.7	46.8	2	8.3	45.8
13-14	8	17.0	63.8	3	12.5	58.3
15-16	6	12.8	76.6	3	12.5	70.8
17-18	5	10.6	87.2	6	25.0	95.8
19-20	6	12.8	100.0	-	-	95.8
21-22	-	-	100.0	-	-	95.8
23-24	-	-	100.0	1	4.2	100.0
25-26	-	-	100.0	-	-	100.0
Totals	47	100.2		24	100.0	
	Mean = 13.2	S.D. = 4.3	Median = 13.3	Mean = 12.5	S.D. = 4.7	Median = 13.0

Possible Score Range = 0 - 30

TABLE D.3a

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
125-154	-	-	-	-	-	-
155-184	1	4.0	4.0	-	-	-
185-214	3	12.0	16.0	1	8.3	8.3
215-244	3	12.0	28.0	2	16.7	25.0
245-274	4	16.0	44.0	4	33.3	58.3
275-304	7	28.0	72.0	3	25.0	83.3
305-334	2	8.0	80.0	1	8.3	91.7
335-364	3	12.0	92.0	1	8.3	100.0
365-394	1	4.0	96.0	-	-	100.0
395-424	1	4.0	100.0	-	-	100.0
Totals	25	100.0		12	99.9	
	Mean = 278.2	S.D. = 58.3	Median = 282.9	Mean = 265.8	S.D. = 45.0	Median = 260.5

Possible Score Range - 86 - 430

TABLE D.3b

CAREER DEVELOPMENT INVENTORY
RESOURCES FOR EXPLORATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
125-154	2	4.5	4.5	-	-	-
155-184	1	2.3	6.8	2	8.3	8.3
185-214	6	13.6	20.5	5	20.8	29.2
215-244	8	18.2	38.6	4	16.7	45.8
245-274	7	15.9	54.5	6	25.0	70.8
275-304	15	34.1	88.6	6	25.0	95.8
305-334	4	9.1	97.7	1	4.2	100.0
335-364	1	2.3	100.0	-	-	100.0
365-394	-	-	100.0	-	-	100.0
395-424	-	-	100.0	-	-	100.0
Totals	44	100.0		24	100.0	
	Mean = 257.2	S.D. = 51.2	Median = 267.5	Mean = 245.0	S.D. = 43.7	Median = 251.5

Possible Score Range = 86 - 430

TABLE D.4a

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	-	-	-	-	-	-
10-11	-	-	-	-	-	-
12-13	-	-	-	-	-	-
14-15	1	3.6	3.6	-	-	-
16-17	3	10.7	14.3	2	22.2	22.2
18-19	6	21.4	35.7	3	33.3	55.6
20-21	9	32.1	67.9	2	22.2	77.8
22-23	4	14.3	82.1	2	22.2	100.0
24-25	5	17.9	100.0	-	-	100.0
26	-	-	100.0	-	-	100.0
Totals	28	100.0		9	99.9	
	Mean = 20.5	S.D. = 2.8	Median = 20.7	Mean = 19.1	S.D. = 2.1	Median = 19.0

Possible Score Range = 0-26

TABLE D.4b

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	2	4.3	4.3	1	8.3	8.3
10-11	-	-	4.3	-	-	8.3
12-13	1	2.1	6.4	1	8.3	16.7
14-15	10	21.3	27.7	1	8.3	25.0
16-17	5	10.6	38.3	1	8.3	33.3
18-19	7	14.9	53.2	1	8.3	41.7
20-21	8	17.0	70.2	3	25.0	66.7
22-23	7	14.9	85.1	4	33.3	100.0
24-25	4	8.5	93.6	-	-	100.0
26	3	6.4	100.0	-	-	100.0
Totals	47	100.0		12	99.8	
	Mean = 18.8	S.D. = 4.3	Median = 19.1	Mean = 18.6	S.D. = 4.7	Median = 20.5

Possible Score Range = 0-26

TABLE D.5a

SELF-ESTEEM INVENTORY
HOME-PARENT SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	2	7.1	7.1	1	11.1	11.1
2	2	7.1	14.3	2	22.2	33.3
3	1	3.6	17.9	-	-	-
4	4	14.3	32.1	-	-	-
5	2	7.1	39.3	2	22.2	55.6
6	7	25.0	64.3	2	22.2	77.8
7	6	21.4	85.7	1	11.1	88.9
8	4	14.3	100.0	1	11.1	100.0
Totals	28	99.9		9	99.9	
	Mean = 5.4	S.D. = 2.1	Median = 5.9	Mean = 4.7	S.D. = 2.4	Median = 5.0

Possible Score Range = 0-8

TABLE D.5b

SELF-ESTEEM INVENTORY
HOME-PARENT SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	1	2.1	2.1	-	-	-
1	3	6.4	8.5	-	-	-
2	4	8.5	17.0	1	8.3	8.3
3	4	8.5	25.5	3	25.0	33.3
4	4	8.5	34.0	1	8.3	41.7
5	9	19.1	53.2	1	8.3	50.0
6	4	8.5	61.7	2	16.7	66.7
7	12	25.5	87.2	1	8.3	75.0
8	6	12.8	100.0	3	25.0	100.0
Totals	47	99.9		12	99.9	
	Mean = 5.1	S.D. = 2.3	Median = 5.3	Mean = 5.3	S.D. = 2.2	Median = 5.5

Possible Score Range = 0-8

TABLE D.6a

SELF-ESTEEM INVENTORY
SCHOOL-ACADEMIC SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	1	3.6	3.6	-	-	-
2	2	7.1	10.7	-	-	-
3	8	28.6	39.3	4	44.4	44.4
4	6	21.4	60.7	1	11.1	55.6
5	2	7.1	67.9	1	11.1	66.7
6	7	25.0	92.9	-	-	-
7	1	3.6	96.4	3	33.3	100.0
8	1	3.6	100.0	-	-	100.0
Totals	28	100.0		9	99.9	
	Mean = 4.3	S.D. = 1.7	Median = 4.0	Mean = 4.7	S.D. = 1.9	Median = 4.0

Possible Score Range = 0 - 8

TABLE D.6b

SELF-ESTEEM INVENTORY
SCHOOL-ACADEMIC SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	2	4.3	4.3	-	-	-
1	3	6.4	10.6	1	8.3	8.3
2	7	14.9	25.5	3	25.0	33.3
3	9	19.1	44.7	-	-	33.3
4	12	25.5	70.2	1	8.3	41.7
5	8	17.0	87.2	2	16.7	58.3
6	4	8.5	95.7	3	25.0	83.3
7	2	4.3	100.0	2	16.7	100.0
8	-	-	100.0	-	-	100.0
Totals	47	100.0		12	100.0	
	Mean = 3.6	S.D. = 1.7	Median = 3.7	Mean = 4.4	S.D. = 2.2	Median = 5.0

Possible Score Range = 0 - 8

TABLE D.7a

SELF-ESTEEM INVENTORY
SOCIAL-PEER SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	3	10.7	10.7	1	11.1	11.1
6	8	28.6	39.3	1	11.1	22.2
7	10	35.7	75.0	3	33.3	55.6
8	7	25.0	100.0	4	44.4	100.0
Totals	28	100.0		9	99.9	
	Mean = 6.8	S.D. = 1.0	Median = 6.8	Mean = 7.1	S.D. = 1.1	Median = 7.3

Possible Score Range = 0-8

TABLE D.7b

SELF-ESTEEM INVENTORY
SOCIAL-PEER SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR NON-DROPOUTS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0	-	-	-	-	-	-
1	-	-	-	-	-	-
2	1	2.1	2.1	-	-	-
3	-	-	2.1	1	8.3	8.3
4	-	-	2.1	-	-	8.3
5	6	12.8	14.9	3	25.0	33.3
6	7	14.9	29.8	1	8.3	41.7
7	16	34.0	63.8	4	33.3	75.0
8	17	36.2	100.0	3	25.0	100.0
Totals	47	100.0		12	99.9	
	Mean = 6.9	S.D. = 1.3	Median = 7.1	Mean = 6.3	S.D. = 1.6	Median = 6.8

Possible Score Range = 0-8

TABLE D.8

STANDARD PROGRESSIVE MATRICES SCORE DISTRIBUTIONS ON PRE-TEST
FOR HIGH AND LOW READERS

SCORE	HIGH READERS			LOW READERS		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
14-16	-	-	-	1	2.2	2.2
17-19	1	3.3	3.3	-	-	2.2
20-22	-	-	3.3	1	2.2	4.4
23-25	-	-	3.3	3	6.7	11.1
26-28	-	-	3.3	1	2.2	13.3
29-31	-	-	3.3	4	8.9	22.2
32-34	-	-	3.3	8	17.8	40.0
35-37	3	10.0	13.3	2	4.4	44.4
38-40	10	33.3	46.7	7	15.6	60.0
41-43	7	23.3	70.0	7	15.6	75.6
44-46	5	16.7	86.7	6	13.3	88.9
47-49	3	10.0	96.7	2	4.4	93.3
50-52	1	3.3	100.0	3	6.7	100.0
53-55	-	-	100.0	-	-	100.0
Totals	30	99.9		45	100.0	

Mean = 41.1 S.D. = 5.5 Median = 41.0 Mean = 37.4 S.D. = 8.4 Median = 39.0

Possible Score Range = 0 - 60

$p < .05$

TABLE D.9

MATHEMATICS ACHIEVEMENT SCORE DISTRIBUTIONS ON PRE-TEST
FOR HIGH READERS AND LOW READERS

SCORE	HIGH READERS			LOW READERS		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
5- 9	1	3.1	3.1	4	7.8	7.8
10	-	-	3.1	-	-	7.8
11	-	-	3.1	4	7.8	15.7
12	2	6.3	9.4	4	7.8	23.5
13-15	3	9.4	18.8	14	27.5	51.0
16-17	1	3.1	21.9	5	9.8	60.8
18-19	-	-	21.9	8	15.7	76.5
20-21	3	9.4	31.3	4	7.8	84.3
22-23	6	18.8	50.0	5	9.8	94.1
24-25	6	18.8	68.8	1	2.0	96.1
26	2	6.3	75.0	-	-	96.1
27-28	1	3.1	78.1	1	2.0	98.0
29-31	4	12.5	90.6	1	2.0	100.0
-	-	-	90.6	-	-	100.0
32	-	-	90.6	-	-	100.0
33	1	3.1	93.8	-	-	100.0
-	-	-	93.8	-	-	100.0
34	1	3.1	96.9	-	-	100.0
35-38	1	3.1	100.0	-	-	100.0
Totals	32	100.1		51	100.0	
	Mean = 23.2	S.D. = 6.9	Median = 23.5	Mean = 16.2	S.D. = 5.1	Median = 15.8

Possible Score Range = 0 - 40

$p < .001$

TABLE D.10a

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR HIGH READERS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	1	3.1	3.1	-	-	-
10-11	-	-	3.1	-	-	-
12-13	-	-	3.1	-	-	-
14-15	7	21.9	25.0	1	10.0	10.0
16-17	1	3.1	28.1	1	10.0	20.0
18-19	5	15.6	43.8	1	10.0	30.0
20-21	6	18.8	62.5	3	30.0	60.0
22-23	6	18.8	81.3	4	40.0	100.0
24-25	4	12.5	93.8	-	-	100.0
26	2	6.3	100.0	-	-	100.0
Totals	32	100.1		10	100.0	
	Mean = 19.5	S.D. = 4.2	Median = 20.0	Mean = 20.0	S.D. = 2.9	Median 21.0

Possible Score Range = 0 - 26

TABLE D.10b

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR LOW READERS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	1	2.2	2.2	1	9.1	9.1
10-11	-	-	2.2	-	-	9.1
12-13	2	4.3	6.5	1	9.1	18.2
14-15	5	10.9	17.4	-	-	18.2
16-17	7	15.2	32.6	2	18.2	36.4
18-19	8	17.4	50.0	3	27.3	63.6
20-21	12	26.1	76.1	2	18.2	81.8
22-23	5	10.9	87.0	2	18.2	100.0
24-25	5	10.9	97.8	-	-	100.0
26	1	2.2	100.0	-	-	100.0
Totals	46	100.1		11	100.1	
	Mean = 19.1	S.D. = 3.8	Median = 19.5	Mean = 17.7	S.D. = 4.2	Median = 18.3

Possible Score Range = 0 - 26

TABLE D.11a

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR HIGH READERS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
45- 54	1	3.3	3.3	-	-	-
55- 64	-	-	3.3	-	-	-
65- 74	1	3.3	6.7	-	-	-
75- 84	6	20.0	26.7	1	6.3	6.3
85- 94	4	13.3	40.0	-	-	6.3
95-104	5	16.7	56.7	3	18.8	25.0
105-114	3	10.0	66.7	4	25.0	50.0
115-124	7	23.3	90.0	4	25.0	75.0
125-134	1	3.3	93.3	1	6.3	81.3
135-144	2	6.7	100.0	2	12.5	93.8
145-154	-	-	100.0	-	-	93.8
155-164	-	-	100.0	1	6.3	100.0
Totals	30	99.9		16	100.2	

Mean = 100.4 S.D. = 21.5 Median = 102.5 Mean = 116.1 S.D. = 19.3 Median = 114.5

Possible Score Range = 33 - 165

$p < .05$

TABLE D.11b

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR LOW READERS

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
45- 54	2	4.7	4.7	-	-	-
55- 64	1	2.3	7.0	1	6.3	6.3
65- 74	4	9.3	16.3	-	-	6.3
75- 84	8	18.6	34.9	2	12.5	18.8
85- 94	8	18.6	53.5	5	31.3	50.0
95-104	2	4.7	58.1	1	6.3	56.3
105-114	8	18.6	76.7	2	12.5	68.8
115-124	6	14.0	90.7	-	-	68.8
125-134	2	4.7	95.3	2	12.5	81.3
135-144	2	4.7	100.0	3	18.8	100.0
145-154	-	-	100.0	-	-	100.0
155-164	-	-	100.0	-	-	100.0
Totals	43	100.2		16	100.2	
	Mean = 95.4	S.D. = 22.2	Median = 92.8	Mean = 103.5	S.D. = 22.9	Median = 93.5

Possible Score Range = 33 - 165

TABLE D.12a

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR MALES

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	1	2.6	2.6	-	-	-
10-11	-	-	2.6	-	-	-
12-13	-	-	2.6	-	-	-
14-15	6	15.4	17.9	1	14.3	14.3
16-17	4	10.3	28.2	-	-	14.3
18-19	5	12.8	41.0	2	28.6	42.9
20-21	10	25.6	66.7	3	42.9	85.7
22-23	7	17.9	84.6	1	14.3	100.0
24-25	5	12.8	97.4	-	-	100.0
26	1	2.6	100.0	-	-	100.0
Totals	39	100.0		7	100.1	
	Mean = 19.6	S.D. = 3.8	Median = 20.4	Mean = 19.1	S.D. = 2.9	Median = 19.4

Possible Score Range = 0 - 26

TABLE D.12b

SELF-ESTEEM INVENTORY
GENERAL SELF-ESTEEM SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR FEMALES

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
8- 9	1	2.6	2.6	1	7.1	7.1
10-11	-	-	2.6	-	-	7.1
12-13	2	5.1	7.7	1	7.1	14.3
14-15	6	15.4	23.1	-	-	14.3
16-17	4	10.3	33.3	3	21.4	35.7
18-19	8	20.5	53.8	2	14.3	50.0
20-21	8	20.5	74.4	2	14.3	64.3
22-23	4	10.3	84.6	5	35.7	100.0
24-25	4	10.3	94.9	-	-	100.0
26	2	5.1	100.0	-	-	100.0
Totals	39	100.1		14	99.9	
	Mean = 18.8	S.D. = 4.1	Median = 19.2	Mean = 18.6	S.D. = 4.2	Median = 20.0

Possible Score Range = 0 - 26

TABLE D.13a

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR MALES

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	-	-	-	-	-	-
3- 4	-	-	-	-	-	-
5- 6	2	5.0	5.0	4	21.1	21.1
7- 8	6	15.0	20.0	3	15.8	36.8
9-10	5	12.5	32.5	3	15.8	52.6
11-12	8	20.0	52.5	1	5.3	57.9
13-14	5	12.5	65.0	1	5.3	63.2
15-16	6	15.0	80.0	1	5.3	68.4
17-18	2	5.0	85.0	3	15.8	84.2
19-20	5	12.5	97.5	-	-	84.2
21-22	-	-	97.5	1	5.3	89.5
23-24	1	2.5	100.0	1	5.3	94.7
25-26	-	-	100.0	1	5.3	100.0
Totals	40	100.0		19	100.3	
	Mean = 12.7	S.D. = 4.5	Median = 12.0	Mean = 12.3	S.D. = 6.3	Median = 10.7

Possible Score Range = 0 - 30

TABLE D.13b

CAREER DEVELOPMENT INVENTORY
INFORMATION AND DECISION-MAKING SCORE DISTRIBUTIONS
ON PRE-AND POST-TESTS FOR FEMALES

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
1- 2	-	-	-	-	-	-
3- 4	3	7.7	7.7	-	-	-
5- 6	1	2.6	10.3	2	11.1	11.1
7- 8	1	2.6	12.8	2	11.1	22.2
9-10	4	10.3	23.1	3	16.7	38.9
11-12	10	25.6	48.7	2	11.1	50.0
13-14	7	17.9	66.7	2	11.1	61.1
15-16	3	7.7	74.4	2	11.1	72.2
17-18	5	12.8	87.2	5	27.8	100.0
19-20	5	12.8	100.0	-	-	100.0
21-22	-	-	100.0	-	-	100.0
23-24	-	-	100.0	-	-	100.0
25-26	-	-	100.0	-	-	100.0
Totals	39	100.0		18	100.0	
	Mean = 13.0	S.D. = 4.5	Median = 12.8	Mean = 12.4	S.D. = 4.0	Median = 12.5

Possible Score Range = 0 - 30

TABLE D.14a

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR MALES

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
45- 54	1	2.8	2.8	-	-	-
55- 64	-	-	2.8	-	-	-
65- 74	2	5.6	8.3	1	5.3	5.3
75- 84	6	16.7	25.0	2	10.5	15.8
85- 94	8	22.2	47.2	2	10.5	26.3
95-104	4	11.1	58.3	3	15.8	42.1
105-114	7	19.4	77.8	4	21.1	63.2
115-124	6	16.7	94.4	3	15.8	78.9
125-134	-	-	94.4	-	-	78.9
135-144	2	5.6	100.0	4	21.1	100.0
145-154	-	-	100.0	-	-	100.0
155-164	-	-	100.0	-	-	100.0
Totals	36	100.1		19	100.1	
	Mean = 98.1	S.D. = 19.8	Median = 100.0	Mean = 108.1	S.D. = 20.8	Median = 106.8

Possible Score Range = 33 - 165

TABLE D.14b

CAREER DEVELOPMENT INVENTORY
PLANNING ORIENTATION SCORE DISTRIBUTIONS
ON PRE- AND POST-TESTS FOR FEMALES

SCORE	PRE-TEST			POST-TEST		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
45- 54	2	5.4	5.4	-	-	-
55- 64	1	2.7	8.1	1	5.6	5.6
65- 74	3	8.1	16.2	-	-	5.6
75- 84	8	21.6	37.8	2	11.1	16.7
85- 94	4	10.8	48.6	3	16.7	33.3
95-104	3	8.1	56.8	3	16.7	50.0
105-114	4	10.8	67.6	2	11.1	61.1
115-124	7	18.9	86.5	1	5.6	66.7
125-134	3	8.1	94.6	3	16.7	83.3
135-144	2	5.4	100.0	2	11.1	94.4
145-154	-	-	100.0	-	-	94.4
155-164	-	-	100.0	1	5.6	100.0
Totals	37	99.9		18	100.2	
	Mean = 96.9 S.D. = 24.0 Median = 98.8			Mean = 108.7 S.D. = 25.0 Median = 106.0		

Possible Score Range = 33 - 165

APPENDIX II

THE ETHNOGRAPHIC COMPONENT

THE ETHNOGRAPHIC DESIGN

To facilitate a more complete evaluation of the Career Intern Program (CIP), an anthropologist was employed to design an ethnographic component to supplement the original experimental design. Because they are concerned to explain underlying cultural processes and are trained in participant-observation methods of data gathering, it was reasoned that anthropologists, working in conjunction with experimentally-oriented evaluators, could provide both a picture of what the CIP is like from the perspective of participants and important evaluative data which might be missed by the more traditional evaluation design.

As originally designed, the ethnographic component proposed to answer three basic questions:

1. What is it like, from an inside perspective, to be a participant in the school?

2. What difference does participation in the school make in an individual's life?

3. What are the significant social dynamics making the school what it is?

In seeking answers to these questions, the anthropologists proposed focusing on a number of cultural phenomena of traditional concern to ethnography. Specifically, these were: (1) the ethos of the school, (2) the operational decision-making processes, (3) differing perceptions of the program on the part of various kinds of participants, and (4) the underlying social structure. The rationale for this approach was that the underlying culture determined the on-the-ground behavior of participants and, ultimately, the degree of success enjoyed by the school in meeting its stated objectives.

These foci were chosen as a basis for organizing the field notes of the investigators, which would consist of detailed descriptions of behavior, and as the basis for developing a more specific set of questions dealing with actual participant behaviors. Since, for interns, the program was divided into five specific phases, i.e., recruitment, intake and orientation, career awareness, career exploration, and career specialization, a field guide was prepared suggesting what specific behaviors during each of these levels would be affected by the underlying cultural processes. The guide thus provided a set of simple questions the field investigator would seek to answer. (A copy of the field guide is attached to this appendix as Exhibit 1.)

The tasks of gathering and analyzing the data called for the servi[illegible] of two anthropologists. One would serve as field investigator and

the second as field director. The field investigator was to choose (in conjunction with program personnel) a role in the program she/he was qualified to fill. From this perspective he/she would be in a position to actively participate in school activities and, at the same time, make and record detailed observations on a variety of school behaviors. It was hoped that as the evaluation progressed, the field investigator would change roles in order to gather data from different perspectives. For example, this individual might serve as a teacher for part of the time, then as a counselor or an inservice training coordinator. The exact role was to be determined by program constraints and the qualifications of the investigator.

The field director would be less directly involved in field research. His/her primary job would be to coordinate and direct the activities of the field investigator. The director would deliberately attempt to maintain some distance so as to be able to provide a more holistic perspective, but would be ultimately responsible for the completeness of the data analysis. In addition, she/he would serve as liaison between the evaluation team and program administrators, thus providing a buffer for the fieldworker.

While the fieldworker was collecting data on the ongoing processes of the program, both this person and the field director were to utilize a second technique to obtain other types of data. Making use of an extended case study approach, they would collect detailed descriptions of significant events, both episodic and continuous. Data from these descriptions would crosscut those gleaned from the ongoing participation and would provide the investigators with two significantly different perspectives. These events would include graduation, the fieldworker's first days in the program, the firing of staff, reaction to important visitors, and perhaps most significantly, selected students' participation in the program from the beginning of the evaluation period to the end.

To facilitate analysis of the data, careful field notes were to be kept by the field investigator. For the most part, these would be dictated on-site and then typed and filed by a secretary. These notes would be reviewed regularly by the field director, enabling him/her to develop an overall picture of the ongoing investigation and to identify areas for further investigation.

The field director's analysis would not only serve as the basis for the final report, but (since the program was in a developmental phase and the evaluation in the formative mode) would form the basis for feeding information and recommendations back to program administrators.

According to the original design the final product would consist of

an ethnographic description of the program as viewed from the perspective of participants, with most emphasis on interns. Such a description would serve to explain and supplement the results of the experimental evaluation and would permit a comparison of the program as it existed on paper and as it really operated.

THE ACTUAL ETHNOGRAPHIC EVALUATION

For the most part, the basic evaluation design proved conceptually sound and the evaluation proceeded as proposed. However, as is to be expected, implementing the actual investigation called for several important changes, most involving additions. Following is a brief discussion of the actual field evaluator's role and the significant changes made.

Field Investigator's Role

A doctoral candidate in anthropology with a strong academic background and experience in urban education was hired as field investigator. In consultation between the field director and program administrators, it was decided that this individual should serve as a reading specialist. Her/his first task was to create a reading laboratory. Since such a position existed in the original program design but had remained unfilled, and since this role filled a real need in the school, teachers and counselors cooperated by sending problem readers for tutoring. The role proved to be a fruitful one. From the perspective it afforded, the field investigator was able to observe a wide range of activities (including staff meetings in which he/she could participate fully), thereby enjoying intimate involvement with interns, instructors, counselors, administrators, and service staff.

Focus on Communication Networks and Processes

As the investigation progressed, it became increasingly apparent that there were a number of problems in the program not directly related to any one of the four underlying cultural phenomena suggested as foci in the original design. Since these all appeared to stem from basic problems in communication, it was decided to add as a fifth focus a description of communication networks and processes. Accordingly, an attempt was made to describe the formal and informal communication networks existing between participants and to record incidents indicating blockages in communication.

This investigation led to the formulation of several recommendations

for changes in the administration of the program and in the structuring of the instructional-counseling components. The other cultural foci continued to be useful in structuring the investigation.

Reports to the Program Manager

The presence of an on-site evaluator, actively participating in the program, proved a valuable asset to the UCEC Program Manager in the development of a stabilized program. The field investigator was in a position to describe problems and to monitor reactions to program changes not accessible to the Manager.

Therefore, in addition to the informal reports to program staff called for in the original design, it was determined that the two anthropologists should meet on a regular basis with the Program Manager and staff to review their findings with respect to program development. Furthermore, three written reports were prepared describing and documenting program problems and strengths and offering specific recommendations.

Case Studies

The original design called for the focus on experiences of a number of individual students as "ongoing events" in the program as part of the extended case studies component. As the investigation progressed, however, it became apparent that to present a realistic description of what it was like to be a typical intern in CIP would require gathering a number of detailed profiles of specific students. A sample of five interns, representing as much diversity as possible, was therefore chosen for detailed study. Their records were perused; they were interviewed in a number of different contexts; and they were observed in class and in their leisure activites. In addition, staff were interviewed concerning them. The results of this investigation were analyzed as a set of case studies (see Chapter Three). This became an extremely useful technique for getting a feel for what it is really like to be a student in the CIP.

Integration of Ethnographic and Experimental Investigations

In the original evaluation design the ethnographic component was seen as complementing the experimental, although the two were designed to proceed independently of each other. Furthermore, each was to submit a separate final report. As the evaluation proceeded, however, it became apparent that the two modes not only complemented each other, but that a closer relationship between those responsible

for each component of the design could greatly enhance each other's data gathering and analysis capabilities. Therefore, the two approaches gradually were merged. At first, this merger took the form of a number of informal discussions between the anthropologists and the experimental evaluators, during which results of their investigations were shared and discussed. Later, the anthropologists began to share some of the tasks of the experimental evaluators, such as participating in intake interviews and classroom observations. It was discovered that the previous training and perspective of the anthropologists provided additional insights into the behavior of school participants.

As the analysis progressed, the anthropologists were able to offer explanations for specific outcomes reported by the experimental evaluators, and the results of the latter in turn suggested areas the anthropologists should investigate. As a result of this cooperation, it was decided to combine the results of the two evaluations into one report.

Based upon this experience in the formative evaluation, the summative design makes no explicit distinction between the experimental and ethnographic modes. Both the anthropologists and the experimental evaluators will be involved in gathering data, making analyses, and reporting the results for each evaluative task.

EXHIBIT 1

FIELD GUIDE FOR ETHNOGRAPHIC EVALUATION

FOCUS ON ETHOS

Recruitment

1. Is there an "ideal" student in the heads of recruiters?

2. How is the program conceptualized in presentations to potential interns?

3. What questions do parents and students ask about the kind of organization the Urban Career Education Center is?

4. Is participation in CIP seen as incompatible with the ethos of certain social groups potential interns are members of?

Intake and Orientation

1. How do the interviewing counselors present the program?

2. What prior conceptions of the program do parents and recruits articulate by the questions they pose and information they offer?

3. What do teachers and staff present as important about the program in the orientation sessions, both overtly and by their comportment?

Career Awareness

1. What kinds of things do staff people appeal to as motivation, ensuring cooperation, dedication, and incentive?

2. What kinds of classroom rituals develop reflecting an underlying OIC mythology?

3. What, phenomenologically, is focused on in lessons reflecting the ethos?

4. Is there a hidden curriculum stressing the ethos, and how is it articulated so students are aware of it?

5. What are the real, as opposed to stated, criteria used in assessing Phase I, and do they reflect concern for students sharing the ethos?

Career Exploration

1. How are different career possibilities pushed or neglected because they are not really as highly respected by the staff?

2. How does the actual, in-class fusing of academics and careers reflect the ethos of OICs/A?

3. In the individualized packet program, are outsiders chosen to participate because they conform to some "ideal," and how is this useful or limiting?

Career Specialization

1. How is the mystique of the program reflected in the tracking decisions of the interns?

2. How are the three tracks presented differently, and how are the interns in each track treated differently by the staff?

3. What kinds of expectations are instilled in interns that they feel they have to "live up to" as graduates of CIP?

4. What kinds of jobs are chosen--are they worthwhile, respectable jobs, or "fringe-type" jobs?

5. What kinds of educational opportunities become available to those who choose the academic track?

FOCUS ON DECISION-MAKING

Recruitment

1. What kinds of covert/overt pressures are applied to get potential interns to enter?

2. Are certain types covertly discouraged from accepting invitations?

3. How are decisions made to invite interns, and are these decisions really consonant with the stated aims of the CIP?

4. What is the process of consulting and searching an intern or decliner goes through in making the decision?

5. What effects do the decision-making processes have on determining the composition and flavor of the CIP?

Intake and Orientation

(Although important decisions will be made at this stage, the specific things to look for will have to emerge from the first formative run-through of the evaluation.)

Career Awareness

1. How are decisions made about possible career opportunities to be presented?

2. Who emerges, from the intern's standpoint, as having really weighty or politically astute opinions?

(Again, most of the important things to look for here will have to emerge from the first stages of the evaluation.)

Career Exploration

1. How are decisions made as to which careers to explore in depth?

2. What is the process of consultation and investigation?

3. What factors make the determinations, and how are the choices limited by the processes made available?

Career Specialization

1. How are decisions made with respect to tracking?

2. What roles do personal preferences, aptitudes, program resources, staff attitudes, etc., have in affecting tracking choices?

3. What kinds of outside pressures are involved, and how are they dealt with by interns and staff?

4. What kinds of questions are asked of whom in making decisions?

General

1. How is the decision-making process instilled in interns useful or relevant to her/his wider life outside the classroom and after graduation?

FOCUS ON DIFFERING PERCEPTIONS

Recruitment

1. How do potential interns see the CIP, and how do these perceptions affect entering decisions?

2. How do potential interns perceive the differences between Germantown High School, other alternatives, and the CIP?

3. What kinds of potential interns are "hustled," and what kinds are surreptitiously discouraged?

4. Do counselors and instructors informally recruit friends and acquaintances, or do they discourage them?

Intake and Orientation

1. What steps are taken to challenge and reshape recruits' and parents' ideas about the program?

2. Is the continuity of the program as an educational experience or its innovative aspects stressed in presentations?

3. Do staff compare CIP favorably or unfavorably with Germantown High School and/or other alternative schools?

4. How do official, overt preachments about the program conflict or agree with actual behavior?

5. Do interns feel apologetic vis-a-vis peers outside in admitting participation?

Career Awareness

1. Are academic careers given as much respectability as non-academic?

2. In informal discussions, do interns exhibit a real awareness of what is going on, or are they bewildered?

3. Do instructors "teach down" to interns?

Career Exploration

1. Are efforts made to fit career choices to freely expressed preferences?

2. Is the happiness of the intern a major concern in choosing specialization, or is some notion of what is best for the program?

3. Are genuine efforts made to find the best representatives of all types of career possibilities to use as models?

4. Do non-college preparation interns feel apologetic about their preferences and somehow pressured in ways the academics are not?

Career Specialization

1. Do interns feel they are engaged in a real, legitimate educational experience? (For example, do they refer to themselves as being in school?)

2. Do staff feel they are welfare worker-types helping the disadvantaged or teachers dealing with normal kids?

3. How do interns anticipate the graduation ceremony?

4. What kinds of disagreements erupt between interns and staff, and how are they adjudicated?

FOCUS ON SOCIAL STRUCTURE

Recruitment

1. Who among the recruiters are most successful; i.e., what personal qualifications do they exhibit?

2. Are certain potential interns assured that they will "fit in well" to certain positions?

3. What feelings do parents and interns express about rankings in the program and about authority structures in general?

Intake and Orientation

1. How are role-expectations defined and articulated in early contacts?

2. How carefully and accurately is the social structure explained in the early stages of the program?

3. Is sufficient, realistic exposure given to the entire program early on so that role-expectations can be clearly divined?

4. Are role-expectations consistently supported so that interns and staff are not continually surprised?

5. Are real authority structures isomorphic with apparent ones?

Career Awareness

1. How do the staff define the relationship between themselves and the interns? (That is, do they have a colleague model, a superiority-inferiority model, a giver-recipient model, or some other model?

2. What is the relative ranking given various academic instructors?

3. Which staff can be trusted; which must one be careful with?

4. Are interns considered bright and not-so-bright isolated and treated differently?

5. Who makes decisions about what careers to be presented when?

Career Exploration

(Most of the questions posed under career awareness are applicable here.)

Career Specialization

1. How do the role models interns adopt in the CIP serve them on the job?

2. How do interns adjust to the roles they are asked to fill in the world outside CIP? (Are they treated as typical high school graduates, or are they seen as more mature and sophisticated?

3. Does the social structure of CIP provide continuing genuine interest and support for working interns without smothering them with directions or over-protection?

General

1. How does the social structure of CIP serve to define goals and objectives?

2. How does the social structure facilitate or hinder the realization of the CIP's stated goals and objectives?

3. How is the social structure--particularly role-expectations and status rankings which interns must contend with--isomorphic with, and thus preparatory for, the outside world graduates must function in? (In other words, how does the social structure of the CIP contribute to a relevant educational experience for interns?)

4. How would changes in the social structure affect the program?

5. How resistant or amenable to change is the existing social structure?

APPENDIX III

COSTS PER INTERN

During the Career Intern Program's developmental phase (January 1974 to February 1975), the operations costs per intern were reported at $3,935 as of June 30, 1974 (see Exhibit 1). Included in this figure are certain one-time start-up costs. On February 28, 1975, operations costs were reported as $2,758 per intern (Exhibit 2). This decline in costs can be attributed primarily to increased program efficiency, reduction in program staff, and consolidation of functions.

Despite inflation, the summative phase of CIP (March 1, 1975 - February 29, 1976) may result in an even lower operations cost per intern. Intern enrollment has increased from 100 to 220. If during this period the number of interns remains constant at the 220 level and program staff is not increased, the costs per intern will be in the $1,650 to $1,750 range, using the same mechanics as illustrated in Exhibits 1 and 2 to arrive at the cost figure. Enrollment will continue to increase until OIC reaches the most cost-effective position without diluting efficiency.

EXHIBIT 1

OPPORTUNITIES INDUSTRIALIZATION CENTERS OF AMERICA, INC.
URBAN CAREER EDUCATION CENTER
CAREER INTERN PROGRAM

STATUS REPORT OF YEAR-TO-DATE EXPENDITURES FOR OPERATIONS PER STUDENT

For The Month Ended June 30, 1974
Of The Contract Period December 16, 1973, to August 31, 1974
(Unaudited)

	Management	Educational Services	Career	Instruction	Counseling	Administration	Total
Percentage of total year-to-date program expenditures by department	35%	6%	7%	11%	8%	33%	100%
Total year-to-date expenditures for operations	$132,080	$22,642	$26,416	$41,511	$30,190	$124,533	$377,372
Actual school days per school attendance records	÷ 126	126	126	126	126	126	126
Operations cost per school day	$ 1,048	$ 180	$ 210	$ 329	$ 240	$ 988	$ 2,995
Days in state school year	× 180	180	180	180	180	180	180
Cost using state school year	$188,640	$32,400	$37,800	$59,220	$43,200	$177,840	$539,100
Weighted number of students on membership roll during period	÷ 137	137	137	137	137	137	137
Operating cost per student based on state school year	$ 1,377	$ 237	$ 276	$ 432	$ 315	$ 1,298	$ 3,935

EXHIBIT 2

OPPORTUNITIES INDUSTRIALIZATION CENTERS OF AMERICA, INC.
URBAN CAREER EDUCATION CENTER
CAREER INTERN PROGRAM

STATUS REPORT OF NET CURRENT EXPENDITURES PER STUDENT

For The Period September 1, 1974 to Feburary 28, 1975
(Unaudited)

	Management	Career	Instruction	Counseling	Administration	Total
Total net current expenditures[1]	$3,570	$35,717	$ 80,946	$22,594	$ 75,119	$217,946
Actual school days per school attendance records	÷ 112	112	112	112	112	112
Net current expenditures per school day	$ 32	$ 319	$ 723	$ 202	$ 670	$ 1,946
Number of days in state school year	× 180	180	180	180	180	180
Net current expenditures using state school year	$5,760	$57,420	$130,140	$36,360	$120,600	$350,280
Weighted number of students on membership roll during period	÷ 127	127	127	127	127	127
Net current expenditures per weighted number of students based on state school year	$ 45	$ 452	$ 1,025	$ 286	$ 950	$ 2,758

[1]Includes all expenditures for operations except consultants ($8,395), travel ($2,319), and rent ($72,112).